



**Department Application
Gold Award**

School of Biology
University of St Andrews

November 2020

REDACTED



ATHENA SWAN GOLD DEPARTMENT AWARDS

A Gold department award recognises sustained progression and achievement, by the department, in promoting gender equality and addressing challenges particular to the discipline. A well-established record of activity and achievement in working towards gender equality should be complemented by data demonstrating continued impact. Gold departments should be beacons of achievement in gender equality, and should champion and promote good practice to the wider community.

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 Gold department awards.

You should complete each section of the application.

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.

Gold Department application	Recommended	Actual
Word limit	13,000	
<i>Recommended word count</i>		
1. Letter of endorsement	500	586
2. Description of the department	500	547
3. Self-assessment process	1,000	1,285
4. Picture of the department	2,000	2,091
5. Supporting and advancing women's careers	7,000	6,958
6. Case studies	1,500	1,450
7. Further information	500	540

Advance HE has offered a 500-word extension to the application word limit in this round to consider the impact of Covid-19. The total word count in this application is 13,457 words.

Name of institution	University of St Andrews	
Department	Department of Biology	
Focus of department	STEMM	
Date of Gold application	Nov 2020	
Date of current Silver award	Nov 2017	
Institution Athena SWAN award	Date: Nov 2017	Level: Bronze
Contact for application Must be based in the department	Prof. Sascha Hooker	
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Departmental website	biology.st-andrews.ac.uk	

ABBREVIATIONS

ACAS	Advisory, Conciliation and Arbitration Service, UK
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AP	Action Point
AS	Athena SWAN
AUA	Association of University Administrators
AVP	Assistant Vice-Principal
BEDI	Biology Equality and Diversity Committee
BAME	Black, Asian and Minority Ethnic
BSc	Bachelor of Science
BSRC	Biomedical Sciences Research Complex
CBD	Centre for Biological Diversity
DoR	Director of Research
DoT	Director of Teaching
ECR	Early career researcher (primarily postdocs, but also PG, IRFs and first-appointment staff)
EDI	Equality, Diversity and Inclusion
EU	European Union
F	Female
FTE	Full-time equivalent
HESA	Higher Education Statistics Agency
HNC	Higher National Certificate
HND	Higher National Diploma
HoS	Head of School
HR	Human Resources
IRF	Individual Research Fellows
ISSF	Institutional Strategic Support Funds, Wellcome Trust
KIT days	Keeping in Touch Days
LoA	Leave of Absence
LGBT+	Lesbian, gay, bisexual, and transgender
M	Male
MA	Master of Arts
MASTS	Marine Alliance for Science and Technology for Scotland
MBiochem	Masters in Biochemistry
MBiol	Masters in Biology

MG	Management Group
MMarBiol	Masters in Marine Biology
MSc	Masters
NERC	Natural Environment Research Council
OSDS	Organisational and Staff Development Service (Univ. St Andrews)
PDR	Postdoctoral researcher
PG	Postgraduate
PGT	Taught postgraduate
PGR	Postgraduate research
PSS	Professional and Support Staff
p/t	part-time
R&E	Research and Education (pathway)
RUK	Rest of UK (not including Scotland)
SAT	Self-assessment team
SoB	School of Biology
SoBM	School of Biology Manager
SOI	Scottish Oceans Institute
SMRU	Sea Mammal Research Unit
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UG	Undergraduate
UN	United Nations
VP	Vice-principal
WLM	Workload Model
%F	Percentage female members

DATA SOURCES

National benchmarking data is sourced from HESA. This data is only available up to 2018/19 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. Whenever possible, we have provided 5-year datasets, but in some cases in which we have only recently begun to collect the relevant information, we present snapshot (31 Dec 2019) data, or data for only the last 2-3 years.

For clarity of presentation our analysis of gender breaks data into binary categories (male and female), however we acknowledge that this does not reflect the diversity of gender identities of individuals and many of our completed actions eschew this binary categorization.

KEY TO ICONS USED IN THIS DOCUMENT:

	Beacon activity
	Impact
	Good practice
	Implemented actions
	Current Action Plan (AP) items

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1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 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.



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Dani Glazzard
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Advance HE
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20 November 2020

Dear Dani,

It gives me great pleasure and pride to submit our application for an Athena SWAN Gold award. I confirm that the information in this application (including qualitative and quantitative data) is an honest, accurate and true representation of our School.

I am personally committed to supporting gender equality (and changed my surname to include my wife's name when we married 30 years ago). As part of a dual-career household with significant caring responsibilities, I am very aware of the pressures many staff face. I have been at St Andrews for 20 years, and have witnessed a complete transformation in School ethos since our engagement with Athena SWAN. Equality, fairness and transparency are now priorities across the entire school, with EDI central to school management and discussed at all committees and staff council.

I have supported BEDI's initiatives with enthusiasm and action. I, or my deputy, have attended every BEDI meeting during my tenure, and commit a £4k/yr budget for EDI work. I have personally championed:

- Nomination of several women to influential positions in central University senior committees.
- Creation of Deputy roles for Centre Directors, DoR and DoT, allowing individuals to build leadership experience (leadership now 5F:5M).
- Continued revision of our workload model, to incorporate service and public engagement, and improve transparency.
- Additional EDI initiatives, including creation of an Ethnicity Champion, an annual away day for Professional and Support Staff, and support networks for staff struggling during the pandemic.

This application gives many examples of sustained progression and achievement through revised procedures and policies that are now delivering real impact. Provision of grant exemplars, internal review and improvements to mentoring and annual review have led to substantial increases in grant applications, success rates, and grant income

(doubled!) for female staff, completely removing historical gender biases. Our work making the promotion process accessible, and support for applicants, has led to marked increases in both number of applications (21% to 52%F) and success rates (50% to 75%) for women, again leading to gender parity. A change in recruitment policy has delivered gender-balanced appointments since 2017. We recognise that there is still some way to go, but we can see real and sustained progress.

This document also attests to the impact that our staff are having outside the School. I am very proud of our collective achievements, from the many times Biology is indicated at University meetings as an exemplar of good practice, to the School's impact on University policy, to the leadership that our staff are showing in bringing EDI to external bodies. We champion gender equality, taking our good practice to conferences, and incorporating EDI in those national and international societies with which we are involved. Several staff members are organizing external EDI workshops and giving invited EDI talks, whilst others are contributing to national and international debates, standing above the parapet to write thought-provoking and courageous articles about EDI issues. These activities mark the School out as a beacon of good practice within and beyond the University.

Of the many worthwhile planned future actions described here, my particular priorities are:

- Achieving gender parity at senior grades
- Maintaining staff wellbeing through pandemic disruption and uncertainty
- Recognition and career progression for professional and support staff
- Increased focus on initiatives supporting our disabled and ethnic minority staff and students

I hope the panel will be as excited as I am about all that we have done and continue to do. As our focus broadens to wider aspects of diversity, gender equality remains a challenge to which we are fully committed.

Your sincerely,



Prof Frank Gunn-Moore (né Gunn)

[586 words]

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: 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.

"I am delighted to support the University's first Athena SWAN submission for a departmental Gold award. The School of Biology has worked conscientiously and deliberately to make its environment more equal, diverse, and inclusive and has shared best practice and high-quality ideas across the institution"

Professor Sally Mapstone, Principal, Univ. St Andrews

The School of Biology (SoB) contains 142 academic staff (43%F), 70 professional and support staff (PSS, 47%F), 101 research postgraduate (PGR) students (60%F), 38 taught postgraduate (PGT) students (81%F), and 426 undergraduate (UG) students (68%F) (Figure 2.1). It has both a strong teaching (1st in UK, Guardian University League Tables, 2020), and research (16th in UK 2014 REF, 2nd for research impact) profile.

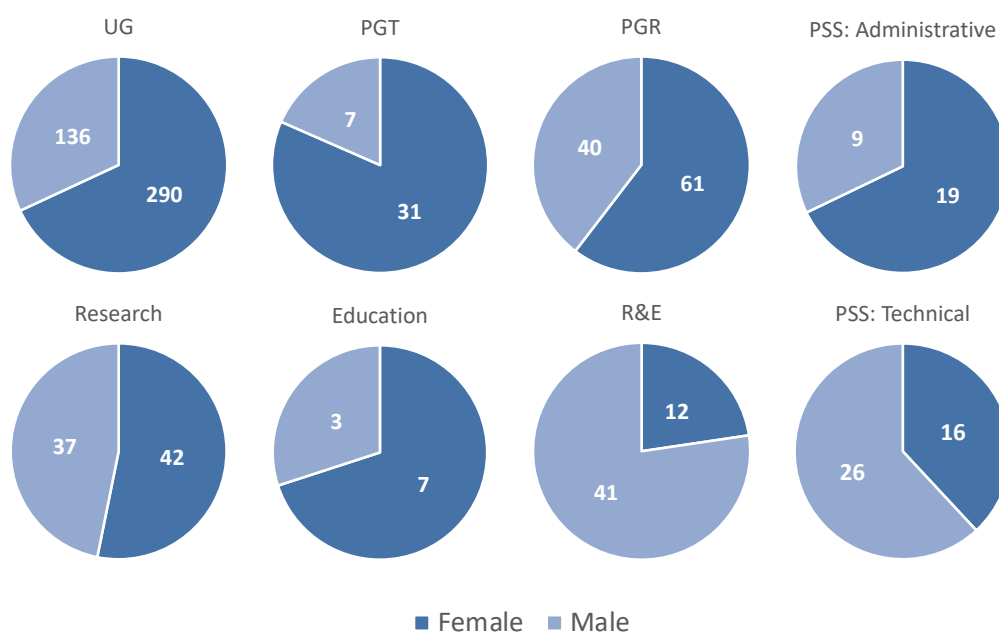


Figure 2.1. Numbers of women (dark) and men (light) in SoB, November 2019.

Research is organised into three interdisciplinary centres (SOI, BSRC, CBD), with a NERC core-funded unit (SMRU) within SOI (Table 2.1). These are directed by two women and two men (Figure 2.2). These centres encompass the full spectrum of research in biological sciences, and each centre has its own seminar series.

Table 2.1: Research Centres and NERC core-funded unit* in SoB.

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 2.2. Map of St Andrews showing SoB Research Centres and NERC core-funded unit.

Teaching is unified across centres, with UG activity mainly conducted on the North Haugh campus, and PGT activity based in SOI and CBD.

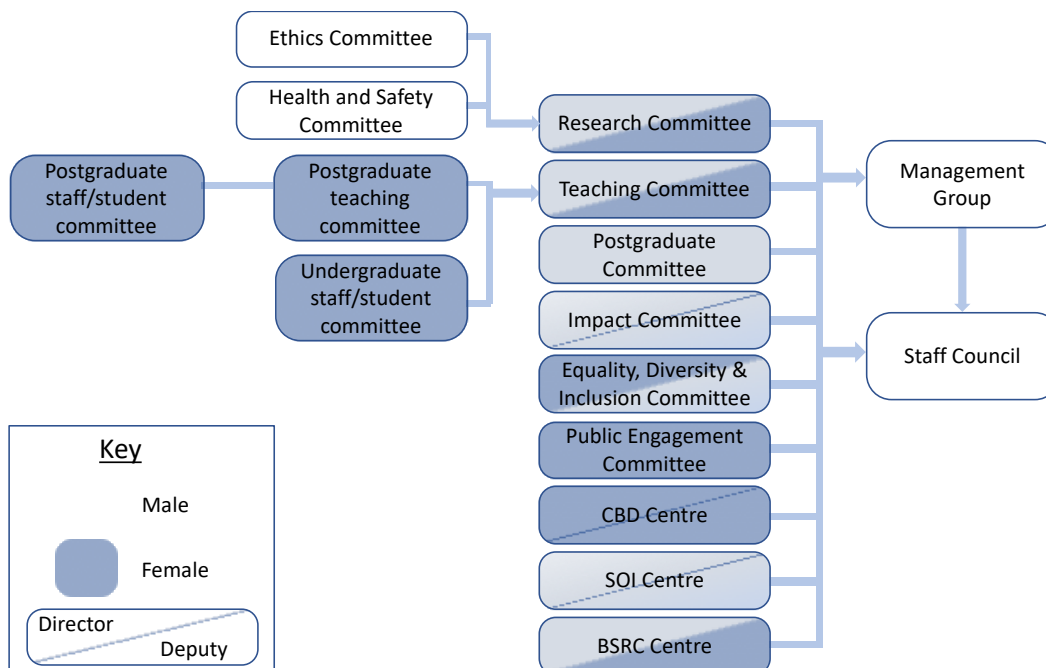


Figure 2.3. Diagram of SoB administrative structures. EDI committee has representation in every other school committee and BEDI Director is ex-officio member of MG.

Professor Clare Peddie was Head of School (HoS) from 2017-2019, succeeded in 2019 by Professor Frank Gunn-Moore. HoS is accountable to the University and Staff Council, and advised by Management Group (MG). Centres and 6 further committees with defined remits report to MG and Staff Council (Figure 2.3).

School administration is overseen by MG (HoS and committee/centre leadership; currently 7F:8M), convened monthly. Staff Council (all academic staff) meets quarterly to discuss additional issues and disseminate information. HoS and/or School of Biology Manager (SoBM) attend weekly “question-time” sessions for each building.

In 2019 the School was hit by a devastating fire (Figure 2.4). The damage primarily affected staff in the BSRC, some of whom were unable to conduct research for a year, but had ramifications throughout the School.

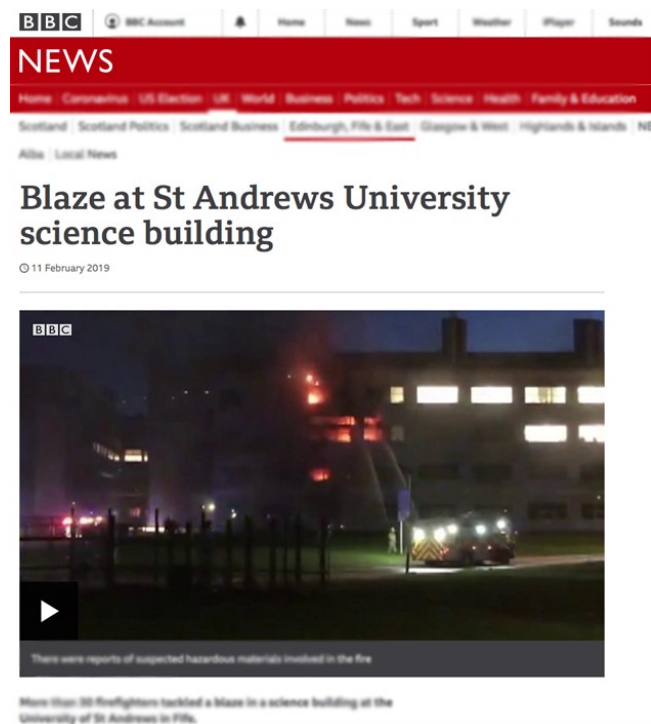


Figure 2.4. News coverage of the fire in the Biomedical Sciences Building in 2019.

We have a long-term and sustained commitment to EDI, and champion gender equality and good practice to the university and wider community:

- Lobbying the university (p20, p31, p72, p85)
- Lectures/workshops about EDI issues (p13, p20, p25, p77)
- Taking our best practice externally (p76, p78, p80, p89)
- Publications highlighting issues (p13, p74)
- Promoting resources we create (p58, p63, p76, p83)

Since our Silver award (2017), we have worked extensively on actions around recruitment and under-representation, training and career development, and creation of an inclusive and family-friendly culture. Our priorities for these areas are now shifting to deeper analyses of causes of, and further action on, stubborn gender differences (underrepresentation of female staff and male students).

We are also targeting new action areas such as improving UG involvement and PSS career development. The Black Lives Matter campaign has mobilised many UGs and has led to the formation of a Biology Minority Ethnic Champion (staff) and a BAME Biology team (UG, PG, ECR and staff), the first such champion and team for any department in St Andrews.



Leadership and participation in University EDI Initiatives



Women in Science, St Andrews began as a dinner gathering of STEMM academics (1994). In 2018, with BEDI funding, Biology staff re-initiated monthly meetings inviting ~250 STEMM women, including sessions on promotion and work-life balance.

Senior Women in St Andrews began 2018, now led by biology professor (2020).

St Andrews Institute for Gender Studies established 2019, includes eight SoB members who conduct research on gender.

2018 Publication: *Academic Women Here! On being a female academic at the University of St Andrews.* 7 biology/ 44 case studies showcase diverse pathways to an academic career.



[547 words]

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The self-assessment team (SAT) is the Biology Equality, Diversity and Inclusion Committee (BEDI). The largest committee in the School, we try to ensure inclusivity and representation (Figure 3.1). Our 23 members (12F:11M) have a range of personal/professional experiences (Table 3.1).

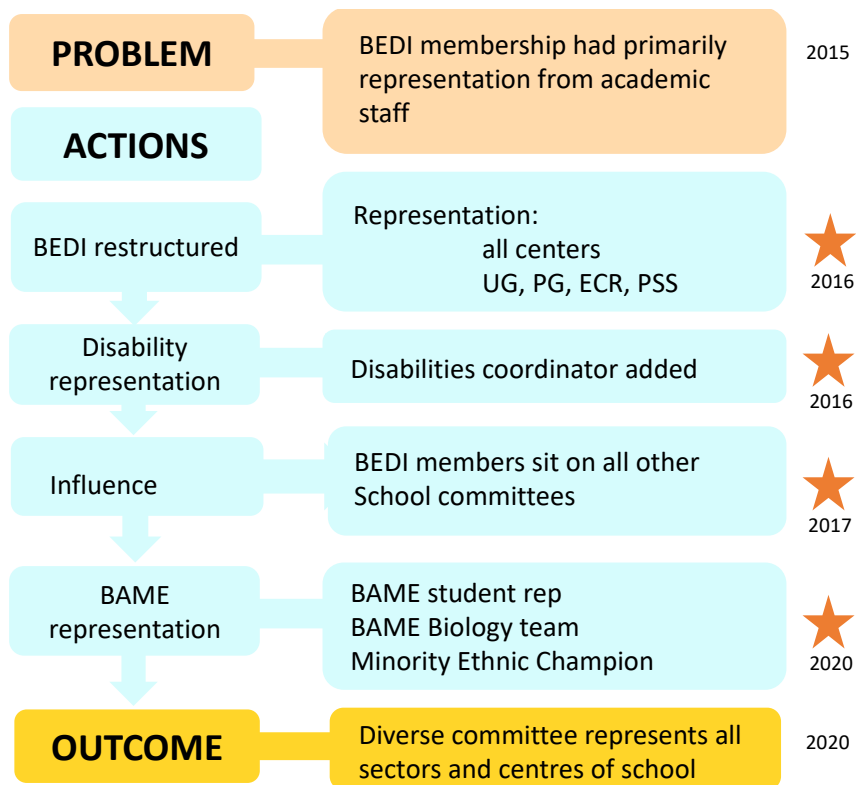


Figure 3.1 Increased inclusivity of BEDI over time.

Workload-Model recognition for BEDI

BEDI Director (8hr/week). Sascha Hooker became director (2016), and led BEDI to a successful silver application in 2017.

Deputy BEDI Director & Minority Ethnic Champion (4hr/week) Kevin Laland became deputy BEDI director (2016), Minority Ethnic champion (2020), providing support to, and representing the interests of, BAME staff and students.

BEDI data analyst (2hr/week) Michael Morrissey compiles and analyses data on gender differences in seminar speakers, committees and workload, producing annual reports for BEDI.

Academic staff members are allocated 1 hr/week.

BEDI is run in an open and fair manner:

- Published terms of reference (on website)
- Representation from all centres and roles
- Gender balance
- Vacancies openly advertised
- Committee turnover encouraged to increase exposure of staff and students to BEDI activities (12/23 members served for <3years), but a small number of staff with specific expertise retained.

"I truly feel that here [on BEDI] all our voices are equally heard and respected"
BEDI ECR Rep, 2020.




AP3.1 Increase the percentage of staff and students with experience of EDI work.

Table 3.1: Current members of BEDI. Committee members with AS panel training are marked ◇.


Name	Position	Joined	Centre	Role
Januka Anthukoralage	PhD student	2019	BSRC	PhD student rep.
Miguel Barbosa	Associate lecturer, Education	2019	CBD	Teaching committee rep.
Andrew Blight	Research fellow/lab manager, Research	2019	SOI	Fixed-term staff rep.
Andrew Cole	Teaching secretary, PSS	2014	-	BEDI Secretary
Will Cresswell	Professor, R&E	2015	CBD	Postgraduate Committee rep. Survey analyst
Helder Ferreira	Lecturer, R&E	2016	BSRC	Ethics Committee rep.
Monika Gostic	Research technician, PSS	2019	BSRC	PSS rep.
Mauricio Gonzalez-Forero	Postdoctoral, Research	2019	CBD	ECR rep.
Tracey Gloster	Reader, R&E	2016	BSRC	Website officer; Public Engagement rep; Research Committee rep.
Frank Gunn-Moore	Professor, R&E	2019	BSRC	Head of School
◇ Sascha Hooker	Professor, R&E	2013	SOI	BEDI Director and SAT Chair
Edith Invernizzi	PhD student	2019	CBD	PhD student rep.
Jean Johnston	Clerical assistant, PSS	2016	BSRC	PSS rep.
Jurin Katayama	UG Student	2016	-	BAME student rep.
Kevin Laland	Professor, R&E	2013	CBD	BEDI Deputy Minority ethnic champion


Michael Morrissey	Reader, R&E	2018	CBD	BEDI data analyst
Jacqueline Nairn	Senior lecturer, Education	2016	-	School Disabilities Coordinator
David Paterson	Professor, R&E	2019	SOI	External committees advisor
Ashley Pearson	Technician, PSS	2016	BSRC	Unite the Union EDI rep.; PSS rep.
Theoni Photopoulou	Postdoctoral, Research	2018	SOI	ECR rep.
♦ Donna Pierz-Fennell (J.D.)	School manager, PSS	2013	-	PSS mentor and trainer; Non-Academic Assessor to University Court
Reyes Sanles-Falagan	Postdoctoral, Research	2019	BSRC	ECR rep.
Brynne Stewart	UG student	2020	-	International student; Biology Student President (2020/21)

Within the committee, we have members with experience of dual academic careers, fixed term contracts, part-time working, and caring responsibilities (for children, elderly and disabled family members). Two members have taken Athena SWAN panel training, one has served on an AS panel, and three undertook ACAS bullying and harassment training (2019). In 2019/20, we invited the Equate Scotland Student Champion for St Andrews (a biology UG student) to attend our committee meetings.



Head of School Frank Gunn-Moore has attended 9/11 meetings (2019-2020) and provides strong support for EDI






Sharing methodology

We have a standing invitation to incoming directors to observe BEDI meetings. 3 schools have done this.

"Observing a typical EDI meeting in Biology was incredibly helpful in terms of developing EDI best practice for our own School, and regarding how different tasks can be shared across a team"
 EDI Officer, Earth & Environmental Sciences, 2019.



(ii) an account of the self-assessment process

The BEDI Committee was formalised in August 2013 although several EDI actions were taken prior to that date. We have two primary goals:

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

We received our Bronze AthenaSWAN Award, November 2015, and our Silver Athena SWAN Award, November 2017. The role of BEDI Director is held by Sascha Hooker, a part-time Professor in the SOI.

Meetings: BEDI meets 6-8 times/year and undertakes many activities and events (Figure 3.2). Since 2017, we have invited the HR partner and HR EDI rep for Biology to attend meetings.

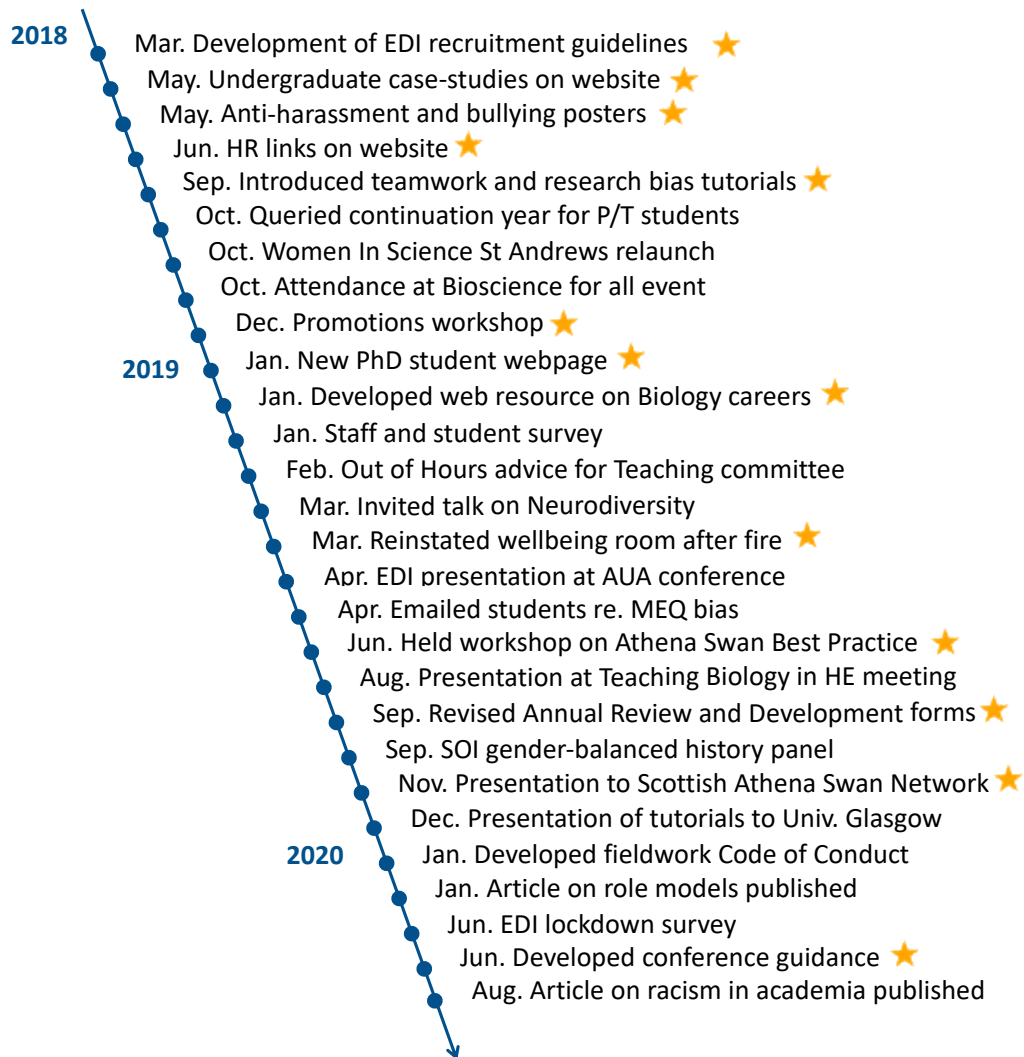


Figure 3.2. Examples of actions and activities undertaken by BEDI since our Silver Award submission, 2017. Full details are provided in relevant sections of this submission.

Meetings involve planning and progressing actions, with an EDI calendar for embedded activities (Table 3.2). Sub-groups take responsibility for specific activities (e.g. website development, careers events).

Table 3.2: Annual activities for BEDI.

Month	Event
Sept	Update Unconscious Bias-Training database; send reminders to new staff/students
Oct	PG student Induction
Oct	New demonstrator assessment & feedback training (incl. EDI section) (since 2018)
Nov	Grant and fellowship writing workshop (initiated 2020)
Jan	UG careers event
Jan	Semester 1 seminar series reports
Feb	Public Seminar for International Day of Women and Girls in Science
Mar	PG careers event
Apr	Annual EDI report (on appointments, staffing, workload, promotions, committee representation, seminars) presented to BEDI for discussion.
Jun	Check website and update HR policies and grant exemplars
Jul	Semester 2 seminar series reports

Consultation with the School: EDI is a fixed item at both MG and Staff Council, providing an opportunity for staff to input ideas/concerns. Reps for all major School committees sit on the BEDI committee and take EDI issues to their meetings. The annual BEDI report (Table 3.2) is discussed and approved by BEDI, MG, and published via staff intranet. However, involvement of UG students warrants additional attention:



AP3.2 Improve reporting and feedback for EDI work across whole school, particularly at UG, and externally.

Biennial surveys provide quantitative data on attitudes across the school. These have generally shown increasing engagement, but the response rate in 2019 was slightly reduced from 2017 (Table 3.3), likely due to the fire that took place just after the survey was opened.

Table 3.3: Number of respondents (with percentage of that respondent-type) for biennial surveys (F: female, M: male; X: combines 'prefer not to say', 'other' and blank).

Respondents	2013		2015		2017		2019	
	No.	%	No.	%	No.	%	No.	%
Teaching staff*	59	91%	19F:44M	97%	18F:45M	100%	17F:35M:8X	88%
Research staff	41	46%	32F:24M	66%	38F:27M	77%	35F:22M:5X	77%
Professional and support staff	34	48%	15F:30M	66%	22F:26M	69%	16F:22M:5X	61%
Postgraduate students	36	38%	41F:36M	82%	50F:31M	87%	52F:23M:7X	58%
Undergraduate students	-	-	-	-	153F:40M:1X	51%	169F:44M:26X	57%
Total	178		241		451		486	

*Teaching staff includes both Research & Education and Education-focussed staff.

We have a standing BEDI item in the school email newsletter, and promote EDI news and resources via our website (Figure 3.3).

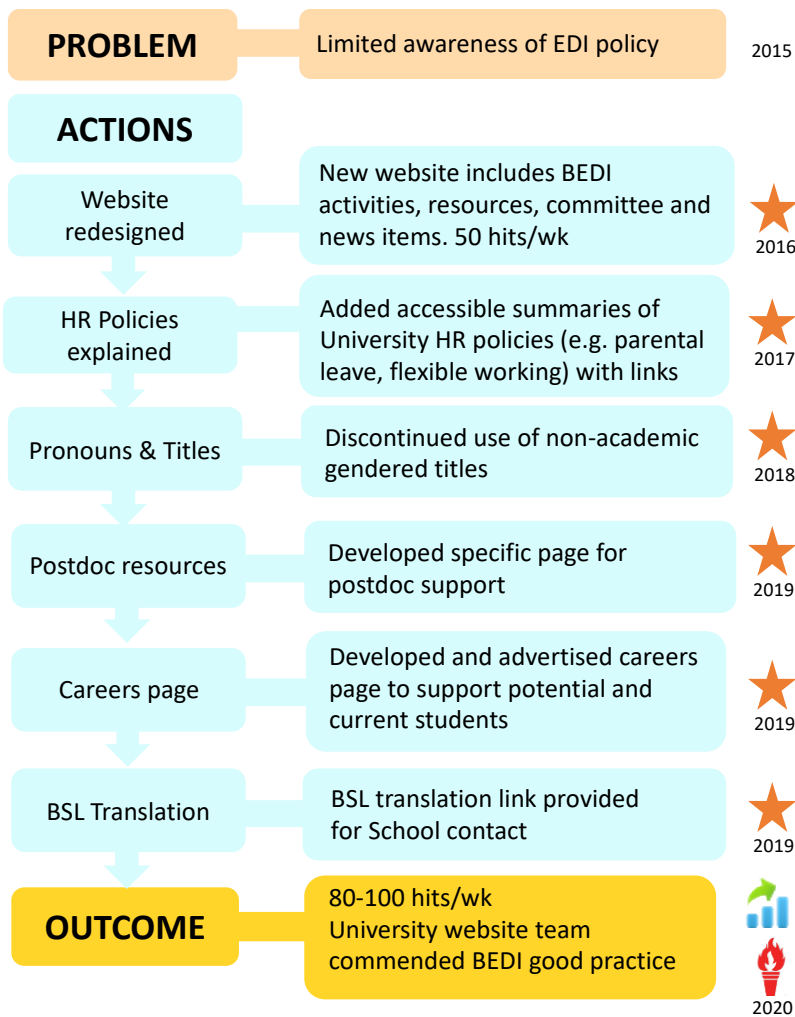


Figure 3.3. Sustained BEDI activity to promote EDI via the School website.

EDI on School Homepage

“We used the Biology EDI pages as an example. Some schools had no EDI content at all and so the Biology site was influential in encouraging thinking about this. All school sites now have EDI information on them and that is very much a result of the example set by Biology.”

University of St Andrews Website Team, 2020.

External Consultation: Biology (along with Psychology & Neuroscience, Mathematics & Statistics, Physics & Astronomy) spearheaded 6-weekly STEMM EDI Director meetings in 2018 to share best practice and exchange ideas. This structure was formalised in 2020 with the development of Faculty EDI Leads to report to Central EDI.

The BEDI Director serves on additional university committees/groups:

- member of the University EDI committee (2016-20)
- Science Schools Rep on Institutional REF 2021 EDI Review Group (2019-2020)
- EDI Rep on working group to examine Academic Calendar (alignment of semesters with school/nursery terms).



EDI in St Andrews

Sascha Hooker gave a presentation on attaining AS silver to the **School of Management**, 2020; also requested for the **School of Mathematics & Statistics**, 2021.

Open Association Event, 2018. Cathy Adamson spoke on Women in Science.

Sascha Hooker will speak about **part-time working** for Senior Women in St Andrews 2020.



University-level EDI structure

We met with the University Principal (May 2018) to suggest improvements to Institution-level EDI structure and to lobby for a VP EDI. The Principal agreed to consider our recommendations and the university subsequently initiated an Assistant Vice-Principal Diversity (Mar 2019).

Preparation of Athena SWAN (AS) submission: A core team wrote allocated sections, the Director and Deputy produced drafts for whole-committee feedback. To protect identities and encourage honesty, we have anonymised all quotes within SoB, naming quotations solely from external authorities. Mini-case studies were comfortable with revealing their identity.

A draft was sent to the university EDI team, with critical feedback solicited from Roslin Institute (AS Gold), Newcastle University (AS Silver) and Psychology & Neuroscience, St Andrews (AS Silver). The whole school reviewed and provided input for final submission. The action plan has been endorsed by MG, and is 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 equality throughout the School and will follow our action plan regardless of submission outcome. BEDI will:

- meet 6-8 times/year
- invite all staff to participate and review membership annually
- implement and monitor our actions

- more effectively disseminate material (e.g., Figure 3.4) and progress reports to staff council and students
- regularly attend Science Faculty EDI meetings to share good practice between departments and the university
- offer support to AHSSBL departments in St Andrews
- continue to disseminate good practice outside St Andrews, giving talks to professional societies and international institutions.
- place further resources online to ensure our work is visible to all



AP3.1 Increase the percentage of staff and students with experience of EDI work.

AP3.2 Improve reporting and feedback for EDI work across whole school, particularly UG population, and externally.

AP3.3 Systematically promote beacon activities.

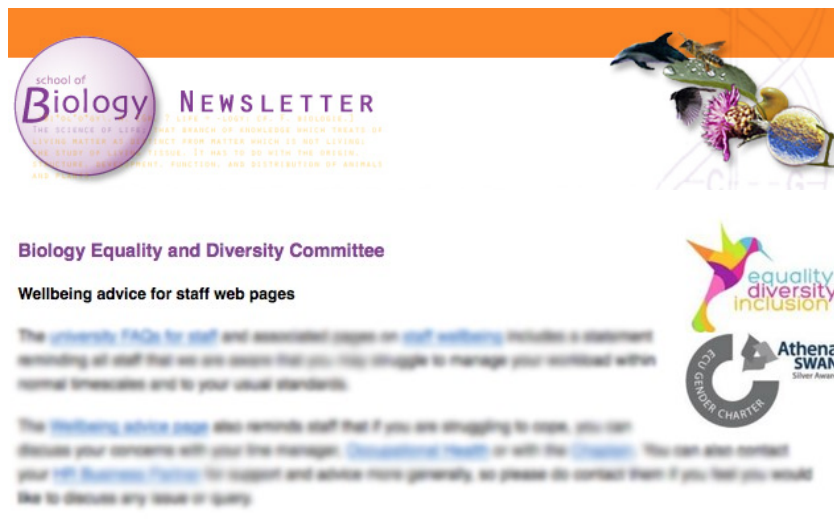


Figure 3.4. Weekly newsletter includes EDI section. Newsletter distribution was extended in 2020 and is now sent to all School Staff and PhD students.

[1285 words]

4. A PICTURE OF THE DEPARTMENT

Recommended word count: 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

As part of the University's part-time BSc evening degree (now MA Combined Studies), we offer 4 modules in alternating years. Although only ~10 students, this can provide a route to the BSc General Science programme (see mini-case study).

Evening degree programme

Mini-case study: XXXXXXXXXX

"The evening degree was the perfect transition back into academia after illness, allowing me to fit studying around my unpredictable health. Enthusiastic School of Biology lecturers encouraged my transition to a General degree. I was apprehensive, but received overwhelming support: exam adjustments, extensions, meetings, and encouraging e-mails. After a year part-time, I transitioned to full-time (achieving the Deans' List for both years). I am now pursuing a BSc Neuroscience, and cannot express how grateful I am to Biology staff for recognising and encouraging my passion while supporting my well-being. This degree will open many doors."

- (ii) Numbers of undergraduate students by gender

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

The School of Biology offers 9 Single Honours programmes, 15 Joint Honours Degree options, and 3 integrated (5-year) Masters programmes: MBiochem, MBiol and MMarBiol, which include a placement in Year 4. We occasionally have 1-2 part-time students on UG programmes.

The last 5 years have seen a 15% increase in UG-student numbers, due to increased University-driven targets. The University of St Andrews averages 60%F students, with the School of Biology averaging 72%F.



The margin between %F and (HESA) National Average is steadily decreasing (Figure 4.1, Table 4.1).

Table 4.1. Undergraduate students (FTE) in Biology by gender and year.

Academic Year	Female	Male	Total Students	Percentage Female	National Average
2015/16	278	100	378	74%	62%
2016/17	277	100	377	74%	63%
2017/18	276	109	386	72%	64%
2018/19	298	113	411	72%	65%
2019/20	299	136	434	69%	n/a

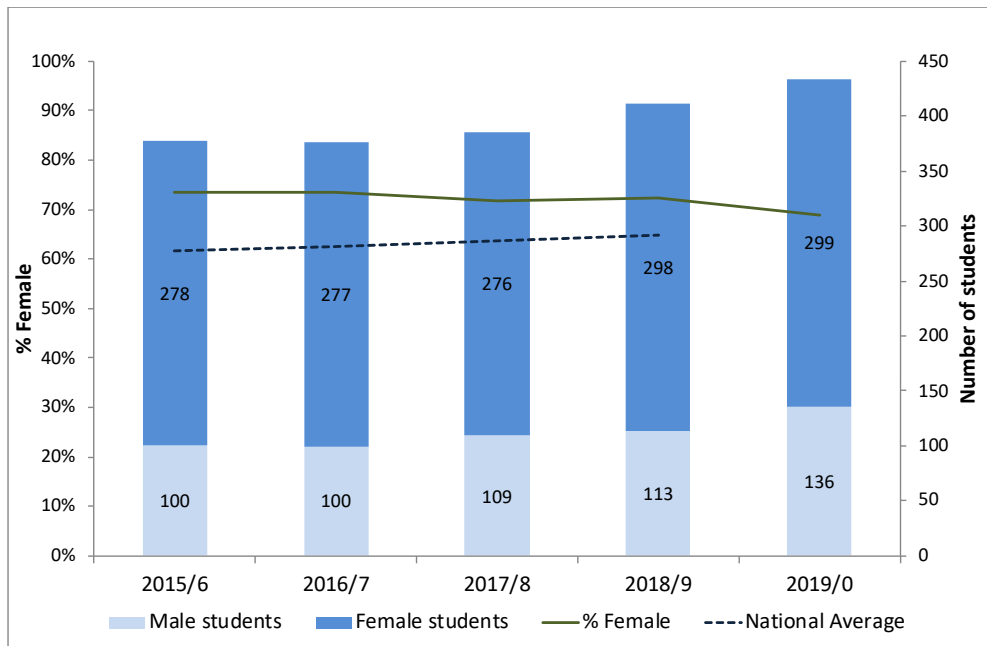


Figure 4.1. Percentage of female undergraduate students in Biology (solid line) versus HESA National Average (dashed line, left axis) with total students (bars and right axis).

Admissions officers (2F:2M 2015-19) consider applications in their entirety: grades, personal statement, reference and contextual data. Identification of fewer male entrants and particularly decreasing %M through offer, acceptance and entrants in 2014-2017 led to:



(1) Showcasing gender-balanced representation of student profiles online (Figure 4.2). Numbers of F&M applicants (and gender balance) has increased.



(2) Introduction of an Offer Holder Day in 2018/19 with gender-balanced student representation, allowing prospective students to interact directly with current staff/students. This has resulted in more males taking up a place, and F&M entrant rate (as % applications, 2019) near parity (Table 4.2, 4.3, Figure 4.3).

In 2019/20 we introduced standard, minimum and gateway entry requirements as part of the University's commitment to widening access. We will embed and continue efforts to improve gender balance at UG.



AP4.1 Improve gender balance and proportion of BAME students at UG.

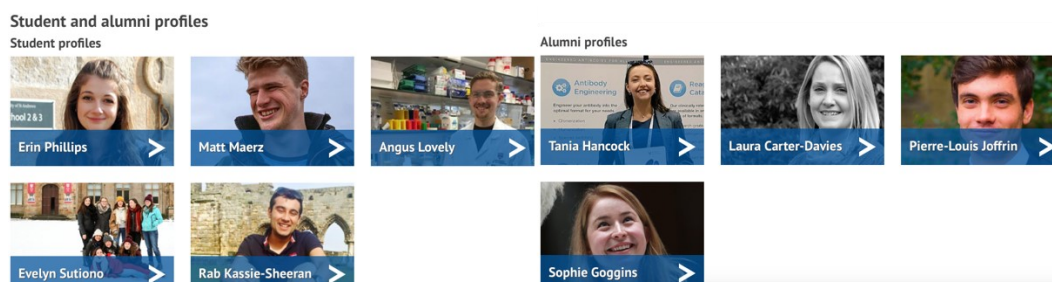


Figure 4.2. Gender-balanced representation of student case-studies (5F:4M) placed online (2018).

Table 4.2: Number of UG applications, offers, acceptances and entrants by gender.

Year		Apply	Offers	Accept	Entry	Offer rate (% applic)	Accept rate (% offers)	Entrant rate (% accepts)	Entrant rate (% applic)
2015/16	Female	699	357	157	83	51%	44%	53%	12%
	Male	356	158	67	26	44%	42%	39%	7%
	%F	66%	69%	70%	76%				
2016/17	Female	762	363	145	87	48%	40%	60%	11%
	Male	353	161	64	30	46%	40%	47%	8%
	%F	68%	69%	70%	74%				
2017/18	Female	690	367	156	85	53%	43%	54%	12%
	Male	346	172	62	35	50%	36%	56%	10%
	%F	67%	68%	72%	71%				
2018/19	Female	838	393	178	90	47%	45%	51%	11%
	Male	416	162	58	33	39%	36%	57%	8%
	%F	67%	71%	76%	73%				
2019/20	Female	901	371	169	83	41%	46%	49%	9%
	Male	486	202	80	51	42%	40%	64%	10%
	%F	65%	65%	68%	62%				
Average		67%	68%	71%	71%				

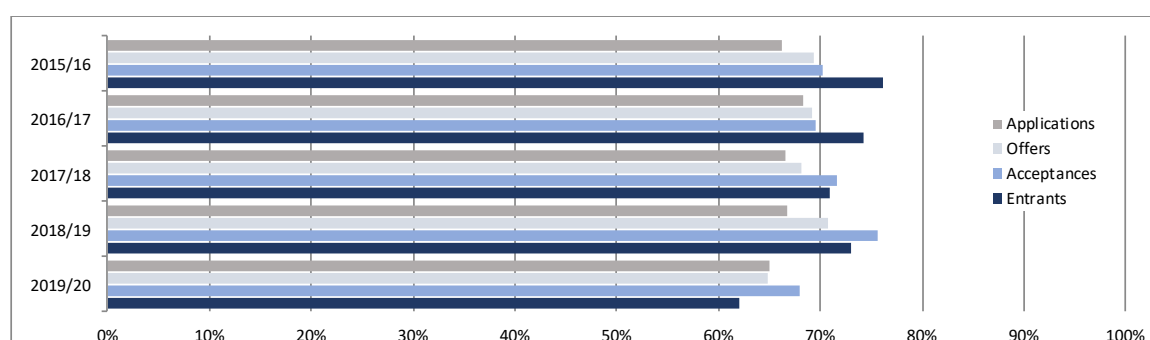


Figure 4.3. %F UG applications, offers, acceptances and entrants.

Table 4.3. Breakdown for 2019/20 by fee status (depending on where students come from).

Fee status		Apply	Offers	Accept	Entry	Offer rate (% applic)	Accept rate (% offers)	Entrant rate (% accepts)	Entrant rate (% applic)
Scotland	Female	190	84	39	33	44%	46%	85%	17%
	Male	115	47	20	17	41%	43%	85%	15%
	%F	62%	64%	66%	66%*				
EU	Female	221	42	31	10	19%	74%	32%	5%
	Male	95	20	11	6	21%	55%	55%	6%
	%F	70%	68%	74%	63%*				
RUK	Female	227	120	63	21	53%	53%	33%	9%
	Male	156	75	35	20	48%	47%	57%	13%
	%F	59%	61%	64%	50%*				
Overseas	Female	264	126	37	20	48%	29%	54%	8%
	Male	120	60	14	<10	50%	23%	57%	7%
	%F	69%	68%	72%	~70%*				

*Differences between overseas, Scotland and RUK cannot be explained by differences in admission procedures (there are none) or by admissions officer ID.

An AS Silver Action, BEDI obtained Wellcome Trust ISSF-funding for a summer UG internship (2019) study of gender in the Biology curriculum. This highlighted concerns about gender ratios in staff for some modules and lack of female authors in reading lists. We raised this concern with MacMillan publishers, who confirmed lack of female first authors in their portfolio.

AP4.2 Improve inclusivity of the biology curriculum.



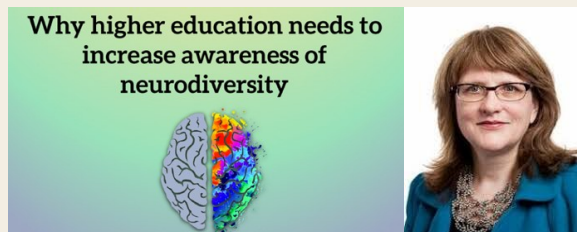
Female authored textbooks

The pattern of male-biased academic textbooks is reversed in SoB by some tremendously successful textbooks authored by our female staff. Professor Anne Magurran's textbooks "Ecological Diversity and its Measurement" and "Measuring Biological Diversity" have been cited over 18,000 times and 11,000 times, respectively.



Promoting Inclusion

After meeting at *Royal Society of Biology: Biosciences for All* event (2018), BEDI PhD student rep Jessica Haghkerdar invited Prof Sara Rankin to lecture on neurodiversity. Rankin, a world-leading scientist at Imperial College London, is dyslexic and dyspraxic. Feedback on this well-attended lecture was excellent.



All marking is conducted anonymously. We offer a wide range of assessment types to allow all students to shine. Marking and feedback practices are evaluated by external examiners (3F:3M) annually. However, concern was raised at our Racism in Academia open forum (2020) that additional consideration of diversity would help ensure best-practice.

AP4.3 Improve consideration of diversity in marking and feedback practices.

Gender difference in attainment is generally minor (Table 4.4, Figure 4.4) although was marked in 2016/17, which appears to be an anomaly. However, a trend for fewer male students to obtain 1st class warrants attention.

AP4.4 Address male under-attainment in degree outcomes at UG.

Table 4.4 Degree class achieved by female and male undergraduate students.

Year of Award	Degree class	Female	Male	% F of total female	% M of total male	Difference %F - %M
2014/15	1st			28%	24%	4%
	2:1			65%	69%	-4%
	2:2			7%	7%	0%
	3rd			0%	0%	0%
2015/16	1st			19%	12%	7%
	2:1			77%	81%	-4%
	2:2			2%	8%	-6%
	3rd			2%	0%	2%
2016/17	1st			29%	15%	14%
	2:1			67%	60%	7%
	2:2			3%	25%	-22%
	3rd			1%	0%	1%
2017/18	1st			28%	24%	4%
	2:1			68%	69%	-1%
	2:2			3%	7%	-4%
	3rd			2%	0%	2%
2018/19	1st			22%	19%	3%
	2:1			68%	71%	-3%
	2:2			10%	10%	0%
	3rd			0%	0%	0%

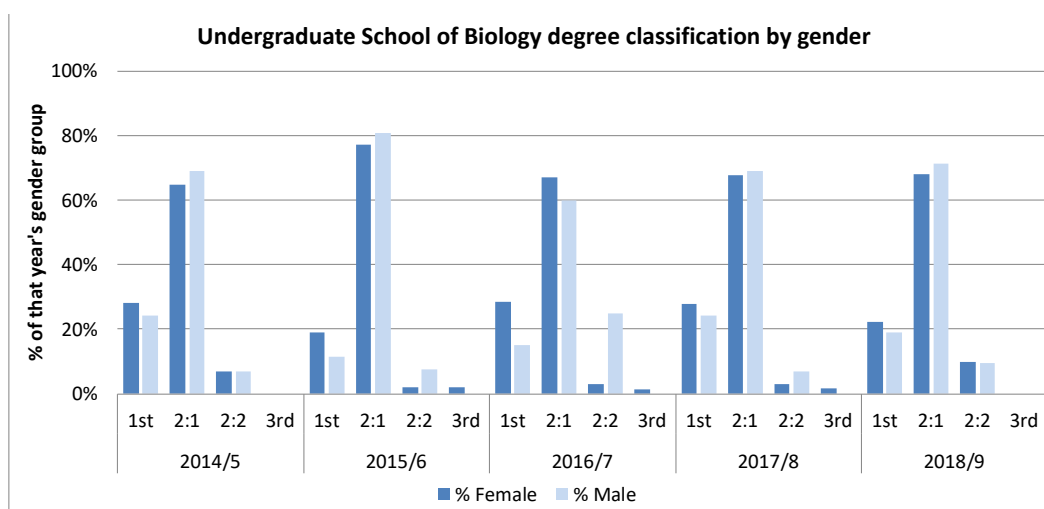


Figure 4.4 Percentage awards for undergraduate Biology by degree classification. Percentages are presented as a proportion of that year's gender group.



Student iGEM Gold Medal

The St Andrews UG (50%F) team won a gold medal at the 2019 International Genetically Engineered Machine (iGEM) competition (approx 6000 participants). Biology staff (50%F) supervise this initiative and BEDI helped fund travel to the USA final.

The iGEM is dedicated to advancing synthetic biology (melding biology with computational sciences, a field where women are traditionally underrepresented).



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

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

Full-time

We currently deliver three full-time MSc programmes: Marine Mammal Science, Ecosystem-based management of Marine Systems (not offered 2018/19), Animal Behaviour (from 2019/20), and are planning an MSc in Biomedical Sciences (anticipated 2022). These are overseen by 1F:1M external examiners.

Table 4.5. Full-time postgraduate taught students (FTE) in Biology by gender. Total numbers per year ranged from 19 to 38.

Academic Year	Female	Male	Total Students	Percentage Female	National Average
2015/16				79%	61%
2016/17				70%	62%
2017/18				75%	62%
2018/19				85%	64%
2019/20				82%	

Table 4.6: Number of full-time PGT applications, offers, acceptances and entrants.

Year		Apply	Offers	Accept	Entry	Offer rate (% applic)	Accept rate (% offers)	Entrant rate (% accepts)	Entrant rate (% applic)
2015/16	Female					55%	65%	95%	34%
	Male					50%	67%	100%	33%
	%F	77%	79%	79%	78%				
2016/17	Female					36%	68%	94%	23%
	Male					39%	78%	100%	30%
	%F	75%	73%	71%	70%				
2017/18	Female					43%	74%	96%	31%
	Male					37%	70%	100%	26%
	%F	73%	76%	76%	75%				
2018/19	Female					30%	76%	100%	23%
	Male					33%	57%	75%	14%
	%F	77%	76%	81%	85%				
2019/20	Female					44%	82%	100%	36%
	Male					24%	88%	100%	21%
	%F	72%	83%	82%	82%				
Average		75%	77%	78%	78%				

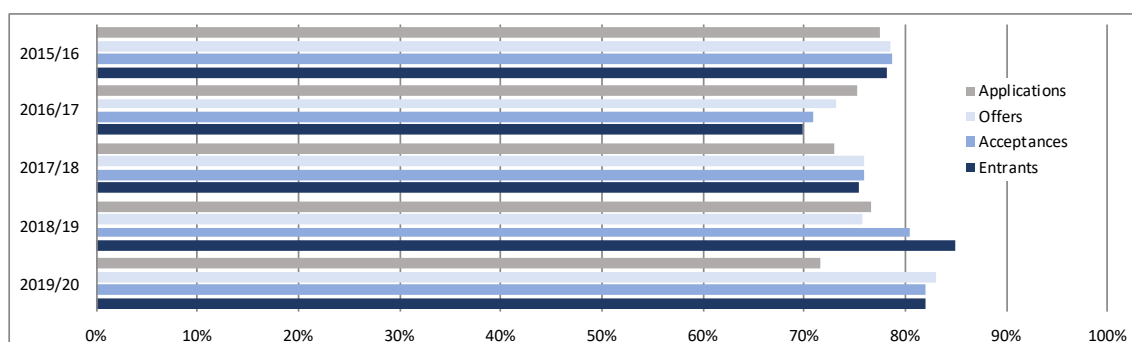


Figure 4.5. Percentage female full-time PGT applications, offers, acceptances, and entrants.

PGT entrants were 78%F over the last 5 years, 16% higher than the national (HESA) BioSciences average (Table 4.5, Figure 4.5). Increase in %F offers in 2019 is a concern (Table 4.6), potentially due to new course organisers. Given our success using role models and case-studies to help increase male applications at UG, we will extend this action to PGT material.



AP4.5 Increase number of male applicants on full-time PGT courses.

Degree qualifications show no consistent attainment differences between genders (Table 4.7).

Table 4.7. Number and percentage of male and female students achieving qualifications for full-time Postgraduate Taught Biology programmes. 'Merit' was introduced in 2017/18.

Academic Year	Qualification	F	M	%F of total F	%M of total M	Difference %F - %M
2014/15	Distinction			63%	56%	7%
	Pass			38%	44%	-7%
2015/16	Distinction			50%	33%	17%
	Pass			50%	67%	-17%
2016/17	Distinction			34%	50%	-16%
	Pass			66%	50%	16%
2017/18	Distinction			20%	28%	-8%
	Merit			10%	28%	-18%
	Pass			70%	44%	26%
2018/19	Distinction			16%	9%	7%
	Merit			64%	32%	32%
	Pass			20%	59%	-39%

Part-time

Table 4.8. Number of part-time distance-learning Sustainable Aquaculture PGT applications, offers, acceptances and entrants.

Year		Apply	Offers	Accept	Entry	Offer rate (% applic)	Accept rate (% offers)	Entrant rate (% accepts)	Entrant rate (% applic)
2015/16	Female					67%	50%	100%	33%
	Male					71%	78%	57%	32%
	%F	24%	23%	16%	25%				
2016/17	Female					56%	60%	100%	33%
	Male					64%	70%	90%	40%
	%F	16%	14%	13%	14%				
2017/18	Female					75%	83%	100%	63%
	Male					71%	68%	65%	31%
	%F	19%	19%	23%	31%				
2018/19*	Female					67%	100%	75%	50%
	Male					37%	86%	100%	32%
	%F	24%	36%	40%	33%				
2019/20	Female					79%	82%	100%	64%
	Male					46%	46%	75%	16%
	%F	20%	30%	43%	50%				
Average		21%	24%	27%	31%				

*Lower numbers due to lack of Commonwealth Scholarship Commission support.

We offer a part-time 2-year distance-learning Sustainable Aquaculture course, which can lead to a PG Diploma (60 credits), PG certificate (120 credits) or MSc (180 credits). %F applications is low (Table 4.8), reflecting the male-dominated aquaculture industry. Many students are from developing countries and do not visit St Andrews. There is no consistent gender difference in MSc qualifications (Table 4.9).

Table 4.9. Number and percentage of male and female students achieving qualifications for part-time 2-year programme in Sustainable Aquaculture. 'Merit' was introduced in 2017/18.

Academic Year	Qualification	F	M	%F of total F	%M of total M	Difference %F-%M
2014/15	Distinction			0%	50%	-50%
	Pass			100%	50%	50%
2015/16	Distinction			50%	0%	50%
	Pass			50%	100%	-50%
2016/17	Distinction			50%	50%	0%
	Pass			50%	50%	0%
2017/18	Merit			67%	57%	10%
	Pass			33%	43%	-10%
2018/19	Merit			100%	10%	90%
	Pass			0%	90%	-90%

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

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

We currently have 101 PGR students, with 13-35 recruited each year (Table 4.10). Low numbers result in fluctuating %F, currently slightly above national average due to high %F intake in 2017/18. A small number (<5) students studied part-time during this time.

Table 4.10. Number of postgraduate research students in Biology by gender.

Academic Year	Female		Male		Total	% Female	HESA National Average
	Full-time	Part-time	Full-time	Part-time			
2015/16	41		31		73	56%	54%
2016/17	37		30		70	54%	55%
2017/18	50		31		82	62%	55%
2018/19	46		28		76	61%	56%
2019/20	60		38		101	61%	

All PhD projects are advertised on SoB website and FindaPhD.com but particular studentships (e.g., BBSRC EASTBIO programme) are advertised on additional websites. We advertise more projects than we can fund. A selection panel (mixed-gender) evaluates applications and draws up an interview short list.



We introduced an Unconscious Bias Refresher before interviews (2017). %F entrants (2019/20 57%F) have better reflected applications (56%F; Table 4.11, Figure 4.6).

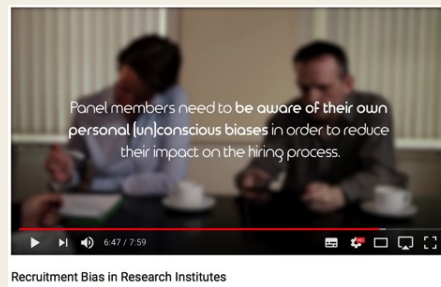


School of Modern Languages are adopting Bias Refreshers in their AS Bronze Submission Action Plan (2020).



Bias refresher

Prior to interviews, staff watch two short videos about unconscious bias:



[Royal Society video: Understanding Unconscious Bias](#) (left), [EU Institucio CERCA video: Recruitment Bias in Research Institutes](#) (right)

Table 4.11. Number of PGR applications, offers, acceptances and entrants.

Year		Apply	Offers	Accept	Entry*	Offer rate (% applic)	Accept rate (% offers)	Entrant rate (% accepts)	Entrant rate (% applic)
2015/16	Female					17%	64%	100%	11%
	Male					11%	86%	67%	6%
	%F	56%	67%	60%	69%				
2016/17	Female					13%	69%	73%	6%
	Male					9%	82%	111%	9%
	%F	52%	59%	55%	46%				
2017/18	Female	103	27	23	20	26%	85%	87%	19%
	Male	53	10	10	10	19%	100%	100%	19%
	%F	66%	73%	70%	67%				
2018/19	Female					10%	87%	62%	5%
	Male					14%	89%	100%	12%
	%F	70%	63%	62%	50%				
2019/20	Female	125	26	21	20	21%	81%	95%	16%
	Male	100	16	14	15	16%	88%	107%	15%
	%F	56%	62%	60%	57%				
Average		60%	65%	61%	58%				

* Entrants incl. self-funded students (8 in last 4 years) so number of entrants may be higher than number of acceptances in some years

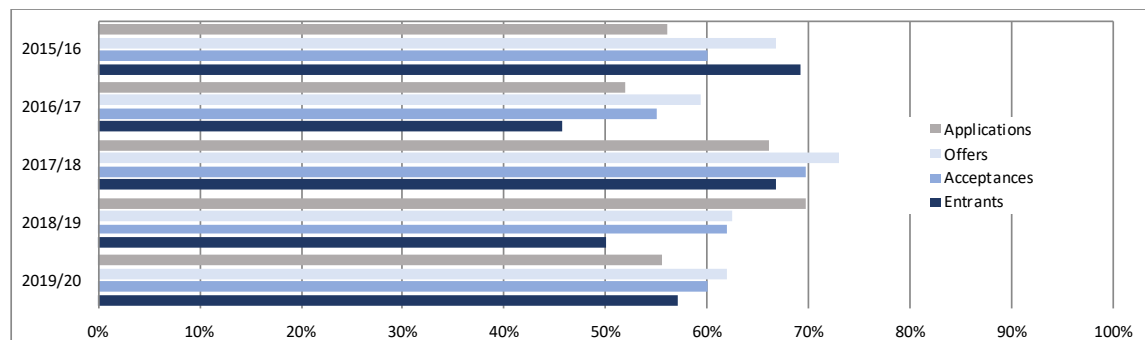


Figure 4.6. Percentage female PGR applications, offers, acceptances and entrants.

SoB supports flexible study arrangements, accommodating the small proportion of PGR students opting to study part-time (Table 4.10). Most PGR students undertake PhD study, but a few undertake a 2-yr MPhil or a 1-yr MSc by Research (Table 4.12).

Table 4.12. Number and percentage of awards for postgraduate research Biology. Percentages are presented as a proportion of that year's award group.

Year of Award	Award	Female	Male	% Female	%F St Andrews STEMM
2014/15	Doctorate MPhil	21	13	62%	48%
				100%	50%
2015/16	Doctorate MPhil	10	11	48%	40%
				100%	50%
2016/17	Doctorate MPhil	11	10	52%	43%
				0%	57%
2017/18	Doctorate MPhil	17	13	57%	42%
				50%	31%
2018/19	Doctorate MSc Res	<15	<15	47%	46%
				50%	67%



Part-time students

Historically, part-time PhD students were disadvantaged with only a 12-month full-time continuation period available. BEDI raised this with central university (2018), proposing that part-time students should have a 24-month part-time continuation. This was approved and regulations were changed (2019).

Between 2015-2019, we awarded four 4-year PhD Apprenticeships, which included a formal role in teaching undergraduates. Although offered to few students, those undertaking this found it valuable (see mini case-study).



PhD Apprenticeship

Mini-case study: [REDACTED]

"My PhD apprenticeship required a substantial investment of time, responsibility, and adaptability, but was immensely rewarding, and gave me a skill-set not feasible for "standard" PhDs. I taught on varied modules and learnt practical skills, pedagogical techniques, and assessment formats, developing a wide network of contacts. My professional development was supported and I felt valued and respected. Happily, this has provided a stepping stone into a teaching position."

PhD students can take a leave-of-absence (LoA) during their studies, apply for an extension or withdraw. These are all accessed more frequently by women, compared to the ~60%F PGR population (Table 4.13).



AP4.6 Better understand gender differences in support accessed by PhD students.

Table 4.13. Number of individual PhD students requesting leave-of-absence (<25), extension (<10) and withdrawal (<10) for the last three years.

2017/18 - 2019/20	Female	Male	%F	%M
LoA			75%	25%
Extension			71%	29%
Withdrawal			75%	25%

(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 has narrowed in the gap between UG and PGR from 73%F UG and 55%F PGR in 2015 to 69%F UG and 60%F PGR in 2019 (Figure 4.7).

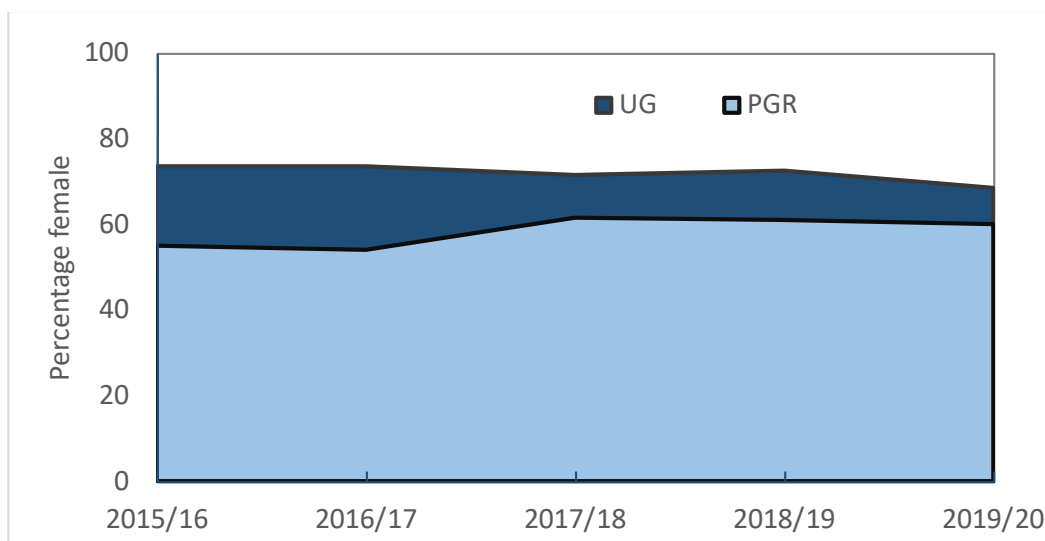


Figure 4.7. Percentage of female students at undergraduate (UG: dark) and at research postgraduate (PGR: light) for 2015-2019.

UG student destination data is collected via the University Careers Centre Survey, with 60% response rate (Table 4.14). The proportion of both genders progressing largely reflects cohort composition.

Table 4.14. Number of each gender progressing to full-time further study from UG cohort.

Induction Year	Female	Male
2011/12	(70%)	(30%)
2012/13	(69%)	(31%)
2013/14	26 (70%)	11 (30%)
2014/15	22 (67%)	11 (33%)
2015/16	(69%)	(31%)

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.

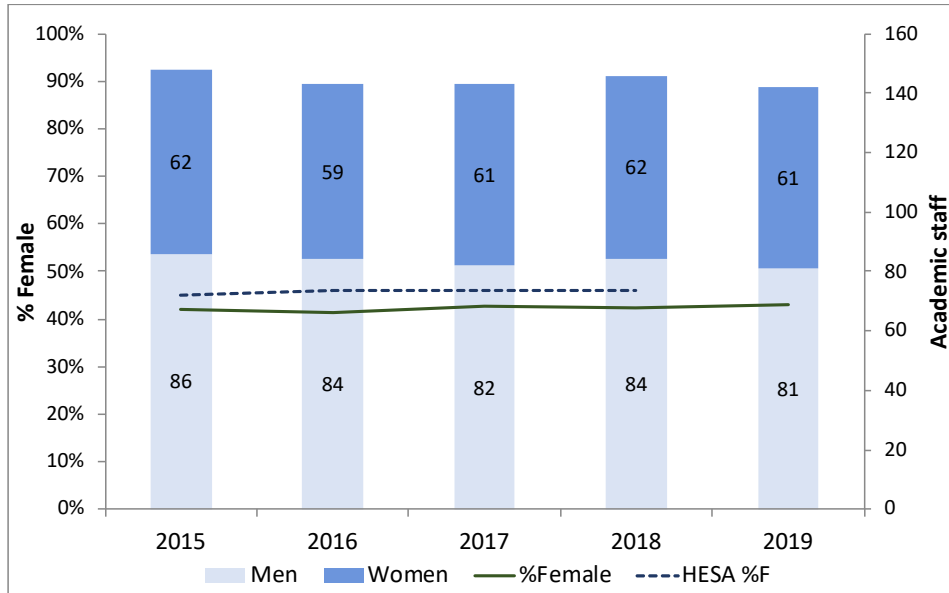



Figure 4.8. Percentage of female staff (solid line) compared to HESA cost centre (112) Biosciences National Average (dashed line, left axis) with total staff (bars and right axis).

 The School of Biology includes 142 academic staff (61F:81M, 43%F; Figure 4.8). Small improvements towards gender balance are visible across all grades since 2017, and at grade 7 (lecturers and senior research fellows) we are now approaching parity (Figure 4.9).

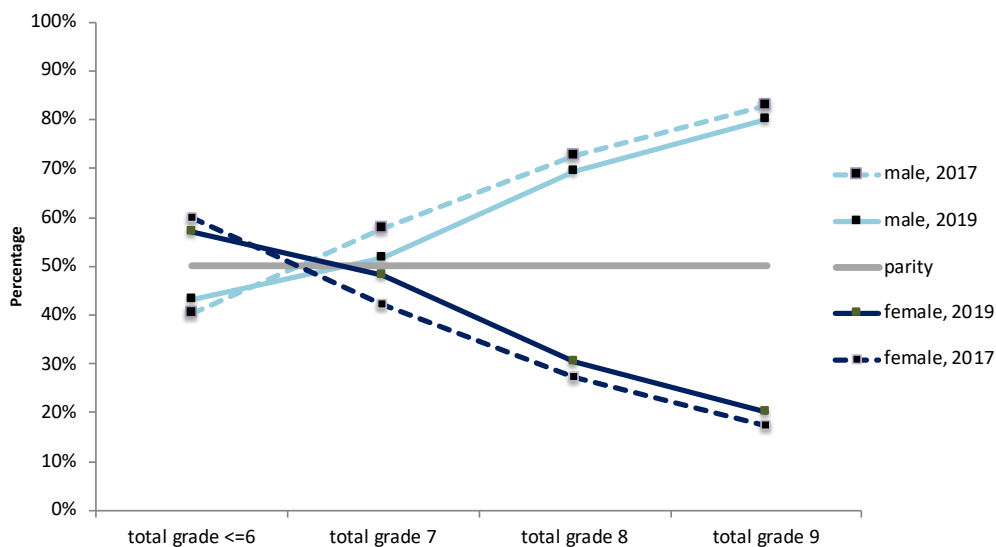


Figure 4.9. Comparison between 2017 (dashed lines) and 2019 (solid lines) for percentage of female (dark) and male (light) staff across grades.

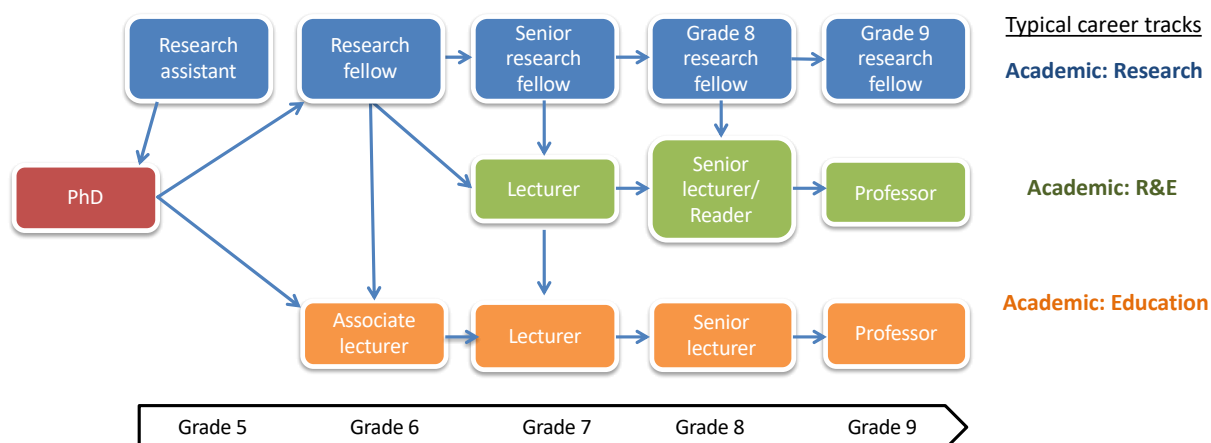


Figure 4.10. Career pathways and pay grades across three SoB Academic contracts: Research (blue), Research & Education (R&E, green), and Education (orange). Education-focused and R&E staff are collectively referred to as Teaching Staff. Transitions (vertical arrows) can occur between any pathway (contract type) or grade. Common transitions shown by arrows.

Table 4.15: Headcount of male and female staff, and %F for each grade by contract function (research, education, research and education) between 2015-2019.

Research Staff																					
Year	Grade 5			Grade 6			Grade 7			Grade 8			Grade 9			Bespoke*			Total		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2015			40	32	24	57			42			0			50			67	44	40	52
2016			29	30	23	57			46			0			50			67	43	41	51
2017			38	33	20	62			38			0			0			50	43	39	52
2018			67	27	25	52			54			0			0			67	42	39	52
2019			75	26	22	48			53			0			0			50	42	37	53

*Bespoke refers to staff not salaried within the normal scaling structure. These are staff on fellowships for which the funder stipulates the salary.

Education-focussed staff																
Year	Grade 6 Associate lecturer			Grade 7 Lecturer			Grade 8 Senior lecturer			Grade 9 Professor			Total			
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	
2015			100			50			100			-			71	
2016			100			67			50			-			67	
2017			100			100			33			100			67	
2018			0			100			50			100			67	
2019			50			100			50			100			70	

Research & Education Staff															
Year	Grade 7 Lecturer			Grade 8 Senior Lecturer			Grade 8R Reader			Grade 9 Professor			Total		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2015			27			25			33			12	13	44	23
2016			30			20			38			12	12	41	23
2017			42			25			33			15	14	41	25
2018			33			40			29			18	14	42	25
2019			22			40			27			18	12	41	23

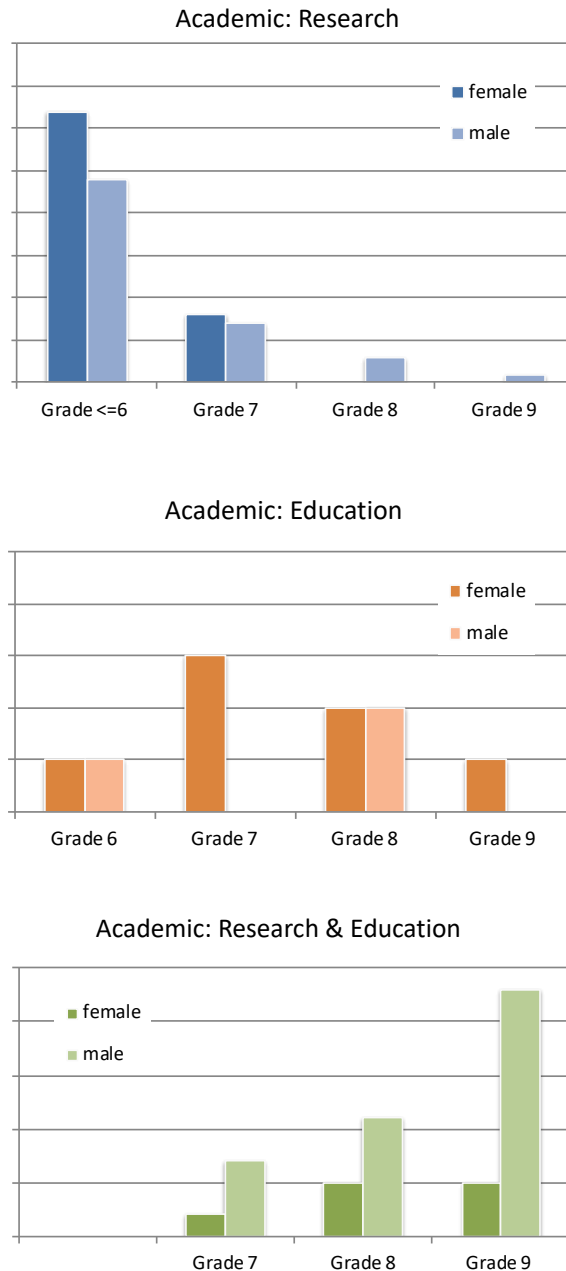


Figure 4.11. Snapshot of number of female and male staff by grade for each career stream (Nov 2019): Research-only (blue), Education-focussed (orange), Research & Education (green).

There are several career pathways for academic staff (Figure 4.10).

Gender inequalities are most apparent for the R&E pathway, where female staff remain very underrepresented at higher grades (Table 4.15, Figure 4.11). We have taken several actions to address this (e.g., revising recruitment advertising, prioritizing appointments at lower grades, and revising recruitment procedures (section 5.1i), which have proven effective in generating gender-balanced recruitment over the last three years, and should generate balance at higher grades with time.



AP4.7 Improve and embed recruitment practices.



Successful actions around promotions and mentorship (section 5.1iii) have increased %F among senior lecturers (25% to 40%), and professors (12% to 18%). Proleptic appointment of IRFs (section 5.1i) will help our %F lecturers as these researchers move to R&E positions.

The change to increasing %F at Academic Research Grade 5 positions in the last 2 years (Table 4.15) is noted, but has been reversed with current 40%F (2020).

We plan several new actions to ensure that staff with other protected characteristics feel equally supported and encouraged.



AP4.8 Improve understanding of intersectional staff data and experiences.

- (ii) Where relevant, comment on the transition of staff between technical and academic roles.

Many of our technical staff are actively involved in research, and co-author publications. Six of our technicians are pursuing further education (HND/HNC electronic design/BSc). One gained a PhD prior to retiring, and another was supported by the school to apply for a Daphne Jackson Trust Fellowship to move to an academic role.

"I started as an apprentice technician over ten years ago. Throughout, the School of Biology has supported continuing professional development. I am currently studying for a BSc (Hons) Biomedical and Laboratory Science Degree at The University of Edinburgh."
PSS, 2020.

- (iii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by grade and 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, with the position linked to specific research grants (Table 4.16, Table 4.17).

There is no evidence of a gender disparity in proportion of staff on fixed-term contracts on any academic pathway, although low numbers for the Academic Education pathway make gender comparison difficult. The absolute numbers are, however, revealing: the School of Biology relies very little on fixed-term contracts, especially in the way that they are often used in female-dominated education-focused roles. Fixed-term contracts are used among our Education staff for temporary replacement (for maternity leave, or for staff seconded into the Principal's Office).

Table 4.16. Percentage of each gender on fixed-term contracts (total of that gender on that career track in parentheses).

Year	Research		Education		R&E	
	Female	Male	Female	Male	Female	Male
2015	77% (44)	65% (40)	40% ■	0% ■	8% (13)	7% (44)
2016	72% (43)	59% (41)	25% ■	0% ■	0% (12)	5% (41)
2017	77% (43)	56% (39)	25% ■	0% ■	0% (14)	7% (41)
2018	74% (42)	54% (39)	0% ■	33% ■	0% (14)	7% (42)
2019	69% (42)	51% (37)	14% ■	33% ■	0% (12)	10% (41)

Table 4.17. Percentage of each gender on fixed-term contracts by grade (total of each gender on that grade provided in parentheses). There are no fixed-term contracts at Grade 8.

Year	Grade 5		Grade 6		Grade 7		Grade 9	
	Female	Male	Female	Male	Female	Male	Female	Male*
2015	100% ■	67% ■	82% (34)	75% (24)	18% (11)	25% (20)	0% ■	9% (23)
2016	100% ■	60% ■	84% (31)	65% (23)	0% (11)	27% (15)	0% ■	9% (23)
2017	100% ■	40% ■	85% (34)	70% (20)	0% (11)	27% (15)	0% ■	13% (24)
2018	100% ■	33% ■	81% (27)	69% (26)	8% (13)	17% (12)	0% ■	13% (24)
2019	83% ■	0% ■	78% (27)	65% (23)	15% (13)	21% (14)	0% ■	17% (24)

*These are re-engaged emeritus professors

The School has no staff on zero-hour contracts. The University employs staff on 'bank' or 'casual' contracts (57%F, 43%M, 70 contracts). These are flexible-worker contracts offering an agreed amount of work over an agreed period, often used by PhD students to supplement income and gain teaching experience (Table 4.18).

Table 4.18. Number and percentage of PhD students holding flexible worker contracts by gender.

Year	Female	Male	%F	%M
2017/18	25	13	66%	34%
2018/19	<25	<10	69%	31%

The school attempts to maintain continuity of employment whenever possible, supporting applications for University Bridging Funds or Wellcome Trust ISSF Funding to provide up to 6 months' salary between grants. Of current fixed-term staff, 9/30 women and 12/24 men previously held an appointment within the University.

Recently, the school has worked particularly hard to ensure that staff on fixed-term contracts have been supported through lockdown via the furlough scheme and grant extension (see section 7).

(iv) 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.

Staff turnover is low (Table 4.19), with no obvious differences between leavers by grade, gender or full/part-time status. Leavers are predominantly Research staff due to fixed-term grant-funded contracts (Table 4.20, Figure 4.12). Exit questionnaires highlight the end of fixed contract and relocation due to family commitments as most common reasons for leaving.

Amongst female R&E staff leaving, two readers and one professor retired and one reader sadly died.

Table 4.19. All leavers by gender (number of these that were part-time in parentheses).

Year	Research		Education		R&E		PSS	
	Female	Male	Female	Male	Female	Male	Female	Male
2015								
2016								
2017								
2018								
2019								

Table 4.20. Leaving rates of research staff.

Year	Female			Male		
	Staff	Leavers	Leaving rate	Staff	Leavers	Leaving Rate
2015	44	<10	<20%	40	<10	<25%
2016	43	15	35%	41	10	24%
2017	43	10	23%	39	12	31%
2018	42	<10	<15%	39	<10	<20%
2019	42	<10	<20%	37	<10	<20%

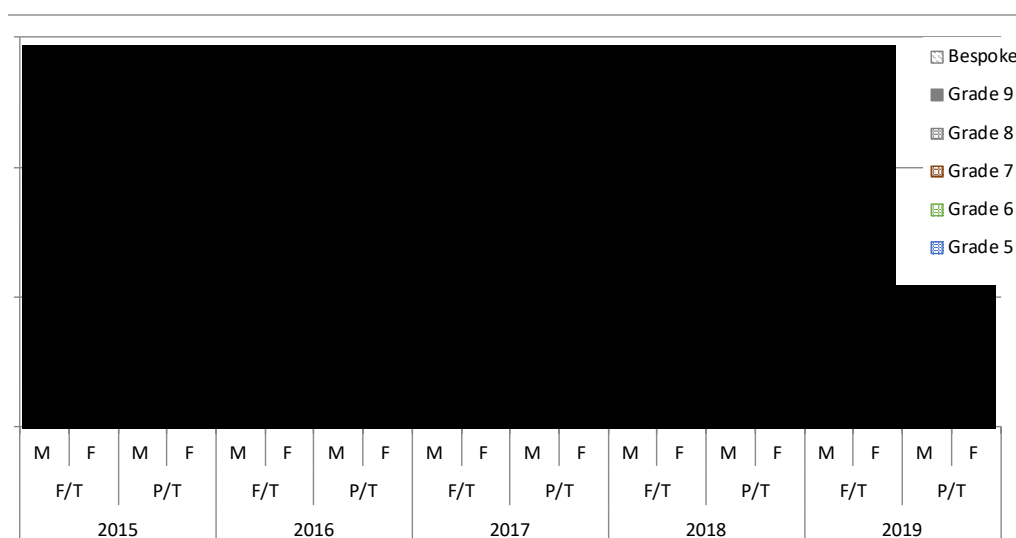


Figure 4.12. Numbers of academic leavers shown by gender, full/part-time status and grade. (Bespoke staff are those staff on fellowships for which the funder stipulates salary.) The majority of leavers are Grade 6, reflecting fixed-term contract staff.

(v) BAME students and staff

Amongst UK domiciles, our percentages of BAME students (6% UG, 0% PGT, 11.7% PGR; Table 4.21) are strikingly low, particularly for female postgraduates. We do not have access to data for BAME staff (requested from HR, and forthcoming).

Table 4.21. Percentage BAME students (FTE) as a proportion of the student population (FTE) by gender for UK domiciled students (data on overseas students unavailable).


Year	UG		PGT		PGR		Total
	Female	Male	Female	Male	Female	Male	
2015	4.1%	4.0%	9.1%	0.0%	4.5%	0.0%	3.9%
2016	3.6%	4.4%	0.0%	50.0%	5.1%	0.0%	3.9%
2017	3.4%	2.9%	0.0%	0.0%	7.8%	7.7%	3.7%
2018	6.3%	5.9%	0.0%	0.0%	7.5%	17.1%	6.7%
2019	6.2%	5.6%	0.0%	0.0%	2.9%	23.5%	6.6%


Recent BEDI actions (in 2020) have begun to address BAME underrepresentation. We have:

- ★ established a Minority Ethnic Champion (1st in university) to provide support and represent the interests of BAME staff and students.

"I feel really good about the fact that something is going to happen"
PDR after speaking to Minority Ethnic Champion, 2020.

- ★ introduced BAME student reps onto BEDI.
- ★ established the BAME Biology Team (BBT, 1st in university), a network of staff and students who work with BEDI on BAME representation and support in the school.
- ★ held a school-wide racism open discussion.
- ★ BBT initiated 'lunch and learn' discussion events (e.g. dealing with micro-aggression).

 **Open discussion on racism was attended by 114 staff/students**



"We really appreciate that there are staff and students in the school who are active in antiracist initiatives"

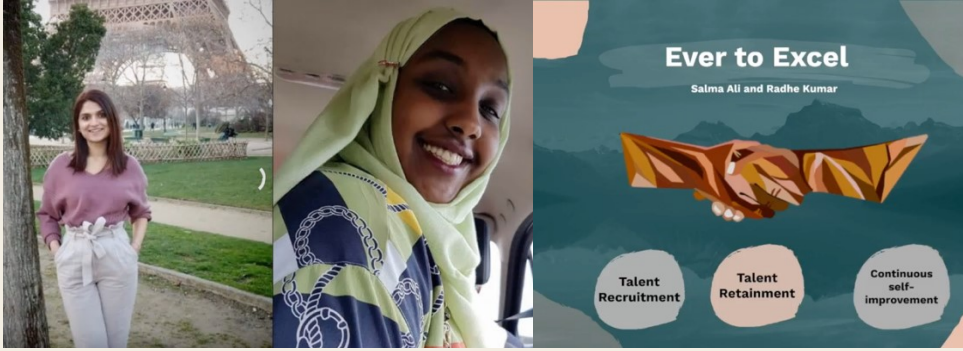
BAME Biology UG team, 2020.

November 5, 2020 BAME activities



Global Challenges Programme

Biology students, Salma Ali and Radhe Kumar, won the St Andrews prize with their entry “A plan to nurture a thriving diverse and inclusive community in the University of St Andrews.”



AP4.1 Improve gender balance and proportion of BAME students at UG.

AP4.2 Improve inclusivity of the biology curriculum.

AP4.7 Improve and embed recruitment practices.

AP4.8 Improve understanding of intersectional staff data and experiences.

AP4.10 Increase support for minority ethnic staff and students.

[2091 words]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 7000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for: applications; long- and 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.

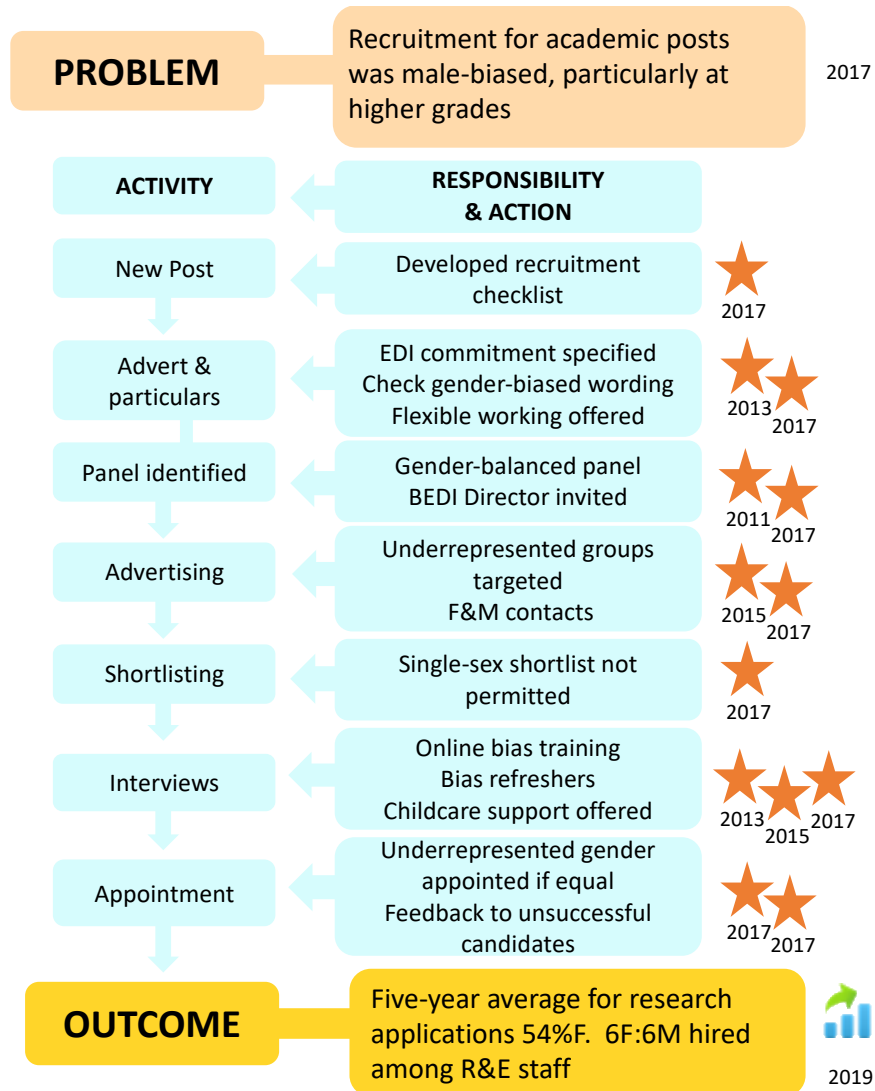


Figure 5.1. Sustained progression, achievement and impact in addressing gender bias in the recruitment process.

Continued issues with recruitment in 2017 led us to develop a checklist incorporating the many improvements to our procedures, and to ensure a transparent, fair and inclusive process (Figure 5.1).



Our recruitment checklist was provided to Physics & Astronomy and to Psychology & Neuroscience (May 2019) for them to develop their own versions.

Research staff



Our largest recruitment group is research staff, particularly PDRs. In 2015, only 37% applications were from women. After several improvements (Figure 5.1), our five-year average for applications is now close to parity (54%F).

With low numbers of appointments, %F can fluctuate 40-78% (Table 5.1). Improvement of our checklist, and particularly our suggestion of a nominated bias observer, will help.

AP4.7 Improve and embed recruitment practices.

Table 5.1. Applications, interviews and appointments for research-focused staff. Percentages are accurate but reflect the fact that some applicants (not shown) prefer not to specify their gender.

Year	Gender	Application	Interview	Appointment	Proportion applicants interviewed	Proportion interviewed appointed	Proportion of those applying appointed
2015	Female	31	11		35.5%		
	Male	51	10		19.6%		
	%Female	37%	50%	50%			
2016	Female	172	23		13.4%		
	Male	152	22		14.5%		
	%Female	52%	51%	40%			
2017	Female	96	16		16.7%		
	Male	69	9		13.0%		
	%Female	57%	62%	75%			
2018	Female	70	13		18.6%		
	Male	107	23		21.5%		
	%Female	38%	33%	42%			
2019	Female	169	19		11.2%		
	Male	82	14		17.1%		
	%Female	65%	53%	78%			
Total	Female	538	105	53	12.1%	50%	6.1%
	Male	461	99	39	12.3%	39%	4.8%
	%Female	54%	51%	57%			

Some appointments are made without interview, particularly named researchers on grants.

AP5.1 Ensure gender-balance of non-advertised appointments.

Education-focussed Staff

Education-focused positions were advertised twice in the last 5 years (Table 5.2), from which we hired three new staff.

Other new starts included a 3-month grant-funded teaching replacement (1M), and a change for staff member previously categorised as research (but who also had a 0.5FTE teaching contract) to a full-time teaching position (1F).

Table 5.2. Education-focused appointments 2015-2019.

Year	Gender	Application	Interview	Appointment	Proportion applicants interviewed	Proportion interviewed appointed	Proportion applicants appointed
	Female	<10			37.5%		
	Male	<10			33.3%		
	%Female	57%	60%	50%			
	Female	<10			66%		
	Male	<10			33%		
	%Female	50%	66%	100%			
Total	Female	11			45.5%		
	Male	<10			33.3%		
	%Female		55%	100%			

Research & Education Staff

Only one advertised staff appointment has been made during the last 5 years, which recruited a lecturer (Table 5.3). The proportion of applicants interviewed was 10-15% for both female and male applicants.

Table 5.3. Research & Education staff appointments 2015-19. Percentages are accurate but reflect the fact that some applicants prefer not to specify gender.

Year	Gender	Application	Interview	Appointment	Proportion applicants interviewed	Proportion interviewees appointed	Proportion applicants appointed
	Female	<10					
	Male	40					
	%Female						

Independent Research Fellows (IRF)

Our strong research environment and supportive culture attract several researchers with their own fixed-term fellowships (e.g., Royal Society, NERC, BBSRC, Wellcome Trust). Concerns about historic male-biased appointments of IRF to R&E staff (20%F 2012-2016) led to clarification of the support we offer (highlighting our family-friendly, inclusive culture) and development of a transparent procedure for recruitment of fixed-term fellows onto standard R&E contracts (HoS, DoR and Centre Director consider case, approach the PO, and conduct formal interview).



Since 2018 IRFs appointed to R&E contracts were 50%F (Table 5.4).



With so few advertised R&E positions, it is difficult to draw firm conclusions. However, one shift is striking: Our AS Silver application (2017) noted that while Lecturer appointments over the previous 5 years had been gender-balanced (50%F), those at Professorial level were extremely male-biased (0%F). School recruitment policy was changed to prioritize junior appointments, primarily via IRFs, which has led to gender-balanced recruitment since 2017 (Table 5.4). Moreover, in the last 3 years, no male professors have been recruited, whilst a number of internal female staff have been promoted to professor (section 5.1iii), partially countering this historical bias.

New starts total



Eleven new staff (5F:6M) have been appointed in the last 5 years (Table 5.4). The historical bias towards male appointments at senior level is manifest in 2015 (0%F appointments), but has been reduced with new recruitment primarily at lecturer level (2017 Action).

Table 5.4. New starts among academic research & education staff, 2015-2019.

Year	Female	Male	Total	%Female
2015-2017 TOTAL	2	3	5	40%
2018-2019	3	3	6	50%

Data includes Independent research fellows transitioned to R&E, and proleptic appointments due to move to R&E positions when their fellowships end.

AP4.7 Improve and embed recruitment practices.

(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.

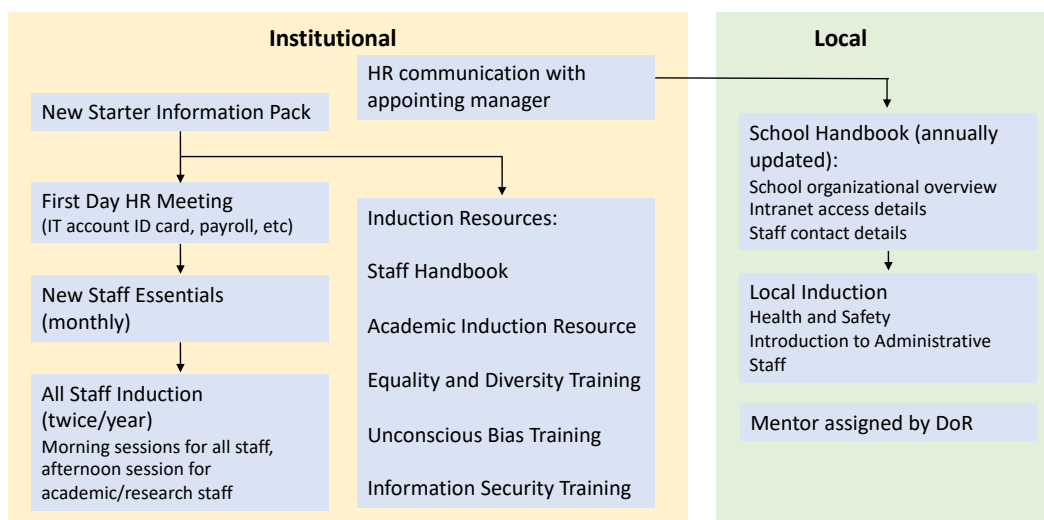


Figure 5.2. Institutional and departmental overview of the induction process.

New staff have both university and school induction (Figure 5.2). In 2019, we altered our biennial survey to differentiate these for staff who joined the School since 2014 (Table 5.5). Agreement that induction was useful was low, and 30% staff did not remember it.

AP5.2 Revise induction procedures for all new staff (academic and PSS).

Table 5.5. Percentage of respondents (from total in parentheses) that strongly agreed/agreed in response to questions: “When I began my current role I received appropriate information and support during the induction process” (2015, 2017) and “The School Induction process was a useful activity” (2019).

Staff	2015 survey		2017 survey		2019 survey	
	Female	Male	Female	Male	Female	Male
Teaching Staff	42% (19)	39% (44)	50% (20)	48% (46)	75% (<10)	40% (<10)
Researchers	63% (32)	57% (29)	68% (38)	56% (27)	44% (<10)	20% (<10)

(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.

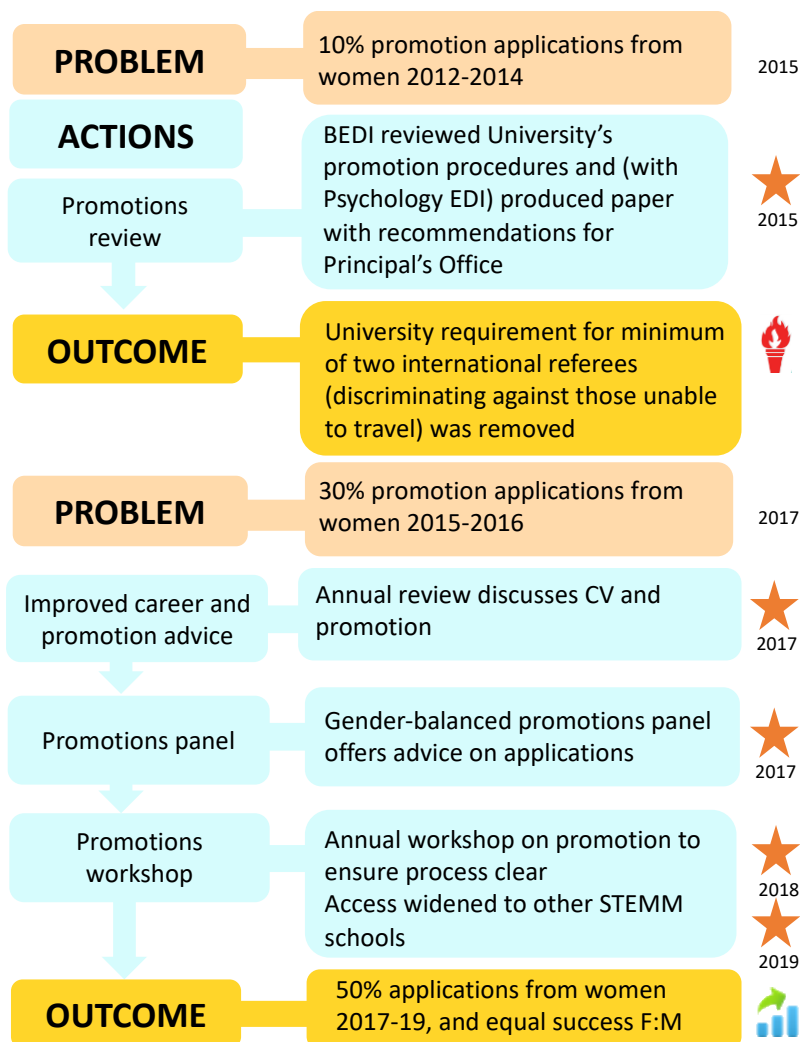


Figure 5.3. Sustained progression and achievement through BEDI activity to enhance promotions equality at School and University level. Our Promotions workshop was highlighted by the Master at University Academic Council, Dec 2018, as good-practice.




Several BEDI actions (Figure 5.3) have led to increasing number of applications and success rates, particularly for women (Table 5.6), with F:M success rates now equal.

Our 2019 survey showed that 94%F:83%M Teaching staff, but only 43%F:54%M Research staff knew where to find information about promotion. For many, promotion is not relevant (given short fixed-term contracts). Promotions are currently on hold due to the pandemic, but once restarted, we will ensure all staff feel supported in the promotion process.



AP5.3 Increase understanding and support for promotion among Academic staff.

Table 5.6. Success rate for promotion applications by gender for academic staff.

Year	Role	Applications			Success	
		Female	Male	%F	Female	Male
2012	Professor					
2013	S. Lecturer					
	Reader					
2014	S Lecturer					
	Reader					
	Professor					
2015	S Lecturer					
	Reader					
	Professor					
2016	S Lecturer					
	Reader					
	Professor					
2012-2016 TOTAL		4	15	21%	2 (50%)	10 (67%)
2017	S Lecturer					
	Reader					
	Professor					
2018	S Lecturer					
	Reader					
	Professor					
2019	Res Grade 7					
	Reader					
	Professor					
2017-2019 TOTAL		12	11	52%	9 (75%)	8 (73%)
 Includes, first promotion in University to professor for an education-focussed staff member and first promotion in University to professor for a part-time staff member.						

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

Provide data, by gender, on the staff 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.

More academic staff were available for submission to REF2014 compared to RAE2008, but similar numbers were submitted (Table 5.7). Staff submissions were chosen based on the strength of research outputs, decided by a gender-balanced review panel (senior academics).

Table 5.7. Gender submission rates for the RAE 2008, REF 2014 and REF 2021. Data is presented based on full-time equivalent returned.

	Female eligible	Female submitted	% F submitted	Male eligible	Male submitted	% M submitted	%F of total submissions
RAE 2008	8.5	8.5	100%	41	37	90.2%	18.7%
REF 2014	15.3	9.1	59.5%	47.85	37.85	79.1%	19.4%
REF 2021	20	20	100%	45	45	100%	30.8%

For REF 2021, 100% eligible staff will be submitted. EDI initiatives included:

- REF submission construction had EDI oversight from BEDI Director
- All staff involved in selection took Unconscious-Bias and Diversity-in-the-Workplace Training
- Gender-balanced committees selected outputs and impact studies
- BEDI Director a member of the institutional REF2021 Equality and Diversity Review Group (developed the REF Code of Practice, REF specific training, handling of staff circumstances, decision-making and appeal processes).
- BEDI Director and DoR attended training sessions on the Code of Practice.

5.2. Key career transition points: professional and support staff

Professional and support staff in Biology are overall 50%F, but are subdivided into technical (16F:26M) and administrative staff (19F:9M) (Figure 5.4). %F drops at higher grades, with our engineers currently exclusively male. Our new recruitment actions for academic staff also apply to PSS:



AP4.7 Improve and embed recruitment practices.

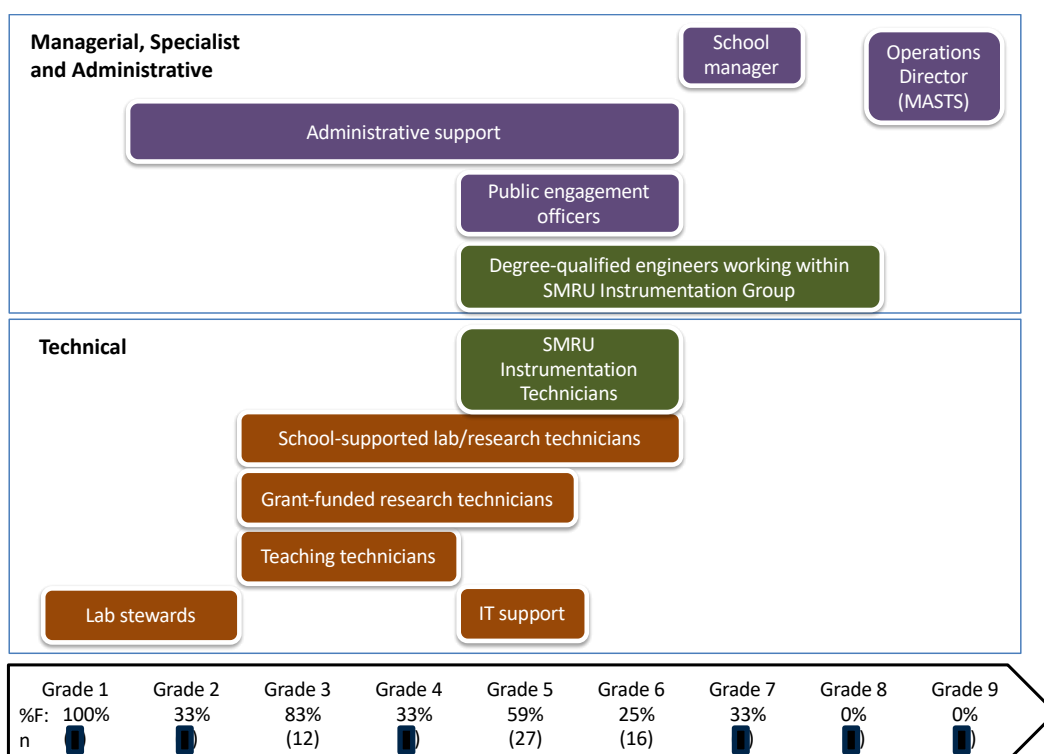


Figure 5.4. 2019 snapshot of job types, pay grades and proportion of women at each grade across PSS.

PSS contribute to School strategy discussion, and the 2019 survey revealed they are very positive about working in the school, but uncovered lower agreement that their skills/contributions were valued (Table 5.8). PSS management structure is currently established on a building-by-building basis which may lead to this disconnect.

Table 5.8. PSS responses agreeing (and strongly agreeing) with 2019 survey questions about working in the School.

Survey question	Female	Male
<i>... creates a welcoming environment in which to work</i>	88% (16)	86% (22)
<i>... creates a supportive environment in which to work</i>	94% (16)	86% (22)
<i>My skills/contributions are valued by the School</i>	69% (16)	60% (22)

PSS are the only group in the School who are not optimistic about career progression (Figure 5.5). We are actively working on this. Following concerns raised by BEDI, the University have approved a Business Transformation Office review of SoB PSS structure. In Sept 2019, we hosted the first PSS away day (40/70 attended). We plan to repeat this annually (after pandemic) and take additional steps to improve PSS recognition.

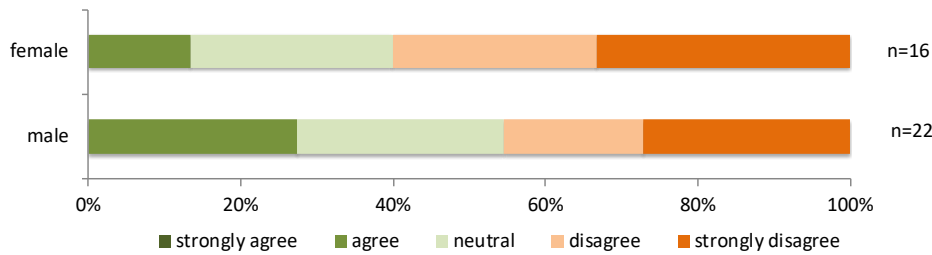


Figure 5.5 Professional Support Staff responses to the 2019 survey question “I am optimistic about my options for career progression”.

AP5.4 Improve recognition of the skills and value of PSS to the school.

(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.

“I started during lockdown working from home, which I thought would put me at a disadvantage. However, I have met senior management via MS Teams and everyone has been very welcoming and helpful.”

PSS, 2020.

PSS undergo the same induction as academic staff, but without allocation of a research mentor (section 5.1ii). As for academic staff, 40%F and 50%M did not remember School induction (2019 survey). Allocation of a mentor will be extended to all staff.

AP5.2. Revise induction procedures for all new staff.

(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.

PSS engage in grading review, undertaken through a Trade Union-assessed Higher Education Role Analysis. This requires HoS approval, then application to the University’s Workforce Planning Group demonstrating significant, permanent changes to the role for >12 months. Grading reviews are currently suspended due to the pandemic.

Since 2014 there have been seven applications for re-grading (5 from staff in technical roles, 2 from administrative staff) (Table 5.9), with five successful. Greater success from technicians (majority male) may reflect current involvement with the Technician Commitment (three Biology staff sit on the University Technician Commitment Engagement Group). There are concerns that administrative staff (majority female) lack a similar support structure and encouragement for regrading.



AP5.4 Improve recognition of the skills and value of PSS to the school.

Table 5.9. Professional and support staff who applied for re-grading of their post

Year	Contract Type	Success	Gender	Old Grade	Current Grade	Full-time/ Part-time
2014/15						
2015/16						
2016/17						
2017/18						
2018/19						



2017 survey identified lack of transparency and understanding of the regrading process. We developed resources (a bullet-point outline of the University’s grading review process), and provided a regrading session at the PSS away day (2019). Knowledge of where to find support is now high (Figure 5.6). We plan to share this more widely:



AP3.3 Systematically promote beacon activities.

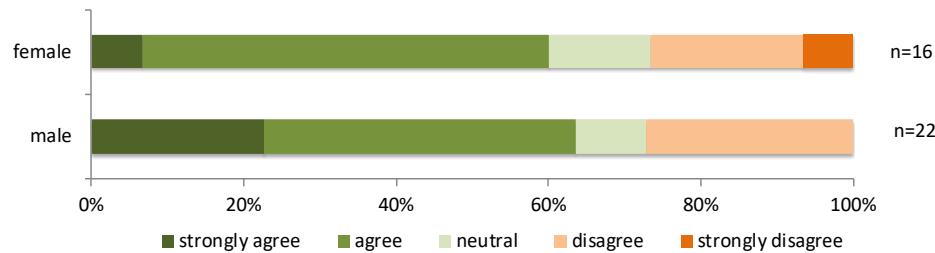


Figure 5.6. Professional Support Staff responses to the 2019 survey question “I know where to find information about applying for regrading.”

We support secondment opportunities to other schools/units and encourage this alongside other training opportunities (section 5.4i). The School Manager also helped develop a University Temporary Staff Reassignment scheme or ‘mini-secondment.’ One of our PSS has undertaken the Aurora Scheme (2015, p53).

“I was encouraged to apply for a temporary staff reassignment as a procurement assistant with another school. I jumped at the chance and have really enjoyed the new challenge. It even led to me successfully applying for a new position.”
PSS, 2019.



AP5.5 Increase potential for personal development among PSS.

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?

Central Training

The University's Organisational and Staff Development Services (OSDS) provides structured staff development programmes across career stages and roles (Figure 5.7), advertised by email every 6-8 weeks.

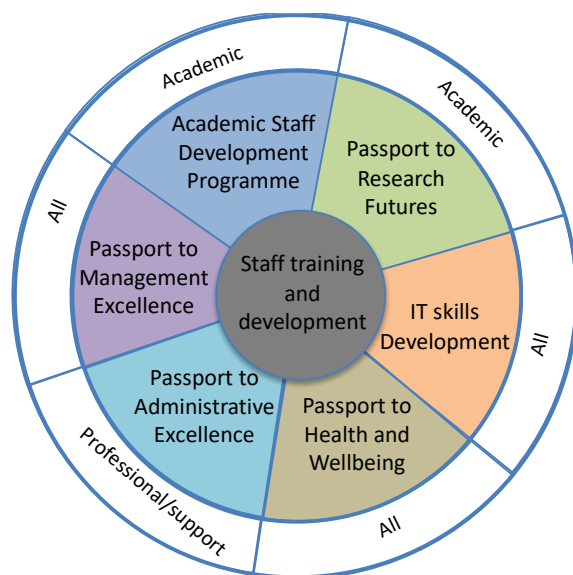


Figure 5.7. Staff development programmes provided by the University. Each category (inner ring) represents several courses, workshops or activities. The outer ring indicates the target audience, although any staff member is entitled to take any course.

Relevant courses are highlighted in the weekly School newsletter and discussed at annual review.

Training course uptake is female-biased (Table 5.10). Male and female academics generally make similar course choices, but men choose more research skills and management, and teaching and assessment, while women choose more professional and career engagement courses (Table 5.11).

Table 5.10. Total course uptake by gender and year for academic staff, 2015-19.

Year	Number of courses attended		% courses taken by women	% Difference F:M (F-M/total)
	Female	Male		
2015	94	68	58%	16%
2016	114	61	65%	30%
2017	96	48	67%	33%
2018	106	56	65%	31%
2019	102	73	58%	17%

Table 5.11. Training type course uptake by gender for Academic staff, 2015-19. Those marked in red have >5% difference in female/male choices.

Course type	Female		Male	
	#	% total	#	% total
Communication and dissemination	55	10%	46	15%
Environment, health, safety, wellbeing, legislation and policies	83	16%	41	13%
Finance, funding and resources	28	5%	7	2%
Information management and IT	24	5%	6	2%
Managing people	42	8%	17	6%
Personal effectiveness	41	8%	12	4%
Professional and career engagement	101	20%	34	11%
Research skills and management	57	11%	70	23%
Teaching and assessment	78	15%	73	24%
Working with others	<5	<2%	<5	<2%
Total				

Both men and women report encouragement for training (Figure 5.8) but women were more likely to take up these opportunities (69%F:54%M had undertaken training in the last 18 months, 2019 survey).

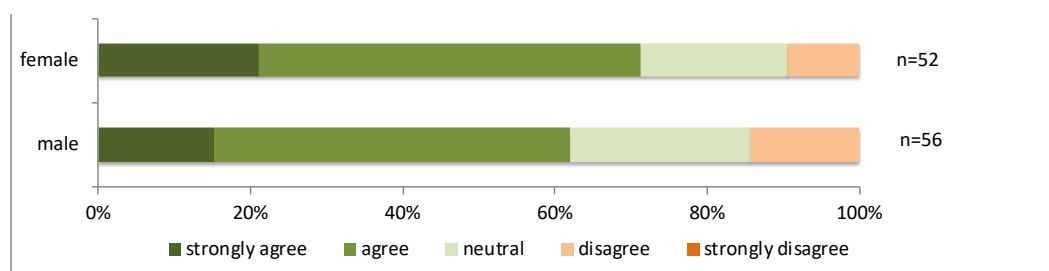



Figure 5.8. Academic staff responses to 2019 survey question: "I am encouraged to undertake additional professional training."



AP5.6. Ensure training uptake is gender-balanced.

Departmental Training

 We promoted Unconscious Bias for all and Recruitment training for those interviewing. Recruitment training increased from 43% (2015) to 100% (2017; maintained at 100% in 2019). Uptake of Unconscious Bias training has increased (17%, 2017; 76%, 2017; 83%, 2019). Training has been extended to PhD students.

Our 2017 survey identified the desire for more-specific career training. We have provided an annual workshop on promotion (section 5.1iii), and a grant/fellowship writing workshop (section 5.3iii).



Women in Leadership Positions: Aurora Programme

The Aurora women’s leadership development programme (Advance HE), aims to take positive action to address the underrepresentation of women in leadership positions.

We actively promote this programme and have supported eleven staff (2015-2019), many of whom then moved into leadership positions.

Year	Position	New position
2015		
2017		
2018		
2019		

(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/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process.

All staff are offered an annual review with their line manager or requested alternate reviewer. Constructive two-way discussion reflects on the previous 12 months, mentorship, training and development requirements, and future objectives. Uptake by teaching staff is 100% but uptake by PDRs was low (32%F:19%M in 2017).



In 2019 BEDI updated review forms, creating a tailored PDR version and a checklist for line-managers. This resulted in higher agreement that annual appraisal provides support for career planning, with little gender difference (Figure 5.9).

Review meetings were offered but not obligatory during 2020 lockdown, and few PDRs took these (31%F, 26%M uptake). However, those who did reported that they were very useful.

AP5.7. Increase annual review uptake.

AP3.3. Systematically promote beacon activities.



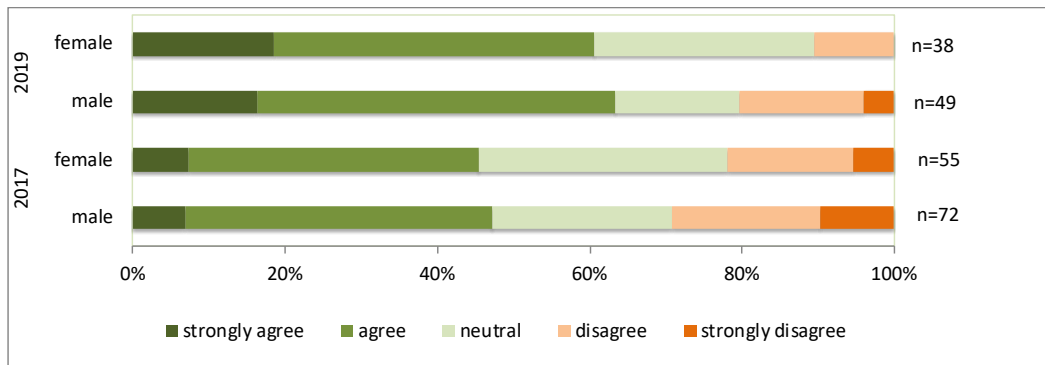


Figure 5.9. Academic Staff responses to survey question: “My most recent annual review was a useful process in which to discuss development in my role.”

(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.

Academic Staff

Promotion, training courses, workload and potential research leave are discussed at annual review. Research leave has been awarded to 9 staff (broadly gender balanced) since 2016 (Table 5.12).

Table 5.12. Staff (headcount) taking research leave, School of Biology

Gender	2016/17	2017/18	2018/19	2019/20	Total
Female					
Male					

“Going on research leave was wonderful. It culminated in the submission of multiple papers and grants - productivity well above and beyond normal. I came back full of enthusiasm for my job.”

Reader, 2017.

Postdoctoral researchers (PDRs)

In 2016, we encouraged the formulation of an early-career buddy network among PDRs. This has filtered, so we propose an ‘early-career champion’ to help reinvigorate this.



AP5.8. Improve provision of support to ECRs.


★ 2018. We developed a website clarifying resources available to PDRs (Figure 5.10), which has been much appreciated.


★ 2017. We identified the need for in-house training on grant/fellowship writing, and held the inaugural workshop in 2020 (see box).


Resources for post-docs	
As a postdoc in the School of Biology, you have access to various resources. Here are some that might be useful.	
Information for new postdocs	<
How do I find grants to apply for?	<
What is the REF?	<
Where can I get help with writing grant applications?	<
How do I get ethics approval for my work?	<
How am I doing?	<
How do I meet people from other departments?	<
Where can I get mentoring advice?	<
Where can I find out about training opportunities?	<
Where can I get help if I am not coping?	<
Can I get involved with teaching?	<
What's going on in the School of Biology?	<
Other resources for Biology Staff	<
School of Biology policy on the recruitment, support and retention of independent research fellows (IRFs)	<

Figure 5.10. New webpage designed to clarify resources available for new postdoctoral researchers.

"It looks really great! Thank you for putting this [website] together."
 PDR, 2018.


 **Fellowship Writing Workshop, 2020**


 We ran a workshop for Biology ECRs, focused on how to write an effective fellowship application. Ten speakers presented tips to 26 participants.



"This has been the most useful type of ECR event I have ever been to!"
"Very useful workshop. Good information from experienced academics."
"Lots of nice speakers and advice"

Workshop attendees.

 A video recording was made available online.

 Networking and review we offer has helped early-career successes in the school including two awards for prestigious Fellowships (2017), and election of six staff to the Young Academy of Scotland (2016-2019).

Despite these successes, optimism among our research staff about their careers is low (Table 5.13).



AP5.9. Provide careers events for students and ECR.

Table 5.13. Percentage of respondents that strongly agreed/agreed in response to statement “I am optimistic about my options for career progression” in 2019 survey.

Staff/student	Female	Male
Teaching staff	64% (17)	40% (35)
Research	37% (35)	32% (22)
PG	41% (52)	65% (23)
UG	64% (159)	63% (44)

Mentorship

The University provides a range of mentoring and leadership schemes that are aimed specifically at academic staff, including PDRs (Table 5.14).

Table 5.14. Mentoring and leadership schemes available at the University of St Andrews.

Scheme/ eligible staff	Research staff	Teaching	PSS
Elizabeth Garrett Mentoring Scheme**	✓	✓	
Teaching, Research and Academic Mentoring Scheme	✓	✓	
Professional Staff Mentoring Scheme			✓
Academic Probationers Mentoring Scheme*		✓	
Online Toolkit for Heads of School		✓	
Informal mentorship within School	✓	✓	✓

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

Additional schemes (Aurora, Royal Society) are utilised by eligible staff. Our 2017 survey showed that few research staff took part in mentorship schemes. We have (2018):

- ★ highlighted availability of schemes on BEDI website;
- ★ used annual review to identify mentorship needs and promote schemes;
- ★ encouraged senior female staff to undertake mentoring (included in WLM).



This increased awareness and uptake of mentoring. Teaching staff participation increased from 15% (2015) to 38% (2019), with little gender difference in participation as mentees/mentors, but there remains little PDR uptake (Table 5.15).



AP5.8. Improve provision of support to ECRs.

Table 5.15. Percentage of respondents (from total in parentheses) that strongly agreed/agreed in response to questions concerning mentoring in 2019 staff survey.

Survey question	Staff	Female	Male
<i>I am aware that mentoring is available</i>	Teaching staff	100% (17)	86% (35)
	Research	89% (35)	59% (22)
<i>In the past 2 years I have taken part in a mentoring scheme as a mentee</i>	Teaching staff	41% (17)	26% (35)
	Research	29% (35)	0% (22)
<i>In the past 2 years I have taken part in a mentoring scheme as a mentor</i>	Teaching staff	30% (17)	32% (35)
	Research	0% (35)	9% (22)

(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).

Table 5.16. Undergraduate and postgraduate student support from University and School.

	Undergraduate	Postgraduate
University	<p>Academic and Study Skills (Centre for Educational Enhancement & Development)</p> <p>Workshops, tutorials and online materials for students with English as 2nd or additional language (Academic English Service)</p> <p>Careers service annual invitation to speak to careers advisor.</p>	<p>GRADskills: >50 face-to-face workshops/online courses.</p> <p>Funding for external courses.</p> <p>Careers Centre PG support advisor.</p> <p>“manage your supervisor” course for PhD students.</p>
School of Biology	<p>Adviser of studies assists module choices.</p> <p>Employability focussed tutorials for 2nd and 3rd year students</p> <p>Laidlaw Undergraduate Internship Programme supports summer research projects (2F:1M 2018 & 2019).</p> <p>Tutors, Advisors, Degree Controllers and Project Supervisors offer career advice and references.</p> <p>Biobuddy scheme mentors UG. ★</p> <p>Student-run Biology Society organises events.</p> <p>School prizes and awards on official University transcript supports career progression.</p> <p>Annual careers event for UGs. Talks from alumni, industry, academics and careers advisors. ★</p>	<p>Supervisor training: School made 2-year update mandatory.</p> <p>Tutors provide pastoral care, and act as student-supervisor liaison. Students can change their tutor if desired.</p> <p>Webpage lists support available ★</p> <p>Annual progress review provides independent feedback on research.</p> <p>Annual postgraduate research conference.</p> <p>Training for PG demonstrators.</p> <p>Annual careers event for PGs, featuring advice on applying for fellowships, lectureships, teaching, science policy, consulting and industry. ★</p>

There are several avenues of support available (Table 5.16). Recent initiatives have included:

★ Development of annual careers events for UG and PG students. These have been attended by 173 UG and ~150 PG.

“Brilliant! Very worthwhile.” “Great to have practical advice from people in the know” “I felt more prepared for job searching.” UG student feedback, 2020.

“Nice to have a reality check like this once in a while!” PG student feedback, 2019.



We will continue these, extending them to PGT students.

AP5.9. Provide careers events for students and ECR.



We promoted UG mentor “Biobuddy” scheme (participants increased from 82 in 2017 to 100 in 2019).



We developed a comprehensive careers website showcasing career options and opportunities (Figure 5.11)



- Secondary school students <
- Undergraduate students <
- Postgraduate students <
- Finding a job <
- Organisations providing information on biology careers <
- Biology for all <



Figure 5.11. Careers website with drop-down menus for different interest groups, 2019.

PGR students also benefit from a wide variety of journal clubs, discussion groups and “lab chats” (see box).

 **Behavioural Discussion Group (BDG)**

BDG has run for over 20 years. An informal network of staff and student animal behaviour researchers in Biology and Psychology, it meets fortnightly for a pot-luck dinner and a research talk by a group member or visitor. BDG evenings provide an opportunity to chat about research in an informal setting (children are welcome) and to present preliminary research and ideas.

“I have many fond memories of attending the BDG when I was a PhD student in St Andrews”

Professor [REDACTED],
Univ. Cambridge.



(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.

Many BEDI actions over the last 8 years have improved support around grant submission (Figure 5.12), with considerable impact (Table 5.17).

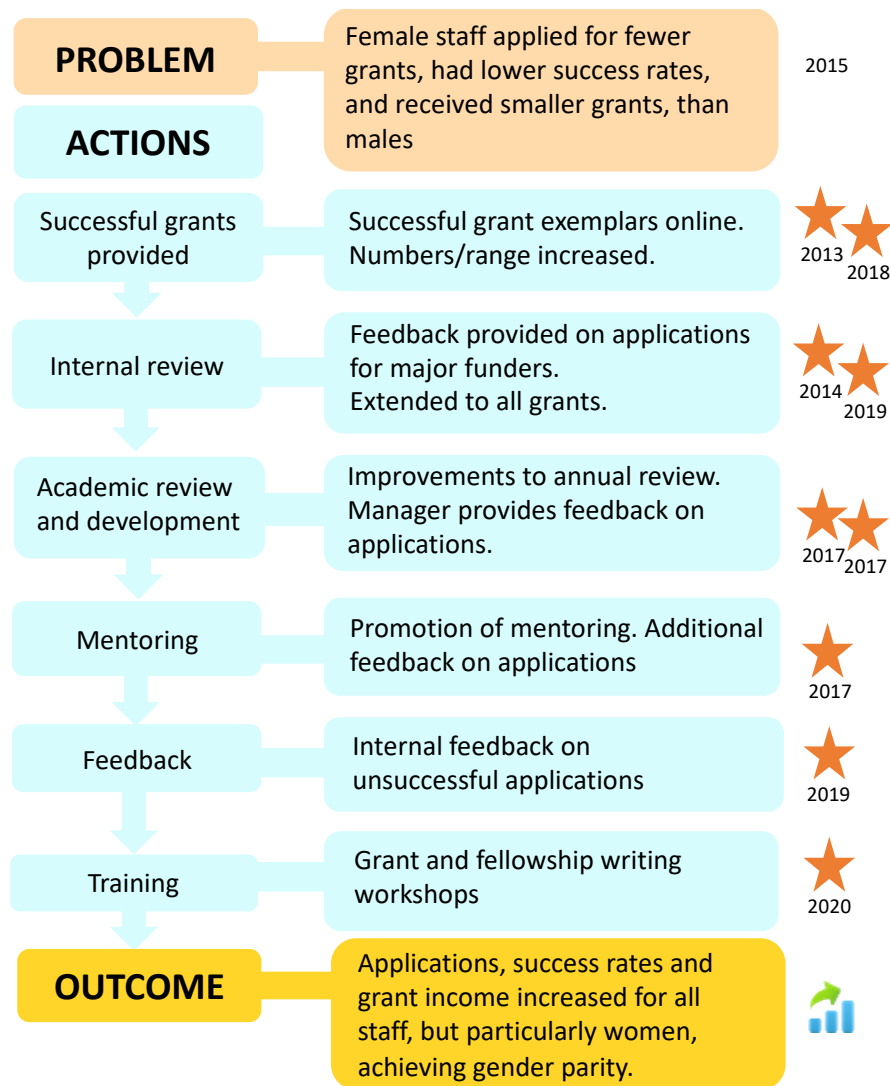


Figure 5.12. Sustained BEDI activity and impact in improving support offered to those applying for research grant funding.



Since 2017, annual grant applications have increased substantially for female staff (from 1.4 to 2.3/staff), and are now broadly comparable with those of male staff (Table 5.17). Success rates are similar between genders.



Mean grant income per annum has risen substantially for female staff (from £85.5k to £215k) and to a lesser degree for male staff (from £80k to £128k). Female staff now exceed male staff in grant income. As all grant-winning female staff have received grant application support, annual review and/or mentorship in recent years, these patterns suggest that women, in particular, have benefitted (Figure 5.12).

Table 5.17. Grant applications by gender in the School of Biology, 2015-2019.

Year	Number of grant applications (number/staff member)		Number of successful grants (proportion successful)		Mean income per grant £k	
	Female (23)	Male (47)	Female	Male	Female	Male
2015	13 (0.56)	55 (1.17)	<5 (0.23)	23 (0.42)	53.7	79.5
2016	48 (2.09)	146 (3.10)	27 (0.56)	77 (0.53)	117.3	80.8
2015-2016 average	31 (1.4)	101 (2.1)	<20 (0.4)	50 (0.5)	85.5	80.2
2017	55 (2.39)	107 (2.28)	22 (0.40)	57 (0.53)	388.1	150.8
2018	57 (2.45)	108 (2.30)	22 (0.39)	37 (0.34)	62.7	108.7
2019	45 (1.96)	89 (1.89)	18 (0.40)	40 (0.45)	194.7	125.0
2017-2019 average	52 (2.3)	101 (2.2)	21 (0.4)	45 (0.4)	215.2	128.2



The initiatives that we have taken have resulted in high staff satisfaction with School support (89%F:77%M research staff, and 94%F:83%M teaching staff agreed that Biology provides a supportive work environment, 2019 survey).

5.4. Career development: professional and support staff

(i) Training

Describe the training available to all professional and support 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?

PSS can access an extensive choice of training courses (Table 5.18), taken individually or as required for “Passport to Excellence” programmes (see section 5.3i, figure 5.7).



Female PSS undertake more training courses than male PSS but promotion of training at annual review since 2017 has increased male uptake (Table 5.19).

Table 5.18. Training type uptake by gender for PSS, 2015-19. Those marked in red have >5% difference in male/female choice.

Course type	Female		Male	
	#	% total	#	% total
Communication and dissemination	68	20%	46	25%
Environment, health, safety, wellbeing, legislation and policies	86	25%	60	33%
Finance, funding and resources	11	3%	<10	<5%
Information management and IT	38	11%	<10	5%
Managing people	26	8%	17	9%
Personal effectiveness	27	8%	11	6%
Professional and career engagement	37	11%	15	8%
Research skills and management	25	7%	<10	<5%
Teaching and assessment	10	3%	<10	<5%
Working with others	10	3%	12	7%
Total				

Table 5.19. Total course uptake by gender and year for PSS, 2015-19.

Year	Number of courses attended		% courses taken by women	% Difference F:M (F-M/total)
	Female	Male		
2015	56	30	65%	30%
2016	51	23	69%	37%
2017	55	19	74%	49%
2018	85	55	60%	21%
2019	92	57	62%	23%

Funding for external training is available if needed. This is crucial for specialized PSS career needs such as nationally recognized certification (e.g. certified at-sea boat handling).

2019 survey showed most PSS agree that they are encouraged to undertake training opportunities (Figure 5.13), and both genders 56%F:55%M have taken one training course in the last 18 months.

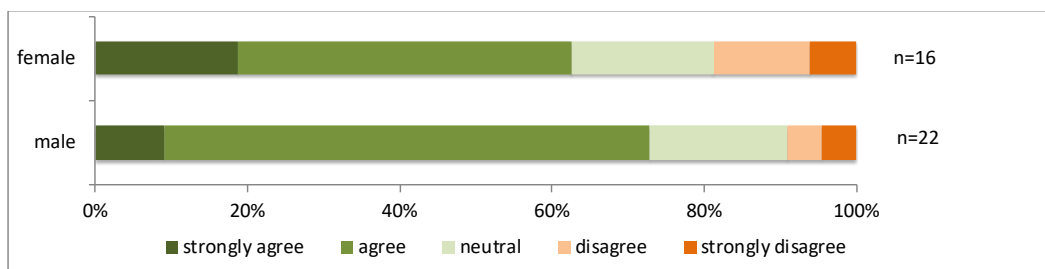


Figure 5.13 Professional support staff responses to 2019 survey question: “I am encouraged to undertake additional professional training (e.g. through OSDS, or technical training appropriate to my discipline)”.



AP5.6. Ensure training uptake is gender-balanced.

(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/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process. 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.

PSS annual review has the same objectives as academic staff review (Section 5.3ii). Completion (undertaken in the new year) is mandatory, but only 40% staff report finding it useful (Table 5.20).

Table 5.20. Percentage of PSS respondents (from total in parentheses) that strongly agreed/agreed in response to 2019 survey questions concerning annual review and mentorship.

Survey question	Female	Male
<i>My most recent annual review was a useful process</i>	40% (15)	39% (20)
<i>Prior to survey, I was aware that mentoring is available to me</i>	50% (16)	32% (22)

“Even if you get a fantastic review it doesn’t translate into any actual bonus/promotion, so people see it as a waste of time” PSS, 2020.

We plan to work with Business Transformation Office to reorganize the PSS reporting and career development structure to develop further career opportunities and to make annual review more meaningful.



AP5.7. Increase annual review uptake among PSS and ECR.

AP5.5. Increase potential for personal development among PSS.

AP5.4. Improve recognition of the skills and value of PSS to the school.

5.5. Flexible working and managing career breaks

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

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

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

The SoB is passionate about supporting staff through career breaks. Several actions (Figure 5.14) promote awareness of University policies and help ensure staff wellbeing before, during and after periods of leave.

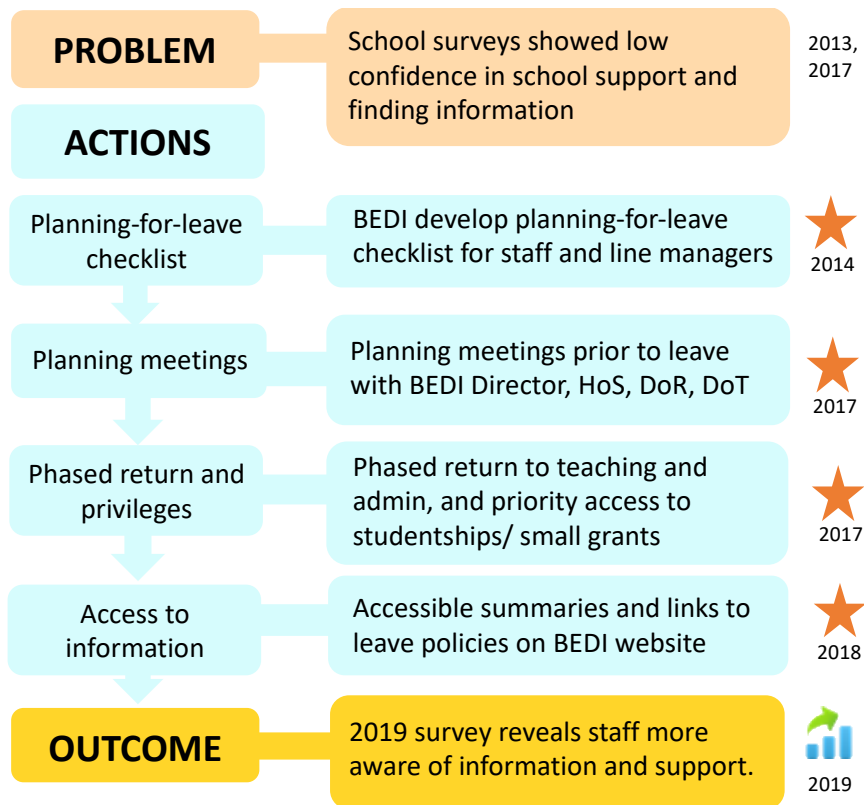



Figure 5.14. Sustained BEDI activity and impact in improving support offered to those applying for parental leave.

 2019. We shared our checklist with School of Psychology & Neuroscience and worked with them to revise this.

Prior to leave, staff meet their line manager, organise risk-assessment for pregnancy at work, agree contact expectation during leave, and begin discussion of working options on return. The staff member is given the option to meet with BEDI Director, HoS, DoT and DoR (if relevant).



Staff survey has shown a marked improvement in satisfaction with school support for leave, and confidence about where to find information (Table 5.21).

“The support I received for pregnancy was great, but parking can be a problem”
Academic, 2020.

Table 5.21. Percentage of staff respondents (from total in parentheses) that strongly agreed/agreed in response to survey questions concerning parental leave.

Survey question	Staff	Female		Male	
		2017	2019	2017	2019
<i>The school would be supportive if I requested maternity/ paternity/ adoption or other parental leave</i>	Teaching	71% (17)	94% (17)	82% (45)	80% (35)
	Research	53% (34)	77% (35)	56% (27)	68% (20)
	PSS	74% (19)	94% (16)	88% (25)	86% (22)
<i>I know where to find information about taking maternity/paternity adoption or other parental leave</i>	Teaching	82% (17)	88% (17)	64% (42)	69% (35)
	Research	62% (37)	83% (35)	41% (27)	54% (22)
	PSS	65% (17)	88% (16)	70% (23)	78% (22)

Male academic staff, and particularly research staff, are least confident about support and least aware of where to find information (Table 5.21).



AP5.10. Embed planning for leave advice.

AP5.11. Increase support for pregnant women and mothers at work.

- (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 informed, stay in contact with colleagues, attend conferences, or other professional development. Most eligible staff take some KIT days (Table 5.22). Further action will help staff on leave to participate in social events and attend lectures.



AP5.12. Provide facilities to allow parents to attend lectures and social events.



Support during Maternity Leave

Mini-case study: [REDACTED]

Prior to maternity leave, they met with BEDI Director, HoS and DoR, and requested financial support to purchase a computer license (£1500) to access bespoke software from home. This was granted, allowing access to work from home productively during pregnancy, KIT days and on their return to work.



Maternity pay for postgraduate students is provided by SoB when unavailable from studentship funds.

Table 5.22. Keeping in Touch (KIT) days used in the Department of Biology annually (these may be taken in the year following that of parental leave).

Year	# Employees		# KIT Days Taken By		
	Taking leave	Taking KIT days	Academic	PSS	Total
2015/16		2			11
2016/17		2			7
2017/18		1			10
2018/19		2			12
2019/20		1			9

(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.

All staff are offered a phased return to work. Returning academics are preferentially allocated studentships and workload is phased, including reduced (50%) teaching and administration during the first semester after return. We offer meetings with BEDI Director within 6 months of return in order to get feedback.



We ensure good communications around available initiatives, such as the University of St Andrews' Caring Fund which offsets costs associated with caring responsibilities so that staff can attend work-related events. Biology staff (both F and M) have received over £4000 in support from the caring fund with 100% success rate (Table 5.23). University and Government schemes such as the Parents-and-Carers-Network and the Childcare Voucher Scheme (accessed by 46 Biology staff, 2018 & 2019) are also signposted.

Table 5.23. Biology staff applications to the caring fund.

Year	Teaching	Research	PSS	Total
2015/16				
2016/17				
2017/18				
2018/19				
2019/20				



Support for Staff Around Childcare

Mini-case study: [REDACTED]
 In a dual-career family with full-time academic jobs in St Andrews and Edinburgh but living between the two, choice of primary school presents logistical difficulties. [REDACTED] enrolled their daughter in school in St Andrews. The SoB provided an office in the SOI (adjacent to school), and [REDACTED] was able to work flexibly to enable drop-off and pick-up.

"This School is by far and away the most family-friendly, woman-friendly academic department I have ever worked or been a student in." Research Staff, 2020.



Additional facilities for nursing mothers



Wellbeing Rooms. We have set up private, lockable rooms in each of our centres. All state: “This wellbeing room is available to any staff who need a private and quiet space. Priority should be given to nursing mothers... However, when not in use, this space is available for anyone in need – whether for taking medication, to help get rid of a headache, or in terms of anxiety, mental health, or other issues.”

Baby-change facilities are available in each building.

We provide a small desk **fridge for storage of breast-milk** available to all returning new mothers.



(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.

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



Our policies and practices (Figure 5.14) have resulted in 100% of staff returning 2017-2019 compared to 83% of returning 2015-2016, one of whom left within 18 months (Table 5.24). Two staff members changed FTE on returning.

Table 5.24. Number of staff returning from maternity leave. (No teaching staff have been on maternity leave during this time.)

Year of leave	Staff	# taking leave	# returned	Changed FTE on returning	Number still in post after		
					6 mo	12mo	18 mo
2015/16	Research						
	PSS						
2016/17	Research						
	PSS						
2017/18	Research						
2018/19	Research						
	PSS						
2019/20	Research						

(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 2015-2019, 21 staff have taken paternity and adoption leave (Table 5.25). Uptake has risen steadily in recent years. No staff have taken shared parental leave.

Table 5.25. Number of staff taking paternity and adoption leave, 2014-2019.

Year	Paternity leave			Adoption leave
	Research	Teaching	PSS	
2015/16				
2016/17				
2017/18				
2018/19				
2019/20				
Total	10	6	4	1



Staff Perception of Parental Leave

2017: 61%F:46%M felt parental leave would negatively impact career.



We highlighted case-studies on our website, improved staff awareness of leave, and provided resources to those taking leave. These measures proved effective:

2019: 47%F:26%M felt parental leave would negatively impact career.



AP5.13. Raise awareness of shared parental leave.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University supports formal flexible working, including flexibility in the place of work, distribution of working hours, and total hours worked. Applications are submitted after discussions with line manager and HoS. Part-time working is more common for female staff, and for PSS (Table 5.26).

Table 5.26. Number of staff (and percentage of that role/gender) working part-time, 2015-2019.

Year	Research				Teaching				PSS				Total			
	Female		Male		Female		Male		Female		Male		Female		Male	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2015		14		3		22		9	17	55	15	42	27	29	20	16
2016		21		12		19		9	17	52	18	50	29	32	27	23
2017		16		8		17		12	20	56	17	52	30	31	25	22
2018		10		10		20		11	19	54	18	51	27	28	27	23
2019		17		8		21		11	21	60	18	51	32	33	26	22



Clarification of formal flexible-working policy was added to SoB Handbook (2018) and flexible working case studies were included on our website (2017). Formal part-time working increased 2015 to 2019 (Table 5.26). Many staff members have informal flexible working arrangements. More staff now work flexible hours, and feel line-management are supportive of this (Table 5.27).

Table 5.27. Percentage of staff respondents (from total in parentheses) that strongly agreed/agreed in response to 2017 and 2019 survey questions concerning flexible working.

Survey question	Staff	Female		Male	
		2017	2019	2017	2019
<i>I feel that my line manager is supportive of flexible working</i>	Teaching	83% (18)	100% (17)	81% (43)	83% (35)
	Research	87% (38)	94% (35)	89% (27)	95% (22)
	PSS	71% (21)	63% (16)	96% (26)	90% (22)
<i>I work flexible hours</i>	Teaching	83% (18)	88% (16)	75% (44)	88% (32)
	Research	65% (37)	87% (31)	67% (27)	95% (21)
	PSS	19% (21)	67% (15)	50% (26)	75% (20)

BEDI Director (as EDI rep) and School Manager (as PSS rep) were invited members of a working group to assess alignment of university semester dates with needs of working parents around school holidays (affecting 50% of 79 biology staff responding to online poll). Some modification of semesters has been made.



AP5.14. Promote good work-life balance for staff and students.

(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.

Returning to work after a career break is difficult. We enable smoother transition via flexible working and the use of accrued holidays to enable gradual return to weekly hours. Although ten staff members have transitioned from part-time to full-time work 2015-2019 (Table 5.28), only one of these was following a career break.

Table 5.28. Staff transitions from part-time back to full-time working.

Year	Academic staff		PSS	
	Female	Male	Female	Male
2015				
2016				
2017				
2018				
2019				

5.6. Organisation and culture

(i) 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.



Figure 5.15. School of Biology outreach activities are enjoyed by a diverse range of participants.

SoB has an extensive outreach programme (Figure 5.15), coordinated by the Public Engagement Committee. BEDI actions have encouraged equal participation of staff:

- ★ Public engagement is recognized in the School workload model (and in the new promotion criteria).
- ★ Annual prizes are awarded to PhD students, PDRs and PSS who contribute the most, or best-received, outreach activities.

Participation is gender-balanced (52%F, 48%M, n=329 outreach activities, 2016-2019).



In 2017, we identified that female staff disproportionately participated in educational outreach, such as at Primary/Secondary Schools (>60%F). Subsequent actions (above) have resulted in more equal participation (16F:15M).



Widening Access Officer

Attendance at local science festivals is often dominated by families from the more privileged St Andrews area. Our 'Widening Access Officer' role (developed 2017) encourages links with schools in more deprived catchment areas. SoB plays a major part in the Sutton Trust Summer School and First Chances Fife Schemes, which led to our hosting a secondary school student who was the first in their family to go to university. Summer 2020 programmes were online, allowing wider audiences.



AP5.15. Increase support for widening access.



Making sure history is accurate and inclusive

The history of marine science in St Andrews is displayed in the new SOI building public exhibition area. We ensured both men and women (7F:8M) are featured, and uncovered stories of women who have previously remained in the shadows.

(ii) 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.

We celebrate the high-profile activity of our senior women (Figure 5.16). Female leadership of our spin-out companies provides additional role models (Figure 5.17).

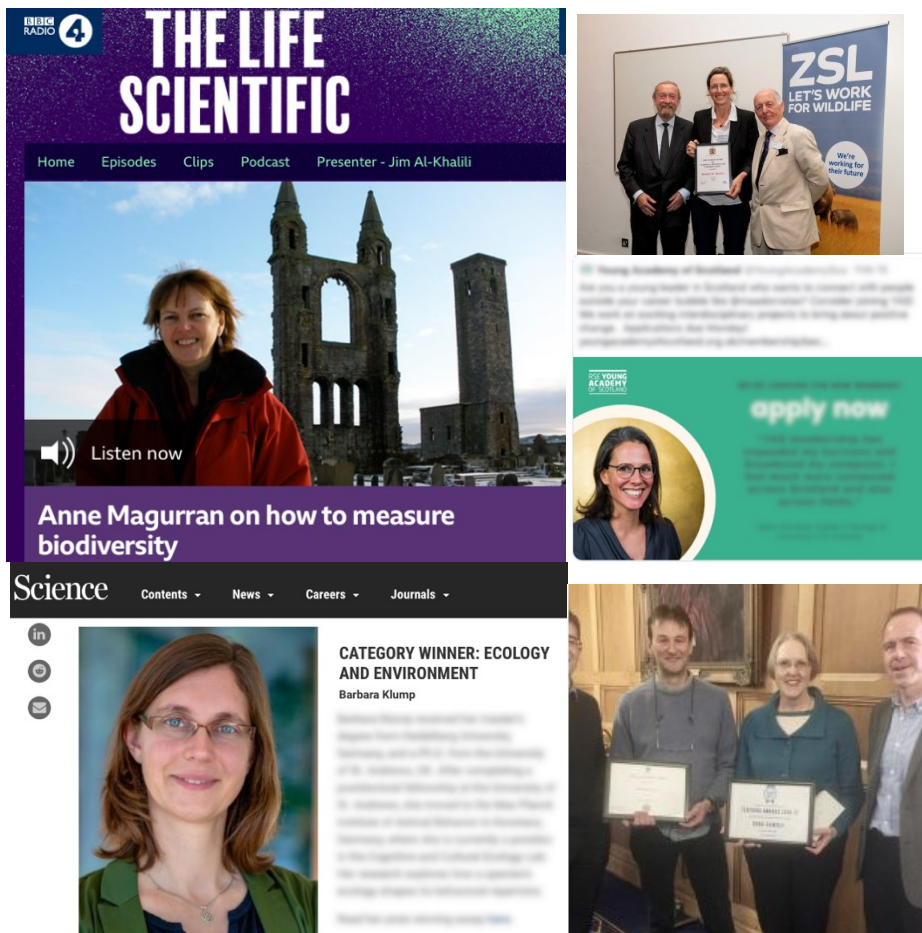


Figure 5.16. High-profile St Andrews Biology female role models.



Figure 5.17. Female leadership of affiliated departments and companies: technical director, co-founder and chief scientific officer, science director.

“There are many influential and inspiring female lecturers within the school”

UG student, 2019 survey.



Room Names

2019: BEDI raised gender-equality concerns with the Development Office about philanthropic donors' name choices.

2019: SOI staff provided a gender-balanced list of potential names for the new SOI building, resulting in 4F:6M new room names.

Seminars and Events

All our seminar series take place during core working hours.



In 2015, we initiated an annual reporting requirement for gender of seminar speakers. This has improved gender balance from an average of 30%F (2015) to 42%F (2019, Figure 5.18). We now encourage seminar organisers to record both invites and acceptances for speakers.

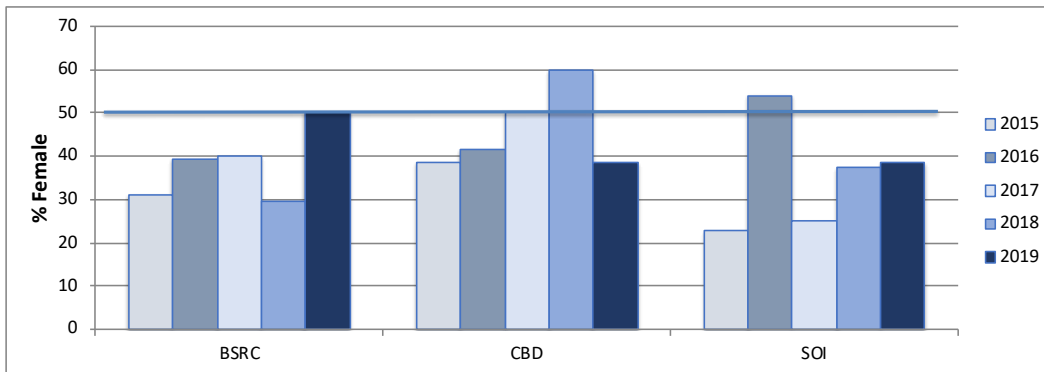


Figure 5.18. % female speakers in the three seminar series, 2015-2019. Target line shown.

In total, our speakers represented 36 nationalities. We want to increase diversity across our seminar series (e.g., with respect to ethnicity) and to encourage ECR interaction.



AP5.16. Improve seminar gender balance, BAME and other diversity representation.

AP5.17. Invite speakers with minority status to meet with ECRs to give career trajectory insights.



Profiling role models

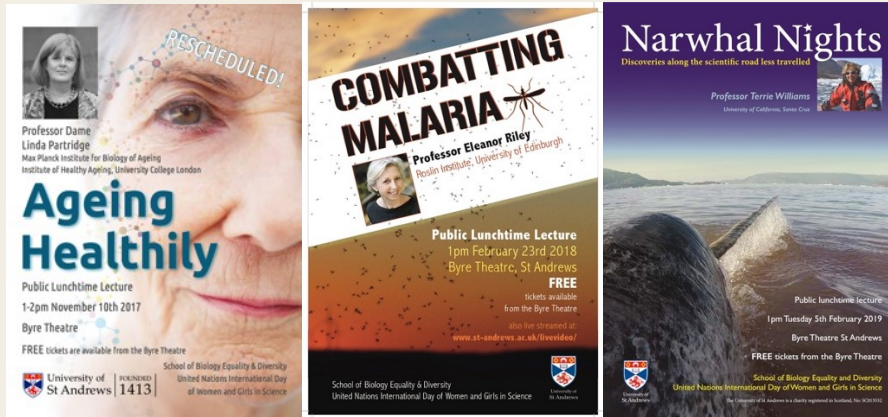
We were the first school in the university to provide testimonials of the diverse pathways of successful female academics on our EDI website, and to feature a BAME academic on the University's online BAME staff profiles.





Lecture for UN International Day of Women and Girls in Science

In 2017, we began an annual event to showcase a high-profile female biologist. Introduced by the Principal's Office, we have held three highly successful seminars, live-streamed, and available online.



“Fascinating talk and very inspiring” - Postgraduate, 2019

“Listening and watching live from Hong Kong... awesome!” Researcher, 2019

Following its success, we plan to initiate a BAME open lecture each year ([AP4.9](#)).

We run an ECR session with each speaker about their career trajectory and advice, and plan to do the same for other minority speakers ([AP5.17](#)).

In 2019, funded by the Howard Hughes Medical Institute, our speaker produced a notebook “Women of Wild Science,” with photos and inspirational quotes from 17 women ecologists, to give to seminar attendees and to additional US audiences.



AP4.9 Increase support for minority ethnic staff and students to include a Minority Ethnic Biology Annual Lecture.

(iii) Beacon activity

Demonstrate how the department is a beacon of achievement, including how the department promotes good practice internally and externally to the wider community.



International

We publish articles to reach an international audience in high-profile academic journals, contributing to global discussions of difficult issues:

- coping with disability
- tackling racism in academia
- the importance of double-blind reviewing
- targeting support for postdocs (alumni authored)
- equality and career-life balance in marine mammal science (Figure 5.19)

These have had enormous impact. The role model and antiracism pieces were both tweeted several hundred times and are in the 99th percentile for their impact (Figure 5.20). Their recommendations are being embraced by multiple organisations (see External Influence box, p78).

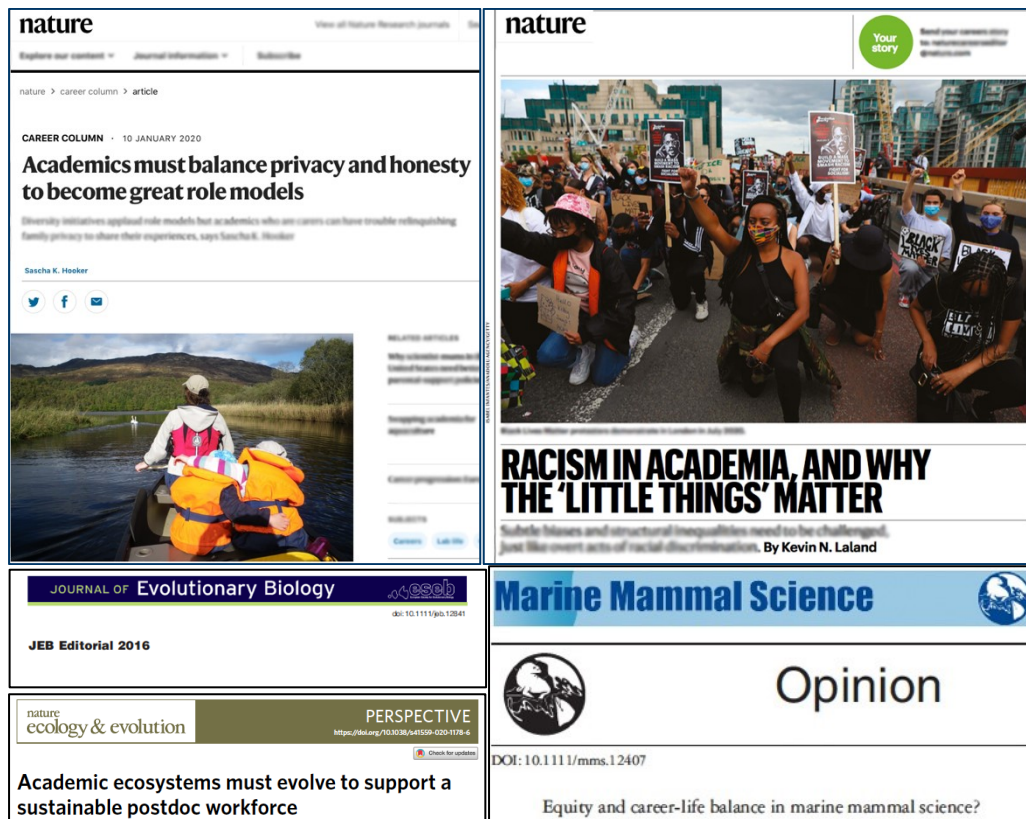
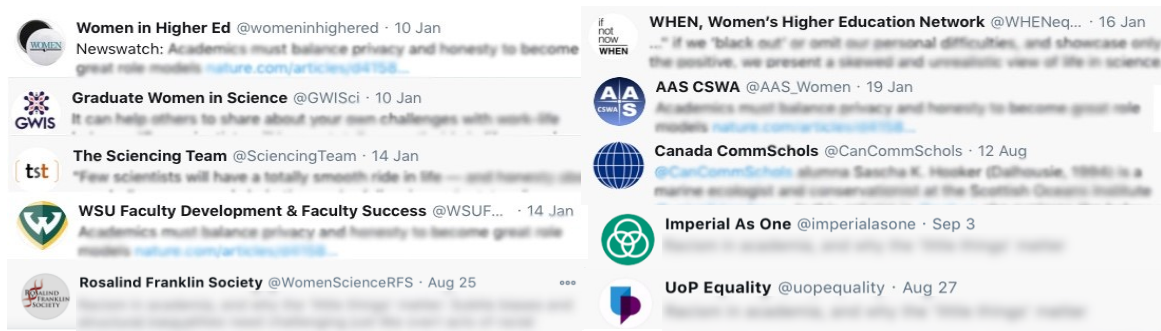


Figure 5.19. Examples of articles published, Nature Careers 10 Jan 2020; Nature Careers 25 August 2020; Nature Ecology and Evolution 13 April 2020; Journal of Evolutionary Biology, 2016; Marine Mammal Science 2017.

(a)



(b)



Figure 5.20. (a) Examples of some of the international organisations tweeting about, and (b) altmetric statistics for, our articles.

"Your article reminded me that there is a way forward, that other people are trying to make this balance work and also introduced me to some new resources"
Email from lecturer in New Zealand, 2020.



Sharing policies and practice

We also produce and promote resources (e.g., EDI conference/workshop guidelines, recruitment checklist, Academic Women Here book).



Producing resources for others

There have been many hundreds of downloads of our guidelines for organizing a diverse and gender-balanced conference/workshop and antiracism actions and resources.

The screenshot shows a Zenodo page for a journal article. The article title is "Racism in academia, and why the 'little things' matter" by Kevin Laland. It is categorized as a "Journal article" and "Open Access". The article has 877 views and 542 downloads. A callout box from Wiley congratulates the author, stating that the article "Equity and career-life balance in marine mammal science?" is one of the top downloaded recent papers in Marine Mammal Science. The Zenodo interface includes a search bar, upload button, and login/sign up options.



National

At National level, we organise meetings, give EDI seminars, and engage with organisations to effect positive change.

Discussions with the Royal Society of Edinburgh's executive has led to Kevin Laland being invited to work with RSE on antiracist actions for Scottish universities and to contribute an article to RSE's Resource magazine.

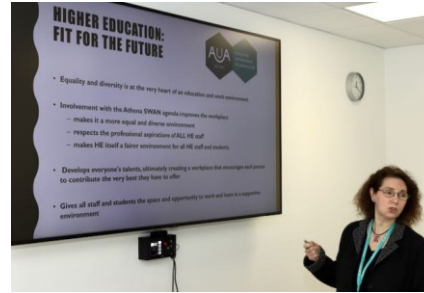
St Andrews will host the Higher Education Institutional Research Network annual conference in 2021. The organiser (Associate Dean for Education, Science) is using our "Guidelines for organising diverse and gender-balanced conferences and workshops" to ensure best-practice.





Talking EDI

Donna Pierz-Fennell ran Athena SWAN Award session at AUA meeting, 2019.



Sascha Hooker gave talk at Athena SWAN Scotland Network, Stirling, 2019.



Maria Dornelas gave seminar: **“Finding ways to feature and support more women in Biogeography”**, Biogeography Society Meeting, 2020.



Additionally, we have run events in St Andrews of interest to the wider Scottish community. Our Best-Practice event (below) had attendees from Univ. Glasgow, Marine Scotland and 12 Schools (STEMM and AHSSBL) in St Andrews.



Top tips and best practice event, 2019

We invited 3 AS Gold Award holders (Roslin Institute, York: Chemistry, and Glasgow: Health and Wellbeing) to share their work.

“I just wanted to say thank you for organising the meeting today, it was brilliant”
Lecturer





AP3.3. Systematically promote beacon activities

Many national or international organizations have embraced or extended our EDI activities, or started engagement with AS, through our initiatives.



External Influence

Our staff spread the word about EDI to their societies, institutions and companies:

“As founding President, I insisted that we have a diverse, inclusive executive committee and an E&D officer. Equality, diversity and inclusion is so embedded in the School that it is natural for staff to instil these principles in external societies they are involved in”.

Christian Rutz, IBioLS President, 2019.



CULTURAL
EVOLUTION
SOCIETY

“St Andrews’ excellent guidelines for a diverse, gender-balanced conference were the inspiration for those adopted by the Cultural Evolution Society”.

Rachel Kendal, CES President, 2020.

“I was very pleased to have introduced the European Marine Board to Athena SWAN, and to have embedded EDI principles into The Marine Alliance for Science and Technology for Scotland. Gender balance and diversity is now a priority within these institutions. The BEDI committee have encouraged staff to think about these issues, so take credit for this.”

David Paterson, Executive Director, MASTS, 2019.



Marine Alliance for
Science and Technology for Scotland



MICROBIOLOGY
SOCIETY

“I incorporated EDI principles into the Recently Independent Virology Researchers conference, and female participation has increased from 33% to 40-45% in recent years”

David Hughes, 2020.

A further six national or international organizations have embraced or extended EDI activities through SoB staff initiatives (2017-2020).



The Society for Marine Mammalogy



The James
Hutton
Institute



RSE
The Royal Society
of Edinburgh



iGEM



PremierOil

“These things are only considered because of the work the BEDI team do to keep them on the agenda and at the forefront of people’s minds, so it’s clearly working”

Lecturer, 2020.



Institution-level

- Several actions that began as BEDI initiatives, or resources produced by BEDI, have been adopted by other Schools or across the university. Details are provided in relevant sections (e.g. workload model, EDI statements on adverts, parental leave resources, naming rooms after women, anti-bullying & harassment posters).
- We have established new networks for sharing good practice within our university (p20).
- We organise events for the university and wider public (p77).
- We regularly meet with other STEM EDI Directors, and have given invited EDI presentations to AHSSBL departments (p20).
- Our initiatives e.g., website (p19), workload model (p86), are held up as examples of best practice.
- We have successfully lobbied the university for changes in:
 - promotion procedures (p45)
 - extension of continuation year for part-time students (p31)
 - recommendations for addressing racism in academia (p85).

“Biology has been a beacon of school-based EDI-related change for years, and has a strong record of input into institutional change, including policy changes, that impact our entire community positively.”

Assistant Vice-Principal Diversity, Uni. St Andrews.

(iv) 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.

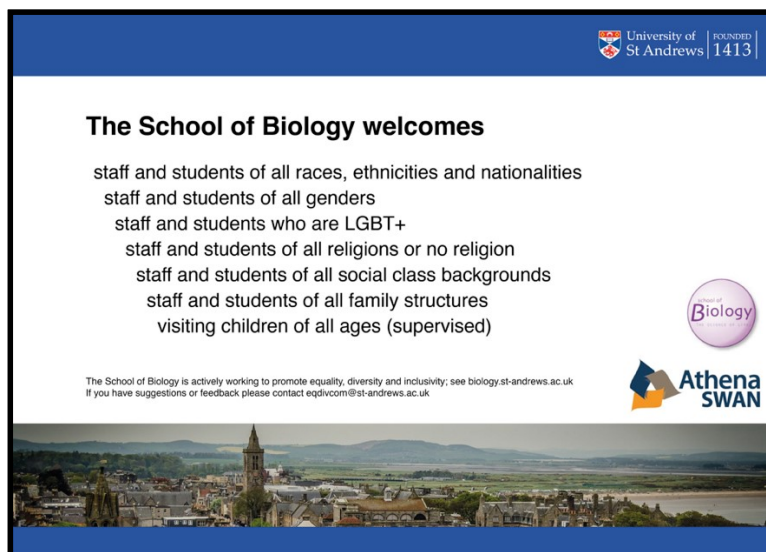


Figure 5.21. Poster displayed since 2017 at the entrance of each school building.



EDI is strongly embedded in the School of Biology (Figure 5.21), with >70% of students and >80% of staff agreeing that EDI is a priority (Figure 5.22).

Among UG, 3rd and 4th year show 69% and 60% agreement, whereas 1st and 2nd year show 76% and 77% agreement, reflecting recent actions. Future actions will reduce proportion UG neutral (currently 27%).



AP3.2 Improve reporting and feedback for EDI work across whole school, particularly UG population, and externally.

AP4.2 Improve inclusivity of the biology curriculum.

AP5.18 Increase whole school engagement with EDI and promotion to the rest of the university.

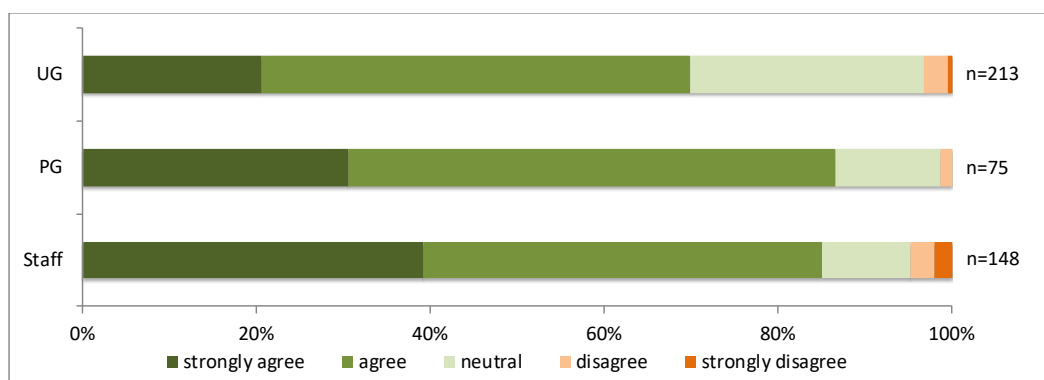


Figure 5.22. Staff and student responses to 2019 survey question "Equality, Diversity and Inclusion are a priority in the School of Biology."



EDI in the UG curriculum

Lack of UG student exposure to EDI led us to design EDI-based tutorials (1 per semester). Commended by Advance HE in our 2017 Silver application, we have given presentations about setting these up at the *Teaching Biology in Higher Education* Annual Meeting (2019), and University of Glasgow (which is now developing a similar programme, 2020).

Since 2017, we significantly expanded the tutorials and plan to now incorporate additional EDI input for the curriculum.

Tutorial	EDI issues	Delivered
Bias & Applications	Bias faced in an academic career; unconscious bias	2016/17; 2019/20
Public Engagement	Consideration of audience diversity	2017/18
Teamwork (I)	Benefits of a diverse team.	2018/19
Teamwork (II)	Belbin and insights discovery	2018/19
Sample selection and bias	Age, sex, racial and ethnic bias in studies	2018/19
Presentations	Audience composition, inclusive content; accessibility (presentation and location).	2019/20
Role Models and Mentors	Diversity in biology, imposter syndrome	2020/21

"In the last decade I have witnessed a complete transformation in attitudes towards equality and diversity within the School. There is zero pushback."

Professor, 2020

Ongoing active promotion of EDI

- ★ EDI News embedded into weekly School newsletter and website
- ★ Successes celebrated on BEDI website.
- ★ EDI presentation included during student induction.
- ★ AS Charter Principles and BEDI Terms of Reference on our website.
- ★ AS principles embedded as daily work practices, with high levels of engagement.
- ★ Running an LGBT+ STEMM event and a Mental Health event this year (ISSF funded).
- ★ 10 staff to attend Advance HE EDI conference 2021 (ISSF funded)

We are now seeing knock-on effects across and beyond the school, with staff not affiliated with the BEDI committee undertaking EDI initiatives (p20, p78), with such input becoming second nature.

Tweets from research groups and affiliated companies within the School of Biology illustrate widespread engagement (Figure 5.23).



Figure 5.23. Tweets supporting Women In Science day to applaud female role models in the Sea Mammal Research Unit (left) and Extended Evolutionary Synthesis research programme (right).

Agreement is high that social activities in the School are welcoming to all (Figure 5.24), although males agree slightly less than females for all staff/student categories. The staff and student get together to celebrate the end of year was seen as highly inclusive, with family members clearly made welcome. Attendees were asked for dietary

requirements, and vegetarian, egg- and gluten-free food were provided, with both alcoholic and non-alcoholic drink options.

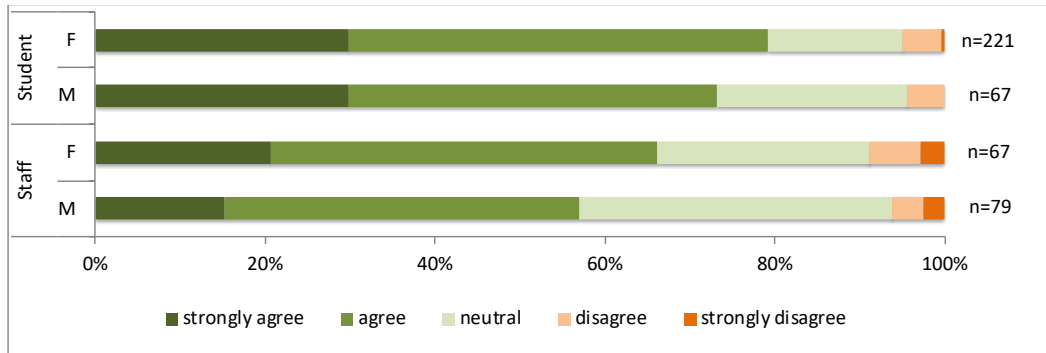



Figure 5.24. Staff and student responses to 2019 survey question “The social activities within the School are welcoming to all.”

“I feel that senior staff in the school go to real trouble to make everyone feel wanted in invitations and reminders” Staff member, 2019 survey.

 **Accessibility**

We try to ensure accessibility for all for lectures and events we organise.

“I wanted to thank you very much for efforts to provide recordings or streaming of EDI-related events. My disability makes sitting still, particularly in theatre-style venues, one of the most difficult things to do.” Academic, 2019.

Each of our centres have wellbeing rooms, with baby-changing facilities and fridges to store breast milk (section 5.5iii). Gender-neutral toilets are available and in 2020 gender-neutral social distancing signage was adopted (Figure 5.25).



Figure 5.25. Gender-neutral signage for COVID-19 distancing, in all SoB buildings. All single-stall toilets are gender neutral.

Wellbeing and mental health are general concerns throughout academia. Our 2019 survey showed that PG students and research staff were least confident of support if they required long term sickness or special leave (72% and 69% agreed, compared to UG | PSS | Teaching staff 75% | 79% | 80%). Staff and student mental health is an area that needs attention.




AP5.19. Improve awareness of mental health support among staff and students.

Our 2017 survey raised bullying and harassment as a concern. Numbers were low (7% staff and students had experienced or witnessed gender-based harassment). We designed and displayed posters (2018, Figure 5.26), developed a Fieldwork Code of Conduct (2019), and four staff attended an ACAS training course on harassment and bullying. The Fieldwork code of conduct has been included (2020) in the Induction Handbook.



Figure 5.26. Anti-bullying and harassment posters displayed on back of toilet doors throughout School.

 Two other Schools in the University (Psychology & Neuroscience and Medicine) requested and used our bullying and harassment poster template.

“Biology have been very good at generating EDI resources and sharing them with other schools, from bullying and harassment posters to parental leave guidance.”

EDI chair, Psychology & Neuroscience

We included additional questions about bullying and harassment in our 2019 survey to further explore issues (Table 5.29). We were reassured that there was no gender difference in responses, but responses were lower than we would like.

Table 5.29. Percentage of respondents (from total in parentheses) that strongly agree/agree in response to survey questions concerning discrimination, bullying and harassment.

Survey question	All Staff		All students	
	Female	Male	Female	Male
<i>Clear guidance about support around issues..</i>	52% (221)	69% (67)	75% (68)	75% (79)
<i>I am confident senior members of staff would challenge instances...</i>	76% (219)	76% (67)	56% (68)	66% (79)
<i>No reason to be concerned... in the School</i>	92% (218)	86% (66)	75% (67)	73% (79)
<i>No reason to be concerned... on fieldwork</i>	90% (181)	89% (53)	75% (36)	76% (55)



AP5.20. Develop resources about bystander intervention and allyship.

AP5.21. Develop clear and robust procedures for dealing with bullying/harassment.

(v) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff when scheduling departmental meetings and social gatherings.



Core family-friendly hours are 9.15am–2:45pm, to match local primary school hours. All school meetings and seminars are held within these times (Figure 5.27). Mandatory courses are repeated at a range of days/times to ensure that part-time staff can attend.

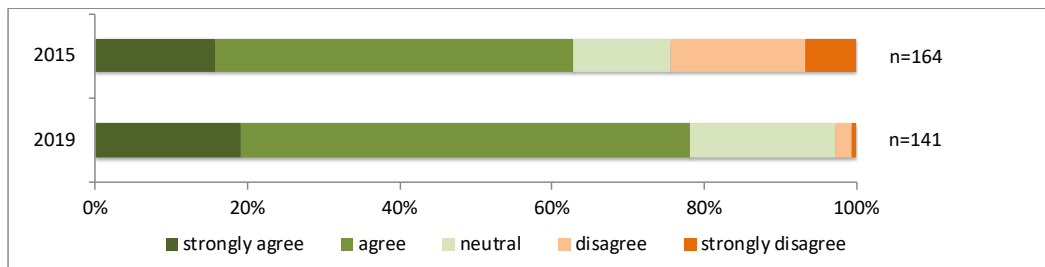


Figure 5.27. Changes in staff response to survey question “Core activities are scheduled during the School’s core hours of 9.15am to 2.45pm.”

Social gatherings are mostly held during core hours (e.g., welcome reception for new students, outreach awards, 4th year completion lunch celebration, graduation party). Occasional gatherings during late afternoon/early evening also invite partners/families, with activities specifically designed for children. Inaugural lectures (run by central university) are held out of core hours.



As a 2017 action, we provided a crèche facility at inaugural lectures, and welcome older children to the lecture.

“I was incredibly impressed by the explicit welcome and offer of childcare. That is something that I have never seen before at a University.”

Staff member, 2020.



AP5.12. Provide facilities to allow parents to attend lectures and social events.

(vi) 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.

BEDI works hard to engage with central University HR both to provide feedback on policies but also to lobby for change where necessary (box below). In all cases, the university has acted on our suggestions. Since 2018, Biology HR EDI advisor attended 100% EDI committee meetings.

We use multiple routes to ensure School members are aware of HR policies, including email newsletter, posters, courses, face-to-face meetings, and via MG. However, policy documents can be spread across multiple websites and the language can be difficult to understand, so a 2017 action ensured accessible summaries were presented on the BEDI website, reviewed by HR annually. We will provide these in other formats for those who do not consult the website.

AP5.22. Increase staff awareness about policies and resources.



Engagement with HR policy revision

“BEDI has provided substantial, detailed and much-valued feedback (both solicited and unsolicited) on HR and EDI staff policies over many years, and even more so since the renewal period of its Athena SWAN action plan.”

Head of EDI, Uni. St Andrews, 2020.

- Our comprehensive feedback (requested) on University HR policies (Equality, Flexible Working, Maternity, Paternity, Adoption, Parental Leave, and Special Leave) is being incorporated as policies are revised.

BEDI also lobbied for:

- Changes to expenses policy (previously prohibited use of AirBnB with impact for those requiring extra amenities). Recommendation adopted (2017).
- Extension of part-time students’ continuation period to 24 months. Recommendation adopted (2019, p31).
- Ethnicity-related actions (2020). Recommendations to be implemented (confirmed by Principal).
- Fair KIT day pay (paid at 1/365 annual salary). Under review by HR.
- Fixed-term staff to receive unbiased maternity benefits. AVP Diversity examining.



(vii) 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.

As a result of past BEDI actions, the model (Figure 5.28) incorporates contributions from research, teaching and service, including public engagement. Anonymised results are made available to all staff. Results inform the allocation of jobs.

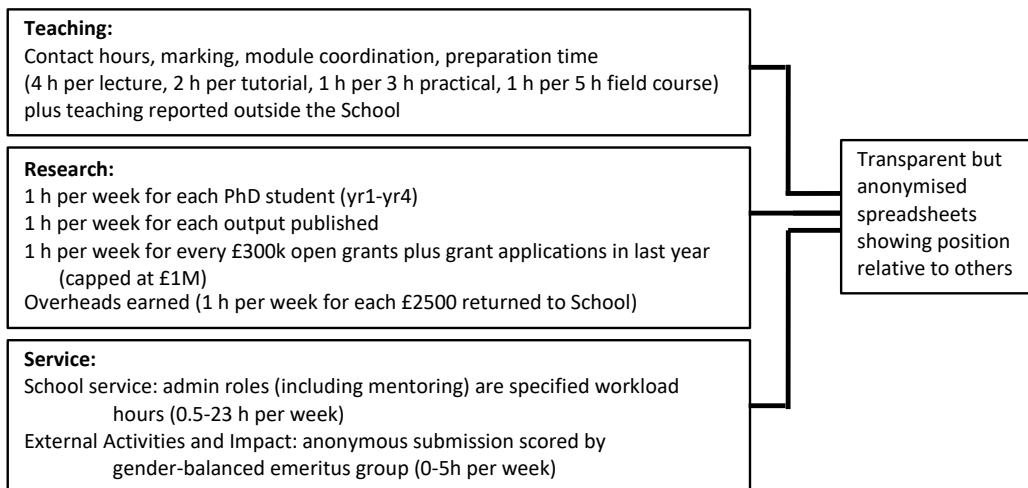


Our workload model (WLM), developed in 2014, has been shared as an example of good practice both within and outside St Andrews, and informed the university policy on Academic Workload Models (developed in 2017) embedding the three principles: transparency, recognition of leadership and service, and equity.

“The School of Biology’s workload model was a very useful example of a clear and transparent model and informed the revision of our own workload model in the School of Geography and Sustainable Development.”

School Manager, School of Geography and Sustainable Development, 2019.

School of Biology Workload Model, 2019-20
Calculated for 12 month period, based on hours per week



Data sources: Research from PhDs, publications, grant information; Teaching from module reports; External activities submitted annually; Service from role held calculated proportionally if changed during that year.

Figure 5.28. Illustration of workload model calculation, used to inform decision making and job allocation.

Annual analysis, conducted by BEDI data analyst and approved by MG, has shown no significant gender differences in any category of workload.

Our staff satisfaction with the WLM has been good (18%F, 15%M disagreed that the WLM was equitable, 2019 survey). We discussed the WLM extensively at the 2019 School away day, revising the model further to include:

- ★ Staff feedback on time allocation for service jobs,
- ★ Using emeritus staff to score anonymised external service contributions,
- ★ Incorporation of MSc student supervision, staff mentoring and internal examiner contributions,
- ★ Increased transparency.

The model will continue to be reviewed 2-yearly by HoS.

AP5.23. Review workload model biennially.

(viii) 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.



Gender-Balanced Committee Leadership.

Concerns about male bias among committee directors (11%F, 2014) led to:

- ★ 2016: Advisory tenure for committee directors; Director positions advertised.
- ★ 2019: Deputy roles promoting gender-balance and opportunity for staff development and succession planning.

Leadership is now gender-balanced (Figure 2.3, p11).

- Female representation on all major committees generally reflects the proportion of women in the School (Figure 5.29).
- In 2017 we had our first female Head of School
- Inclusion of deputies has increased female representation in centre and committee leadership (see box).
- Risk of committee overload (in particular for female academic staff) is alleviated through assessment of service in workload model.
- Academic staff make up the majority of school committees (Table 5.30).
- Committee membership is monitored annually by BEDI data analyst, and committees are reminded to ensure representation.

AP5.24. Check committee representation annually.

Management group (MG), the most influential committee in SoB, is chaired by HoS and comprises Committee Directors (and deputies of Research and Teaching Committees) and Research Centre Directors.



MG gender balance changed from 5F:9M (2015) to 6F:8M (2017) to 7F:8M (2020).

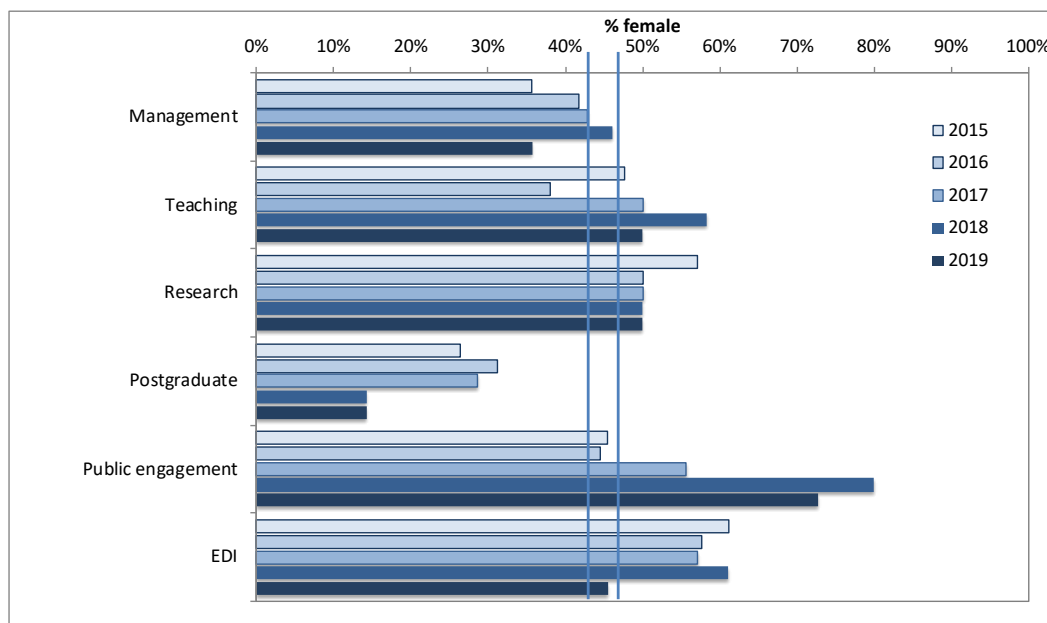


Figure 5.29. Female representation (percentage of committee members). Lines show 43%F representation of academic staff and 47%F representation of PSS within the School.

Table 5.30. Total numbers of staff on major committees by staff category academic or PSS.

Year	MG		Teaching		Research		PG		PE		EDI	
	Acad	PSS	Acad	PSS	Acad	PSS	Acad	PSS	Acad	PSS	Acad	PSS
2015	12	<5	20	<5	6	<5	18	<5	8	<5	16	<5
2016	10	<5	20	<5	7	<5	15	<5	7	<5	20	6
2017	12	<5	15	<5	7	<5	13	<5	8	<5	16	5
2018	11	<5	15	<5	7	<5	7	<5	4	<5	14	<5
2019	12	<5	11	<5	7	<5	7	<5	9	<5	17	5

(ix) Participation on influential external committees

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

- Staff are actively encouraged to sit on influential external committees.
- 94%F: 98%M academic staff have external service commitments.
- External service workload-model scores are similar for male and female academics (2018/19: average female 3.24; male 3.0).
- Opportunities are advertised by weekly school newsletter, by mentors, at annual review and via groups (e.g., Women in Science St Andrews).

- Several staff participate in university committees/management roles (Table 5.31).

Table 5.31. Examples of engagement of Biology Staff with external university committees, 2019/2020.

Staff	Gender	Roles
Academic: Education		Vice-principal (Education)
		Associate dean of education (Science)
Academic: Research & Education		University of St Andrews Research Excellence Board member
		St Andrews Prize for the Environment Screening Committee Chair
		Prodean for curriculum (Science)
		Institutional REF review group
		Life Sciences rep, Academic Senate
		University's NERC demand management panel
		Advisory Committee of the St Andrews Centre for Energy Ethics TRAC and FEC committee
		University's Race, Ethnicity and Religious Belief Working Group
Academic: Research		University of St Andrews Research Excellence Board Member
		University Teaching and Research Ethics Committee (UTREC)
PSS	Research Staff Forum, Biology reps (two members)	
	PSS rep, University Court	
	School Managers and Administrators Group	
	Technical Commitment Engagement Group Mental Health Workforce	

We are keen that engagement with external committees promote our EDI values, and use the opportunity to evaluate and learn from other organisations, seeking examples of best practise. At times, this requires challenging external bodies where our representatives find that diversity is not well-established (see Biology EDI leadership, section 5.6iii).



AP3.3. Systematically promote beacon activities.

[6958 words]

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: 1500 words

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

The subjects of the case studies should include a member of the self-assessment team and a member of professional or support staff. The case studies should include both men and women.

More information on case studies is available in the awards handbook.

Professor Sascha Hooker, BEDI Director

- Self-Assessment Team member

I have been at the School of Biology since 2001, initially as a postdoctoral research fellow, then Royal Society Dorothy Hodgkin Research Fellow, lecturer, reader and now professor. During this time, I have had three children, one of whom is disabled, and the support I have received has been outstanding. Some 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 took 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, and the School provided funds for my partner and 11-month daughter to come to London with me. When my second daughter was diagnosed at 8-months with hemiplegic cerebral palsy, the School encouraged me to take 2-months medical leave for associated stress, enabling us to begin therapy opportunities. On 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 continue to publish. In 2010, after the birth of our son, the Head of School supported a 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 wonderful opportunity to form collaborations abroad.



Figure 6.1. Sascha Hooker tracking whales in the Bahamas and spending time with her two young daughters.

The school continues to support my need for a flexible schedule geared toward school hours and term times, allowing time for hospital visits or more distant therapy opportunities. Our core-hours policy ensures that I can participate fully in meetings or seminars.

In 2014, I successfully applied for promotion to Reader, and in 2018 to Professor. The Head of School and colleagues helped throughout – both in suggestions on the application itself, and ensuring that my application was appropriately evaluated (using a longer time-window than for full-time staff and suggesting personal circumstances be made clear at the start of the document) to fully recognise my academic achievements. As the first half-time reader to have been promoted to professor, I received several notes of support from colleagues when results were announced.

The school provided funds for me to attend a Science Leadership Training Course in 2015 and I participated in the Elizabeth Garrett mentoring scheme for senior women (2018/19). The school supports leadership opportunities for me and I very much enjoy my role as Director of the Equality, Diversity and Inclusion Committee, and position on Management Group. Our workload model ensured an associated reduction in teaching and other administrative duties. I was honoured to receive the Zoological Society of London Award for my research in 2018.

Professor Clare Peddie, Vice-Principal (Education)

I have been a part of the School of Biology for much of the last 30 years, as both student and staff member. I have had a wealth of support over this time, leading to my current position in the top-tier of the University.

I started my journey in science as a mature undergraduate (with two pre-school children) at the Open University. Inspired, I moved to a full-time BSc Honours degree in Marine Biology at my local University of St Andrews. Afterwards, I became a PhD student here and had my third child just before graduating. I began a research career in Dundee and then St Andrews before returning to the School of Biology for a 6-month Teaching Fellow position. At a time when permanent teaching positions were relatively unusual, the School recognised my potential and made my position permanent. I have always felt well-supported by the Heads of School and was encouraged to apply for promotion to Senior Teaching Fellow (Grade 7) and then Principal Teaching Fellow (Grade 8).

At that time, teaching fellows were unable to progress beyond Grade 8. I undertook to investigate the gender imbalance in traditional and education-focussed academic positions and presented these findings at a national higher education conference. This work showed the increased number of women taking-up education-focussed positions and the consequent glass ceiling for women in these posts. This evidence, and additional lobbying about promotion procedures from the School of Biology, encouraged the University to reconsider education-focussed promotion to Grade 9, and led to mine being the first promotion to professor.

Over the years, I have taken on several University-level roles; leading a review of postgraduate taught courses, Senate Assessor of Appeals and Complaints, elected Member of Academic Council and University Diving Safety Adviser. The School of Biology supported my place on the Aurora training scheme to solidify my leadership experience and I took on a variety of leadership positions: Assistant and then Director

of Teaching within the School, ProDean Undergraduate (Science) and then ProDean for Postgraduate Taught students across all Faculties.

I have appreciated the option to work flexible hours around our fixed teaching and administrative commitments, enabling a healthier work-life balance. This has allowed me to follow my other passions, competitive show horse riding, and scuba diving where I chaired the National Governing Body, the British Sub-Aqua Club for six years.

Unfortunately, five years ago, my husband was diagnosed with a terminal cancer. The School was incredibly supportive – and colleagues rallied round to ensure that I was able to take the time I needed. After my husband died in 2017, I was approached to be the Head of School, and was honoured to become the first female Head of School among the STEM Departments of the University. I spent only 2 years as Head of School before being poached by the Principal's Office, where I am now the Vice-Principal (Education) for the University. I am particularly proud to be part of our currently gender-balanced Principal's Office team!



Figure 6.2. Clare Peddie in her role as VP (Education) at graduation in 2019, and sharing her passion for diving with her grandson.

Christopher Simmons-Riach, Chief Teaching Technician

- Professional or Support Staff

I started as a grade 2 apprentice technician on the University of St. Andrews' technicians training program in 2011. This role was initially spread across four schools (Biology, Chemistry, Medicine and Physics) and, on completion of my training, I was offered a role in the School of Biology.

My wife and I have a unique home life with two autistic children in the house. We live in Dundee (approximately 40-minute commute from St Andrews) to be near the special needs school that our daughter, who has severe and complex special needs, attended, and Ninewells Hospital for her regular medical and social care appointments. It would not be possible to manage my home life without a particularly understanding employer and the School of Biology has proved to be this on many occasions.

The ability to work flexibly makes it possible for me to structure my calendar to accommodate appointments, and on a day-to-day basis, prepare my daughter for adult

services care and then drop my son at University before I start work. On the days when unexpected circumstances mean I am late arriving at the university, I am able to work the time back at my convenience.

In 2012, while I was setting up a teaching practical, my wife suffered a burst cornea and was rushed to hospital. My line manager immediately arranged for a taxi to take me to the hospital (cost covered by the School!). She also later phoned to encourage me to take the time needed to care for my family and explained the carer's leave that I was entitled to. My wife subsequently required a cornea transplant and time to recover, and I had to take on a greater role in childcare at this time. The School was very understanding and allowed me to work my hours flexibly and change them as needed.

In late 2016 I started to suffer my own mental and physical instability, with lapses in concentration and loss of feeling in my left leg. An MRI scan a month later showed I had recurrent remittent MS. I was allowed time off to recover from the initial shock and was given access to the University's counseling service, Stop and Talk, to help deal with the resulting anxiety. This helped enormously and ensured I could continue working with minimum disruption.

In addition to work-life support, the School has also supported my career progression. I was allowed time away from daily work duties while I studied for an HNC in Applied Biology at a local college. After completing this qualification in 2014, I was given more responsibility and my role was regraded from Grade 2 to Grade 4. Earlier this year, I was further encouraged by School management to apply for the chief teaching technician job. I did this successfully and now run the teaching labs.



Figure 6.3. Chris Simmons-Riach in the teaching lab and celebrating with his wife as their daughter graduated from high school.

[1450 words]

7. FURTHER INFORMATION

Recommended word count: 500 words

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

COVID-19

2020 has been an extremely challenging time for staff and students. We have discussed some aspects of the pandemic as relevant to sections 1-5. However, our major priority now and going forward is to provide support to those who are struggling, with a particular eye towards maintaining mental health.

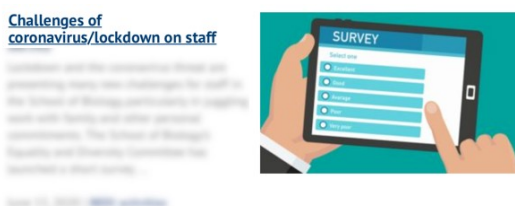


Figure 7.1. Online advertising for our survey, conducted June 2020.

To better understand staff needs, we conducted a short survey (Figure 7.1, 44M:40F responses), following which we have ensured:

- ★ Weekly HoS email updates and Research Centre meetings
- ★ Return to offices prioritised for those with difficult home-working situations (37% survey respondents)

“Support is given for those with caring duties or shielding. The School is fully understanding of this extra pressure and that some cannot put in a full or even a half day’s work while at home”
Professor, 2020.

For staff, we have:

- ★ developed support networks to provide regular check-ins (MS-Teams) for those struggling (alongside referral to Occupational Health)
- ★ organised free online relaxation sessions
- ★ promoted St Andrews Restarting Research Funding scheme (SARRF) to mitigate impacts of COVID-19 (36%F applications, 42%F awards)

For ECRs, wherever feasible, we have assisted with furlough (75%F). We have encouraged organisations we are part of to support ECRs e.g., Scottish Dementia Research Consortium (HoS is part of executive committee) made £100k available for ECRs directly affected by COVID. For those finishing contracts, we have provided automatic visiting status to enable continued access to resources.

AP7.1 Support research staff to maintain career momentum after furlough.

AP5.8 Improve provision of support to ECRs.

“Furlough was immensely helpful for me. It allowed me to stop worrying about keeping up with work while not being able to do it because of childcare.”
Researcher, 2020.



We have ensured PG students were aware of additional support available. 50F:28M PGR students were awarded discounted time (3-months funded), with 12F:15M awarded additional discounted time (3-month unfunded).

Our UG students (BioSoc society) initiated virtual pub quiz evenings.

Teaching

Lockdown has had both positive and negative effects on teaching. Pressure on staff has been greater with the need to move teaching online. The School has:

- ★ provided designated go-to people for advice (e.g., for preparing online lectures)
- ★ established deputies for all modules in the event of sickness
- ★ exempted some staff from teaching

However, online teaching has also been widely praised. Many students (particularly those with disabilities) are benefitting from online subtitled lecture availability, and many staff report that they will retain this flipped classroom approach post-COVID.

We are aware that individual circumstances vary, and that almost all staff have been affected (if not by caring commitments, then by sickness, mental health issues, or additional workload due to helping cover for others who were more affected). We have several actions around staff and student wellbeing to try to help over the next months/years, and plan pulse-surveys to assess and promote school health.



Lockdown Tales, St Andrews and RSE Young Academy of Scotland initiative.

Led by Biology staff, with support from the Principal's Office, this will compile 2-min narratives from a diverse range of staff (ECRs, PSS and academics), aiming to promote understanding of COVID-19's varied impact, showcasing the shared experience and looking at how it might lead to positive change.



Home for Christmas

SoB is leading a 2-week December COVID-screening programme (1200 students/day) to ensure students are virus-free to return home. This requires a 45 staff-workforce (Biology PhD students/staff, including HoS).



AP5.19 Improve awareness of mental health support among staff and students.

AP5.22 Increased staff awareness about policies and resources.

AP7.2 Improve wellbeing and work-life balance during COVID-19.

[540 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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2020 Action Plan – Department of Biology, University of St Andrews

BAME – Black, Asian and Minority Ethnic
 BEDI – Biology Equality, Diversity and Inclusion Committee
 ECR – Early Career Researcher
 EDI – Equality, Diversity and Inclusion
 DoBEDI – Director of Biology EDI
 DoT – Director of Teaching
 DoR – Director of Research
 DoPGT – Director of Taught Postgraduate Students
 HoS – Head of School
 HR – Human Resources
 HRBP – Human Resources Business Partner (HR liaison for School)
 LGBT+ - Lesbian, gay, bisexual, and transgender
 LoA – Leave of Absence
 ME champion – Minority Ethnic Champion
 MEQ – Module evaluation questionnaire

MG – Management Group
 OSDS - Organisational and Staff Development Service (Univ. St Andrews)
 PDR – Postdoctoral researcher
 PE – Public Engagement
 PG – Postgraduate
 PGR – Postgraduate research
 PGT – Taught postgraduate
 PI – Principal Investigator (Grant holder)
 PSS – Professional and Support Staff
 SoBM – School of Biology Manager
 STEMM - Science, Technology, Engineering, Mathematics and Medicine
 UB – Unconscious bias
 UG – Undergraduate
 WLM – Workload model

Objective	Rationale	Actions and implementation	Timeframe (start/end)	Person responsible	Success criteria and outcome
2&3 THE DEPARTMENT AND SELF-ASSESSMENT					
3.1 Increase the percentage of staff and students with experience of EDI work.	Wide membership of the BEDI, including UG, PG, ECR, PSS and academic staff, has brought a range of different perspectives to the self-assessment process, and has helped spread awareness of gender-equality issues across the School. Co-opting new members year by year will give us a valuable opportunity to expand that engagement further.	Open call to all members of the school for expressions of interest in BEDI membership annually in April each year, in time for allocation of administrative role allocations and committee memberships for the academic year following. Continued policy of rotation of BEDI committee membership.	Apr 2021 (annually thereafter) Apr 2021 (annually thereafter)	HoS HoS	100% school offered the opportunity for BEDI membership every year At least one new staff member not previously involved with BEDI every year. Membership recorded in annual report.

<p>3.2</p> <p>Improve reporting and feedback for EDI work across whole school, particularly UG population, and externally.</p>	<p>Survey question “<i>EDI is a priority in the School!</i>” scores highly for staff/PG students (>85% agree) but lower for UG students (70% agree). We have developed a website with publicly available resources and progress updates. This has been applauded, but a restructure will help direct newcomers interested in specific protected characteristics and reflect the broadening remit of our work.</p> <p>Staff receive twice yearly BEDI activity updates (prior to staff council meetings) but students don’t receive any targeted communications about BEDI activity. Making achievement/progress updates available to the whole school (with links to the website) would help extend awareness and engagement.</p> <p>Successful student engagement was achieved recently by ensuring communications via peers rather than from staff. We will continue this, particularly for future survey engagement (which fell for PG and PSS (from 87% and 69% in 2017 to 58% and 61% in 2019).</p> <p>BEDI committee members sit on all School committees and can raise issues as needed. Including EDI as a fixed agenda item will help facilitate this.</p>	<p>1. a. Re-organise BEDI website with pages for: gender, LGBT+, ethnic minorities, disability, health and wellbeing. Highlight current initiatives and structures. Highlight resources available for others.</p> <p>b. Move from synergy website host to university host for faster loading speed. Trial site with focus groups.</p> <p>2. Produce single page achievements summary (with links to website) to highlight recent achievements and future plans. Distribution through email and twitter via relevant BEDI reps. Solicit feedback from reps at next BEDI meeting about usefulness.</p> <p>3. BEDI survey engagement will be promoted via messaging from reps to their communities (i.e. UG, PG, ECR, PSS reps).</p> <p>4. Add EDI as fixed agenda item on all school committees</p>	<p>Jan-Jun 2021, annual review thereafter</p> <p>Jan–Jun 2021</p> <p>Jun 2021, annually</p> <p>As needed</p> <p>From Jan 2021</p>	<p>BEDI website adviser; BEDI Director</p> <p>IT services</p> <p>Committee reps (UG, PG, PDR).</p> <p>BEDI Director and BEDI Deputy</p> <p>Committee Directors</p>	<p>Response to 2023 survey question “<i>EDI is a priority in the School!</i>” increase for UG from 70% to >85% agreement, in line with other School staff/student groups.</p> <p>1a. New site implemented, >100-120 hits per week. (20% increase)</p> <p>1b. Site hosted by university, positive response from focus group.</p> <p>2. Report sent to relevant groups. Positive feedback about achievements summary from students, PDR and staff reps.</p> <p>3. Survey engagement improved among student and PSS groups (> 75% for all groups).</p> <p>4. EDI has been included on 100% committee meetings.</p>
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<p>3.3</p> <p>Systematically promote beacon activities</p>	<p>We have conducted beacon activities whenever we have seen a need/opportunity. We would like to formalise this to ensure that we more fully promote all of the resources that we have developed, and to ensure that we systematically consider development of additional activities and resources.</p>	<ol style="list-style-type: none"> 1. Annual consideration at BEDI meeting of material that should be better advertised (e.g., regrading made simple advice, new PDR annual review forms). 2. Place additional resources online and actively promote resources and give presentations to other schools, associated institutes (e.g., MASTS, SULSA) and external societies with which school staff are associated. 3. Monitor webpages annually (minuted) to examine number and location of visitors, and number of downloads for specific resources. 4. Instances when others use our resources minuted, and tally included in annual report. 5. Develop guidance document “How you can promote EDI activity” for senior academic staff with recommendations. 	<p>Dec 2021, annually</p> <p>Jan 2022, ongoing</p> <p>Dec 2021, annually</p> <p>Mar 2022, annually</p> <p>Dec 2023</p>	<p>BEDI Deputy</p> <p>Website adviser and BEDI committee members</p> <p>Website adviser</p> <p>BEDI data analyst</p> <p>DoBEDI</p>	<p>Data on external visitors to website shows increasing number of hits from further afield. Number of downloads of our resources doubled by 2025.</p> <p>20% increase by 2025 in annual number of external incidences of use of our resources.</p> <p>2. At least 2 external presentations per year.</p> <p>3&4. Tally included in annual report.</p> <p>5. Guidance document produced and sent annually to staff.</p>
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4 PICTURE OF THE DEPARTMENT					
4.1(ii) UG students					
<p>4.1</p> <p>Improve gender balance and proportion of BAME students at UG</p>	<p>We have a low %M (31%) and low proportion of BAME among our UG student population (UK-domiciled BAME students 6%). Our recent action to provide gender-balanced student representation at Offer Holder Days has led to more males accepting their offer and joining us. Expanding, and broadening this initiative to include minority student availability (both in person and in associated presentations/handouts) would help at application stage. Student Ambassadors (a university initiative) help with these visiting days. Historically, predominantly white female students have volunteered to take up ambassador roles.</p> <p>100% of our staff undertake unconscious bias training, but an unconscious bias refresher has proved useful prior to interviews, and extension to the admissions process would be worthwhile.</p>	<ol style="list-style-type: none"> 1. In addition to their UB training, all admissions officers will also undertake an unconscious bias refresher immediately prior to conducting admissions process (watching Royal Society and ERC videos). 2. Our UG reps will encourage suitable volunteers for the ambassador scheme. 3. Review open-day and offer-holder day presentations and handouts, and website materials, to ensure good representation, inclusive language and highlight current EDI initiatives. 4. Invite BAME graduates to provide their positive experiences as case-studies for the website and signpost potential applicants to these pages. 	<p>Start Jan 2021</p> <p>Jan 2021 - Dec 2024</p> <p>End Dec 2023</p> <p>Jan 2021-Jun 2022</p>	<p>Admissions officers</p> <p>BEDI UG reps</p> <p>Visiting Days organiser, ME champion, Disability officer</p> <p>ME champion</p>	<p>%F applicants <65% %F entrants equal to that of applicants %BAME applicants >10%</p> <p>95% admissions officers will have taken UB refresher annually.</p> <p>Among ambassadors available at 80% visiting days: - At least 30% male - At least 30% BAME</p> <p>Presentations, handouts and website materials show >30%M and >10% BAME student images, and exhibit full inclusive language.</p>

<p>4.2</p> <p>Improve inclusivity of the biology curriculum with respect to gender, ethnicity and other protected characteristics.</p>	<p>We ran a pilot study (student internship) in 2019 to look at gender in the Biology curriculum. We would like to extend this to look at good practices in terms of inclusivity among our modules, in order to produce a “best-practice starter pack” for module organisers (a shortened version of the university Inclusive Curriculum Toolkit). Recent recruitment of new teaching staff included a question to all candidates about how they would promote inclusivity. The answers given were excellent and we would like to embed this practice.</p>	<ol style="list-style-type: none"> 1. Module organisers will provide examples of good practice. Use ideas to develop “best practice starter pack” draft. 2. Future recruitment of teaching staff will require specification of how they would contribute to an inclusive curriculum. 3. Run Inclusive Curriculum workshop for staff to showcase ideas and encourage engagement and discussion. Update “starter pack” and include in module organiser handbook. Provide ideas to central university for compilation. 4. UG reps will conduct assessment of Biology curriculum and provide further suggestions to module organisers (also compiled by BEDI into best practice guidance). 5. Draw on the above and other sources of good practice to devise “inclusive curriculum module guidelines” and checklist (with questions such as “Have you included recommended readings from both male and female authors?”, “Does your module include material from non-UK/US sources?”, “Do the images appropriately reflect the diversity of the field?”) for module organisers. Modify Module Reports to include section about how inclusivity has been addressed for that module. Share “inclusive curriculum module guidelines” with other schools across the university. 	<p>Examples collected, Jan-Mar 2021</p> <p>Jan 2021, ongoing</p> <p>Apr 2021</p> <p>End of semester 2022/23</p> <p>Jan 2021-Sep 2024</p>	<p>Deputy DoT liaising with Module organisers</p> <p>HoS</p> <p>DoT and Module organisers</p> <p>UG Year Reps</p> <p>ME champion liaising with DoBEDI and DoT</p>	<p>2023 and 2025 survey will include curriculum question which will show staff and students >40% positive (2023) and >60% positive (2025) about inclusivity in the curriculum.</p> <ol style="list-style-type: none"> 1. Best practice added to Teaching Handbook and presented at Staff Council. 2. Engagement of new staff with inclusive practices. 3. Engagement of current staff with inclusive practices. 4. Additional suggestions from UG incorporated into best practice. 5. Module reports show that 100% of modules have engaged with this process by 2025. 6. University lobbied for MEQ revision.
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		6. Lobby university to assess student perception of module inclusivity in Module Evaluation Questionnaires.	Dec 2024 ongoing	DoBEDI	
4.3 Improve consideration of diversity in marking and feedback practices.	The School of Biology hosted an invited lecture from Prof Sara Rankin in 2018 to discuss neurodiversity in academia and the need for inclusive marking practices. We use multiple assessment methods in our coursework to allow all students to shine. Marking is conducted anonymously, but students have raised concerns about consideration of diversity (e.g., non-native English, dyslexia) in providing feedback.	<p>1. Update module organiser handbook to provide details about support available for students with specific learning difficulties (incl. dyslexia) or English as a 2nd language.</p> <p>2. Provide overview of changes to module organiser handbook as weekly newsletter item (repeated twice each year) with link to updated handbook.</p> <p>3. Develop feedback guidelines (and examples of appropriate and inappropriate feedback).</p> <p>4. Ensure guidelines are incorporated in new demonstrator and new staff training, and provided to all lecturers.</p> <p>5. Invite member of Student Services Disability Team to discuss adjustments available for students.</p> <p>6. Include question in School Survey about whether students find feedback on coursework is sensitive to student's individual characteristics.</p> <p>7. Lobby university to assess student perception of whether feedback on coursework was sensitive to student's individual characteristics in MEQs.</p>	<p>Apr-Jun 2021</p> <p>Oct 2021, repeated every 6 mo</p> <p>Sep-Oct 2021</p> <p>Sep 2021</p> <p>Staff council, 2022</p> <p>Dec 2024 ongoing</p> <p>Jan 2023</p>	<p>BEDI Disability rep.</p> <p>SoBM</p> <p>Deputy DoT</p> <p>DoT</p> <p>HoS</p> <p>DoBEDI</p> <p>BEDI data analyst</p>	<p>1. Module organiser handbook updated.</p> <p>2. Weekly newsletter item.</p> <p>3. Training is mandatory for all new demonstrators.</p> <p>4. 100% new lecturers receive email from DoT with guidelines.</p> <p>5. Presentation at staff council, also emailed to all staff.</p> <p>6. Additional question added to School Survey will show >70% students consider feedback shows consideration of diversity.</p> <p>7. University lobbied for MEQ revision.</p>

<p>4.4</p> <p>Address male under-attainment in degree outcomes at UG.</p>	<p>A higher proportion of female students than male students have obtained 1sts for the last 5 consecutive years.</p>	<p>1. Seek to identify causes of attainment difference by fine-grained examination of the data on grades for specific assessment types with respect to gender (e.g., do males perform better in exams than continuous assessment tasks?).</p> <p>2. Discuss results at BEDI to identify why male students may not perform as well for some assessment types.</p> <p>3. Engage with the teaching office to produce recommendations.</p>	<p>Jun-Sep 2021</p> <p>Dec 2021</p> <p>Jun 2022</p>	<p>BEDI data analyst</p> <p>DoBEDI</p> <p>DoT</p>	<p>Report presented to BEDI for minuted discussion</p> <p>Recommendations passed to MG.</p> <p>No consistent imbalance of gender outcomes for degree attainment.</p>
<p>4.1(iii) PGT students</p>					
<p>4.5</p> <p>Increase number of minority (male and BAME) applicants on full-time PGT courses</p>	<p>We have ~22%M and 0% UK BAME among our full-time PGT students (for Marine Mammal Science, Animal Behaviour, Ecosystem-based Management of Marine Systems). These fields appear relatively female-heavy (based on perception at conferences) but we would like to collect more robust comparator data.</p> <p>100% of our staff undertake unconscious bias training, but an unconscious bias refresher has proved useful prior to interviews, and extension to the PGT admissions process would be worthwhile.</p>	<p>1. Update online advertising material to include case studies featuring good gender balance and diverse ethnicity.</p> <p>2. Mandatory requirement for bias refresher prior to interviewing PGT applicants.</p> <p>3. Engage with EDI officers in other UK Institutions offering similar MSc degrees to work out if this problem is specific to St Andrews or is widely shared, and whether others have made progress in implementing possible solutions.</p> <p>4. Interview a selection of our current PGT students to see whether they can shed light on the choices potential applicants make in applying to the school.</p> <p>5. Produce recommendations.</p>	<p>Sep-Dec 2021</p> <p>Feb 2022, ongoing</p> <p>Sep-Dec 2022</p> <p>Sep-Dec 2022</p> <p>Jan-Apr 2023</p>	<p>DoPGT</p> <p>MSc Course Organisers</p> <p>DoPGT</p> <p>DoPGT</p> <p>BEDI deputy</p>	<p>>5% increase in minority representation, i.e. Full-time PGT entrants >27%M; BAME Full-time PGT students >5%.</p> <p>1. Advertising material updated</p> <p>2. 100% compliance with bias refreshers</p> <p>3. Meetings and discussions held with at least 3 other departments offering similar courses.</p> <p>4. At least 3 students per MSc interviewed and results presented and discussed at BEDI.</p> <p>5. Recommendations provided to course organisers.</p>

4.1(iv) PGR students					
4.6 Better understand gender differences in support accessed by PhD students.	Preliminary data suggests more females are taking leave of absence, applying for extension and withdrawing from studies than males. We have no data on intersectionality. Our Jan 2019 survey similarly suggested fewer female PG (60%) than males (74%) were aware of where to find information if they required long term sickness leave or special leave. We added (Nov 2018) a new PG web resource. Expanding this and updating it regularly should make it a more valuable resource.	1. Update and expand PG web resource to include links to key resources.	Jun-Sep 2021	BEDI PG reps	>75% male and female PG students aware of where to find information if they required long term sickness leave or special leave in 2025 School Survey. No gender difference in rates of accessing LoA, extension or withdrawing from studies.
		2. Continue to monitor LoA requests, extensions, and withdrawals by gender. Acquire further data over 2.5 years initially. Report annually at June BEDI meeting, discuss appropriate recommendations. Continue to monitor if differences evident.	Jan 2021 - Jun 2023	BEDI data analyst	
		3. Consider intersectionality (e.g. to establish whether pregnancy/maternity or age might be contributing factors).	Jun 2023	BEDI data analyst	
		4. Devise and enact recommendations	Sep-Dec 2023	DoPGR	
		5. Ensure PG students are invited to 'Mental health in academia' workshop (AP5.19)	Dec 2021	DoBEDI	
4.2(i) Academic and research staff data					
4.7 Improve and embed recruitment practices	We developed a recruitment checklist as an AS Silver action. This prompts staff to minimise biased wording, include gender-balanced contacts, mention that flexible and part-time working can be considered, advertise widely, offer to cover caring costs associated with interview, highlight existing support for minorities (e.g., women, ethnic minorities, those with disabilities) and ensure unconscious bias consideration. We also consciously recruit at junior level (2017 action).	1. Add requirement for designated UB observer to the recruitment checklist. UB observer should contact DoBEDI to provide brief verbal/email report of shortlisting and interview process.	Aug-Sep 2021	DoBEDI	Increased representation of women and ethnic minority candidates amongst applicants. We would like >10% BAME applicants, and to increase from 25%F (2015-19) to >40%F applicants for R&E posts by 2025. UB report received by DoBEDI for 100% recruited positions.
		2. Update recruitment further particulars to highlight existing support and welcoming School culture for all minorities.	Aug-Sep 2021	SoBM	
		3. Liaise with HR that adverts can only be placed via HoS (rather than directly from any staff as currently). Checklist will be integral requirement for placement of an	Jan 2021 - ongoing	HoS	

	<p>This checklist achieved 50% female appointments when used. We are concerned that there may be cases in which it has been overlooked, and we want to ensure that inclusive procedures are always used.</p> <p>Few have invited DoBEDI to attend search committees (previous action). We therefore want to explore nomination of one of the search committee members to act as an 'Unconscious Bias (UB) observer' for that committee to help ensure consideration of EDI best practice.</p> <p>Both staff and students have voiced discontent with our online Unconscious Bias Training material.</p>	<p>advert. Completion of checklist must be included in email to HoS to approve and forward advertising material to HR.</p> <p>4. Lobby HR and Planning & Statistics Unit for provision of data on other minorities within the university. Compile database of relevant benchmarking data. Proportion of female and other minority applicants assessed annually.</p> <p>5. Seek out or purchase new tools for unconscious bias training. If necessary liaise with experts in the Psychology & Neuroscience Department, to develop new tools.</p>	<p>Ongoing</p> <p>Jan 2021 – Jun 2025</p>	<p>DoBEDI liaise with Planning & Statistics.</p> <p>ME champion liaising with BAME reps</p>	<p>Additional minority data available for inclusion in annual report.</p> <p>Survey all users to assess staff and student satisfaction with new training.</p>
<p>4.8</p> <p>Improve understanding of intersectional staff data and experiences</p>	<p>Intersectionality is known to affect career progression. We do not currently understand if such factors are at play in our department. Currently, we can access ethnicity data for our students but not for our staff, although this is being addressed. However, >10% staff university-wide have not provided this information. We ran our first online Open Forum to discuss ethnicity issues in Oct 2020. This received good feedback, and we would like to continue opportunities for staff and students to talk about issues and experiences.</p>	<p>1. Encourage SoB staff (school-wide email) to provide their ethnicity and disability data (maintaining confidentiality).</p> <p>2. Liaise with Planning & Statistics to obtain ethnicity and disability data and compile database of relevant benchmarking data.</p> <p>3. Run Open Forum events to allow staff and students to speak out about EDI issues. Ensure availability of anonymity in submission of comments, as an option. Provide feedback form for attendees at the end of the event.</p>	<p>Jun 2021</p> <p>Sep 2021</p> <p>Oct and March annually.</p>	<p>DoBEDI</p> <p>DoBEDI liaise with Planning & Statistics</p> <p>ME champion liaising with BEDI student reps</p>	<p>Staff ethnicity and disability data made available and incorporated into annual report.</p> <p>At least 2 Open Forum events per year. Ideas/suggestions compiled into short report from each event which is made available online.</p> <p>Surveys assessed according to both gender and ethnicity.</p>

	The university has rolled out a new survey reporting system that will allow schools to collect ethnicity information as part of the responses and then to analyse the responses by ethnicity	4. Evaluate survey measures by ethnicity e.g., whether white (British, Scottish, Irish and other white background) compared to BAME students and staff agree equally that the school is supportive.	Biennial survey	BEDI data analyst	
4.2(v) BAME students and staff					
4.9 Increase support for current minority ethnic staff and students, and for those considering coming here	We have low numbers of BAME staff and students and would like to increase our support for this population through (1) providing role models (particularly intersectional speakers) in the way that we have for our UN International Day of Women in Science Lecture, and (2) providing targeted grant support (a competitive named award for e.g., conference attendance) to provide an esteem indicator and assist career progression.	<ol style="list-style-type: none"> 1. Instigate a named annual public lecture from a BAME academic (funded from BEDI budget). Ensure video is available on our website, and ECR meetings are set up. 2. Organise small grant opportunity to support BAME staff/students to attend/present their work at external conferences. Explore additional funding sources to increase availability. 3. Provide opportunity for discussion (AP4.9). 4. Develop additional resources to promote inclusive culture and allyship (AP5.17). <p>(see also AP4.1)</p>	Oct 2022 Jan 2023, ongoing	ME champion ME champion BAME biology team.	<p>Survey responses of BAME individuals will be equal to those of white individuals (British, Scottish, Irish and other white backgrounds) in terms of agreement that the school is supportive.</p> <ol style="list-style-type: none"> 1. Annual lecture open to the public with live streaming and video recording available online after the event. Hits indicate that lecture was viewed internal and external to St Andrews. 2. At least one grant provided annually.

5 SUPPORTING AND ADVANCING WOMEN'S CAREERS					
5.1 Key Career Transition Points: Academic Staff					
<p>5.1</p> <p>Ensure gender balance of non-advertised appointments.</p>	<p>Non-advertised appointments occur primarily among our Academic Research staff. These include Independent Research Fellows who bring their fellowship to St Andrews and PDRs named on grant applications by the PI. Data on these positions is not currently collected. The former can be approximated by looking at our incoming Senior Research Fellows (>Grade 6) but the latter must be identified independently.</p>	<ol style="list-style-type: none"> 1. Liaise with Planning & Statistics and the Grants Office to establish data collection mechanisms for number and gender of named researcher and IRF appointments. 2. Discussion of data at BEDI may lead to identifying need for further data (such as previous position of named researcher in relation to PI, or availability of 'applicant' versus 'entrant' data). 3. Take steps with PIs to address any bias found. 4. Continue annual assessment and evaluate whether action is having impact. 	<p>Jan-Mar 2023</p> <p>Apr 2023 ongoing</p> <p>Sep 2023 – Jun 2024</p> <p>Annual report</p>	<p>DoBEDI</p> <p>BEDI data analyst.</p> <p>HoS</p> <p>BEDI data analyst</p>	<p><20% difference in F:M ratios 2023-25 for non-advertised appointments</p> <p>Data and discussion minuted.</p>
<p>5.2</p> <p>Revise induction procedures for all new staff (academic and PSS).</p>	<p>The school handbook is revised annually, but the induction process has not been revised since 2012. Our survey suggests that School aspects of induction are not well remembered or valued. Questions about induction would be better assessed independently of the biennial EDI survey, as 30% staff did not remember their induction.</p>	<ol style="list-style-type: none"> 1. Solicit suggestions from recently inducted staff (focus groups for Academic Staff, PSS staff at away day) and from mentors and managers of new staff (second focus group). 2. Improve the induction procedure based on focus group feedback. Consider personalising induction pack, assigning buddy mentor (on same sort of Fellowship/role), checklist for compulsory components (e.g., EDI bias training). 3. Post-induction survey 6 months after new start (induction checklist includes tick box for online post-induction survey). Results summarised in BEDI annual report. 	<p>Sep 2022- Dec 2022</p> <p>Jan-Dec 2023</p> <p>Jan 2024 ongoing</p>	<p>SoBM</p> <p>SoBM</p> <p>BEDI data analyst to develop survey and analyse data.</p>	<ol style="list-style-type: none"> 1, 2. Staff feedback incorporated into design of new induction material. 3. >80% completion of post-induction survey. <p>>75% of new staff agree by 2025 that School induction contained appropriate information and was useful.</p>

<p>5.3</p> <p>Increase understanding and support for promotion among Academic staff</p>	<p>A silver action introduced an annual promotions workshop (2018). However, despite this, our 2019 survey showed only 43%F:54%M research staff knew where to find information about promotion.</p> <p>While the promotions workshop has ensured that staff are more aware of the promotions process, we would like to find out whether there are other obstacles to staff putting themselves forward for promotion.</p>	<ol style="list-style-type: none"> 1. Improve promotions workshop by providing more information on academic pathways as requested in feedback (particularly for fixed-term staff). 2. Create internal policy to clarify steps needed for promotion of fixed-term contract staff (particularly with respect to budget shortfall from grant funding to support this) liaising with HR to ensure link with University Academic Promotions Procedure. 3. Promote policy on internal website. 4. Run survey of academic staff who have not put themselves forward for promotion after >3 years to find out why (e.g., not clear about process, feel they are not ready, don't want to), ensure this is not lack of information and address any other issues raised. 	<p>Nov-Dec 2021</p> <p>Jan-Jun 2022</p> <p>Jul 2022</p> <p>Jan 2023</p>	<p>DoBEDI with HRBP</p> <p>HoS</p> <p>Website officer</p> <p>DoBEDI</p>	<p>2023 School Survey will show improved agreement from research staff (>60%) and that they know where to find information about promotion.</p> <p>Rates of application for promotion will be sustained and equal for F:M applicants</p>
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5.2 Key Career Transition Points: professional and support staff					
<p>5.4</p> <p>Improve recognition of the skills and value of PSS to the school.</p>	<p>We have a wide range of roles among our PSS: Managerial, Specialist and Administrative staff (who fall into either Academic-related or Clerical categories) and Technical.</p> <p>Our 2019 survey showed high agreement for a welcoming and supportive environment from PSS but lower agreement (69%F:60%M) that their skills and contributions were valued.</p> <p>Staff currently need to regrade to develop their career, because there is limited structure within the school for progression. We would like to develop opportunities for PSS to move from entry level to more senior roles. Technical staff development is facilitated by the Technician's Commitment, but there is currently no similar structure for our Administrative Staff.</p> <p>Approximately 10 of our staff include highly specialised engineers, who don't fall into standard administrative/technical roles. We have initiated discussions at university-level to explore an engineering institute.</p>	<p>1. Talk given at School Away Day annually to highlight the contributions of our PSS to the School.</p>	<p>Jun 2021, annually</p>	<p>HoS</p>	<p>Increase in PSS agreement with survey question about skills and contributions being valued from 69%F:60%M to >75%.</p> <p>1&2. Recognition for achievements are celebrated regularly.</p> <p>3. Improved management structure in place.</p> <p>4. Development pathway identified for Administrative Staff.</p> <p>5. Progression opportunities for engineering staff.</p>
		<p>2. Develop additional opportunities for positive feedback (e.g., annual recognition for achievements distributed at end-of-year whole school event).</p>	<p>May-Jun 2022</p>	<p>HoS</p>	
		<p>3. Work with Business Transformation Office to review our management structure for school-funded administrative staff.</p>	<p>Jan 2022</p>	<p>SoBM & HoS</p>	
		<p>4. Work with OSDS to explore use of Association of University Administrators continuing professional development (CPD) pathway for Administrative Staff. Lobby university for support for administrative staff similar to the Technician's Commitment.</p>	<p>Sep 2023 – Jun 2025</p>	<p>SoBM</p>	
		<p>5. We currently have an advisory role on the board exploring the potential for an "Engineering Institute" which would create an environment for career progression of our engineering staff.</p>	<p>Ongoing</p>	<p>SOI director</p>	

<p>5.5</p> <p>Increase potential for personal development among PSS</p>	<p>Only 13%F:27%M PSS were optimistic about options for career progression. PSS roles can be (incorrectly) perceived as fixed, so work to promote opportunities will help.</p>	<p>1. Previous Aurora Scheme participants (Academic and PSS) to speak to eligible PSS (at Grade 6) about the scheme. Encourage PSS to consider applying for this Scheme.</p> <p>2. Embed annual PSS away day. Use this to provide PSS with opportunities for career development and regrading. Include a session about leadership opportunities (including but not limited to the Aurora Scheme). Highlight the availability of funding to support additional training.</p> <p>3. Run a dedicated careers event to showcase the diversity of career paths available. Consider invited talks from HR to discuss secondment opportunities, OSDS to present training opportunities, 4 other PSS staff (2 administrative, 2 technical) who have taken diverse career paths. Assess feedback from attendees.</p>	<p>Jun 2021</p> <p>PSS Away Day, 2021</p> <p>PSS Away Day, 2022</p>	<p>SoBM</p> <p>Deputy HoS</p> <p>SoBM with BEDI PSS reps</p>	<p>>40% PSS staff will be optimistic about options for future career progression in 2025 survey.</p> <p>1. At least one additional PSS application for the Aurora Scheme by 2023.</p> <p>2&3. Positive feedback (>75% rate the event as useful) following the sessions.</p>
5.3 Career development: academic staff					
<p>5.6</p> <p>Ensure training uptake is gender-balanced.</p>	<p>We have only 40%F staff in the department (combined Academic and PSS). Despite this, they took 62% of the training courses undertaken between 2015-2019.</p>	<p>1. Collect additional data on who is undertaking training (by staff role or into administrative/technical PSS).</p> <p>2. Run focus groups of selected staff to explore why women take more training courses.</p> <p>3. Ensure promotion of training opportunities equally to both genders at annual review.</p>	<p>Jan 2022 - Sep 2024</p> <p>Jan 2024</p> <p>ongoing</p>	<p>OSDS to provide data.</p> <p>DoBEDI</p> <p>Line-management</p>	<p>Reduce gender difference in training uptake by 10% in the next five years.</p>

<p>5.7</p> <p>Increase annual review uptake among PSS and PDR</p>	<p>Only 40% PSS found annual review helpful. We would like draw attention to opportunities for personal development in addition to opportunities for regrading.</p> <p>In 2019, we adapted our procedures for PDR review, but rollout was hampered by lockdown and our PDRs have shown limited uptake (31%F, 26%M). Those who have taken annual review have reported that it was useful.</p> <p>Paper-based in-house monitoring of annual reviews causes delay in evaluation of uptake.</p>	<p>1. OSDS to provide session for both reviewees and reviewers “How to get the most out of your annual review” during staff away day.</p> <p>2. Liaise with IT staff to develop a web-based checklist of annual reviews that will prompt both PDR and advisor when reviews are due. Allow checkbox for PDR to request review with alternate reviewer. Monitor completion rates.</p> <p>3. Encourage consideration of ECR champion as reviewer if there is a perceived conflict of interest with PI (AP5.8).</p>	<p>Staff Away Day, 2021</p> <p>Jan 2021 – Jan 2023</p> <p>Jan 2022</p>	<p>HoS</p> <p>DoBEDI to liaise with IT staff</p> <p>ECR champion</p>	<p>1. Training sessions attended by >70% of staff, and >50% PDRs and >75% rate the event as useful.</p> <p>2. Web-system to monitor review completion developed and in use.</p> <p>3. ECR champion utilised as reviewer when necessary.</p>
<p>5.8</p> <p>Improve provision of support to ECRs.</p>	<p>In 2018, BEDI PDR reps developed a webpage providing information on resources for PDRs. However, of our staff categories, Research Staff agreement (89%F:77%M) was lower than Teaching staff (94%F:84%M) and PSS (94%F:87%M) that the school creates a supportive environment.</p> <p>We don't have a very strong voice from the ECR community currently and would like to improve this. Our Minority Ethnic Champion (set up in 2020) is working well and we propose similar for our ECR community.</p>	<p>Establish SoB ECR champion</p> <p>ECR champion will:</p> <ul style="list-style-type: none"> • be available for advice and support. • provide mentorship and/or recommend mentorship schemes. • act on the behalf of ECRs, and represent their interests (e.g., to HoS) if the need arises. • liaise with BEDI ECR reps to organise grant/fellowship workshops. • organise ECR events with visiting speakers (AP5.16). • check-in with potentially isolated or furloughed ECRs quarterly (during COVID pandemic) 	<p>Jun 2021</p> <p>Feb 2021 ongoing</p> <p>Twice a year</p> <p>Quarterly</p>	<p>HoS</p> <p>ECR champion</p> <p>ECR champion</p> <p>ECR champion</p>	<p>Survey agreement with “the School provides a supportive environment” will increase for research staff from 89%F:77%M to equal that of teaching staff (currently 94%F:83%M).</p> <p>ECR champion in place and delivering >1 event per semester.</p>

<p>5.9</p> <p>Provide careers events for students and ECR</p>	<p>Optimism about options for career progression falls from UG (65%), PG (66%) to Research-staff (35%). Careers events have been provided for UG and for PG (since 2017). Feedback has been positive and we will expand the PG event to include PGT students. ECRs have been invited to the PG careers session but few attend.</p> <p>We would like to foster a culture in which success in a career is not gauged solely by academic success.</p>	<p>1. UG careers event including talks from alumni, and mock interviews organised by businesses to give students insight into recruitment. Evaluations undertaken after each event.</p> <p>2. PGR/PGT careers event showcasing career options. Evaluations undertaken after each event.</p> <p>3. ECR event to showcase alternative and inspirational career paths delivered by 5-6 people (once STEM students themselves) who have had highly successful careers outside academia (e.g., OBE for tackling Health inequalities, astronaut, TV producer).</p>	<p>Feb 2021, annually</p> <p>Mar 2021, annually</p> <p>Jan 2022</p>	<p>Deputy DoT</p> <p>BEDI PhD student reps</p> <p>ECR champion</p>	<p>Increase optimism about options for career progression to 70% for UG/PG students and to 50% for Research staff.</p> <p>1. 100% UG receive career training. 80% attendees report session useful.</p> <p>2. 70% PGR/PGT attend careers event. 80% attendees report session useful.</p> <p>3. 50% ECRs attend the event. 80% of attendees report session useful.</p>
<p>5.5 Flexible working and managing career breaks</p>					
<p>5.10</p> <p>Embed planning for leave advice</p>	<p>The Schools of Biology and Psychology & Neuroscience have updated our original planning for leave documentation into a new checklist. Staff awareness of this (particularly among male academic and research staff) is currently low. Staff in other schools could benefit from this resource.</p>	<p>1. Make planning for leave checklist available online and reference this in induction handbook.</p> <p>2. Advertise availability of planning for leave in staff newsletter and annual achievements summary (AP3.1).</p> <p>3. Distribute checklist to other schools and promote uptake across the university (AP 3.3).</p> <p>4. Assess awareness of checklist in staff focus group.</p>	<p>Dec 2020</p> <p>Jan 2021 quarterly</p> <p>Feb 2021</p> <p>Jan 2025</p>	<p>SoBM</p> <p>SoBM</p> <p>DoBEDI to present to Science EDI meeting</p> <p>BEDI deputy</p>	<p>>95% staff going on leave will be aware of this checklist (assessed in focus group)</p>

<p>5.11</p> <p>Increase support for pregnant women and mothers at work</p>	<p>Feedback interviews with staff returning after maternity leave (an AS Bronze action) have been much valued. We continue to offer this via our Planning for Leave checklist but uptake is participant-driven. One suggestion from meetings was provision of additional support in third trimester of pregnancy (e.g., ensuring parking near to school buildings).</p> <p>We also established private, lockable wellbeing rooms initially for expressing breastmilk. These are now available in each research centre and can be used by any and all staff who need this space, including for rest in 3rd trimester. However, not all staff are yet aware of this provision.</p>	<ol style="list-style-type: none"> 1. Invite all women who have returned from pregnancy to participate in an evaluation session to discuss support available and desired, with the potential to form a within-school support group. 2. Promote wellbeing rooms in the School newsletter. 3. Monitor wellbeing room use via sign-up sheets collated by building secretary. 4. Investigate potential for reserved parking space for 3rd trimester pregnant women adjacent to Biology building. Establish parking application system with building secretaries 	<p>Apr-May 2021, annually</p> <p>Mar 2021</p> <p>Mar 2021 ongoing</p> <p>Jan 2022</p>	<p>DoBEDI</p> <p>SoBM</p> <p>Building secretary</p> <p>Centre Directors</p>	<p>Discussion with returners in 2025 report satisfaction with school support during pregnancy.</p> <p>Wellbeing rooms used > 4 times per week.</p> <p>Reserved parking spaces available.</p>
<p>5.12</p> <p>Provide facilities to allow parents to attend lectures and social events.</p>	<p>In 2017, we began providing a creche for out-of-hours events. We would like to ensure new parents can participate in more departmental events (including daytime events).</p>	<ol style="list-style-type: none"> 1. All social events will emphasise family-friendly invitation. 2. Establish spill-over rooms with lecture video-feed that would allow access to seminars for parents with their children. 3. For out-of-hours events (inaugural lectures), continue to: <ul style="list-style-type: none"> • provide a creche • advertise that children are welcome • ensure lecture recording available online. 	<p>ongoing</p> <p>Sep 2021 - Jun 2022.</p> <p>Ongoing</p>	<p>Centre Directors</p> <p>Centre Directors</p> <p>Deputy HoS</p>	<p>Reduce staff disagreement that parental leave would not impact career (from 47%F:26%M to <25%) by 2025 survey.</p> <p>Provision of spill-over rooms.</p> <p>All invitations for out-of-hours events will include provision of creche, invitation to partners and children, and online availability.</p>

<p>5.13</p> <p>Raise awareness of shared parental leave.</p>	<p>No staff have taken shared parental leave. Staff awareness about where to find information about taking parental leave is lower among male (67%) than female staff (85%), and lowest for research staff (possibly due to younger age and higher staff turnover).</p>	<p>Provide information at Staff Council:</p> <ol style="list-style-type: none"> 1. Presentation from HR about shared parental leave 2. Presentation from BEDI showing accessibility of information on the website. 3. Material added to staff handbook (AP5.22). 	<p>Jun 2022, biennially</p>	<p>BEDI deputy</p>	<p>>80% awareness from both male and female staff about where to find parental leave information.</p>
<p>5.14</p> <p>Promote good work-life balance for staff and students.</p>	<p>University semester overlaps with 1 week of October school break and with 1-2 weeks of Easter break (depending on annual calendar). We polled Biology staff in Feb 2019 about this issue: 50% of 79 respondents had (or planned to have) children in school/nursery and 92.5% were/would be in local Fife Schools.</p> <p>We are increasingly noticing deadlines set on weekends, which can disadvantage those with caring/ family commitments.</p> <p>Under current lockdown, we see increasing email traffic out of hours.</p>	<p>1. Where feasible, administrative commitment will be reduced during school holidays and half-terms.</p> <p>(a) Notify committee directors of Fife school holiday dates.</p> <p>(b) Staff council reports will include committee meeting dates and times.</p> <p>(c) BEDI annual review will include assessment of meeting dates in report.</p> <p>2. We will have a discussion at staff council, and request that staff do not set deadlines on weekends, and encourage staff to challenge inappropriate external deadlines</p> <p>3. Provide guidance to staff on good practice regarding sending emails out of hours. Include in School Handbook and on BEDI website.</p>	<p>Sep 2021, annually</p> <p>Jun and Dec 2021, annually</p> <p>Spring 2022, annually</p> <p>Jun 2021</p> <p>Jun 2021</p>	<p>BEDI secretary</p> <p>Committee directors</p> <p>BEDI data analyst</p> <p>DoBEDI</p> <p>BEDI Deputy</p>	<p>>90% committee meetings held outside public school holidays.</p> <p>Discussion on weekend deadlines held at staff council.</p> <p>School Handbook and BEDI website provide guidance on working hours.</p>

5.6 Organisation and culture					
<p>5.15</p> <p>Increase support for widening access.</p>	<p>Our School Widening Access Officer oversees our Sutton Trust and First Chances Schemes, providing support into further and higher education. We would like to branch out beyond the usual schools that we work with, seeking schools with higher BAME populations or multiple deprivations. Recent discussion with one such school, for example, highlighted that they did not have adequate textbook provision.</p>	<ol style="list-style-type: none"> 1. Work with University access team to identify schools in deprived areas of Fife/Tayside 2. Meet with heads of science and biology teachers to discuss specific needs. 3. Provide grant funding (from SoB budget) for the school associated with needs identified (#2) together with engagement from one of our research staff/groups to speak about their research and/or career. 4. Invite school attendance at our Public Lectures (highlighting BAME and female role models). 	<p>Sep 2022</p> <p>Sep 2023</p> <p>Sep 2023</p> <p>Jan-Jun 2024</p>	<p>Widening Access Officer</p> <p>Widening Access Officer</p> <p>Widening Access Officer</p> <p>DoBEDI and ME champion</p>	<p>>4 widening access grants per year.</p>
<p>5.16</p> <p>Improve seminar gender balance, BAME and other diversity representation</p>	<p>Current seminar monitoring is prompted by request from BEDI data analyst. Although we have seen improvements in seminar gender balance, this is not yet embedded, and rigorous procedure can slip with changing seminar organisers. Our %BAME staff/students are lower than UK average and we would like to encourage visits from BAME and other minority researchers who might consider St Andrews for their future career, and as role models.</p>	<ol style="list-style-type: none"> 1. Engage with staff (including past and present seminar organisers) to develop guidelines for diverse seminar organisation. This will include, for example: <ul style="list-style-type: none"> • Mandatory nomination of minority speakers • Obtaining acceptance from minority speakers prior to filling other seminar slots. • Maintenance of balance for speakers and hosts. 2. Make online presentation available if needed to ensure speaker availability. 	<p>Apr 2022</p> <p>From Jan 2022, as needed</p>	<p>BEDI data analyst</p> <p>DoBEDI to liase with IT services</p>	<p>50%F:50%M seminar speakers representation</p> <p>>20% seminars given by BAME or other minority researchers</p> <p>40%F:60%M seminar host representation (equal to academic staff).</p>

<p>5.17</p> <p>Invite speakers with minority status (gender, BAME, disability) to meet with ECRs to give career trajectory insights.</p>	<p>We have run additional ECR events in conjunction with each of our International Day of Women and Girls in Science Speakers (2017-2019). ECRs have valued the opportunity to chat with an established academic who has faced obstacles to their career. We would like to extend this successful scheme to other speakers with minority characteristics.</p>	<p>Organise dedicated ECR events for a subset of seminar speakers, for the speaker to provide personal insight into overcoming career obstacles.</p> <p>Monitor attendee numbers and solicit feedback.</p> <p>Provide website links and advertise additional university initiatives (e.g., LGBT+ in STEM)</p>	<p>2023 ongoing</p> <p>Jul 2021 (upon completion of new website), ongoing</p>	<p>ECR champion (AP5.7) ME champion</p> <p>Website officer</p>	<p>4 ECR events organised per year</p> <p>Positive feedback on events received.</p> <p>Links monitored annually.</p>
<p>5.18</p> <p>Increase whole school engagement with EDI and promotion to the rest of the university</p>	<p>We have previously included EDI in the curriculum in the form of 2nd/3rd year tutorials, discussing topics such as Bias, Diversity, Inclusive Content, Ethnic Diversity and Role Models. These have helped but we would like to further increase UG engagement (only 70% UG agree that EDI is a priority in the School, 2019 survey), and therefore we want to consider additional measures targeted at all year classes, and particularly 1st year.</p> <p>Celebrating a 'Diversity Day' and ensuring visibility of calendar of events will help to highlight initiatives and promote sense of ongoing action. Both will help to normalise diversity and show individuals in the minority that they are welcome in SoB and STEM.</p>	<p>1. Introduce alternative vehicles for provision of EDI material including:</p> <p>(a) invited annual seminar on recent EDI issues (soliciting ideas/nominations from whole school including UG).</p> <p>(b) 1st year lecture on race and eugenics</p> <p>Collect feedback after each event to ask participants whether they found it useful, and solicit additional ideas.</p> <p>2. Hold EDI seminar on annual "Diversity Day".</p> <p>3. Develop EDI calendar of events;</p> <p>Feb: UN International Women in Science Seminar</p> <p>May: Annual EDI seminar (AP4.2)</p> <p>Sept: Annual Public lecture from a BAME academic (AP4.10)</p> <p>Nov: LGBT+ event</p> <p>Hold these in conjunction with other St Andrews STEMM schools.</p>	<p>1a. May 2022</p> <p>1b. Oct 2022</p> <p>2. May 2022 ongoing</p> <p>3. Jan 2021- Jun 2025</p>	<p>BEDI teaching rep.</p> <p>BEDI Deputy BEDI teaching rep.</p> <p>HoS</p> <p>DoBEDI</p>	<p>Whole school agreement that EDI is a priority will be >85% in 2025 School survey.</p> <p>1. Focus group with 8-10 students run twice. Report discussed at BEDI, which will make a list of recommendations.</p> <p>2. New events held. Post-event survey will show >80% agreement that event was useful.</p> <p>Funding application process and brief description of funded initiatives available online.</p>

	Previously staff have been able to apply for EDI funds via email application. Making this process available to UG students will also promote engagement with initiatives.	<p>4. Make calendar of events available on our website, and promote by posters.</p> <p>5. Provide guidelines for application for EDI funds on new website and make available to whole school (including UG).</p>	<p>Jul 2021 (with new website)</p> <p>July 2021 (with new website)</p>	<p>Website officer</p> <p>Website officer</p>	
<p>5.19</p> <p>Improve awareness of mental health support among staff and students.</p>	<p>External surveys (e.g., Wellcome Trust) suggest that 70% academics are stressed on an average working day. The University has a range of support services for UGs but limited support/information on mental health for staff/PG students. Our PG students and research staff are least confident of support around sickness leave (67% and 72%), compared to UG/PSS/Teaching staff (75-80%).</p>	<p>1. Run (and evaluate) ‘Mental health in academia’ workshop for all staff and PG students. (We have already gained Wellcome ISSF funding for this.) This will have three goals:</p> <p>(1) to provide staff and PGR students with information about support available within the University (e.g. short talks from Occupational Health and HR),</p> <p>(2) have invited talks from role models who have openly shared their experiences of mental ill-health in academia</p> <p>(3) gain insights into the range of factors that impact the mental health of researchers in St Andrews through an open discussion panel session (including anonymous commenting).</p> <p>2. Develop guidelines on “How to look after your mental health in the workplace” and “Poor mental health – symptoms to watch out for”</p> <p>3. Run additional discussion at school away day to direct staff to these resources.</p>	<p>Workshop, Jan 2022</p> <p>Jun-Dec 2023</p> <p>Away Day, 2024</p>	<p>SoBM liasing with HoS, DoT Deputy and DoPGT</p> <p>SoBM</p> <p>DoBEDI</p>	<p>PG and Research staff confidence about support for sick leave >75%.</p> <p>Positive feedback about the workshop from attendees.</p> <p>Additional question added to School Survey to ask about provision of guidance about support for Mental Health, will show >70% staff are aware of guidance.</p>

<p>5.20</p> <p>Develop resources about bystander intervention and allyship</p>	<p>Responses to survey questions about bullying and harassment showed 10% staff and students disagreed that they have had no reason to be concerned about bullying and harassment in the School. 69% school members were confident that senior staff would challenge instances of discrimination, bullying or harassment.</p>	<p>1. Invite an external provider to give a whole school talk on bystander training and allyship (for a range of protected characteristics including BAME (AP4.10), sexual orientation, gender).</p> <p>2. Develop posters on creating an inclusive environment and how best to be a good ally. During home working, ensure these are visible via website, newsletter and email dissemination.</p>	<p>Oct 2022</p> <p>Mar 2023</p>	<p>DoBEDI</p> <p>ME champion liaising with PG/UG/ECR reps.</p>	<p><5% School members will disagree that they have had reason to be concerned about bullying and harassment in the school.</p> <p>>80% School members will feel confident that senior staff would challenge any instances of discrimination, bullying or harassment.</p>
<p>5.21</p> <p>Develop clear and robust procedures for dealing with bullying/harassment:</p> <p>(1) Promote University Report and Support Tool</p> <p>(2) Develop within-School procedures.</p>	<p>(1) The university is engaging with a new “Report and Support” tool. This will allow reporting (including anonymously) of any bullying, discrimination, abuse, assault or harassment. If reporter provides contact details, this will allow a member of the R&S team to provide support to them. This tool is for students, members of staff, members of the public or visitors to the University.</p> <p>(2) For some incidents, complainants feel more comfortable having the incident dealt with informally within the School. We have begun to offer this service, for instance using the ME champion as a go-between between complainants and HoS. This needs to be widened for non-racial instances of harassment.</p>	<p>1. Increase awareness (HoS all staff email memo, Student School President, BEDI webpage, newsletter) of the University Report and Support tool.</p> <p>2a. Create pathways by which informal reporting can take place. We will develop robust procedures that deliver: support for complainant, documented record-keeping transferred from one HoS to another, effective reprimand for poor behaviour, message back to complainant that action has been taken</p> <p>b. We will outline this procedure online.</p> <p>c. Cases logged, and number of cases and outcomes in BEDI annual report.</p>	<p>Dec 2020</p> <p>Mar 2022- Mar 2023</p> <p>Jan 2024</p> <p>2024 ongoing</p>	<p>HoS, SoBM, School President, BEDI website officer</p> <p>BEDI Deputy liaising with HoS, DoPG PG reps</p> <p>DoBEDI</p> <p>BEDI data analyst</p>	<p>>80% staff and students will feel comfortable to raise concern about discrimination, bullying or harassment. (2019 survey suggested that only 66% staff and students feel comfortable doing so.)</p> <p>2. Online documented procedure and number of cases monitored.</p>

<p>5.22</p> <p>Increase staff awareness about policies and resources.</p>	<p>Short summaries of HR policies are now available online but not all staff consult the website. Only 65% current staff stated that they knew where to find information about parental leave and sickness leave. No staff have taken shared parental leave (AP 5.13).</p>	<p>Ensure brief summaries are provided in School Handbook with links to policy documents.</p> <p>Include HR policy information as a regular item in the school newsletter</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SoBM</p> <p>SoBM</p>	<p>2023 survey will show improved agreement from staff (>80%) that they know where to find information about parental leave and sickness leave.</p>
<p>5.23</p> <p>Review workload model biennially.</p>	<p>Discussion of WLM at 2019 School away day was useful and led to several modifications to the model.</p>	<p>The workload model will be presented to all staff for discussion every 2 years. Appropriate modifications made.</p>	<p>Sep 2022, every 2 years</p>	<p>HoS</p>	<p>Staff satisfaction with the WLM >60% in survey.</p>
<p>5.24</p> <p>Check committee representation annually.</p>	<p>Committee structure is assessed annually by BEDI data analyst. However, we nevertheless see overrepresentation of males in postgraduate committee and females in public engagement committee. We need to enact an embedded process to ensure swift action.</p>	<p>1. Committee structure assessed based on December staff council reports.</p> <p>2. Imbalance >70:30 brought to the attention of MG</p> <p>3. Committee Directors to ensure gender balance.</p>	<p>Mar 2021, annually</p> <p>May 2021, annually</p> <p>Sep 2021, annually</p>	<p>BEDI data analyst.</p> <p>DoBEDI</p> <p>Committee Directors</p>	<p>All committees have gender balance <70%: >30%</p>
<p>7.1</p> <p>Support research staff to maintain career momentum after furlough</p>	<p>It is clear from numbers of furloughed research staff (12F:4M), that women were disproportionately affected by the need to furlough during lockdown. Although furlough has been beneficial we are aware that career momentum is easily lost.</p>	<p>1. Produce guidance for our ECRs about making career-breaks visible on a CV.</p> <p>2. Produce letter recommending to our external affiliations (e.g., MASTS, SULSA) that additional support specifically for those who have had a furlough-enforced career break would be beneficial for EDI-related concerns.</p> <p>3. Distribute letter to all PIs to redistribute and monitor redistribution.</p>	<p>Apr 2021</p> <p>Feb 2021</p> <p>Mar 2021</p>	<p>DoR</p> <p>BEDI external committees advisor</p> <p>SoBM</p>	<p>Guidance for furloughed ECRs produced.</p> <p>Letters sent to >5 external funding bodies by Mar 2021 to support creation of initiatives for furloughed ECRs.</p>

<p>7.2</p> <p>Improve wellbeing and work-life balance during COVID-19</p>	<p>Our June 2020 lockdown survey suggested that some staff were struggling with online working and found it difficult to manage work-life balance working from home. We have put several actions in place and want to embed these.</p> <p>We have reached out to a small number of furloughed staff who have brought to our attention the feeling of isolation some are currently experiencing.</p>	<p>1. Embed current actions:</p> <ul style="list-style-type: none"> • support networks established as required • weekly HoS email updates • weekly question-time Research Centre Meetings • biannual virtual school council meetings <p>2. Promote (via newsletter and online) University 'flexiquette' guidance to ensure health, wellbeing and productivity while working online and flexibly.</p> <p>3. Quarterly contact to all staff who are furloughed to check on their wellbeing and explore whether their circumstances can be improved through provision of resources, guidance or setting up support networks.</p> <p>4. Biannual pulse surveys of all staff to monitor wellbeing (asking staff to rank their current state), and solicit suggestions for additional actions.</p> <p>5. Results of pulse surveys (particularly suggestions for actions) discussed and agreed at BEDI, with BEDI recommendations then taken to MG.</p>	<p>ongoing</p> <p>Dec 2020, biannually</p> <p>Jan 2021</p> <p>Jun, Dec 2020 ongoing</p> <p>Jan, Jul 2021, ongoing</p>	<p>HoS Centre Directors</p> <p>SoBM</p> <p>HoS</p> <p>SoBM</p> <p>DoBEDI</p>	<p>Flexiquette advertised twice yearly in newsletter</p> <p>100% furloughed staff contacted.</p> <p>Pulse surveys used to bring additional recommendations to MG.</p> <p>Improvement in staff reported wellbeing.</p>
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