



Athena SWAN Silver department award application **[REDACTED]**

Name of university: University of St Andrews

Department: School of Medicine

Date of application: November 2016

Date of university Bronze and/or Silver Athena SWAN award: April 2013

Contact for application: Julie Struthers
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Athena SWAN **Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

ALL ACRONYMS USED IN THE APPLICATION

ACT	Additional cost of teaching
AP	Action Point
AS	Athena SWAN
BAP	Bronze Action Point
CPD	Continuing Professional Development
DIMAH	Diversity in Medicine And Health
DoR	Director of Research
DoT	Director of Teaching
E&D	Equality & Diversity
FTE	Full Time Equivalent
HE	Higher Education
HESA	Higher Education Statistics Agency
HoS	Head of School
HR	Human Resources
ILM	Institute for Leadership and Management
KiT	Keep in Touch
LTT	Learning Technology Team
MMI	Multiple Mini Interviews
NICE	Nurture Inclusion Community and Equality
PG	Postgraduate
PGR	Postgraduate student (research)
PI	Principal Investigator
PPRC	Pre-Promotion Review Committee
RDB	Research Database
SAT	Self-Assessment Team
SCALE	Strategy for Changing our Academic Life Environment
SCOTGEM	Scotland's Graduate Entry Medical Programme
SET	Science Engineering Technology
SSCC	Student, Staff, Consultative Committee
SSR	Student Staff Ratio
TEES	Teaching, Engagement and Enterprise activity Survey
UG	Undergraduate
VLE	Virtual Learning Environment
WA	Widening Access

1. Letter of endorsement from the head of department: maximum 500 words

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.



Professor David Crossman BSc, MB BS, MD, MRCP (UK), FRCP (London),
FRCP (Edin) FACC, FESC Head of the School of Medicine & Dean of the Faculty

22 November 2016

Dear Athena Swan Coordinator

It is a pleasure to write and convey the very substantial progress we have made. I came to St Andrews in 2014 and have been determined to support and lead the Athena SWAN journey for our School. I have set as a top-priority the principles and processes for a successful Silver award. Throughout the School the importance of what the Athena SWAN process stands for is not just understood but is a guiding principle in the way we work. We have tried to concentrate on practices and areas of work where we feel that there will be large increments of gain and which have enduring effects on the way the School works. I want to emphasise some of the things we have achieved and also to explain a bit more about the School of Medicine here.

We have concentrated efforts that have enacted change as well as establish principles. For staff in the School it is essential that opportunities arise with a frequency that allow for large increments of change. The School has reviewed all of its committees and their membership. Terms of membership have been clarified in order to generate turnover. Chairs of these committees have been examined and where vacancies arise, they have been re-appointed following open advertisement in the School. Appraisal of staff is guided through the main University process but at School-level we have added to this by developing our own workload assessment tool measuring activity in teaching, enterprise and engagement. These data are used at the appraisal alongside data on research productivity and the standard form. They are also used when considering promotions. I am particularly proud of the School's management of promotions. We took the decision to have an annual School-level Promotion Committee review for those wanting to put themselves forward. This is used by academic and professional services staff (this is not standard practice at St Andrews). The meeting is set prior to the University committee. The School-level committee welcomes all cases and is explicitly a facilitatory process – support at School-level results in application forms being improved and strengthened by all School members and for those not supported, feedback is given and all cases are free to re-apply the following year. There is outstanding engagement by the senior staff committee members in this process – I am very proud of them.

We are a very small School and this has allowed us to move swiftly with many of our processes. However, we do not have a large turnover of staff, in absolute terms that allows for easy demonstration of change in demographics. Where new appointments have arisen since our Bronze award all of these have been advertised with encouragement for female applications, appointment committees have been representative and many female applicants have been appointed. We naturally give verbal feedback to unsuccessful candidates and when possible I try to do this personally.

I hope these comments are helpful to the panel. I want to assure of the School's fulsome and genuine commitment to this issue.

DAVID C. CROSSMAN

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2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance

Since commencing our Athena SWAN work in 2013 our SAT - the 'SCALE' (Strategy for Changing our Academic Life Environment) Working Group (WG) (see **2b**) - has undergone positive and encouraging change. The team is diverse and continues to grow:

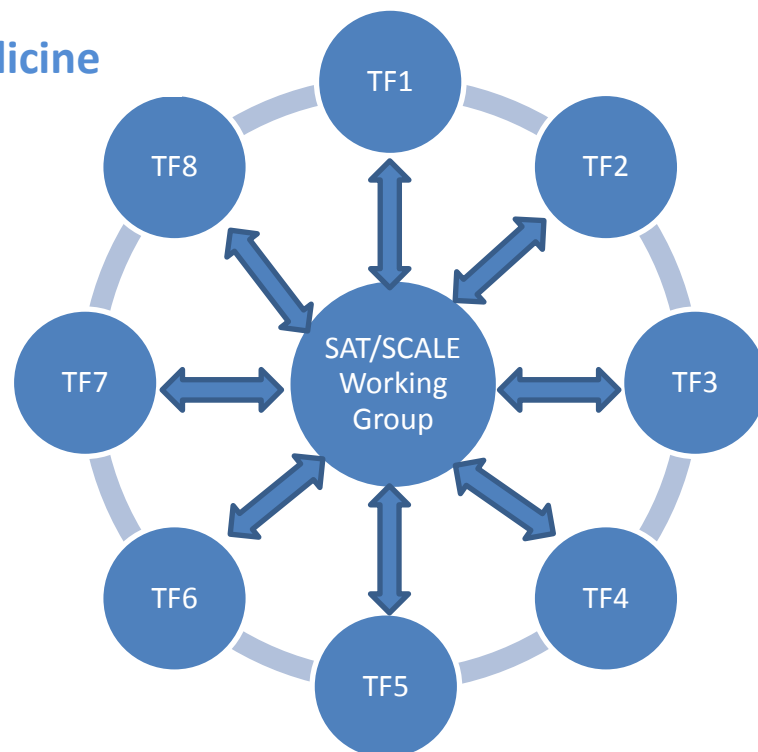
Table: 2.1: Current SCALE WG (SAT) breakdown

Breakdown of current SAT	Female	Male
Senior Management Team	3	2
Academic staff	2	1
Academic related	0	2
Academic research	3	1
Administrators	4	0
Postgraduate students	3	0

The balance of the SAT is in favour of women and there is a need to ensure good representation of both genders by encouraging more men to participate (**AP 2.1**). One reason for the success of SCALE is its "task force" structure allowing initiatives to move forward on several fronts simultaneously. We have eight Task Forces (TF), and TF leads (along with the HoS) attend monthly SAT meetings. Each TF deals with specific Athena SWAN issues but also broader activities, helping produce an excellent working environment (**Figure 2.1**). TF membership is advertised and revised annually with leads rotating within the group. New staff members are welcome to join at any time. Involvement in SCALE activities is recognised in the School's workload model.

Figure 2.1: Diagram depicting reciprocal relationships between SCALE WG (SAT), Task Forces, and the School of Medicine

School of Medicine



TASK FORCES

1. Work/Life Balance
2. Promotion, Appraisal and Professional Development
3. Induction/Return to work
4. Mentoring
5. Promoting SCALE/Athena SWAN, celebrating achievement
6. Nurture, Inclusion, Community and Equality (NICE)
7. Postgraduates
8. Postdocs

Figure 2.2: SCALE logo



Table 2.2: SCALE/SAT WG Members (Alphabetical by Surname)

SAT members	Role in School	Role in SAT
Sukhi Bains	University's Equality & Diversity Officer	
Ruth Bowness	Postdoctoral Research Assistant	TF3 Lead
Peter Caie	Senior Research Fellow	TF6 Deputy lead
Frances Carlton	Volunteer Patient Coordinator	TF1 member. SCALE Admin support.
Chris Coutts	Systems Development Team Leader	TF2 Deputy lead.
Janet Cox- Singh	Senior Lecturer	TF6 lead
David Crossman	Dean of Medicine/ Head of School (HoS)	
Ruth Cruickshank	Senior Teaching Fellow and ProDean for UG students	TF1 Deputy
Candace Currie	Professor	SCALE Chair 2015 submission
Dorothy Currie	Senior Statistician (CAHRU)	
Gerry Humphris	Professor	Previous TF4 lead
Karen Hunter	Research Administrator	TF1 and TF4 lead
Clive Masson	Executive Administrator	TF2 member
Silvia Paracchini	Royal Society University Research Fellow (PI)	TF5 member. TF8 lead
Samantha Pitt	Royal Society of Edinburgh Biomedical Fellow (PI)	TF2 lead
Gill Rhodes	Assistant Administrator	SCALE Project Manager, TF1 member
Karen Ross	Research Administrator	TF5 lead
Julie Struthers	Deputy Head of School	SCALE Chair. Member of TF5
Postgraduate student		TF7 Deputy lead
Postgraduate student		TF7 lead. TF3 member
Post graduate student		Member of TF7.

b) An account of the self assessment process: details of the self assessment team (SAT) meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

The SCALE self-assessment survey was repeated in June/July 2016 (**BAP 2.3**). Results were analysed by our Senior Statistician and presented to the SCALE WG and the School Management team for discussion and reflection. Both quantitative and qualitative results are presented throughout this application. The progress and content of the application and action plan have been discussed at monthly SCALE meetings since August. Draft versions of the application were circulated for comments and feedback. The Action Plan and submission was presented to a School Management meeting for approval.

Being a small medical school, we pride ourselves on the friendly, supportive culture. However, we are aware through the surveys that not all staff or students feel fully included. This was first addressed by broadening SAT membership to reflect the diverse career stages and work/life experiences within the School. Secondly, the SAT extended its remit to address *all* forms of inequality and working environment factors, embedded within which is our core focus on advancing women's careers in science. The broader approach has been very positively received by all, resulting in even greater commitment to

the Athena SWAN process. The SAT formally reports to the School Management Committee (**BAP 2.2**) chaired by the HoS; SCALE is a standing agenda item.

“The formation of the SCALE group has been positive, and their work has unleashed a cascade of positive energy for change throughout the School.”

The first five TFs were formed in 2014 to address feedback from our 2013 submission; issues of concern to staff and students; and endeavours related to achieving a Silver award. Since 2013 the School management and the TFs have worked hard to create fair and transparent processes and practices to ensure staff are fully supported in their careers - this has been reflected in the increase in our TFs to eight (**Figure 2.1**). In 2015 Athena SWAN rewarded this progress with a Bronze award; since then we have further developed SCALE with the creation of 3 new TFs for: PGs; PostDocs and for Diversity.

TF members represent one third of the School population (n=165) (**Table 2.3**). Again there is a bias towards females and we recognise the need to encourage more male participation especially from PG students and researchers (**AP2.1**). Each TF has met multiple times (**Table 2.4**), consulted within the School through the process depicted in **Figure 2.3**, and proposed concrete actions which have resulted in real change.

Table 2.3: Task force membership

Role	Female	Male
Academic	5	4
Academic related	0	2
Academic research	7	3
Admin	15	0
PG student	10	2
Senior Management	2	2
Technical	2	2
	41	15

Table 2.4: Athena SWAN activity/SCALE activity log

Date	Activity
30.4.15	Silver Athena SWAN application submitted
2.6.15	A vibrant Coffee Morning was held on Tuesday 2 June as part of the School of Medicine's SCALE (Strategy for Changing our Academic Life Environment) initiative. The event was attended by over one hundred staff and students from the School, in addition to representatives from the Principal's Office and CAPOD. Each SCALE Task Force presented an update to the School, and asked for suggestions in how to further progress their work. Posters outlining each Task Force's work are displayed on Levels 2 and 3. There was also a presentation from Transition about greenspace on campus, and there was a discussion about a possible medicinal garden in the School.

8.6.15	New Task Force (TF6) set up covering Diversity and Equality
29.6.15	SCALE Project Manager participated in Institutional Athena SWAN meeting.
21.9.15	Comments provided by SCALE Project Manager on University's draft 'Staff & Student Evaluation of Childcare Provision' survey
30.9.15	School awarded a Bronze Athena SWAN award (following April submission)
12.10.15	New logo for staff/student email signature circulated with Athena SWAN/School design.
19.10.15	Invitation to all female staff to attend fully-funded AURORA leadership programme; two members of staff volunteered.
27.10.15	School Executive Administrator participates in Institutional Athena SWAN meeting.
29.10.15	Athena SWAN feedback received. Meeting between SCALE Chair, Project Manager, E&D Officer held to discuss.
5.11.15	School representative participates in forum on "Diversity and inclusion in learning and teaching in higher education"
5.11.15	University feedback that 182 of Medical School students have completed an online Student Diversity Training Module
11.11.15	Project Manager attends workshop in Glasgow focussed on Medical Schools applying for Athena SWAN awards
12.11.15	School Executive Administrator participates in Equality Challenge Unit webinar on reasonable adjustments for disability in relation to curriculum design and delivery
30.11.15	SCALE Working Group Meeting – Task Force Updates and discussion of Athena SWAN application feedback
3.12.15	SCALE Project Manager updates School Research Group on SCALE progress
9.12.15	School sponsors 5 students (means tested) with £3k scholarships
14.12.15	SCALE Chair and Project Manager hold Skype meeting with James Lush from the Equality Challenge Unit to discuss our application, and impact for future application
15.12.15	Previous SCALE Working Group minutes made available to wider School community. Now standard practice for all future minutes.
16.12.15	SCALE Project Manager attends Athena SWAN award ceremony in Oxford to pick up School's Bronze award

17.12.15	University exercise class schedule circulated around the School to encourage work/life balance.
6.01.15	Notice sent to all female students regarding Equate paid summer STEM placements for women.
11.01.16	School contributes to maternity leave pay.
12.01.16	Meeting to plan the next SCALE coffee morning.
13.01.16	Steriliser for breast milk bottles installed in the School Nursing Room.
21.01.16	Open invitation to School staff and students to join SCALE Working Group.
21.01.16	SCALE TF Leadership positions are encouraged to rotate.
2.2.16	SCALE WG Meeting – Task Force progress, impact plans, welcome to multiple new members.
9.2.16	Meeting between Task Force Leads to agree framework to progress annual leave policies.
12.2.16	Details of how to participate in Women in Science Festival circulated to all female PhD students.
12.2.16	Focus Group set up between university's E&D Officer and staff members to discuss experiences of maternity leave.
15.2.16	News that the university will extend the School's postgraduate parental policies across the whole institution (i.e. paying stipend, keeping in touch days, continued access to university buildings and library borrowing facilities).
16.2.16	SCALE Project Manager and Executive Administrator produce School Policy Map for presentation at Coffee Morning on 22nd. After this it was publically displayed on the SCALE noticeboard.
19.2.16	New School bi-weekly newsletter launched in increase transparency and celebrate success. Feedback from the School is very positive.
22.2.16	SCALE Coffee Morning – Updates from Task Forces, recruitment of new TF members, planning of School medicinal garden
26.2.16	Process by which Task Forces affect School policy change (through SCALE working group, presentation and Open Fora and Management Group) formalised and presented to School at Open Forum.
3.3.16	SCALE TF1 Work/Life Balance document presented and discussed to the School at Open Forum.

4.3.16	SCALE Project Manager updates Management Group on progress, and discusses relevant policies.
4.3.16	Details of SCALE spend during previous 12 months circulated around the School.
7.3.16	SCALE Project Manager and Executive Administrator re-draft committee membership policy for handbook.
7.3.16	SCALE Project Manager participates in institutional Athena SWAN meeting to discuss Maternity Leave and Pay. Further discussion via email continues in the following days.
8.3.16	SCALE update meeting.
21.3.16	Opportunity to nominate female students for a gender equality in STEM award circulated to all staff and students.
22.3.16	Task Force Leaders asked to meet with their TF to write an Impact Plan for the next 12 months.
31.3.16	School Photograph – SCALE Project manager writes to whole School encouraging participating – previous attendance has been largely restricted to undergraduates and teaching staff.
7.4.16	SCALE Project Manager holds Impact Plan meetings with leaders of TFs 1, 2 and 3.
11.4.16	SCALE TF 3 emails whole School encouraging research groups to set up Buddy Systems for new staff and postgraduate students.
12.4.16	School emailed to participate in national ASSET survey of gender quality in STEM.
19.4.16	SCALE Project Manager provides update of progress to School Management Group.
21.4.16	SCALE update on progress to School at Council Meeting
28.4.16	SCALE Handover meeting with Project Manager, Interim SCALE.
28.4.16	SCALE TF3 emails whole School with qualitative survey of experiences of long-term leave.
3.5.16	Further SCALE Handover meeting with Project Manager, Interim SCALE Chair.
6.5.16	SCALE Project Manager attends DIMAH event in London on Diversity in Medical education.

7.5.16	Sharing of successful Athena SWAN applications with other UK medical schools following DIMAH meeting.
10.5.16	School encouraged to completed university's new Unconscious Bias online training module.
10.5.16	SCALE Mission Statement in the Handbook is redrafted.
10.5.16	SCALE Project Manager meets TF5 leader for Impact Plan meeting.
16.5.16	Further SCALE Handover meeting with Project Manager.
13.06.16	SCALE coffee morning event
22.06.16	School of Medicine survey opens
29.06.16	TF5: update meeting
12.07.16	SCALE WG meeting
03/08/16	TF5: impact meeting
15.08.16	SCALE WG meeting
23.08.16	SCALE Chair and Project Manager meet with University E&D officer
30.08.16	University SCALE/Diversity meeting
31.08.16	SCALE project manager meeting with IT re SCALE poster/banner
06.09.16	Annual School Putting competition (SCALE funded)
09.09.16	TF8 Postdocs first meeting
12.09.16	SCALE WG meeting
19.09.16	School Open Forum: presentation of new School mentoring policy (TF4)
05.10.16	TF5: google analytics meeting
10.10.16	SCALE WG meeting
11.10.16	School Open Forum: TF5 presentation of google analytics on new School website
11.11.16	NICE TF Coffee event: feedback to the EQ survey questions
14.11.16	SCALE WG meeting
18.11.16	Athena Swan Lecture hosted by the School of Medicine

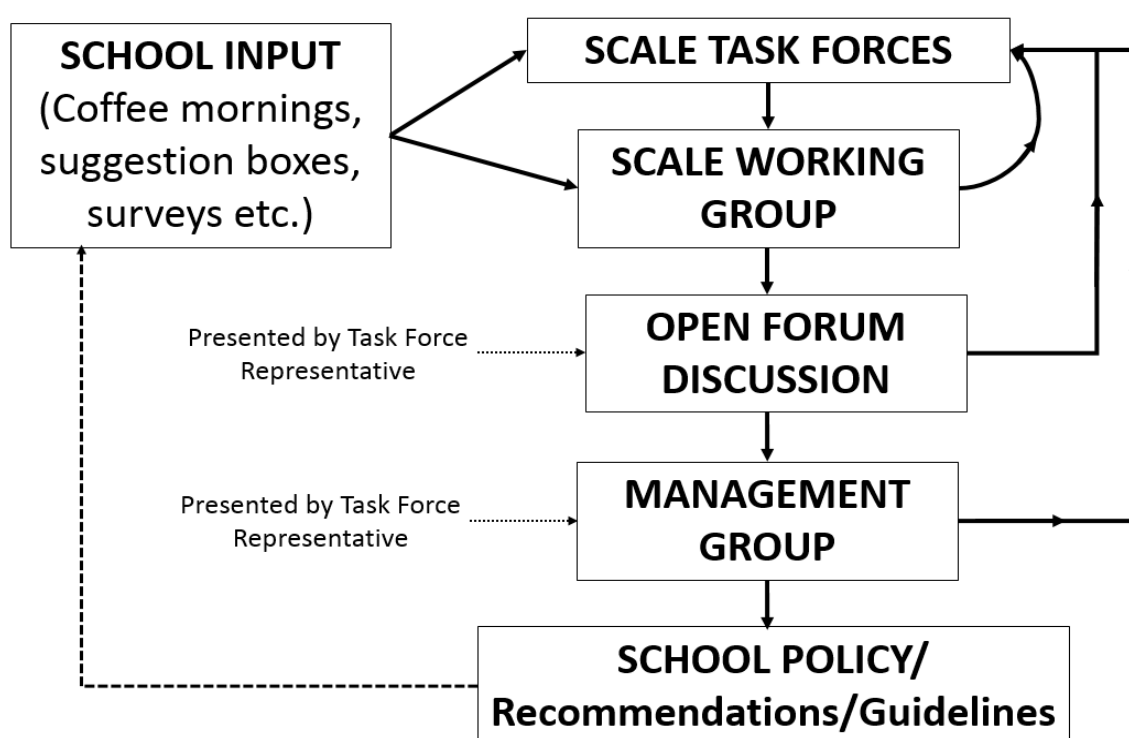
24.11.16	Deputy HoS and DoT attended HEA E&D curriculum workshop
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School consultation is central to our Athena SWAN process. Opinions of staff/students have been elicited through:

- Two anonymous suggestion boxes;
- Online quantitative/qualitative survey (Jan/Feb 2015 and June/July 2016), and;
- School-wide 'Coffee Morning Consultation' events (Dec 2014, June 2015, February 2016, June 2016 and one due in December 2016) where each TF presented their aims and recorded feedback to direct future work. The events were very well received with over 100 people attending each one. Feedback suggests these inclusive events are a welcome and successful way to engage with the School.

"The SCALE team has done a fantastic job in raising the profile of equality issues. Identifiable changes are: -more awareness around equality (beyond gender) -more support for people with caring responsibility and on career breaks -new set of policies to support postgraduate students." 2016

Figure 2.3: Diagram depicting the process from Task Force plans to implementation/policy



All TF initiatives go through the consultative process before becoming School policy and being published in the School handbook.

Figure 2.4: One of two permanent SCALE suggestion boxes located within the School



Figure 2.5: SCALE Coffee Morning Consultation (February 2016)

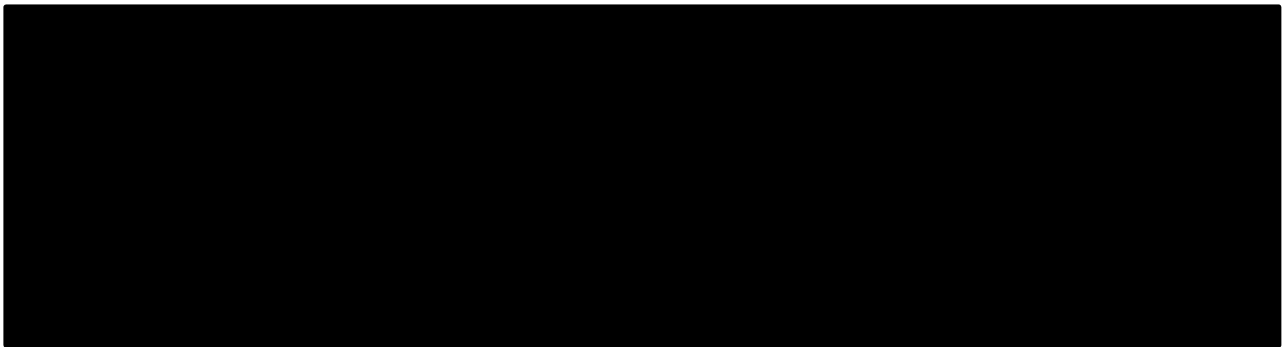
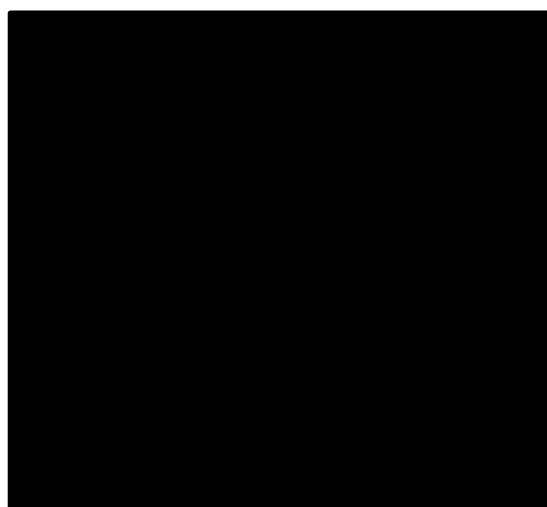
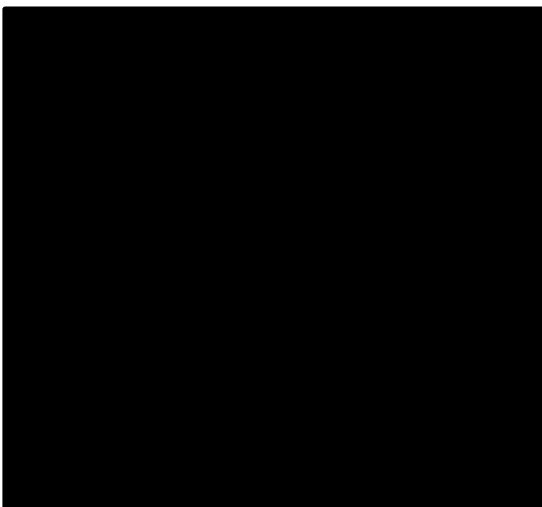


Figure 2.6: Annual School of Medicine Putting competition (September 2016)



Senior Management commitment is underlined by School allocation of £10,000 p.a. for SCALE activities:

Table 2.5: SCALE spend

SCALE Spend	
Date	Allocation
2014/15 & 2015/2016	Aurora Leadership training
2015	Conference/membership fees
2015/16	UG membership (2) to the Medical Women's Federation
January 2016	External Qualitative analysis training
Dec 2014, June 2015, February 2016, June 2016, November 2016 and one due in December 2016	Coffee morning consultation events
May 2016	Plants/equipment for the School medicinal garden
September 2016	School annual Putting & Mocktails event
From Oct 2014	Part-time administrator/Project Manager

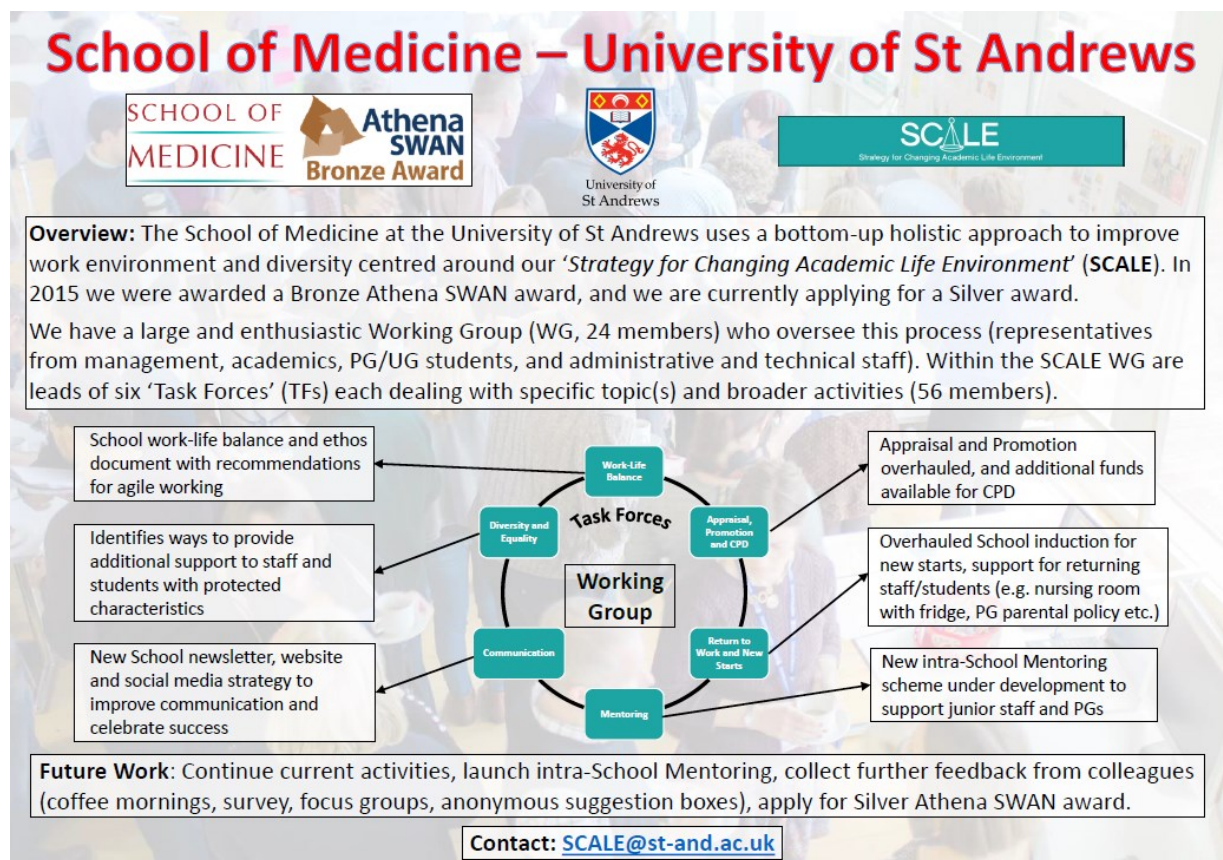
External Meetings

SAT members have held meetings with individuals from outside the University. Key meetings include:

Table 2.6: SCALE external meetings

2016	SCALE Project Manager attends DIMAH event in London on Diversity in Medical education.
	Sharing of successful Athena SWAN applications with other UK medical schools following DIMAH meeting.
	Multiple individual meetings (organised by SCALE Project Manager) with Athena SWAN SAT conveners from the Schools of Psychology, Biology and Chemistry. These meetings allowed us to share best practice, and build up network to collaborate on communal Athena SWAN issues.

Figure 2.7: School of Medicine presentation to DIMAH (May 2016)



The above poster conveys where our SCALE work stood in May 2015 and how much further it has come today. SCALE work was presented to the Diversity in Medicine and Health meeting in London. Best practice was shared and contacts made in the promotion of diversity/equality in Medicine.

In November 2016 the School hosted a University-wide Athena SWAN lecture ‘Life, Death and a Career in Academic Medicine’ by Professor Moira Whyte OBE, FMedSci (**BAP 2.1**).

- c) Plans for the future of the self-assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.**

The SAT will continue to meet monthly to oversee the Action Plan implementation, TF updates and to promote achievements as examples of good practice. TFs will meet at least quarterly to advance initiatives in development. SCALE will remain a permanent item at the HoS’s Open Fora and the School Management Committee.

We considered that some survey questions in 2016 were no longer relevant as previous concerns have been addressed and are now embedded into routine practices. Consensus was that the survey completion rate (45% quantitative; 33% qualitative) could be improved. The SAT will review and revise questions for the SCALE self-assessment survey to capture attitudes and opinions of these now-established practices. Future surveys will be conducted externally by HR

E&D to improve confidence in anonymity of responses (**AP 2.2**). Suggestion boxes and the SCALE email will continue to be monitored for comments. The SAT will report monthly to the School Management Committee to implement policies to maintain progress, or address issues identified in future surveys. These actions ensure that any arising gender/equality issues within the School be identified and addressed promptly.

A SCALE representative will attend the University Athena SWAN & Equality Committee meetings to keep members abreast of University-wide developments and public engagement activities. Regular informal meetings with conveners of other School SATs will continue to share best practice and ideas: for example ongoing consultation to celebrate the Women in Science Festival in March 2017.

3. A picture of the department: maximum 2000 words

a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The School of Medicine, which conferred its first medical degree in 1696, is today ranked as the second top UK Medical School for student satisfaction and experience (98% satisfaction rate, 2016). The University was named 'University for the Year for Teaching Quality' (*The Times* and *Sunday Times Good University Guide 2017*). The School offers a unique three-year undergraduate (UG) medical degree programme in which students graduate with a BSc (Hons) in Medicine. Students then progress to partner clinical schools to complete their training and graduate with MBChB. The staff/student population is international with 470 undergraduate students (295F: 175M) and was recently awarded Scotland's first Graduate Medical Programme (ScotGEM) in partnership with the universities of Dundee, and the Highlands and Islands. This four-year graduate-entry programme starts in 2018/19. The School runs two Master's degree-level programmes with (2016) 18 students (15F, 3M) and 37 PhD students (24F, 13M), 6 of these are part-time. The School has a SSR of 10.5. It was 2nd in the 2016 NSS ratings.

The School has internationally-recognised research programmes in various aspects of molecular medicine, health psychology and community health sciences. In 2010 Medicine moved into a state-of-the-art purpose built facility, adjacent to the Schools of Physics, Chemistry, Biology, and with some integrated research and teaching facilities. This allowed significant and sustained expansion in student recruitment, and has attracted new academic and non-academic staff. Access to the building is 24 hours to support flexible-working practices, and there are multiple communal social spaces which engender a friendly, supportive and communal atmosphere. Although such access is available, School members are made aware of the importance of work/life balance. There are currently 111 staff (62F:49M).

Table 3.1: Table of Headcount i.e. salaried staff and honorary teaching staff within the School

Role	%F	Total
Professional Services Staff	60%	35
Research	67%	30
Research /Teaching	29%	17
Teaching	54%	76
Total no of salaried staff	56%	111
Honorary staff (external) who deliver some teaching but are not funded so not included in data	36%	42

We recognise both teaching and research are core activities for our success. This is reflected in the academic staff balance between those involved primarily in teaching and those in research. Within the past five years there has been an initiative to recruit academic staff with dual teaching/research roles. We employ clinical and non-clinical staff on full-time, part-time or term-time contracts. Many part-time contracts are for staff who also work for the NHS. There is an increasing teaching and research collaboration with NHS staff, many of whom have honorary contracts with the School.

The School has close ties with the College of Medicine in Malawi, and two academic appointments, both based in Malawi, were made. These appointments continue to facilitate international research and teaching collaborations between the two Schools.

The School's Line Management policy dictates Managers should: manage performance, demonstrate leadership, and manage routine attendance/conflict. There are eleven main Line Managers for staff, each have between 3 and 12 (18 for HoS) employees to manage. Line Manager allocation is based on functional lines i.e. Director of Teaching for all staff with UG and PG teaching duties. In addition the PIs are the Line Managers for all research staff they contract.

Female staff and students are fully active in all aspects of School activities. This year we have a female student president and 77% of elected class representatives are female.

All actions from the Bronze application Action Plan have been achieved, demonstrating the substantial progress made by the School.

Data Analyses

Where possible we have included five years' data (2011-2016) to provide more detail. At times it was impractical to graphically present this clearly and a fewer number of years are presented. Where relevant, comparator data are included. This comprises the 'National Average' – the mean of All UK Medical School Data obtained from the Higher Education Statistics Agency [HESA] (using FTE). *N.B: the University of St Andrews is the only non-clinical School of Medicine in the UK, thus comparisons with a UK average must be taken cautiously.*

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

(i) Numbers of males and females on access or foundation courses – comment on the data and describe any initiatives taken to attract women to the courses.

Summary: On average, more female than male students are recruited to access or foundation courses.

The School has several Widening Access (WA) programmes agreed in consultation with the University:

1. Prior to 2015 our Pre-Medicine course allowed Year 1 entry from S6 to Science for applicants from a WA background (as determined by centrally-agreed criteria) who had narrowly missed Higher requirements for direct entry to Medicine. Students subsequently progressed on successful completion of academic requirements, UKCAT, interview. This was replaced in 2015 with a Gateway programme from a WA background, experiencing similar hurdles for progression to Medicine.

Table 3.3: Number of entrants in access and foundation level Medicine courses by gender

Course	Year of Entry														
	2011-12			2012-13			2013-14			2014-15			2015-16		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Bachelor of Science (Honours) Pre-Medicine (5 places)															
Gateway to Medicine (10 places)															

69% of students entering these programmes (2011-12 to 2015-16) were female.

2. Our access route is for mature students who have been out of education for at least 4 years. They complete the Pathway to Medicine (HNC Applied Science) at Perth College and progress following successful completion, interview and reference.

Table 3.4: Number of students on the Medicine Course from the HNC Applied Science Pathway to Medicine (Perth College) (see Figure 3.2)

	Year of Entry														
	2011-12			2012-13			2013-14			2014-15			2015-16		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Pathway to Medicine (Perth College) (5 students)															

42 % of students entering the Pathway to Medicine programme (2011-12 to 2015-16) were female.

3. Scottish Government determines specific targets for WA, funding a proportion of places within Medicine for relevant candidates. All contenders for direct entry to Medicine meeting specific WA criteria (SIMD 20/40, REACH project, low progression or low attainment school, in care or care leaver, ACORN 4/5) with the minimum academic entry requirements, are permitted

minor compensation on their UKCAT score. For 2016 Medicine entry, 53% of Scots domiciled, Scottish fee-paying students met at least one of the WA criteria described above.

The University Access Department focuses its resources on schools who traditionally do not have applicants. In raising aspirations of females to study sciences it is anticipated that a greater number of females will consider medicine for their career.

Given the small numbers of students enrolled on WA programmes, it is difficult to comment definitively on trends.

Summary: On average more female than male students benefit from the Widening Access programmes

Our advertisement depicts a photograph of a female medical student to encourage female applicants (**Figure 3.2**).

Figure 3.2: *Pathway to Medicine* advertisement illustrates a female student

Could you be a Doctor?

Take the Pathway to Medicine at Perth College UHI



Photograph by
Fraser Rand



University
of
St Andrews

The Faculty of Medicine at the University of St Andrews and Perth College UHI are now offering an exclusive opportunity to study medicine after the successful completion of an HNC Applied Sciences at Perth College UHI.

Course Details

The course lasts for one year and contains 15 credits (SCQF level 7) in the following subject areas:

- Chemistry
- Microbiology
- Cell Biology
- Human Anatomy
- Maths
- Biochemistry

Entry Requirements

Applicants must:

- Be UK or EU citizens
- Have normally left school four or more years prior to application
- As a minimum for consideration, have a Higher pass (A, B or C) in one of the following scientific subjects; Biology, Human Biology, Biotechnology, Mathematics, Physics or Chemistry (desirable) or have achieved an A Pass on an Access to Science programme that desirably includes a Higher pass (A, B or C) in a Science subject
- Applications will be considered from those who have already studied at post school level on HNC or HND courses, or up to Level SCQF 7
- Demonstrate a clear interest and commitment to pursuing a career in Medicine
- Satisfy the Medical Fitness to Practise regulations

Course Progression

Once you successfully complete this course you can progress to the 6-year medical programme at the School of Medicine, University of St Andrews. Visit medicine.st-andrews.ac.uk

There are up to five places reserved on the MB ChB course at the Medical School of the University of St Andrews. Candidates who complete the Pathway to Medicine will be presented to the University of St Andrews for progression. Successful entry to the Medical School will be based on:

- Academic performance in the HNC
- Reference from the HNC course team
- UKCAT score (pre-entry to the HNC)
- Second interview carried out by medical school staff from the University of St Andrews.

**For further information or an application form call
Perth College UHI admissions on:**

0845 270 1177

or email pc.admissions@perth.uhi.ac.uk
www.perth.uhi.ac.uk
medicine.st-andrews.ac.uk



University of the
Highlands and Islands
Perth College

Perth College is a registered Scottish charity, number SC042206

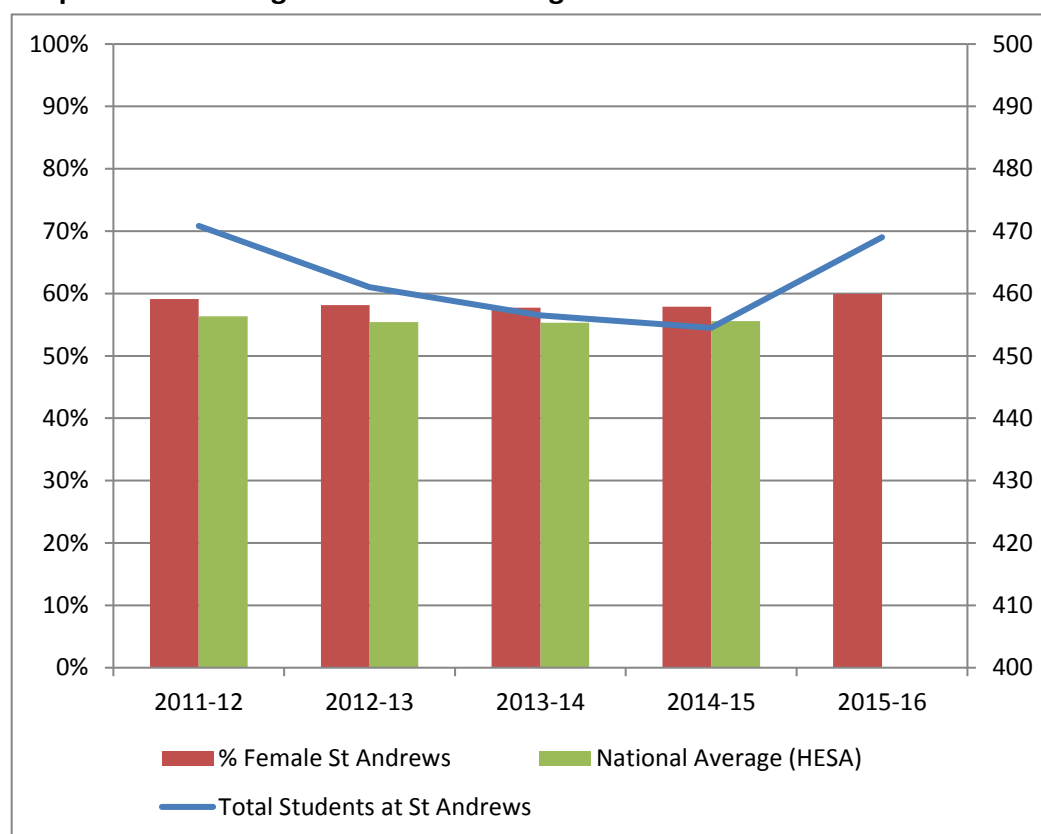
(ii) Undergraduate male and female numbers – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

Summary: On average, more female than male undergraduate students are recruited; and at a slightly higher rate than the national average.

Table 3.5: Number of Medicine Undergraduates by Gender (FTEs)

Academic Year	Female	Male	Total Students	% Female	National Average (HESA)
2011-12	278	193	471	59.1%	56.4%
2012-13	268	193	461	58.1%	55.4%
2013-14	264	193	457	57.7%	55.3%
2014-15	263	192	455	57.9%	55.6%
2015-16	281	188	469	59.9%	

Graph 3.2: Percentage of Medicine undergraduate students who are female



All Medicine undergraduate students at St Andrews are full time.

The School consistently attracts more females than males; our percentage of female students (approximately 60%) is equal to, or slightly above, the national average.

As can be seen from **Table 3.9**, a higher proportion of female applicants are applying and are offered places. From 2014 we moved from single to multiple mini interviews (MMIs); encouragingly there is no evidence of change in the successful applications by gender. The Admission team routinely monitor the gender balance of potential students at all stages of the admissions process.

Indicative of our commitment in attracting a diverse and balanced student cohort, the relevant pages of the School website features pictures reflect the balance of gender and ethnicity of current undergraduate medical students (e.g. see **Figures 3.3a** and **3.3b**).

Table 3.6 provides an analysis of exit and dropout data for students leaving the course (**BAP 3.1**). Data relating to academic failure is consistent with national observations that females tend to perform better academically in HE (ref HESA data). All failing students are offered pastoral support irrespective of gender and both genders of staff are available to assist.

Table 3.6: Dropout rates by Gender

	2011 - 2014		2012 - 2015		2013 - 2016	
	Male	Female	Male	Female	Male	Female
Module Fail	20.6 %	12.6 %	20.0 %	17.4 %	14.1 %	12.8 %
On Licence	22.1 %	10.5 %	23.1 %	17.4 %	12.5 %	10.5 %
Registration Discontinued – No. students (%)	5.9 %	3.2 %	4.6 %	5.8 %	6.3 %	4.7 %
Academic Fail	5.9 %	3.2 %	3.1 %	4.7 %	6.3 %	1.2 %
Other	n/a	n/a	1.5 %	1.2 %	n/a	3.5 %

In their first semester, all medical students must complete the University student online diversity training module (**Figure 3.3**). This is a recognised portfolio task, compliance checked automatically by the VLE. Personal tutors monitor students' portfolio and noncompliance forms part of a review process.

Figure 3.3: The VLE directs students to the University Online student diversity training module.

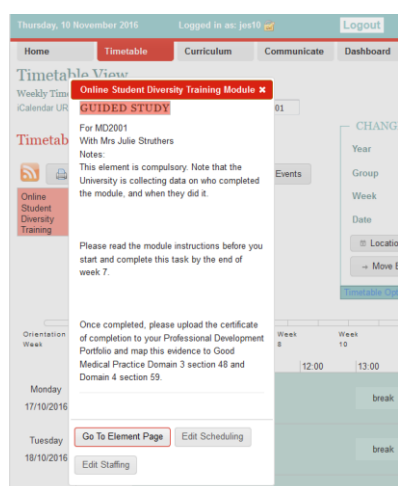


Figure 3.3a: Photograph of UG students on BSc Medicine recruitment website



Figure 3.3b: Photograph of UG students on BSc Medicine recruitment website



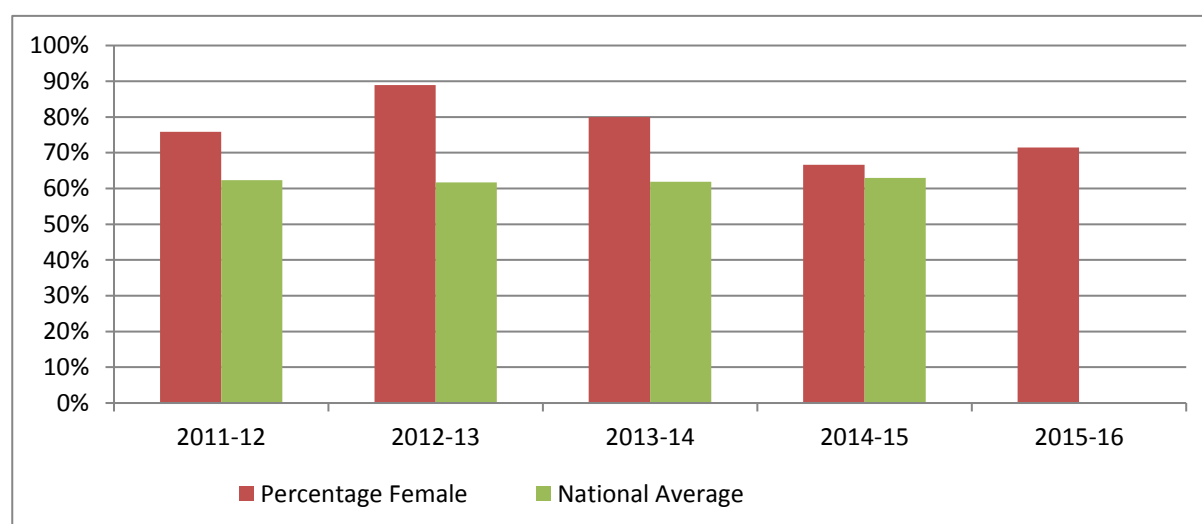
(iii) **Postgraduate male and female numbers completing taught courses – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

Summary: Consistent ratio of more female than male postgraduate students on taught courses, which is higher than the national average.

Table 3.7: Number of Postgraduate Taught Medicine students (FTE)

Academic Year		Percentage Female	National Average
2011-12		75.8%	62.3%
2012-13		88.9%	61.7%
2013-14		80.0%	61.9%
2014-15		66.7%	63.0%
2015-16		71.4%	

Graph 3.3: Percentage of female Medicine postgraduate taught students



Although relatively few students enrol in taught-postgraduate courses, there is a clear trend for a higher proportion of female students (consistently >65%), which is above the national average. No specific initiatives are currently required to increase the proportion of taught postgraduate female students.

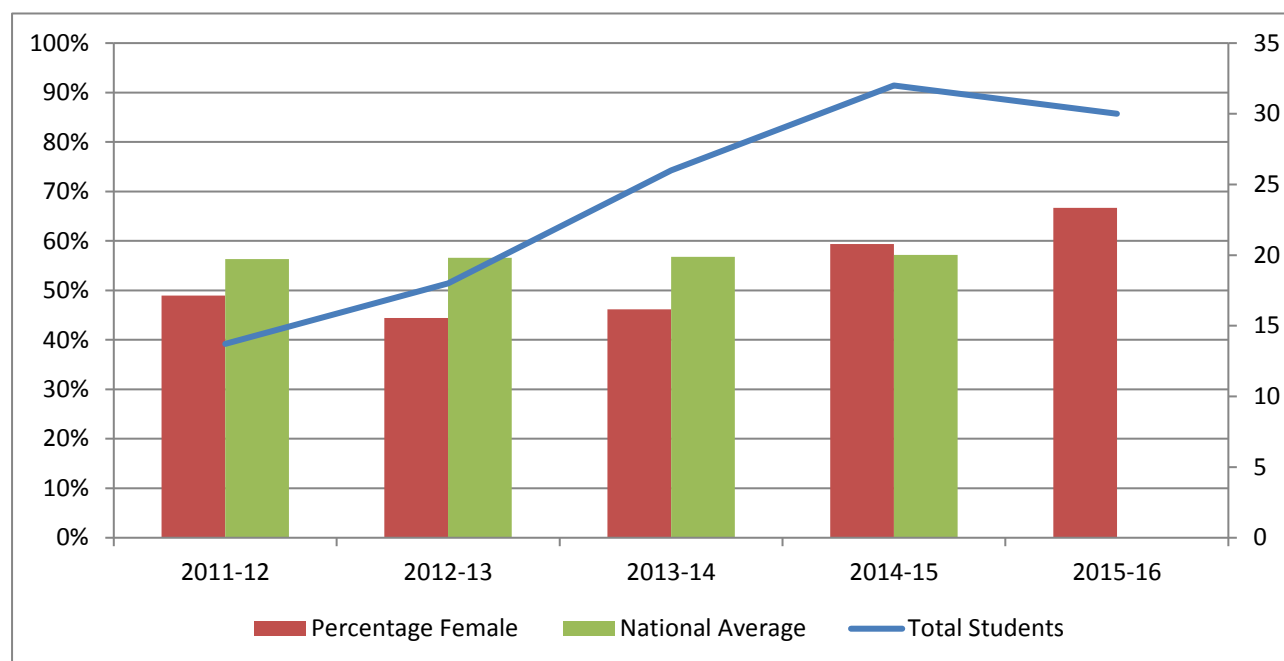
(iv) **Postgraduate male and female numbers on research degrees – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

Summary: The overall proportion of research postgraduate students who are female has risen to almost 70% which is above the national figures.

Table 3.8: Number of Postgraduate Research Students in Medicine by Gender

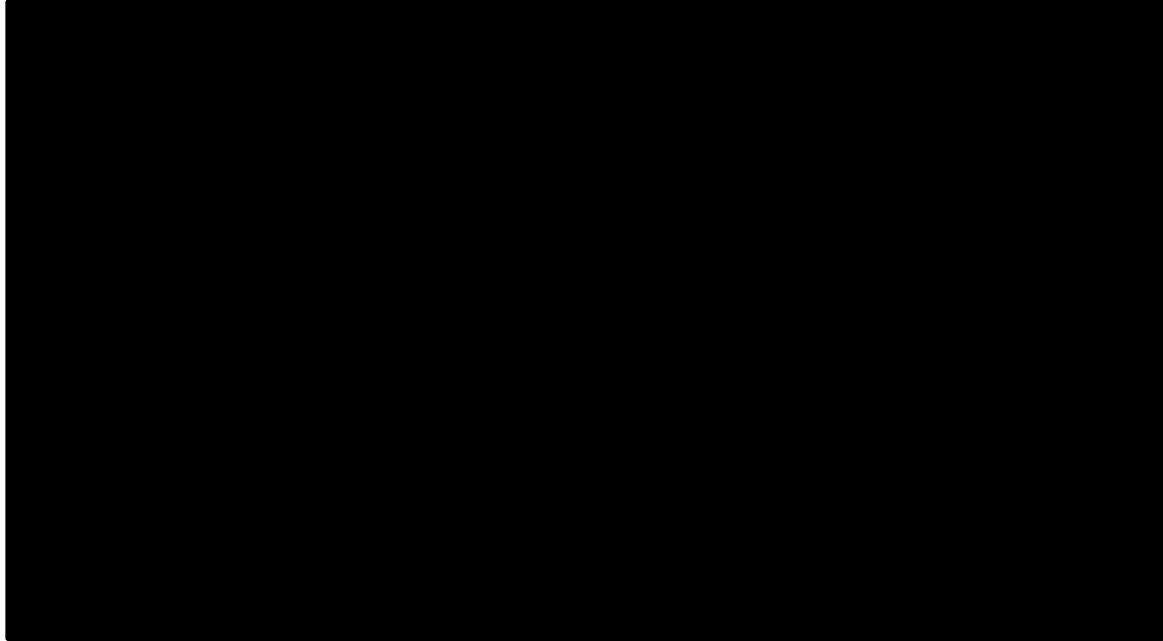
Academic Year	Female	Male	Total Students	Percentage Female	National Average
2011-12	6.72	7.00	13.72	49.0%	56.3%
2012-13	8.00	10.00	18.00	44.4%	56.6%
2013-14	12.00	14.00	26.00	46.2%	56.8%
2014-15	19.00	13.00	32.00	59.4%	57.2%
2015-16	20.00	10.00	30.00	66.7%	

Graph 3.4: Percentage of female Medicine postgraduate research students



The School recently expanded the number of postgraduate students. Whilst the total has more than doubled, the overall proportion who are female has risen from below 50% to almost 70% (above national average). For further details on initiatives to increase and support female postgraduate students see **'Career Development'** section (a ii) In addition, **(Figure 3.5)** recruitment pages for postgraduate research courses on our website feature four PhD student biographies, three of which are women.

Figure 3.5: Examples of PhD student biographies featuring female students



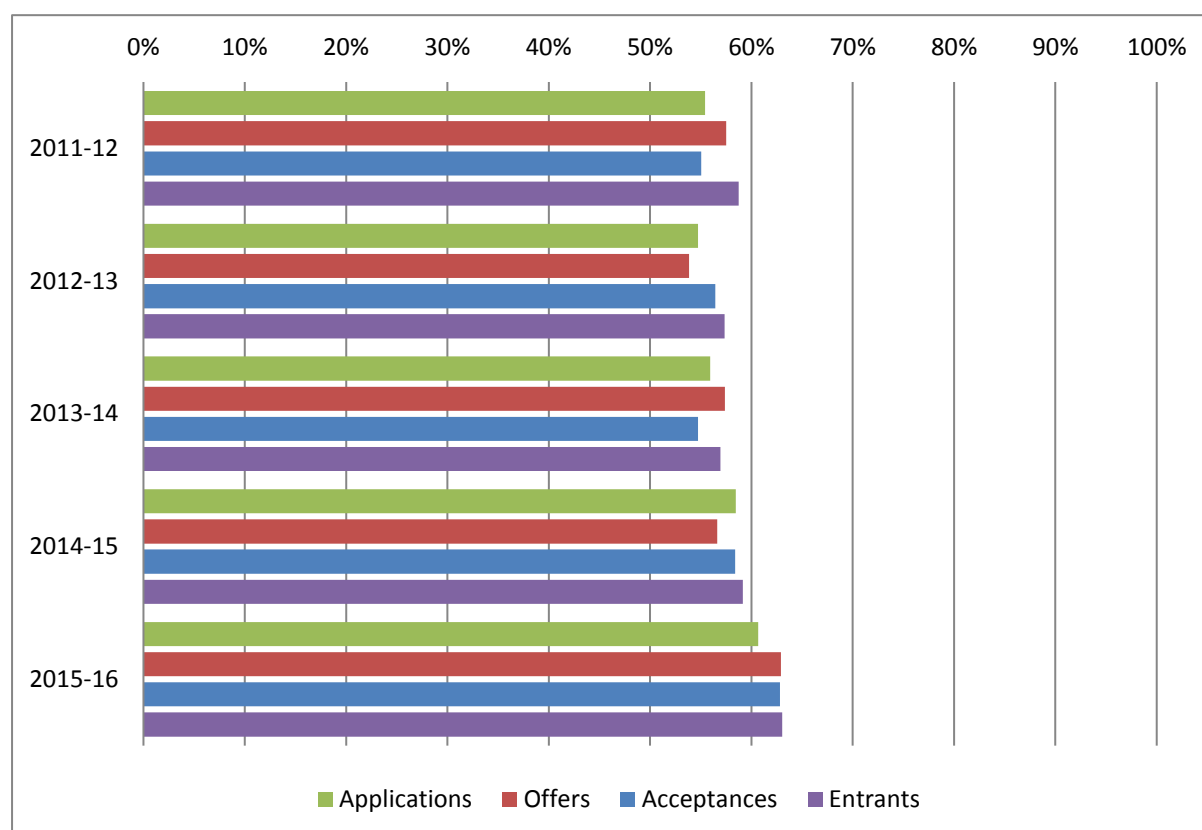
(v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Summary: More female than male students apply, are offered places, accept places and become entrants.

Table 3.9: Undergraduate Medicine Applications, Offers and Acceptances

Year	Gender	Applications	Offers	Acceptances	Entrants	Proportion of applicants made offers	Proportion of those made offers accepting	Proportion those accepting offers entering	Proportion of applicants entering
2010/11	Female	578	157	120	94	27%	76%	78%	16%
	Male	465	116	98	66	25%	84%	67%	14%
	% Female	55%	58%	55%	59%				
2011/12	Female	676	133	105	82	20%	79%	78%	12%
	Male	559	114	81	61	20%	71%	75%	11%
	% Female	55%	54%	56%	57%				
2012/13	Female	632	163	116	86	26%	71%	74%	14%
	Male	498	121	96	65	24%	79%	68%	13%
	% Female	56%	57%	55%	57%				
2013/14	Female	698	175	139	97	25%	79%	70%	14%
	Male	496	134	99	67	27%	74%	68%	14%
	% Female	58%	57%	58%	59%				
2014/15	Female	560	202	152	104	36%	75%	68%	19%
	Male	363	119	90	61	33%	76%	68%	17%
	% Female	61%	63%	63%	63%				
Overall	Female	3144	830	632	463	26%	76%	73%	15%
	Male	2381	604	464	320	25%	77%	69%	13%
	% Female	57%	58%	58%	59%				

Graph 3.5: Percentage of undergraduate female Medicine applications, offers and entrants



The application, offer, acceptance and entrant statistics tell a stable and clear story for female undergraduates. Consistently more female students have applied over the last five years to the School (approximately 57% overall). However, there is evidence that the proportion of applicants who are female is rising steadily from 55% in 2011/12 to 61% in 2015/16. Offers rates are similar for both genders, as are acceptance rates. Overall women who have accepted offers are more likely to enter St Andrews, although the rate for women did drop below that for men in 2015/16.

There is no evidence of bias in the applications system although women accepting offers have been more likely to take up places.

Table 3.10: Postgraduate Taught Medicine Applications, Offers and Acceptances

Year	Gender	Applications	Offers	Acceptances	Entrants	Proportion of applicants made offers	Proportion of those made offers accepting	Proportion those accepting offers entering	Proportion of applicants entering
2010/11	Female					31%	100%	60%	19%
	Male					20%	100%	100%	20%
	% Female	76%	83%	83%	75%				
2011/12	Female					45%	56%	100%	25%
	Male					33%	100%	100%	33%
	% Female	87%	90%	83%	83%				
2012/13	Female					41%	55%	83%	19%
	Male					29%	50%	100%	14%
	% Female	79%	85%	86%	83%				
2013/14	Female					33%	67%	83%	19%
	Male					27%	100%	100%	27%
	% Female	71%	75%	67%	63%				
2014/15	Female					58%	24%	100%	14%
	Male					44%	29%	100%	13%
	% Female	69%	75%	71%	71%				
Overall	Female	126	55	27	23	44%	49%	85%	18%
	Male	42	14	8	8	33%	57%	100%	19%
	% Female	75%	80%	77%	74%				

Graph 3.6: Percentage of Postgraduate taught female Medicine applications, offers and entrants

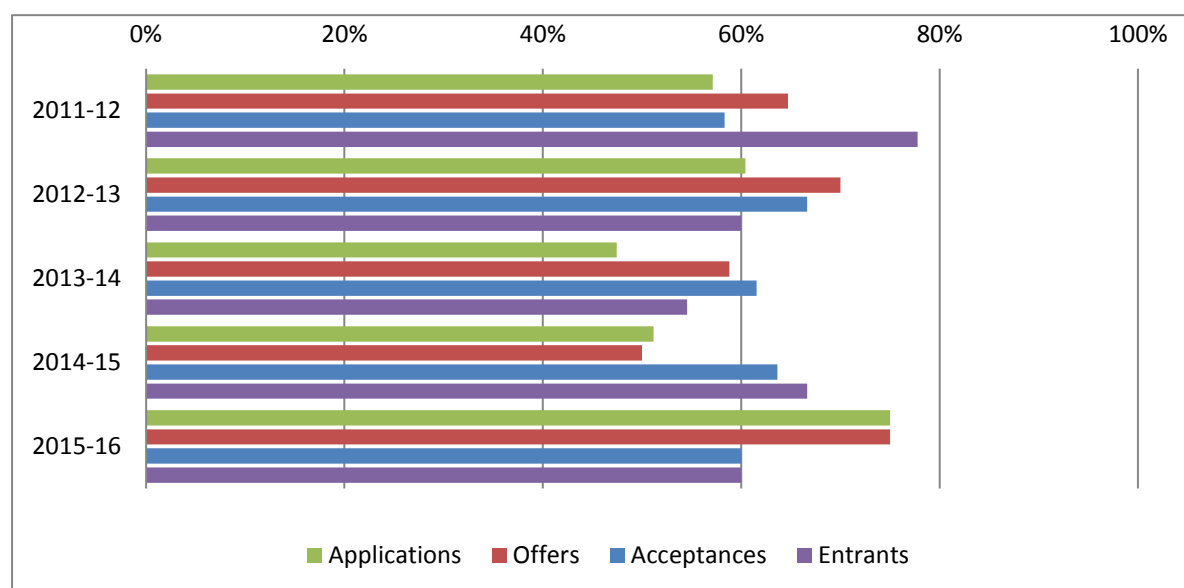


The percentage of female applicants for taught-postgraduate courses is higher across all years. Women are consistently more likely to receive offers (44%F: 33%M), although men are more likely to accept offers. Higher proportions of women than men who accept offers enter courses.

Table 3.11: Number of Medicine Postgraduate Research Applications, Offers, Acceptances by Gender (FTE)

Year	Gender	Applications	Offers	Acceptances	Entrants	Proportion of applicants made offers	Proportion of those made offers accepting	Proportion those accepting offers entering	Proportion of applicants entering
2010/11	Female					55%	64%	100%	35%
	Male					40%	83%	40%	13%
	% Female	57%	65%	58%	78%				
2011/12	Female					50%	71%	60%	21%
	Male					33%	83%	80%	22%
	% Female	61%	70%	67%	60%				
2012/13	Female					36%	80%	75%	21%
	Male					23%	71%	100%	16%
	% Female	47%	59%	62%	55%				
2013/14	Female					50%	64%	86%	27%
	Male					52%	36%	75%	14%
	% Female	51%	50%	64%	67%				
2014/15	Female					50%	33%	100%	17%
	Male					50%	67%	100%	33%
	% Female	75%	75%	60%	60%				
Overall	Female	116	55	35	28	47%	64%	80%	24%
	Male	91	33	21	16	36%	64%	76%	18%
	% Female	56%	63%	63%	64%				

Graph 3.7: Percentage of PG research female Medicine applications, offers and acceptances



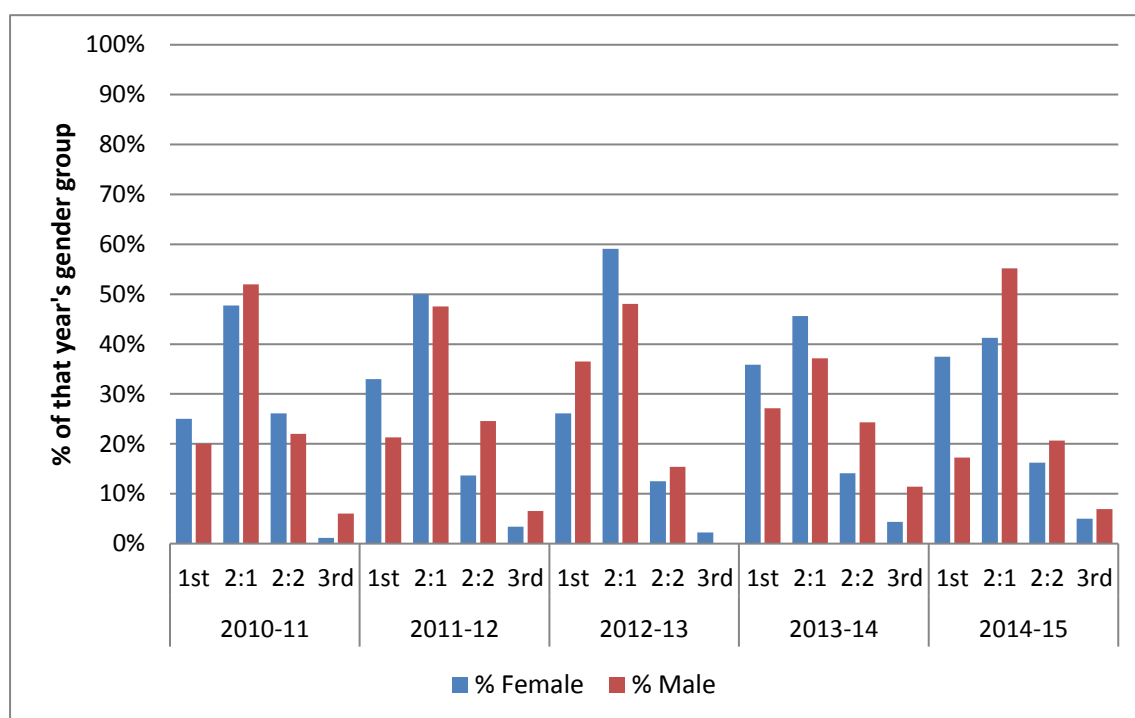
The data suggest that the proportion of applications, offers, acceptances and entrants slightly favours females. The proportion of female applicants varies from year to year and ranges between 47% and 75%. The numbers are too low to be significant. Overall women are more likely to receive offers but women and men are equally likely to accept those offers and enter St Andrews.

(vi) Degree classification by gender – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

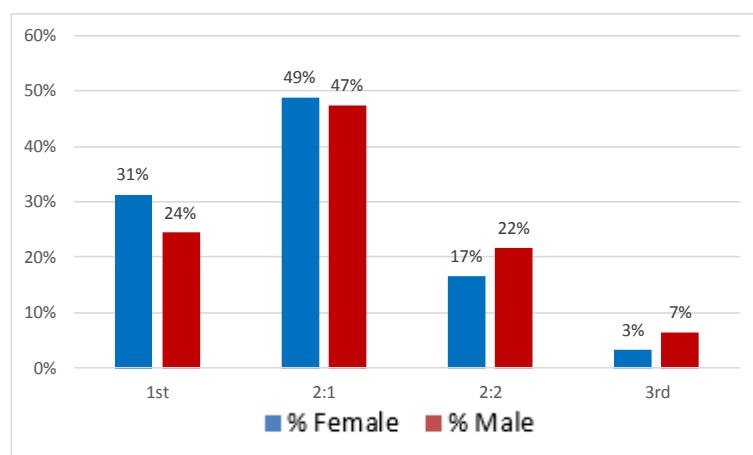
Table 3.12: Number and percentage of awards for undergraduate medicine by degree classification. Percentages are presented as a proportion of that year's gender group

Year of Award	Classification	% Female	% Male
2010-11	1st	25%	20%
	2:1	48%	52%
	2:2	26%	22%
	3rd	1%	6%
2011-12	1st	33%	21%
	2:1	50%	48%
	2:2	14%	25%
	3rd	3%	7%
2012-13	1st	26%	37%
	2:1	59%	48%
	2:2	13%	15%
	3rd	2%	0%
2013-14	1st	36%	27%
	2:1	46%	37%
	2:2	14%	24%
	3rd	4%	11%
2014-15	1st	38%	17%
	2:1	41%	55%
	2:2	16%	21%
	3rd	5%	7%

Graph 3.8: Undergraduate Medicine degree classification by gender



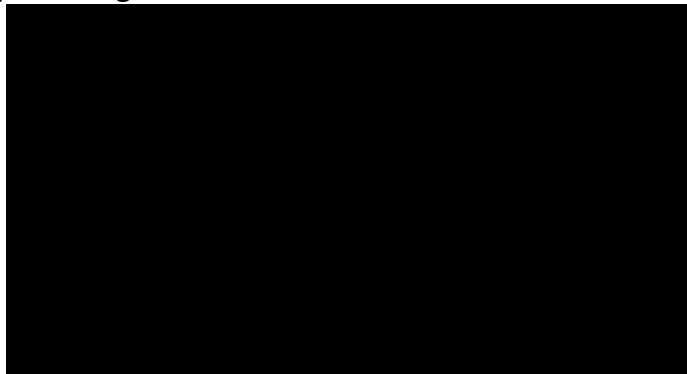
Graph 3.9: Overall degree classification from 2010-2015



Our results are in line with national averages across all HE subjects, where female students gain more degree classifications of 2:1 or above (HESA, 2016). In Medicine, a recent study has also shown that in UK medical schools, female students perform better (*BMJ*, 2016). We are confident that our students are progressing to a comparable academic level, shown by female and male students who gained a 1st class degree between 2014 and 2016 achieving an identical grade point average. Further, we monitor our assessments to ensure parity, looking to highlight and investigate any subject area/style of question that unfairly disadvantages either group of student.

The Taught Master's degree data show no cause for concern, with all of our students gaining a Master's Degree. (Pass/fail so no data on classification.)

Table 3.13: Time taken to submit for PhD students (FTE) in the School of Medicine by graduation year and gender



Most PhD students submit within 4 years (FTE), again the numbers are small.

To ensure non bias in teaching methods, the Director of Teaching and other academics will attend a bespoke 'Embedding E&D in the curriculum workshop' facilitated by the HEA.

Staff data

(vii) Female: male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

Summary: In the majority of roles the proportion of staff who are females is higher compared to St Andrews **SET** Schools as well as the National Average. Males continue to predominate Reader and Professorial positions however we have parity for all other roles.

Table 3.15: Overview of Staff Grades and Roles in the Department

Job Role/Post*	Titles	Grade
Research A	Research Fellow	5-6
Research B	Senior Research	7-9
Teaching A	Teaching Fellow, Medical Demonstrators	5-6
Teaching B	Senior/Principal Teaching Fellow	7-8
Lecturer		7
Senior Lecturer		8
Reader		8
Professor		9

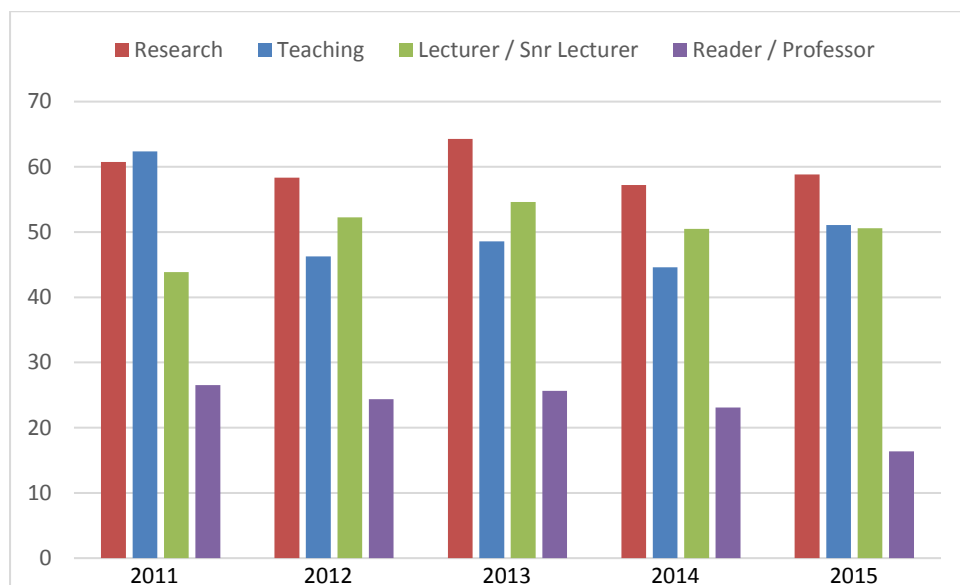
*This overview of staff grades/roles within the School does not clearly identify the different combinations of University and NHS staff and makes comparison with SET and HESA data difficult. **(AP 3.1)**

Table 3.16: Academic and Research Staff (FTE) by Gender and Role

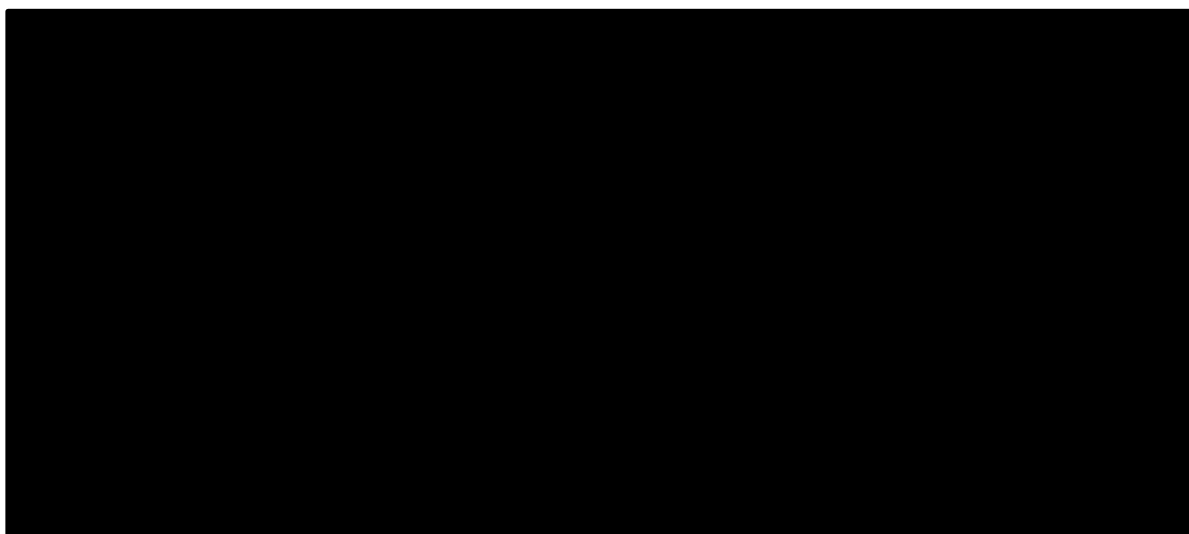
		School of Medicine				University of St Andrews SET Schools				NATIONAL AVERAGE Clinical Medicine (HESA)*		
Year	Role	Female	Male	% Female	% Male	Female	Male	% Female	% Male	Female	Male	% Female
2011	Research	13.30	8.60	61%	39%	96.85	207.45	32%	68%			
	Teaching	11.61	7.00	62%	38%	26.51	20.20	57%	43%			
	Lecturer / Snr Lecturer	5.00	6.40	44%	56%	26.40	71.18	27%	73%			
	Reader / Professor	3.00	8.30	27%	73%	20.20	105.65	16%	84%			
2012	Research	15.40	11.00	58%	42%	110.70	201.50	35%	65%	7815	5095	61%
	Teaching	8.61	10.00	46%	54%	22.61	23.00	50%	50%	785	575	58%
	Lecturer / Snr Lecturer	7.00	6.40	52%	48%	33.90	75.46	31%	69%	2400	4370	35%
	Reader / Professor	3.00	9.30	24%	76%	22.20	106.95	17%	83%			
2013	Research	17.98	10.00	64%	36%	134.04	210.99	39%	61%	8475	5510	61%
	Teaching	10.10	10.70	49%	51%	25.10	25.13	50%	50%	985	725	58%
	Lecturer / Snr Lecturer	6.50	5.40	55%	45%	42.60	78.84	35%	65%	2315	4430	34%
	Reader / Professor	4.00	11.60	26%	74%	23.70	112.95	17%	83%			
2014	Research	14.70	11.00	57%	43%	135.86	209.89	39%	61%	8980	5835	61%
	Teaching	9.10	11.30	45%	55%	24.02	25.53	48%	52%	970	700	58%
	Lecturer / Snr Lecturer	5.10	5.00	50%	50%	35.70	68.70	34%	66%	2405	4280	36%
	Reader / Professor	3.00	10.00	23%	77%	26.20	109.62	19%	81%			
2015	Research	14.30	10.00	59%	41%	123.53	202.47	38%	62%			
	Teaching	9.50	9.10	51%	49%	26.67	22.33	54%	46%			
	Lecturer / Snr Lecturer	4.50	4.40	51%	49%	36.10	72.85	33%	67%			
	Reader / Professor	2.00	10.20	16%	84%	23.05	113.72	17%	83%			

* HESA Staff Data have been mapped to St. Andrews' staff grades to produce a comparison for benchmarking purposes.

Graph 3.10: % of Academic Roles held by females



Graph 3.11: Breakdown of Academic Roles held by females



The School's staff profile shows a general pattern where the proportion of female staff falls as grade increases. Overall in 2015, 47% of staff were female, but women were better represented amongst researcher staff than among the professoriate.

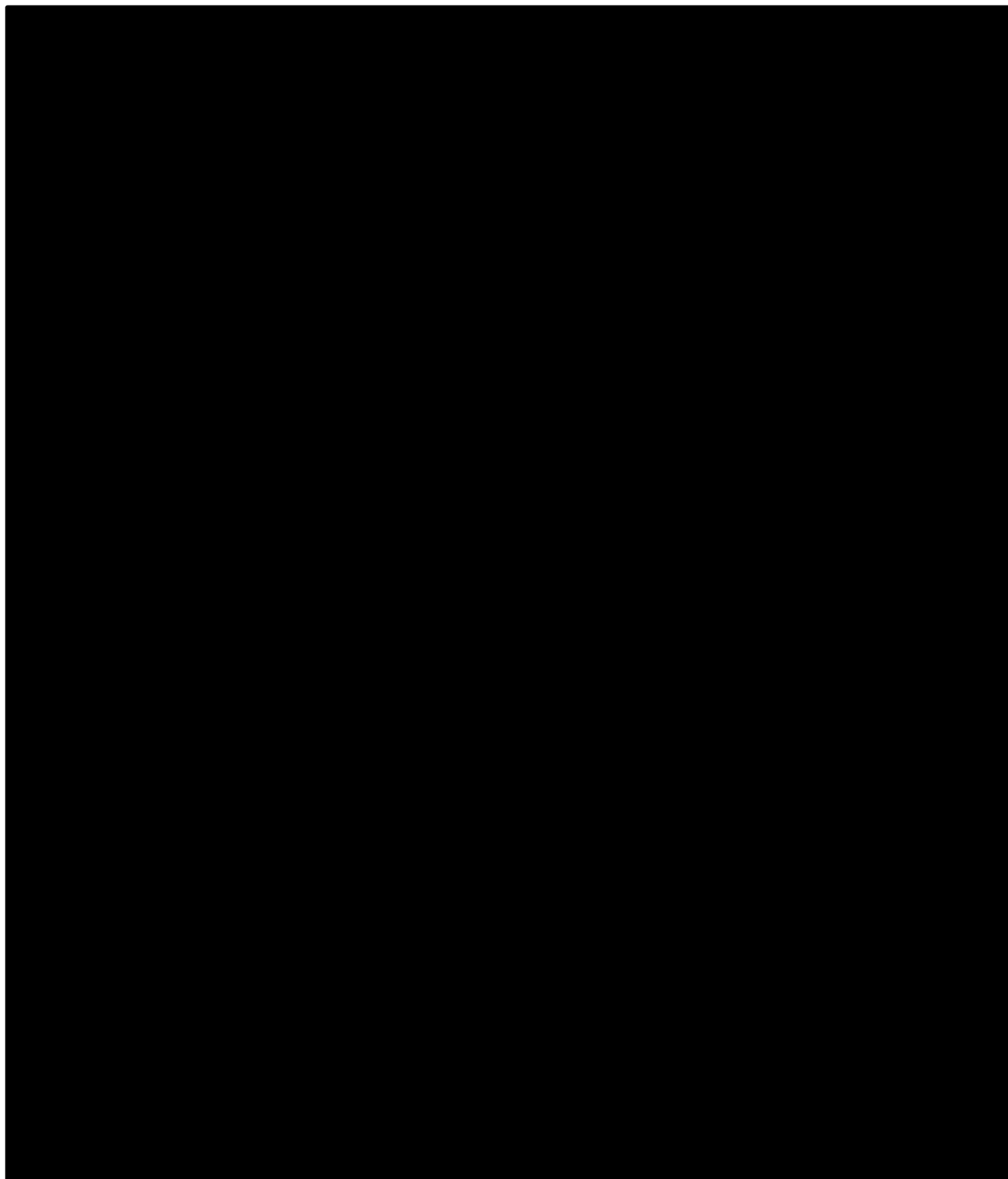
We have gender parity at Researcher A and female majority at Researcher B, and parity at lecturer. Female majority exists at Teaching B and a rise in proportion of female Senior Lecturers, such that there is now a female majority, albeit numbers at this grade are very small. Female representation at reader and professorial levels remains low, but has improved from a base of zero prior to 2008. Although staff turn-over rates mean that achieving our goals will take time, there are signs of positive change. Our key challenges remain increasing the numbers of women in the most senior grades. The introduction of the ScotGEM programme for which we anticipate an increase in staff numbers, gives the School an opportunity to address the gender issues at senior grades.

The School has key initiatives in place including those in appraisal, promotion and mentoring to address this and sustain our progress (**BAP 4.8; BAP 4.1; BAP 4.2**).

(viii) Turnover by grade and gender – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Summary: Turnover rate generally low, with the exception of Research A and Teaching A. No gender differences.

**Table 3.17: Total FTE of Staff and Leaver by Gender of Academic and Research by Role
(as at 31 Dec 2015)**



On the whole, staff turnover is relatively low for both genders, with the exception of Teaching A (all years) and Research A (2010-12) positions. Teaching A roles are often Medical Demonstrators who are employed on a one-year contract as part of a recognised career path. Research A

positions are generally fixed-contract post-doctoral jobs, dependent on relatively short-term research grant funding. This can result in a high turnover, with staff either advancing to lectureships, or moving to new post-doctoral jobs. We note a decrease in Research A turnover since the School began its Athena SWAN work in 2013. Annual monitoring will ensure that any deviation from our recent success can be recognised and addressed. **(AP 3.2)**

4. Supporting and advancing women's careers: maximum 5000 words

Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.**
 - (i) Job application and success rates by gender and grade – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.**

**Table 4.1: New Staff Started by Gender for Academic and Research Staff
(as at 31 Dec 2015)**

Year	%Female	Total
2013	39%	18
2014	36%	14
2015	40%	15

Note: The New Stats table shows all new starts including those who joined the School through new grants however it does not include staff who have been transferred to the University under Transfer of Undertakings Protection of Employment (TUPE)

Graph 4.1: New starts by gender for academic, research and teaching (as at 31 Dec 2015)

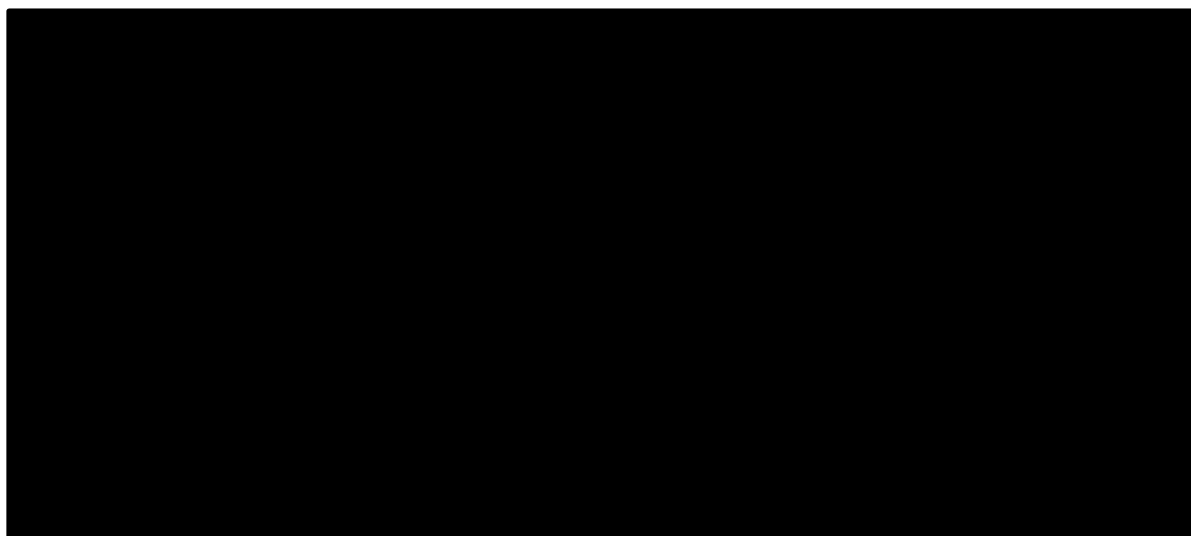


Table 4.2: Success Rate for Applications by Gender for Academic and Research Staff (as at 31 Dec 2015)

Gender		Success Rate	
Academic Staff		Applications	Successful
Male	100	100	100
Female	100	100	100
Research Staff		Applications	Successful
Male	100	100	100
Female	100	100	100

Table 4.3: Overall success rates for applications by Gender (declared only) for Academic and Research staff (Jan 2013 to 31 Dec 2015)

			Application	Shortlist	Offers	% shortlisted	% offered	% offered from application
	Research	Female	187	30	7	16%	23%	4%
		Male	97	19	6	20%	32%	6%
		% Female	66%	62%	54%			
	Teaching	Female	87	24	14	28%	58%	16%
		Male	57	25	14	42%	56%	25%
		% Female	60%	49%	50%			
	Snr Lecturer/ Professor	Female	6	<5	<5			
		Male	18	5	<5			
		% Female	25%	29%	0%			
	All	Female	278					
		Male	158					
		% Female	64%					

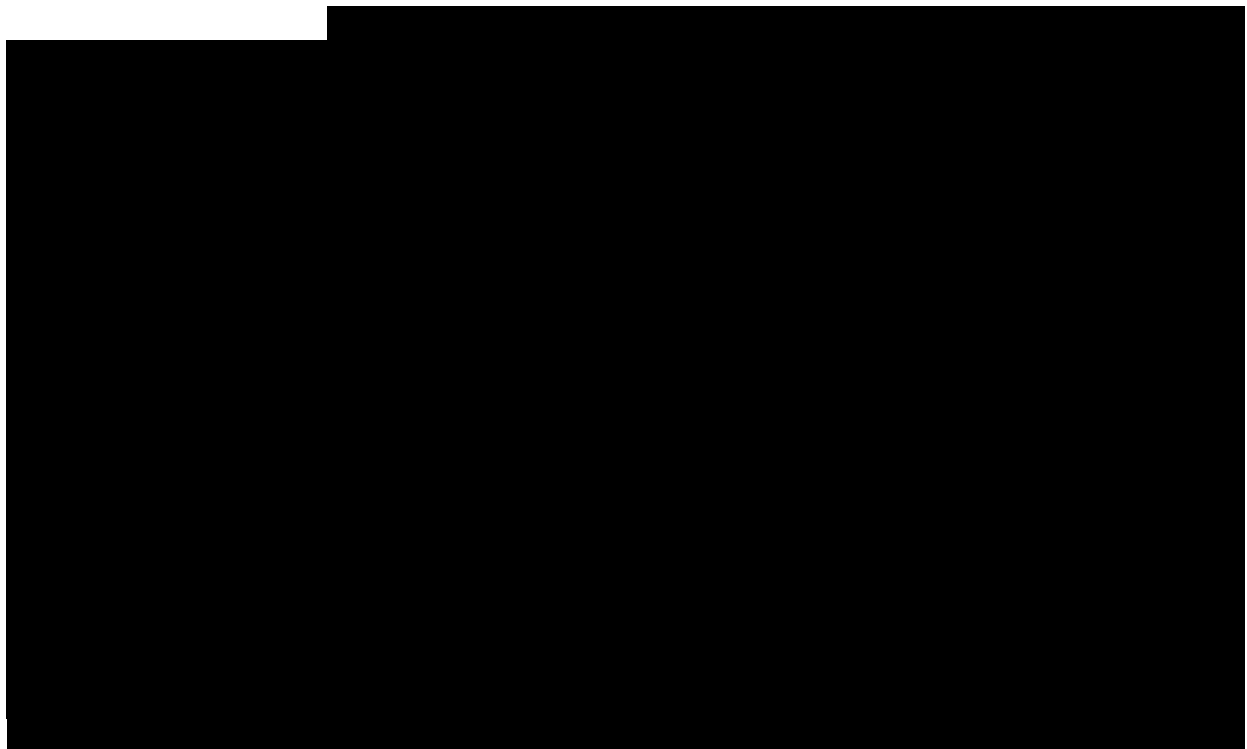
Overall the data (**Table 4.3**) from the past three years indicates similar success rates by gender when applying for posts. Over the last two years female success was 8% and male 13% for positions below senior lectureship. Only two posts were advertised at higher grades in the past three years.

For junior positions more women applied in all 3 years, especially 2015; although not all applicants disclosed their gender. There are two grades with sufficient sample sizes to draw inferences. At Researcher A two thirds of applicants were female. Women and men were equally likely to be shortlisted and to be made offers. At Teaching A 16% of the applications were from women. Women are less likely than men to be shortlisted, but women and men who are shortlisted were equally likely to be made offers.

Overall 63 applicants did not declare their gender.

- (ii) **Applications for promotion and success rates by gender and grade – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.**

Table 4.4: Success Rate for Applications by Gender for Academic and Research Staff (August 2016)



Since 2013, there have been 12 applications for promotion, women had a 66% success rate in obtaining a promotion and men a 44% success rate (**Table 4.4**).

Although there is no evidence of gender bias for success of promotion, women still need encouragement to apply.

Candidates for promotion are identified and CPD opportunities discussed during yearly appraisal. Mentors advise as to how to be competitive for promotion and to encourage application when criteria are met. In 2015 the Pre-promotion review committee (PPRC) was established as part of a review of the School promotion process (**Career Development a i**). This proactively supports Medicine applications for the University assessment; demonstrating commitment from management to supporting staff fully in promotion. Staff do not require approval from their line manager to apply to the PPRC. One staff member submitted an unsuccessful application in 2014 yet achieved promotion in 2016 after support from the PPRC. In 2015, successful academic applications were provided with feedback, guidance and mentoring from the PPRC to strengthen applications. All staff who presented to the PPRC were successful at University promotion (**BAP 4.1**). For a small school we have a good percentage rate of promotion.

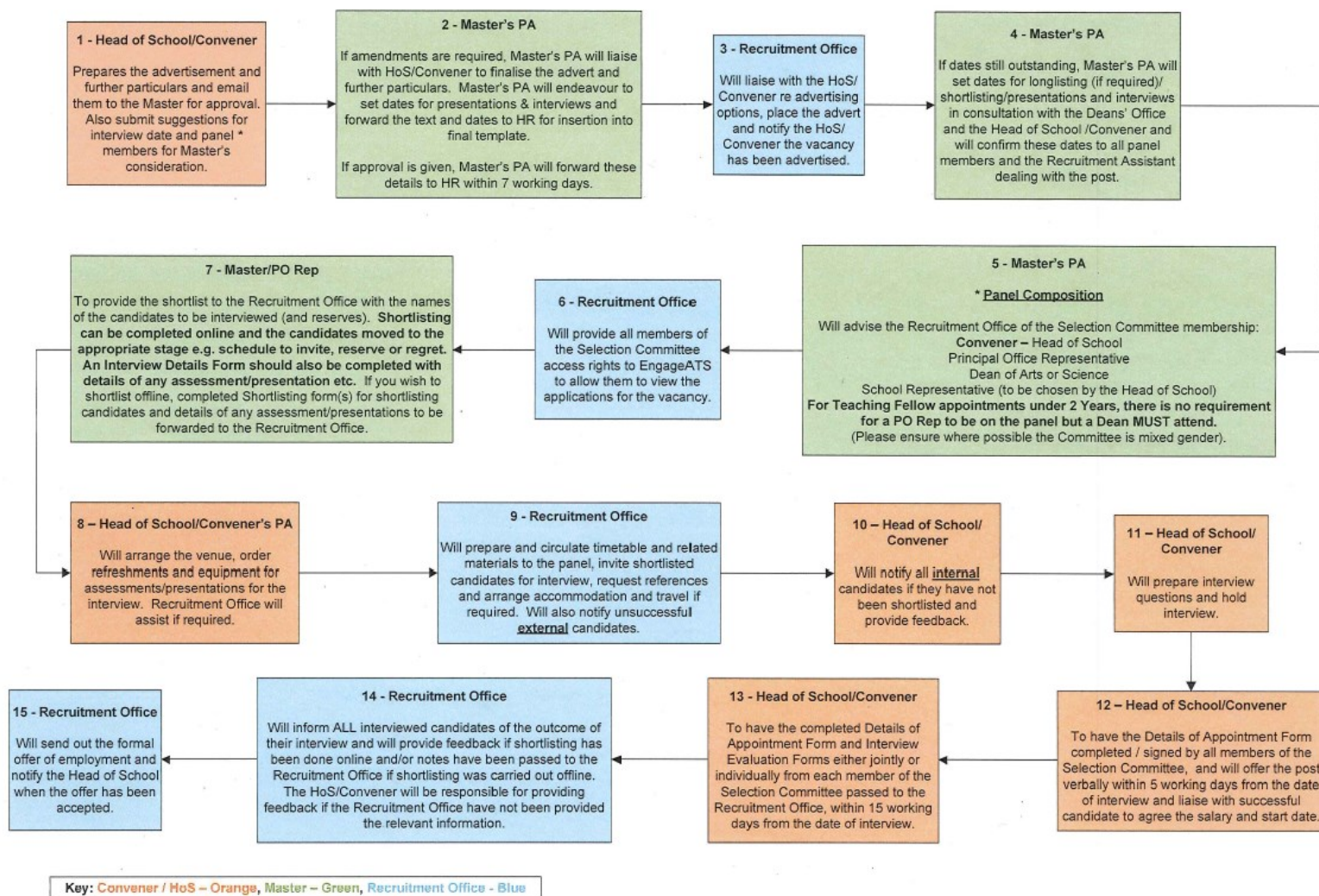
- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**
- (i) Recruitment of staff – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies**

While women are well represented among applicants for junior post in the School, women are under-represented at more senior grades and are less likely to apply for those posts. The School is committed to fair recruitment processes with initiatives to encourage female applicants. However further actions are required to attract women applicants for senior posts **(AP 4.1)**.

The School follows the University’s recruitment processes, aligned to the University’s equal-opportunity policies. Academic appointments are managed by the HoS’ PA who ensures the checklist is followed **(Figure 4.1)**.

Figure 4.1: University of St Andrews checklist for recruitment of academic staff

ACADEMIC CHECKLIST



All staff have undergone (and new staff undergo) Equality and Diversity training. The University has recently released Unconscious Bias training (May 2016); to date 59% Medicine staff have completed this (School aim: 95% (**AP 4.2**)). It has been mandatory from August 2015 for those involved in shortlisting/interview panels to complete the University's Recruitment training and to attend a session that supplements and extends this. Currently 23 staff have completed this (**BAP 4.7**). Recruitment panels must have at least one female and equality of input from panel members from shortlisting to selection. The School aims to achieve equality of representation on all panels, action needs to be taken to increase the number of women invited to be part of the selection process (**AP 4.3**).

Our job advertisements emphasise the School's Bronze Athena SWAN award and specifically encourage women to apply. Recent job advertisements have both female and male points of contacts:

"The School is committed to equal opportunities and values all applicants. The School is currently applying for [Athena SWAN](#) Silver accreditation, demonstrating our commitment to equality and the advancement and promotion of the careers of women in science. This is in addition to working on diversity initiatives to help ensure fairness in the workplace for all staff and students. The School fully supports flexible working where this is compatible with the requirements of the role.

Applications are particularly welcome from women who are under-represented in many areas of medical science."

When redesigning our website, we raised the profile of our female academics and encouraged academics to improve their online profile (**BAP 4.6**) (**Section 5**). It is hoped that female applicants will be encouraged by increasing the visibility of our existing female staff.

- (ii) **Support for staff at key career transition points – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.**

Data (**Table 3.11** and **Table 3.12**) suggest the transition from early-career to senior positions is a key point of female staff attrition. In addition, the transition from post-doc to an independent position is one of the main 'drop off' points which affects proportionally more women. To address these, the School has several initiatives to support the career progression of junior staff:

- In September 2016, TF8 was established, led by Dr Silvia Paracchini, a Royal Society University Research Fellow, to address appraisal and career progression support for post-doctoral researchers
- In 2014 the School established an Annual Travel Fund (£10,000) for conferences and collaborations. This was extended to CPD events in 2015. The Travel Fund is primarily used by junior staff for career development, where a lack of resources may preclude them from participation. In 2016, £40,000 endowed funds were made available to

support PG and staff careers. Applications are submitted to the fortnightly School operations group.

- In addition, dedicated funds are available for course fees, programmes of learning seminars or to visit other laboratories. Any activity that is seen to encourage networking or will benefit the individual or the School is supported. Current examples include staff pursuing a qualification or specialised training or presenting at a conference. Awarded individuals complete a reflective report for audit and impact purposes. In 2015/16 there was £11,429 worth of bids. £9,771 was awarded: some CPD applications were part-funded and some resourced from other funds. 65% of awards went to staff, 35% to PG students (48.5%F: 51.5%M).
- The School proactively supports the Cross-Institutional Early Career Mentoring Scheme with the University of Dundee.

Recent examples of the School actively promoting opportunities for junior female staff to enhance their careers include:

- An application for a competitive Fellowship
- Promotion of the Academic Women Now campaign.
- Funding through the University's Caring Fund, for child care to support conference attendance.
- Since 2015, the School has supported AURORA training for three staff, which trains women for senior management and leadership roles. The School continues to support female staff interested in leadership roles.

The University runs a Passport for Management Excellence programme. Currently we have 3 staff members on this scheme.

All of these opportunities are promoted through the School's fortnightly newsletter, timely emails, and the handbook. Details are advertised in our new staff Induction pack.

Career development

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**
- (i) Promotion and career development – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?**

The School's **Pre-promotion review committee** (PPRC)(3F:7M) was the first established in the University. The PPRC's remit is to support strong cases for promotion and discourage weak applications going forward. The PPRC assesses evidence

supplied by the applicant using the University criteria of Research (8 points), Teaching (5 points) and Service (3 points). Service includes administration e.g. Module organising, Director of Teaching Role, Assessment lead as well as Outreach activities Pastoral work (Pro-Dean) and Internal and External committee. Observations of the line manager are also sought; this process is entering its third year.

PPRC provides feedback to applicants and line managers to increase success at the University Promotion Committee. Cases are either fully supported, given advice on how to strengthen a subsequent application, or supported with mentoring for those turned down.

The School has a research database (RDB) which records research applications, role of applicant and progress of applications and grants awarded. This allows a fairer measure of research activity (**Figure 4.2**).

Figure 4.2: Researcher report from RDB showing research activity

The screenshot shows the 'Single User Page' of the Research Database (RDB). The page has a green header with the date 'Wednesday, 19 October 2016', the user 'Logged in as: dv23', and a 'Logout' button. The main content area is divided into two sections: 'User Details' on the left and 'Users Projects' on the right.

User Details:

- Title: Prof
- Name: [Redacted]
- Surname: [Redacted]
- Email: [Redacted]
- Phone: [Redacted]
- Institution: University of St Andrews
- School: School of Medicine
- University ID: [Redacted]
- ORCID ID: [Redacted]
- User Level: RDB Viewer
- User Status: Active
- Notes: [Redacted]

Users Projects:

Project Name	Role	Status	Ctrl
[Redacted]	Lead	Submitted to Grant Body	🔍
[Redacted]	Lead	Approved by Grant Body	🔍
[Redacted]	Lead	Submitted to Grant Body	🔍
[Redacted]	Lead	Submitted to Grant Body	🔍
[Redacted]	Lead	Project Started	🔍
[Redacted]	Lead	Approved by Grant Body	🔍
[Redacted]	Lead	Project Started	🔍
[Redacted]	Lead	Project Started	🔍
[Redacted]	Lead	Project Started	🔍
[Redacted]	Lead	Project Started	🔍
[Redacted]	Co-investigator	Project Closed	🔍

At the bottom of the 'User Details' section, there are two buttons: 'Remove PI' and 'Edit Details'.

The footer of the page contains the text: '© Copyright University of St Andrews - School of Medicine RDB version 1.00' and a 'Back to top' link.

The School has a published policy for **appraisal** (Review and Development) for all staff. This has clear guidelines for both reviewee and reviewer and is signed off by the HoS. From May 2015 all appraisers have undergone mandatory 'Appraisal Training', Unconscious bias training and have completed the University equality and diversity module.

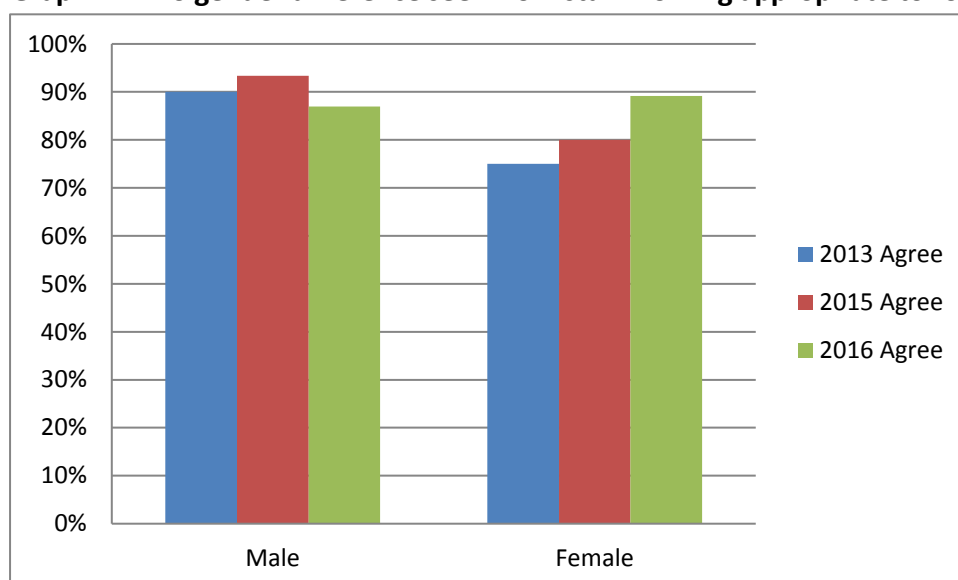
Appraisal is annual and obligatory and conducted by Line Managers. The HoS signs off on all appraisals and monitors completion (100%: 2015-16). Joint line managers are allocated to Clinical staff and other staff with cross-over duties. Either or both line manager can complete the appraisal. Three to six realistic and achievable objectives are agreed for the forthcoming 12

months based on workload, and discussion is held on: training/development activities and service opportunities relating to preparation for promotion. Any unresolved issues or non-completion are referred to the HoS. To ensure fairness there is an action to introduce School-specific training for line managers. This will ensure all line managers are aware of ethos on family-friendly flexible working; core hour policy; CPD and travel fund; promotion preparation for staff; mentoring; committee membership and requirement of developmental training opportunities (**AP 4.4**).

The 2016 Survey results showed that 65% of academic staff responders felt their appraisal was constructive. Over 86% knew how to access professional training opportunities and over 60% feel that their contribution to the School is valued. No gender difference was found.

However there has been a steady increase in females responding positively when asked if their work was appropriate to their role, and in 2016 there was no longer a gender difference in positive response.

Graph 4.2: No gender difference seen from staff working appropriate to role.



Since 2011 academic staff have completed an annual **workload model** which is used as part of their appraisal to initiate conversations with line managers in relation to career development. Details are in **Organisation and culture b (ii)**.

Mentoring is a crucial part of supporting staff career development. The School has publicised a School-specific mentoring programme to work alongside the cross-institution early Career Mentoring Scheme with University of Dundee. Currently there are 9 staff on the scheme with 3 mentees and 6 mentors. All participate in a training workshop, and Mentor/Mentee relationships typically last for one calendar year. The University's mentoring work was recognised by the ECU as an example of good practice in 2012.

Informal mentoring is ongoing. Our survey showed that our female academics have been more proactive in taking up mentoring, with over a third having received mentoring in the past year. In contrast male responders have not been mentored. We recognise that the numbers using formal mentoring are small and there is a need to promote the mentoring scheme (**AP 4.5**).

Our Director of Research (M) is Scientific Advisor to the Cunningham Research Trust and annually organises peer review of 5-70 applications for PhD studentships. Each year 2-4 early career members of staff are fully involved in assessment and sit on the grant awards panel.

CPD and Leadership opportunities are discussed under **(4 b ii)**.

(ii) Induction and training – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

All new starts attend academic staff Induction. The Induction webpage signposts all new starts to complete the E&D modules.

Table 4.5: Summary of new starts Induction run by University

1.	New Staff Essentials	Run Monthly	<ul style="list-style-type: none"> • Unions • Environment • HE- Policies and procedures • Equality & Diversity • Information security • Health and Safety and Fire awareness • Training opportunities • IT training
2.	Induction for All New Staff	Once per semester	<ul style="list-style-type: none"> • Introduction and history of the University • Structure and Strategy • Teaching, Research and the student experience • Library • Key Units

In addition the School has developed a comprehensive School-specific induction process. The full programme **(Table 4.6)** was formally launched in June 2016 **(BAP 4.3)**.

Table 4.6: Induction of New Starts

INDUCTION OF NEW STARTS

This checklist is designed to augment the information sent to new starts; Staff and PG students. It should provide a prompt for the new start's line manager and the new start.

New start: _____
LM: _____
Buddy: _____

Before Employment			
	Action	Responsible	
Initiate Process	Confirmation of appointment sent to HoS PA (permanent staff) or Research Administrator (fixed-term research staff).	Line Manager	
Appoint a 'Buddy'	Line manager to appoint someone in the department to be a 'Buddy' and inform HoS PA (permanent staff) or Research Administrator (fixed-term research staff).	Line Manager	
Send out New Start Package	Write, sign and send postcard to New Start.	HoS PA / Res Administrator	
Induction timetable	Induction timetable to be drawn up.	HoS PA / Res Administrator	
Occupational health	Resolve any Occ health requirement	Line Manager	
Welcome	Ensure a senior member of the School is available to welcome the new start on their first day.	HoS PA / Res Administrator	
Preparation of workplace	Ensure workspace allocated, office keys available, telephone allocated, IT ordered etc. All detail on the Medi new starts checklist.	HoS PA, Executive Administrator / Henry Rae / LT team / Res Administrator	
1 st Day			
Welcome and Introductions	New staff member to report to line manager / HoS PA.	Line Manager / HoS PA	Signature
	Welcome from a senior member of School (Line Manager to appoint).	Senior member appointed	Signature
	Introduction to buddy.	Line Manager/HoS PA	Signature
	Introductions to / arrange meetings with other members of the School/Team.	Buddy/Line Manager	Signature
	Take new start to Recruitment Office in Old Burgh School with passport and qualification certificates. Collect staff card.	Buddy	Signature
	New start obtains an IT username and password from the IT Helpdesk in the library.	Buddy	Signature
	Coffee-break/lunch with buddy.	Buddy	Signature
	E-mail to School introducing and welcoming new start from Exec Administrator / Res Administrator / PG Sec.		Signature
Familiarisation	Tour of the School to include; workstation, toilets, café, kitchen, common areas, showers, lockers, pigeon holes, printers and copiers and entrances / exits.	Buddy	Signature
IT	Buddy to take the new start to meet LT team. LT team to configure IT, create accounts and configure software.	LT team	Signature
Admin	Buddy to take the new start to meet admin team. Admin staff to add new start to staff database/website and put access zones on staff card.	Admin office	Signature
Health and Safety	Brief on health and safety, directing them to the relevant safety policies.	Executive Administrator	Signature
	Lab staff directed to Mary Wilson for specific role-related safety briefing.	Lab Manager	Signature
Security Brief	Supply security numbers for doors or swipe cards. Inform of after-hours procedures e.g. available exits and times of locking.	Admin office/ Exec Administrator	Signature
Parking	Assist in organising a car-parking permit by directing to the appropriate web-site link.	Buddy	Signature
Induction	Ensure they book on the next University Induction [*] course.	Buddy	Signature

Signature of new employee upon completion:

Date:

Signature of Line Manager upon completion:

Date:

¹ This is run by CAPOD in October, February and June; a half day course allows new staff to network, meet key University personnel, ~~learn~~ about the University's history and strategy. CAPOD sends invitations to staff who are new

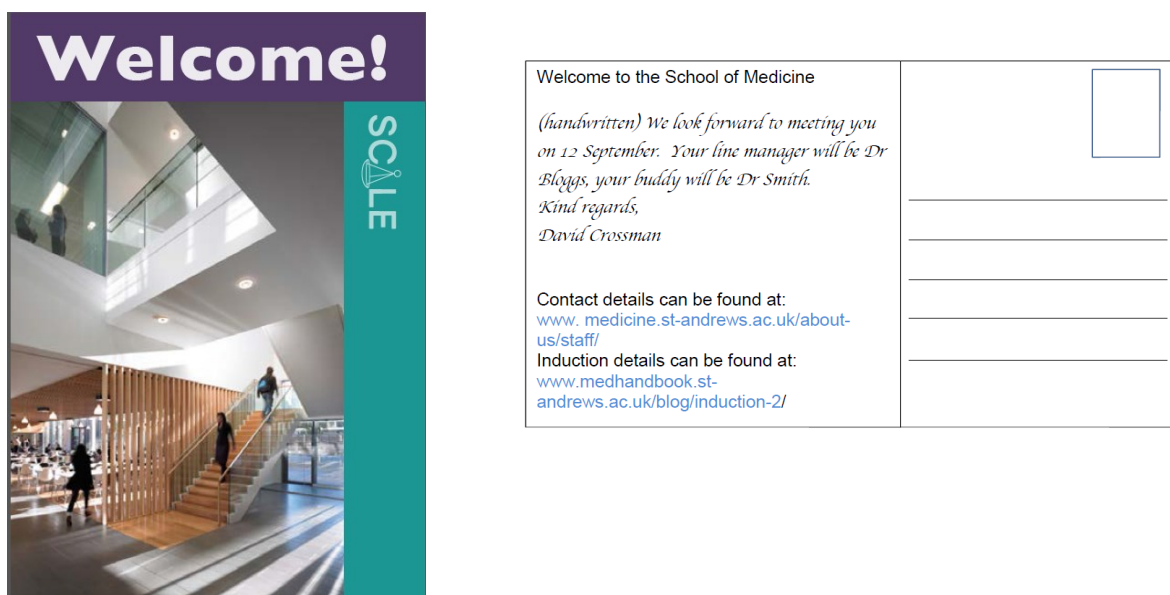
Line managers have the responsibility to assess and agree training needs of new staff.

In addition, all new starts (staff and postgraduate students) are formally welcomed to the School by the HoS. An email is circulated to the School to introduce the new member of staff.

The entire new process has been trialled on recent academic appointments.

"The induction I received prior to and on starting my new role at St Andrews was fantastic. I was made to feel both personally very welcomed in to the new team and also felt that I could dive straight in to the job thanks to the logistical arrangements being already in place. "

Figure 4.2 Welcome postcards to be sent to all new starts



- (iii) **Support for female students – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.**

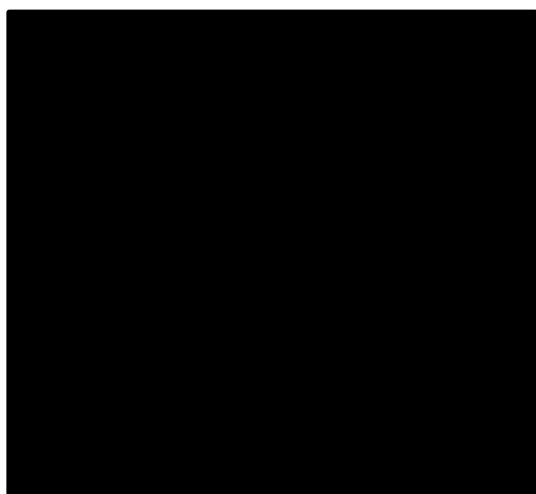
All UG students complete a dissertation for their BSc (Hons), this is either a critical review or a research project supervised by research staff. Throughout their degree, students receive generic research training in critical appraisal, data analysis, ethics and governance and are encouraged to develop an enquiring mind. Students can opt to delay progress to their clinical school to complete a Master's degree. All UG students have a personal pastoral tutor.

PGR students meet their supervisors at the start of each semester to develop a needs analysis for skills development and formulate a programme for personal development. These are assessed by the annual thesis review committee. Students are expected to

keep an online portfolio of CPD, WiP talks and attendance, reflections and generic skills training - used as part of their progression reviews. This benefits students transitioning to a sustainable academic career. University policy states that supervisors are responsible for providing career advice.

Students and post-doctoral researchers give an annual 20-minute seminar as part of the School's WiP talks. This provides an opportunity for junior researchers to present their work to a supportive academic audience. In addition to questions and informal feedback, anonymous feedback cards are completed to highlight areas for improvement. In addition, students also initiate their own WiP talk series including a social event with pizza funded by the School (9 in 2015-16). This provides them with the opportunity to present purely to peers.

Figure 4.3: PG students Pizza WiP talks



Students are assigned a Thesis Review Committee consisting of two independent academic staff: a convenor and a tutor. The committee provides pastoral and academic advice. Students may request a female convenor and tutor.

The School Mentoring and cross-institutional mentoring schemes include postgraduate students.

A problem identified in 2015 was that only 25% of postgraduate students knew '*...where to find information about maternity/paternity/carer leave*'. This has been tackled in two ways. Firstly, a PGR parental-leave policy was published in the School Handbook, designed to support students prior to and during leave, and to encourage a return to their studies thereafter. This includes access to the School, library-lending facilities and KiT Days (**Table 4.15**). Secondly, all students are emailed associated links within the School Handbook. These

initiatives appear to have been successful - a much higher proportion of students in 2016 know where to access this information (64% agree/strongly agree).

The University has recently approved a parental-leave policy for PGR students which was strongly influenced by and closely mirrors our preceding School policy.

A new TF for students is in place, giving this group a voice and a strong networking platform. The lead is a member of the SCALE WG. These students are supported through the SCALE process to make recommendations and actively change the PGR experience.

Since 2015 a widely-advertised travel and CPD fund has been made available for PG students **(4b(ii)) (BAP 4.4)**.

Medicine currently has 3 PGR students on the University-led structured development programme (**Passport to Research Futures**) for early career researchers. This focusses on **career planning, professional development and employability**. It is accredited by the Institute for Leadership and Management (ILM).

The role of PGR primary supervisor, secondary supervisor, and Thesis Review Committee member are all recognised in the TEES.

One PhD student has recently been appointed through a highly-competitive process to a junior research post. This is testament to the training received as a School PhD student.

Staff receive feedback through the monthly Student, Staff, Consultative Committee (SSCC) led by the PG student President.

Organisation and culture

- a) **Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.**
 - (i) **Male and female representation on committees – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.**

Summary: An annual review of Committee membership is now established allowing opportunities for all staff and postgraduate students

The Self-assessment Survey demonstrates staff recognition of positive change.

“There are positive changes happening towards better gender equality in the School recently in that there appears to be more women being appointed to positions in terms of staff/faculty and committees.” 2016

Figure 4.4: Organisation of School committees

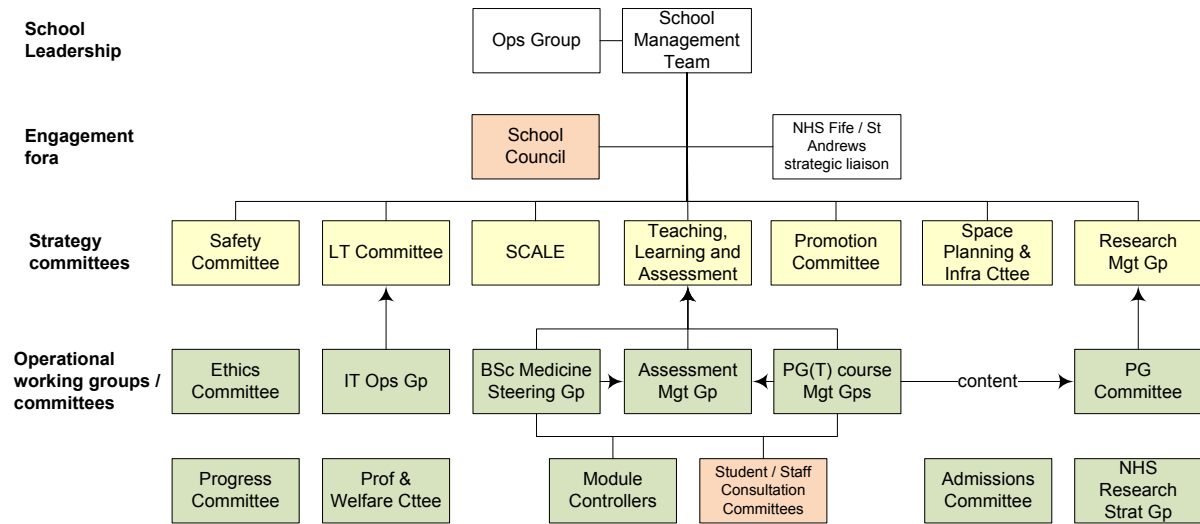


Table 4.7: Representation on Groups/Committees by Gender for Academic/Research and Professional services staff***

Name of Group/Committee		Meeting frequency	% F	% F	% F	% F	% F
			2012	2013	2014	2015	2016
Assessment Management Group*	Operational	Monthly	50%	50%	56%	66%	55%
Athena SWAN/SCALE WG*	Strategic	Monthly	50%	50%	63%	69%	65%
Operations Group	Operational	Fortnightly	0%	0%	20%	17%	17%
IT committee*	Strategic	4 times per annum	15%	14%	14%	28%	30%
Professionalism and Welfare committee	Operational					20%	20%
Promotion Committee	Strategic	Annually			37%	36%	36%
REF preparation board	Operational						38%
Research Management Group	Strategic	4 times per annum	43%	43%	50%	38%	38%
School Management Team	Strategic	Monthly	33%	40%	54%	47%	47%
Space Planning Committee*	Strategic	4 times per annum			63%	50%	50%
Teaching Committee	Strategic	4 times per annum	59%	64%	56%	50%	61%

* Female Chair

** The Safety Committee has been omitted because its role is advisory and supervisory (technical) rather than decision making. However, for legislative reasons it is shown on the School committee structure above.

*** Professional services staff data was added to this table from 2015

Fairer representation on committees is a key priority of the HoS ; committee membership was reviewed in 2015 (**BAP4.9**). The School has a published 'Appointments and committee structure' policy:

Membership of committee posts are filled in four ways:

1. By a role tied to a committee post
2. An appointed person holds the post for the duration of their appointment
3. A co-opted member invited or volunteer to serve for 2 years with an option to extend for a further two years
4. A student member.

Change at Senior Management level is dependent on staff turnover and variable tenure length for appointed posts. However the School has made a positive effort to open up vacancies on all committees for *all* staff and postgraduates. The Director of Teaching Role is now competitive with a 3-year tenure. Committee membership is reviewed on an annual basis and vacant positions advertised to staff with a care to avoid disproportionally overloading senior females with committee duties. The transparency of committee membership allows more staff the opportunity to develop service opportunities recognised for promotion criteria. Rotation of membership enables more junior female staff to gain committee experience, raise their profile and play a direct role in shaping School policy. All minutes from decision-making committees are available online.

There is female representation on all committees; 4 out of 11 Chairs are female and the gender total for all committee members is 45% female. The HoS is male and Chair of 3 committees thus altering the gender balance. The School Management team has 47% females. The newly-established REF preparation group has 3 early-career researchers.

When academic staff were asked if they, "*believe[d] that gender affects the opportunity to join decision making committees in the School*", 41% of respondents disagreed with this statement and 25% were neutral. Qualitative responses portrayed similar positivity. E.g., when asked if staff had seen "*any positive changes to gender quality or working environment within the School [since 2013]*", a representative response was:

"The School has tried hard to develop a more responsible approach and there is more transparency as regards to why certain people are appointed to certain posts." 2016

- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.**

Summary: Most fixed-term contracts are held by Research A staff. There are slightly more females in this category which is indicative of our positive female recruitment for postdoctoral positions.

Table 4.8: Staff on Open-ended and Fixed-term contracts by year and grade

Year	Role	Female		Male	
		OE	FT	OE	FT
2013	Research	<5	14.18	<5	8
	Teaching	6.6	<5	<5	6.7
	Lecturer / Snr Lecturer / Reader / Professor	10.5	0	15.4	<5
2014	Research	<5	10.9	<5	9
	Teaching	6.6	<5	<5	6.7
	Lecturer / Snr Lecturer / Reader / Professor	8.1	0	15	0
2015	Research	<5	10.5	<5	9
	Teaching	6	<5	<5	<5
	Lecturer / Snr Lecturer	6.5	0	13.6	0

In general, staff at lecturer, senior lecturer, reader and professor level are on open-ended contracts.

Staff at Researcher A are the main post-doctoral researchers funded externally. Mostly these have fixed-term contracts. Small numbers are on open-ended contracts but there is no evidence of any gender difference because of this.

Staff at Teaching A are also more likely to be on fixed-term contracts than open-ended contracts and there is no evidence of any gender bias; the same pattern stands for Teaching B staff. Despite this, SCALE will continue to monitor staff contracts annually (**AP 4.6**). The

University published agreement on the use of fixed-term contracts giving them equal treatment to permanent staff and aims to reduce the number of staff on fixed-term contracts. The School uses fixed-term contracts for maternity cover posts and where money is finite.

The survey found no gender differences by contract type or differences within contract type in whether work is appropriate to role, skills feeling valued in promotion, feel contribution is valued in the school, know how to access professional training opportunities, and whether they have had a constructive appraisal.

There is an issue in funding researchers between grant income when there can be a delay between funding. The School will create a formal process for awarding bridging funds available which should help those on fixed term contracts (AP 4.7).

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Representation on decision-making committees – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?**

The School operates a fair and transparent selection process for committee membership as outlined in Organisation and Culture a i) demonstrating that women have the same opportunities to apply for committee roles. The annual review of committee membership and the creation of the three tiers of appointments to committees (role, appointed and co-opted) plus the inclusion of a postgraduate on all committees, means membership is now open to all staff and postgraduates preventing overload for any member of staff.

Many sit on committees external to the School and to the University; travel and subsistence costs are funded. These commitments are included in the Teaching Enterprise and Engagement Survey (TEES) and approved by Line managers (see Workload model). The HoS encourages staff to apply for external committee memberships. **Table 4.9** shows that 30% of staff have multiple committee roles either internally or external to the University. Males sit on more than twice the number of committees than females (42F: 79M). Females are more likely to sit on internal University committees and there is more male representation on external committees. Whilst many of the committee membership is role specific, those that are not should be advertised within the School and all genders equally encouraged to apply (AP 4.8).

Table 4.9: Summary of Internal and External committee membership by gender

	F	% of the female academic staff (41)	M	% of the male academic staff (35)	Total
No of staff with committee roles Internal and external	15	36%	8	23%	23
		% of the total no of committees with female representation		% of the total no of committees with male representation	
No of Committees	42	35%	79	65%	121
University Committees	18	66%	9	33%	27
External Committees	24	26%	70	74%	94

- (ii) **Workload model – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.**

Our Workload Model combines data from:

1. TEES (Figure 4.5)

The TEES report is split into 6 domains covering: teaching; course administration; school management; enterprise and engagement; CPD and other.

2. University research information system (PURE).

PURE captures a wide range of research-related outcomes; publications, data sets impacts, Open Access compliance, professional activities and more.

The Finance Department advises on grant income generated, giving the HoS a clear picture of staff workload.

Through the appraisal system, line managers advise staff on their output in relation to mean scores for similar staff; a comparison of hours worked and income generated. Adjustments can then be made to the planned activity for the next year allowing a 'Review of Workload Allocation'.

This whole process can be termed a 'Workload Model' in that it compares an individual’s workload to the mean total and identifies where tasks should be redistributed. This process is transparent as (anonymised) data are shared with the whole School so staff can see how much they do in relation to the mean.

Figure 4.5: Teaching Enterprise and Engagement Survey (TEES)

Teaching, Enterprise and Engagement Survey 1 Aug 16 to 31 Jul 16	name here	FTE here (% of time employed by the school - a digit between 20 and 100)	delivery hours	numerical value	tariff / ratio	Hours of prep	time per student	total hours
Description	Unit measure	Calculation						
Domain 1.1 Deliver Courses: Teaching UG Course								
Lectures	hours of lecturing per year	total = delivery hours + (prep ratio x delivery hours)	6		4	24		30
Seminars / Master Classes	hours of seminars per year	total = delivery hours + (prep ratio x delivery hours)	1		3	3		4
Practicals - Anatomy	hours of practicals per year	total = delivery hours + (prep ratio x delivery hours)	0		1	0		0
Practicals - Clinical / Comms Skills	hours of practicals per year	total = delivery hours + (prep ratio x delivery hours)	4		1	4		8
Practicals - All others	hours of teaching per year	total = delivery hours + (prep ratio x delivery hours)	0		1	0		0
Hospital / GP based teaching	hours of teaching per year	total = delivery hours + (prep ratio x delivery hours)	0		1	0		0
Workshops and tutorials	hours of teaching per year	total = delivery hours + (prep ratio x delivery hours)	1		1	1		2
Guided studies and portfolio	hours of development, preparation, reviewing and assessing		55					55
Domain 1.2 Deliver Courses: Teaching PG(T) courses								
Lectures	hours of lecturing per year	total = delivery hours + (prep ratio x delivery hours)	0		4	0		0
Seminars / Master Classes	number of seminars per year	total = delivery hours + (prep ratio x delivery hours)	3		3	9		12
Guided studies and portfolio	hours of development, preparation, reviewing and assessing		0					0
Domain 1.3 Deliver Courses: Supervision UG students								
Dissertation supervision	number of students	total = number of students x time per student	4			15		60
Domain 1.4 Deliver Courses: Supervision PG and summer students								
PhD Student main supervisor	number of students (0.5 for part time)	total = number of students x time per student	0			100		0
PhD Student second supervisor	number of students	total = number of students x time per student	0			10		0
MRes Student supervision	number of students	total = number of students x time per student	0			30		0
MSc Student supervision	number of students	total = number of students x time per student	0			30		0
Summer Student supervision	total time devoted to summer project students		0					0
Domain 1.5 Deliver Courses: Tutor Time								
Number of 1st year UG tutees	number of tutees	total = number of students x time per student	4			6		24
Number of 2nd and 3rd year US tutees	number of tutees	total = number of students x time per student	11			2		22
Number of Masters tutees	number of tutees	total = number of students x time per student	0			3		0
PhD tutees	total time devoted to PhD students		0					0
Domain 1.6 Deliver Courses: Assessment (UG and PG)								
Write questions	number of questions	total = number of questions x time per question	0		2			0
Standard Setting	number of papers	total = number of papers x time per paper	0		6			0
Mark SWAs	no of questions x no of scripts	total = number of questions x time per question	0		0.1			0
PGR Thesis Review hours			0					0
Mark dissertations	number of dissertations	total = number of dissertations x time per dissertation	8		10			80
Examine OSCE / APE	total hours to set up and conduct		8					8
Asst Mgt Gp / PG Ass't Offr	hours per year	are you a member of this group (yes / no)?	Yes		40			40
Exam supervision	total hours of invigilating / collect papers		0					0
Externals visit	total hours		0					0
All other activity	total hours		0					0
Domain 2.1 Student Support								
Disability officer	total hours		0					0
Pro Dean	total hours		0					0
Domain 3.1 Service: Course Management								
TLAC	hours per year	are you a member of this group (yes / no)?	Yes		12			12
TMG	hours per year	are you a member of this group (yes / no)?	Yes		40			40
PG committees	hours per year	are you a member of this group (yes / no)?	No		20			0
Student / Staff consultative Committee	hours per year	are you a member of this group (yes / no)?	Yes		4			4
Ethics Committee	hours per year	are you a member of this group (yes / no)?	No		12			0
Director of Teaching	hours per year	do you fill this appointment (yes / no)?	No		500			0
Dir of PG studies	hours per year	do you fill this appointment (yes / no)?	No		250			0
Course Director	hours per year	do you fill this appointment (yes / no)?	No		350			0
MD4002 strand leader	hours per year	do you fill this appointment (yes / no)?	No		50			0
UG Topic leader	hours per year	do you fill this appointment (yes / no)?	No		200			0
UG Module controller	hours per year	how many modules do you control?	0		350			0
UG Module Deputy controller	hours per year	how many modules are you deputy for?	0		200			0
PG Course Director	hours per year	do you fill this appointment (yes / no)?	No		300			0
PG Module Controller	hours per year	do you fill this appointment (yes / no)?	No		80			0
Academic misconduct officer	hours per year	do you fill this appointment (yes / no)?	No		20			0
Academic misconduct casework	hours per year		0					0
Progress review committee	hours per year		4					4
Partner University business	hours per year		0					0
Domain 3.2 Service: Review								
Peer review of teaching	hours per year		0					0
GMC quality assurance audit	hours per year		0					0
Medical Education Research	hours per year		40					40
Course Evaluation	hours per year		16					16
Domain 3.3 Service: Admissions								
Admissions screening	number of applications screened	total = number of applications x time	0		0.1			0
Admissions interviewing	number of sessions	total = delivery hours + (prep ratio x delivery hours)	4		4			16
Admissions administration	(Dir of admis / PG cse directors)	to a max of 250 hours	0					0
Domain 3.4 Service: University and School Management								
University Committees / WGs	hours per year		0					0
School Management Team	hours per year	are you a member of this group (yes / no)?	Yes		20			20
School Ops Gp	hours per year	are you a member of this group (yes / no)?	Yes		40			40
Research Management Group	hours per year	are you a member of this group (yes / no)?	No		20			0
Safety Committee	hours per year	hours devoted to safety related administration	4					4
Director / Dep Director of Research	hours per year		0					0
Athena SWAN business	hours per year		80					80
IT business	hours per year		100					100
Manage a specialist team / services	hours per year	(IT, admissions, admin etc)	900					900
NES / ACT Business	hours per year		0					0
FIP case work	hours per year		10					10
Graduation	hours per year	Did you participate (Yes / no)	Yes		8			8
Away day	hours per year	Did you participate (Yes / no)	Yes		8			8
Domain 4.1 Enterprise (Generate income)								
Additional income generation (utilise space c)	hours per year		0					0
Knowledge transfer activity	hours per year	includes Malawi	30					30
Spin out work	hours per year		0					0
Domain 4.2 Engagement								
BEME	hours per year		0					0
GMC / MSC business	hours per year		0					0
External Research Committees	hours per year		0					0
External NHS committees	hours per year		0					0
NHS Fife/St Andrews liaison	hours per year		0					0
Presenting at Teaching related conferences /	hours per year		0					0
SDMEG (various sub groups)	hours per year		8					8
External examiner	hours per year		0					0
Hon staff at another establishment	hours per year		0					0
Domain 4.3 Engagement								
Outreach - summer schools	hours per year		0					0
Outreach - open days	hours per year		0					0
Domain 5.1 Continual Professional Development								
Education development	hours per year		22					22
Research development	hours per year		0					0
Management development	hours per year		40					40
Professional (Clinical) development	hours per year		0					0
Mandatory training (E&D, safety etc)	hours per year		8					8
Domain 6.0 Any other activity								
Deputy HoS (Teaching)	hours per year		0					0
activity here	hours per year		0					0
			0					0

- (iii) **Timing of departmental meetings and social gatherings – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.**

The School has a core hours policy which ensures top-level committee meetings, seminars, WiP talks, Open Fora and School Council meetings are held between 9.30am and 4pm. Seminars are held at 1pm. Social events occur at a range of times, the majority are at 'coffee time' or through the day. Meetings are arranged on the School scheduler for transparency. All staff are invited to School events using the 'Med-diary' function which adds this to all staff and postgraduates' Outlook Calendars. 86% of meetings are now held within core hours, limitation is usually only restricted by room availability **(BAP 4.10)**.

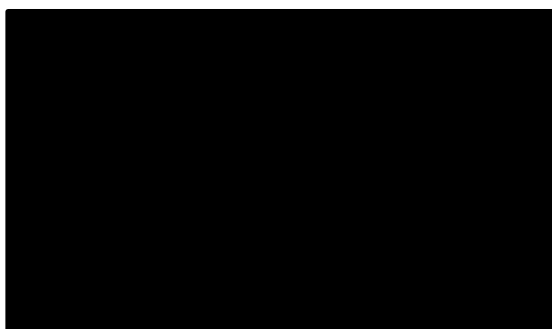
- (iv) **Culture –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.**

In response to School-wide consultation, a range of new developments have been implemented to enhance the working environment and School ethos. These initiatives help provide a sense of belonging and shared knowledge about the workings of the School, as well as improving the daily working experience with places to relax and commune with colleagues. Regular SCALE coffee mornings offer networking opportunities and TF1 is developing ideas for a series of family-friendly social events for evenings and weekends. Staff collect in sofa areas at lunch time where there is a relaxed and friendly atmosphere with diverse conversation. There is a monthly book group and weekly staff student yoga class with donations to student charities.

Socially, in addition to the café, there are now two new spaces created from what were previously little-used open areas, with views over the Old Course and West Sands beach **(Figure 4.6)**. They have been furnished with sofas and coffee tables allowing for informal gatherings of staff and postgraduates away from office and open-plan work space.

"The sofa space on Level 2 has also been a positive change in working environment. It provides a comfortable place for informal meetings, networking and coffee breaks without disturbing colleagues"

Figure 4.6: Staff and students enjoying one of two new social spaces in the School.



There is a School-wide monthly Open Forum; this is an essential means of communicating to staff and is used as a platform for sharing information and discussion on matters of interest to the School. Recently, presentations have been made on the new committee structure, the School budget and Handbook, thus ensuring that all staff and postgraduates are informed and can enquire about new developments. Athena SWAN and SCALE are a regular item on the agenda. SCALE email and suggestion boxes are alternative means to provide feedback.

The School hosts weekly seminars involving both internal and external speakers (**Table 4.10**). For 2016 we offered slots to female presenters in the first instance to give them the maximum choice of slots. Anecdotally females are more likely to decline. The School will collect data on speakers invited, accepted or declined to establish whether there is a gender bias in acceptance rates with the aim of achieving 50% representation. (**AP 4.9**).

Table 4.10: Percentage of female speakers at lunchtime seminars for past 3 years

2013	Total	% Female
Internal - Talks given	8	38%
External - Invited speakers	15	33%
2014	Total	
Internal - Talks given	8	50%
External - Invited speakers	21	33%
2015	Total	
Internal - Talks given	43	53%
External - Invited speakers	20	36%

“... having returned to work after having my children, I feel that it has been a very nourishing and supportive environment which has assisted in building my confidence again.”

TF6 is working towards everyone having the same good experience and benefiting from the improved culture within the School.

Other developments initiated by SCALE activities are outlined in other sections of this application. The positive energy that these activities have generated has the potential to enhance the overall School ethos. Finally, to underline the importance of a gender-equal environment, the School Handbook has been updated and any gender-biased language (in particular use of pronouns) removed. This is in line with the observation that there is top-level commitment to gender equality.

“Overall, there have been some positive changes such as attempts to include more women, more diverse staff roles, and broader experience on committees for example. School based governance type structures around issues such as promotion, line management, maternity leave have been long overdue”

However, we are not complacent, and recognise that there is still more to be done to ensure this attitude filters through the entire life of the School, as the following survey response warns:

“There are still some underlying prejudices from upper management with regard to personal views on maternity leave and career progression.”

- (v) **Outreach activities – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.**

Summary: Multiple Outreach activities occur within the School which are recognised in the workload model and appraisal/promotion.

Medical School staff and students are involved in the Universities Outreach activities particularly with the Sutton Trust week long summer school, Reach Scotland and student shadowing and mentoring. Each project has its own programme-specific evaluation and a selection of the pupils’ comments are published in the Outreach brochure on the website. Time on outreach activities is formally recognised in TEES (**Figure 4.5**). In the past year 26 F and 30 M have taken part in 20 very diverse outreach activities. A selection of recent examples of Outreach activities led by staff/students include:

Table 4.11: Recent examples of outreach activities

	<i>Outreach Activity</i>	<i>Lead</i>
1	The School hosted the Scottish Community Resuscitation Conference. Participants came from all over Scotland including Scottish Government, NHS, Ambulance Service and community.	Senior Teaching Technician
2	School pupil visits – interactive sessions with Primary School Pupils (P7 – 8 pupils) as part of World at Work Week.	Newly qualified medic
3	Health week at a local primary school – annual event– first aid, skeleton, how the heart acts as a pump, genetics and inherited traits.	Director of Teaching
4	Space School – 64 Primary 7 pupils took part in space related medical activities (ventilation, balance & nutrition, digestion, internal organs).	Senior Teaching Technician
5	First Chances Summer School – An introductory session on Medical Ethics for pupils (S4) attending from Fife, Argyll & Bute and Highland and Island communities.	Academic Fellow
6	Café Scientifique – Dr Silvia Paracchini gave a talk on handedness in Aikman’s Bar, St Andrews (Jan 16).	Royal Society University Fellow
7	Life Sciences Event – Perth High School – a series of workshops using ELISA technique and were attended by over 100 pupils aged between 12 and 17.	PG student

Flexibility and managing career breaks

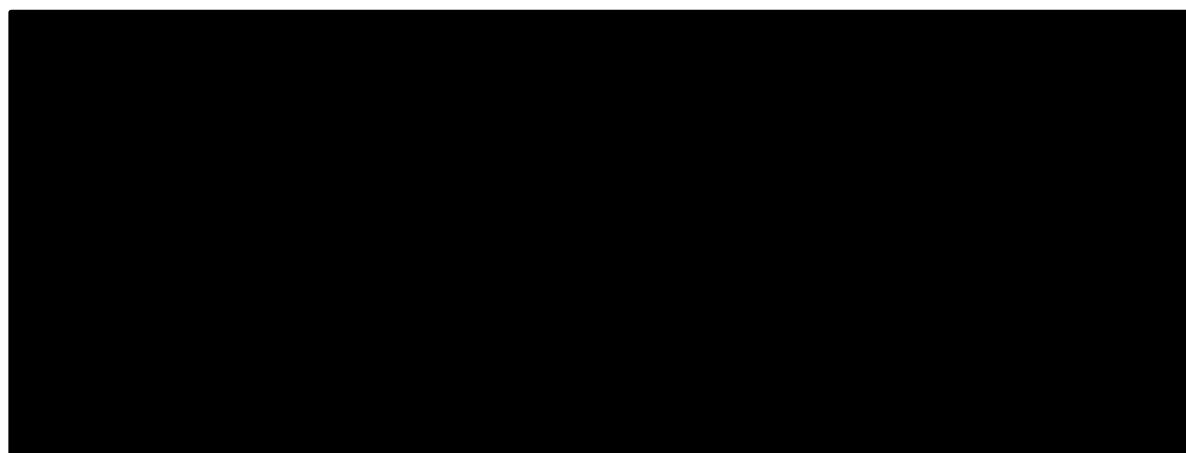
Summary: Flexible working options are encouraged within the School, the School has worked hard to formalise and promote these.

- a) **Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.**
 - (i) **Maternity return rate – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.**

Summary: Maternity leave staff are able to request part time and phased return to work.

All employees are eligible for 52 weeks' maternity leave irrespective of length of service or hours of work. This constitutes 26 weeks' ordinary maternity leave and an additional 26 weeks' where payments depend on length of service. In the last five years, 7/8 staff who took maternity leave returned to work. If staff requested to return part time this was honoured.

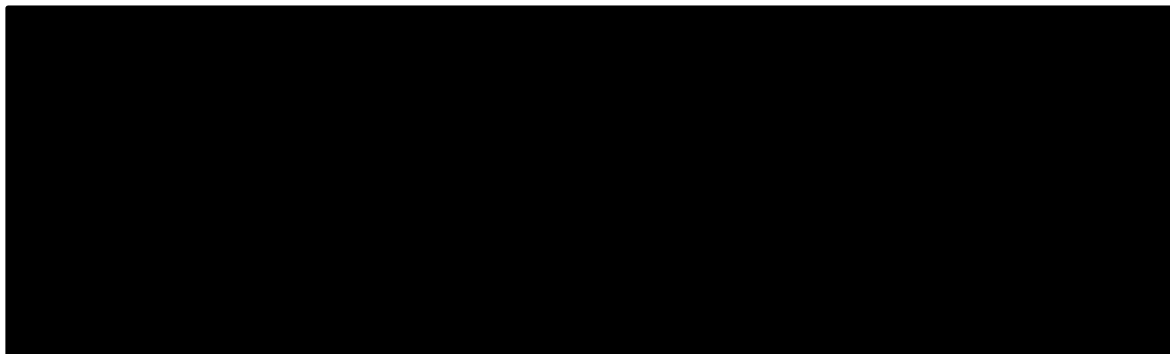
Table 4.12: Academic and Research Staff numbers maternity leave and leave rate (July 2016)



- (ii) **Paternity, adoption and parental leave uptake – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.**

All employees are eligible for two weeks' paternity leave. Entitlement is published on the University website and School handbook. There are no examples of adoption leave.

Table 4.13: Academic and Research Staff numbers expressed as: 'total Parenthood Leaves' in same year (as at July 2016)



- (iii) **Numbers of applications and success rates for flexible working by gender and grade – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.**

Academic staff may apply for formal changes to their contracts with respect to flexible working. The number of academic staff seeking formal flexible working arrangements is low. The majority of arrangements are informal and agreed by line managers.

Within the School there are currently 16 staff (11F:5M) who work 'altered hours' (i.e. not '9 to 5'). Seven (5F:2M) of these are academic staff.

In addition there are ten academics with split university/NHS contracts.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**
- (i) **Flexible working – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.**

Whilst formal flexible-working procedures are infrequent, informal arrangements are often made. A number of staff come in early to suit the variable needs of the School and so are given freedom to take this time back at their convenience. Five staff have term-only contracts. The School survey indicates that in 2015, 12% of respondents worked 4 days or less, in 2016 this was slightly higher at just under 15%.

In order to progress towards universal acceptance of flexible working, TF1 produced an ethos/mission statement on the School's approach. This was presented at a HoS Open Forum event in June 2015 and subsequently published in the School handbook (**BAP 4.11**). The impact of these endeavours upon perceptions of line managers' support for flexible working was monitored in this year's Self-assessment survey. In 2016 most people felt their managers supported flexible working (79%), an increase since 2013 (66%). The biggest change was in the opinions of females. In 2013 females were less likely to agree with this statement than males, but in 2016 they have the same level of agreement as males. In order to ensure that the management of flexible working is equitable across the School this will form part of line-manager training (**AP 4.10**).

Figure 4.7: Female: male comparison of manager support for flexiwork

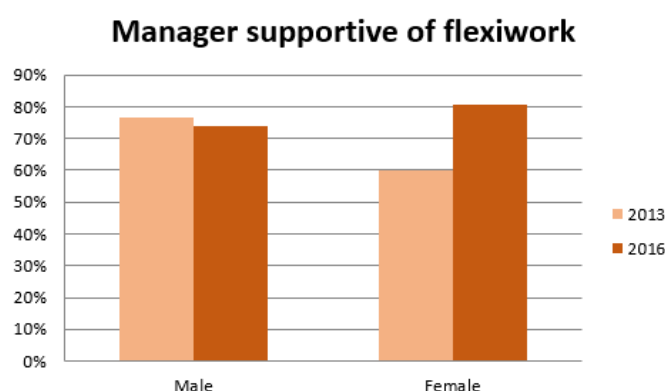


Figure 4.7 shows that now both genders are equally likely to agree line managers are supportive of flexible working. Despite the encouraging improvement, we are not complacent and TF1 is following up to discover where any inflexibility might remain.

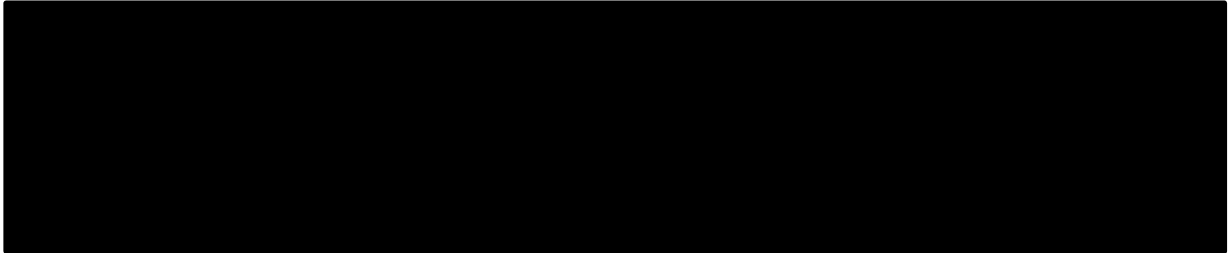
- (ii) **Cover for maternity and adoption leave and support on return – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.**

The School published a policy document on its Maternity/Paternity/Adoption (including postgraduates) leave in July 2015. The policy includes options for flexible working, part-time working, or change in tasks, as required.

Staff preparing to go on maternity and adoption leave are encouraged to make arrangements for support prior to, during and following leave and agree a structured plan with an appropriate member of the support team. This could be their Line Manager (or postgraduate supervisor), HR, HoS and Executive Administrator all of whom are able to provide guidance and support.

This includes information on cover for their work whilst on leave, use of KiT days and a managed return to work to ease the transition.

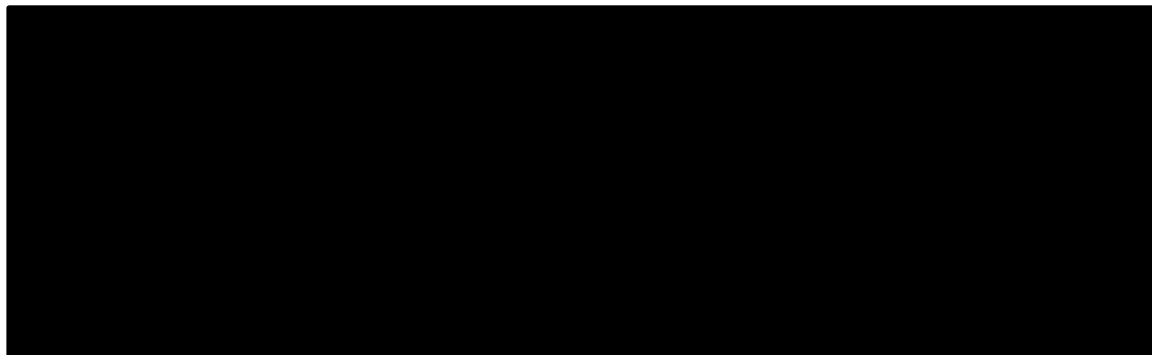
Table 4.14: A summary of the cover provided for the 5 current maternity leave staff

A large black rectangular box redacting the content of Table 4.14.

*Staff have been employed to cover the teaching and administration duties of current maternity leave, costs have been met by the School.

KiT days (**Table 4.15**) are used by staff and supervisors in a variety of different ways to suit the needs of the individual. They are used for keeping in touch with their PhD students, contact about research and the opportunity to contribute to research papers.

Table 4.15: Number of 'Keep In Touch' (KiT) days taken by staff in Medicine during Maternity Leave



A total of 32 KiT days were taken by 6 staff (6 April 2011 – 5 April 2016)

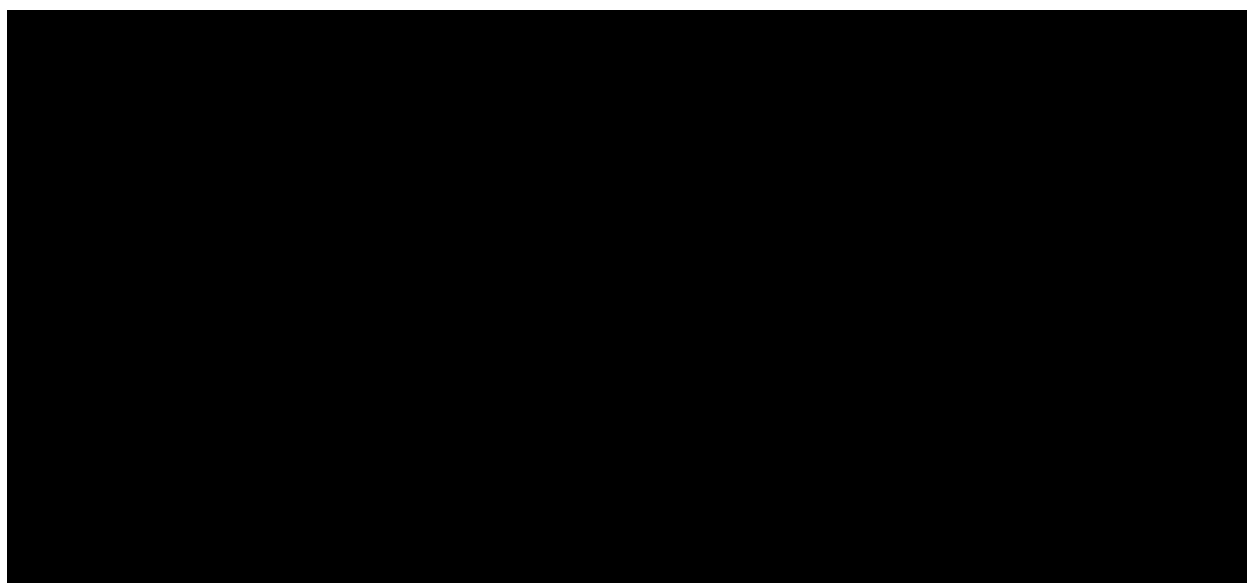
The University offers discounted rates for local crèche and nursery facilities. Maternity leave staff are invited to all School social events and encouraged to visit socially with their babies.

Notification of the Childcare Voucher scheme is included in the new staff/student induction pack.

The School makes every effort to support staff during their maternity as can be seen by the testimonials below:

'I can honestly say that the School have gone above and beyond to support me during this time. This has been invaluable, enabling me to understand and steer my research, but more importantly it has made me feel part of the research community and a valued member of staff.'

Table 4.16: Medicine Childcare Vouchers Take-up



The take-up of childcare vouchers has increased from 2 members of staff in July 2011 to 13 in July 2016.

The School's dedicated nursing room has a fridge installed, paid for by SCALE, to allow for the storage of expressed milk and a bottle steriliser. This room contains a comfortable chair and a lockable door, and has Wi-Fi access if users wish to continue working whilst feeding/expressing.

"....My line manager could not have done more to accommodate my flexible working. The installation of the breastfeeding room has been invaluable, providing not only the facilities but also the support to continue breastfeeding whilst returning to work."

This demonstrates a good individual experience which the School is working hard to ensure happens as a matter of course for all staff.

5. Any other comments: maximum 500 words

Achievements in place since achieving Bronze in April 2015

- SCALE is a standing item on the Management Group agenda
- Annual review of decision-making committee members
- Annual review and development process in place
- School-specific Induction supplements the University Induction
- Pre-promotion panel in place to encourage and support applications
- Mentoring scheme established
- Endowed funds repurposed for conference and travel funds
- Maternity/paternity leave process supported
- Family-friendly and flexible working policies supported
- Active news and social media communication
- SCALE has established a new TF (TF6: NICE) to focus on inclusion and diversity in relation to race and sexuality
- SCALE has established a new TF7 run by Postgraduate students
- SCALE has established a new TF8 for PostDocs
- School hosted Professor M Whyte OBE for an Athena SWAN lecture to University-wide audience

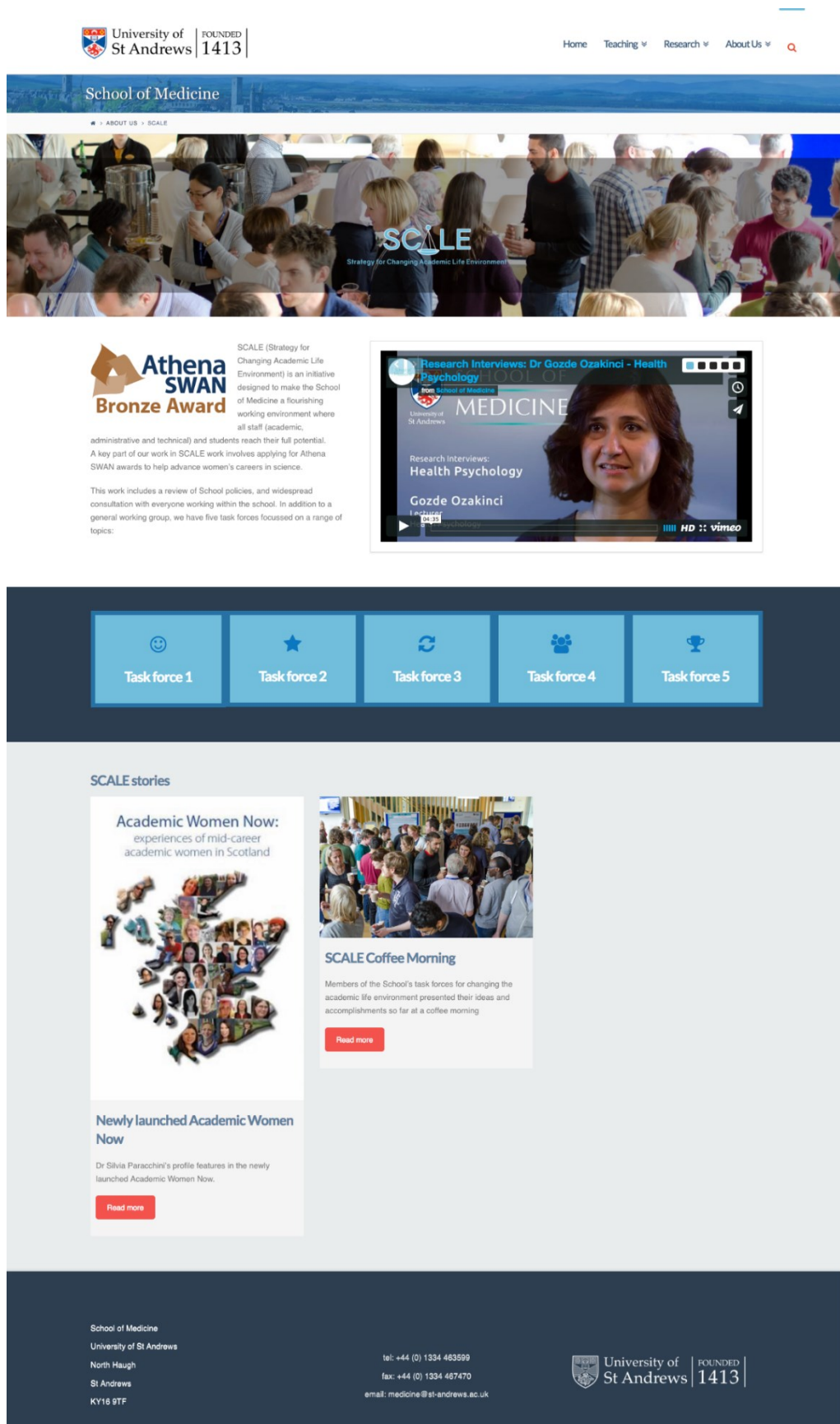
The SAT established a new TF (NICE) to focus on inclusion and diversity in particular; this has 7 members and includes the University Chaplin. Named: *Nurture, Inclusion, Community & Equality*, its purpose is to identify and resolve, where possible, the reasons why any members of the School community might feel excluded or feel a sense of negative discrimination. The group asked the School community searching questions about equality and discrimination in order to determine if a problem existed while offering these words of encouragement:

“As a community we will work together to problem-solve and find ways to ensure that the School of Medicine environment feels open, inclusive, supportive and productive. We can only do this together.”

Promoting SCALE/Athena Swan and celebrating achievement has been the focus for TF5. Much of their work has focused on the website and ensuring that women are clearly visible at all levels, and that viewers are encouraged to browse and discover our female researchers. A **new website** was released in April 2015. Athena SWAN activities feature prominently on the front page and links directly to an Athena SWAN page (**Figure 5.1**). A member of staff was given social media training and regularly updates School news, and re/tweets relevant Athena SWAN and outreach activities. New topical stories about staff and students appear at a rate of over one a month. The ‘About Us’ page is the most popular

page behind the admission pages, displaying principal School contacts demonstrating female representation in key management roles. The 'Contact' section displays profile photographs of all staff to highlight the thriving diversity of our workforce. The School now routinely produces profile videos of researchers for the website, promoting successful female academics from within the School and acts as encouragement to female STEMM researchers to collaborate with us. Over the past year there have been over 270 complete views of our profile videos. The website provides the opportunity and framework for staff to promote their research and personal profile. Staff and students are actively encouraged to provide news stories of their activities and successes and can update their own pages.

Figure 5.1: Athena SWAN webpage on new School website



6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

School of Medicine Silver Athena SWAN SMART Action Plan November 2016

Progress scores

1 = Not yet tackled

3 = Work underway, more to do

4 = Resolved as far as possible

2 = Plan for resolution agreed

5 = Fully resolved

2 = Plan for resolution agreed					5 = Fully resolved				
Reference	Planned action/ objective	Rational	Detailed actions	Responsibility	Nov-16	Nov-17	Nov-18	Nov-19	Success criteria and outcome
Section 2 - Self-Assessment: Continue to promote the AS activities, review progress and share good practice									
2.1	Ensure a good representation of men and women in SCALE by encouraging more men to participate.	The balance of SCALE WG and TFs favours women There is a danger that men feel excluded or disengaged with the process	SCALE will promote the SCALE task forces through emails, posters, coffee mornings and the School forum.	SCALE Chair	3	5	5	5	There is a balance of women and men taking part in the SCALE WGs and TFs.
2.2	Revise self-assessment survey questions and method.	The issues identified in the early surveys have now been addressed by the School and are mainstream. The survey now needs to monitor the success of these changes and staff engagement and experience with induction, appraisal, mentoring, promotion, CPD and support for career development. It is felt that if the survey was run externally then staff would have greater confidence in anonymity and increase the no. of responders.	The SAT team will review and revise the self-assessment survey questions. The SAT Chair will liaise with HR over the running and analysis of the survey. HR will run the new survey in July/ August 2017 and yearly thereafter. HR will provide the School with the analysed results of the data.	SCALE Chair	2	5	5	5	A new set of survey questions will have been developed. HR will have run and analysed yearly surveys. Results of the survey will show an increased confidence and satisfaction with the School processes by 10%
Section 3 - Picture of the department									
3.1	Reconcile University staff labelling of staff grades and roles with School labels to ensure better comparison of survey data.	The numerous different combinations of University and NHS contracts available in this phase 1 Medical school makes data comparison of staff across the SET and other Medical Schools difficult. School data on staff roles and grades does not easily convert to the University data sets.	Meeting with HR to establish an improved method of identifying clinical staff within the School datasets. Include specific questions in the self-assesment survey to identify role of responder.	Executive Administrator	3	3	5	5	Meeting held with HR. Effective mapping from School identified roles to those of the University put in place. Data comparison of our results with SET and HESA data improved.
3.2	Monitoring of Research A staff turnover rates.	Reviewing how long Research A staff have been in post will determine whether there has been a consistent decrease in turnover rates.	A list of Research A staff and their start dates will be obtained from HR. The start dates will be reviewed to see if there has been a change in turnover rate.	Senior Statistician	2	3	3	5	A list of Research A staff with start dates will have been obtained from HR. The SAT team will annually monitor the data to identify change in turnover rates.

Reference	Planned action/ objective	Rational	Detailed actions	Responsibility	Nov-16	Nov-17	Nov-18	Nov-19	Success criteria and outcome
Section 4 - Supporting and advancing women's careers									
4.1	Increase no of women applying for senior positions	Women are under represented in the School at Senior level. A pro-active approach needs to be taken to encourage female applications for senior posts.	<p>Encourage staff to use their networks to identify strong candidates who might be approached.</p> <p>When posts are advertised these individuals should be approached and encouraged to apply.</p> <p>Ensure that recruitment panels are aware of the proportions of women amongst the potential applicant pool.</p> <p>Any headhunters used should be briefed to ensure a minimum proportion of shortlisted candidates are female.</p> <p>The School will introduce a no male only shortlist policy.</p>	HoS	3	3	3	4	More women apply, gain interview and are appointed to senior positions within the School
4.2	Increase the percentage of staff completing the two E&D training modules.	The School is committed to ensuring staff participate in developmental training and engage with the University staff development programme.	<p>Line managers will check staff compliance with these developmental training modules at review and development meetings.</p> <p>New starts will complete the modules as part of completion of their probation.</p> <p>Completion of these modules will be mandatory for promotion.</p>	Line managers	3	5	5	5	95% of School of Medicine staff will have completed the Equality and Diversity training modules. Numbers will be monitored annually at a SCALE working group meeting .
4.3	Increase female representation on School interview panels.	Currently it is policy for all recruitment panels to have one female. The School would like to move towards equal representation of women on all panels	<p>Provide in house training for recruitment and selection training and encourage all staff, especially women to attend.</p> <p>Ensure all trained staff have also completed the online recruitment model.</p> <p>Make available a list of all trained staff available to sit on recruitment panels</p> <p>Ensure that all selection Chairs are aware of the move towards equal representation on all panels</p>	HoS' Personal Assistant	3	4	4	4	The majority of recruitment panels have a fair representation of women as part of the selection process.

Reference	Planned action/ objective	Rational	Detailed actions	Responsibility	Nov-16	Nov-17	Nov-18	Nov-19	Success criteria and outcome
4.4	Ensure a rolling programme of mandatory training for line managers specifically in relation to the School's expectations in promotion, review and development, mentoring and CPD.	Line managers receive mandatory training from Central University on carrying out the University's Review and Development scheme, however Medicine-specific policies and practices in induction, promotion, flexible working, CPD, mentoring are not included in this training. Mandatory Medicine-specific training will ensure all line managers are fully aware of School policies and guidelines in these areas and that the management of these are equitable.	After completion of the University training all School line managers will be given Medicine specific training on the expectations in relation to induction, promotion, flexible working, CPD and mentoring .	Deputy Head of School (Teaching)	3	4	4	4	<p>All line managers will have attended Medicine specific training.</p> <p>Self-assessment survey and coffee morning consultations and suggestion boxes will be used to highlight any issues of dissatisfaction with the review and development process.</p> <p>Evaluation of the feedback will be fed back into the mandatory training programme.</p> <p>Staff will believe they have had a fair and equitable appraisal.</p>
4.5	Promote the Cross-Institutional and School mentoring schemes.	Mentoring has been shown to be important in supporting career progression. Better advertising and promotion of the mentoring system could encourage more staff participation.	<p>A further presentation on the mentoring scheme will be delivered to a School Forum.</p> <p>The scheme will be advertised at the SCALE coffee mornings.</p> <p>The TF4 lead will actively promote the mentoring schemes and feedback to the SCALE working group</p>	Task Force 4 lead	3	3	5	5	100% percentage of staff who wish to be part of the scheme are signed up.
4.6	Annual monitoring of staff contracts (Open and Fixed) by gender to address any under-representation of women at particular grades.	The School receives annual data set from HR on staff contracts in preparation for AS applications. HR are in the process of ensuring this format is more accessible thus allowing information to be obtained at anytime.	<p>Staff data on application, shortlisting, appointments made (standard and fixed) and leavers will be downloaded from HR site annually.</p> <p>Staff data on Open and Fixed contracts will be downloaded from HR site annually.</p> <p>The HR data will be presented for review to the School management.</p>	Executive Administrator	3	5	5	5	<p>The School data will continue to show no gender difference between staff appointments for junior grades.</p> <p>The School data will continue to show no gender difference between staff appointments on Open or Fixed contracts.</p> <p>The School data will show an improvement in female representation at more senior grades.</p>
4.7	Create a process for awarding bridging funds for research staff waiting for grant income.	There is an issue in funding researchers between grant income when there can be a delay between funding.	<p>Executive administrator will draft a process for the application and awarding of bridging funds for researchers.</p> <p>TF7and8 (PGs and PostDocs) will be asked to develop this draft into a fair and formal process.</p> <p>The process will be presented to the management group for adoption by the School.</p>	Executive Administrator	1	3	5	5	A process for applying for bridging funding, between jobs, will be in place.

Reference	Planned action/ objective	Rational	Detailed actions	Responsibility	Nov-16	Nov-17	Nov-18	Nov-19	Success criteria and outcome
4.8	Review external committee membership for females	An analysis of internal and external committee membership has shown that females are under presented in external committees.	<p>Line managers will review internal and external committee membership at appraisal</p> <p>Line managers will feedback to the HoS on any issues preventing female taking up on opportunities to serve on external committees.</p> <p>All non-role specific membership will be advertised to the staff and females and males equally encouraged to apply.</p> <p>The HoS will ensure that all staff are given equal opportunity to sit on career-enhancing committees</p>	HoS	2	3	5	5	Equality of female and male representation on internal and external committees.
4.9	Collect data on speakers invited, accepted or declined for lunchtime seminars	<p>Although over 1/3 of our external lunchtime speakers are female, anecdotally female speakers are more likely to decline.</p> <p>Determining the reason may help us to increase the numbers of female speakers.</p>	Seminar programme organiser will collect data on invitations made, accepted and declined (with reasons).	Seminar programme organiser	3	3	4	4	Percentage of female speakers at lunchtime seminars will have increased to 50% (+/- 8)
4.10	Collect accurate data on flexible working arrangements within the School to ensure fairness across all staff.	Data on flexible working arrangements was collected for this application however the data is currently held by individual line managers. An accurate and full report on flexible working arrangements should be held by the School to ensure parity across line managers.	<p>Executive Administrator will devise a method of gathering, storing and maintaining this data.</p> <p>Executive Administrator will present an analysis of this data to the SCALE working group for discussion and follow up if required</p> <p>SCALE Chair will present an analysis of this data to management committee to highlight any inequality.</p>	Executive Administrator	3	5	5	5	<p>Analysis of data on flexible working presented to SCALE and to the Management Committee highlighting any inequalities.</p> <p>Actions identified, including training for managers, to ensure that the management of flexible working is equitable across the school.</p>

SCALE working group = SAT

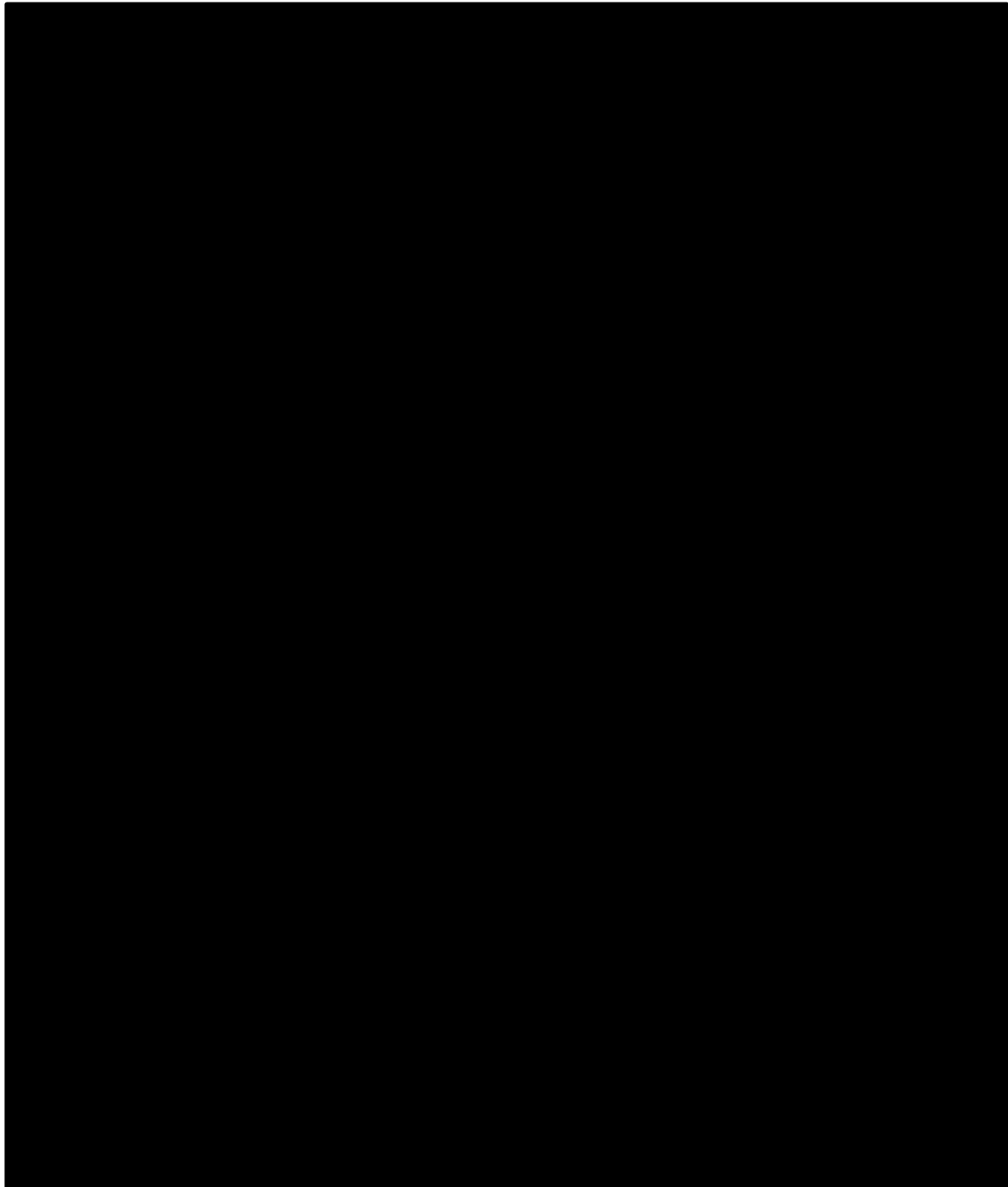
Abbreviations

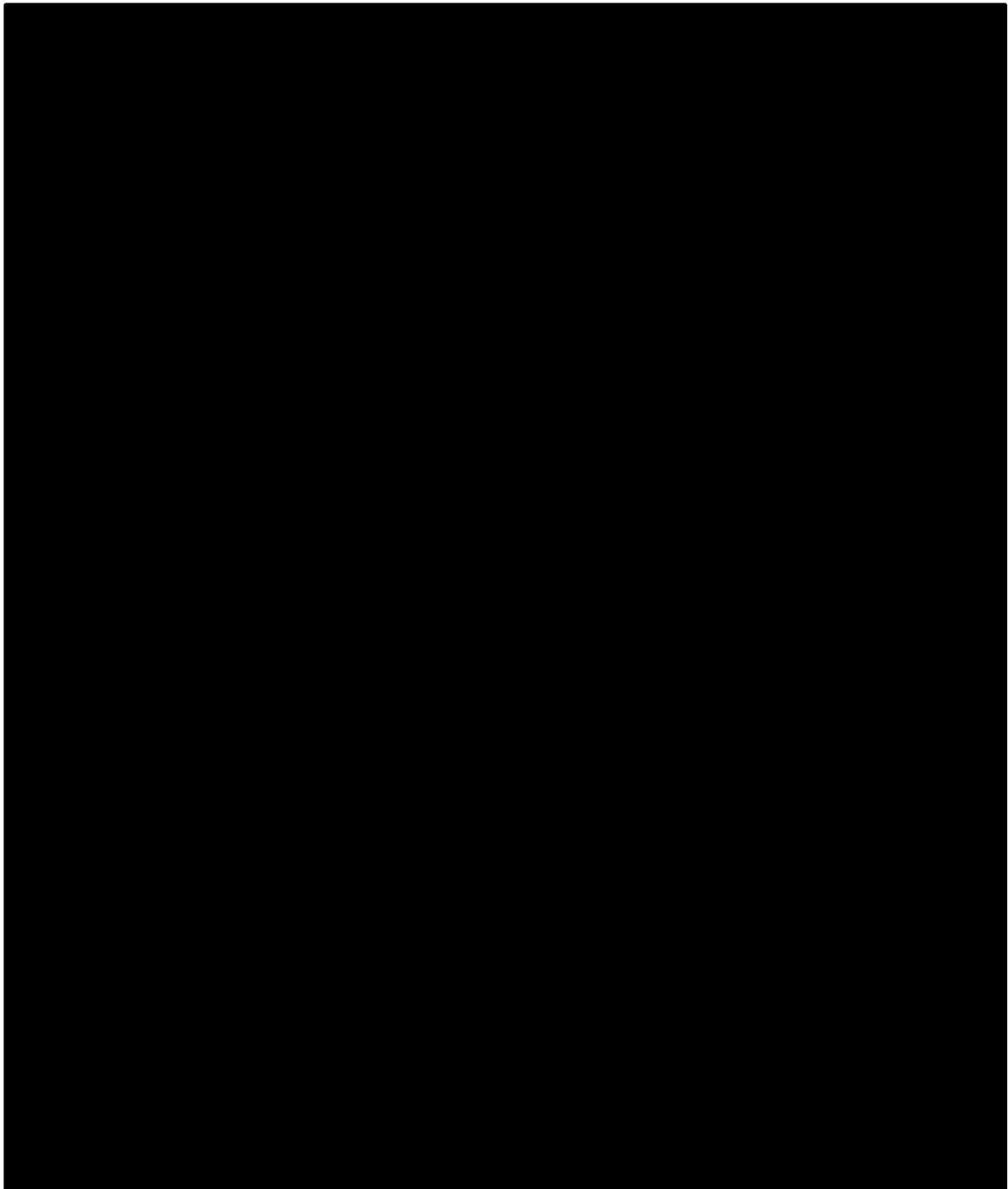
AS - Athena Swan
SAT - Self Assessment team
E&D - Equality & Diversity
UG - Undergraduate
PG - Postgraduate
PI - Principal Investigator

DoR - Director of Research
HoS - Head of School
DoT - Director of Teaching
HR - Human Resources
LTT - Learning Technology Team
KiT - Keep in Touch

7. Case study: impacting on individuals: maximum 1000 words

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.





School of Medicine Silver Athena SWAN SMART Action Plan April 2015

Progress scores

1 = Not yet tackled
2 = Plan for resolution agreed

3 = Work underway, more to do
4 = Resolved as far as possible

5 = Fully resolved



Action Achieved

Appendix: Bronze Action Plan

Action	Aim	Activity Underway	Planned (Actions)	Responsibility	Outcome	Achieved as of (November 2016)
Section 2 - Self-Assessment: Continue to promote the AS activities, review progress and share good practice						
2.1	Host prominent Athena SWAN advocate seminar for University-wide audience	Raised at institutional Athena SWAN meeting and met with approval. All Schools involved in Athena SWAN to circulate list of suitable speakers.	Invite external speaker for a Athena SWAN seminar.	SCALE Chair	School of Medicine Hosted a lecture by Professor Moira Whyte, OBE FMedSci, Head of Edinburgh Medical School in November 2016.	✓
2.2	Report on progress of SCALE activities to Management	As a full member of the School management team, the SCALE convener has a regular item on the Management group agenda.	Dedicated School Management Meeting devoted to implementing and embedding SCALE initiatives.	SCALE Chair/HoS	Mainstreamed. SCALE is a standing item on the Management group agenda. In addition 2 management group meetings in each year focus on the Athena Swan agenda	✓
2.3	Further consultation exercises	Self-assessment Survey 1 completed in Nov 13, Survey 2 was completed in Feb 15; First Coffee Consultation Event in Dec 15; Suggestion boxes installed.	Self-assessment Survey will be repeated in January 2016 and 2017; 2nd Coffee Consultation in May 2015.	SCALE Chair	Mainstreamed. Self- assessment survey completed in July 2016. Coffee consultations occurred June 2015, February 2016, June 2016 and planned for December 2016. SCALE TF 1 charged with organising these events regularly.	✓
Section 3 - Picture of the department						
3.1	Analysis of Exit Survey and Dropout data by gender	Review of exit data and drop out rates by gender	Analyse data by gender, and cross-reference with dropout data.	Director of Assessment	Mainstreamed. Analysis of drop out and termination of studies has been completed and reported to the Teaching committee, no gender issues reported. The Pro-Dean for student support discusses any personal reasons or concerns with the students and if appropriate provides feedback into personal tutor annual training.	✓
Section 4 - Supporting and advancing women's careers						
4.1	Increase number of promotion applications and successes	School Pre-Promotion Review Committee (PPRC) now in place. School Promotion policy published in School handbook. School Promotion and Grade Review committee established. Executive Administrator has recorded and collated promotion success rate data for 2014-15.	Review success rate and take a staff survey of those who applied for and were awarded promotion. Improve support for those planning promotion. All eligible staff to be encouraged to consider application to pre-promotions committee.	Executive Administrator	Mainstream - PPRC details published in Handbook, date of meeting advertised in newsletter and on School calendar. Support routinely offered to applicants after PPRC	✓
4.2	Establish a mentoring scheme	A mentoring scheme for all academic and support staff, and PG students is under development.	Launch new mentoring scheme in June 2015. Ensure all new staff are assigned a mentor and that all existing staff are encouraged to participate in mentoring scheme.	Prof Humphris (Task Force Lead for Mentoring)	Mainstream - details published in Handbook and staff encouraged at induction and appraisal to join scheme. Line managers encourage those eligible for promotion at appraisal.	✓
4.3	Improve induction	New School induction process under development. 'Buddy Scheme' currently being trialled in one research group.	New School Induction process to be launched in June 2015.	Executive Administrator	Mainstream - fully revised Induction package created ,published in handbook and in use.	✓

4.4	Review use of School Travel Fund	Annual School Travel Fund (£10k) established in Dec 2014 for staff without other travel resources to attend conferences, CPD or collaboration development.	Formal review of uptake, use and utility of School Travel Fund. Adapt initiative to best meet staff/student needs identified through annual survey, suggestion boxes and Dean Open's For a discussions.	Executive Administrator	Mainstream. Details published in handbook and advertised via newsletter and appraisal.	✓
4.5	Improve communication via Social media	A well-attended Forum on the benefits of Social media for researchers was run by research and technology staff.	Organise workshop to explain the benefit of social media (blogging, twitter, etc.)	Dr Paracchini	Mainstream. Training completed. School now has regular promotional tweets and has over 400 followers.	✓
4.6	Promote staff achievements (particularly early career)	The existing website was changed to have a dynamic front page which contains news, events and Twitter feeds promoting School events and staff achievements. Video profiles of successful female staff members have been recorded and are linked to website.	Formal review of the website during 2015. SCALE Task Force to engage with this process to find further ways to give visibility to the achievements and profiles of staff. All PhD students to be required to contribute a short communication for the school website.	Communication administrator and LT Consultant	Mainstreamed. New website launched in January 2016. No. of news items per month increasing and staff getting better at promoting events. PhD students required to contribute short communications for publishing on the websites as part of their portfolio assesment.	✓
4.7	Online recruitment training/Inclusive Recruitment Guide	Four SCALE members reviewed and provided comments on a draft version of the University's 'Online Recruitment training module'. In-person training session for <u>selection conveners held in April 2015.</u>	Mandatory requirement for all involved in shortlisting/interview panels to undertake forthcoming University 'Online Recruitment training module'.	Deans PA	Mainstreamed. Deans PA checks that all panel members have completed the module.	✓
4.8	Develop appraisal system for academic staff	School appraisal policy and line manager allocation devised and published in handbook.	Implement the appraisal system, including mandatory Appraisal Training for all appraisers. All appraisers are trained.	HoS	Mainstreamed. School has adopted the Universities Annual Review and Development process for their appraisal. Details published in handbook and advertised via newsletter and Deans Forum.	✓
4.9	Review decision-making committee membership	We established a 4-tier committee structure of which there are 8 top level committees. All terms of reference are published in the handbook. Some Chairs are by appointment and others by invitation. More than 50% of committee members are volunteers.	Revise and implement the strategy of membership appointment and duration to decision-making committees.	Executive Administrator	Mainstreamed. Overhaul of committee membership complete rotation positions created. Details published in handbook and advertised via newsletter and Deans Forum. Vacant committee positions will be advertised annually.	✓
4.10	School adherence to Core Hours policy	School policy states that meetings should take place within 9:30am-4pm.	Staff member who controls Med-diary will analyse meeting timings ensure they are held within Core Hours.	Karen Ross	Mainstreamed. The SCALE TF 1 will continue to monitor this to ensure no slippage.	✓
4.11	Publicise family-friendly policies and flexible working policy	SCALE Task Force 1 has drafted a work-life balance and flexible working policy.	Draft policy to be presented at Dean's Open Forum in June 2015, and then implemented after refinement. Working Hours and Place policy will be published in order to describe new thinking on working from home and flexi working.	Karen Hunter (Lead for Task Force on Work Life Balance)	Mainstreamed. This policy was revised after feedback from the June 2015 presentation and now published as an ethos document rather than policy document in April 2016. The ethos sets out the Schools very supportive position in relation to University policy.	✓

Abbreviations

AS - Athena Swan
SAT - Self Assessment team
E&D - Equality & Diversity
UG - Undergraduate
PG - Postgraduate

DoR - Director of Research
HoS - Head of School
DoT - Director of Teaching
HR - Human Resources
LTT - Learning Technology Team