



## Department Application Bronze and Silver Award

School of Biology,  
University of St Andrews



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

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

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

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

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

## **COMPLETING THE FORM**

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

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

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

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	Silver	Actual
<b>Word limit</b>	<b>12,000</b>	<b>11,970</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	499
2. Description of the department	500	503
3. Self-assessment process	1,000	1,281
4. Picture of the department	2,000	1,967
5. Supporting and advancing women's careers	6,500	6,670
6. Case studies	1,000	971
7. Further information	500	79

<b>Name of institution</b>	University of St Andrews	
<b>Department</b>	School of Biology	
<b>Focus of department</b>	<b><u>STEMM</u></b>	<b>AHSSBL</b>
<b>Date of application</b>	30 Nov 2017	
<b>Award Level</b>	<b>Silver</b>	
<b>Institution Athena SWAN award</b>	<b>Date: 25 April 2013</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Dr Sascha Hooker	
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<b>Departmental website</b>	<a href="http://biology.st-andrews.ac.uk">http://biology.st-andrews.ac.uk</a>	

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## ABBREVIATIONS

AP	Action Point
AS	Athena SWAN
BE&D	Biology Equality and Diversity Committee
BME	Black and Minority Ethnic
BSRC	Biomedical Sciences Research Complex
CAPOD	Centre for Academic, Professional and Organisational Development (Univ. St Andrews)
CBD	Centre for Biological Diversity
DoR	Director of Research
DoT	Director of Teaching
E&D	Equality and Diversity
ECU	Equality Challenge Unit
ERC	European Research Council
EU	European Union
F	Female
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HoS	Head of School
HR	Human Resources
iSAT	Institutional Self- Assessment Team
KIT days	Keeping in Touch Days
M	Male
MBiochem	Masters in Biochemistry
MBiol	Masters in Biology
MG	Management Group
MMarBiol	Masters in Marine Biology
MSc	Masters
NERC	Natural Environment Research Council
PG	Postgraduate
PG Dip	Postgraduate Diploma
PGT	Taught postgraduate
PNTS	Prefer Not To Say
PSS	Professional and Support Staff
RCUK	Research Councils, UK
RUK	Rest of UK (not including Scotland)
SOI	Scottish Oceans Institute
SMRU	Sea Mammal Research Unit
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UG	Undergraduate
UN	United Nations

## DATA SOURCES

National benchmarking data is sourced from HESA. This data is only available up to 2015-16 and refers to staff in the cost centre (112) Biosciences. National data is in FPE.

STEMM data is the institutional overall average for all STEMM schools at the University of St Andrews (Biology, Chemistry, Earth & Environmental Science, Geography & Sustainable Development, Mathematics & Statistics, Medicine, Physics & Astronomy, Psychology & Neuroscience)

Data in this submission includes material from the latest datasets available to us. Whenever possible, we have provided 5-year datasets, but in some cases for which we have only recently begun to collect the relevant information, we present snapshot (this year's) data, or data for only the last 3 years.

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

## Professor Malcolm F. White FRSE

### Head of School of Biology

Equality Charters Manager,  
Equality Challenge Unit,  
7<sup>th</sup> Floor, Queens House,  
55/56 Lincoln's Inn Fields,  
London WC2A 3LJ

30 October 2017

Dear Ms Dickinson-Hyams,

I am writing as outgoing Head of the School of Biology (2014-17) to express my whole-hearted support for our application for an Athena SWAN Silver Award. Having worked on a series of short-term contracts in the past, while my academic partner and I also raised our family, I am particularly aware of the difficulties faced by early career postdoctoral fellows and academics in the UK, where work and family combined with job insecurity can create a stressful environment. The AS scheme has been the catalyst for a very welcome process of awareness-raising on issues of fairness, equality and diversity in our School.

I have supported the Equality and Diversity Committee's initiatives with enthusiasm and action. One of my first acts as Head of School was to establish a comprehensive workload model that allows workload balancing across research, teaching and service. This action has enabled us to ensure there are no inherent gender, age or other biases introduced inadvertently by School policies. The model has strong support across the school and provides a bedrock of transparency and accountability.

I would like to highlight three other areas where I have supported the AS process resulting in significant changes in our School's culture:

- We realised we had a problem in the promotion of female academics. We responded by strengthening mentorship, setting up a gender-balanced school promotions committee to provide support for candidates, and playing a major role in the reform of promotion procedures at the University level. It is heartening to see three new female academics promoted to Professor this year.
- We recognised that some school procedures disadvantaged staff with caring responsibilities or part-time contracts. We instituted a core working hours policy to ensure that none of our key committees or seminar series run outside these hours. This has resulted in significant improvements to the inclusivity of the School.

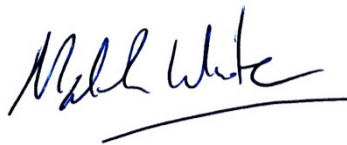


- We identified a lack of female representation in several committees. We responded by instituting fixed terms for all service roles and by advertising all positions as they fall vacant. This prevented any chance of “old boys networks” operating and led to the appointment of several new female committee chairs. Most notably, my successor as Head of School, Prof Clare Peddie, is the first female head of Biology in our long history – a welcome and significant milestone.

We have improved our recruitment materials and procedures, produced an excellent E&D website resource, instigated a strong shift towards seminar gender balance, and brought about many other changes as set out in this document. We have actively engaged with the University to improve HR policies and procedures, and I played my part through sitting on the committee that revised the University’s promotions procedures.

I am proud of these achievements, and of the role that I played in helping to bring them about, and look forward to the School’s continued success with these issues.

I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.



**[499 words]**

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## Professor Clare Peddie

### Head of School of Biology

Equality Charters Manager,  
Equality Challenge Unit,  
7<sup>th</sup> Floor, Queens House,  
55/56 Lincoln's Inn Fields,  
London WC2A 3LJ

14 November 2017

Dear Ms Dickinson-Hyams,

As the incoming female Head of Biology, having joined the School over 20 years ago, I have witnessed and welcomed the evident positive cultural change associated with our Athena SWAN initiatives. I have benefitted personally from the school's encouragement and mentorship. Our lobby for wider institutional policy change means that contributions to teaching excellence are now valued, and led to mine being the first promotion to Professor via the education-focused pathway. School support for my engagement in the Aurora programme helped me in taking on the role as Head of School.

Our Equality and Diversity team have made substantial progress. However, we are not complacent and we intend to work closely to ensure real practical changes that make a tangible difference to our staff.

Of the many worthwhile planned actions described in this document, my priorities are:

- Fairness in all policy and procedures
- Addressing underrepresentation of women
- Recognition and career progression for professional and support staff

We are fully committed to delivering our action plan and to continue to model good practice, supporting the careers of all of our staff to their full potential. The team's ambitious plans will benefit from my leadership, encouragement and whole-hearted support.

Yours faithfully,



Prof Clare Peddie

[197 words]

## 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 Biology is one of the largest departments within the University of St Andrews (Figure 1). On 31/12/2016 the School contained 146 academic teaching and research staff (40% female), and 70 professional and support staff (47% female). There were 70 research postgraduate students (54% female), 23 taught postgraduate students (70% female), and 377 undergraduate students (74% female).

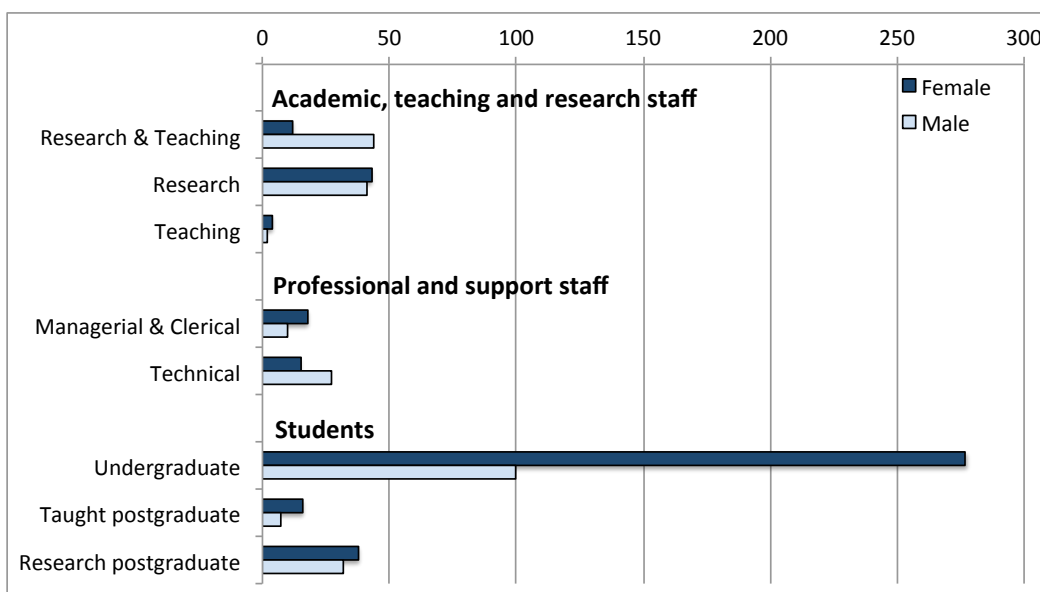


Figure 1. Numbers of females and males in the School of Biology, 31 December 2016.

The department has both a strong teaching profile (ranking 2<sup>nd</sup> in UK in Guardian University League Tables, 2017), and a strong research profile (ranking 16<sup>th</sup> in the UK 2014 REF overall, and 2<sup>nd</sup> in the UK for research impact).

Research in the School is organised into three interdisciplinary centres (SOI, BSRC, CBD) and a NERC core-funded unit (SMRU) which sits within the SOI (Table 1). These are currently directed by two women and two men (Figure 2). Each centre has its own lunchtime seminar series. Together these centres encompass the full spectrum of research in biological sciences, spanning investigations on the properties and behaviour of individual molecules to planetary environmental dynamics.

Table 1: Research Centres and NERC core-funded unit\* in the School of Biology.

Centre/Unit	Research focus
Scottish Oceans Institute (SOI)	marine-related science
Sea Mammal Research Unit (SMRU)*	marine mammal research
Biomedical Sciences Research Complex (BSRC)	Infection, immunity and structural biology
Centre for Biological Diversity (CBD)	evolution, behaviour, ecology and biodiversity



Figure 2. Map of St Andrews showing Research Centres and NERC core-funded unit in the School of Biology.

Teaching is unified across the centres, and the academic year includes many events involving the whole School. Undergraduate activity is mainly conducted on the main campus site, where the BSRC is located. The two taught post-graduate masters degrees are based in the Gatty Marine Laboratory, where the SOI is located.

Professor Malcolm White was Head of School (HoS) from 2014-2017, succeeded in September 2017 by Professor Clare Peddie. HoS is accountable to the University and to Staff Council. HoS is advised by the Management Group and supported by 11 committees with defined remit and turnover, reporting to Staff Council (Figure 3).

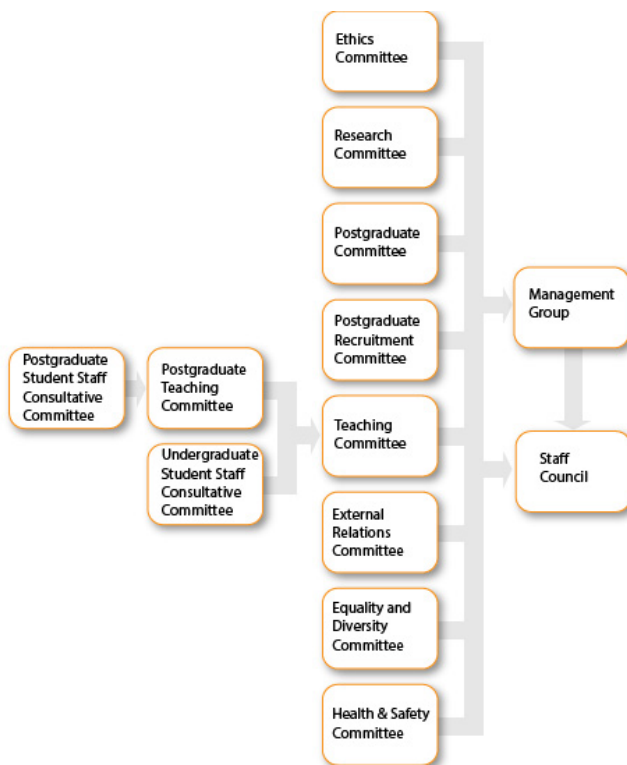


Figure 3. Diagram of School of Biology administrative structures.

Administration of the School (Figure 3) is overseen by Management Group (7F:7M), of which the BE&D Chair is an ex-officio member. Management Group is convened monthly, headed by HoS. Staff Council (all academic staff) meets quarterly in order to discuss additional issues and disseminate information.

“The school makes a genuine effort to ensure equality – a culture of fairness seems to me to be embedded into the management of the school”

**Academic staff member, 2017 school survey**

Academic staff meet annually for a School Away Day and the whole school is invited to an annual Research Day, highlighting recent research across the School. Research students organise an annual postgraduate conference, attended by academic staff.

**Impact: Committee turnover policy**

**AS submission (2014) AP4.7**

Goal: unbiased representation for committee members and chairs

Action (2016): Development of an advisory tenure for committee chairs (3-5 years dependent on committee) and policy for opening up positions to new applicants:

1. Advertisement by email and/or weekly newsletter.
2. Explicit consideration of full staff list (to avoid implicit bias) and encouragement (via email) of individuals to apply.
3. Final decision based on consideration of workload model and gender makeup.

We have improved gender balance throughout several committees (section 5.6(iii)), with **4F:5M committee chairs (2016), compared to 1F:8M chairs (2014).**

**Management group composition** (which consists of committee chairs and research centre directors) **has changed from 5F:9M (2015) to 7F:7M (2017).**

[503 words]

### 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

**Impact: Committee membership, representation and links** [previous submission feedback]

BE&D membership in 2015 had limited representation from some sectors (female professors, undergraduate students). We established policies to ensure:

1. BE&D representation from all centres and staff/student roles.
2. BE&D members sit on other School committees to provide a voice throughout the School.

We have achieved these goals (Table 2). 89% of all staff and 73% PG students are now aware of the AS Charter (2017 survey).

The Biology Equality and Diversity Committee (BE&D) has 21 members (12F:9M) (Table 2). Academic staff members are credited for this role in the school workload model (5hr/week for the chair, 2/hr per week for the E&D officer and vice-chair respectively, and 1 hour/week for other members).

Members are recruited by an email advertising position openings and candidates are selected to ensure representation from all centres, across roles and to achieve gender balance. We encourage committee turnover to increase exposure of staff and student members to the committee (15/21 members have served for <3years). Two members of BE&D have taken Athena SWAN panel training and one has served on an AS panel.

Table 2: Current members of BE&D. All members are credited in the school workload model; those with additional responsibility and additional time allocated are marked\*.

Name/Experience	Gender	Role	Contract	Joined	Centre
<b>Dr Sascha Hooker</b> joined the department as a post-doctoral student in 2001. She has 3 children.	F	Reader, BE&D chair*	Part-time/permanent	2013	SOI
<b>Prof Kevin Laland</b> has 2 children, and his wife is also a full-time academic at the University.	M	Professor, BE&D vice-chair*	Full-time/permanent	2013	CBD
<b>Dr Maria Dornelas</b> has 2 children, and her husband is also a full-time academic at a Portuguese university.	F	Reader, School of Biology E&D officer*	Full-time/permanent	2014	CBD
<b>Dr Nathan Bailey</b> is an Independent Research Fellow and University Reader. His partner is an academic.	M	Reader	Full-time/permanent	2017	CBD
<b>Andrew Cole</b> joined the teaching office after a military career. His wife works full-time. 2 children.	M	BE&D Secretary	Full-time/permanent	2014	-
<b>Prof Will Cresswell</b> , married, 2 children; chose St Andrews because research and teaching excellence is promoted by its excellent attitude to work-life balance.	M	Professor, Postgraduate Committee rep	Full-time/permanent	2015	CBD
<b>Dr Helder Ferreira</b> joined the department in late 2013. He has a young daughter and his wife works as a researcher in Dundee.	M	Lecturer, Ethics Committee rep	Full-time/permanent	2016	BSRC

Name/Experience	Gender	Role	Contract	Joined	Centre
<b>Remi Fritzen</b> , PhD student representative.	M	PhD student	Full-time/ student	2017	BSRC
<b>Georgina Glaser</b> , Phd student representative.	F	PhD student	Full-time/ student	2016	CBD
<b>Dr Tracey Gloster</b> joined St Andrews in 2012 on a Wellcome Trust fellowship and now progressed to a lecturer. Not married, no children.	F	Lecturer; External Relations Committee rep; Research Committee rep; website officer	Full-time/ permanent	2016	BSRC
<b>Prof Sue Healy</b> is an active researcher and mentor. She has an academic partner.	F	Professor; Teaching Committee rep	Full-time/ permanent	2013	CBD
◊ <b>Dr Phil Irving</b> is the SMRU Science Manager. With more than 20 years experience in research and management, Phil joined the School of Biology in 2014.	F	Professional/ support staff (SMRU manager)	Full-time/ fixed term	2016	SOI
<b>Jean Johnston</b> joined the BSRC in 2004 as a secretary. Married with three grown-up children.	F	Professional/ support staff (secretary)	Full-time/ permanent	2016	BSRC
<b>Chris McKnight</b> , PhD student representative	M	PhD student	Full-time/ student	2015	SOI
<b>Dr Jacqueline Nairn</b> joined the School of Biology teaching team in 2014. She is married and has two children.	F	Senior lecturer; School Disabilities Coordinator	Part-time/ permanent	2016	-
<b>Ashley Pearson</b> joined the university as a technician in 2010. His partner is an academic in secondary education. No children.	M	Professional/ support staff (technician)	Full-time/ permanent	2016	BSRC
<b>Prof Clare Peddie</b> has followed the education-focused route to her position as Head of School whilst raising three children.	F	Head of School	Full-time/ permanent	2017	-
<b>Erin Phillips</b> , Biology student president 2017-18.	F	Undergraduate student	Full-time/ student	2017	-
◊ <b>Donna Pierz-Fennell (J.D.)</b> manages the Department and is a professional support staff mentor, trainer, and Non-Academic Assessor to University Court.	F	School manager; Health & Safety committee rep	Full-time/ permanent	2013	-
<b>Dr Kelly Robinson</b> completed her PhD in 2014 before starting her post doc. She is newly married with no children.	F	Junior post- doctoral researcher	Full-time/ fixed term	2015	SOI
<b>Rene Swift</b> is a part-time engineer (and part-time PhD student), who believes in promoting equality, fairness and diversity across all roles.	M	Professional/ support staff (technician)	Part-time/ fixed term	2016	SOI

◊ Committee members with AS panel training

(ii) an account of the self-assessment process

The BE&D Committee was established in August 2013 with two primary goals:

1. to create a supportive working environment in which all members of staff and students reach their full potential
2. to embed transparency and fairness in all School practices

We received our Bronze Athena SWAN Award in November 2015. The role of BE&D Chair was then passed from Dr Rona Ramsay to Dr Sascha Hooker, a part-time (50%FTE) Reader in the SOI, who received a reduction in teaching and administrative duties in order to allow her to focus on BE&D matters.

**Meetings:** The committee has met every 4-6 weeks (>8 meetings/year) since August 2013 and has undertaken many worthwhile activities and events (Figure 4).

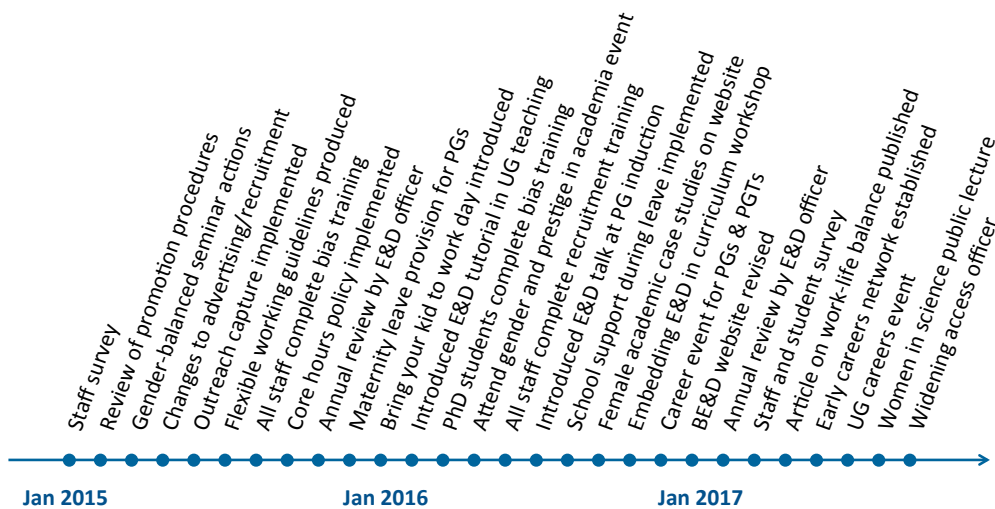


Figure 4. Actions and activities undertaken by BE&D since January 2015. Full details are provided in relevant sections of this submission.

#### Sharing good practice: Equality and Diversity Outreach

- Rona Ramsay (previous BE&D chair) gave lecture to **Coventry and Warwickshire Science Girls (2015)** “*Women in academic science – the challenges, the data, and my perspective*”.
- Rona Ramsay and Donna Pierz-Fennell (BE&D member) shared best practice with two Arts/Humanities schools new to AS (2016).
- Maria Dornelas (E&D officer) visited the Biology Department, University of York (AS Gold) to exchange good practice ideas (2017).
- Sascha Hooker (current BE&D chair) will give **keynote talk for UK and Ireland Regional Student Chapter of the Society of Marine Mammalogy (2018)** “*Work-life balance and challenges for a career in marine science*”.

BE&D meetings generally involve planning and examining progress of our actions. Many activities are developing into an embedded annual cycle (Table 3). We consider new initiatives: we have presented and discussed the ECU examples of good practice, and have tasked members to search for examples of good practice from other successful Biology Department submissions. Sub-groups take responsibility for specific activities such as website development and careers events.



Table 3: Annual activities for BE&D (both ongoing and new actions are shown).

Month	Event
Sept	Update bias training database and send reminders (AP4.6) New - Promotions workshop (AP2.4) New – Quarterly update on staff due to take leave (AP5.1)
Oct	PG student Induction Day
Nov	New - Grant and fellowship writing workshop (AP2.12)
Dec	New – Quarterly update on staff due to take leave (AP5.1)
Jan	UG & PG careers events (AP3.1, AP 3.2) Semester 1 seminar series reports due (AP1.6)
Feb	International Day of Women and Girls in Science seminar (AP1.9)
Mar	Update bias training database and send reminders (AP4.6) New – Quarterly update on staff due to take leave (AP5.1)
Apr	Annual E&D report on applications, appointments, staffing, workload, promotions, committee representation, seminars, appraisal uptake (AP6.2)
May	Bring Your Kid to Work Day
Jun	New – Check of website for HR policies (AP 4.3) and grant exemplars (AP2.10) New – Quarterly update on staff due to take leave (AP5.1)
Jul	Semester 2 seminar series reports due (AP1.6)

**Consultation with the Department:** E&D is a fixed item at Staff Council meetings, allowing staff to be kept up-to-date with BE&D work and providing an opportunity for staff to input ideas or concerns.

Staff consultation via biennial survey forms an important part of the quantitative data on attitudes within the school (Bronze 2015 AP11). Surveys have shown widespread and increasing engagement (Table 4).

Table 4: Number of respondents (with percentage of that respondent-type) for biennial staff surveys (F: female, M: male; PNTS: prefer not to say).

Respondents	2013		2015		2017	
	Number	%	Number	%	Number	%
Research and teaching staff*	59	91%	19F:44M	97%	18F:45M	100%
Research staff	41	46%	32F:24M	66%	38F:27M	77%
Professional and support staff	34	48%	15F:30M	66%	22F:26M	69%
Postgraduate students	36	38%	41F:36M	82%	50F:31M	87%
Undergraduate students	-		-		153F:40M: 1PNTS	51%
Total	178		241		451	

\*Teaching staff were amalgamated with research and teaching staff category due to low numbers.

Since our bronze award, we have significantly invested in a BE&D section of our school website (p18), and have a standing BE&D item in the staff email newsletter. The BE&D chair is involved in additional departmental processes, such as sitting on the promotions panel (p41).

The BE&D chair reports directly to Management Group (Figure 3). Reps from other committees within the School sit on the BE&D committee and can take E&D issues to their meetings.

**Impact: BE&D website overhauled and redeveloped**

**AS Bronze (2015) AP11**

Our 2015 survey showed limited awareness of E&D objectives, such as core-hours policy. We revamped our BE&D webpages in 2016, and specifically featured BE&D engagement on the School website's home page.

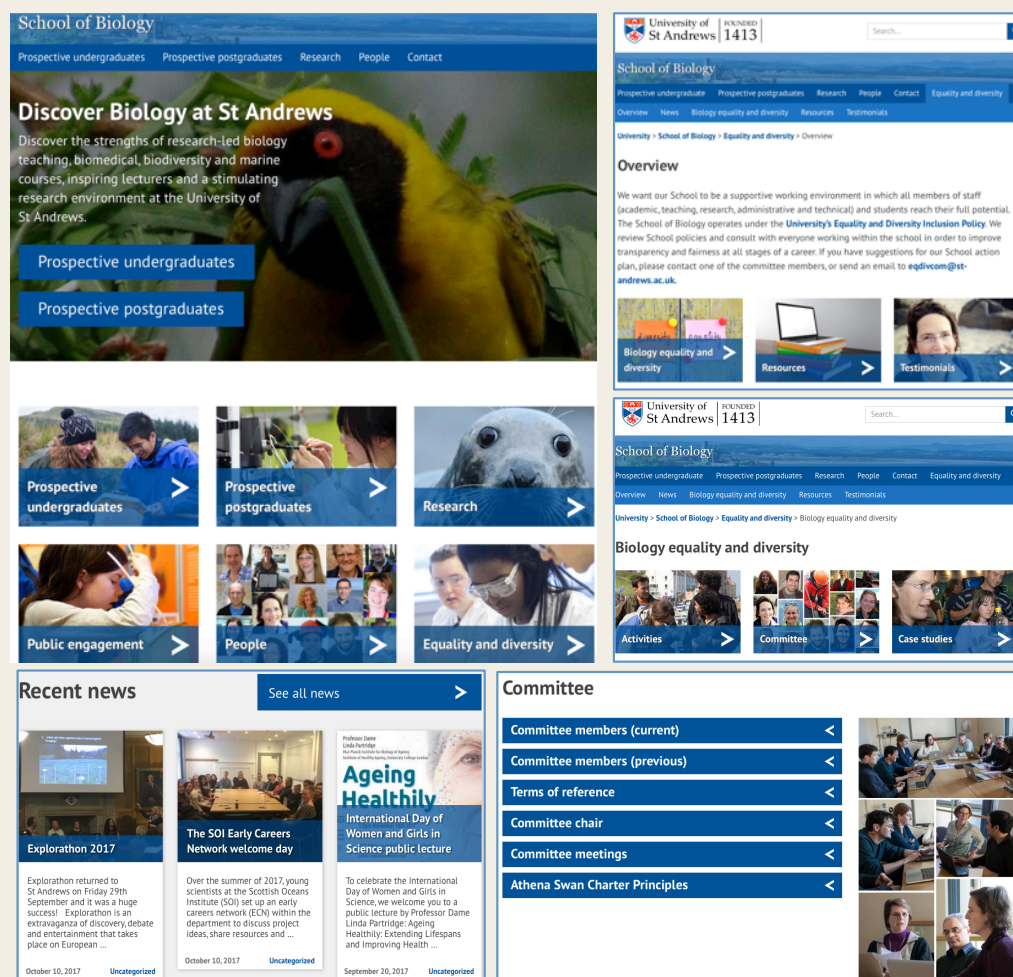


Figure 5. School of Biology website home page and example pages from BE&D website.

We ensure that BE&D successes are featured on this site (Figure 5), with 1-2 news items per month. The new content highlights our commitment to E&D and showcases our positive, inclusive, family-friendly culture. These new pages are getting ever-increasing hits (now >50/week), and our 2017 survey showed an improvement in staff awareness (Figure 6).

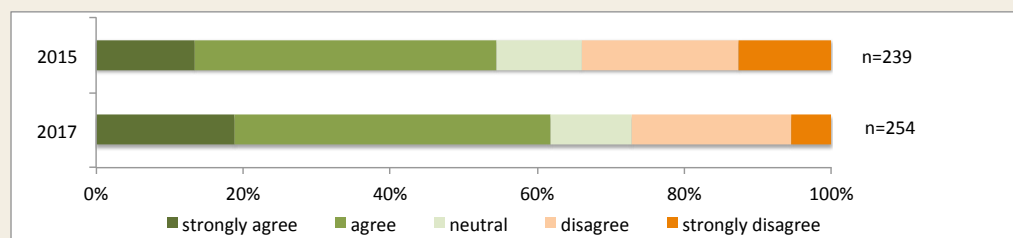


Figure 6. Change in staff/student response to question: "I am aware of the core hours guidelines implemented within the School of Biology for seminars and meetings" between 2015 and 2017 surveys.

*"The new website is really helpful"*- feedback from female Reader, 2017.

**External Consultation:** We use the School of Psychology in St Andrews as a buddy, with at least bimonthly dialogue between committee chairs about equality issues.

The BE&D chair is a member of the University E&D committee, providing opportunities to liaise with other departments and to raise institutional E&D issues. She assisted with the University AS submission, as a member of the iSAT Career Development and Worklife Balance working group. She also attended an ECU workshop on SMART action plans, and an iSAT exchange of good practice event.

BE&D representatives also engage with several activities external to the university (p16, p26 and p64).

**Impact: Facilitating good practice within the University**

Sascha Hooker and Kevin Laland (BE&D chair and deputy), together with Gillian Brown (Psychology E&D chair), met with Principal Sally Mapstone (January 2017) to suggest improvements to University-level E&D procedures. Subsequently, the University:

- recruited an additional administrative staff member to increase support for E&D-related data gathering and analysis;
- instigated monthly e-mail newsletters to improve communication and coordination between University-level and School-level E&D activities.

**Preparation of AS submission:** While preparing our Silver application and action plan, committee members were assigned sections according to their expertise.

The draft was sent to the university AS team, and the E&D chair in another school (Psychology) for feedback. We solicited critical friends from the Institute of Neuroscience, Newcastle University (AS Silver Department), and from the AS lead at the University of Dundee (AS Bronze).

The whole school reviewed and provided input on the final submission. The action plan has been endorsed by MG, and is now the top priority for the School's strategic plan.

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

We are committed to the promotion of gender equality throughout Biology and we plan to follow our action plan regardless of submission outcome. BE&D will continue to meet at least 8 times/year to implement actions and monitor progress.

We will promote our initiatives via e-mail newsletter (Figure 7) and social media (**AP4.2**), and place further resources online, specifically:

- the action plan, a living document available to all staff (**AP6.1**),
- the annual E&D officer's report, reporting successes and progress (**AP6.2**),
- regular updates about BE&D activities, details of our family-friendly policies, and survey results (**AP4.1**).

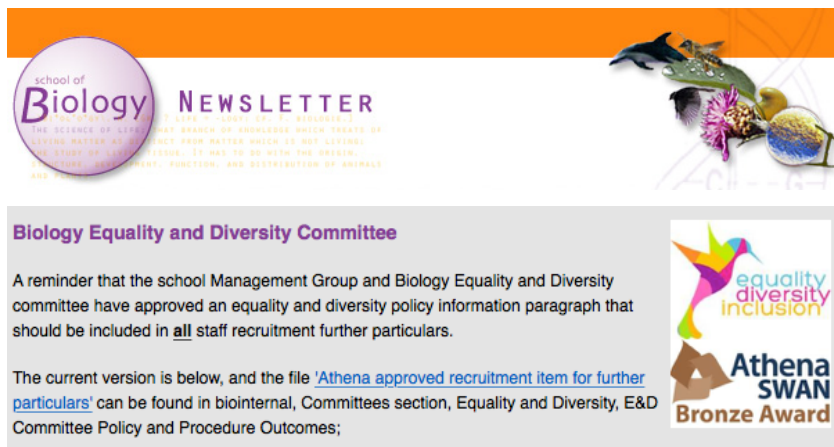



Figure 7. Example of weekly newsletter sent to all School Staff.

**Beacon Activities**

We have begun to champion gender equality and good practice to the university and wider community:

- Successful lobbying of University (p19, p41, p65, p72).
- Lectures/workshops about E&D (p16, p64).
- Publication highlighting good practice in international journal (p64).
- Prestigious public seminar (p71).

As part of our ambition to achieve Athena SWAN gold we will continue to promote our successes (via website/twitter/posters), produce resources (**AP1.7**), and lobby the university (**AP1.2**), in order to act as beacons for the wider community.



**Action Plan**

- Action plan available online (AP6.1)
- Annual E&D report (AP6.2).
- Survey results and annual BE&D report to be made available online (AP4.1)
- Continue to increase visibility of BE&D activities via website/twitter/posters (AP4.2)

[1281 words]

## 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

We offer 4 modules for the BSc General Degree (part of the University's part-time evening degree programme). This typically attracts 12 students (c. 75% female) in alternating years.

An entry route via local colleges is established into the General Science programme (20 in past 5 years: 12F:8M), of which a small number (4F:1M) progressed into Biology degrees. Very few students progressed from the International Foundation Programme for Science into Biology degrees (2F:1M from 42F:66M over past 5 years).

#### (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.

#### Impact: Engagement with unconscious bias for staff/student recruitment

AS Bronze (2015) AP5

In 2016 we increased frequency of monitoring of staff training completion, sending bi-monthly reminders to staff who had not undertaken relevant modules. We have increased uptake:

- Bias training increased from 17% (2015) to 76% (2017) of the School (now including PhD students). *"very useful and eye-opening...has had positive impacts on my understanding of fairness"* - **feedback from postgraduate student.**
- Recruitment training increased from 43% (2015) to 100% (2017) of academic staff.

**New interview refresher:** prior to convening interview panels for staff and student recruitment, BE&D chair requests staff to review the university website about unconscious bias and to watch two short videos about bias (Figure 8).

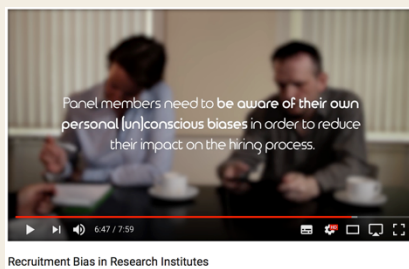


Figure 8. Royal Society video: Understanding Unconscious Bias

<https://www.youtube.com/watch?v=dVp9Z5k0dEE> (left), EU Institutio CERCA video: Recruitment Bias in Research Institutes <https://www.youtube.com/watch?v=g978T58gELo> (right)

*"Refreshing just prior to interviewing is a really good idea"* - **feedback from male Professor.**

We plan to continue this (AP4.6).

The School offers nine single Honours Degree programmes: Biochemistry, Cell Biology, Molecular Biology, Ecology and Conservation, Evolutionary Biology, Behavioural Biology, Marine Biology, Zoology and Biology, with a number of Joint Honours Degree options. The School also offers three Integrated Masters programmes: MBiochem, MBiol and MMarBiol (which extend the 4-year undergraduate programme into a 5-year masters programme). We occasionally have 1-2 part-time students on UG programmes for personal or health reasons.

Over the last five years the percentage of female students has averaged 72%, ~10% higher than the national average (Figure 9, Table 5). However, the proportion of female applicants (average 66%F) equals that among students studying Biology at National 5, Higher and Advanced Higher levels 66.4%, 66.1% and 66.2%, respectively (2016 Scottish Qualifications Authority attainment statistics <http://www.sqa.org.uk/sqa/64717.html>).

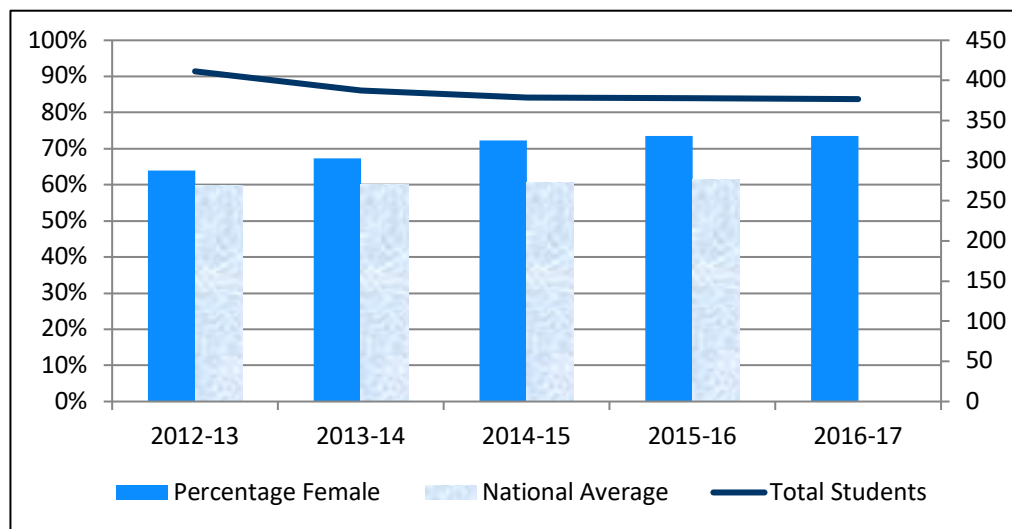


Figure 9: Percentage of female undergraduate students in Biology versus National Average (left axis) with total number of students (right axis).

Table 5. Number of undergraduate students in Biology by gender and year.

Academic Year	Female	Male	Total Students	Percentage Female	National Average
2012-13	263	148	411	64%	60%
2013-14	261	126	387	67%	60%
2014-15	274	105	379	72%	61%
2015-16	278	100	378	74%	62%
2016-17	277	100	377	74%	n/a

Examination of applications, offers, acceptances and entrants reveals a slight increase in percentage of females over this process (Table 6). However, the bulk of this increase is in entrants relative to offers, and there is little evidence for a bias between applications and offers. This pattern is university-wide, and we think caused by the appeal of a small, safe university town to female students. Examination of student origin (Scotland, EU, rest of UK, or overseas) suggests that similar gender proportions are found throughout incoming students (Table 6).

To improve male recruitment at undergraduate level, we plan actions to highlight male students on our website and ensure male staff engage in secondary school outreach (AP1.10, AP1.11).

Table 6: Percentage female from total number (in parentheses) for undergraduate Biology applications, offers, acceptances and entrants.

Year of Entry	Applications	Offers	Acceptances	Entrants
2012-13	63% (929)	63% (381)	64% (147)	62% (93)
2013-14	66% (1035)	67% (433)	68% (180)	72% (101)
2014-15	69% (1007)	73% (570)	74% (205)	78% (112)
2015-16	66% (1056)	69% (514)	70% (223)	76% (109)
2016-17	68% (1115)	69% (524)	71% (159)	74% (117)
Average	66%	68%	69%	72%
2016-17* : Scotland	65% (282)	66% (121)	72% (44)	71% (37)
EU	69% (334)	78% (46)	85% (20)	88% (16)
RUK	62% (222)	64% (163)	66% (41)	70% (27)
Overseas	75% (277)	74% (194)	69% (54)	73% (37)

\*Rounded figures may result in slight variations from analysis by year.

Whenever possible, marking within the school is anonymous. Although degree class achieved by female and male undergraduate students appears to fluctuate from year to year, there is little gender difference when 1<sup>st</sup>/2:1 are considered together (Table 7, Figure 10).

Table 7. Degree class achieved by female and male undergraduate students.

Year of Award	Classification	Female	Male	% Female	% Male
2011-12	1st	12	3	16%	10%
	2:1	55	23	72%	79%
	2:2	9	2	12%	7%
	3rd	0	1	0%	3%
2012-13	1st	10	3	16%	8%
	2:1	46	29	72%	74%
	2:2	8	7	13%	18%
	3rd	0	0	0%	0%
2013-14	1st	11	8	17%	21%
	2:1	45	24	68%	63%
	2:2	10	6	15%	16%
	3rd	0	0	0%	0%
2014-15	1st	20	7	28%	24%
	2:1	46	20	65%	69%
	2:2	5	2	7%	7%
	3rd	0	0	0%	0%
2015-16	1st	10	3	19%	12%
	2:1	41	21	77%	81%
	2:2	1	2	2%	8%
	3rd	1	0	2%	0%

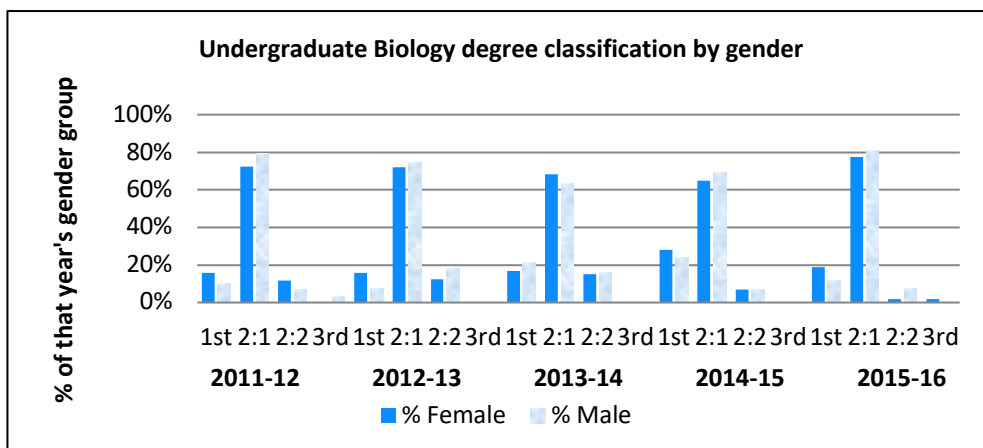


Figure 10: Percentage of awards for undergraduate Biology by degree classification. Percentages are presented as a proportion of that year's gender group.

*"The school feels equal and fair to me"*

Undergraduate student, 2017 school survey

#### Action Plan

- Encourage more male staff to engage in educational outreach (AP1.10).
- Increase visibility of minorities by providing UG and PGT case studies on School website, ensuring diversity of protected characteristics represented (AP1.11).

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

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

##### Full-time

We deliver two full-time MSc programmes: Marine Mammal Science and Ecosystem-based Management of Marine Systems. The proportion of women on postgraduate taught programmes averaged 73% over the last 5 years, 12% higher than the national average (Table 8). There does not appear to be any consistent gender bias during the admission process (Table 9).

Table 8. Number of full-time postgraduate taught students in Biology by gender.

Academic Year	Female	Male	Total Students	Percentage Female	National Average
2012-13	17	12	29	58%	60%
2013-14	21	4	25	83%	60%
2014-15	17	5	22	76%	61%
2015-16	22	6	28	79%	61%
2016-17	16	7	23	70%	n/a



Table 9: Percentage female from total number (in parentheses) for full-time postgraduate taught Biology applications, offers, acceptances, and entrants.

Year of Entry	Applications	Offers	Acceptances	Entrants
2012-13	72% (108)	62% (56)	54% (39)	58% (29)
2013-14	82% (92)	77% (37)	77% (26)	83% (25)
2014-15	78% (92)	68%(30)	78% (25)	76% (22)
2015-16	77% (80)	79% (44)	79% (28)	78% (27)
2016-17	75% (92)	73% (34)	71% (24)	70% (23)
Average	77%	72%	72%	73%

Degree completion rates by both genders are high. We held the place for one (female) student who left due to changes in financial circumstances, but she was unable to return. Postgraduate Diploma award rates (given where Masters incomplete) are low and approximately equal for females and males (Table 10).

Table 10. Number and percentage achieving intended qualification for full-time Postgraduate Taught Biology students.

Academic Year	Gender	Graduated/Eligible to graduate		Left	% degree completion
		Masters	PG Diploma		
2012/3	Female	19			100%
	Male	14	3		82%
2013/4	Female	23			100%
	Male	5			100%
2014/5	Female	17	1		94%
	Male	6			100%
2015/6	Female	21	1	1	91%
	Male	7			100%

### Part-time

We offer distance-learning programmes in Sustainable Aquaculture (PG Dip and MSc), which run over two years and are available part-time. These have a small number of female students (Table 11), reflecting the traditionally male-dominated nature of the aquaculture industry. More female students (80%) achieve the MSc qualification than male students (62%) (Table 12).

Table 11. Percentage female from total number (in parentheses) for part-time distance learning Sustainable Aquaculture applications, offers, acceptances, and entrants.

Year of Entry	Applications	Offers	Acceptances	Entrants
2012-13	23% (13)	38% (8)	43% (7)	33% (3)
2013-14	31% (16)	38% (8)	33% (6)	56% (9)*
2014-15	11% (28)	13% (23)	18% (17)	19% (16)
2015-16	24% (50)	23% (35)	16% (25)	25% (16)
2016-17	16% (56)	14% (35)	13% (24)	14% (22)
Average	21%	25%	25%	29%

\*Additional entrants due to deferrals from previous year.

Table 12. Gender breakdown of awards received after 2-year programme in Sustainable Aquaculture.

Award Year	MSc		PG Diploma		PG Certificate	
	Female	Male	Female	Male	Female	Male
2014/5		2	1	1		1
2015/6	3	2		4		
2016/7	5	9		2	1	

Our taught postgraduate programmes are generally biased in terms of subject area (female bias for marine mammal science and male bias for aquaculture). We plan to highlight both female and male case studies on our website to help address preconceptions (AP1.11).

### Good practice: Engagement with Higher Education Academy (HEA) Workshop



- Three staff attended HEA workshop in 2016 (Figure 11)
- Guidance on Embedding Equality and Diversity in the Curriculum has been added to the School Handbook, 2017
- We will further investigate gender bias in teaching materials (AP4.9)

Figure 11. Online advertising for HEA workshop: Embedding equality and diversity in the curriculum.

### Action Plan

- Increase visibility of minorities by providing UG and PGT case studies on School website, ensuring diversity of protected characteristics represented (AP1.11).
- Apply for funding to develop report on gender bias in teaching materials (AP4.9).

#### (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.*

Currently there are 70 registered PhD students, with ~15 new students recruited each year. The proportion of women on postgraduate research degrees reflects the national average (Tables 13 & 14). We have a small number of female and male part-time PG research students, accommodating work/life balance.

Table 13. Number of postgraduate research students in Biology by gender.

Academic Year	Female		Male		Total	% Female	National Average
	Full-time	Part-time	Full-time	Part-time			
2012-13	44	2	29	2	76	60%	53%
2013-14	49	1	38	2	89	55%	54%
2014-15	41		37	3	81	51%	54%
2015-16	41		31	2	73	56%	54%
2016-17	37	1	30	2	70	54%	n/a

Table 14. Percentage female from total number (in parentheses) for Biology postgraduate research applications, offers, acceptances and entrants.

Year of Entry	Applications	Offers	Acceptances	Entrants
2012-13	57% (189)	52% (23)	51% (22)	67% (9)
2013-14	57% (216)	51% (27)	51% (25)	56% (23)
2014-15	48% (164)	61% (18)	50% (14)	50% (12)
2015-16	56% (148)	67%(21)	60% (15)	69% (13)
2016-17	52% (241)	59% (27)	55% (20)	46% (18)
Average	54%	58%	53%	58%

In addition to our standard 3-year PhD programme, the School of Biology also offers up to two 4-year PhD Apprenticeships annually, which include a formal role in teaching undergraduates. All students are made aware of this option during interview and their experiences/interests in teaching are explored. Those interested are also interviewed by DoT and Deputy DoT (1F:1M). Following this, students may opt to accept the 4-year apprenticeship or the standard 3-year studentship (Table 15).

Table 15. Gender breakdown of students taking PhD apprenticeships.

Academic Year	Female	Male
2012-13	1	
2013-14		1
2015-16	2	
2016-17		1

In terms of completion, all MPhil degrees have been completed (not shown). For PhD theses, there is more year-on-year variability (Table 16) but there is no sign of any gender difference in completion (77%F:75%M for the 5-year period). 8%F and 7%M have left since 2008 entry.

Table 16. Outcomes by gender for students enrolled in PhD research degrees.

Start Year	Gender	Completed		Submitted	Ongoing	Transfer	Left	Achieved intended qualification
		PhD	Mphil	PhD	PhD			(excl. submitted /ongoing)
2008/9	Female	25					3	89%
	Male	7			1		1	88%
2009/0	Female	16	1			1	2	80%
	Male	6	1	1			1	75%
2010/1	Female	10				2	1	77%
	Male	9			1	1	2	75%
2011/2	Female	13		1	1	2	1	81%
	Male	12		1				100%
2012/3	Female	5		2	2	1	1	71%
	Male	7		2	2			100%

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Our progression pipeline illustrates the drop from average 70%F at UG (population 386) and 73%F (population 26) at PGT to 55%F (population 78) at PGR (Figure 12).

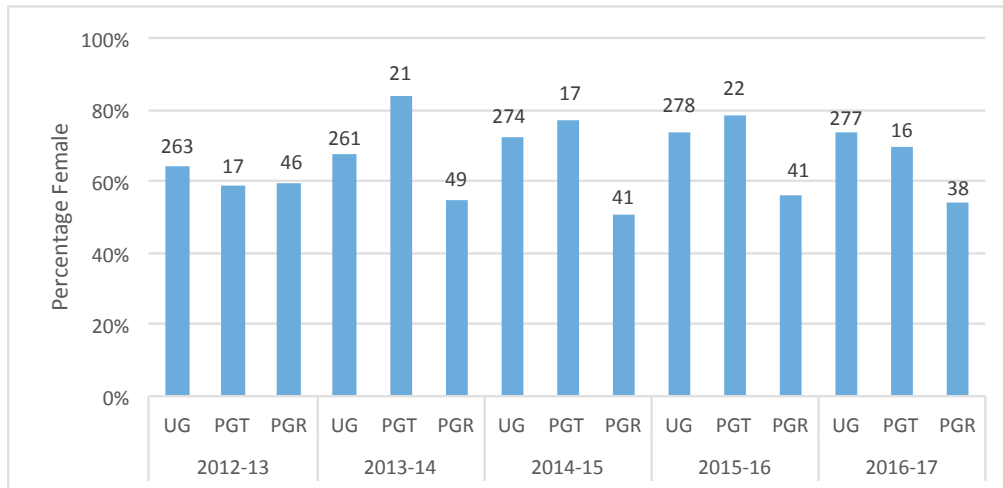


Figure 12. Percentage (bars) with actual number of females progressing between undergraduate (UG), taught postgraduate (PGT) and research postgraduate (PGR) for 2012-2016.

The University Careers Centre provides destination details for our undergraduates (response rate ~60%), shown corrected for number of graduates for each year (Table 17). These data suggest that more females than males from our undergraduate cohorts progress to PG study. However, our own PGR population contains only 5F:5M who were UG and 3F:5M who were PGT in St Andrews (2016-17).

Table 17. Number of each gender progressing to PG study from each UG cohort. Percentages in parentheses.

Academic Year	Female	Male
2011/2	21 (62%)	13 (38%)
2012/3	30 (63%)	18 (37%)
2013/4	32 (71%)	13 (29%)
2014/5	30 (71%)	12 (29%)

2017 survey showed 72%F and 85%M UG and 49%F and 55%M PG agreement with statement "I feel optimistic about my chances of career progression." We recently initiated careers events for both undergraduates and postgraduates, which we plan to continue annually in order to highlight academic and other career options to students (AP3.1, AP3.2).

**Action Plan**

- Embed annual careers session for undergraduates (AP3.1).
- Embed annual careers session for postgraduate students, ensuring PGT participation (AP3.2).

## 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.*

### Evidence of Good Practice: Improved recruitment advertising

APPROVED by Athena Swan Committee 5 May 2014

Updated 26 October 2016

Updated 28 April 2017

#### Generic paragraph used for recruitment

New material now included in further particulars for all advertised posts within the School:

*The University of St Andrews School of Biology is committed to promoting equality of opportunity for all, which is further demonstrated through its working on the Gender Charter and being awarded the Athena SWAN Bronze award in 2015 ...*

*The School would particularly welcome applications from suitably qualified females. The School values equality and diversity across its workforce, and offers a family friendly environment in which flexible working is encouraged and we strive to hold important meetings/seminars within core hours of 9.15-2.45. In addition, a broad variety of measures are currently being introduced to ensure effective career progression for everyone and to eradicate the historical underrepresentation of females at higher professional levels.*

The school of Biology currently includes 146 academic and research staff (59F:87M). We have three contract functions: research focused (Academic: research), education and research (Academic), and education focused (Academic: teaching) (Figure 13).

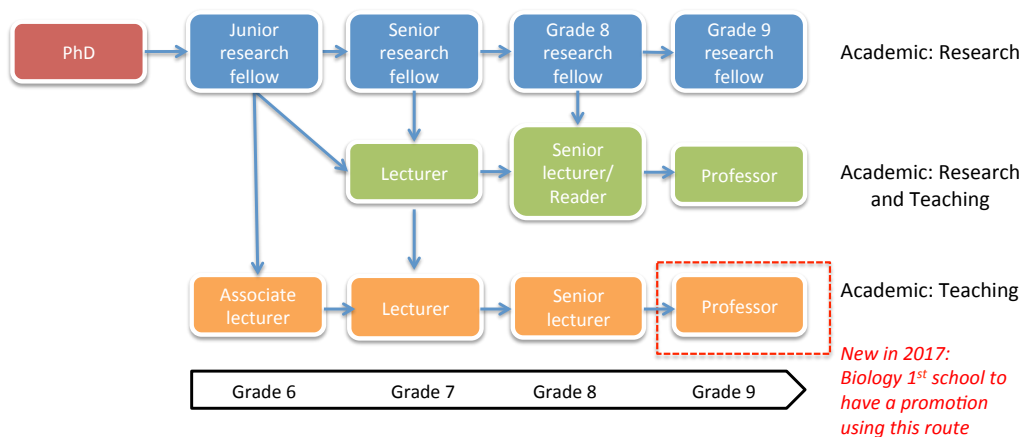


Figure 13. Career pathways for and corresponding pay grades across the three contract functions in the school: research-focused (blue), education and research (green), and education-focused (orange). Transitions can be made in between any pathway or grade but more typical transitions are shown by arrows.

Gender inequalities are most apparent for the research and teaching stream (Table 18, Figure 14), where females remain underrepresented at all grades. Research grades 8/9 are primarily the NERC research staff brought to St Andrews when the Sea Mammal Research Unit joined the Department. We note that the Director of this unit, Ailsa Hall, was promoted to professor in 2016.

Table 18: Percentage females from total number of staff (in parentheses) separated by contract function (research, teaching, research and teaching) for each grade between 2012-2016. Comparison is provided with overall STEMM school average for St Andrews for individual categories and with HESA data for overall total academics.

Role / Grade	2012		2013		2014		2015		2016	
	% F (n)	STEMM %F	% F (n)	STEMM %F	% F (n)	STEMM %F	% F (n)	STEMM %F	% F (n)	STEMM %F
Research: Total	44% (87)		48% (89)		51% (86)		53% (85)		51% (84)	
Grade 5	50% (10)	50%	50% (10)	53%	44% (9)	46%	40% (5)	48%	29% (7)	55%
Grade 6	50% (60)	38%	52% (60)	42%	57% (56)	44%	58% (57)	40%	57% (53)	43%
Grade 7	25% (12)	31%	36% (11)	30%	33% (12)	27%	42% (12)	29%	46% (13)	26%
Grade 8	0% (3)	20%	25% (4)	23%	0% (3)	17%	0% (3)	17%	0% (3)	29%
Grade 9	0% (1)	-	0% (1)	-	50% (2)	50%	50% (2)	50%	50% (2)	50%
Multi-scale*	0% (1)	44%	67% (3)	50%	75% (4)	44%	67% (6)	55%	67% (6)	67%
Research & Teach: Total	23% (56)		23% (57)		24% (55)		21% (58)		21% (56)	
Lecturer	29% (14)	36%	31% (16)	40%	27% (15)	39%	27% (15)	36%	30% (10)	31%
S Lecturer	17% (6)	21%	20% (5)	23%	33% (3)	23%	25% (4)	29%	20% (5)	32%
Reader	36% (11)	23%	31% (13)	20%	42% (12)	27%	33% (12)	25%	38% (13)	31%
Professor	16% (25)	13%	13% (23)	15%	12% (25)	14%	11% (27)	15%	11% (28)	15%
Teaching: Total	71% (7)		63% (8)		71% (7)		71% (7)		67% (6)	
Grade 6	67% (3)	39%	100% (3)	54%	100% (2)	45%	100% (2)	63%	100% (1)	52%
Grade 7	67% (3)	59%	33% (3)	44%	50% (4)	55%	50% (4)	52%	67% (3)	54%
Grade 8	100% (1)	71%	50% (2)	67%	100% (1)	71%	100% (1)	57%	50% (2)	43%
Overall Academic Total	37% (150)	HESA 44%	40% (154)	HESA 44%	42% (148)	HESA 44%	41% (150)	HESA 45%	40% (146)	

\*Multi-scale refer to staff not salaried within the normal scaling structure. These are staff on fellowships for which the funder stipulates the salary.

In 2012, recruitment to Lecturer and promotion/recruitment to Professor were the transition points that appeared most problematic in terms of gender balance (Table 18, Figure 15).

In 2014 we revised the wording of recruitment advertising to try to improve gender ratios at application (p29). In 2016 we increased bias and diversity training to ensure interviews are unbiased (p21), and in 2017 we lobbied the university for improvements to promotions procedures (p41). The results of these actions are typically slow paced, but we are beginning to see impact. We have had great success with three women and one man promoted to professor and one woman and one man promoted to senior

lecturer (grade 8 education-focussed) during the 2017 promotion round. This change narrows the gender gap at the professorial level by 8% (we now have 19% of professors who are female compared with 11% in 2016).

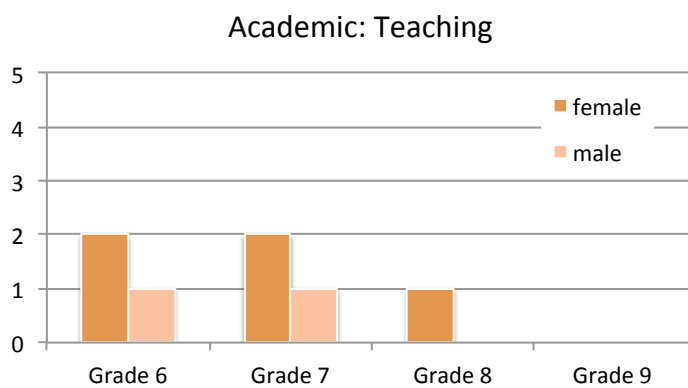
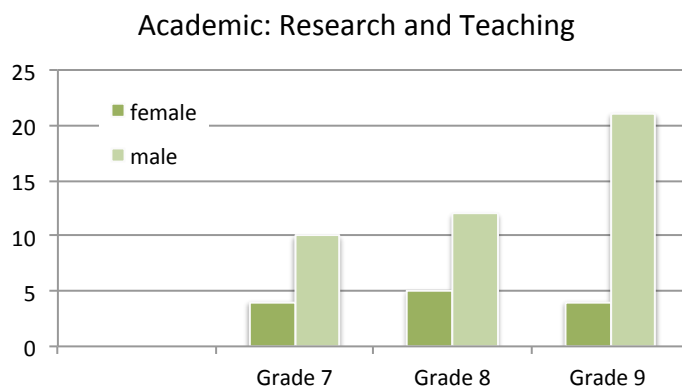
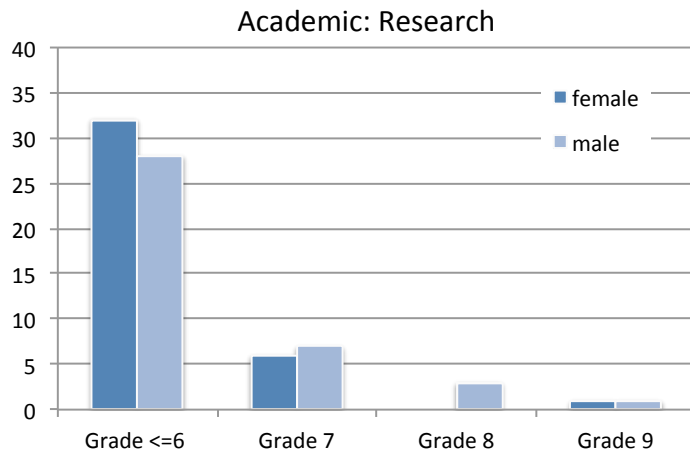


Figure 14. Snapshot of number of female and male staff on 31 Dec 2016 across grades for each of the career streams: research-only (blue), research and teaching (green), teaching-only (orange).

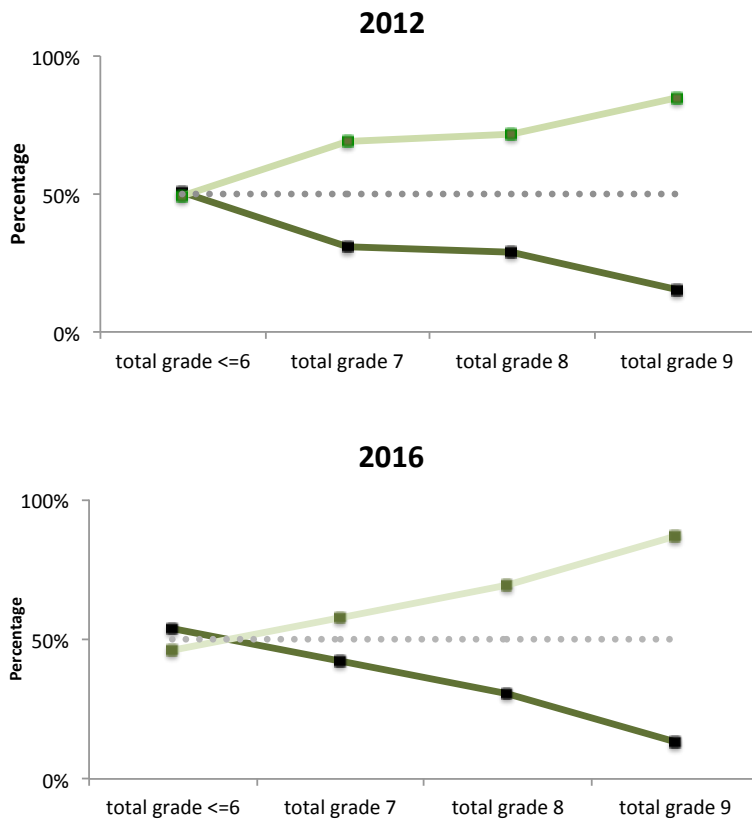


Figure 15. Comparison between 2012 and 2016 for percentage of females (dark) and males (light) across roles.

We are still far from gender-balanced, however, so our action plan contains several further actions designed to improve recruitment procedures (**AP1.1–AP1.5**), and additional monitoring of other protected characteristics (**AP6.2**).

#### Action Plan

- Further improve school policy for advertising materials to include both male and female contacts, remove gender-biased wording, promote possibility of flexible and part-time working, and offer to support caring costs associated with interview (AP1.1).
- Lobby university to improve advertising materials (AP1.2).
- Ensure adverts reach minorities (AP1.3).
- Refresh consideration of bias prior to interview (AP1.4).
- Improve school recruitment policy to ensure no single-sex long- or shortlists, BE&D officer invited to observe search-committee meetings, preferentially to recruit at junior academic level, commit to appoint underrepresented gender where all else is equal (AP1.5).
- Increase staff disability and ethnicity disclosure, and monitor intersectional staff data annually (AP6.2).



## SILVER APPLICATIONS ONLY

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

We encourage flexibility within our system both between career pathways (Figure 13) and between technical and academic roles. One of our technicians pursued and gained a PhD, but subsequently retired. We have also supported a fellowship to transition from technical to academic role (see case study below).

### Transition of technical staff to academic roles

Mini-case study: ██████████

██████████ originally pursued a traditional academic career with her undergraduate in Romania, and MSc and PhD in the UK, followed by a 2-year career break to have her daughter. She joined the School of Biology in 2015 as a research technician, but was encouraged and supported in applying for a Daphne Jackson Trust Fellowship Award to allow her to regain an academic career-track. She was successful and in 2016 began her fellowship.

### (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 are most common at lower grades on the research pathway because the position is often linked to specific research grants (Table 19, Table 20).

There is no evidence of a gender gap in proportion of staff on fixed-term contracts on any academic pathway. For the Academic: teaching track, absolute numbers are low (one female on fixed term contract) and no gender comparison is possible.

Table 19. Percentage of each gender on fixed-term contracts (total of that gender on that career track in parentheses).

Staff	Gender	2012	2013	2014	2015	2016
Research	Female	66% (38)	65% (43)	66% (44)	76% (45)	70% (43)
	Male	65% (49)	67% (46)	66% (42)	65% (40)	58% (41)
Teaching	Female	20% (5)	40% (5)	40% (5)	40% (5)	25% (4)
	Male	50% (2)	33% (3)	0% (2)	0% (2)	0% (2)
Research and Teaching	Female	8% (13)	8% (13)	8% (13)	8% (12)	0% (12)
	Male	7% (43)	7% (44)	7% (42)	9% (46)	9% (44)

Table 20. Percentage of each gender on fixed-term contracts by grade (total of that gender on that grade in parentheses).

Grade	2012		2013		2014		2015		2016	
	F	M	F	M	F	M	F	M	F	M
Grade 5	80% (5)	100% (5)	100% (5)	100% (5)	100% (4)	80% (5)	100% (2)	67% (3)	100% (2)	60% (5)
Grade 6	69% (32)	77% (31)	65% (34)	76% (29)	68% (34)	75% (24)	80% (35)	75% (24)	84% (31)	65% (23)
Grade 7	0% (9)	15% (20)	10% (10)	20% (20)	10% (10)	29% (21)	18% (11)	25% (20)	0% (11)	27% (15)
Grade 8	0% (6)	0% (15)	0% (7)	6% (17)	0% (7)	0% (12)	0% (6)	0% (14)	0% (7)	0% (16)
Grade 9	25% (4)	14% (22)	33% (3)	10% (21)	25% (4)	9% (23)	25% (4)	12% (25)	0% (4)	15% (26)

The School has no staff on zero-hour contracts. The University employs staff on ‘bank worker contracts’, offering an agreed amount of work over an agreed period. These are often used by PhD students undertaking teaching to supplement income and gain teaching experience.

The university has a redeployment policy which allows for movement of staff in circumstances outwith their control (e.g., restructuring, health). The School attempts to maintain continuity of employment whenever possible, supporting applications for the University Bridging Funds Scheme. This provides up to 6 months of salary to research staff that are between grants or waiting for the outcome of grant applications. The University’s Welcome ISSF funding is also available to cover salary costs of research staff. Of current fixed-term staff, 20/30 females and 16/34 males previously held an appointment within the University.

#### Continuity of employment

Mini-case study: [REDACTED]

[REDACTED] joined the School of Biology as a post-doctoral research fellow. The school has supported her re-employment over several contracts, underwriting her position to ensure long-term continuity. She has taken maternity leave twice, returning to work part-time, and gradually ramping up to full-time in 2014. She was promoted to a senior research fellow in 2009, and now heads the research team that is supporting the spin-out company, Pneumagen, R&D program.

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

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

Turnover is low among school staff (Figure 16, Table 23), with no obvious differences between genders, contract type or full/part-time status. Leavers are predominantly in the Research category, a consequence of the fixed-term nature of most contracts, which are contingent on grant funding. Exit questionnaires highlight the end of a fixed contract as the most common reason for leaving in both genders. A small number of people select “return to full-time education”, “change in career”, and “personal reasons”, as the reason for leaving.

Table 21. Numbers leaving by gender across different contract functions. Total presented as percentage of that gender is that cohort in that year.

Year	Staff	Fixed term		Permanent		Total (% cohort)	
		Female	Male	Female	Male	Female	Male
2012	Research	7	5	-	1	7 (18%)	6 (12%)
	Teaching	-	-	-	-	-	-
	Res & Teach	-	-	-	2	-	3 (3%)
2013	Research	7	4	2	2	9 (21%)	6 (13%)
	Teaching	-	-	1	-	1 (20%)	-
	Res & Teach	-	1	-	1	-	2 (4%)
2014	Research	10	7	-	2	10 (23%)	9 (21%)
	Teaching	-	1	-	-	-	1 (33%)
	Res & Teach	-	3	-	1	-	4 (8%)
2015	Research	6	8	3	-	9 (20%)	8 (20%)
	Teaching	-	-	-	-	-	-
	Res & Teach	-	-	1	1	-	1 (2%)
2016	Research	18	10	-	-	18 (42%)	10 (24%)
	Teaching	1	-	-	1	1 (20%)	1 (50%)
	Res & Teach	-	1	-	1	-	2 (4%)

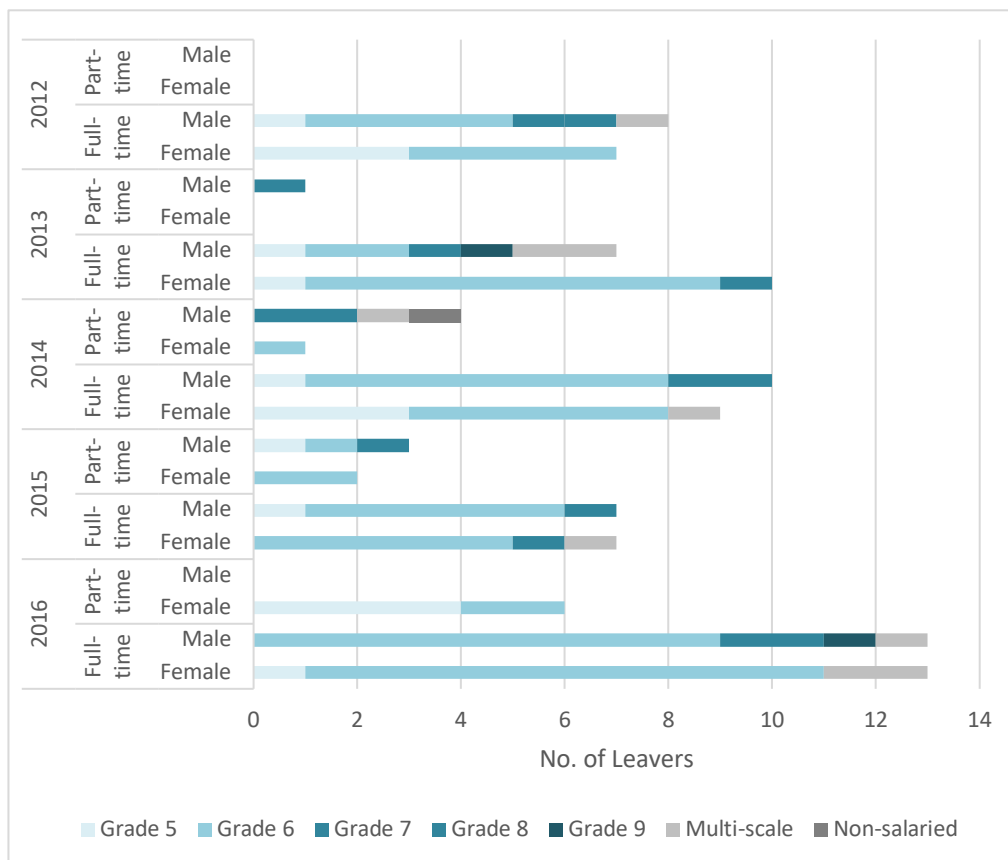


Figure 16. Numbers of academic leavers shown by gender, full/part-time status and grade. (Multi-scale staff are those staff on fellowships for which the funder stipulates salary. Non-salaried staff are those no longer paid by the university, e.g. re-engaged as emeritus professors.) There is no apparent difference between genders or between full or part-time status.

[1967 words]

## 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.*

#### Impact: Development of initiatives to encourage applications from women

AS Bronze (2015) AP2

We initiated a **Bring Your Kid to Work Day** during a school In-Service day (Figure 17), to show that our Biology Department welcomes families. This was featured on our website and social media, generating comments such as "Brilliant" "Love this" "Great concept".

Participation increased from 9 children in 2016 to 16 in 2017.



Figure 17. 2<sup>nd</sup> annual Bring Your Kid to Work Day in the Bell-Pettigrew Museum, Biology Department.

This and other initiatives (changes to advertising text, requesting staff to distribute adverts widely, specific encouragement of women to apply for high-level positions) are meeting with some success:

- Across all posts, the percentage of female applications increased steadily from 39% in 2014 to 50% in 2016, and female appointments are currently approximately 50%.

We continue to work to redress the gender gap in applications, and following our Bronze award have put several further actions in place designed to encourage more women to apply (box above).

#### Academic (research) staff

*Postdoctoral (Grade 5-6):* Our largest recruitment group is for postdoctoral research. The percentage of females at application, shortlist, offer and appointment varies year-on-year between 40-60% (Table 22). Overall, the total number of offers made to male and female applicants over the last 5 years has been 24F:21M, and the appointments

have been 41F:33M. There are more appointments than offers due to non-advertised appointments for postdocs specifically named on a grant.

Table 22. Percentage female from total number (in parentheses) for applications, shortlist, offers and appointments for Postdoctoral Research (Grade 5-6) since 2012. Success rate is calculated as the ratio of offers to applicants for each gender.

Year	% Female (Total number)				Success rate	
	Applications	Shortlist	Offers	Appointments	Female	Male
2012	52% (365)		60% (15)	54.5% (22)	4.7%	3.5%
2013	44% (143)	53.3% (15)	50% (6)	60% (15)	4.8%	3.8%
2014	45.4% (163)	51.7% (29)	57.1% (7)	54.5% (11)	5.4%	3.4%
2015	40% (90)	52.4% (21)	57.1% (7)	60% (10)	11.1%	5.6%
2016	55.3% (398)	51.1% (45)	40% (10)	50% (16)	1.8%	3.4%

*Senior Research Fellows (Grade 7 and above):* The School appointed 14 senior research fellows during the 2012-2016 window: 8F:6M (Table 23). These are researchers with their own fellowships, and hence non-advertised posts. Our actions in terms of post-doctoral training have helped lead to this success (p48).

Table 23. New appointments in the Senior Research Fellow category (Grade 7 and above), 2012-2016.

Year	Female	Male	Total	% Female
2012	0	1	1	0%
2013	2	2	4	50%
2014	2	0	2	100%
2015	2	2	4	50%
2016	2	1	3	67%
Total	8	6	14	57%

### Academic (teaching) staff

The only teaching posts advertised in the last 5 years were in 2013, which led to 2 female staff being appointed in 2013 and 2014 (Table 24).

Table 24. Percentage female from total number (in parentheses) of applications, shortlist, offers and appointments for teaching posts advertised in 2013. Success rate is calculated as the ratio of offers to applicants for each gender.

Advertised Posts	% Female (Total number)				Success rate	
	Applications	Shortlist	Offers	Appointments	Female	Male
Teaching fellow (grade 6) (now associate lecturer)	49.3% (75)	60% (5)	100% (1)	100% (1)	2.7%	0%
Senior teaching fellow (grade 7) (now lecturer)	37.1% (35)	60% (5)	100% (2)	100% (1)	15%	0%

### Academic (teaching & research) staff

Only 8 academic staff have been recruited during the last 5 years (2M:1F lecturer, 2M reader and 3M professors) for which application data are available (Table 25). With such low numbers of positions advertised and appointed it is difficult to draw firm conclusions, but we are committed to increasing rates of recruitment of female staff at higher academic positions. We are concerned that in the past not all positions were advertised as widely as possible, and have proposed new actions designed to address this (AP1.3, AP1.5).

Table 25. Percentage female from total number (in parentheses) for applications, shortlist, offers and appointments among academic (teaching and research) staff since 2012. Success rate is calculated as the ratio of offers to applicants for each gender.

Advertised Post	% Female (Total number)				Success rate	
	Applications	Shortlist	Offers	Appointment	Female	Male
Lecturer, 2012	28% (58)	n/a	0% (2)	0% (2)	0%	4.8%
Reader, 2014	25.5% (133)	22.2% (9)	33% (3)	0% (2)	2.9%	2.0%
Professor, 2013	0% (1)	0% (1)	0% (1)	0% (1)	0%	100%
Professor, 2014-15	31.3% (16)	0% (2)	0% (2)	0% (2)	0%	18.2%
Lecturer, 2016	13.5% (52)	16.7% (6)	100% (1)	100% (1)	14.2%	0%

In total, 16 new academic staff made new starts in the period 2012-2016, the 8 depicted in Table 25, a further 7 that were recruited prior to 2012 (2M:2F lecturers, 1M reader, 2M professors), and 1F lecturer that transferred from another school (Table 26).

Table 26. New starts among academic staff, 2012-2016.

Year	Role	Female	Male	Total	%Female
2016	Lecturer	1		1	100%
	Reader				-
	Professor				-
2015	Lecturer				-
	Reader		1	1	0%
	Professor		2	2	0%
2014	Lecturer				-
	Reader		1	1	0%
	Professor				-
2013	Lecturer	1*	2	3	33%
	Reader				0%
	Professor		1	1	0%
2012	Lecturer	2	2	4	50%
	Reader		1	1	0%
	Professor		2	2	0%
Total	Lecturer	4	4	8	50%
	Reader		3	3	0%
	Professor		5	5	0%

\*Transferred from another school

### Good Practice: Feature on female biometrician appointment on website

The 2016 lecturing post was in a field (bioinformatics) in which females are strongly unrepresented, which may in part explain the observed gender bias in applications (13.5%F, Table 25). We have included a feature on the female biometrician that we appointed on the School's E&D website to help promote women in this field (Figure 18).

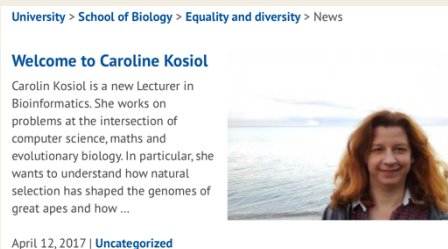


Figure 18. News item on BE&D website.

Analysis of gender by grade reveals that amongst academic staff recruited at lectureship level there is no evidence for gender bias (n=8, 50% female), but appointment at higher grades shows an extreme gender bias (n=8, 0% female). The school is committed to reversing this bias, through revised school policy to prioritise junior appointments, banning single-sex shortlists and inviting the BE&D officer to attend all search committee meetings for academic appointments (**AP1.5**). Further new actions set out to remove bias in advertising and at interview (**AP1.1-1.4, AP4.6**).

### Action Plan

- Further improve school policy for advertising materials to include both male and female contacts, remove gender-biased wording, promote possibility of flexible and part-time working, and offer to support caring costs associated with interview; lobby university to follow this (AP1.1, AP1.2).
- Ensure adverts reach minorities (AP1.3).
- Refresh consideration of bias prior to interview (AP1.4).
- Improve school recruitment policy to ensure no single-sex long- or shortlists (re-advertise if only single sex applies), BE&D officer invited to observe search-committee meetings, preferentially recruit at junior academic level, commit to appoint underrepresented gender where all else equal (AP1.5).
- Continue requirement for all staff to complete unconscious bias training (AP4.6).

(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.*

The university runs a comprehensive induction process for new staff (Figure 19).

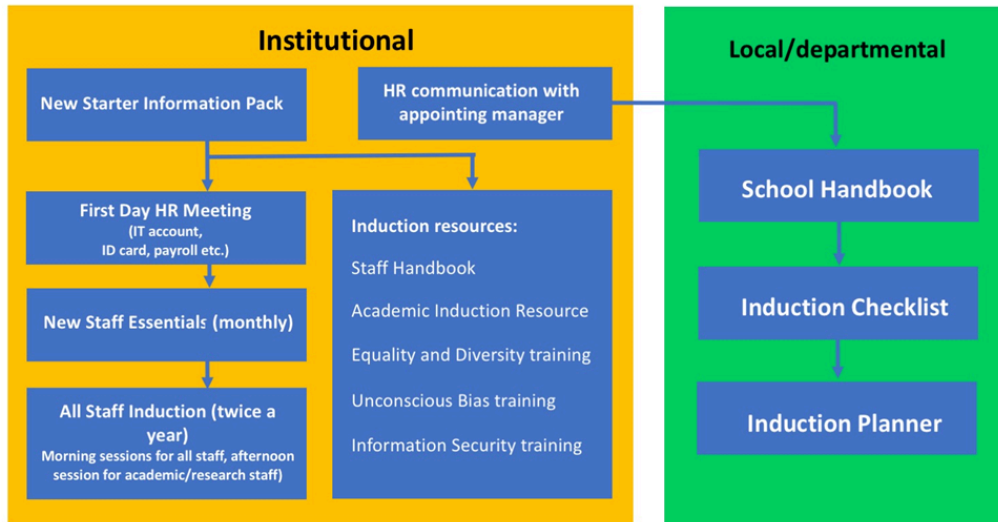


Figure 19. Institutional and departmental overview of the induction process.

In 2012, we revised School induction procedures for academic staff, which now include:

- (i) email of revised 'New Staff Induction Handbook' with organisational overview of the School, intranet access details, and contact details for all staff
- (ii) local induction including health and safety aspects, introduction to administrative staff and details of coffee meetings and seminars
- (iii) DoR assigns another staff member in the same building to act as a mentor. The administrative office staff are introduced as initial 'go-to' people, and the school manager as the central school contact for queries.

The effectiveness of this was assessed in the 2017 staff survey, which showed increased staff satisfaction (Table 27). Unfortunately, the survey did not establish staff start date, but we suspect the higher levels of satisfaction amongst research staff (more of whom were recruited less than three years ago) reflect our new procedures. We plan to confirm this in our next survey (AP6.3).

Table 27. Percentage of respondents (from total in parentheses) that strongly agreed/agreed in response to the question: "When I began my current role I received appropriate information and support during the induction process."

Staff	2017		2015	
	Female	Male	Female	Male
Research and Teaching	50% (20)	48% (46)	42% (19)	39% (44)
Research	68% (38)	56% (27)	63% (32)	57% (29)

**Action Plan**

- Modify survey to better assess perceptions of new induction procedures (AP6.3).



(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.*

**Impact: Change in promotions procedures**

**AS Bronze (2015) AP14**

In Oct 2015, BE&D reviewed the University's promotion procedures and, together with the School of Psychology's E&D committee, produced a joint paper to the Principal's office. A number of changes were made as a direct result of this review, including:

- removing the requirement for a minimum of two international references for Reader/Professor, given the potential discrimination against those less able to travel;
- removing the rule that unsuccessful applicants should not apply in the following year, which would potentially discourage suitable, but cautious, applicants.

Within Biology, recommendations (encompassing enhancements in appraisal, career advice, and application guidance) were also passed to MG, and subsequently implemented. A gender-balanced School promotions panel (2F:2M) was initiated in 2016 to provide constructive feedback on promotion applications.

Our promotions success has improved dramatically from 55% (2012-16) to 89% (2017), **with three women promoted to Professor in the last year.**

Any staff member can apply for promotion. This is discussed at the annual appraisal meeting and staff are encouraged to send draft material to the promotions panel for constructive feedback prior to submission.

In the period 2012-2016, 2(50%) of 4F and 8(57%) of 14M were promoted (Table 28). Changes (outlined above) led to a much higher rate of promotion in 2017.

Table 28. Success rate for promotion applications by gender for academic (including research) staff.

Year	Role	Female			Male		
		Successful	Unsuccessful	Rate	Successful	Unsuccessful	Rate
2012	Professor			-	0	1	0%
2013	S Lecturer			-	1	0	100%
	Reader			-	1	0	100%
2014	S Lecturer			-	0	2	0%
	Reader	1*	0	100%	0	1	0%
	Professor			-	3	0	100%
2015	S Lecturer	0	1	0%	0	1	0%
	Reader			-	1	1	50%
	Professor	0	1	0%			-
2016	S Lecturer			-	0	1	0%
	Reader	1	0	100%	1	0	100%
	Professor			-	1	0	100%
<b>2012-2016 TOTAL</b>		<b>2</b>	<b>2</b>	<b>50%</b>	<b>8</b>	<b>6</b>	<b>57%</b>
2017	S Lecturer	1*	0	100%	1	0	100%
	Reader			-	2	1	67%
	Professor	3	0	100%	1	0	100%
<b>2017 TOTAL</b>		<b>4</b>	<b>0</b>	<b>100%</b>	<b>4</b>	<b>1</b>	<b>80%</b>

\* Part-time staff.

Despite little gender difference in terms of success, there is a disproportionately low rate of application from women (22% applications were from women despite 40% of staff being female). We therefore suggest including assessment of CV in annual appraisal, with pro-active identification and encouragement of suitable candidates for promotion by assessors, promotions committee and HoS (**AP2.2**), and enhanced feedback on applications (**AP2.3**).

Academic staff have mixed views of the promotions process (Figure 20), and promotion procedures have recently changed, suggesting the need for making more information about promotion available. We plan an annual workshop on promotion for academic staff (**AP2.4**).

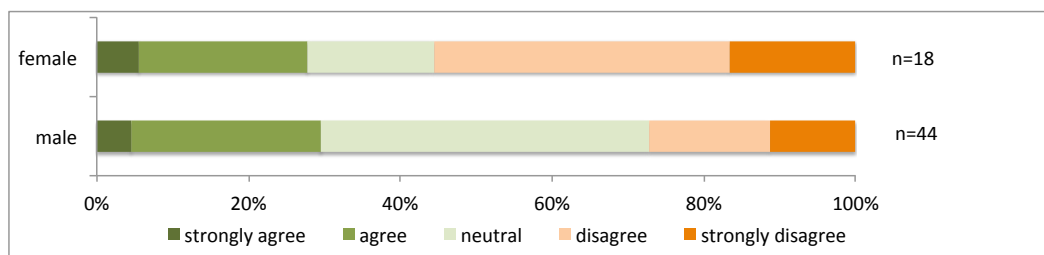


Figure 20. Academic staff responses to the 2017 survey question “I feel that the promotion process for staff is appropriate, fair and easily understood”.

We are concerned that the lower rate of application by females may reflect a tendency for women to take longer to reach the perceived standard to be competitive for promotion. Accordingly, we will conduct an analysis of time until promotion to determine whether this is gender-biased (**AP1.13**).

#### Action Plan

- Encourage suitable candidates to apply for promotion by including assessment of CV in annual appraisal (AP2.2).
- Promotions panel to offer advice to potential applicants (AP2.3).
- Annual workshop on promotion for all academic staff, including research staff (AP2.4).
- Conduct analysis of time until promotion to establish whether this is gender-biased (AP1.13).

#### (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.*

During REF2014, the School followed the University’s REF2014 Code of Practice, which was created after a full Equality Impact Assessment. Whilst more academic staff were potentially available for submission in REF2014 compared to RAE2008, a similar number were submitted (Table 29). The decision as to which staff submissions were returned was based on the strength of research outputs as decided by a review panel comprised of a gender-balanced group of senior academics in the School. There was no significant

difference in the proportion of each gender excluded (RAE 2008 P = 0.95; REF 2014 P = 0.25).

Table 29. Comparison of gender submission rates for the RAE 2008 and the REF 2014. Data is presented based on full-time equivalent returned.

	Female eligible	Female submitted	% female submitted	Male eligible	Male submitted	% male submitted
RAE 2008	8.5	8.5	100%	41	37	90.2%
REF 2014	15.3	9.1	59.5%	47.85	37.85	79.1%

The reduction in the proportion of females versus males submitted reflects a University-wide pattern (98% to 78% for STEMM schools). This fall likely reflects a general gender difference in career progression. Several of our actions are in-part designed to redress this, including improved mentoring, appraisal and support for both grant application and promotion (**AP2.2-2.4, AP2.7, AP2.8, AP2.10-2.12**).

#### Action Plan

- Encourage suitable candidates to apply for promotion by including assessment of CV in annual appraisal (AP2.2).
- Promotions panel to offer advice to potential applicants (AP2.3).
- Annual workshop on promotion for all academic staff, including research staff (AP2.4).
- Encourage staff uptake of mentorship (AP2.7, AP2.8).
- Provide exemplar recent successful grant applications via internal staff website (AP2.10).
- Increase availability of feedback on grant applications (AP2.11).
- Develop annual grant and fellowship writing workshop (AP2.12).

## 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.*

In addition to the comprehensive university induction package, the school offers an induction procedure for professional and support staff that mirrors that for academic staff except for allocation of a mentor (section 5.1(ii)). Effectiveness of induction was evaluated in the 2017 staff survey. A high percentage of professional and support staff were satisfied (Table 30).

Table 30. Percentage of respondents (from total in parentheses) that strongly agreed/agreed in response to the question: "When I began my current role I received appropriate information and support during the induction process."

Staff	2017		2015	
	Female	Male	Female	Male
Professional and Support Staff	64% (22)	72% (25)	50% (14)	69% (29)

#### (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.*

For PSS, there is a re-grading process rather than a promotion structure, which is undertaken through the Higher Education Role Analysis process (assessed by Trade Unions). PSS therefore rise in grade only when their post is re-graded, or when they change job. There is no merit-based promotion encompassing increased workload or effectiveness. Re-grading requests require line manager and HoS support, but the re-grading process is carried out through the workforce planning group. This is viewed by some staff to be unfair and unclear (Figure 21). The chair of the University E&D committee has supported a review to be conducted following concerns raised by BE&D.

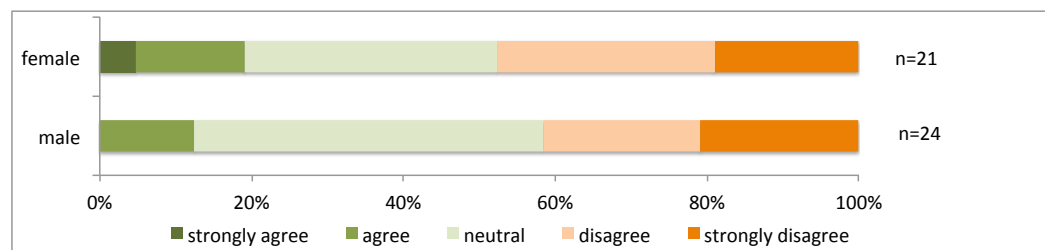


Figure 21. Professional and Support Staff responses to the 2017 survey question "I feel that the re-grading process for administrative and technical staff is appropriate, fair and easily understood".

The school supports secondment, and encourages training opportunities (section 5.4(i)), in line with future career aspirations identified during the annual review. Succession planning does take place, but because most staff are at the same grade, there is often little opportunity for advancement. Where there is, staff are encouraged to take advantage of the opportunities.

Since 2013 there have been six applications for re-grading (Table 31), all of which were successful (4F:2M). We have proposed actions aimed to both improve transparency and understanding of the re-grading process, but also to evaluate whether a promotion structure for support staff is feasible (**AP2.5, AP2.6**). The school, via the School Manager, is participating in university-level discussions to create more opportunities for professional staff to be graded upward.

Table 31. Requests for re-grading of post.

Year	Contract Type	Success	Gender	Old Grade	New Grade	Full/ Part-Time
2013	Technical	Y	M	4	5	Full time
2013	Managerial/Administrative	Y	F	5	6	Full time
2014	Managerial/Administrative	Y	F	3	5	Full time
2014	Technical	Y	F	3	5	Full time
2015	Technical	Y	F	2	3	Full time
2016	no requests made in 2016					
2017	Technical	Y	M	2	3	Full time

**Action Plan**

- Develop resources for professional and support staff to ensure better understanding of current re-grading procedures (AP2.5).
- Work with HR to create career pathways for professional and support staff (AP2.6).

### 5.3. Career development: academic staff

#### (i) Training

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

The University's Centre for Academic, Professional and Organisational Development (CAPOD) provides structured staff development programmes for staff members across the full range of career stages and roles (Figure 22).

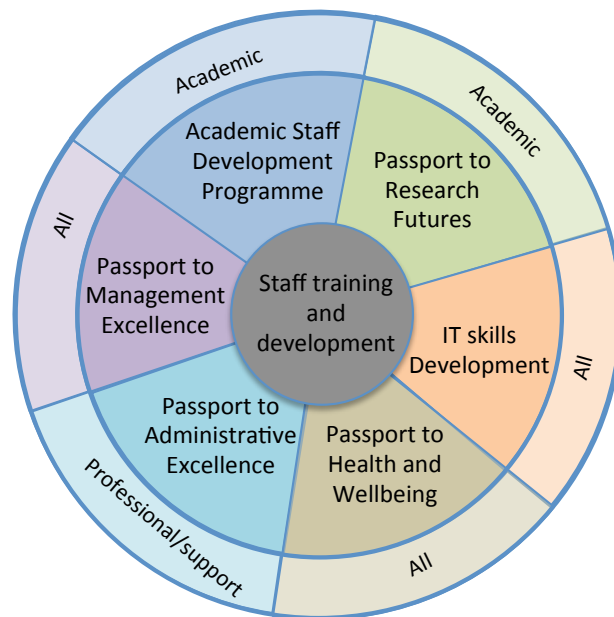


Figure 22. Staff development programmes provided by the University. Each category (inner ring) represents several courses, workshops or activities. The outer ring indicates the target audience, although any staff member is entitled to take any course.

CAPOD courses can be booked online, and the *Personal Development Management System* stores each individual's training records. Staff receive information from CAPOD about upcoming training events via electronic newsletter published every 6-8 weeks. Useful courses are highlighted in the weekly School of Biology email newsletter. The University also provides central funding for staff to take up external training opportunities, and research staff from any School can apply for funding to run their own networking and professional development activities.

Initiatives within the department include support for the Aurora scheme (see box below). We plan to offer more specific training within the Department on promotions and grant-writing (**AP2.4, AP2.12**).

Survey results showed both men and women reported good opportunities for training (Figure 23), although females are much more likely to take up these opportunities (Table 32).

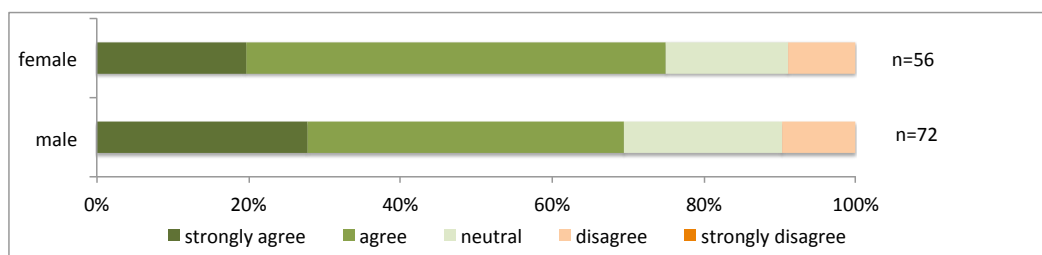


Figure 23. Combined academic staff responses to 2017 survey question: “I have good opportunities for additional professional training (e.g. through CAPOD, or technical training appropriate to my discipline)”.

Table 32. Total course uptake by gender for academic and research staff, 2013-16.

Course	2013-14		2014-15		2015-16	
	F	M	F	M	F	M
Induction	6	9	3	3	10	10
Academic Staff Development	11	5	11	13	14	14
IT training	3	1	2	1	10	10
Passport to Management or Administration Excellence	2	2	4	5	1	1
Core Skills	5	2	17	7	20	20
Grad Skills	6	2	7	4	5	5
Research Funding Training	2	0	1	1	2	2

**Impact: Addressing underrepresentation of women in leadership positions via support for the Aurora Programme**  AS Bronze (2015) AP14

Aurora is a women-only leadership development programme, organised by the Leadership Foundation for Higher Education, which aims to take positive action to address the underrepresentation of women in leadership positions in HE.

The School of Biology has supported two staff (1 academic, 1 PSS) in 2015/16, both of whom have gone into senior positions, and is supporting two further staff in 2017/18 (Table 33).

Table 33. Staff supported to undertake the Aurora leadership programme in School of Biology.

Year	Name	Position	New position
2015-16	Clare Peddie	Senior lecturer (education-focused)	Professor, Head of School
2015-16	Donna Pierz-Fennell	School manager	University Court representative for professional and support staff
2017-18	Anne Smith	Senior lecturer	
2017-18	Ildiko Somorjai	Lecturer	

**Action Plan**

- Annual workshop on promotion for all academic staff including research staff (AP2.4).
- Develop annual grant and fellowship writing workshop (AP2.12).

(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 staff in the School should have an annual meeting with their line manager to discuss and receive feedback on their development, progress and future plans via the University's *Academic Review and Development* scheme (henceforth 'appraisal'). This is intended to be a formal constructive two-way discussion between line manager and employee that sets objectives for the coming review period, reflects on the previous 12 months and provides the opportunity to discuss training and development requirements. Research and teaching staff meet with the HoS (100% uptake). Research staff meet with their line manager (i.e., for postdocs, the Principal Investigator on the grant), but uptake of this is mixed (13 of 40F = 32%, 8 of 43M = 19%). Surveys have shown improvements (Table 34), but we will continue to promote uptake of annual appraisal, particularly for research staff (AP2.1).

Table 34. Percentage of respondents (from total in parentheses) that strongly agreed/agreed in response to the question: "I am receiving support through annual review in planning my future career."

Staff	2017		2015	
	Female	Male	Female	Male
Research and Teaching	74% (19)	67% (45)	42% (19)	44% (45)
Research	40% (35)	56% (27)	45% (31)	13% (23)


**Action Plan**

- Encourage uptake of annual appraisal from all staff via procedures for effective monitoring, completion of form explaining reasons for non-uptake, or provision of an alternative assessor if required (AP2.1).

(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.*

**Impact: Early Career Network**

 **AS Bronze (2015) AP7**

With support from BE&D, early-career researchers in the School set up a network to discuss project ideas, share resources and learn from others' experiences. The group has been incredibly successful, with over 50 members on the mailing list and 1-2 meetings/week to address whatever members feel they need help with, providing a responsive support system in a relaxed, friendly environment.

Recent postdoctoral successes in the school include two awards for Royal Society University Research Fellowships, 2017 (2F). In addition, four of our early-careers staff and postdoctoral researchers (3F, 1M) were elected to Young Academy of Scotland, 2016.



All probationary academic staff have a reduced teaching and administration load, allowing time for training and development. The workload model is used to support career progression of all staff by ensuring fair workload allocations. Funding permitting, annual Class Grants are allocated from the School's budget to academic research staff (including probationary staff and those on fixed-term contracts) for spending on pilot research, conference attendance, small items of equipment or other resources. The amount received is weighted by grant success (50% of overhead returned to staff generating it).

All 'research and teaching' staff are entitled to apply for one semester of Research Leave for every four years of service to support their research and impact-related activities.

"Going on research leave was wonderful: I had the opportunity to read and read and to spend time discussing biology with colleagues. It culminated in the submission of multiple papers and grants - productivity well above and beyond normal. I came back to St Andrews full of enthusiasm for my job."

Female reader (now professor), 2017

The University provides a range of mentoring and leadership schemes that are aimed specifically at academic staff, including postdoctoral researchers (Table 35). Within Biology we have 9F, 1M mentees and 1F, 5M mentors participating in the cross-institutional Teaching, Research and Academic mentoring scheme. We recognize the need to increase numbers of female mentors, and seek to achieve this by incorporating mentoring in the workload model (AP2.9).

Table 35. Mentoring and leadership schemes available at the University of St Andrews.

Scheme/ eligible staff	Research staff	Teaching	Research & Teaching	Professional & Support
Teaching, Research and Academic Mentoring Scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Academic Probationers Mentoring Scheme*		<input type="checkbox"/>	<input type="checkbox"/>	
Elizabeth Garrett Mentoring Scheme**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online Toolkit for Heads of School		<input type="checkbox"/>	<input type="checkbox"/>	
Professional Staff Mentoring Scheme				<input type="checkbox"/>
Coaching Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* only available to probationary staff, \*\* only available to senior female academic staff.

In house, DoR arranges (non-line-manager) mentors for all new academic staff. Our survey highlights how few of our research staff have taken part in mentorship schemes (Table 36). We plan to further encourage mentorship by incorporating discussion of mentorship requirements in annual appraisal and promoting existing mentorship schemes through website/twitter and newsletter (AP2.7, AP2.8, AP4.1, AP4.2).

Table 36. Percentage of respondents (from total in parentheses) that strongly agreed/agreed in response to questions concerning mentoring in 2017 staff survey.

Survey question	Staff	Female	Male
<i>I have taken part in a mentoring scheme</i>	Teaching and Research	56% (18)	50% (42)
	Research	11% (37)	11% (27)
<i>I find/would find having a suitable mentor useful</i>	Teaching and Research	61% (18)	48% (44)
	Research	53% (38)	44% (27)

### Action Plan

- Develop better working practice within the school to identify mentorship needs and promote mentorship schemes (AP2.7, AP2.8).
- Encourage senior females to undertake increased mentoring through inclusion in workload model (AP2.9).
- Highlight availability of mentorship and career progression schemes on E&D website, newsletter and twitter (AP4.1, AP4.2).

#### (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).*

There are several avenues of support available both from the university and the School (Table 37).

Table 37. Undergraduate and postgraduate student support at both University and School level.

	Undergraduate	Postgraduate
University (e.g., CAPOD courses)	<p>Training courses (Professional Skills Curriculum).</p> <p>Annual email invitation from careers service to speak to careers advisor.</p>	<p>GRADskills : &gt;50 face-to-face workshops/online courses.</p> <p>Funding available for external courses.</p> <p>Careers Centre postgraduate support advisor.</p>
School of Biology	<p>Adviser of studies allocated to each student to assist with module choices.</p> <p>Employability-focussed tutorials for 2<sup>nd</sup> and 3<sup>rd</sup> year students.</p> <p>Laidlaw Undergraduate Internship Programme supports two 5-week summer research projects.</p> <p>Tutor/advisor provides references for summer internships.</p> <p>Degree Controllers and Project Supervisors offer career advice and provide references.</p> <p>Biobuddy scheme mentors incoming UG students (<b>AP3.3</b>).</p> <p>Biology Society (BioSoc) organises events.</p> <p>School prizes and awards, on official University transcript to support career progression.</p>	<p>CAPOD-run supervisor training, highlighting good supervision practice: 2-year update mandated.</p> <p>Tutor allocated to each student (acts as student-supervisor liaison if problems arise). Total 12 tutors (25%F) with ~11 students each. Students can change their tutor if they wish.</p> <p>Annual review committee meeting for all postgraduate students to assess progress.</p> <p>Annual conference showcasing postgraduate research, attended by PG students and staff.</p>

In addition to the above, in 2017 the School of Biology initiated two careers events: one for undergraduate students and another for postgraduate students and postdoctoral researchers. The undergraduate event included talks from alumni, and an assessment centre exercise organized by businesses to give students insight into recruitment. We propose to offer this annually (AP3.1).

The postgraduate event showcased some of the many different career paths available, with talks on getting an independent fellowship, moving into your first lectureship, the joys of teaching, moving away from traditional academia into science policy, science consulting or short-term excursions from science. The 2017 inaugural event received good feedback with most of the 80 attendees finding the talks interesting and useful (mean interest level 4.1 on a scale from 1 - 5), and it was resolved to repeat this annually (AP3.2).

“This is a good idea, to bring different people with different careers and life histories which gives examples of choices for the near future”

PhD student feedback, Careers Session 2017

#### Good Practice: Behavioural Discussion Group (BDG)

BDG was established over 20 years ago, and has continued to be run jointly by the Schools of Biology and Psychology. It is an informal network of animal behaviour researchers, which meets once per fortnight for a pot-luck dinner and a research talk by a group member or visiting scholar, typically early-career (Figure 24). BDG evenings provide a great opportunity to chat about research in an informal setting (children are welcome) and to present preliminary research and new ideas.

*“I have many fond memories of attending the St Andrews BDG when I was a PhD student in St Andrews. Everyone would chat informally about their latest research findings and plans for future experiments over wine and a lovely pot luck supper. I loved the fact that everyone brought something to share.”* - **Professor Nicky Clayton, Univ. Cambridge, Fellow of the Royal Society.**



Figure 24. BDG in action, 2017.

#### Support for Academic Career Progression

Mini case-study: ██████████

In 1995, ██████ joined the Biology Department as a mature undergraduate student. One year into her PhD, her pregnancy with twin girls caused medical problems, further compounded by caring responsibilities following her elderly father-in-law’s stroke. The School supported ██████ in making informed decisions about her career, and then negotiating successive extensions with registry (not usually allowed). Completing her PhD in 2014, ██████ is now a successful post-doctoral researcher in the School, bringing in unique funding streams from coastal landowners, conservation agencies and the Scottish Rural Development Programme.

#### Action Plan

- Embed annual careers sessions for undergraduate students (AP3.1).
- Embed annual careers sessions for postgraduate students (AP3.2).
- Increase uptake of bio-buddy scheme for undergraduate students through promotion on website and newsletters (AP3.3).

#### (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.*

**Prior to application:** Each School is allocated a Business Development Manager from the University's Research Funding Support Team, who visits the School at least once per month and supports individual staff in seeking out funding opportunities and who assists with drawing up external research and business contracts. CAPOD offers training in writing successful grant applications, managing research budgets and understanding full economic costing as part of the *Passport to Research Futures* programme.

**During the application process:** Finance Officers are assigned to the school from the University's Finance Advice and Support team, who provide full economic costings and guidance for grant applications. Staff applying for RCUK and ERC research grants benefit from an internal review scheme whereby experienced staff provide feedback on the application. Feedback on applications to other funders is currently provided on an ad hoc basis, with applicants expected to approach their mentor for advice. The School provides staff with a checklist to ensure no application materials are missing and generic text for relevant School- and University-level sections. All applications are reviewed by the School Manager, DoR, and/or HoS to ensure that they are ready for submission. We propose actions: providing examples of successful applications (AP2.10), offering internal review for all grant submissions (AP2.11), and introducing an annual grant-writing workshop (AP2.12).

**After grant award:** When a grant has been awarded, HR staff assist with advertising and recruiting any new research staff, and, where appropriate, the awardees are given a contact in the University's Knowledge Transfer Centre for continued assistance with developing industry and user contacts.

**Support offered to those who are unsuccessful:** We currently provide little formal follow-up support for unsuccessful applications. We plan to remedy this by offering feedback on unsuccessful applications from the internal review panel (AP2.11).

#### Action Plan

- Provide recent successful grant applications via internal staff website (AP2.10).
- Increase availability of feedback on grant applications, and advice to unsuccessful applicants (AP2.11).
- Develop annual grant- and fellowship-writing workshop (AP2.12).

## SILVER APPLICATIONS ONLY

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

#### (i) Training

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

To assist in their career progression, professional and support staff have access to a range of work and life-skill courses (Table 38). Courses can be taken individually or staff can take the set of courses required for the Passport to Management and/or the Passport to Administration Excellence certifications.

Table 38. Total course uptake by gender for Professional and Support staff, 2013-16.

Course	2013-14		2014-15		2015-16	
	F	M	F	M	F	M
Induction	2	1	0	2	2	0
Academic Staff Development	0	0	0	1	0	1
IT training	3	0	3	2	6	2
Passport to Management or Administration Excellence	5	0	6	1	5	1
Core Skills	0	0	0	0	1	3
Grad Skills*	0	2	1	1	11	2
Research Funding Training	0	0	2	0	0	0

\*Our PhD apprenticeships are classed as Support Staff

Most professional and support staff agree that they have good training opportunities within the School (Figure 25).

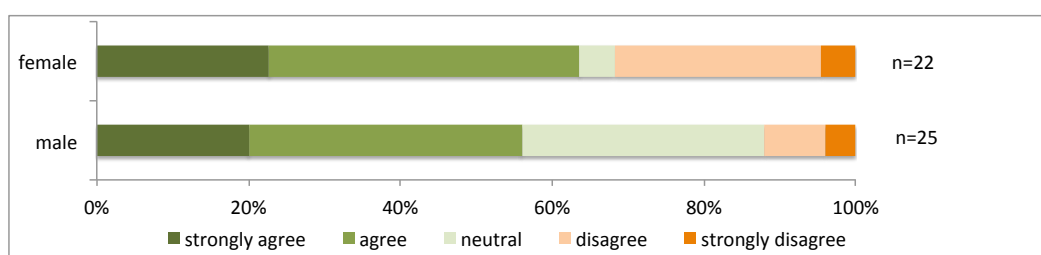


Figure 25. Professional and support staff responses to 2017 survey question: "I have good opportunities for additional professional training (e.g. through CAPOD, or technical training appropriate to my discipline)".

(ii) Appraisal/development review

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

An annual appraisal/development review scheme is in place for professional and support staff with the same objectives as for academic staff (p48). Uptake in the last 12 months is 48%F (15 of 31F) and 40%M (17 of 42M).

The professional and support staff are the only group in the School who are not optimistic about career progression (Table 39).

Table 39. Percentage of Professional and Support Staff respondents (from total respondents in parentheses) that strongly agreed/agreed in response to 2017 survey questions concerning annual review and career progression.

Survey question	Female	Male
<i>I am receiving support through annual review in planning my future career</i>	19% (21)	52% (23)
<i>I have attended at least one course relevant to career progression or improving my skills during the past 2 years.</i>	50% (22)	48% (25)
<i>I feel optimistic about my chances of career progression</i>	19% (21)	17% (24)

Going forward, we plan to encourage better uptake across all staff for annual review (AP2.1), and to work with HR to review the current career progression system (AP2.6).

**Action Plan**

- Encourage uptake of annual appraisal for all staff (AP2.1).
- Work with HR to create career pathways for professional and support staff (AP2.6).

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

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

Training and development needs identified in the annual review process are either offered through university organised training courses or from external providers. The latter are crucial as the career needs for professional and support staff (PSS) can be highly specialized and may require nationally recognised certification, such as certified at-sea boat handling. CAPOD provides funding for PSS wishing to undertake training externally where this is not available within the University. Examples include technical courses leading to professional qualifications and attendance at specialist conferences.

University support staff mentoring and coaching programmes are available (Table 35). Within Biology, senior administrative and technical staff informally mentor lower-grade staff. Shadowing is available from more senior administrative and technical staff.

Few PSS have taken part in a mentoring scheme, but there also seems to be little appetite for such a scheme (Table 40), potentially due to most PSS being both long-serving in the School and at more senior grades, where mentoring is perceived to not impact their job progression. Females were more receptive to having a mentor, and we suggest actions to discuss support and mentoring during appraisal (**AP2.7, AP2.8**) and to highlight availability of schemes (**AP4.1, AP4.2**).

Table 40. Percentage of Professional and Support Staff respondents (from total in parentheses) that strongly agreed/agreed in response to questions concerning mentoring in 2017 staff survey.

Survey question	Female	Male
<i>I have taken part in a mentoring scheme</i>	14% (22)	0% (24)
<i>I find/would find having a suitable mentor useful</i>	36% (22)	4% (23)

**Action Plan**

- Develop better working practice within the school to identify mentorship needs and promote mentorship schemes (AP2.7, AP2.8).
- Highlight availability of mentorship and career progression schemes on BE&D website, newsletter and twitter (AP4.1, AP4.2).

## 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.*

University policies describing parental leave are regularly advertised via the School weekly newsletter. For the last three years the School has implemented additional measures for all staff while on leave, or on their return (Box below, Table 41).

Table 41. Summary of parenting leave policies and pay for all staff.

	Maternal		Paternal	Adoption		Parental
	Enhanced	Statutory		Enhanced	Statutory	
Compulsory	Women: 2 weeks postnatal	Women: 2 weeks postnatal	n/a	n/a	n/a	n/a
Full salary	16 weeks	-	2 weeks	16 weeks	-	-
Reduced pay	23 weeks <sup>1</sup>	6 weeks <sup>2</sup> (33 weeks <sup>1</sup> )	-	23 weeks <sup>1</sup>	39 weeks <sup>1</sup>	-
Unpaid	13 weeks	13 weeks	-	13 weeks	13 weeks	18 weeks <sup>3</sup>
Total leave	52 weeks	52 weeks	2 weeks	52 weeks	52 weeks	18 weeks <sup>4</sup>

<sup>1</sup> Pay rate is £138.18/week or 90% of salary if lower.

<sup>2</sup> Pay rate is 90% of weekly salary.

<sup>3</sup> Total leave allowable per child.

<sup>4</sup> Maximum per year is 4 weeks.

#### Progress: School support for leave

AS Bronze (2015) AP8

- Formal support (e.g., assistance for experimental work).
- Planning for leave – policy established, listed in School Handbook. Line managers are now required to have a formal consultation with the member of staff to identify goals and concerns for the leave period and return to work.
- BE&D chair interviews returning staff.

Staff survey showed a substantial overall increase (>10%) in staff awareness of their right to parental leave (overall 82%F and 64%M, 2017, compared to 67%F and 54%M, 2015). However, although academic and professional and support staff feel well-supported, fewer research staff agree (Table 42). We suspect this may be due to lack of clarity regarding support available, and propose actions to improve awareness (**AP4.1, AP4.2, AP4.3**).

For all staff, arrangements for an appropriate level of contact during leave are made with the aim of facilitating smooth integration back into the workplace upon return. For cases where an employee is pregnant, managers perform a risk assessment for the employee. For academic staff (both fixed-term and permanent), the HoS initiates any required teaching or administrative replacement.

Staff generally agree that the School is supportive of leave, but research staff are least confident of their entitlement (Table 42). We plan to improve our website to clarify available support, and to run an additional meeting with E&D chair (**AP4.3, AP5.1**). We also propose additional meetings with HoS, DoR and DoT prior to leave, designed to minimise potential career disruption (**AP5.2**).



Table 42. Percentage of staff respondents (from total in parentheses) that strongly agreed/agreed in response to 2017 survey questions concerning leave.

Survey question	Staff	Female	Male
<i>The school is supportive of staff who need to take maternity/ paternity/ carers/ special leave</i>	Research and Teaching	71% (17)	82% (45)
	Research	53% (34)	56% (27)
	Professional and Support	74% (19)	88% (25)
<i>I am confident that I am aware of my entitlement with regard to parental leave e.g., maternity / paternity under the terms of my current contract</i>	Research and Teaching	82% (17)	64% (42)
	Research	62% (37)	41% (27)
	Professional and Support	65% (17)	70% (23)

#### Action Plan

- Provide accessible summaries of HR policies on website (AP4.3).
- Improve support for all staff taking parental leave via a support group (AP4.10), and meeting with BE&D chair (AP5.1).
- Academic staff will meet with DoR, DoT and HoS prior to leave to evaluate support needed prior, during and upon return from leave (AP5.2).

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

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

Keeping In Touch (KIT) days are used by employees to remain in contact with colleagues, stay informed about changes and updates in procedures, conference attendance or other professional development activities. Within the School, most eligible staff take some KIT days (Table 43).

Table 43. Keeping in Touch (KIT) days used in the Department of Biology annually.

	2014-15	2015-16	2016-17
Total employees on maternity leave	3	3	4*
Total employees taking KIT days	3	2	2
Number of KIT days taken (Academic staff)	3	6	5
	5		
Number of KIT days taken (PSS)	10	10	2
Total KIT days taken	18	16	7

\* two started maternity leave at end of the year and therefore have not yet used KIT days.

#### (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.*

We have instigated a feedback meeting from the BE&D Chair within 6 months of staff return from maternity leave. This meeting is intended to check that staff are aware of the support available for carers (Childcare Vouchers and Caring Fund), and to get feedback about the leave process. To address returning staff concerns, we have

ensured space for breast-feeding/expression of breast milk and storage facilities available to staff that need this (currently one staff member in the SOI). By 2019, we plan to provide both baby-change and breast-feeding facilities in all buildings (AP5.3).

The Caring Fund is a University of St Andrews initiative to offset any costs associated with caring responsibilities in order that staff can attend work-related events as part of their role. Since 2015, this and the Childcare Voucher scheme have been regularly advertised in the weekly School newsletter. Both have seen consistent use (between 20-27 staff access the Childcare Voucher scheme, and we have had three applications for the University Caring Fund, all successful).

Both academic and PSS are offered a phased return to work following leave. Academic staff are preferentially allocated studentships and funds to help re-establish research projects, and a phased return to full workload, including reduced (50%) teaching and administration up to the end of the first full semester after their return.

#### Action Plan

- Extend baby-change and breast-feeding facilities to each School research centre (three buildings) (AP5.3).

#### (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.*

#### 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.*

Maternity return rates are consistently high across all roles (Table 44). Over the last three years (2014-2016), 8 staff have taken maternity leave, of whom 7 have returned (88%). One woman, who did not return, changed her career path. There were no fixed-term staff whose contracts were not renewed while on maternity leave. All staff returning from maternity leave have remained in post for 18 months following their leave (except one who has been back at work for less than 6 months). Maternity pay for postgraduate students is now provided by the school when unavailable from studentship funds.

Table 44. Number of staff taking maternity leave.

Staff	2014	2015	2016	Number returned in post	Percentage returned in post
Academic Staff	3	1	2	5	83%
Professional and Support Staff	0	1	1	2	100%
Total	3	2	3	7	88%

**Action Plan**

- Improve support for all staff taking parental leave via a support group (AP4.10), and meeting with BE&D chair (AP5.1).

**(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.*

Between 2014-2016 eight men have taken paternity leave (one taking leave twice, Table 45). Uptake has risen (four paternity leaves 2012-2014, nine between 2014-2016). No Biology staff have taken adoption, shared parental or parental leave within the last three years, and we are concerned that this reflects lack of awareness which we plan to tackle (**AP4.3**).

Table 45. Number of staff taking paternity leave, 2014-2016.

Staff	2014	2015	2016	Percentage returned in post	Grade (percentage uptake)
Academic, Research and Teaching Staff	2	2	5	100%	6 (55%)
					7 (22%)
					8 (22%)
Professional Staff	0	0	0	-	
Total	2	2	5	100%	

The 2017 survey showed that 61%F: 46%M staff feel that taking parental leave would negatively impact their careers. Our actions to minimise career disruption (**AP5.1**, **AP5.2**), increase support (**AP4.10**) and develop our web resources to provide helpful summaries and case studies (**AP4.3**, **AP4.7**), will address this.

**Action Plan**

- Provide accessible summaries of HR policies on website (AP4.3).
- Increase visibility of staff who have taken parental leave, via website case studies (AP4.7).
- Initiate support group for those who have taken or are thinking about taking parental leave (AP4.10).
- Meetings with BE&D chair to discuss support (AP5.1).
- Academic staff will meet with DoR, DoT and HoS prior to leave to evaluate support needed prior, during and upon return from leave (AP5.2).

(vi) Flexible working

*Provide information on the flexible working arrangements available.*

The University supports flexible working arrangements, including arrangements allowing flexibility in the place of work, how working hours are distributed throughout the week, or in the total number of hours worked.

Across the School, informal flexible working is standard practice amongst academic staff (Table 46), for whom there is often flexibility in terms of research timetabling, although less flexibility in terms of teaching and administrative requirements (but see case study below).

Flexible Working

Mini case study: [REDACTED]

During the 2016-2017 academic year, the School supported [REDACTED]'s request for rescheduling his teaching timetable. [REDACTED]'s circumstances - a dual-earning family (his wife at the University of Edinburgh), their baby twins and a toddler needing to be taken to nurseries in different directions, and subsequent commute - made an originally-scheduled 9am start on 12 days of term very difficult. The Biology teaching office and DoT accommodated this request and scheduled [REDACTED]'s lectures for later in the morning.

The 2017 staff survey shows that most staff feel line management are supportive of flexible working (Table 46). However, applications for formal flexible working (submitted after informal discussions with line manager and HoS) are more common for female staff, and for PSS (Table 47, Table 46).

Table 46. Percentage of staff respondents (from total in parentheses) that strongly agreed/agreed in response to 2017 survey questions concerning flexible working.

Survey question	Staff	Female	Male
<i>I feel that my line manager is supportive of flexible working</i>	Research and Teaching	83% (18)	81% (43)
	Research	87% (38)	89% (27)
	Professional and Support	71% (21)	96% (26)
<i>I work flexible hours</i>	Research and Teaching	83% (18)	75% (44)
	Research	65% (37)	67% (27)
	Professional and Support	19% (21)	50% (26)
<i>I have a formal flexible working agreement</i>	Research and Teaching	17% (18)	10% (42)
	Research	11% (36)	26% (27)
	Professional and Support	27% (21)	8% (25)

Table 47. Gender breakdown for initiation of formal flexible working contracts. All applications to HR were successful.

Staff	Gender	2013	2014	2015	2016	Total
Academic Staff	Female	1	1	0	1	3
	Male	0	0	0	0	0
Professional and Support Staff	Female	0	0	1	1	2
	Male	0	1	0	0	1
Total		1	2	1	2	6

**Impact: Development of flexible working policy**

**AS Bronze (2015) AP6**

Our previous AS application identified the need to promote flexible working in the School. We have responded by:

- Clarification of the flexible working policy included in the School of Biology Handbook.
- Case studies of staff who have benefitted from flexible working included on E&D website.

*“The flexible working practices have been a major factor allowing me to progress in my career and take on new challenges following on from my maternity leave” - Female Research Staff, School of Biology.*

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

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

The School acknowledges difficulties with returning to work after a career break, and provides ways to enable a smoother transition via use of accrued holidays to enable a gradual return to weekly hours. In line with the flexible working policy, staff are encouraged to talk with their supervisors to discuss how best to transition back to full-time work. Between 2014-2016, two staff members (male Reader and female Senior Research Fellow) have transitioned from part-time back to full-time work (see mini case-study, p34).

## 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.*

BE&D is fully embedded within the school with an allocated annual budget of £5000 for networking, travel and training. This budget has allowed BE&D members to run external events, to instigate an annual public lecture series celebrating women in science, to provide small grants to provide childcare funds for staff and collaborators, and to support postdoctoral attendance at networking events.

The school's engagement with AS is now very well-recognized and appreciated, with 100% of female and 94% of male academic staff agreeing that they were familiar with the AS Charter in the 2017 School survey.

*"The Athena SWAN program has been brilliant for the School of Biology at St Andrews"*

**Male Professor, 2016**

*"I feel that the BE&D committee is making great progress in creating an inclusive culture that values difference and fairness"*

**Female Reader, 2016**

The School continues to promote AS principles vigorously, and at every opportunity. We have developed Terms of Reference for BE&D and list these, together with AS Charter principles, on our website.

In 2017 we initiated an Undergraduate Tutorial on subconscious bias. These are hour-long sessions delivered by individual staff to 4-6 undergraduate (2<sup>nd</sup>/3<sup>rd</sup> year) students. Students were encouraged to think about their own bias, and bias they may face in their career. In 2018, we will provide a tutorial focussing on disability issues (**AP4.8**). We also plan to apply for funding to examine gender bias in our teaching materials (**AP4.9**).

*"there is now an online course on bias... I found it very useful and eye-opening, and it has certainly had positive impacts on my, and I hope my colleagues', understandings of fairness"*

**Postgraduate student, 2017 school survey**

The school is a safe and supportive environment, evidenced by few 2017 survey responses suggesting harassment (Table 48). That said, we would prefer fewer positive responses to these questions, and plan a zero-tolerance poster campaign (**AP4.13**). We have already begun this and plan to show material welcoming diversity at the entrance to every school building (Figure 26). In addition, we will improve BE&D website links to

the University Harassment and Bullying Policy (**AP4.3**), and extend the next school survey to seek further information about any inappropriate behaviour (**AP6.3**).

Table 48. Percentage of respondents (from total in parentheses) that strongly agree/agree in response to survey questions concerning harassment.

Survey question	All Staff		All Student	
	Female	Male	Female	Male
<i>I have recently experienced or witnessed..</i>				
<i>gender-based harassment</i>	11% (76)	8% (98)	5% (198)	8% (71)
<i>race harassment</i>	1% (73)	5% (98)	2% (195)	3% (71)
<i>harassment based on sexual orientation</i>	5% (75)	2% (97)	1% (192)	4% (70)

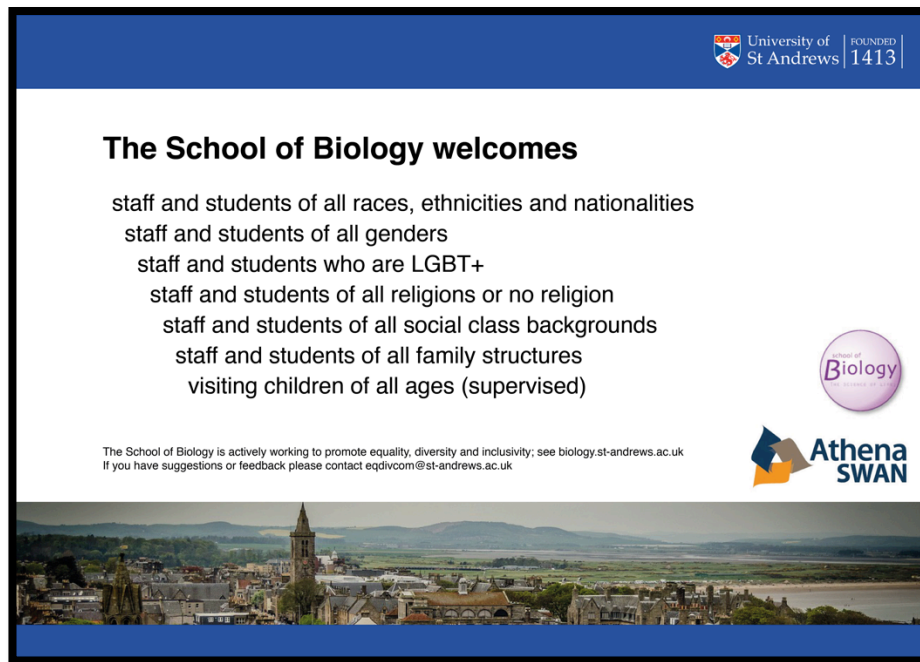


Figure 26. Poster for display at the entrance of each school building.

Promoting staff wellness, we have showers available in every school building. Following concerns about gender labelling, we have ensured availability of gender-neutral toilets in all buildings (Figure 27). We plan to extend breast-feeding and baby-changing facilities (**AP5.3**). We celebrate these and other successes on our website, with regular updates and news articles highlighting achievements (**AP4.1**). These promotional activities will be extended further via newsletter, posters and twitter to ensure that staff and students are fully aware of their opportunities for personal development, and of efforts being made to cultivate a supportive environment for all (**AP4.1, AP4.2**).



Figure 27. The school provides gender-neutral toilets in all buildings, and provides a fridge for staff returning from maternity leave to store breast-milk.

### Sharing Good Practice: Publication on Paper on E&D in journal, Marine Mammal Science

Sascha Hooker (BE&D chair) conducted a **survey** of E&D practices among marine mammal scientists (polling The Society for Marine Mammalogy membership). She then organised a **workshop** at the Society Biennial conference at which these results were presented and discussed. This work (survey and workshop discussion) was **published in the journal Marine Mammal Science** to ensure dissemination of suggested best practice to wider Society membership (Figure 28). This open-access paper, titled “Equity and career-life balance in marine mammal science?”, received wide social media interest. The BE&D committee provided funding for conference attendance and publication page charges.

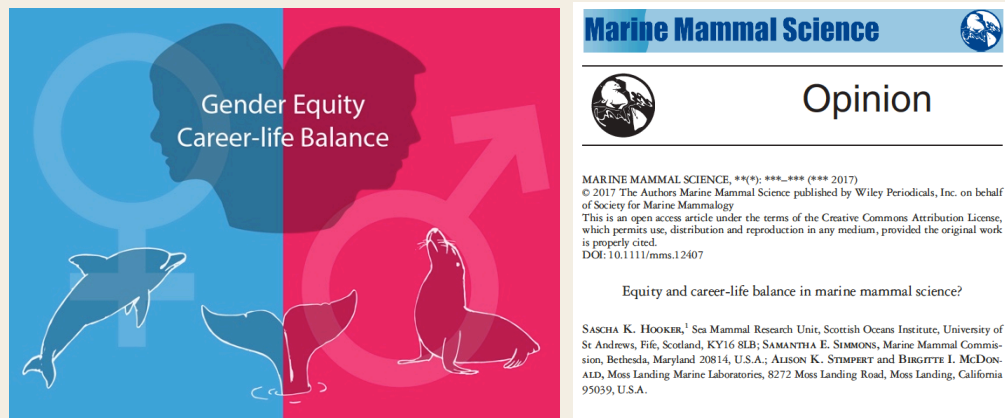


Figure 28. Title and social media advertising for paper published by BE&D chair.

#### Action Plan

- Regularly enhance and update family-friendly information on website (AP4.1) and via newsletter, posters and twitter (AP4.2).
- Development of additional undergraduate tutorials on E&D issues (e.g., Disability) (AP4.8).
- Apply for funding to examine and ensure our teaching materials are free from gender bias (AP4.9).
- Extend baby-change and breast-feeding facilities to each School research centre (three buildings) (AP5.3).
- Extend the next survey to seek further information about experience (or witnessing) inappropriate behaviour (AP6.3).
- Run a zero-tolerance-style poster campaign on bullying and harassment, which emphasises our inclusive, family-friendly culture (AP4.13).



(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 policies.*

University policy is disseminated to HoS by HR, and to staff via a number of routes, including email, the staff newsletter, posters, courses, face-to-face meetings, and via MG. CAPOD provides a wide range of courses for staff, including those detailing code of practice consistent with HR policies.

The HoS and School Manager meet frequently with the assigned HR Business Partner, who is the HR contact for School staff regarding confidential matters. The BE&D webpage, which has been recently revised and given renewed prominence, now contains a dedicated resources page, providing links to HR policies in a single easy-to-find location. We plan to provide brief accessible summary descriptions of each HR policy (AP4.3), and to increase staff exposure to the HR Business Partner at school council meetings (AP4.4).

BE&D regularly discuss HR policy, and have a track record of successfully raising issues or making suggestions for potential improvements, which have been given University-level consideration (see impact box), and we will continue this activity (AP4.5).

**Impact: Engagement with HR policy revision**

The BE&D committee has provided substantial and detailed feedback (both solicited and unsolicited) on HR policies when we see issues arising.

- KIT day pay (paid at 1/365 annual salary compared to strike days docked at 1/260 annual salary) is currently under review by HR.
- Change to expenses policy to prohibit claims for use of AirBnB (with potential impact for staff travelling with young children, who might require additional amenities) has led to this change being reversed.
- Our comprehensive feedback (requested) on University HR policies (Equality, Flexible Working, Maternity, Paternity, Adoption, Parental Leave, and Special Leave) is being incorporated as these policies are revised.

**Action Plan**

- Improve links between BE&D webpages and HR Policy webpages with accessible summaries and regular refreshment as policies change (AP4.3).
- Increase understanding of HR policy through greater interaction between staff and HR Business Partner via school council meetings (AP4.4).
- Continue to provide feedback to HR with E&D concerns about university policy (AP4.5).

(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.*

Management group, which is chaired by HoS and comprises the conveners of all other committees and heads of research centres, is the most influential committee and has overall decision-making responsibility for issues affecting the whole School. Following development of our committee turnover policy (p13), female membership on MG has increased and now approaches 50%.

Females are well represented on all committees, and reflect the 40% proportion of females in the school (Figure 29). The risk of committee overload (in particular for female members of academic staff) is alleviated through recognition of committee service in the workload model.

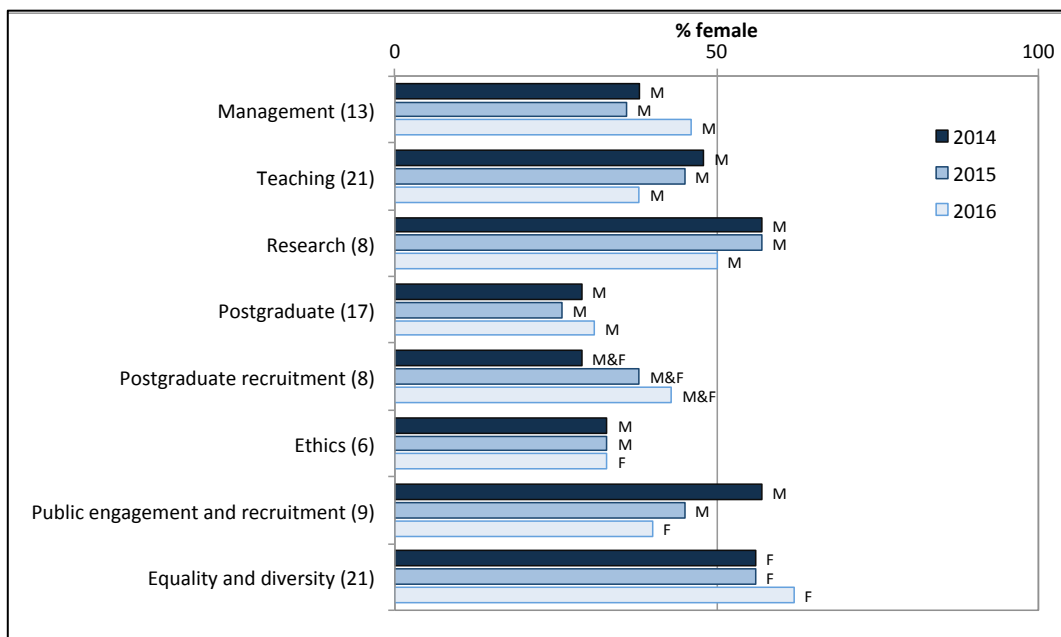


Figure 29. Female representation (percentage of committee members) on departmental committees 2014-16 (approximate number of members in parentheses). Gender of committee chair for each year is shown (F, female; M, male).

Academic staff make up the majority of school committees, although most committees include members from roles in the School (Figure 30).

Continued monitoring of committee representation will be undertaken via the E&D officer annual report (AP6.2).

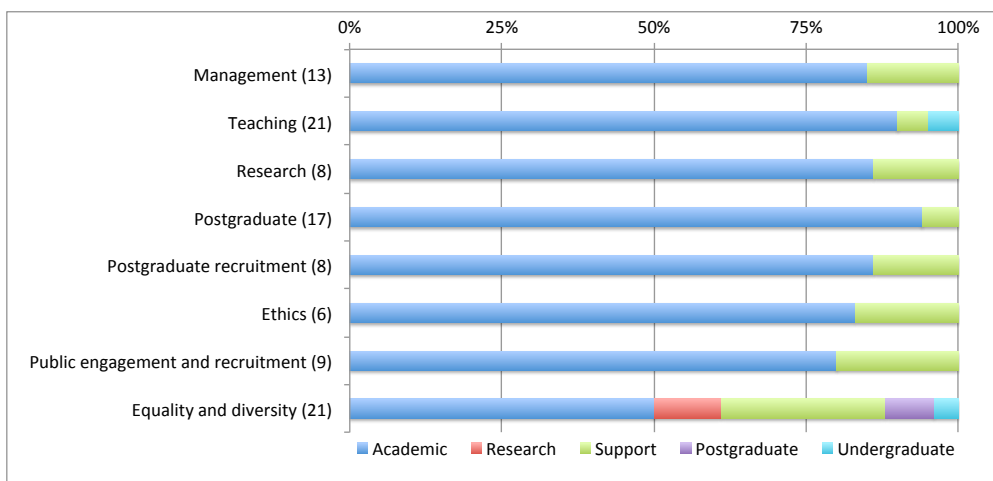


Figure 30. Role representation on departmental committees in 2016. All committees were convened by a member of academic research and/or teaching staff.

**Action Plan**

- Annual E&D report includes assessment of committee representation (AP6.2).

(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?*

Both academic and professional and support staff are encouraged to participate on influential external committees via annual appraisal. For academic and research staff, the appraisal includes specific questions about service contributions and activities. For PSS, the annual review invites staff to set objectives for the coming 12 months, providing an opportunity to discuss and encourage external committee participation.

Staff are given credit for external committee participation in the workload model. Line managers and mentors offer guidance in terms of trade-offs between time costs and professional benefits, helping staff to plan their professional development. Opportunities for external committee participation are sent directly to staff by email and placed in the school's weekly newsletter.

Survey responses revealed little evidence for gender differences amongst academic staff in terms of networking opportunities (Table 49), but raised concerns that female PSS require additional support (AP2.1).

Table 49. Percentage of respondents (from total in parentheses) that strongly agreed/agreed/neutral in response to 2017 survey question "I feel that I have adequate opportunities to network".

Staff	Female	Male
Research and Teaching	89% (18)	91% (45)
Research	84% (38)	85% (27)
Professional and Support	59% (22)	88% (25)

**Action Plan**

- Encourage uptake of annual appraisal for all academic, teaching, research (including postdocs) and professional and support staff (AP2.1).

(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.*

Workload is assessed by computing hourly contributions of academic staff (Figure 31). The workload model is gender-neutral with parameters applied blindly (independent of staff identity). An anonymous numbered version of the workload spreadsheet is sent to staff, and they are notified of their number by separate email. Workload reviews are conducted gender-blind, based on the numerical matrix. Statistical analysis of workload model data revealed no significant gender differences in any category of workload.

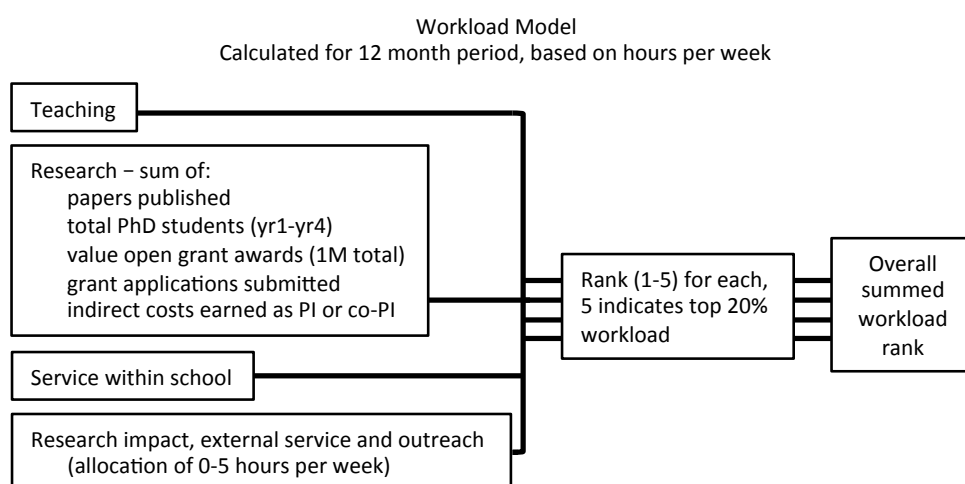


Figure 31. Illustration of workload model calculation.

Most staff agreed that the workload model was useful. However, dissatisfaction was higher than we had hoped (Table 50). Dissatisfaction with the workload model and its implementation, including gender disparities, will be investigated through group discussion (AP4.11), whilst individual concerns will be raised in appraisal (AP4.12).

Table 50. Academic staff satisfaction with workload model evaluated in 2017 survey.

Survey Question	Females		Males	
	Agree	Disagree	Agree	Disagree
<i>Workload model is fair and useful</i>	67%	17%	64%	9%
<i>Workload is appropriate</i>	50%	22%	59%	20%
<i>Work allocated is fair and appropriate</i>	70%	18%	76%	13%

Further actions will endeavour to improve satisfaction by making the workload model more transparent (e.g. by clarifying that outreach is included, AP1.10), and fairer (e.g. by incorporating internal examining, AP1.12, and mentoring, AP2.9).

### Action Plan

- Group discussions to be held at school away day to identify why some staff perceive the workload model to be unfair, with remedial action taken if appropriate (AP4.11).
- Staff members encouraged to raise dissatisfaction with their own workload at annual appraisal, with remedial action taken if appropriate (AP4.12).
- Clarification of which contributions are recognized in workload model (AP1.10) and incorporation of internal examining (AP1.12) and mentoring (AP2.9).

#### (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 School of Biology has core hours of 9.15am – 2.45pm (based on school hours for local primary schools). All departmental meetings and seminars are held within these times.

Social gatherings are mostly held during working hours (e.g., reception to welcome new students, graduation party, poster session for 3<sup>rd</sup> year students, lunch celebration 4<sup>th</sup> year completion). Occasional gatherings are during the early evening and partners and families are invited (e.g., Figure 32).

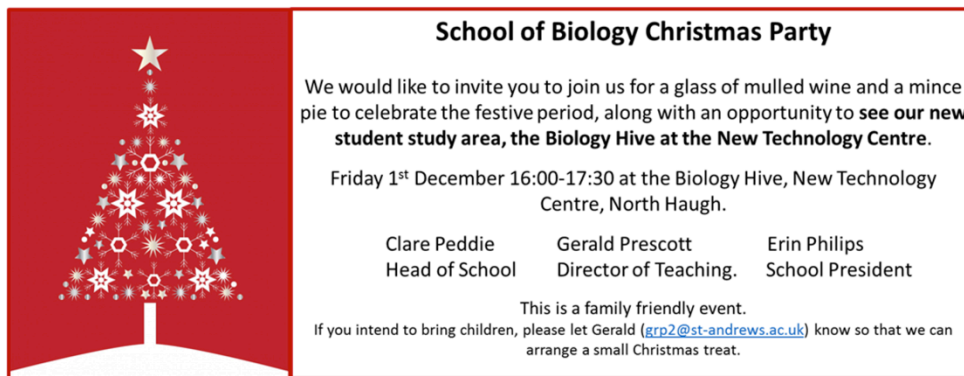


Figure 32. Email invitation sent to all staff and students for family-friendly Christmas Party.

All staff agreed that meetings were held at convenient times (Table 51). However, females would attend more social activities if held at more convenient times. We will continue whenever possible to schedule events during core hours, but for the rare events held out of hours, we will initiate provision of a crèche (AP5.4).

Table 51. Percentage of respondents who strongly agree/agree with 2017 survey questions regarding timing of meetings and social gatherings.

Survey question	Staff	Female	Male
<i>Meetings are scheduled at convenient times</i>	Research and Teaching	85% (20)	80% (46)
	Research	66% (38)	59% (27)
	Professional and Support	59% (22)	68% (25)
<i>I would attend more seminars if they were held at more convenient times</i>	Research and Teaching	10% (20)	9% (46)
	Research	24% (37)	11% (27)
	Professional and Support	30% (20)	12% (25)
<i>I would attend more social events within the school if organised at different times</i>	Research and Teaching	23% (17)	16% (45)
	Research	32% (38)	18% (27)
	Professional and Support	33% (21)	16% (25)

### Action Plan

- Provide crèche facility for after-hours departmental gatherings such as inaugural lectures (AP5.4).

#### (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.*

#### Impact: Increasing number of female speakers

AS Bronze (2015) AP1

Following our previous Bronze action to ensure gender balance of seminar speakers, we have initiated an end-of-semester requirement for organisers to submit reports for both invites and acceptances for speakers. All seminar series are showing improvements (Figure 33), and we will continue this initiative (AP1.6), looking also to provide a resource for highlighting good practice for all seminar, workshop and conference organization across the school (AP1.7).

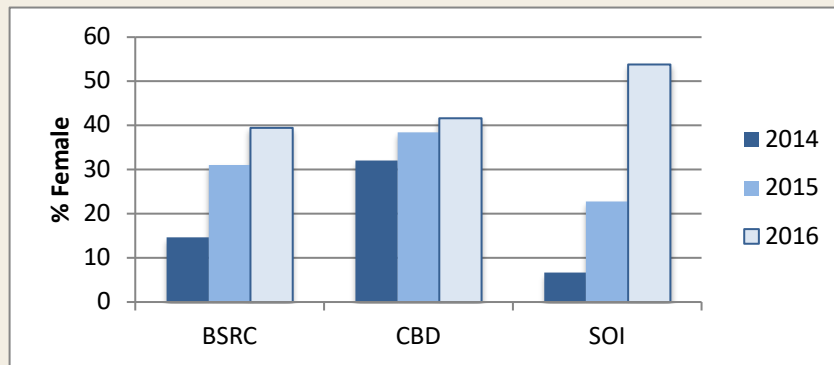


Figure 33. Graphical representation of % female speakers in the seminar series held in different Biology buildings (BSRC, CBD and SOI), during the calendar years of 2014, 2015, and 2016.

Our data suggests that female speakers are more likely to decline invitations, perhaps due to caring constraints. We therefore propose a pilot scheme to cover caring costs for seminar speakers to see whether this improves rates of acceptance (AP1.8).

#### Good Practice: Seminar Room named after Female Biologist

The SOI seminar room was christened the “Sally Connolly Hardy Seminar Room” with a plaque celebrating her life and importance to biology (Figure 34).

Figure 34. Plaque with details of Sally Connolly Hardy's life and importance to biology.



Given our low numbers of female professors in the Department, we have tried to provide high-profile female role models by increasing visiting female professors and initiating an annual public lecture.

### Impact: Increasing number of visiting female professors

Between 2012-2017, we have had 242 visiting scholars, 9 of whom have been professors. In 2015 we targeted invitations to female professors. This has resulted in an increase from 1 to 4 visiting female professors (Table 52), including a prestigious Carnegie professorship.

Table 52. Visiting professors in Biology, University of St Andrews.

	Female	Male	Total	%F
2012-2014	1	1	2	50%
2015-2017	4	3	7	57%

### Good Practice: Lecture for UN International Day of Women and Girls in Science

In 2017, BE&D organised a high-profile female speaker to celebrate 'International Women in Science Day' (Figure 35). The original event had to be postponed due to travel issues, but "sold-out" a second time in November 2017 with 180 participants from a wide demographic spanning university and town. Introduced by the Principal, who spoke of her commitment to E&D, the event was highly appreciated by all who attended.

"Fascinating talk and very inspiring" - **Female postgraduate**

We are resolved to repeat this annually, with another senior female speaker scheduled for February 2018 (AP1.9). Other schools are following our lead, with Medicine planning a similar event for International Women's Week, March 2018.



Figure 35. UN International Day of Women and Girls in Science Public Talk.

We are concerned that as our PhD student numbers approach gender parity, the same may not be said of their examiners. External examiners are viewed as role models by PhD students, and we suspect that females may be underrepresented. We therefore plan to investigate this (AP1.12).

All School publicity materials (e.g., Open Day material, website) provide a realistic and honest snapshot of the School, showing images of both male and female staff and students either in the classroom, office, lab or field. We have developed a 'news' section for the BE&D website which highlights success stories from individuals across the school.

### Action Plan

- Ongoing monitoring of gender for external speakers (AP1.6).
- Produce a web-based resource highlighting good practice for seminar and meeting organisation (AP1.7).
- Pilot scheme to cover costs of caring commitments for seminar speakers (AP1.8).
- Evaluate gender bias in internal/external examiners for PhD vivas (AP1.12).

(viii) Outreach activities

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

**Progress: Public Engagement Committee**

**AS Bronze (2015) AP3**

The School has a specific Public Engagement Committee co-ordinating public outreach activity. In the past we have had difficulty with recording outreach activity.

1. We successfully lobbied the university (2016) to update the PURE database system to tag outreach activities.
2. Public engagement by academic staff is recognised in the School workload model (and in new promotion criteria).

Although researchers, postgraduate students and professional/support staff can record activity in PURE, uptake is low, with little incentive beyond CV enhancement.

New (2017): The Committee plans to award annual prizes to non-academics who contribute the most, or the best-received, outreach activities.

The School of Biology participates in a broad range of outreach and public engagement activities (Figure 36).

We conducted an additional survey of staff outreach participation for the period 2014-2016. Participation across all staff and student groups was gender neutral (47%F:53%M, n=515 outreach events). Participation was greatest among academic staff (36%), but also undertaken by research staff (17%), postgraduate students (14%), undergraduates (24%), and professional and support staff (9%).



Figure 36. Outreach activities are enjoyed by a diverse range of participants.



### Progress: Creation of “Widening Access Officer” role

Attendance at local science festivals is often dominated by families from the more privileged St Andrews area. The school has therefore developed a ‘widening access officer’ role (2017). The Widening Access Officer has developed strong links with less-privileged schools, leading to our hosting a secondary school student who is now the first in her family to have a place at university. We intend to broaden this role to schools with higher BME populations.

Both genders took part in all types of public engagement activities (Figure 37). However, females disproportionately participated in educational activities such as University open days and primary/secondary school lectures, whereas males disproportionately participated in more prominent public engagement through TV, radio and newspaper/magazine interviews. This could be due to various issues (availability, opportunity or confidence), but will be partly addressed through encouraging male participation in educational outreach (AP1.10) and offering media awareness training to all staff (AP2.13).

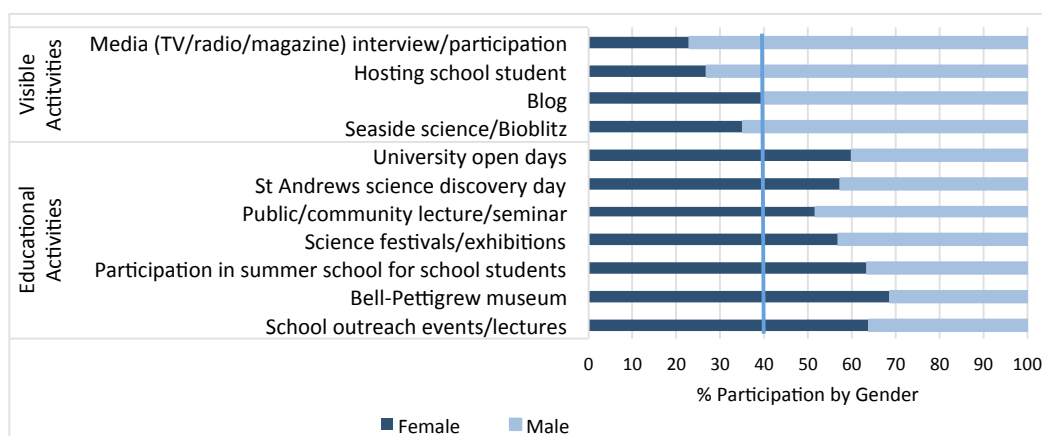


Figure 37. Gender comparison of public engagement/outreach activities undertaken by staff/students between 2014-2016. Proportion of women in the School is marked at 40%.

The recording of participation data for outreach activities has been limited until now. The Bioblitz event (an intense biological survey conducted over a 24-hour period in St Andrews) showed no gender bias (77F:73M participants). However, a Royal Society of Edinburgh Masterclass, aimed at S1/S2 secondary school pupils, showed significant gender bias (9F:21M). We will continue to monitor participant gender bias in outreach, and try to ensure participation is gender neutral (AP1.14).

### Action Plan

- Encourage more male staff to engage in educational (Primary and Secondary) school outreach (AP1.10).
- Media awareness training sessions (AP2.13).
- Improve recording of outreach activities, both who is delivering them, and participant data (AP1.14).

[6670 words]

## 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.

## CASE STUDY 1. [REDACTED], READER

I joined the school in 2001 as a postdoctoral research fellow, and have been supported to grow in my research career to my current position as Reader. I was encouraged to apply for a Royal Society Dorothy Hodgkin Research Fellowship, awarded in 2003, and was then offered a proleptic lectureship in 2004. Since then, I have had three children, one of whom is disabled, and the support I have received over this time has been outstanding. Some of this has been general (supportive environment, understanding colleagues, flexible working, core hours policy), while other aspects have been specific to my case (additional time off, provision of a temporary research assistant, travel funds).

I have taken 8 months maternity leave for each child, together with a flexible return to part-time work. In 2005, I was welcomed as part of the team exhibiting work at the Royal Society Summer Science Exhibition 2005, and the School provided funds for my partner and 11-month old daughter to come to London with me. When my second daughter was diagnosed at 8-months old with hemiplegic cerebral palsy, the School encouraged me to take a 2-month medical leave for associated stress, which enabled us to begin therapy opportunities. On my return to work (part-time), my Head of Unit provided a 1.5-year Research Assistant to help retain my research productivity while I was dealing with our new circumstances. This allowed me to fulfil several immediate academic goals and retain my publication productivity. In 2010, after the birth of our son, the Head of School supported a 6-month teaching sabbatical, enabling me to take up an invited visiting researcher position in France for that academic year. Given my work-life circumstances, in which travel and networking is heavily restricted by the day-to-day needs of our family, moving the whole family for a year was a great opportunity to form collaborations abroad.

The school has continued its support of my part-time status, and in particular my need to have a flexible schedule geared toward school hours and term times, allowing time for hospital visits or more distant therapy opportunities. The School's core-hours policy ensures that I can still attend meetings or seminars.

In 2014, I successfully applied for promotion to Reader. Both my Head of School and my mentor helped throughout - from initial appraisal meeting, to suggestions on the application itself, and help ensuring that my application was appropriately evaluated (using a longer time-window than for fulltime staff) to fully recognise my academic achievements. Subsequently, changes such as noting personal circumstances ahead of achievements have been incorporated into University-wide promotions procedures.

Recognising my capability, the school provided financial support for me to attend a Science Leadership Training Course in 2015. The school has continued support for leadership opportunities for me, with my current role as Chair of the Equality and Diversity Committee, and consequent role on Management Group. They have facilitated my undertaking these by ensuring a reduction in my teaching and administrative duties.

## CASE STUDY 2. [REDACTED], RESEARCH STAFF

I joined the School of Biology in 2008 as a postdoctoral researcher. I was re-engaged in 2011 and then applied for a higher grade in 2015, at which stage I became a permanent member of staff. I have been well supported by the school throughout this time, both in terms of my recent maternity leave and more generally in helping my career development.

### Maternity

I became pregnant in 2016, and the school supported my request for six months maternity leave. During my pregnancy, the Sea Mammal Research Unit director, Professor Ailsa Hall, also provided funds for an orthopaedic standing desk to accommodate my pregnancy-related back pain.

When our daughter was born in 2017, my husband (a technician on an open contract also in the School) took the available paternity leave. More importantly, however, he was given exemption from some fieldwork duties in the months following childbirth, and these duties were covered by others at the Sea Mammal Research Unit. He would normally have been away for multiple weeks of fieldwork in remote and inaccessible locations, including one stint of 6 weeks. This made an enormous positive difference to the early days of my maternity leave, enabling him to participate fully in our baby's life as well as helping to provide support for me at home. During this time-period, he covered other duties within the Unit, and this did not affect his career.

I have felt supported throughout my maternity leave. Discussions with the BE&D committee ensured that I had relevant information about KIT days (of which I took the ten available days, allowing me to maintain contact with colleagues and students). As my PhD students are co-supervised with other school staff, they have been able to rely on their co-supervisors during my absence.

I have recently returned to work, and the SMRU director has supported a high level of flexibility in my doing so. We discussed options, ensuring I was aware of my entitlements, and I have opted to use accrued annual leave to work part-time for the first 6 months of my return. I have also been able to work flexible hours to support childcare arrangements. Recent initiatives to provide space for breastfeeding/expression of breast-milk for returning mothers have been valuable, and I have been provided with a small fridge in my office to allow me to store breast-milk.

### Career

I have benefitted from informal mentoring opportunities with senior members of the School. I have been encouraged and supported to take on leadership opportunities in terms of grant-writing and student supervision. I have moved into a more senior research position and now have three PhD students, including co-supervision of one student elsewhere. I have also benefitted from access to previously successful grant proposals, and assistance from senior staff and colleagues in reviewing grant applications. I currently hold two grants as principal investigator, with a further application submitted.

[971 words]

## 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.

Our most recent staff council meeting (November 2017) featured presentations from HoS on the School strategic plan, and from BE&D chair on this Athena Swan submission and Action Plan. Unsolicited email feedback following this illustrates the positive changes underway within the school:

“I came out of the meeting feeling very positive about the school, and I think it was mostly because of both of your presentations and the very positive forward-looking attitudes you provided”

**Female senior lecturer, November 2017**

[79 words]

## 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.



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## Silver Application Action Plan – Department of Biology, University of St Andrews

### Acronyms

BE&D – Biology Equality and Diversity Committee  
E&D – Equality and Diversity  
DoT – Director of Teaching  
DoR – Director of Research  
HoS – Head of School  
HR – Human Resources

MG – Management Group  
PE – Public Engagement  
PG – Postgraduate  
PGT – Taught postgraduate  
UG – Undergraduate

We present our action plan under six general themes:

Theme 1: Address under-representation issues

- *Improve recruitment of female academics who are currently underrepresented*
- *Maintain and improve visibility of female role models*
- *Improve representation of male undergraduates*
- *Evaluate other sources of gender bias*

Theme 2: Provide training and career development support for staff

- *Improve numbers of applications and rates of promotion for academic staff*
- *Improve career development for professional and support staff*
- *Improve uptake of mentoring*
- *Improve support for grant application*
- *Improve media training*

Theme 3: Provide additional support to students and early-career researchers

Theme 4: Create an inclusive culture with embedded Athena SWAN principles

Theme 5: Promote a family-friendly environment

Theme 6: Baseline data and supporting evidence

Ref	Sect <sup>n</sup>	Planned Action / Objective	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person Responsible	Success criteria and outcome
<b>Theme 1: Address under-representation issues</b>							
<i>Improve recruitment of female academics who are currently underrepresented</i>							
1.1	4.2(i) 5.1(i)	Improve advertising materials and further particulars for school recruitment to (1) include both male and female contact, (2) use software to remove gender bias, (3) advertise the possibility of part-time or flexible working, and (4) offer to support the costs of caring commitments during interview.	Our female application rates are low, particularly for academic (teaching and research) positions. (1) Research suggests that female applicants may be more comfortable contacting a woman to discuss vacancies. (2) The effect of terminology can impact genders differently, so we should ensure recruitment material is gender-neutral. (3) Research suggests that women are more likely to apply if the possibility of flexible working is offered. (4) Highlighting good practice during interview by offering to cover childcare costs will help to demonstrate our family-friendly nature.	Improvements ratified as school policy. Production of checklist for staff placing adverts. Ensure this checklist becomes an integral requirement for placement of advert with HR. 100% of advertising materials have male and female contacts, use gender-neutral language, offer the possibility of part-time or flexible working, and advertise availability of support to cover caring costs. Proportion of female applicants assessed annually.	New procedure Jan – Dec 2018. Ongoing thereafter.	Implementation: School manager.  Annual evaluation: E&D officer.	Increased representation of women amongst applicants, from 20% (2012-2016) to at least 40% female applicants for research and teaching posts by 2021.

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1.2	4.2(i) 5.1(i)	Lobby university to improve advertising materials as described in AP 1.1.	The improvements we propose for advertising materials (AP 1.1) will be incorporated into adverts and further particulars circulated via HR. We suggest that these could potentially benefit many schools across the university.	E&D officer will assess female representation in appointments annually. BE&D chair to lobby university drawing on these reports to demonstrate impact from action AP 1.1.	April 2019, annually.	E&D officer. BE&D chair.	University will implement these as standard procedures.
1.3	4.2(i) 5.1(i)	Place adverts on sites or networks targeting females and other underrepresented minorities.	Our female application rates are low, particularly for academic (teaching and research) positions. We also have very few other minorities in the department.  New websites such as Diversify EEB highlight ecologists and evolutionary biologists who are women and/or underrepresented minorities ( <a href="https://diversifyeeb.wordpress.com/list-2/">https://diversifyeeb.wordpress.com/list-2/</a> ) and can be used to ensure targeting of minorities.	Develop a resource detailing potential sites and/or networks, and provide this on the checklist for staff placing adverts (BE&D vice-chair). Monitor source of advertising that leads to application and frequency of application by minorities (E&D officer).	Jan 2018- Dec 2019.	BE&D vice-chair to produce checklist.  E&D officer to monitor annually.	Increased representation of women amongst applicants, from 20% (2012-2016) to at least 40% female applicants for research and teaching posts by 2021. Increased representation of minorities amongst applicants.



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1.4	4.2(i) 5.1(i)	Develop material to be sent to interview committees to refresh consideration of bias. Require feedback from interview committee confirming bias refreshment and providing additional recommendations for E&D consideration.	We have succeeded in raising awareness within the department via subconscious bias training and recruitment training, but feedback from several staff has suggested that a refresher prior to interview would be valuable.	Development of material and process (BE&D committee). Confirmation that interview committees have reviewed material prior to interview sent to E&D chair with further recommendations to ensure unbiased interview.	Nov 2017 –June 2018.	BE&D chair.	Reduction of pipeline effects between applications and offers.
1.5	4.2(i) 5.1(i)	Implement our new school policy of: 1. no single-sex long- or shortlists (re-advertise if only a single sex applies), 2. invite BE&D officer to observe all search committee meetings for academic appointments, 3. unless good reason, all academic appointments junior, 4. commit to appoint underrepresented gender where all else is equal.	Our female appointments rate is low, particularly for higher-grade academic staff.	Guidelines for implementation of new procedures produced by BE&D. Ratified by MG. Promoted to staff via newsletter and website.	Jun-Dec 2018.	HoS.	Increased representation of women amongst appointments, from 25% (2012-2016) to at least 40% female appointments in research and teaching posts by 2021. Increased representation of females among staff, from 24% female (teaching and research, 2016) to 30% by 2021.

Ref	Sect <sup>n</sup>	Planned Action / Objective	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person Responsible	Success criteria and outcome
<i>Maintain and improve visibility of female role models</i>							
1.6	5.6(vii)	Seminar organisers will endeavour to provide gender parity of speakers. They will monitor invites and acceptances and provide bi-annual data reports.	Our seminar series have all improved gender-balance in the past three years but we have not yet reached gender parity. Preliminary information suggests that there may be a gender bias in acceptances. We will collect further data to examine this.	Email reminder sent to seminar organisers twice each year. End-of-semester reports from each of our three seminar series (one for each building).	Jan, Aug annually.	E&D officer, seminar organisers.	50% seminar speakers are women.
1.7	5.6(vii)	Produce a resource highlighting good E&D practice for seminar, workshop and conference organization, targeted for use across the School.	Although our seminar series are showing improving gender balance, staff in the school organise a number of other conferences/ workshops and seminars outwith the regular series. A resource developed for all staff would extend awareness beyond our official seminar organisers.	Production of 1-page top ten points to consider. Dissemination via newsletter and webpage.	Jan-Jun 2020.	BE&D chair.	Increase survey response (academic, research and PG) agreement with the statement that the gender balance of research seminar speakers is appropriate, from 50%F and 55%M in 2017 to 70%F and 70%M by 2021.
1.8	5.6(vii)	Pilot scheme to cover costs of caring commitments of seminar speakers if needed.	Preliminary information suggests that there may be a gender bias in acceptance of seminar-speaking invitations. We wish to offer this scheme to see whether this helps to alleviate this.	Analysis produced in September 2020, comparing 2018-19 (no scheme) with 2019-20 (with scheme) to investigate.	Initiate Sept 2019.	Seminar organisers for each series.	25% reduction in proportion of female speakers declining invitations by 2020.

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1.9	5.6(vii)	Open lecture for UN International Day of Women and Girls in Science will continue as an annual event.	Our gender balance at professorial level is low (currently 18%). We initiated this event to bring in a high profile speaker in association with the International Day of Women and Girls in Science.	Nominations solicited from whole school in April. Invitation to speaker sent in May. Annual lecture in February.	Annually.	BE&D vice-chair.	Feedback will show a diverse representation of attendees with at least 80% reporting that they very much enjoyed the event.
<i>Improve representation of male undergraduates</i>							
1.10	4.1(ii) 5.6(v) 5.6(viii)	Encourage more male staff to engage in educational (Primary and Secondary School) outreach (to increase the visibility of male biologists to prospective undergraduates) by: 1. highlighting outreach inclusion in workload model, 2. organising educational outreach seminar given by University Head of PE to explore further opportunities for educational outreach for all staff.	We have a low proportion of males at undergraduate entry (lower than proportions at Secondary Schools). 1. Staff are not aware that outreach is included in workload model. 2. Staff are not sure how best to engage in educational outreach. In addition, we have detected a gender bias in the pattern of outreach, with male staff underrepresented in educational outreach.	Development and provision of workload model breakdown online.  Educational outreach seminar provided for all staff.  Increased male representation in School of Biology outreach activities.	Jan – Dec 2018.	BE&D chair.  University PE officer.  PE committee chair.	Increase in % male applications to 35%.

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1.11	4.1(ii) 4.1(iii)	Increase visibility of males at UG and PGT by providing case studies on the School website, ensuring diversity of protected characteristics is represented.	We have a low proportion of males at undergraduate and full-time taught masters, and no case studies of males.	At least 10 case studies (5M, 5F) of undergraduate student and masters student careers featured on School website.	Jan - Dec 2018.	BE&D website officer.	Increase in % applications for UG from 32% to 37% male by 2021. Increase in % applications for PGT from 25% to 30% male by 2021.
<i>Evaluate other sources of gender bias</i>							
1.12	5.6(v) 5.6(vii)	To collect data on previous 5 years of PhD examination within the School. Assess whether there is a gender difference for internal and external examiners for our PhD students. If bias is identified, report this to the school and develop remedial actions.	Analysis revealed that service as PhD internal examiner is not included in our workload model, and we are concerned that female staff may disproportionately undertake this responsibility. Additionally, external examiners are viewed by PhD students as role models, and we are concerned that females may be underrepresented amongst this pool.	Introduction of PhD internal examination into the workload model. Production of a report on examiner gender. Consideration of report by BE&D. Development of further actions if required.	Jan – Dec 2020.	HoS for workload model refinement. BE&D chair for report.	Disseminate report via staff email and internal webpages, including recommended criteria for choice of examiners.

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1.13	5.1(iii)	Conduct analysis of time until promotion to establish whether this is gender-biased (taking account of years in post, and part-time working).	Only 22% of promotion applications were from women, despite 40%F academic staff. We are concerned that this reflects the tendency for women to take longer to reach the perceived standard required. Fewer female than male academics are optimistic about their chances of career progression (33.3%F versus 41%M, 2017 survey). We would like to check whether there are underlying inequities beyond simply number of each gender promoted.	Production of a report on this issue, including recommendations for potential remedial action if required.	Jan – Dec 2020.	BE&D chair.	Dissemination of the report to staff via email and internal webpages.
1.14	5.6(viii)	Monitor gender bias in outreach activity. Improve recording of outreach activities, both who is delivering them, and participant data.	Recording participation data for outreach activities has been limited until now. We have observed a difference in gender of who is providing outreach activities and have instituted actions designed to redress this (AP 1.10, AP 2.13). We wish to monitor changes in outreach provision to see if the gender difference is reduced.	Online survey on outreach participation of staff to be conducted every 2 years.  For major Biology outreach events (Bioblitz, museum, Seaside Science, Explorathon, RSE masterclasses) we will monitor participant data.	Jan 2020 and every 2 years thereafter.	BE&D chair.  PE committee chair.	Reduction in gender bias of staff participating in outreach by 2020 survey.  Data available to monitor trends in participant gender.

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<b>Theme 2: Provide training and career development support for staff</b>							
2.1	5.3(ii) 5.4(ii) 5.6(iv)	Encourage uptake of annual appraisal for all academic, teaching, research (including postdocs) and professional and support staff via: 1. The establishment of procedures for effective monitoring, 2. Require completion of alternative form explaining reasons for declining review, 3. The provision of an alternative assessor if requested.	Uptake of annual appraisal has been patchy in the past particularly for non-academic staff and junior postdocs (section 5.3(ii), 5.4(ii)).	1. New procedures devised to encourage and monitor uptake of annual appraisal by BE&D, and approved by MG. 2. Form developed to explain non-uptake of appraisal.  Uptake of appraisal for all staff to be included in annual report from E&D officer.	Jan – Dec 2018.	BE&D chair to oversee formulation of new procedures.  E&D officer for report.	Increase rate of postdoctoral (32%F, 19%M) and professional and support staff (48%F, 40%M) appraisal completion to 80%.
<i>Improve numbers of applications and rates of promotion for academic staff</i>							
2.2	5.1(iii) 5.1(iv)	Encourage suitable candidates to apply for promotion by including assessment of CV in annual appraisal. Assessor to notify promotions committee of suitable candidates.	Only 22% of applications for promotion have been from women in last 5 years, despite 40% of staff being female. We would like to ensure that qualified but reticent academic staff will apply for promotion.	Guidelines for annual appraisal modified.	Oct 2018, annually.	HoS.	Increase in proportion of women applying for promotion from 22% to 30% by 2021.

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2.3	5.1(iii) 5.1(iv)	Promotions panel to offer advice to potential applicants. Review material 1 month prior to deadline and provide feedback for improvement.	Initial evidence suggests that providing feedback on promotions applications results in increased success.	New procedures established. School review panel will advertise (in newsletter) the availability of panel review 4-6 months beforehand, and review material 1 month before promotion application deadline.	Jan 2019, annually.	HoS, Biology promotions panel.	90% of promotions applications will use the school review panel.
2.4	5.1(iii) 5.1(iv)	Annual workshop on promotion, for all academic staff including research staff, to be run in the School.	Only 30% research staff and 55% academic staff agree that the promotions process is appropriate and easily understood. The promotions procedure has recently changed, so many staff are unfamiliar with new criteria. The workshop will be for all staff so attending will not identify intention to apply. Staff will learn about criteria in an informal and accessible forum.	Held 4 months prior to promotion-round annually. Evaluations undertaken after each workshop. Outcomes reported in next submission.	Sept 2018, annually.	HoS.  Session developed by HR, BE&D and promotions panel.	75% of staff have attended workshop by 2020. 75% research and academic staff report understanding of the promotions process at next staff survey.

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<i>Improve career development for professional and support staff</i>							
2.5	5.2(ii)	Develop resources for professional support staff designed to better ensure understanding of the current re-grading procedures.	Only 19% females and 13% males agreed that the re-grading process was fair and easily understood. We need to improve levels of understanding for this process.	Request HR to attend school meeting to explain the re-grading process for PSS. Develop a document to better explain this process, sent to all staff via the newsletter and website.	Jan – Dec 2018.	HoS.  School Manager.	Improved professional and support staff understanding of the re-grading process in 2019 survey.
2.6	5.2(ii) 5.4(ii)	Work with HR to create Career Pathways for Professional and Support Staff.	The career development process for support staff is currently based only on re-grading the post, or changing job. There is no merit-based promotion encompassing increased responsibility, workload or effectiveness.	Draft a review assessing the merits of changing the re-grading process. If worthwhile, take this to the following for consideration: 1. HoS, 2. University E&D, 3. Principal's office.	Jan – Dec 2019.	BE&D chair, School manager.	Complete review of the re-grading process.
<i>Improve uptake of mentoring</i>							
2.7	5.1(iv) 5.3(ii) 5.3(iii) 5.4(iii)	Include discussion of mentoring arrangements during annual appraisal. Identify existing mentors (including informal mentors) and mentorship needs.	While we have some mentoring schemes in place, uptake is low. We would like to encourage those staff who want a mentor but do not have one, to take advantage of the available schemes, or to identify and solicit mentorship.	Appraisal template revised to include mentor needs. MG will approve revision. HoS and line managers will implement this annually.	Jan 2018- Jan 2019.	BE&D propose revision to appraisal process. MG to approve. HoS, Line managers to implement.	Increasing numbers of staff respond that they have the mentorship they require (assessed annually from appraisal forms).



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2.8	5.1(iv) 5.3(iii) 5.4(iii)	Develop mechanism, advice and guidelines for those who need help identifying suitable mentors.	Help to find suitable mentors if needed.	Development of guidelines on selecting suitable mentors. Promotion of these through website, newsletter and social media. Collection of feedback on process.	Jan 2019- Jan 2020.	BE&D vice-chair.	Material developed and provided to staff. Positive feedback from staff on mechanism and advice for finding mentors.
2.9	5.3(iii) 5.6(v)	Encourage senior females to undertake increased mentoring by including mentoring as a service contribution in the School workload model.	The cross-institutional mentoring scheme has 9F:1M as mentees but 1F:5M as mentors. We wish to increase the availability of female mentors.	Workload model revised.	Jan 2019- Jan 2020.	HoS.	Increased numbers of female mentors registered on cross-institutional scheme from 1 to 4 by 2020.
<b>Improve support for grant application</b>							
2.10	5.1(iv) 5.3(v)	Provide recent successful grant applications via internal staff website.	We have sporadically provided successful grant applications on our internal website in the past as exemplars or guidance for staff applying for grants. We wish to ensure availability of exemplar grants going forward.	Every two years, website checked and new successful grants added if required.	Jun 2018 – Jun 2022.	DoR, School Manager.	At least 6 successful grant applications, at least 2 of which are from the last 5-year period available on the internal website.

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2.11	5.1(iv) 5.3(v)	Increase availability of feedback on grant applications, both prior to submission and in terms of advice on why applications might have been unsuccessful.	Feedback on grant applications has previously been provided on an ad-hoc basis. We wish to formalise this support.	Role of existing review committee extended (DoR). Staff notified about availability of review committee (BE&D). Uptake data collated (DoR) and analysed, including for gender biases (BE&D).	Jan 2019 – Jun 2022.	DoR, BE&D.	Increasing uptake of internal review reported annually. Improved staff satisfaction about school support reported in 2019 School survey.
2.12	5.1(iv) 5.3(i) 5.3(v)	Develop grant and fellowship writing workshop to be delivered annually. Rotation of senior successful PIs sharing their tips and experience, over a 5-year cycle.	We currently provide no in-house training on grant writing.	Held annually. Evaluations undertaken after each workshop. Outcomes reported in next submission.	Nov 2018, annually.	Senior PIs (on 5-year rotation).	75% of staff have attended workshop by 2020. Improved staff satisfaction about school support reported in 2019 School survey.
<b>Improve media training</b>							
2.13	5.6(viii)	Provide media training sessions at least every 2 years.	We have a slight gender bias in types of outreach undertaken with women appearing to undertake less prominent outreach activities. This may reflect a gender difference in confidence or experience with the media.	Held every 2 years. Evaluations undertaken after each workshop. Outcomes reported in next submission.	Jan 2019, biennially.	CAPOD.	50% academic staff will receive media training within 3 years. Eradication of gender bias in outreach activity type by 2021.

Ref	Sect <sup>n</sup>	Planned Action / Objective	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person Responsible	Success criteria and outcome
<b>Theme 3: Provide additional support to students and early-career researchers</b>							
3.1	4.1(v) 5.3(iv)	Embed annual careers session for undergraduates.	Following successful event in 2017, we wish to continue this careers event, to improve understanding of career options among undergraduates.	Annual careers event, including talks from alumni, and mock interviews organized by businesses to give students insight into recruitment. Evaluations undertaken after each event.	Jan 2018, annually.	DoT.	100% of undergraduates will receive career training. 80% of attendees will report usefulness of training (70% found the day useful in 2017).
3.2	4.1(v) 5.3(iv)	Embed annual careers session developed for postgraduate students (including taught postgraduates).	The inaugural careers event in 2017 was well attended and highly appreciated by the attendees (average score 4.1 on scale 1-5 for interest, n=59 PGs). We will repeat this annually in order to improve understanding of career choices among PG students.	Annual careers event showcasing career options after PhD. Evaluations undertaken after each event.	Jan 2018, annually.	BE&D PG reps, PG committee.	70% PGs and PGTs have attended an event with 80% attendees finding session useful.
3.3	5.3(iv)	Increase uptake of peer-mentoring scheme for undergraduates (biobuddy) through promotion on website and in student information pack.	Scheme started in 2017 to link incoming UG students with 2 <sup>nd</sup> /3 <sup>rd</sup> year students. Initial uptake approx. 50% (41F:13M:1PTNS) of 1 <sup>st</sup> years, with 14F:13M mentors.	Website updated.	Oct 2017, annually.	Chair of PE committee, Student Services.	70% uptake within 3 years.

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<b>Theme 4: Create an inclusive culture with embedded Athena SWAN principles</b>							
4.1	3(iii) 5.3(iii) 5.4(iii) 5.6(i)	Improve website to provide updates for 1. BE&D committee activities including our annual BE&D report, 2. Results from BE&D biennial survey, 3. Better links to HR material, plus other material the committee plans to develop (such as information on mentoring and career progression).	We want to improve staff awareness of School and University policies and other relevant material by placing links or accessible summaries in a single up-to-date location. This website also provides us the chance to provide better feedback to staff about committee activities and survey findings. We intend that the action plan should be a living document available to all staff. Our application text describes how staff are not always fully aware of the opportunities available to them (e.g., mentorship schemes).	1. Annual report placed online. 2. Biennial survey results placed online. 3. Development of additional pages for the website.	1. May annually. 2. May biennially. 3. Jan – Dec 2018.	E&D officer.  BE&D chair (with HR) BE&D chair.	Increase number of website hits to >100 per week.  We will include a question in our next (2019) survey to ascertain staff satisfaction with availability of information, and will seek to improve this over time (by 2021 survey).
4.2	3(iii) 5.3(iii) 5.4(iii)	Use School weekly email newsletter, posters and social media (e.g., School twitter account) to promote E&D objectives for every update added to the website.	Although our website is useful, staff are not aware of changes/improvements unless they look. We will advertise changes and new pages as they become available.	Regular notification in School email newsletter and via School twitter account that resources have been added/ modified on the website.	Jan-Dec 2019.	BE&D website officer.	Increase number of website hits to >100 per week.

Ref	Sect <sup>n</sup>	Planned Action / Objective	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person Responsible	Success criteria and outcome
4.3	5.5(i) 5.5(v) 5.6(ii)	Develop brief explanation of relevant HR policies.	Some HR policies are still not well understood. For instance, we are concerned that lack of uptake of adoption, shared parental leave and parental leave is reflective of lack of awareness of the available support. We will work with HR to develop documentation of resources for staff and provide guidance to help staff determine which policies are relevant to them.	Liaison with HR business partner. Development of draft material. HR approval of our summaries. BE&D website revised.  Thereafter annual verification that links and text is appropriate.	Jan 2018. Jun 2018. Sept 2018. Dec 2018.  June 2019, annually.	BE&D chair (in liaison with HR).	Increase number of website hits to >100 per week.  We will include a question in our next (2019) survey to ascertain staff satisfaction with availability of information, and will seek to improve this over time (by 2021 survey).
4.4	5.6(ii)	Increase interaction between HR Business Partner and staff through inviting the former to school staff council meetings with the objective of improving understanding of resources.	Some HR policies are still not well understood (see above). The HoS and School Manager have frequent meetings with the assigned HR Business Partner, who is the contact person for staff in the school to liaise with over HR matters in a confidential manner. However, many staff are unaware of this contact. We will increase visibility of this HR go-to person for School staff.	HR business partner will be invited to at least 1 staff council meeting per year.	Jun 2018, annually.	HoS to invite Biology HR business partner.	We will include a question in our next (2019) survey to ascertain staff satisfaction with availability of information, and will seek to improve this over time (by 2021 survey).

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4.5	5.6(ii)	Provide feedback to HR with BE&D concerns or initiatives for consideration as university policy.	BE&D regularly discuss HR policy, and have a track record of successfully raising issues or making suggestions for potential improvements, which have been given University-level consideration. We will continue to try to effect changes at University HR level as needed	At least once a year, have a discussion at BE&D meeting about current HR practices, and whether recommendations for improvements are required. In the latter case, produce a paper to be taken to University E&D/HR/principal, as appropriate.	Annually.	BE&D chair.	Recommendations and suggestions for improvements made to HR as and when needed.  BE&D concerns and initiatives will be put forward at University E&D committee meetings.
4.6	5.1(i)	Continue requirement for all staff (including PhD students) to complete unconscious bias training.	We have received good feedback about the unconscious bias training and wish to continue to ensure that all staff and PhD students undertake this to help improve awareness of E&D issues.	Twice yearly monitoring and reminders sent to those who have not yet undertaken this.	March and Oct each year.	HR to provide data, BE&D secretary to send reminders.	Improve whole school completion from 76% to 90% by 2020.
4.7	5.5(v)	Increase the number of case studies on the E&D website to highlight career success and support available during and after taking a period of leave.	To demonstrate that we value diversity in the School we propose to put a series of case studies on our website that showcase the availability of different career trajectories and efforts being made to minimise the impact of taking leave on careers.	Increase number of case studies on website to eight, highlighting a range of career trajectories following leave.	Jan – Dec 2019.	BE&D website officer.	Our 2021 survey will show that <30% of male and female staff will feel that taking parental leave will negatively impact their career (2017 survey showed 61% female and 46% male staff felt this way).

Ref	Sect <sup>n</sup>	Planned Action / Objective	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person Responsible	Success criteria and outcome
4.8	5.6(i)	Introduce additional E&D issues to undergraduate students via their 2 <sup>nd</sup> /3 <sup>rd</sup> year tutorials (e.g., focused on disability).	A low proportion of our undergraduate students (40.2% females and 36.8% males) agreed with the statement "I have heard of the Athena SWAN Charter to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research." We wish to improve awareness of E&D issues among undergraduate students.	Additional tutorials developed.	Jan 2018 – Dec 2019.	DoT, BE&D teaching committee rep.	Increase bank of available E&D tutorials to four by Dec 2019. Increase the percentage of undergraduates who are aware of the Athena SWAN Charter by >80% by 2021.

Ref	Sect <sup>n</sup>	Planned Action / Objective	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person Responsible	Success criteria and outcome
4.9	4.1(iii) 5.6(i)	Investigate potential gender bias in teaching material. Apply for funding to employ a recent graduate who will liaise with the lecturer to assess materials and develop a report on gender bias in a sample of School of Biology teaching materials. Their report will collate resources available to minimise gender bias in teaching and come up with a good-practice guide for staff.	Staff engagement at HEA workshop on “Embedding Equality and Diversity in the Curriculum” led to questioning our potential gender bias in lecture material. Pilot work suggested there might be cause for concern. Although there are resources currently available, in order to promote staff engagement we wish to analyse a sample from the School of Biology’s teaching and draw on this to develop specific guidelines relevant to our staff.	Application submitted to the University’s newly established <i>Gender, Diversity and Inclusion Research Fund</i> or other funding sources to investigate this issue. Contingent on successful funding, research conducted and guidelines produced.	Jan 2018- Dec 2018.  Jan 2019- Dec 2019.	BE&D teaching committee rep.	Successful funding request. Report will be disseminated to staff, highlighting examples and how improvements can be made.
4.10	5.5(i) 5.5(v)	Initiate support group for those who have taken or are thinking about taking parental leave.	There is currently no support network for staff taking leave, nor are staff aware of potential advisers who have dealt with similar issues previously. We wish to instigate a support network for staff taking leave.	Support group established and advertised.	Jan 2019- Dec 2020.	BE&D chair.	Increased staff agreement that “ <i>The School is supportive of those who need to take maternity / paternity / carers / special leave</i> ” from 62%F:76%M in 2017 survey to 80% for both genders in 2021 survey.



Ref	Sect <sup>n</sup>	Planned Action / Objective	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person Responsible	Success criteria and outcome
4.11	5.6(v)	Hold a group discussion at the staff away day to explore any outstanding concerns about the organisation and implementation of the workload model.	Only 67%F and 64%M agree that the workload model is fair and useful. We would like to identify why staff perceive the workload model to be unfair.	Identification of concerns and remedial action taken if appropriate.	Jan 2018- Dec 2018.	HoS, School manager.	Improved staff satisfaction with the workload model during biennial staff survey to >75% staff agreeing that it is fair and useful by 2021.
4.12	5.6(v)	Staff members encouraged to raise dissatisfaction with their own personal workload at annual appraisal.	70%F and 76%M academic (research and teaching) staff agreed that their workload was fair and appropriate. We would like to encourage further consideration of concerns about individual contributions where they arise.	Concerns about individual contributions discussed at annual review with HoS and remedial action taken if appropriate.	Ongoing.	HoS, line managers.	Improve staff satisfaction with their workload contribution during biennial survey from 70%F and 76%M to >80% for both genders by 2021.
4.13	5.6(i)	Run a zero-tolerance style poster campaign on bullying and harassment, whilst at the same time promoting inclusiveness and a family friendly culture.	While the culture is the school is widely perceived to be very good, nonetheless agreement with statements concerning experience of witnessing harassment were higher (5-10%) than we would like in the 2017 survey. We wish to embed a School culture that encourages respect for all, and where behaviour that is offensive to others is not tolerated.	Create a respectful and friendly environment with posters placed in every building welcoming those of all protected characteristics. Posters placed in every building outlining zero tolerance for bullying and harassment, with details of where to find policy and procedures.	Jan 2018 – Dec 2018.	BE&D chair.	Reduction in proportion of staff who agree with survey statement “I have recently witnessed or experienced gender-based harassment” to <5%.

Ref	Sect <sup>n</sup>	Planned Action / Objective	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person Responsible	Success criteria and outcome
<b>Theme 5: Promote a family-friendly environment</b>							
5.1	5.5(i) 5.5(iv) 5.5(v)	Each staff member planning a period of leave will meet with BE&D chair prior to leave and upon return to discuss support available and identify requirements.	Staff are currently required to have consultation with line manager prior to leave, and meet with BE&D chair after their leave. We will extend this to also have staff meet with BE&D chair prior to leave as we would like to ensure staff are fully aware of all the support available to them, and are able to ask questions based on their individual circumstances.	Quarterly update from School secretary about staff due to take leave. Meeting of BE&D chair implemented with staff members taking leave.	As required.	BE&D chair.	100% of staff taking leave will undertake these meetings. Increase staff agreement that the school is supportive of staff who take parental leave from 62%F:76%M in 2017 survey to 80% for both genders in 2021 survey.
5.2	5.5(i) 5.5(v)	Each academic staff member will meet with DoR, DoT, and HoS prior to leave to evaluate support needed prior to, during, and upon return from leave.	2017 survey showed that 61% of female and 46% of male staff feel that taking parental leave will negatively impact their careers. We wish to reduce disruption to staff members' careers arising from parental leave.	Quarterly update from School secretary about staff due to take leave. Meeting of HoS, DoT and DoR implemented with staff members taking leave, to discuss phased return to work, technical support requirements, supervision and continuance of research while on leave.	As required.	DoR, DoT, HoS.	Assess feedback (via post-leave meeting with BE&D chair) from returning staff as to whether efforts made by the school have reduced disruption to their career. Staff perception of negative impacts of parental leave reduced to <40%F thinking this will negatively impact their career by 2021 survey.

Ref	Sect <sup>n</sup>	Planned Action / Objective	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person Responsible	Success criteria and outcome
5.3	5.5(iii) 5.6(i)	Extend baby-change and breast-feeding facilities to each School research centre (three buildings).	We currently have breast-feeding facilities for staff that need these (one school building). Breast-feeding and baby-change facilities will be provided in all buildings to increase support for new parents.	BE&D to develop provision plan for all School buildings in consultation with building managers. MG approval. Risk assessment conducted. Provision in all buildings.	Jan 2018 – Dec 2019.  Jan 2020.  Jan 2021.	BE&D, building managers, MG.	Baby-change and breast-feeding facilities provided in each School research centre.
5.4	5.6(vi)	Provide crèche facilities for after-hours events.	Although all departmental meetings and seminars are held within core hours, there are some less family-friendly events (e.g., inaugural lectures at 5.15pm) which are held out of hours. We will increase support for staff with childcare needs to enable them to attend these.	Source of mobile crèche facilities identified and School policy modified to ensure that these are provided for all out-of-hours events.	Jan 2018.  June 2018.	BE&D to propose procedures, MG to approve, School secretary to implement.	Childcare available for all out-of-hours events.

#### Theme 6: Baseline data and supporting evidence

6.1	3(iii)	Action plan to be presented as a living document online.	We are unreservedly committed to our action plan and intend that the action plan should be a living document available to all staff. This will help to improve staff awareness of efforts to improve E&D within the School of Biology.	Twice yearly online update of action plan progress.	Ongoing.	BE&D chair, BE&D website officer.	Action plan posted online.
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Ref	Sect <sup>n</sup>	Planned Action / Objective	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person Responsible	Success criteria and outcome
6.2	3(iii) 4.2(i) 5.1(ii) 5.6(iii)	Produce annual E&D report on applications, appointments, staffing, workload, promotions, committee representation, seminars, appraisal uptake.	While many of our measures have improved, annual monitoring helps us to respond in cases where there may be problems. We therefore intend to continue this practice, and to begin to monitor other minority and intersectional data.	HR will provide data pack annually. Produce E&D report annually.	Apr 2018, annually.	HR. E&D officer.	Report produced annually.
6.3	5.1(ii) 5.6(i)	Continue biennial staff culture survey. Extend and refine the next survey, for example to seek further information about staff starting date, and experience (or witnessing) inappropriate behaviour.	We have identified problems with some of the survey questions that were ambiguous or have not allowed us to interrogate the data as completely as intended.	Survey will run every two years. Analysis of survey findings and production of report.	Jan 2019, biennially.	BE&D chair, HR.	Provision of survey data to staff within 6-months of analysis.