



## **Athena SWAN Silver department award application**

**Name of university:** University of Edinburgh

**Department:** School of Geosciences

**Date of application:** April 2016

**Date of university Bronze and/or Silver Athena SWAN award:** April 2015

**Contact for application:** Niamh K Shortt

**Email:** niamh.shortt@ed.ac.uk

**Telephone:** 0044 131 6517130

**Departmental website address:** <http://www.ed.ac.uk/geosciences>

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

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

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

### **Sections to be included**

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

## List of acronyms used in the application

ASC	Athena Swan Champion
BAP	Bronze Action Plan
CE&D	Chair of Equality and Diversity Committee
E&D	Equality and Diversity
E&DC	Equality and Diversity Committee
EUSA	Edinburgh University Students Association
HESA	Higher Education Statistics Agency
Hol	Head of Institute
HoS	Head of School
NSSS	National Student Satisfaction Survey
PGR	Postgraduate Research
PGT	Postgraduate Taught
PT	Personal Tutor
RI	Research Institute
RSO	Research Staff Organisation
SL	Senior Lecturer
SPARC	School Policy and Resources Committee
SSC	Student Support Coordinator
UG	Undergraduate
WISE	Women in Science, Technology and Engineering
WLM	Workload Model

### Sections to be included

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

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



THE UNIVERSITY *of* EDINBURGH

SCHOOL *of* GEOSCIENCES  
The University of Edinburgh  
Grant Institute  
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sandy.tudhope@ed.ac.uk

28<sup>th</sup> April 2016

Ruth Gilligan,  
Athena SWAN Manager,  
Equality Challenge Unit,  
7th floor, Queens House,  
55/56 Lincoln's Inn Fields,  
London, WC2A 3LJ

Dear Ruth,

It is a pleasure to endorse this application for an Athena SWAN Silver Award. Attainment of this Award, and the trajectory of positive change it denotes, would rank as my proudest achievement in my 5 years as Head of School.

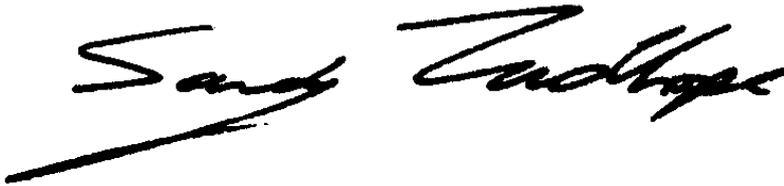
The Athena SWAN framework has served us well since we prepared for our successful Bronze application in 2013. It has helped us bring Equality and Diversity, and gender equality in particular, to centre-stage of our working environment. It has helped us both celebrate achievements and recognise and action areas requiring further improvement. I am immensely proud of some of our tangible progress since the Bronze Award. For example, the improving statistics for females in recruitment and retention of academic staff, in the proportion of senior leadership and management roles in the School held by women, in the proportion of Grade 9 academics (achieved mostly through promotion), and in the offers and acceptances for UG and PGT students and in the attainment of 1<sup>st</sup> Class Honours degrees. We recognise that more still needs to be done, and in particular we look forward to achieving a greater gender parity of Grade 10 academic staff. Given our success as a School and institution in supporting women through promotion to Grade 9 and into senior management roles, and in retaining female academic staff, I have every confidence that the Grade 10 success will follow.

As Head of School I have sought to champion the Athena SWAN work in the conviction that through this lens we will achieve not only a more equitable and diverse workplace, but also a more successful and stimulating one. I regularly celebrate Equality and Diversity at School-wide meetings, and, with my senior management team, have helped evolve our processes, and raise awareness of E&D issues and unconscious bias through actively encouraging all staff and students to take advantage of the available training. I have sought to support my female colleagues in developing their leadership and management potential, both through EQUATE Scotland mentoring programmes, and through bespoke leadership training and coaching. For example, I recently invited 7 'future leaders' to participate in a series of leadership workshops and events, which I too joined. Out of the 7, 5 were female, invited on the basis of their skills and ambition, but also to ensure we support women into senior management positions in the School and beyond. This

approach of working to encourage and support women has been successful, and I am delighted to report that from August 2016 our senior executive management team will be at least 43% female (compared to only 17% female in 2013), including our recently created post of Deputy Head of School (held by Prof Kathy Whaler).

In conclusion. I am in the fortunate position of being in a University and in a School where my colleagues are enthusiastic and committed to improving gender equality. I will continue to drive this process forward with their help.

Yours sincerely,

A handwritten signature in black ink that reads "Sandy Tudhope". The signature is written in a cursive style with a long horizontal stroke at the end.

Professor Sandy Tudhope  
(Head of School of GeoSciences)

HEAD OF SCHOOL Professor A.W. Tudhope

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## 2. The self-assessment process: maximum 1000 words

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

The self-assessment team includes staff at all career stages and postgraduate research students. The team includes both males (7) and females (7).

Niamh Shortt (convenor), Senior Lecturer, the School's Athena Swan Champion, and a mum of 2 (8 and 5). In the School for 11 years, Niamh has had 2 periods of maternity leave, returning 0.8FTE following her first and 0.7FTE following her second. Niamh now works 0.8FTE. Niamh is in a dual career marriage.

Sandra Angers-Blondin is a PhD student. Her role is to report to the committee any feedback expressed by postgraduate students. She tries to keep a reasonable work-life balance so that she can explore Scotland.

Ruth Doherty, a Reader in Atmospheric Sciences, works part-time 0.87 FTE. She has worked in the School of GeoSciences since 2002, including 2 periods of maternity leave. Her part-time hours allow her to collect her children from School three days/week. Her husband covers childcare when Ruth travels.

Katriona Edlmann, a PDRA in a dual career relationship with three children in senior School. She has full caring responsibilities for the children as her husband travels with work. Katriona joined Edinburgh University in 2009 at 0.7FTE and now works full-time.

Iain H Woodhouse, Professor, joined the School in 1999. He has two children. In no small part, his career progression was helped by the fact that his wife chose to stay at home to look after the kids when they were young.

Raja Ganeshram, Professor, is in a dual career marriage with two children. Raja held the role of *Equality and Diversity Coordinator* in the School (2011-2015).

Gabriele Hegerl, Professor, has two teenage children, for whom she is the sole surviving parent. Gabriele worked between 50% and 75% FTE before her children started School, and is on 80%FTE since 2014. She has been interviewed in the American Geophysical Union newsletter on topics of gender and work life balance

(see <http://atmospheres.agu.org/wp-content/uploads/sites/4/2014/04/ASnewsletterVol5No1.pdf>, p. 6)

Gareth Johnson, PDRA in the School since 2013 represents the research staff. Gareth is in a dual career marriage where both he and his wife contend with the uncertainty of fixed-term contracts

Caroline Lehmann, lecturer in the School for 2 years and the School's Equality and Diversity co-ordinator. Caroline serves on the College of Science and Engineering Equality and Diversity Committee.

Ian Main, Professor and Director of Research. Ian is in a dual career marriage and has two children. He brings experience of equality and diversity issues in a research environment as a member of the 2014 HEFCE Research Excellence Framework panel in Earth and Environmental sciences.

Ed Mitchard, Chancellor's Fellow (2013-). Ed brings expertise from a range of perspectives as he was previously a NERC Fellow and PhD student in the School. Ed is the Admissions Advisor for our Ecological & Environmental Sciences BSc program.

Nina Morris, Lecturer and Chair of the School Research Ethics Committee. In the School for 12 years, Nina has had two periods of maternity leave and is currently 0.8FTE. Nina is in a dual career marriage with two young children (6 and 3).

Dan Swanton, Lecturer in Human Geography and the Senior Tutor for Geography students. He has two children (4 and 9) and shares caring responsibilities with his wife. Until recently he spent as many Friday afternoons as possible looking after their eldest child after School.

Ruari Sutherland, PhD student, is married and looks forward to having children. Whilst his ESRC funded PhD gives flexibility and a small income, employment prospects across the sector have made starting a family a daunting prospect.

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

After our successful bronze application in 2013 the School advertised for an Athena Swan Champion (ASC). Niamh Shortt was appointed. She organises Athena Swan related activities, meets regularly with the Head of School and reports to the management committee. The Self-Assessment Team (SAT) was formed in March 2015 and met monthly from April 2015 to discuss Athena Swan activities, survey design and results, consider the action plan and draft the application form. Meetings were also fora through which the convenor could discuss AS issues raised by staff outwith the self-assessment team (staff were made aware of the role of the ASC and brought any issues to her). We understand that staff are busy and this was reflected with a 50hr tariff for each SAT member in the Total Workload Model (TWLM). There is no formal way to recognise the efforts of research staff and students, these members were encouraged to include their roles in their annual reviews and CVs. The process of data collection has been on-going since our bronze award, referring to our Bronze Action Plan (BAP). In October 2015 (to December 2015) the School employed an extra member of professional support staff to coordinate the AS data. In September 2015 all staff were re-surveyed (original survey in 2012) and all students in October 2015. When drafting the application the convenor of the SAT met with Caroline Wallace (Senior Partner, Equality, Diversity and Inclusion and the University Athena Swan Lead) who reviewed the application.

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

Following our bronze award the AS SAT was incorporated into the E&D committee. In future the AS SAT will continue as a stand-alone group, meeting once every semester (Action 1.1a & 2.2c). The School will continue to have an ASC who also sits on the School's broader Equality and Diversity Committee (E&DC) (Action 1.1b). The E&DC, chaired by Caroline Lehmann (SAT member), meet twice a year. The ASC will feed all comments from the AS SAT to the E&DC and vice versa. Athena Swan activities will continue to be a standing item on the E&DC's agendas (Action 1.1c). The ASC will continue to meet biannually with the HoS and feed into the management meetings with updates on the action plan (Action 1.1d). We will publish an annual Athena Swan report, updating the data

contained in this report and assessing progress on the action plan (Action 1.1e). The ASC will continue to feed into the broader University Athena Swan network (Action 1.1f).

**Word Count: 973 (not including section headings)**

**3. A picture of the department: maximum 2000 words**

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

PEOPLE

The School of GeoSciences spans the natural and social sciences. The School is co-located on the University’s Central Campus and the King’s Buildings. Staff and students are split across sites reflecting undergraduate teaching, with the Geography programme based at Drummond Street and the Ecology and Environment, Geology and Physical Geography, Environmental GeoScience, Geology and Geophysics programmes at Kings Buildings. The School has 110 permanent academic staff, 7 temporary academic staff, 85 research staff, 106 professional support staff, 208 postgraduate research (PGR) students, 204 postgraduate taught (PGT) students and 1123 undergraduates. The School runs 23 undergraduate and 20 MSc programmes.

Academic line management in the School is through Research Institutes (RIs). Research institutes are further subdivided into research groups. Figure 1 shows RI membership by gender.

Figure 1: Research Institute membership by gender

Research Institute	Permanent academic staff	Research staff	PhD students	
Geography and The Lived Environment	43	32	26	numbers
percentage female	32	53	44	%
percentage male	68	47	56	%
Earth and Planetary Sciences	27	23	24	numbers
percentage female	26	41	38	%
percentage male	74	59	63	%
Global Change	40	30	33	numbers
percentage female	26	34	36	%
percentage male	74	66	64	%

Each RI is managed by a Head and Deputy Head (advertised roles held for a 3-year term), who lead the strategic development of the Institutes, including through institute meetings that discuss research issues (e.g. upcoming funding calls, PhD funding, seminar organisation).

Heads of RIs sit on the School’s management committee: the School Policy and Resources Committee (SPARC), which meets monthly. SPARC is chaired by the Head of School (HoS) (5-year appointment), and includes the Director of Teaching (3-year appointment) and the School Administrator (Figure 2). SPARC meetings are split into two parts. Part A shares news on what has been happening in the School, including updates from all members on their constituent parts. Part B relates to the annual cycle of business (e.g., reports from Committee Chairs, including AS and E&D), where any non-routine major projects or topics are discussed, and where policy and resourcing decisions are made. Following the meeting, minutes are made available for staff on the internal website and an email sent reminding staff of where they can find them. Since 2015 the HoS has sent an annual email reminding people how they can contribute to SPARC. In the future an email will be sent in advance of SPARC meetings detailing the upcoming agenda to promote greater transparency in decision-making (Action 5.3a).

Figure 2: Current membership of SPARC

Name	Role	Gender
Professor Sandy Tudhope	Head of School	M
Professor Iain Woodhouse	Head of Research Institute of Geography and the Lived Environment	M
Professor Kathryn Whaler	Head of Earth and Planetary Science Research Institute	F
Professor Mat Williams	Head of Global Change Research Institute	M
Professor Wyn Williams (until August 2016)	Director of Teaching	M
Dr Linda Kirstein (from August 2016)		F
Ms Tracey Dart	School Administrator	F

## TEACHING

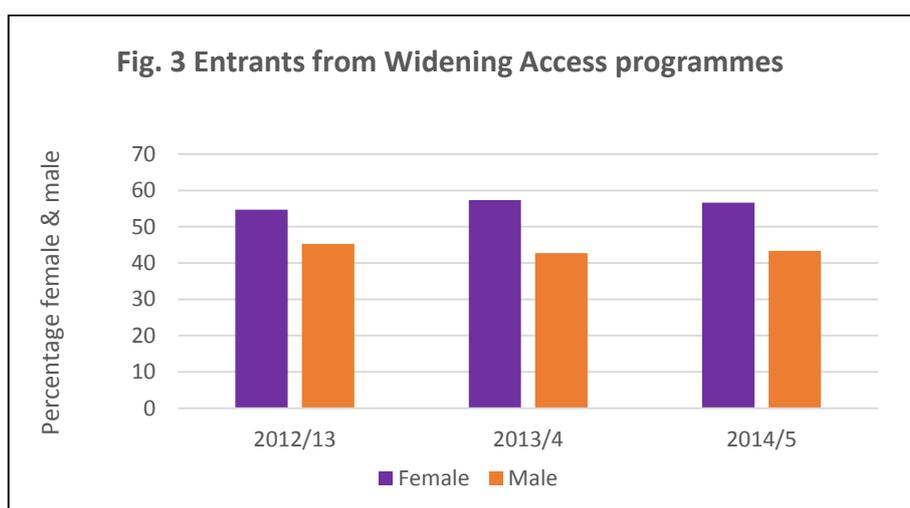
Staff are highly committed to teaching excellence, 92% of students report to be satisfied with their programme (NSS, 2015). The Edinburgh University Students Association (EUSA) run annual Awards recognising excellent teaching. Annually an average of 30 staff are nominated for at least one award (many for multiple awards) and two staff members have recently won overall awards (Andrew Curtis, Best employability; Dan Swanton, Best Feedback). In 2012 the School introduced a personal tutor (PT) system to provide academic guidance and support, and enhance the student experience. Students may request a change of PT (Action 2.3g). The School has 3 student support coordinators (SSC) who provide pastoral support and guidance. We monitor the PT and student support system through an annual survey that indicates 84% rate their personal tutor as good, very good or excellent and 99% of students felt comfortable confiding in their SSC.

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

### Student data

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

Figure 3 shows the breakdown by gender of entrants from widening access programmes, including those with access bursaries, first in family and those from areas of multiple deprivation. More females than males enter via this route. The School participates in the Lothian Equal Access Programme for local Schools that do not have a strong tradition of students going on to university, and Scottish Wider Access Programme for adults. Between 2012/13 and 2014/15, 30 females (60%) and 20 males completed our summer School programme. This is an increase both in total numbers, female entrants and in female proportion since our bronze application, which saw 24 males and 20 females (45%) over a 3-year period.

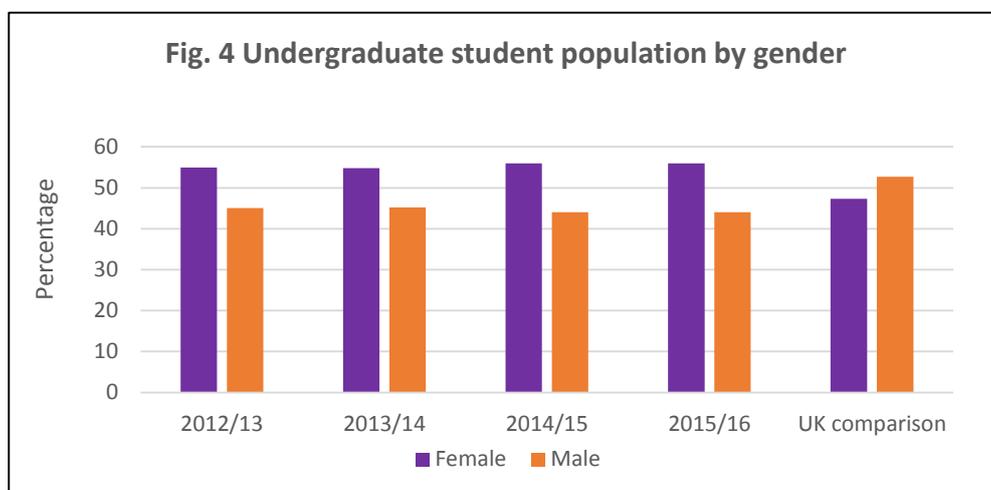


- (ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

Undergraduate numbers have risen from 990 in 2012/13 to 1123 in 2014/15. We have maintained a consistent male/female ratio with 55% females in 2012/13 and 56% in 2015/16 (Figure 4), compared to 47% nationally (2013/14 HESA data). We recently developed a comprehensive recruitment strategy, including videos on our YouTube channel. Initial videos failed to represent the entire staff and student population, in particular an underrepresentation of females (both in people, language and topics). Following feedback the videos were re-recorded to ensure equal representation. Whilst this demonstrates the degree of unconscious bias within the School, it also provides evidence of reflection and positive action to change our culture. An example of an undergraduate promotional video can be viewed here:

[https://www.youtube.com/watch?v=NO\\_NP1SzqDI&list=PLjLvHvU7idRi6wjwqtqi6iLuiE1ncOBeVz](https://www.youtube.com/watch?v=NO_NP1SzqDI&list=PLjLvHvU7idRi6wjwqtqi6iLuiE1ncOBeVz)

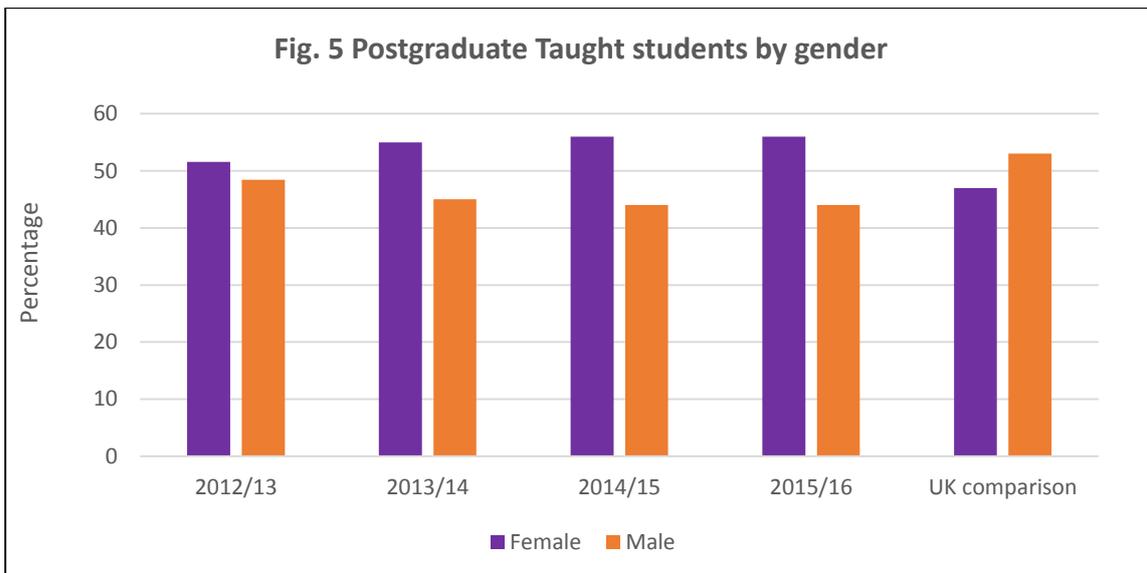
We will continue to monitor our gender ratios on our undergraduate programmes (Action 2.1a). The head of the E&D Committee is involved in the production of promotional material and will continue to ensure a balanced representation in all material (Action 2.3a).



We run a Peer Assisted Learning Scheme (GeoPals) for undergraduates. Honours students lead sessions that allow pre-honours students to ask questions and seek support. A website provides information (<http://geopals.weebly.com>), and students are encouraged to attend by their PT. Currently there are 21 Honours student leaders involved in GeoPals, 14 female and 7 male. We will endeavour to increase the number of male student leaders to ensure both that the burden of support does not fall on female students and that male students realise the potential of this scheme (Action 2.2d).

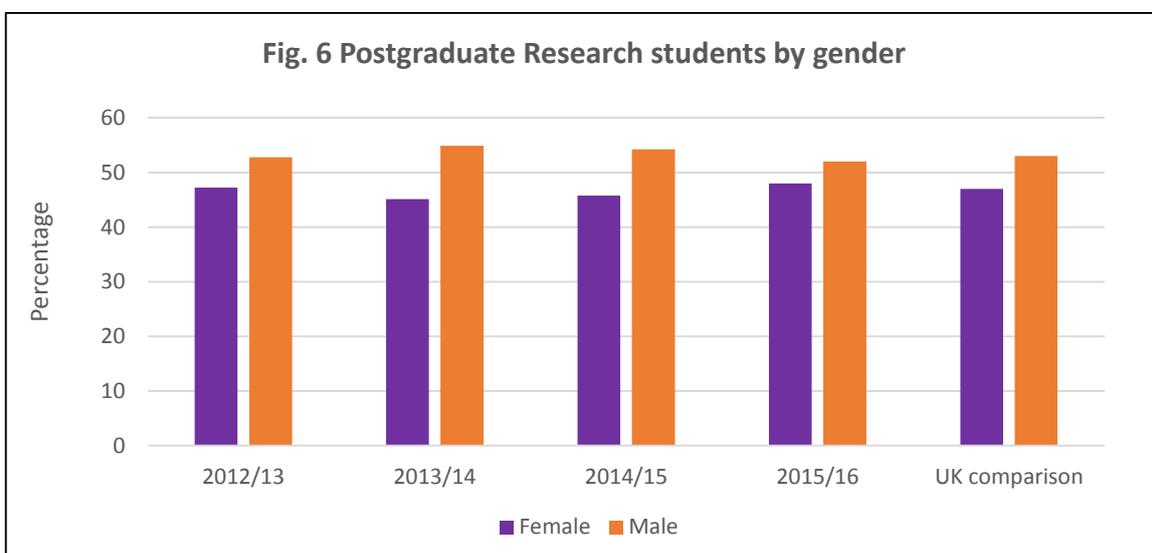
- (iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

The School has over 200 students registered on more than 40 PGT courses, with higher numbers of female students (52% female in 2012/13 rising to 56% female in 2015/16). We compare favourably with similar programmes across the UK (47% female for equivalent disciplines (Figure 5)). Since our Bronze application the School improved postgraduate recruitment, with several YouTube videos including both students and staff (see example [https://www.youtube.com/watch?v=UaE-6Ox3o\\_E](https://www.youtube.com/watch?v=UaE-6Ox3o_E)). Future promotional material will strive to achieve gender balance and ensure that the language and images used in the videos speaks to everyone (Action 2.3a). PGTstudents meet regularly with the programme leaders to discuss progress and any worries that may arise. We will continue to ensure that this is done and feel that this contributes to our very low withdrawal rate (currently around 1% across both the male and female PGT population) (Action 2.3d).

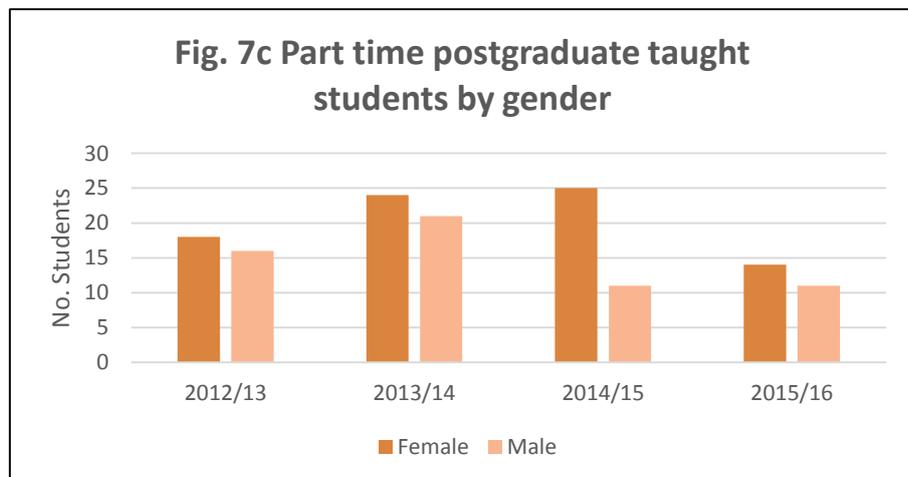
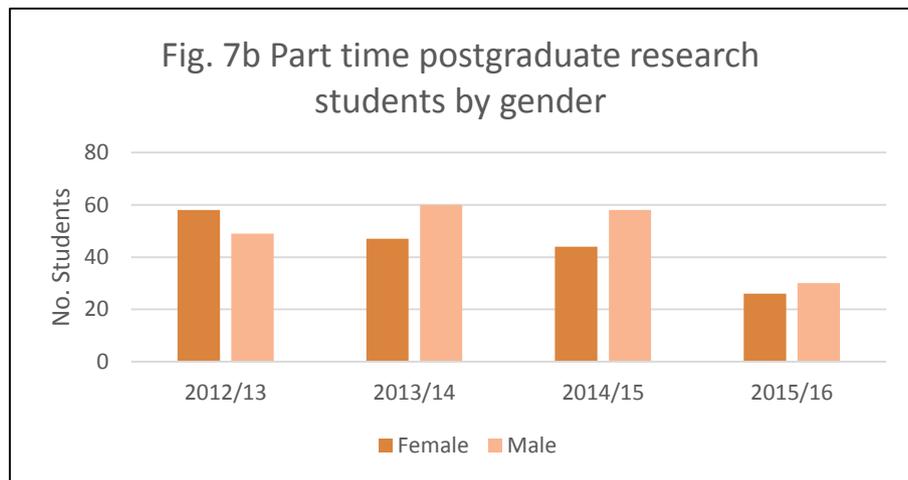
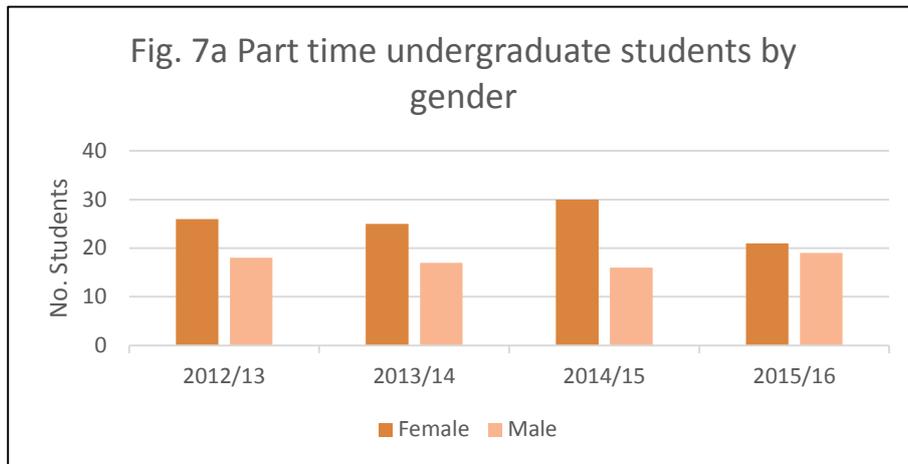


- (iv) **Postgraduate male and female numbers on research degrees – full and part-time –** comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

At the time of our bronze application female postgraduate research students (PGR) numbers were falling (4% fall between 2009/10 and 2011/12 to 44%, and lower than the UK comparison). Since then our percentage of female PGR students has increased and stabilised, with 48% female in 2015/16 (Figure 6). This improvement may reflect unconscious bias training and courses with a particular focus on student recruitment that formed part of our BAP. We will continue to monitor these numbers (Action 2.1a). We will encourage more of our female undergraduate and PGT students to consider a research degree and will host an annual PGR recruitment fair for current UG and PGT students. The fair will have particular emphasis on women in academia and highlight the successes of our female academics (Action 2.3c). In 2016/17 we will host our first Inspiring Women in Geosciences day (Action 2.3b).



We have very few part-time students at either undergraduate or PGT level (Figures 7a-c). We will explore postgraduate part-time study further by conducting interviews with part-time PhD students to better understand potential advantages and disadvantages of part-time study (Action 2.3e).



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

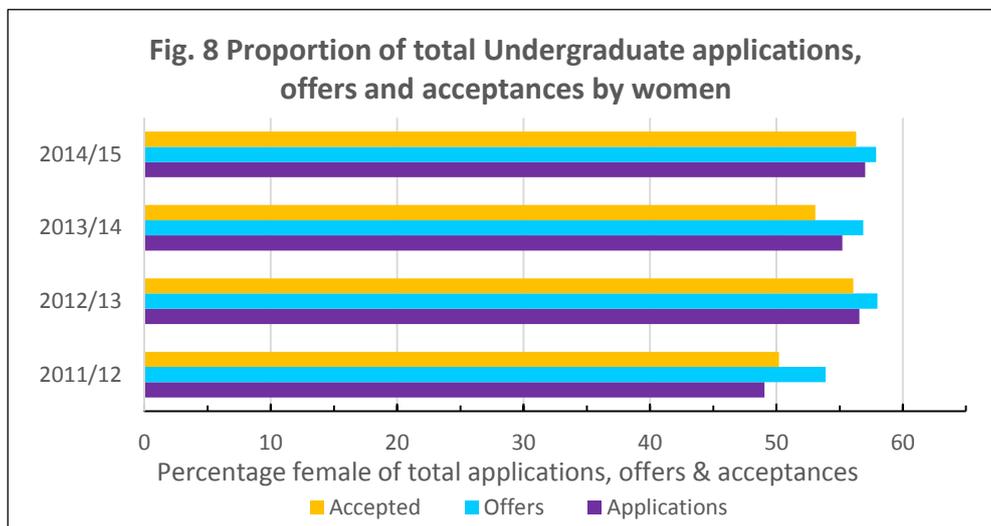


Figure 8 shows applications by, offers to, and acceptances by, female undergraduate students. In 2014/15 57% of applications, 58% of offers and 56% of acceptances were from/to females, an increase in each since our Bronze application. This reflects our increased advertising, and editing of material to ensure diversity and inclusion. We will continue to monitor success rates. Data for staff attendance at post application visit days for undergraduate applicants show that, over a three-year period to 2014/15, 23 female and 48 male members of staff represented the School. This is equivalent to 32% female, reflecting gender balance in the School. We will continue to ensure that female staff members are represented at both open days and post-application visit days and, following best practice in some areas of the School, we will work to a fixed rota to ensure undue burden is not placed on female staff (Action 2.3f).

Figure 9 shows the same data for PGT students. The rates of female applications, offers and acceptances have increased. In 2014/15 49% of applications came from, and 58% of offers were made to, female students.

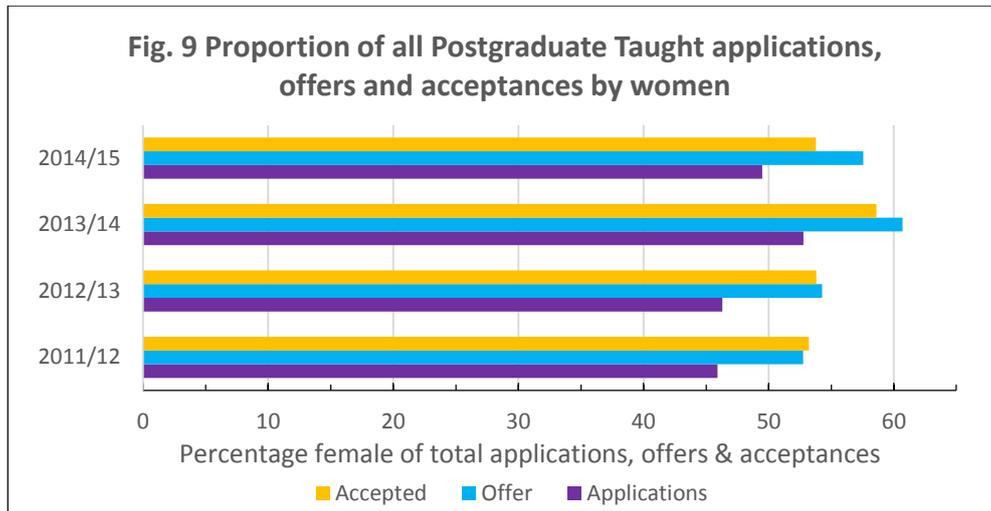
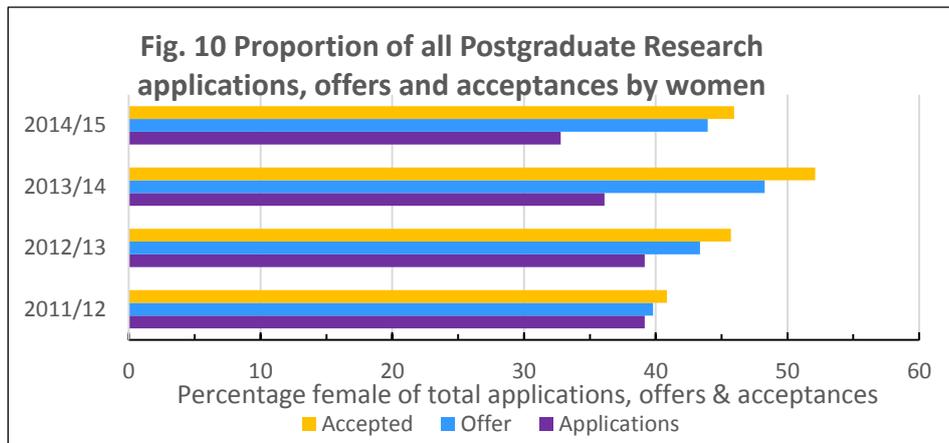


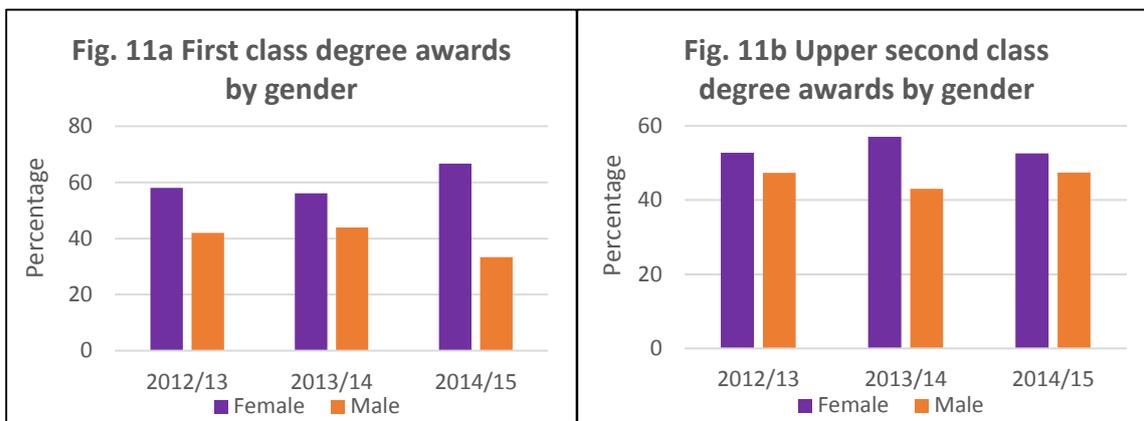
Figure 10 graphs data for our PGR students and here we identify a worrying downward trend, female applications fell from 39% in 2011/12 to 33% in 2014/15. Whilst we are concerned, female applicants continue to be more successful in their application. In 2015/16 our female success rate was 33%, compared to 20% for males. We will focus on increasing female applications; in particular we will encourage staff to focus on current UG and PGT students (Action 2.3b).



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

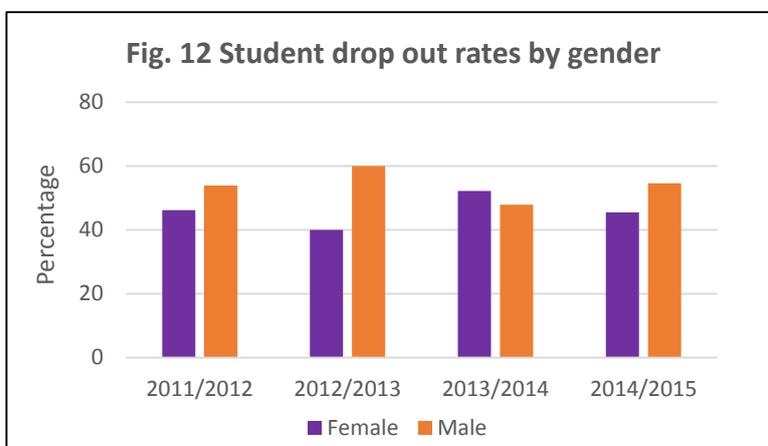
Figures 11a and 11b show percentages of first and upper second-class degrees by gender. Of the first class degrees awarded, more are awarded to females (rising from 58% in 2012/13 to 67% in 2014/15). The same can be seen for upper second-class degrees. We do however have more female students. When considering gender difference we also consider the rate at which males or females graduate with a first class degree. In 2014/15 33% of females graduated with a first class degree compared to 25% of males. We will continue to monitor these data, and in the future we will do so by degree subject allowing us to identify any programme differences and to direct action accordingly

(Action 2.1b). We will also continue to ensure that male and female students are called on equally in all teaching forms (Action 2.2a).



### Student drop out rates

We have very low dropout rates in comparison to other Schools across the University. For UG students this stands at 6% and reasons for drop out are mainly linked to existing mental health issues. For PGT and PGR the withdrawal rates stand at 1% annually. We will continue to monitor drop out rates and reasons.



### Staff data

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

We have 202 academics, an increase from 172 in our Bronze application. The gender ratio has improved since 2012 rising from 29% female to 34% female in 2015 (Figure 13). We are now closer to comparable disciplines in the UK (average 36% female). This may reflect our

BAP, including an increase in unconscious bias training and a decrease in all male interview panels. Such actions may be shifting School culture.

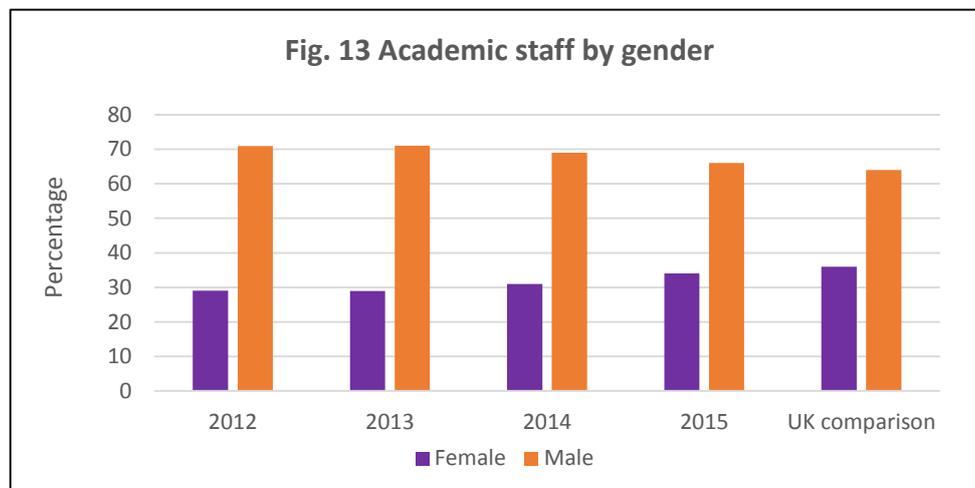
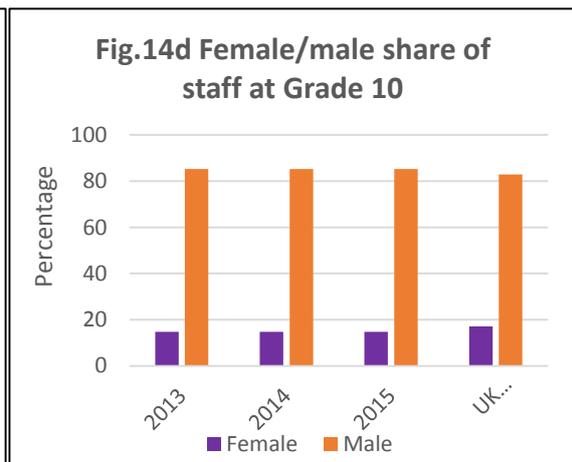
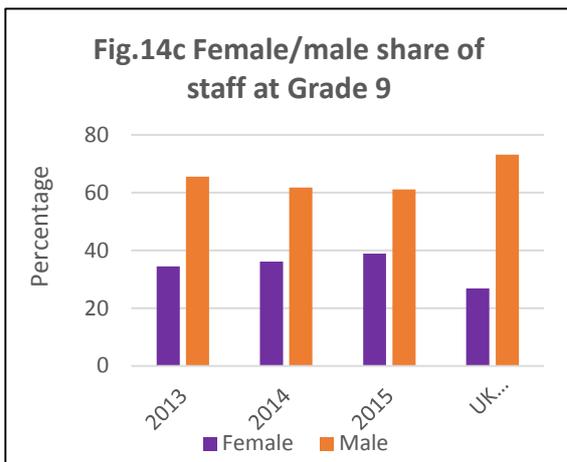
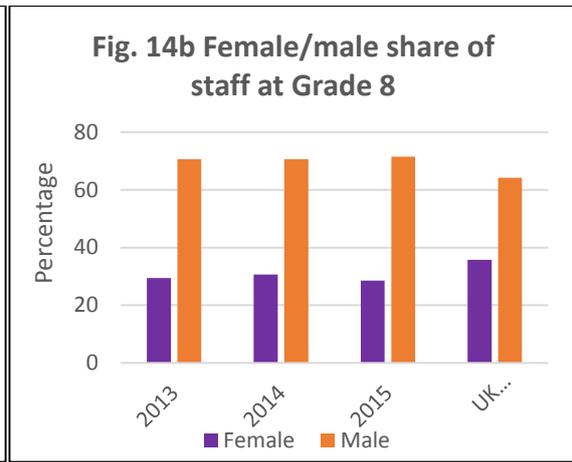
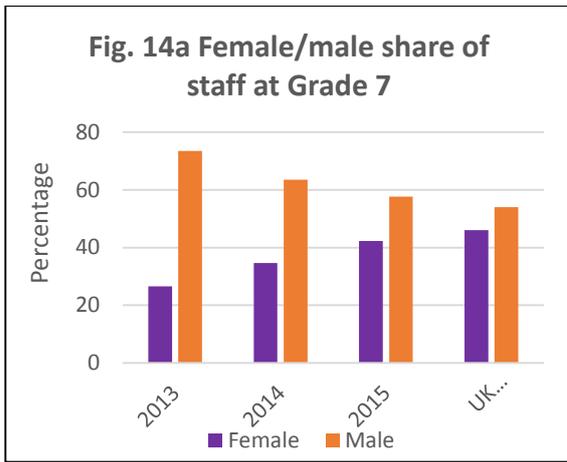


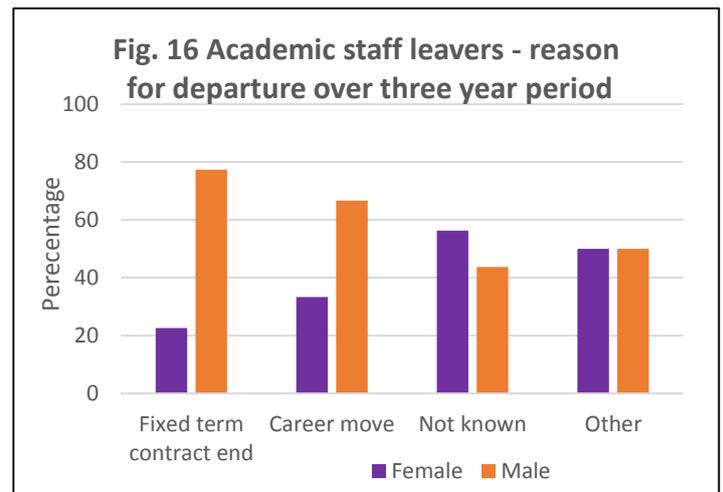
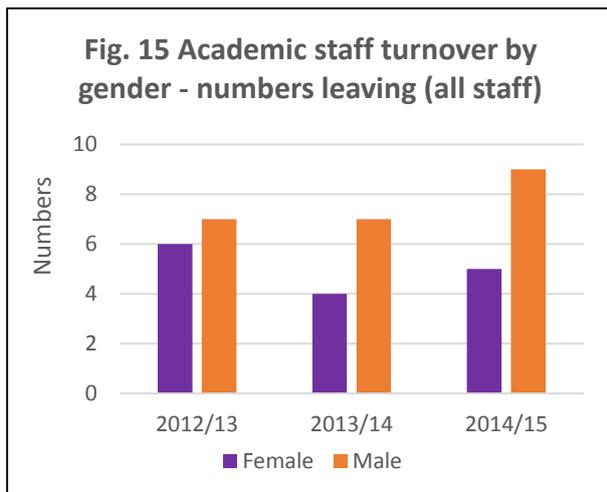
Figure 14 charts gender ratio by grade and includes the UK comparison for similar GeoScience disciplines. Since 2013, the percentage of female staff at grade 7 has increased (now 42%, national average 46%). We have seen a fall in the proportion of grade 8 females, from 31% in 2014 to 29% in 2015 (below national average of 36%); however this appears balanced by a corresponding increase in female grade 9s, from 34% to 39% (well above national average of 29%). The decrease in grade 8 and increase in grade 9 are likely linked. This may be related to the annual review of 2-page CVs, as outlined in our BAP, directly leading to promotions. The percentage of female grade 10s (Professors) remained constant at 15%, below the national average of 17%. To increase our proportion of female staff at Grade 10 we have included various action points in our SAP (Box 1).

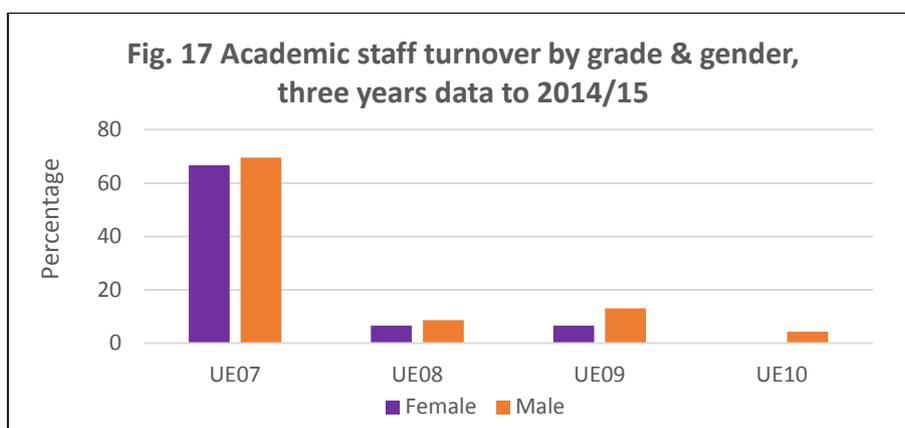
Box 1: Actions to improve proportion of female staff at grade 10.

- A review of all Senior Lecturer (SL) applications to consider promotion to reader. Whilst candidates can apply directly from SL to Professor we recognise that most apply for Reader from SL first (Action 3.2a).
- Encouraging female applicants in job advertisements by adding wording stating that we particularly welcome applications from females (Action 4e).
- A career progression meeting between the HoI and any staff member on grade 8 or 9 for more than 4 years (Action 4g).



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





Over the 3 years we have had 15 female leavers and 23 male leavers. Most leavers are at grade 7, postdoc level, where contracts are fixed term. For many the departure reflects career moves or the end of a contract. As per our BAP (2.6) the HoS has offered, and held exit interviews with all permanent academic staff leaving the School since 2012. In these interviews, the leaving colleague is encouraged to reflect on the balance of ‘positive’ pulls of their new destination vs ‘negative’ pushes. The interviews focus on what is good and what needs to be improved in the School. None of the interviewees have identified negative issues with the School work environment as the primary driver for leaving. We will continue to hold these interviews (Action 4h).

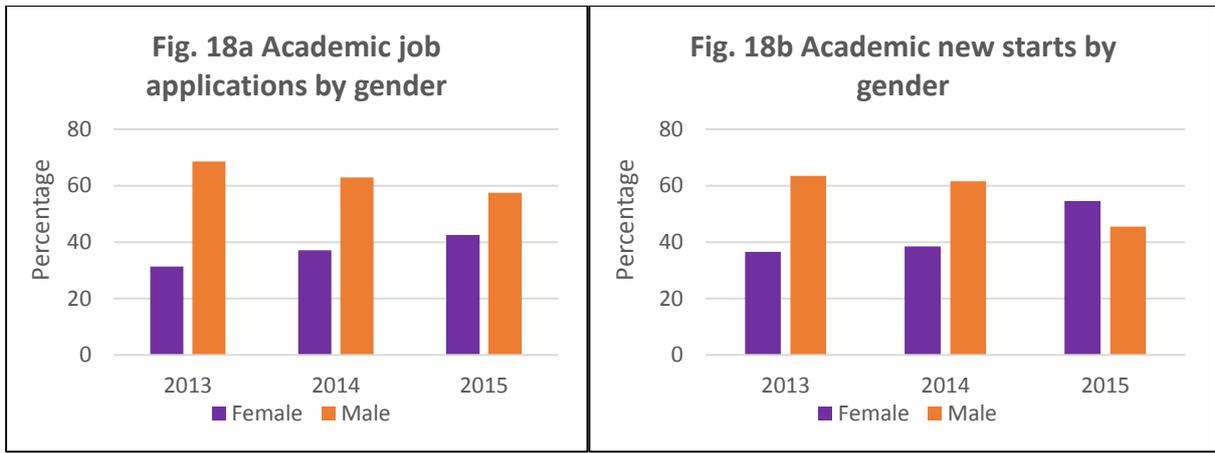
**Word count: 2,052 including Box 1 (excluding tables, figure headings and sub-headings)**

#### **4. Supporting and advancing women’s careers: maximum 5000 words**

##### **Key career transition points**

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

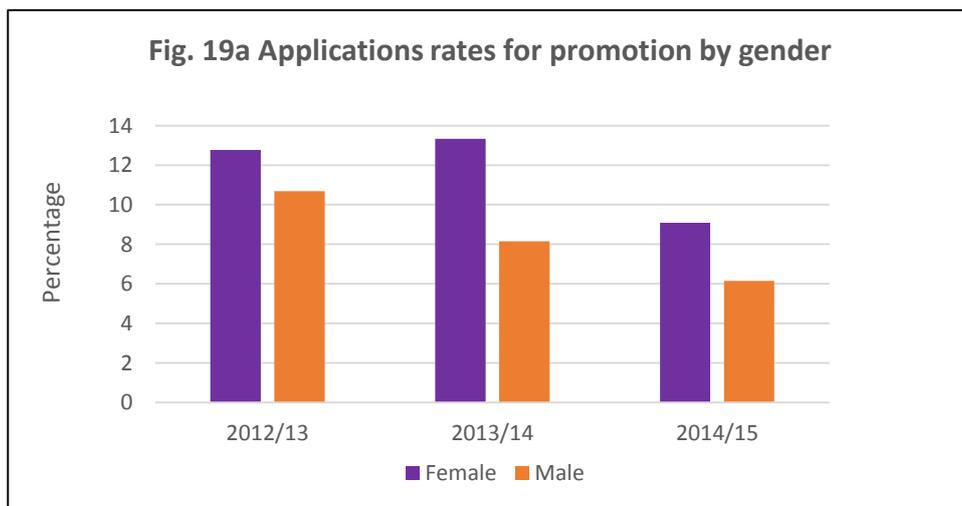
To address the gender imbalance we have monitored gender ratios in both job applications and new starts (Figures 18a and b, Action 4c). The proportion of female applications has increased by 12% since 2012 (from 31% applications female to 43% applications female, see BAP). Female new starts have increased from 37% (2013) to 55% (2015) (18% increase), reflecting our BAP, including enhanced training of selection panel members and a reduction in male-only interview panels. We saw an increase in the rate of female applications across grades 7, 8 and 9 with 2015 figures being 46%, 33% and 43%.

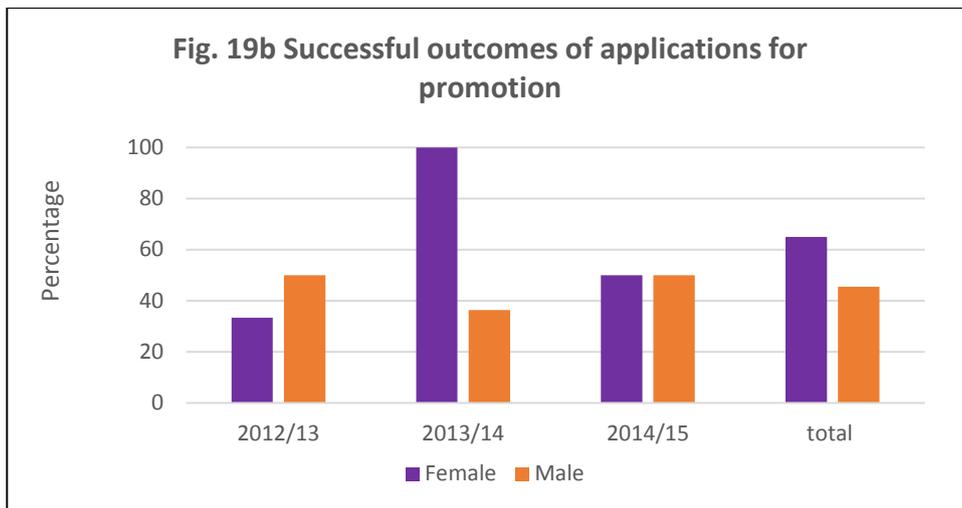


(ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion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

As mentioned earlier we introduced an annual 2-page CV review following our BAP. Through interviews, conducted for this application, we know of at least two women who were successful in promotion via this route.

Due to small numbers in promotion applications we have merged 2012/13, 2013/14 and 2014/15 data. Female application rates are higher, a gender gap of 3% in 2015 (Figure 19a). We see an improving success rate for female applications, on a par with male applicants (Figure 19b). These data present a positive picture. In our most recent promotion round (2015/16) a further 2 women were promoted to SL and 2 more to Reader.

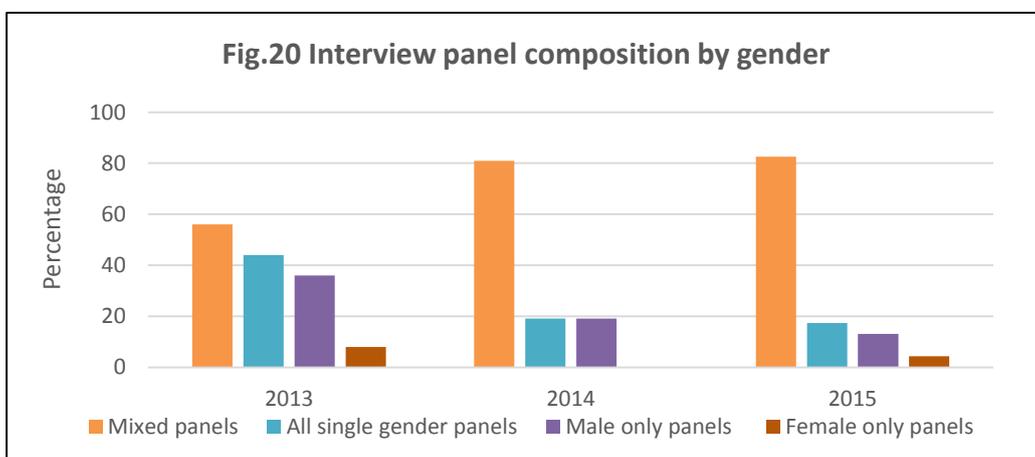




b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

The School, and the University, have introduced a policy requiring that all members of recruitment panels have undertaken Unconscious Bias and Equality and Diversity training. All staff have been informed. HR representatives will confirm that interview panel members have completed this training (Action 4a). We will adopt best practice from the College of Medicine and Veterinary Medicine and move to ‘Advertising Sanctions’, meaning that staff cannot advertise for posts without completing this training. We will lobby for this at college level through the E&D Committee, but in the meantime implement it within School (Action 4b). Since our BAP, policy within the School also states that every recruitment panel should have at least one female. Figure 21 graphs the gender composition of interview panels. The percentage of male-only panels has fallen from 36% to 13% with an increase of 27% in mixed panels. We will strive to ensure that we have no single gender interview panels by 2016/17 (Action 4f).



We publicise our Athena Swan Bronze award in all recruitment material (Action 4d), highlight the range of programmes designed to create a family friendly environment and highlight equal opportunity policies: <http://www.ed.ac.uk/equality-diversity/help-advice/family-friendly>. A link to our Athena Swan Bronze application is available on our webpage. We are in the process of updating and redesigning our webpages.

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

Research, both our own (surveys and interviews) and from elsewhere, has identified that the critical transition point for females is between postdoctoral position and lectureship. As part of our BAP we stated that we would host discussions on perceived barriers to progression (1.4) alongside events to attempt to combat these (2.7). In October 2015 we hosted a ‘Career paths in academia’ event, charting the career journeys of 5 panellists (Box 2). At the event panellists took 8 minutes detailing their career path, followed by a question and answer session and a 3-minute reflection responding to the following: *‘If I could do one thing to further my career it would be... and what I know now that I wish I knew then’*. 50 staff members from across the University attended (including our Head of School). Feedback (using a survey) was positive, 95% found the event either excellent or very good (Box 2).

#### Box 2: Career Paths in Academia Event: panel membership and feedback

##### **Panel**

Dr Janet Fisher – Chancellors Fellow, early career researcher, School of Geosciences.

Dr Michelle Keown – Senior Lecturer in English Literature.

Dr Kat Smith – Reader, Global Public Health.

Professor Amanda Amos – Professor of Health Promotion.

Professor Lesley Yellowlees – Professor of Inorganic Electrochemistry, Health of College of Science and Engineering.

##### **Feedback**

*“I found the comments about promotions to be especially helpful. I think what's most helpful is the specific practical advice like that”.*

*“There were a lot of take-home messages from the various speakers, which will help to inform our School about how to be more aware of, and to effectively deal with, the obstacles to gender equality, as well as some of the potential solutions”.*

Suggestions included more events aimed at early career researchers and more ethnic diversity in the panel members. This feedback is being used to shape our Women in Science and Engineering (WISE) event (Action 3.1a & Section 5).

As part of our commitment to AS the School set aside a budget that was used to host events and fund career coaching for female staff (BAP 2.7). The 'Coaching for Success' scheme, run in collaboration with EQUATE, funded 8 places in 2014/15. An invitation was sent to all female academic staff (permanent and temporary). Successful applicants were identified by EQUATE. An informal feedback lunch confirmed an overwhelmingly positive experience. One early career researcher who participated in the scheme can be viewed discussing the benefits <https://vimeo.com/136202340>. An overall coaching report noted themes that have fed directly into the SAP, including creating an internal mentoring programme (Action 3.2e). Career Coaching will be relaunched in May 2016. We will continue to fund this programme (Action 3.1d).

We will augment the School HR system by engaging with postdoctoral staff approaching the end of their contract (6 months remaining). The objective is to provide staff, in this transition period, with the opportunity to have a formal CV review and discussion with a chosen member of staff with experience of the issues around the transition (Action 3.1j). In addition we will also ensure that all staff check the talent register (which includes current postdocs nearing the end of their contract) when recruiting (Action 3.1k).

We have widely advertised the University's 'Mentoring Connections' programme, that particularly encourages applications from female members of staff. We will continue to encourage our staff to join this scheme (Action 3.1f). In discussion with the SAT we did however note that this programme is oversubscribed (few mentors compared to mentees). As a result we are in the process of establishing a new Mentoring scheme within our School. A proposal has been discussed at SPARC and returned to the SAT for clarification, with the aim of a 2016/17 start. The new scheme will be open to all staff and, like the 'Mentoring Connections' programme, participants can request a certain gender (Action 3.2e). We will monitor this scheme and in particular the balance of male and female mentors. Should a disproportionate burden fall on women (who may have more requests to be mentors) we will include 5 hours per annum, per mentee into our Workload Model (WLM).

Within the School of GeoSciences we have a Research Staff Organisation (RSO) that supports postdoctoral research staff, with two career development officers assisting with fellowship funding and career development. The RSO runs workshops, events and facilitates peer-to-peer support to ensure female research staff have the best chance to make the transition from post-doctoral researcher to lecturer.

A potential stepping-stone on the route from postdoc to lecturer is an independent research fellowship. Fellowships are highly competitive and require a significant time input that can be difficult to combine with a postdoc 'day job', and this may be especially difficult for women who are more likely to have caring responsibilities or work part-time. Since our Bronze award we have improved our support for fellowship applicants. The RSO has initiated a system to advertise these opportunities further and has run workshops on Fellowship Applications. The Research Organisation offers to find a suitable local advisor to help prepare the proposal, hosts 'pitch' events within research institutes to test out the ideas, arranges internal review and a 'mock' interview for those chosen for interview stage. Since 2012 we have had 8 successful fellowship applications, including a Daphne Trust Fellowship.

## Career development

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

In 2014/15 some 91% of staff in the School had an annual appraisal (92% female and 90% male). This is in line with the College of Science and Engineering average of 91.6%. As per our BAP we have increased the percentage of staff appraisals by 5% (BAP 2.4). We remind all staff with line management responsibilities of the need to complete appraisals, including staff who employ research staff through grant income. We aim to further increase the appraisal rate (Action 3.1i). In discussion with the HoS and the ASC we have amended the form to explicitly ask staff whether or not they have undertaken both unconscious bias and Equality and Diversity training. This form will be used in academic year 2016/17 (Action 4a). We will begin to gather this data and aim to ensure that 90% of staff have completed both Unconscious Bias and Equality and Diversity training by 2020 (Action 5.1a).

The routes for promotion are set at the University level. Historically the University has promoted based on research 'excellence', now the University recognises all aspects of the job in the promotion process. Recognising that staff perceptions around promotion focus on research, when calling for promotion applications the School reminds staff (via email) that cases can also refer to Excellence in Teaching and Excellence in Knowledge Exchange. Results from our staff survey prior to our bronze award indicated that staff were unsure of the promotion process. As per our BAP we strove to improve this (BAP 2.5) and hosted a promotions workshop in May 2015 with the Head of School, unfortunately this had low attendance. Our 2015 staff culture survey and interviews indicate that staff remain unclear about the promotions process. Two more promotion workshops are organised for May 2016. We will run these workshops on an annual basis and advertise widely (Action 3.2b).

Our BAP (2.5) committed us to an annual review of 2-page short form CVs (used in the promotion application). This has been in place since August 2014 and will continue (Action 3.2c). All staff submit their CV to SPARC, who then see across the breadth of the School allowing them to cross-refer CVs. It has had a positive impact on identifying women who were successful in promotion, who may not have otherwise applied. In the past two years the number of women applying for promotion has increased from 6 in 2012/13 to 9 in 2015/16. In the 2015/16 promotions round all applications submitted to the final College promotions committee by females to grade 9 were successful.

The School has a two-stage promotion process, the only School in the College of Science and Engineering with such a process. Applications are invited for internal School review, by SPARC. Feedback is given and probable cases identified. Following a revised submission a final School decision on support is made by SPARC, more feedback is given and those supported asked to submit a full application to College. Should members of staff not be supported at School level they may still self-nominate to the College promotion board. We will continue with this two-stage process (Action 3.2d) and ensure that all staff are supported through the application process by their head of RI (Action 3.2e).

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

The School recently introduced a new induction process for academic and research staff, reflecting on the feedback from the new staff recruited and responding to our BAP (Action 2.2). We have moved away from considering induction as an event, to seeing induction as a process that will last around 6 months. All new staff are appointed a ‘buddy’ for practical and social support. An ‘inductor’ is also appointed to guide and accompany the person through the induction process, which includes meetings with senior academic staff and E&D and Unconscious Bias training. Information is also provided on leave policies and flexible working.

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

Students are encouraged to participate in university-wide events such as the Careers Fair, which hosts a networking event for women, and the Sprint Women’s Development Programme.

In September 2016, the School will host a ‘Geoscience Research Career’ event with alumni sharing their experience. We will make ensure that women with varying career are invited (Action 3.1b). This, coupled with events such as the WISE day and Career Paths in Academia, will highlight the opportunities and support available in pursuing an academic career.

Starting next year, during the Welcome Week, the postgraduate representatives on the Athena Swan team will give a short overview of what the award represents and what opportunities and resources are available (Action 5.1d).

The Chair of the E&D Committee recently established a ‘Women in Science Network’. We will continue to support this group and to encourage postgraduate membership (Action 3.1c).

## **Organisation and culture**

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

All academic members of staff are expected to take on administrative and leadership roles alongside research and teaching. We do not have a large number of committees, but we do have many roles

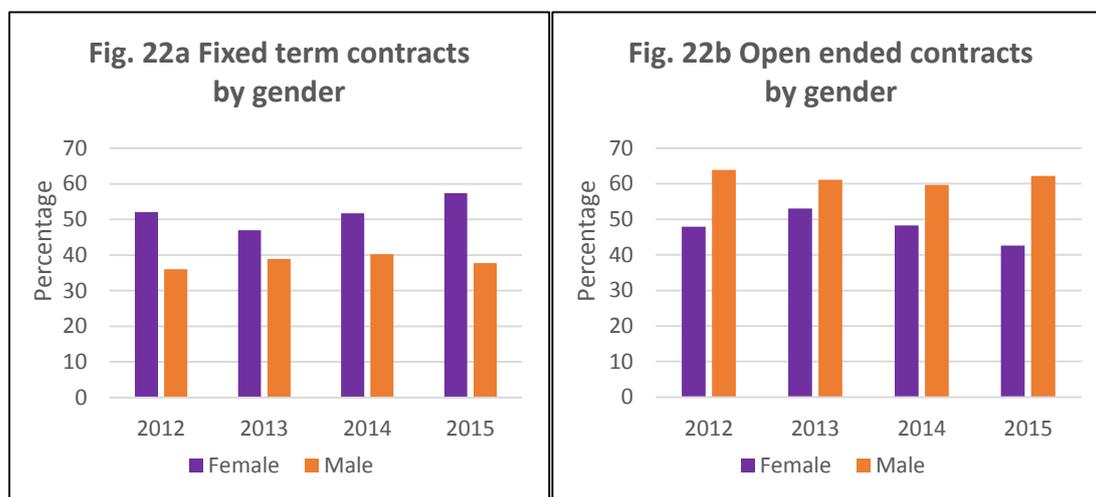
with significant management responsibilities. These roles are recognised within the Workload Model (for how these roles are identified and appointed to see in **Representation on decision-making committees**).

We have made significant progress in the gender balance of management roles, increasing from 19% female in 2011/12 to 50% female in 2015/16 (Table 22). This is mainly due to the larger pool of female staff at grade 9 or above (Figure 15b and 15c). We aim to maintain this whilst remaining sensitive to overburdening senior women. We do note that there is a certain imbalance in particular roles. Since 2011/12 the Heads of two RIs have been male, the Director of Research has been male and the Director of PG Teaching has been male. SPARC is a small group, so it is better to use a simple ratio. This has changed from 1/6 to 1/3 over the last 5 years (and will improve again in August with the recent appointment of a female Director of Teaching). Under this headline figure there is still under-representation of women on this committee historically and there has, as yet, been no female Head of the School of Geosciences since its inception in 2003. There are also currently no female depute heads of Institute, but we recently appointed a female Deputy Head of School. We hope that with our SAP objectives (including UB training (4a), Career Coaching (3.1d), encouraging more women to attend leadership training (3.1g) and advertising of all strategic leadership roles (3.1h)) we can maintain our gender balance and further improve female representation in teaching governance and senior management. We will monitor our gender balance on SPARC and strive to maintain/increase gender balance (Action 3.1i).

**Figure 21: Staff ratio analysis (percentages)- Management Role holders  
2011/12 - 2015/16**

	Management roles	Teaching governance roles	Total
2011/12			
Female	19	30	26
Male	81	70	74
2012/13			
Female	22	35	29
Male	78	65	71
2013/14			
Female	29	39	34
Male	71	61	66
2014/15			
Female	38	38	38
Male	62	62	62
2015/16			
Female	50	29	39
Male	50	71	61

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



A greater percentage of females are on fixed term contracts. This largely reflects those postdocs on grade 7. We will continue to monitor this and several actions in our SAP address this (Actions 3.1j and 3.1k).

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

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

Historically potential role holders have been identified through discussion and consultation within relevant groups/committees and academic managers. Certain, but not all, roles with management responsibilities have been advertised. As part of our SAP all roles with strategic leadership/management responsibilities will now be advertised and as such, roles will no longer be allocated and the process will be competitive to ensure fairness and transparency (an issue that came up in interviews) (Action 3.1h). To facilitate this every August we will provide a list all roles, job description, post-holders and their dates of tenure. When a tenure is coming to an end the role will be advertised and applications invited with applicants then interviewed by a mixed gender panel (Action 3.1i). We will monitor all applications (Action 5.3b).

*School Policy and Resources Committee (SPARC) posts.* Some roles require a greater degree of leadership and time commitment as they are permanent members of SPARC. These posts are

usually appointed for three years. Although the posts are open to all academic members of staff, it is expected that the successful applicant will need to have a promoted post (grade 9 or above). For *Heads of Institute* a call is made to members of the Institute in which the vacancy arises and applications are invited. For *Director of Teaching* applications are invited from academic staff interested in the role. All qualified applicants are then interviewed.

*Other Senior Roles.* There are several other important academic posts that are not regular members of SPARC but have substantial responsibility for an area of activity and will be expected to inform and influence School policy. These are: *Director of Research, Deputy Director of Research, Director of Post-graduate Research; Director of Postgraduate Teaching, Deputy Head of Institute, Athena Swan Champion, Chair of Equality and Diversity, Director of Quality, Academic Head of IT, and Academic Head of Facilities.* Applications for these roles are with applicants interviewed by HoS and one HoRI.

Both internal and external senior roles are recognised in the WLM, this includes all roles mentioned above and external roles (including Chair of a College committee, IPCC Rep, Co-Director Global Development Academy and Chair of the Science Review Committee Hadley Centre).

Women at higher academic ranks, such as grade 10, can be requested to do above their share. For example they may sit on more recruitment and decision making panels to 'provide balance', which can lead to committee overload. In order to address this workload can be, and has been, added to the workload model on a case-by-case basis.

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

The WLM is a workload and allocation tool. It is a useful aid for assessing individual contributions to teaching, leadership and administration in a fair and transparent way. It is based on the premise that (on average) each individual should have 50% of a 35 hour week made available for research, and the remainder should be allocated to teaching and administrative activities. It uses tariffs that are established and adjusted from time to time by SPARC.

The aim of the WLM is to provide an approximate estimate of the total effort in teaching, research, and administration across the School on a single platform. Individual staff may access only their own data, but can also see how they compare to other (anonymised) colleagues. The model includes an adjustment for part-time work, for staff time assigned to research grants or externally-funded fellowships, for sabbaticals, or for major external service activities. Some 100 hours is assigned to activities that are not included explicitly in the data collection effort, for example for external reviewing. Line managers have access to a non-anonymised version. Data on teaching load are entered by the Teaching Organisation staff with input from course organisers. Staff are invited to point out any discrepancies or changes in circumstances annually. Data on research income for Principal Investigator time is entered by the School Finance Officer, averaged over 3 years.

During the appraisal process the appraiser discusses workload issues. In this forum the whole person is considered and suggestions are made regarding possible roles that the staff member may wish to consider.

The WLM will be reviewed in 2016 (summer). Both the ASC and the CE&D will sit on this review panel to ensure that part-time working and the time commitment required by female panel members are adequately accounted for (Action 5.3c).

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

In line with our BAP (3.3) the ASC met with each RI asking them to ensure that all core business meetings were held within the hours of 10am and 4pm. We have no official core hours but do request that meetings do not run past 4pm to allow staff with caring responsibilities to leave. We will continue to promote this principle (Action 5.2b). The timing of School wide meetings was moved from a 2pm start to a 1:30pm start to reflect this, allowing all staff to attend the social event that follows. Two of our seminar series meetings continue to meet on Friday afternoons, discussions have been held with the organisers but as both events invite industry participants it is not feasible to move them to any other time.

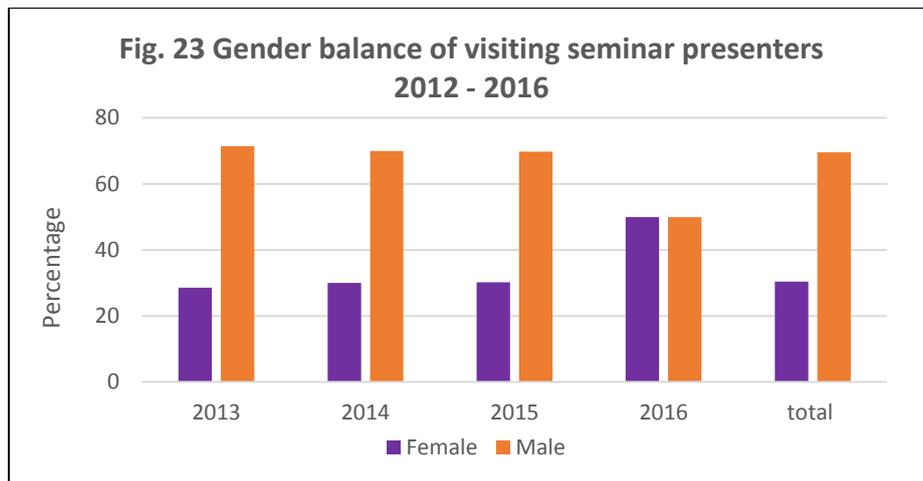
- (iv) **Culture** – demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

We are committed to fostering a more inclusive culture. In an effort to do this we have focussed on events (See Box 3), making clear what behaviour will not be accepted, family friendly events and making women more visible in the School through our seminar series.

Following our BAP (3.1), the ASC attended RI meetings reminding seminar organisers of the need to ensure a gender balance of speakers. Between 2013 and 2016 we saw gradual improvement (Figure 24). For January to June 2016 we note a 50/50 split male and female for our seminar speakers.

### **Box 3: Women in Science and Engineering day: 2016**

In June 2016 we will host the Women in Science and Engineering Event (WISE). We have three confirmed speakers for the event Dame Professor Athene Donald, Laura Bates and Dr Alasdair Allan. Professor Donald is a Professor of Theoretical Physics and the Master of Churchill College, Cambridge. She is also the University of Cambridge’s gender equality champion and is dedicated to the advancement of women in science. Laura Bates, founder of the Everyday Sexism project, is a British feminist writer, writing frequently for publications such as The Guardian. Dr Alasdair Allan (MSP), Minister for Learning, Science and Scotland’s Languages. The event will explore both structural and cultural barriers to female advancement in academia, as well as break-out sessions to explore potential solutions. Based on feedback from our previous events we will have a particular focus on early career researchers (Action 3a).



The School has aimed to address any underlying unconscious bias. The ASC organised two Unconscious Bias training workshops, facilitated by EQUATE (as per our BAP) to augment required online training. One was directed towards those in leadership roles. The second was open to the entire School. Feedback on the event was, on the whole, positive with comments such as:

*“I thought it was excellent and it really got me thinking. It's one of the only work training courses that I have attended which I've chatted to friends and family about afterwards”.*

However, many respondents felt that the workshop could have focused more on academia. We will host more directed unconscious bias training in the future (Action 5.1a).

The School has attempted to organise family events, including an archery day for families with children over 10 and a summer BBQ. We will endeavour to organise more inclusive events, such as our upcoming family dinosaur talk by our Paleontologist, Steve Brusatte. Steve was a scientific consultant for the BBC's Walking With Dinosaurs team and his work will be of interest to many budding young scientists (Action 5.2a).

We note that further efforts towards cultural change will be required to achieve an optimal work environment with behaviour at all levels to fall within the university Dignity and Respect policy. We will aim to improve in this aspect with our recruitment and mentoring policies and unconscious bias training (Actions 2.2b; 3.1e; 4e; 5.1a,b; 5.4a). We want the School to be welcoming to all, regardless of assigned gender. We have allocated one bathroom in our Drummond Street building as gender-neutral and identified one bathroom in our Crew building as a potential gender-neutral bathroom. Through the E&DC and the AS SAT we will lobby for gender-neutral bathrooms in all University buildings (Action 5.1c).

In an effort to address undergraduate behaviours the ASC and CE&D introduced the Dignity and Respect Policy to all first year students in their induction meetings (BAP 1.2). In addition the policy was sent to all other year groups with information on how to report inappropriate behaviour. Both our interviews and our surveys have shown that there is a need to do more in this area, including ensuring students know who they can speak to and how they can report inappropriate behaviour. Following the survey an email was sent to all students to inform them of the reporting pathway. In 2016/17 this will be extended to all year groups and all staff and will be an annual presentation at first lectures and School wide meetings (Action 2.2b & 5.4a). The ASC, with the School's Health and Safety Officer, are currently preparing new guidelines regarding fieldtrips. This is in response to

reports of inappropriate behaviour, and ‘lad culture’, on field courses. A form of the Dignity and Respect Policy is being written to insert in all fieldtrip handbooks and the first meeting on each fieldtrip will draw the students attention to this policy and explicitly highlight what is considered unacceptable (Action 5.4b). In 2015/16 the ASC attended all Institute Meetings to inform staff of this change.

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

Outreach activities form part of the discussion in annual appraisals and cases for promotion can now include ‘Excellence in Knowledge Exchange’. Exemplars of such excellence include media engagement, research communication and appointments to Boards. In preparation for REF the School has encouraged academics to include a record of all outreach activity in the PURE system. Table 25 provides these data, however it is incomplete as not every member of staff does this and those that do record multiple activities. In the future we will endeavour to collect this data and explore any gender differences (Action 3.2f).

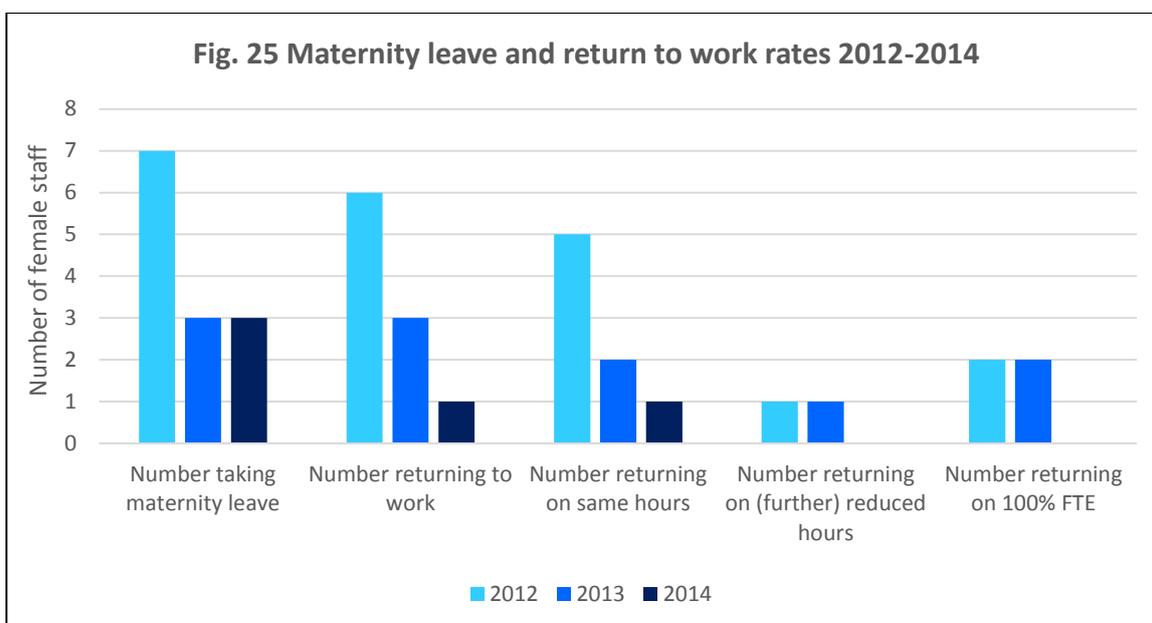
**Table 24 - Outreach - number of events/activities 2012 - 2016 recorded in PURE database**

	Female lead	Male lead
Workshop/seminar/course (academic & technical)	18	7
Invited talk (scientific/academic/professional audience)	6	17
Media article or interview	5	17
Festival/exhibition	11	4
Public lecture/debate/seminar	3	9
	43	54
<i>Percentages</i>	44	56

### **Flexibility and managing career breaks**

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

- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.



Eighteen members of staff have taken maternity/adoption leave between 2012 and 2015. Between 2012 and 2014 two staff members did not return to work. Several staff returned on 1 FTE (Figure 26), but the majority returned on current part-time hours and two staff returned with further reduced hours. Both the staff surveys and interviews highlighted our continuing difficulty in managing a timely handover of staff duties when maternity leave approaches. Following our BAP a checklist was introduced for managers but to improve this we will introduce a timeline around parental leave that will be shared with those going on leave, HR and managers. This timeline will include handover details and details on recruitment of covering staff (Actions 6a and 6b). We are aware that many of our male colleagues may opt to take shared parental leave. This will be reflected in this timeline.

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

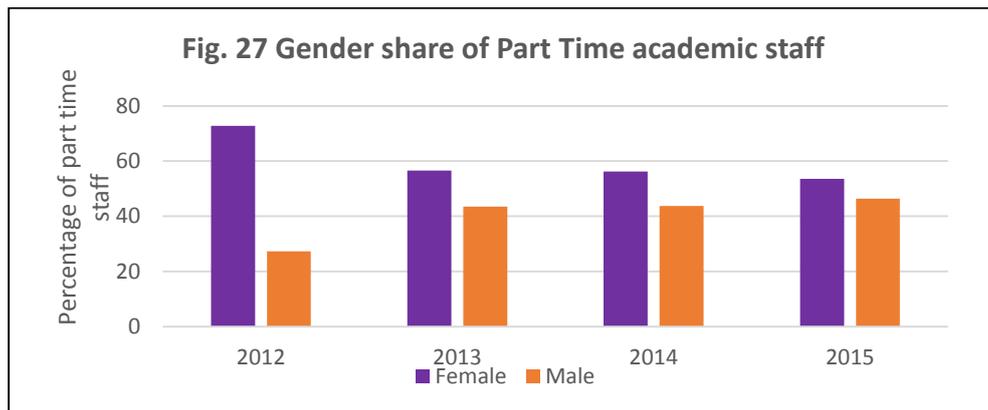
2013	3
2014	1
2015	8

We do not have accurate data on paternity leave. Table 29 may underrepresent paternity leave as some men may have taken annual leave (fully paid), rather than paternity leave. Over this period, typically one or two weeks paid leave were taken, plus potentially some unpaid or annual leave as well. We will gather more accurate paternity leave data (Action 6f). In addition we will highlight the shared parental leave opportunities available (Action 6.e).

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

Whilst we recognise that there is a difference between part-time and flexible working there is considerable overlap. Many of those who work part-time also work flexibly whilst some full time workers also work flexibly. Hence, we include a description of part-time working in the School below.

The overall percentage of part-time staff ranged from 12.8% in 2012, to 16% in 2014 and 13.8% in 2015. A larger proportion of female staff work part-time compared to male staff (Figure 27). When broken down by grade there has been a rise in part time working in grade 9 by 50% and also an increase in part time working by men in grade 10, especially at less than 0.50 FTE. Analysis however suggests that all of these males at grade 10 have recently re-located or retired, keeping a very low percentage of time in the School. We have 2 grade 10s at grade 10 (1 male and 1 female). We recognise the need to do more to promote part-time and flexible working and, where applicable, we will include appropriate wording in our job advertisements (suggestion from our interviews) (Action 4e). At a forthcoming School meeting we will have a discussion on the benefits (and challenges) of part-time and flexible working (Action 5.2c).



2013	1
2014	2
2015	6

Data for flexible working arrangements in the School is available for 2013. In 2013 and 2014 one and two requests were approved respectively. In 2015 six requests were approved; all cases were of female staff. The forthcoming School meeting highlighted in Action 5.2c will also include discussion on flexible working.

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

- (i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Flexible working is supported in the School and often the nature of our work means staff can work efficiently from most places. Staff are requested to fill in absence and leave forms so they are contactable. The measurement of flexible working is a difficult one. Many of our staff work flexibly, but there may not be any formal arrangement for this. For example, the ASC works both part-time and flexibly spreading her 80% FTE over the working week in order to collect children from School, as do others on the SAT panel. The School is supportive of ensuring that staff work in a way that best suits them, whilst ensuring that the main tasks of, for example teaching, are delivered. We do however recognise that such flexibility can lead to a culture of long hours with staff always feeling ‘on duty’. To address this we will encourage the HoS to insert text in to his annual update that outlines expectations of work-life balance, in particular with reference to email (Action 5.2d).

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

We have touched on this in the ‘Flexibility and Managing Career Breaks’ section. For return to work support, there are two checklists that are university-wide documents, one for employees and one for managers – they each have sections on return to work.

To improve our management of this in the School we include various actions (Box 5).

Box 5: Action points to address maternity/paternity leave

- Create a timeline those going on maternity leave, HR managers and Hols. The timeline will include dates for timely handover and dates on which to begin the process of recruiting adequate cover to ensure that cover is in place before the person begins leave (Actions 6a,b).
- A return to work policy that is more formal than the current one. This policy will include the offer of reduced teaching in the returning semester allowing staff to get their research back up and running before concentrating on teaching (Action 6c).
- The ASC will present a case to SPARC arguing 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) (Action 6d).
- Advertise shared parental leave policies as widely as possible to ensure that all staff are aware of the opportunities available (Action 6e).

WORD COUNT: 4,945 including boxes (Excluding figure headings).

#### **5. Any other comments: maximum 500 words**

Please comment here on any other elements which are relevant to the application, e.g. other STEM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

During preparation for this application we have been mindful of two issues. First, the inclusion of professional services staff in any future Athena Swan considerations and applications and a potential move to a new building for the entire school.

Whilst we are using the older forms in the submission we have begun to reflect on how we can also support the career advancement of professional services staff. An example of this is an event that the School and ASC hosted in June 2015. The event, 'Career paths in professional services' was a huge success. We invited staff from across the University and the event was booked out within 40 minutes for the invitation email. This clearly shows demand for such events by our professional services staff. Like our career paths in academia event, the afternoon was focused around the experiences of 5 panel members at various career stages. This was followed by an open Q&A session. Feedback was hugely positive with many thanking us for hosting an event like this, through to requests for future events. As we move ahead without AS work we will be including professional services staff on our AS SAT and developing actions around this group.

The School anticipates a 40% increase in both staff and student numbers by 2025. To accommodate this growth the School is developing plans for Consolidated new estate in one location. Through a new building the School aims to create a vibrant inclusive academic community with shared social spaces and improved working space. As the School moves ahead with plans for a new building we will include Equality and Diversity impact statements (including gender) in our proposals. Our new building will celebrate the success of our School and all its members, from undergraduates through to staff members at all levels. We will do this through our communal spaces and aim to create a more inclusive environment. For example we will have portraits of all genders, not just men (as in the past), gender-neutral bathrooms throughout the building and visible role female models in all of our displays.

Word count: 347