



Department Application Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Silver	Application
Word limit	12,000 (+1,000)	12,964
<i>Recommended word count</i>		
1. Letter of endorsement	500	486
2. Description of the department	500	462
3. Self-assessment process	1,000	723
4. Picture of the department	2,000	2,417 (+239)
5. Supporting and advancing women's careers	6,500	6,500 (+725)
6. Case studies	1,000	973
7. Further information	500	439

From: Athena Swan [<mailto:AthenaSwan@ecu.ac.uk>]
Sent: 13 April 2018 15:49
To: Adhamy-Nichol, Kitty <K.Nichol@exeter.ac.uk>; Athena Swan <AthenaSwan@ecu.ac.uk>
Subject: RE: Word count extension request

Dear Kitty,

Thank you for your email to request word extensions giving clear reasons as to why. The circumstances you give make both applications eligible for additional words (as explained at <https://www.ecu.ac.uk/equality-charters/athena-swan/apply-award/word-count-guidance/>) so we are happy to grant your requests.

This email therefore confirms that:

The University of Exeter has been granted an additional 1000 words for their April 2018 submission; and
The University of Exeter – CLES Cornwall has been granted an additional 1000 words for their April 2018 submission.

Please include this email in your submissions as confirmation and make clear where you have used the additional words.

I also want to highlight that the word count weblink above also includes information about the additional 500 words being allowed for institutional applications now – I hope you might have seen about this already, and want to make clear that your additional 1000 words are in addition to this blanket institutional increase.

Best wishes,

Annie

Annie Ruddlesden
Equality Charters Adviser

E annie.ruddlesden@advance-he.ac.uk
T +44 (0)207 269 6542

Name of institution	University of Exeter
Department	College of Life and Environmental Sciences
Focus of department	STEMM
Date of application	18/05/2018
Award Level	Silver
Institution Athena SWAN award	Date: November 2014 Level: Bronze
Contact for application <small>Must be based in the department</small>	Associate Professor Frank Van Veen
Email	f.j.f.van-veen@exeter.ac.uk
Telephone	01326 255974
Departmental website	https://lifesciences.exeter.ac.uk/athenaswan/cornwall/

DATA NOTES

We present data in Full Person Equivalent (FPE) for Staff and Full Time Equivalent (FTE) for students. Where relevant, we present data separately for Biosciences (coloured blue), and Geography (coloured green), and grouped (coloured purple).

HESA Benchmarks were generated from 2015/16 for Staff and 2016/17 for students.

All uses of the term 'significant' refer to statistically significant differences as determined via formal data analysis.

Actions from previous action plans are referenced in the text as ^(AP11). This corresponds with the thematic action categories in Box 1 below.

Box 1. Overview of action categories relating to our 2013 (Bronze) and 2014 (Silver) action plans

1. Actions continued from our successful Bronze award in 2013
2. Improving data collection and monitoring
3. Harnessing commitment and embedding equality actions in the Department
4. Mainstreaming support of undergraduate and postgraduate students
5. Embedding AS in induction, training and mentorship
6. Shifting culture and attitudes
7. Maintaining diversity at management and policy-making levels
8. Maintaining attraction, retention and promotion of female staff and career planning
9. Continuing to ensure a fair and transparent staff and PGR appointment process
10. Providing quality maternity / adoption / paternity / carer and flexible working opportunities
11. Promoting visibility of positive female role models

A full list of all acronyms used in this application can be found below.

Acronym	Term
BAME	Black, Asian and Minority Ethnic
CEC	Centre for Ecology and Conservation (Biosciences)
CEG	College Executive Group
CGES	Centre for Geography and Environmental Sciences (Geography)
CLES	College of Life and Environmental Sciences
D&R	Dignity and Respect
DLHE	Destinations of Leavers from HE survey
DoE	Director of Education
DoI	Director of Inclusivity
DoR	Director of Research
E&D	Equality & Diversity
E&R	Education & Research (academic career path)
E&S	Education & Scholarship (academic career path)
ECR	Early Career Researcher
EDI	Equality, Diversity & Inclusivity
EES	Employee Engagement Survey
ERC	European Research Council
ESI	Environment and Sustainability Institute
FPE	Full Person Equivalent
FTE	Full Time Equivalent
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR BP	Human Resources Business Partner
ILM	Institute of Leadership & Management
IST	Institute of Science & Technology
OSB	One Step Beyond Mentorship scheme
PDR/ePDR	Performance and Development Review
PGR	Postgraduate Research (Masters by Research & PhDs)
PGT	Postgraduate Taught (taught Masters)
PS	Professional Services
PSRA	Professional Services Recognition Awards
R only	Research only
R&S	Recruitment & Selection
REF	Research Excellence Framework
SAT	Self-Assessment Team
SSLC	Student-Staff Liaison Committee
STEMM	Science, Technology, Engineering, Maths & Medicine
UG	Undergraduate
VC	Vice Chancellor
VLE	Virtual Learning Environment

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 500 words; Current 486 words

Professor Dave Hodgson
College of Life and Environmental Sciences
Penryn Campus
University of Exeter
Penryn
TR10 9FE
01326 371829
d.j.hodgson@exeter.ac.uk



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

18th April 2018

Dear Equality Charters Manager,

We are delighted to confirm our support for the Athena SWAN Silver Award application for the College of Life and Environmental Sciences (CLES) at the University of Exeter's Cornwall Campus. As Heads of Department we have engaged completely in the Athena SWAN and inclusivity agendas, including joining the self-assessment team. The new head has taken a lead role in this application, and is now fully informed regarding successes and challenges for departmental inclusivity.

We are extremely proud of our Silver Award, and of the improvements made by our action plan, including:

1. Department-wide awareness of equality and inclusivity issues.
2. Transparency and objectivity of recruitment and promotion processes.
3. Improved gender-balance in progression of students and early career researchers.

We have embedded processes to help achieve gender parity through the career development pipeline:

1. Equality & Diversity training for staff involved in recruitment.
2. Mentorship schemes and Dignity and Respect Advisors for all staff and students.
3. Gender balance among Academic Leads.
4. Greater visibility of female role models

We are particularly proud of institutional changes brought about by the successful lobbying of our Inclusivity team:

1. Online Performance and Development Review system in 2018.
2. Opening of nursery on the Penryn campus.
3. Radical improvement in parental leave conditions.

We have worked hard to promote a culture of collegiality, respect and care among staff and students. The 2016 employee engagement survey shows high levels of belonging to CLES Cornwall. Over 90% of staff have completed mandatory Equality & Diversity Training.

However, we recognise a legacy of inclusivity challenges. Our proportion of female staff in Biosciences has remained static, because staff retention is male-biased. We have equalised the progression pipeline for young female scientists, but we must now ensure that this wave of improvement follows through to mid-career and Professorial grades, using improved support and promotion procedures. We must also address high stress-levels in the Department, some aspects of which are felt most by female students and staff, whether academic or in Professional Services.

We present information for two academic units. Geography is smaller numerically, shows impressive patterns of equality and career progression, but suggests male-bias in applications for postgraduate study. Biosciences is larger, has improved in gender equality among young scientists, but suffers gender-biased staff retention. Our action plan acts on differences between these units.

As Heads of Department, we prioritise the nurturing of academic progression, without prejudice. To support this vision, Action Plan priorities include:

1. Maximising opportunities for career progression for all academic staff, regardless of gender.
2. Ensuring retention of junior academic staff, regardless of gender.
3. Mentoring, workshops and training to help staff manage their workload and stress.
4. Inclusivity of all sections, intersections and protected characteristics of the department's demography.

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

Yours sincerely,



Professor Dave Hodgson (Head of Department from 01/01/18)



Professor Brendan Godley (Outgoing HoD)

[486 words]

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: 500 words; Current: 462 words

CLES Cornwall is a combination of three Research Centres (Centre for Ecology and Conservation (CEC); Centre for Geography, Environment and Society (CGES); Environment and Sustainability Institute (ESI)) that sit in or overlap with the College of Life and Environmental Science (CLES). Hereafter we present information using standard labels "Biosciences" and "Geography". CLES Cornwall excels at world-leading research; outstanding education as measured by student satisfaction and employability statistics; and a growing global reputation. The full Department is managed by a Head of Department (HoD) and represented at College Executive Group.

CLES Cornwall is managed by a hierarchy of committees (Figure 2.1), each of which include Inclusivity and Early Career Researcher (ECR) Representatives. Membership is invited from the entire pool of eligible candidates and is reflected in members' workload models. The HoD, currently also Director of the CEC, holds a three-year tenure. CGES has its own Director. Both Directors sit on the College Executive Group and report Departmental issues there. The ESI spans multiple Colleges but includes several CLES staff and is Directed by a CLES Professor.

CLES Cornwall hosts a Department Executive Committee that meets weekly, consisting of Head of Department, Centre Directors, Director of Education (currently a shared role), Director of Research, Director of Inclusivity and ECR representative.

Undergraduate programmes in Biosciences are BSc Zoology; BSc Conservation and Ecology; BSc Animal Behaviour; BSc Evolutionary Biology; BSc Marine Biology. Undergraduate programmes in Geography are BA/BSc Geography; BSc Environmental Science; BA/BSc Human Sciences. All undergraduate programmes have 4-year variants: MSci; BSc with Industrial Placement; BSc with Study Abroad. Postgraduate taught programmes are MSc Conservation and Biodiversity; MSc Applied Ecology; MSc Evolutionary and Behavioural Ecology; MSc Conservation Science and Policy; MSc Sustainable Development. Taught programmes are managed by Programme Directors, with oversight from Director of Education. Education issues are fed to the CLES Cornwall Executive weekly and to the College's Education Strategy Group. Feedback and discussion with students is managed through Student-Staff Liaison Committees (SSLC), whole-cohort meetings and fortnightly meetings between SSLC representatives and Directors of Education.

Each discipline holds monthly formal staff meetings, and weekly informal staff meetings. Weekly bulletins are emailed to staff, celebrating Departmental successes and sharing procedural information, and staff information is hosted on a "Staff Gateway" web portal.

All academic staff are mentored by academic leads (6 Female: 10 Male), who oversee their annual Performance and Development Review. Workload allocation is managed by the HoD in consultation with Department Executive and Academic Leads, using an objective and transparent workload model.

Academic staff belong to one of three job families: Education & Research; Education & Scholarship (academic staff with main responsibilities in Education); Research Only (research fellows and postdoctoral research staff). Professional Services staff are now managed by independent directorates and there are no support staff employed directly by the College.

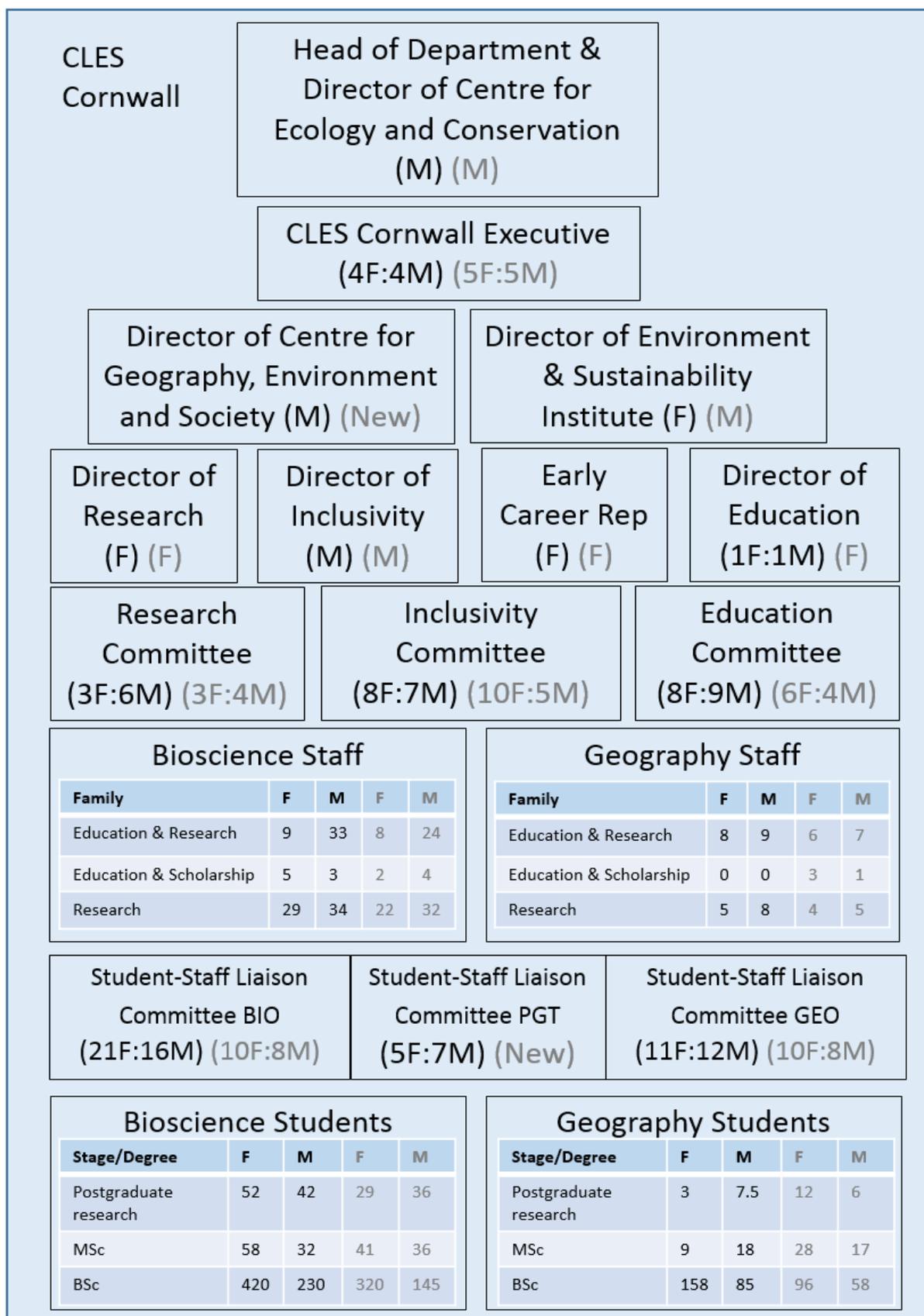


Figure 2.1 – Pictogram of the structure of CLES Cornwall, including gender splits (number of individuals: F = Female; M = Male) in 2017 (black text) and in 2014 (grey text).

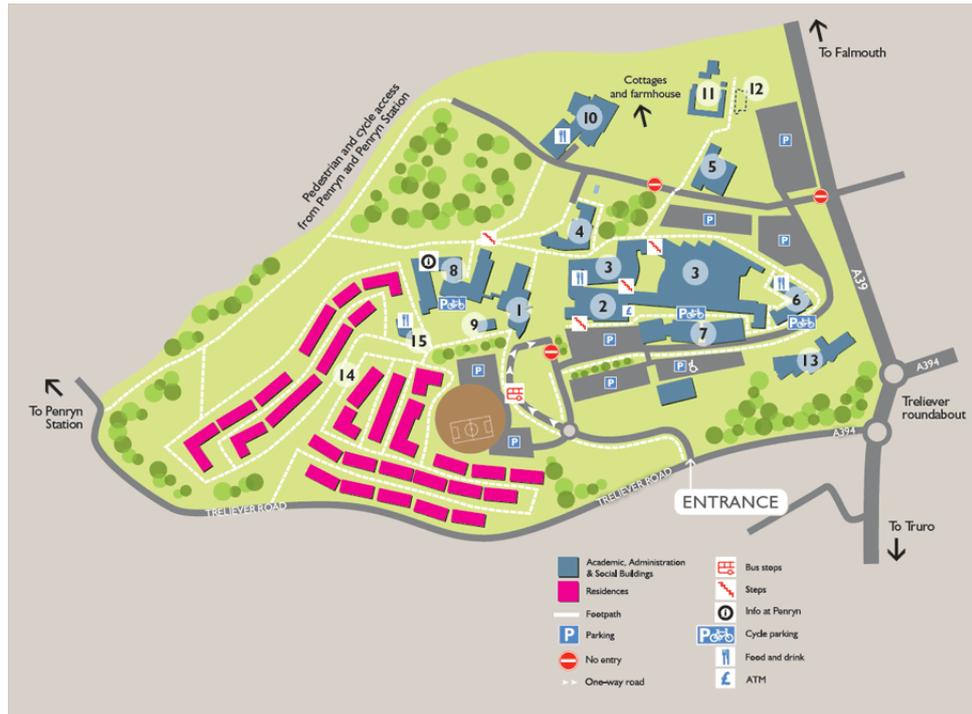


Figure 2.2 – Map of Penryn Campus. CLES Cornwall staff and postgraduate students are homed across several buildings (3; 4; 6; 7; 8; 11; 13) with (3) being the Bioscience hub and (8) the Geography hub. Extensions to (7) in 2018 will bring together staff and PGR students from (4) & (13), closer to the central hub of CEC.

[462 words]

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words; Current: 723 words

(i) A description of the self-assessment team

Throughout this report, references to changes made as a result of our 2013 (Bronze) and 2014 (Silver) Action plans are highlighted as superscripted numbers, which should be interpreted with reference to the appended Action Plan overview (Box 1 above).

CLES Cornwall’s Inclusivity Committee (Table 3.1; Figure 3.1.1) comprises members occupying key departmental roles to ensure effective action implementation as well as those with a keen interest in inclusivity matters . Membership includes staff with and without caring responsibilities; single and in relationships; individuals in all job families and at all career stages, from undergraduate to Professor and Professional Services, and those working full and part time. The Inclusivity Committee meets to discuss issues of equality and diversity in the Department; consider and recommend strategy for improving inclusivity in all Departmental processes and activities; and develop applications and action plans for Athena SWAN awards.

Table 3.1 – Members of CLES Cornwall’s Inclusivity Committee

Name	Job title	CLES ASWG role	Contract	Lifestyle
 Jon Blount	Professor in Biosciences (E&R)	Director of PGR/PGR lead; representative of Research Committee	Full time/ permanent	Parent of two
 Laura Colebrooke	Postdoctoral Researcher in Geography	Panel member	Full time/ fixed term	
 Daniela Farina	Laboratory Manager in Biosciences	Professional Services lead	Full time/ permanent	Parent of one
 Owen Greenwood	Assistant Lab Manager in Biosciences	Technical Services representative	Full time/ permanent	



Wendy Head

Human Resources Penryn

HR Business Partner

Part time/ permanent



Sarah Hodge

Senior Lecturer in Biosciences (E)

Deputy Chair, Director of Education and Education Committee representative. Co-UG/PGT lead.

Part time/ permanent

Parent of twins



Dave Hodgson

Professor in Biosciences (E&R)

Head of Department

Full time/ permanent

Parent of two



Laura Kelley

Research Fellow in Biosciences

Flexible Working and Managing Career Breaks lead

Part time/ permanent

Parent of one



Sarah Hamm

2nd year PhD in Biosciences

Postgraduate representative

Full time/ fixed term



Bethany Mitchell

3rd Year BSc Zoology student

Undergraduate representative

Full time/ fixed term



MD Sharma

Postdoctoral Researcher in Biosciences

Panel member

Full time/ permanent

Parent of twins

	1 st year PhD in Biosciences	Postgraduate representative	Full time/ fixed term	
Shari Mang				
	Apprentice administrator	Secretary to the group; Minutes and meetings	Full time/ fixed term	
Kayleigh Sandercock				
	Inclusivity Adviser	Professional Services support; Inclusivity, Equality & Diversity Adviser	Full time/ permanent	
Sophie Sinclair-Brown				
	A/Professor in Biosciences (E&R)	Academic staff and ECR lead	Full time/ permanent	Parent of two
Alex Thornton				
	Lecturer in Geography (E&R)	Culture lead	Full time/ permanent	
Rachel Turner				
	A/Professor in Biosciences (E&R)	Chair; Director of Inclusivity	Full time/ permanent	Parent of two
Frank Van Veen				
	A/Professor in Biosciences (E&R)	Co-UG/PGT lead	Full time/ permanent	Parent of twins
Andy Young				



Figure 3.1.1 – Photo of members of the CLES Cornwall Inclusivity committee 2018.

[143 words]

(ii) **An account of the self-assessment process**

The self-assessment panel was formed in 2012. In 2017 its identity was changed to "Inclusivity Committee" to reflect that its activities were for equality and diversity issues generally, in addition to oversight of the Athena SWAN Action Plan. The HoD is an active member of the panel and, along with other core members such as the DoI, DoPGR and DoE, ensures two-way communication between the department and the University around inclusivity issues. Inclusivity is now a fixed item on the agenda of meetings at all levels, due to actions instigated in our 2013 Bronze application^(AP1). The panel has met monthly (outside of school holidays and, like all meetings in the department, during 10:00-16:00 core hours) since January 2014^(AP2). Membership of Inclusivity Committee is reviewed at the beginning of each academic year and applications for new members are invited, with the goal of achieving broad representation across all staff and students.

The Inclusivity Committee reports to the Department Executive and to the College-, Campus- and University-level Inclusivity Committees (Figure 3.2.1), with termly reports and feedback among these groups. The Inclusivity Committee consults with staff and students regularly via the following routes:

- **The Early Career Researcher (ECR) network:** A group run for ECRs by ECRs, with funding and infrastructural support provided by the department. The group addresses issues perceived as barriers to ECRs generally, and those with protected characteristics, and provides a support network and forum to discuss development opportunities. Meetings include regular Inclusivity updates, career development workshops and monthly coffee mornings. This initiative was developed as an action in our Silver application^(AP3)
- **Weekly Departmental Meetings:** The Inclusivity Committee reports to and seeks views from staff through these meetings. Inclusivity runs throughout all agendas^(AP1) and updates are also reported through weekly email bulletins to all staff^(AP3).
- **HoD meetings with ECRs:** The HoD holds specific meetings with ECRs twice a term in partnership with ECR representative on the Department Executive (Dr Neeltje Boogert). Issues and actions arising from these meetings are escalated straight to the Inclusivity Committee and CLES

Cornwall Executive. This initiative has been running successfully since our 2013 Bronze application ^(AP1).

- **SSLC & Student Workshops:** The student representative on the Inclusivity Committee sits on SSLC meetings and disseminates information in both directions.

The full draft of this application was circulated throughout the department and an open workshop was held to discuss and prepare the final Action Plan. The drafts were also shared with the lead authors of the 2014 Silver application, and reviewed internally by members of the Institution. Our application was also reviewed by Dr Zenobia Lewis (University of Liverpool), our external critical friend.

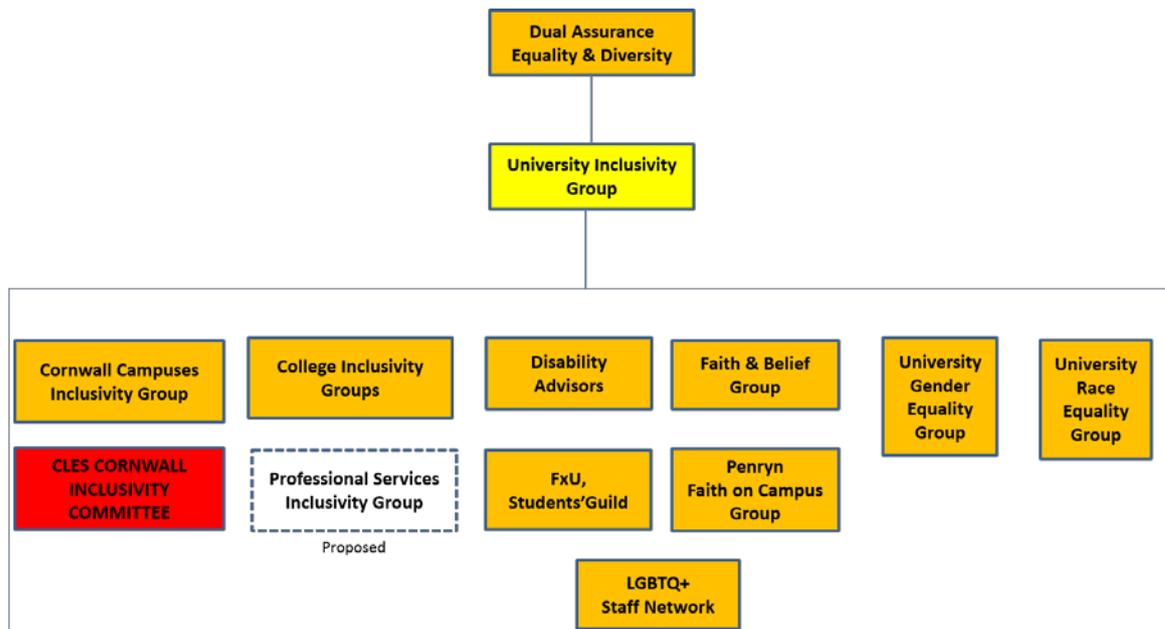


Figure 3.2.1 – Reporting Structure for the CLES Cornwall Inclusivity Committee (red). We report through the network of Inclusivity Groups via both College and Campus routes.

[434 words]

(iii) Plans for the future of the self-assessment team

A major task for the SAT is the periodic delivery of application for Athena Swan awards, but also the ongoing review of data and Action Plans. Members of the Committee receive time in their workload model to deliver these responsibilities, however the committee experienced 100% turnover in the 12 months following the 2014 Silver application. Action is needed to ensure continuity of knowledge in future (Action 3a). Key members of the Inclusivity Committee will remain in place during the next assessment period to facilitate implementation of actions and maintain momentum. We will gradually refresh the membership by offering all staff and students the opportunity to register their interest in joining the team. In addition to monthly meetings, we shall also continue to review the action plan, core data and results from focus groups twice yearly, with results reported to the Department Executive and upstream Inclusivity Committees.



Action 3a Ensure resilience and continuity of knowledge in the CLES Cornwall Inclusivity Committee and Self-Assessment Team.

[146 words]

4. A PICTURE OF THE DEPARTMENT

Recommended word count: 2000 words; Current 2656

See data notes (pg 4.).

4.1. Student data

Overview

Numbers of undergraduate, postgraduate-taught and postgraduate-research students have grown during the census period. Thanks to Silver Award Actions we there has been an increase in the proportion of female postgraduate students and gender balance in our recruitment and progression pipeline^(AP1,3,11). Challenges include making Geography PGR programmes more attractive to female applicants, and to understand male-biased international applications for PGT programmes. We must also install support structures for PGR that further promote gender equality in career progression. Finally, we will measure students' understanding of, and engagement with, Athena SWAN principles.

[89 words]

(i) Numbers of men and women on access or foundation courses

We do not currently run foundation or access courses.

[9 words]

(ii) Numbers of undergraduate students by gender

Numbers of male and female undergraduates relative to national picture

Our Undergraduate Programmes have increased in size over the last 5 years and show consistently significant female bias (Biosciences average 67.0% female, Figure 4.1.1a; Geography average 62.4%, Figure 4.1.2a, both above HESA Benchmarks) with no significant variation among years. The female bias in our undergraduate population is most likely due to the nature of degree programmes we offer, rather than selectivity in selection (see recruitment pipeline analysis).

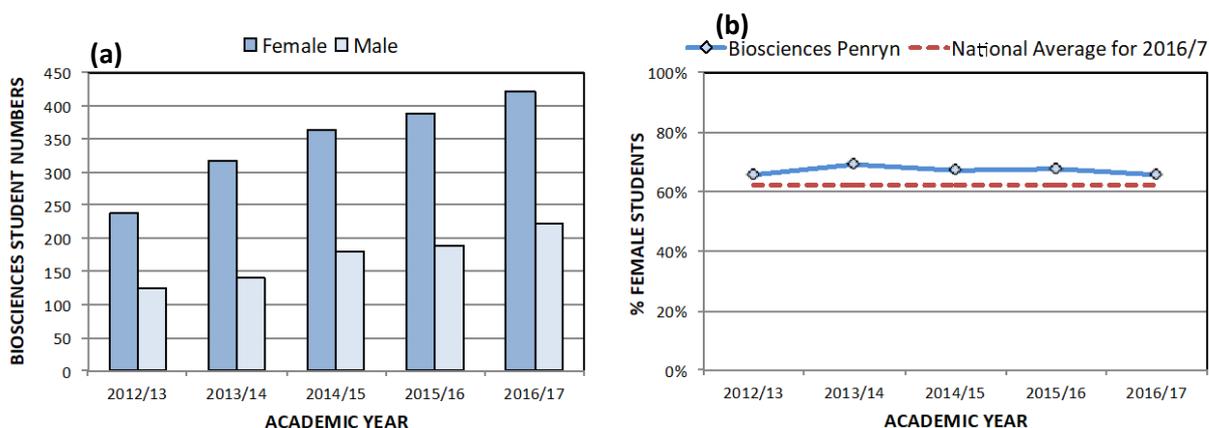


Figure 4.1.1 – (a) Male and female undergraduate student numbers in Biosciences. (b) Gender ratio compared to National Average.

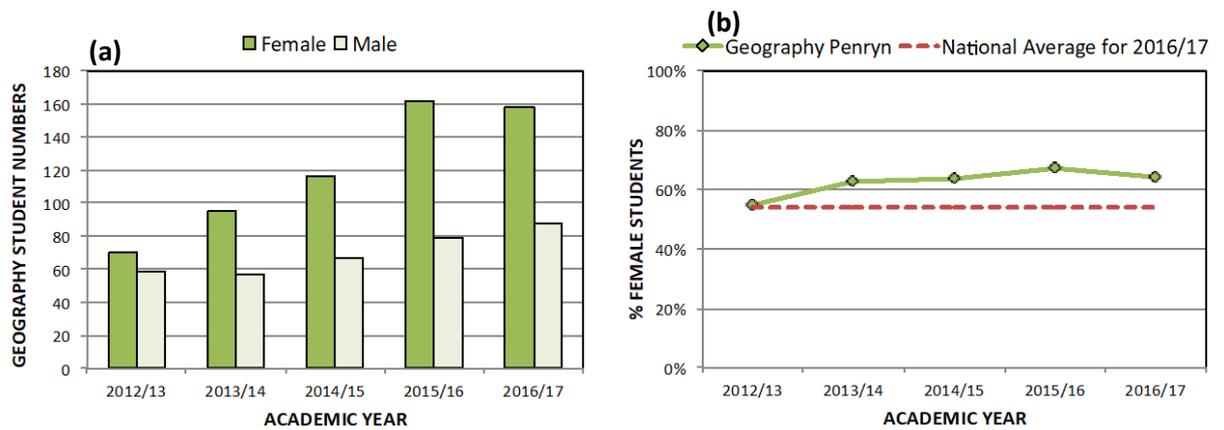


Figure 4.1.2 – (a) Male and female undergraduate student numbers in Geography. (b) Gender ratio compared to National Average.

Action to balance recruitment of male and female undergraduates

Since our 2014 Silver award^(AP4), 28% of staff at open days have been female, closely resembling our staff composition, and we now facilitate attendance with fully-funded nursery places^(AP10). All open day talks include information on inclusivity, while all promotional materials have gender-balanced images of students and staff (Section 5.6(vii)) and highlight our commitment to the Athena SWAN Charter. We have opened our degree programmes to BTEC applicants, and plan to introduce Part-Time study options to all programmes.



Action 4.1a Review potential for offering part-time/flexible undergraduate programmes in Biosciences and Geography, and act on the outcome.

Gender balance in the undergraduate recruitment pipeline

Our Biosciences and Geography recruitment process is gender neutral, with female biases in our undergraduate population reflecting significant female bias in the applications received in all years (Biosciences average 66.3%; Figure 4.1.3a, Geography average 59.3%; Figure 4.1.4a). We observe no significant gender bias in offer-making (Figure 4.1.3b & 4.1.4b) or acceptance (Figure 4.1.3c & Figure 4.1.4c).

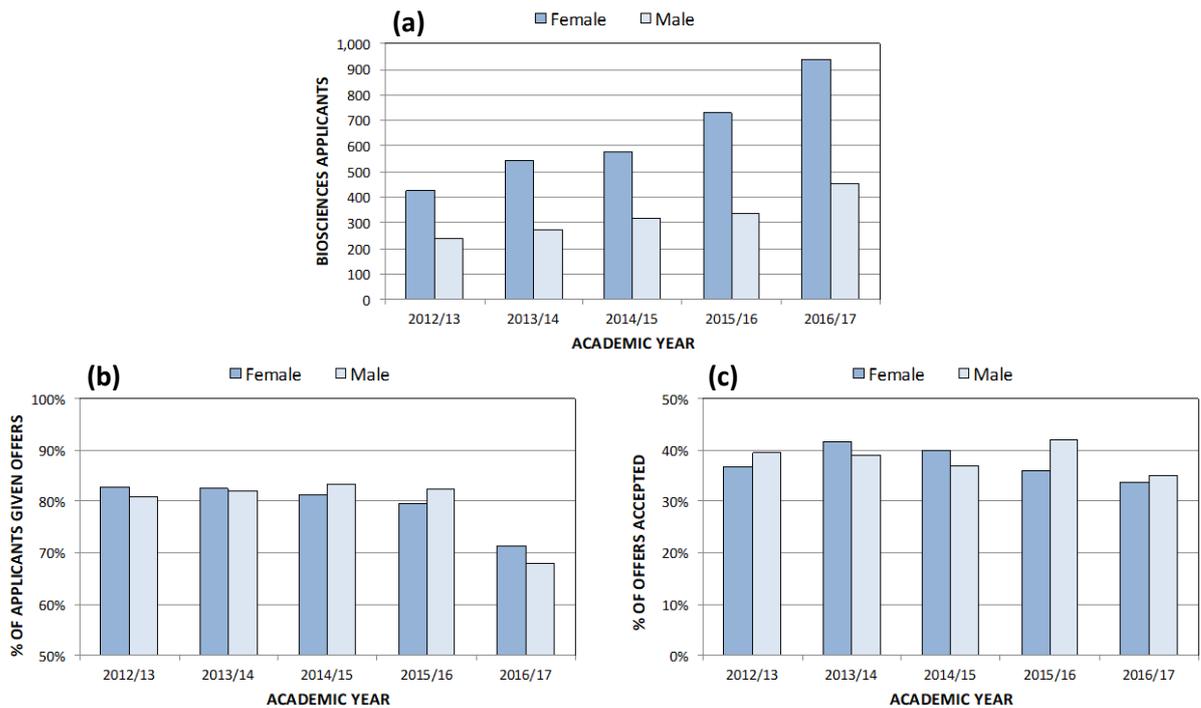


Figure 4.1.3 – (a) Numbers of applicants, (b) proportions of applicants receiving offers and (c) proportion of offer-holders that accepted, in Biosciences.

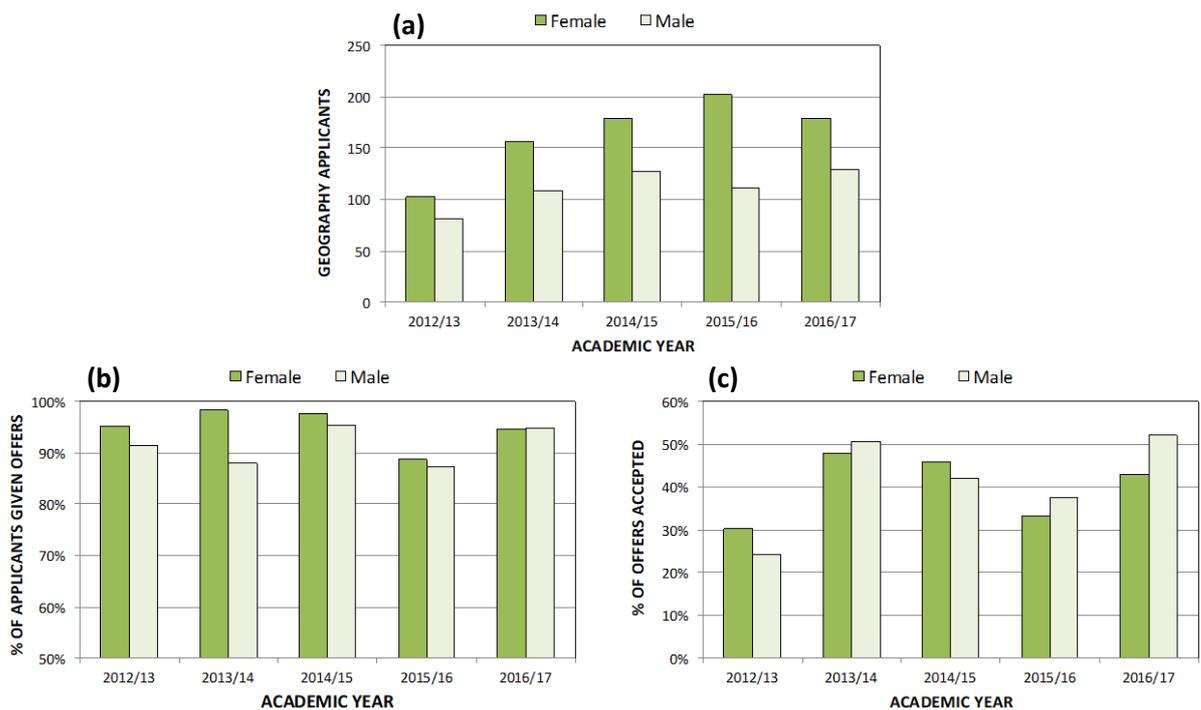


Figure 4.1.4 – (a) Numbers of applicants, (b) proportions of applicants receiving offers and (c) proportion of offer-holders that accepted, in Geography.

Attainment and Completion Rates

Final degree marks on Biosciences undergraduate programmes reveal no significant gender differences in attainment (Figure 4.1.5a). A tendency in Geography for female bias in attainment (Figure 4.1.5b) was not statistically significant and the gender gap closed in 2015/16.

Completion rates for undergraduate degrees in Biosciences reveal no significant gender differences (Figure 4.1.6a). Female Geography students had higher completion rates than males in 2011 and 2014 (Figure 4.1.6b), but no significant gender bias overall.

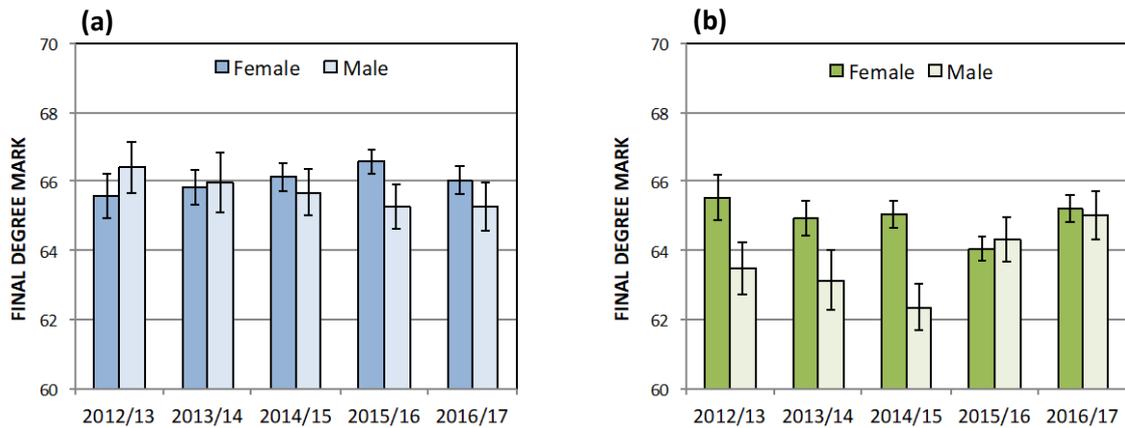


Figure 4.1.5 – Final Bachelor degree marks for females and males graduating in (a) Biosciences and (b) Geography. Bars present mean degree marks +/- Standard Error (SE)for the cohort.

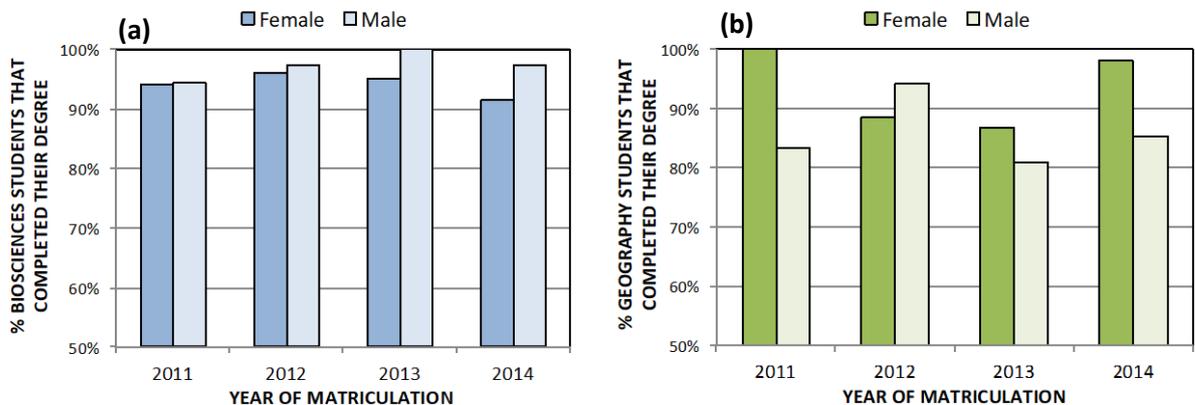


Figure 4.1.6 – Completion rates for Bachelor degree students in (a) Biosciences and (b) Geography.

[303 words]

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

Numbers of male and female PGT relative to national picture

Previously, numbers of students on our Biosciences PGT programmes (Figure 4.1.7a) showed no significant gender bias, unlike the significant female bias in the undergraduate population (Figure 4.1.1). Focus groups revealed confidence as a key issue, so in 2014 we addressed this with Actions, including whole-cohort presentations on equality of opportunity for further study and greater visibility of female role models^(AP1,3,11). Gender ratios on Biosciences PGT programmes are now significantly female biased (Figure 4.1.7), closely resembling our undergraduate ratios, indicating equality in the progression pipeline.

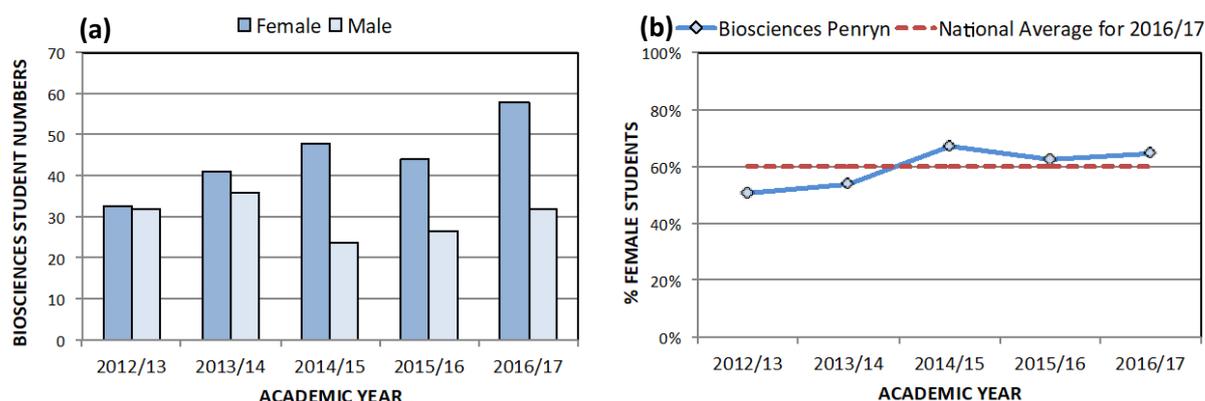


Figure 4.1.7 – (a) Numbers of males and females enrolled on full-time Biosciences postgraduate taught programmes. **(b)** Gender ratio on these programmes relative to the National Average.

Numbers of students on Geography PGT programmes show no significant gender bias (Figure 4.1.8a; average 53.6% female) and resemble the national average (Figure 4.1.8b). The apparent drop in % females in 2016/17 is not significant and linked to small numbers but will be closely monitored as part of annual reviews of core data. We investigated the mismatch between undergraduate (female biased) and PGT (unbiased) sex ratios. Our own graduates showed no bias in the uptake of PGT courses (Figure 4.1.22) and we found no gender bias in marketing materials. Hence the PGT gender balance likely reflects the national average gender balance among Geography graduates.

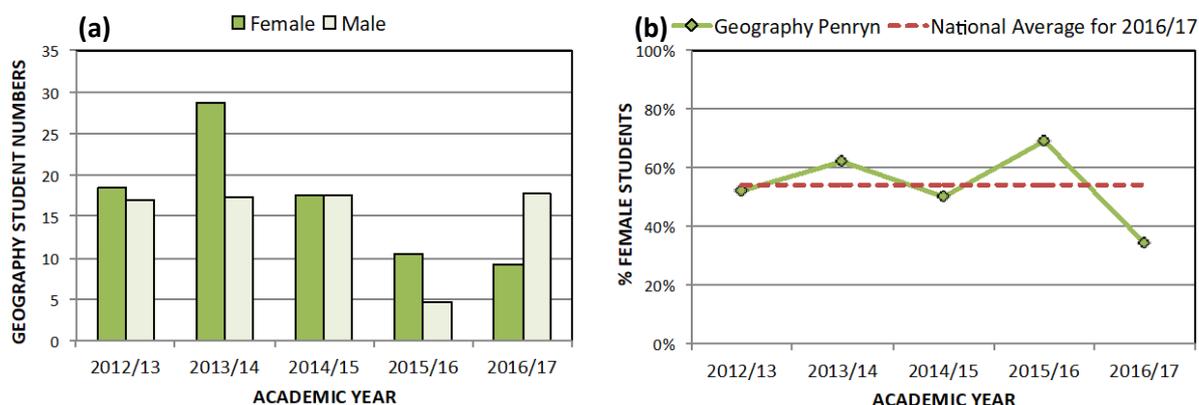


Figure 4.1.8 – (a) Numbers of males and females enrolled on full-time Geography postgraduate taught programmes. **(b)** Gender ratio on these programmes relative to the (dashed) National Average for Geography programmes.

Gender balance in the PGT recruitment pipeline

Our Biosciences PGT recruitment pipeline is gender neutral except for applications, which are female-biased. We observe no significant gender biases in the probabilities that an applicant received an offer (Figure 4.1.9b) or accepted that offer (Figure 4.1.9c). The Geography PGT recruitment pipeline shows subtle and opposing gender differences in application rate and offer likelihood. Applications were male-biased (Figure 4.1.10a), but offers were female-biased (Figure 4.1.10b) and acceptances were overall not significantly biased (Figure 4.1.10c). Further analysis showed that biases in applications and offers are dominated by International applicants (Action 4.1b).



Action 4.1b Further investigate the male bias in Geography International PGT applicants, and ensure no unconscious bias during review of applications.

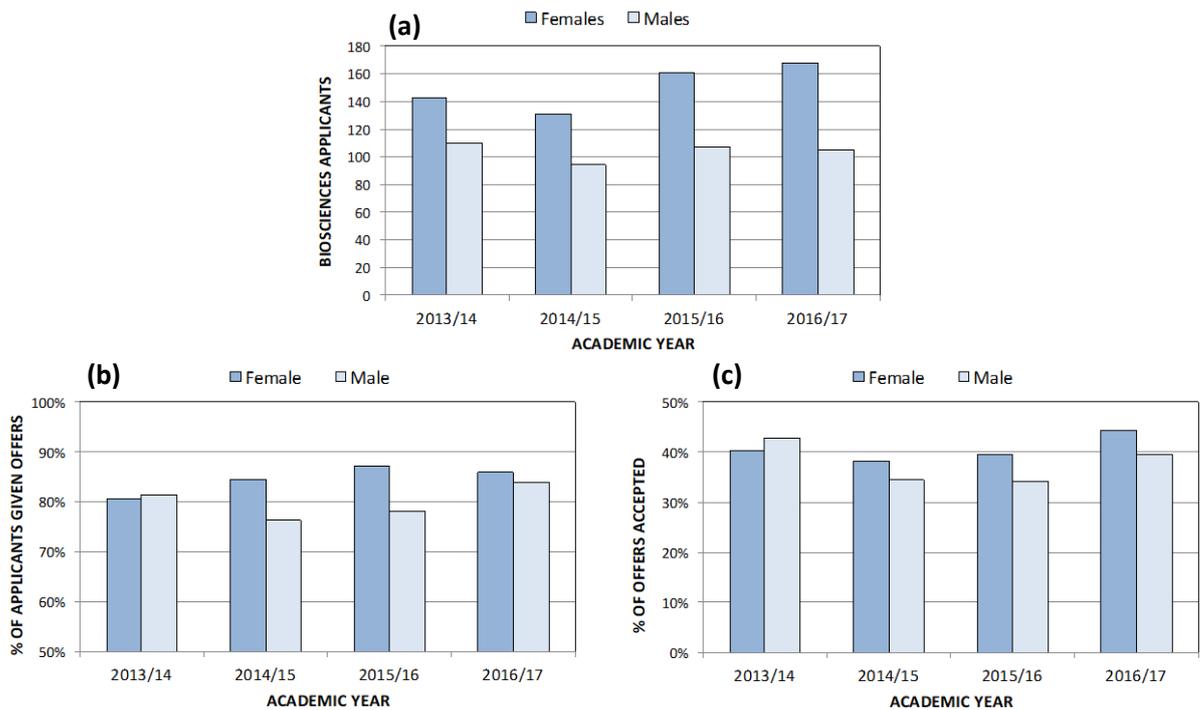


Figure 4.1.9 – (a) Numbers of female and male applicants to full-time Biosciences PGT programmes. **(b)** Percentage of female and male applicants that received an offer. **(c)** Percentage of female and male applicants that accepted offers. Data for 2012/13 is not shown due to database errors.

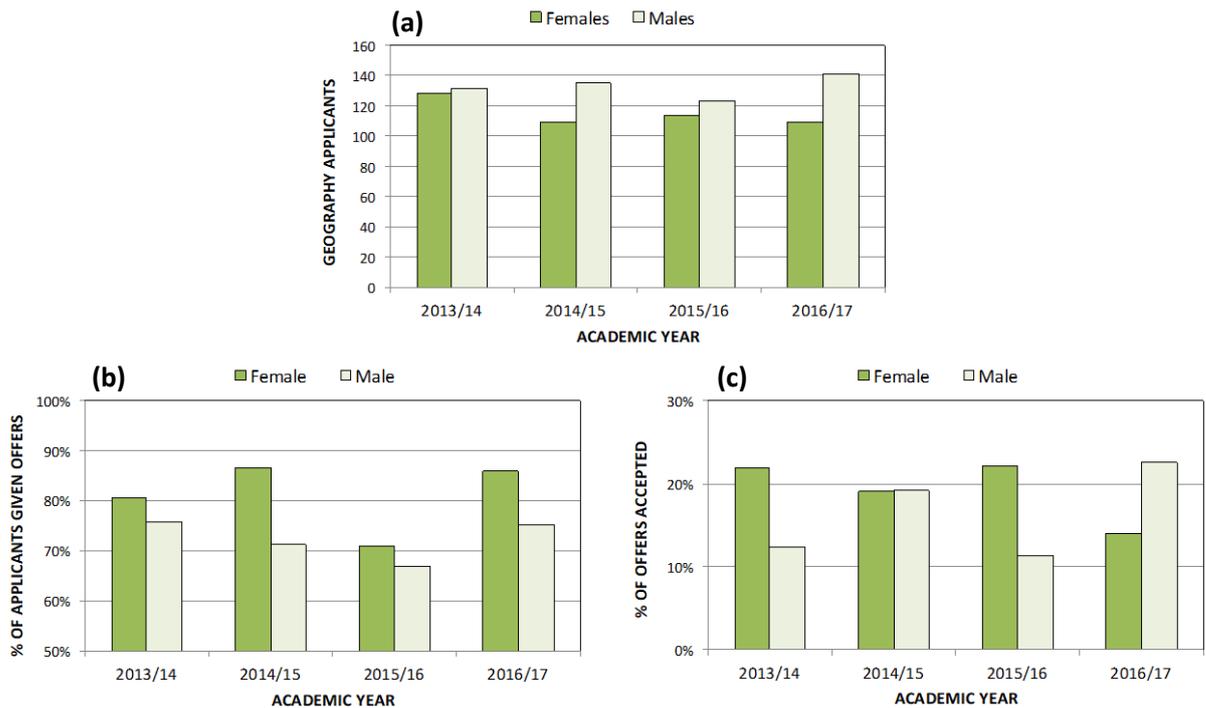


Figure 4.1.10 – (a) Numbers of female and male applicants to full-time Geography PGT programmes. **(b)** Percentage of female and male applicants that received an offer. **(c)** Percentage of female and male applicants that accepted offers. Data for 2012/13 is not shown due to database errors.

Attainment and Completion Rates for PGT students

Attainment on our Biosciences and Geography PGT programmes revealed no significant gender differences in either subject (Figures 4.1.11a and 4.1.11b). Completion rates also revealed no significant gender differences in either Biosciences (Figure 4.1.12a) or Geography (Figure 4.1.12b).

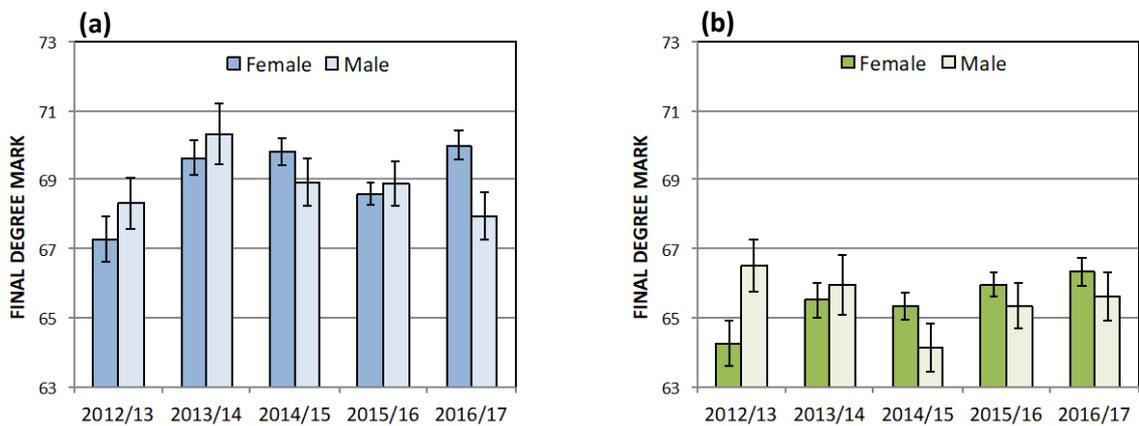


Figure 4.1.11 – Final degree marks for females and males graduating in our PGT programmes in (a) Biosciences and (b) Geography. The bars present mean degree marks +/- SE for the cohort.

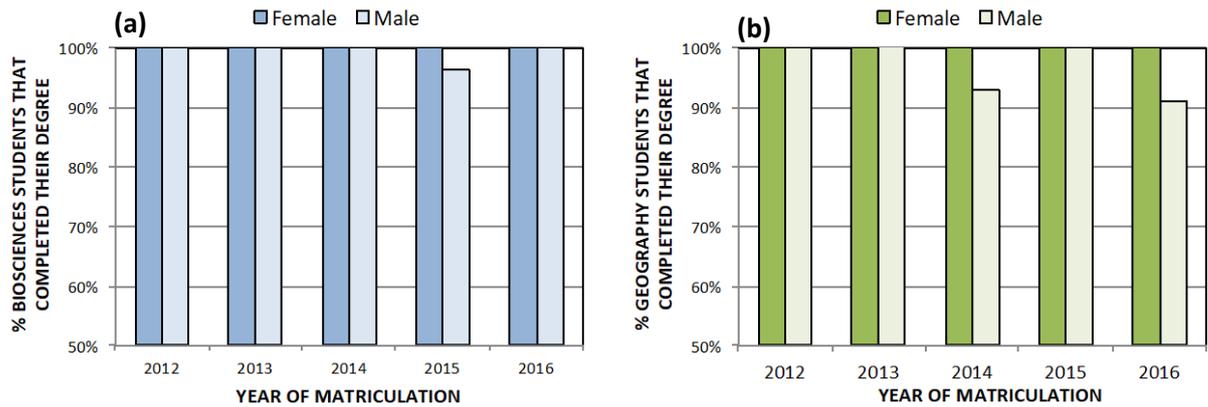


Figure 4.1.12 – Percentage of matriculating students that ultimately completed their degree, presented for our full time PGT programmes in (a) Biosciences and (b) Geography.

[341 words]

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

Numbers of male and female PGR relative to national picture

CLES Cornwall has ~175 PGR students. Student numbers in Biosciences have grown and changed from male-biased to female-biased (Figure 4.1.13), coinciding with our Silver Action Plan to improve the recruitment process, wording of PhD adverts and greater visibility of female role models^(AP4,11). In Geography numbers are declining and gender balance has moved to male-biased (Figure 4.1.14). We trace this to male-bias in applications, not in the probability of offer or acceptance. We aim to increase the number of Geography PGR students (Actions 4.1c&d):



Action 4.1c Promote growth in Geography PGR numbers.

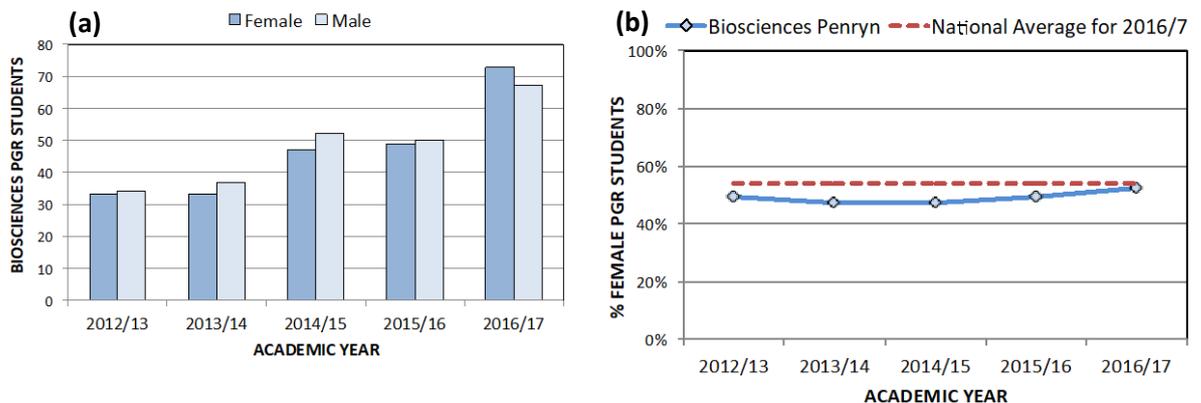


Figure 4.1.13 – (a) Male and female PGR student numbers in Biosciences. (b) Gender ratio compared to (dashed) National Average.

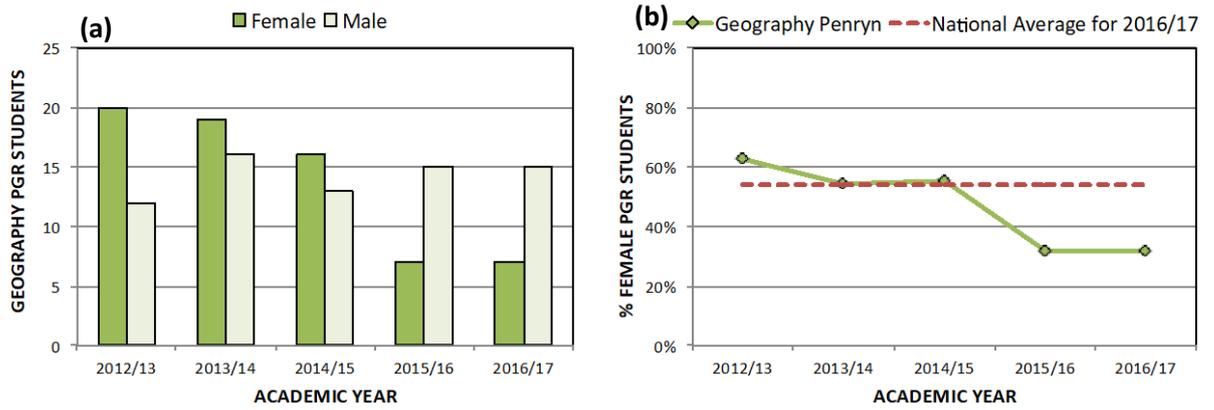


Figure 4.1.14 – (a) Male and female PGR student numbers in Geography. (b) Gender ratio compared to (dashed) National Average.

Most Biosciences and Geography PGR students are full-time, with no trend through time (Figures 4.1.15 & 4.1.16).

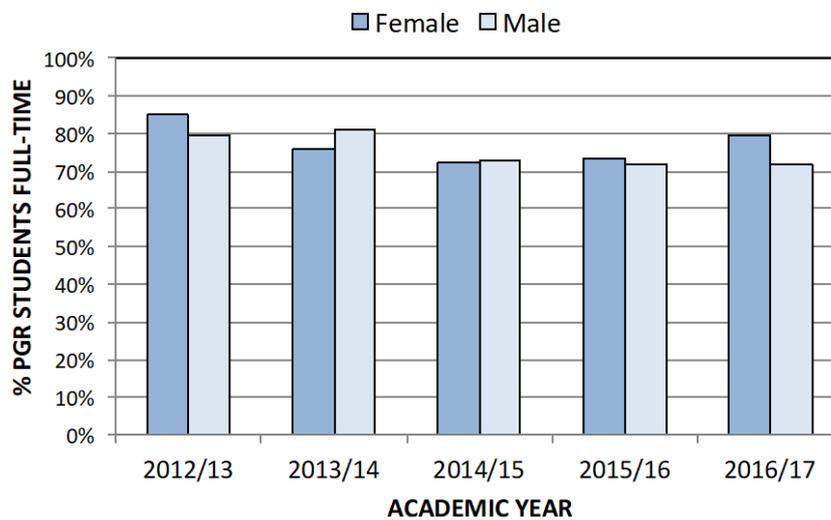


Figure 4.1.15 – Percentage of Biosciences PGR students that are full-time, by gender.

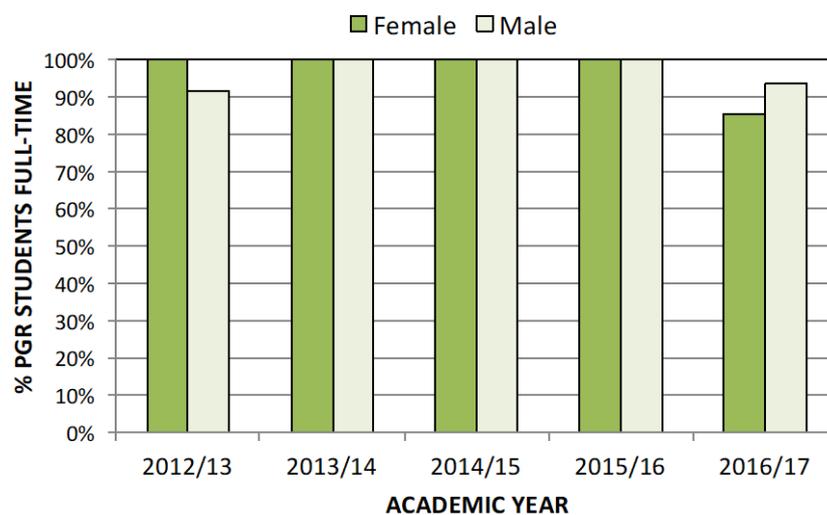


Figure 4.1.16 – Percentage of Geography PGR students that are full-time, by gender.

Gender balance in the PGR recruitment pipeline

Approximately two-thirds of applications for PGR study are for advertised studentships. A significant proportion of these are managed through multi-institution Doctoral Training Partnerships (DTPs) and application data for these have not been routinely collected (Action 4.1d). The analysis here is therefore based on non-DTP applications.



Action 4.1d Put process in place for collection of data on DTP studentship applications

Applications are assessed by a gender-balanced panel, exceeding University guidelines. All panel members undertake Recruitment and Selection training^(AP6). Biosciences applications are not gender-biased and show no gender bias in offer rates (Figure 4.1.17b) or acceptance rates (Figure 4.1.17c). Improvement in Biosciences PGR gender-balance coincides with improved equality content on webpages, and reduced-fee scholarships for Exeter graduates^{AS10}. In Geography, male-biased gender ratios are caused by recent male-biased applications, coupled with fluctuating gender ratios in offers and acceptances (Figure 4.1.18).

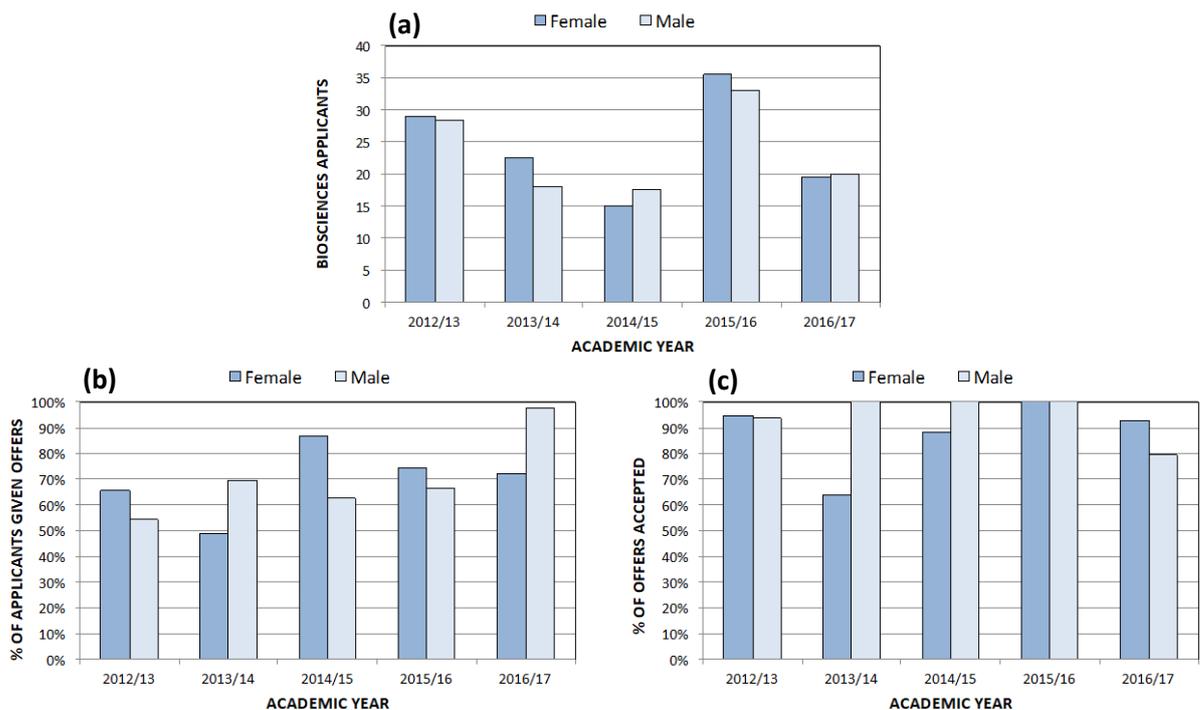


Figure 4.1.17 – (a) Numbers of female and male applicants to Biosciences PGR programmes. **(b)** Percentage of female and male applicants to these programmes that received an offer. **(c)** Percentage of female and male applicants that accepted our offers to join these programmes.

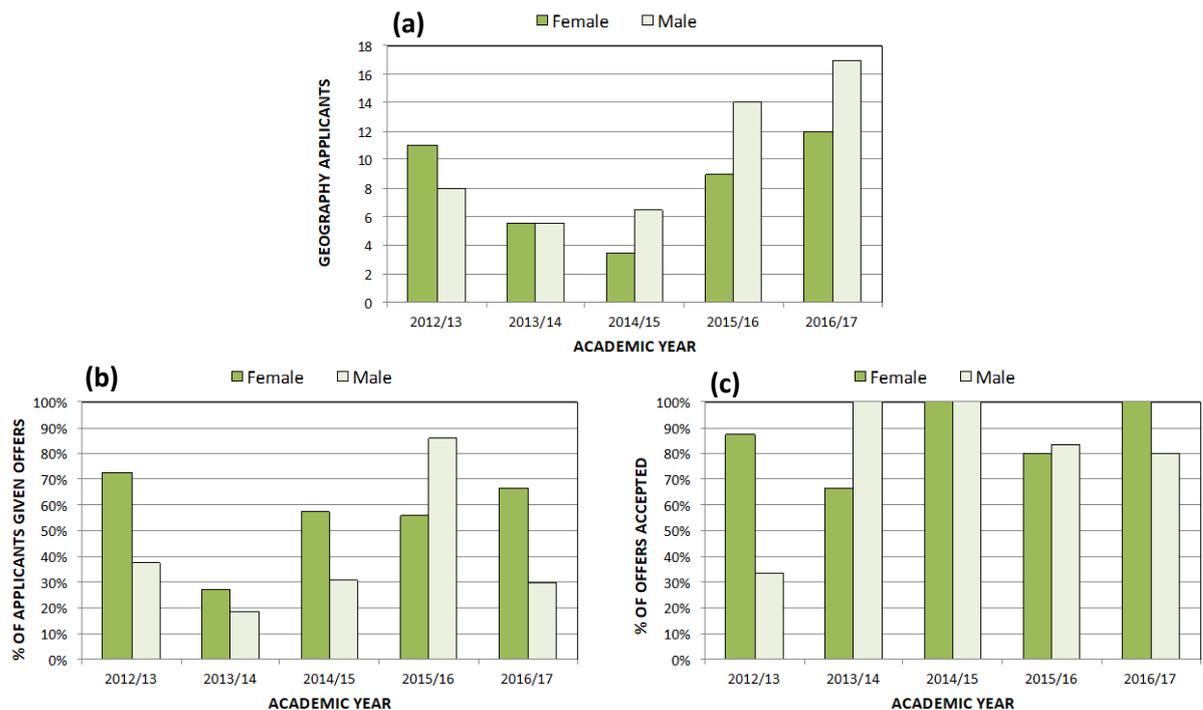


Figure 4.1.18 – (a) Numbers of female and male applicants to Geography PGR programmes. **(b)** Percentage of female and male applicants to these programmes that received an offer. **(c)** Percentage of female and male applicants that accepted our offers to join these programmes.

PGR induction is in September, and since 2014 includes orientation talks ‘Inclusivity and Athena SWAN’, ‘Support for mental health & well-being’ and ‘Mentoring and pastoral support’^(AP5). Staff and students have suggested that further support is required (Action 4.1e) and in 2018, PGR Pastoral Tutors and PGR administrative support were introduced in Cornwall, enhancing pastoral support. Thanks to lobbying by the CLES Cornwall Inclusivity Committee, the University extended standard RCUK benefits of 13 weeks paid sick leave per annum, and 6 months maternity leave, to all funded students across the University.



Action 4.1e Review support provided for PGR students, and improve where needed.

Attainment, Progression and Completion Rates for PGR students

All PhD students register as MPhil, and may progress to PhD status after 12 months following an ‘upgrade viva’. The upgrade panel consists of a subject expert and Director of PGR, aiming for gender balance. The student is always invited to talk in confidence about supervision. In Biosciences, female students are more likely to pass their upgrade viva at first attempt while in Geography the opposite is true (Figure 4.1.19).

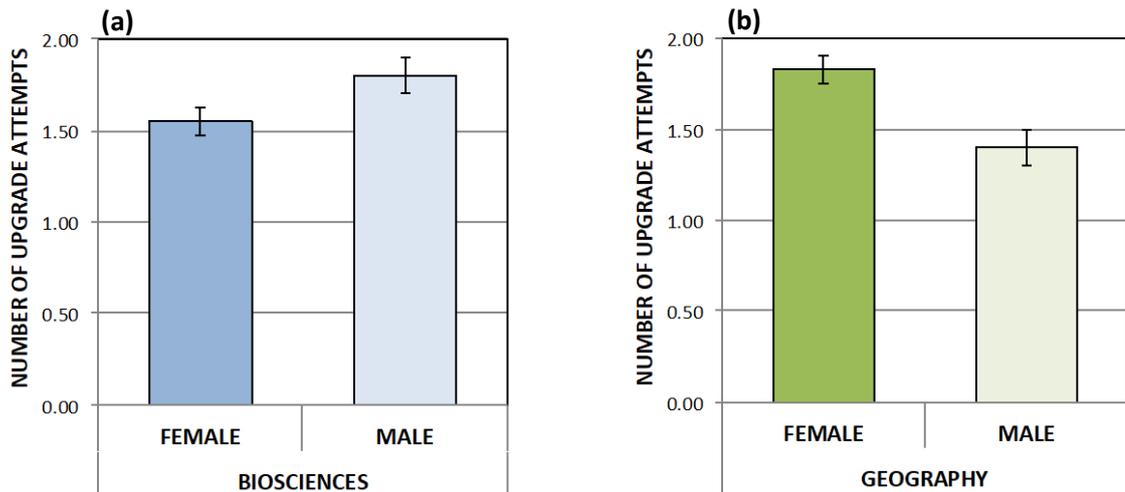


Figure 4.1.19 – Number of attempts per student to upgrade from MPhil to PhD for **(a)** Biosciences and **(b)** Geography PGR students. Bars present means and error bars present standard errors.

PGR completion rates are extremely high, with no gender bias regarding completions with minor versus major corrections (Figure 4.1.20).

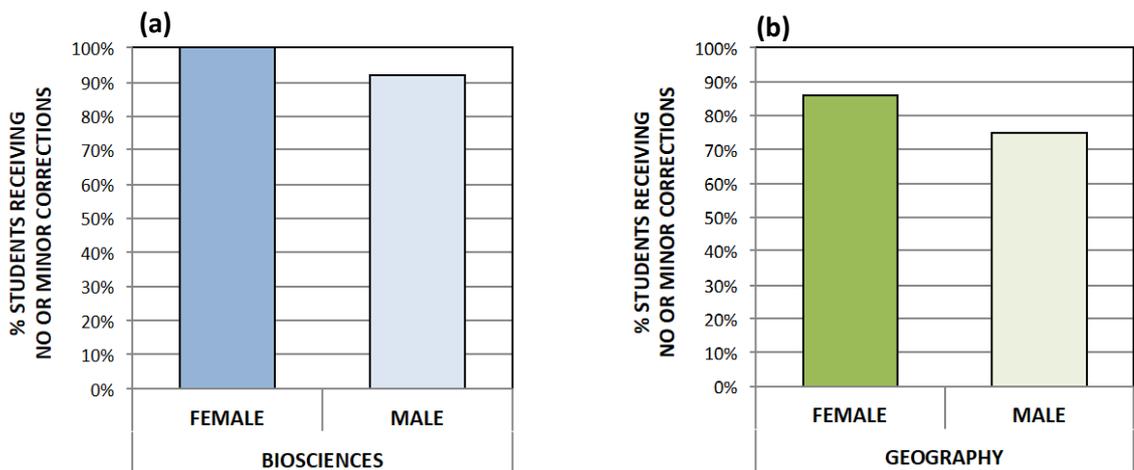


Figure 4.1.20 – PhD viva outcome by gender, for **(a)** Biosciences and **(b)** Geography PGR students

[427 words]

(v) Progression pipeline between undergraduate and postgraduate student levels

We have worked during the census period to make the gender ratios of PGT and PGR students reflect their proportions in our UG programmes (See section 5.3). Our Biosciences postgraduate numbers have increased dramatically (Figures 4.1.7 & 4.1.12), and as a result of actions implemented in our 2014 Silver application^(AP3,4,11) the proportion of our PGT and PGR students that are female is steadily increasing towards the proportion female UG students (Figure 4.1.21a). The pipeline in Geography (Figure 4.1.21b) is harder to interpret due to small sample sizes, but suggests that females are becoming underrepresented in our Geography postgraduate population (see Actions 4.1b&c).

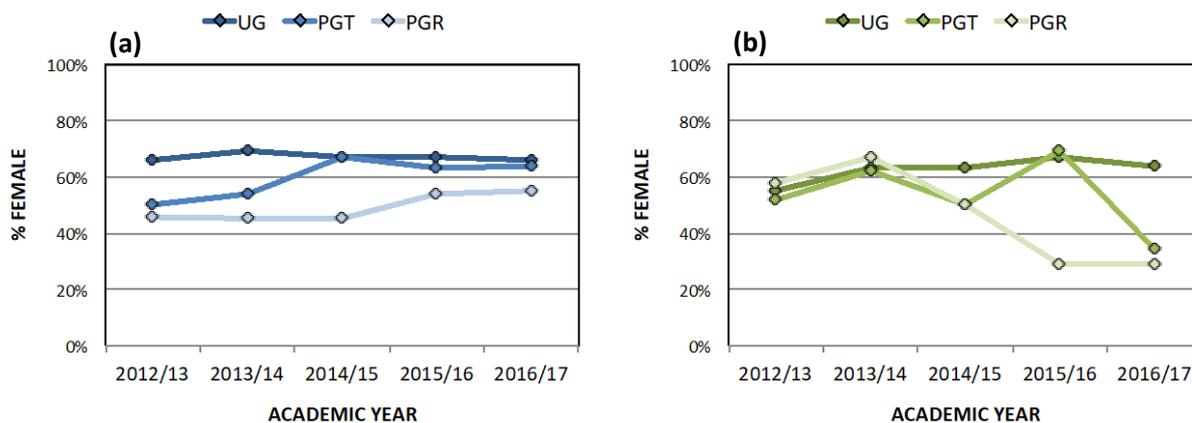


Figure 4.1.21 – The percentage of females among the UG, PGT and PGR students in **(a)** Biosciences and **(b)** Geography.

Further analysis of DLHE data found gender balance in the progression of students to further study since 2012/13 in Biosciences, and across all years in Geography (Figure 4.1.22). This supports our assertion (section 4.1(iii)) that gender ratios on our Geography PGT programme reflect the national picture rather than our own undergraduate progression gender ratios.

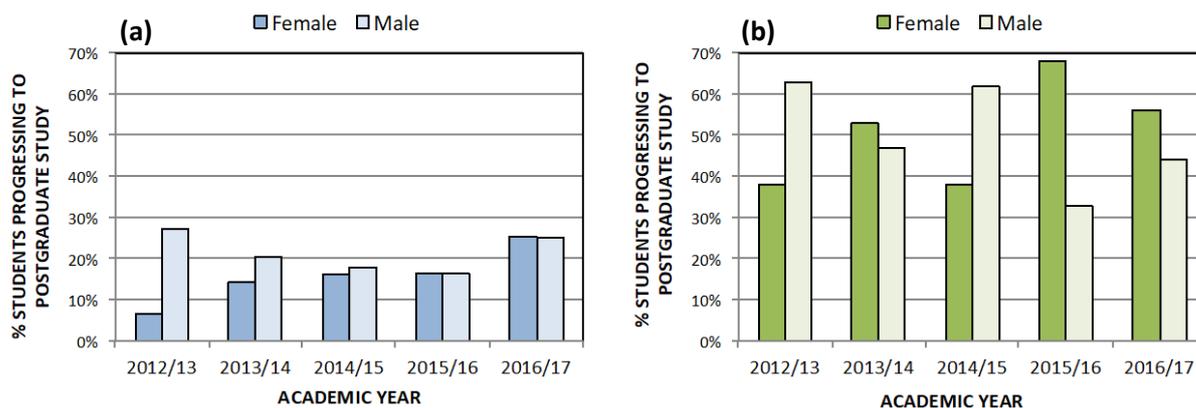


Figure 4.1.22 – The percentage of graduates that progressed to further study in **(a)** Biosciences and **(b)** Geography by year.

Our 2014 Silver application identified that high fees were a barrier for undergraduates considering progressing to PGT study. In response, we launched four-year MSci programmes in Biosciences in 2014^(AP4): these programmes remain eligible for government loans. This programme has attracted 153 students to date with a female bias (mean=66% female) that matches our UG intake (Figure 4.1.23).

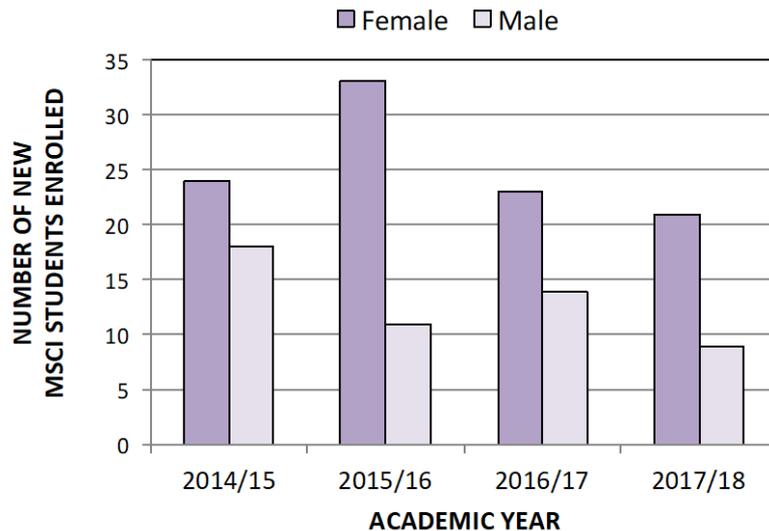


Figure 4.1.23 – Male and female undergraduate students entering our 4-year MSci programmes. Data are presented for Biosciences and Geography combined.

[213 words]

4.2. Academic and research staff data

Overview

Numbers of staff have grown rapidly, due to recruitment of permanent faculty and fixed-term contract research staff on research grants. Silver Actions have helped improve the proportion of early career staff that are female, thanks to staff training for recruitment processes^(AP7,8,9). In Biosciences our career pipeline now closely resembles the national average up to Pay Grade G (Senior Lecturer). The career pipeline in Geography is effectively gender-balanced. Our key challenge remains gender equality in career progression for staff on open-ended contracts. Our retention is male biased, while promotion data are unbiased. We will act to address the retention issue and ensure we maintain equality of opportunity for promotion.

[108 words]

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Gender balance among staff

Numbers of academics have increased in both Biosciences (Figure 4.2.1a) and Geography (Figure 4.2.2a). Gender ratios in both departments suggest a marginal reduction in male bias in Biosciences (Figure 4.2.1b), and a marginal reduction in female bias in Geography (Figure 4.2.2b). Biosciences remains below, and Geography above, their respective national averages for % female staff (Figures 4.2.1b & 4.2.2b).

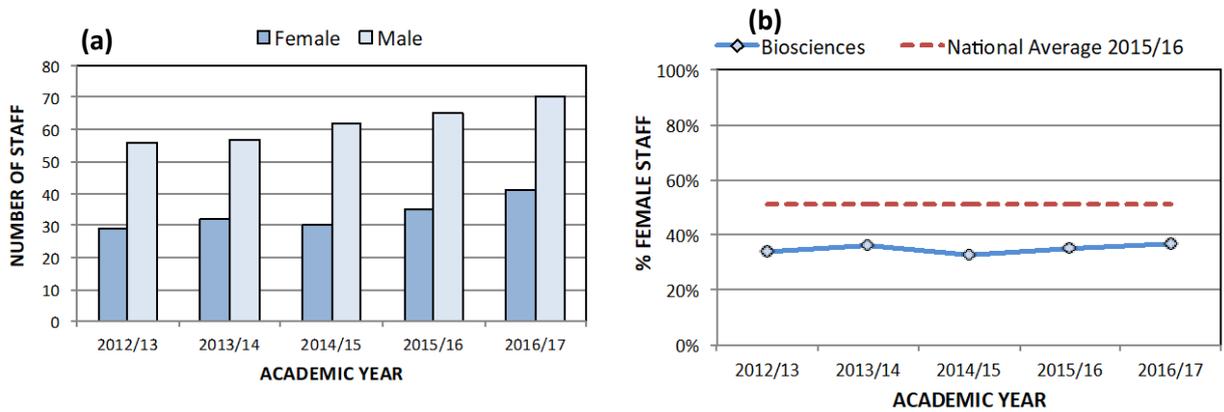


Figure 4.2.1 – (a) Biosciences staff numbers, and (b) percentage female staff in Biosciences compared to the Biosciences National Average for 2015/16.

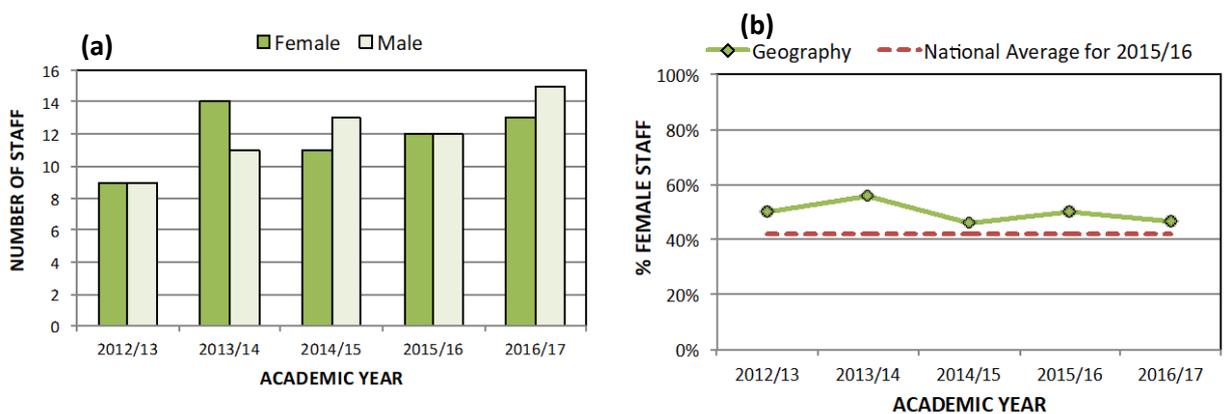


Figure 4.2.2 – (a) Geography staff numbers, and (b) percentage female staff in Geography compared to the Geography National Average for 2015/16.

Evolution of the Academic Pipeline: Biosciences

Biosciences began the census period far from the norm (Figure 4.2.3a), with a surfeit (relative to the national average) of male staff at all grades except F (Lecturer/Fellow), including a high proportion of male staff at Grade E (Post doc). Our Athena SWAN silver action plan focused on improving gender equality in the recruitment staff to junior pay grades^(AP7,8,9), and this succeeded: our gender ratios now resemble the national average up to grade G (Senior Lecturer/Senior Fellow). Recently, male bias has re-emerged at senior pay grades (see sections 5.2(iii) and 4.2(iii) for our analysis of this trend, and resulting actions).

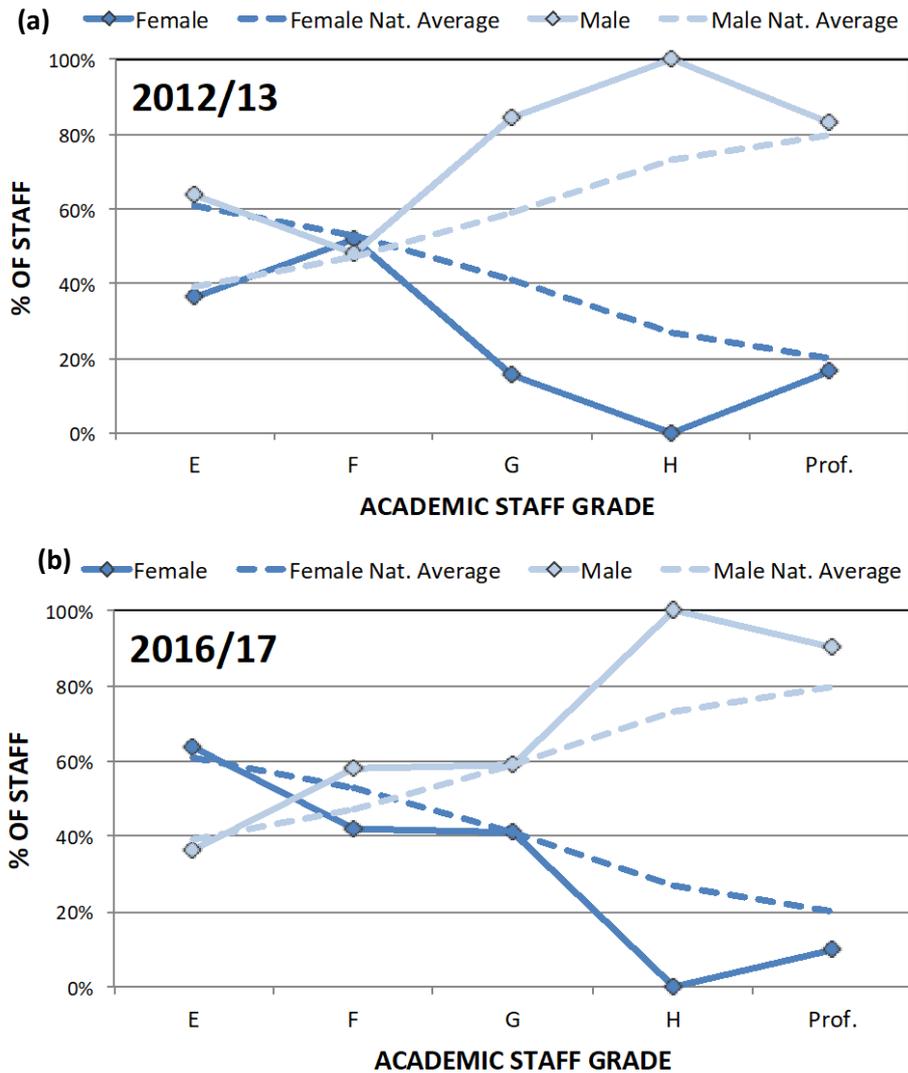


Figure 4.2.3 – The career gender-pipeline for Biosciences staff across pay grades, relative to the 2015/16 national average, for years **(a)** 2012/13; **(b)** 2016/17.

Evolution of the Academic Pipeline: Geography

Geography began the census period with equal gender splits at higher salary grades, but with complete male bias at Grade E (Figure 4.2.4a). Since 2013, with improved recruitment procedures, this junior gender gap has disappeared^(AP7,8,9,10).

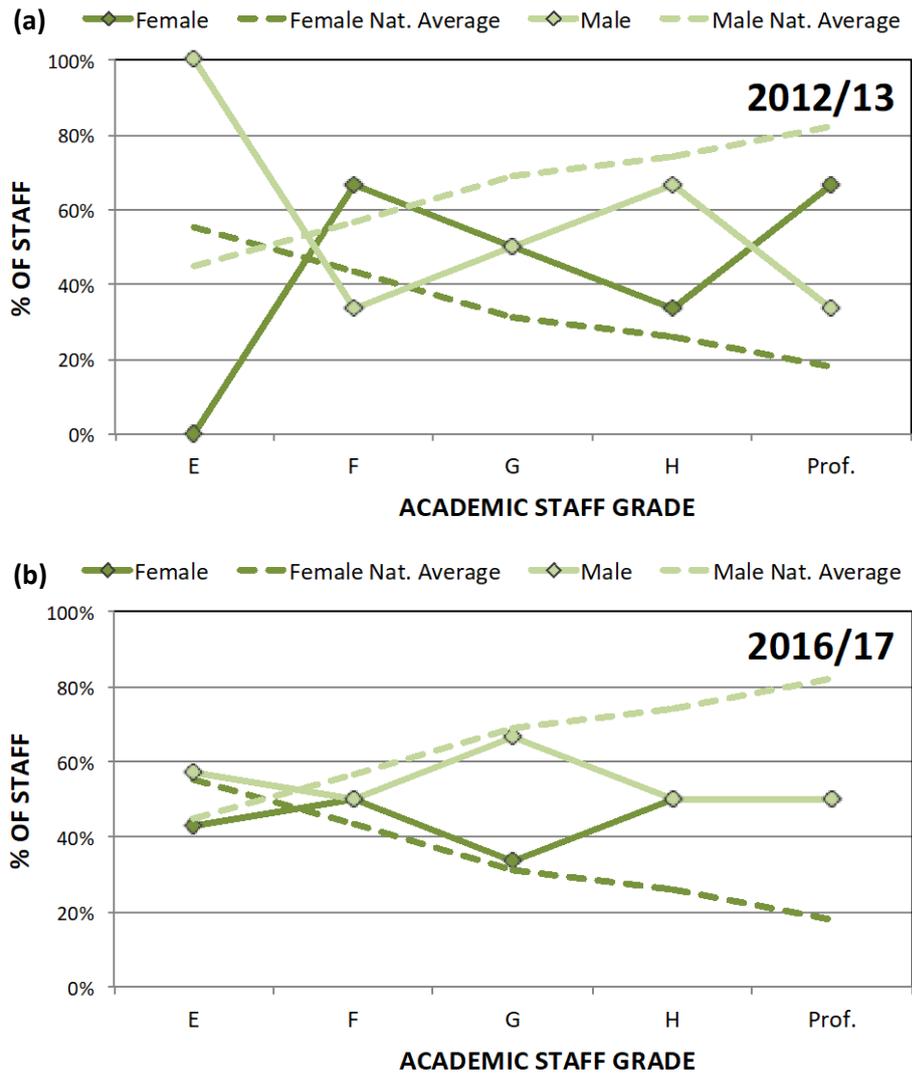


Figure 4.2.4 – The career gender-pipeline for Geography staff across pay grades, relative to the 2015/16 national average, for years **(a)** 2012/13; **(b)** 2016/17.

Gender balance of staff by full-time/part-time status

The number of staff working part time were well below the national average in 2012/13. As a result of actions implemented in our 2013 and 2014 applications (including greater visibility of part time role models and changes to the culture around part time working^(AP1,11), the proportion of staff working part time has increased towards the national averages (Figure 4.2.5). These increases were principally among female staff in Biosciences (Figure 4.2.5a), but apparent in both genders in Geography (Figure 4.2.5b). Female Biosciences staff now resemble the national average for part-time working.

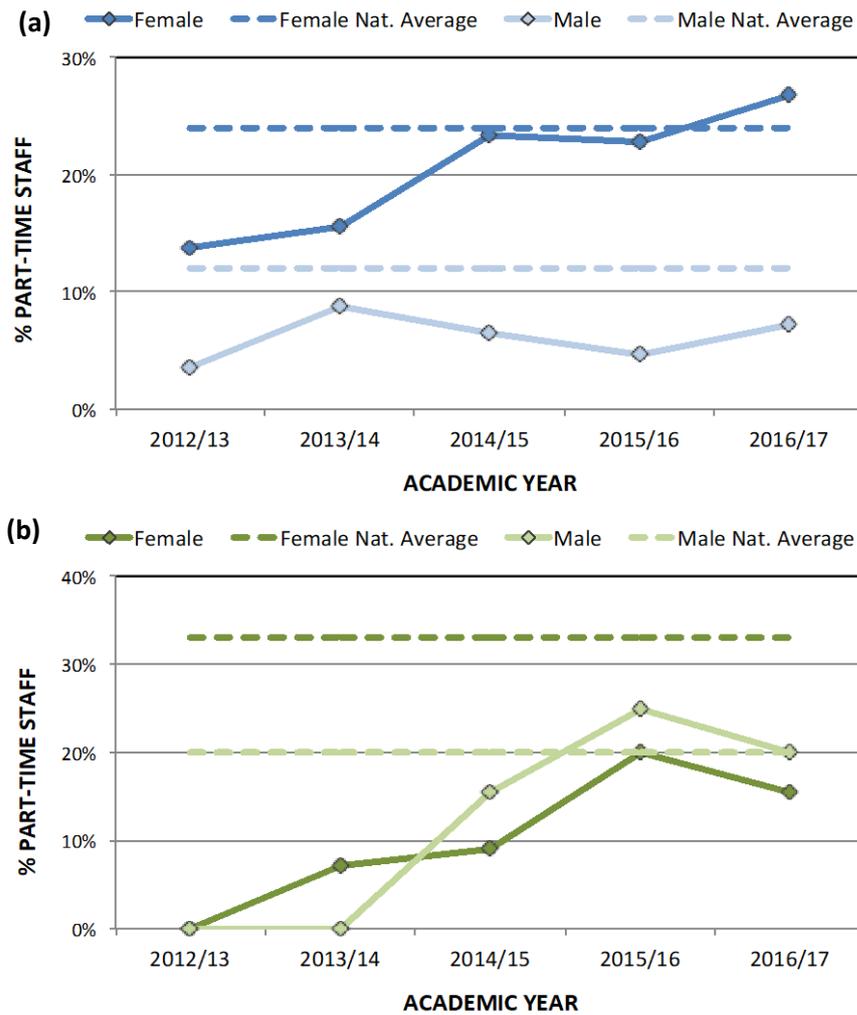


Figure 4.2.5 – Proportion of staff working part-time, split by gender, in (a) Biosciences and (b) Geography.

Gender balance among job families

The University has three academic job families (Table 4.2.2). The introduction of the “Exeter Academic” protocols and webpages have clarified progression, promotion and transition criteria for all levels of each job family and have been shared with staff at promotions workshops^(AP8).

Table 4.2.2 – Job families at the University of Exeter.

	Research (R)	Education and Scholarship (E&S)	Education and Research (E&R)
Grade E	Associate Research Fellow	Associate Lecturer	
Grade F	Research Fellow	Lecturer	
Grade G	Senior Research Fellow	Senior Lecturer	
Grade H	Associate Professor		
Professor	Professor		

Numbers of staff in the Research-only (R) and Education and Research (E&R) job families have increased substantially since 2012/13 in both Biosciences (Figure 4.2.6) and Geography (Figure 4.2.8), whereas numbers of Education and Scholarship (E&S) staff have fluctuated around the University norm of 10% (Figures 4.2.6 & 4.2.8). In Biosciences, the proportion of female E&R staff is below the national average, without a significant trend over time (Figure 4.2.7a), while in Geography it is substantially above the national average, approximating 50% (Figure 4.2.9a). The gender balance of Research-only (R) staff in Biosciences has improved to 46% but remains below the national average (Figure 4.2.7c), while in Geography it is very close to the national average, approximately 40% (Figure 4.2.9c).

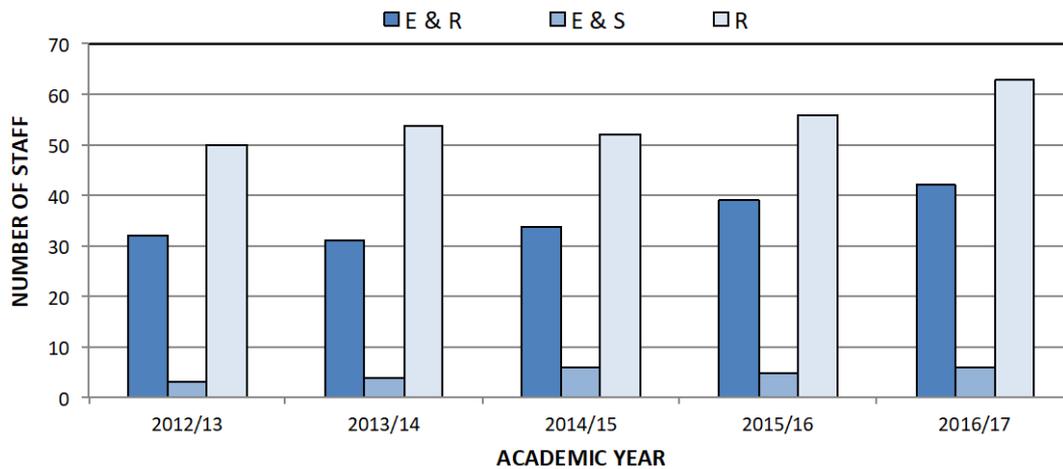


Figure 4.2.6 - Number of staff in Biosciences, split by job family.

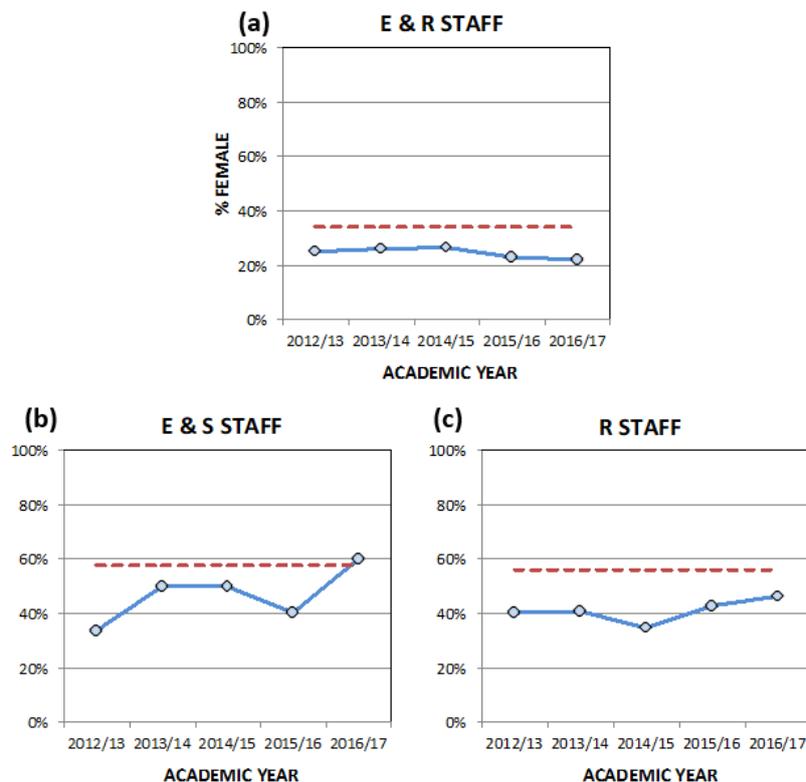


Figure 4.2.7 – Percentage of females among Biosciences staff, split by job family: (a) E&R staff; (b) E&S staff; (c) R staff. Our data (in blue) are presented relative to the National Average for 2015/16 (in red) for each focal job family.

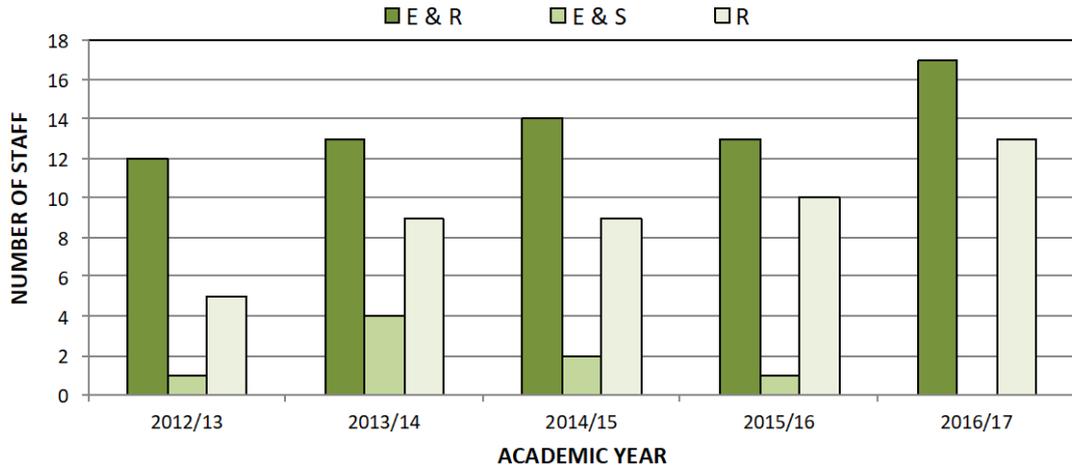


Figure 4.2.8 – Number of staff in Geography, split by job family.

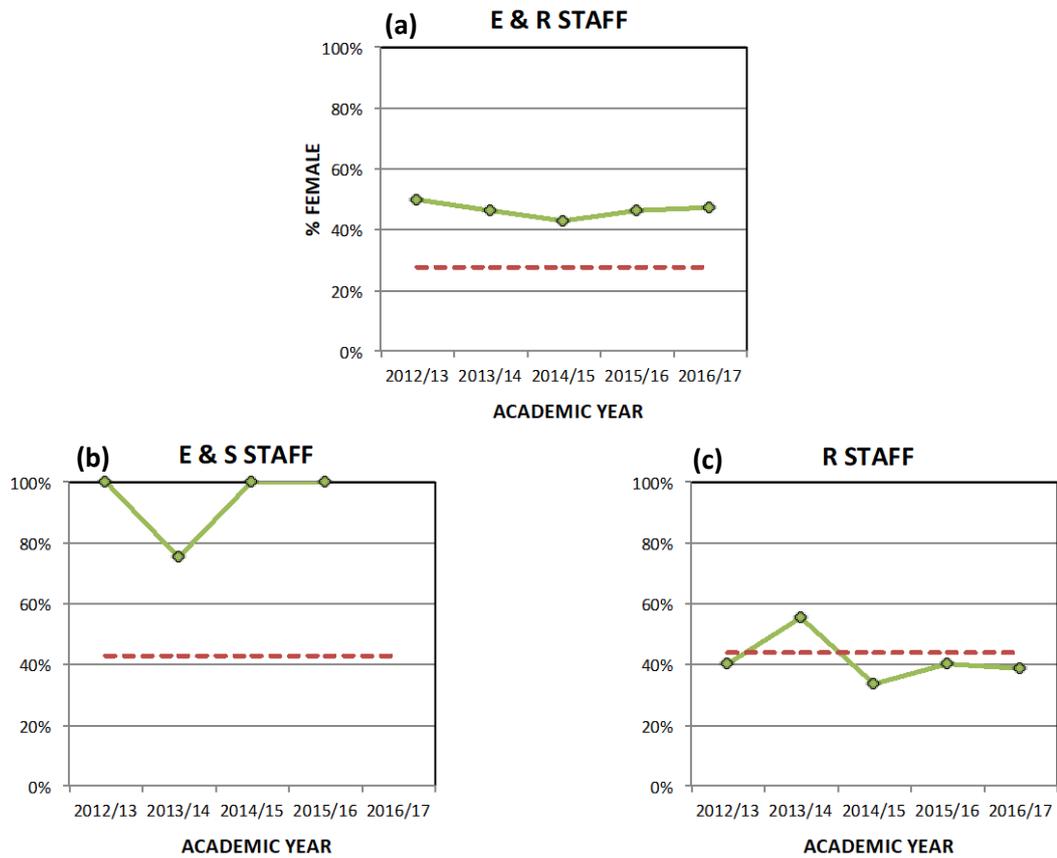


Figure 4.2.9 – Percentage of females among Geography staff, split by job family: **(a)** E&R staff; **(b)** E&S staff; **(c)** R staff. Our data (in green) are presented relative to the National Average for 2015/16 (in red) for each focal job family.

SILVER APPLICATIONS ONLY

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

Transition among job families

The Department supports technical staff wishing to transition into an academic career, and we ensure that Professional Services staff are aware of this during their Performance and Development Reviews. In the past two years, two technicians (one male and one female) moved into a PhD role.



Mini Case Study: Rachel Kehoe, PGR

“During four years working in Technical Services, I was included as a co-author and was then encouraged to work on my own projects, which gave me a first authorship paper. The PhD interview panel commended me on these papers, and my knowledge smoothed the transition into my PhD, giving me a paper submitted within my first year. I am exceedingly grateful for this continual support.”

Intersection between staff gender and staff ethnicity

CLES Cornwall employs many international staff but low numbers of non-white staff (female=4.3%, males=6.9% BAME). While this reflects wider society in the South West of England, this is an area that requires action (Action 4.2a). There is no gender bias in pay-grade at which staff of Black, Asian, or Minority Ethnic origin are employed.



Action 4.2a Improve the attractiveness of CLES Cornwall as a career choice for BAME staff and students. Ensure no ethnicity bias in recruitment and selection.

[648 words]

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

In Biosciences we observe a decrease in the proportion of female staff employed on open-ended contracts (Figure 4.2.10), while in Geography the proportion of females on fixed term contracts fluctuates around 50% (Figure 4.2.11a). This difference in trend is due to rapid growth in fixed term Research posts in Biosciences, associated with funding success, and improvements in equality of recruitment processes (Section 5.1). In Biosciences the gender balance in proportion of open-ended contracts has improved in grades F, G and Professorial (Figures 4.2.10a&b) and has remained static in Geography (Figures 4.2.11a&b).

We do not employ any zero-hours contract staff in CLES Cornwall.

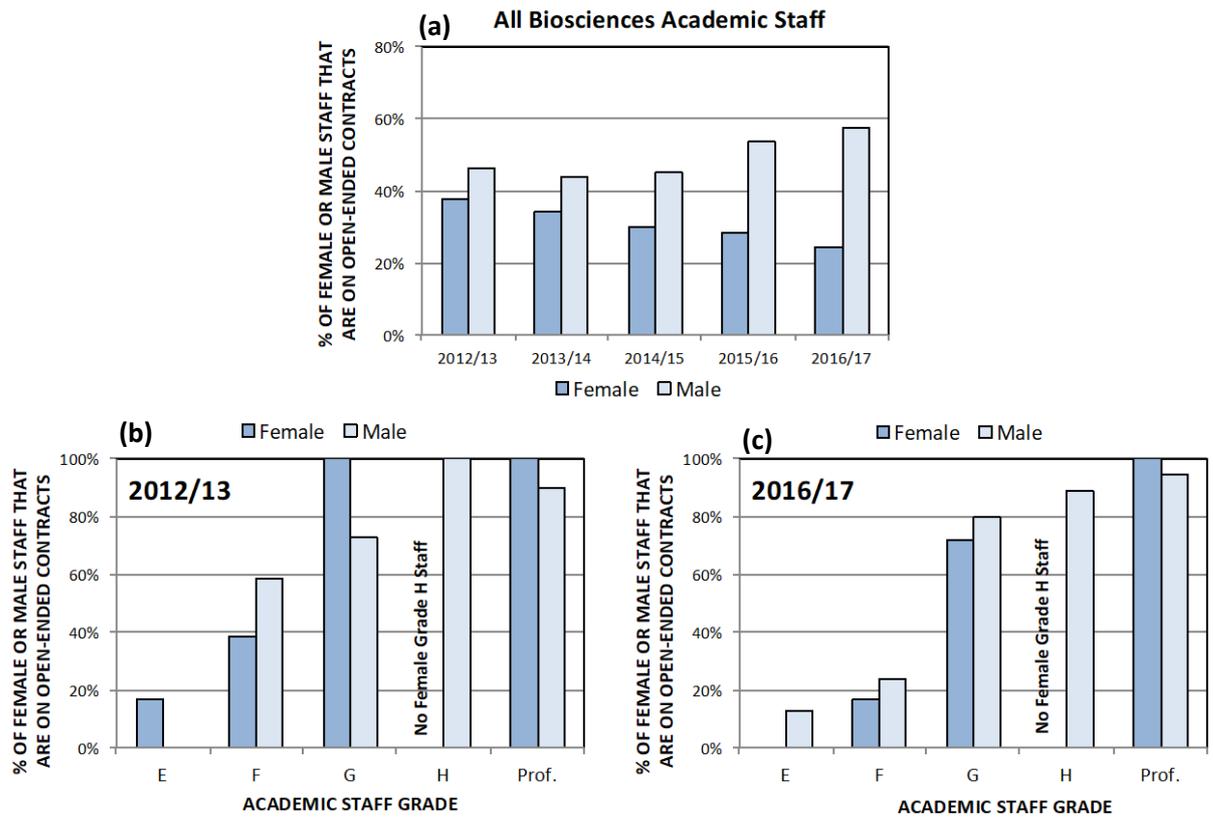


Figure 4.2.10 – (a) The percentage of Biosciences academic staff on open-ended (rather than fixed-term) contracts, split by gender, and presented across all years. And the same data split by gender but presented across the academic staff grades, for the academic years **(b)** 2012/13 and **(c)** 2016/17. All fixed term contracts grade G and above are proleptic fellows or fractional contracts for a Professor based overseas.

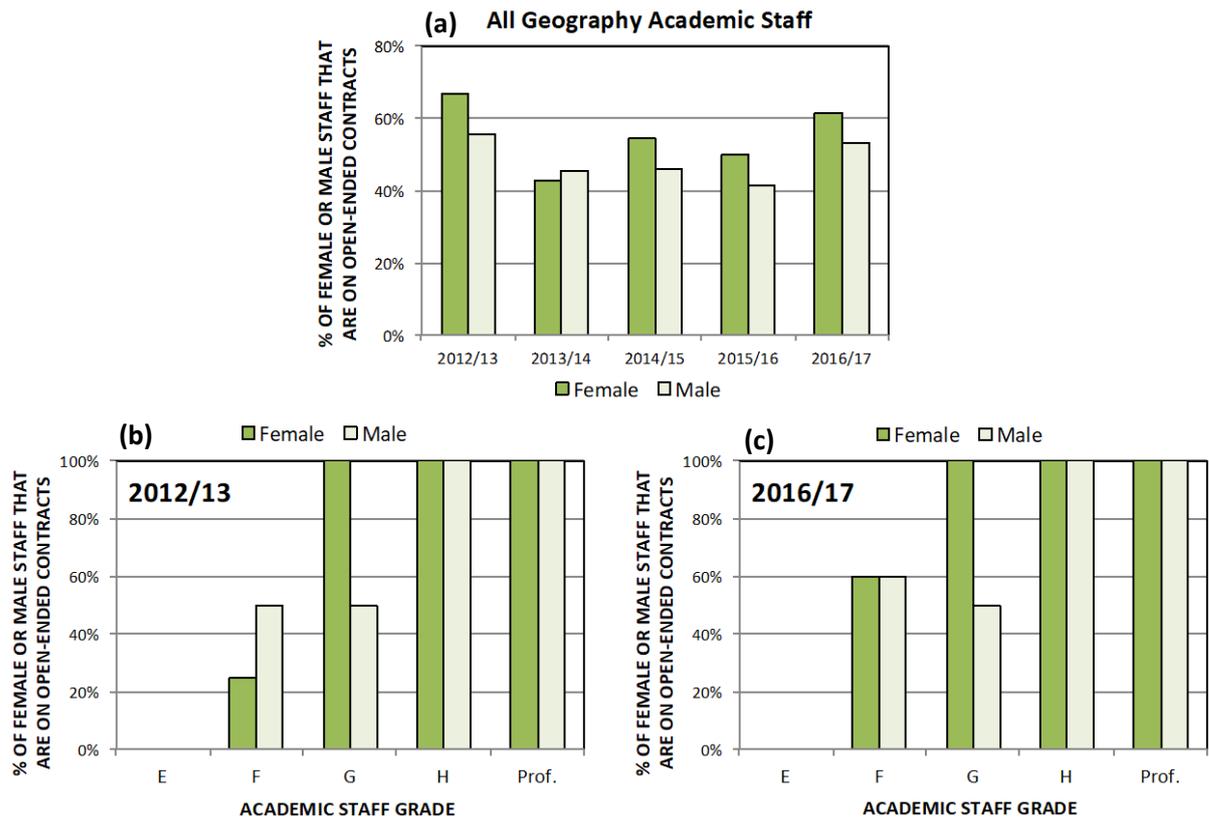


Figure 4.2.11 – (a) The percentage of Geography academic staff on open-ended (rather than fixed-term) contracts, split by gender, and presented across all years. And the same data split by gender but presented across the academic staff grades, for the academic years **(b)** 2012/13 and **(c)** 2016/17.

[102 words]

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

In total there have been 21 academic leavers in Biosciences since 2012/13 (Figure 4.2.12a). These have predominantly been Research-only (R) staff on fixed term contracts (76%), of which a small majority have been female (56%). Five staff from E&R and E&S job families have left since 2012/13, and all of these have been female (Figure 4.2.12a).

There have been 12 academic leavers in Geography since 2012/13 (Figure 4.2.12b), of which 42% were female. Leavers have predominantly been Research-only (R) and E&R staff (42% each). E&R leavers are predominantly male. Two staff left from E&S, at the end of fixed-term contracts, both of whom were female.

There is little evidence of gender bias among leavers in Grades F and above, in either discipline (Figure 4.2.13), although it should be noted that similar numbers of leavers represent greater proportional loss from the smaller pool of female Biosciences staff. More worrying is the clear female bias in leavers from the E&R job family (Fig 4.2.12a), from Grade E (Fig4.2.13a) and from full-time contract posts in Biosciences (Fig4.2.14a).

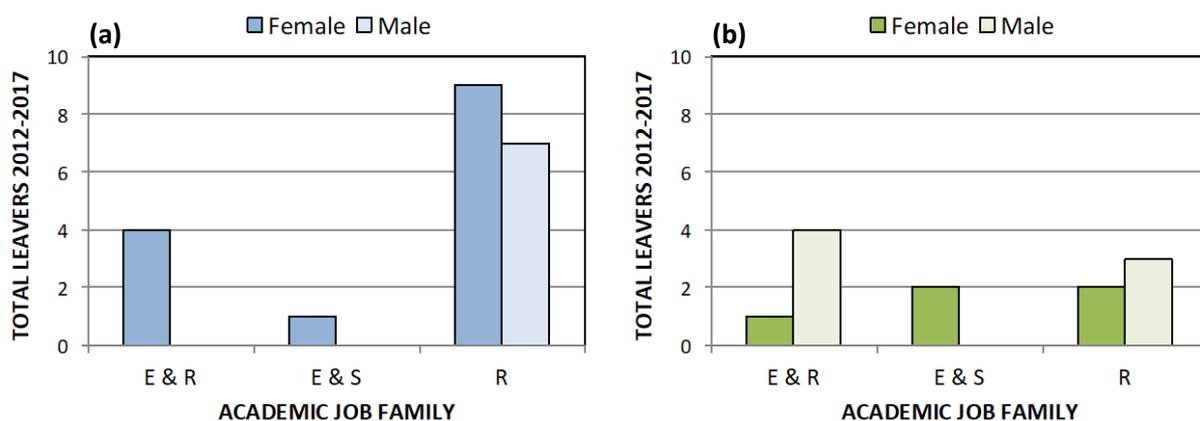


Figure 4.2.12 – Numbers of leavers between 2012 and 2017, split by gender and job family in (a) Biosciences and (b) Geography.

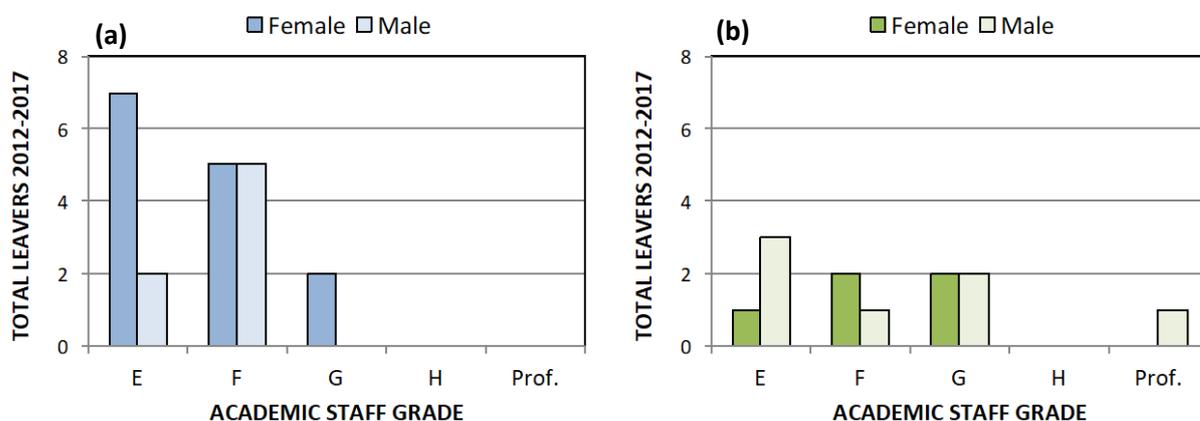


Figure 4.2.13 – Numbers of leavers between 2012 and 2017, split by gender and academic staff grade in (a) Biosciences and (b) Geography.

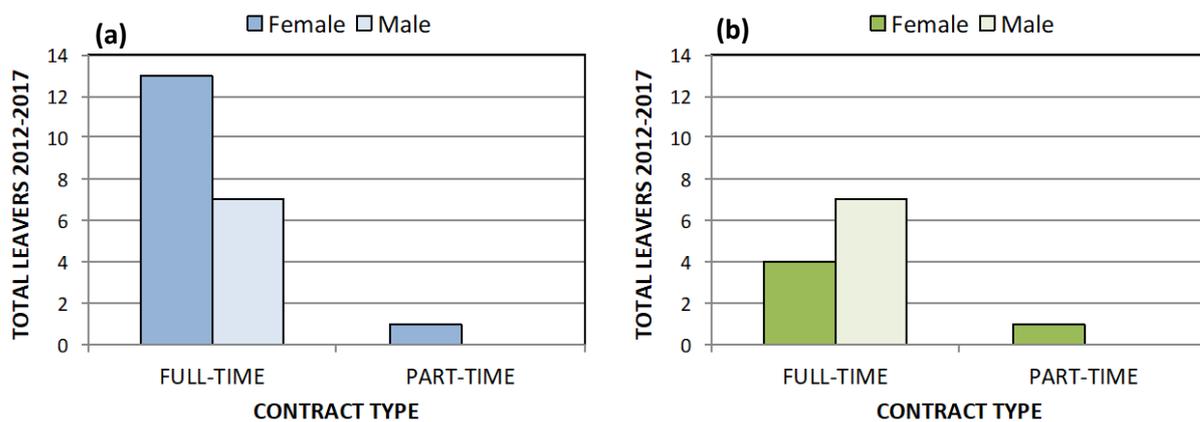


Figure 4.2.14 – Numbers of leavers between 2012 and 2017, split by gender and contract type in (a) Biosciences and (b) Geography.

We sought to understand why leavers from open-ended academic contracts were female-biased. We found that, of the ten leavers during the census period, seven were female and all of these were at early career stages. Exit interviews were offered to explore the reasons for leaving^{AP8}. In several cases staff left for personal or career-progression reasons, unrelated to their experience in the department (see quote from Dr Britt Koskella below), however an emerging common theme was that teaching and admin loads exceeded expectations. Key actions already taken include clear statements of workload at

interview; reduction of teaching loads for ECRs and new recruits (section 5.6v); the inclusion of an ECR representative on the CLES Cornwall Executive^{AP3}, the launch of the One Step Beyond mentoring scheme (section 5.3iii). However, more work is required as our surveys of staff (section 5.6i) tell us that female academic staff tend to feel less valued, less satisfied with work-life balance, and less approving of workload models. It is therefore essential that we improve our working culture as a priority action, and better understand reasons for leaving (Action4.2b&c).



Quote from Dr Britt Koskella, leaver from CLES Cornwall in 2015

“In 2015 I moved to the University of California, Berkeley to take up a faculty position as an Assistant Professor. My primary reasons for leaving centered around opportunities available here at Berkeley rather than any shortcomings in support or career progression at Exeter, and I have maintained a terrific network of colleagues from



Action 4.2b Ensure gender-equal support for academics at all pay grades.

Action 4.2c Improve procedures for exit interviews of leaving staff.

[416 words]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 6500 words; Actual: 7225 words

Overview

We are proud of our rates of mandatory training on Recruitment & Selection and that our interview panels now recruit approximately 50% female staff. Our induction processes are robust and have >95% uptake. Data on promotions for the whole department suggest no clear gender bias and we will continue to ensure that male and female faculty are equally and pro-actively considered for promotion linked to the annual Performance and Development Review.

[71 words]

5.1. Key career transition points: academic staff

(i) Recruitment

CLES Cornwall has grown in staff appointments since 2012 (Figures 4.2.1 & 4.2.2) in both Biosciences and Geography. Thanks to our Silver Actions, all of our shortlisting and interview panels include at least one female staff member, and we rotate panellists to ensure that female staff are not overburdened with recruitment activities^(AP6). Given our relatively isolated location in Cornwall, we advertise several academic posts simultaneously where possible so that academic partners can move to the area together (e.g. Case study 2). The wording of job adverts highlights our commitment to flexible working (section 5.5(vi))^(AP10). We now ensure that ALL staff complete Recruitment & Selection training before

engaging in recruitment activities^(AP6) and as a result of our 2014 Action Plan Unconscious Bias training is now offered to all staff (Section 5.3i)^(AP6).

In Biosciences, we have recruited for 56 academic positions since 2012/13: 21 E&R or E&S positions (grades F-Professorial), and 35 Research positions (grades E-G). 42% of applicants were female, with a higher proportion of female applicants for the Research (50%) than E&S (43%) and E&R (34%) roles. In Geography, 11 academic positions and 8 Research positions have been recruited; 3 E&R or E&S positions (grades F-Professorial), and 8 Research positions (grades E-G). 40% of applicants were female, with a higher proportion of female applicants for the E&R (57%) than E&S (50%) and Research (34%) roles.

For Bioscience Research-only and for E&S and E&R, female applicants were marginally more likely to be shortlisted and appointed than males, but these differences are not significant (Figure 5.1.1). Assuming our recruitment processes are now unbiased, this indicates that the average quality of female applicants is higher than that of their male counterparts but does not explain gender bias in applications (Action 5.1a).

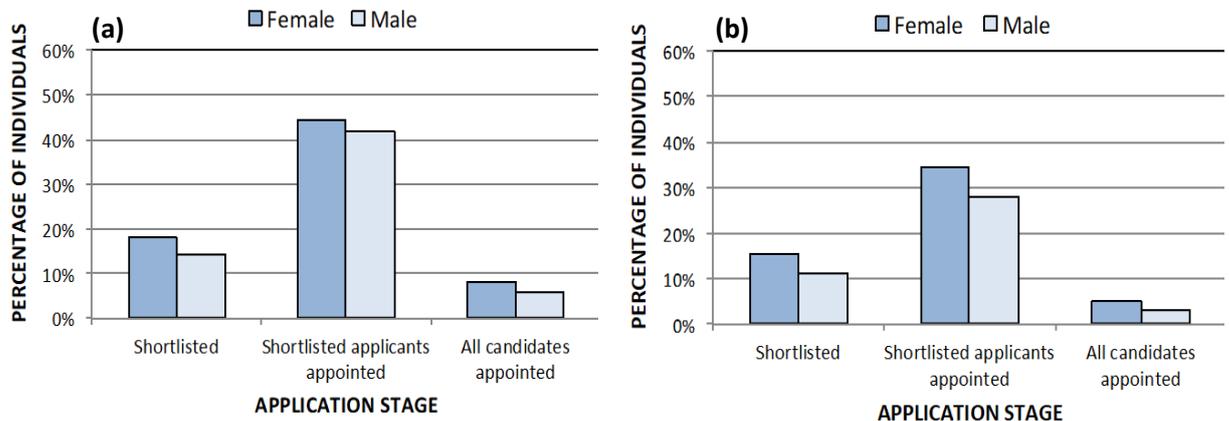


Figure 5.1.1 – The probability of male and female job applicants being shortlisted and appointed, for (a) Research only roles (fixed term ECRs) and (b) E&R and E&S roles (open-ended academic positions) in Biosciences.

For Geography Research-only roles, it appears female applicants were slightly less likely to be shortlisted than males, but shortlisted females had a higher probability than males of being appointed. These trends were not significant. For E&S and E&R, there were also no significant gender biases (Figure 5.1.2).



Action 5.1a Explore ways to encourage more applications from female candidates for E&R roles in Biosciences, and R-only roles in Geography.

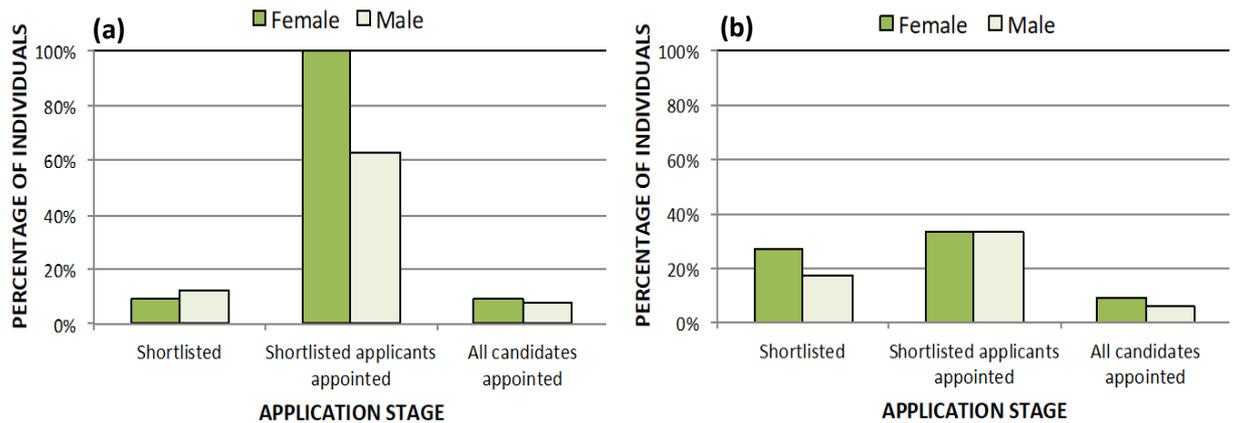


Figure 5.1.2 – The probability of male and female job applicants being shortlisted and appointed, for **(a)** Research only roles (fixed term ECRs) and **(b)** E&R and E&S roles (open-ended academic positions) in Geography.

[335 words]

(ii) **Induction**

Our induction processes were dramatically improved thanks to our 2013 Bronze Award Actions^(AP5). Staff induction is now mandatory for new academic, research and professional service staff, within three weeks of appointment. Completion of induction sessions, run by our Senior Department Administrator, is at 98%. Non-attendees are followed up with emails and by HoD^(AP1,2).

On arrival, Academic members of staff are assigned an academic lead (a formal mentor) and recommended to select an informal mentor from the One Step Beyond mentorship scheme (section 5.3iii)^(AP5). All incoming staff receive a welcome pack, containing “need to know” procedures in the Department, alongside information on Dignity and Respect Advisors, the campus and surrounding towns, social information and suggestions of local services. Incoming staff have access to Staff Gateway pages on the university’s Virtual Learning Environment, which includes a blog from the Head of Department that describes the structure of the department and makes transparent the decision processes used to determine career progression, workload management, inclusivity and strategic decisions. The Department then welcomes all new members of staff to weekly staff meetings and via email bulletins. New academic staff are invited to join others at lunch and social occasions; new ECR staff are also linked into the ECR network. New staff are invited to join a “social” email group to help share social information and informal discussion of local services and local processes, a practice that has now been shared with other departments within the University. We will continue to survey the success and usefulness of these induction materials and information sources (Action 5.1b).



Action 5.1b Gather a range of qualitative and quantitative feedback about the departmental induction process from new starters (via induction evaluation forms).

[259 words]

(iii) Promotion

From 2012/13 to 2016/17 there were 33 academic promotions in Biosciences (21% female, in line with the 20% female staff base with open-ended contracts). Five female promotions were E&R staff, and two were Research-only academics. Of the promoted males, 16 held an E&R role, one an E&S role, and nine a Research-only role. Average time to promotion does not differ significantly between male and female employees (Table 5.1.1). From 2012/13 to 2016/17 there were 4 academic promotions in Geography (3 female, 1 male). Two female promotions were E&R staff, and one was a Research-only academic. The promoted male held an E&R role. On average female promotions happen more quickly than male in geography but sample sizes are small (Table 5.1.1).

Table 5.1.1 – Gender differences in time to promotion across salary grades in Biosciences and Geography

Promotion	Average number of years before promotion for females	Average number of years before promotion for males
Biosciences		
E - F	4.65	3.78
F – G	5.45	6.17
G – H	5.58	5.64
H – Prof	6.29	5.93
Geography		
F - G	0.34	NA
G - H	3.75	2.12

Equality in promotion opportunities has been achieved by Academic leads recommending staff following Performance and Development Reviews (PDR). This has benefitted staff that were less likely to put themselves forward, and led to the promotions of three female staff since 2014 who indicated that they would not otherwise have applied. However, we recognise that this approach needs to be formally embedded in the PDR process (section 5.3(ii)).

As part of the Exeter Academic project, promotion criteria have been clarified and diversified to reflect the diversity of contributions that staff make. The criteria are accessible to all on staff webpages and, to clarify the changes, CLES Cornwall held a Promotions Workshop in June 2015^(AP8). The College Dean and HoD spoke about promotions criteria and processes and recently promoted staff reflected on their experiences. Feedback from attendees showed increased understanding and confidence about applying for promotion.

[264 words]

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

Data from the return of CLES Cornwall staff in the Research Excellence Framework 2014 demonstrates that female academic staff were more likely to be returned than males: Return rates were 94% for female staff and 78% for male staff (Table 5.1.2). This is testament to the excellence of the research outputs and impact case studies of female academics in the department, and jars with the perception of female academics that their work is valued less highly than that of males (Figure 5.6.7 from EES

survey). We ensured equality of representation in the 2014 REF by providing Equality and Diversity training to all staff involved in preparing the REF submission, and via direct email communication of E&D policy from the Deputy Vice Chancellor for Research^(AP1).



Action 5.1c 100% of academic staff will be returned to REF 2021, hence we will analyse the number and ratings of outputs returned by female and male staff, and the gender split in impact studies.

Table 5.1.2 – Gender splits in the CLES Cornwall academic staff submitted, and eligible but not submitted, to the Research Excellence Framework 2014, across three Units of Assessment.

Unit Of Assessment	Female	Male	Total	% Female
5 Biosciences (total)	11	24	35	31%
Submitted	10	19	29	34%
Not submitted	1	5	6	17%
% submitted	91%	79%	83%	
7 Environmental Sciences (total)		3	3	0%
Submitted		3	3	0%
% submitted	100%	100%	100%	
17A Geography (total)	5	5	10	50%
Submitted	5	3	8	63%
Not submitted		2	2	0%
% submitted	100%	60%	80%	
CLES Cornwall total	16	32	48	33%
Submitted	15	25	40	38%
Not submitted	2	8	9	22%
% submitted	94%	78%	83%	

[124 words]

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

Overview

Professional Services staff enjoy a strong induction process with a 95% uptake. Professional Services staff feel very well supported by their management structures and collaborations with Department staff. However, these staff can only receive promotion when new roles become available. We work to ensure that these staff know that their work is valued by the department.

[56 words]

(i) Induction

All new Professional Services (PS) staff receive induction from the senior College administrator for Penryn (95% of PS staff have completed inductions to date). During a 45- minute session, topics such as mandatory training, purchasing, the staff intranet and the Athena SWAN charter are covered. Several documents have been prepared to help new arrivals: A Welcome package, providing information to help staff settle into life in CLES and Cornwall; Lab induction, accelerating familiarity with a new laboratory; Health & Safety handbook, showcasing health and safety system to new arrivals; Lab manual for technical staff^(AP5). We will continue to monitor the effectiveness of these induction processes (Action 5.2a).

The Department fosters an inclusive environment for PS staff by inviting all staff to coffee mornings. PS staff appear on staff photo boards alongside academic staff, showcasing that all staff are crucial parts of the organisation.



Quote from Grace McNicholas, ESI Lab Technician

"I have been welcomed in to the PS team with open arms. Whilst working collaboratively with a range of academics, technical staff and students, at no point have I felt taken for granted or unappreciated. That's one of the many things that really strikes me about this Department, the strong sense of teamwork and inclusivity, no matter what walk of life you come from."



Action 5.2a Monitor uptake and effectiveness of departmental inductions on PS staff who are physically based within our Department and its impact on their inclusion.

[214 words]

(ii) Promotion

Promotion processes are only open to Academic and Research staff at the University of Exeter. In Professional Services, roles are graded and members of staff wishing to increase their grade are required to apply for a new/vacant position. PS are positioned within departments, but are managed centrally by the University Professional Services team. However, CLES Cornwall participates in the recruitment process of new PS staff and can therefore influence hiring strategy.

The Department recognises excellence among individuals working in PS through the **Professional Service Recognition Awards**. Staff and students can nominate a person or team who have made positive contributions to the University (Table 5.2.1). There was no difference in the proportion of females and males nominated in any category. Additionally, the **Above and Beyond Award Scheme** allows monetary rewards or official Thank-you e-cards to colleagues for their commitment and

successes. The Above and Beyond scheme has been used for the past three years and there has been significant positive feedback about the scheme from employees who feel valued and recognised for their contribution.

Table 5.2.1 – Professional Services Recognition Award (PSRA) nominations, split by award category and gender.

Award Category	Female	Male
Ambition	6	1
Collaboration	9	4
Challenge	8	2
Community	4	1
Impact	2	2
Rigour	4	4
Roddy Ross Award for Innovation	1	2
TOT	34	16

[174 words]

5.3. Career development: academic staff

Overview

Rates of uptake of mandatory training in Equality & Diversity, and in Recruitment & Selection, have increased to >90% during the census period^(AP6), and we ascribe our success in gender-balanced recruitment of staff to this training. Uptake of Performance and Development Reviews is very strong among permanent staff, but less so among fixed-term contract staff. A new electronic system in 2018 will help us use PDR to better support career progression among ECR staff. We are very proud of our dynamic ECR Network^(AP3) and will ensure that their activities are subsidised by the department. We are also proud of the career support that we have installed for our undergraduate and postgraduate students^(AP4). We see no evidence for gender bias in engagement with, and value received from, these career development structures, but we will ensure their benefits have tangible rewards for female scientists.

[142 words]

(i) Training

Training courses are available to staff at all levels, advertised in staff Induction packs and booked online. In response to consultations with ECRs, the department has developed bespoke training programmes targeted towards them (see section 5.3(iii)).

Mandatory training includes topics such as “Equality & Diversity” (E&D) and “Recruitment & Selection” (R&S). Completion rates on E&D have risen steadily to 93% overall in 2017/18, but are slightly lower for female than male staff (Figure 5.3.1a). For R&S, data up to 2016/17 highlighted low completion rates and lack of clarity for whom the training is mandatory. The HoD persuaded the staff base to raise completion rates (now 96% overall; Figure 5.3.1b).

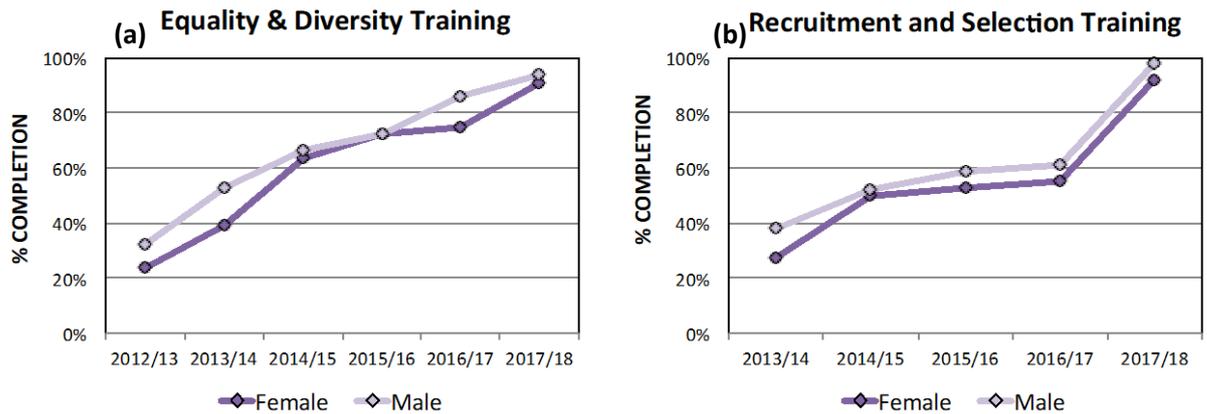


Figure 5.3.1 – Percentage completion of mandatory training courses in **(a)** Equality and Diversity and **(b)** Recruitment and Selection by CLES staff (Biosciences and Geography combined).



Action 5.3a Completion rates for mandatory training to reach 95% within the next academic year.

Optional training opportunities include “Unconscious Bias training” (introduced in 2015/16; 34% uptake as of 2016/17)^(AP4). Our Silver Action Plan^(AP4) introduced a “Springboard” training course to support women in achieving their career goals, available in Cornwall every 18 months, and annually in Exeter (22 CLES Cornwall participants to date). Since August 2017, all University staff receive a monthly e-brochure outlining all training opportunities. However, a recent Athena Swan staff survey (Jan 2018) highlighted that some academic staff remain unaware of relevant schemes (e.g. 22% of women were unaware of the Springboard programme).



Action 5.3b Increase in awareness and uptake of relevant optional training and development opportunities.

Annual PDR processes determine whether staff have specific training needs (see 5.3ii below). Dedicated HR advisors monitor uptake of all training (by gender and job role) and provide monthly reports to the College Management Team, who then boost compliance through announcements and emails. Courses are evaluated through feedback from attendees. Learning and Development Managers use feedback to adjust content and liaise with trainers on areas for improvement^(AP2).

[267 words]

(ii) Appraisal/development review

Career progression and development needs are monitored and evaluated through annual PDR, where a self-appraisal document is discussed with academic leads. PDR forms are tailored to different staff groups (academic, research and professional services). To avoid conflicts of interest PDRs are not

undertaken by the reviewee's line manager or Principal Investigator. In the Employee Engagement Survey 2016, 87% of female staff and 88% of males reported they found PDR useful. All academics must undertake "PDR training for reviewers".

Among academics, engagement with the PDR process is high and has increased recently^(AP9). There are no gender biases in Biosciences (Figure 5.3.2), but uptake is male-biased in geography (Figure 5.3.3b). We will monitor engagement and assess whether the new ePDR system will address any potential bias (Actions 5.3c,d). Thanks to our Silver Action Plan, career planning for ECRs has been made part of the PDR process^(AP9). However, levels of PDR compliance should be higher among postdoctoral research staff (though there are no consistent gender biases: Figures 5.3.2b & 5.3.3b). Consultations by the Inclusivity Committee revealed a perception that PDRs are elective rather than compulsory among post-doctoral staff (Actions 5.3c,d).

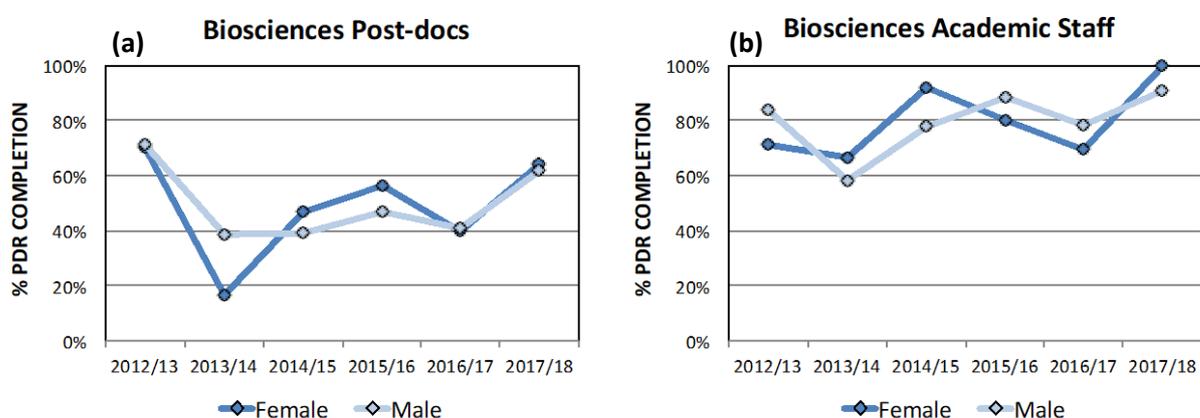


Figure 5.3.2 – Percentage uptake of annual Performance and Development Reviews (PDR) among Biosciences (a) post-doctoral researchers and (b) academics.

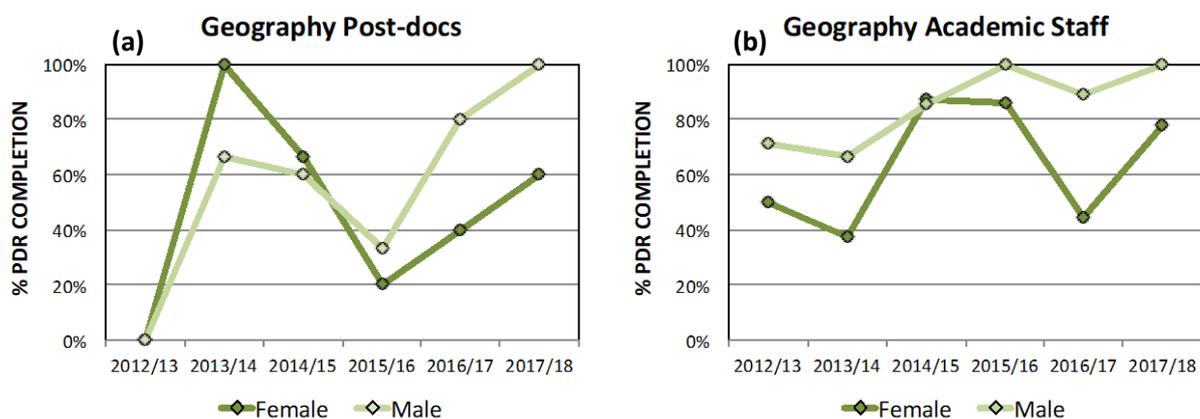


Figure 5.3.3 – Percentage uptake of annual Performance and Development Reviews (PDR) among Geography (a) post-doctoral researchers and (b) academics.

Compliance and satisfaction will be further improved by the new ePDR scheme. This electronic system, will from 2018 facilitate the collation and analysis of data and will link to the Exeter Academic portal (see 5.3.iii), with links to training opportunities and *Women in HE* pages. Comments in the departmental Athena Swan survey (2018) highlighted a lack of clarity regarding promotion criteria, therefore we will ensure that a review and discussion of promotion criteria is included as a formal part of PDRs, to enable the following Actions (Action 5.3c-f).



Action 5.3c Completion rates and satisfaction levels with PDRs will be improved by the end of 2019.

Action 5.3d Line managers will provide performance and development support to staff throughout the year, enabling the follow-up of issues raised during PDR meetings.

Action 5.3e PDRs will include a review of promotion criteria and discussion of steps staff may take to work towards promotion.

Action 5.3f Staff are to be familiarised with the new ePDR system, and how to get the most from it.

[275 words]

(iii) Support given to academic staff for career progression

Early Career Researcher Network

The department supports Early Career Researchers in writing grant applications and provides guidance in career progression. Our ECR representative, currently Dr Neeltje Boogert, takes an active role in Department Executive and support activities for staff (Action 5.3g-i). Following consultations with ECRs, the Department instituted and funded **monthly ECR lunches**, providing guidance on grants, teaching and media work. In 2016 an **ECR Facebook group** was established and ran a **Training Needs Survey** to identify demand for training in skills.



Action 5.3g Collation of data on ECR staff participation in and feedback on lunches, workshops and other events (broken down by gender) to allow analysis.

Action 5.3h Introduce greater variety and frequency of ECR-focused events, guided by demand from ECRs.

Action 5.3i Ascertain the key reasons why some ECR staff feel undervalued and why female ECR staff are particularly likely to feel undervalued (section 5.6v).

Mentoring Scheme

The CLES “One Step Beyond” (OSB) mentorship scheme launched in April 2016. To date, 23 staff members (11 female, 12 male) in CLES Cornwall have enrolled in the scheme as mentors and 28 (17 female, 11 male) as mentees. Eight individuals (4 F; 3 M; 1 non-binary) provided feedback in March 2017. Reviews were mixed (e.g. 50% of respondents agreed the scheme met expectations; 50% agreed that their confidence had improved), with no clear gender differences. Qualitative feedback was largely positive (“*very helpful in giving advice on career planning*”; “*The experience was fabulous...my mentor actively helped me prioritise my tasks*”). Critique included the relatively narrow pool of mentors within CLES Cornwall and issues of “fit” between mentees and mentors (Action 5.3j).



Action 5.3j Increase numbers of staff signed up to OSB, and improve satisfaction levels with OSB.

Exeter Academic Framework

The university launched the **Exeter Academic web portal** in 2016 (Figure 5.3.4), in response to staff concerns about lack of clarity and transparency in career progression. This portal now hosts unambiguous guidelines for promotion for every job family (as per our 2014 Silver action plan)^{AP6}, and links to the *Women in HE* portal, providing detailed information on specific support, training and guidance for female staff.

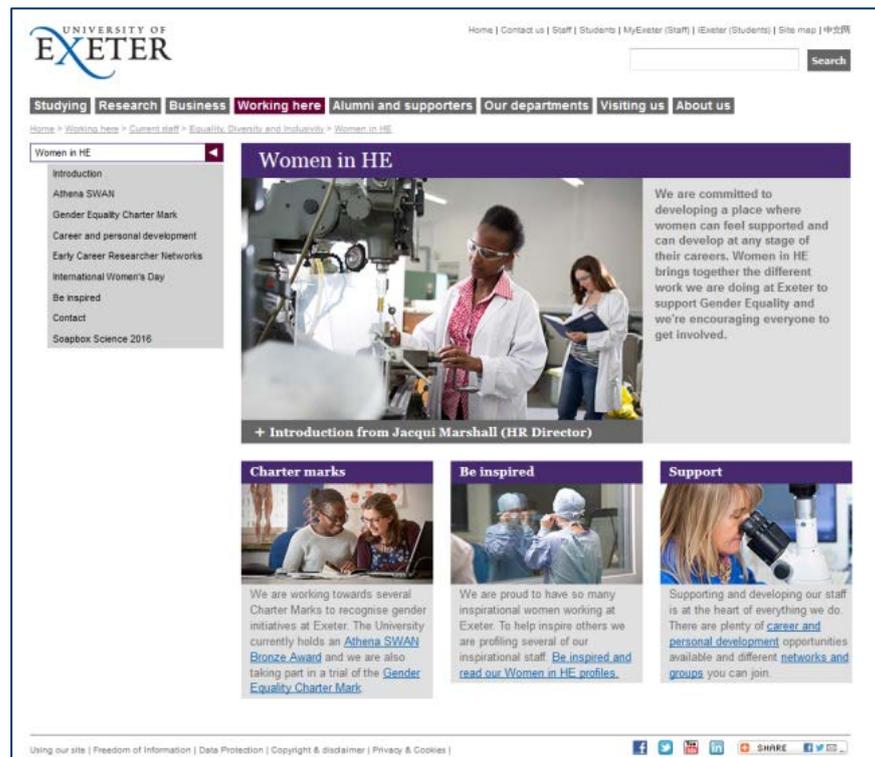


Figure 5.3.4 – Our *Women in HE* web portal provides detailed information on specific support, training and guidance for female staff, within the wider framework of the Exeter Academic web portal.

[273 words]

(iv) Support given to students (at any level) for academic career progression

Support structures for students

All CLES students have a personal tutor (academic staff member) who they meet 1:1 at least 5 times per year, with additional small-group meetings. Meeting topics include career support starting in first year. We run a peer-coaching scheme in which undergraduate and postgraduate students meet with first year students. All mentors are trained, and the scheme is rated highly (100% of mentors and 87% of mentees would recommend the scheme to future students). In the past two years, 108 students (25 male and 83 female) have taken on a peer mentor role. All 3rd year undergraduates conduct a research project supervised by a research-active academic, providing further career support.

Career Guidance

Career guidance (including postgraduate study) has been embedded across all years in Biosciences since 2012 and Geography since 2015, thanks to our Silver Action Plan^(AP1,4). All finalists take our compulsory 'Preparing to Graduate' module, including two sessions on postgraduate study. Table 5.3.1 shows the academic career support sessions for students that ran in 2016/17. CLES Cornwall staff members won the Student Union award for employability support in 2012 and were shortlisted in 2013, 2014 and 2016. Further support is also provided by the University Career Zone (<http://www.exeter.ac.uk/careers/#>).

Table 5.3.1 – Events in the 2016/17 academic year to provide students information about academic career progression. All of these events run on a yearly basis.

Date	Event	Estimated attendees	Speaker gender (% female)
Sept 2016	MSc welcome conference	70	71
Sept 2016	Postgraduate study session	200	1 female lecturer
Dec 2016	Meet the MSc students	40	33
Feb 2017	CLES careers fair (PG stand)	800	50
Feb 2017	Is a PhD for me?	30	66
Mar 2017	CLES alumni event	60	80
Mar 2017	UG research conference	200	66
Mar 2017	Life as a post-doctoral researcher	60	50

Exposure to Research

In 2013 we launched a successful research internship module for undergraduate and PGT students. 84 students have participated in the module (Figure 5.3.5). 76% of participants have been female, resembling the female bias of the population.



Action 5.3k Explore why more male students are not participating in the research internship scheme.

Undergraduates, PGT and PGR students are invited to attend departmental seminars. Students are prioritised during questions following each seminar. Students also have opportunity for weekly private discussion with visiting speakers through our Trends in Ecology & Evolution module. These activities led to Biosciences Penryn winning the 'Best research Community' award in the 2016 Student Union Teaching Awards.

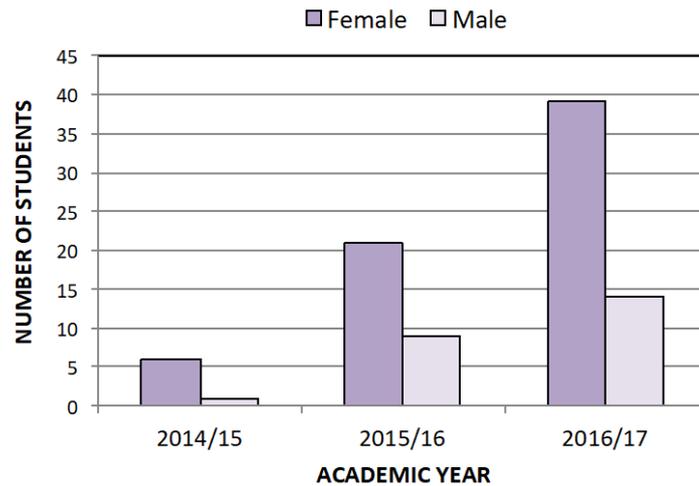


Figure 5.3.5 – Number of male and female students in CLES (Biosciences and Geography combined) completing our additional credit internship module (LES3901) since 2014/15.

Support for Female Students

Our 2014 Silver Award recognised male bias in progression to postgraduate study in Biosciences. Focus groups revealed lack of confidence among females, so we increased the exposure of students to female academic role models^(AP11). The Sprint programme is now also available to our undergraduates^(AP4) and we launched our successful WiSTEM seminar series in 2015, exposing female science students to successful female academic role models. This work has succeeded and the number of females progressing to postgraduate study now closely resembles the gender split on our undergraduate degrees (Section 4.1(v)). A recent survey of our PGT students also revealed high levels of confidence among female students in their ability to progress to postgraduate study.



Quote from Lucie Machin, MSc Conservation & Biodiversity

“I feel that there are no barriers to me at this university to progress to a PhD. Indeed, the support here has far, far surpassed my last university. I have never noticed any difference being a female. In fact, having so many women in the department has served as an inspiration and a confidence boost.”

Thanks to our Silver Action Plan^(AP4,11), Athena SWAN and Inclusivity have been discussed at welcome sessions for all CLES students (UG and PGT), and at all open days. One PGT student commented “I’ve learnt more about supporting women in science in two months at Exeter than I did in 3 years at my previous University”. In 2017, we added a compulsory Unconscious Bias seminar to core modules for 2nd year and MSc students. Our students have made two videos to raise awareness of Athena SWAN and explore issues facing women in science (<http://lifesciences.exeter.ac.uk/athenaswan/cornwall/#a2>) and these have received >1500 likes on YouTube. Analysis of NSS data suggests that the extent to which students feel the department has prepared them for further study is high for both males and females in biosciences, but slightly lower for females in geography (Figure 5.3.6; Action 5.3m)).

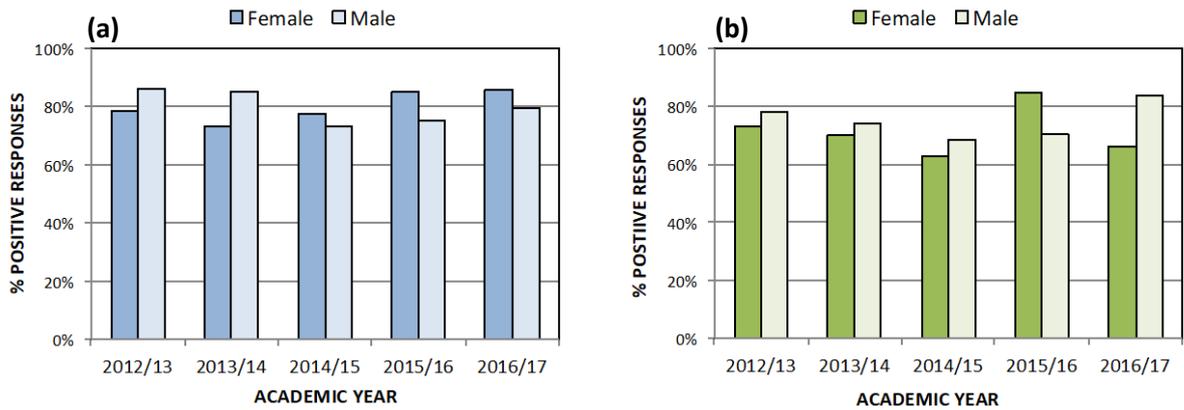


Figure 5.3.6 – The percentage of students in (a) Biosciences and (b) Geography who said that the University of Exeter prepared them ‘well’ or ‘very well’ for postgraduate study.



Action 5.3l Promote Sprint more strongly to CLES students and highlight its value to women who would like to pursue an academic career.

Action 5.3m Ascertain why female Geography undergraduates feel less prepared for postgraduate study.

[611 words]

(v) Support offered to those applying for research grant applications

CLES Cornwall provides an online Research Toolkit. The Research Services team supports applications to each research council (including ERC) and organises mock panels and training courses for ECRs interested in independent Fellowships. Research Support Managers provide support at all stages of grant development. We conduct regular hustings for Research Council grants, with gender-representative audiences, and feedback is provided in an informal setting. Our ECR group holds Q&A sessions and mock hustings with experienced panellists.

We conduct regular mock Fellowship interview panels, instrumental in the success of our ECRs obtaining independent Research Fellowships from BBSRC, NERC, Royal Society, Leverhulme, and Marie Curie (8 successful applications from within CLES Cornwall; 5M, 3F). A recent audit by the ECR representative caused the creation of early-stage fellowship hustings which received very positive feedback (Action 5.3n&o). Unsuccessful applicants are invited to discuss outcomes with academic leads and mentors.



Action 5.3n Continue to provide opportunities for ECR staff to present ideas for grants and fellowships to a panel of peers and experienced senior academics, so as to help develop and improve applications at an early stage.

Action 5.3o Create stronger formal channels for any member of academic staff to receive feedback on grant proposals from any funding well in advance of submission.

[143 words]

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

Overview

Careers of PS staff are now managed by their respective University directorates, rather than the Department. However, we act to ensure that these staff are treated fairly, and lobby to ensure that career development is prioritised. We observe important innovations in training, support and professional qualifications for technicians in particular.

[50 words]

(i) Training

The University's 2016 Employee Engagement Survey identified personal development as high priority for Professional Services staff. This motivated new learning and development opportunities including bite-sized lunch sessions, training workshops and online resources. The People Development team launched a new portfolio of training, for all staff. Courses focus on personal effectiveness, business skills, leadership, and statutory compliance training (e.g. Equality & Diversity and Health & Safety). This is supplemented by online learning resources (LearnSmart), and Professional Development Frameworks. Equality & Diversity training is mandatory for PS staff with 89.4% completion rate in Penryn^(AP1,2,6).



Quote from Dr Clive Betts, Head of People Development

"We provide structured development through our carefully tailored Professional Development Frameworks. The future looks exciting with an even broader range of learning available from a new Leadership programme and more networking opportunities, to flexible e-learning modules and further opportunities through job shadowing and secondments."

[136 words]

(ii) Appraisal/development review

PS staff are expected to receive an annual Performance Development Review (PDR), where professional development and training needs are formally discussed in order to make sure that staff output is maximised. However, in the 2016 Employee Engagement Survey, only 63% of PS staff who identified with the Department confirmed they had a PDR in the last twelve months, and only 67% of these found their last PDR useful (25% neutral) (Action 5.4a). As with academic staff, PS will have access to the new ePDR system, including appraisee training and mandatory training for all PDR reviewers.



Action 5.4a Gather feedback from the staff that completed PDR to find key points deterring staff from completing their PDR.

[95 words]

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

CLES Cornwall encourages the personal development of PS staff, including relevant training and higher qualifications. External training requests are discussed with line managers and in the annual PDR. Since 2016 two female technicians in the Department have received external leadership training (Aurora Leadership Development Programme and the South West Institutions Middle Manager's Programme). A recent survey of technical staff revealed a desire for the department to also fund the membership of PS staff to professional bodies (Action 5.4b).



Action 5.4b Investigate the feasibility of the University covering the costs of Professional Registration for all PS staff who wish to undertake it.



Mini Case Study: Daniela Farina, ESI Laboratory Manager

"I have to ensure biological safety in my labs, however safety strategy is not part of my job description. I was keen to learn more about strategic management. The Department funded me to attend a course at substantial cost. This already gives the University extra contingency, as I am capable of covering as Biological Safety Officer in case of absences. But more importantly, this has a positive impact on my chances of promotion in that area."

The University recently joined a Technician Commitment Programme, led by the Science Council, which highlights the crucial role technicians play in modern research and education, with a focus on improving career progression for technical staff. The programme launched in Penryn in January 2018 with a workshop to draft a self-assessment and action plan.



Quote from Dr Gail Reeves, Head of Technical Services

"Our technical staff are the backbone of research and teaching. Without them, our world-leading research and research-led teaching simply could not happen. We value them immensely and we're proud to sign up to this partnership."

In December 2015 the PS Development Framework was launched. This framework providing transparency and clarity on the skills and experience required to progress to more senior roles (Figure 5.4.1).

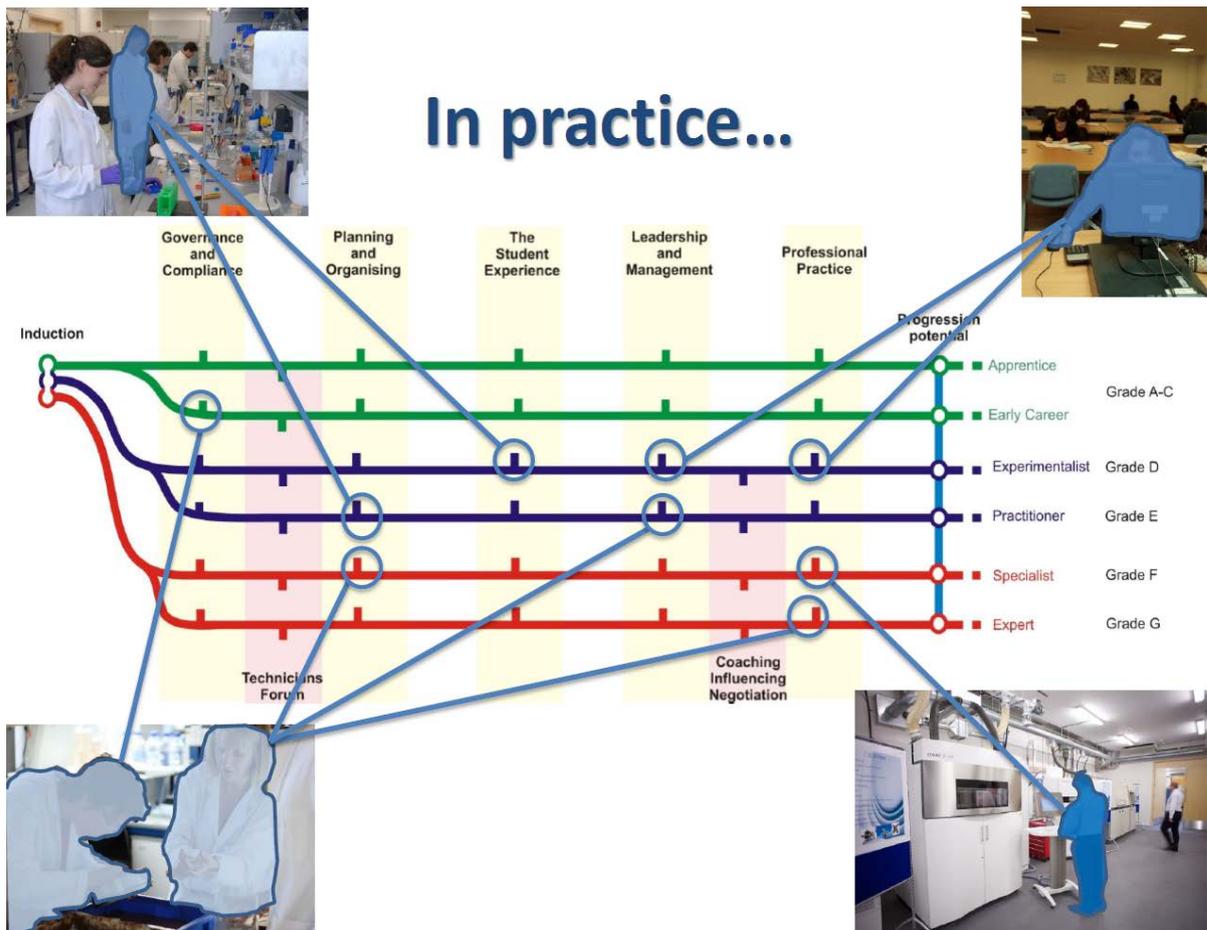


Figure 5.4.1 – Structural pictogram of the new Professional Services Development Framework

The framework develops skills within current roles and prepares staff to apply for new roles. Most PS jobs are advertised internally only, ensuring that investment in human capital is not lost. The University underwent a major transformation of its Professional Services in 2015, with seven members of Department-facing staff (3 males and 4 females) progressing to higher positions. Our annual Professional Services conference provides opportunities to share skills and project ideas, and includes sessions on Athena SWAN, Equality and Diversity.

Surveys of PS staff suggest that staff would value a mentoring scheme to assist with career progression, similar to that provided for academic staff (Action 5.4c).



Action 5.4c Expand the One Step Beyond scheme to professional services staff who work with the Department

[377 words]

5.5. Flexible working and managing career breaks

Overview

CLES Cornwall Inclusivity Committee have lobbied for improvements to the institutions policies around maternity and paternity and parental leave. We are proud that in early 2018 the University of Exeter introduced very generous schemes. Staff feel extremely well supported before, during and after maternity leave. Flexible working is consistently approved in the Department. Increasing numbers of staff are taking up part-time working patterns, but surprisingly few are returning to full time work, despite being able to without prejudice.

[78 words]

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

As a result of employee feedback, a university-wide review of parental leave was carried out in February 2018. With effect April 2018, staff taking maternity leave are now eligible for **26 weeks of full paid leave** (up from 8 weeks full pay then 16 weeks half pay), and up to **five paid days of leave** for fertility treatment. Crucially, there is **no minimum period of employment required** to access these benefits (reduced from 26 weeks of employment previously). These significant changes will greatly benefit female early career researchers whose fixed-term contracts made them ineligible for paid leave.

The Head of Department or line manager acts as point of contact for staff planning parental leave. Expectant parents are entitled to paid time off for antenatal. Staff can also work flexibly to suit their needs throughout pregnancy. Before maternity leave, all staff members are given time, acknowledged in the workload model, to hand over duties to colleagues. Staff are supported to change working patterns upon their return to work. The university currently runs a Parent and Carers Network that offers to partner staff with caring responsibilities (Budd-E system) but this does not exist on the Penryn Campus (Action 5.5a).



Action 5.5a Launch the Parents and Carers Network on the Penryn Campus (already established for the Devon campuses).

Six members of staff have taken maternity leave in Biosciences over the past five years, and two in Geography (Figure 5.5.1), with no clear patterns. No members of staff have taken adoption leave. Professional Services and Academic staff share the same parental benefits.

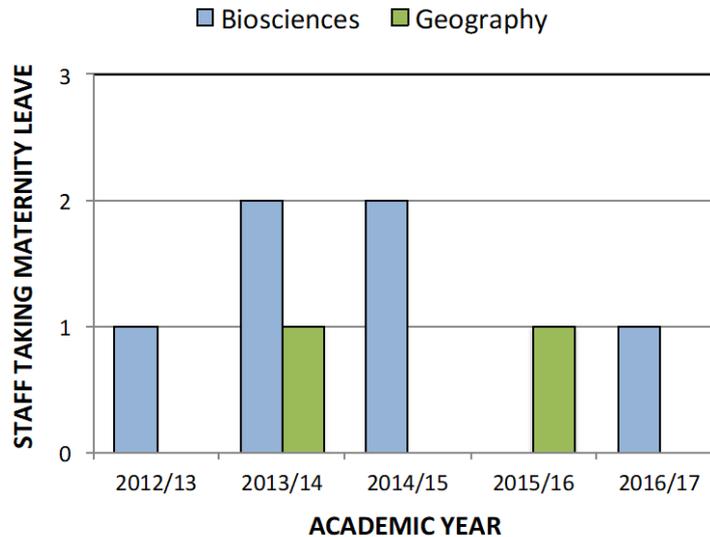


Figure 5.5.1 – Number of staff taking maternity leave in Biosciences and Geography

[240 words]

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

CLES ensures that staff are aware of optional ‘Keep in Touch’ days and how these can be beneficial. Where necessary, additional support is provided to cover teaching and administrative load of the staff member taking leave. Staff with research grants can choose whether project work is covered by others or saved up until their return.

“CLES permitted spending on my grant whilst on maternity leave to allow for continuation of field experiments. Very helpful!”

Anonymous comment received during staff survey December 2017

[82 words]

(iii) Cover and support for maternity and adoption leave: returning to work

All staff returning to work are offered a phased return, which can be taken as a block or as flexible hours. Thanks to our Silver Actions, research staff returning from maternity leave have a term free of teaching and teaching staff have a reduced teaching load, with cover provided by the department^(AP10). Returning teaching staff have three weeks’ grace from teaching to enable a smooth transition back to work and to establish new work-life arrangements (e.g. settling child into nursery). All returners meet with the HoD to discuss support required for the transition back to work.



Quote from Kimberley Hockings, Lecturer in Biosciences

“CLES Cornwall have been very supportive at all stages of my leave (pre and post natal) and they have been highly flexible with regards to remote working. Individuals within the department have gone above and beyond standard university policies to support my specific requirements.”

As of October 2016, thanks to Silver Actions^(AP10), we have an on-site nursery that offers a 10% discount for members of the university. This has proved highly popular, with a December 2017 survey reporting that 80% of female and 50% of male respondents with childcare needs for children under 5 use the campus nursery. The nursery is centrally located, which allows mothers to continue breastfeeding upon their return to work, if desired (see Case study 2). We have moved our nursing room to a new, larger facility, next door to the nursery. The success of our campus nursery has been recognised externally, and the HoD has advised Prof Candy Rowe (Director of Diversity, Faculty of Medical Sciences, University of Newcastle) on the creation of a similar facility there.

[268 words]

(iv) Maternity return rate

SILVER APPLICATIONS ONLY

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

Between 2012 and 2017, eight staff members took maternity leave (six in Biosciences and two in Geography). 100% returned from maternity leave and 100% remained in post six, 12, and 18 months after return from leave. These numbers suggest that staff returning from maternity leave are well supported in making the transition back to work in both the short and long term, and we will strive to maintain these return rates for future staff by maintaining support levels.

[78 words]

(v) Paternity, shared parental, adoption, and parental leave uptake

Four members of Biosciences staff took formal paternity leave in the last five years; none took shared parental, adoption, or parental leave. No staff in Geography took any of these types of leave. Many staff take leave informally. The university now offer **six weeks of fully paid paternity leave** (increased from two weeks), and we anticipate that this cause a rise in the number of formal requests for leave. There is also **no qualifying period for eligibility**, which means that new staff are also now eligible, including those on short term contracts such as early career researchers. We are raising awareness of paternity/shared parental/adoption/parental leave via our staff induction processes and through the HR and Athena SWAN webpages. Staff learn during induction that absences should be certified through Trent HR webpages. The university also supports all staff members requiring emergency leave in case of family emergencies, and **offers paid compassionate leave** in case of serious illness or death.



Action 5.5b Increase in numbers of male academics undertaking formal paternity leave.

[157 words]

(vi) **Flexible working**

CLES Cornwall offers highly flexible working arrangements. The default text for job advert and role specification templates in the College and Department includes text that promotes the flexibility available to candidates, and the inclusivity principles shared across the College^(AP1):

“We welcome applications from candidates interested in working part-time hours or job-sharing arrangements. The department is proud to have a Silver Athena SWAN award in recognition of their commitment and impact to providing equality of opportunity and advancing the representation of women in STEM/M subjects. The University of Exeter is an equal opportunity employer. We are officially recognised as a Disability Confident employer, an Athena Swan accredited institution and a Stonewall Diversity Champion. Whilst all applicants will be judged on merit alone, we particularly welcome applications from groups currently underrepresented in the workforce.”

Any staff member can request specific dates, days, and/or times that they are unavailable for work: 100% of these requests have been approved since 2015 (when monitoring began, see Figure 5.5.3 below). CLES considers all requests on a case by case basis in recognition of the individual needs of our staff. Information on how to request flexible working is available via the Inclusivity webpages. Flexible working requests are updated annually, and requests are considered and fed back by College Pro Vice Chancellor within two weeks.



Quote from Dr Neeltje Boogert, female Research Fellow

“I was allowed to work remotely for the first eight months of my contract, so that I could spend more time with my family. I was also offered flexible working hours and working from home”

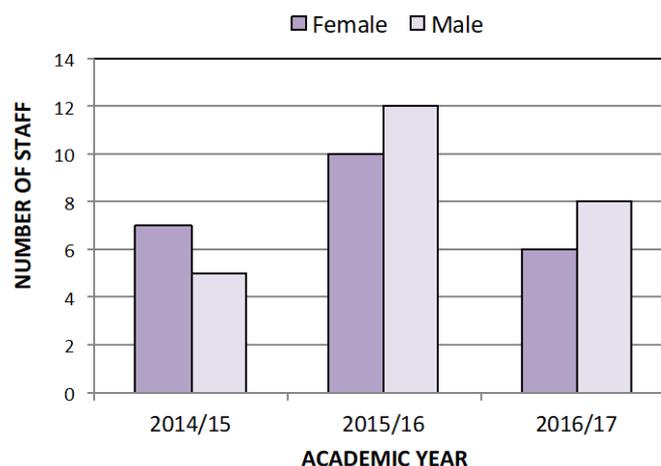


Figure 5.5.3 – Number of requests for teaching restrictions and formal applications for changes in working patterns for CLES Cornwall staff (Biosciences and Geography combined).

In the 2016 Employee Engagement Survey (EES), on average 75% of females were satisfied with their working pattern compared to 56% of males (Figure 5.5.4). A breakdown of this result into job families suggests that female Professional Services staff are particularly satisfied (Figure 5.4.4).

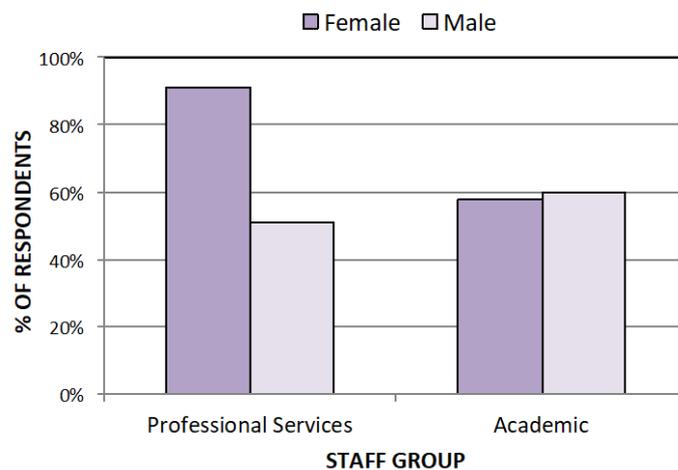


Figure 5.5.4 – Percentage of staff that were satisfied with their working pattern, broken down by staff group and gender (from 44 female and 48 male respondents).



Action 5.5c Emphasise the diversity of potential working patterns to all staff.

[296 words]

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

Staff who change to part time working patterns are informed that they can go back to full time at any time (if they were initially employed on full time on their contract). Only one female staff member in CLES has increased their part-time working hours since 2015/16 following maternity leave. However, interviews with staff indicate contentment with current arrangements and appreciation of the opportunity.

[64 words]

5.6. Organisation and culture

Overview

Through the census period we have surveyed staff regarding their engagement with departmental culture, Athena SWAN principles, employment conditions and social events. We observe no gender biases in engagement with departmental social events or meetings. Female staff are protected from high teaching loads. Yet, female staff feel that their work is less valued than that of males. We must act to improve perceptions of value, particularly in recognition of female bias in volume and quality of research returned in the 2014 REF. Interactive staff workshops will be instigated. We will use our new PDR systems, improved clarity of Career Progression Pathways, and mentoring schemes, to improve perceptions of value. Among staff of both genders, there is a worrying prevalence of dissatisfaction

with work-life balance. We will lobby, and work with, the institution to further improve employment conditions and reduce stress.

[140 words]

(i) Culture

Athena SWAN in our Department

Athena Swan principles are embedded into formal departmental processes at all scales. The Department Executive includes the Director of Inclusivity and ECR representative, ensuring that decisions adhere to AS principles. This allows the Department to inform institutional responses to sector-wide issues such as gender pay gaps. We have lobbied successfully for initiatives across the University, including provisions for maternity, part-time flexibility, and promotion criteria. We are influential on Campus, successfully lobbying for Nursery, Sports Facilities, Mentoring Schemes, and Health and Wellbeing Services. Athena SWAN is a standing item at all staff meetings. News and updates relating to AS are communicated through our Inclusivity website. Staff concerns can be shared via Dignity and Respect Advisors, online forms, or directly with Academic Leads or Head of Department. Students are made aware of Athena SWAN principles at whole cohort meetings annually, and a member of the CLES Inclusivity team sits on the Student-Staff Liaison Committee and Education Committee to ensure that student concerns are addressed.

Athena SWAN principles extend into our global activities: in 2017 we hosted the International Society for Behavioural Ecology congress, and offered a free pop-up nursery for children of academic visitors. This innovation was universally acclaimed and has become an exemplar for similar activities with other learned societies (Figure 5.6.1).



Figure 5.6.1 – Examples of praise for CLESs provision of free childcare at the ISBE conference.

Surveys and Information

Student views on support and departmental culture are sought via Accelerate surveys, National Student Surveys and focus groups. Staff views are sought through surveys of particular groups within our departments. A University-wide Employee Engagement Survey (EES) was also conducted in 2016. These surveys informed us that our staff and students felt strong sense of belonging and local support (Figure 5.6.2), but also revealed relatively high levels of stress and dissatisfaction with work-life balance (see 5.6(v) Workload). This problem is not unique to our department: stress was a key feature across the University and featured heavily in Industrial Action by University Staff in 2018.

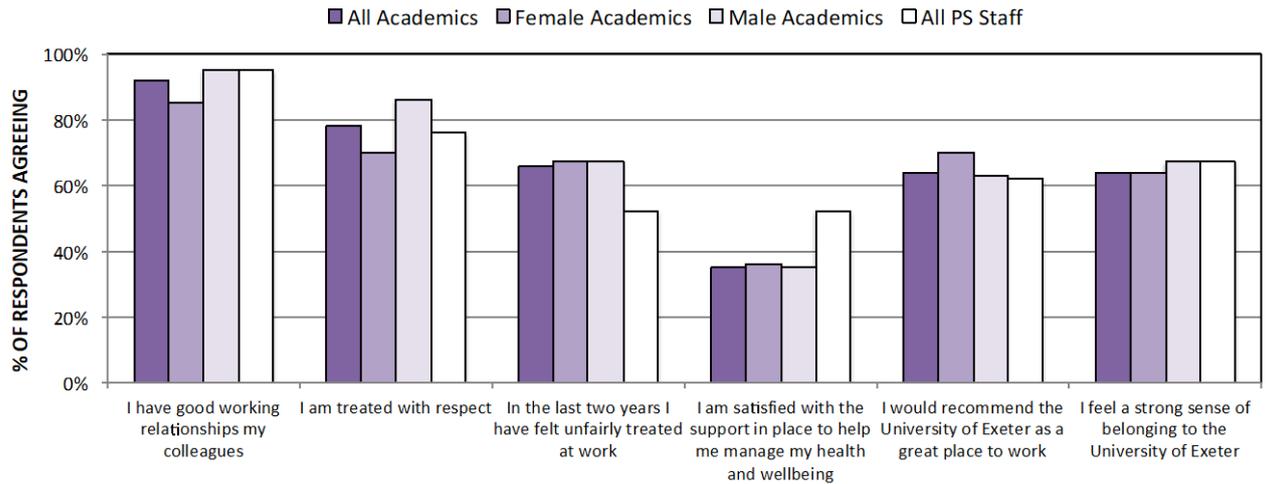


Figure 5.6.2 – Employee Engagement Survey data 2016, filtered to represent the responses of CLES Cornwall staff.

Athena SWAN Survey 2017

To explore these issues, CLES Cornwall Inclusivity Committee conducted an additional survey in 2017, receiving responses from 51 male, 82 female and 2 non-binary respondents. Staff and PGR students were asked to consider a set of words as descriptors of the Department. Over 50% of male and female colleagues agree that CLES Cornwall is a “Welcoming” or “Supportive” working environment (Figure 5.6.3). Female staff were less likely than male staff to agree that our department is Happy, Fair or Inclusive; but were also less likely to agree with the negative descriptors “Cliquesy” or “Macho”. Few respondents agreed with “Miserable” and “Sexist”.

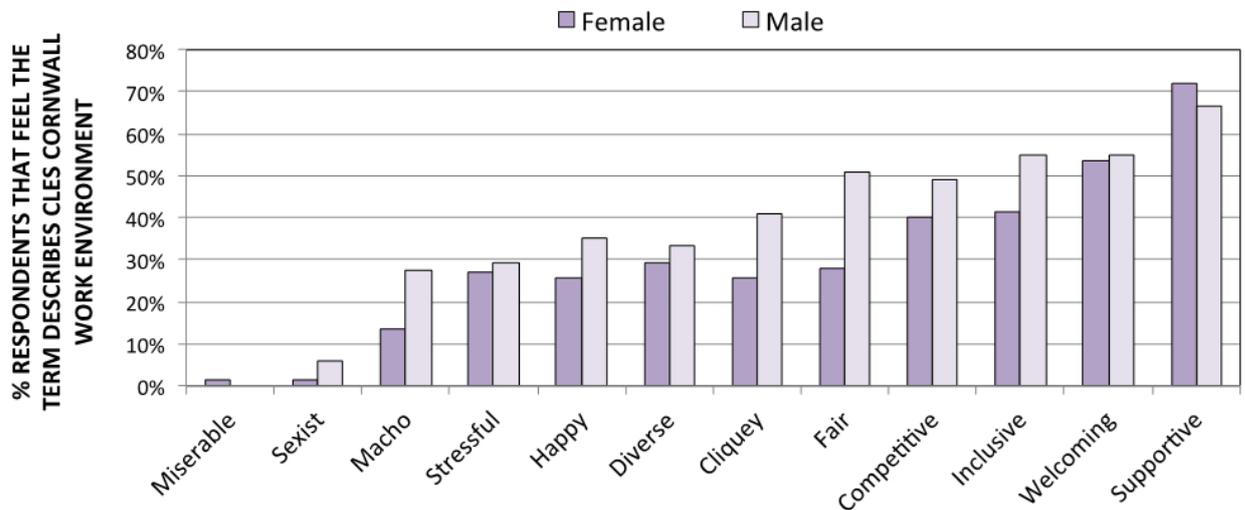


Figure 5.6.3 – Perceptions of staff (academic, professional and technical services) and PGR students (n = 135 in total) on words that might describe CLES Cornwall as a place to work.

48% of colleagues perceived that AS has had a positive impact on their working life, but 15% remain unfamiliar with Athena Swan principles (Action 5.6a). Most respondents (70%, with no gender bias), reported that successes are celebrated equally. These results indicate many positive aspects of our working environment, but motivates action points to address concerns about Wellbeing (Action 5.6b):



Action 5.6a Continue to raise awareness of Athena SWAN principles and actions in the department.

Action 5.6b Improve signposting of available support, and lobby for improved Wellbeing Services.

[520 words]

(ii) HR policies

All new staff are informed how to access HR policies such as recruitment; harassment; grievance; leave, and flexible working. To support staff and students experiencing bullying and harassment, the University provides trained confidential Dignity and Respect Advisors. Staff and PGR Students also have access to a 24/7 Care First Counselling service. A formal harassment reporting form is available online.

The CLES HR Business Partner sits on CLES Inclusivity Committee, where they communicate changes in HR policies to Biosciences Equality, Diversity and Inclusivity (EDI) representatives. CLES Cornwall's EDI Adviser is tasked to disseminate current information to relevant staff and students in Biosciences.

For consistency, the HR Case Work Team monitor all cases with regard to inclusivity aspects of discipline, grievance and performance management. This information is shared with the HR Senior Leadership Team to inform changes to policies and processes and also with College Executive Groups and the Cornwall Executive Group.

The EDI reviews departmental completion of E&D training, increasing this to 91% since December 2014, and the committee is a contact point for CLES Cornwall staff and students to raise issues relating to equality, dignity at work and professional behaviour.

[190 words]

(iii) Representation of men and women on committees

CLES Cornwall Committees are the CLES Cornwall Executive; Research Committee; Education Committee; Inclusivity Committee (see Figure 2.1 for gender balance; Section 2 for details of structure and function). Athena SWAN principles guide all agenda items and discussion. Gender representation is monitored closely in all Committees. When positions become available, interest is invited to the relevant demographic section of the Department, and members are chosen from the pool of applicants or, if none apply, relevant candidates are approached by the Chair, with reference to workload and other responsibilities. All meetings are agenda'd and minuted, with decisions reported to CLES Cornwall Executive and all staff meetings.

[104 words]

(iv) Participation on influential external committees

Academic staff in CLES Cornwall display their extra-departmental responsibilities in a dedicated section on their web profiles. Of 55 faculty staff in Biosciences, 33 present information on external committees, with a gender split of 9F:24M (27% female; broadly similar to the gender split in faculty positions. Of 17 Faculty staff in Geography, eleven display external responsibilities (5 female, 6 male; similar to the faculty gender split). There is no evidence here that female academics are more or less likely to advertise their external responsibilities on their web profiles. This signals the success of a consistent format for all academic webpages, alongside a shared recognition among all faculty that external influence forms a key part of career progression.



Action 5.6c Increase in the number of staff listing their external responsibilities, and, where appropriate, encouraging staff to take on more extra-departmental duties.

[117 words]

(v) Workload model

The University's workload model allocates 1650 hours annually per FTE to research, teaching, supervision, outreach, mentoring, pastoral tutoring and administration, adjusted pro rata for part-time staff. New lecturers are allocated hours to complete the Postgraduate Certificate in Academic Practice. New staff are given reduced teaching and administration for their first year, and staff developing new modules receive additional hours. Workload is reviewed annually by College Executive Group to ensure fair distribution. Anonymised workload data are visible to all academic staff, and workloads more than 10% under or over target are discussed. The gender balance of workload allocation is reviewed annually by the CLES Inclusivity Committee.

Perceptions of Workload Model

Results of the Employee Engagement Survey (2016) confirm high levels of stress among academic staff (Figure 5.6.4). Among academic staff over 15% perceived disproportionate responsibility for admin, and

over 10% for teaching, but there was no gender bias (Figure 5.6.5). Transparency regarding the description of workloads, and workload allocation, is provided to all staff on our Staff Gateway portal.

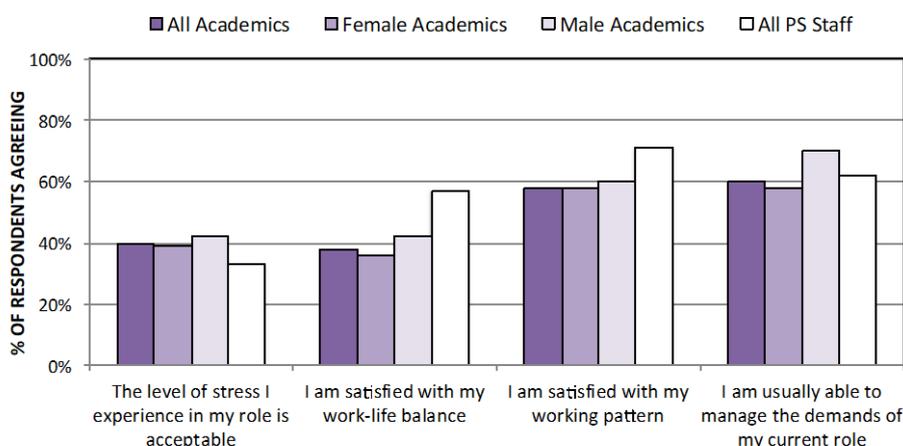


Figure 5.6.4 – Results of the Employee Engagement Survey (2016) suggest low levels of satisfaction with work-life balance, and only moderate ability to cope with role demands.



Action 5.6d Give staff training to understand and manage stress more effectively.

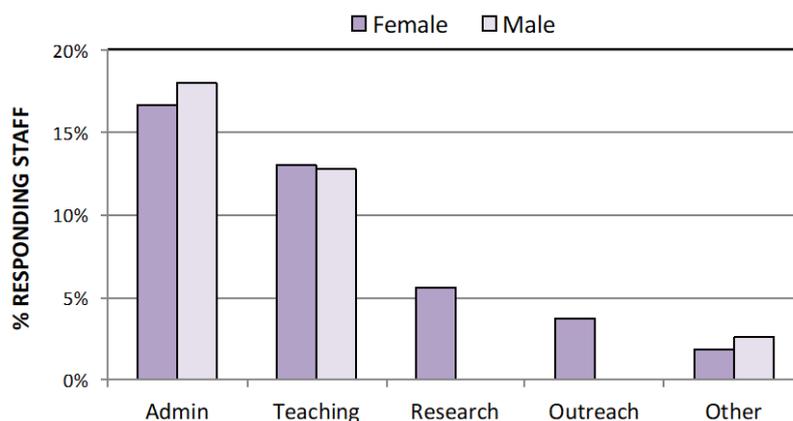


Figure 5.6.5 – Percentage of male and female staff that perceived their workload to be disproportionately biased towards particular categories of work.

Tenureship of roles and Teaching Responsibilities

Management or administrative roles tend to have three-year tenureship. Teaching as a proportion of overall workload in both Bioscience and Geography over the past 3 years has been higher for male members of E&R staff (Figures 5.6.6a&c). This is because we have actively reduced teaching loads for ECR academics (section 4.2.iii), who are more female-biased than more senior academics. Fluctuations among E&S staff are due to small sample sizes and changes in administrative responsibilities.

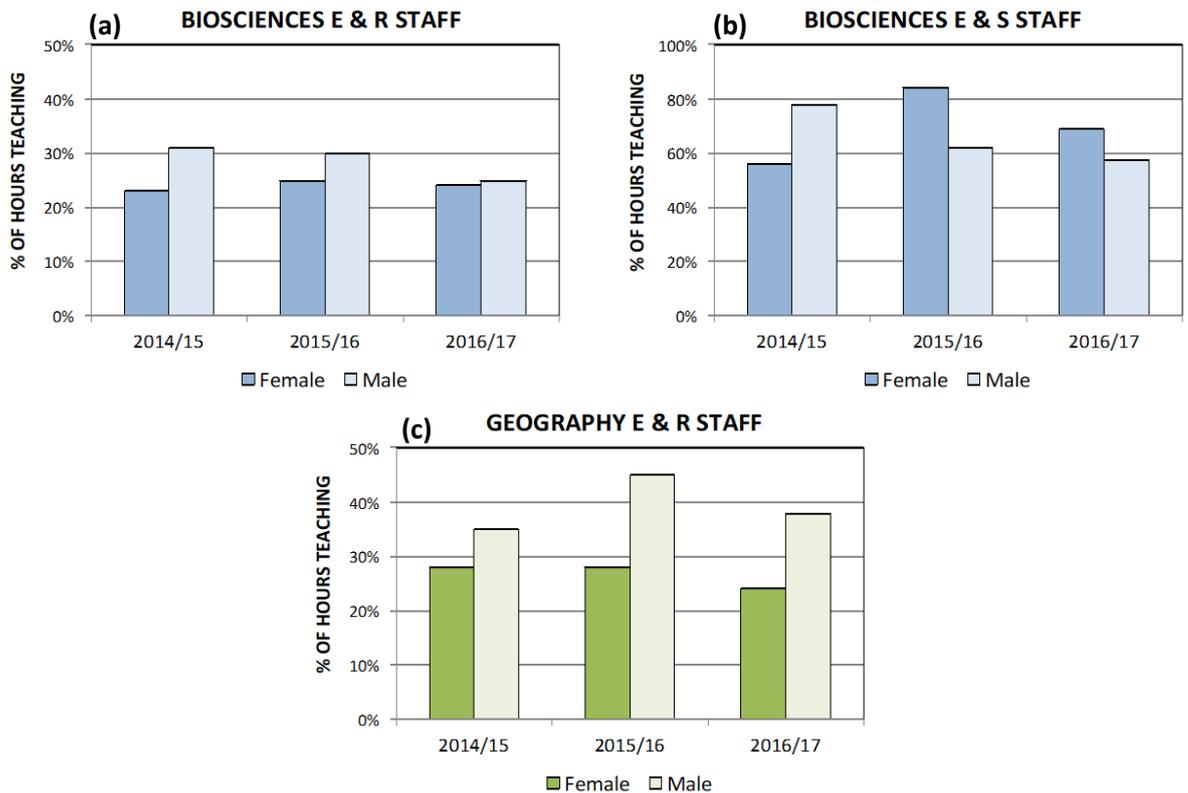


Figure 5.6.6 – Teaching workload as a percentage of total workload and by gender, for **(a)** Education & Research staff in Biosciences; **(b)** Education and Scholarship staff in Biosciences; **(c)** Education & Research staff in Geography. There are too few E&S staff in Geography to make fair comparison.

Perception of Recognition for Work

Results of the 2016 Employee Engagement Survey suggested generally favourable perception of recognition for achievements and of employment benefits, but only moderate satisfaction with levels of pay (Figure 5.6.7). A gender split among academic staff is apparent for perception of recognition and value, confirming our need to act on support for career progression of female staff.

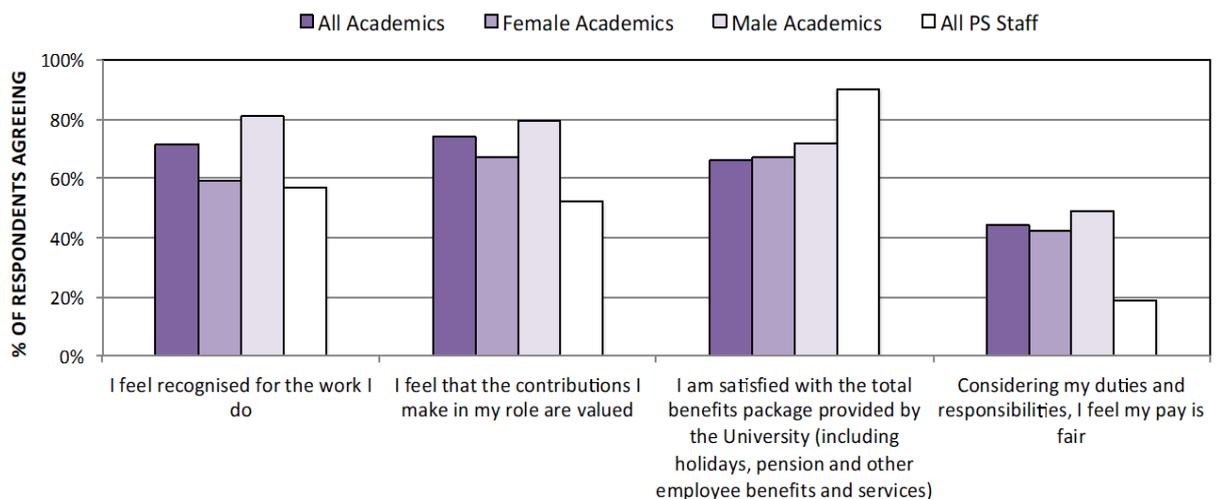


Figure 5.6.7 – Results of the Employee Engagement Survey 2016, showing levels of satisfaction among CLES Cornwall staff for recognition, employment benefits and pay.



Action 5.6e Explore and address reasons why staff, particularly Professional Services staff, feel unfairly paid for their work.

[309 words]

(vi) Timing of departmental meetings and social gatherings

Departmental Meetings and Seminars

The college core hours policy ensures part-time and flexible working staff are not excluded from key meetings, which are held between 10am-4pm, without exception^(AP1). In a recent survey of staff and PGR students (n=125), 91% agreed that departmental meetings were held when they were able to attend. Agreement was high among carers (n=42, 88% agreed) and part time respondents (n=14, 71% agreed).

Departmental seminars are held at lunchtime to maximise opportunity for carers to attend. Staff and student feedback caused us to alternate PGR seminars between lunchtime and 4pm, maximising staff attendance and opportunities for post-seminar socialising. Most staff agreed that social and networking events are held at convenient times, with no gender bias in attendance or ability to attend (Figure 5.6.8).

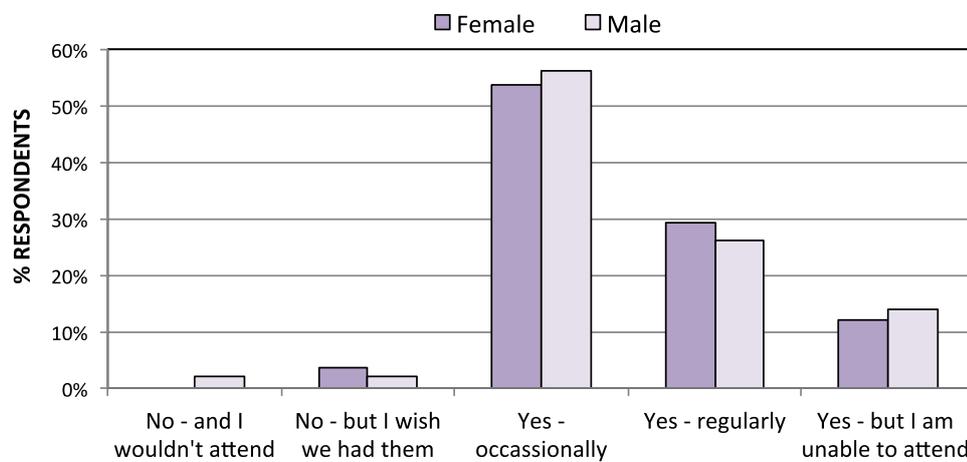


Figure 5.6.8 – Perception of social and networking events in CLES Cornwall (AS survey Dec 2017).

We encourage shared break times and have instigated weekly, calendared tea breaks in all buildings. We have also created a social committee to improve the frequency and diversity of social events^(AP1,6). We will increase the frequency of “packed lunches”, in which staff will share social space at lunchtime to discuss Departmental issues and strategies.



Action 5.6f Increase in positive qualitative response regarding staff satisfaction with intra-department social and collaborative interactions, as seen in Employee Engagement and Athena SWAN surveys.

Social Events

Major social events take place at the end of each teaching term; two annual research events (Darwin Day and the Christmas Conservation Lecture); whole-Department celebration of inaugural lectures; and whole-research-group PhD viva celebrations. Visiting seminar speakers are dined by research groups. We are renowned for our welcoming atmosphere and very large audiences for visiting speakers. Where possible we ensure that department social events are family-friendly: for example, our most recent social event (April 2018) trained adults and children to make pizzas. Family attendance was high and the event was praised for its inclusivity by attendees.

Discretionary funds are used by the Head of Department to support social and wellbeing activities instigated by staff and PGR students, and the Department subsidises social and outreach activities motivated by student societies.

[311 words]

(vii) Visibility of role models

Role models exist at all levels of activity and publicity for our department. We publish a large number of prospectuses and annual reports for our degree programmes and centres. We actively ensure that male and female staff and students are equally represented in these materials (Figure 5.6.9), and that women in photos are active and in the foreground^(AP11). We continue to use a set of posters to profile female staff and students across a range of roles. These are displayed prominently across the department and on our webpages (Figure 5.6.10).

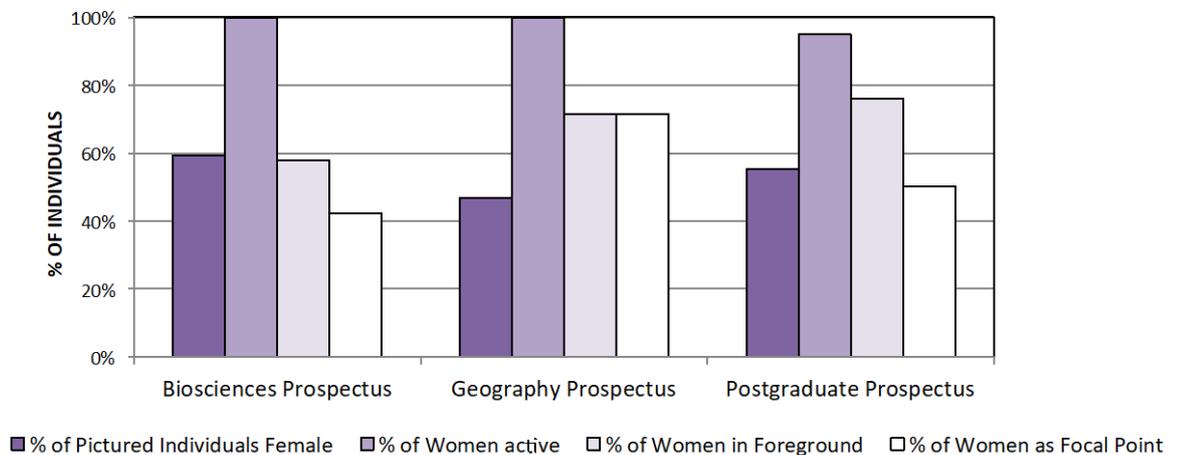


Figure 5.6.9 – Audit of gender representation in photos in Biosciences and Geography prospectuses and website.



Figure 5.6.10 – Profiles of female staff and students are displayed prominently in the department and on our website.

Seminar organisers encourage staff to invite female speakers. The percentage of female speakers has been over 40% since 2013, with 54% in 2017 (exceeding the gender balance of staff in most Bioscience departments nationally). However, in Biosciences most recommendations for speakers come from male staff, and we have experienced challenges in attracting senior female speakers. In contrast, a lower proportion of Geography seminar speakers are female, and most suggestions come from female staff (Figure 5.6.11).



Action 5.6g Achieve gender balance of speakers and staff suggesting speakers in the CEC and CGES guest seminar series'.

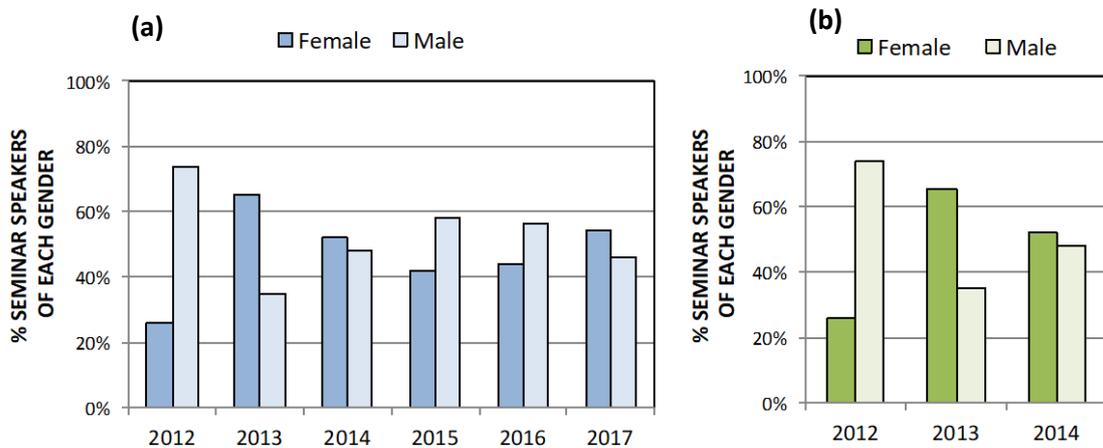


Figure 5.6.11 – Seminar speakers for (a) Biosciences and (b) Geography seminars by gender.

[165 words]

(viii) Outreach activities

CLES Penryn runs an extensive programme of outreach activities that excite, inspire and raise aspirations across all age groups^(AP11). We deliver 70 events per year on average, at local primary and secondary schools, regional events (e.g. International Women’s Day, Soapbox Science, Café Scientifique) and ambitious annual events for the general public. These include our flagship ‘Science in the Square’ event, attended by over 3000 people annually (Figure 5.6.12), our ‘Science of Christmas’ event aimed at local families, and our ‘Science of the Sea’ event run with the Maritime Museum in Falmouth.



Figure 5.6.12 – (a) Children ‘draw a scientist’ at Science in the Square 2015 **(b)** More than 60 male and female staff members from a range of grades participate in Science in the Square annually **(c)** Women of all ages learn about science at our public outreach events

Staff and students in CLES Penryn also launched the ‘Professor Penny’ series of children’s books (Figure 5.6.13) to help engage young children with science subjects. Each book is written by an active researcher and uses the female character ‘Professor Penny’ to explain scientific topics accessibly to a range of age groups. These books are free to download on our website <http://lifesciences.exeter.ac.uk/outreach/cornwall/profpenny/>.

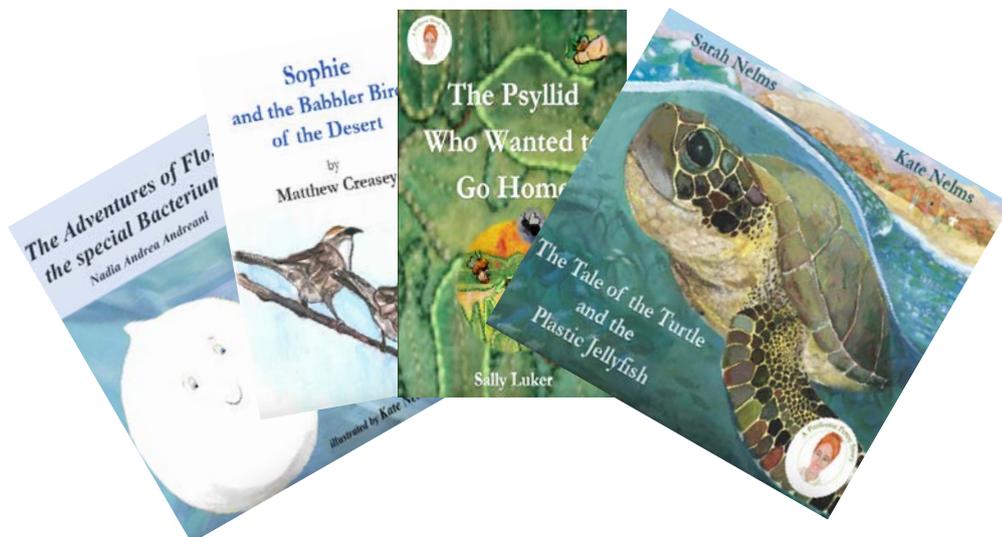


Figure 5.6.13 – The ‘Professor Penny’ series of children’s books produced by students and staff in CLES Penryn in 2017

CLES Penryn outreach activities are coordinated by a full time member of PS staff, together with a member of academic staff who is allocated 330 workload hours. We aim for equal representation of

male and females in all of our outreach activities (Table 5.6.1)^(AP11), but inevitably some events are led solely by the two female staff members responsible for outreach. Engagement with outreach is celebrated widely in the department and included in our weekly staff newsletter. All staff participating in outreach activities are offered full training and support.

Table 5.6.1 – Examples of key outreach events delivered in CLES Penryn in 2016/17 with information on the gender balance of participating staff. Gender ratios are commonly female biased because the Outreach Officer and PS staff member are both female.

Event type	Number of attendees	Total staff participating	% female
Exeter Progression 2 day Yr 12 residential	30	3	66
Generating Genius 2 day Yr 12 residential	25	3	66
School science sessions (11 events at 5 schools)	150	13	61
Exeter Progression workshops (8 half day sessions)	42	2	100
Penryn School workshops (9 delivered on campus)	63	2	50
Careers days (delivered at 7 schools)	1000+	6	66
Women in Science Schools Event	45	2	100
STEM networking evening	50	2	100
The Science of Christmas	180	8	50
Operation Hedgehog Conference	40	2	100
Science in the Square	300+	90+ (4 speakers, 2F/2M)	62
Science of the Sea	420	6	66
Public science events (e.g. Café Scientifique, Soapbox Science)	500+	5	60%



Action 5.6h Increase in numbers of male staff and students engaging in outreach activities, aiming for a gender ratio that matches the ratio of the staff and student population.

[240 words]

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: 1000 words; Actual: 973 words

Case Study 1: Professor Juliet Osborne, Entomologist and Director of the Environment and Sustainability Institute



I joined the Environmental Sustainability Institute (ESI) and Biosciences department in 2012. I was previously a Deputy Centre Director at Rothamsted Research, an agricultural research institute. I applied to join as a Senior Lecturer because I was transitioning from a non-university institution so I was not confident of the level of seniority I should apply for. At my interview the panel recognised that I had underestimated my seniority and agreed that I should apply for Associate Professor within a year of arrival. At my promotion interview in 2013 I was then promoted directly to Professor as the panel (led by the deputy VC) recognised that I was achieving at that level. My interview panel for joining the department was all male, but since then I am pleased to note that official guidelines have been established that specify one member of each gender should be on every interview panel. Since then, any interview panels I have experienced (from one

side or the other) have been much more gender balanced.

I have seen a difference in recruitment since I've been here: there is far more awareness of gender issues at all stages of selection. I have been part of a selection panel where there was an all-male shortlist, and in that case we went back through the applications and justifiably shortlisted three women to invite for interview. This resulted in job offers for female candidates. This extra layer of scrutiny has really helped us to realise that sometimes men and women differ in how they write their CVs, and therefore how likely they are to be shortlisted.

Last year the Directorship of the Environmental Sustainability Institute (ESI) became vacant, and I was encouraged to apply by my colleagues. I initially felt that my research group was too big for me to take on the extra responsibility, but I received extra support from the college to allow me to balance research with administration. I have used this as bridging funds for postdocs that have small gaps of several months between contracts. I also have a part time research group manager and a part time personal assistant, which has helped me to deal with the increased workload.

I am lucky in my role as Director that I can create positive changes within the institute. In the first few years we had issues retaining female early career researchers in the ESI: several didn't receive the support they needed to settle and integrate. Since then we have put support systems in place, such as mentorship, to address these issues. I'm also establishing a forum for PhDs and postdocs since they often need help navigating their careers. We always encourage interactions among individuals across different career stages and from different research groups – the ESI hosts staff of many nationalities that work across a wide range of disciplines, and I am proud of the diverse and collegiate working environment we have created.

[484 words]

Case study 2: Dr Laura Kelley, Royal Society Dorothy Hodgkin Research Fellow in Biosciences, ECR Athena Swan panel member



I joined the department in October 2016 on a fixed term lectureship. I started when I returned from maternity leave with my first child, and the department were highly accommodating of my request to work part time. I have also had all requests approved for limited working hours to fit with nursery hours and my day off.

My return to work was also made significantly easier by the provision of onsite childcare facilities. The campus nursery opened just as I started my job, and meant that I could still breastfeed my son during the day as and when required. The department have also allowed me to spend some of my start up funds on nursery costs for rare occasions when I need to work on my scheduled day off (e.g. when attending conferences or giving seminars). My husband is also a full time academic who works in the department, and the on-site nursery has facilitated the flexible sharing of caring responsibilities. The staff discount has also helped to make this more affordable for us. The nursery is available free of charge for use by all staff with children during our Saturday open days. This has enabled me to attend open days and has generally improved the visibility of female academics, which I feel is important for our potential students.

CLES Cornwall is highly collegiate, and I have felt supported as a new member of staff and a new parent. The environment is highly family friendly and many staff have young children. Children are also welcome at social events that are held at the end of the day, so that I have the option to attend after I have picked up my son from nursery. Overall, the family friendly culture in the department, which I have not found at previous institutions I have worked at, has helped me to integrate quickly and feel welcome.

The department were also very generous in the support that they provided to me prior to joining. As part of an academic couple, my husband and I were keen to relocate to an institution that would offer us some long-term stability alongside academic excellence. CLES Cornwall recognises this and currently offers proleptic positions to researchers that have fellowships, which is invaluable for early career researchers and those with dual careers. In 2015/6, I applied for several fellowships and received excellent support from Biosciences staff throughout the process, including academics commenting on drafts and taking part in mock interviews. When I was unsuccessful, I was encouraged to apply for (and offered) a fixed term lectureship in the department so that I could maintain my career whilst continuing to apply for independent funding. My colleagues continued to support my efforts, and in 2017 I was awarded a fellowship. Overall, the continued support from the department has been instrumental in helping me to achieve my goals, and I am very grateful to be part of such a supportive group.

[489 words]

7. FURTHER INFORMATION

Recommended word count for Silver: 500 words; Actual: 439 words

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

7.1 Intersectionality in our Department

In CLES Cornwall we celebrate the fact that our staff and students have unique identities and experiences and we work hard to ensure equal opportunity regardless of gender, background, race, religion, sexuality or physical ability. Our application focusses largely on the measures we have in place to ensure gender equality. While we would have liked to provide data and figures on career pipelines for students and staff with protected characteristics, the truth is that our sample sizes are simply too small (even for ethnicity) to allow anonymity and protection of those staff members' personal information. Small sample sizes for ethnic and other minorities reflect our geographic and rural location: Cornwall itself is mainly white British and does not attract a high demographic diversity of residents.

However, we have several measures in place that we believe make our department an inclusive and welcoming place to work and are worthy of mention. For example, field-courses are a key part of our teaching provision and each year we run field-courses to 12 countries involving more than 500 students and over 50 staff members. This presents challenges around inclusivity, but we are leading the way nationally in the steps we take to ensure that students are not excluded due to finance or accessibility. All field-courses are heavily subsidised and we have one completely free field-course each year (Isles of Scilly yr2; Tenerife yr3) which ensures that finances are not a barrier to learning. Since our 2013 Bronze application we have at least one female staff member on every fieldcourse^{AP1}. We also ensure that students are not excluded on the grounds of disability, by providing accessibility information well in advance of each field-course and meeting one-to-one with students with accessibility concerns to ensure their individual needs are accommodated. A recent overview of field-course accessibility by the Student Union highlighted Biosciences as an area of good practice across the University. We will continue with current good practice and implement actions to improve accessibility around field-course. In particular, we will instigate compulsory mental health training for staff involved in field-courses.



Action 7.1a Ensure that all staff leading field-courses receive mental health training.

The Voices project has recently been launched on the Cornwall campus, providing a platform for students and staff to talk openly about their experiences around race, disability, gender, sexuality and religion (Figure 7.1). This initiative has been hugely successful and has been promoted widely in CLES Cornwall. We also run an extensive programme of outreach events aimed at encouraging students from widening participation backgrounds to consider science subjects at University (Section 5.6(vii)). This includes two three day residential courses each year aimed specifically at students from inner city backgrounds (Figure 7.1).

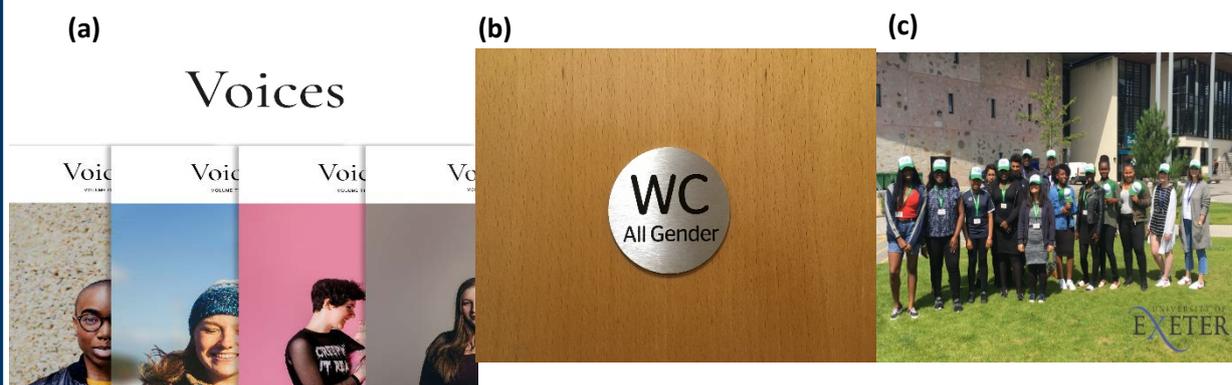


Figure 7.1 (a) The FXU Voices campaign launched in 2017 to share the experience of our students (<https://www.fxu.org.uk/voices/>) (b) ‘All gender’ bathroom facilities in CLES Cornwall (c) Generating Genius Residential for Year 12 students 2017

[439 words]

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application. Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART). See the awards handbook for an example template for an action plan.

Please note: The **Responsible** column details who will be the primary completers of the action, the **Accountable** column indicates who in the Self-Assessment Team is accountable for ensuring this action is completed.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
3(ii)	3a	Difficulty retaining Inclusivity Committee members due to burn-out. Subsequent lack of continuity and consistency of information fed back to SAT.	Ensure resilience and continuity of knowledge in the Inclusivity Committee and SAT.	Update Terms of Reference for the IC, stating the introduction of the formal handover period, and how this should be structured.	June 2018 - July 2018	Director of Inclusivity/EDI Advisor	Director of Inclusivity	Generation of updated ToR document, including previously referenced amendments.
				Introduce formal handover period between old/new IC members, allowing induction and explanation of application process.	August 2018 - April 2022	Director of Inclusivity /EDI Advisor	Director of Inclusivity	All new IC members to have received formal handover and induction period upon joining the IC.
				Review membership of IC and get SAT feedback (via questionnaire) regarding Handover success and member confidence in the build up to the April 2022 submission.	April 2021	Director of Inclusivity/SAT	Director of Inclusivity	Positive response to questionnaire from IC members regarding satisfaction with knowledge transfer and Athena SWAN confidence.
4.1(ii)	4.1a	Feedback suggests some prospective students cannot commit to a full-time degree, such as those with caring or childcare responsibilities.	Review our potential to offer part-time/ flexible UG programmes in Biosciences and Geography, and act on the outcome.	Contact UoE departments who offer part-time UG programmes to ascertain the challenges and benefits.	September 2018 - January 2019	Director of Education	Director of Education	Initial introduction of PT UG programmes by 2020 if deemed feasible.
				Create a 'Part-time taskforce' to investigate the feasibility of introducing PT UG courses.	September 2018 - January 2019	Director of Education/Education and Student Experience team	Director of Education	Increase applications from parents & carers by 20% by 2022.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
4.1(iii)	4.1b	Disproportionate successful applications from female Geography PGT applicants (particularly International applicants), despite male-biased applications.	Ensure no bias in favour of international women.	Ensure selection panels have undertaken Recruitment Training, and Equality & Diversity Training.	September 2018 - April 2022	PGT lead	PGT lead	100% completion rate of R&S and E&D training by selection panel staff by September 2018, to be maintained moving forward. Increase in successful applications from male candidates by 2020, until in-line with national average.
				Measure gender ratio of applicants and offers, and share data with Director of Education.	December 2018 - March 2019	PGT lead	PGT lead	
				Survey decliners to determine whether reasons for not accepting offers are influenced by gender.	January 2019 - April 2019	PGT lead	PGT lead	

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
4.1(iv)	4.1c	Low number of applicants to Geography PGR programs.	Promote growth in Geography PGR numbers.	Ensure prospective supervisors' web profiles summarise their research interests, and link to currently advertised PhD/MbyRes projects on the Doctoral College web pages.	October 2018 - November 2018	Academics/PGR lead	PGR lead	All supervisor webpages to list research interests and topics by end of November 2018.
				Introduce a mentorship scheme between PGRs and BSc & MSc students, to support taught students considering a PGR degree.	January 2019 - June 2019	PGR lead	PGR lead	Mentorship scheme to launch in June 2019, with a 10% uptake among UGs and a 40% uptake among PGTs by December 2019.
				Compare recruitment processes between Geo and Bio to identify any differences that could account for male bias.	September 2019 - December 2019	PGR lead	PGR lead	Increase in % of female PGRs to 50% by September 2020.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
4.1(iv)	4.1d	Data are currently unavailable for applications for DTP studentships across the institution	Put process in place for collection of data on DTP studentship applications	Contact the Doctoral College to ask for information on applications, offers and acceptances to be made available for DTP studentships	June 2018	PGR Lead	PGR lead	Application data for DTP studentships available across the institution by June 2019

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
4.1(iv)	4.1e	Concerns have been raised to the SAT about the quality of support provided to PGR students.	Review support provided for PGR students, and improve where needed.	Survey PGR students' perceptions of their performance and supervision in the early months of their research programme. Collate with the initial performance review (takes place 6 months post registration) and report outcomes to Research Committee and CLES Cornwall Exec to identify areas where support can be enhanced.	March 2019 - April 2019	PGR lead/PGR admin team	PGR lead	Run survey in March 2019 and present results in April 2019, then repeat annually.
				PGR induction to be run twice a year (including presentations on 'Support for mental health & wellbeing'; 'Mentoring and pastoral support'.	September 2018 - April 2022	PGR admin team	PGR lead	Introduction of annual January PGR induction, in addition to the current September induction.
				Monitor engagement with the new PGR Pastoral Tutor (introduced 2017/2018).	September 2018 - August 2019	PGR Pastoral Tutor	PGR lead	>20% of PGR students use the PGR Pastoral Tutor at least once during 2018/2019.
				Monitor engagement with the new Cornwall-based PGR admin team (introduced 2017/2018).	September 2018 - August 2020	PGR admin team	PGR lead	>80% satisfaction rate with level of support provided by August 2020.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
4.2(i)	4.2a	Low numbers of BAME staff and students in CLES Cornwall.	Improve the attractiveness of CLES Cornwall as a career choice for BAME staff and students, and ensure no ethnicity bias in recruitment and selection.	Survey photographs used in promotional materials for CLES Cornwall degree programmes and working environments, to assess levels of BAME representation.	July 2019 - August 2019	Director of Inclusivity	Director of Inclusivity	20% increase in BAME student applications by September 2021. 20% increase in appointments of BAME staff candidates by April 2022.
				Work with People Development to ensure training materials and workshops cover unconscious bias relevant to ethnicity as well as gender.	January 2019 - April 2019	Director of Inclusivity /HR BP	Director of Inclusivity	Unconscious Bias training updated to cover ethnicity by April 2019.
				Encourage BAME staff and students to provide inspirational 'Women in Science' profiles	June 2018	Director of Inclusivity	Director of Inclusivity	BAME staff will comprise 20% of 'Women in Science' profiles by June 2019

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
4.2(iii)	4.2b	70% of open-ended contract staff leaving since 2012/13 were female. The December 2017 Athena SWAN survey revealed that female staff were more likely to feel undervalued and dissatisfied with work-life balance compared to their male counterparts.	Increase support for female academics at all pay grades.	Inductors to encourage academic staff to sign up to the OSB mentorship scheme.	June 2018 - April 2022	CLES admin team/Line managers	Director of Inclusivity	100% positive response rate to "Are you aware of the One Step Beyond Mentorship Scheme" in the December 2018 Athena SWAN Survey. 50% of staff signed up to the OSB scheme by 2019.
				Termly 'pulse checks' will be run to gain feedback from staff about support needed.	September 2018 - April 2022	SAT/EDI Advisor	Academic staff lead	Upon re-analysis in 2022, decrease in overall proportion of Grades F& above staff leaving.
				Integration of career progression & promotion in PDR conversations with academic leads.	September 2018 - April 2022	Human Resources, HoD and Academic Leads	Academic staff lead	Upon re-analysis in 2022, gender split of leavers to be more representative of gender split in department (less female-biased).
				Leavers data to be reassessed in two years to see if Departmental actions have been effective in removing the female bias in leaver numbers.	April 2020 - August 2020	SAT	Academic staff lead	Upon re-analysis in 2022, improved gender balance in rates of promotion among Grades F and above.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
4.2(iii)	4.2c	Individual circumstances cause staff to leave the department, but cumulative numbers are female biased, suggesting that we have not understood or dealt with an unconscious bias in support and career progression for female staff.	Perform structured exit interviews with leavers, in order to better understand gender-specific themes in reasons for leaving.	HoD to hold structured exit interviews with all staff leavers (staff leaving prior to end of contract).	July 2018 - April 2022	HoD and Senior College Administrator	Director of Inclusivity	By 2022, provide objective quantitative and qualitative analysis of gender-specificity in reasons for leaving, and identify reparatory actions.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.1(i)	5.1a	Male bias in applications for E&R positions in Biosciences, and for R-only positions in Geography,	Encourage female applications to E&R applications roles in Biosciences and research roles in Geography	Ensure careful wording of job adverts to ensure no gender bias, discuss with Recruitment team the use of the Gender Decoder semantic software (analyses wording for gender-stigmatised language and suggests neutral alternatives).	September 2018	HR BP/Recruitment team	Academic staff lead	Reduce gender bias in applications for roles in all job families in CLES Cornwall.
				Ensure enquiries regarding advertised jobs are treated with no gender bias, by E&D-trained mentors.	July 2018 - April 2022	CLES Admin team/Named contacts	Academic staff lead	
				Continue to emphasize flexibility of working patterns and high-quality maternity benefits, during recruitment process.	July 2018 - April 2022	HR BP	Academic staff lead	

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.1(ii)	5.1b	Continuing need to monitor the uptake and effectiveness of the departmental induction process in making new staff feel included.	Gather a range of qualitative and quantitative feedback about the departmental induction process from new starters (via induction evaluation forms).	Create an induction evaluation form with a list of measures to assess how useful, effective and inclusive the departmental induction is.	June 2018	CLES Admin Team	Academic Staff lead	80% completion rate of the induction evaluation form. Increase in positive responses to survey questions relating to inclusion.
				This form is given to all new staff by their line manager.	July 2018 - April 2022	Line managers	Academic Staff lead	
				Review feedback from form and feedback to SAT.	July 2019	Academic Staff lead	Academic Staff lead	Feedback is incorporated into the induction process.
5.1(iv)	5.1c	Changes to the REF procedures for 2021 will change our ability to understand gender imbalance in the submission of academics and the ratings of their outputs and impact case studies.	100% of academic staff will be returned to REF 2021, hence we will analyse the number and ratings of outputs returned by female and male staff, and the gender split in impact studies.	Research Committee to return data on research outputs for REF2021 to Inclusivity Committee.	April 2021	Director of Research and Academic Staff Lead	Academic staff lead	Data analysed to inform HoD, who will consider changes in gender balance between REFs.
				Analysis of gender balance in number & rating of research outputs by male and female staff returned to REF 2021.	December 2021	Academic Staff Lead	Academic staff lead	

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.2(i)	5.2a	Concern that induction processes might mean different things to members of different management structures in the professional services team	Monitor uptake and effectiveness of departmental inductions on PS staff who are physically based within our Department and its impact on their inclusion.	Encourage new starters to complete the CLES induction evaluation form to monitor and improve the process of induction.	July 2018 - April 2022	CLES Admin Team	PS Staff lead	80% completion rate of the induction evaluation form. Increase in positive responses to survey questions relating to inclusion. Feedback is incorporated into the induction process.
5.3(i)	5.3a	Uptake of "Equality and Diversity" and "Recruitment and Selection" mandatory training has been increasing steadily but remains slightly below 100%, with higher completion rate by male than female staff.	Completion rates for mandatory training to reach 95% within the next academic year.	Update the Induction Packs to clearly set out the requirement to complete mandatory training, stipulating that non-compliant staff will not be able to (a) pass probation or (b) supervise postgraduate students. HoD will remind current staff of these requirements through emails and announcements in staff meetings, as well as sending reminders to specific staff members.	July 2018 - August 2018 August 2018 - August 2019	CLES Admin Team HoD	Academic staff lead Director of Inclusivity	Completion rates for "E&D" and "R&S" mandatory training to be >95% in August 2019, and remain so over 2019-2022.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.3(i)	5.3b	The December 2017 Athena Swan survey shows that a minority of staff (3% - 30%) are unaware of specific training and development opportunities (e.g. 22% of women unaware of the Springboard course)	Increase in awareness and uptake of relevant optional training and development opportunities, as measured by the annual Athena SWAN survey.	A Campus-specific e-brochure will be created to highlight training opportunities relevant to our staff in Cornwall. This will be done in partnership with the People Development team and the HR Business Partners.	September 2018 - December 2018	HR BP/People Development Team	Academic Staff lead	Increase in awareness of relevant training and development opportunities, reaching >80% awareness by December 2018, >90% by December 2019 (As measured by the CLES Cornwall Athena SWAN Survey).
				The e-brochure will be emailed to Cornwall staff on a monthly basis.	January 2019 - April 2022	HR BP	Academic Staff lead	
				Proactive visits to staff meetings by HR Business Partner, to promote training and development opportunities.	January 2019 - April 2022	HR BP	Director of Inclusivity	

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.3(ii)	5.3c	Unsatisfactory completion rates for PDRs, particularly among postdocs (Fig 2, section 5.3). EES and Athena Swan surveys also suggest a lack of clarity about the process among some staff. Between 12% and 21% of staff (depending on position and gender) report dissatisfaction with the PDR system.	Completion rates for PDRs for all staff to reach 100% within the next academic year, and satisfaction rates to reach 90% by the end of 2019.	HoD to send regular reminders to staff and PDR reviewers via email.	June 2018 - April 2022	HoD	Academic Staff lead	100% PDR completion rates within the academic year.
				PDR meetings to be formally timetabled through Outlook calendars. Induction packs for new staff to give full information on the PDR process.	July 2018 - April 2022	Line managers/CLES Admin Team	Academic staff lead	Increase in staff understanding of and satisfaction with the PDR system to 90% (As measured in the 2019 CLES Cornwall Athena SWAN survey).
				Mandatory compliance with new ePDR system.	September 2018 - April 2022	HoD/CLES Admin Team	Academic Staff lead	
				All line managers to receive PDR training.	July 2018 - April 2022	HoD/CLES Admin Team	Academic Staff lead	
5.3(ii)	5.3d	Feedback suggests staff feel there is insufficient follow-up/continuity to the annual PDR.	Line managers will provide performance and development support to staff throughout the year, enabling the follow-up of issues	ePDR system to support ongoing dialogue between reviewers and appraisees throughout the year, as monitored in the annual Athena SWAN survey.	June 2018 - April 2022	Line managers/HoD	Academic Staff lead	By 2019, 90% of staff report discussing performance and development support with their line managers outside of PDRs (As measured in the 2019 CLES Cornwall Athena SWAN survey).

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
			raised during PDR meetings.					
5.3(ii)	5.3e	Feedback from the December 2017 Athena SWAN Survey suggest that there is a lack of clarity and transparency in promotion criteria.	Increase in positive qualitative response in the 2018 survey, showing improved levels of staff understanding of (and satisfaction with) promotion/progression criteria.	PDR reviewers will be sent a copy of the promotion criteria, which they will discuss with staff during PDR meetings, focusing particularly on what steps the staff member may wish to take towards meeting the criteria. The Athena SWAN lead will contact the Exeter Academic team to update website clear, unambiguous promotion/progression criteria.	July 2018 - April 2022 July 2018	Academic staff lead Director of Inclusivity /Exeter Academic team	Academic staff lead Academic staff lead	Improved levels (>50%) of understanding of and satisfaction with the requirements for promotion (As measured in the 2019 CLES Cornwall Athena SWAN survey).

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.3(ii)	5.3f	The new ePDR system is newly introduced in 2018. Staff are not yet familiar with how to use the system (and with the new opportunities it provides) so could be missing out on potential career progression.	Staff are to be familiarised with the new ePDR system, and how to get the most from it.	Termly ePDR training events will be run, and completion rates will be captured from each session.	October 2018 - April 2022	People Development Team/CLES Admin Team	Academic Staff lead	>90% completion of ePDR training by the end of the 2018/19 academic year, to be maintained moving forward.
				The HoD will contact untrained staff to encourage them to undertake the training.	November 2018 - April 2022	HoD	Academic Staff lead	
5.3(iii)	5.3g	Although we provide extensive support for ECR staff, including regular ECR lunches and training opportunities, there has been no formal way to quantify engagement and satisfaction with these schemes.	Collation of quantitative and qualitative data on ECR staff participation in lunches, workshops and other events (broken down by gender) to allow analysis.	Records of attendance and feedback at ECR lunches and training events will be sent to the ECR lead by the ECR Network for monitoring and improvement of provision.	May 2018 - April 2022	ECR Network/ECR lead	ECR lead	Creation of a database of ECR participation and feedback for all ECR events, to gauge effectiveness, popularity and points for improvement. Held by the ECR lead.
				Data will be analysed annually to assess need and satisfaction.	April 2019 - April 2022	SAT	ECR lead	

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.3(iii)	5.3h	Staff surveys and informal discussions with the ECR representative suggest a strong appetite for additional ECR training opportunities.	Introduce greater variety and frequency of ECR-focused events, guided by demand from ECRs.	Brief survey and event feedback forms to be developed to gather ECR feedback about the kind of additional opportunities they would value.	July 2018 - October 2018	ECR lead	ECR lead	80% completion rate of surveys
				ECR lead to work with College to provide in-house training in areas of need.	November 2019 - April 2022	ECR lead	ECR lead	Monthly ECR training opportunities provided, with high uptake.
5.3(iii)	5.3i	A high proportion of female ECR staff report feeling undervalued (EES survey; "I feel valued for the work I do": agreement F=52%; M=76%).	To develop a clear understanding of the key reasons why some ECR staff feel undervalued and why female ECR staff are particularly likely to feel undervalued.	Packed lunch workshop on self-esteem among male and female staff. Invited presentation by expert in workplace psychology (from CEDAR team of clinical psychologists in Exeter).	August 2018 - September 2018	HoD/ECR lead	ECR lead	Production of a document compiling reasons for ECR staff (particularly female staff) feeling undervalued by the end of this academic year. Document to be discussed by the ECR lead and SAT who will produce further recommendations by Dec 2018.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.3(iii)	5.3j	EES and Athena Swan surveys highlight relatively low levels of engagement with, and understanding of, the 'One Step Beyond' mentoring scheme	Increase numbers of staff signing up to the One Step Beyond mentorship scheme, across all genders and job positions.	Athena SWAN lead will meet all new staff to explain the OSB mentoring system and ensure they are assigned a mentor.	May 2018 - April 2022	Director of Inclusivity	Director of Inclusivity	All new staff will have an OSB mentor from May 2018 onwards.
			Improve satisfaction levels regarding the OSB scheme, as measured in the EES and CLES Cornwall Athena SWAN Survey.	Staff encouraged to join OSB via staff meetings, newsletters and talks from Inclusivity lead.	December 2018 - July 2019	Academic lead	Academic lead	Engagement in OSB scheme to rise to >50% for existing academic staff by July 2019, further success measures subject to review.
				Review of OSB processes to improve mentorship and monitor success via feedback.	August 2019	Academic lead	Academic lead	>80% satisfaction with OSB across all genders and pay scales, as assessed by the 2019 CLES Cornwall Athena SWAN survey.
5.3(iv)	5.3k	76% of participants on research internship module are female, exceeding the gender ratio of our students.	Explore why more male students are not participating in the internship scheme.	Create and distribute a survey to UG and PGT students, capturing why they are/are not on the programme, and encourage benefits of doing so.	October 2018	UG/PGT leads	UG/PGT leads	80% completion rate of survey.
				Discuss findings with SAT.	December 2018	UG/PGT leads	UG/PGT leads	Further actions developed by SAT following discussion.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.3(iv)	5.3l	Uptake figures for the Sprint programme, which helps women develop the skills to have a successful academic career, are lower than expected.	Promote Sprint more strongly to CLES students and highlight its value to women who would like to pursue an academic career.	Allocate time at the end of whole-cohort lectures to promote Sprint during the application period.	September 2018 - April 2022	UG/PGT leads	UG/PGT leads	Significant increase in numbers of female UG & PGT students applying for, and completing, the SPRINT programme.
				Monthly (emails advertising Sprint in the lead up to the application deadline.	September 2018 - April 2022	UG/PGT leads	UG/PGT leads	
5.3(iv)	5.3m	Across years there is a small tendency for female Geography undergraduates to feel less prepared for postgraduate study.	Use focus groups with final-year undergraduates to understand, and address, gender bias in preparedness for postgraduate study.	DoE to work with SSLC subject reps to organise focus groups on "what next" following graduation.	March 2019	DoE, UG rep, SSLC reps	UG/PGT leads	In 2022 analysis, no evidence for gender bias in feelings of preparedness for postgraduate study.
				Findings to be discussed by SAT.	April 2019	SAT	UG/PGT leads	
5.3(v)	5.3n	An audit by the ECR representative highlighted a desire for early-stage hustings for fellowships and other ECR funding schemes, similar to those currently	Provide opportunities for ECR staff to present ideas for grants and fellowships to a panel of peers and experienced senior academics,	Organise regular (at least twice a year) early-stage hustings for ECRs interested in submitting Fellowship and grant applications.	March 2018/October 2018 onwards annually	ECR Network/College Research Committee	ECR lead	Improved rates of confidence in ECRs, as measured by Athena SWAN survey.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
		offered for RCUK standard grants.	so as to help develop and improve applications at an early stage.					
5.3(v)	5.3o	Staff feedback (through the EES and AS surveys and informally) suggests some staff struggle to get feedback on non-NERC/BBSRC grant applications prior to submission. Qualitative evidence suggests female academics may be at a particular disadvantage.	Create stronger formal channels for any member of academic staff to receive feedback on grant proposals from any funding well in advance of submission.	Install internal peer review network for all significant grant applications	December 2019 - February 2019	College Research Committee	Academic staff lead	By June 2019, all grant applications with a value over £100k are to have gone through internal review prior to submission. Feedback from applicants will be used to determine if reviews are constructive, and thus to provide further advice and guidelines for reviewers

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.4(ii)	5.4a	Staff feedback (through the EES and AS surveys and informally) suggests low completion rate of the PDR in Professional Services. Furthermore, those who completed their PDR were not always satisfied with the process.	Gather feedback from the staff that completed PDR to find key points deterring staff from completing their PDR.	Run focus groups with PS staff to gather feedback on how ePDR could be utilised within Professional and Technical Services i.e. how regularly, what the focus will be, how staff want to benefit from it (training, projects etc.).	July 2018 - September 2018	Head of Technical Services/HR BP for Cornwall/PS lead	PS lead	>90% PS PDR completion rates by January 2019.
				Investigate feasibility of changing the default PDR reviewer to someone other than their line manager in interests of allowing staff to discuss issues openly.	September 2018 - December 2018	Head of Technical Services/PS lead	PS lead	

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.4(i)	5.4b	Professional Registration is an important and attractive asset on a CV for PS staff. The University already promotes membership in accredited professional organisations, but the membership is voluntary and the employee has to cover the costs. If the University were to cover the costs, more may become members - giving the University an additional tool for PDR assessment of the staff.	Investigate the feasibility of the University covering the costs of Professional Registration for all PS staff who wish to undertake it.	Create a taskforce to investigate the feasibility of this funding.	August 2019 - December 2019	HoD/Head of Technical Services	Director of Inclusivity /PS lead	Receive official response from University on pathways for achievement of professional accreditation by June 2020, following review of the pilot scheme.
			If feasible, put funding into place.	Pilot scheme: make a fund available for 10 technical services people in Penryn to cover their membership and registration fees (approx. £75 pp.).	Task force then to consider making participation in this scheme compulsory for certain positions within Professional Services (with CLES providing the support, time and resources to make it possible) subject to feedback.	January 2020 - April 2020	Taskforce	PS lead
5.4(iii)	5.4c	The EES and Athena Swan surveys highlighted the fact that the current	Expand the One Step Beyond professional	Invite Professional Services colleagues to join the OSB scheme.	January 2019 - April 2019	PS lead/OSB coordinator	PS lead	>50% uptake of OSB among PS staff by December 2019

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
		One Step Beyond mentoring scheme is not accessible to PS staff.	services staff who work with the Department.					
5.5(i)	5.5a	Feedback from the December 2017 Athena SWAN survey indicated that parents and carers would like a support network in CLES Cornwall.	Launch the Parents and Carers Network on the Penryn Campus (already established for the Devon campuses).	Liaise with the Devon network to find out what support they provide.	July 2018 - August 2018	EDI Adviser/FWMCB lead	FWMCB lead	Launch of the Cornwall Parents and Carers Network in October 2018. 100% of staff taking maternity/adoption leave are assigned a contact point, as assessed by Parents and Carers survey and annual Athena SWAN survey.
				Establish an initial 'committee' to manage the establishment and early running of the network.	September 2018 - October 2018	FWMCB lead/EDI Adviser	FWMCB lead	
				Add a 'Cornwall' page onto the P&C ELE page to provide an interactive group space for users.	October 2018	IT (with support from P&C Cornwall Committee)	FWMCB lead	
				Assign staff taking maternity/adoption leave a	October 2018	Line managers	FWMCB lead	

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
				named contact point for support before, during, and after leave.				
5.5(v)	5.5b	Due to academic flexibility in working hours, formal requests for paternity leave are often not made. However, without official paternity leave being undertaken, there is a risk of academics	Increase in numbers of male academics undertaking formal paternity leave.	<p>Include information on paternity/shared parental/ adoption/ parental leave in the staff induction process and communication from HR and the EDI team.</p> <p>Line managers will encourage eligible staff members to apply for formal paternity leave.</p>	<p>July 2018 - August 2018</p> <p>July 2018 - April 2022</p>	<p>CLES Admin Team</p> <p>Line managers/HoD</p>	<p>FWMCB lead</p> <p>Director of Inclusivity</p>	Increase in numbers of staff undertaking formal paternity leave, as captured by HR.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
		being expected to take on work or attend meetings.						
5.5(vi)	5.5c	Employee surveys show that only 60% of male PS Staff, and both genders of academic staff, are satisfied with their working patterns.	Emphasise the diversity of potential working patterns to all staff.	Run an interactive workshop to share and explain the diversity of working patterns in the department, and help staff find flexible solutions to improve their satisfaction.	October 2018 - November 2018	HoD	Culture lead	By 2022, quantitative improvement and no gender bias or variation among job families in levels of satisfaction with working patterns.
5.6(i)	5.6a	The December 2017 Athena SWAN survey found that 15% of female staff were unfamiliar with Athena SWAN's principles.	Raise awareness of Athena SWAN in the department.	Athena SWAN as standing item in all meeting agendas. Regular emphasis of meaning of Athena SWAN in meetings with ECRs, PGR and UG	September 2018 - April 2022	HoD/ Director of Inclusivity	Director of Inclusivity	>95% awareness of Athena SWAN principles by the 2019 Athena SWAN survey.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.6(i)	5.6b	In Employee Engagement and Athena SWAN surveys, staff express dissatisfaction with Wellbeing Support and Services on campus.	Improve signposting of available support, and lobby for improved Wellbeing Services.	Survey staff for proposed solutions to the shortfall in Wellbeing Services.	January 2019	Culture lead	Culture lead	>80% completion rate of wellbeing survey
				Share results with Campus Executive group, and advise on necessary further action.	February 2019	HoD	Culture lead	Increase in satisfaction with Wellbeing support on campus, as measured by the EES and Athena SWAN survey.
5.6(iv)	5.6c	Currently, academic staff display their extra-departmental responsibilities in a dedicated section on their web profiles - but this section is blank for some staff, potentially underexposing the extent of their extra-departmental responsibilities.	Increase in the number of staff listing their external responsibilities, and, where appropriate, encouraging staff to take on more extra-departmental duties.	Active encouragement to display extra-departmental responsibilities in web profiles. Monitored through thorough review of web profiles in 2019.	January 2019 - June 2019	HoD/CLES Admin Team	Director of Inclusivity	All staff to have listed extra-departmental responsibilities by June 2019.
				Encouragement via PDR meetings to develop portfolio of extra-departmental activities.	June 2018 - April 2022	Line managers	Director of Inclusivity	All staff not currently involved with extra-departmental responsibilities will have had a discussion with their line managers regarding this by June 2019.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.6(v)	5.6d	Results of the all-staff Employee Engagement Survey suggest staff are experiencing high levels of stress in the workplace.	Give staff training to understand and manage stress more effectively.	Host an informal seminar by Clinical Psychology expert in workplace stress. Couple this with general workshop on sources and management of workplace stress.	October 2018 - November 2018	Culture lead/HoD	Culture lead	Improved understanding of sources of stress in staff work/life balance Increase in proportion of staff perceiving workloads to be manageable in Employee Engagement surveys in 2020.
5.6(vi)	5.6e	In the Employee Engagement Survey 2016, staff, and particularly those in Professional Services, expressed concern that their pay did not match their responsibilities and duties.	Improve satisfaction with salary and, where relevant, lobby for improvement to employment packages	Share information on average salaries in the sector with staff. Discuss, in workshop with invitation to Human Resources Business Partners, the salary structures and pay grades used by the University of Exeter.	July 2019 - August 2019	Director of Inclusivity /HR BP	Culture lead	Increase to >60% satisfaction with salary in 2020 Employee Engagement Survey.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.6(vi)	5.6f	Feedback from the HoD confirmed that, due to the distribution of academics across multiple building and the intensity and unpredictability of daily academic activity, the only informal regular gathering of staff in CLES Cornwall is the weekly all-staff meeting. This limited social provision may leave staff feeling isolated or unfulfilled in their position.	Increase staff satisfaction with intra-department social and collaborative interactions, as assessed in the annual Athena SWAN survey.	Improve social spaces in buildings and encourage shared breaks.	September 2018 - September 2020	HoD	Culture lead	Feedback from the December 2018 survey reports an increase in staff satisfaction for shared break times.
				Develop programme of "packed lunches" workshops to bring staff together around departmental strategy issues.	July 2018 - April 2022	HoD	Culture lead	Increased number of "packed lunches" annually.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.6(vii)	5.6g	<p>In the CEC guest seminars, a roughly balanced speaker gender ratio has been achieved. However, most speaker suggestions have come from male staff.</p> <p>In CGES guest seminars, most speaker suggestions come from female staff - but most guest speakers are male.</p> <p>Having an unequal gender balance of speakers may deprive female students of valuable role models.</p>	Achieve gender balance of speakers and staff suggesting speakers in the CEC and CGES guest seminar series'.	Seminar programme coordinators to actively encourage nominations from female staff (Biosciences) and male staff (Geography)	September 2018 - April 2022	Guest Seminar Programme Coordinator	Culture lead	An average 50:50 split in the gender of guest speakers will be achieved by June 2020. Gender balance of nominating staff to reflect staff gender balance by June 2020.

Section	Ref	Rationale (why)	Objective (What)	Action (How)	Timeline	Responsible	Accountable	Success measures and milestones
5.6(viii)	5.6h	Engagement with outreach activities is significantly female biased for both staff and students. Overburdening of extracurricular responsibilities could be impeding career progression or academic attainment for these female staff and students.	Increase in numbers of male staff and students engaging in outreach activities, aiming for a gender ratio that matches the ratio of the staff and student population.	Encourage female outreach lead to delegate outreach activities to male colleagues.	October 2018	Student Ambassador Scheme	UG/PGT leads	By August 2020, the gender ratio of CLES Cornwall staff and students participating in outreach activities to resemble the general staff and student population: 70:30 F:M Student Biosciences 60:40 F:M Student Geography 40:60 F:M Staff Biosciences 45:55 F:M Staff Geography
				Active recruitment of staff and student ambassadors to consider gender balance.	October 2018 - April 2022	UG/PGT leads	UG/PGT leads	
				Ensure that future replacement of Outreach Officer does not suffer unconscious gender bias.	When replacement required	HoD	UG/PGT leads	
7.1	7.1a	Staff receive first aid training before teaching on field-courses, but currently receive no training in how to support students with mental health issues	Ensure that all staff leading field-courses receive mental health training	Contact the head of Student Services to ask whether specific mental health training can be provided for staff teaching on field-courses Encourage all staff teaching on field-courses to complete mental health training	July 2018 July 2018 – April 2022	Education lead HoD	Education lead HoD and Education Lead	The first training sessions provided for staff on field-courses in September 2018 and repeated yearly At least one staff member on each field-course to have received mental health training by 2019. Increasing to 80% of staff by 2022



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