



Athena SWAN Silver department award application

Name of university: University of Exeter

Department: College of Life and Environmental Sciences (Cornwall)

Date of application: April 2013

Date of university Bronze and/or Silver Athena SWAN award: April 2012

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

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

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

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Abbreviations

ACM	Assistant College Manager
AP	Action Point
ASPIRE	Accrediting Staff Professionalism in Research Led Education
CEG	College Executive group
CLES	College of Life and Environmental Sciences
CLES CASWG	College of Life and Environmental Sciences Cornwall Athena SWAN Working Group (The CLES Cornwall self-assessment team)
CLES CEG	College of Life and Environmental Sciences College Executive Group
CSG	College Strategy Group
CUC	Combined Universities in Cornwall
DoE	Director of Education
ECU	Equality Challenge Unit
ECR	Early Career Researcher
ECR EWCG	Early Career Researcher Equality and Working Culture Group
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Head of Department
HRBP	Human Resources Business Partner
NERC	Natural Environment Research Council
PGR	Post Graduate Researcher
PGT	Post Graduate Taught
RCUK	Research Councils UK
SWARM	Simple Workload Allocation and Resource Management
UG	Undergraduate
VCEG	Vice Chancellor's Executive Group
WISE	Women in Science and Engineering



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Dear Miss Dickinson

I am delighted to be part of the self-assessment team for the College of Life and Environmental Sciences Cornwall Department's Silver application. I became Head of Department in 2010 and I want us to be at the forefront of Athena SWAN. This is an opportunity, not only to do the right thing, but to also have an incredibly positive impact and lasting legacy on gender equality within the Department and University. I see it as my personal responsibility to create a supportive and flexible culture and environment for all staff and students.

The self-assessment process has enabled us to reflect on all we do and to create an on-going action plan to continue the work that was started with our Bronze Award. Our efforts have already been rewarded and are reflected in the increasing numbers of female academics in the Department – 9 of our last 17 permanent academic appointments have been women. More importantly, in spite of thinking we were a "good" Department, we have, to our great surprise, found elements of the operation that were not even-handed, and it is this recognition and deep self-reflection that is enabling us to improve.

I am particularly aware that overall our senior posts, especially at the Professorial level are predominately male. This will change as our current cohort of more junior female academics are promoted – indeed we have a CV currently under review for promotion to Professor, and our action plan has been developed to directly support these changes in particular. However, there are less obvious issues that need addressing and we have these in our sights too (e.g. point four below).

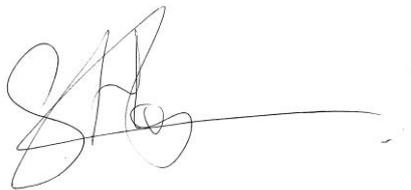
Major changes we have implemented include:

1. We have established a Mentoring Ladder to provide every PhD student and staff member with a choice of mentor. This is linked to the next career stage (AP7.9).
2. We have improved our recruitment practices by ensuring female representation on all our panels (AP8.6) and we offer all posts at all levels on a part-time and job share basis wherever possible (AP8.1).
3. We are promoting positive role models to the next generation of scientists so their aspirations match the culture they are taught within (AP5.2).
4. We have reviewed our publication culture (publications are key to success in science) and found areas that need addressing (AP1.7).

The overall accountability for our plan lies with me, and again, I see gender equality, and equality generally, as absolutely fundamental to a fair Department. I deeply value the contribution made by all my colleagues and have listened carefully to the feedback from all staff and students. The initiatives we put in place as a result of this will ensure that we continue to deliver excellent research and education within the context of gender equality. I want the Department to be excellent globally, and for me gender equality is central to this.

We will build on the work we have done, we will keep Athena SWAN at our core and ensure that we are not complacent about outstanding issues. Athena SWAN offers us a real opportunity to promote career development for all of our staff and students and we will not miss the boat.

Yours sincerely

A handwritten signature in black ink, appearing to read 'D. Hosken', with a long horizontal line extending to the right.

David Hosken

Head of CLES Cornwall & Professor of Evolutionary Biology

(521 words)

The self-assessment process

Describe the self-assessment process. This should include:

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

[Some names were removed for confidentiality reasons.]

Sally Bennett, College Administrator	Sally was born in Cornwall and left to study languages. She spent five years as a PA in the male-dominated City.
Mike Cant, Professor of Social Evolution	Mike studies the evolution of social behaviour and life history in animals. His wife works full time as a surgeon and they have two young children. Mike is currently on paternity leave.
Janet Fisher, Lecturer in Environmental Science	Janet is interested in the interfaces between conservation, climate change and human development. She grew up in Nigeria and Scotland, and studied at Durham and the University of East Anglia.
David Hosken, Head of Department	David is an Australian who has worked in Switzerland, Germany, the USA and the UK. Dave has acted as a promotion and scientific excellence evaluator, both locally and internationally. He is married to a medical professional and has two children.
Britt Koskella, NERC Research Fellow	Britt joined the Department in 2011 as a NERC fellow after researching in Oxford and California. She is married to an academic who has also joined the Department. She has secured funding and now coordinates the WISE Cornwall Group. Britt will become a Lecturer (Education & Research) at the end of her research fellowship.
Shakti Lamba, Lecturer in Human Behavioural Ecology	Shakti joined the Department in 2012 on a fellowship following completion of her PhD. She previously studied in India and the UK.
Ailsa McGregor, Assistant Director HR (part-time member of group)	Ailsa has been an Athena SWAN panel member and is on the ECU Athena SWAN Medical Advisory Group. Ailsa is married and has carer responsibilities.
Gail Reeves, Assistant College Manager (Cornwall)	Following a career in research, Gail moved into academic management. She balances a full time job with two children and two step-children.
Andy Russell, Senior Lecturer in Animal Behaviour	Andy is a Senior Lecturer having recently finished a Royal Society Fellowship and a teaching stint at Harvard. His wife is also an academic in the Department. They have one toddler and a newborn baby. Juggling childcare and work along with field work can be complicated.
Shaun Taberer, AS Equality and Diversity Officer	Shaun recently graduated in Journalism and was keen to seek out his first role in an area related to social equality.
Nina Wedell, Professor of Evolutionary Biology	Nina holds a Royal Society Wolfson Merit Award and was a member of the Rosalind Franklin Award committee. She juggles being a single mum and an academic.
Claire Young, Outreach and Student and Engagement Officer	Claire was the first person in her family to go to university studying Conservation Biology and Ecology. She plans in the future to complete an MSc and eventually PhD.

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.

In April 2012 we extended an open invitation to all staff and students to be members of the self-assessment team, which was formed shortly thereafter. Member's inclusion was based on commitment to, and experience of, gender equality issues. The CLES Cornwall Athena SWAN Working Group (CLES CASWG) meets monthly. The group is chaired by each member in turn so that over time all members have this opportunity.

Our working group reports to the CLES College Executive Group (CEG) as well as to the University-level Athena SWAN Working Group (Figure 1). These multiple reporting channels facilitate consultation, ensuring that the group contributes to and learns from others with the full support of senior management at University and College levels enabling gender issues to be considered thoroughly at the highest strategic levels.

Consultation with staff and students has taken place via formal and informal routes. The formal routes include two new groups:

The Working Culture and Equality Group - This was set up following the findings of a focus group session and is designed to give a voice to Early Career Researchers (ECR) and technical staff with particular regard to the Charter principles. The group is run by three current ECRs and they in turn attend the CLES CASWG to feed in views, which in turn are reflected in our action plan. They have run a series of focus groups during which, Part-time Working, Working Environment, Mentoring, Culture and Health and Safety emerged as key areas. This has resulted in a number of actions being proposed and implemented (AP 3.13, 7.9, 8.1).

Women in Science and Engineering (WISE) Cornwall Group - Funding was sourced to launch this group collaboratively with colleagues in the College of Engineering, Mathematics and Physical Sciences. The inaugural WISE Cornwall workshop resulted in a detailed document that suggested actions comprising 11 proposals which were considered and agreed by both the CLES CASWG and the College. These are reflected in our action plan and marked with an asterisk. The female only group is now embedded with routine events (both formal and informal) so members can network, discuss new initiatives, and reflect on the impact and interventions put in place to date.

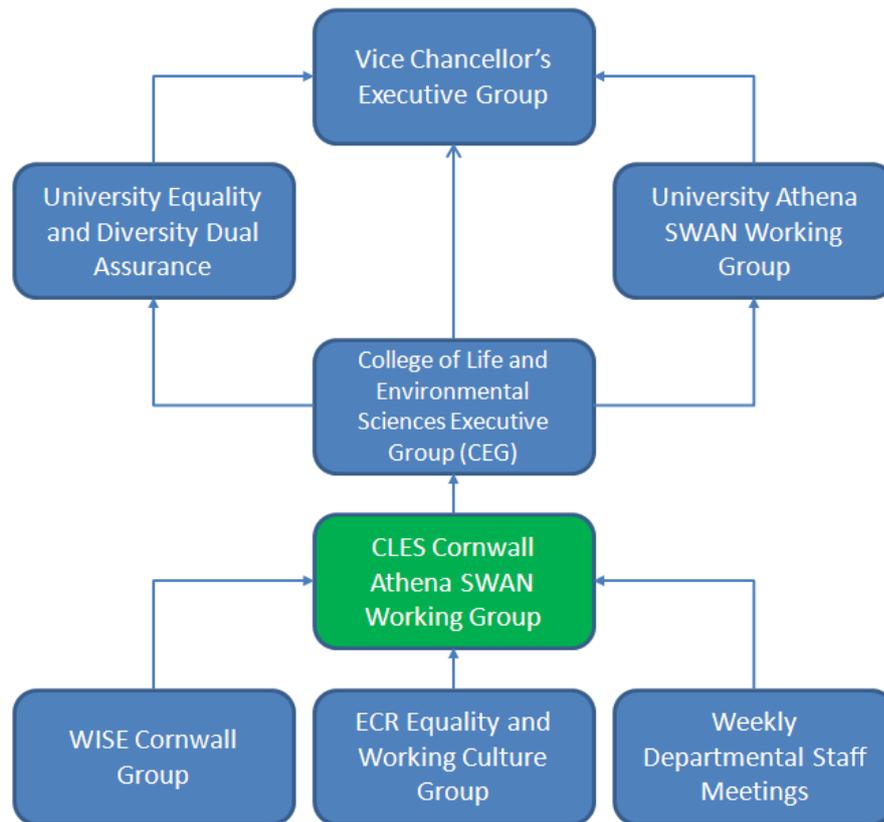
CLES CASWG reports to and seeks views from staff through the weekly Departmental staff meetings which are held each Friday morning. These meetings are the management group's main vehicle for disseminating news, information, providing updates from a variety of sources and for seeking feedback and input from staff. Meeting minutes are distributed via email to ensure that people unable to attend are kept up to date. Longer monthly meetings for Geography and Biosciences are held to facilitate staff discussion. The Head of Department (HoD) holds a separate meeting for ECR staff every week.

The Action Plan and associated data will continue to be reviewed and updated every six months by the CLES CASWG and results reported to the College of Life and Environmental Sciences Executive Group annually (CLES CEG; AP1.1). CLES CASWG wishes to thank Patrick Johnson, Head of Equality and Diversity, University of Manchester for his external advice and feedback on this application.

As part of our self-assessment process we asked the University Equality and Diversity team to carry out an Equality Impact Assessment of our application (including our Action Plan). We received positive feedback following this process.

CLES CEG has allocated staffing resources to support the CLES CASWG in addition to the Assistant Director (HR) and time within the workload has been allocated for staff involved in the Charter.

Figure 1 Reporting structure for the CLES Cornwall Athena SWAN Working Group (CLES CASWG)



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.

CLES CASWG will review the frequency of meetings in May 2013 to seek staff and student views on whether monthly meetings should continue. We have made a commitment that the minimum amount of meetings required at this stage of implementing our action plan is two per term (i.e. six per year). In the six weeks leading up to the application deadline we have met weekly. Reporting mechanisms will remain as shown above.

We have data on many key issues over a five-year period. We have highlighted where data are not available and the measures being taken to ensure we have such data in future. These measures are integral to our action plan (AP1.2, AP8.4).

We have established recording systems which will generate a rolling 5-year data repository which will allow analyses of trends and the impact of implemented changes (AP1.1):

Quantitative Data: Collection is coordinated by central HR and provided to CLES CASWG for analysis. Each data set, for both staff and students, is by discipline and gender. For staff, data are sub-divided by career path and grade. This includes information on fixed term contracts, promotions and maternity/paternity/adoption leave.

Qualitative Data: Open-invitation focus groups will continue to be organised by CLES CASWG to characterise individual experiences and responses to implemented changes. (AP1.3, AP1.4, AP1.6 2.8).

CLES CASWG will regularly review and develop the Action Plan and will receive annual updates of gender data. Reports from CLES CASWG to CLES CEG are timed so they occur prior to the next planning cycle which enables the data to be reviewed and decisions on future plans to be influenced by gender consideration and resource allocation needs (AP1.2).

This will be done by evaluating the latest data and drawing on feedback from any workshops and focus groups run throughout the year (AP1.3). Progress will also be monitored by collecting feedback (AP2.8,3.6,3.7,5.4) and through our Student Engagement, Widening Participation and Outreach Officer who is the key contact point for undergraduate students (10.2).

The CLES CASWG recognises the importance of continued commitment and regular meetings so that our progress can be carefully monitored and communicated, and so that our actions achieve the desired effect. To this end, core members of the group will remain in place but new members will have the opportunity to join and bring new insights.

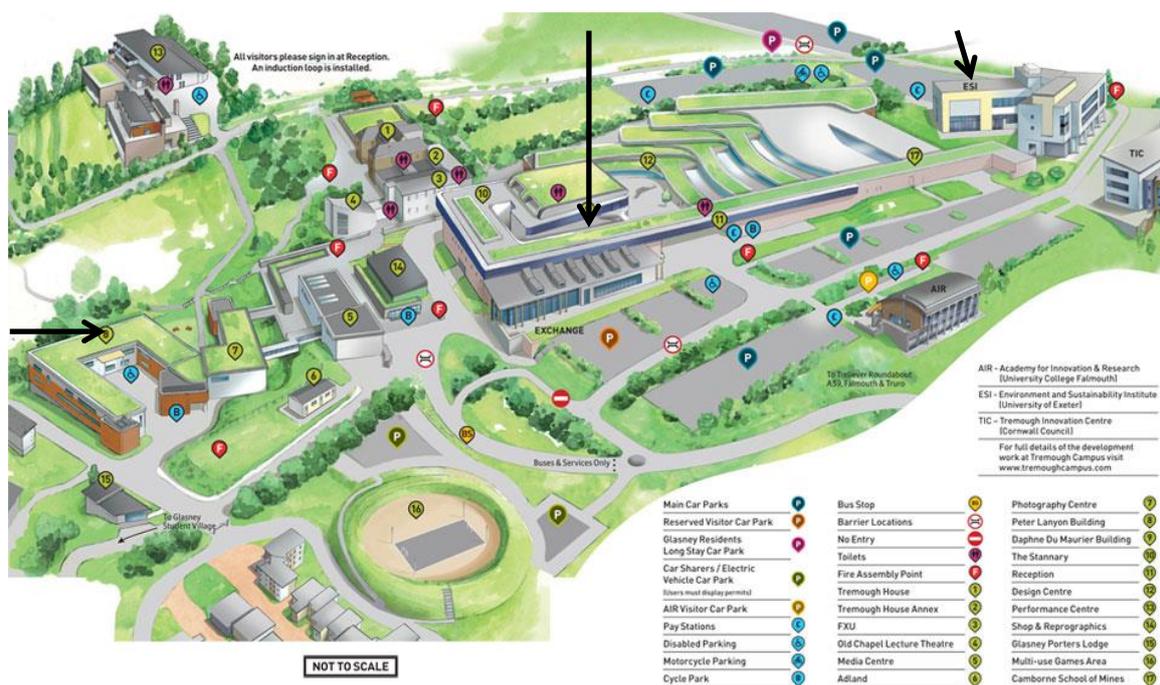
(1412 words)

Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features. (1375 words)

The College of Life and Environmental Sciences (CLES) in Cornwall is a relatively new Department, which has gone through a steep growth trajectory in staff and student numbers since the campus was opened in 2004. The Department is currently comprised of 45 academic staff, 47 postdoctoral researchers, 50 PhD students and 600 taught students. Throughout our rapid growth we have been able to place equality issues at the forefront of our working practices and culture, and Athena SWAN has brought a range of crucial issues into sharp focus for us. The Action Plan will ensure that we continuously monitor, reflect and improve on our performance.

The University of Exeter established its Cornwall Campus nine years ago, as part of a shared initiative under the Combined Universities in Cornwall (CUC) project, which brings together five partner Universities and Colleges. The College of Life and Environmental Sciences on the University of Exeter's Cornwall Campus is comprised of the disciplines of Geography and Biosciences, geographically spread over the three main buildings (Figure 2). Given the common processes, governance and support structures shared by these disciplines we were given permission by the Equality Challenge Unit (ECU) to make a single submission for both disciplines.

Figure 2 Penryn Campus indicating the Peter Lanyon Building, Daphne Du Maurier Building and the Environment and Sustainability Institute.



CLES itself is a large College comprising four disciplines split over three campuses – one in Cornwall (Penryn) where we are based and two in Exeter (Streatham and St Lukes'). Given the geographical separation of the disciplines of Geography and Biosciences in Cornwall they merged together to form one unit within the wider College in April 2012.

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

We have used HESA (2012/13 data) as a national comparator and have taken an average from Physical and Human Geography and Biology from across all HEIs in the UK.

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.

We do not currently offer any foundation courses.

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.

We do not offer any part-time undergraduate places at present due to the heavy field-based learning on our programmes. This means many modules are 2-week long intensives at overseas/out of county locations.

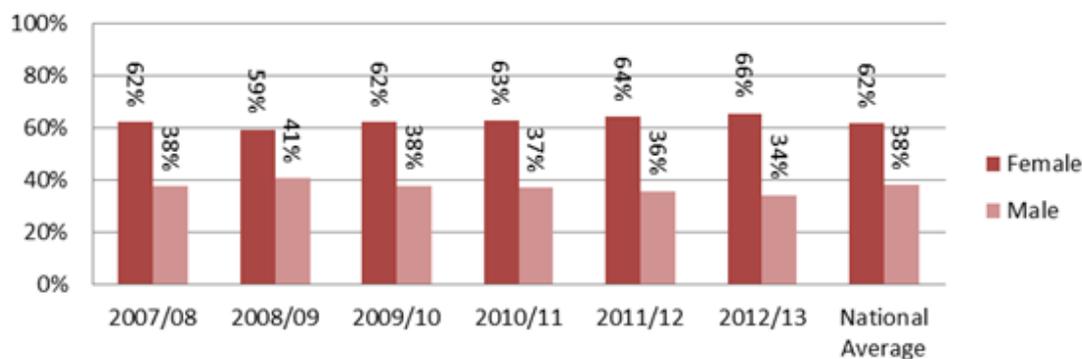
As shown in Data Set 1, the percentage of female students has ranged annually from 59% to 66% during this period, compared to a 62% current national mean.

As shown in Data Set 2, the percentage of female students has ranged annually from 43% to 55% during this period, compared to a 49% current national average.

In order to help maintain this gender balance online information for prospective students reflects and promotes the work of the CLES CASWG (AP3.1). We monitor undergraduate numbers (AP1.1), collect student feedback on gender issues for consideration (AP1.4, 3.6), and are reviewing induction materials for undergraduate students to ensure we are clearly showing academic career paths (AP3.7).

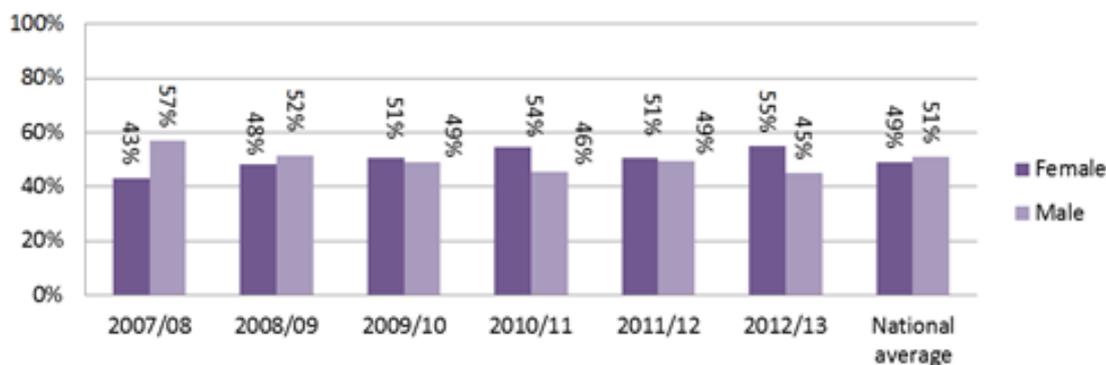
Data Set 1 Biosciences UG numbers

		Female	Male
All students	2007/2008	62%	38%
	2008/2009	59%	41%
	2009/2010	62%	38%
	2010/2011	63%	37%
	2011/2012	64%	36%
	2012/2013	66%	34%



Data Set 2 Geography UG numbers

All students		Female	Male
	2007/2008	43%	57%
	2008/2009	48%	52%
	2009/2010	51%	49%
	2010/2011	54%	46%
	2011/2012	51%	49%
	2012/2013	55%	45%



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

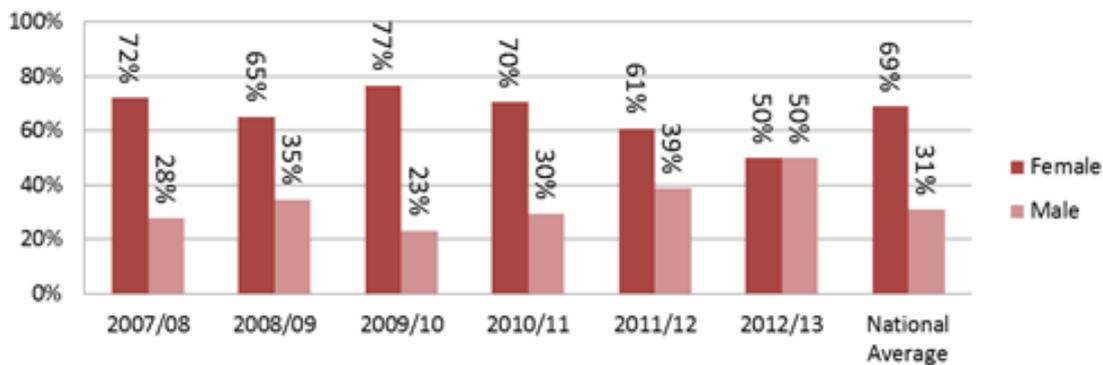
Data Set 3 shows that for Biosciences PGT courses we currently have a 50:50 ratio of female: male students compared to a national average of 69:31. Data Set 4 shows that for Geography we have a female: male ratio of 47:53 compared to a 50:50 national average. These ratios fluctuate because of the relatively small number of PGT students on our programmes.

Our figures are broadly in line with national levels (in fact our sex ratios from 2007/8 until now do not statistically differ from the current national averages: one sample Sign tests all $P > 0.7$). We will actively seek feedback from senior undergraduate students and post-graduates applying for

further courses to try and identify any barriers that may prevent women from applying for the postgraduate taught programmes. Where barriers are identified, we will take appropriate action to remove them (AP3.14).

Data Set 3 Biosciences PGT numbers

All students		Female	Male
	2007/2008	72%	28%
	2008/2009	65%	35%
	2009/2010	77%	23%
	2010/2011	70%	30%
	2011/2012	61%	39%
	2012/2013	50%	50%



Data Set 4 Geography PGT numbers

All students		Female	Male
	2007/2008	53%	47%
	2008/2009	30%	70%
	2009/2010	33%	67%
	2010/2011	33%	67%
	2011/2012	33%	67%
	2012/2013	47%	53%

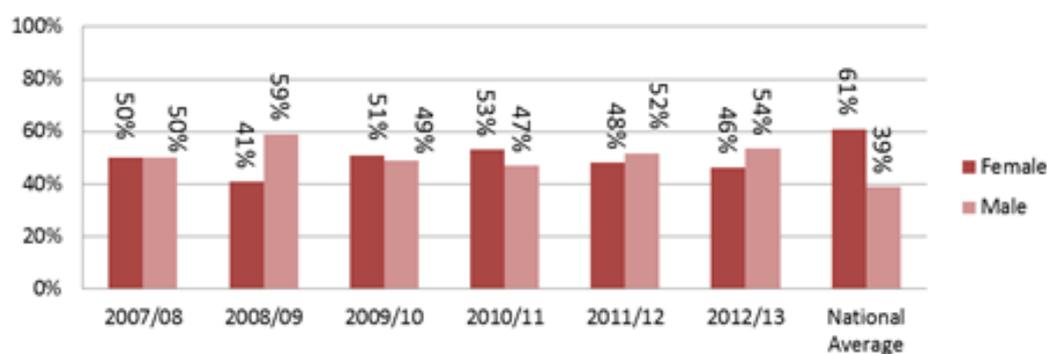


Postgraduate male and female numbers on research degrees – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Data set 5 shows Biosciences PGR numbers at a female: male ratio of 46:54 compared to a national average of 61:39. We recognise that this is lower than the national average. Data set 6 shows in Geography the ratio is 57:43 compared to a national average of 50:50. We will continue to monitor the data annually (AP1.1) to assess the positive impact of any initiatives we have put in place. The Department is part of the review of PhD recruitment and marketing to ensure there is no unintended gender bias in this process (AP 3.3). We have also scheduled specific training for PhD mentors and supervisors that will have the Athena SWAN principles built in. The training will run for the first time this July (AP3.5).

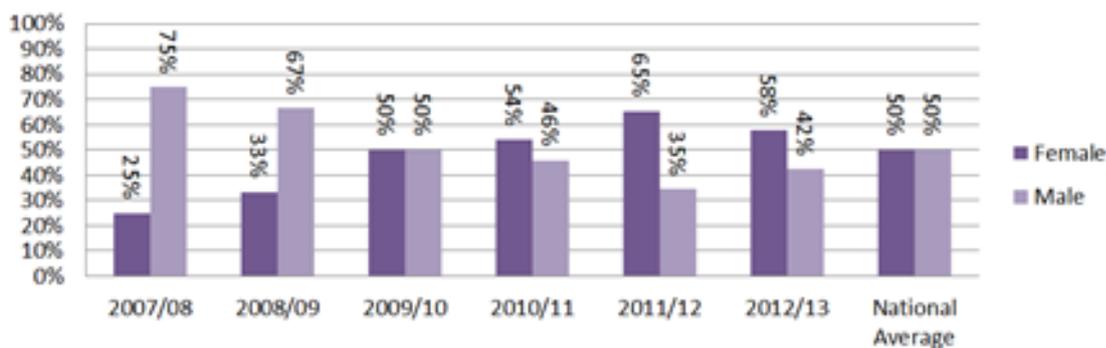
Data Set 5 Biosciences PGR numbers

All students		Female	Male
	2007/2008	50%	50%
	2008/2009	41%	59%
	2009/2010	51%	49%
	2010/2011	53%	47%
	2011/2012	48%	52%
	2012/2013	46%	54%



Data Set 6 Geography PGR numbers

All students		Female	Male
	2007/2008	25%	75%
	2008/2009	33%	67%
	2009/2010	50%	50%
	2010/2011	54%	46%
	2011/2012	65%	35%
2012/2013	58%	42%	



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.

Our data sets (7a-c) show that there is no statistical sex bias in our undergraduate admissions process (i.e. there is no apparent barrier for female students to obtain offers or admission). This will continue to be monitored by the CLES CASWG (AP1.1). Fluctuations in student numbers across the courses have not impacted on the gender split.

The numbers for PGT and PGR are low but there are no apparent differences in applications, offers or acceptances in a pairwise comparison of the data by sex (paired Sign tests all $P > 0.1$).

All of our staff have undertaken Equality and Diversity Training (AP5.1). In addition our staff are given and asked to read the recent publication “Science faculty subtle gender biases favour male students, October 2012, Moss-Racusin *et. al.*” to heighten knowledge and awareness of indirect discrimination.

Data Set 7a UG course applications to offers and acceptances

Biosciences

		App to offer	Offer to accept
2008/2009	Female	92%	44%
	Male	88%	43%
	Total	91%	43%
2009/2010	Female	72%	38%
	Male	67%	35%
	Total	70%	37%
2010/2011	Female	73%	34%
	Male	66%	40%
	Total	70%	36%
2011/2012	Female	82%	39%
	Male	76%	35%
	Total	80%	37%
2012/2013	Female	83%	37%
	Male	81%	39%
	Total	82%	38%

Geography

		App to offer	Offer to accept
2008/2009	Female	94%	25%
	Male	93%	21%
	Total	94%	23%
2009/2010	Female	86%	26%
	Male	78%	28%
	Total	82%	27%
2010/2011	Female	91%	26%
	Male	84%	25%
	Total	87%	25%
2011/2012	Female	92%	28%
	Male	90%	32%
	Total	91%	30%
2012/2013	Female	91%	30%
	Male	95%	24%
	Total	93%	28%

Data Set 7b PGT course applications to offers and acceptances

Biosciences

		App to offer	Offer to accept
2008/2009	Female	79%	42%
	Male	78%	42%
	Total	79%	41%
2009/2010	Female	81%	54%
	Male	58%	48%
	Total	75%	53%
2010/2011	Female	83%	45%
	Male	69%	49%
	Total	78%	46%
2011/2012	Female	71%	48%
	Male	68%	53%
	Total	70%	50%
2012/2013	Female	76%	40%
	Male	54%	58%
	Total	66%	47%

Geography

		App to offer	Offer to accept
2008/2009	Female	63%	43%
	Male	59%	45%
	Total	60%	44%
2009/2010	Female	69%	31%
	Male	54%	44%
	Total	59%	39%
2010/2011	Female	93%	31%
	Male	79%	26%
	Total	83%	28%
2011/2012	Female	91%	30%
	Male	77%	30%
	Total	82%	30%
2012/2013	Female	86%	23%
	Male	78%	20%
	Total	81%	21%

Data Set 7c PGR course applications to offers and acceptances

Biosciences

		App to offer	Offer to accept
2008/2009	Female	56%	100%
	Male	26%	100%
	Total	34%	100%
2009/2010	Female	100%	83%
	Male	86%	100%
	Total	94%	90%
2010/2011	Female	80%	100%
	Male	100%	83%
	Total	91%	90%
2011/2012	Female	76%	100%
	Male	93%	78%
	Total	84%	88%
2012/2013	Female	100%	88%
	Male	76%	100%
	Total	88%	93%

Geography

		App to offer	Offer to accept
2008/2009	Female	100%	67%
	Male	50%	0%
	Total	80%	50%
2009/2010	Female	100%	100%
	Male	75%	100%
	Total	89%	100%
2010/2011	Female	100%	100%
	Male	67%	100%
	Total	85%	100%
2011/2012	Female	50%	100%
	Male	60%	100%
	Total	57%	100%
2012/2013	Female	100%	100%
	Male	25%	100%
	Total	50%	100%

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

At undergraduate level, the degree classification by gender for both Biosciences and Geography is reasonably balanced, as shown in Data Set 8, with women and men equally likely to attain a First in their degree (paired sample Sign test $p = 0.75$). Our concern is that this does not translate into our PGR student numbers. To rectify this we have monitored our data (AP1.1) and will continue to do so. We have also looked at qualitative data from our student surveys (AP1.4).

To attract more female students onto our PGR, and PGT, courses we have made sure that all of our promotional material is gender balanced and raises awareness of our Athena SWAN initiatives (AP3.1).

Biosciences

		Female	Male
2011/12	1	26.8%	24.0%
	2:1	63.4%	76.0%
	2:2	7.3%	0.0%
	3	2.4%	0.0%
2010/11	1	25.9%	22.6%
	2:1	63.0%	58.1%
	2:2	11.1%	19.4%
	3	0.0%	0.0%
2009/10	1	28.6%	25.0%
	2:1	60.7%	58.3%
	2:2	10.7%	16.7%
	3	0.0%	0.0%
2008/09	1	33.3%	43.8%
	2:1	59.3%	50.0%
	2:2	7.4%	6.3%
	3	0.0%	0.0%
2007/08	1	26.1%	40.0%
	2:1	65.2%	40.0%
	2:2	8.7%	20.0%
	3	0.0%	0.0%

Geography

		Female	Male
2011/12	1	20.8%	19.2%
	2:1	79.2%	69.2%
	2:2	0.0%	11.5%
	3	0.0%	0.0%
2010/11	1	12.8%	3.7%
	2:1	82.1%	70.4%
	2:2	5.1%	18.5%
	3	0.0%	7.4%
2009/10	1	12.5%	14.0%
	2:1	71.9%	62.8%
	2:2	15.6%	20.9%
	3	0.0%	2.3%
2008/09	1	15.0%	15.4%
	2:1	65.0%	50.0%
	2:2	20.0%	34.6%
	3	0.0%	0.0%
2007/08	1	20.8%	12.5%
	2:1	75.0%	71.9%
	2:2	4.2%	12.5%
	3	0.0%	3.1%

Staff data

Unless otherwise stated, national comparisons are taken from the “Equality in Higher Education: Statistical Report 2012: Part 1: Staff”.

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

The University has three equal career paths shown in Table 1. There are clear, published criteria on the requirements for promotion from early career to professor for each of the career paths (Action 7.1). It is also possible to move between the career paths. Measures of achievement for promotion criteria are pro-rata'd for part-time staff.

Table 1 Career Paths for Academic Staff

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

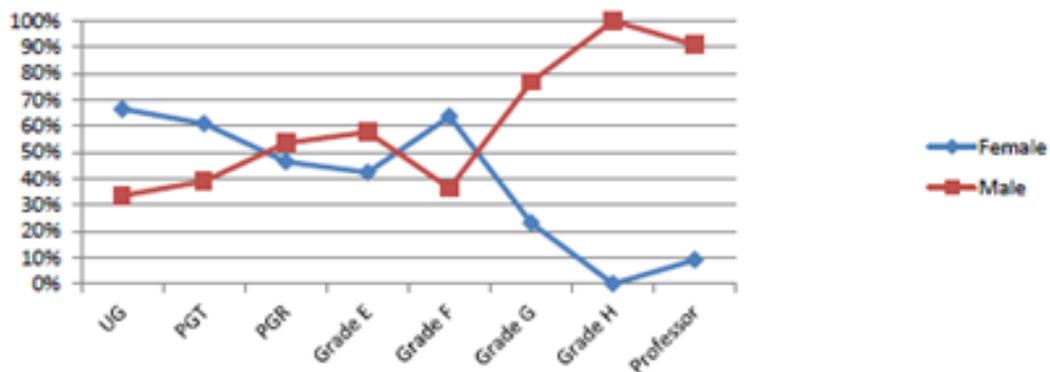
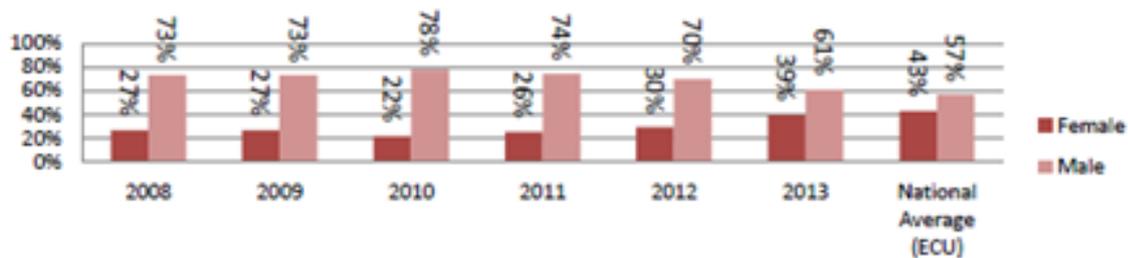
For Biosciences (Data Set 9) the percentage of women across our three career paths varies from 22% to 39% between 2008 and 2013. Since commencing the self-assessment work we have seen a direct, positive impact on this percentage, with current staff (2013) having the highest proportion of women (39%). The national average is 43%. We are not complacent about the work that still needs to be done, but are pleased to see positive gender improvements.

For Geography (Data Set 10) the percentages of women across our three career paths varied between 42% and 52% from 2008 to 2013. The national average is 36%, so whilst above this figure and currently at 52%, we wish to ensure we do not lose ground and ensure gender-ratios are balanced across all career paths.

Due to our actions we have seen a dramatic positive increase in our pipeline (AP8.1, 8.3, 8.5, 8.7). At Grade F female staff now represent 64% of the academic roles, up from 8% in 2009. Similarly at Grade G, where previously we had no female staff (2011), but since joining the charter female representation in this group has grown to 23%. Whilst the figures at Associate Professor are still disappointing, the drop from 20% in 2009 (which was one female staff member) is due to that one staff member gaining promotion to Professor and dropped again in 2011 due to an American member of staff returning to an equivalent academic position in the USA.

A breakdown of the positive numbers of female appointments in the last year is shown under the job application section.

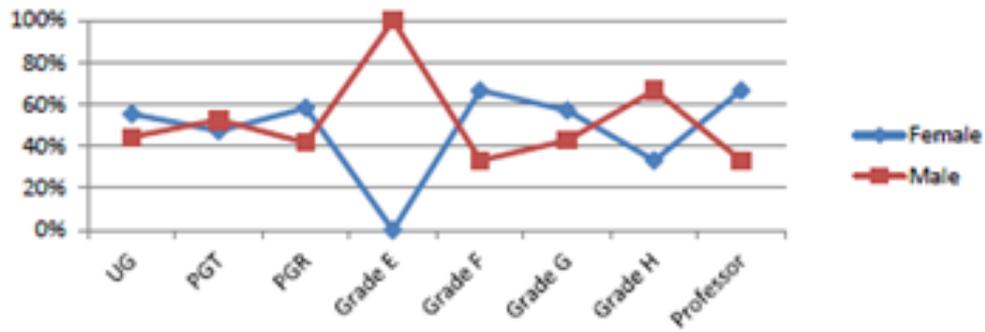
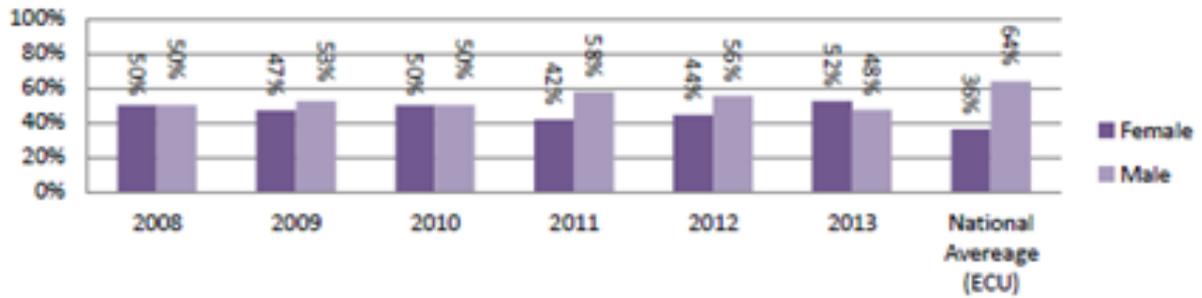
Data Set 9 Biosciences staff



		Female	Male
Grade E	2008	46%	54%
	2009	64%	36%
	2010	57%	43%
	2011	37%	63%
	2012	38%	62%
	2013	42%	58%
Grade F	2008	18%	82%
	2009	8%	92%
	2010	9%	91%
	2011	33%	67%
	2012	45%	55%
	2013	64%	56%
Grade G	2008	0%	100%
	2009	0%	100%
	2010	0%	100%
	2011	0%	100%
	2012	20%	80%
	2013	23%	77%
Grade H	2008	50%	50%
	2009	40%	60%
	2010	33%	67%
	2011	20%	80%
	2012	0%	100%
	2013	0%	100%
Professor	2008	0%	100%
	2009	0%	100%

	2010	20%	80%
	2011	14%	86%
	2012	10%	90%
	2013	9%	91%

Data Set 10 Geography Staff



		Female	Male
Grade E	2008	0%	100%
	2009	100%	0%
	2010	66%	34%
	2011	33%	67%
	2012	25%	75%
	2013	0%	100%
Grade F	2008	60%	40%
	2009	55%	45%
	2010	57%	43%
	2011	50%	50%
	2012	60%	40%
	2013	66%	34%
Grade G	2008	0%	100%
	2009	0%	100%
	2010	33%	67%
	2011	33%	67%
	2012	50%	50%
	2013	57%	43%

Grade H	2008	50%	50%
	2009	33%	67%
	2010	33%	67%
	2011	33%	67%
	2012	33%	67%
	2013	33%	67%
Professor	2008	50%	50%
	2009	33%	67%
	2010	50%	50%
	2011	50%	50%
	2012	50%	50%
	2013	66%	34%

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.

Turnover within the Department is low (Data Set 11). The main reason for staff leaving is the completion of fixed term externally funded contracts. Since 2006 all staff leavers are invited to complete an online confidential exit questionnaire (AP7.4). There has been limited up-take of this however, so the Department is currently investigating how to increase participation.

Data Set 11 Biosciences and Geography Leavers

Biosciences

	Female	Male
2009	43%	57%
2010	33%	67%
2011	36%	64%
2012	75%	25%

Geography

	Female	Male
2009	0%	100%
2010	0%	100%
2011	0%	0%
2012	67%	33%

Supporting and advancing women's careers

Key career transition points

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.

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.

The University's recruitment system changed in 2011 and moved to 'e-Recruitment'. This does not currently hold information on job applications and success rates for all academic posts. The University is working with us to resolve this (AP 8.4). Therefore limited data (Data Set 10) are available and we cannot readily calculate success rates over a sustained period. In future data will reflect all career paths and, as part of CLES CASWG annual reporting to CLES CEG, application and appointments rates will be monitored by gender (AP 1.1).

From the data available we are pleased to see that our measures to attract female applicants and ensure equality of assessment at interviews have already had a major impact: 9 of the 17 permanent academic appointments made in the last year were female. It is particularly important to note that these are full permanent academic appointments.

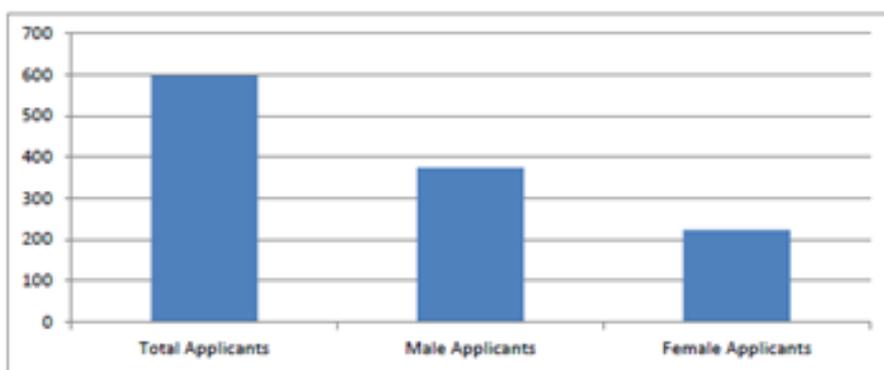
Data Set 12 shows the available recruitment data. This does not include recently appointed posts.

- All vacancies are advertised on the University's "Working Here" web pages (<http://www.exeter.ac.uk/working/>). These now contain information regarding family friendly policies, as well as staff profiles and testimonies. These pages were reviewed and updated in 2012 to be gender balanced and linked to our Athena SWAN work.
- Athena SWAN and related information is included on all academic advertisements (AP8.1).
- Template adverts, job descriptions and person specifications are in place. The Department uses these templates for all academic appointments including early career posts. Each job includes a range of key duties which recognises education, pastoral and welfare roles as well as the traditional research elements of academia (AP8.2).
- We have not yet had enough vacancies to show the positive impact of offering posts on a part-time/job share basis but will closely monitor this (AP8.1).
- We are developing a dedicated area of our website to show our Athena SWAN Departmental activities (AP2.2).

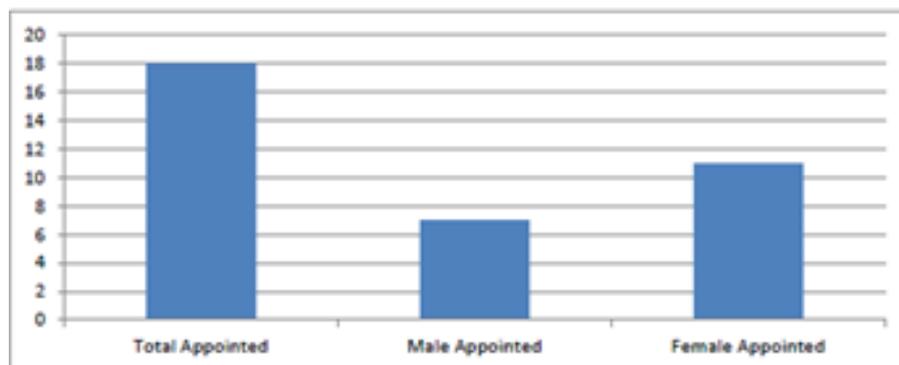
As detailed above we have a number of actions in place to build upon our success to date to that we can continue to grow our permanent female academic staff numbers.

All applications	%
Male	63%
Female	37%
Total shortlisted	5%
Male	4%
Female	7%
Total appointed	
Male appointed	39%
Female appointed	61%

Applications



Appointments



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.

Following a University review the academic promotion committee was disbanded. There are no restrictions on when during the year an individual can apply for promotion or any quotas on the number of promotions. Promotions applications below Associate Professor are considered by the Dean of the College and a member of the VCEG to ensure the applications are seen by those with subject specific knowledge. Our Department has a 100% success rate for all those who apply for promotion. The number of female staff applying for promotion has been disappointingly low for two reasons. Firstly the lack of female staff in the pipeline and secondly the female staff we do have, have been reticent about putting themselves forward for promotion. We have put in place

the following actions to resolve this and one female member of staff has been promoted, and a further three are currently being considered for promotion as a direct result of these interventions.

- There are dedicated webpages for staff in academic roles which are split into ‘You Teach’ ‘You Research’ and ‘You Teach and Research’. This contains detailed information on promotion criteria and the process for being considered for promotion (AP7.1). Pastoral and outreach responsibilities are recognised in the promotion criteria and are pro-rata’d for part-time staff.
- Promotion is discussed as part of appraisal and applications are encouraged (AP7.6).
- Appraisers will be trained in the promotion framework through appraisal training and written guidance has now been provided to all mentors (AP7.7).
- Our mentor ladder is key in supporting and encouraging promotion across all career paths (AP7.9).
- We are monitoring promotion rates annually (AP1.1).
- We are reviewing the feedback from the pilot promotion workshops being held in the Medical School to consult with staff on the benefits of running similar events in CLES Cornwall.

We have a range of support mechanisms to assist our cohort of ECRs to progress to full academic posts including support for specialist grants (e.g. L’Oreal) through the Researchers Toolkit (AP5.14), training sessions in promotion (AP7.2), feedback following interviews (AP8.5) and training sessions specifically for female staff (e.g. the Springboard Programme, and Academic CV Writing, Managing Your Academic Career and Confidence Building workshops).

Data Set 13 Biosciences and Geography promotions

	% of Females
July 08 – 09	0%
July 09 – 10	25%
July 10 – 11	0%
July 11 – 12	25%
July 12 – Feb 13	25%

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

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

Please also see the information listed under job application rates. The Department has put in place the following measures:

- All existing staff to have completed Equality and Diversity training. All new staff will be trained from now on as part of the induction programme (AP5.1).
- All interview panel members have recruitment and selection training (AP8.3).

- There is female representation on all interview panels (bearing in mind workload) (AP8.6).
- All members of the shortlisting panel are given a copy and asked to consider the PNAS Paper “Science Faculty’s Subtle Gender Biases Favor Male Students”, Moss-Racusin *et al.* 2012.

Applicants are given a tour of the Department’s facilities and meet informally with staff members and PhD students so they can see all aspects of academic life. This includes recruitment for ECR and postdoctoral staff. During these visits we ensure that there are female representatives to meet applicants. There is an opportunity for applicants to discuss openly flexible working and work-life balance, both informally and formally so they can be assured that the Department delivers on its commitments.

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.

Our data suggest a decline in female numbers during the ECR stages. Our actions are focussed on increasing and retaining ECRs, supporting their career progression and at attracting and retaining more senior female academics as roles models. To this end we have begun a series of analyses of ECR performance and outputs to ensure we are not disadvantaging females at this juncture and to see if we can identify anything that may be reducing competitiveness (see additional data below). We are working hard to obtain information on exit questionnaires to assess in particular why female staff leave and their destination (AP7.4).

We have established the Working Culture and Equality Group for our ECR staff to voice opinions and to contribute to discussions about policy and practices in the Department (AP5.4). This has been positively received and ECRs now feel more included and part of the Department.

We are fortunate in that academic staff and PhD students are able to share communal social spaces in all buildings that we occupy on the Cornwall Campus. These spaces are heavily utilised and used for formal and informal meetings, as well as for general socialising and networking events. All these spaces are also used as coffee/lunch rooms and therefore provide important areas for *ad hoc* meetings/socialising amongst staff and PhD students.

We monitor our seminar series speakers and routinely ask staff to nominate both male and female speakers to gain a 50/50 balance and proactively promote senior female role models (AP5.3).

Our Department like others used to only celebrate the big achievements, large grants and four star papers. From 2009 our HoD made a conscious decision to ensure that all successes are celebrated as part of our supportive culture. Every paper that is published by an ECR is now celebrated and announced to the Department as a success.

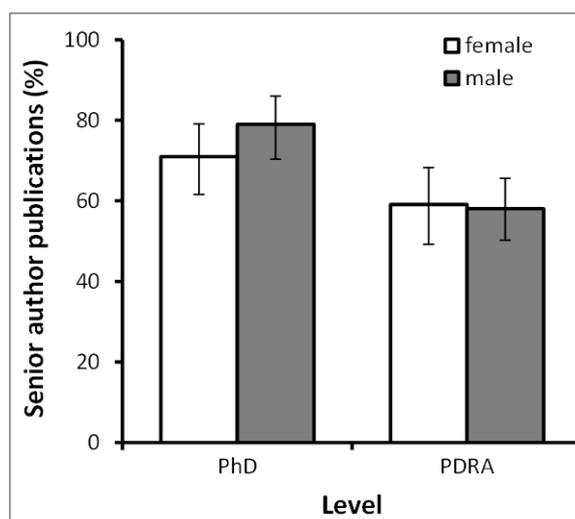
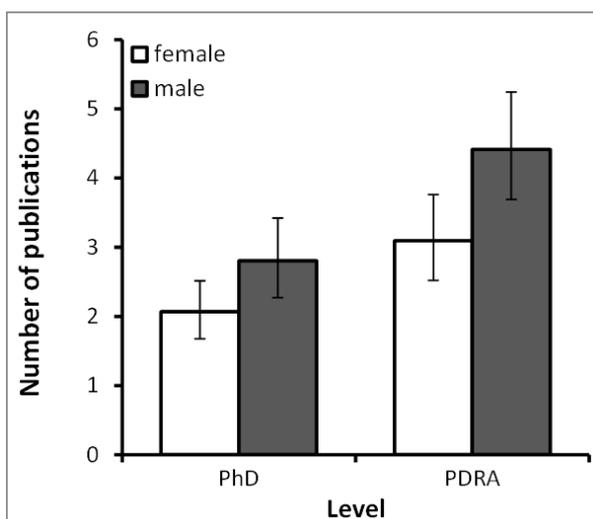
ECRs are encouraged to attend applicant presentations for vacancies to experience the level expected to proceed in a future career in science (AP7.11). In addition to this we ensure we have a seat available for an ECR on academic interview panels (AP7.11).

We have implemented a mentor ladder that offers all academics, from second year PhD students to Professors, the opportunity to choose their own mentor to give them advice about careers (AP7.9). 90% of staff and students have chosen to participate in the scheme and obtained their first choice mentor.

We have weekly coffee mornings for staff and students who are encouraged to talk about current work and future aspirations. This is a great opportunity to exchange advice and contacts (AP5.5) and focus group feedback shows the positive impact of this in breaking down communication barriers. PhD students also have a meeting every Friday to practice presenting their research and raise their profile within the Department.

We have recently investigated sex biases in recruitment, publication outputs, output impact factor and senior author positions of 91 PhD/Post-doctoral students recruited by 17 academic staff, since 2008 (AP1.7). The main findings are as follows:

- Recruitment sex ratios approximated 50:50 at both PhD and Post-doctoral levels, and did not differ with the academic level or sex of the appointer.
- Of 328 authorships analysed, female and male PhD students published similar numbers of papers, and while male post-docs published 30% more papers than female post-docs, this difference was not statistically significant.
- There was no sex difference in the impacts factors of the journals in which papers were published.
- Nor was there a sex bias in the probability of gaining senior author position on papers.
- However, at both levels, females seldom gained senior author position in high impact publications (Journal Impact = 6+), while males commonly did so. At post-doc level, females tended to senior author very low impact papers (Journal Impact < 2) while males seldom did so.



Further analyses suggested that the differences within postdocs are driven by direct inter-gender competition between male and female postdocs. In contrast, any differences within PhD students appear to be driven by female PhD students being more commonly involved in collaborative projects in which achieving senior authorship is difficult on high impact papers.

We will address these findings within the Department to ascertain the precise reasons driving these differences, and then publicise them more broadly through publication in a journal with large readership.

Career development

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

Promotion and career development – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

Promotion criteria for academic staff covers research, teaching, business and community relations including outreach, administration/management and pastoral care. This is openly published on our website so that applicants applying for vacancies can see this, while also informing existing staff about career pathways (AP7.1).

All staff have a yearly appraisal which helps identify members of staff with the potential to take on leadership roles (AP7.6) or staff who are nearing promotion. This provides a framework to discuss future career aspirations. The appraisal framework recognises all areas of academic work including pastoral care and outreach work. The Department recognises the work involved in conducting appraisals within its workload model. Our appraisal process was originally implemented across all job families (including ECRs) in 2002. It has been reviewed across the University three times (AP7.6). 72% of academic staff in the College have completed an annual appraisal.

For Education and Scholarship, and Education and Research staff, we promote the University 'ASPIRE' programme. This develops and accredits staff who teach and support students' learning in our research-led environment. This is open to ECRs for personal development. It is accredited by the Higher Education Academy, and offers the opportunity for staff to gain both a University of Exeter ASPIRE Fellowship and the associated HEA Fellowship at one of four levels: Associate, Fellow, Senior Fellow or Principal Fellow.

For our research staff we have a specific Researcher Developer Programme which provides PGRs and ECRs with personal and professional development to enhance their research and employability, in academia or beyond. This is achieved through workshops, courses and careers guidance, funding to attend conferences and help designing their own development programmes. We successfully made a case for the University to appoint a Research Development Co-ordinator. This post now provides dedicated support for ECRs on the Cornwall Campus and is responsible for scoping, developing and coordinating a revised programme of skills training.

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?

Staff induction is mandatory for all new staff and existing staff moving to a new role. Staff are informed on the induction procedures in their appointment letters (i.e. ahead of commencing new roles). Each staff member (for all job families including ECR) is allocated an Induction Facilitator and notified of this named contact prior to the commencement of new posts (AP4.2). Induction Facilitators are trained staff members who work in the same location as starting staff (AP4.3). There are three levels to the induction process; University level, College level and job specific level inductions. Staff are directed to the induction website prior to beginning with us (<http://www.exeter.ac.uk/induction/welcome/>).

There is a published code of practice, an induction timetable (spanning three weeks) and checklist and supporting online documentation, which the Induction Facilitator and new staff member will work through. This is supplemented by an Information Guide which covers, Organisation, Facilities, Policies and Procedures, campus specific information and a jargon buster (AP4.4). In week three the new staff member is talked through the personal development opportunities available and given further information on those specific to their role. The Department also has a wiki-doc that staff up-date with any additional information that may be helpful to new arrivals (<https://wiki.exeter.ac.uk/display/tremoughinfo/Home>). The Department is also producing a guide of 'Things I wish I'd been told' which is a reflective document to summarise the key things that different types of staff need to know about the Department and the University (AP4.6).

As part of the new staff induction programme all staff are invited to a University induction talk and lunch hosted by the Vice Chancellor and Deputy Vice Chancellor team (AP4.1). The new staff lunches with the Vice Chancellor provide staff with an opportunity to hear first-hand the overarching strategic objectives of the University, network with staff from other academic areas to start their in-house networks and meet members of the central professional services team to gain knowledge on the support and structures of the University. All new staff are invited to attend, from ECR to Professors, with a view to ensuring equal opportunity to all staff to meet and see the senior team and hear University strategy first hand.

There is an annual meeting of all Induction Facilitators across the University to update training, review the current provision and seek feedback.

Our Athena SWAN initiatives are highlighted in personal inductions (AP4.3). This includes discussing the possibility of flexible working, our core meeting hours (10am-4pm) and family friendly policies.

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.

Our 'Career Zone' on campus (AP7.5) provides a range of support mechanisms from dedicated careers and employment staff for students thinking about future career choices, including:

- Finding graduate-level jobs
- Looking for part-time and casual work
- Finding internship opportunities
- Searching employability factsheets and FAQs
- Booking appointments with the careers service
- Viewing upcoming careers drop-in sessions
- Booking onto employability events

The facility has been in place since 2004 but received an investment of 10 million pounds in 2012 resulting in new facilities on the Cornwall campus.

The Profiling for Success scheme is an online personal and career development tool for students. The main initiatives include: understanding values and learning style, evaluating career interests, identifying things students might find difficult and develop strategies to deal with these and understand how students relate to others in different situations (e.g. team work, leadership/management, socially).

Our 'Peer Coaching Service' (AP 7.12) acts like our mentor ladder but is used by UG students who are mentored by PhD Students. The scheme has been running for two years and has already trained over 60 peer leaders who have supported over 150 UG students. The main aim of the scheme is to get our UG students familiar with working in an academic environment and have any questions about progressing into postgraduate study answered.

'My PGR' (AP3.8) is an online tool for our PostGrad Research students which records meetings between students and supervisors and mentors. Students take responsibility for arranging meetings and writing them up, and meetings can be set-up and signed off by more than one supervisor. MyPGR specifies a minimum number of meetings (contact events) across the year with the deadline for completion of each event the end of the month in which the event falls. The interface allows for upload of documents, and provides useful information about the student, drawn from the Student Records system. Management of registration processes: interruptions, upgrades and change to continuation status requests are managed through MyPGR.

In September 2012 a gender survey was carried out (AP1.4) to attain better qualitative data concerning our UG student population. The resulting data gave us stark results about 'fit measures' 'perceived success' and 'reactions to Athena SWAN initiatives'. In particular the survey highlighted that our female students in CLES Cornwall were more ambitious than their male counterparts, but their perceived ability of themselves was lower than the male students. We know from our data that female students achieve a higher number of first class degrees, so this lack of confidence in their ability is misplaced. This gap between ambition and perceived ability was a real surprise but something we can now act on to overturn. We have incorporated a workshop on this survey into our first year UG key skills modules so that our female students can be made aware of this trend, and so they can feel comfortable about embarking upon a dialogue with us about any issues that they face throughout their degree. This quantitative data will be highly influential for further action plans and the priorities of the CLES-C AS initiative and will be repeated every 18 months until 2015.

Organisation and culture

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.

Male and female representations on committees – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

CLES CEG comprises the Dean (M), Associate Dean Research (F), Associate Dean Education (M) and the College Manager (F). Gender balance is reflected by the people who hold these positions.

The College Strategy Group (CSG) is comprised of members of CEG plus Heads of Department. The gender balance is not as we would wish and the University has reviewed its academic management recruitment procedures for senior academic management position (e.g. Associate Dean Research and Head of Department). These roles will now be advertised in an open and transparent way.

CLES Cornwall has a small number of local committees and the sex-ratio of these is listed in Data Set 14.

Data Set 14 College Level Committees

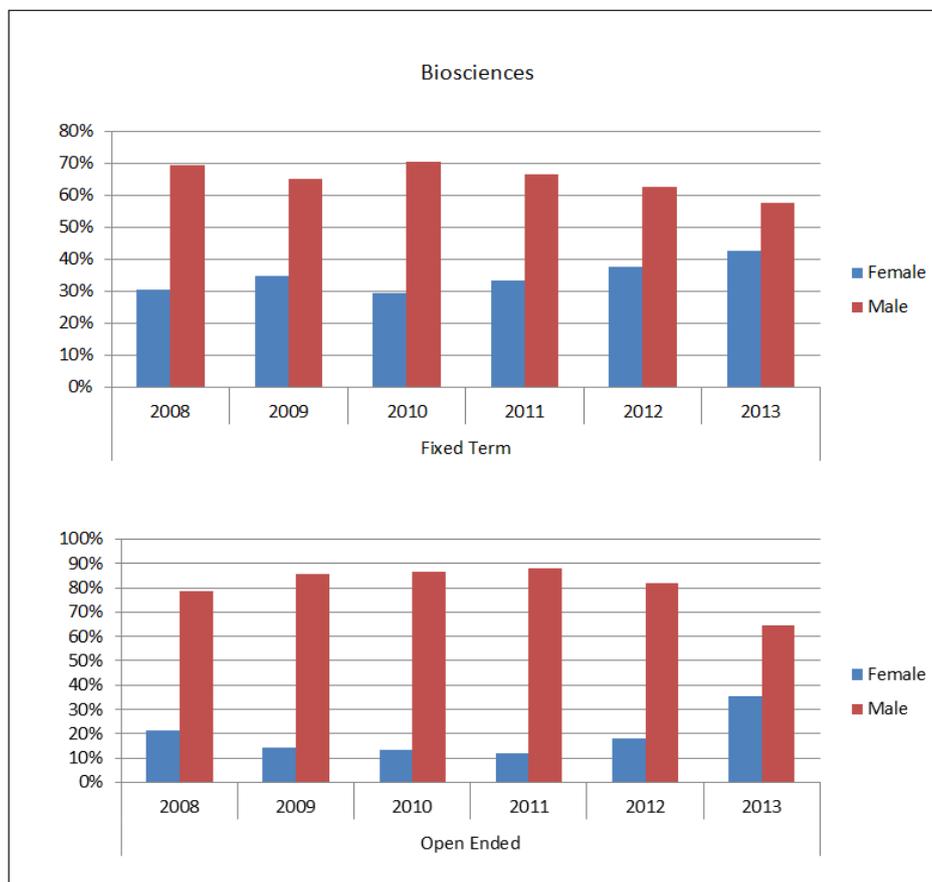
Name of Committee	Purpose of Committee	% of Female Members
College Executive Group (CEG)	College level strategic planning, resource allocation and decision making	50%
College Strategy Group (CSG)	College and discipline level strategic planning and decision making	33%
CLES Cornwall Department Management Group (CDMG)	Discipline strategic planning and decision making	38%
College Management Group (CMG)	College management and communication	26%
College Education Strategy Group (CESG)	College education strategic planning and decision making	30%
College Research Strategy Group (CRSG)	College research strategic planning and decision making.	29%
Staff Student Liaison Committee – Biosciences (SSLC-B)	Biosciences staff-student forum for communication and feedback	60%
Staff Student Liaison Committee – Geography (SSLC-G)	Geography staff-student forum for communication and feedback	50%
College Health and Safety Committee (CHSC)	Health and Safety strategic planning and decision making	50%

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

Data Set 15 shows that in Biosciences 35% of open-ended contracts are awarded to women in 2013. We have seen an improvement since 2011 when the Athena SWAN work began. Prior to then 12% of our open ended contracts were awarded to women.

Similarly Data Set 16 shows a marked improvement in the number of female staff on open-ended contracts as a result of our interventions. Currently 62% of our open ended contracts are awarded to women compared to 38% awarded to male staff.

Data Set 15 Biosciences Fixed Term/Open Ended Contracts



		Male	Female
Fixed Term	2008	70%	30%
	2009	65%	35%
	2010	71%	29%
	2011	67%	33%
	2012	62%	38%
	2013	57%	43%
Open Ended	2008	79%	21%
	2009	86%	14%
	2010	87%	13%
	2011	88%	12%
	2012	82%	18%
	2013	65%	35%

Data Set 16 Geography Fixed Term/Open Ended Contracts

		Male	% Female
Fixed Term	2008	100%	0%
	2009	43%	57%
	2010	43%	57%
	2011	75%	25%
	2012	50%	50%
	2013	62%	38%
Open Ended	2008	47%	53%
	2009	58%	42%
	2010	55%	45%
	2011	54%	46%
	2012	58%	42%
	2013	38%	62%

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

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

Allocation of Departmental resources and setting business plans are ultimately the responsibility of the CEG. However, all staff ultimately participate in decision making via weekly staff meetings. Staff are also encouraged to participate in University Committees. Monitoring of such participation is captured in the workload model, to minimise over-burdening.

The University revised its Committee structure in 2007/08 and, as a result, various areas of the University business, which had previously been governed by committee, are now governed through a new mechanism known as dual assurance. This model minimises time spent in Committees whilst providing assurance to Council that this activity is well-managed and that decisions have been reached following due process and appropriate consultation. As a result Task and Finish Groups are used across the University to take forward consultation and reviews. This provides more opportunity for more staff to be involved in the wider governance of the University. The Groups are set up as required and published to staff who can self-nominate or be nominated

by their College. They last for a defined period of time; therefore staff workload is adjusted to allow engagement.

We recognise the importance of women being represented on decision making committees therefore to prepare staff who have not previously had this responsibility we actively train junior staff for management roles (AP6.3).

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.

SWARM (Simple Workload Allocation and Resource Management) (AP7.13) workload planner is used to simplify workload management. The system calculates every staff member's workload across their academic year and presents the data against others in the Department as well as breaking workload down by research, teaching, supervision, mentoring, pastoral duties, and administration roles. Staff can be confident that the work they are doing is not going unnoticed and can compare their level of work against an average. Pastoral care and outreach work are valued by the Department and are recognised in the model as well as during the appraisal process as being valuable. Workload is adjusted accordingly for staff working reduced or part-time hours because of caring responsibilities. The Department also publishes an in depth breakdown of all teaching allocation. Data are presented in several ways – by module and by lecture/lab – to enable staff to see exactly how much teaching they have relative to other staff. We continue to work to ensure that teaching loads are allocated as equitably as possible.

Our HoD ensures that for the first three years of a Lecturer's appointment they have a reduced teaching commitment to enable them to establish their research and to allow them defined time to work towards their teaching qualification.

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.

All Department meetings and committees are scheduled between 10am and 4pm (AP5.7) so that all staff can be available in meetings when key decisions are made. Video Conferencing is used extensively to minimise the time staff spend travelling and to ensure attendance at meetings across geographical locations.

We hold regular social events, and make a point of highlighting that children are welcome to attend (AP5.10). A high proportion of our staff have children so it is commonplace for them to attend.

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.

CLES Cornwall has always prided itself on being an open and friendly Department, but we are conscious that as we grow we cannot be complacent. As such, our action plan provides us with a

solid framework for monitoring and development so that we ensure complacency does not creep in. We have a number of senior female (and male) members of staff who have visible caring responsibilities and provide good role models for staff and students. Staff make use of flexible working hours to achieve a good work/life balance, e.g., collecting children from school, attending school events during the working day and working from home. Children are welcomed at celebration lectures, for example our Christmas Conservation Lecture. These initiatives benefit all members of the Department women and men alike.

- All staff, postdocs and PhD students share communal social space that can be used for meetings (AP5.8).
- Staff and students are able to attend our regular social events with their children if outside of core hours, this includes guest lecture (AP5.10).
- All staff and students are encouraged to interact with visiting speakers (AP5.6).
- An open door policy throughout the Department, reducing the formality of the environment.
- Allocated resources and space for breast feeding facilities on campus (AP9.7).

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.

In 2012 the Department employed a ‘Student Engagement, Outreach and Widening Participation Coordinator’ (AP10.2) whose role is to visit local primary and secondary schools as well as sixth form Colleges, to promote careers in science, especially to underperforming schools in the area. Aside from going to schools, we also hold events at the University, inviting pupils to come to the campus for a day of science activities and a taste of University life (AP10.3). Academic staff deliver presentations and activities for these events – for example the HoD gives a lecture on the Evolution of HIV every year and hosts ‘University Challenge’ for local schools. In all our outreach, care is taken to ensure that both men and women are equally represented on every occasion to provide role models of both genders for young people.

Different elements of our outreach programme are tailored for pupils of all age groups from 4 to 19. Activities aimed at young children are designed to inspire and excite children about science and capture their enthusiasm. Once they reach secondary school and sixth form we work with them more often and start to give them advice and information about science careers, University and choices about their education.

We are also working with our undergraduate students and ECRs to provide support and training with delivery of outreach (AP10.4). For example, in 2012 our Department was part of University consortium that successfully secured a £300K RCUK ‘Schools Partnership’ grant. Our pillar of this grant is focused on Science and Maths and we are now developing bespoke activities with four key schools in our local area (the South-Shore Partnership). Our outputs for grant are specifically aimed at (i) developing ECR skills in teaching and communicating scientific research and assisting with their career development in this regard, and (ii) raising aspirations in the schools and increasing students’ interest in science.

In addition to our work with schools, our Department also hosts public events and is represented at Science Fairs across the South West (AP10.5). Last summer we held our inaugural ‘Science in the

Square' community-engagement event in Falmouth, aimed at presenting science in a fun and entertaining way. We are running the event again this year and will do so annually thereafter. More than 50 university staff and students are involved with the organisation and delivery of this event, including the HoD, DoEs, ECRs and PhD students. We always ensure that an equal number of men and women deliver the talks at the event to promote a gender balance and to showcase the research of the women in our Department. Professor Stuart Bearhop, our Director of Education in Biosciences and Athena SWAN champion said after the event in 2012 "Science in the Square showed us that many people, including several budding young scientists, share our passion for science. The event was a fantastic opportunity for us to share with local people and holiday-makers the amazing science that is happening here in Cornwall. We were overwhelmed by the number of people who came to the event and by the extremely positive response we had. This was a chance for us to give something back to the local community that supports us in so many ways."

Another example of public engagement was the Department's involvement in the BBC Radio 4's Grant Writing Competition 'So you want to be a scientist', which was won by Ruth Brooks. Over 1,300 people applied for the chance for non-scientists to turn their ideas into real life experiments. Ruth, 69, from Totnes in Devon, took the award after carrying out experiments to discover the homing distance of common garden snails. Senior Lecturer Dave Hodgson was pleased to be Ruth's mentor. She has said: "He took my ideas on board and helped me construct the experiments and datasets. He made me feel like a scientist."

The Department's outreach work also has international reach. For example 'Seaturtle.org' is a volunteer project run by Annette Broderick in Cyprus and encourages volunteers to carry out research work on nesting turtles. This project also provides voluntary field assistant roles aimed at graduates wishing to gain field experience abroad. Annette's work is promoted widely via the BBC news web site and other media.

All our outreach activity is formally recognised in the Department workload model. Our promotion criteria also values and recognises contribution to outreach activities.

Flexibility and managing career breaks

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

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

Our maternity return rates are positive: 100% as shown in Data Sets 17 and 18. The Department is working with Human Resources to review childcare provision and maternity/adoption benefits and promote the existing support mechanisms such as child care vouchers (AP9.3).

We have implemented a number of measures to support staff prior to and on return from leave. Prior to leave individual meetings take place with the College Human Resources Business Partner, 'keeping in touch' days are promoted positively for the benefit of the staff member, rather than the Department's needs and each person has the option to meet with the College Dean to discuss

any aspect of their leave. Consideration is given to how leave will be covered and resources are available both at Department and College level for this. Crucially, staff on the Education and Research career path are given a term without teaching on their return from maternity leave to enable them to concentrate on research (AP9.8).

Data Set 17 Biosciences Uptake of Maternity Leave and Maternity Return rates

	Return rate
2010	100%
2011	100%
2012	N/A
2013	100%

Data Set 8 Geography Uptake of Maternity Leave and Maternity Return rates

	Return rate
2011	100%
2012	N/A
2013	100%

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.

Male staff tend to take informal leave, which provides more flexibility than the legislation allows.

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.

This data is not gathered by HR currently. However, informal flexible working, such as working from home or working hours that suit, is common in the Department. Staff are given the opportunity to formally indicate times/dates during the working week when they would prefer not to be scheduled for teaching to accommodate parent and carer responsibility. We are looking to collect data on this flexible working through our timetabling procedures. We will assess these data and add to our action plan as necessary.

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

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

We held focus groups to discuss this item and were surprised to hear that staff in the Department were not as aware of the support available as we had first thought. We have put the following interventions in place to rectify this.

- Job adverts now state that we support applications from applicants who want to work part time and that this will not affect any decision made about suitability for role.
- Our Working Here web pages promote this to potential applicants.
- New staff are made aware of our flexible working policies at induction.
- We promote the support available via several avenues e.g. via the College Intranet and during induction.

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

The Department has a number of initiatives in place to help women about to go on maternity leave, on maternity leave and after maternity leave. This has resulted in a 100% return rate after maternity leave.

- Confidential maternity/adoption meetings. One to one meetings with the College HR Business Partner to discuss leave policies, support mechanisms prior to and on return from leave and use of 'Keeping in Touch Days' (AP9.1).
- Online maternity leave and pay calculator. Staff who are pregnant or planning pregnancy can calculate their leave and associated pay. This has received positive feedback as staff can access information confidentially at the stage of planning pregnancies (AP9.4).
- A term free of teaching responsibilities on returning from maternity leave enables staff to focus on research (AP9.8).
- The College has committed to providing support if the Disciplines cannot cover work with existing staff (AP9.9).

(4969 words)

Any other comments

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.

The self-assessment process has been thoroughly embraced by our Department - good practice is beneficial to everyone. Our attention and actions have been focussed on improving the number of women in our career pipeline and building a framework that allows us to continuously reflect and improve on a number of practices that will facilitate the retention and progression of women. We wish to highlight here some actions not fully mentioned in previous sections of our application.

Raising Awareness

In May last year we launched Athena SWAN on the Cornwall campus with a high profile event attended by Dame Sally Davies (AP2.1) and over 150 staff and students. The launch was hosted by the College Dean and attended by senior University management, including our Deputy Vice Chancellor for the Cornwall Campus. The launch gave us the opportunity to raise awareness of the Charter among staff and students, to convey how seriously the Charter principles are considered at all levels of the University and to discuss future actions. Dame Sally Davies gave a key note speech, which was preceded by networking and a video message from Sarah Dickenson at the ECU.

Balance and Role Models

We have reviewed gender balance of staff and student-ambassadors at Open Days ensuring there are appropriate female representatives to provide positive female role models to prospective students and their families. In addition, we have improved the gender balance of seminar speakers and are aiming for a 50:50 split within the next 18 months. We are also putting in place, via personal development plans, a framework to actively train junior staff for future management roles to increase the pool of staff ready to take on these roles in the future (AP6.3).

Consultation

Our focus group work has encouraged us – consultation to date has indicated that we have a solid foundation in place. By embedding focus groups in the Working Culture and Equality Group and the WISE Cornwall network we will be continuously updated and informed so that we can make changes and improve where necessary. In this manner we reflect on and update our action plan on a regular basis. We have listened carefully to and acted on feedback from our focus groups. For example our postdoctoral researchers highlighted the need for better communication with them as a group, and the HoD now meets with them weekly. Our ECRs have also requested bespoke female only training events. In response we ran a confidence building workshop in July 2012 and the next workshop will be focussed on Academic Careers. Similar programmes exist for both males and females.

Outreach and the STEM Pipeline

We put additional resources in place to further enhance our Outreach activities (AP10.1, AP10.2). This has enabled us to engage with a much higher proportion of school children of all ages. In the last year we are delighted to record that we have engaged with over 5000 children and members of the local community, raising awareness and promoting science as a career choice.

External Relations

We aim to challenge processes in external organisations that have an unintentional gender bias. Staff who hold external roles have been tasked with raising gender issues if/when they encounter these, especially if these impact on the work of the Department. We are working collaboratively and positively with others to ask for the review of these processes as they are highlighted (AP2.5). In addition, we monitor our own external profile in the media and on the web to ensure a gender balance in news stories and in promotional material.

(586 words)

Action plan

College of Life and Environmental Science (Cornwall) Action Plan for Silver application 2013-16

Introduction

This action plan forms part of the 'College of Life and Environmental Sciences Cornwall' (CLES C) Athena SWAN Departmental Silver application. The document is more than an appendix to the application. It will be used by CLES C as a project plan, to track, monitor and review the progress and impact of measures put in place to address equality and diversity in science, with special focus on the issue of lack of women in science. The action plan will be assessed and up-dated three times a year at the CLES Cornwall Athena SWAN Working Group (ASWG). Additionally the College Executive group (CEG) will assess the plan annually.

Consultation

Staff and students have been consulted in a range of ways, in both recurrent and one-off events. Consultation has included focus groups, focus boards (after events), discussion groups, regular staff/student meetings and staff/student surveys.

Objectives

Our action plan has ten major aims, which we have highlighted as the key components of a supportive and successful Department. These are:

1. Gathering and assessing data
2. Raising awareness of equality issues to harness commitment and action in the Department
3. Supporting undergraduate and postgraduate students
4. Induction and training
5. Improving culture and attitudes
6. Addressing diversity at management and policy making levels
7. Providing support around key career transition points
8. Ensuring fairness, transparency and competence in relation to staff appointments
9. Providing quality maternity/adoption/paternity/carers and flexible working opportunities
10. Ensuring a gender balance in our outreach activities

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
1	Gathering and Assessing data				
1.1	Annual monitoring of data and reflection on the impact of interventions.	CLES-C ASWG, and Assistant Director (HR)	Initial data gathering completed in September 2012	Updated annually starting February 2013	Annual checks that the measures implemented are having a positive impact. Report to CLES CEG on findings.
1.2	Interpret, monitor and report the progress of the Action Plan with recommendations for future change and improvement.	CLES-C ASWG, CLES CEG	January 2013	Twice per year for the CLES-C ASWG with an annual report to CLES-C CEG	Resources continue to be allocated to Action Plan and included in the CLES business plan.
1.3	Focus groups with staff and students in response to the data analysis to further explore key issues.	CLES-C ASWG	May 2013	May 2015	Views and perceptions continue to be gained. Action plan updated and added to.
1.4	Review the data from the three Athena SWAN surveys, interpret data and identify relevant recommendation for CLES-C. These quantitative data will inform further action plans and the priorities of the CLES-C AS initiative. It will also provide comparison data from across the institution. Staff and students will be kept up to date on the actions taken in response to their feedback.	Psychology PhD Student	Commenced September 2012 until September 2015	Every 18 months (3 times) until 2015	The initial student survey was conducted in December 2012 and will be repeated every 18 months. The staff survey was launched in February 2013 and will be repeated every 18 months. Both surveys will be run 3 times.
1.5	Equal Pay Audits carried out annually. Outcomes reported through Equality and Diversity Dual Assurance and each College.	Central HR	2010	Embedded	Dean receives report and it is discussed at CLES CEG.
1.6	Women in Science and Engineering (WISE) workshop. Response data was collated and	Dr Britt Koskella/CLES-C	November 2012	Annually	Informed action plan.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be implemented)	Recurrent date (if required)	
	circulated to the Department to identify key problematic trends for women.	ASWG			
1.7	Academic review of the last year 5 years of PhD and ECR publications rates and authorship broken down by journal impact factors and gender.	Dr Andy Russell (Senior Lecturer), Professor Tom Tregenza (Director of Research) and Dr Jon Blount (Director of Postgraduate Research)	Review took place February 2013	February 2015	Remove our sex by impact factor interaction in the profile of our publication i.e. erasing unintentional gender bias.
2	Raising awareness of equality issues to harness commitment and action in the Department.				
2.1	AS CLEC-C Launch events.	College Events Team	15 May 2012 and 31 January	Completed	Key note speech by Dame Sally Davies, preceded by networking event.
2.2	CLES-C AS Departmental Website.	HoD/ Assistant College Manager CLES-C	May 2013	Updated monthly	Promote events and support initiatives to all.
2.3	Prominent notice board at the entrance of the Department.	HoD/ Assistant College Manager CLES-C	January 2012	Updated monthly	Physical presence to highlight importance of Charter and to further promote our work to staff, students and visitors to the Department.
2.4	Encouraging all staff to highlight their involvement in AS initiative on individual academic web pages.	HoD/ Assistant College Manager CLES-C	May 2013	Review September 2015	Reinforce the culture that AS principles are key to our core academic roles.
2.5	Staff who have external roles have been tasked with raising gender issues if/when they encounter these in external processes, especially if this directly or indirectly affect staff/students in the Department.	All academic staff	January 2013	Review 2016	Influencing external factors to negotiate changes to unintentional bias in other organisations.
2.6	Staff and student successes will be published and celebrated in AS Department website, newsletters and via weekly meetings and e-mail alerts.	Cornwall Management Team	January 2009 – expanded May 2013	Embedded	Promoting positive role models at all levels of the pipeline.
2.7	Launch WISE Cornwall.	Britt Koskella (CLES CASWG member)	November 2012	Review November 2014	36 staff and PhD students attended.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
2.8	WISE Cornwall Group established.	Britt Koskella (CLES CASWG member)	February 2013	Review February 2014	Regular forum for female academics and resulting in approved communication, networking and peer support.
3	Supporting undergraduate and postgraduate students				
3.1	Update the undergraduate and postgraduate online prospectus to show our commitment to the AS University level Bronze Award principles.	College and Central Marketing Teams	January 2013	Annually	Promote commitment to women at every level of study.
3.2.	Monitor undergraduate admissions panels to ensure that all panel members have completed E&D training prior to being a panel member.	College Admissions Team	September 2012	Reviewed Annually	Continue to be assured that there is no unintended bias.
3.3	Working group set up to review all elements of PhD recruitment from advertising opportunities, through application and selection process.	CLES-C ASWG, University ASWG, University Graduate Faculty	Review commencing June 2013	Date for implementation will be defined as part of the review	Maintain PhD application and acceptance rates.
3.4	Mentoring for postgraduate students.	CLES-C ASWG	March 2013	Review July 2016	Mentoring system in place, gender balance of mentors available.
3.5	Create and implement College specific training for PhD mentors. It is intended that a bespoke training provision will be developed in collaboration with and in addition to the central University provision.	CLES-C ASWG/Director PG Research Cornwall	July 2013	Annually thereafter	Continually develop skills of mentors.
3.6	Respond to and action student feedback. The Module And Course Evaluation (MACE) carries out all evaluation on-line, in an anonymised way and via a standard web browser interface.	Education Team	May 2014	Annually thereafter	These will be checked for any actions relating to gender issues that will be passed to the CLES-C ASWG to take any gender items forward.
3.7	Review induction materials for UG and PG students.	CLES-C ASWG	To be in place for 2013/14 student intake	Annually thereafter	Clear information on the support for female students and career path options.
3.8	Implement MyPGR system within the College.	Research Support Team	May 2012	Complete	Enhanced monitoring and tracking of the support of PGR students.
3.9	Staff and Student gender balance at Open days.	Assistant College Manager CLES-C	March 2013	Embedded	Female role models for future students at all levels.
3.10	Celebrate passing PhD vivas.	Director PG Research	2010	Embedded	Celebration cakes and/or dinners are in place to celebrate

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
		Cornwall/ PhD Supervisors			individual success and these individual's achievements published to the Department.
3.11	ECR meetings. Three leading postdoctoral researchers meet on a monthly basis to discuss Athena SWAN with PhD students, postdocs and technical staff.	Postdoctoral AS Team	September 2012	Review September 2015	Greater engagement and encourages two way communications.
3.12	Weekly Research Laboratory Meetings. PhD students and postdoctoral researchers are given the opportunity to present their work.	Research Group Leads	January 2011	Embedded	Feedback on academic outputs of PhD students in a supportive and encouraging setting.
3.13	Weekly Postdoc meetings with HoD.	HoD	October 2012	Embedded	Staff and Postdocs have a better understanding of how the Department is operating.
3.14	Seek feedback from UG students to assess any barriers to Postgraduate taught programmes.	Assistant College Manager CLES-C	July 2013	Review July 2016	Increased application from female students to Postgraduate taught programmes.
4	Induction and Training				
4.1	University induction talk and lunch hosted by the Vice Chancellor and Deputy Vice Chancellor team.	Central HR	New staff lunches are held termly (commenced at University level in 2003)	Review concluding July 2013	All new staff invited to attend and feedback is currently being gathered.
4.2	All new staff to be informed of the induction process at the time of their appointment.	Central HR	September 2009	Reviewed in September 2012 when new College was formed	Monitor the induction evaluation feedback and report any gender specific issues to the CLES-C ASWG.
4.3	Personal induction.	Assistant College Manager CLES-C	September 2011	Review September 2014	Individual induction meeting to support all new academic staff (including all researchers).
4.4	Induction handbook with relevant information about the Department and our internal processes, including AS.	Assistant College Manager CLES-C	September 2011	Completed	Key information given to staff along with information on specific AS initiatives.
4.5	Tailor the induction programme to the new staff member's role.	Assistant College Manager CLES-C	September 2013		Comprehensive review of induction to tailor to different job families and stages of career.
4.6	'Things I wish I'd been told' is a guide for new staff.	Assistant College	December		Feedback from induction process.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
		Manager CLES-C	2013		
5	Improving culture and attitudes				
5.1	All staff (including researchers) have now completed the E&D Training. New staff will do this as part of their induction and probation.	CLES CEG	March 2013	Annual reports via data monitoring (AP1.1)	The Department now has a greater knowledge of E&D especially unintended bias.
5.2	Rolling banner on Departmental website highlighting the career progression and successes of our female staff members.	HoD/ Assistant College Manager CLES-C	May 2013		Promoting female science career paths and Department role models.
5.3	Gender balance of seminar speakers. Members of staff are asked to recommend one junior female, one junior male, one senior male and one senior female when putting forward potential speakers for any seminar series.	(Module Coordinator Trends in Ecology and Evolution)	September 2012	Review September 2014	Target of ca. 50% female speakers in all seminar series.
5.4	Creation of an Equality and Working Culture Student Group.	CLES-C ASWG/Director PGR/Director UG Studies	September 2012	Review September 2015	Engagement of students in AS processes and principles.
5.5	Weekly coffee mornings for staff and students. Staff and students are encouraged to talk about current work and future aspirations.	HoD	September 2013	Embedded	Informal networking opportunity and informal environment in which to exchange advice.
5.6	Networking with external seminar speakers.	(Module Coordinator Trends in Ecology and Evolution) and/or Host	March 2012	Embedded	Time is scheduled for students and ECR staff to meet individually or in small groups with external speakers to share experience and seek advice.
5.7	Implementing Core Hours.	HoD/ Assistant College Manager CLES-C	September 2012	Complete	All College meetings are scheduled between the core hours of 10am to 4pm.
5.8	Communal social space. The Department has retained physical resources for a common room that was to be re-assigned for office space.	HoD/ Assistant College Manager CLES-C	March 2010	Complete	Space used for various purposes by academic staff, researchers and PhD students.
5.9	Monitoring our media and web profiling of CLES-C Women.	College Marketing Team	August 2013	Review August 2015	Formal monitoring process with reports on gender split.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be implemented)	Recurrent date (if required)	
5.10	Regular social events.	CLES-C Management Team/All Staff	September 2010		Events are child inclusive. Review feedback via staff surveys.
5.11	Staff lunch gathering.	HoD/All Staff	March 2010	Embedded	Staff aim to have lunch around the same time every day so they can informally meet up. Most days at least one third of the staff attend, so there are always a group of people to share the daily experience with.
5.12	Support decision making to staff to assess those who will be included within the REF.	Directors of Research	March 2012	October 2013	Procedures and policies in place for assessing gender in relation to REF exercise. Reflect on submission and gather data on gender of those being submitted at REF census date.
5.13	Promote the resources available to those choosing the education career path.	Educational Enhancement Unit/CLES-C Director of Education	September 2013	Annually	Briefing sessions on training and qualifications relating to Teaching. Target ECR staff and highlight to female staff via CLES-C ASWG and CLES-C AS website. Report on uptake from staff/students.
5.14	Research Knowledge Transfer (RKT) Researcher Toolkit.	Research and Knowledge Transfer	December 2012	Complete	Online research support database which has specific sections on ECR funding and support for female orientated funding opportunities (e.g. L'Oreal).
5.15	Weekly staff meeting.	HoD	March 2010	Embedded	AS standing item to ensure that all operational matters are considered in light of the AS principles.
6	Addressing diversity at management and policy making levels				
6.1	Gender balance on Department committees.	HoD/ Assistant College Manager CLES-C	September 2013	Review September 2016	Committee membership to include gender balance.
6.2	Nurture our junior staff to achieve excellence in teaching and research.	CLES Cornwall Management Team/Directors of Research & Teaching	Commenced March 2012	March 2014	Staff will continue to be successful in terms of publication and grant winning. Increase numbers of female staff being promoted.
6.3	Actively train junior staff for future management roles (personal development plans).	CLES Cornwall Management Team	January 2013	January 2016	The number of women in managerial roles will increase.
6.4	All decision-making panels and committees will have a female representation.	HoD/ Assistant College Manager CLES-C	April 2013	Embedded	All panels to continue to have at least one female member.
6.5	To create a transparent process for membership of CLES Cornwall Management Group.	HoD/ Assistant College Manager	November 2013	November 2016	Turn-over of the management group every ca. 3 years. Increase female representation and ensure a transparent

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be implemented)	Recurrent date (if required)	
		CLES-C			process for membership.
7	Providing Support around Key Career Transition Points				
7.1	Publish promotion criteria for each job family; Education and Research, Education and Scholarship and Research.	Central HR in consultation with College(s)	October 2006	Complete	Promote this information via focus groups, CLES-C ASWG, staff newsletters and the AS website.
7.2	Annual workshops focusing on promotions, including good practice for writing promotion documentation, views of people who have been through the process.	College HRBP	October 2013	Annually each April prior to appraisal meetings	Increase in number of female staff applying for promotion.
7.3	Springboard. Promote the course to female staff to heighten knowledge of it and encourage attendance.	CLES-C Communications Officer	December 2013	Annually	Specific sessions to run in Cornwall with focus groups taking place after each event. Assess feedback.
7.4	Exit questionnaires. Exit questionnaires are in place and promoted for every leaver, however few complete these.	CLES-C ASWG and HR Business Partner	2006	October 2013, Review October 2015	Consult with staff to find out why these aren't completed and put measures in place to gain higher completion rates to inform future actions.
7.5	Promote the use of the Career Zone.	CLES-CEG	May 2013		Greater uptake from female ECR and students on career planning.
7.6	Ensure that all staff have a formal appraisal. Survey results indicated that 72% of staff in the College (including researchers) had a formal annual appraisal.	HoD and CEG	April 2002	September 2014	Aim to have this figure at 100% by 2014.
7.7	100% of appraisers to have received training prior to carrying out an appraisal.	Dean/CLES CEG	April 2014	Review impact of training in April 2016	Feedback from staff survey will provide data on the quality of appraisals and show whether training of appraisers has had a positive impact.
7.8	Researcher survey for the HR Excellence in Research Award.	Central HR with Associate Dean for Research	May 2013	Bi-annually next in 2015	Assess career support needs and allocated strategy resources to meet these.
7.9	Mentoring scheme (mentor ladder). Based on a ladder system which encompasses all grades of the Department and gives transparency to the	CLES-C ASWG /CLES CEG	January 2013	Review January 2015	Higher numbers of female academics gaining promotion. Engagement of students and staff.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
	promotional process.				
7.10	An annual review of targets for promotion, against which staff achievements are measured.	College Dean / HoD	December 2013	Annually	More female academics being considered for promotion.
7.11	Early Career Researchers attend presentations at staff interview panels.	HoD	January 2012	Embedded	ECR see first-hand the expectation and attainment levels needed to progress for a successful career in science.
7.12	Peer coaching service.	CLES-C MT/All Staff	January 2012	Review January 2014	Success of ECRs and UGs in moving to the next career stage.
7.13	SWARM workload planner.	CLES CEG	Pilot February 2012	Fully in place for academic year 13/14	Transparent workload model detailing all academic activities.
7.14	Managing your Academic Career: A one-day development programme for women.	Researcher Development Team	June 2013	Annually	Provide women in academia with a day of active reflection to discuss a wide range of issues that women face in the management of their careers.
8	Ensuring Fairness, Transparency and Competence in relation to Staff Appointments				
8.1	Update the text for job adverts to include reference to our AS activities to promote the initiative and encourage female applicants.	College HRBP	January 2013	Complete	All academic job adverts now have reference to AS contained within them. All academic posts have the option of being offered on a part time or job share basis.
8.2	Ensuring that the criteria for selecting applicants for vacant posts is consistent, fair and adheres to Equality Policies.	Central HR and recruiting academic line managers	June 2011	Complete	A published criterion ensures the process is transparent.
8.3	The College will ensure that all members of staff who sit on interview panels have undertaken Recruitment and Selection training.	CLES-C CEG	December 2013	To be embedded	Mandatory training available on a monthly basis and assessed by the College HRBP.
8.4	Recruit all academic posts (including research posts) via the Trent e-recruitment system.	CLES-C ASWG, Central HR	November 2013	To be embedded	Gender data for all posts will be available for monitoring.
8.5	Arrange feedback sessions to unsuccessful internal interviewees following job applications.	Chair of interview panels	April 2012	Annual Monitoring	Add link to CLES-C AS website promoting this support mechanism and monitor uptake via annual data collection.
8.6	Gender Balance on interview panels.	CLES-C MG/ College HRBP	January 2013	Review January 2014	All interview panels include female representation without over burdening female staff.
8.7	Independent Research Fellows provided with career planning to convert to open-ended	HoD	2009	Reviewed as part of the	Greater retention of independent fellow; nine former Fellows are now academic staff.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be) implemented	Recurrent date (if required)	
	academic appointments staff on completion of fellowships.			annual appraisal process	
9	Providing Quality Maternity/Adoption/Paternity/Carer and Flexible Working Opportunities				
9.1	One to one confidential meetings to explain maternity/adoption leave policies, discuss support prior to and on return from leave, use of Keeping in Touch Days.	College HRBP	February 2002	Embedded	Maintain high maternity return rates.
9.2	Confidential Occupational Health Support. Supported maternity risk assessments in place, via an online form.	Occupational Health Team	February 2012	Review scheduled July 2013	Increase in informal adjustments to workload for pregnant staff, especially those who are laboratory based.
9.3	Salary sacrifice scheme for child care vouchers. The University operates a child care voucher scheme enabling parents a child care provider of their choice. They purchase vouchers in a way that saves them tax and NI contribution. This is flagged to all staff when they enquire about maternity and/or paternity leave. Information is also displayed on the web pages for parents and included in induction material for new staff.	Central HR	September 2005	Provision reviewed in 2012	Currently 269 staff participate in the scheme, across the University.
9.4	Online maternity leave and pay calculator. Staff who are pregnant or planning pregnancy can calculate their leave and associated pay.	Central HR	April 2009	n/a	This has received positive feedback as staff can access information confidentially at the stage of planning pregnancies.
9.5	Review Nursery Provision (Cornwall). Current nursery provision is based off-site. Opening hours are Monday to Friday: 8.00am-5:30pm. Care provided for 37 places for children between the ages of twelve months and eight years. The nursery operates a School pick-up service from a local school and after school care. The nursery is open 51 weeks a year excluding Bank Holidays. Provision is subject to review with a view to scoping increase in places and extension of	FX-Plus	September 2004 (date of Tremough campus opening)	Being reviewed academic year 13/14	On-site provision.

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be implemented)	Recurrent date (if required)	
	services.				
9,6	Review of Adoption and maternity pay.	Central HR and CLES-C ASWG	September 2013		The current University Schemes are being reviewed with the aim of further enhancing the existing generous provision.
9.7	Breast feeding facilities available on campus.	FX-Plus	November 2012	Complete	Resource identified and room put in place.
9.8	Term free of teaching on return from maternity leave for Research and Education Staff.	HoD	December 2012	Review uptake December 2014	Staff more relaxed about leave and return. Easier transition back into work.
9.9	Provide cover for members of staff on maternity leave.		November 2012		Maintenance of 100% return rate and positive feedback from staff.
10	Ensuring a Gender Balance in our Outreach Activities				
10.1	Appoint a lead academic responsible for implementation and Coordination of Outreach activities linked to the CLES-C Strategic plan.	DoE	March 2012	Complete	Inclusion of this role in our current work-load model.
10.2	Employ an outreach officer for CLES Cornwall who visits school children of all ages to promote biosciences and geography as well as organising events on campus and in the community.	Assistant College Manager Cornwall	August 2012	Complete	Promote science as a career.
10.3	Hold events inviting pupils to come to the campus for a day of science activities and a taste of University life, ensuring a gender balance of staff.	Student Engagement and Widening Participation Coordinator	April 2007	Reviewed March 2012	Promote science as a career.
10.4	Work with undergraduate students and ECRs to provide support and training with delivery of outreach.	Student Engagement and Widening Participation Coordinator	RCUK Partnership Grant January 2013	Embedded	Provide gender balanced role models.
10.5	Run public events involve the local community in science, ensuring a gender balance of staff.	Student Engagement and Widening Participation Coordinator/ DoE/ HoD	August 2012	Embedded	Engage with parents and families of young children to promote science careers e.g. Science in the Square http://www.exeter.ac.uk/cornwall/scienceinthesquare/ and BioBlitz http://www.exeter.ac.uk/cornwall/news/title_215929_en.html
10.6	Responses to media enquiries for academic	Central Press and PR	April 2012	Review April	Promote academic work and opinion of both male and

Ref	Action	Responsibility	Timescale and progress		Success Measure (monitoring mechanisms and indexes of success)
			Date (to be implemented)	Recurrent date (if required)	
	opinion are gender balanced.	Office		2014	female scientists.

Case study: impacting on individuals

Describe how the department's SWAN activities have benefitted two individuals working in the department. One of these case studies should be a member of the self-assessment team, the other someone else in the department.

Dr Annette Broderick, Senior Lecturer in Conservation Biology

I joined the University of Exeter as a Research Fellow in 2003. My partner (also an academic) and I were recruited together and brought with us a young family. Since the Cornwall Campus was in its first stages of development I have seen first-hand the changes and progress that has been made over the last ten years. I became a permanent member of the team in 2007 when I was appointed as a Lecturer in Conservation Biology. Lecturers at Exeter are appointed on a Personal Development Plan with published criteria which, once met, gives automatic promotion to Senior Lecturer. This provided me with a clear focus on my career path in my early career days. In October 2009 I made the decision to work part time to spend more time with my young children, as well as carrying on with overseas research. This was supported wholeheartedly by the Department and all of my duties were adjusted to reflect this change and to fall within my part-time hours, which enables me to pick up my children from school and to be free from teaching commitments during school holidays. My Personal Development Plan was also adjusted so I did not lose out on my promotion track and in 2012 I was promoted to Senior Lecturer.

I feel that it is very important that there are role models showing that flexible and part-time working can result in success and promotion. I also think it is important to be a role model to the next generation of female scientists and one of the examples of the outreach work I do is a long term field study of the marine turtle population in Cyprus, which provides our undergraduate students with the opportunity to gain field work experience and also has close links to the local community.

I am pleased to see the Department now promotes part time and flexible working as part of advertising new posts, which I feel will encourage those with parent and carer responsibilities to apply. When the Cornwall Campus first opened its doors in 2003 I was one of very few women in the Department. Now women make up 42% of all academic staff. Lots of work has gone into addressing gender balance in the Department, especially over the last two years, and my promotion is proof that our staff can have a work-life balance at the same time as a successful academic career.

Professor Nina Wedell, Professor of Evolutionary Biology (Self-Assessment Team member)

I began working at the University in 2004 shortly after the Cornwall Campus opened, having relocated with my partner and young son from another UK University. Originally from Sweden I earned a Doctorate at Stockholm University. When I first came to the UK in 1993, as a Postdoctoral Research Fellow, I was struck by the lack of progressive actions to support female academics which was in stark comparison to those in place in my native country.

I now have an eleven year old child and am a single mother, and am pleased that the Department has supported me in my changing personal circumstances. The implementation of core working hours and family friendly social events have allowed me to be included in important decision making meetings, as well as networking in a way which recognises my role as a mother. I feel it is important to be a role model for my son as well as the students I support.

I began promoting Athena SWAN in the Department early on, being part of the successful Athena SWAN University Bronze Award in 2011, and continue to be heavily involved in Athena SWAN initiatives across the University.

I began at Exeter as a Royal Society Research Fellow and have followed the University's Research Career path to gain a number of promotions leading to my current role as Professor. I found the then informal career planning process most helpful and am pleased to see that this is now being formalised within the Department with the mentor ladder. This included the Department supporting me for my Royal Society Wolfson application, which resulted in me gaining Research Merit Award.

Having worked at the Cornwall Campus since its inception, I have seen a huge change in the attitudes of our staff and students. Flexible working, emphasis on work-life balance, transparent promotional procedures, raising awareness about gender issues and an end to the 'old boy's network' have not only made my life as a single mother more manageable, but it has also given me confidence that our Department is doing its utmost to encourage scientists from across our society to be integral to its success.

(778 words)