Athena Swan renewal application form for departments

Applicant information

Name of institution	University of St Andrews
Name of department	School of History
Date of current application	28 March 2024
Level of previous award	Bronze
Date of previous award	18 November 2018
Contact email	histedi@st-andrews.ac.uk

Section	Words used
An overview of the department and its approach to gender equality	1776
An evaluation of the department's progress and issues	3707
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5483

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 5500 words

An additional 108 words on the impact of COVID-19 are embedded in the application (principally Section 2.1)

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Notes

- **AP2018** and **AP2024** refer to our 2018 and 2024 action plans.

- **A1** and **A2** are used to refer to table/chart numbers in Appendix 1 and 2.

- The terminology used in the presentation of staff and student data reflects whether the data is collected by sex (where we use female (F) and male (M)) or gender (where we use woman (W), man (M)).

- This document is a redacted version of the application submitted to Advance HE for assessment. Information that may identify individuals and small number data have been removed.

Section 1: An overview of the department and its approach to gender equality

1. Letter of endorsement from the head of the department

University of St Andrews

Professor Bridget Heal
Head of School, School of History

Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York YO10 5BR
United Kingdom

26/03/2024

Dear Advance HE Athena Swan Charter Team,

I write in support of the School of History's application to renew its bronze Athena Swan award. The renewal process has provided us with an opportunity to consider our progress since 2018 and to look to the future.

Since joining St Andrews 20 years ago, I have been promoted to professor and am now the first female Head of History. I have always felt that the School provided me with a welcoming and supportive work environment. I can, however, attest to the role that Athena Swan has played in facilitating open discussion of diversity and inclusion, and in promoting structural change to ensure equality of opportunity.

Since 2018 our notable achievements, detailed in this document, include:

1. We have supported the **promotion of academic women** within the School, which has helped to increase the proportion of female professors (44% in 2023). A key change here has been that leadership and major service roles in the School are now allocated according to a transparent process.
2. We have improved **female student attainment** at undergraduate level, and degree results are now gender balanced. In 2022-23 there was a <1% gap between the proportion of first-class degrees awarded to women and to men.

3. The **proportion of female postgraduate research** students has risen, reflecting an increase in female applicants and entrants and an increased retention rate from taught postgraduate to research postgraduate. In 2022-23 the proportion of female PGR entrants was 48%.
4. Our 2020-22 curriculum review has led to greater **inclusivity in teaching** provision, especially at first- and second-year level, and the School now promotes diverse histories via its annual celebrations for Women's, LGBTQ+, Black, and Disabled history months.

The renewal process has confirmed, however, that there is more work to be done. We have developed an Action Plan for 2024-2029, which has been informed by data gathered over the past 5 years and shaped by extensive staff and student input. Over the next five years we aim to promote broader engagement with EDI and the Athena Swan principles amongst staff and to embed those principles fully in the student experience. We will work to secure gender balance in student recruitment and attainment at all levels, paying attention to intersectional identities. And we will promote a positive workplace culture in which all staff and students feel supported in addressing negative behaviours such as bullying and harassment.

I confirm that the data presented in the application is an accurate representation of the School. The renewal application presented here has the full support of the School's senior management team, and as Head of School I am personally committed to ensuring the ongoing success of our EDI work.

Yours sincerely,

Professor Bridget Heal

Head of School, School of History

St John's House, 69 South Street, St Andrews, Fife KY19 9AL
Tel: +44 (0)1334 462909 Email: bridget.heal@st-andrews.ac.uk

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2. Description of the department and its context

The School of History in St Andrews is an internationally renowned centre of excellence for teaching and research. The quality of our activities was recognised by a 100% 4* Research Environment score in the REF2021 and for two years running (2023 and 2024), we have been ranked top for History in the UK by the *Guardian University Guide* and the *Times and Sunday Times Good University Guide*.

The School is spread across four sites in the centre of St Andrews, with Professional Services (PS) staff located in two of these. Most of our teaching takes place in these spaces but we also use central lecture theatres.

Since 2018 we have retained similar overall staff numbers (85 in 2022), but the proportion of women has increased, from 45% to 51%. There has been an increase in the proportion of women Professors (24% to 38%, increasing to 44% with further professorial promotions in 2023), and 13% of our academic staff identify as BAME (1% in the last submission). We are international in outlook, with 31% of our standard contract academic staff holding a first degree from countries other than the UK, including India, Canada, Germany, Poland, Spain and the USA.

We are home to 595 students and offer four-year undergraduate (UG) degrees in History, Mediaeval, Modern and Scottish History, Middle East Studies, joint degrees with most disciplines in the Faculty of Arts and Social Sciences, and twelve postgraduate taught (PGT) programmes. Research Institutes and Centres provide focal points for staff and students and especially for our postgraduate research (PGR) community. Our UG degrees follow the traditional Scottish pattern: in the first two years students can enrol in other subjects in addition to the ones they applied for; in the final two years, they take 100% advanced and specialised History modules (or 50% if pursuing a joint degree). Each year we offer c. 60 third-level and c. 20 fourth-level modules. Most students graduate with an MA (Hons) after four years.

School of History senior Honours students 2022-23, with members of the teaching and professional services staff

The School is managed by the School Executive, chaired by the Head of School (HoS). EDI is embedded in the structures by which we operate. The Director of EDI (DoEDI) is an ex officio member of the School Executive, while the Directors of Teaching, PGT and PGR studies (DoT, DoPGT and DoPGR, respectively) also serve on the EDI Committee (EDIC) *ex officio*, ensuring coordination of the policy-making process and its implementation.

School committee Structure (and chairs)
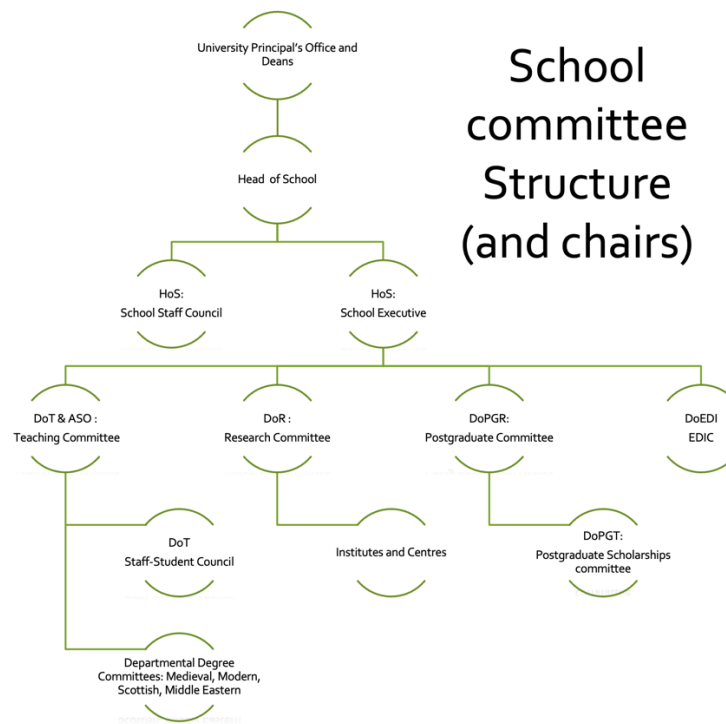
The DoEDI role is recognised in the workload model at a level comparable to the deputy HoS and holds a budget for EDI and AS activities, updated annually. The DoEDI attends four Faculty-level EDI meetings and two lunches with the Vice-Principal People and Diversity each year, where EDI issues and activities in Schools are discussed and topics can be raised directly with senior University management.

We obtained our first Bronze Athena Swan (AS) award in 2018. We actively engage with Black, Women's, Disabled and LGBTQ+ History Months, rotating organisational responsibilities between medieval, early modern and modern specialists in the School. In 2022, for example, a member of the EDIC organised a 'Teaching LGBTQ+ History' lunch, at which colleagues discussed their classroom experiences. We continue our annual lectures in *The History of Women, Sexuality and Gender* and in 2023 we introduced an *Annual Lecture in Black History*, in collaboration with the University's Race Equality Charter team.

3. Athena Swan self-assessment process

The self-assessment team (SAT)

Our EDIC, which since 2019 is also our SAT, is currently 15 staff (74%F), reflecting different career stages, contract types and working patterns, plus 4 students (100%F).
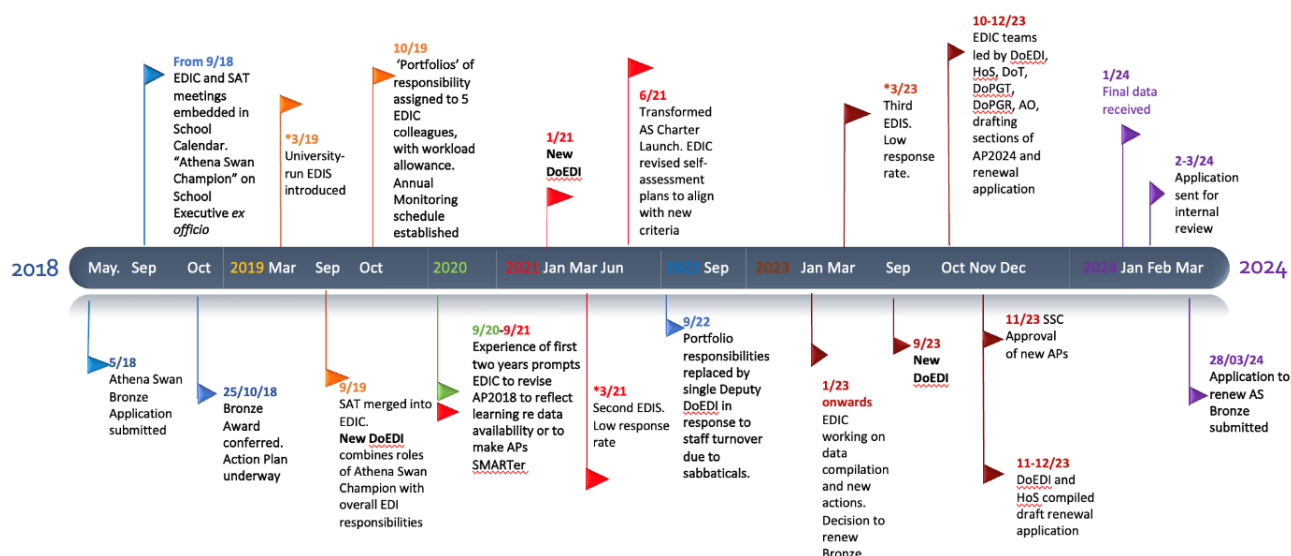
SAT membership

Position	Professional Role	Role in SAT
Head of School**		Collation and analysis of staff data and responses to EDIS. Assistance with identifying priorities and drafting.
Director of EDI** (**SAT Chair**)		Collation and overall analysis of data, identification of priorities and writing up renewal application and AP2024
School Administrator**		Data collation. Analysis of PS staff data
Director of Teaching**		Analysis of UG data, identifying priorities and drafting actions for AP2024
Director of Postgraduate Research Studies**		Analysis of PGR data, identifying priorities and drafting actions for AP2024
Director of Postgraduate Taught studies**		Analysis of PGT data, identifying priorities and drafting for AP2024
Admissions Officer		Analysis of student admissions data
Academic Support Officer**		Analysis of student data with DoT
Staff representative		Assistance with analysis / drafting
Staff representative		Assistance with analysis / drafting
Staff representative		Analysis of PGT data and identifying priorities, drafting of new PGT actions
Early career staff representative		Analysis of PGR data and identifying priorities
Early career staff representative		Analysis of EDIS data
University EDI unit		Assistance with data management and drafting. Advice on University processes and application structure
Human Resources		Advice on HR issues, policies and data
Taught Postgraduate representatives (2)		Input to discussions of application
Research Postgraduate representative		Input to discussions of application
Undergraduate representative		Commentary on UG experience

** Action holder in AP2024

The EDIC meets six times per year, with meeting minutes made available on our Staff intranet to support transparent communications of our EDI work across the School.

Key changes and activities since 2018

Timeline (2018–2024):

Above the timeline:
- From 9/18: EDIC and SAT meetings embedded in School Calendar. "Athena Swan Champion" on School Executive *ex officio*
- *3/19: University-run EDIS introduced
- 10/19: 'Portfolios' of responsibility assigned to 5 EDIC colleagues, with workload allowance. Annual Monitoring schedule established
- 1/21: New DoEDI
- 6/21: Transformed AS Charter Launch. EDIC revised self-assessment plans to align with new criteria
- *3/23: Third EDIS. Low response rate.
- 10-12/23: EDIC teams led by DoEDI, HoS, DoT, DoPGT, DoPGR, AO, drafting sections of AP2024 and renewal application
- 1/24: Final data received
- 2-3/24: Application sent for internal review

Timeline axis: 2018 | May. Sep | Oct | 2019 Mar | Sep | Oct | 2020 | 2021 Jan Mar Jun | 2022 Sep | 2023 Jan Mar | Sep | Oct Nov Dec | 2024 Jan Feb Mar | 2024

Below the timeline:
- 5/18: Athena Swan Bronze Application submitted
- 25/10/18: Bronze Award conferred. Action Plan underway
- 9/19: SAT merged into EDIC. New DoEDI combines roles of Athena Swan Champion with overall EDI responsibilities
- 9/20-9/21: Experience of first two years prompts EDIC to revise AP2018 to reflect learning re data availability or to make APs SMARTer
- *3/21: Second EDIS. Low response rate
- 9/22: Portfolio responsibilities replaced by single Deputy DoEDI in response to staff turnover due to sabbaticals.
- 1/23 onwards: EDIC working on data compilation and new actions. Decision to renew Bronze.
- 9/23: New DoEDI
- 11/23: SSC Approval of new APs
- 11-12/23: DoEDI and HoS compiled draft renewal application
- 28/03/24: Application to renew AS Bronze submitted

Several changes have improved our EDI work in the School (e.g. **AP2018-2** setting EDIC meeting dates at the start of each year, as part of Leading Dates, which allowed members to manage attendance and plan for meetings). Others presented us with a mixture of challenges and opportunities. Since 2018 turnover in the membership of the EDIC (just two current members were involved in 2018), has included three DoEDIs (2019, 2021, 2023). While it is positive that so many colleagues have been involved in EDI work over the past 6 years, and have volunteered to lead actions, frequent personnel changeover slowed progress and required us to clarify the lines of responsibility for data collection and storage. In 2022 we introduced the Deputy DoEDI role to support continuity.

The self-assessment process and development of the 2024 application

In our self-assessment, we drew on a variety of sources, including:

- Quantitative staff and student data provided by the University's Planning unit (population and recruitment numbers)

- Data collected within the School (e.g. scholarship holders, mentees, seminar speakers)

- Responses (quantitative and free text) to biennial surveys.
  In 2019 our School staff survey was replaced by a University-wide EDI survey (EDIS) for staff and students, with a core set of questions used by all Schools to which we were able to add questions tailored to History. Changes in wording of questions meant we were unable to compare responses to earlier School surveys. An EDIS was run in 2019, 2021 and 2023 allowing us to monitor change over the course of our Bronze award. Typically, 30-40% of respondents identified as male and 50-60% as female (**A1-1.1**), however a larger proportion of respondents indicated 'prefer not to say' in the most recent survey.

- Information and discussion points raised in consultation with staff and students, including focus groups and bi-yearly 'EDI-lunch' information sessions open to all staff. EDI topics are also discussed at School Staff Council (SSC).

Collecting data that was held at School-level was a challenge as it was often held by multiple individuals and collation proved a time-consuming task for our PS staff. We have therefore built mechanisms to ensure that data requirements are identified at the outset, with responsibility assigned to a School officeholder (**AP2024-1.2**).

This application was drafted by EDIC analysis and writing teams, made up of pairs/threesomes taking responsibility for different sections, providing initial analysis of the quantitative and qualitative data, identifying priorities, and devising actions to address them. Development of AP2024 was led by DoEDI and HoS based on this work. DoEDI reviewed drafts to ensure coherence through the application sections. The EDIC's student members read and commented on relevant sections. Members of the University's central EDI Team gave critical feedback on the draft.

Advance HE feedback in 2018 noted that staff data were not always clearly presented, recommending the disaggregation of contract type and leavers data. This is reflected in the presentation of data in **A2** and in how data was analysed to identify areas of inequality as part of our self-assessment.

The final application and action plan has been reviewed and agreed by the EDIC, School Executive and SSC.

Continuing Athena Swan work and implementation of AP2024

In the next five years we expect to keep the EDIC as the SAT, with membership representing different career stages, contract types, race and other protected characteristics, and particularly aiming for a greater proportion of male colleagues (**AP2024-1.1b**). Our former Deputy DoEDI has become DoEDI, the first male colleague to hold this role, and a new Deputy will be appointed to support continuity. In addition to the existing role descriptor for the DoEDI, we will develop a Terms of Reference for EDIC (**AP2024-1.1a**) outlining its responsibilities and supporting our ambition to maintain a diverse membership.

The EDIC will continue to include key officeholders from our School Executive, and these members (whose activities are recognised in our workload model (WLM) will have responsibility for collection and initial analysis of data, in collaboration with the DoEDI and a PS staff member (**AP2024-1.2a**). On assumption of a position, the officeholder will receive a summary of specific EDI activities for which they are responsible as part of their role description. This will ensure clearer accountability and better data management. In addition to EDIC minutes, we will add key documents, including data, to the EDI sharedrive, so that all EDIC members may view and give feedback. To raise visibility further, progress with AP2024 will be shared in an annual report to the November SSC (**AP2024-1.2c**).

> **AP2024-1.1**: Expand documentation on EDIC to support engagement with EDI work
>
> **AP2024-1.2**: Establish clear data collection, analysis and reporting processes for AP2024 to ensure delivery and impact can be measured easily and effectively

Section 2: An evaluation of the department's progress and issues

1. Evaluating progress against the previous action plan

Overview of progress of AP2018 implementation

We have made the following progress with AP2018 (Appendix 4):
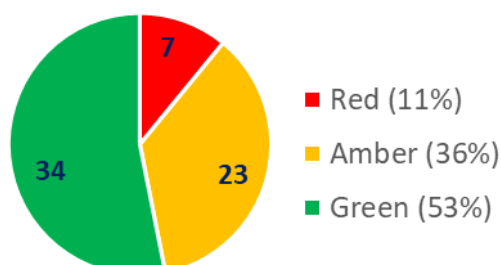
The DoEDI had overall responsibility for monitoring AP2018 and its implementation, working with the EDIC and action holders. Data sets and particular actions from AP2018 were reviewed at the EDIC meetings.

In 2020-21, the DoEDI undertook a thorough review of AP2018, examining the SMARTness of its structure and evaluating action outcomes. We incorporated the new University EDIS questions as a means of measuring the impact of actions where appropriate. Some actions were combined to reduce overlap, and some wording and success measures were revised where we were being unrealistic or too vague (indicated in bold in AP2018).

Overall, a decision was made not to pursue six of our actions (rated **RED** in AP2018) where they:

- could not be progressed as intended (collaborating on UG admissions with other schools **AP2018-3c**; adjusting rankings in PGR scholarship applications **AP2018-26b**),

- had no gendered implication (recording committee meeting dates and policies on webpages **AP2018-14**),

- the objective was being covered by another action (seeking in-person feedback on induction from new staff **AP2018-15** is covered by **AP2018-13** revision of induction process and assessment via questions in EDIS) and therefore did not merit the additional resource required, or

- were found not to be meeting the needs of the target audience (publishing workshop for early career staff **AP2018-22**, promoting activities by an external funder **AP2018-23b**).

One further action (gender balance of ARDS appraisers **AP2018-20b**) was discontinued in 2022 when a change in University processes made School-level action unnecessary.

Our AP2018 was extensive and has driven substantial activity and progress (described below), but implementation has not been without challenges.

Facilitators of implementation (with example GREEN actions) included:

- Clear processes (new process established for ensuring both male and female staff are represented at UG visiting days **AP2018-3b**),

- Clear point of responsibility (forward planning of meetings via Leading Dates **AP2018-2** coordinated by School Manager),

- Leadership from the DoEDI (overall revision of AP2018 in 2021) and HoS (open advertising of administrative roles **AP2018-34**),

- Leadership from the University (student EDI training **AP2018-41** became a mandatory part of matriculation),

- COVID-19 (drove forward discussions about assessment methods **AP2018-4**, provision of online teaching materials **AP2018-5** and recording seminars **AP2018-50** faster than may otherwise have happened.

Barriers to implementation (with example AMBER action) included:

- Obtaining robust useable data requires individuals to volunteer information: Staff leavers to complete an exit questionnaire **AP2018-11;** staff to input outreach contributions into PURE system **AP2018-54**.

- Changeover in action-holder personnel, particularly of DoEDI (Section 1.3): DoEDI had responsibility for 16 actions, with EDIC, which they chair, responsible for a further 16. Many of these required ongoing activity (following up with staff regarding EDI training completions **AP2018-40**) or involved multiple steps over time (holding a focus group **AP2018-33** or collecting longitudinal data **AP2018-38** to be used to identify and implement new actions). The momentum lost each time an action-holder changed slowed timescales for delivery.

- University-level changes that limited the actions that could be taken at School-level:
  AP2018-45 and **46** to improve transparency of WLM could not be implemented, with the result that fewer School staff perceive the WLM as transparent; 2021 EDIS 88%W:94%M positive, 2023 EDIS 40%W:67%M (**A1-3.3**)

- Areas where the School has little control or input into University processes: **AP2018-3a** and **6** UG and PGT admissions.

- Capacity and resources, in terms of both organisers and audiences: **AP2018-23** introducing a 'women historians' event into an already full calendar of lunches, meetings and other events that celebrate diversity.

Of our 23 AMBER actions, 21 (91%) received this rating because our success measure was not met, even though, in most cases we had fully enacted the actions (e.g. we were satisfied with the balance of representation in our PGT recruitment materials **AP2018-6**, but this did not increase female PGT numbers). Upon reflection, some targets did not account for factors beyond our control (e.g. we were unlikely to achieve an even distribution of staff on fixed-term and standard contracts **AP2018-10**, without diluting the valuable career progression opportunities that fixed-term posts offer). Others were too ambitious for the time scale of five years (e.g. achieving proportional representation of women on committees, **AP2018-42**, when committee membership includes longer-term ex-officio roles). Of the 21 actions

where the target was not met, 12 (57%) were based on achieving a set positive response rate to an EDIS question. For many of these, responses will have been dependant on multiple factors (e.g. we developed a mentoring scheme for all academic staff to improve perception of career progression **AP2021-21**, however staff optimism about career progression decreased from 47% in 2019 to 32% in 2023. External factors such as COVID-19 undoubtedly contributed to this, and multiple survey respondents mentioned the "*discouraging current state of the academic job market*" in free text responses).

Learning for future actions plans and delivery

For AP2024 we have:

- Sought to make actions SMART with clear outcomes that will support our assessment of success for our next application, leading to a higher proportion of green-rated actions.

- Identified actions where we can have most impact at School level and identified ways to provide input at University level where actions are linked to broader processes or data sets (**AP2024-1.3a, 6.3d**)

- Planned to clarify information given to action-holders to ensure continuity of responsibility for data collection and monitoring of action implementation (**AP2024-1.2a**)

- Planned to raise awareness of implementation across the School community to support engagement with actions by all staff (**AP2024-1.2c**).

> **AP2024-1.2**: Establish clear data collection, analysis and reporting processes for AP2024 to ensure delivery and impact can be measured easily and effectively
>
> **AP2024-1.3**: Extend EDIC activities to encompass more emphasis on intersectionality
>
> **AP2024-6.1**: Support staff and students to raise concerns related to inappropriate behaviours via training

Overview of progress in addressing gender inequality

Key areas of progress are:

1. Improved UG female student attainment such that degree results are now gender balanced.

2. Increased proportion of female PGR students (47% to 52%).

3. Increased proportion of female Readers and Professors (23% to 36%).

In what follows we give evidence of how our 2018 goals were achieved, including areas where gender equality has not progressed as we intended.

The student experience

Ensure UG admission processes maintain a gender balanced student population and that History is a desirable pathway for all genders

Since 2018 the admissions process has remained a focus of discussion within the EDIC.

AP2018-3:	(a) Discussion of UG recruitment data and identifiable trends (b) Ensure male and female staff deliver visiting day talks

UG visiting day talks are now delivered by colleagues from the gender-balanced School Executive. We reviewed admissions materials to ensure that a diverse range of historical topics and perspectives – including gender – are presented to prospective students. Overall control of the process lies with central Admissions, but the School's Admissions Officer (AO) works closely with Admissions to monitor gender balance through the process of ranking preferred offers at key gated points in the offer cycle.

► 2017-18 to 2022-23 data indicate female applicants are consistently more likely to receive an offer. We believe this is based on stronger F applications.

► 2022-23 admissions cycle was more neutral on entrants (49%F, down from 58%F in 2017-18, **A2-14.1**).

Improve the gender balance among PG student populations through admission of women

PGT students

The proportion of female PGT students (45% in 2018-19) was consistently lower than the average in all UK HEIs (55%F) and lower than the UG population (55%F) indicating that fewer women progressed to higher levels of study.

AP2018-6:	Revision of text and images in recruitment materials and increased information on childcare and part-time study for prospective students
AP2018-7:	Staff reach out to offer holders to offer advice and data obtained on destinations of those who reject offers
AP2018-25:	Increase awareness of opportunities to apply for PGT scholarships and offer advice on applications

Images and quotations in the online prospectus and PGT pages on our School website have been reviewed to ensure students from a diversity of backgrounds are featured (but not all programmes yet feature student testimonials AP2024-3.1a). Of the 32 offer holders who declined and gave the University a reason, 29 (91%) accepted an offer elsewhere.

► Applicants to the 2022-23 admissions cycle were gender balanced (50%F:50%M, compared to 40%F:60%M in 2017-18).

► In the three years to 2017-18, 43% of female offer holders accepted. In 2020-21 to 2022-23, the proportion accepting offers was 49%F:46%M (**A1-14.2**).

Future work will focus attention on the programmes with lower female participation rates (**AP2024-3.1d**): 5 of 11 PGT programmes had <40%F students in the most recent three years (**A2-1.2**).

PGR students

Although St Andrews had a similar proportion of female students in our PGR population to the UK average (47% compared to 49% 2017-18), this still represents a loss of women students from UG level (55%F) and was therefore a focus for action.

AP2018-9: Revision of text and images in recruitment materials and increased information on childcare and part-time study for prospective students

AP2018-10: Annual careers session for UG and PGT women to encourage progression to PGR studies

AP2018-26a: Ensure gender balance of PGR scholarship committee

AP2018-26c: Reflect on gender balance of PGR scholarship recipients and implement changes to process as necessary

Our informal session (to be expanded **AP2024-3.1b**) on careers in history for UG and PGT women has run every year (except 2022 due to industrial action).

► The percentage of female PGR applicants continues to be 35-41% (except for 2020-21, 54%F), although the proportion of female applicants who become entrants has increased (33% in 2017-18, 39% 2022-23, **A2-14.3**)

► The proportion of scholarship recipients who are female has increased (33% 2019, 53% 2023, **A2-14.8**)

► Women are now a higher proportion of our PGR population (47% in 2017-18, 52% 2022-23, **A2-1.2**).

Teaching and learning that supports inclusion and exposes students to a diverse range of perspectives and role models

We have a responsibility to deliver curricula and teaching environments that are inclusive, accessible and enriching, providing diverse perspectives. We had a suite of actions aimed at making students aware of gender diversity in the discipline of history and providing female role models for our female students.

AP2018-35: Include author first names in module reading lists to raise student awareness of gender diversity in the discipline of history

AP2018-36: Ensure a selection of topics related to gender and diversity is available when planning delivery of 3rd- and 4th-year modules

AP2018-52: (a) Continue to support *History of Women, Gender and Sexuality* lecture series to provide visible role models for students and staff
(b) Seminar coordinators to maintain minimum 40% female speakers across seminar series

AP2018-53: Support the student History Society to promote Women's History

We have ensured that modules and topics related to gender are available to students each year and draw students' attention to the scholarly contributions of female historians. In response to Black Lives Matter, in 2020/21 the EDIC set up an 'Inclusive Curriculum' working group, led by the DoEDI and a BAME colleague, which produced guidance for sub-honours module co-ordinators relating to the incorporation of different perspectives, including gender.

► Module co-ordinators receive our inclusive curriculum guidance document at the start of every semester (built on in **AP2024-2.2d**).

► First names are now widely used on undergraduate module readings lists (**A2-14.4**) and we will extend this to PGT modules (**AP2024-2.2c**).

► We funded a project on women historians in St Andrews with a website, student internships and blogs. Materials include YouTube interviews that have been viewed 600+ times.
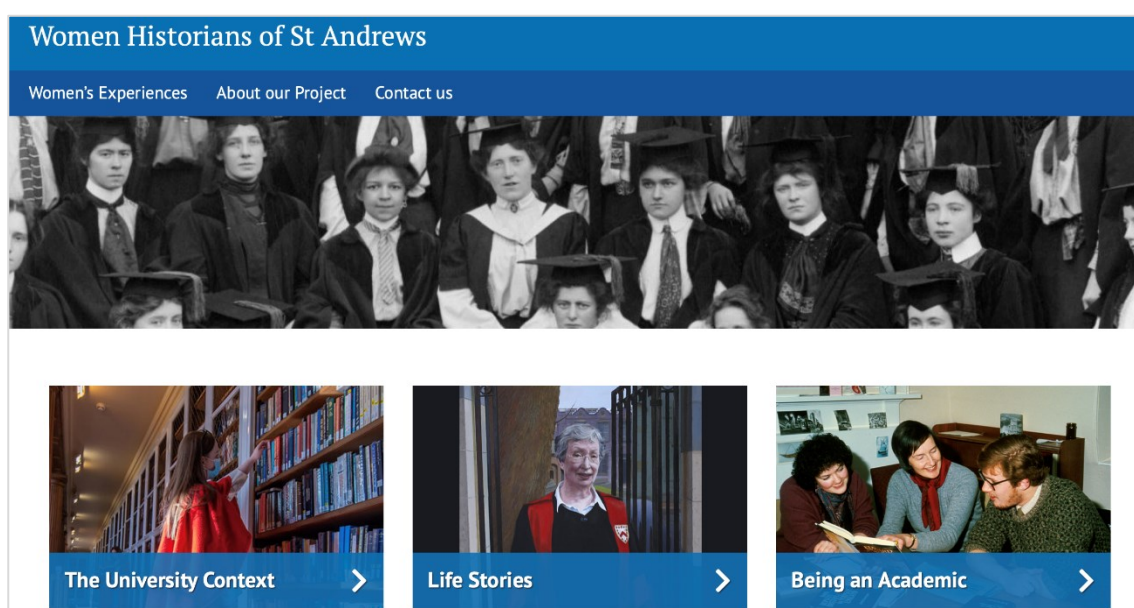
► There has been an improvement in student agreement that the curriculum includes a diverse range of perspectives (56%W:71%M 2019 EDIS, 68%W:82%M 2023 EDIS, **A1-3.4**):

> "I have seen a marked improvement in the diversity of modules since I was an undergraduate" PG student respondent, 2023 EDIS

Other responses, however, show we still have work to do (**Priority 2**):

> "Overall the school is very focused on western Europe" UG student respondent, 2023 EDIS.

Gender parity in UG attainment

In each of the five years presented in our Bronze application (2012-17) a higher proportion of male than female students obtained first class degrees, by at least 5%. We set out to examine whether assessment methods played a role in this difference and to improve student understanding of the skills required for success.

> **AP2018-4**: Review of achievement by gender for different assessment methods
>
> **AP2018-5**: Review of (newly implemented) 'Honours Skills' module and increase availability of online teaching material

We have developed guidance on assessment formats and all incoming students receive a document intended to 'demystify' University teaching.

► In 2022-23, the proportion of each gender group achieving a first-class degree was 41%F:40%M, with <4% difference in all years since 2018-19 (except 2021-22, **A2-2.1**).

We are mindful that the closing of this attainment gap has coincided with COVID-19 and the attendant academic mitigations implemented by the University. EDIC will continue monitoring attainment as part of mandatory AS data, as well as expanding our considerations to other characteristics and their intersection with gender (**AP2024-3.2a**).

Staff working environments and career progression

Improving the gender balance among academic staff through recruitment of women

In 2018, the School had 80 academic staff, of whom 41% were women. To maintain and continue to improve the gender balance we need to continue to attract strong female applicants to the School. We stringently implement University guidance to restrict single-sex shortlists for academic posts.

> **AP2018-12**: Update recruitment material to include statement of School's commitment to EDI and specifically encourage applications from underrepresented groups

► During 2018 to 2022, 59% of research-focussed job offers were to women, 64% of education-focussed offers and 58% of research and education-focussed offers (**A2-7.2**).

► Over 2018-2022, the average proportion of female applicants (35%) is below UK averages for females working in History (43-47%). This suggests we are not reaching as wide a pool of potential female applicants as we could. However, women do proportionally better at each recruitment stage (**A2-7.1**), which indicates that we are attracting strong female applicants.

► In 2022 the proportion of female academic staff had increased to 47% (**A2-3.1**)

Supporting academic staff with promotion applications, particularly to increase the number (and proportion) of female Readers and Professors, and supporting career progression more broadly

In 2018, women were 44% of staff in Grade 6 or 7 academic roles, but only 28% of Readers and Professors. Many of our AP2018 actions were intended to support women's promotion prospects and career development, e.g. through mentoring, providing training and leadership opportunities, and providing line manager feedback during appraisals.

AP2018-16: Annual promotions workshop

AP2018-17: Feedback to promotion applicants who are unsuccessful to support reapplication

AP2018-19: Encourage women to participate in the Advance HE Aurora leadership programme (Grades 6 to 8) and/or the St Andrews Elizabeth Garrett Mentorship scheme (Grade 8 and above)

AP2018-20: Ensure staff have useful and constructive feedback on development requirements in appraisals

AP2018-21: All academic staff (Grade 8 and below) to be offered a mentor on an opt-out basis

AP2018-34: All administrative roles in the School to be openly advertised, including a role description

AP2018-42: Gender balance of core School committees to be monitored and gender balance to be highlighted as part of call for applications

AP2018-44: External roles to be advertised to eligible staff and value of appointments to be discussed in appraisals

► Applications for promotion from women have increased (2014-2016 5F:7M, 2021-2023 13F:8M)

► 7 academic staff have completed Aurora and 6 have participated in the Elizabeth Garrett mentoring scheme

► The School mentor scheme has had wide take-up by staff (e.g. 22F:13M in 2022)

> "The measures introduced in recent years e.g. promotions workshops, feedback on promotion applications from both male and female senior colleagues, mentoring schemes have been very helpful in showing me that it will be possible to progress further in my career, and how to do this" Staff respondent, 2019 EDIS

► The proportion of female Readers and Professors has increased to 36% (**A2-3.4**).

Despite these efforts, EDIS results indicate that optimism about career progression has decreased (49%W:54%M positive in 2019 EDIS, 44%W:33%M 2023 EDIS, **A1-3.3**). We recognise that external factors (COVID-19, recession and a tough job market) contributed to this.

Supporting staff with caring responsibilities

Between 2013 and 2017, five staff took maternity and five paternity leave. Knowing that these and others (including staff caring for dependants other than children) would need to manage their responsibilities alongside their work we devised a range of actions to support staff taking family leave and ensure no one was excluded from participating in school activities due to caring responsibilities.

AP2018-28: Staff going on maternity/paternity or other parental leave to have meeting with HoS to identify goals and concerns for the leave period and return to work

AP2018-29: Establish an informal opt-in 'buddy' scheme for staff taking maternity leave

AP2018-30: Increase awareness of KiT days and their use

AP2018-31: Offer staff with caring responsibilities the opportunity to switch sequence of lecturing during school vacation periods

AP2018-32: Raise awareness of family leave entitlements during induction of new staff

AP2018-33: Increase awareness of flexible working entitlements

AP2018-47: All core committees and all staff meetings to be scheduled in 'core hours' of 10 am to 4pm

AP2018-48: Introduce 'event and meeting inclusion guide' to support arrangement of extraordinary meetings and other social events in a thoughtful manner and tie consideration of inclusion with School funding of activities

AP2018-50: Introduce a policy to seek consent from external speakers for recording research seminars (particularly those that cannot be held in core hours) and to make the recording available within the School

Staff value the flexibility we provide regarding the timetabling of teaching and our scheduling of core meetings between 10 and 4. Moreover, while teaching has returned to in-person, we recognise that some of the working practices developed during COVID-19 help staff juggle work and caring responsibilities. We have therefore retained online/hybrid meetings where appropriate. Three of our PS staff have chosen to maintain a hybrid working pattern, in line with University guidance. However, there is no fully satisfactory solution to the timetabling of research seminars. Some are scheduled at lunchtime, but many remain at 5pm because of the difficulty of getting speakers to St Andrews and of assembling an audience. Recording (where permitted by the speaker) has helped accessibility.

► We have recently had our first staff member take shared parental leave.

► Two staff taking maternity leave used a 'buddy'.

► 100%W:78%M gave a positive response on their experience of taking leave in 2023 EDIS (up from 73%W:56%M in 2019, **A1-3.3**).

► The majority of staff with caring responsibilities agree that School activities are scheduled during core hours (72% 2023 EDIS), although we note that this is a decrease from 91% in 2021 EDIS (**A1-3.6**).

> "I have found the School of History to be extremely supportive of me as a parent with significant caring responsibilities. At St Andrews caring responsibilities are expected and staff with children are championed. It is extremely refreshing". Male academic staff

Transparency of workload for academic staff via Workload Model

Several of our actions in AP2018 were intended to ensure that colleagues within the School perceive the workload model to be fair, that different levels of teaching are rewarded appropriately, and that administrative jobs are distributed in a transparent manner.

> **AP2018-45**: Encourage co-supervision of PGR students
>
> **AP2018-3b**: Publication and review of workloads to support transparency and equity of WLM
>
> **AP2018-34**: All administrative roles in the School to be openly advertised, including a role description

Following focus group recommendations, we made changes to the workload allowance for PGR supervision, and from 2019 all administrative jobs have been openly advertised, accompanied by a role description. A bank of role descriptions is available on the Staff intranet to allow for career planning. The HoS and School Executive discuss applicants, prioritising those who need career advancement.

► Staff continue to have concerns regarding the equity of the workload model, with a notable reduction in satisfaction between 2021 (38%W:88%M positive) and 2023 (40%W:68%M) and an ongoing gender difference (**A1-3.3**).

► Concerns about transparency (88%W:94%M 2021 decreasing to 40%W:68%M 2023, **A1-3.3**) have been exacerbated by a new University requirement that individual workload allocations remain anonymous. To address this, the School has implemented an annual academic staff workloads meeting, where the DoT shows the overall, anonymised allocations and provides a detailed breakdown of average workloads by gender and career stage. These are then uploaded to our Staff intranet.

AP2024-4.1 includes a commitment to the new annual dissemination event regarding workloads in semester one and to a consultation to investigate reasons for the gendered difference in perception.

School culture and behaviours

Improving information on, and confidence in addressing, bullying, harassment and discrimination

We aim to promote a work environment where all staff and students feel able to be their authentic selves, to contribute equally, and to be free from bullying, harassment and discrimination.

> **AP2018-37**: Add information on relevant policies and the 'Report and Support' tool to School webpages
>
> **AP2018-38**: Deliver training (HR presentations on policies at School Staff Council and 'Active Bystander' training)
>
> **AP2018-39**: Raise student awareness of EDI and expected behaviours at all levels during inductions

> **AP2018-40**: Staff to complete diversity and unconscious bias e-learning modules
>
> **AP2018-41**: Students to complete EDI e-learning module

The University introduced an online 'Report and Support' system in 2020 which was highlighted by the School HR Business Partner at SSC. We have signposted 'Report and Support' in all module and staff handbooks and at all staff and student induction sessions.

► We piloted active bystander training in 2023 (attended by 16 academic and 6 PS staff). This well-received training will become mandatory from 2024-25 (**AP2024-6.3b**)

► Monitoring staff completions of EDI training previously required manual chasing of staff by the School. However, the University has improved how it reports completions and identifies non-completions which will help us meet our target of having all staff complete training every 5 years.

► All students complete EDI training as part of matriculation.

► Among both staff and students there is a gendered difference in responses to EDIS questions relating to discrimination, bullying and harassment (EDIS 2023, Students 38%W:56%M, Staff 39%W:43%M satisfied with how they are addressed, **A1-2.1**).

2. Key priorities for future action

Since 2018, we have seen improvements in gender balance at all career stages from UG degree performance to proportion of female Readers and Professors. We have worked hard to improve feelings of inclusion, addressing concerns such as bullying and harassment and career progression. To do this we have acquired a large body of data to inform our decisions, developed new policies and established a strong EDI presence. We now need to build on these changes and use the evidence collected to identify initiatives to enable staff and students to thrive.

Our key priorities in AP2024 are:

Priority 1

Promote broad engagement and deeper embedding of Athena Swan in all School activities (including intersectionality)

Since 2018, EDI has been embedded in School structures (see 1.2), but this renewal has helped us recognise that we need better processes to collect and analyse data. These should also reflect the ways staff and students self-identify, informing our understanding of their experience and equality concerns. The numbers identifying as non-binary are often too small for reporting for reasons of confidentiality but making it clearer that non-cisgender identities are recognised may help trans, non-binary and intersex students and staff feel welcome. The proportions of BAME students and staff and of those with declared disabilities have increased (**A2-16.1-3**), and our EDIC will adopt a more intersectional approach to its activities, in the first instance relating to disability and ethnicity, since the recent University Silver action plan includes actions to disaggregate this data.

AP2024-1.1: Expand documentation on EDIC to support engagement with EDI work

AP2024-1.2: Establish clear data collection, analysis and reporting processes for AP2024 to ensure delivery and impact can be measured easily and effectively

AP2024-1.3: Extend EDIC activities to encompass more emphasis on intersectionality

AP2024-1.4: Move beyond sex-based binary in promoting gender equality for both staff and students

Priority 2

Embed EDI principles in student experience and continue to promote diversity in curriculum

Despite our work promoting women historians and engagement with History Months, students are often unaware of Athena Swan (70%W:71%M 2023 EDIS, **A1-3.2**). In the 2023 EDIS there remained a gender gap in student responses to the statement that our modules 'include a diverse range of perspectives' (68%W:82%M, **A1-3.2**). In free text comments, some students noted the improved but still restricted diversity of modules; others remained unconvinced of the need to diversify. The School's longer-term plans include hiring in African and South American history. We will continue to embed our guidance on inclusive curriculum and LGBTQ+ teaching, particularly in compulsory subhonours modules, supporting staff, including PGRs who teach, through workshops to share practice and through training. We will also engage students in our ambitions regarding diverse and inclusive teaching, emphasising the importance the School places on EDI and enabling them to take part in organising our 'History month' activities.

AP2024-2.1: Improve engagement of students with EDI activities

AP2024-2.2: Promote diversity in the curriculum alongside understanding of why it is appropriate

AP2024-2.3: Promote inclusive teaching practices, alongside understanding of why they are appropriate

Priority 3

Secure overall student gender balance in recruitment across the School, paying attention to intersectional identities

Our UG student body is 55%F (**A2-1.1**), but 43%F at PGT, which is below the UK average (**A2-1.2**). Since 2018, PGT application gender ratios have improved, reaching parity in the 2022/23 applicant pool (**A2-14.2**), and our PGR population has increased to 52%F (**A2-1.3**). We will continue to act on PG recruitment to ensure these trends are sustained, and gender balance becomes embedded. At PGT level, we will continue building on actions that contributed to our previous success, including working with the University to improve central webpages. Additionally, we will seek to recruit a diverse group of student ambassadors and explore data at programme level, focusing particularly on those with the lowest %F. We will continue events for UG and PGT students to encourage them to consider progressing to PG

study. As part of our aspirations to explore intersectional inequalities, we will seek information on experiences of the School from non-binary, minority ethnic and disabled students, via EDIS.

> **AP2024-3.1**: Secure balanced recruitment by gender for PGT and PGR
>
> **AP2024-3.2**: Secure a better understanding of the experience and attainment of our students by ethnicity, those with disabilities, and those identifying as non-binary

Priority 4

Support a positive workplace culture through workload transparency and equity

During the pandemic, staff faced mounting challenges in terms of workload and well-being. This situation was further complicated by new University confidentiality rules on how workload allocations could be communicated, driving down staff satisfaction with their equity and transparency. This is reflected in the EDIS which shows a decline in satisfaction on several fronts, with women notably less satisfied (e.g. staff agreeing WLM is transparent – 88%W:94%M 2021 EDIS, 40W:68%M 2023 EDIS, **A1-3.3**). Staff feeling their workload is sustainable supports a healthy whole life balance.

> **AP2024-4.1**: Transparency and equity in workload distribution
>
> **AP2024-4.2**: Develop new tools to support sustainable workloads

Priority 5

Support female staff and students to progress their careers

It was 2009 before the School had its first female Professor (achieved via promotion). While we have made substantial progress and now have 10 women Professors (see 1.2), there remain challenges for women in pursuing their careers, with the need for support differing by career stage.

Ensuring our students (including women, minority ethnic and those with disabilities) pursue careers in history is important for the long-term diversity of our discipline. Students, via EDIS, have asked us for more information on careers, including those beyond academia, while their optimism about career progression has declined (63%W:73%M 2019 EDIS, 46%W:67%M 2023 EDIS, **A1-3.4**), though men remain more optimistic. We can help our students by discussing how skills they have learned will appeal to employers and, from 2024, our Careers Liaison Officer will become a School Employability Officer providing increased support in this area.

At early career stages, temporary posts provide opportunities to develop skills and gain experience but come with precarity. The proportion of women amongst academic staff on fixed-term contracts has been >50% since 2018, fluctuating from a low of 53% (2018) to a high of 67% (2021) (**A2-4.1**). We believe that, until we have gender balance across all grades, reducing the number of early career women is undesirable, so we need to support fixed-term staff through these periods of precarity and enable them to prepare for their future careers.

Among our PS staff (87% of whom are women), a drawn-out review process (June 2022 – Jan 2024) lowered career satisfaction but roles have now been revised and a School Manager appointed, with line-management responsibilities for the PS team. Our actions focus on ensuring PS staff are enabled to engage with training.

We will continue activities that have supported greater numbers of academic staff to pursue promotion (see 2.1), including engagement with promotion information sessions (which are now delivered by the University). We will also build actions that support staff with longer-term progression planning, especially during annual appraisal meetings. Our long-term aim is for greater gender balance across grades (in 2022 women held 55% of G7 and G8 roles, but 38% of G9 roles, **A2-3.2**).

AP2024-5.1: Provide support for staff on fixed-term contracts

AP2024-5.2: Enable longer-term planning for promotion, including via service and leadership roles and examine parity of access to these roles

AP2024-5.3: Provide support for Professional Services staff

AP2024-5.4: Improve information for students on careers in and from History

Priority 6

Promote positive behaviour and to ensure that staff and students feel supported in addressing negative behaviours such as bullying and harassment

Responses to EDIS questions showed that staff confidence in how bullying and harassment are handled in the School is <50% (**A1-2.1**) with men indicating they would be less comfortable raising concerns (74%W:62%M EDIS 2023, **A1-3.1**). Similar proportions of students agreed (with women less positive, **A1-3.2**). Our EDI webpage includes information on the University's 'Report and Support' mechanism (which can be used anonymously) and we will expand the communications channels we use to encourage students and staff to raise concerns. We will engage in discussions with staff and students, seeking a nuanced understanding of their trust in our processes and asking how we might build this trust. A message on our expectations on behaviours will be incorporated into the 2025 School strategy revision.

AP2024-6.1: Embed positive behaviours in School strategy

AP2024-6.2: Raise student awareness of policies on harassment and bullying and support routes

AP2024-6.3: Support staff and students to raise concerns related to inappropriate behaviours via training

AP2024-6.4: Investigate the impact of these initiatives (6.1, 6.2 and 6.3) in building confidence in raising concerns

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

Our action plan (to be delivered 2024-2029) is focused on six priority areas identified in our self-assessment:

Priority 1: Promote broad engagement and deeper embedding of Athena Swan in all School activities (including intersectionality)

Priority 2: Embed EDI principles in student experience and continue to promote diversity in curriculum

Priority 3: Secure overall student gender balance in recruitment across the School, paying attention to intersectional identities

Priority 4: Support a positive workplace culture through workload transparency and equity

Priority 5: Support female staff and students to progress their careers

Priority 6: Promote positive behaviours and to ensure that staff and students feel supported in addressing negative behaviours such as bullying and harassment

*Title in **bold** indicates the action holder with overall responsibility for ensuring the action is implemented.

Priority 1: Promote broad engagement and deeper embedding of Athena Swan in all School activities (including intersectionality)					
Area to be addressed	Rationale	Action(s)	Responsibility*	Timescale	Outcomes and Success Measure
1.1 Expand documentation on EDIC to support engagement with EDI work	The EDIC has effectively served as SAT (as well as delivering broader activity on EDI), however there have been challenges associated with turnover of members and over the past 5 years women have been overrepresented in the membership. Developing a job description for the DoEDI has clarified this role. We will develop further documentation on the aims, ways of working and membership of the committee that gives transparency to the school community on its purpose and how they can engage with its work.	1.1(a) Develop a Terms of Reference for EDIC.	**DoEDI** EDIC	Apr 2024	Terms of Reference available on Staff intranet
		1.1(b) Use the Terms of Reference to outline our ambitions for having an EDIC membership that includes staff and students from a diversity of backgrounds and representation from different roles and areas of work, including: (i) Appoint Deputy DoEDI of a different gender to DoEDI where possible (ii) Alternate between DoR and DoI as ex-officio members of EDIC (iii) Communicate areas of underrepresentation in open calls for new members.	**DoEDI**	Sep 2024 and annually thereafter	Recruitment of EDIC members aims to keep the proportion of women on committee to no more than 65% (currently 74%)
1.2 Establish clear data collection, analysis and reporting processes for AP2024 to ensure delivery and impact can be measured easily and effectively	Since 2018 EDI has been thoroughly embedded in School structures (see section 1.2). The renewal has however made us realise that we need better processes in place to collect and to regularly analyse data.	1.2(a) On appointment each School officeholder receives a copy of relevant sections of AP2024 as part of their role descriptor, to ensure continuity of internal responsibility for data collection, monitoring and reporting to EDIC. This data is then stored on EDI sharedrive managed by DoEDI and PS staff.	**DoEDI**, DoI, DoT, DoR, DoPGR, DoPGT, ASO, AO, PSS staff.	Starting with distribution to officeholders Apr 2024. Repeated on each new appointment.	Job descriptors include AP2024 sections and are used by officeholders, resulting in continuous record of data on School EDI sharedrive.

		1.2(b) Embed AP2024 and data analysis in work of EDIC via: (i) AP2024 a standing item on the agenda of the EDIC. (ii) Each EDIC meeting starts with discussion of data collected at scheduled points during the year, from Planning and from within the School. The data will be presented by the relevant School officeholder.	For the EDIC agenda: **DoEDI** For data collection: Planning, PS staff. For reporting: HoS (on staffing), DoT, ASO and AO (on student recruitment and attainment), DoR and DoI (on research funding, seminars and REF), DoEDI (on EDIS).	Bedding in a rota of discussions by Mar 2025 and annual rota thereafter.	Data regularly collected and made available for analysis on School EDI sharedrive. Discussion of trends minuted and AP2024 actions revised as needed against 2023 baseline.
		1.2(c) Annual report on progress with AP2024 delivered at school staff council.	**DoEDI**	Annually at Nov SSC.	AP2024 update report in SSC minutes, available on Staff intranet.
1.3 Extend EDIC activities to encompass more emphasis on intersectionality	The transformed Athena Swan Charter makes awareness of the compound inequalities resulting from the intersection of gender with other characteristics a central concern. Our EDIC will adopt a more intersectional approach to its activities, in particular relating to disability and ethnicity. History student (UG, PGT, PGR) data for 2022/23: • 23% with a declared disability • 8% BAME	1.3 (a) EDIC will participate in University level discussions to ensure data can be disaggregated at School level where possible and seek a gender breakdown of BAME staff and students and those with declared disability (including mental health) from Planning.	**DoEDI** EDIC Planning	Sep 2025, following rota of officeholder reports to EDIC (see 1.1).	Baselines will be established in 2025. Discussion of data by EDIC minuted and available on Staff intranet. Data on EDI sharedrive. At least 2 new actions to address intersectional inequality devised by 2028.
		1.3 (b) EDIC discusses staff and student data from EDIS by gender, ethnicity and disability. Data monitored to identify any	EDI Unit (EDIS data) **DoEDI** for the EDIC agenda EDIC	Biennial monitoring following EDIS, from May 2025.	

	School staff data for 2022: • 8% with a declared disability • 13% BAME None of these have been routinely broken down by gender but the most recent University Silver action plan (March 2024) includes disaggregation of data and actions to make University data more widely available to inform School-level activity.	trends and revise AP2024 actions accordingly.			
1.4 Move beyond sex-based binary in promoting gender equality for both staff and students	While the School recognises the variety of ways in which staff and students self-identify, our gender equality work has primarily focused on inequalities for men and women (partly due to the nature of our data collection; e.g. staff and student population data is only available for female/male). This obscures our understanding of the experience and equality concerns of community members who identify in other ways.	1.4(a) Invite EDI unit to help us run a campaign to communicate how confidentiality and anonymity will be maintained in EDIS analysis to give staff and students confidence in declaring their characteristics in EDIS	**DoEDI** HoS, School President, EDI unit	Feb-Apr 2025 (in advance of 2025 EDIS)	Less than 8% of 2025 EDIS respondents indicate 'prefer not to say' in response to gender/sex questions 2023 Baseline: 10%
		1.4(b) Review of our EDIS responses gives equal attention to responses from men, women, other gender identities (where respondent numbers permit), or aggregated responses from small groups.	**DoEDI** for oversight. School officeholders responsible for reports to EDIC (see 1.1)	Following rota of officeholder reports to EDIC (see 1.1)	Reports to EDIC include commentary on all respondents and are minuted with data stored on EDI sharedrive
	We have also noted an increase in the proportion of respondents who decline to indicate their gender in EDIS (2019 and 2021 <5%, 2023 10%) which impacts our analysis and potentially our chances of having reportable numbers for small groups. We aim to make it clear that non cis-gender identities are welcome	1.4(c) During staff and student inductions, draw attention to University networks and specialist support available, including policies on registering pronoun preference, name changes, leave of absence for gender reassignment and provision of unisex facilities.	**HoS** (staff inductions and oversight) DoEDI DoT DoPGT DoPGR	Annually at the start of each academic year and throughout as necessary.	At follow-up probation meetings line managers ask new staff about awareness of support available

and celebrated so that trans, non-binary and intersex students and staff feel included and able to be their authentic selves.	1.4(d) Staff involved in teaching, including GTAs, or student-facing roles, to view pronouns and gender-inclusive language training video	**HoS** DoT EDI Unit	Announcement at start of each academic year. Monitoring of completions (and follow up with non-completers) start of semester two.	More than 75% of staff on education-focused and research & education contracts complete training. If gender fluid, non-binary or other gender identity student EDIS respondent numbers allow reporting: at least 75% of those respondents agree that 'the School creates a welcoming environment in which to study'
		1.4(e) Fund at least one School activity per year for LGBTQ+ History Month.	**DoEDI** for oversight EDIC	Feb each year.	One event per year, attended by at least 15 staff and/or students, as appropriate.

Priority 2: Embed EDI principles in student experience and continue to promote diversity in curriculum					
Area to be addressed	Rationale	Action(s)	Responsibility	Timescale	Outcomes and Success Measure
2.1 Improve engagement of students with EDI activities	During the pandemic and online/hybrid teaching we had a low student response rate on our 2021 EDIS (34% compared to 58% in 2019). This did not improve in 2023 (38%) despite offering incentives such as Amazon tokens, perhaps because the EDIS was issued outside the teaching term. Ensuring that we get a better response in 2025 is a priority.	2.1(a) Ensure EDIS always issued in semester time. Liaise with Student President and History Society to raise awareness and encourage completion.	**DepDoEDI** EDI Unit	Starting from 2025 EDIS	Student EDIS response rate improvement to >50% from 2025, maintained in 2027 EDIS 2023 Baseline: 38%
		2.1(b) Promote EDI to students via: (i) mention EDI and Athena Swan at all student induction sessions, explaining its significance.	**DoT**	Starting from Sep 2024	Student awareness of AS in EDIS increases to >40% 2023 Baseline: 29%W:24%M

		(ii) include link to School EDI webpage in all student handbooks.			
		2.1(c) Open call for students to be involved in activities for 'History months' and continue to fund these activities from EDIC budget.	**DepDoEDI** for oversight Rotating staff teams responsible for each History month	Annually for each History Month	Students involved in organising at least 2 of our History months each year.
		2.1(d) Continue to include at least 3 students as members of EDIC.	**DoEDI**	From Mar 2024 and at all meetings	Regular participation of students documented in EDIC paperwork available on Staff intranet
2.2. Promote diversity in the curriculum alongside understanding of why it is appropriate	In the 2023 EDIS there was a gap between women's and men's responses to the statement that the 'course curriculum is representative of a diverse range of perspectives', Some student EDIS written responses draw attention to the increased but still restricted diversity in our offerings; others remain unconvinced of the need to diversify.	2.2(a) Encourage staff teams teaching subhonours modules to continue to promote diversity, contextualising the Eurocentric focus of our teaching as appropriate, introducing histories of gender, disability, sexuality and race where possible and providing explanations, not least drawing attention to the way diversity reflects our students' own diverse backgrounds and experience.	**DoT**, HoS	Starting from module planning in spring 2024 for 2024/25 academic year	EDIS shows less than 10% gap by gender in satisfaction with diverse range of perspectives in the curriculum from 2023 baseline of 68%F, 85%M.
		2.2(b) Continue to ensure Honours (3rd and 4th year) and PGT modules regularly include histories of gender, disability, sexuality and race.	ASO, **DoT, DoPGT**	Starting from module planning in spring 2024 for 2024/25 academic year	EDIS shows less than 10% gap by gender in satisfaction with diverse range of perspectives in the curriculum from 2023 baseline of 68%F, 85%M.
		2.2 (c) Continue to require all UG module coordinators to use	**DoT DoPGT**	Starting from module	All reading lists delivered via Talis.

		the library's online reading list system (Talis) that includes authors' first names and extend to PGT.		planning in spring 2024 for 2024/25 academic year	
		2.2(d) Promote continued engagement with our Inclusive Curriculum guidance	**DoT**, DoPGT, sub-honours module coordinators	Sep SSC annually + review of each sub-hons course at the end of semesters 1 and 2.	SSC minutes record review and are available on Staff intranet
		2.2(e) Promote engagement with 2023 LGBTQ+ guidance for teaching document.	**DoT**, DoPGT, sub-honours module coordinators	Sep SSC annually + review of each sub-hons course at the end of semesters 1 and 2.	SSC minutes record review and are available on Staff intranet
		2.2 (f) Promote University online curriculum feedback form both for highlighting good practice and identifying areas that need further reform.	**DoT**	Continuous	Link to curriculum feedback form is on School website and in student handbook EDIC discusses any comments raised by this process alongside EDIS feedback.
2.3. Promote inclusive teaching practices, alongside understanding of why they are appropriate	The proportion of St Andrews students who have declared a disability has increased since 2018 (For female students from 18% to 23%, 16% to 17% for male students). Our own teaching experiences and University-run workshops (for example on Digital Accessibility) have highlighted the	2.3(a) Run at least one workshop per year on inclusive teaching aimed at staff	DoT	Annual	One workshop per year on inclusive teaching provided for staff
		2.3(b) Offer prospective GTAs the chance to attend the workshop on 'Specific learning difficulties: their impact in a higher education setting' run by the University's Centre for	DoT Subhonours Module coordinators	Spring semester every year	GTA attendance at workshop on learning difficulties increases year on year

| | need for us to disseminate best practice regarding inclusive teaching. | Educational Advancement and Development; pay them for the hours spent on this course, which will also be a valuable CV addition. | | | |

Priority 3: Secure overall student gender balance in recruitment across the School, paying attention to intersectional identities					
Area to be addressed	Rationale	Action(s)	Responsibility	Timescale	Outcomes and Success Measure
3.1 Secure balanced recruitment by gender for PGT and PGR	Our UG student body tends to a higher F% than M% but at PGT F% is below HESA levels. PGT application gender ratios have improved, reaching parity in the 2022/23 applicant pool, but a sustained pattern has not yet been achieved. At PGR recent changes have seen a gender balance matching HESA at c. 50% in 2022/23-2023/24 but again this is a recent trend needing to be embedded.	3.1(a) We will continue and intensify the actions given in AP2018-6, 7, 9, 25 and 26 , including: (i) feature student testimonials on PGT webpages (ii) feature information on maternity/paternity leave and childcare in PG recruitment materials (iii) promote PG scholarships to prospective students and maintaining selection processes that ensure parity of access (iv) engage with offer holders	DoPGT DoPGR	From 2024 Recruitment cycle.	Regularly updated PGT and PGR recruitment materials that reflect diversity in the student body. Overall student body has gender gap of <10% over two years 2027/29. PGT F application proportions improved over the 2018-2023 average by > 5%.
	Funding is often the key determinant of an individual's ability to pursue PG study.	3.1(b) Hold two annual internal recruitment events targeted at UG students interested in PGT applications and at PGT students interested in PGR. Invite existing PGT /PGR students and alumni, highlighting the experiences of female, non-binary/disabled/ BAME students.	**DoEDI** for oversight DoPGT DoPGR	From 2024-25	

		3.1(c) Annual review of gender proportions in individual PGT programmes to identify longer term trends. Use this to work closely with PGT programme directors to develop new APs if appropriate.	**DoPGT** Directors of PGT programmes	Oct each year	
		3.1(d) Ask PGT programme directors to recruit a diverse group of programme ambassadors from among current students to assist with conversion from offer to acceptance.	**DoPGT** Directors of PGT programmes	Nov each year	
		3.1(e) Ensure all staff involved in assessing PGT and PGR applications have completed unconscious bias training.	**HoS** DoPGT (when selecting ad hoc committees assessing PGT applications) DoPGR (when selecting ad hoc PGR scholarship committee)	Nov each year	
3.2 Secure a better understanding of the experience and attainment of our students by ethnicity, those with disabilities, and those identifying as non-binary	The numbers of students identifying as non-binary, or BAME is often too small for statistical analysis or to allow reporting for reasons of confidentiality.	3.2(a) Introduce a question in the EDIS which invites students in underrepresented groups to provide anonymous feedback on their experience of the School in terms of ethnicity, (dis)ability and sexuality and allows these to be assessed by gender. Where numbers are too small, encourage adoption as a Faculty-wide question as	**DoEDI** **EDI unit**	From 2025 EDIS	EDIC acquires better understanding of the intersectional concerns affecting student experience and attainment, reflected in minutes and in at least 1 new AP by 2029.

		students in cognate Schools may face similar concerns.			

Priority 4: Support a positive workplace culture through workload transparency and equity					
Area to be addressed	**Rationale**	**Action(s)**	**Responsibility**	**Timescale**	**Outcomes and Success Measure**
4.1 Transparency and equity in workload distribution	During the pandemic, staff faced mounting challenges in terms of workload and well-being. This is reflected in the EDIS which shows a decline in satisfaction on several fronts. The situation was complicated by new confidentiality rules driving down staff satisfaction with the equity and transparency of workload allocations. This is a gendered issue because the EDIS indicates that women's satisfaction is lower than men's.	4.1(a) Continue the new annual dissemination event regarding workloads in semester one.	**DoT**	Nov 2024, annually thereafter	Event gives staff an opportunity to comment on the model and how workload is distributed.
		4.1(b) Develop an online tool to report start-of-year workload to allow staff a greater sense of control over teaching information, including at PGT and PhD level, and to ease the task of compiling workloads for the DoT	**ASO** School IT officer	From Sep 2024	Online tool available and in use
		4.1(c) Run a consultation (following results of 2025 EDIS and implementation of actions 4.1b and 4.2a) on workload to explore gender-based difference in confidence in equity and transparency of allocation. Results will be discussed at EDIC and actions developed if feasible interventions are identified	**DoEDI** HoS	Feb 2026	Consultation completed and at least one action identified Difference of <10% between positive responses from women and men to questions on transparency and equity in the 2027 EDIS. 2023 baseline: 'The workload allocation model encompasses': Transparency - 47%W:67%M Equity - 50%W:67%M
4.2 Develop new tools /processes to support sustainable workloads	In addition to staff having raised concerns about the equity of how workload is distributed, COVID-19 saw additional workload pressures on staff. In a University staff	4.2(a) Undertake a consultation of staff to identify opportunities to streamline the delivery and administration of teaching.	**DoT** ASO DoEDI EDIS	Nov 2024 (consultation) Feb 2025 (consideration of report)	At least two actions are implemented by Sep 2025

Area to be addressed	Rationale	Action(s)	Responsibility	Timescale	Outcomes and Success Measure
	survey in 2021 academic women were the least positive about their workloads being reasonable and sustainable.	Report of consultation to be considered by both School Teaching Committee and EDIS to generate recommendations for action.			

Priority 5: Support female staff and students to progress their careers

Area to be addressed	Rationale	Action(s)	Responsibility	Timescale	Outcomes and Success Measure
5.1 Provide support for staff on fixed-term contracts	The proportion of women amongst staff on fixed-term contracts has been >50% for the past 5 years, fluctuating from a low of 53% (2018) to a high of 67% (2021). We must ensure that we support staff on fixed-term contracts through their periods of precarity and help them prepare for their future careers.	5.1(a) Fund the activities of the History Early Career Community.	**HoS** Deputy HoS	From 2024-25	Budget used towards at least 2 networking events per year.
		5.1(b) Co-organize with the History Early Career Community at least 2 formal training events per year. E.g. on job/grant applications, interviews, publication.	**HoS** Deputy HoS	From 2024-25	2 events per year offered and attended by >25% of staff on fixed-term contracts.
		5.1(c) Promote the School's informal mentoring network	**Deputy HoS**	Annually at the start of each academic year	>50% of staff on fixed-term contracts opt into the School's informal mentoring network
5.2 Enable longer-term planning for promotion including via service and leadership roles and examine parity of access to these roles	In 2023 the proportion of female professors (G9) in the School is 44%. We need to ensure that women continue to achieve promotion, particularly from G7 to G8 (where 55% of staff are women), to maintain this pipeline. Over the past five years our female staff have been increasingly successful in applying for promotion and we will continue to provide information sessions and feedback to unsuccessful applicants (AP2018	5.2(a) Discuss promotion pathways during probation and annual review meetings, including the role of service/leadership and of research grant applications.	**HoS** (for academic staff) **DoR** (for research grants) **School Manager** (for PS staff)	Annually via probation and review meetings.	2024-2028 women continue to account for c.50% of promotion applicants. Response to 2027 EDIS 'my line manager supports career progression' >80% of men and women positive. 2023 Baseline: 82% F:81%M positive
		5.2(b) HoS will indicate on an annual basis which service roles will become available over the next 24 months whenever possible, giving visibility to	**HoS**	From Apr 2024	SSC minutes include information on roles due to become available and are on Staff intranet

actions). Our actions here are designed to support staff planning for promotion over a longer-term.	timing of opportunities for taking up roles to help staff plan their longer-term development				
	5.2(c) Expand monitoring of committee membership to include grade. Review of membership data to include consideration of School staff population and who is getting access to committee opportunities.	**DoEDI** PS staff EDIC	From Sep 2024	Annual review of committee membership by EDIC includes grade information, recorded in EDIC minutes, available on Staff intranet.
	5.2(d) Collect protected characteristic data on committee members via an annual anonymous online survey to produce a report summarising membership (across key standing committees to ensure confidentiality: Executive, Teaching, Research, PG, EDIC)	**DoEDI** PS staff EDIC IT officer (for survey design)	Annually from Sep 2024	Data on committee membership reviewed by EDIC and recorded in EDIC minutes, available on Staff intranet and actions developed as appropriate
5.3 Provide support for Professional Services staff	The School has 7 PS staff (87%F) in managerial, specialist and administrative roles. The reality is that there are limited opportunities for staff to move to a higher level in the School (only one staff member has been regraded in the past 5 years). Ensuring PS staff have access to training will support the development of skills for their current role as well as equip them to move to other roles within or outwith the university.	5.3(a) Discussion of development needs in annual appraisals, access to LinkedIn learning courses promoted where appropriate	**School Manager** (as PS staff line manager)	During annual appraisals	PS staff take up training opportunities discussed with School Manager
		5.2(b) Encourage PS staff to take up training opportunities, including (when appropriate) Aurora.	**School Manager** (as PS staff line manager)	Jun 2024 and annually thereafter	At least one PS staff member has completed Aurora (or other leadership training of their choice) by 2028

5.4 Improve information for students on careers in and from History	The proportion of positive student responses to the EDIS question 'I am optimistic about career progression' has declined, and women are consistently less optimistic (2019 EDIS – 63%W:73%M, 2023 EDIS 46%W:67%M). We recognise that answers to this question are shaped by the broader employment environment, but we can help our students, e.g. by discussing the skills they have learned that will appeal to employers. Furthermore, in free text comments in EDIS students have asked for "more information on career beyond academic research" or stated that they "don't know what options are available".	5.4(a) Employability Officer (new role in School) works closely with University Careers Service to provide advice and support to UGs.	**Employability Officer for UGs** DoPGT	From 2024-25	Less than 10% gender difference in positive student response to career support question in 2027 EDIS
		5.4(b) Employability Officer produces report for EDIC on common concerns raised by students and areas where students require support, based on 2 years work with students, and including recommendations for actions.	**Employability Officer for UGs** EDIC	May 2026	EDIC agrees and enacts at least two new actions (from Sep 2026)
		5.4(c) Workshops on careers outside academia built into PGT programmes and offered to PGRs.	**DoPGT**	Annually from 2024-2025	1 workshop delivered annually. Feedback from workshop attendees indicates at least 80% found it helpful.
		5.4(d) Incorporate question on School support for career development in EDIS to assess impact of actions (a) to (c).	**DoEDI**	From 2025 EDIS	Less than 10% gender difference in positive response to career support question in 2027 EDIS

Priority 6: Promote positive behaviours and to ensure that staff and students feel supported in addressing negative behaviours such as bullying and harassment					
Area to be addressed	Rationale	Action(s)	Responsibility	Timescale	Outcomes and Success Measure
6.1 Embed positive behaviours in School strategy	Our intentions with respect to inappropriate behaviours and bullying, harassment and discrimination will be made clear in our next strategy revision to give a visible signal of the importance of this topic from the highest levels of the School.	6.1(a) Write statement on positive behaviours into new School strategy (2025), drawing on best practice from other Schools.	**HoS**	Statement developed Nov-Dec 2024 for publication in 2025	Statement in School Strategy which is developed in consultation across the school and available on the School website

6.2 Raise student awareness of policies on harassment and bullying and support routes	Our EDI webpage includes information on the University's 'Report and Support' mechanism (which can be used anonymously) and encouragement to email histedi@ or talk to the DoEDI about problems with aspects of life in the School or University. There was, however, a gendered difference in student responses to EDIS question about 'guidance on where to find support (2023 – 45%W:67%M positive).	6.2(a) Ensure that all module handbooks include a link to the School EDI pages, and thence to University policies on harassment and bullying and the report and support tool.	**DoT** ASO PS staff	From preparation of teaching materials for AY 2024/25	Information is available in handbooks, webpages and posters, including online School feedback form. In 2027 EDIS at least 75% of students agree that the School has 'clear guidance on where to find support', with less than <10% difference between men and women. 2023 Baseline: 45%W:67%M
		6.2(b) Improve our EDI webpage regarding addressing negative behaviours, drawing on best practice from other schools. For example, we will introduce a feedback form, allowing students to provide anonymous feedback or register complaints directly to the School	**DepDoEDI** IT officer	From Sep 2024	
		6.2(c) In discussion with University EDI team, produce an 'Are you OK?' poster which gives guidance on seeking support for different issues for display in student spaces in the School buildings	**DoEDI** PS staff EDI Unit	May-Jul 2024 develop poster content Sep 2024 Poster on display	
6.3 Support staff and students to raise concerns related to inappropriate behaviours via training	Responses to 2023 EDIS question on satisfaction with how bullying and harassment is addressed showed <50% of respondents (student and staff) were positive (with women <40% positive). Similarly, respondents (particularly women) indicated that they didn't feel comfortable with raising concerns around bullying and harassment. Some of this we feel may be down to the language used in the question	6.3(a) Run campaign, e.g. via emails and social media, to draw students' attention to the training in bystander intervention available through the student-led initiative 'Got consent' and other student networks	**DepDoEDI,** EDIC, HR, School President	Annually starting in September 2024	To be assessed in 6.4
		6.3(b) Roll-out Active Bystander Training (piloted in 2023-4) to all School staff.	**HoS** DoEDI EDIC	Sep 2024, 2025, 2026 (then review provision).	All staff complete training by 2026. Review after 2026 delivery to consider whether to continue action or adjust.

	and we will look to simplify this for future surveys.				At least 70% of staff give positive response to 2027 EDIS question on raising concerns and how they are addressed.
		6.3(c) Ensure all staff with line-management responsibilities have completed the University's 'Manager Essential Elearning' training.	**HoS** (to monitor and provide figures for EDIC) All members of School with line-management responsibilities.	Annual review every Dec	100% completion annually
		6.3(d) Revise EDIS question to 'I would raise concerns about harassment and discrimination in the School' (removing the wording 'I would feel comfortable')	**DoEDI** EDI unit	2025 EDIS and future surveys	EDIC minutes, available on Staff intranet, record discussion of responses to EDIS question 'I would raise concerns'. To be assessed in 6.4
6.4 Investigate the impact of these initiatives (6.1, 6.2 and 6.3) in building confidence in raising concerns	Gaining information by speaking to staff and students about their experiences and perceptions will allow us to understand the impact of our actions including why staff and students may not have trust in our processes around bullying and harassment and how we might better build this trust.	6.4(a) Run two consultations (one for UG, one for PG students) to understand the impact of these actions and identify any areas of concern	**DepDoEDI**	Jan-Mar 2027 (consultation) May 2027 (EDIC discuss report)	Report produced for EDIC. Report used to identify new/amend actions. New actions to be implemented from Sep 2027
		6.4(b) Run consultation for staff to understand the impact of these actions and identify any areas of concern	**DoEDI**	Jan-Mar 2027 (consultation) May 2027 (EDIC discuss report)	Report produced for EDIC. Report used to identify new/amend actions. New actions to be implemented from Sep 2027

Appendix 1: Culture survey data

Since our last Athena Swan application, the EDIS has run biennially (2019, 2021, 2023). The 2023 survey included six of the seven core questions of the Advance HE Athena Swan transformed charter (an alternate question on flexible working was also used, directed at understanding where to find information, as this linked to an action in AP2018).

Questions follow a 5-point Likert scale from strongly agree; agree; neither agree nor disagree; disagree; strongly disagree. We also include a prefer not to say option for all questions.

Respondents were asked 'How would you describe your gender'. Answer options were gender fluid, man, non-binary, woman, other (self-specify), as well as prefer not to say.

Results are only reported for groups of 5 or more. Where a gender breakdown of responses is given, responses are reported from men, women and an aggregated group including all other response options.

Below we report a 'positive' response as those responding agree and strongly agree and 'negative' as those who disagree or strongly disagree. Charts are provided for select questions which show all responses (including neither agree nor disagree).

List of appendix 1 data

1.1. Staff and student respondents to EDI surveys by gender

		Total*	Man		Woman		Aggregated	
			Number	% of respondents	Number	% of respondents	Number	% of respondents
2019	Students	335	108	35%	191	63%	6	2%
	Staff	70	28	41%	33	48%	8	11%
2021	Students	231	68	32%	137	63%	13	5%
	Staff	44	16	37%	19	44%	8	19%
2023	Students	223	66	32%	117	57%	23	11%
	Staff	56	21	37%	23	41%	12	22%

* Including respondents who did not answer the question on gender identity

Core survey questions

2.1. Percentage (number) of respondents that gave a positive response to Advance HE core survey questions in 2023 EDI survey

Question*	Students			Staff		
	Man	Woman	Aggregated	Man	Woman	Aggregated
Q1 - My contributions are valued in my School				76.2% (16)	69.6% (16)	33.3%
Q2 - School leadership actively supports gender equality	78.8% (52)	58.1% (68)	60.0% (24)	95.2% (20)	91.3% (21)	58.3%
Q4 - I am satisfied with how bullying and harassment are addressed in my School	56.1% (37)	37.6% (44)	36.0% (9)	42.9% (9)	39.1% (9)	16.7%
Q5 - My line manager supports my career development				81.0% (17)	82.6% (19)	41.7%
Q6 - My mental health and wellbeing are supported in my School	69.7% (46)	54.7% (64)	56.0% (14)	52.4% (11)	73.9% (17)	25.0%
Q7 - My School has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff				33.3% (7)	43.5% (10)	8.3%

* The School did not use Q3 'The School enables flexible working' in 2023 EDIS as an alternate question on flexible working was used to directly assess an action from AP2018

2.2 Q1 – "My contributions are valued in my School"

Staff responses (EDIS 2023)

2.3 Q2 – "School leadership actively supports gender equality"

Staff responses (EDIS 2023)
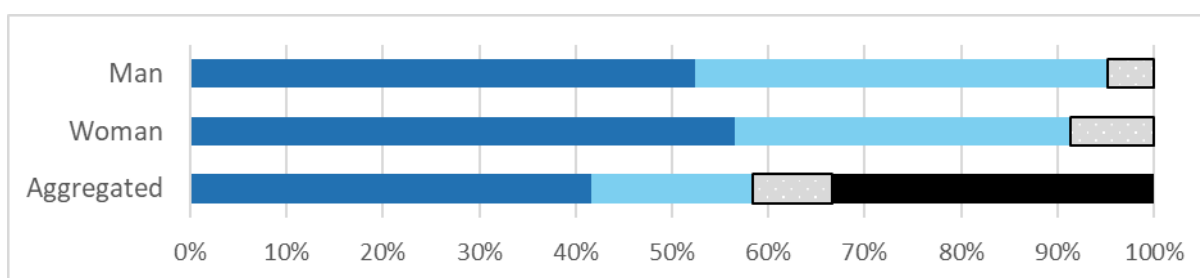
Student responses (EDIS 2023)
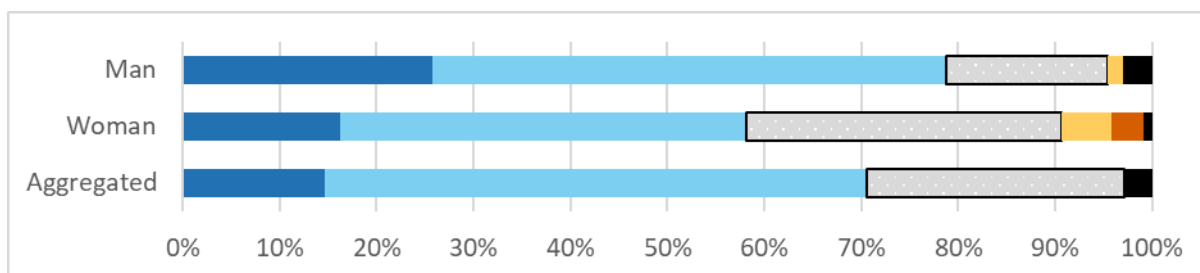
2.4 Q4 – "I am satisfied with how bullying and harassment are addressed in my School"

Staff responses (EDIS 2023)
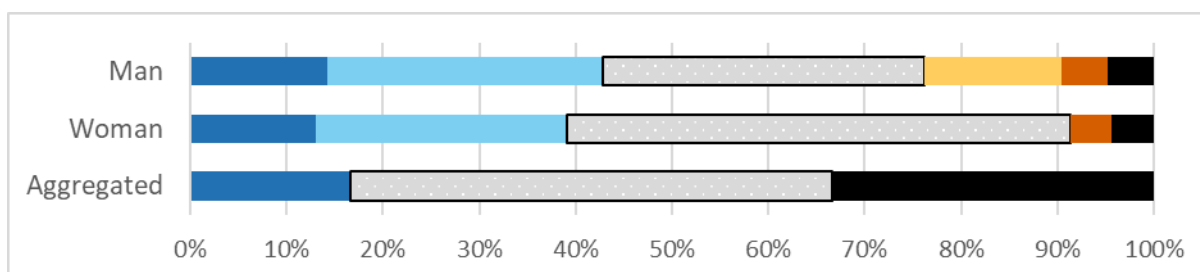
Legend: ■ Strongly agree ■ Agree ▨ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ Prefer not to answer

Student responses (EDIS 2023)
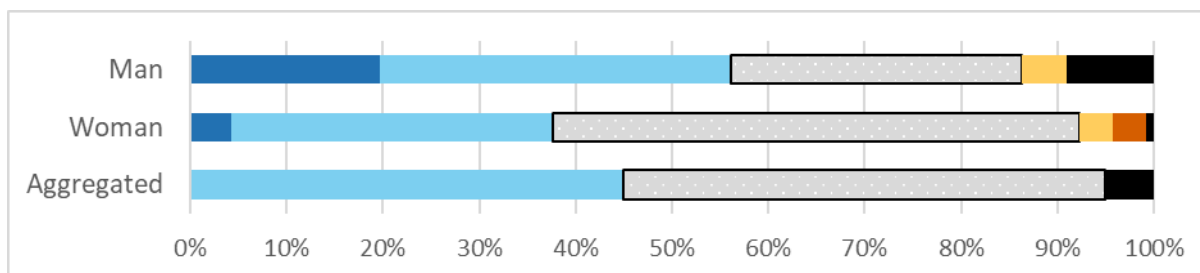
2.5 Q5 – "My line manager supports my career development"

Staff responses (EDIS 2023)

2.6 Q6 – "My mental health and wellbeing are supported in my School"

Staff responses (EDIS 2023)

Student responses (EDIS 2023)

2.7 Q7 – "My School has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff"

Staff responses (EDIS 2023)
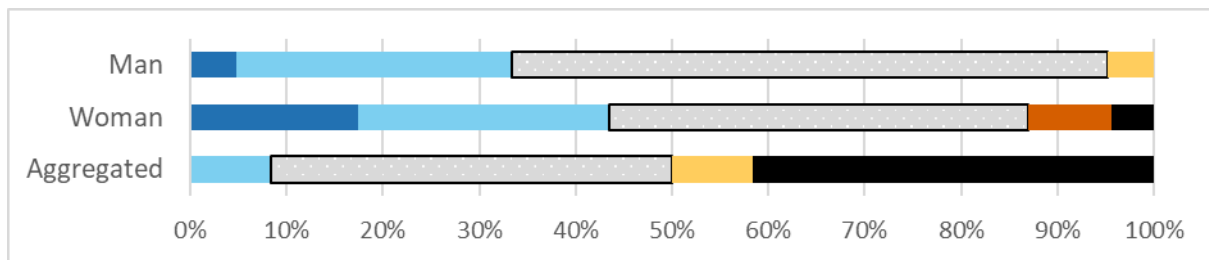
Additional EDI survey questions

3.1 Proportion of positive and negative staff responses to 2023 EDI survey questions by gender

	Positive			Negative		
	Man	Woman	Man / Woman Difference	Man	Woman	Man / Woman Difference
Equality, diversity and inclusion						
Equality, Diversity & Inclusion are a priority within the School	76.2%	82.6%	6.4	4.8%	4.3%	-0.5
Prior to this survey, I had heard of the Athena Swan Charter recognising advancement of gender equality	90.5%	95.7%	5.2	9.5%	4.3%	-5.2
The modules offered in the School of History include a diverse range of perspectives (by which we intend historical perspectives including gender, disability, religion or belief, sexual orientation, ethnicity, race and other related perspectives)	76.2%	69.6%	-6.6	0.0%	17.4%	17.4
The School handles Equality, Diversity & Inclusion concerns well	57.1%	69.6%	12.5	0.0%	0.0%	0.0
School environment and culture						
The School creates a welcoming environment in which to work/study	95.2%	82.6%	-12.6	4.8%	4.3%	-0.5
The social activities within the School are welcoming to all	76.2%	78.3%	2.1	4.8%	13.0%	8.2
Core activities like events/meetings are scheduled during the School core hours of 10am – 4pm	85.7%	69.6%	-16.1	0.0%	17.4%	17.4
Processes and policies						
The Review and Development process (annual appraisal) has been/will be a useful opportunity in which to discuss my activities of the past year and the year to come	71.4%	69.6%	-1.8	14.3%	13.0%	-1.3
The Review and Development process (annual appraisal) has been/will be a useful opportunity in which to discuss my development requirements	52.4%	65.2%	12.8	14.3%	17.4%	3.1
The Review and Development process (annual appraisal) has been/will be a useful opportunity in which to agree objectives with my line manager	66.7%	56.5%	-10.2	9.5%	17.4%	7.9
The workload allocation model encompasses transparency	66.7%	40.0%	-26.7	19.0%	45.0%	26.0
The workload allocation model encompasses recognition of leadership and administrative service	66.7%	50.0%	-16.7	9.5%	15.0%	5.5
The workload allocation model encompasses equity	66.7%	40.0%	-26.7	9.5%	15.0%	5.5
The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment	76.2%	65.2%	-11.0	0.0%	13.0%	13.0
I would be comfortable raising concerns about discrimination, bullying or harassment in the School	61.9%	73.9%	12.0	19.0%	13.0%	-6.0
I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School	61.9%	65.2%	3.3	19.0%	17.4%	-1.6

	Positive			Negative		
	Man	Woman	Man / Woman Difference	Man	Woman	Man / Woman Difference
I know where to find information about flexible working	66.7%	60.9%	-5.8	14.3%	30.4%	16.1
I know where to find information about taking maternity/paternity/adoption or other parental leave	85.7%	78.3%	-7.4	0.0%	0.0%	0.0
I am confident that the School would be supportive if I requested maternity/paternity/adoption or other parental leave	90.5%	82.6%	-7.9	0.0%	0.0%	0.0
I know where to find information if I required long term sickness leave, special leave or leave of absence (e.g. time off for dependants/carers leave/compassionate leave)	81.0%	69.6%	-11.4	4.8%	17.4%	12.6
When I took leave for maternity/paternity/adoption, other parental leave, illness, special leave (e.g. time off for dependants/carers leave/compassionate leave) or other leave of absence the School was supportive	77.8%	100.0%	22.2	0.0%	0.0%	0.0
Professional and career development						
There are strong roles models for me within the School	71.4%	78.3%	6.9	9.5%	21.7%	12.2
I am optimistic about my options for career progression following my current role or course of study	33.3%	43.5%	10.2	33.3%	30.4%	-2.9
I am encouraged to undertake additional professional training (e.g. through OSDS, CEED or technical training as appropriate to my discipline)	57.1%	52.2%	-4.9	9.5%	13.0%	3.5
I have adequate opportunities to network in the School	80.9%	87.0%	6.1	3.6%	8.7%	5.1
I have adequate opportunities to network in the University	52.4%	47.8%	-4.6	28.6%	17.4%	-11.2
I have adequate opportunities to network outside the University	47.6%	56.5%	8.9	4.8%	17.4%	12.6

3.2 Proportion of positive and negative student responses to 2023 EDI survey questions by gender

	Positive			Negative		
	Man	Woman	Man / Woman Difference	Man	Woman	Man / Woman Difference
Equality, diversity and inclusion						
Equality, Diversity & Inclusion are a priority within the School	78.8%	58.1%	-20.7	3.0%	8.5%	5.5
Prior to this survey I had heard of the Athena Swan Charter recognising advancement of gender equality	24.2%	29.0%	4.8	71.2%	70.1%	-1.1
The modules offered in the School of History include a diverse range of perspectives (by which we intend historical perspectives including gender, disability, religion or belief, sexual orientation, ethnicity, race and other related perspectives)	81.8%	67.5%	-14.3	7.6%	21.4%	13.8
The School handles Equality, Diversity & Inclusion concerns well	71.2%	56.4%	-14.8	4.5%	11.1%	6.6
School environment and culture						
The School creates a welcoming environment in which to work/study	92.4%	79.5%	-12.9	4.5%	8.5%	4
The social activities within the School are welcoming to all	74.2%	61.5%	-12.7	4.5%	14.5%	10
Processes and policies						
The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment	66.7%	45.3%	-21.4	6.1%	18.8%	12.7
I would be comfortable raising concerns about discrimination, bullying or harassment in the School	75.8%	65.0%	-10.8	7.6%	23.1%	15.5
I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School	80.3%	64.1%	-16.2	7.6%	12.0%	4.4
I know where to find information about taking maternity/paternity/adoption or other parental leave	30.3%	17.1%	-13.2	22.7%	30.8%	8.1
I am confident that the School would be supportive if I requested maternity/paternity/adoption or other parental leave	53.0%	33.3%	-19.7	4.5%	12.0%	7.5
I know where to find information if I required long term sickness leave, special leave or leave of absence (e.g. time off for dependants/carers leave/compassionate leave)	62.1%	49.6%	-12.5	21.2%	21.4%	0.2
When I took leave for maternity/paternity/adoption, other parental leave, illness, special leave (e.g. time off for dependants/carers leave/compassionate leave) or other leave of absence the School was supportive	53.8%	30.8%	-23	7.7%	11.5%	3.8

	Positive			Negative		
	Man	Woman	Man / Woman Difference	Man	Woman	Man / Woman Difference
Professional and career development						
There are strong roles models for me within the School	83.3%	78.6%	-4.7	2.4%	7.7%	5.3
I am optimistic about my options for career progression following my current role or course of study	66.7%	46.2%	-20.5	15.2%	6.8%	-8.4
I have adequate opportunities to network in the School	70.0%	45.3%	-24.7	13.6%	23.0%	6.4
I have adequate opportunities to network in the University	71.2%	52.1%	-19.1	10.6%	21.4%	10.8
I have adequate opportunities to network outside the University	60.6%	36.8%	-23.8	18.2%	27.4%	9.2
Supporting students						
The "Honours Skills" training sessions are useful in transitioning from Subhonours work to Honours	56.5%	48.7%	-7.8	0.0%	12.8%	12.8

3.3 Proportion of positive staff responses to selected questions in 2019, 2021 and 2023 EDI surveys

Question	2019		2021		2023	
	Man	Woman	Man	Woman	Man	Woman
The School handles Equality, Diversity & Inclusion concerns well	75.0%	60.6%	81.3%	78.9%	57.1%	69.6%
The School creates a welcoming environment in which to work/study	82.8%	81.1%	81.0%	93.8%	84.0%	91.3%
The social activities within the School are welcoming to all	89.3%	75.8%	75.0%	73.7%	76.2%	78.3%
Core activities like events/meetings are scheduled during the School core hours of 10am – 4pm	92.9%	69.7%	81.3%	78.9%	85.7%	69.6%
The Review and Development process (annual appraisal) has been/will be a useful opportunity in which to discuss my development requirements			56.3%	36.8%	52.4%	65.2%
The workload allocation model encompasses transparency			93.8%	87.5%	67.7%	40.0%
The workload allocation model encompasses equity			87.5%	37.5%	67.7%	40.0%
The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment[†]	74.1%	69.7%	81.3%	78.9%	76.2%	65.2%
I would be comfortable raising concerns about discrimination, bullying or harassment in the School	78.6%	57.6%	68.8%	52.6%	61.9%	73.9%
I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School	78.6%	66.7%	68.8%	73.7%	61.9%	65.2%
I know where to find information about flexible working	67.9%	54.5%	56.3%	84.2%		
I know where to find information about taking maternity/paternity/adoption or other parental leave[†]	82.1%	69.7%	81.2%	84.2%	85.7%	78.3%
I am confident that the School would be supportive if I requested maternity/paternity/adoption or other parental leave	85.7%	75.8%	81.3%	84.2%	90.5%	82.6%
When I took leave for maternity/paternity/adoption, other parental leave, illness, special leave (e.g. time off for dependants/carers leave/compassionate leave) or other leave of absence the School was supportive	55.6%	72.7%	83.3%	87.5%	77.8%	100.0%
There are strong roles models for me within the School	89.3%	78.8%	68.8%	89.5%	71.4%	78.3%
I am optimistic about my options for career progression following my current role or course of study	53.6%	48.5%	62.5%	57.9%	33.3%	43.5%
I have adequate opportunities to network outside the University	81.5%	48.5%	62.5%	84.2%	47.6%	56.5%

3.4 Proportion of positive student responses to selected questions in 2019, 2021 and 2023 EDI surveys

Question	2019		2021		2023	
	Man	Woman	Man	Woman	Man	Woman
The modules offered in the School of History include a diverse range of perspectives (by which we intend historical perspectives including gender, disability, religion or belief, sexual orientation, ethnicity, race and other related perspectives)	70.1%	56.0%			81.8%	67.5%
The School handles Equality, Diversity & Inclusion concerns well	65.7%	46.6%	60.3%	53.3%	71.2%	56.4%
The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment[†]	60.2%	45.0%	64.7%	46.0%	66.7%	45.3%
I would be comfortable raising concerns about discrimination, bullying or harassment in the School	82.2%	58.7%	73.5%	64.2%	75.8%	65.0%
I am confident that senior members of staff would challenge instances of discrimination, bullying or harassment in the School	90.7%	67.2%	77.9%	67.2%	80.3%	64.1%
There are strong roles models for me within the School	71.3%	73.3%	69.1%	73.0%	83.3%	78.6%
I am optimistic about my options for career progression following my current role or course of study	73.1%	63.4%	52.9%	51.1%	66.7%	46.2%
The "Honours Skills" training sessions are useful in transitioning from Subhonours work to Honours	50.0%	49.5%	68.0%	38.2%	56.5%	48.7%

3.5 Induction questions in 2023 EDI survey

Question	Staff responses	
	Very helpful/ helpful	Somewhat unhelpful/ very unhelpful
I found the formal School induction to be:	100.0%	0.0%
I found meeting with senior office holders in the School to be:	93.8%	0.0%
	Yes	No
Did you feel welcomed to the School	90.0%	0.0%

3.6 Proportion of positive responses from staff respondents with caring responsibilities (CR) to selected questions in 2019, 2021 and 2023 EDI surveys

Question	2019		2021		2023	
	All respondents	CR	All respondents	CR	All respondents	CR
Equality, Diversity & Inclusion are a priority within the School	87.0%	96.3%	77.3%	81.0%	75.0%	84.0%
The School creates a welcoming environment in which to work/study	82.6%	88.9%	81.8%	81.0%	82.1%	84.0%
The social activities within the School are welcoming to all	81.2%	85.2%	72.7%	66.7%	69.6%	64.0%
Core activities like events/meetings are scheduled during the School core hours of 10am – 4pm	80.0%	77.8%	76.7%	90.5%	71.4%	72.0%

Appendix 2: Data tables

Student data is expressed in full-time equivalent (FTE, rounded to the nearest whole), unless otherwise indicated. Student data is based on a snapshot taken at the end of teaching week 5 (which falls in October) each year and is shared with the School by central planning in March of the following year.

Six years of student data is presented in this application covering academic years 2017-18 to 2022-23.

Staff data is presented as headcount. Staff data is based on a snapshot taken on 30 November each year and is shared with the School by central planning in March of the following year.

Five years of staff data is presented in this application covering 2018 to 2022.

Applications for academic promotion are submitted in January each year, with outcomes reported in June. Promotions data presented includes the 2023 round.

Academic staff have one of three types of contract function: Research-focused, Education-focused, and Research and Education (below).

University of St Andrews Academic job contract functions with role and grade

Academic contract function and role			Grade
Research-focused	**Education-focused**	**Research and Education***	
Research Assistant	Teaching Fellow		5
Research Fellow	Associate Lecturer		6
Senior Research Fellow	Lecturer	Lecturer	7
Principal Research Fellow	Senior Lecturer	Senior Lecturer	8
		Reader	8
Professorial Research Fellow	Professor	Professor	9

* Research and Education staff are reported by role to allow distinction between Senior Lecturer and Reader roles (both grade 8).

Professional Services (PS) staff contracts fall into one of three types of job family: Managerial, Specialist and Administrative (grade 2 to 9), Operational and Facilities (grade 1 to 6), Technical and Experimental (grade 2-7).

For staff, the gender breakdown shown is based on individuals who have identified themselves as female or male (in accordance with HMRC requirements). Students can identify as female, male, other, or prefer not to answer, however only female and male are reported due to very low numbers in the other/prefer not to answer categories.

Although reporting was limited to female/male, the School recognises that some individuals do not identify in these binary ways.

HESA data (cost centre 139 History) for all UK HEIs were used as an external benchmark. Amalgamated data from all AHSSBL Schools (Art History, Classics, Divinity, International Relations, Economics & Finance, English, Management,

Modern Languages, Philosophical, Anthropological & Film Studies, and International Education Institute) were used as an internal benchmark.

School of History students and staff, by gender, 2017 and 2022

List of appendix 2 data

Mandatory data

1. Students at UG, PGT and PGR level

Foundation students

The University has fewer than 100 foundation students each year, of which approximately a third are on Access to Medicine programmes. There are no foundation programmes delivered by the School of History that specifically give access to History undergraduate programmes.
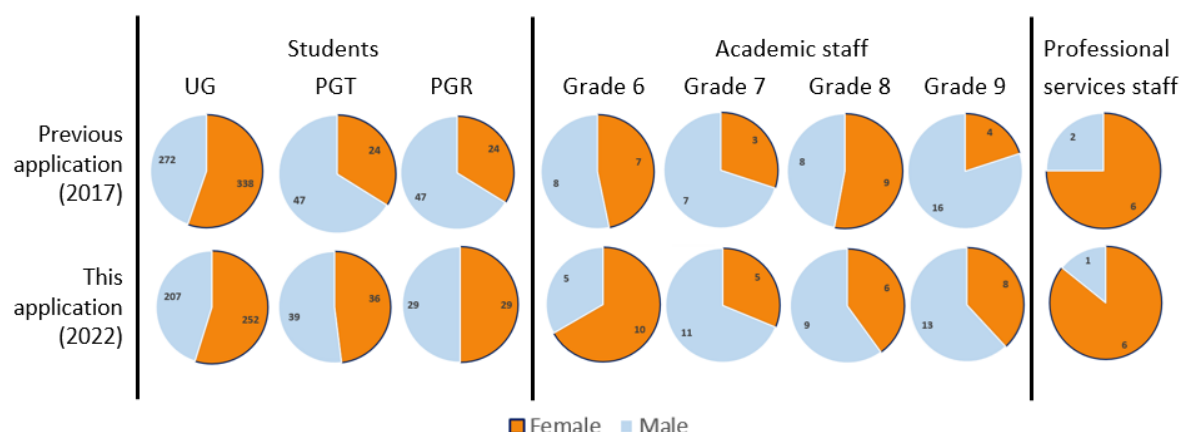
1.1. Undergraduate students by gender

Academic Year	Total Students	Female	Male	% Female	UK HEIs Average % Female
2017-18	610	338	272	55%	53%
2018-19	543	302	242	56%	54%
2019-20	507	300	207	59%	54%
2020-21	513	299	212	58%	54%
2021-22	489	286	201	58%	
2022-23	461	252	207	55%	

Undergraduate students in the School of History by gender. The total number of UG students in the School and the UK HEI average % female is also shown.
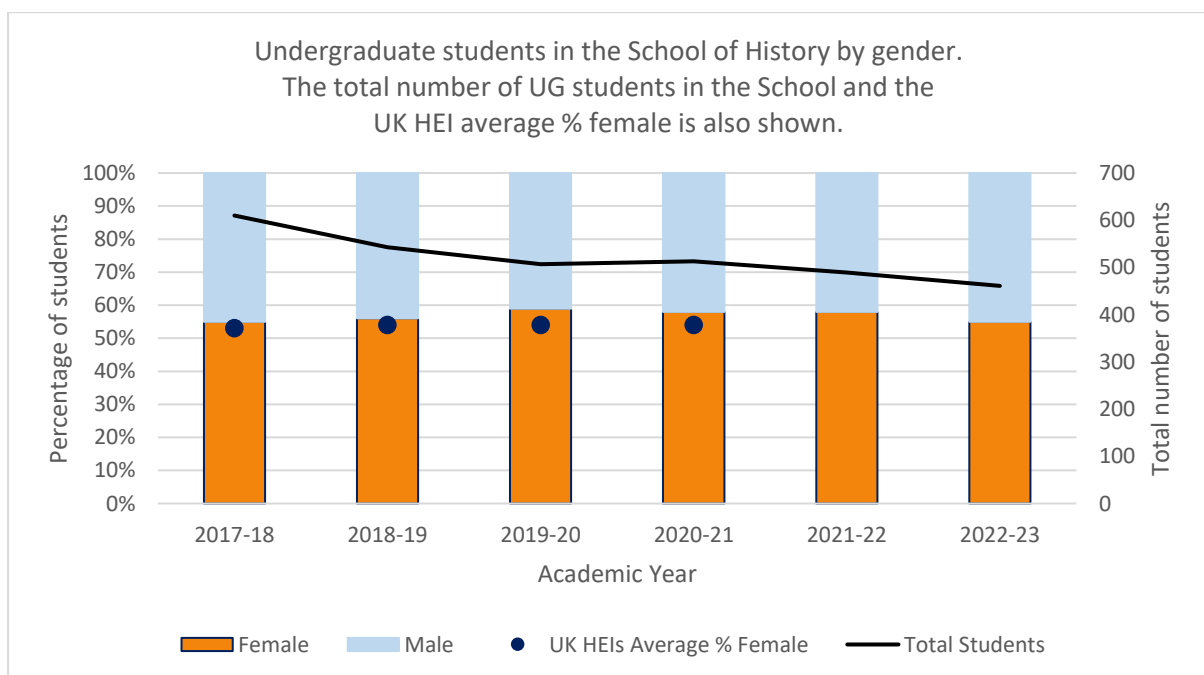
1.2 Postgraduate taught students by gender

Academic Year	Total Students	Female	Male	% Female	UK HEIs Average % Female
2017-18	71	30	36	34%	55%
2018-19	66	30	36	45%	55%
2019-20	56	22	34	39%	56%
2020-21	75	37	38	49%	57%
2021-22	81	37	45	45%	
2022-23	62	27	35	43%	

Postgraudate taught students in the School of History by gender. The total number of PGT students in the School and the UK HEI average % female is also shown.
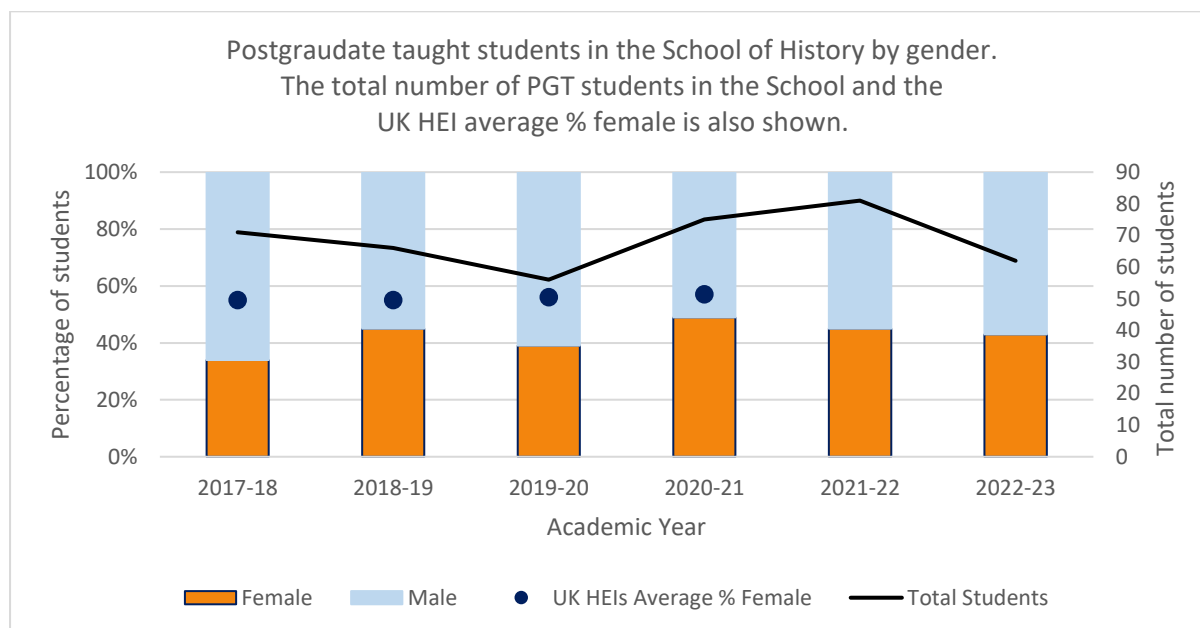
By programme, aggregated students 2020-21 to 2022-23

Programme	Total Students	% Female
Master of Letters Environmental History	9	78%
Master of Letters Intellectual History	34	38%
Master of Letters Iranian Studies	10	20%
Master of Letters Legal and Constitutional Studies	40	48%
Master of Letters Mediaeval History	23	35%
Master of Letters Mediaeval Studies	13	85%
Master of Letters Middle East History	7	43%
Master of Letters Modern History	27	26%
Master of Letters The Book, History and Techniques of Analysis	14	79%
Master of Letters Translational, Global and Spatial History	16	44%
MSc Economic and Social History	6	33%

1.3 Postgraduate research students by gender

Academic Year	Total Students	Female	Male	% Female	UK HEIs Average % Female
2017-18	68	32	36	47%	49%
2018-19	71	31	41	43%	48%
2019-20	63	25	39	39%	50%
2020-21	71	30	40	42%	50%
2021-22	72	32	39	45%	
2022-23	62	32	28	52%	

Postgraduate research students in the School of History by gender. The total number of PGR students in the School and the UK HEIaverage % female is also shown.
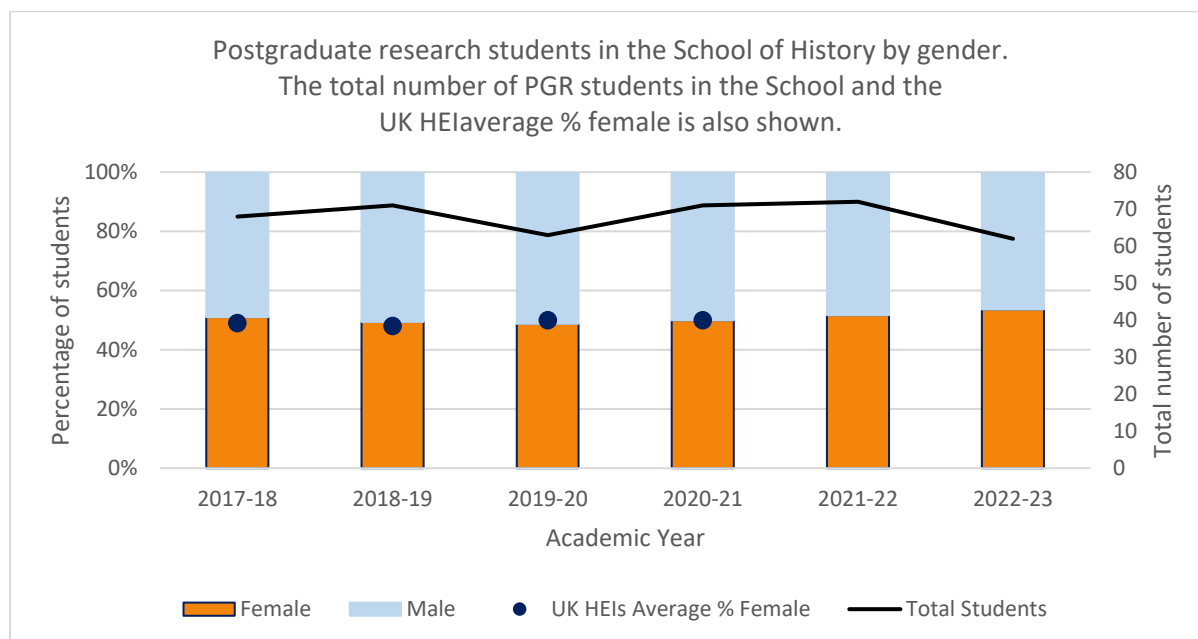
2. Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

2.1. Undergraduate award classification by gender (headcount) with percentages presented as a proportion of each year's gender group

| Year of Award | Award Classification | Total students | Awards by Gender | | | |
			Female	Male	% of total Female	% of total Male
2017-18	1st	68	33	35	27.0%	35.4%
	2:1	147	88	59	72.1%	59.6%
	2:2	<10				
	3rd	<5				
	General	<5				
2018-19	1st	55	30	25	31.3%	27.2%
	2:1	119	63	56	65.6%	60.9%
	2:2	<10				
	3rd	<5				
	General	<10				
2019-20	1st	71	43	28	39.1%	41.2%
	2:1	102	64	38	58.2%	55.9%
	2:2	<10				
	3rd	<5				
	General	<5				
2020-21	1st	87	51	36	49.0%	50.0%
	2:1	84	49	35	47.1%	48.6%
	2:2	<5				
	3rd	<5				
	General	<5				
2021-22	1st	72	47	25	47.0%	39.1%
	2:1	90	52	38	52.0%	59.4%
	2:2	<5				
	3rd	<5				
	General	<5				
2022-23	1st	110	75	35	40.5%	40.2%
	2:1	144	100	44	54.1%	50.6%
	2:2	11	6	5	3.2%	5.7%
	3rd	<5				
	General	<10				

Undergraduate degree awards by classification and gender (2:2, 3rd redacted)
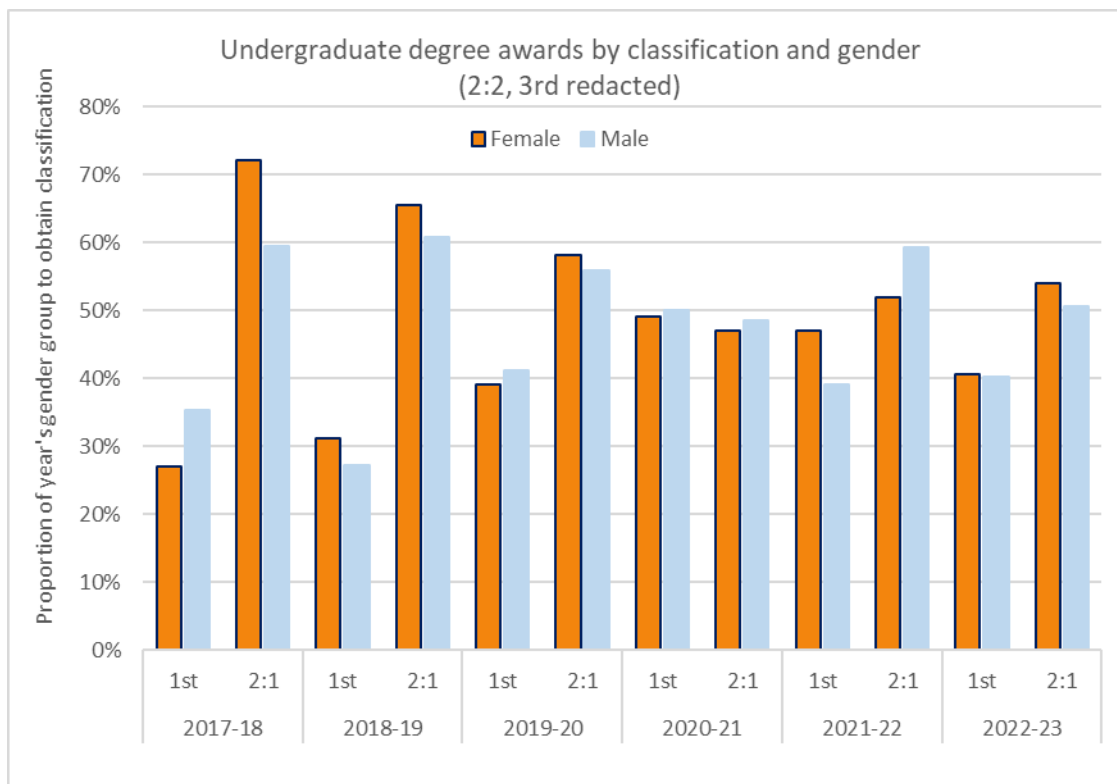
2.2. Postgraduate Taught award classification by gender (headcount) with percentages presented as a proportion of each year's gender group

Year of Award	Award Classification	Total students	Awards by Gender			
			Female	Male	% of total Female	% of total Male
2018-19	Distinction	23	9	14	38%	30%
	Merit	34	10	24	42%	52%
	Pass	13	5	8	21%	17%
2019-20	Distinction	17	7	10	25%	27%
	Merit	43	21	22	75%	60%
	Pass	<10				
2020-21	Distinction	30	13	17	50%	49%
	Merit	25	12	13	46%	37%
	Pass	<10				
2021-22	Distinction	45	24	21	48%	46%
	Merit	44	23	21	46%	46%
	Pass	<10				
2022-23	Distinction	52	31	21	41%	33%
	Merit	75	38	37	51%	58%
	Pass	12	6	6	8%	9%

2.3. Postgraduate Research award classification by gender (headcount)

Year of Award	Award	Total students	Awards by Gender			
			Female	Male	% Female	% Male
2017-18	PhD	24	10	14	42%	58%
	MRes	<5				
2018-19	PhD	16	5	11	31%	69%
	MRes	<5				
2019-20	PhD	18	7	11	39%	61%
	MRes	<5				
2020-21	PhD	13	10	3	77%	23%
	MRes	<5				
2021-22	PhD	17	8	9	47%	53%
	MRes	<5				
2022-23	PhD	27	11	16	41%	59%
	MRes	<5				
Aggregate 2017-18 to 2022-23	PhD	115	51	64	44%	56%
	MRes	5	3	2	60%	40%

3. Academic staff by grade and contract function

3.1. Academic staff by contract function and gender

Contract type	2018 Female	2018 Male	2018 Total	2018 % Female	2019 Female	2019 Male	2019 Total	2019 % Female	2020 Female	2020 Male	2020 Total	2020 % Female	2021 Female	2021 Male	2021 Total	2021 % Female	2022 Female	2022 Male	2022 Total	2022 % Female
Research-focused	12	12	24	50%	12	12	24	50%	10	11	21	48%	12	9	21	57%	11	8	19	58%
Education-focused	5	4	9	56%	5	3	8	63%	8	3	11	73%	6	4	10	60%	7	5	12	58%
Research and Education	16	31	47	34%	20	30	50	40%	20	28	48	42%	19	27	46	41%	19	28	47	40%
All academic staff	**33**	**47**	**80**	**41%**	**37**	**45**	**82**	**45%**	**38**	**42**	**80**	**48%**	**37**	**40**	**77**	**48%**	**37**	**41**	**78**	**47%**

3.2. Academic staff by contract function, grade and gender

Grade	2018 Female	2018 Male	2018 Total	2018 % Female	2019 Female	2019 Male	2019 Total	2019 % Female	2020 Female	2020 Male	2020 Total	2020 % Female	2021 Female	2021 Male	2021 Total	2021 % Female	2022 Female	2022 Male	2022 Total	2022 % Female
Research-focused																				
Grade 5				50%				50%				50%				50%			<5	50%
Grade 6	8	9	17	47%	9	8	17	53%	9	9	18	50%	10	4	14	71%	8	3	11	73%
Grade 7				-				0%				0%				0%			<5	0%
Grade 8				0%				0%				0%				0%			<5	0%
Grade 9				-				-				-				-				-
Off-scale*				100%				100%				100%				50%			<5	50%
Education-focused																				
Grade 5				-				-				-				-				-
Grade 6	4	3	7	57%	3	2	5	60%	5	2	7	71%	3	2	5	60%			<5	50%
Grade 7				100%				100%				100%				75%	5	2	7	71%
Grade 8				0%				0%				0%				0%			<5	0%
Grade 9				-				-				-				-				-
Research and Education																				
Lecturer	3	8	11	27%	5	8	13	38%	4	8	12	33%	5	7	12	42%	5	8	13	38%
Senior Lecturer	5	2	7	71%	7	3	10	70%	7	3	10	70%	5	4	9	56%	5	4	9	56%
Reader	3	5	8	38%	3	3	6	50%	3	3	6	50%	2	3	5	40%			<5	25%
Professor	5	16	21	24%	5	16	21	24%	6	14	20	30%	7	13	20	35%	8	13	21	38%

*Off-scale is staff who are paid outside of St Andrews salary scales (for example Research-focused staff whose salary is determined by their fellowship funder)

Academic staff in the School of History against the UK HEI average percentage female
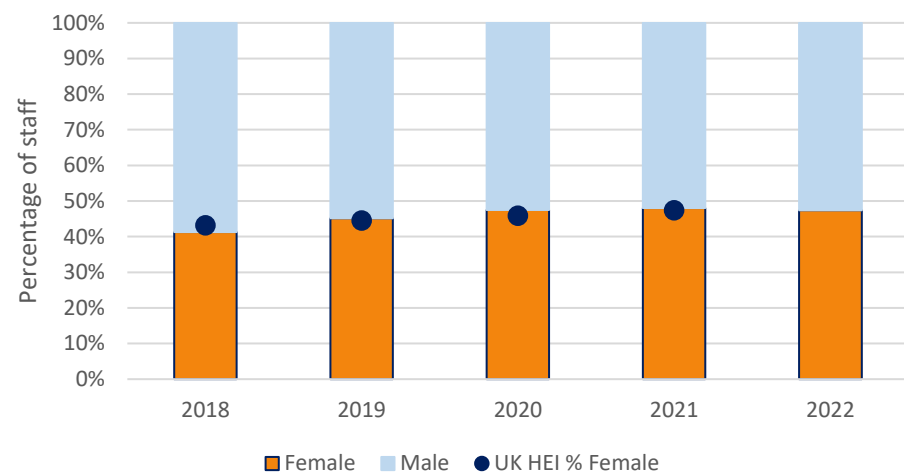
Female academic pipeline 2018 vs 2022

Percentage of female academic staff in the School of History by role function

Research-focused, Education-focused, Research & education

Percentage of female research-focused academic staff by grade

Grade 5, Grade 6, Grade 7, Grade 8

Percentage of female education-focused academic staff by grade

Grade 6, Grade 7, Grade 8

Percentage of female research and education staff by grade

Lecturer, Senior Lecturer, Reader, Professor

3.3. Proportion of female academic staff by contract function and grade in the School of History compared to AHSSBL Schools at the University of St Andrews

Grade	2018		2019		2020		2021		2022	
	History % Female	AHSSBL % Female	History % Female	AHSSBL % Female	History % Female	AHSSBL % Female	History % Female	AHSSBL % Female	History % Female	AHSSBL % Female
Research-focused										
Grade 5	50%	50%	50%	71%		33%	50%	25%	50%	40%
Grade 6	47%	53%	53%	54%	50%	49%	71%	51%	73%	56%
Grade 7		0%	0%	33%	0%	50%	0%	50%	0%	40%
Grade 8	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Education-focused										
Grade 5		67%		38%		78%		73%		87%
Grade 6	57%	60%	60%	61%	71%	60%	60%	61%	50%	58%
Grade 7	100%	43%	100%	48%	100%	55%	75%	50%	71%	55%
Grade 8	0%	50%	0%	50%	0%	33%	0%	29%	0%	44%
Research and Education										
Lecturer	27%	47%	38%	47%	33%	48%	42%	51%	38%	54%
Senior Lecturer	71%	47%	70%	46%	70%	46%	56%	42%	56%	39%
Reader	38%	34%	50%	39%	50%	40%	40%	37%	25%	33%
Professor	24%	27%	24%	32%	30%	33%	35%	35%	38%	37%

3.4. Proportion of female professors in research & education roles in the School of History compared to UK HEIs, 2021-22

	% Female professors
University of St Andrews School of History	35.0%
All UK HE institutions	34.9%

4. Academic staff by grade and contract type (standard, fixed term)

4.1. Academic staff by contract type and gender

Contract type	2018				2019				2020				2021				2022			
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female
Standard	17	33	50	34%	22	32	55	41%	23	33	56	41%	21	32	53	40%	21	31	52	40%
Fixed term	16	14	30	53%	15	13	28	54%	15	9	24	63%	16	8	24	67%	16	10	26	62%

Academic staff on standard contracts by gender

Academic staff on fixed term contracts by gender
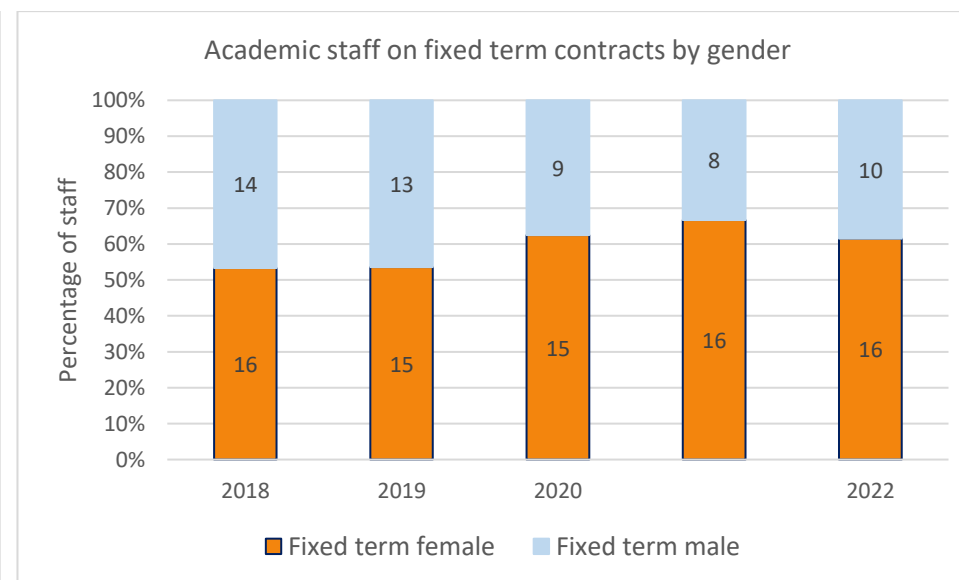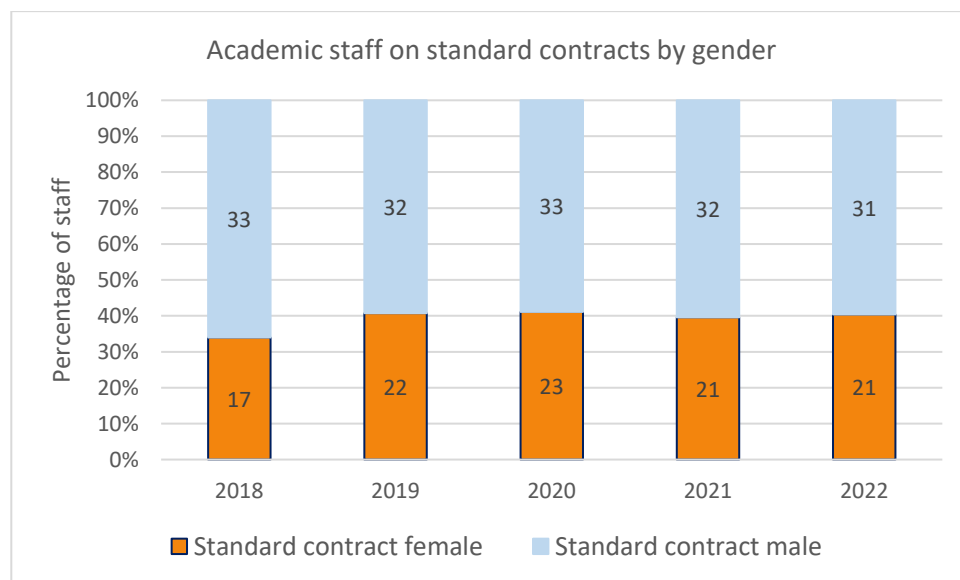
4.2. Academic staff by contract function, contract type and gender, and proportion of female and male staff by contract type

Year and contract function	Number of female staff by contract type			Number of male staff by contract type			% Female staff by contract type		% Male staff by contract type	
	Standard	Fixed term	Total	Standard	Fixed term	Total	Standard	Fixed term	Standard	Fixed term
2018										
Research-focused	1	11	12	2	10	12	8%	92%	17%	83%
Education-focused							40%	60%	50%	50%
Research and Education	14	2	16	29	2	31	88%	12%	94%	6%
2019										
Research-focused	2	10	12	2	10	12	17%	83%	17%	83%
Education-focused							40%	60%	67%	33%
Research and Education	18	2	20	28	2	30	90%	10%	93%	7%
2020										
Research-focused	2	8	10	4	7	11	20%	80%	36%	64%
Education-focused							25%	75%	67%	33%
Research and Education	19	1	20	27	1	28	95%	5%	96%	4%
2021										
Research-focused	1	11	12	4	5	9	8%	92%	44%	56%
Education-focused							33%	67%	50%	50%
Research and Education	18	1	19	26	1	27	95%	5%	96%	4%
2022										
Research-focused	1	10	11	2	6	8	9%	91%	25%	75%
Education-focused	2	5	7	2	3	5	29%	71%	40%	60%
Research and Education	18	1	19	27	1	28	95%	5%	96%	4%

Proportion of female academic staff by contract type, 2022

Proportion of male academic staff by contract type, 2022
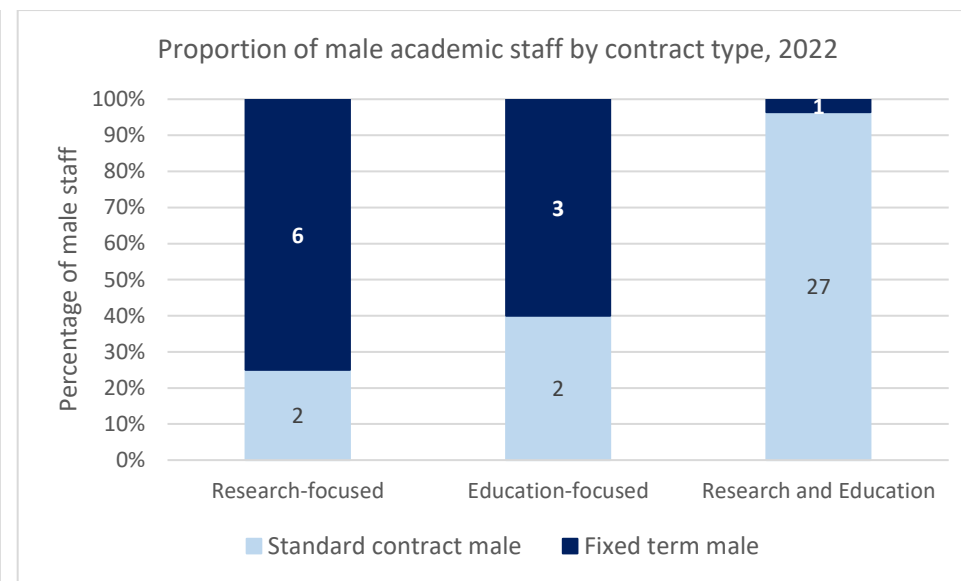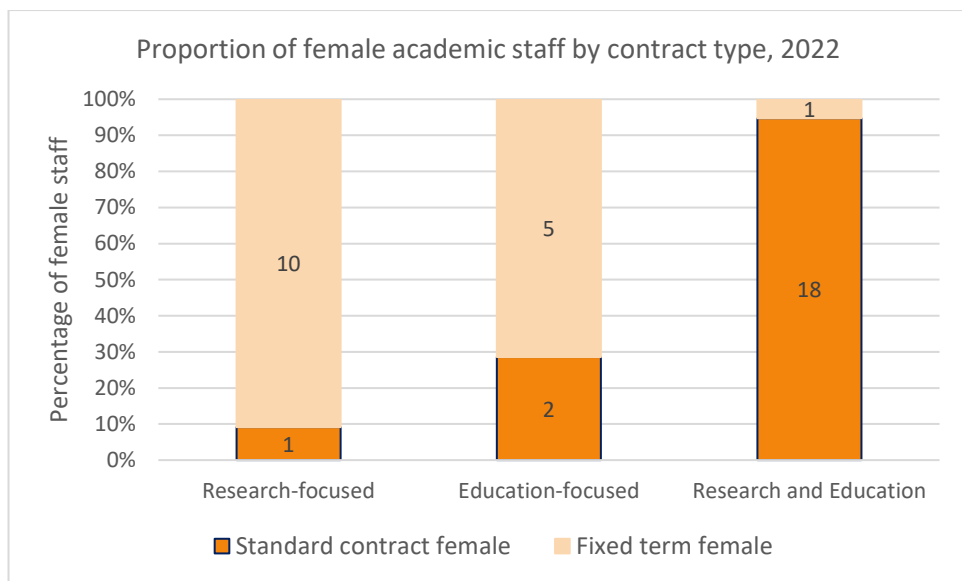
4.3. Academic staff on research-focused contracts by contract type, grade and gender

Grade	2018 Female	Male	Total	% Female	2019 Female	Male	Total	% Female	2020 Female	Male	Total	% Female	2021 Female	Male	Total	% Female	2022 Female	Male	Total	% Female
Standard																				
Grade 5				-				100%				-				-				-
Grade 6				50%				50%				40%				33%				100%
Grade 7				-				-				-				-				-
Grade 8				0%				0%				0%				0%				0%
Grade 9				-				-				-				-				-
Off-scale				-				-				-				0%				0%
Fixed-term																				
Grade 5				50%				33%				-				50%				50%
Grade 6				47%				53%				54%				82%				70%
Grade 7				-				0%				0%				0%				0%
Grade 8				-				-				-				-				-
Grade 9				-				-				-				-				-
Off-scale				100%				100%				100%				100%				100%

4.4. Academic staff on education-focused contracts by contract type, grade and gender

Grade	2018				2019				2020				2021				2022			
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female
Standard																				
Grade 5																				
Grade 6				67%				50%				50%								
Grade 7								100%				100%				67%				67%
Grade 8				0%				0%				0%				0%				0%
Grade 9																				
Fixed-term																				
Grade 5																				
Grade 6				50%				67%				80%				60%				50%
Grade 7				100%				100%				100%				100%				75%
Grade 8																				
Grade 9																				

4.5 Academic staff on research and education contracts by contract type, grade and gender

Grade	2018				2019				2020				2021				2022			
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female
Standard																				
Lecturer	2	8	10	20%	4	8	12	33%	4	8	12	33%	4	7	11	36%	4	8	12	33%
Senior Lecturer	5	2	7	71%	7	3	10	70%	7	3	10	70%	5	4	9	56%	5	4	9	56%
Reader	3	5	8	38%	3	3	6	50%	3	3	6	50%	2	3	5	40%				25%
Professor	4	14	18	22%	4	14	18	22%	5	13	18	28%	7	12	19	37%	8	12	20	40%
Fixed-term																				
Lecturer				100%				100%								100%				100%
Senior Lecturer																				
Reader																				
Professor				33%				33%				50%				0%				0%

5. Professional, Technical and Operational (PTO) staff by job family

5.1. Professional Services (PS) staff by job family and gender

Contract type	2018				2019				2020				2021				2022			
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female
Managerial, Specialist and Administrative	6	1	7	86%	6	1	7	86%	6	1	7	86%	6	1	7	86%	6	1	7	86%
Operational and Facilities			0				0				0				0				0	
Technical and Experimental			0				0				0				0				0	

5.2. Professional services staff by grade and gender

Grade	2018				2019				2020				2021				2022			
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female
Grade 1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 3	5	-	5	100%				100%				100%				100%				100%
Grade 4																				
Grade 5																				
Grade 6																				
Grade 7																				
Grade 8																				
Grade 9																				

6. PTO staff by contract type (standard, fixed term)

6.1. Professional services staff by job family, contract type and gender

Contract type	2018				2019				2020				2021				2022			
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female
Standard	6	1	7	86%	6	1	7	86%	6	1	7	86%	6	1	7	86%	6	1	7	86%
Fixed term			0				0				0				0				0	

6.2. Proportion of female professional services staff by contract type in the School of History compared to AHSSBL Schools at the University of St Andrews

Contract type	2018		2019		2020		2021		2022	
	History % Female	AHSSBL % Female	History % Female	AHSSBL % Female	History % Female	AHSSBL % Female	History % Female	AHSSBL % Female	History % Female	AHSSBL % Female
Standard	86%	87%	86%	86%	86%	83%	86%	83%	86%	86%
Fixed term		57%		71%		73%		56%		63%

7. Applications, shortlist and appointments made in recruitment to academic posts

7.1 Applicants to academic roles by recruitment stage and gender

Year	UK HEI % Female*	Applications					Shortlisted					Offers				
		Female	Male	Not given	Total	% Female	Female	Male	Not given	Total	% Female	Female	Male	Not given	Total	% Female
2018	43%	113	196	25	334	34%	26	23	4	53	49%	14	7	0	21	67%
2019	44%	38	80	13	131	29%	6	10	1	17	35%	2	3	0	5	40%
2020	46%	57	67	3	127	45%	7	8	0	15	47%					50%
2021	47%	62	111	13	186	33%	11	13	2	26	42%	5	2	1	8	63%
2022		38	65	9	112	34%	13	9	3	25	52%	5	4	0	9	56%

* UK HEI average percentage female currently working in History in the UK given as a benchmark for the potential pool of applicants

Proportion of applicants who identified as female

Applicants to academic roles by recruitment stage and gender
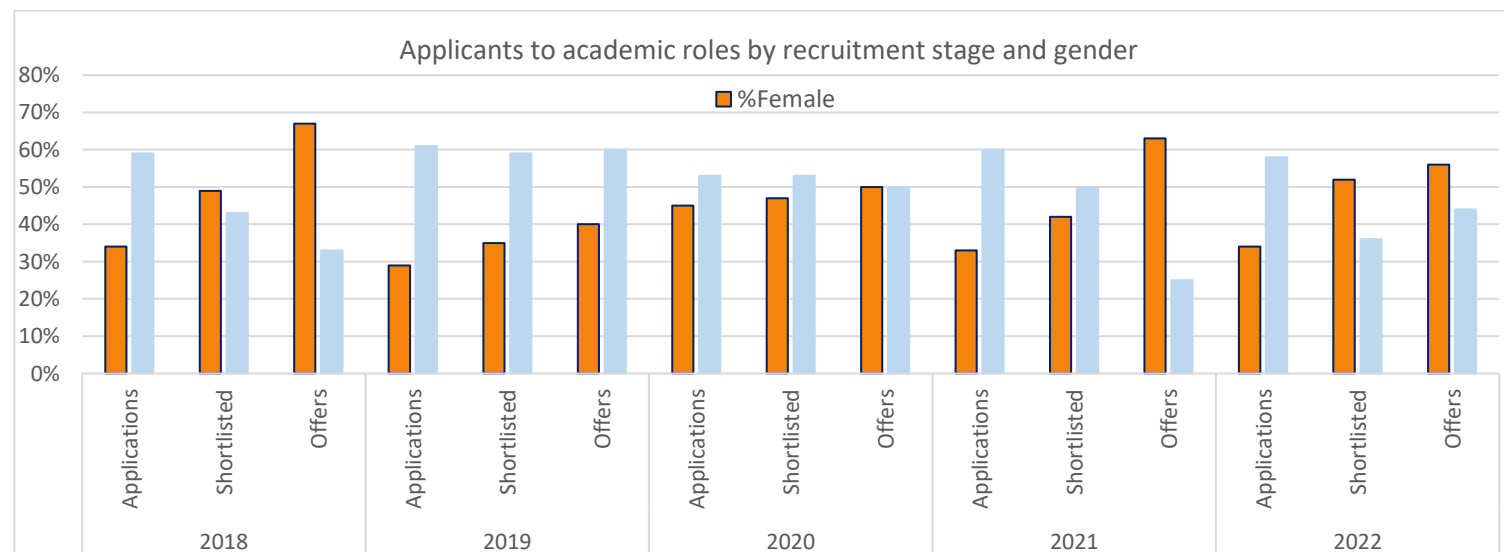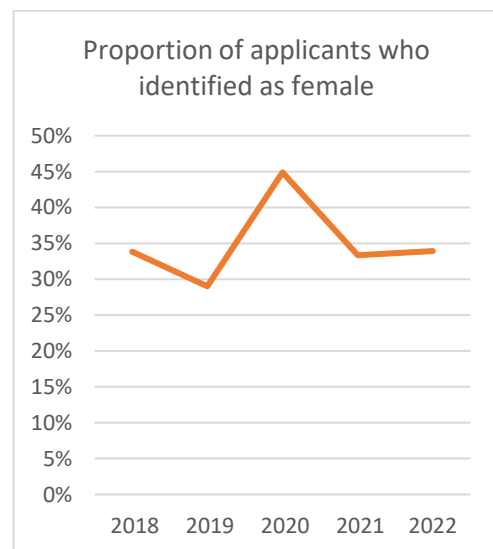
7.2. Aggregated applicants to academic roles by recruitment stage, contract function and gender, 2018-2022

Contract function	Applications						Shortlisted						Offers					
	Female	Male	Not given	Total	% Female	% Male	Female	Male	Not given	Total	% Female	% Male	Female	Male	Not given	Total	% Female	% Male
Research-focused	135	178	19	332	41%	54%	24	30	3	57	42%	53%	13	9	0	22	59%	41%
Education-focused	60	117	13	190	32%	62%	20	18	2	40	50%	45%	7	4	0	11	64%	36%
Research and Education	113	224	31	368	31%	61%	19	15	5	39	49%	38%	7	4	1	12	58%	33%

Applicants to academic roles by recruitment stage and gender for each contract function, agregated applicants 2018-2022
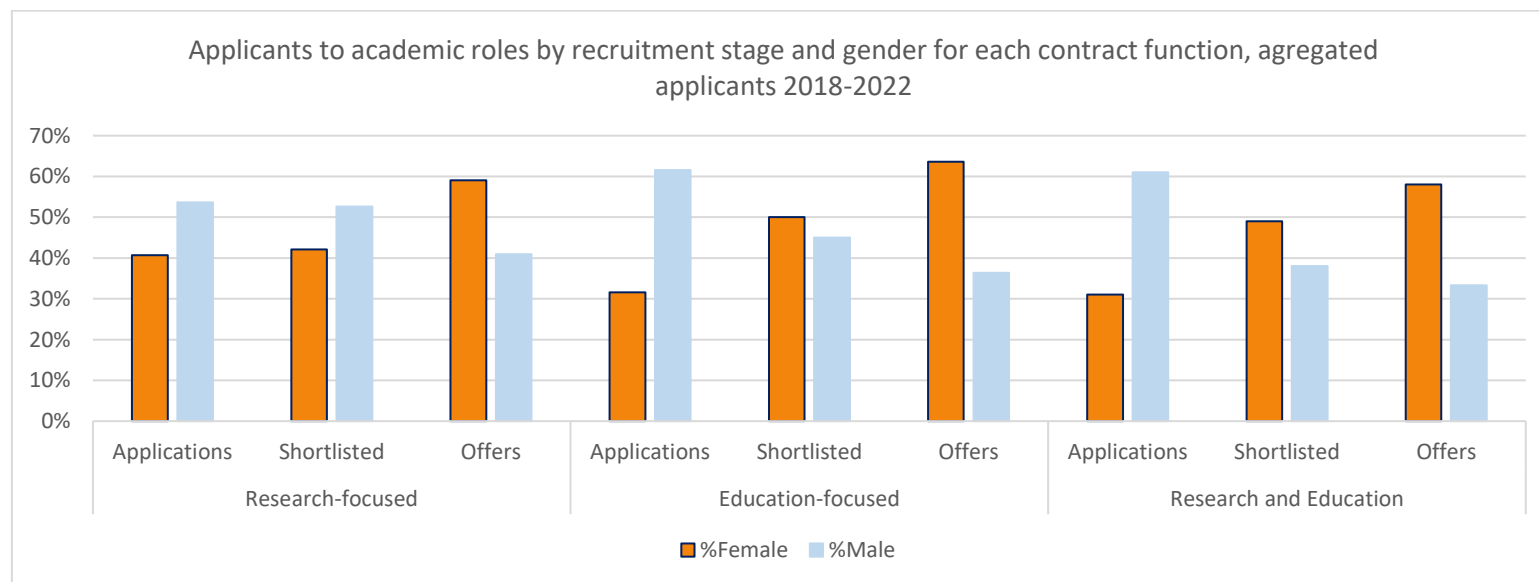
7.3. Applicants to research-focused and education-focused academic roles by recruitment stage, contract function, grade and gender

Year	Number of posts	Applications						Shortlisted						Offers					
		Female	Male	Not given	Total	% Female	AHSSBL% Female	Female	Male	Not given	Total	% Female	AHSSBL% Female	Female	Male	Not given	Total	% Female	AHSSBL% Female
Research-focused																			
2018	7	38	69	5	112	34%	35%	13	9	0	22	59%	58%	6	4	0	10	60%	47%
2019	2	26	22	5	53	49%	34%	3	5	0	8	38%	29%				<10	67%	33%
2020	1	27	23	1	51	53%	46%				<10	25%	54%					0%	50%
2021	4	29	25	2	56	52%	52%	6	7	1	14	43%	50%				<10	100%	56%
2022	3	15	39	6	60	25%	32%	1	6	2	9	11%	40%				<10	25%	33%
Education-focused																			
2018	4	16	42	7	65	25%	56%	6	8	1	15	40%	58%	4	2	0	6	67%	64%
2019	2	3	14	3	20	15%	44%				<10	40%	54%					0%	48%
2020	3	30	44	2	76	39%	36%	6	5	0	11	55%	38%				<10	100%	47%
2021	1				<10	67%	48%					0%	67%					0%	67%
2022	2	9	16	1	26	35%	41%				<10	75%	54%					100%	71%

7.4. Applicants to research and education academic roles by recruitment stage, grade and gender

Year	Role	Number of posts	Applications						Shortlisted						Offers					
			Female	Male	Not given	Total	% Female	AHSSBL% Female	Female	Male	Not given	Total	% Female	AHSSBL% Female	Female	Male	Not given	Total	% Female	AHSSBL% Female
2018	Grade 7	5	53	80	12	145	37%	39%	6	4	2	12	50%	45%				<10	100%	59%
	Grade 8*																			
	Grade 9	1	6	5	1	12	50%	20%				<10	25%	25%					0%	0%
2019	Grade 7	1	9	44	5	58	16%	34%				<10	25%	51%					0%	56%
	Grade 8*																			
	Grade 9*																			
2020	Grade 7*																			
	Grade 8*																			
	Grade 9*																			
2021	Grade 7	2	31	85	11	127	24%	31%	5	5	1	11	45%	45%				<10	33%	56%
	Grade 8*																			
	Grade 9*																			
2022	Grade 7	3	14	10	2	26	54%	41%	6	1	1	8	75%	49%				<10	67%	38%
	Grade 8*																			
	Grade 9*																			

* no posts advertised

8. Applications, shortlist and appointments made in recruitment to PTO posts

8.1. Applicants to managerial, specialist and administrative professional services roles by recruitment stage, grade and gender

Year	Grade	Number of posts	Applications						Shortlisted						Offers					
			Female	Male	Not given	Total	% Female	AHSSBL% Female	Female	Male	Not given	Total	% Female	AHSSBL% Female	Female	Male	Not given	Total	% Female	AHSSBL% Female
2018*																				
2019*																				
2020*																				
2021	Grade 5	1				<10	0%	71%					0%	87%					0%	75%
2022	Grade 4	1				<10	67%	63%					50%	81%					100%	80%

* No posts advertised

9. Applications and success rates for academic promotion

9.1. Applications for promotion by academic staff by role applied to and gender

Year	Role applied for	Applications				Successful				Success Rate	
		Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male
2018-2023*	Research Grade 7	0	1	1	0%	0	1	1	0%		100%
	Research Grade 8			0							
	Research Grade 9	0	1	1	0%		1	1			100%
	Lecturer	3	1	4	75%	2	1	3	67%	67%	100%
	Senior Lecturer	5	10	15	33%	3	5	8	38%	60%	50%
	Reader	1	1	2	50%	1	1	2	50%	100%	100%
	Professor	9	4	13	69%	7	2	9	78%	78%	50%
TOTAL	**All roles**	**18**	**18**	**36**	**50%**	**13**	**11**	**24**	**54%**	**72%**	**61%**

* Due to the Covid-19 pandemic, a promotion round did not take place in 2020

10. Applications and success rates for PTO progression

10.1. Applications for regrading by professional services staff by gender

Year	Grade applied for	Applications				Successful			Success Rate	
		Female	Male	Total	% Female	Female	Male	Total	Female	Male
2018	Grade 3			<10	100%					
2019	Grade 3			<10	100%					
2020				0						
2021				0						
2022				0						

Additional data

11. School Committees

11.1. Composition of History Committees by gender

Year	Total committee members*	Total academic staff members	Female academic staff	Male academic staff	Proportion of academic staff members	
					% Female	% Male
School Executive						
2018-19					66.7%	33.3%
2019-20					62.5%	37.5%
2020-21					62.5%	37.5%
2021-22					37.5%	62.5%
2022-23					50.0%	50.0%
Teaching Committee						
2018-19					37.5%	62.5%
2019-20					20.0%	80.0%
2020-21					16.7%	83.3%
2021-22					14.3%	85.7%
2022-23					57.1%	42.9%
Research Committee						
2018-19					50.0%	50.0%
2019-20					60.0%	40.0%
2020-21					70.0%	30.0%
2021-22					63.6%	36.4%
2022-23					40.0%	60.0%
Postgraduate Committee						
2018-19					27.3%	72.7%
2019-20					33.3%	66.7%
2020-21					46.2%	53.8%
2021-22					16.7%	83.3%
2022-23					27.3%	72.7%
EDI Committee (staff members)						
2018-19					42.9%	57.1%
2019-20					90.0%	10.0%
2020-21					81.8%	18.2%
2021-22					63.6%	36.4%
2022-23					81.8%	18.2%

* One PS staff member sat on all committees in an ex-officio role

Proportion of female academic staff on key School Committees
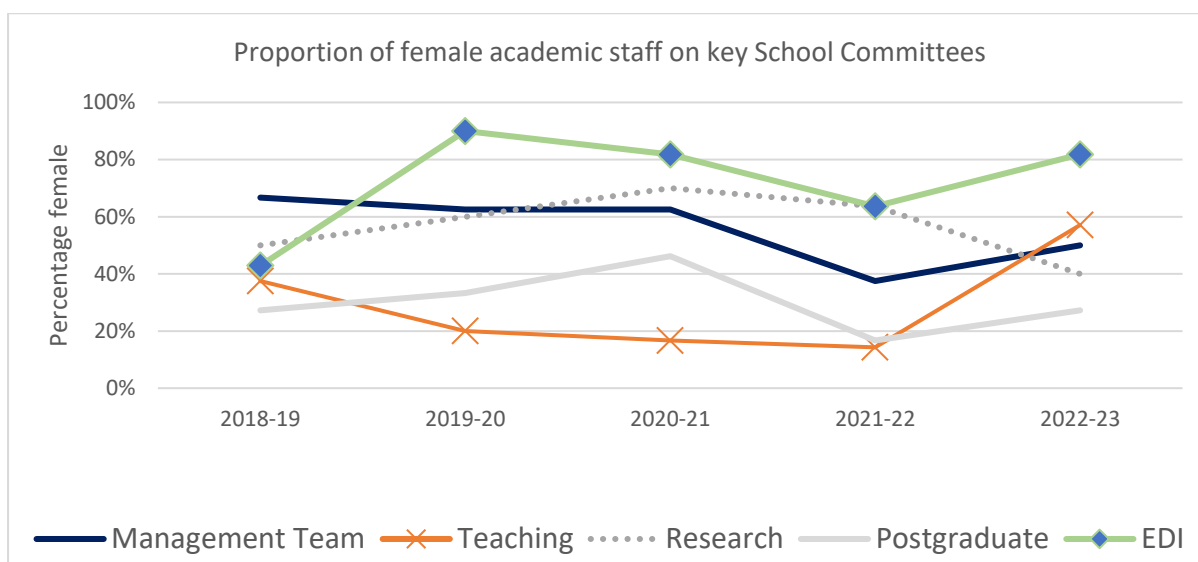
12. Seminar speakers

12.1 Speakers at School seminar series by gender

Year	Total speakers	Female	Male	% Female	% Male
2021-22	73	34	39	47%	53%
2022-23	75	45	30	60%	40%

Proportion of female speakers in sample of seminar series by subject
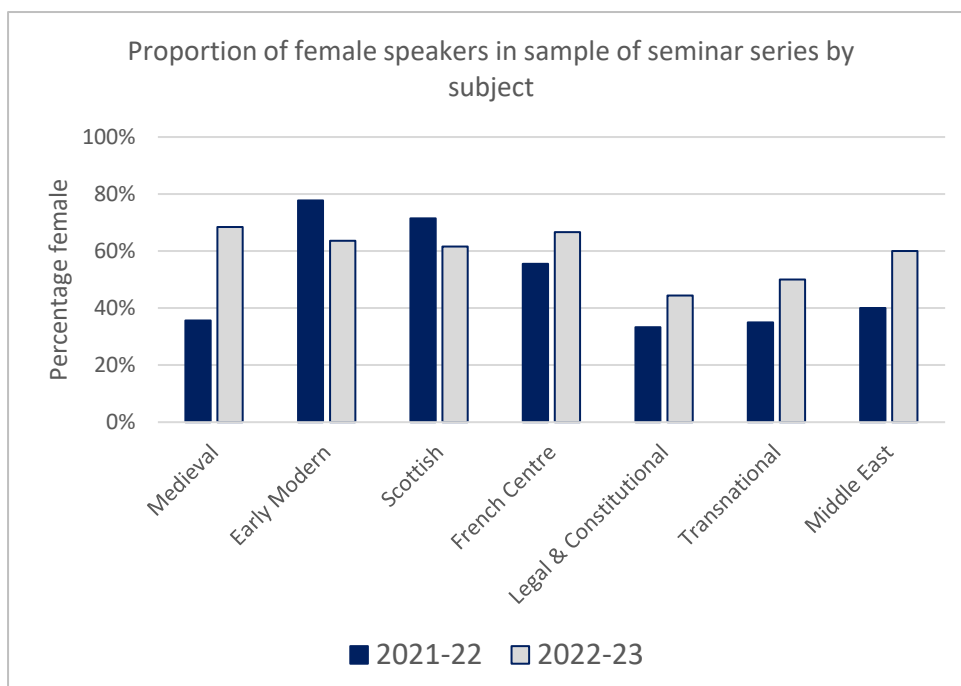
13. Training and mentoring

13.1. School of History staff who have participated in the University's Elizabeth Garrett mentoring programme

Year	Mentees	Mentors
2017-18		
2018-19		
2019-20		
2020-21		
2021-22		
2022-23		

14. Students and teaching

14.1 Undergraduate student admissions

Academic Year	Recruitment Stage	Female	Male	Total	% Female	% Male
2017-18	Applications	734	535	1270	58%	42%
	Offers	338	237	575	59%	41%
	Accepts	145	110	254	57%	43%
	Entrants	88	64	152	58%	42%
2018-19	Applications	664	545	1209	55%	45%
	Offers	281	209	490	57%	43%
	Accepts	123	101	224	55%	45%
	Entrants	72	52	124	58%	42%
2019-20	Applications	674	580	1253	54%	46%
	Offers	308	211	519	59%	41%
	Accepts	128	96	224	57%	43%
	Entrants	65	44	109	59%	40%
2020-21	Applications	657	545	1202	55%	45%
	Offers	321	244	565	57%	43%
	Accepts	168	129	297	56%	44%
	Entrants	88	72	159	55%	45%
2021-22	Applications	698	574	1271	55%	45%
	Offers	252	161	413	61%	39%
	Accepts	85	54	139	61%	39%
	Entrants	67	41	108	62%	38%
2022-23	Applications	717	600	1317	54%	46%
	Offers	218	163	380	57%	43%
	Accepts	81	82	163	50%	50%
	Entrants	61	64	125	49%	51%

Percentage female UG applicants at each recruitment stage
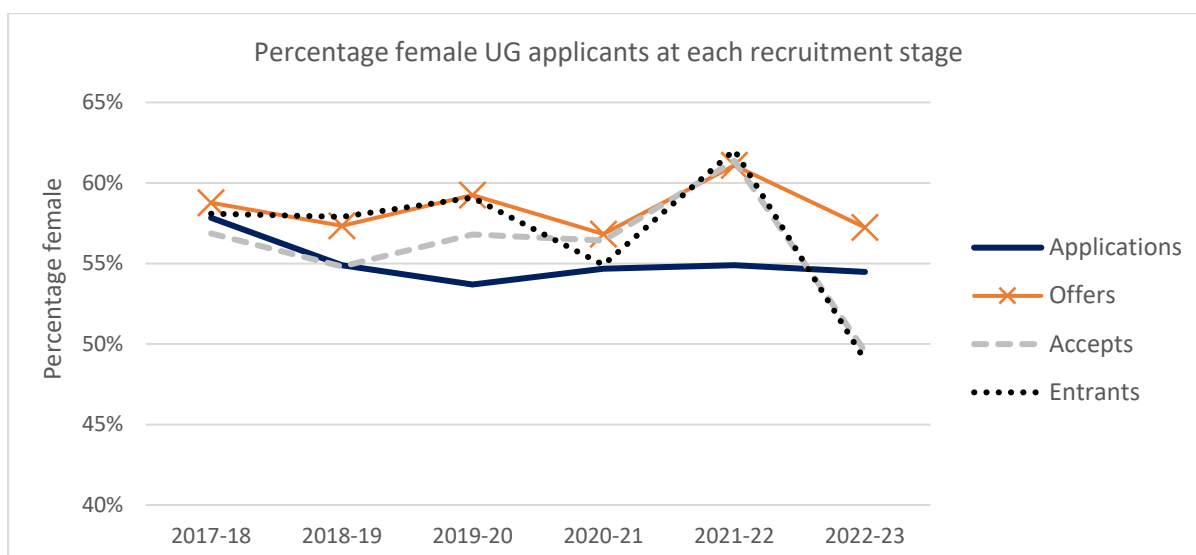
14.2 Postgraduate taught student admissions

Academic Year	Recruitment Stage	Female	Male	Total	% Female	% Male
2017-18	Applications	83	122	205	40%	60%
	Offers	62	94	155	40%	60%
	Accepts	24	48	73	34%	66%
	Entrants	23	46	70	34%	66%
2018-19	Applications	97	103	200	48%	51%
	Offers	84	82	166	50%	49%
	Accepts	35	40	75	47%	53%
	Entrants	30	36	66	45%	55%
2019-20	Applications	85	114	199	42%	57%
	Offers	56	84	140	40%	59%
	Accepts	22	36	58	37%	63%
	Entrants	21	34	55	38%	62%
2020-21	Applications	82	111	193	42%	58%
	Offers	63	86	149	42%	58%
	Accepts	40	39	79	51%	49%
	Entrants	37	36	73	50%	50%
2021-22	Applications	104	135	238	43%	56%
	Offers	85	118	203	41%	57%
	Accepts	44	54	98	44%	56%
	Entrants	37	45	81	45%	55%
2022-23	Applications	107	107	214	50%	50%
	Offers	85	81	166	51%	48%
	Accepts	30	37	67	44%	55%
	Entrants	25	33	58	43%	56%

Percentage female PGT applicants at each recruitment stage
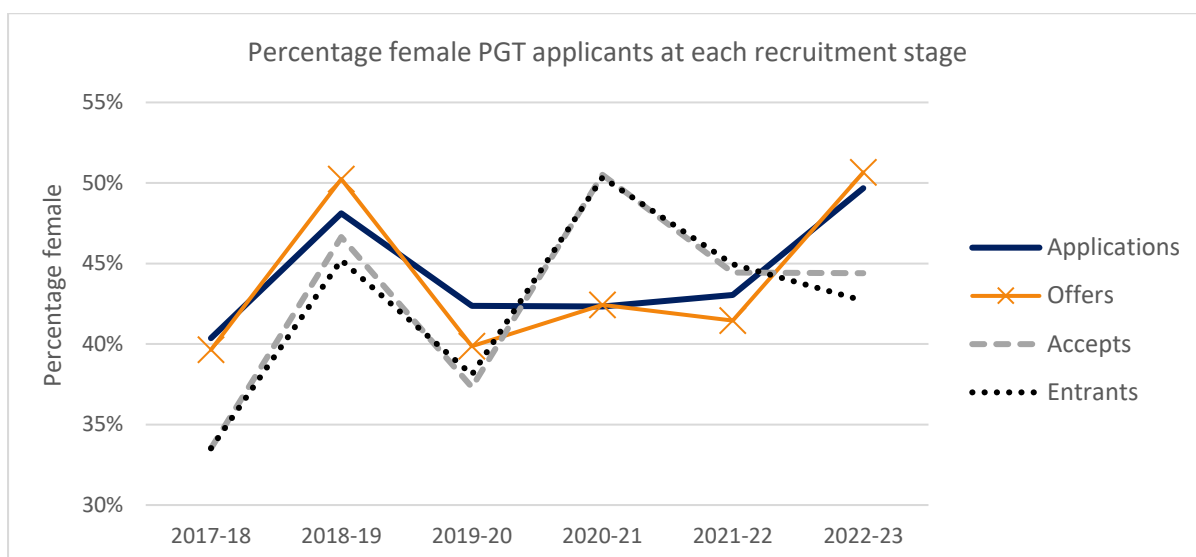
14.3 Postgraduate research student admissions

Academic Year	Recruitment Stage	Female	Male	Total	Female %	Male %
2017-18	Applications	27	38	65	41%	59%
	Offers	24	31	55	43%	57%
	Accepts	12	15	27	43%	57%
	Entrants	9	12	20	43%	58%
2018-19	Applications	30	53	83	35%	63%
	Offers	17	42	59	29%	70%
	Accepts	6	22	28	21%	75%
	Entrants	3	19	22	15%	85%
2019-20	Applications	15	28	43	35%	65%
	Offers	13	20	33	40%	60%
	Accepts	7	9	16	45%	55%
	Entrants	6	7	13	49%	51%
2020-21	Applications	45	37	82	54%	45%
	Offers	30	26	56	53%	46%
	Accepts	14	11	25	54%	42%
	Entrants	11	8	19	55%	40%
2021-22	Applications	36	58	93	38%	62%
	Offers	22	42	63	34%	66%
	Accepts	9	11	20	47%	53%
	Entrants	8	9	16	48%	52%
2022-23	Applications	18	29	47	36%	58%
	Offers	15	20	35	41%	54%
	Accepts	7	10	17	39%	56%
	Entrants	7	6	13	48%	44%

Percentage female PGR applicants at each recruitment stage
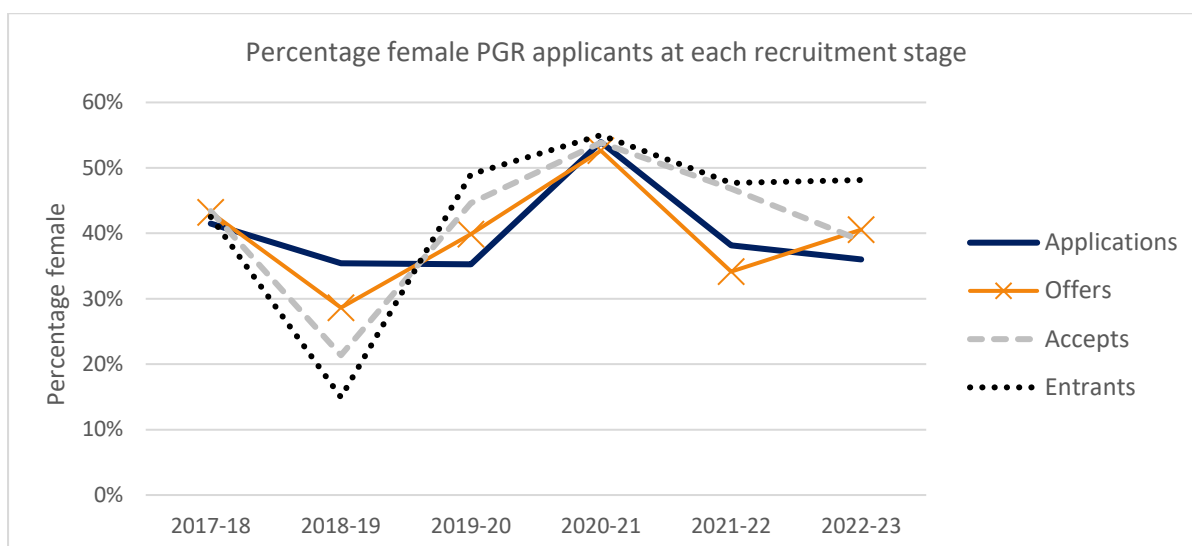
14.4. Inclusion of author first names on module reading lists

Type of module	Number of modules examined	All titles include author first names	Majority of titles include first names	Minority of titles include first names	No titles include first names
Subhonours	4	2	2	0	0
Honours	31	9	13	5	4
Special subjects	23	3	14	4	2

14.5. PGR students employed as graduate teaching assistants (GTAs) compared to PGR population

Year	% Female GTAs	% Female PGR population
2018-19	40%	43%
2019-20	49%	39%
2020-21	56%	42%
2021-22	48%	45%
2022-23	41%	52%

14.6. Undergraduate student internship recipients

Year	Female	Male	Total students	% Female
University Laidlaw UG Internship				
2018-19 to 2021-22	5	3	8	62%
School of History Internship				
2018-19	5	2	7	71%
2019-20	5	3	8	62%
2020-21	11	6	17	65%
2021-22	4	1	5	80%
2022-23	4	3	7	57%

14.7. PGT scholarship applications and awards

Entry year	Applications				Awards			
	Female	Male	Total	% Female	Female	Male	Total	% Female
MLitt Scholarships								
2018	19	18	37	51%				67%
2019	9	16	25	36%				67%
2020	13	26	39	33%				100%
2021	33	33	66	50%				67%
2022	20	29	49	41%				67%
2023	20	15	35	57%				40%
Total 2018-2023					**13**	**7**	**20**	**65%**
Legal and Constitutional Scholarships (1 award)								
2018			<10					
2019			<10	33%				
2020	4	7	11	36%				
2021	8	6	14	57%				
2022*								
2023	4	7	11	36%				
Total 2018-2023					**3**	**2**	**5**	**60%**
Begum Miskander Mirza PG Scholarship (1 award)								
2018*								
2019*								
2020			<10	100%				
2021	3	8	11	27%				
2022	8	8	16	50%				
2023			<10	56%				
Total 2018-2023					**3**	**1**	**4**	**75%**

* No award

14.8. PGR scholarship recipients

Year	Female	Male	Total	% Female
2019	4	8	12	33%
2020	6	10	16	37%
2021	3	10	13	23%
2022	6	7	13	46%
2023	9	8	17	53%

14.9. PGR scholarships committee composition

Year	Female	Male	Total	% Female
2019	3	1	4	75%
2020	6	2	8	75%
2021	4	4	8	50%
2022	3	4	7	43%
2023	5	3	8	62%

15. Parental leave and flexible working

15.1 Parental leave uptake

Year	Maternity	Shared Parental	Adoption	Paternity	Total
2018					
2019					
2020					
2021					
2022					
2018-2022	5	0	0	3	8

15.2 Number of staff taking Keeping in Touch (KiT or SPLiT) days taken by gender

Year	Female	Male
2019		
2020		
2021		
2022		

15.3 Staff with formal flexible working arrangements agreed each year

	Academic		Professional Services	
Year	Female	Male	Female	Male
2018				
2019				
2020				
2021				
2022				

16. Other characteristics and intersectional data

16.1 School of History undergraduate students by ethnicity

Year	% BAME*	% White*
2018-19	6%	93%
2019-20	6%	94%
2020-21	7%	93%
2021-22	8%	90%
2022-23	8%	89%

*UK-domiciled students only

16.2 School of History academic staff by ethnicity

Year	% BAME	% White	% Not known
2018	1%	88%	11%
2019	5%	83%	12%
2020	8%	80%	13%
2021	9%	81%	10%
2022	13%	78%	9%

16.3 School of History undergraduate students by disability

Year	% Declared disability	% No known disability
2018-19	19%	81%
2019-20	23%	77%
2020-21	24%	76%
2021-22	23%	76%
2022-23	24%	77%

16.4 University of St Andrews undergraduate students by disability and gender

Year	Proportion of female UG students		Proportion of male UG students	
	Female with declared disability	Female with no known disability	Male with declared disability	Male with no known disability
2018-19	18%	82%	16%	84%
2019-20	20%	80%	17%	82%
2020-21	21%	79%	17%	82%
2021-22	23%	76%	17%	83%

Appendix 3: Glossary

A1	Appendix 1
A2	Appendix 2
ASO	Academic Support Officer
AO	Admissions Officer
AP	Action Plan
AP2018	Action Plan from 2018 Bronze Award
AP2024	Future action plan from 2024 Bronze Renewal application
AS	Athena Swan
BAME	Black, Asian and Minority Ethnic
DoEDI	Director of EDI
DoI	Director of Impact
DoPGT	Director of PGT studies
DoPGR	Director of PGR studies
DoR	Director of Research
DoT	Director of Teaching
EDI	Equality, diversity and inclusion
EDIC	EDI committee (also our SAT)
EDIS	EDI survey
F	Female
G	Grade
GTA	Graduate Teaching Assistant
HEI	Higher Education Institution
HoS	Head of School
HR	Human Resources
L	Lecturer
M	Male
MA	Master of Arts (Undergraduate qualification)
MLitt	Master of Letters (Postgraduate qualification)
N-B	Non-binary
PGDip	Postgraduate Diploma
PGT	Taught Postgraduate Student
PGR	Postgraduate Research Student
Prof	Professor
PS	Professional Services
R	Reader
Rd	Redacted
REF2021	Research Excellence Framework 2021
RUK	Rest of UK
SAT	Self-assessment team
SL	Senior Lecturer
SM	School Manager
SOC	School Officer Coordinator (replaced by School Manager 2023/24)
SSC	School Staff Council
WD	Withdrawn
WLM	Work Load Model

Appendix 4: RAG-rated current iteration of the previous application action plan

Bold indicates changes to the original AP, mostly as part of the 2020-21 review.

AP2024 numbers are given where work is continued in the new action plan.

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
1.	Have usable feedback from our students on EDI issues and use it in developing our EDI practices.	Revised student EDIS issued through School and Student History Society mailing list and advertised during social events and lectures to increase responses. These to inform our EDI actions and measure their effect. Repeat biennially	**May 2018. Repeated biennially in March, in odd years, as part of University cycle.**	EDIC	Increased student response to EDIS to > 35% of all student groups (UG, PGT, PGT). Student perceptions recorded in SAT minutes and used in revising APs.	Biennial EDIS organised by University EDI unit (from March 2019) with additional questions from the School **Student response rates:** 2019: 58% 2021: 34% 2023: 38% (UG 33%, PGT 37%, PGR 77%) **TARGET NOT MET**	AMBER
2.	To support inclusion of staff and students in the work of the EDI Committee.	**EDIC** meetings to be embedded in School Schedule of Leading Dates each summer (give awareness of dates of school meetings for the coming year), ready for the beginning of each academic year.	March 2018 - ongoing	SOC and DoEDI	EDIC monitors actions in this plan, updates them and produces minutes which are uploaded to the Staff intranet.	EDIC meetings included. Also, regular review of religious festivals supports inclusive timetabling where possible.	GREEN
3.	Ensure UG admissions process is gender neutral and work to balance conversion of acceptances to	**a) Biennial** discussion of detailed figures on UG recruitment and identifiable trends supplied by Planning team to be a standing item for **EDIC** in **November**	Yearly	SAO (with University Admissions Team, DoEDI	**Balanced conversion rates in applications – offers – acceptances, with gender division in student body within 5% of HESA data for the discipline by 2022.**	No concerns identified in 2019, 20221 discussions. 2023 discussion noted imbalance (c.5%) favouring female applicants at offer stage in 2021-22 recruitment and imbalance (>5%) against female	AMBER

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
	entrances so that it does not favour either gender	meeting (2019, 2021, 2023)**.** Data to be used to advise School Admissions Officer.				offer holders at acceptance staff in 2022-23 (**A2-14.1**). **TARGET NOT MET**	
		b) Trial male and female colleagues giving visiting day talks together, or the gender not presenting to students being available to chat informally to students and parents	Every visiting day (from May 2018	HoS and **DoEDI**	Balanced conversion rates from acceptance to entrant for both male and female applicants by 2021	Various models trailed. Agreed practice to have members of the gender-balanced School Executive alternate in leading visiting days, as part of their responsibilities. Also reviewed admissions materials to ensure a diverse range of historical persons/subjects were presented at open days regardless of staff in attendance.	GREEN
		c) Liaise with other Schools in the Faculty as they work towards their Athena Swan accreditation in order to gain a better understanding of what drives our Honours recruitment.	From April 2018	**DoEDI/ EDIC**	SAT has minuted better information on Honours recruitment trends in other Schools, informing new APs for History	No other School has undertaken this type of exercise so we cannot secure comparative data. Since we are performing well on this objective overall, **ACTION DISCONTINUED** Institutional 2024 AS action plan has actions to support better sharing of information and activity between School.	RED
4.	Ensure that the assessment methods we use do not discriminate by gender, so that male-female UG degree results are balanced in	Use the results of a data-mining exercise, due after completion of an academic cycle (June 2018), to work out benchmarks for achievement by gender in the different assessment categories (presentation,	From April 2018, annually	DoT, School IT Officer	Within 4 years **(one undergraduate cycle, by 2022)**, ensure that comparable proportions of women and men secure each degree classification	Data mining at the level of assessment categories could not be robustly implemented. However, discussions were had in EDIC and with teaching staff regarding potential gender inequalities in assessment methods. **UG attainment:**	GREEN

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	proportion to cohort size by gender.	essay, exam, etc) and the impact (if any) of the gender of tutor. Assessment methods to be adjusted in line with new benchmarks.			(**within 5% variable between genders**). **Baseline 2017-18: 8% difference in proportion attaining 1st class degree (in favour of men) 12% (in favour of women) for 2:1 classification**	No more than 5% difference F:M achieving 1st class degrees since 2018-19 (<1% in 2022-23) No more than 8% difference for 2:1 classifications (<4% 2022-23) (**A2:2.1**) We have particularly noted overall improvement in results for female students following assessment adjustments made during COVID-19 and **AP2024-3.2** will continue to examine this area.	
5.	Ensure that the skills we expect students to use do not discriminate by gender, so that male-female UG results are balanced in proportion to cohort size by gender.	Acquire student feedback on the 'Honours Skills' module introduced in 2017-18 for semester one of third year, designed to build self-confidence for class participation and the types of writing required in years 3 and 4 of the degree, and modify the module as needed.	From September 2018, Annually	**EDIC,** ASO, DoT, School Teaching and Curriculum committee	Within 4 years **(one undergraduate cycle, by 2022)**, final degree outcomes are balanced, proportionate to the female and male students in each yearly cohort (e.g. for 2017-18 entrants, 53% female Single Honours History, 47% male)(less than 5% difference).	Feedback obtained yearly. Changes implemented since 2018: - Honours Skills module supported by videos - Online material available at all times - 'Demystifying St Andrews' document developed for incoming students. **Positive student responses to EDIS** "The "Honours Skills" training sessions are useful in transitioning from Subhonours work to Honours": 2021 - 68%W:39%M 2023 - 49%W:57%M (**A1:3.4**) **UG attainment 2022-23:** Proportion of that gender group achieving classification (difference) 1st - 41%F:40%M (<1%)	**GREEN**

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
						2:1 - 54%F:51%M (<4%) 2:2 - 3%F:6%M (<3%) (**A2:2.1**)	
6.	Achieve gender balance in PGT cohort and ensure admissions process addresses gender equality, thereby improving pipeline.	Presentations and text and images in School recruitment materials to be always diverse and gender-balanced and PGT webpages to include information on University provision for maternity/paternity leave, childcare and our openness to taking part time students.	From 2018 prospectus. Ongoing	DoPGT	**PGT cohort gender balance reflects HESA data for History (c.52%F) within 5%.**	Reviews completed 2017, 2019, 2023. We are satisfied with the balance of representation (images of female students and quotations from women) but **TARGET NOT MET % female PGT students (UK average):** 2018-19 - 45% (55%) 2019-20 - 39% (56%) 2020-21 - 49% (57%) 2021-22 - 45% 2022-23: 43% (**A2-1.2**)	**AMBER**
7.	Ensure admissions process addresses gender equality at PGT level so as to **increase proportion of female students to reflect HESA data (c.52%) within 5%.**	(a) PGT Programme Coordinators encouraged to work with the University's Admissions Office and the DoPGT to provide on-line discussions with female offer holders	From 2018. Ongoing	DoPGT, PGT co-ordinators, PGT admi-nistrators	**PGT cohort gender balance reflects HESA data for History (c.52%F) within 5%.**	Action reminders issued each semester. Email correspondence (or Teams meetings) between PGT programme coordinator and offer holders.	**AMBER**
		(b) Those who reject the offer to be asked about the reasons.	From 2018 Ongoing	DoPGT, PGT co-ordinators, PGT admin-istrators		School contact with those who declined offers produced no responses but a centrally run scheme produced 32 replies: 29 had accepted an offer elsewhere, 3 had decided not to pursue their studies.	

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						ACTIONS COMPLETED BUT TARGET NOT MET (see **AP2018-6**)	
8.	Ensure PGT completion rates of male and female as proportion of cohort are balanced.	Follow up with all PGT students who do not complete, to find out why and also monitor the effect of the change to the banding of assessment.	Ongoing	DoPGT	We will have data on why students do not complete and on the effects of changes to the banding of assessment minuted by the PG committee. Should the numbers not completing become statistically significant (>5%) we will be in a position to introduce measures to alleviate the problem.	Non-completion rates not statistically significant. **Total withdrawn (WD) or awarded diploma (PGDip) in place of MLitt over 11 programmes:** 2017-18 to 2022-23: ▮▮▮▮	GREEN
9.	Increase percentage of high-quality applications for PGR from female applicants converting to entrants, to bring it in line with **HESA** average (currently c. 54%).	(a) As for PGT (6 above), make sure our PGR webpages and advertising materials emphasise maternity/paternity leave, childcare provision and our openness to taking part-time students.	From spring 2018 annually	DoPGR School IT officer	Percentage of PGR female entrants is within 5% of national average, **and this tracks through the admissions process.**	Webpages and printed materials reviewed annually for diversity of images and content. Changes implemented: - diversity statement with specific mention of maternity and pregnancy added to EDI webpage - link to information on part-time study on the University-controlled PGR applicant page. **% female PGR students (UK average):** 2018-19 - 43% (48%) 2019-20 - 39% (50%)	GREEN

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
						2020-21 - 42% (50%) 2021-22 - 45% 2022-23 - 52% (**A2-1.3**)	
		(b) EDI committee to organise an informal session on careers in history for UG and PGT women, to be repeated annually.	From October 2018, annually	EDIC		Sessions held annually (with the exception of 2022 due to strikes). All PGT students also invited to core PGR training sessions on academic career paths.	GREEN
10.	Balance the proportion of men and women on fixed-term and standard contracts.	Organisation of a focus group to document and assess the experience of current colleagues and use their responses to devise appropriate interventions.	October 2018	HoS and DoEDI	Focus group identifies actions appropriate to help improve the gender proportions of colleagues on fixed-term and standard contracts so that neither gender is disproportionately likely to be on an open ended-contract (to within 5% of gender parity) informing new AP(s).	Focus group (▮▮▮ standard contract participants) held 2019 by HoS and DHoS. Changes implemented: - review of office space - research allowance for fixed-term staff (£600 per postdoc 2019-20; rising to match that of permanent staff the following year) - additional post-doc only career event focused on international applications held. **Proportion of gender group by contract type** **[fixed term | standard]:** 2018 - 42%:52%F | 30%:70%M 2022 - 43%:57%F | 24%:76%M (**A2:4.1**) **CHANGES IMPLEMENTED BUT TARGET NOT MET** Reflection suggests this objective is better managed through actions that	AMBER

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
						allow fixed-term staff to understand and develop skills that will help them secure permanent roles. **AP2024-5.1**	
11.	Acquire better information about why colleagues leave and to use information to intervene should it prove appropriate.	To encourage a higher response rate for the University's exit questionnaire (established 2017), the SOC will write to all departing colleagues and invite a response. The **HoS** will review the data annually.	From May 2018 Ongoing	SOC DoEDI HoS	Most departing colleagues complete exit questionnaire. Development of future APs follow HoS report to the SAT if appropriate	Response rates remain low (only 3 to 6 staff complete the survey each year; <50% of leavers). **TARGET NOT MET** Due to low numbers, individual data cannot be reviewed by EDIC, however HR send anonymised concerns raised in questionnaires to HoS. The EDI committee receive data on leaver numbers by grade and contract each year. No trend in leaver type has been identified.	**AMBER**
12.	Attract strong female applications to academic posts in the School.	(a) Website to be updated to ensure that potential staff are aware of the School's commitment to EDI and inclusivity, with policies on mentoring, parental leave, and flexible working.	Ongoing	EDIC	**% of women applicants for academic posts tracks through to shortlist and accepted offers and consistently matches the HESA History benchmark. Improvements from 2017-18 baseline of: St Andrews History: applicants: 34%F Shortlisted:33%F Appointed: 25%**	Recruitment material updated: - All advertisements include: "Applications are particularly welcome from women, people from the Black, Asian, Minority or Ethnic (BAME) community and with other protected characteristics who are under-represented in academic posts at the University. We also welcome applications from candidates who have had recent career breaks or other non-linear career paths (we invite you to	**GREEN**
		(b) Ensure advertising for all posts mentions the lack of female representation and our commitment to AS.	Ongoing	HoS			

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
		(c) Implement a policy of no single-sex shortlists for academic posts through institutional HR processes.	Ongoing	Panel Chair, HR	**HESA History: 43%F**	describe any such circumstances in your covering letter)" - Revised EDI statement outlining our commitments - Added to person specifications (essential criterion) "Willingness to work in accordance with the School and University's principals of and policies on diversity" and (desirable criterion) "Active engagement with and experience of promoting Equality, Diversity and Inclusivity in the academic environment". Both assessed via interview and form part of post-interview discussion / scoring. One proposed single-sex shortlist was rejected and revised. **% female at each recruitment stage [applicant:shortlisted:offer] (UK average):** 2018 – 34%:49%:67% (43%) 2019 – 29%:35%:40% (44%) 2020 – 45%:47%:50% (46%) 2021 – 33%:42%:63% (47%) 2022 – 34%:52%:56% **(A2-7.1)**	
13.	Improve inclusivity of induction into the School	In the first week of employment all new staff (teaching and research) to meet with HoS.	From pre-sessional week September 2018. Each new contract	HoS DoT SoC Supervisors of Research	EDIS shows staff satisfied with **School** induction process (>75%).	**EDIS 2023:** - 100% found School induction very helpful/helpful - 94% found meeting with senior office holders very helpful/helpful	GREEN

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		Teaching-only staff to meet the DoT, ASO and relevant DCM Chair; PSS staff to meet with the SOC. Research-only staff to meet PI. Monitoring of effectiveness to occur via new question on staff EDIS		Staff, EDIC (to devise new EDIS questions)		- 90% felt welcomed to the School (**A1-3.5**)	
14.	Assist new staff in becoming familiar with the School Organisational Culture and allow all staff easy access to up-to-date policies and information.	All relevant documentation on leading dates, school committee membership, teaching, research and EDI policies to be updated before the summer break each year: School IT officer to have scheduled interviews with all continuing and incoming office-holders in May/June each year and upload to website.	May/June annually	School IT Officer in liaison with all School Office-holders.	EDIS shows staff satisfied with information flow in the School (≥75%).	IT Officer regularly updates website. 2020-21 review of AP2018 identified objective (new staff) and outcome (all staff satisfied) did not match. As action is not rooted in gender equality **ACTION DISCONTINUED**	**RED**
15.	Assist new staff in becoming familiar with colleagues and feeling included.	Informal lunch to be held before the first School Staff Council (SSC) of the year, every year. New colleagues to be contacted for feedback in May, asked if they are happy for their responses to be shared and if so, written comments	Yearly, September and May	SOC, DoEDI to contact colleagues for feedback (May) for discussion (Sep).	May feedback shows new staff satisfied (>75%).	2020-21 review of AP2018 concluded that **AP2018-13** outcomes (assessment of revised induction process, including meetings with staff, via EDIS) met the assessment of this objective and, as additional resource would be required to arrange these in-person meetings to seek similar feedback **ACTION DISCONTINUED**	**RED**

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		reviewed by SAT in September. If not satisfied, modifications to be agreed in consultation with recent staff.					
16.	Increase the number (and proportion) of female Readers and Professors in the School. **This action point now combines two which shared the same aim in 2018 with closely related actions.**	Hold an annual promotion workshop open to all academic staff in grades 5-8 chaired by the HoS and a professorial collea-gue of the opposite gender, timed to coincide with the beginning of the promotion cycle. The HoS and the same professorial colleague who attended promotion workshop to offer follow-up individual consultation on applications.	Annually from February 2018	HoS	Proportion of female readers and professors increases to 30% by 2022 (2017-18 baseline of 40%F overall; 23%F amongst Readers and Professors).	Workshop held annually, sometimes jointly with Schools in cognate disciplines, and is well attended. **Applications for promotion to Reader or Professor:** 2014-2016 - 3F:7M (30%F) 2017-2019 - 4F:6M (40%F) 2021-2023 - 8F:1M (89%F) **(A2-9.1)** **% female academic staff:** Overall 2022 - 47% Readers & Professors 2022 - 36% **(A2-3.2)**	**GREEN**
17.	Increase the number (and proportion) of female Readers and Professors in the School and provide guidance for those who were not successful to identify what actions can be	Once the promotion process is completed, the HoS (or the Deputy Principal of the University) to continue to offer feedback to unsuccessful applicants to identify what actions can be taken to support colleagues in advance of subsequent applications.	From May 2018	HoS Deputy Principal	Applicants who are not successful gain insight into the reasons and guidance on how to succeed in a future round. Knowledge that this feedback is offered if unsuccessful support staff confidence in submitting applications and contributes to an	All unsuccessful applicants are offered a one-on-one meeting with the HoS to discuss University feedback and craft a plan. **Applications for promotion:** 2017-2019 - 10F:12M 2021-2023 – 13F:8M **(A2-9.1)**	**GREEN**

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
	taken to support colleagues in advance of subsequent applications.				increase in application numbers (2014-2016 baseline 5F:7M).		
18.	Ensure REF preparation process treats all staff equally.	In the run up to REF2021 the HoS and DoR to continue to maintain gender balance of staff involved in preparation meetings and in evaluation of colleagues' work (percentage to be established once REF guidelines finalised). The HoS and DoI will invite female colleagues to develop impact activities with a view to eventually submitting REF case studies for 2021 or c.2028, while bearing in mind the proportionally low representation of female grade 9 colleagues.	From May 2018-2021	DoR HoS	Gender balance of staff involved in preparation, submission and evaluation for REF matches gender proportion of female-male submittable staff.	Research committee environment statement ( ). Whole school invited to an away day in 2019 to discuss the draft. A Research Day was instituted annually from 2019.	GREEN
19.	Increase female participation in leadership roles in the School and University.	Continue to encourage all non-professorial academic women in the School to attend the Advance HE Aurora Leadership programme and St	Ongoing	HoS DoEDI	All eligible women in the School to have completed the Aurora Leadership programme **or equivalent** by 2021	DoEDI/HoS send personal emails drawing attention to eligibility and offering to answer questions to all eligible staff annually **Aurora participants:**	GREEN

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		Andrews' Elizabeth Garrett Mentorship Scheme (for senior academic women, grade 8 and above).			(unless they explicitly do not wish to).	2014-2023 - 7 academic women (of whom 5 have subsequently been promoted). **Elizabeth Garrett participants:** 2018-2023 - 6 mentees, 5 mentors **(A2-13.1)** **Leadership roles:** > 95% of academic women on standard contracts have held some form of leadership role in the School	
20.	Ensure staff have useful and constructive feedback from line manager / supervisor	(a) Revise the question about appraisal in the EDIS to clarify who is meant by line manager/supervisor, and organise a focus group to devise a new system of feedback from 2018-2019.	From October 2018	DoEDI HoS (for gender balance of appraisers).	Positive responses to EDIS question about feedback improved **from the 2016 baseline of 50% positive**	EDIS question on appraisal changed. University-level changes negated need for focus group. Additional changes to appraisal process: - appraisals paused in 2020 and 2021 to alleviate potential pressure on colleagues during the pandemic. - HoS receives training on appraiser role and the forms used . **Positive staff responses to EDIS** "The Review and Development process (annual appraisal) has been/will be a useful opportunity in which to discuss my development requirements ": 2021 - 37%W:56%M 2023 - 65%W:52%M **(A2-3.3)**	GREEN

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		(b) Continue to ensure that women are always proportionally represented as appraisers in any new scheme.				Change to university process made it compulsory for to be with meetings with the HoS, who offers alternative appraiser of opposite gender if preferred. School-level action no longer required. **ACTION DISCONTINUED**	RED
21.	Improve staff perception of their potential career progression.	All academic staff below grade 9, including post-doctoral researchers, to be offered mentors by HoS on an opt-out, not opt-in, basis.	September 2018 Ongoing	HoS	EDIS shows greater staff satisfaction with career prospects (> 60% agreeing **across both genders**).	Widespread **take-up of mentors** by both male and female staff in grades 6-8: 2019 - 14F:10M 2020 - 17F:10M 2021 - 22F:15M 2022 - 22F:13M 2023 - 18F:11M But satisfaction with career prospects remains below 50% **Positive staff responses to EDIS** "I am optimistic about my options for career progression following my current role or course of study": 2019 - 47% 2021 - 50% 2023 - 32% (**A2-3.3**) **TARGET NOT MET** We recognise that external factors contribute to responses to this question.	AMBER

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						Career progression of female staff remains a priority, **AP2024-5.1, 5.2, 5.3**	
22.	Improve postdoctoral and early career colleagues' confidence in their career prospects.	(a) School to host annual workshop on publication strategies and turning PhD theses into books, inviting external input from a publisher.	November 2018 and annually thereafter	HoS DoEDI	EDIS shows clear improvement (>10%) in Early Career colleagues' confidence about career prospects.	Workshop, run by Cambridge UP commissioning editor, delivered 2019. Attendance was low and informal feedback suggested these actions were not suited to ECR colleagues' needs. Documenting where postdoctoral fellows go was not useful **Positive responses to EDIS 2019** "I am optimistic about my options for career progression following my current role or course of study": Grade 6 & 7 staff - 54% Grade 8 & 9 staff - 52% **ACTION DISCONTINUED AP2024-5.1**	RED
		(b) A postdoctoral coffee session, without PI present, will be held once a year, including a gender balanced group of staff (e.g. DoR, HoS and two senior colleagues).	From May 2018 and then annually	DoR			
		(c) We will also document where our postdoctoral fellows go after working in St Andrews.					
23.	Improve **female** staff perception of their potential career progression.	(a) The EDIC to introduce an informal 'Women Historians' event to highlight female achievement in the discipline and discuss the opportunities and constraints	From November 2018 and then yearly	EDIC	Staff EDIS shows greater satisfaction with career prospects among women (≥ 60% agreeing).	The School already had a very full schedule of EDI activities (2 EDI lunches, 4 EDI 'months', 6 EDI meetings), and we recognised that introducing another activity would have resource and capacity implications. Furthermore, changes in working patterns after COVID-19, with more home working, reduced	AMBER

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						enthusiasm from female colleagues for an in-person event. Instead, a *Women Historians of St Andrews* project was undertaken and a website of information produced. **Positive staff responses to EDIS** "I am optimistic about my options for career progression following my current role or course of study": 2019 - 49%W:54%M 2021 - 58%W:63%M 2023 – 44%W:33%M (A1-3.3) **TARGET NOT MET** AP2024-5.1, 5.2, 5.3	
		(b) DoPGR will also encourage engagement with events organised through the Scottish Graduate School for Arts and Humanities				Promoted to staff and PGR students, but 2020-21 review of AP2018 showed SGSAH ran few events applicable to School. **ACTION DISCONTINUED**	RED
24.	Ensure gender balance in provision of internship opportunities to UG students.	Continue School funded paid UG internship scheme and collect data about gender take-up to match that supplied for URAS internships. Ensure success rate remains proportional to gender of UG cohort and use student-authored blogs on	From September 2018 then ongoing	DoR	Full dataset about gender take-up of School funded UG internship scheme from A/Y 2018-19; evidence demonstrating that the success rate for those schemes run entirely within the School	**School of History Internships:** 2018-19 - 71%F 2019-20 - 62%F 2020-21 - 65%F 2021-22 - 80%F 2022-23 - 57% **Laidlaw Internships:** 2018-19 to 2021-22 – 5F:3M (62%F) (A2-14.6)	GREEN

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
		the School's social media to highlight their appeal. Encourage **female** applications for Laidlaw scheme.			remains proportional to gender of UG cohort. Evidence that UG historians applying for (central) Laidlaw scheme.	Gender of Laidlaw applicants is not recorded centrally. School has introduced a demographic characteristics form to accompany all internships/Laidlaw scheme applicants to collect data going forward.	
25.	Ensure fair distribution of PGT scholarships and therefore accepted offers by gender.	To ensure all applicants for PGT are aware of the opportunity to apply for funding, PGT coordinators to offer advice on applications.	From 2018/19 cycle; repeated annually	DoPGT HoS	Strong applications for MLitt funding received and fair distribution of scholarships by gender (in proportion to gender of entrant cohort).	**School MLitt scholarships, 2018 to 2023:** Applicants – 114F:137M (45%F) Awards – 13F:7M (65%F) **Legal and Constitutional scholarship, 2018 to 2023:** Applicants – 114F:137M (45%F) Awards – 13F:7M (65%F) **Begum Miskander Mirza scholarship, 2018 to 2023:** Applicants – 17F:20M (46%F) Awards – 3F:1M (75%F) (A2-14.7)	GREEN
26.	Ensure equal distribution of PGR scholarships, and therefore accepted offers, by gender and to increase the percentage of female PGR applicants converting to	(a) The School to ensure that the scholarship committee is gender balanced.	Annual from 2018-19 funding round.	DoPGR	Gender profile of applicants matches or is very similar to the gender profile of scholarship nominations; proportion of female PGR entrants at or above national average.	Scholarships committee worked to ensure balance of subject area as well as gender, but has been gender balanced in recent years. **Committee composition:** 2019 - 3F:1M (75%F) 2020 – 6F:2M(75%F) 2021 – 4F:4M (50%F) 2022 – 3F:4M (43%F) 2023 – 5F:3M (62%F) (A2-14.9)	GREEN

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	entrants to bring it in line with national average (c. 54%)	(b) Plans to adjust the ranking either side of the cut-off line and adjust if justified.				Not adopted as guidance received was this would be unlawful positive discrimination. **ACTION NOT TAKEN**	RED
		(c) Data on grants awarded by gender will be stored and assessment panels will reflect on the gender balance of awardees.				**PGR scholarship recipients:** 2019 - 4F:8M (33%F) 2020 - 6F:10M (37%F) 2021 - 3F:10M (23%F) 2022 - 6F:7M (46%F) 2023 - 9F:8M (53%F) (**A2-14.8**) **% female PGR entrants (UK average):** 2017-18 – 43% (49%) 2018-19 – 15% (48%) 2019-20 – 49% (50%) 2020-21 – 55% (50%) 2021-22 – 48% 2022-23 – 48% (**A2-14.3**)	GREEN
27.	Ensure the fair distribution by gender of teaching opportunities for GTAs.	(a) The DoT will ensure that allocation of teaching opportunities is congruent with the gender distribution of those who apply for them. If the underrepresented group fail to apply, the DoT will liaise with supervisors and the EDIC to encourage more applicants.	From 2018 ongoing	DoT EDIC	Gender profile of GTAs congruent to pool of applicants and to overall PGR numbers. Feedback from anonymous questionnaires considered by DoT and used to inform future strategies.	Since 2018-19, all PGR students who have applied to work as a GTA since 2018-19 have been given work. **% female GTAs (PGR students):** 2018-19 – 40% (43%) 2019-20 – 49% (39%) 2020-21 – 56% (42%) 2021-22 – 48% (45%) 2022-23 – 41% (52%) (**A2-14.5**)	GREEN

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
		(b) The DoT to introduce an anonymous exit questionnaire to acquire better information on GTA experience of teaching.				Written comments on the PGR survey about the GTA experience are positive. *"Being a GTA has been a fantastic experience in terms of personal growth and development of teaching skills"*	GREEN
28.	Ensure colleagues going on Maternity or Paternity leave have confidence and clarity about the procedures involved.	As well as the joint meeting with HR, the HoS will have a separate formal consultation with the member of staff to identify goals and concerns for the leave period and return to work.	Started 2017-18 Ongoing	HoS	Coherent and readily accessible information regarding procedures and entitlements is available to staff going on Maternity and Paternity Leave. Reflected in EDIS Staff responses **to question 'I know where to find information about taking parental leave' with >60% indicating a positive response**.	**Positive staff responses to EDIS** "I know where to find information about taking maternity/paternity/ adoption or other parental leave**":** 2019 – 70%W:82%M 2021 - 84%W:81%M 2023 –78%W:86%M (**A1-3.3**)	GREEN
29.	**Foster a supportive environment for those with caring responsibilities.**	All staff to be notified and kept informed about University-wide carers' and parents' networks. We will also include anonymous case studies on the Staff intranet.	2018 ongoing	DoEDI IT officer	School website has links to information about University Parents and carers network, and regular emails sent about network. **Responses to the question 'I am confident that the School would be**	Call issued for anonymous case study volunteers (2021) received no responses. EDIC noted that small number of staff taking leave likely to discourage volunteers. Other changes: - informal opt-in 'buddy' scheme to provide an additional point of contact for colleagues taking maternity leave (2021). **2 staff used a buddy**	GREEN

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
					supportive if I requested maternity/paternity/adoption or other parental leave' >60% positive across all genders.	**Positive staff responses to EDIS** "I am confident that the School would be supportive if I requested maternity/paternity/adoption or other parental leave": 2019 – 76%W:86%M 2021 – 84%W:81%M 2023 –83%W:91%M (**A1-3.3**)	
30.	Ensure colleagues going on Maternity or Paternity leave have confidence and clarity about the procedures involved including KIT days	HoS to ensure staff awareness of the University's mechanisms for support including paid 'Keeping in Touch' (KIT) days, and of School support during leave and return to work, including an up'ated webpage.	From 2018 Ongoing	HoS	**Staff EDIS Responses to the question 'when I took time for caring/special leave/illness' >80% positive across all genders. Responses to the question 'When I took leave for maternity/paternity/adoption, other parental leave, illness, special leave or other leave of absence the School was supportive' >80% positive across all genders.**	Since 2018-19 five colleagues have taken maternity, one of whom used their KIT days. Other changes: - University paid leave provision increased. - Moreover, wherever possible we have enabled new staff (employed <26 weeks) to take periods of family leave by reassigning teaching - HR actively engages with staff to ensure their requests to balance their caring responsibilities with work commitments are treated favourably wherever possible - University website contains a planning for family leave checklist **Positive staff responses to EDIS** "When I took leave for maternity/ paternity/adoption, or other parental leave, illness, special leave or leave of absence the School was supportive":	**GREEN**

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
						2019 – 73%W:56%M 2021 - 88%W:83%M 2023 –100%W:78%M (with only 1 staff member disagreeing across all years) (A1-3.3)	
31.	Create an inclusive working environment including parents of school-age children.	Coordinators of Sub-honours modules will be invited to switch the sequence of lecturing during school vacations if possible, so that no individual is disproportionately affected.	From May 2018 Every semester	DoT, DCM chairs	Staff enabled to manage work-life balance during school vacations. Improved satisfaction rating in EDIS with **>80% satisfaction on questions on the welcoming environment from those with caring responsibilities.**	DoT/Module coordinators inform staff "Flexibility is important to me as a parent of two young children and with a partner who works away. The teaching hours system, teaching timetables and work-from-home options have given me the ability to manage my working hours" **Female academic staff member** **Staff with caring responsibilities who gave positive response to EDIS** "The School creates a welcoming environment in which to work/ study": 2019 – 89% 2021 – 81% 2023 – 84% (A1-3.6)	GREEN
32.	Ensure all members of staff, including those entering on fixed-term contracts, are aware of their entitlements	Information has been included on the School's EDI webpage, and will be verbally drawn to the attention of new members of staff during induction.	Started 2017-18	HoS	**EDIS Staff responses to question 'I know where to find information about taking parental leave' with >60% indicating a positive response**	Information on webpages regularly reviewed and updated. **Positive staff responses to EDIS 2023** "I know where to find information about taking maternity/ paternity/adoption or other parental leave":	GREEN

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
	regarding maternity and paternity leave.					74% fixed term:88% standard contract	
33.	Ensure that all staff know of their entitlement to apply for formal flexible working.	We will inform staff of their entitlement to apply for formal flexible working via the induction process. SOC will also store data on take-up of carer days and we will include discussion of flexible working in a focus group on how to improve staff awareness of entitlements.	Sept 18 – checks every two years via EDIS	HoS, DoT, DCM Chairs (induction meetings), SOC (data storage), DoEDI (focus group)	**>70% colleagues are aware of where to find information on their entitlement regarding flexible working with no significant difference (<5%) F/M.**	Focus group not held (delayed due to COVID-19 and then became unnecessary as conversations about flexible and hybrid working were part of School, and University, response to COVID-19). Flexible working has been a discussion topic at SSC and is part of induction. **Positive staff responses to EDIS "I know where to find information about making a request for flexible working":** 2019 – 55%W:68%M 2021 – 84%W:56%M (**A1-3.3**) (decrease in positive response from men in 2021 due to an increase in neutral responses from men) **TARGET NOT MET**	AMBER
34.	Administrative jobs distributed in a transparent manner.	School will agree criteria for each post and the HoS will then consult with the current post holders, with the Executive and with DCM chairs. The HoS will use gender balance in committee membership in proportion to overall staff numbers as an explicit	From September 2018 Ongoing	HoS, School Executive, DCM chairs	Clear process for distribution of administrative jobs is established.	All administrative jobs openly advertised, accompanied by a short role description. HoS and School Executive agree appointments, prioritising career development while also paying attention to gender balance. Bank of role descriptions held on Staff intranet to allow for career planning.	GREEN

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
		criterion in the selection process.					
35.	Raise student awareness of gender diversity in the discipline of history.	Reading lists for all modules to include the first names of all authors	From May 2018	DoT	100% module handbooks include authors' first names.	Requirement is annually reiterated in the School 'Teaching Briefing'. **Sample semester 1 2023-4:** Of 4 subhonours module handbooks: 2 all titles include first names 2 majority of titles include first names **(A2-14.4) FURTHER WORK NEEDED AP2024-2.2**	AMBER
36.	Draw students' attention to the importance of gender and equality.	When planning delivery of third and four-year UG modules each year, the DoT and ASO to ensure that a selection of modules and topics related to gender and diversity is available to students each year. University Planning will also start to track take-up by gender and inform the **EDIC** each semester	Feb 2018; annually thereafter	DoT, ASO	Course handbooks show continued regular listing of modules and topics related to gender and diversity is available. **Improve positive response rates to question 'The modules offered in the School of History include a diverse range of perspectives' from 2019 baseline 56%W:70%M to 75% across all genders by 2023.**	In addition, the School participated in a University-wide 2019-2021 inclusive curriculum audit and School staff are involved in the 'Inclusive practice support group' that meets 6 times a year to discuss and share practice. **Positive student responses to EDIS 2023 "**The modules offered in the School of History include a diverse range of perspectives**":** 68%W:82%M All responses 68% positive **(A1-3.2) TARGET NOT MET**	AMBER
37.	Ensure all staff feel able to act on	All HR policies on bullying, harassment and discrimination, including	February 2018 Updated annually	DoEDI, liaising with	Website includes link to relevant HR policies.	Webpage completed. Other changes:	AMBER

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
	bullying, harassment and discrimination	the University's new 'Dignity and Respect at Work' document are linked to the School's own EDI webpage.		School IT officer.	**In EDIS >85% staff agree that guidance is clear on support for discrimination, bullying and harassment.** Clearer confidence expressed by respondents to EDIS question 'I would be comfortable raising concerns about discrimination bullying or harassment in the School (>10% improvement from 75% baseline in 2017 **AND gender parity**).	- University introduced 'Report and Support' online tool (2020). - 'Report and Support' information added to staff handbooks, and introduced at staff induction sessions. - HR attended School Staff Council meeting to highlight 'Report and Support' (2020) **Positive staff responses to EDIS "**The School has clear guidance on where to find support around issues such as discrimination, bullying or harassment**":** 2019 – 70%W:74%M 2021 – 79%W:81%M 2023 - 65%W:76%M **Positive staff responses to EDIS "**I would be comfortable raising concerns about discrimination, bullying and harassment in the School**":** 2019 – 58%W:79%M 2021 – 53%W:69%M 2023 - 65%W:76%M (**A2-3.3**) **TARGET NOT MET** **AP2024-6.3**	
38.	Ensure all **staff** feel able to act on bullying, harassment and discrimination	EDIC to monitor data for consistency in application of bullying, harassment and discrimination policies and use the findings to inform the	Sept 2018 - ongoing	DoEDI	Clearer confidence expressed by respondents to EDIS (>10% improvement from 75% baseline in 2017).	Individual reports on bullying, harassment and discrimination are only shared with line manager/HR. University-wide summaries of reports to 'Report and Support' are published annually.	AMBER

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
	should they witness it.	development of actions as needed.				Other activities: - HoS receives support on understanding and implementing the Dignity and respect at work policy from HR. - HR attended SSC (2022-23) to talk about policies related to bullying, harassment and discrimination. - Active Bystander Training session (2023) for staff and PG students (18F:14M attendees). **Positive staff responses to EDIS "**I am confident that senior staff would challenge instances of discrimination, bullying or harassment in the School**":** 2019 – 67%W:91%M 2021 – 67%W:78%M 2023 – 64%W:80%M (**A1-3.3**) **TARGET NOT MET** AP2024-6.3	
39.	Ensure **students** feel able to act on bullying, harassment and discrimination should they witness it.	The DoEDI continues to be introduced to PGRs, PGTs and UGs in induction sessions at the start of each year.	Ongoing	EDIC, DoPGR, DoPGT, DoT	EDIS results show greater confidence in handling bullying harassment and discrimination (>10% improvement).	DoEDI attends student inductions Other changes: - University introduced 'Report and Support' online tool (2020). - 'Report and Support' information added to module handbooks, and introduced at student induction sessions. - Active Bystander Training session (2023) for staff and PG students (18F:14M attendees).	AMBER

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
						Positive student responses to EDIS "I would be comfortable raising concerns about discrimination, bullying and harassment in the School": 2019 – 59%W:82%M 2021 – 64%W:74%M 2023 – 65%W:76%M **Positive student responses to EDIS** "I am confident that senior staff would challenge instances of discrimination, bullying or harassment in the School": 2019 – 67%W:91%M 2021 – 67%W:78%M 2023 – 64%W:80%M (A1-3.3) **TARGET NOT MET** **AP2024-6.3**	
40.	New AP: **'Ensure colleagues are aware of the concept of unconscious bias via undertaking training to raise awareness of what this comprises.'**	All new staff to complete online training modules on diversity and unconscious bias. In response to both staff feedback and national media (BBC etc.) highlighting the limited effects of online training, we recognise the need for further reinforcement and in 2018-19 we will invite Equality Challenge Unit to give training to staff in the School	Ongoing	DoEDI	Our original AP was 'Reduce incidence of unconscious bias and increase inclusivity of the School.' which was not a measureable action. So outcome was aligned to training. **All staff have up-to-date (within five years) induction or refresher training on unconscious bias**	School issues reminders to staff regarding completion of online training annually, with personal follow up by HoS **Training completions (2023):** 24 completed 16 updating required in 2023 14 to complete **TARGET NOT MET** We ran externally facilitated 'Cultural inclusivity' training in 2019-20 and one online session in 2020-21, open to staff, GTAs and PGRs but capped at 15 per session to ensure engagement.	AMBER

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
		together with other schools in the Faculty.			Monitored attendance at ECU training sessions.	**Training attendance:** Data was not kept for 2019-20. 2020-21: 9F:█M:█NB	
41.	New AP: **'Ensure students are aware of the concept of unconscious bias and have undertaken training to raise awareness of what this comprises.'**	From the start of 2017-18, all students are invited to complete an online training module on diversity and unconscious bias during initial lectures and tutorials and via an email from the DoEDI.	Ongoing	DoEDI, Sub-honours module co-ordinators.	Monitoring of numbers completing the online module shows increased uptake. EDIS results show reduction in concern about discrimination and unconscious bias (>10%).	From 2021-22 the University made EDI training for students a mandatory part of matriculation. All students complete training on diversity, including bias. **Positive student responses to EDIS** "The School handles equality, diversity and inclusion concerns well": 2019 (some students complete training) – 47%W:66%M 2023 (all students complete training) – 56%W:71%M (**A1-3.4**) **Positive student responses to EDIS 2023** "I am satisfied with how bullying and harassment are addressed in my School" **[History	all Schools]:**	GREEN

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
						38%W:56%M | 36%W:54%M	
42.	Ensure that gender balance of committees and gender aware policies are maintained and further developed.	Ensure the DoEDI is invited to attend the Executive and that EDI is a standing agenda item. HoS to seek gender balance of core committees, as a matter of School policy.	Ongoing	HoS, EDIC	Attendance minuted; EDI items on the agenda; checking of gender balance in committee membership minuted by SAT. Women proportionately represented on all committees.	DoEDI member of Executive. EDI standing item on agenda. **Average % female academic staff on core committees (%F academic staff):** 2018-19 – 45% (41%) 2019-20 – 53% (45%) 2020-21 – 55% (48%) 2021-22 – 39% (48%) 2022-23 – 51% (47%) (**A2-11.1**) **TARGET NOT MET** Women, on average, are over-represented on committees, particularly EDI committee which has been >80%F in 3 of the 5 years. **AP2024-5.2**	AMBER
43.	Ensure AS principles are at the heart of School management culture.	Ensure that one EDIC member, who is fully briefed on the Schools EDI agenda, always sits on the Teaching Committee.	From 2018 Ongoing	EDIC, DoT	Changes to committee membership embedded.	The DoT, Academic Support Officer, DoPGT and DoPGR all now sit on both EDI and Teaching committees *ex officio*. **AP2024**-1.1	GREEN

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
44.	Increase participation on influential external committees.	Ensure that in the new appraisal/ feedback process to be devised, mentors, line managers and appraisers discuss the value of external appointments in terms of career progression, particularly with female colleagues.	Sept 18	Appraisers, HoS	All colleagues aware of benefits of participation in influential external committees.	The appraisal process changed (**AP2018-20**) which superseded this action. We now advertise external roles which entail University participation to all eligible staff in the School.	**GREEN**
45.	Workload model (WLM) widely agreed to be fair.	Focus group identified imbalance in PGR supervision as distorting the workload distribution. Hours for supervision in workload model to be reduced and co-supervision to be encouraged. The number of co-supervised PGRs will be recorded on a yearly basis.	Ongoing	DoPGR, EDIC	Increase in co-supervision of postgraduate students promotes more even distribution of teaching hours for PGR supervision, leading to more equal distribution of teaching at UG level and **greater satisfaction with workload model (>10%)**	Hours for PGR supervision reduced in WLM. Co-supervised PGRs encouraged. University guidance is that individual workload allocations should remain both confidential and anonymous. The School produces an anonymised summary. **Positive staff responses to EDIS "**The workload allocation model encompasses transparency**":** 2021 – 88%W:94%M 2023 – 40%W:67%M **Positive staff responses to EDIS "**The workload allocation model encompasses equity**":** 2021 – 38%W:88%M 2023 – 40%W:67%M (**A1-3.3**) **TARGET NOT MET** EDIS 2023 shows staff continue to have concerns regarding the	**AMBER**

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						workload model, with women notably less positive. **AP2024-4.1**	
46.	Colleagues perceive workload model to be fair.	The DoT will store data about workloads on a gender basis and provide this information to the EDIC. Any significant trends in the data gathered will be used to shape policy on distribution of teaching and administrative duties.	From 2018-19 Ongoing	DoT, EDIC	Data available on gender balance in teaching loads overall, and at different levels of curriculum. Monitoring of this information will inform improvements to the workload model as needed.	University-level changes to guidance on sharing workload models have limited the changes that the School can make. **FURTHER WORK NEEDED** Staff continue to have concerns, about the equity of workload allocations (**AP2018-45**) **AP2024-4.1**	**AMBER**
47.	Ensure that regular departmental meetings are accessible to staff with caring or other responsibilities	All School meetings to be scheduled in core hours, between 10am and 4pm. This includes the Executive, School Staff Council, Teaching Committee, Postgraduate Committee, the Degree Committees, SAT and EDIC.	Ongoing	SOC, committee chairs.	**>75% colleagues (with no significant difference by gender or caring responsibilities) agree departmental meetings are accessible in the EDIS.**	**Staff with caring responsibilities who gave positive response to EDIS "**Core activities like events/ meetings are scheduled during the School core hours**":** 2019 – 78% 2021 – 91% 2023 – 72% (**A1-3.6**)	**GREEN**
48.	Ensure that extraordinary departmental meetings and other social events are	Colleagues to continue to manage non-core meetings and social events in a thoughtful manner that facilitates full participation, using doodle	Ongoing	All colleagues organising a meeting.	**Revised target 2021: positive response rates to the EDIS question 'the social activities in the school are welcoming to all'**	Produced and disseminated guidelines on hosting inclusive events (2021). All applications for School funding to support events must include a statement of how the organisers	**AMBER**

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	accessible to staff with caring or other responsibilities.	polls (or equivalent) to identify mutually agreeable slots. We will also introduce colleagues to the University's online 'Event & Meeting Inclusion Guide' which outlines appropriate provisions for design, content, participation and timing guidance, to safeguard against discrimination or exclusion. We will make use of the University's centrally funded onsite crèche childcare facility where required for events and conferences.			**to match the pre-pandemic satisfied response rate of 89% across all genders.**	have considered issues of inclusivity, this also document flags our Creche policy. All external attendees of events supported by School funds are forwarded the Dignity at Work policy as a reminder surrounding appropriate behaviour. **Staff with caring responsibilities who gave positive response to EDIS "**The social activities within the School are welcoming to all**":** 2019 – 85% 2021 – 67% 2023 – 64% **(A1-3.6)** **TARGET NOT MET**	
49.	Ensure that the culture of School meetings encourages all participants to feel confident to contribute.	The Executive to include a brief description of key items for discussion on the School Staff Council (SSC) agenda circulated in advance, to give colleagues time to prepare thoughts and interventions.	From May 2018 Ongoing	SOC, HoS	**Information circulated two weeks prior to each meeting.** **EDIS question 'my contributions are valued in my School' receives positive response of >75% across all genders.**	Items are described on the SSC agenda circulated in advance. **Positive staff responses to EDIS 2023 "**My contributions are valued in my School**":** 70%W:73%M **(A1-2.2)** **TARGET NOT MET** Additionally, we received the following comment: "As a new ECR, it is difficult for me to make a contribution in meetings as the	AMBER

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						topics/changes being discussed are often things that have been under discussion for a while or they are things that will not take effect until after my contract has ended. Thus, I don't really feel as though my contributions are valuable. This is not because staff have explicitly made me feel that way, and I know that if I did voice my thoughts, staff would listen and take on board what I have said." **Staff response, EDIS 2023** **Positive staff responses to EDIS 2023** "My contributions are valued in my School": Fixed term:58% Standard contract: 78% Future EDIS to include a question "I feel comfortable speaking up and expressing my opinions" to allow assessment of activities to promote inclusion.	
50.	Ensure that Research seminars are arranged so as to enable participation by all members of the School and are accessible to those prevented	(a) Seminar papers that take place outside core hours to be recorded when speaker agrees and uploaded to the web for those unable to attend.	Since 2018 Ongoing	Seminar Programme Co-ordinators.	Increased satisfaction regarding seminar accessibility, to be monitored by EDIS showing staff with caring responsibilities recognise the School's work on EDI.	Policy drafted whereby convenors ask speakers if they were willing to be recorded with videos accessible internally until the end of the semester to allow catch-up (trialled spring 2021, full roll-out 2021-22). Some seminars moved to permanent online storage of recordings. **Example:** Recordings of Intellectual History seminars on website (and	GREEN

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
	from attendance by other responsibilities					promoted via a podcast) accessed 500K times since January 2018 (averaging ~400 times per week). **Staff with caring responsibilities who gave positive response to EDIS** "Equality, diversity and inclusion are a priority in the School": 2019 – 96% 2021 – 81% 2023 – 84% (A1-3.6)	
		(b) Seminar coordinators to continue to experiment with occasional lunch-time meetings, especially for internal speakers.	From 2018 Ongoing	Seminar Programme Co-ordinators.	Parity in satisfied response rates to the questions surrounding scheduling core events within core hours maintained at >80%	Additional change due to COVID-19: - normalisation of hybrid meetings Following disruption due to COVID-19, **Positive staff responses to EDIS** "Core activities like events/meetings are scheduled during the School core hours": 2019 – 70%W:93%M 2021 – 79%W:81%M 2023 – 70%W:76%M (A1-3.3) **TARGET NOT MET**	AMBER
51.	Facilitate greater ease of interaction and inclusivity within the School.	Each week during teaching, unless a 'School teaching' 'EDI or 'Research' lunch is scheduled there will be an informal 'bag lunch' at 1pm on a Wednesday,	Sept 18 Ongoing	SOC	Greater uptake of 'bag lunch' relative to coffee mornings leads to stronger interaction and sense of inclusivity in the	Average 'Bag Lunch' (to March 2020 c.8 attendees). Replaced with informal weekly online catch ups during COVID-19 (attendance not taken).	GREEN

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		to which all staff, including PSS, are invited. A room will be booked for this purpose, alternating between the buildings; coffee and tea will be supplied and reminders will be sent out by SOC.			School, measured by responses to EDIS.	From 2022, replaced with tea and coffee around SSC to make it more viable to attend (c. 40 attendees). **Positive staff responses to EDIS "**The social activities within the School are welcoming to all**":** 2019 – 76%W:89%M 2021 – 74%W:75%M 2023 – 75%W:76%M (**A1-3.3**)	
52.	Provide more visible female role models for staff and for students via seminar speakers and supporting events.	(a) The School has set aside a budget of £750 per year to continue the *History of Women, Gender and Sexuality* lecture series, which will be organised in future by the EDIC	Ongoing annually	EDIC	Maintain lecture programme, funding and strong attendance numbers. EDIS responses show staff and students, particularly women, see role models in the School (<5% difference W:M)	Speaker details on website. To ensure coverage and spread workload, responsibility rotates around the School, from Medieval, to Early Modern, Late Modern and Middle Eastern. **Positive responses to EDIS "**There are strong role models for me within the school**":** **Students** 2019 – 73%W:71%M 2021 – 73%W:69%M 2023 – 79%W:83%M (**A1-3.4**) **TARGET MET** **Staff** 2019 – 79%W:89%M 2021 – 90%W:69%M 2023 – 78%W:71%M (**A1-3.3**) **TARGET NOT MET**	**AMBER**

Ref	Objective	Actions planned	Timeframe (start/end date)	Respons-ibility	Criteria for success and outcome	Action taken since 2018 AP	RAG rating
		(b) Seminar coordinators will continue to maintain a min. of 40% female speakers across the 8 seminar series.	From 2018 Ongoing	Seminar Coordinators, EDIC to monitor	Target of at least 40% female speakers to be met consistently.	**Seminar speakers, spot checks:** 2021-22 – 34F:39M (47%F) 2022-23 – 45F:30M (60%F) (**A2-12.1**)	**GREEN**
53.	Support the efforts of the student History Society to promote Women's History as part of its activities.	SSC, and EDIC to encourage academic staff to provide the support the Society needs.	Ongoing	SSC, EDIC	Continuation by the Student History Society of events marking Women's History.	Staff have spoken at Society events, including: - Inspirational women historians (2020) - Queer history (2023) Students have run events, including: - Women's History Conference (2022)	**GREEN**
54.	Ensure that staff and student contributions to outreach activities are recognised, to assist with planning and ensure that the School is presenting a balanced outward facing image.	We will accurately record, via PURE and our School Communication Officers, all staff participation in outreach events by gender and grade.	Ongoing	HoS, Commu-nications team, EDIC	School has data on staff and student outreach activities, including breakdown by gender and grade. If this shows an imbalance by summer 2019, the SAT will use the information to devise a new AP.	**UNABLE TO COLLECT ROBUST DATA** PURE has not proved a good way to collect data as it requires regular staff input. School Communication Officer collected material on the 'XXX factor' outreach initiative. Student activity not recorded. Some information captured in REF2021 impact case studies.	**AMBER**