

Athena SWAN Action Plan

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

Appendix 1: School of GeoSciences Athena SWAN Silver Action Plan 2016

Appendix 2: School of GeoSciences Annotated Bronze Action Plan 2016

Appendix 1:

SCHOOL OF GEOSCIENCES ATHENA SWAN SILVER ACTION PLAN APRIL 2016					
No	Description of Action	Actions taken/planned	By	Timescale	Evaluation
1					
1.1	Continue to promote the School's on-going Athena Swan activities	<p>a) The Self-Assessment Team will continue to meet (semesterly) but the composition will change to include professional services staff and undergraduate students.</p> <p>b) Continue to have an Athena Swan Champion (ASC) as a central focus for the School. This role will be held for a 3-year period after which it will be advertised and re-appointed.</p> <p>c) ASC to sit on the School's Equality and Diversity Committee and to work closely with the Chair of this committee. Athena Swan (AS) to remain as a standing item at all E&DC meetings.</p> <p>d) Have AS as a biannual reporting item to the school's decisions body -SPARC</p> <p>e) Publish an annual AS report that updates the data tables and graphs included in this application.</p> <p>f) Continue active participation in the University's AS network and lobby for an AS role within the College of Science and</p>	<p>ASC</p> <p>HoS and ASC</p> <p>CE&D and ASC</p> <p>HoS and ASC</p> <p>ASC & ASM</p> <p>ASC & CE&D</p>	<p>From September 2016</p> <p>Implemented after our bronze application in 2012 and ongoing</p> <p>Implemented after our bronze application in 2012 and ongoing</p> <p>Biannually from September 2016.</p> <p>First report May 2017</p> <p>This will be raised at the September College Equality and Diversity Meeting and raised at the University</p>	<p>Assess impact through repeat culture survey, 2018. In our 2015 survey 97% of staff were aware of Athena Swan and 87% of respondents were supportive of the school's engagement with AS.</p> <p>Target –increased perception of a culture of respect, including a female- friendly ethos, throughout the School. Increase percentage of respondents who state 'my school has made it clear to me what its policies are in relation to gender equality' from 47% to 70% by QCAT survey 2018.</p>

		Engineering (College of Humanities and Social Sciences have an Athena Swan Officer)		Athena Swan Network Meeting.	
2	Student learning and recruitment				
2.1	Monitor student numbers	a) Continue to monitor our gender ratios on our undergraduate and postgraduate programmes and to measure these against the national average for equivalent disciplines	HSS	Implemented following our bronze application. Will continue to monitor.	Data to be included in an annual AS Report to be presented to the school's management committee (SPARC). Monitoring of degree classifications by degree will allow us to address any internal imbalances.
		b) Continue to monitor the degree classifications of graduating students. In future we will do this by degree programme (e.g. Geography and Geology separately) to assess any internal imbalances.	HSS	Begin to monitor by degree in academic year 2016/17	
2.2	Student engagement (UG)	a) Continue to remind all tutors and academic staff members that they should ensure that all students are encouraged to participate equally in class and group discussion	HSS	Some elements implemented in 2015 (e.g. raising awareness of D&R Policy amongst students). All other actions will begin in September 2016 and will be ongoing.	Impact assessed through subsequent student culture surveys. Percentage of students who feel that males and females have equal opportunities to contribute in tutorials/seminars is over 90%. This falls to 76% for practical/lab classes and 78% for group activities. Increase these to match 90% by QCAT 2018. Increase numbers of male student mentors in GeoPals
		b) Continue to raise awareness of the University's Dignity and Respect policy at all initial first year meetings.	ASC and CE&D		
		c) In 2016 we will invite an undergraduate to sit on the Athena Swan committee and we will continue to have undergraduates as members of the E&D Committee	ASC and CE&D		
		d) Continue to advertise opportunities in the GeoPals	HSS		

		scheme – particularly to male undergraduate students where there is currently less uptake.			<p>to be on a par with female numbers.</p> <p>Increase percentage of students who feel that the school provides them with gender equality information from 36% currently to 80% by 2020.</p> <p>Increase percentage of students who believe that ‘My school makes it clear that unsupportive language & bullying are unacceptable’ from 63% to 90% by QCAT 2018.</p>
2.3	Student recruitment and retainment	a) Head of the E&D Committee continued involvement in the production of promotional material for both undergraduate and postgraduate, ensuring an inclusive, balanced and rotating representation of all within the school. Postgraduate material will also be reviewed by staff in Research Institutes.	CE&D & Recruitment and marketing person.	2016 onwards	<p>Continue to monitor our application rates by gender. Raise the application rate of female PhD students from 33% to 50% by 2020.</p> <p>Increase percentage of students who feel that they have ‘Access to role models I can identify with in my School/University’ from 72% to 90% (2015 QCAT) by 2018 QCAT.</p>
		b) Hold an annual PGR recruitment fair for current UG and PGT students. Fair will have particular emphasis on women in academia and highlight the successes of our female academics.	Head of PGR	To begin in academic year 2016/17 with the first fair in December 2016 (in advance of PhD application deadlines in January 2017).	

		c) In 2016/17 we will host our first Inspiring Women in Geosciences Day. We will invite undergraduate and postgraduate students to attend.	CE&D, ASC	To be implemented from September 2016.	
		d) Continue to ensure that all postgraduate students are supported by their adviser and supervisors so as to maintain our low drop out rate.	Heads of PGT&R	Ongoing in the school.	Maintain our low drop out rates.
		e) Explore the part-time postgraduate data further, including interviews with PT PhD students to gain a better understanding of potential advantages and disadvantages of pursuing this option.	Heads of PGT & PGR and ASC	This will be included in our first annual AS Report, May 2017.	Make students aware of part-time opportunities, but also of the potential disadvantages so that they can make an informed decision. Monitor the numbers by gender.
		f) Continue to ensure both male and female staff representation at University Open Days and post application visit days.	HSS	On-going but not monitored in all parts of the school. Data to be gathered from April 2016 and rolling forward. Data to be included in annual AS report.	Ensure a balanced representation of male and female staff members (proportional to the number of females in the school) beginning academic year 2016/17.
		g) Continue to allow students to change their personal tutor. This will be done through the appropriate senior tutor	ST	Ongoing.	Increase student contentment regarding confidence in tutor/supervisor from 84% currently to 95% by 2018. Measured via our annual survey on this issue.

3	Career Development and Promotion				
3.1 Career Development		a) Host WISE Event in June 2016 with high profile speakers and a focus on overcoming obstacles to career development.	ASC	June 2016.	
		b) Continue to organize and host future events (such as our past Career Paths in Academia and upcoming 'Geoscience Research Career' events) promoting the various routes women may take to a permanent role in academia with a focus on the critical step from post-doc to lectureship	ASC	Implemented in 2015 with our Career paths in academia and Career paths in professional services event. Plans to host future events, including one aimed at early career researchers.	Increase the percentage of staff who feel that the school is a great place to work for women (from 67% in 2015 to 80% by QCAT 2018). Increase the percentage of staff who feel that they are presented with useful networking opportunities (from 60% 2015 to 80% QCAT 2018).
		c) Continue to support the Women in Science Network, inviting all women in science and allied disciplines to join.	CE&D, ASC	Academic year 2016/17	
		d) Continue to fund and advertise career coaching for staff when demand remains.	HOS	Implemented in 2014 and to continue whilst demand exists.	Continue to monitor the success of this programme. In 2014/15 7 of the 8 participants found the programme useful or very useful, 4 felt more aware of their strengths and abilities
		e) Implement a mentoring scheme for all staff in 2016. Scheme introduced to SPARC by the AS SAT and currently under discussion (this is in response to the staff QCAT survey).	SA	Currently being discussed by school management following paper presented by the AS SAT. Positive feedback received. Plan to roll out scheme in September 2016.	Aim to have 50% of staff involved in either the University or the School Mentoring Programmes either as a mentor or a mentee by 2018. Increase the percentage of people who agree that mentoring opportunities are available
		f) Continue to encourage staff to partake in the Universities	ASC	Ongoing.	

		mentoring scheme – both as mentors and mentees.			from 33% (2015) to 75% in QCAT 2018.
		g) Continue to encourage female staff to apply for leadership programmes (1 staff member secured a place on the Aurora programme this year). Continue to run internal leadership programmes. A course ran in 2016 that included 7 staff members (<i>professional services and academics, 2 males and 5 females, invited by the HoS. All participants were below grade 10. The aim was to support female colleagues into leadership roles to ensure better gender balance in future in senior School Management roles</i>).	HoS, ASC	Ongoing	Monitor the number of women in leadership positions in the school. Ensure that women are represented in all areas of leadership, not just ‘soft’ roles.
		h) Create a section on the website which details every strategic leadership/management post available for academics. Include the current postholder, length of term and job description. Advertise these roles when they become available, people will no longer be put into positions without a competitive process.	HOS, SA	From September 2016	Increase the percentage of staff who feel that work is ‘allocated on a clear and fair basis, irrespective of gender’ from 58% 2015 to 80% by QCAT 2018.
		i) Ensure gender balance on internal interview panels for management roles and maintain a gender balance on SPARC.	SA, HoS	From July 2016	Increase the spread of women across all management roles, ensuring that women have leadership

					roles in all aspects of our day-to-day business.
		j) Put into place a system for staff in the school to identify research staff within 6 Months of contract end to offer a CV review and career progression discussion with a senior academic member of staff who is not their PI.	ASM & HRO	From September 2016.	Increase numbers of postdocs progressing to permanent posts both within and outside of academia. Monitor leavers to gather data on this.
		k) Encourage academic staff to check the talent register when recruiting new PDRAs	ASM	Ongoing.	
		l) Increase the appraisal rate.	HOS	Our appraisal rate has been increasing at a steady pace. 100% is not achievable due to staff turnover but we will aim for close to that.	Continue to collect annual appraisal data. We aim to reach 97% appraisal rate by 2018.
3.2	3.2 Promotion	a) HoS and Hols to continue to look in detail at all applications to SL and consider whether they would be more appropriate for promotion to Reader.	HOS and HOIs	Some ongoing and some beginning academic year 2016/17	<p>Increase the success rate of female applications to Reader by 20%.</p> <p>Increase share of female staff at grade 10 to above the national average by 2020.</p> <p>Increase understanding of the promotion process from 48% 2015 to 80% by QCAT 2018.</p>
		b) Organise annual promotion workshops with Head of School and Heads of Institute to increase the transparency of the promotion process.	ASC		
		c) Continue to review 2-page CVs and encourage people towards applying for promotion.	HOS and HOIs		
		d) Continue with the unique two-stage promotion process,	HOS		

		providing lots of feedback, within the school.			
		e) HoRIs to mentor applicants through the promotion application process.			
		f) Encourage staff to add outreach activities in Pure	SA		Achieve better data on outreach activities to facilitate gender analysis.
		a) HOI's to ensure that all staff involved in recruitment have completed required E&D and Unconscious Bias training registered as a tick box on their annual appraisal form.	HOIs and ASM	Beginning academic year 2016/17	Continue to monitor the rates of both female job applications and success rates. Increase the percentage of female applicants and success rates at all grades. Monitor uptake of unconscious bias training. Formally gather data on staff participation via the appraisal process. At the moment we rely on data from the QCAT
		b) Following best practice from the College of Medicine and Veterinary Medicine we will move to a system of 'Advertising Sanctions'. Staff cannot advertise for new posts without completing the E&D and unconscious bias training. We will lobby for this at college level but in the meantime implement it at school level.	HoS, CE&D, ASC	Begin to raise in 2016 and push for full implementation in 2017	
		c) Continue to monitor job applications, shortlisting and success rates by gender. Data to be passed to ASC on an annual basis for reporting to SPARC.	ASM	This will be included in our first annual AS Report, May 2017.	
		d) Continue to include Athena Swan logo and family friendly working policies in all advertisements.	ASM	Ongoing.	
		e) Take positive action in job applications where women are	ASM, CE&D	From September 2016.	

		underrepresented by inserting the following text: 'we welcome applications from everyone irrespective of gender but, as women are currently under-represented at this level of post, we would encourage female applicants. Appointment will be based on merit alone'. We will also include that we welcome applications for both flexible and part-time working.			survey (only 90 staff responded to the survey). Push for new College of Science and Engineering Policy on advertising and recruitment inline with College of Medicine and Veterinary Medicine. This to be raised at the College Equality and Diversity meeting.
		f) Continue to ensure that interview panels are mixed gender.	HR	Ongoing.	100% of interview panels (at all grades) to be mixed gender by 2017.
		g) All staff remaining on grade 8 or 9 for 4 years or more to have a career progression meeting with HoI to discuss promotion.	HoS	From September 2016.	Increase share of female staff at grade 10 to above the national average by 2020.
		h) Continue to collect data on staff departures and reason for leaving.	HoS	Beginning academic year 2016/17.	An annual report to SPARC summarising interviews and ensure that any negative reports are responded to.
5.1	Awareness of gender equality	a) Increase number of staff completing unconscious bias and equality and diversity training, both online and in more directed workshops.	ASC & CE&D	Ongoing.	By 2020 90% of staff to have completed training.
		b) Increase knowledge of Athena Swan activities and award through presentations and meetings.	ASC	Ongoing	Increase culture of gender equality and knowledge of why this is needed. Monitored via the QCAT survey.

		c) Following best practice in our Drummond Street building, we will explore the potential of gender-neutral bathrooms in our other buildings. We will lobby for gender-neutral bathrooms across the University.	ASC, CE&D, GeogSoc and Geolsoc	By academic year 2017/18	Increase the feeling of belonging in the school for all staff and students, regardless of gender. Measured via QCAT.
		d) PG reps on AS SAT to give a short overview of award during Welcome Week.	ASC	From September 2016.	Increase percentage of students who feel that the school provides them with gender equality information from 36% currently to 80% by 2020.
5.2	Family Friendly environment	a) Continue to host family events (e.g. Family dinosaur talk scheduled)	ASC, HRO and HTO	Ongoing	Increase feelings of support for a work life balance from 42% 2015 to 80% QCAT 2018 (note in 2015 that 38% were neutral to this and 21% felt that the school was not supportive).
		b) Continue to promote the principle of holding all school meetings and most seminars in core hours (10am – 4pm).	SA	Ongoing.	
		c) Discussion of part-time and flexible working at an upcoming School meeting.	ASC	2016/17	Increase percentage of staff who feel that the School is a great place to work.
		d) As part of the HoS annual update we will encourage the insertion of text outlining expectations of work-life balance, in particular with reference to email (not requiring staff to respond to students over the weekend).	ASC		
5.3	Transparency	a) Increase perceived transparency within the school, with particular reference to the	SA	Ongoing with more actions beginning academic year 2016/17.	Monitored via the QCAT Survey, in particular the open ended comments regarding

		management group (SPARC). Emails to be sent prior to each SPARC meeting detailing the agenda and after announcing publications of the minutes. Monitor the gender balance on SPARC.			transparency of management processes. Increase the percentage of staff believing that women and men are equally likely to be allocated to roles and committees often perceived as more important and powerful as to roles concerned with teaching and pastoral care from 41% 2015 to 80% QCAT 2018.
		b) Monitor applications for leadership roles and the success rates of female applicants.	SA	Beginning July 2016.	Gather data on applications to leadership roles to ensure that female members of staff are applying.
		c) A review of the Total Workload Model (TWLM) including a gender and FTE informed analysis to ensure women and part-time staff are not allocated disproportionately to particular tasks.	ASC & CE&D to sit on new working group reviewing the TWLM.	Summer 2016	Increase satisfaction amongst staff on fair allocation of work from 58% to 80% by 2020 (assessed by the QCAT survey questions). Modify workloads if appropriate. Gather data on workloads and insert into the AS Annual Report.
5.4	Dealing with inappropriate behaviour	a) Continue to remind all staff and students of the Dignity and Respect Policy. Formalise reporting channels and procedures within the School for breach of conduct.	CE&D, Hols	Ongoing.	Ensure that all staff and students are aware of official reporting channels. 83% of surveyed students (2015) are 'confident that their tutor/supervisor would

		b) A new Dignity and Respect guidance to be drafted for residential field courses. Students to sign up and agree to the expected standards of behaviour.	Health and Safety Officer and ASC	To be implemented in August 2016.	deal effectively with any complaints about harassment, bullying or offensive behaviour'. Maintain, or improve, this high percentage and ensure that it does not fall below 80%. QCAT 2015 showed that 60% of staff are confident that their line manager would deal effectively with such issues. Increase this to 80% by QCAT 2018.
		a) Develop a family leave timeline to ensure adequate cover is in place for maternity, adoption, extended paternity and family leave. Ensure that any form of leave does not impinge on the workload of others. This includes enhanced training for Hols on all aspects related to parental leave.	HoS, Hols, HTO, ASM.	To be implemented from September 2016.	Measure satisfaction rates of staff taking such leave to ensure high level of satisfaction. Increase the percentage of staff who feel that the school is a great place to work for women (from 67% in 2015 to 80% by QCAT 2018). Increase the uptake of shared parental leave and paternity leave by men in the School.
		b) Ensure that replacements are in place before the period of leave begins allowing for handover to prevent staff on leave being contacted due to work issues.	HoS, Hols, HTO.		
		c) Reduced teaching load for academic staff in the first semester following return from maternity leave.	Hols, HTO	To be implemented from September 2016	

	d) Present a case to SPARC for a dedicated budget for childcare costs for part-time workers who may need to cover childcare on non-working days (for example, when attending a conference or delivering an external seminar).	ASC	Semester 1 2016/17.	
	e) Advertise shared parental and paternity leave policies as widely as possible to ensure that all staff are aware of the opportunities available.	ASC, ASM	From June 2016.	
	F) Gather data on paternity leave.	ASM	From June 2016	Increase our coverage of paternity leave data.

Appendix 2:

SCHOOL OF GEOSCIENCES ANNOTATED BRONZE ACTION PLAN APRIL 2016						
Section	Issue	Actions carried out (C)/planned (P)	Responsibility	Timescale	Intended outcome	Progress made since Bronze Award
1	Undergraduate and postgraduate students					
1.1	Some u/g students report female students are called on less often, or not pushed to answer questions as much as male students	(P) Ensure lecturers and postgraduate demonstrators on training courses are reminded that female and male students should contribute equally in lectures, tutorials, laboratory classes and on fieldwork <i>Women are perceived to dominate a conversation if they speak for more than 30% of the time</i>	IAD	Start of academic year (AY) 2013/4	Next QCat survey reports fewer incidents of females called on/contributing less	GOOD Communication sent to all postgraduate demonstrators reminding them to call upon all students to contribute. Issue also raised in staff meetings. We have seen success here. In our recent survey only 3/147 students felt that males are given greater opportunity to contribute to tutorials. There remain a small proportion of students who feel that male students are given more opportunity to lead in practicals/group activities (6/147 and 10/147). We will continue to address this issue (see our Silver Action Plan).
1.2	U/g students unaware of expectations for appropriate language and behaviour	(P) Introduce 'Code of Conduct' at induction/orientation in first years Fresher's Week; ensure School website indicates how to report/complain about incidents of unacceptable behaviour or language	TO	Start of AY 2013/4	Next QCat student survey shows u/g students aware of expected language and behaviour, and what to do if unacceptable behaviour occurs	GOOD The AS Champion and the Chair of the E&D Committee presented the Equality and Diversity Strategy at first year induction meetings. We will continue to do this. All students were sent a copy of the strategy. Nevertheless we have seen an 8% fall (from 71% to 63%) in the percentage

		<i>Some students believe bullying, inappropriate language etc would never happen, some have never witnessed it but are confident the School would deal with it appropriately if it did, some have witnessed it</i>				of students who believe that the school makes it clear that unsupportive language is unacceptable. As part of our silver action plan we will write a new Code of Conduct for our residential field courses.
1.3	Proportion of female PGR students dropping	(C) Checked that there is not a higher withdrawal rate for female students, or a gender difference in average time to completion (P) Selection panels and potential supervisors reminded about gender differences in letters of reference, and unconscious bias, and encouraged to take training course (see 2.1 below) (P) Survey female applicants and intake to see if there are any perceived barriers and suggestions for improvement	RTD Student research project	Annually, just before shortlisting AY 2014/5	Reverse trend of increasing gender imbalance in postgraduate school	EXCELLENT We have rolled out unconscious bias training across the school, both hands on and virtual. Part of the hands on training was specifically focussed on postgraduate recruitment. We do not have a higher withdrawal rate for females and we have a very low drop out rate .

		<i>We have parity in numbers of female and male u/g and PGT students; our 'scissors plot' of increased gender difference with seniority starts at PGR, and it's getting worse at PGR level</i>				
1.4	Female PGR students report barriers, misconceptions and disincentives to proceeding to a career in academia	(C) Data show students (and contract research staff) largely unaware of research achievements of female academics in School (C) Focus Groups have shown a marked gender difference between PGR students in years 3+ in career choices, and whether academia is attractive and treats women equitably (P) Include discussion about perceived barriers to progression at RTD early career researchers Workshop	RTD Digital Communications Officer (DCO)	AY 2013/4 August 2013	Next QCat survey and Focus Groups show increased awareness of women's research achievements, and increased interest in academia as a career choice for female PGR students	GOOD We have carried out various actions relating to careers in academia, including: 1) Encouraging all staff to contribute to the School Newsletter – aim to highlight the successes of our female academics. 2) Athena Swan emails regularly sent around the school, highlighting events and training courses. 3) Organised and hosted a 'Pathways in Academia' event to highlight the achievements of women in academia. 4) Website has been updated with links to various policies and Athena Swan. 5) Have agreed to have AS as a regular item in the school

		<p>Introduce regularly updated 'achievements' section on website, ensuring it highlights women's successes; introduce section with links to University policies on maternity/paternity leave, flexible and part-time working etc. Add Athena SWAN logo if awarded bronze status.</p> <p><i>Challenges for women in continuing in academia: lack of stability and need to move often whilst post-doc, delaying buying a house etc; difficult to move if in relationship, especially for short-term contract, woman nearly always trailing partner; biological clock and planning for family; 'publish or perish' leads to high stress and having children negative for career progression;</i></p>				<p>bulletin though we still need to action this (action point in Silver action plan)</p> <p>The QCAT student survey reveals that fewer students now feel that the school's material (e.g websites, images on walls, prospectuses) reflect the contributions of both women and men. This has fallen from 90% to 76%. Whilst we have done all of the above change takes time and we recognise the need to continue with our work and be more proactive with this. This is reflected in our Silver Action Plan. There has been no change in the percentage of students who feel that the school provides support for them when considering careers in STEM. This remains at 60%. We can work to improve this level of perceived and actual support (see our Silver Action Plan). There has been a slight increase in the percentage of students considering a career in STEM, from 54% to 60%.</p>
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		<p><i>successful women seen as ambitious and driven, constantly having to prove merit. All but the last of these should also be issues for men, but only 1 male student came to the men's focus group compared to >10 female to theirs (approximately the same number of each at the same career stage were invited)</i></p>				
2	Staff recruitment, progression and retention					
2.1	<p>Low percentage of women recruited at all levels</p>	<p>(P) Make new section of website with links to University policies (see 1.4 above) visible from outside the School, thereby increasing numbers of female applicants</p> <p>(P) Enhanced training of selection panel members on gender issues</p> <p>(P) New training course promoted at a School meeting and trialled on both</p>	<p>DCO</p> <p>Awayday with key School members to discuss issues, feeding in to University training course</p>	<p>August 2013</p> <p>Beginning mid-2014, completed by end of AY 2014/5</p>	<p>No longer suggestions (QCat survey and Focus Groups) women of child-bearing age perceived as less preferable candidates</p> <p>Female applications for posts up by 8% by 2017</p> <p>Chair and at least one other member of all UE06/07 selection panels trained in all E&D issues; all members of higher grade</p>	<p>EXCELLENT</p> <p>Links from the website are available.</p> <p>In an effort to address the gender imbalance we have been monitoring the gender ratios in both job applications and in new starts.</p> <p>Our overall gender ratio for staff has improved, rising from 29% at the time the bronze application to 34% female staff now. For job applications the gap has been closing over the past 3 years (from 31% applications female to 43% applications female, a 12% increase). Similarly for new starts the gap has closed from 37% new starts female in</p>

		<p>School sites to maximise uptake</p> <p><i>Comments in survey that women are less preferred candidates for post-doc positions because they go on maternity leave. Comments also on low numbers of women applicants and interviewees for recent jobs perhaps speaking to external perception of the School. Suggest course (for 'permanent' positions too) should include gender differences in letters of reference – shorter, less specific, less glowing for women; that we need to be better than men to get papers in high impact journals, and invited to write 'News and Views' type commentaries; that we are subject to unconscious bias; that we need to be better</i></p>			<p>panels trained; all panels to include at least one woman (already happens for grade UE08 and above) Female new starts increase from current ~31% to 40% by 2017</p>	<p>2013 to 55% new starts female in 2015.</p> <p>All members of the management group (SPARC) have now completed E&D and Unconscious Bias training (a hands on training event was organised specifically for this group).</p> <p>We have significantly reduced the number of male only interview panels since our bronze award from 36% to 13% We aim to get this to zero by next year. All interview panel members must have completed both E&D and UB training. We will implement recruitment sanctions on this from next year (see Silver Action Plan).</p> <p>From our QCAT Staff survey we have made significant progress in staff training in both Gender Equality and Unconscious Bias training. The percentage of staff completing training has increased from 9% to 27% for the former and from 7% to 24% for the latter. We aim to build on this progress through our Silver Action Plan.</p>
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		<p><i>than men to get research grants; that we are less likely than men to be asked to be seminar speakers (see 3.1), external examiners, or members of external review committees (see 3.2), metrics widely used in promotion etc; that our PhD student supervision is likely to be less successful (most successful = man supervising male student, least successful = woman supervising female student, mixed gender pairings in between, and I can't remember which way round)</i></p>				
2.2	Induction and mentoring	<p>(C) Good induction programme established for research staff (C) All new staff assigned a mentor on arrival (C) In-depth interviews about induction programme with sample of</p>	<p>School HR; IAD School HR</p>	<p>Mid-2014 Mid-2014</p>	<p>All new staff report (at least) satisfactory induction programme and information, available at appropriate time</p>	<p>GOOD</p> <p>New Induction programme has now been implemented. Including the assignment of a buddy for social induction and an 'inductor' for more formal induction. Induction is now seen as a 6 month process and includes Equality and Diversity and Unconscious Bias training. The design of our new process both responds to</p>

		<p>recently-appointed academic staff (P) Continue to monitor satisfaction rates concerning induction programme for research staff (P) Establish better, and better timed (particularly for those starting mid-way through the academic year) academic staff induction, using best practice from research staff programme and experience of recently-appointed female staff; rectify inaccurate and incomplete information in induction booklet for academic staff (P) Provide new open-ended contract staff with information on how probationary year is judged.</p> <p><i>Mixed messages in different parts of the School about how much/what teaching</i></p>	<p>Heads of Institute</p>	<p>Start of AY 2013/4</p>		<p>previous feedback and adopts best practice from elsewhere. We will monitor satisfaction rates with this new induction process.</p>
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		<i>orientation new staff must take; requirement to take a teaching course not in information sent out with offer; no courses available for much of the year on basic CO tools like LEARN; no introduction to the College/University; no information provided on our degree schemes and course choices, making it very difficult when talking to potential students and parents on visit days; no information on how probation will be monitored and what will be used to determine whether it is passed</i>				
2.3	Career advice and development for research staff	(C, P) Offer range of courses through IAD and ensure they are advertised widely (C, P) Provide networking opportunities through Awaydays (C, P) Monitor uptake, quality of and	RTD/RSO RTD RSO RSO	AY 2014/5	Continued development of new ideas for courses, awaydays; high take-up and satisfaction rates with provision	EXCELLENT We have offered female only initiatives, such as career coaching. All but one of the participants found the career coaching either useful or very useful. We have organised and hosted a Career Paths in Academia event, to

		<p>satisfaction with courses, career advice and development opportunities (P) In-depth review of results</p> <p><i>RTD/RSO have been very proactive in setting up induction, career support, development reviews, networking etc for research staff over the last few years, which is well received</i></p>				<p>highlight the various ways female academics have moved through the University. Feedback on this event was excellent with many asking for more such events.</p> <p>Other opportunities, such as ‘Sticky Floors and Glass Ceilings’ (run by EQUATE), have been advertised throughout the school.</p> <p>We have advertised leadership courses, such as the Aurora programme (one member of staff is on that programme this year).</p> <p>We advertised the University’s mentoring connections programme and have encouraged staff to join as both Mentors and Mentees.</p> <p>The ASC and HOS attended an event on flexible working to improve understanding of both benefits and challenges in this area.</p>
2.4	Appraisal	<p>(C) All open-ended contract/teaching staff and 86% of contract research staff appraised annually (P) Allow staff to request an alternative appraiser</p>	<p>Heads of Institute RTD, Pls, Mentors</p>	<p>AY 2013/4 AY 2014/5</p>	<p>95% of contract research staff appraised annually by 2017 (this will never reach 100% because of the higher turnover of such staff)</p>	<p>EXCELLENT</p> <p>We have continued to encourage appraisals throughout the school and now have a 91% rate of appraisals across the board. We have not met out 95% target but we are seeing improvement and will continue to aim for a 95% uptake. Staff have been</p>

		(C,P) Monitor uptake and highlight benefits of appraisal for early career staff				made aware of the ability to choose an alternative appraiser.
2.5	Promotion criteria and process not well understood or perceived as transparent, and preparation and support to apply for promotion patchy	(P) Ensure better understanding of promotion criteria and process across School through presentations at Institute meetings (P) Annual review of University short form CV for all academic staff. Feedback on strengths and weaknesses, and a timeline for promotion suggested for pre-UE10 staff. Review will consider potential for nomination for increment. University promotion criteria based on achievements over last 5 years; encourage women who have taken career breaks or work part-time to consider achievements over 5	Head of School SPARC SPARC	AY 2014/5 AY 2013/4 AY 2013/4	Next QCat survey indicates staff have better understanding of criteria and process By 2017, women promoted on average at younger 'academic age' than currently	EXCELLENT We ran our first promotions workshop in 2014/15 and will continue to run these events on an annual basis. The promotions workshop aims to make the promotions process more transparent and easily understood. It allows staff to ask questions of the process. Unfortunately attendance was low and we have not seen an increase in the percentage of staff reporting that they understand the promotions process. This remains close to 50%. Those who did attend reported high satisfaction with the workshop. Greater advertisement of the workshop and increased participation should improve this understanding. We introduced the annual review of CVs in 2013/14 and continued this in 2014/15. We have evidence that at least two women were successful in their promotions following identification through this process. We aim to continue to run this initiative.

		<p>years of effective working time. Introduce a clear record of how part-time working and career breaks were factored into the decision whether to support a promotion application at School level</p> <p><i>Women are more comfortable with a structured approach and clearer hurdles – don't do 'wing it'</i></p>				<p>Part-time working and career breaks are explicitly taken into account at all stages in the Promotions process, from the internal School Promotion Committee through to College Promotions Panel. This is effected in the following ways:</p> <ul style="list-style-type: none"> • The quantity of academic achievements and contributions are assessed against the effective number of FTE years of employment. • The portfolio of contributions is assessed in light of the pattern of working (timing and proportion), with explicit recognition that the volume of some types of contribution (such as external panel memberships, invited talks, and research student supervision) are likely to be influenced.
2.6	Retention	(P) Annual review of summary results of exit interviews conducted by Head of School	E&D Committee	AY 2013/4	Ensure there are no consistent factors influencing women's decisions to resign	<p>EXCELLENT</p> <p>HoS has offered, and held exit interviews with all permanent academic staff leaving the School since the Bronze Application. In these interviews, the leaving colleague is encouraged to reflect on the balance of 'positive' pulls of their new destination vs 'negative' pushes (based on the opportunities and work</p>

						environment in the School) in reaching their decision to leave. The interviews are informal, asking what is good and what needs to be improved in the School, and with a guarantee that specific comments will not be attributed to them. Metrics of success of this process include that all leaving colleagues have agreed to participate in this process, and that none of them has identified negative issues with the School work environment as the primary driver for leaving.
2.7	Progression and career development of women	<p>(P) Annual fund established to support women's career development and networking activities</p> <p>(P) Up to 5 women per annum at grades UE08/9 funded to follow SRC career coaching programme.</p> <p>(P) Identify women suitable now and expected to benefit in up to the following 3 years for University Leadership training course.</p> <p>(P) Women encouraged to undertake career</p>	<p>SPARC to set budget E&D Committee Heads of Institute</p> <p>Heads of Institute, Mentors RTD</p> <p>Athena SWAN Champion</p> <p>Director of Research</p>	<p>AY 2013/4</p> <p>AY 2013/4 Annually</p> <p>Annually</p> <p>AY 2013/4</p> <p>AY 2014/5</p> <p>AY 2014/5</p>	<p>12 women completed SRC career coaching training by 2017</p> <p>3 women participated in University Leadership training by 2017 (Expect this to contribute to improved promotion statistics for women)</p>	<p>EXCELLENT</p> <p>We established a fund in 2014. It has covered Career Coaching and several events that we have organised.</p> <p>Career coaching began in 204/15 and continuing in 2015/16. In 2014/15 we funded 8 coaching places with each person having 5 coaching sessions. All but one reported a positive experience.</p> <p>Women have completed the University's leadership programme and the Aurora programme.</p> <p>Rather than an SRC event, the school has organised events such as the career coaching lunch, feedback lunch,</p>

		<p>coaching and leadership training.</p> <p>(C, P) Women speakers invited to research staff career events</p> <p>(P) School offer to host an SRC event, such as an 'Interconnect' lunch for early career researchers and students</p> <p>(C) In response to 'demand management' either in place or anticipated by research councils, School has instigated a peer-review process for research grants on which School staff are PIs prior to submission</p> <p>(P) Review effectiveness of peer-review system, especially of extent to which women find it helpful in improving their applications</p> <p><i>It is OK to take 'positive action' for an</i></p>			<p>More female PIs in School by 2017 (which is also expected to contribute to improved promotion statistics for women)</p>	<p>career paths in academia and in June 2016 will host the WISE day.</p> <p>In 2015/16 the HoS identified 7 staff members to complete a tailored leadership programme with Sandra Morson. Of the 7 people on the scheme, 5 were women. The group were given a School wide problem/initiative to work through in order to exercise their learning from the programme. The 5 women included both the ASC and the CE&D.</p> <p>Women have and been encouraged to apply for career coaching and leadership opportunities.</p> <p>Female staff speaking at events including career paths events. Line up of inspiring women for the WISE event.</p>
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		<i>under-represented group</i>				
2.8	Low documented take-up of flexible working; part-time and flexible working perceived as having a negative impact on career (see 1.4 above)	(P) Reinforce message that work-life balance is achievable through success examples on website (see 1.4 above) (P) Short presentation on flexible working and other family-friendly policies at School-wide meeting	DCO Head of School	AY 2013/4 AY 2013/4	Increased awareness of flexible etc working options and fewer negative comments about them in next QCat survey	FAIR We have not yet included this in a School wide meeting or on the website. This was however covered at our Career Paths in Academia event. It was also a major discussion point at this event and it will form one of 3 break out sessions at our WISE event in June. In our staff QCAT survey the percentage of staff who believe that staff working flexible hours or part time staff are offered the same career development opportunities as those who work full time, has fallen from 25% to 19%. There were however fewer negative free text comments about part time working and the consequences for career progression. We are addressing this in our Silver action plan.
2.9	Workload model and work allocation	Ensure part-time status adequately reflected in TWLM Where possible, women returning after maternity leave are re-allocated teaching and administrative tasks held previously	SPARC Head of Institute Head of Institute	All ongoing	Next QCat survey shows greater satisfaction with workload model, particularly for part-time staff Next QCat survey indicates staff going on and	GOOD We have no question related to the TWLM, either in the most recent survey or in the Bronze survey. In the summer of 2016 the School will review their TWLM and the Chair of the E&D committee and the ASC will both be members of the review group.

		<p>More transparent re-allocation of teaching load of women on maternity leave, making sure it does not unfairly impact others; consider employing a replacement for those with a particularly heavy or specialised load; encourage take-up of KIT days</p> <p>Tasks allocated to women are those recognised as advancing their careers</p> <p>Continue discussions on gender differences in amounts of time spent on 'public facing' tasks, and on selection panels and committees; if necessary, modify workload allocations in TWLM</p> <p><i>Ensure tasks aren't allocated on a 'who's got time according to the TWLM' basis. Recognise that if you</i></p>	Head of Institute SPARC		<p>returning from maternity/paternity leave feel better supported, and all staff perceive the workload of staff on leave was distributed fairly</p> <p>Next QCat survey indicates women feel their 'administrative' contributions are adequately recognised, appropriate and proportionate (also expect contribution to promotion statistics)</p>	<p>There has been a very slight increase in the percentage of staff who believe that the School values and rewards the full range of skills and experience including pastoral work, outreach work, teaching and administration. This has risen from 23% to 26%. We recognised that this is still very low and through the promotions workshops we aim to ensure staff that all factors are considered for promotion. At a recent staff meeting the HoS made it clear that those members of staff demonstrating research 'excellence' alone will not be promoted.</p>
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		<i>want women to be there at student Open and Visit Days, to be there when prospective PG students visit, to do outreach, and to be good role models, and you have to have them sit on selection panels, that they'll do more mentoring than men, it cuts into their time available for other things, especially research (and don't forget we need to be better than men to get recognised for our research achievements).</i>				
3	Culture					
3.1	Some seminar programmes have few female speakers	(P) Seminar organisers to be more proactive in seeking women speakers, and to monitor invitations and acceptances to give seminars by gender	Seminar organisers	Starting AY 2013/4	Year-on-year increase in number of female seminar speakers Fewer comments on gender imbalance of speakers in next QCat survey	EXCELLENT The gender balance of our invited speakers has remained relatively stable. The percentage of female speakers has increased by just 1% to the year 2014. For 2015/16 it would appear that we have reached 50% female speakers. In 2014 the ASC attended Institute meetings and reminded all seminar organisers of the need to achieve a balance in invited speakers. We will continue to monitor

						this and request the gender balance at the start of each academic year.
3.2	Few external female members of School review panels <i>For 'few' read 'none'</i>	(C) Gender imbalance noted on current review panels (P) Equal numbers of women and men on subsequent review panels (in 3 years time). Start gathering names of and approaching suitable women 2 years from now.	Head of School, TO and RTD	2015	At least equal numbers of women on next series of external review panels	GOOD We have increased the numbers of women on external review panels and the numbers of female external examiners.
3.3	School meetings and social events made more difficult by split-site nature of School	(C) All School meetings all held within core hours; some post-meeting networking and social events extend beyond them. School-wide meetings held more often, and have a more varied programme than in the recent past, celebrate significant achievements by staff, and are followed by socialising/networking opportunities. Staff and students consistently say how	Head of School and administrative team	Ongoing	Continued satisfaction with and high attendance at School-wide meetings and social events	EXCELLENT The timing of School wide meetings has been changed to 1:30 followed by a social event. This allows everyone to attend both the meeting and the social event within the working day. The Human Geography Research Group have also changed the timing of their seminars to ensure that it is held during the working day.

		<p>much they value such events. (P) Keep to an absolute minimum networking and social events extend outside core hours</p> <p><i>Hutton Club and EEO seminars Friday afternoon. Some people are therefore never able to attend. Latter often have industry speakers who can't come earlier.</i></p>				
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