

Athena SWAN Silver department award application

Name of University: University of Exeter

Department: Geography

Date of application: April 2014

Date of university Bronze and/or Silver Athena SWAN award: November 2011

Contact for application: Dr Ian Cook and Ms Ailsa McGregor

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Departmental website address:

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.

Abbreviations table

AP(ref no.)	Action Point reference
AS	Athena SWAN
CEG	College Executive Group
CLES	College of Life and Environmental Sciences
E&D	Equality and Diversity
E&R	Education and research career path
E&S	Education and Scholarship career path
ECR	Early Career Researcher
ECRN	Early Career Researcher Network
ERC	European Research Council
ESRC	Economic & Social Research Council
EU	European Union
FCH	Flexible Combined Honours
FTE	Full Time Equivalent
GASWG	Geography Athena SWAN Working Group
GSG	Geography Strategy Group
HE	Higher Education
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HG	Human Geography
HoD	Head of Discipline
HRBP	Human Resources Business Partner
PDP	Personal Development Programme
PDR	Performance Development Review
PDRF	Post-Doctoral Research Fellow
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhG	Physical Geography
R	Research only career path
R&S	Recruitment and Selection
REF	Research Excellence Framework
RGS(IBG)	Royal Geographical Society (with the Institute of British Geographers)
RKT	Research & Knowledge Transfer
SL	Senior Lecturer
SSLC	Staff Student Liaison Committee
SWARM	Simple Workload Allocation and Resource Management
TED	Technology, Entertainment and Design
UG	Undergraduate

Word count is shown in brackets at the end of each subsection.

Areas of impact are highlighted in bold throughout our narrative.

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.

- Letter of endorsement from Head of Geography
- The self-assessment process
- A picture of the department
- Supporting and advancing women's careers:
 - Key career transition points
 - Career development
 - Organisation and culture
 - Flexibility and managing career breaks
- Case studies
- Any other comments
- Action plan

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.



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ENVIRONMENTAL SCIENCES

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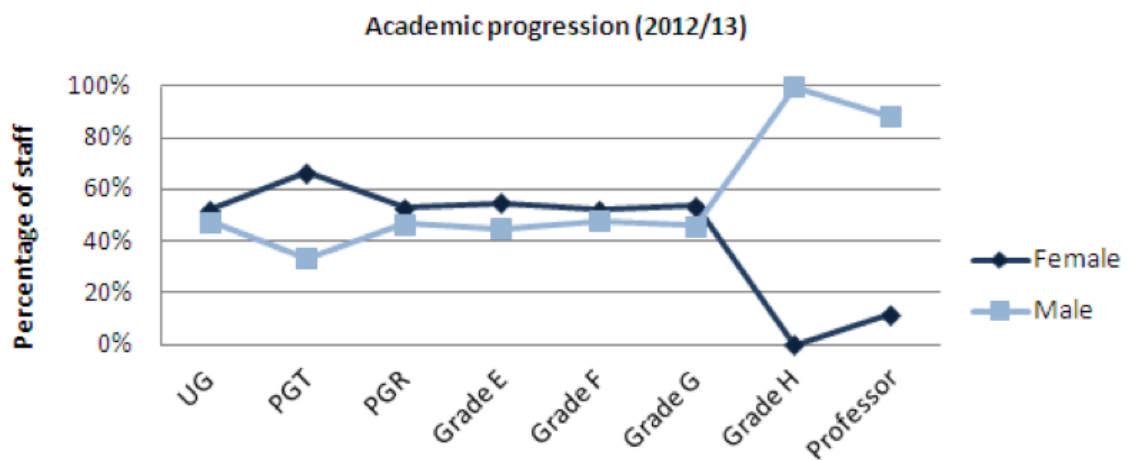
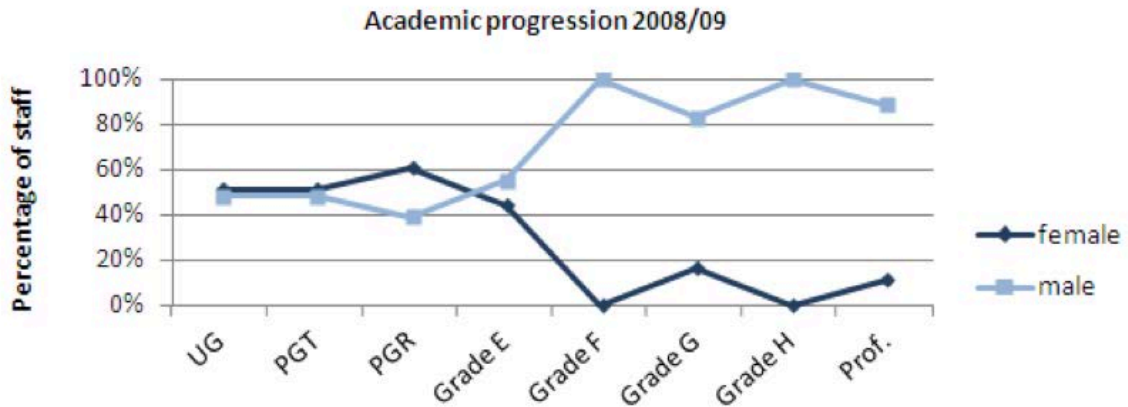
29 April 2014

Dear Ms Dickinson

I want to offer my strong personal endorsement of, and commitment to, the Department of Geography at the University of Exeter's Streatham Campus' application for an Athena SWAN Silver Award.

I moved to Exeter in 2007. My previous Department, in a large northern redbrick university, had been characterised by strong female research leadership. On joining Exeter, I was struck by both the overall low numbers of female colleagues, and by a dearth of female representation in more senior academic and management positions.

That was 2007. But today our situation has been transformed. I became Head of Department (HoD) in September 2013, and work closely with the previous HoD Prof Jo Little, who remains for continuity a key member of Geography's Athena SWAN Working Group (GASWG). Under her headship over the last four years there was a rapid transformation in the academic gender balance and culture of the Department.



Restructuring and expansion over this time has resulted in close to a 50:50 gender balance in our student populations, and also in our academic staff up to Senior Lecturer-level. Athena SWAN (AS) has not only brought issues of gender and culture to the fore, but has also inspired a new culture of critical reflection and, perhaps most importantly, empowered an entire cohort of staff through increased knowledge and awareness of the policies and circumstances which influence our working environment.

Changes to our personnel and culture have been shaped over the past two years through our commitment to AS. We have put in place a number of initiatives generated by GASWG which have had positive impacts, for example:

- the adoption of a 9.30am - 3.00pm 'core hours' policy for all routine research culture and governance activities (AP6.3);
- increasing significantly the proportion of staff who have completed Equality and Diversity (E&D) training (AP2.1);
- developing detailed and much-needed management guidelines for staff taking parent and carer leave (AP7.1);

- supporting women into lectureships via Research Councils UK and University Humanities and Social Sciences Fellowships;
- successfully supporting female staff with applications for an Economic and Social Research Council (ESRC) Future Leader Fellowship, a European Union (EU) Marie Curie Integration Grant, and a European Research Council (ERC) Starter Grant (AP6.14);
- creating a popular and effective Early Career Researcher Network (ECRN) (AP3.8); and
- maintaining a common room that is the social hub of the Department (AP6.1).

AS has provided a distinctive and exciting opportunity to have a positive impact and lasting legacy for gender equality within the Department. AS principles have become embedded in our decision-making processes and colleagues now expect issues of gender inequality to be foregrounded, understood and addressed. We believe that we have made significant progress and I am delighted to present this Athena SWAN Silver Award application, and I offer it my full support.

Yours sincerely

A handwritten signature in black ink, appearing to read 'John Wylie', with a stylized, flowing script.

Professor John Wylie
Head of Geography

Word Count: 497/500

2) The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

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

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.

a) Description of self-assessment team members' roles

Exeter's GASWG includes staff with and without caring responsibilities, single and in relationships and dual career paths. Experiences of work-life balance are not attributed to any individual in accordance with findings from the Royal Geographical Society (with Institute of British Geographers) (RGS (IBG)) survey on career progression and gendered practices in the work place, which highlighted ways in which visible heteronormativity works to exclude others.

[65]

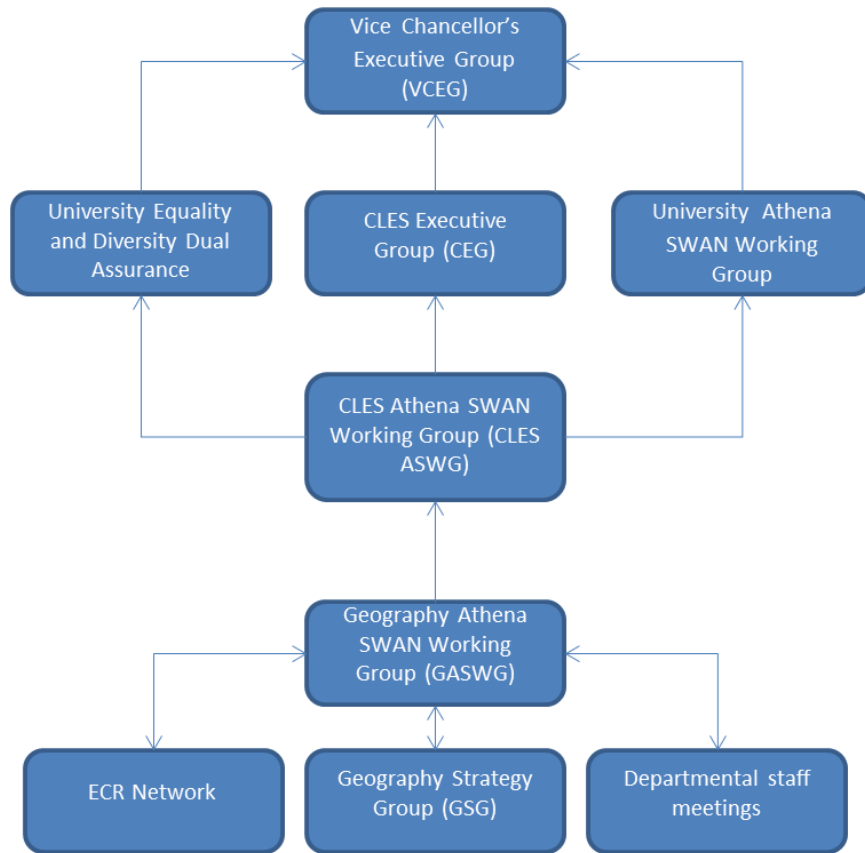
b) an account of the self-assessment process

GASWG formed in September 2012 and included key decision-makers and members from both PhG and HG, in all job families and at all career stages, from undergraduate to Professor. Research Fellow, Postgraduate (PG) and UG members were nominated by their peers, and some remain on GASWG after role changes and promotion. Many members sit on relevant outside committees, within and beyond the University (see Table 1).

GASWG has a fixed Chair because of his membership of Department, College and University ASWGs. The Chair gives monthly reports to these working groups (AP6.6) and reports back to GASWG. This means that GASWG has worked with the full support of senior management at University and College levels, and ensures that concerns about gender inequalities reach the highest strategic levels (see figure 1).

Consultation and engagement with students and staff is done via department meetings and through the Department AS website (AP6.7) which includes links to support, further contacts, and information on the support and initiatives put in place as part of our self-assessment process.

Figure 1: Reporting structure of the GASWG.



Since 2012, 300 hours in Geography’s workload model have been allocated to those chairing GASWG, writing this application, convening its ECRN, and leading its Career Progression and Life-Work Balance work. All ASWG meetings have taken place monthly during term time (avoiding school holidays), and GASWG’s work has been coordinated via a blog and a Dropbox.

Early decisions by the CLES ASWG included the adoption of core hours and, as data became available, both CLES and Geography ASWGs identified issues requiring additional research. This was undertaken by GASWG members. For example, our ECRN resulted from focus groups with ECRs undertaken by our ECRN leads; and our *Management Guidelines for the Management of Staff taking Parental and Carer Leave*, were collaboratively written by GASWG’s chair and colleagues who had taken maternity leave.

AS is now embedded in Geography’s governance via the GASWG Chair being a member of the Geography Strategy Group (GSG) since 2008, and AS becoming a standing item on all GSG, Geography Staff meeting, and Staff Student Liaison Committee (SSLC) agendas.

An additional 'Stats and Drafting' sub group was formed in September 2013, to coordinate the writing of the application and action plan on behalf of the group. To was done in full consultation and the sub group presented drafts of this application to the CLES ASWG (twice), GASWG (three times), and an external reviewer (once). The Group would like to thank Dr Jan Bogg, University of Liverpool, for acting as our 'critical friend'. This application was redrafted in response to their comments, and approved for submission by GASWG in April 2014.

The Action Plan and associated data will be reviewed and updated annually and the results will be reported to the appropriate Department, College and University committees. As part of our self-assessment process, we have our Equality and Diversity (E&D) team to carry out an Equality Impact Assessment of our application (including our Action Plan). We received positive feedback following this process.

[494]

c) plans for the future of the self assessment team

GASWG Action Planning will rely on annual updates of quantitative data and feedback from workshops and focus groups (AP1.1, AP1.3). Reports will be submitted to CLES's College Executive Group (CEG) prior to key points in the planning cycle so that AS is embedded in strategic decision-making and allocation of resources (AP1.2).

GASWG is committed to regular meetings (at least two per term) so that progress can be carefully monitored and communicated, and actions can achieve the desired effect. Core members will remain in place and new members will join and bring new insights. 300 workload hours per annum will continue to be allocated to AS activities.

[106]

d) Geography data collection

GASWG has reviewed data from 2008-9 to 2013-4 and will continue to generate a 5-year data repository allowing the analysis of trends and the impact of implemented changes (AP1.1). Some data is currently unavailable, and we outline below how its future availability will be ensured (AP1.2).

Our core quantitative data is collected and provided to us by University Human Resources. Each data set is subdivided by Department and gender, and staff data by career path and grade, including information on fixed term contracts, promotions and parent and carer leave. A PhD studentship has been funded to generate and analyse additional data for AS purposes (AP1.4). Qualitative research conducted by the GASWG has involved participants from all career paths and categories of student, and from both PhG and HG.

Our student benchmarking data has been derived from Higher Education Statistics Agency (HESA). Our comparator group includes all UK HEIs offering substantial Geography degrees. From this, we have calculated average student numbers over a three year period. We use

HESA not ECU data as this allows us to benchmark against Physical Geography and Human Geography. Our staff benchmarking data uses 2011/12 ECU data downloaded from the AS website.

[196]

Word Count: 861/1000

3) A picture of the department: maximum 2000 words

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

Exeter is a city of 118,000 people, 37 miles from Plymouth and 70 miles from Bristol. The University was founded in 1955, and has two campuses in both Exeter (Streatham and St Lukes) and Cornwall (Truro and Penryn). The University's split campus location, and the relative remoteness and fewer job opportunities available in the local area, means that life-work balance can be challenging for dual career couples which can impact on life-work balance.

The College of Life and Environmental Sciences (CLES) has two Departments of Geography, one located in its largest 'Streatham' campus in Exeter and the other in Penryn. In 2013, Penryn's the combined Departments of Geography and Biosciences were awarded a Bronze Award. The Departments in CLES at the University's Streatham Campus are submitting individual applications. The Department of Geography described below is therefore the one based at Streatham, which is based on two floors of the Amory Building, with additional office and laboratory space in the nearby Laver and Hatherly Buildings.

Our Department includes both Physical Geography (PhG) and Human Geography (HG) sub-disciplines. PhG is a STEMM subject and HG combines science, social sciences and humanities. Since the analysis and actions derived from our self-assessment process represent and will impact the whole Department, we do not distinguish between them in this application, except in key instances where we feel this is necessary.

Due to the availability of data, our five year period runs from the academic year 2008/9 to 2013/14 for students and 2008/09 to the end of 2012/13 for staff. **During this time, our Department has maintained equal gender balances in our UG, postgraduate taught (PGT) and postgraduate research (PGR) student bodies, and equalised the gender balance at Research Fellow / Lecturer and Senior Research Fellow / Senior Lecturer (see Data Set 10b).** This has taken place while our UG student body has significantly increased and our academic staff numbers have more than doubled. **This process has transformed the gender balance of our academic staff - from 17% to 40% women - through the recruitment of established academics, early career academics with potential as future discipline leaders, and postdoctoral researchers who could advance into academic positions.** This has, in turn, created a more vibrant and diverse research culture. As expansion has largely focussed on early career levels, and no further significant expansion is planned, our main task now is to retain, support, and promote our existing gender balanced cohorts to these levels.

[406]

a) Student data

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.

There are therefore no foundation courses.

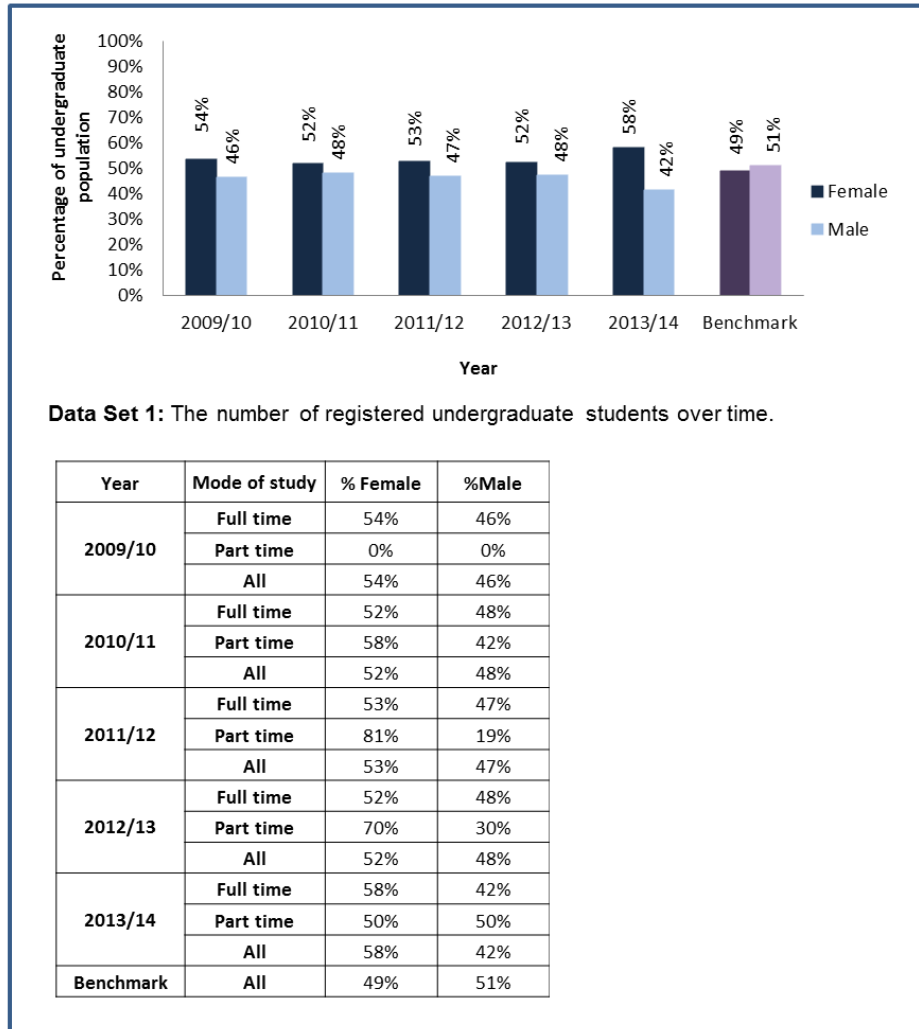
[6]

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.

Data set 1 shows a broadly consistent gender ratio across the 5 year period. **Our UG student numbers have increased from 491 in 2009/10 to 836 in 2013/14. Over this time, we have maintained a balanced gender ratio, ranging from 52% to 58% female (compared with a benchmark of 49%).** Through actions including maintaining the even gender balance in UG programme publicity and of open day student ambassadors, and ensuring a gender balance of open day staff speakers (AP2.4), we aim to maintain this balance and encourage equal female:male progression through the pipeline.

All single honours students study full time, with Flexible Combined Honours (FCH) students able to take their degrees part-time. Part time study is promoted in our admissions publicity and during open days. 50% of students currently registered for FCH with Geography are women.

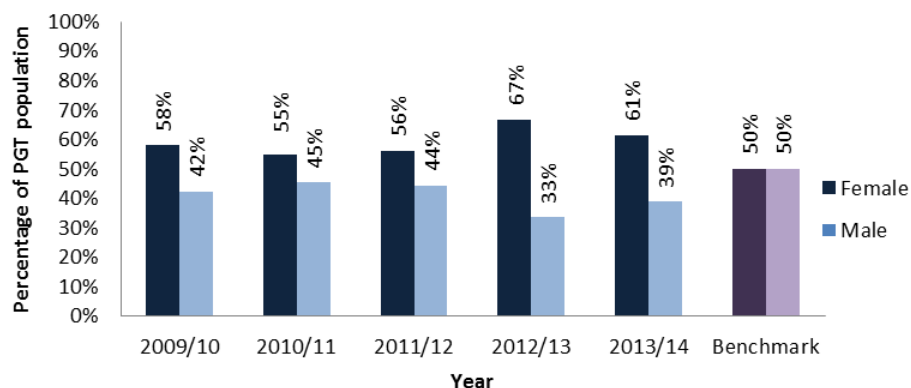
[136]



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.

Data set 2 shows that our PGT provision has been attractive to both women and men. Since 2009/10, female PGT students have been in the majority every year, with the proportions of full time and part time students contributing to these figures changing each year. The increase in the percentage of women from 56% in 2011-2 to 67% in 2012-3 was a result of two changes in provision: first, two new MRes (Masters of research) degrees began to be taught at our Streatham campus and, second, a popular Master's degree was relocated to our Penryn campus. Initiatives included in our Action Plan (AP2.3; 2.5; 2.7) aim to maintain an equal gender ratio and prepare PGT students for careers in Geography.

[120]



Data Set 2: The number of registered postgraduate taught students over time.

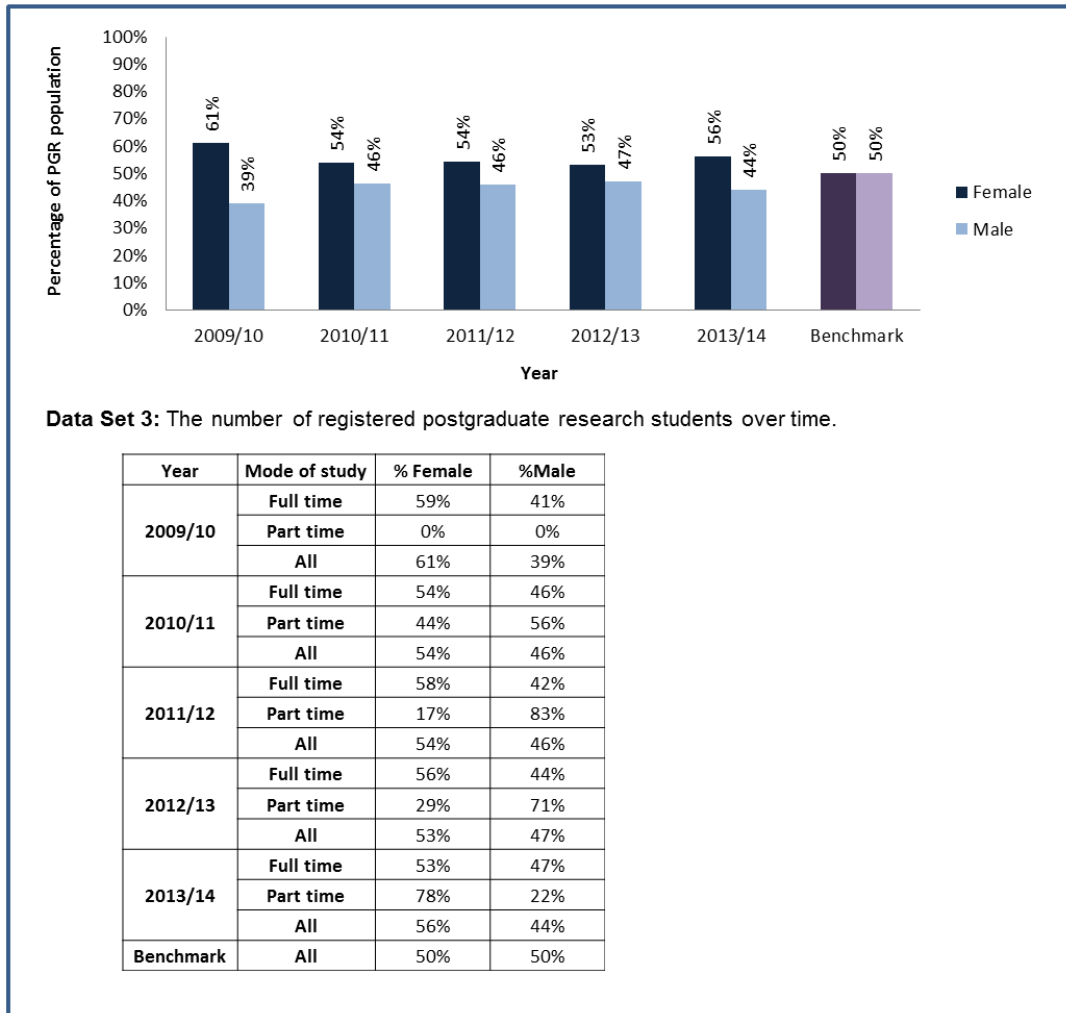
Year	Mode of study	% Female	% Male
2009/10	Full time	45%	55%
	Part time	0%	0%
	All	58%	42%
2010/11	Full time	47%	53%
	Part time	60%	40%
	All	55%	45%
2011/12	Full time	46%	54%
	Part time	67%	33%
	All	56%	44%
2012/13	Full time	57%	43%
	Part time	80%	20%
	All	67%	33%
2013/14	Full time	61%	39%
	Part time	63%	38%
	All	61%	39%
Benchmark	All	50%	50%

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.

Data set 3 shows an increase in the number of full time PGR students from 51.5 in 2009/10 to 75 in 2013/14. **The number of full time female PGR students has increased from 28.9 to 35, and the number of male PGR students from 20 to 31. These increases have created and stabilised a more equal gender ratio, in line with the benchmark (50% female).** As shown in Data Set 3, we recruit small numbers of part-time PhD students, and actively market this option on our postgraduate research recruitment pages. Initiatives included in our Action Plan (AP2.2; 2.3; 2.5; 2.6; 2.7) aim to maintain an equal gender ratio and prepare PGRs for

careers in Geography.

[115]

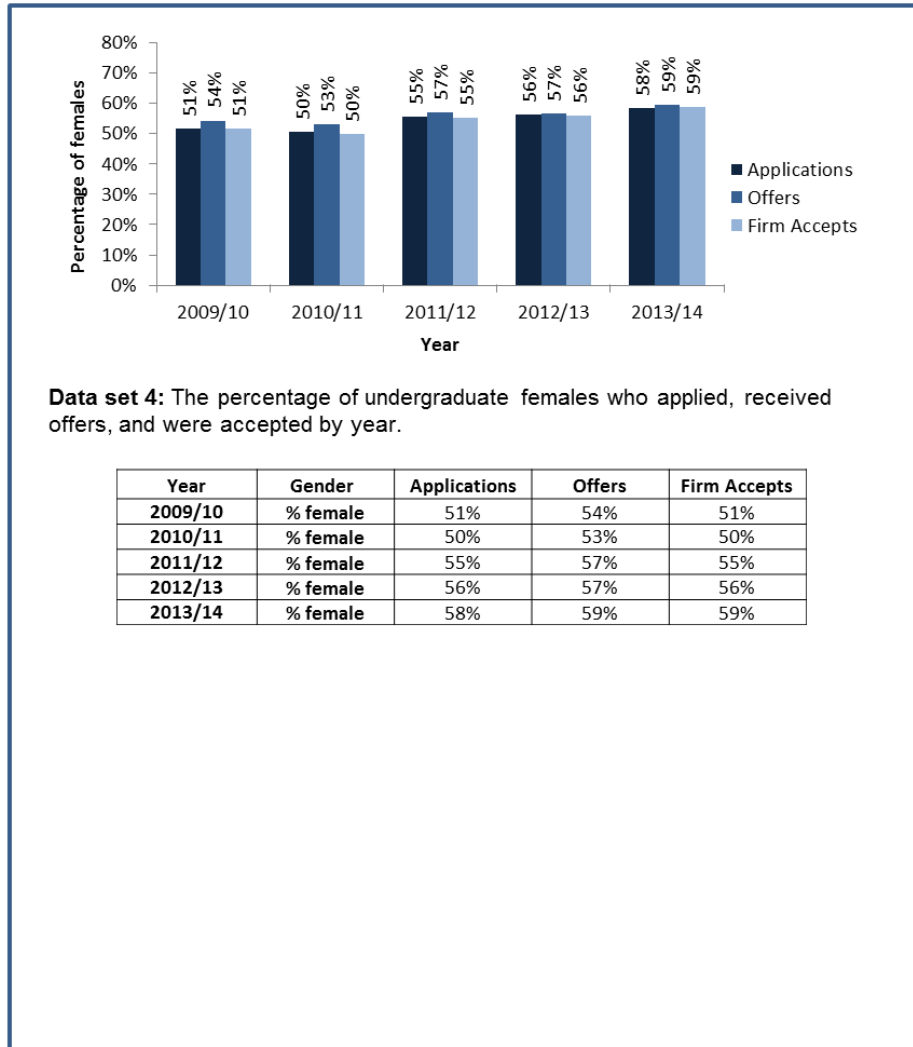


Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to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

Data sets 4 to 6 show that, in general, and at each level of study (UG, PGT and PGR), the percentage of women who apply is at or above 50%. Moreover, the percentage of women who receive offers and then accept those offers is the same as or above the percentage of women who apply. This suggests that there is no significant gender bias during our admissions processes.

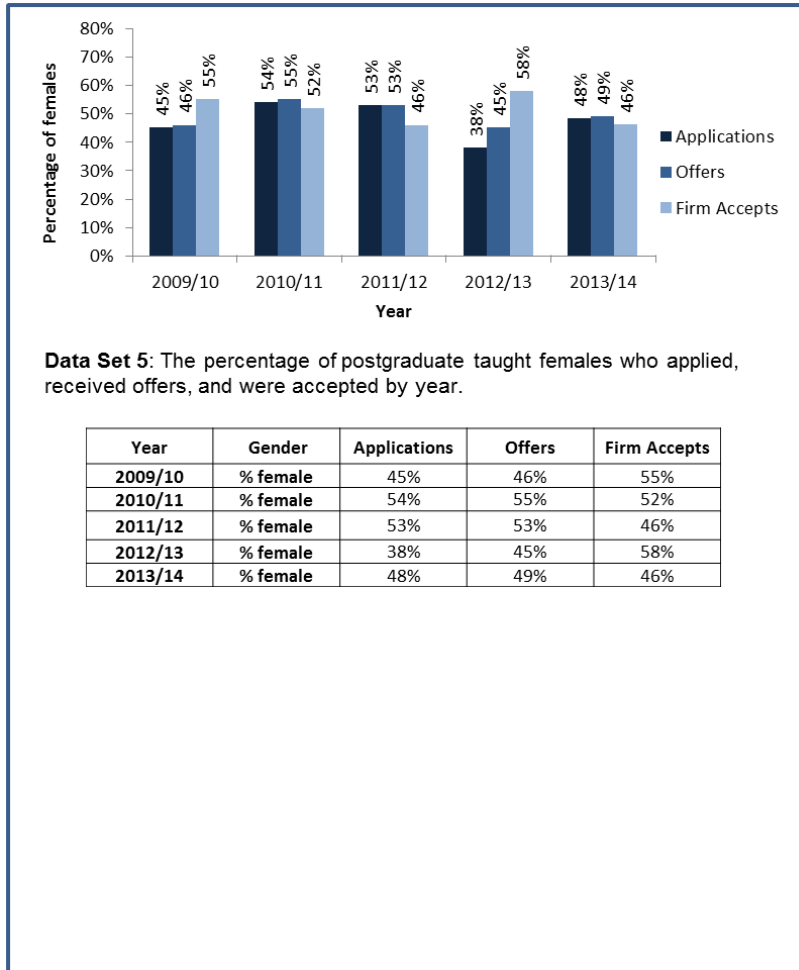
Data set 4 shows an increasing proportion of applications/offers/accepts by female students to our UG degrees, starting with 51/54/51% in 2009/10 and ending with 58/59/59% in 2013/14.

[95]



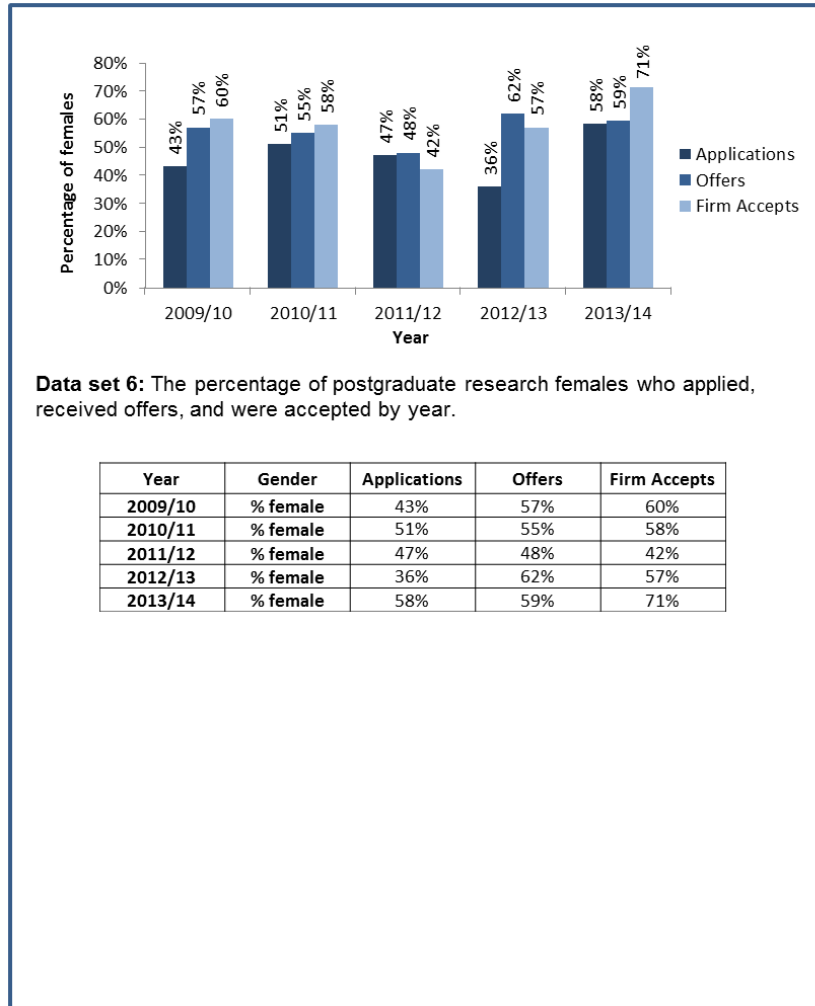
Data Set 5 shows a fairly consistent gender ratio in terms of applications, offers and firm accepts from 2009-2012 for PGT courses. The change in provision in 2012/13 has meant that our most recent data is based on much smaller numbers, and shows a significantly lower proportion of women applying to study, but a higher proportion firmly accepting places. In 2013/14 there was a more even gender ratio throughout the application-offer-accept process.

[72]



Data Set 6 shows that women are consistently offered, and firmly accept, PGR places at similar rates to men ('offered' range: 48-62%; 'firm accepts' range: 42%-71%). GASWG is concerned that the number of female PGR applicants appears low compared to applications from men (female 'applications' ranges from 36-58%). **As a result, a Working Group has been set up to review the marketing and application process for PGR students (AP2.2). This is looking for any unintentional gender bias relating to visual culture, role model choice, language, and so on.** This group will report in 2014 and any recommendations will be implemented through our Action Plan.

[104]



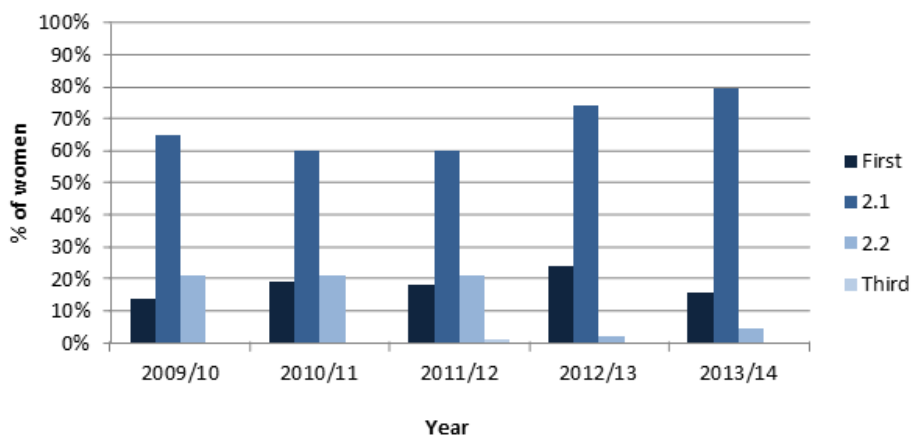
Degree classification by gender – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

Data set 7 shows that women have out-performed men in terms of UG degree classification attainment as, in general, a higher percentage of female students have been awarded 2:1s and firsts than male students since 2009/10. Survey research by our AS PhD researcher has found, however, a tendency for male students in Geography to be more confident than female students about their academic performance (AP1.4). Our concern is therefore that talented female UG students may not be as confident to apply for PG study as their male peers. **Thus, we have put in place initiatives to improve the confidence of our UG students through increased staff-to-student and peer-to-peer contact, including first year field courses and a tutorial system run by academic staff, both of which were introduced in 2013/4 (AP2.7).**

In order to attract female students at all levels, we have reviewed and revised the visual culture of our Department to make it more gender balanced. We have updated our online prospectuses

(AP2.3) and web pages (AP6.7) and now monitor media and web profiling of staff (AP6.5) including our Twitter account (AP5.7) to ensure gender balance in publicity. We have also put in place practices to increase the proportion of female external speakers (AP6.5) (see also page 41/42).

[208]



Data set 7: Undergraduate degree classification over time.

Year	Classification	% of female population	% of male population
2009/10	First	14%	13%
	2:1	65%	61%
	2:2	21%	26%
	Third	0%	0%
	Total	100%	100%
2010/11	First	19%	9%
	2:1	60%	69%
	2:2	21%	23%
	Third	0%	0%
	Total	100%	100%
2011/12	First	18%	9%
	2:1	60%	65%
	2:2	21%	26%
	Third	1%	0%
	Total	100%	100%
2012/13	First	24%	13%
	2:1	74%	76%
	2:2	2%	11%
	Third	0%	0%
	Total	100%	100%
2013/14	First	16%	13%
	2:1	80%	76%
	2:2	5%	10%
	Third	0%	1%
	Total	100%	100%

b) Staff data

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

Data set 8 shows that the percentage of female staff members has steadily increased from 17% in 2008-9 to 40% in 2012-13. Our overall percentage of female academic staff is higher than the benchmark (32%). We recognise there is further progress to be made, particularly between different academic career paths, and at more senior levels.

[55]

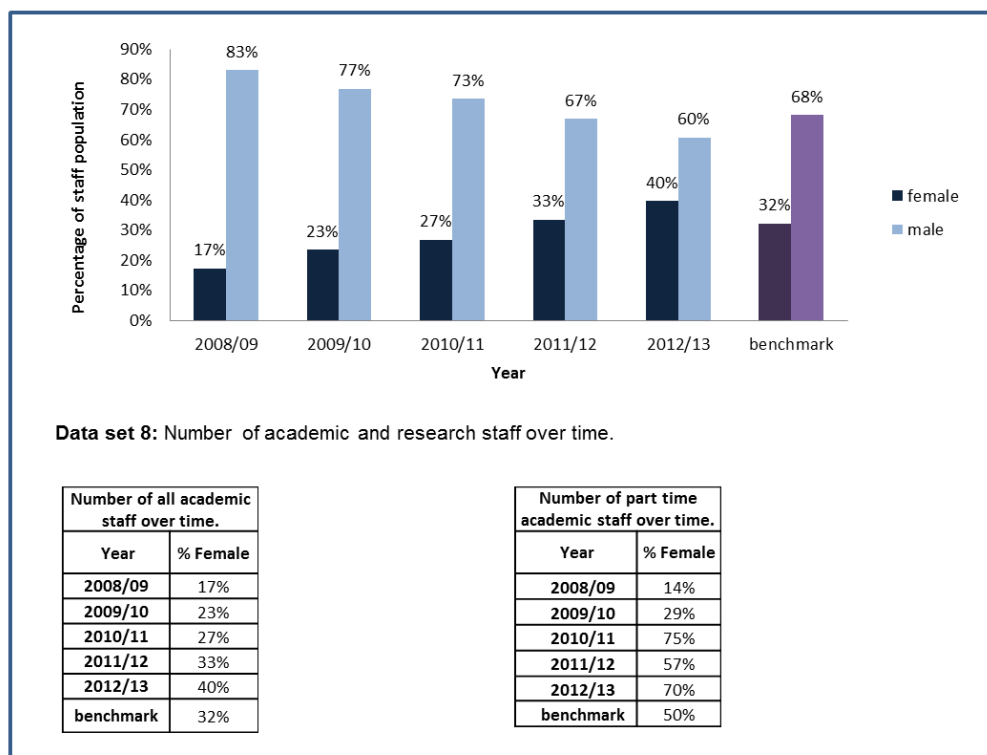
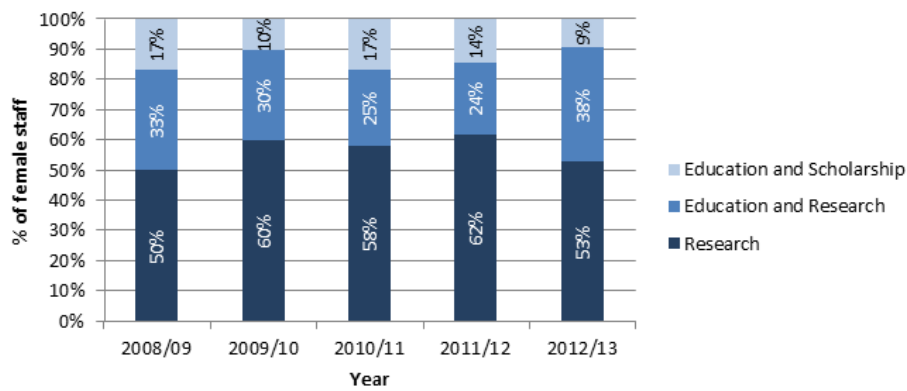


Table 2 describes the University's career paths and grades. Data set 9 shows the breakdown of Geography staff by these career paths between 2008 and 2013. The most recent data shows that, in 2012/13, 47% of female staff in Geography were employed in Education and Research (E&R) and Education and Scholarship (E&S) positions. **This shows we have now achieved an even balance between women in research only (R) and academic roles and we now have increased numbers of female mentors to encourage career progression from the research job family into academic roles.** Information about the support mechanisms for female colleagues' progression at key transition points is provided later in this application.

[111]

Table 2: University Career Paths and Grades

	Research	Education and Scholarship	Education and Research
Grade E	Associate Research Fellow	Associate Lecturer	
Grade F	Research Fellow	Lecturer	Lecturer
Grade G	Senior Research Fellow	Senior Lecturer	Senior Lecturer
Grade H	Associate Professor	Associate Professor	Associate Professor
Professor	Professor	Professor	Professor

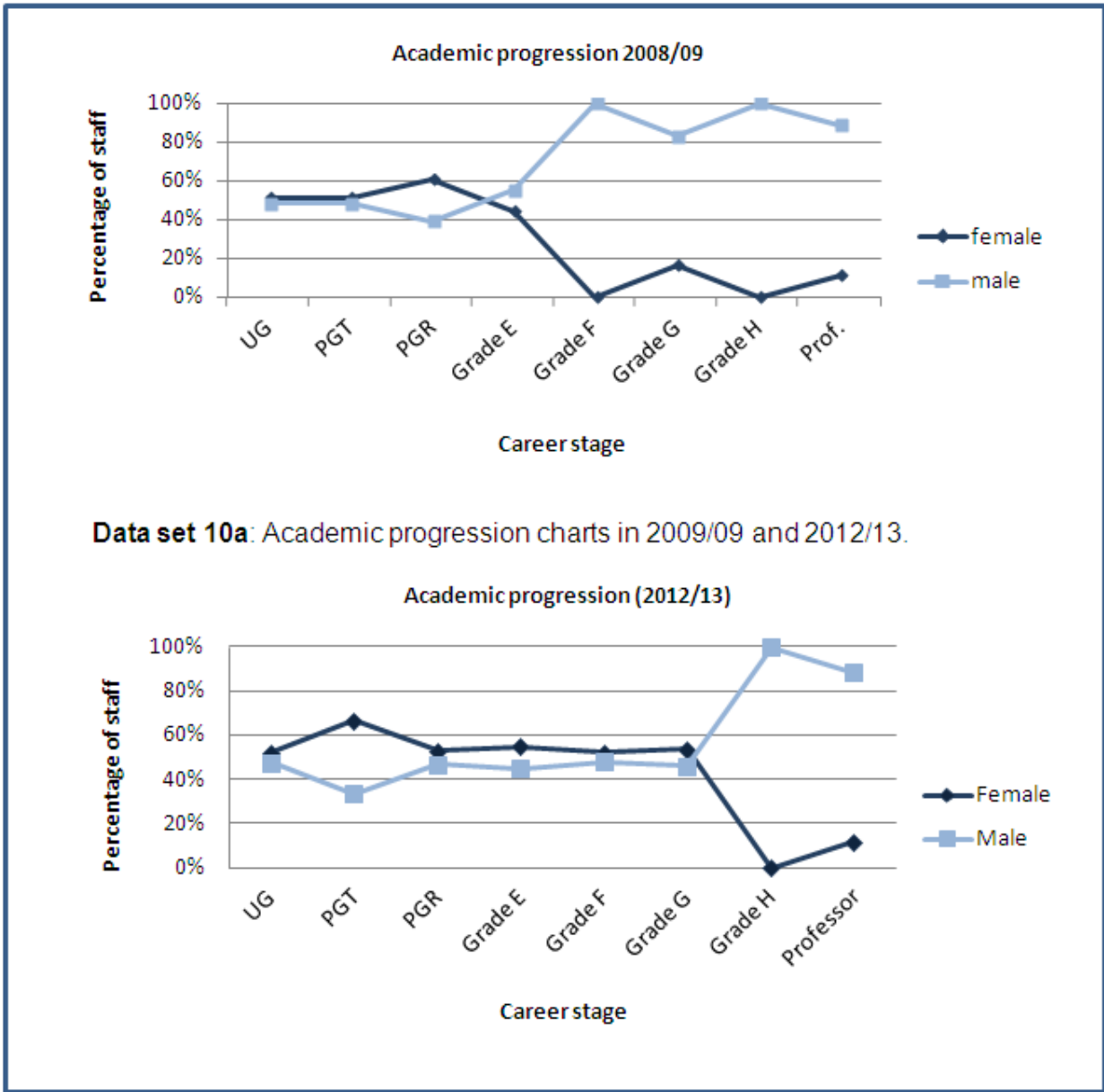


Data set 9: Number of staff by career path

Year	Job Family	% of population who are women	% of women
2008/09	Research	33%	50%
	Education and Research	9%	33%
	Education and Scholarship	33%	17%
	Total	17%	100%
2009/10	Research	50%	60%
	Education and Research	10%	30%
	Education and Scholarship	50%	10%
	Total	23%	100%
2010/11	Research	47%	58%
	Education and Research	11%	25%
	Education and Scholarship	100%	17%
	Total	27%	100%
2011/12	Research	52%	62%
	Education and Research	16%	24%
	Education and Scholarship	50%	14%
	Total	33%	100%
2012/13	Research	55%	53%
	Education and Research	27%	38%
	Education and Scholarship	60%	9%
	Total	40%	100%

Data set 10(a&b) shows the impact of work that has transformed our gender balance between 2008/9 and 2012/13. The pipeline diagrams in 10a show that in 2008/9, there was an even gender ratio of students and academic staff up to Associate Research / Associate Lecturer (Grade E), but we had no female lecturers (Grade F), one female senior lecturer (Grade G), no female Associate Professors (Grade H), and one female Professor. **We are delighted that we now have an even gender ratio of students and academic staff up to Grade G (Senior Research Fellow / Senior Lecturer), have increased the proportion of female staff from 17% in 2008/9 to 40% in 2012/3, and have increased our number of academic staff by 19 women and 15 men.**

[126]



This significant step towards achieving an even gender balance across *all* grades is primarily the result of our focus on staff recruitment and promotion. We do not expect significant growth in staff numbers, so our next challenge will be to retain, mentor and promote through to Grade H and Professor colleagues who comprise the current equal gender balance up to Grade G (AP3.3; 3.4; 3.5; 3.8; 3.9; 3.11). In particular, career progression will be monitored to assess the impact of colleagues' changing parent and carer responsibilities and new and existing forms of support offered by the University, CLES and Department in this area (AP1.1; 7.1).

[105]

Data Set 10b: All staff by Job salary grade breakdown over time.

Salary Grade	Year	% Female
Grade E	2008/09	44%
	2009/10	55%
	2010/11	58%
	2011/12	45%
	2012/13	55%
Grade F	2008/09	0%
	2009/10	25%
	2010/11	27%
	2011/12	54%
	2012/13	52%
Grade G	2008/09	17%
	2009/10	14%
	2010/11	14%
	2011/12	36%
	2012/13	54%
Grade H	2008/09	0%
	2009/10	0%
	2010/11	0%
	2011/12	0%
	2012/13	0%
Professor	2008/09	11%
	2009/10	8%
	2010/11	10%
	2011/12	8%
	2012/13	12%

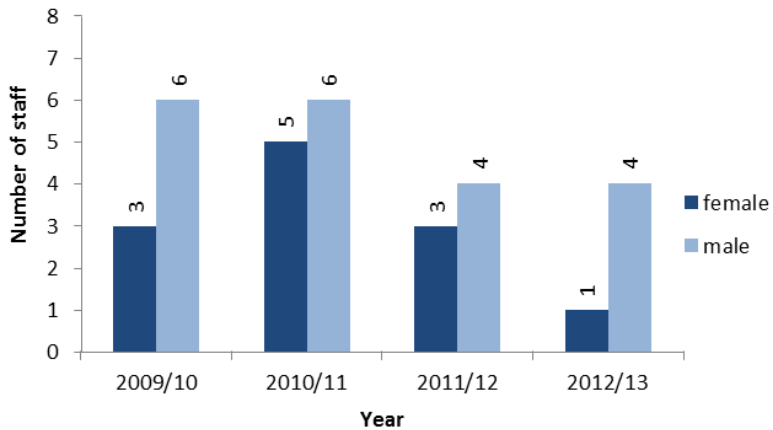
Turnover by grade and gender – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Data set 11(a&b) shows the turnover of staff from 2009 to 2013. In the E&S career path, between 2008-2009, both E&S staff (one female, one male) left. Since 2010 we have gained and retained an increased number of women within this career path. **In the E&R career path, we have quadrupled the number of female staff from 3 to 12.** Research career path posts are predominantly short-term contracts, so the number of leavers is greater here. No inequality appears to exist between the number of men and women leaving this career path.

The previous University level online exit interview process has had a low take-up, therefore qualitative data on reasons for staff leaving is sparse. We have contributed to a review of this process and a new questionnaire was launched earlier this year. Though the new process has only been in place for a short time, indications from the University level are that there is already an improved take-up rate.

We know that three male Professors retired, and anecdotal evidence suggests that other full-time staff left for reasons of probation / promotion and dual-location life-work balance (for staff who live with partners Bristol/Plymouth have been unable to balance commuting and childcare). To fill this data gap, in 2013 we adopted a process in which all leavers are invited to take part in a semi-structured exit interview with the HoD (AP3.7). We expect this informal approach with a familiar member of staff to increase the uptake of exit interviews and to generate valuable data. Once anonymised and aggregated, this will be discussed as part of our annual review and action planning process (AP1.2).

[272]



Data Set 11a: Number of leavers over time.

Number of leavers over time.	
Year	% female
2009/10	33%
2010/11	45%
2011/12	43%
2012/13	20%
2010/11 benchmark	44%

Data set 11b: Number of leavers by Job family over time.

Leavers by Job family			
Year	Job family	% of leavers as a proportion of all staff	
		female	male
2009/10	R	17%	50%
	E&R	33%	8%
	E&S	100%	100%
	Total	30%	18%
2010/11	R	71%	38%
	E&R	0%	12%
	E&S	0%	0%
	Total	42%	18%
2011/12	R	15%	17%
	E&R	20%	7%
	E&S	0%	0%
	Total	14%	10%
20112/13	R	6%	21%
	E&R	0%	3%
	E&S	0%	0%
	Total	3%	8%

Word Count: 1931/2000

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

a) Key career transition points

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

Since 2011, the University has recruited all but temporary E&S and R posts via an 'e-recruitment' system. Since January 2014 all recruitment have been processed through this system (AP4.5). Future data will reflect all career paths and, as part of GASWG's annual review and action planning process, enable all application and success rates to be monitored by gender (AP1.1-3).

The most comprehensive data we have in this area covers the recruitment of 8.6FTE new E&R staff in December 2012. **Table 3 shows that, whilst 32% of applicants were women, the percentage of women appointed was 42%.** Albeit with a small sample, this data shows higher success rates for female applicants (bottom row), and increasing proportions of women being successful at each stage of the process (right hand column). This suggests that while selection procedures were robust, in future we need to encourage more equal numbers of women and men to apply for positions across the discipline.

Table 3: AS data on the December 2012 academic appointments in Geography (8 at L, .6 at SL)

Table 3 removed

To encourage more women to apply, first, in 2012 the University's undertook a review of gender bias in recruitment advertising, which resulted in:

- all vacancies advertised on the University's 'Working Here' webpages now contain information about the Charter, staff benefits (including parent and carer information) and profiles and testimonies from a gender-balanced sample of staff (AP6.16);
- images on these pages have been revised (AP6.16).

Second, in consultation with disciplines, HR produced advert, job description and person specification templates (AP4.3). Academic recruitment managers use these to write job advertisements and descriptions. Each is independently checked by our Human Resources Business Partner Team (HRBP) and these include research, education, mentoring, pastoral and welfare role descriptions (AP4.4). This ensures fair and equal criteria on which to select and shortlist applicants.

Third, unsuccessful internal interviewees can gain informal feedback from the panel chair, and discuss their personal/career development with a Training and Development Officer (AP4.6).

[307]

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.

Data set 12 shows that 1 female and 10 male members of staff were promoted between 2008 and 2013. This is primarily the result of our historically low number of female staff. **Our newly appointed staff are, understandably, not yet ready for promotion. Given the research on women being reticent in coming forward for promotion we are monitoring this group to check that proactive career planning measures ensure that timely promotion assessment will take place (see Data set 8). These include:**

Data set 13: The number of promotions from 2008/09 to 2012/13.

Promotions	
Year	% female
2008 – 09	33%
2009 – 10	0%
2010 – 11	0%
2011 – 12	0%
2012 - 13	0%

- publishing detailed information on promotion criteria and processes online (AP3.3);
- clarifying the criteria at each level, for all career paths, through annual departmental promotion workshops in which staff can share their experiences and concerns and ask questions directly to the College HRBP and HoD (AP3.4), and
- assigning Academic Leads (ALs) to all staff to provide support and encouragement to those who meet these criteria in annual Performance Development Review (PDRs) appraisals (AP3.9), with the Dean acting as a 'backstop', reading all submitted PDRs to ensure that all those eligible for promotion have applied (AP5.3).

[175]

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.

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

Where possible we advertise large numbers of vacancies together, irrelevant of discipline, to enable partners who are both in Higher Education (HE) can apply for posts at the same time. For those with non-HE partners, HR advises on employment opportunities in the city and region.

Potential applicants are encouraged to speak to a Department contact about the vacancy and culture, and personal visits are encouraged. Interviewees (including ECR vacancies) are given a tour of the Department and can meet informally with staff and PhD students to enquire about work and life in the city and region. Applicants can discuss flexible working and work-life balance with the HRBP, HoD, members of staff and/or relevant others. Prior to interview, interviewees are invited to an informal meal with a mixed-gender group of staff, PGRs and Post-doctoral Research Fellows (PDRF) (AP4.7).

Since 2009, for E&R posts our interview panels have been mixed gender; however, when expanding this across all career paths, we were conscious of the workload this would place on female staff members. As female academic staff numbers have increased we (a) have put resources into Recruitment and Selection (R&S) training so that more women are licensed to sit on recruitment panels (3 in September 2013 to 10 in April 2014), and (b) can now insist that every panel is mixed gender (AP4.1). **Our largest single recruitment round, of 8.6FTE (Full-time equivalent) academic staff in December 2012, was the first to be undertaken in full compliance with these principles.**

Since 2012 all new staff have completed E&D training during induction (AP2.1; 4.2) and those at Grade F have to complete R&S training (including E&D training in relation shortlisting and interviewing protocols) as part of probation and promotion to Grade G. For existing staff, online training has been provided, and the HoD has reminded colleagues of their importance for effective academic leadership and panel membership. Since the self-assessment process began, the proportion of E&D-trained staff increased from 35% to 64% and R&S-trained staff increased from 18% to 35%. Through continued provision and encouragement, and a much more rigorous policing of panel memberships, we aim to have 100% completion by April 2015 (AP2.1; 4.2).

[359]

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.

The transition points in Data Set 10b’s pipeline are:

1. from PGR and Associate Research Fellow to Lecturer/ Research Fellow (PGR & Grade E to Grade F)
2. from Lecturer to Senior Lecturer (Grade F to G), and
3. from Senior Lecturer to Associate Professor (Grade G to H).

The University provides support at **transition point 1** through its Researcher Developer Programme. This provides PGRs and ECRs with personal and professional development to enhance their research and employability, in academia and beyond through developing skills, such as: project management, presenting conference papers, rapid reading and writing of research material, CV and application form writing, and interview techniques. The University's Research and Knowledge Transfer (RKT) team offers support for grant applications and provides an online "Research Toolkit" repository (AP6.2).

Throughout this transition point, our gender balance is more or less equal. Moreover, GASWG research has found that our PGRs and PDRFs are highly employable. **A survey of 65 PhD students graduating between 2008 and 2013 found that 16 of the 30 who continued in academic careers were women (53%), 10 of the 16 who moved into academic-related careers (e.g. research officers / scientists) were women (63%), and only 3 of the remaining 12 graduates in the 'other' jobs or 'untraceable' categories were women (25%).** A survey of 34 PDRFs found similar trends, e.g.: 54% of those moving to PDRF positions, and 100% moving to Lectureships, at other HEIs were women. This is an attrition point because ECRs tend to progress their careers by moving between, more than within, HEIs (although two ECRs progressed into temporary, part time Associate Lectureships in 2013). GASWG will therefore monitor internal career development opportunities and the impact of expectations to move on those with parent and carer responsibilities at this transition point (see Case Study 1).

Additional mentoring support was provided in 2012 when PDR appraisals, involving ALs at Senior Lecturer (SL) and above, were extended to ERCs. This enabled three additional female staff to mentor ECRs. In 2012, a CLES audit revealed that 66% of research staff submitted completed PDR forms, 57% of whom were women (AP5.4). Following anecdotal evidence of isolation felt by ECRs in February 2013 GASWG ran discussion groups with 1st & 2nd year PhD students, 3rd & 4th year PhD students, and (Associate) Research Fellows (AP1.3). **In response, Geography's ECRN was set up (AP3.8). It has a dedicated webpage, holds monthly talks on topics suggested by members, and its female coordinators contribute by demonstrating links between senior speakers' and their own ECR experiences.**

We provide support for ECRs to progress to academic positions via specialist grants for women in science (e.g. L'Oreal; Dorothy Hodgkin's) and women who require family-friendly career support (e.g. Marie Skłodowska Curie Fellowships). These are advertised through the University's online Researchers Toolkit (AP6.2), promotions training / workshops (AP3.4 & 5.2), and training sessions specifically for women (e.g. the Springboard Programme: AP3.6).

Transition point 2 is guided via the University's Personal Development Programme (PDP) and probation system through which staff appointed at Lecturer are promoted to SL subject to

meeting agreed research, teaching and administration goals (pro-rata for part-time staff). The probation period for staff appointed to their first Lecturer post is up to five years: shorter due to exceptional performance. Anecdotally, Exeter's approach of tying probation and promotion together was believed to be off-putting to some and had resulted in some Lecturers leaving for posts at other Institutions. In 2013, CLES recognised that, because Geography is such a broad discipline, its academic staff could match their research to PDP targets (for example, research income) in Humanities, Social Science or STEMM Science.

Currently, we have seven ALs, one of whom is a female Professor of HG. This will be doubled in 2014/5 when another female Professor of HG will become an AL. At more junior levels, **the presence of seven female SLs and twelve female Lecturers provides a much larger and more diverse pool of mentors and role models than before.** To develop network opportunities, we now hold regular informal coffee meetings in which women in Geography can discuss challenges, grant writing failures and successes, teaching tips and more general information (AP3.11). The University's newly established cross-disciplinary Women's Professorial Network provides an opportunity for informal mentoring and role model support for more senior women (AP 3.12). GASWG will monitor the impact of these initiatives (AP1.1).

ALs work with those at or close to **transition point 3** to advise on progression. No female staff had progressed through this point since 2008, but due to our positive actions we expect a number to do so in the next 12 to 24 months. GASWG will monitor promotion criteria and progression at all transition points (AP1.2; 3.3; 3.4).

[785]

b) Career development

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.

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 University publishes online promotion criteria from ECR to Professor. These are adjusted pro-rata for part-time staff, and include recognition for pastoral, administration and outreach activities, balance expectations of teaching and research (according to career path), and allow movement between career paths. Promotion is discussed by academic staff and their ALs during annual PDR appraisals, which also cover all areas of academic work. Quality of teaching is recognised through student feedback on modules taught, nominations for the Exeter Guild of Students' annual teaching awards and participation in supported teaching qualifications such as the University-run, HE Agency-accredited ASPIRE (Accrediting Staff Professionalism in

Research-Led Education) scheme (AP3.5). Research output quality is assessed through a peer review process for the University's annual Research Output Monitoring (ROM) process, which currently uses quality guidelines aligned to REF2014 compatible criteria.

We have implemented promotion workshops to proactively support progression. Participants in the 2013 workshop recognised that the criteria were most detailed and transparent for the recently-introduced E&S career path, and that Research and E&R criteria needed. Published criteria were criticised for not including guidelines for how periods of parental, caring and sickness leave are accounted for in the assessment of promotion applications. More recently, anecdotal concerns have been expressed that expectations of participation in international research networks and speaking at international conferences can disadvantage staff with parent and carer responsibilities. **As a result of self-assessment groups' feedback, all concerns about promotion criteria and processes are currently being actively considered as part of a wider review (AP3.3).**

To maximise the likelihood that all those who are ready to apply for promotion have been encouraged to and done so, all completed PDR appraisals are now checked by the Dean (AP5.3) and completion rates are monitored by the Dean and College Manager (AP5.4) to encourage more gender-balanced and higher overall PDR completion rates. This is a concern because, in 2012/13, 48% of female compared with 60% of male academic staff had a completed PDR appraisal form returned to the Dean. **In response, we invested in additional workshops to all academic staff (appraisers and appraisees) on how to get the best out of PDRs.** PDR completion rates by career path, seniority and gender will now be monitored and further actions put in place, if necessary, as part of GASWG's annual review (AP1.2).

[382]

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?

Induction is mandatory for all new staff and existing staff moving to a new role. Each staff member is allocated an Induction Facilitator, a Department-level induction process takes place within the first few days of arrival (AP3.10), staff are invited to an Induction talk and lunch hosted by the Vice Chancellor and Deputy Vice Chancellor's team (AP3.1), and this is followed by a two week process including training in E&D (for all staff), Doctoral Supervision (for Lecturing staff) and R&S (for staff who are active in recruitment). Attendance is monitored to ensure completion, and feedback is sought for potential improvements. New starters are now given Geography's Staff Information Booklet which includes information on the Charter and the support available to female staff and initiatives such as flexible working, core hours, ECRN, and *Guidelines for the Management of Parental and Carer Leave*, which are highlighted by Facilitators (AP3.10).

Since 2012, all new staff have had individual meetings with the HoD, and Directors of Research and Education to provide support and guidance on how teaching and research can be balanced in this new work environment. GASWG will monitor these documents and processes to ensure that all new staff are happy with the way they join our Department (AP3.10).

[206]

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.

For UGs, dedicated staff in the University's 'Career Zone' (AP2.8) provide a wide range of support to find graduate-level jobs, internship opportunities and part-time and casual work. In Geography, mentoring support is provided through termly meetings with personal tutors, small group fieldwork in the first and second years, dissertation supervision in the final year, small group tutorials in all years, and a standard drop-in office hour system. Over the past five years, students have been formally mentored by an increasingly gender-mixed group of academic staff. Students are able to request a change of tutor, but to equalise workloads between male and female staff; this is only possible in exceptional circumstances.

Between 2008/9 and 2012/13 the proportion of female PGRs increased from 47% to 57% and the proportion of female staff available to supervise their research increased from 11% to 30%. All PGR students are able to choose, with their first supervisor, a second supervisor who can be based in either our Streatham or Penryn Departments. The latter's **9 female academic staff, employed at all levels from Lecturer to Professor, therefore significantly expand the potential for women-only and/or mixed gender supervision.** Supervisory meetings are arranged, coordinated, recorded and signed off via and an online MyPGR tool (AP2.6).

Support concerning academic publications and grant applications is provided to PGRs via Geography's ECRN, as well as by supervisors and Departmental research groups. Research groups enable and encourage staff & PGRs to work together on projects, events and conference sessions. Financial support is provided via Research Council and Department budgets to enable PGRs to present their research at international conferences. Support for conference presentations is particularly important at the end of a PhD, and extra Departmental Research funds have been made available in recent years via a bidding process (see Table 4).

Table 4: proportion of female and male Geography PGRs awarded additional conference funds.

Table 4 removed.

[298]

c) Organisation and culture

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

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.*

Table 5 sets out the composition by gender of the main committees through which CLES and the Department are governed. At the most senior level, CEG more or less reflects the proportions of male and female Professors, its 22% female membership being the College Manager and Professional Services. At the most junior level, SSLC has a 70% female membership due to a 50:50 female:male student population, with female students tending historically to put themselves forward for election, and the allocation of teaching administration role to a more junior and gender-mixed staff.

[91]

Table 5: Gender composition of College and Department committees, 2013-14

Name	Purpose	% women
College Executive Group (CEG)	College level strategic planning, resource allocation and decision making	22%
College Education Strategy Group (CESG)	College education strategic planning and decision making	38%
College Research Strategy Group (CRSG)	College research strategic planning and decision making	9%
Geography Strategy Group (GSG)	Departmental strategic planning and decision-making	22%
Geography Education Committee	Strategic planning and decision-making regarding Geography teaching	38%
Geography Research Committee	Strategic planning and decision-making regarding Geography research	43%
Geography Athena SWAN Working Group (GASWG)	Researching, discussing, communicating, and auditing best AS practice.	55%
Postgraduate Research Liaison Forum	Staff-student forum for communication and feedback	50%
Staff-Student Liaison Committee	Staff-student forum for communication and feedback	70%

Our increased number of female academic staff is beginning to make a difference in middle management, where research expertise - as much as seniority – is recognised as important for specific roles. Geography’s Research Committee, for example, now comprises 3 female (two of them SLs) and 3 male Research Group heads plus the male Director of Research, giving a 43% female membership.

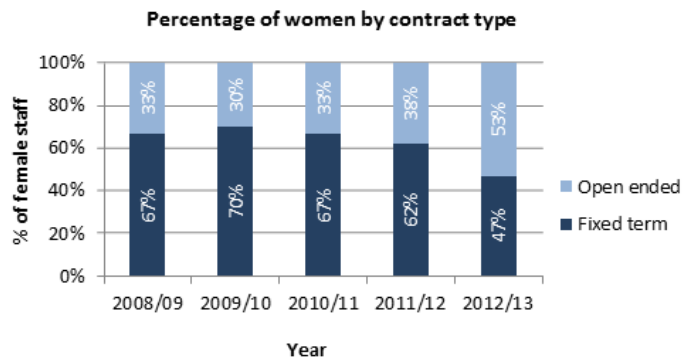
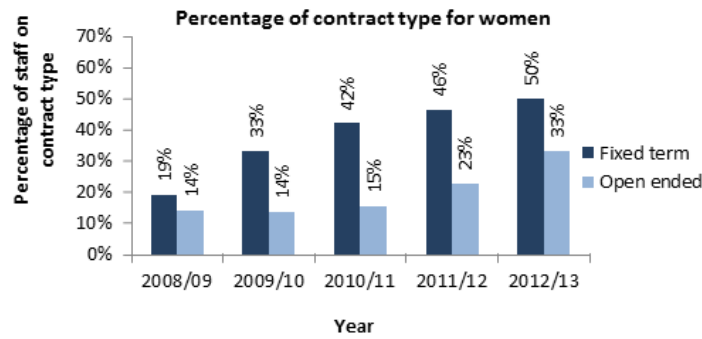
Partly in response to our concerns, discussions began in 2013 about making the most senior management group in Geography - GSG - more representative and gender-balanced. 2014-15 will see the appointment of an additional senior female AL, and the enrolling onto GSG of early-career, mid-career and E&S career path representatives (AP6.13). This will improve GSG’s gender ratio from 22 to 36%. In the medium term, our mentoring, promotion and selection of staff is expected to create an increasingly gender balanced management structure, from the ‘bottom up’.

[147]

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.

Data Set 13's bar chart shows that 50% of fixed term, and 33% of open-ended, contracts in the Department were held by women in 2012-13 (up from 19% and 14% in 2008-9). The stacked bar chart shows a steady increase in the proportion of open-ended contracts held by women from 33% in 2008-9 to 53% in 2012-3. As the proportion of women staff has increased through recruitment, so has the proportion of women staff employed on open-ended contracts.

[78]



Data Set 13: The percentage of female academic staff by contract type over time.

Contract type	Year	% of all staff for women	% of female staff
Fixed Term	2008/09	19%	67%
	2009/10	33%	70%
	2010/11	42%	67%
	2011/12	46%	62%
	2012/13	50%	47%
Open Ended	2008/09	14%	33%
	2009/10	14%	30%
	2010/11	15%	33%
	2011/12	23%	38%
	2012/13	33%	53%
Total	2008/09	17%	
	2009/10	23%	
	2010/11	27%	
	2011/12	33%	
	2012/13	40%	

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.

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?

A review of University committee structures in 2007/08 led to various areas of business previously governed by committee being governed through 'dual assurance'. This minimises staff committee time whilst providing assurance to the University Council that decisions are reached following due process and appropriate consultation. This reorganisation enabled more staff to be involved in University governance through membership of 'Task and Finish Groups' that take forward consultation and reviews. These are set up as required, staff can self-nominate or be nominated to sit on them, they last for a defined period of time, and staff workload is adjusted to encourage participation.

At the Department and College level, junior staff without experience necessary for management roles are encouraged to take appropriate training courses (AP5.5). In 2013-4, this included inviting ECR women to participate in the Aurora Leadership Programme and ECR staff to apply to take an in-house leadership training course for men and women. In November 2013, 16 Geography staff (50% women) submitted applications for CLES's 7 allocated places on this course, and 2 women and 5 men were successful (29% women). CLES ASWG and GASWG recognise that this issue requires further data gathering and investigation (AP1.2).

[196]

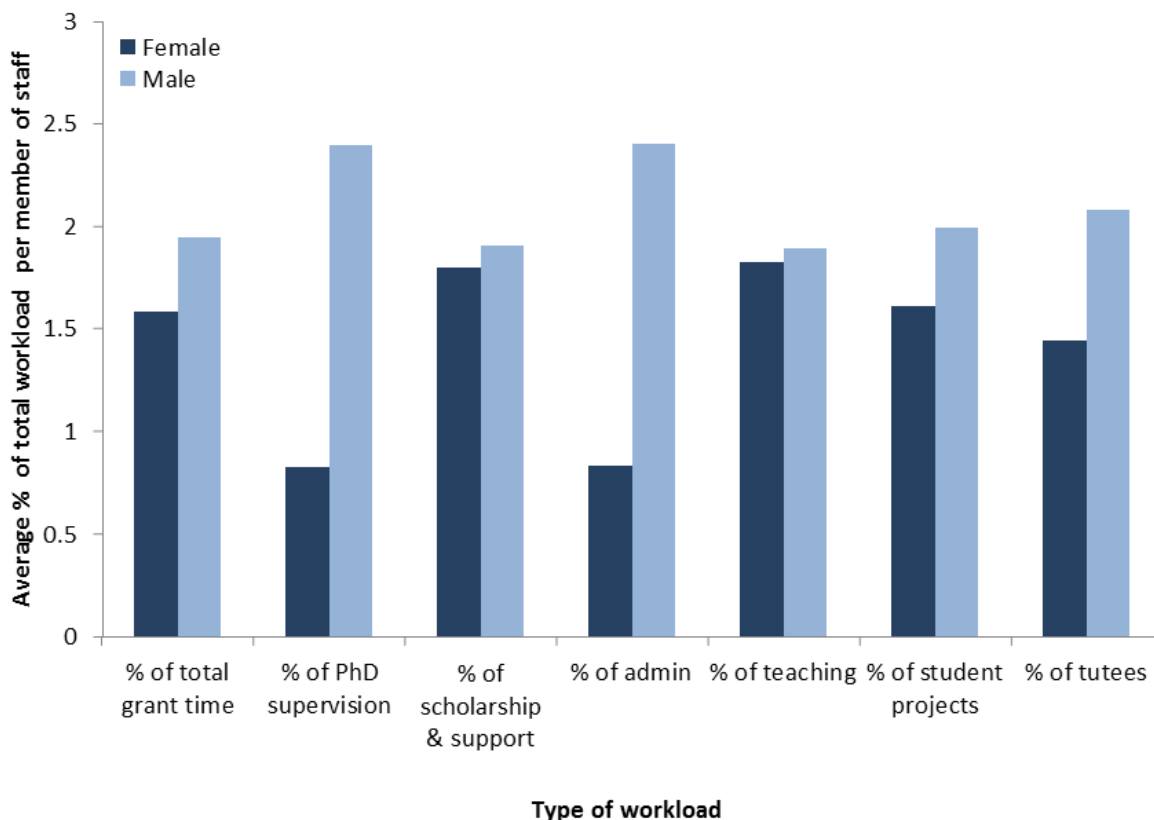
Workload model – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities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

In 2012/3, the University adopted a workload-modeling package called SWARM (Simple Workload Allocation and Resource Management). This calculates staff members' 1650 hour academic year workload as allocated to research, teaching, supervision, mentoring, pastoral tutoring duties and administration roles, which are adjusted pro rata for staff working reduced or part-time hours. Data are presented to enable staff to see how much teaching, administration, etc. they have relative to other (anonymised) staff and to the 1650 hour target. SWARM is used by our HoD to allocate to new Lecturers sufficient hours during their first year in post to settle themselves and their research into a new intellectual, administrative and home-life contexts, and to complete the Postgraduate Certificate in Academic Practice teaching qualification that is a probationary requirement. More senior new staff are given reduced teaching and administrative commitments for their first year in post. Colleagues with significant administrative responsibilities, e.g. as HoD are allocated reduced hours in the year after they step down.

In March 2014 GASWG began to analyse SWARM data by gender starting with percentages of staff time allocated to key tasks in 2013/4 (see Figure 2) (AP1.6). This shows that, on average, male staff undertake a higher proportion of workload in all areas. Differences are particularly noticeable in PhD supervision and administration. No significant gender differences were found in the percentage of time spent on scholarship and support and teaching. Moderate differences were found in the percentage of time spent working on grants, and the percentage of time spent

supervising dissertation students. This baseline data will be updated annually, compared and analysed in GASWG's monitoring and action planning process (AP1.1;1.2).

Figure 2: Average workload allocation distributed across SWARM activities



[271]

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.

We adopted a 9.30pm to 3.00pm core hours policy in 2012 which is published on our website homepage. This is based on school drop-off and pick-up times of 9.00am and 3.30pm, allowing 30 minutes travel times between school and campus. Since its adoption, all regular, 'bread and butter' committee meetings and research seminars have been scheduled during these hours. This meant, for example, moving the regular seminar series from an afternoon to a lunch-time slot. In response to concerns that this prevented socialising informally with speakers, our ECRN arranged informal 'meet the speaker' events before our lunchtime seminars followed

by free sandwiches. Anecdotal feedback has been largely positive, but the effectiveness of this initiative will be assessed as part of our annual review and action planning process (AP1.2).

Our core hour policy allows for research group away days, residential and one-off events to take place outside of core hours, if sufficient advance notice is given for caring responsibilities to be met. These are open for staff and PGR attendance, and many are funded by departmental and University Research Groups. These events are essential for the maintenance and development of our inclusive research culture, particularly with the recent addition of many new staff.

[202]

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.*

We are proud of our friendly and inclusive culture, and the opportunities we have for informal conversations and mentorship. Our social hub is the Common Room in the Amory building, where most staff are based. In 2012, its fresh food catering was withdrawn, but a campaign - including GASWG’s argument that important informal mentoring takes place in cafés – led to its reopening with an external caterer (the first such arrangement allowed on campus). Since 2011, this has been home to a Monday morning event in which male and female staff and PGRs bring home-made cakes to gatherings of 20 to 30 colleagues. Whole-department social events take place at the ends of Term 1 and 3. The latter takes place at a pub whose large garden and playground encourages partners, friends, children and others to join our end of year celebrations.

GASWG has, however, identified where more culture work needs to be done. **First, as Table 6 shows, between 2009/10 and 2012/3 only 28% of our seminar speakers were women (16% in PhG and 36% in HG). For 2013-4, GASWG tasked conveners to request nominations for one male and one female speaker, and this resulted in 43% female speakers (27% in PhG and 60% in HG).** Our ECRN will continue to work with seminar conveners to provide opportunities for informal interactions and workshops with visiting speakers, including senior women in Geography invited to give lecturers in the University’s Inspiring Science series (AP6.15).

Table 6: Ratios of female and male seminar speakers.

Table 6 removed

Second, concerns about the external perception of our research culture arose after GASWG analysis of University Press Office data which showed that, of the seven Geography-related stories published between May and October 2013, only one ‘showcased the research of a female Geographer. In contrast, the Department-run @exetergeography twitter account retweets from a list of 36 Streatham-based postgraduate and staff accounts, 20 of whom are women’s. As data and specialist software are made available, more detailed analysis of research communication by gender will be undertaken (AP5.7).

GASWG's close work with the CLES and University ASWGs has enabled us to contribute to wider AS initiatives and celebrations of success. This year the University's celebration of International Women's Day, for example, involved four strands linked to the Day's theme of 'Inspiring Change'. Women in Geography played prominent roles in two:

- 'Inspiring by Research': Prof. Jo Little was invited to talk in the University's monthly 'Gender related research seminar series' about her work on 'Gender, Fear and Rurality'; and
- 'Inspiring through achievement': Dr Claire Belcher was one of 31 female employees whose achievements were celebrated on the University website throughout March 2014.

[429]

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.*

Since 2008/9, we have engaged an increasingly diverse range of target groups (years 9-12) within secondary education. We now offer a range of campus-based, discipline-specific events (National Science Week and Explore Geography Day) providing insights into learning. We contribute to University events (Britain Needs Scientists and Big Bang Southwest) designed to engender subject interest and broader appreciations of pathways into HE. Lastly, we coordinate on and off-campus activities with a sizeable local institutions (e.g. Exeter College, Bridgwater College, Exmouth Community College and Petroc College) to co-produce understandings of key challenges faced by prospective students in realising their ambitions. **Since 2011/12, 10 members of staff and PGRs have given outreach talks, 3 of whom have been women, and Outreach administration has 330 SWARM hours allocated to Widening Participation activities.**

As mentioned earlier in our application, outreach duties are included within our promotion criteria for all levels of academic staff.

We also aim to engage wider publics in Geographical research in a gender balanced way. In 2013/4, for example, the University's involvement with TEDx-Exeter involved one of our female academic staff as a keynote speaker. TED (Technology, Entertainment and Design) talks engage audience members and enable networking to take place between speakers on the day. In addition, because they are filmed, published and promoted online through the international TED network, they introduce new female academic role models to a wider public audiences.

[230]

d) Flexibility and managing career breaks

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.

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.

Given the historically low numbers of women in the department, we cannot detect trends in the maternity return rate. Table 7 shows leave taken from 2008 to date. We will monitor future maternity leave uptake and return rates as part of our annual review and action planning process (AP1.1).

Table 7: Maternity leave taken, 2008-date

Table 7 removed

[49]

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.

Since 2008/9, three male staff members and no female staff members have taken paternity leave. None have yet taken adoption leave. Anecdotal evidence suggests that the University's historical provision of only one week of paternity leave on full pay contributed to the low uptake but we're pleased that a review in December 2013 increased this to two weeks. GASWG aims to assess if/how this change affects paternity leave uptake (AP7.12).

[70]

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.

To ensure trust and transparency concerning the University's commitment to national Parents and Carers legislation, the University's website outlines the rights and responsibilities of staff and managers for requesting a formal change in working patterns. The 'Manager's guide', for example, describes eligibility, application process, grounds for refusing a request, review process, and right of appeal. There have been no requests for changes in working hours over this period, with staff preferring to take the informal route detailed below.

[78]

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.

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.

Informal flexible working, e.g. working from home or working hours that suit, is common. Staff indicate times/dates during the working week when they would prefer not to be scheduled for teaching (via a manual Annual Teaching Restrictions timetabling process) and, once discussed with and approved by the Dean, teaching by these staff members is timetabled within the agreed hours. We aim to gather data on the uptake of this in the future (AP1.7).

The University's 'Working Here' web pages promote flexible working arrangements to potential applicants (AP6.16). Job adverts promote that applications are welcome from those seeking part time posts and state that this will not affect decisions made about an applicant's suitability for a role. New staff are made aware of flexible working policies at induction, and the support available is promoted via several avenues, including the College Intranet and email lists.

[143]

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.

GASWG has recognised persistent difficulties experienced both by our staff taking maternity leave, and managers organising workloads associated with maternity leave, because no written guidelines existed to which both can refer in their discussions. The purpose of the University's webpages on parent and carer leave is to interpret UK law in such a way that Colleges and Departments can create guidelines that are lawful.

GASWG has taken a lead in the University by collaboratively writing with academic staff who have taken and are currently taking maternity leave a document containing detailed *Management Guidelines for the Support of Staff taking Parental and Carer Leave* (AP7.1). This sets minimum standards and expectations of support that will be provided and staff taking this leave will expect to receive, before, during and after that leave. This document aims to give academic staff confidence that they will not be faced with stark life-work choices as a result of becoming parents and/or carers. **It has been approved by CLES's CEG in March 2014, adopted and will be made available online by all of CLES's four Departments, circulated to all academic staff and included in information packs given to all new academic staff.**

More needs to be done to broaden the cover and support for colleagues with illness and other caring responsibilities, and to monitor and amend the guidelines after they are put into practice. GASWG will assess the use and impact of this document in its annual monitoring and action planning process (AP1.2).

[246]

Word Count 4742/5000

6) Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous

sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

Our AS initiatives and female staff have played a significant role in our recent Research Excellence Framework submission which mentions, for example, how:

- the award of a University AS Bronze in 2012, and GASWG's work towards a Silver application, contributes to 'creating a balanced and equitable working environment';
- the mentoring of PGRs and ECRs through Research Group meetings and our ECRN contributes to 'enhancing research management' and 'training the next generation of researchers';
- the appointment of 'leading innovative researchers' to academic posts since 2008, including 10 named female staff;
- support was provided for three named female ECRs to make the next move in their careers via an ESRC Future Leaders Fellowships, and EU Marie Curie Integration Grant, and an ERC Starter Grant;
- more senior female staff have taken leading roles in subject associations, including 2 named female staff being Chair of the RGS(IBG) Historical Geography Research Group and President of the European Society for Rural Sociology;
- the outlining of the demonstrable impacts of research undertaken by four named female staff.

We have proactively addressed the concerns from our professional and technical services colleagues about the Athena SWAN Charter excluding them. GASWG has taken the decision to involve PTS staff in its deliberations (Katie Dalzell joined in November 2013). The question of if and how to involve PTS colleagues in ASWGs was raised at a University ASWG, and supported in the knowledge that Athena SWAN principles and actions are being rolled out to include all University staff via parallel Gender Equality Mark (GEM) principles and actions.

Through the continued participation of PTS staff on GASWG, we will monitor ways in which AS and GEM work together to support Women within and beyond Science at the University (AP1.1).

Word Count 286

5) Case study: impacting on individuals: maximum 1000 words

Case studies removed

Geography - Athena SWAN Action Plan 2014 – 2017

Introduction

This action plan forms part of the Geography Athena SWAN Departmental Silver Award. This document will remain a “live” document and be used to track, monitor and review the progress and impact of agreed measures. The overall plan will be submitted to the College’s Senior Management Team annually and reporting through the University ASWG to the Equality and Diversity Dual Assurance Committee and ultimately to the Vice Chancellor’s Executive Group.

Consultation

There have been a number of methods of staff and student consultation; recurrent and single events. These include focus groups, focus boards (after events) and staff/student surveys. Those actions marked ** are as a direct result of consultation.

Objectives

As part of the self assessment process nine broad objectives were identified.

1. Gathering and Assessing data
2. Supporting undergraduate and postgraduate students
3. Providing Support around Key Career Transition Points
4. Ensuring Fairness, Transparency and Competence in relation to Staff Appointments
5. Supporting Career Development Opportunities for Staff
6. Ensuring a Fair and Open Departmental Organisation and Culture
7. Providing Quality Maternity/Adoption/Paternity/Carer and Flexible Working Opportunities
8. Ensuring a Gender Balance in Outreach Activities
9. Providing Good Communication Channels and Opportunities to Share and Adopt Best Practice

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) <input type="checkbox"/> implemented	Recurrent date (if required)	
1	Gathering and Assessing Data				
1.1	Annual monitoring of data and reflection on the impact of interventions	GASWG, AS Project Officer and Assistant Director HR	September 2012	September 2013 March 2014, 2015, 2016, 2017	Annual check that the measures implement are having a positive impact we anticipated and if not reflecting on what changes need to be made. Report to College SMT on findings.
1.2	Interpret, monitor and report the progress of the Action Plan with recommendations for future change and improvement.	Chair of Geography ASWG, College Manager	January 2013	March 2014 November 2014 then twice per year for the GASWG with an annual report to College SMT	Ensuring that resources allocated to Action Plan are included in the business plan.
1.3 **	Develop targeted focus groups with staff and students in response to the analysis of data to further explore key issues where relevant	GASWG	The first was run in February 2013	February 2014, 2015, 2016, 2017	In addition to the ongoing GASWG work, consult with staff and students to reflect on changes made and seek ideas for further changes.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
1.4	Review the data from the three AS surveys, interpret data and identify relevant recommendations for Geography.	Thekla Morgenroth, Psychology PhD Student	Commenced September 2012 until September 2015	Every 18 months (3 times) until 2015	This quantitative data will be highly influential for further action plans and the priorities of the Geography AS initiative. This will also provide comparison data from across the institution. Staff and students will be kept up to date on the actions taken by the group in response to their feedback. The student survey was first conducted in December 2012 and will be repeated every 18 months and the staff survey was launched in February 2013 and will be repeated every 18 months. Both surveys will therefore be run 3 times.
1.5	Equal Pay Audits	Central HR	2010	Embedded	Equal pay audits carried out annually. Outcomes reporting through E&D Committees and to Deans.
1.6 **	SWARM workload allocation is monitored as part of our annual data collection.	HoD and GASWG	March 2014	Twice per year for the Geography ASWG	Ensuring that all Athena SWAN (-related) actions and activities are recognised in SWARM.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) <input type="checkbox"/> implemented	Recurrent date (if required)	
1.7 **	The College is collating applications for flexible working data with discipline and gender information for the 2014/15 academic year	Dean's Office, HRBP	March 2014	March 2015, 2016, 2017	We will be able to provide data on applications for flexible working and analyse by gender. We currently have information on applications for teaching restrictions in 2014/15.
2	Supporting Undergraduate and Postgraduate Students				
2.1 **	All staff members to have successfully completed E&D Training	HoD, College Dean, HRBP, Central HR	August 2012	Monitored annually thereafter	Our target is to have a 100% completion rate by April 2015.
2.2	Revise the recruitment process for PhD opportunities	GASWG, University ASWG, University Graduate Faculty	Review commencing May 2014	August 2014	Working Group set up to review all elements of PhD recruitment from advertising opportunities, through application and selection process to ensure that this continues to encourage a high level of female applicants and appointments.
2.3	Update the UG and PG online prospectus to show our commitment to the AS University level Bronze Award principles.	College and Central Marketing Teams	January 2013	January 2014, 2015, 2016, 2017	Promote our continued commitment to women at every level of study, to ensure female representation in all courses.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) <input type="checkbox"/> implemented	Recurrent date (if required)	
2.4 **	Maintain an even gender balance in UG programme publicity and of open day student ambassadors, and ensure female and male academics are open day speakers	Geography Director of Education and BA & BSc Geography convenors	January 2014	January 2015, 2016, 2017	Our ambition is to have mixed gender speakers a 50:50 female:male balance (or better) of student ambassadors at every Open Day.
2.5	Respond and action student feedback	Geography PGR and PGT Directors, with CLES PG Team.	May 2014	May 2015, 2016, 2017	The Module And Course Evaluation (MACE) carries out all evaluation on-line, in an anonymised way and via a standard web browser interface. These will be checked for any actions relating to gender issues by the Education Strategy Group who will ask the Geography ASWG to take forward items relating to gender bias.
2.6	Implement MyPGR system within the Department	Research Support Team	August 2012	Annually reviewed	Enhanced monitoring and tracking of the support of PGR students.
2.7 **	Increased tutorial contact with academic staff and new first year field courses	Geography Director of Education	September 2013	Embedded	More equal measures of male and female academic confidence in next AS student survey (see AP1.4).

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
2.8	Career Mentor Scheme gives second year UGs the opportunity to work on a one-to-one basis with a professional working in their chosen future profession.	MyCareerZone	May 2013	May 2014, 2015, 2016, 2017	Indicate the uptake from the Department and positive impact on female student career progression in academia.
2.9	Promote the use of 'Career Zone'	CLES-CEG ECR/PGR network co-ordinator	May 2013	Embedded	Promoted through ECR/PGR network and web pages. Greater uptake of female students with career planning
3	Providing Support at Key Career Transition Points				
3.1	University induction talk and lunch hosting by the Vice Chancellor and Deputy Vice Chancellor team.	Staff Learning and Development	New staff lunches are held termly (commenced at University level in 2003)	Review concluded July 2013	All new staff invited to attend and feedback is currently being gathered.
3.2	All new staff to be informed of the induction process at the time of their appointment.	Employee Services	September 2009	Reviewed in September 2012 when new College was formed	Monitor the induction evaluation feedback and report any gender specific issues to the GASWG
3.3	Publish job descriptions and promotion criteria for each job family; Education and Research, Education and Scholarship and Research	Central HR in consultation with College	October 2006	Third review of web pages started June 12 and concludes May 14	Promote this information via focus groups, GASWG, staff newsletters and the AS website.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
3.4 **	Annual workshops focusing on promotions, including good practice for writing promotion documentation, views of people who have been through the process.	College HRBP	November 2013	November 2014, 2015, 2016	Increase the number of female staff applying for and gaining promotion.
3.5	Information sessions on the options for supported teaching qualifications, such as Learning and Teaching in Higher Education and ASPIRE.	Educational Enhancement Unit	April 2013	n/a	Training reports now in place to monitor uptake and form part of the annual data review.
3.6	Promote the Springboard programme - a personal development programme designed especially for women.	Staff Learning and Development	Pilot academic only course run May 2013	Extend the pilot May 2014	Promote the course to female staff in the Department to heighten knowledge of it and encourage attendance
3.7 **	Increase the uptake of exit questionnaires: a) Implement localised Exit interviews with HoD b) Contribute to the central review of Exit questionnaires	College HRBP, Geography AS Lead, HoD, Central HR	September 2013	Review concluded and new questionnaire implemented April 2014	An improved uptake of central and local Exit questionnaire/interview completion.
3.8 **	Establish an Early Career Researcher Network	Geography ECRN Leads	Established in February 2013	Review February 2015	Success of the network is assessed according to the attendance and engagement of ECRs at Network events.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) <input type="checkbox"/> implemented	Recurrent date (if required)	
3.9	Academic Leads are assigned to all members of staff and serve a formal role to support staff in promotion.	GSG, HoD	2012	Embedded	Discussions about promotion are included in the PDR process. PDR completion rates are monitored by gender on an annual basis by the Dean and College manager.
3.10 **	Departmental induction, including introduction to Athena SWAN initiatives and support.	Department induction co-ordinator	October 2013	Embedded	This will be monitored and reviewed according to feedback from new starters.
3.11 **	Informal coffee meetings for female staff in Geography	GASWG	May 2014	Review May 2016	Female staff report improved information sharing and social support – success will be assessed by attendance and engagement with the meetings as well as staff feedback
3.12 **	Initiate informal mentoring for senior female physical geographers'	GASWG	May 2014	Review July 2016	Engage with the University's newly-formed Women's Professorial Network to establish informal mentoring for Lecturers and Senior Lecturers in Physical Geography
4	Ensuring Fair, Transparent and Competent Staff Appointment Procedures				
4.1 **	Gender Mix on interview panels	College HRBP	January 2013	Review January 2015	All panels interview panels include female representation without overburdening female staff

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
4.2**	The Department will ensure that all members of staff who sit on interview panels have undertaken Recruitment and Selection training.	College HRBP, College Dean	April 2012	Reporting mechanisms implemented July 2013	Mandatory training reports are run on a monthly basis and assessed by the College HRBP and College Dean. New staff are directed to mandatory training requirements as part of their induction.
4.3	Update the text for job adverts to include reference to our AS activities to promote the initiative and encourage female applicants	College HRBP	January 2013	Embedded	All academic job adverts now have reference to AS contained within them.
4.4	Ensuring that the criteria for selecting applicants for vacant posts is consistent, fair and adheres to Equality Policies	Central HR and recruiting academic line managers	June 2011	Embedded	A published criterion ensures the process is transparent.
4.5**	Recruit all academic posts (including research posts) via the centralised HR Trent e-recruitment system.	College SMT and Central HR	January 2014	Review December 2014	Gender data for the recruitment of all posts will be available for monitoring from the start of 2014 onwards.
4.6	Arrange feedback sessions to unsuccessful internal interviewees following job applications	Chair of interview panels	April 2012	March 2014, 2015, 2016, 2017	Add link to Geography AS website promoting this support mechanism and monitor uptake via annual data collection.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) <input type="checkbox"/> implemented	Recurrent date (if required)	
4.7 **	For all academic appointments, candidates are invited to meet staff prior to interview	Chair of interview panel	2010	Embedded	An informal meal is arranged with a mix of attendees to include different levels of seniority and gender. Success will be measured according to attendance, engagement and staff feedback.
5	Supporting Career Development Opportunities for Staff (please also see section 3)				
5.1 **	Ensure that all staff have a formal appraisal	Central HR in consultation with College(s)	April 2002	Reviewed in 2004, 2010 and 2012	PDR return rates indicated that in 2013, 40% of academic staff in Geography had a formal annual appraisal. We hope to increase this return rate year on year.
5.2	100% of appraisers to have received training prior to carrying out an appraisal.	Dean's Executive Group	April 2014	Review impact of training in April 2016	Feedback from staff survey will provide data on the quality of appraisals and show whether training of appraisers has had a positive impact.
5.3	All academic personal development review (PDR) appraisals are seen by the Dean to ensure that all who are ready for promotion are encouraged to apply.	College Dean	April 2012	Annually, following each PDR round.	An increase in the number of women coming forward for promotion.
5.4 **	PDR return rates to be audited annually.	CLES Athena SWAN officer, College manager	June 2012	Annually, following each PDR round.	A year on year increase in return rates of academic PDR appraisal forms.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
5.5 **	Encourage staff to attend management training courses.	Learning and Development, HoD, ECR leads, GASWG	April 2012	Reporting mechanisms implemented July 2013	Opportunities for management training will be publicised through a number of channels e.g. HoD, ECR network, Webpages. We will monitor the participation of men and women on these courses
5.6	Researcher survey for the HR Excellence in Research Award	Central HR with Vice Dean of Research	May 2013	May 2015, May 2017	Assess career support needs and allocated strategy resources to meet these.
5.7 **	Promote the research of Geography postgraduate students and staff through the Departments Twitter account.	Geography social media lead	September 2011	Embedded, Annual data collection	We are monitoring the number of tweets and retweets by Gender.
6	Ensuring a Fair and Open College Organisation and Culture				
6.1 **	Maintain the Amory building common room as a social space	College Manager	2012	Complete	A platform for informal mentoring. Usage of common room by members of staff from all levels.
6.2	RKT Researcher Toolkit	Research and Knowledge Transfer	December 2012	Complete	Online research support database which has specific sections on ECR funding and specific support for female orientated funding opportunities (e.g. L'Oreal).
6.3 **	All meetings to take place within core hours (9.30am-3pm)	Dean and College Manager	November 2012	Embedded	It has been written into the terms of reference that all meetings will take place between 10am and 3pm

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) <input type="checkbox"/> implemented	Recurrent date (if required)	
6.4 **	Define the governance and committee structure for Geography	College Manager and Geography Operations Officer on behalf of Geography SMT	April 2013	Review April 2016	Committee structure defined with membership and terms of reference published to all staff and students. All committees have female representation. Committee structure being reviewed under Equality Impact Assessment procedures to ensure no unintended bias exists.
6.5	Monitoring our media and web profiling of Geography Women	Geography Communications Officer	May 2014	March 2015, 2016, 2017	Have in place a formal monitoring process.
6.6	Report to the College Executive and AS University working group on actions undertaken by Geography ASWG.	College Manager, GASWG Chair	1 August 2012 continuing with reports	Monthly summary reports to Geography Senior Management Group, College ASWG and University ASWG	Working with the University Working Group provides access to other departments and the opportunity to share best practice.
6.7 **	Keep the Department AS web pages up to date with information on relevant upcoming events, and information	Athena SWAN Project Officer, GASWG	1 August 2012	Embedded	As events and initiatives are developed these are added to the web pages. Staff and students are more aware of the support mechanisms which are in place e.g. for maternity leave etc.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
6.8	Support decision making re assessing those who will be included within the REF	Directors of Research	March 2012	Completed October 2013	Procedures and policies in place for assessing gender in relation to REF exercise. Reflect on submission and gather data on gender of those being submitted at REF census date.
6.9	Promote the resources available for those choosing the education career path	Educational Enhancement Unit	April 2013	Training reports now in place to monitor uptake and form part of the annual data review	Briefing sessions on training and qualifications relating to Teaching.
6.10**	Visual Audit of Buildings	Assistant College Manager (Infrastructure)	Commencing September 2013	Completion by July 2016	improvements to our physical spaces to ensure no unintended gender bias.
6.11	Dignity and Respect Adviser Network	E&D Team	May 2014	Review May 2016	Expand the network.
6.12	Research Focus Week'	Research and Knowledge Transfer	May 2013	May 2014, 2015, 2016, 2017	There will be short training / information sessions aimed at ECR to refresh memories on support available for research grants. Within these sessions AS will be included to promote the Charter. Event promoted via Geography AS web site.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
6.13**	Reconstitute GSG so that membership is more gender and role-balanced.	GSG, HoD	May 2014		A more gender balanced GSG – A key decision making committee.
6.14	Support staff with grant applications	Geography Director of Research, Research Groups, ALs	2012	Embedded	Equalisation of success rates for grant applications for female and male staff at same career stages
6.15**	Ensure an even gender balance of external speakers	GASWG	March 2013	March 2014, 2015, 2016, 2017	We are monitoring the number of external speakers by gender and will proactively invite women to speak if there is an imbalance.
6.16	The University's 'Working Here' web pages reflect the organisations Athena SWAN agenda, including links to information on parent & carer support, maternity provision, flexible working, and more.	Employee Services	2012	Embedded	Increased applications from women at all levels.
7	Providing Quality Maternity/Adoption/Paternity/Carer and Flexible Working Opportunities				
7.1**	New Parent and Carer Guidelines issued and piloted within the College. These guidelines were written and endorsed by the GASWG in consultation with GSG, the HRBP and central HR.	HRBP, College Manager, College Dean, PASWG	February 2014	Review after pilot ends in February 2015	New guidelines were produced in direct response to the experiences of carer leavers within the College. Following a year long pilot implementation, the guidelines will be reviewed according to feedback from staff members who are taking, or considering taking Carer leave.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
7.2	New Parents and Carer network established. This is a voluntary buddy-up system whereby staff and students who share similar caring responsibilities can meet up for informal mentoring and support.	Assistant Director (HR)	February 2014	Review September 2014	The success of the network will be assessed by its usage among staff and students.
7.3	Increase awareness of University policies	HR Project Team	August 2012	Embedded	Information put on AS website to highlight the support available.
7.4	Confidential maternity/adoption meetings	College HRBP	February 2002	Embedded	One to one confidential meetings to explain maternity/adoption leave policies, discuss support prior to and on return from leave, use of Keeping in Touch Days.
7.5	Confidential Occupational Health Support	Occupational Health Team	February 2012	Review scheduled July 2014	Supported maternity risk assessments in place, via an online form. This has seen an increase in informal adjustments to workload for pregnant staff, especially those who are laboratory based

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
7.6	Salary sacrifice scheme for child care vouchers	Central HR	September 2005	Provision reviewed December 2013	The University operates a child care voucher scheme enabling parents to choose a child care provider of their choice. They purchase vouchers in a way that saves them tax and NI contribution. This is flagged to all staff when they enquire about maternity and/or paternity leave. Information is also displayed on the web pages for parents and included in induction material for new staff. Currently 269 staff participate in the scheme.
7.7	Online maternity leave and pay calculator	Central HR	April 2009	n/a	Staff who are pregnant or planning pregnancy can calculate their leave and associated pay. This has received positive feedback as staff can access information confidentially at the stage of planning pregnancies.
7.8	Review Nursery Provision (Exeter)	Campus Services	August 2013	December 2014	Assess whether it is possible to extend the existing childcare facilities on campus

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
7.9	Sports Camps for Children (Exeter)	University of Exeter Sport	September 2008	Embedded	Widens the options for parents during school vacation periods.
7.10	Review of Adoption and maternity pay	Central HR and Geography ASWG	September 2013	Completed January 2014	Enhanced provision implemented
7.11	Career Break Pilot	Assistant Director (HR) and Research Knowledge Transfer	March 2013	September 2013	Bespoke support for those having had a career break wishing to return to academia.
7.12	Establishment of new 2 week period of paternity leave on full funding.	HR Director and College Dean	December 2013	January 2014	Enhanced provision implemented
7.13**	Alteration of mini-bus service from St David's Rail Station to University to allow children of staff and students to ride on the bus.	University	January 2013	Embedded	Improved access for staff and students with children.
8	Ensuring Gender Balance in Outreach Activities				
8.1**	Monitor gender mix of staff taking part in Outreach activities to give a range of role models.	GASWG	January 2013	March 2014, 2015, 2016, 2017	Maintain gender balance of students

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) <input type="checkbox"/> implemented	Recurrent date (if required)	
9	Providing Good Communication Channels and Opportunities to Share and Adopt Best Practice				
9.1	Share and learn from best practice across the University in relation to AS initiatives	GASWG Chair	March 2012	Every month during term time	The College has four members of academic staff who also sit on the overarching University AS Working Group, one of which is the GASWG Chair. This helped in the planning when setting up the Geography ASWG and keeps the College informed of other departments AS work as well as University changes and improvements.
9.2 **	Promote the membership of the ASWG to widen engagement routes with staff and students.	GASWG Chair	September 2013	Completed	Profiles of the groups (staff and students) to be posted on the Department AS website to ensure clarity of role and structure of group leading to greater engagement.
9.3 **	AS “launch” event	Assistant Director (HR)	30 January 2013	Complete	Joint event with the other STEM/M Colleges at Exeter to promote the project. Key note speech given by Professor Teresa Rees CBE followed by a Q&A Session, networking including feedback from staff on AS topics to gain views and consult. Over 90 staff and students attended the event.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
9.4	Support other UoE departments in preparing their submissions	Geography ASWG	April 2013	August 2013	Share application and action plan at submission point. Share outcome and feedback when received.
9.5	Learn from and contribute to national initiatives relating to AS	Geography ASWG	September 2012	As opportunities occur	We have a member on the ECU AS Medical and Dental Advisory Group and members attend the regional network.
9.6 **	Role Models	Research and Knowledge Transfer and Vice Dean of Research	March 2013	March 2014, 2015, 2016, 2017	Review the statistic analysis of the gender split of speakers at University events and VIP visits to ensure that we are promoting female role models and providing equality of opportunity.