



Athena SWAN Bronze department award application

Name of university: Cardiff University

Department: School of Earth and Ocean Sciences

Date of application: November 2016

Date of university Bronze SWAN award: 2014

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

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

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

Sections to be included

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

1. Letter of endorsement from the head of department

School of Earth and Ocean Sciences

Head of School and Professor of Palaeoclimate & Climate Systems Research Ian R Hall

Ysgol Gwyddorau'r Ddaear, y Môr

Pennaeth yr Ysgol ac Athro Palaeohinsawdd ac Ymchwil Systemau Hinsoddol Ian R Hall



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28th November 2016

To whom it may concern

I am extremely pleased to give my full support to this application from the School of Earth and Ocean Sciences for an Athena SWAN Bronze award.

This is a vital time for the School to embrace the Athena SWAN process as we have recently embarked upon a comprehensive change programme, which includes a repositioning of our teaching and research priorities, with associated staff expansion.

The self-assessment team has led a process of collective reflection and discussion, which has been embraced by the whole School Community. This process has identified several main concerns including, for example, the need to attract more female applicants to advertised positions, cultural issues particularly during residential field excursions and workload adjustment associated with maternity leave. The interest shown for the initiative has also enabled me to feel entirely confident that the Athena SWAN principles will be enshrined as central values in our culture as we move forward. The School Action Plan (SAP) spans the extent of School activities and key actions addressing our main concerns include:

- Wider and more positive advertising alongside specific pro-active approaches to suitably qualified individuals in order to attract more females to advertised positions;
- Preparation of specific resources to address student gender issues on residential field trips;
- Mandatory training of key staff in inclusivity and diversity, and unconscious bias to raise awareness of gender matters throughout the School and to ensure that female staff and students have appropriate support throughout their academic career progression.

I fully endorse the SAP and am committed to leading colleagues in realising the challenge of implementing the plan. I will ensure financial resources are available to safeguard actions and fully embed them within the School. A newly established Inclusivity and Diversity Committee, chaired by Dr Rhoda Ballinger, who is also a member of the School Executive Board, will support this. Progress has already been made towards embracing the Athena SWAN principles, providing a basis on which the SAP can build. Since I became Head of School in September 2014, the School Executive Board, has:

Strived to embed a culture of collective responsibility, shared success and transparency in decision-making throughout the School, underpinned by straightforward communication;
Ensured that 100% of staff had Personal Development Reviews in 2015 and 2016;
Implemented a formal workload allocation model (including 210 hours per year for the I&D Chair) that will support staff to reflect on their contribution and aspirations;
Increased rotation of senior management posts affording, for example, two female staff research leave after several years encumbered with the same administration portfolio – one of which has subsequently been promoted to Professor in 2016.

I wish to acknowledge all the members of the Athena SWAN self-assessment team for their invaluable contribution and dedicated work. I also thank the whole School Community for recognising the need for change and embracing this 'call to action'. It is therefore with a sense of genuine commitment to further improving inclusivity and diversity within the School that I commend this application for approval.

Yours faithfully



Professor Ian Hall
Head of School and Professor of Palaeoclimate & Climate Systems Research

498 words (excluding letter head and address/date)

2. The self-assessment process

a) The self-assessment team

Members of the School of Earth and Ocean Sciences (EARTH) self-assessment team (SAT) represent various roles, career stages and experiences and demonstrate contrasting approaches to work-life balance (Table 2.1). This includes individuals with considerable caring responsibilities, well acquainted with balancing the demands from university and family commitments, as well as members whose research commitments necessitate substantial periods away from home. The team

includes professional service and technical staff plus student representatives. Comprised of a combination of volunteers and selected individuals, we have been able to allocate specific topics to members based on experience and expertise. Additional members have also provided general advice at key stages of the SAT process. These include xxx who is an active participant on a number of Royal Society senior committees and prestigious panels, following extensive training in diversity issues.

Table 2.1: The EARTH Self-Assessment Team

	SAT roles & responsibilities	University roles & memberships	Work-life balance experiences
	Chair; overseeing SAT application; data analysis sub-group	Senior Lecturer; Senior Personal Tutor; Inclusivity and Diversity Director (2016-); Member of School Executive Board (2016 -)	Caring & Attorney responsibilities; dual-career family; musician
	Deputy Chair; Responsible for data analysis	Reader; School Safety Officer; PGT admissions; University's Admissions Forum and Framework	Caring & Attorney responsibilities; dual-career family; two young children; disabled wife; STEM ambassador
	Oversight of process; Head of School letter	Head of School (HoS); Board of the College of Physical Sciences and Engineering (CoPSE); Former Chair and current member of NERC GW4+ Doctoral Training Partnership Executive Board	Research experience, including >500 days of work at sea; dual-career family; volunteers supporting community participation in sport; marathon running

	SAT roles & responsibilities	University roles & memberships	Work-life balance experiences
	Career development	Lecturer (2014-); Deputy Director of Research Impact; School Research Committee; Responsibility for School Staff-Student Feedback panel & <i>Student Voice</i> (2015-6)	An early career polar scientist, working in a traditionally male-dominated field; flexible working; semi-professional musician
	Data analysis sub-group; workload	School Manager, Examination and Disability Officer Various College and University committees	Dual-career family; flexible working
	Organisation and culture aspects	Technician; School's E&D contact & member of associated College and University committees	Formerly British Army (General Secretary of a LGBT campaign group); Interest in LGBT equality matters
	Committee representation; paternity leave	Lecturer; Director of Environmental Geography degree; University Sustainable Places Research Institute's Executive Board	Recent parent from dual academic career family; parental leave (2017)
	Support for staff; maternity leave & support	Chair (2016 -); Head of School research group (Changing: Earth and Oceans); School Research Committee	Flexible working experience; maternity leave (2008; 2011); Cardiff Women in Science (CWIS) network; STEM ambassador
	Key career transition points	CWIS Chair; University Athena SWAN Steering group; College of Physical Sciences and Engineering Equality and Diversity Forum	STEM Ambassador; Soapbox Science Cardiff leader (2016); keen equal rights supporter

	SAT roles & responsibilities	University roles & memberships	Work-life balance experiences
	Outreach; flexible working	Part-time Professional Tutor; University's Military Education Committee	Formerly senior officer, Royal Navy; Vice Chair, Welsh Centre of Royal Meteorological Society; Chair of local charity; Caring responsibilities
	SAT advisory member	Former HoS and Director of Research; School's Director of Engagement; University Equal Pay Diversity Group	First Vice President (STEM) of the Learned Society of Wales; RS senior committees and panels
	SAT advisory member	Reader; Director of Undergraduate Admissions Deputy Head of School (2016 -); Member of School Executive Board; College Admissions and Recruitment Forum; Athena SWAN internal assessment panel; University Open Day Working Group	CWIS committee; Soapbox Science; STEM activities
	SAT advisory member	Former Director of Fieldwork and Fieldwork Safety Officer; Head of School research group (Solid: Earth and Oceans)	Sea-going scientist and field geologist; personal disabilities; dual-career family
	SAT advisory member	Undergraduate (MESci Exploration and Resource Geology); School Staff-Student panel (2015 – 2017)	
	SAT advisory member	Postgraduate research student	STEM ambassador; Caring responsibilities

b) The self-assessment process

The EARTH Self-Assessment Team (SAT) was established in Autumn 2015 by Professor Ian Hall (HoS) to promote and embed excellent equality and working practices across the School (Table 2.2). At an important time in our School's development, the SAT aims to honestly and openly reflect on our School's strengths and weaknesses related to gender equality and to identify appropriate and realistic actions to improve conditions.

Since December 2015, the panel has met monthly and a data sub-group has met more frequently. One-to-one meetings and formal discussions with selected members of staff have also been undertaken, as needed.

Informing our application, we have scrutinised quantitative data supplied by the University administration for the academic years 2012/13 to 2014/15. We have also reviewed our School results within University-wide staff surveys (2015 full survey: EARTH 96% response rate; 2016 staff poll: 72% response), investigating matters from performance development and decision-making to communications.

In the light of the University 2015 Staff Survey and significant changes to the School's administrative and operational structures, the School commissioned a HE STEM Staff Culture Survey (SCS) to seek further views in relation to participation and promotion practices, workplace culture, leadership and management commitment, and reputation and social responsibility. In addition to standard HE STEM Staff Culture questions, we added an extra question on fieldwork scheduling. There were 44 responses (52%) to this survey.

Table 2.2: The EARTH Self-Assessment Process: Engaging with the wider School

Autumn 2015	EARTH SAT Established
December 2015	Initial Staff Forum presentation
December 2015/January 2016	School HE STEM Staff Culture Survey (SCS)
May – June 2016	Student questionnaire
June 2016	Open School Workshop & Staff Consultation
September 2016	Action Plan workshop
October 2016	SAT Away Day to refine actions

The SAT has engaged widely with the School to develop an understanding of the Athena SWAN process and gain ideas and support for actions. The SAT Chair has summarised progress at regular Staff Forum meetings and provided email updates. An open workshop in June 2016 attracted staff from across academic and professional services and included breakout groups on key issues. The workshop findings were widely circulated for comment.

We have sought student input through student representation on the SAT. Updates have been provided at Staff-Student Panels (*'Student Voice'*). The students organised a survey of their own priorities (tutorials and fieldwork). SAT involvement in the evaluation of 'inclusivity and diversity' matters as part of the School's 2016 Periodic Review of teaching facilitated further discussion with students.

Individual SAT members have participated in key events and networks both within and outside the university, to share best practice and inform our application. In addition to attendance at meetings of the University and College of Physical Sciences and Engineering (CoPSE) Athena SWAN networks, we have been supported by xxx, the College's HR Business Partner, Senior HR Advisor and Data Analyst, respectively.

c) Future of the self-assessment team

School Athena SWAN discussions have considered and addressed workplace culture issues in a positive and informed way. As a result, the SAT will form the basis of a new School Inclusivity and Diversity Committee. This Committee will meet termly and report directly to the HoS and School Executive Board. It will oversee Inclusivity and Diversity (I&D) matters, including monitoring and implementation of the Athena SWAN Action Plan. Formal progress will be reported to the School Executive Board annually. Other School staff and students will be kept informed and engaged in Athena SWAN matters through updates at regular Staff Forums and through *Student Voice*, respectively.

SAT members will continue to attend relevant University and external meetings and events to maintain alignment with the wider, evolving Athena SWAN discourse. The SAT will reconvene monthly for an appropriate period prior to a future application. We will rotate SAT membership every two to three years to provide continuity as well as encouraging wider staff involvement in the process.

721 words

3 A picture of the department

a) The School of Earth and Ocean Sciences

The School of Earth and Ocean Sciences is a multi-disciplinary centre devoted to excellence in research and teaching. The School is part of the College of Physical Sciences and Engineering (CoPSE) and has ~55 academic research and teaching staff supported by a professional services team with administrative and technical roles. The School is recruiting to expand its research portfolio and taught programmes. An External Advisory Board of 5 high profile people from academia, industry and the policy sector (including xxx) was established in January 2016.

Our research in Earth systems and environmental sciences addresses significant challenges from global environmental change to natural resource exploration and delivers interdisciplinary and applied research. About 15 PhD/MPhil students are recruited annually. EARTH researchers have brought in over £12M of research income since 2008 and have published in quality academic journals resulting us being ranked 4th within our discipline on the basis of research outputs in REF2014.

Research-led teaching enhances the student experience of our 18 professionally-accredited undergraduate programmes (three-year BSc and four-year MEdSci programmes in Geology, Exploration & Resource Geology, Environmental Geography, Environmental Geoscience and Marine Geography). 495 UGT and 45 PGT students were enrolled in 2016/17. The accredited vocational and popular taught postgraduate Applied Environmental Geology MSc has trained over 700 students in 25 years. Fieldwork is fundamental to all programmes and work experience (three month and year-

long placements) is actively supported. 2016 National Student Survey (NSS) scores indicate 91% student satisfaction across all our degrees (84% response rate).

We engage widely with industry and will shortly host the British Geological Survey (BGS) Wales Office (Wales Chief Geologist and around 8 research staff) in the School. Many industry sponsors support research and teaching, and provide undergraduate placements. We are involved with cross-institutional and interdisciplinary programmes including the University's Sustainable Places, Water and Energy Systems Research Institutes and the Climate Change Consortium of Wales.

b) Student and staff data

Comparative student data uses HESA data for the period 2012/13 to 2014/15, based on the standard registration population and full person equivalent (FPE). The JACS codes relevant to the School are (F6) Geology and (F8) Physical Geographical Sciences; these have been combined in the following data. Staff benchmark data are based on cost centre (111) Earth and Marine Sciences and FPE. Internal data on students and staff was compiled from the student record system SIMS and the HR system CORE, respectively. The recruitment data are on a calendar year basis due to the nature of the source. HESA data are on an academic year basis (1 August– 31 July).

Student data

(i) Numbers of males and females on access or foundation courses

We offer no access or foundation courses.

(ii) Undergraduate male and female numbers

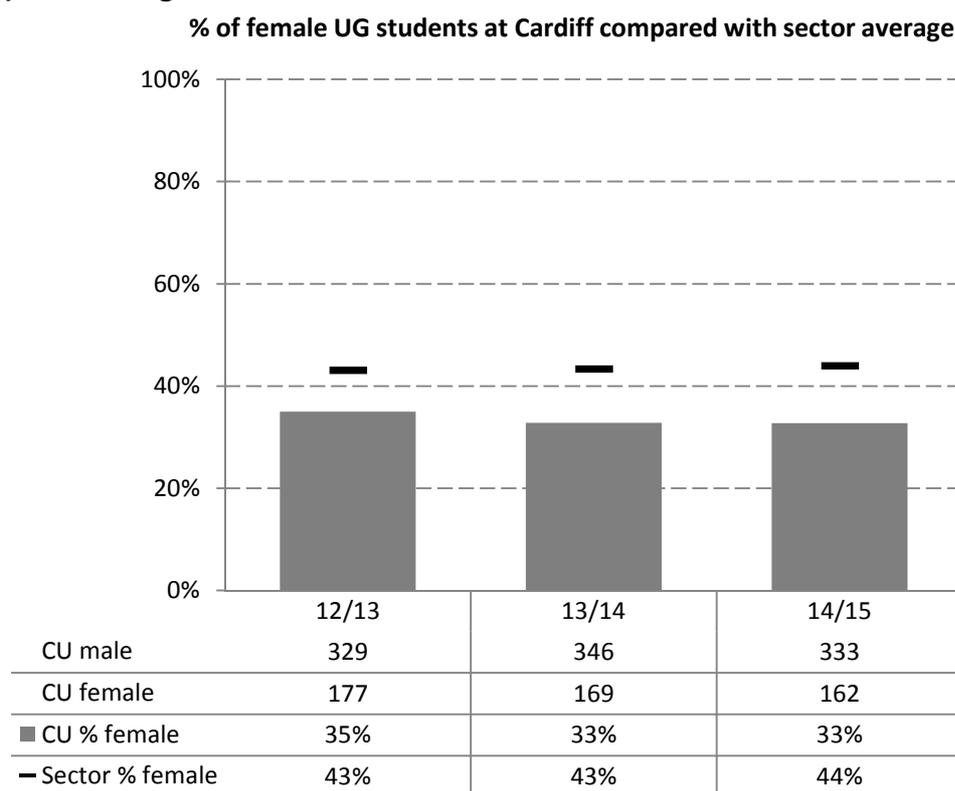


Figure 3.1: Proportion of female UGs on all Cardiff EARTH courses compared with sector average Data source: Internal and HESA

There are no part-time undergraduate programmes and MESci student numbers are too low to be meaningfully analysed separately.

33–35% female students were registered on our BSc and MESci programmes between 2012/13 and 2014/15 (Figure 3.1). For all except the Exploration and Resource Geology programmes, our 3-year average lies above the F6 average of 34% (Table 3.1). The Exploration and Resource Geology degree is dominated by male students, reflecting the gender ratio across the exploration and resource industries, as highlighted by the Global Mining Standards and Guidelines Group whose latest research show on average between 5-10 percent of the workforce in this sector is female, depending on country and company. We intend to address the imbalance in our UG programme, as detailed below.

There have been varying trends in gender ratios over the period for the degree programmes. Whilst the ratios have remained fairly static for Environmental Geoscience, there has been an increase in the percentage of females taking Marine Geography, to 44% in 2013/14, closer to the F8 average (48%). In contrast, the ratio for Geology has fallen from 47% to 36%, a trend resulting from changes in the relative proportion of BSc and MESci students. Our overall gender balance is likely to change as new programmes, such as the BSc in Environmental Geography, become established and are further promoted. The current global downward trend in the exploration and resource (hydrocarbons and minerals) industries may also influence recruitment as students seek educational opportunities to ride out the lowered employment prospects.

Table 3.1: Degree programme areas by gender and academic year

Data source: Internal and HESA

	2012/13		
	Female	Male	% Female
Geology	54	61	47%
Exploration and Resource Geology	16	110	13%
Environmental Geoscience	48	57	46%
Earth and Environmental			
Marine Geography	37	73	34%
Earth Sciences	3	3	50%
Marine Geoscience	9	7	56%

	2013/14		
	Female	Male	% Female
Geology	48	77	38%
Exploration and Resource Geology	21	110	16%
Environmental Geoscience	33	48	41%
Earth and Environmental	6	12	33%
Marine Geography	48	67	42%
Earth Sciences	2	1	67%
Marine Geoscience	5	5	50%

	2014/15		
	Female	Male	% Female
Geology	44	79	36%
Exploration and Resource Geology	22	104	17%
Environmental Geoscience	23	33	41%
Earth and Environmental	13	20	39%
Marine Geography	50	64	44%
Earth Sciences	1	0	100%
Marine Geoscience	2	1	67%

	Average 2012/13, 2013/14, 2014/15		
	Female	Male	% Female
Geology	49	72	40%
Exploration and Resource Geology	20	108	15%
Environmental Geoscience	35	46	43%
Earth and Environmental	6	11	37%
Marine Geography	45	68	40%
Earth Sciences	2	1	60%
Marine Geoscience	5	4	55%

F6 'Geology' average 2012/13, 2013/15, 2014/15 = 34%

F8 'Physical and Geographic Sciences' average 2012/13, 2013/15, 2014/15 = 48%

Table 3.2 shows the split between the BSc and MEdSci degree programmes and reveals that the latter consistently attracts a higher proportion of female students. However, the proportion of EARTH students taking the MEdSci programmes decreased from 21% in 2012/13 to 14% in 2014/15. A reduction in the proportion of Geology students undertaking an MEdSci (from 24% in 2012/13 to 19% in 2014/15) explains why Geology became disproportionately more male over this period.

Table 3.2: Proportion of female and male students on BSc and MEdSci degree programmes

	2012/13	2013/14	2014/15
BSc	87	101	100
Female	39	39	34
Male	48	62	66
% Female	45%	39%	34%
MEdSci	28	24	23
Female	15	9	10
Male	13	15	13
% Female	54%	38%	43%

To address the relatively low proportion of female students on certain programmes, we will:

Monitor student gender balance and report statistics annually (AP1): including data on internal transfers and progression.

Maximise opportunities from School outreach activities (AP2): promoting our inclusive curriculum to encourage females to study STEM subjects, following guidance from the Equality Challenge Unit.

(iii) Postgraduate male and female numbers completing taught courses

During the review period two taught, full-time one-year MSc programmes in Applied Environmental Geology (AEG) and Environmental Hydrogeology (EH) were offered. EH (7 females and 6 males in 2013/14) closed at the end of 2013/14. The proportion of female students varies annually in real terms and in relation to the sector average (Figure 3.2). MSc AEG attracts significant numbers of overseas female students. For example, the 2015-16 intake had 6 female overseas students, out of 39. Within this 2015/16 class, females make up 28% of the student cohort, below the sector average.

Although the applied geology industry is male-dominated, we have no issues finding industrial placements for females, a compulsory programme component. The degree outcomes and employment rates for this programme also show no gender distribution.

We will continue to monitor these figures, particularly in the light of potential new Masters programmes (AP1). We will undertake Equality Impact Assessments (EIAs) and targeted communications to external and home BSc students (AP3), ensuring an appropriate gender balance within promotional material and events (AP2).

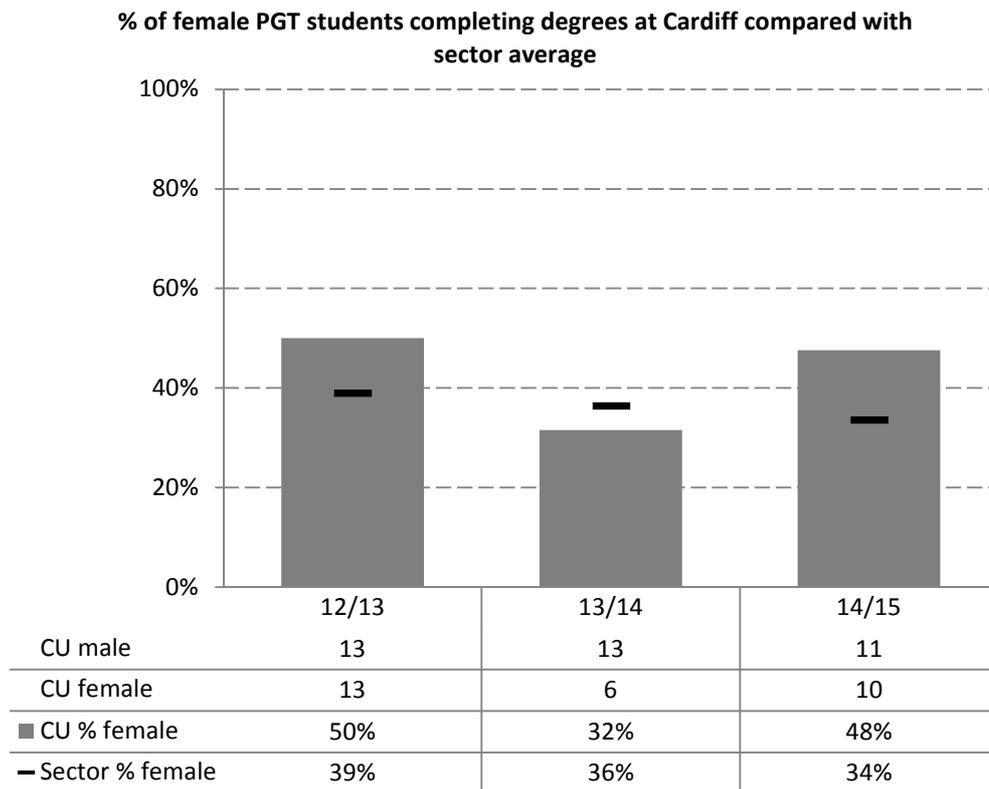


Figure 3.2: Proportion of Cardiff PGTs compared with the sector average
F6 average 12/15 = 38%, F8 average 12/15 = 47%
 Data source: HESA

(iv) Postgraduate male and female numbers on research degrees

In the review period, there were relatively few full-time PGR students (Figure 3.3); but there was an increase in female students from 32% to 43%, similar to the science, engineering and technology (SET) average. The reduction in male students is largely explained by the departure of one senior academic and his research team (which traditionally attracted male overseas students). Over the same period there have been very few part-time PGR students, only one of whom was female.

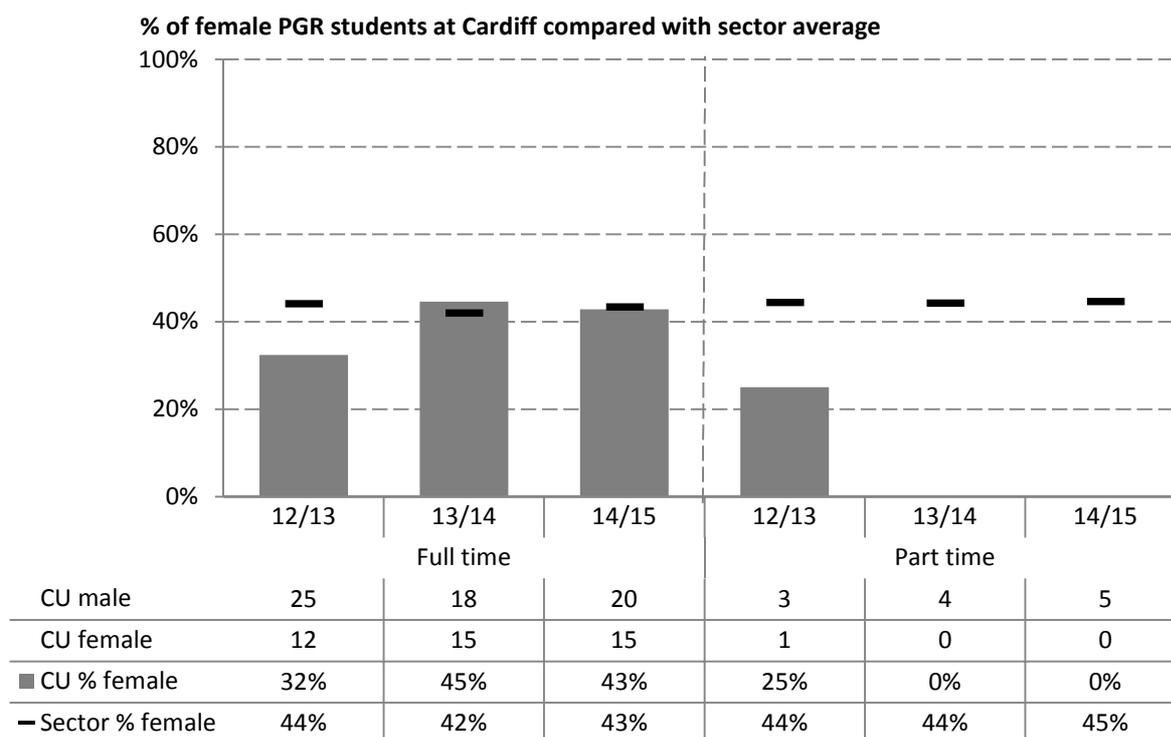


Figure 3.3: Proportion of female Cardiff PGR students compared with sector average
F6 average 12/15 = 42%, F8 average 12/15 = 45%
 Data source: Internal and HESA

(v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees

The success rates (application: offer ratios) for undergraduate applications for the years 2012/13 to 2014/15 show a female offer percentage 1 – 2% higher than the application percentage. Furthermore, the female acceptance percentage is 1-3% better than the offer percentage (Figure 3.4). These trends suggest no bias in the recruitment process.

The PGT female offer percentage is higher than the application percentage (5-16%) (Figure 3.5). The acceptance rate is below the offer rate, but higher than the application percentage. However, this is 'acceptance,' not 'enrolment' data. For example, in 2012/13 only 26 PGT students enrolled out of 34 acceptances. In 2013/14 20 enrolments followed 43 acceptances. We assume students accept places at several universities. As noted above, we will ensure that an EIA and appropriate, targeted communications are in place for our new Masters programme (**AP3**).

Figure 3.6 shows higher success rates amongst female compared with male applicants since 2012/13. Application: acceptance ratios indicate a positive trend with females nearly twice as successful as males in 2014/15.

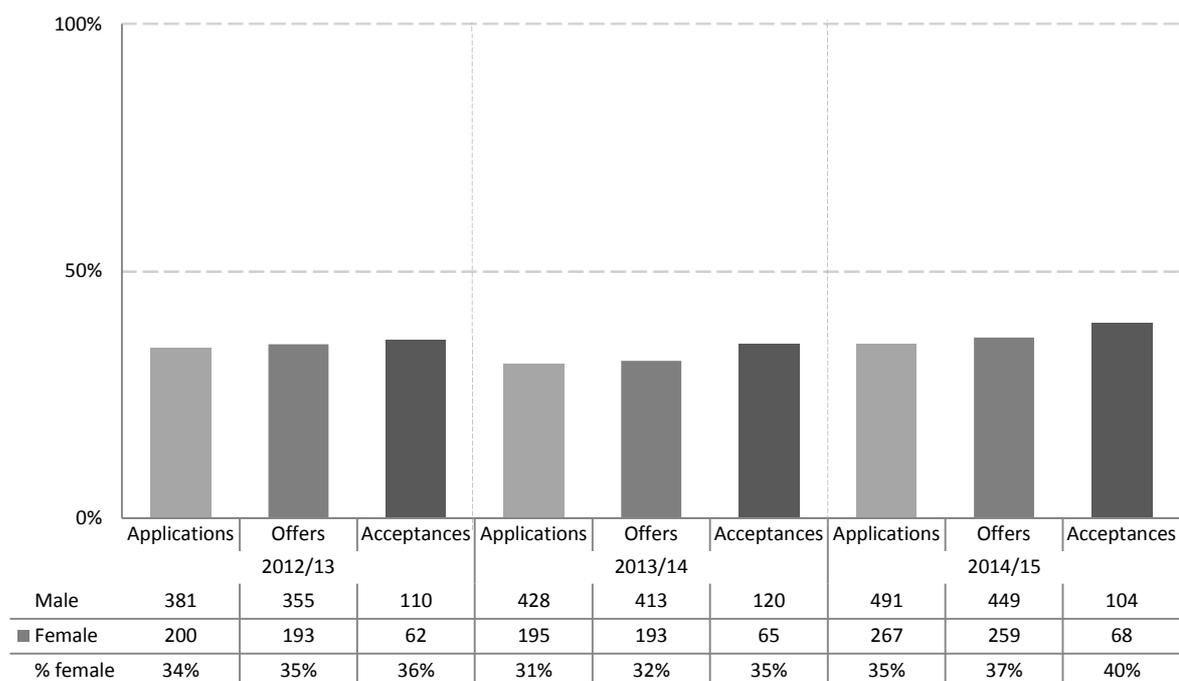


Figure 3.4: Proportion and numbers of student applications, offers and acceptances for UG programmes
Data source: Internal

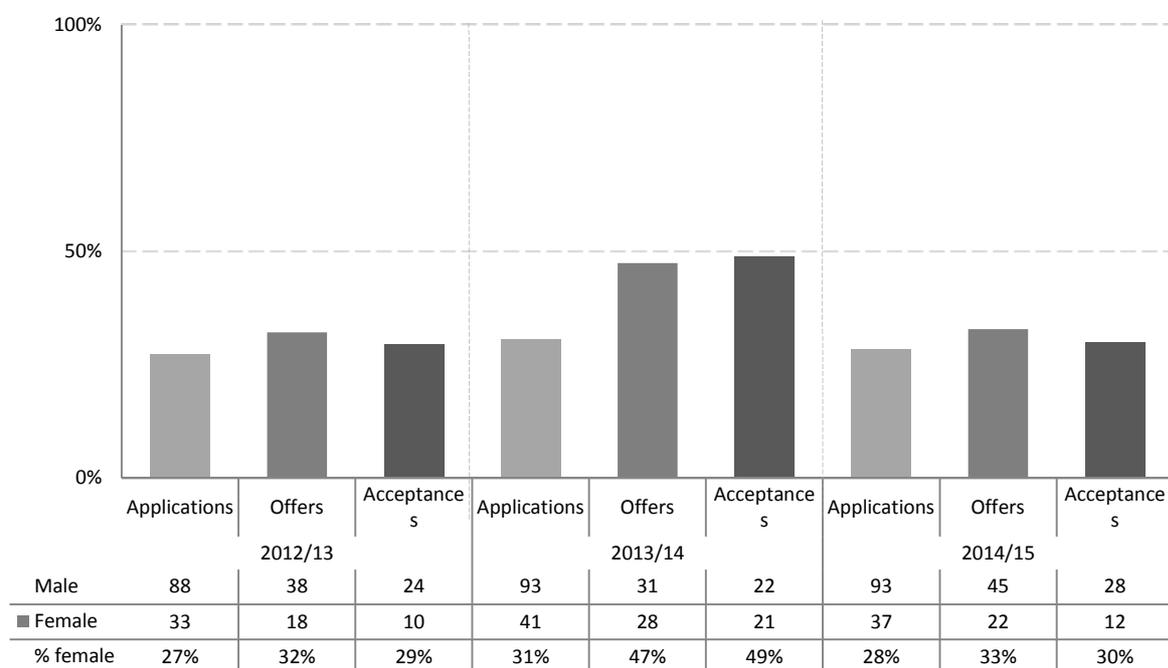


Figure 3.5: Proportion and numbers of student applications, offers and acceptances for PGT programmes
Data source: Internal

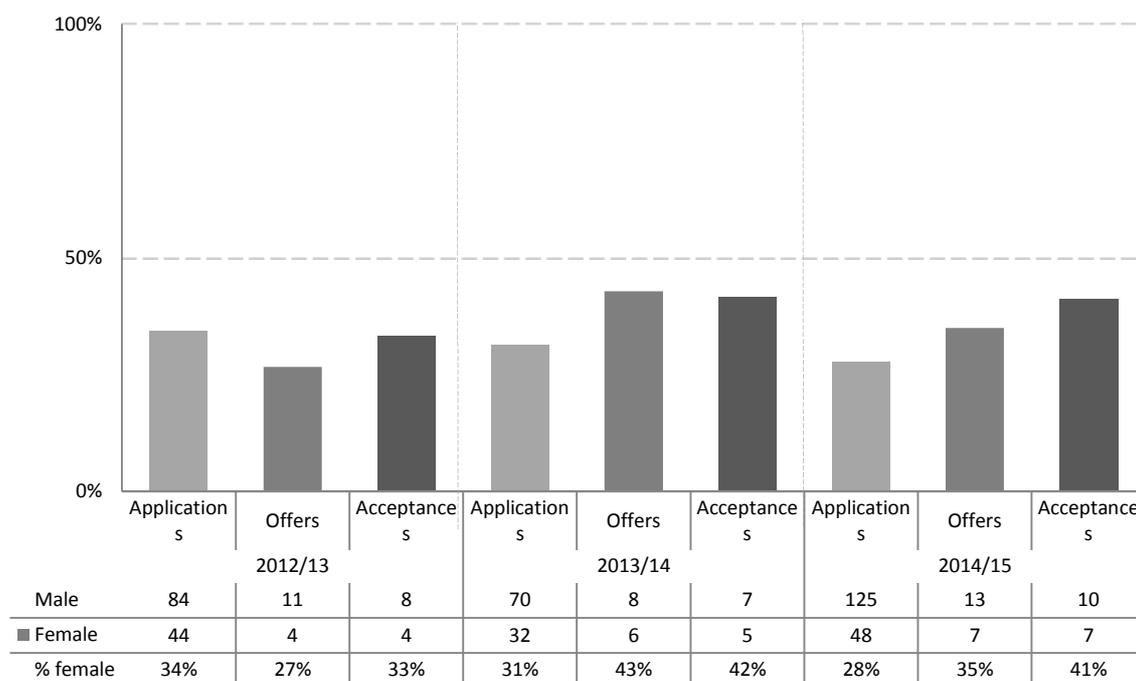


Figure 3.6: Proportion and numbers of student applications, offers and acceptances for PGR programmes
Data source: Internal

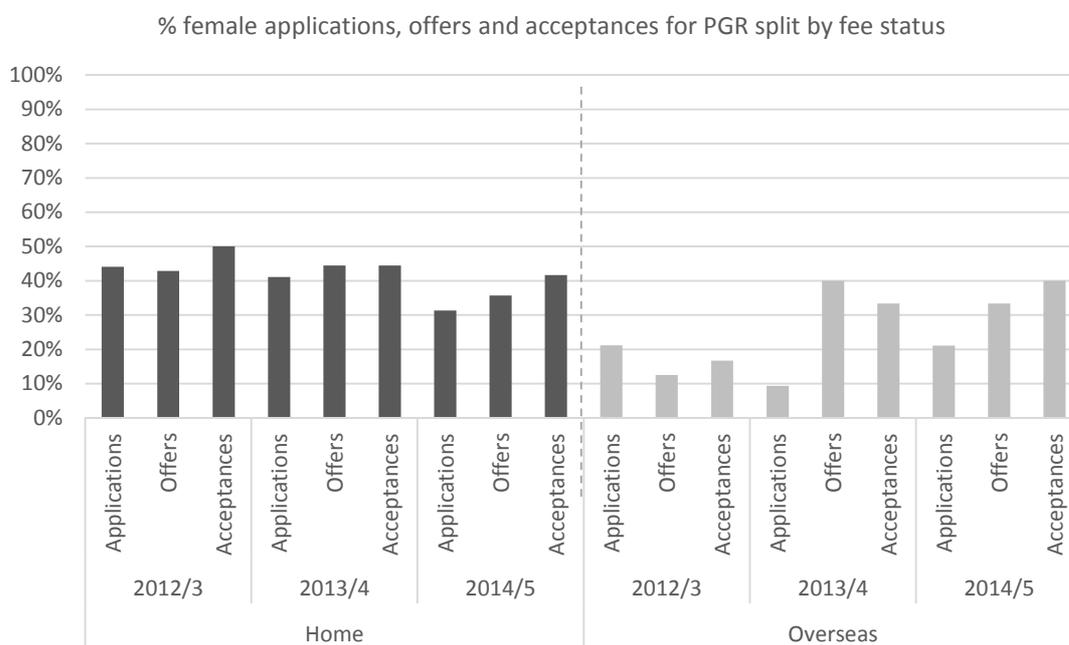


Figure 3.7: Female applications, offers and acceptances for PGR split by fee status
Data source: Internal

In 2012/13 female applicants constituted about half home applicants whereas in 2013/14 overseas female applicants dropped to 10% (Figure 3.7). However, both years' offers and acceptances were each over 30%. We will continue to monitor statistics (**AP1**), and ensure publicity materials and

events for PGR demonstrate equal opportunities for female as well as male applicants, providing appropriate training and support for staff involved (AP2).

(vi) Degree classification by gender

Figure 3.8 highlights the increasingly higher proportion of female students outperforming males, a pattern consistent with the national picture. A higher proportion of females attain first class and 2.1 honours degrees compared with male students. Third class degrees are dominated by males with only one female third class degree (2013/14) and no passes in this period (Table 3.3).

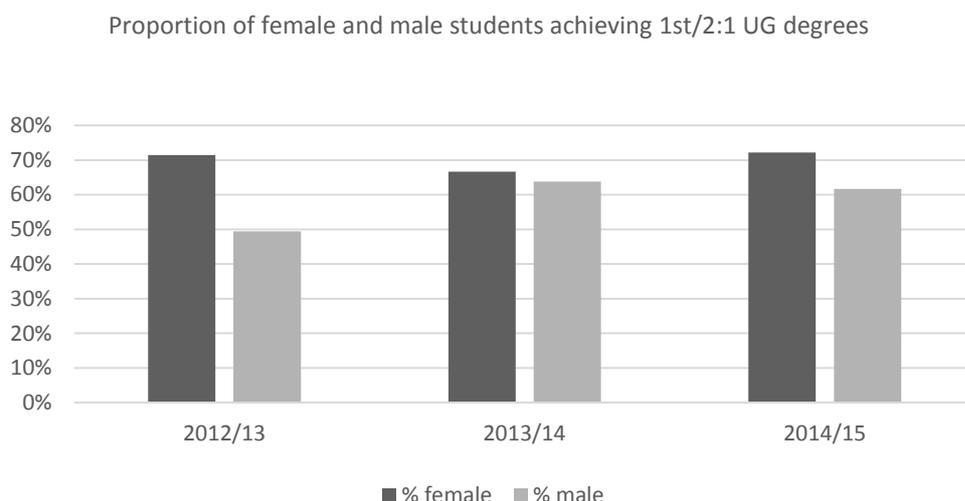


Figure 3.8: Proportion of female and male students being awarded 1st: 2.1 degrees
Data source: Internal

Table 3.3: 3-year summary of undergraduate degree classification by gender
Data source: Internal.

Numbers of students

Award Class	2012/3	2012/3	2013/4	2013/14	2014/15	2014/15	2014/15
	F	M	F	M	F	M	N
1	11	14	12	21	16	14	1
2-1	29	27	24	53	23	44	2
2-2	13	32	8	22	8	22	
3	0	4	0	1	0	2	
Pass	0	2	1	6	0	1	
Total	56	83	54	116	54	94	3

Table 3.3 contd.

Proportion of students within their gender group

Award Class	2012/3	2012/3	2013/4	2013/14	2014/15	2014/15	2014/15
	F	M	F	M	F	M	N
1	21%	18%	27%	21%	34%	21%	33%
2-1	55%	34%	53%	52%	49%	52%	66%
2-2	25%	41%	18%	22%	17%	22%	
3	0%	5%	0%	1%	0%	1%	
Pass	0%	3%	2%	4%	0%	4%	

Staff data

(vii) Female: male ratio of academic staff and research staff

Compared with data from SET schools and Cardiff University (Tables 3.4 and 3.5), the statistics indicate that, with the exception of the data for Reader level, the proportion of female academic staff lies below expectations. This issue is particularly noticeable at Lectureship level where the shortfall lies below SET schools in the University and below the proportion of female staff in the Earth sciences nationally (2014/15: 35%). The disproportionate loss of female Researcher staff (Table 3.4) is due to departure of the senior academic and associated research team, mentioned above.

Small numbers pose significant problems for analysis and interpretation; this is particularly true at the higher academic levels. For example, the 2013/14 ‘spike’ in the proportion of Readers, results from promotion of two female Lecturers. At Researcher level, the decline in staffing over the period amounts to a net loss of the equivalent of 7 FTE staff (19 in 2012/13; 12 in 2014/15). In this context, to attain the SET average for Lectureships, the most under-represented level, three female Lecturers need to be appointed. We address this issue through **AP4 to AP10** under recruitment, below.

Table 3.4: Female staff at various levels within the School

Data source: Internal

	2012/13			2013/14			2014/15		
	Male	Female	Female %	Male	Female	Female %	Male	Female	Female %
Researcher	11	8	42%	9	7	44%	9	3	25%
Lecturer	12	1	8%	14	2	13%	12	3	20%
Senior Lecturer	9	4	31%	8	2	20%	10	2	17%
Reader	3	1	25%	3	3	50%	4	3	43%
Professor	8	1	11%	7	1	13%	8	1	11%

Table 3.5: Female staff within SET schools across Cardiff University

Data source: Internal

SET schools	12/13	13/14	14/15	SET Average
Researcher	48%	48%	46%	47%
Lecturer	47%	49%	51%	49%
Senior Lecturer	35%	32%	32%	33%
Reader	28%	27%	30%	28%
Professor	14%	14%	18%	15%

The data in Table 3.4 illustrate a clear decline in female representation through the career stages, from Researcher to Professorial levels. This trend, which is replicated each academic year (Figure 3.9), is similar to that SET schools across Cardiff University (Table 3.5). Section 4 below addresses our need to increase the relative proportion of females throughout the entire ‘supply chain.’

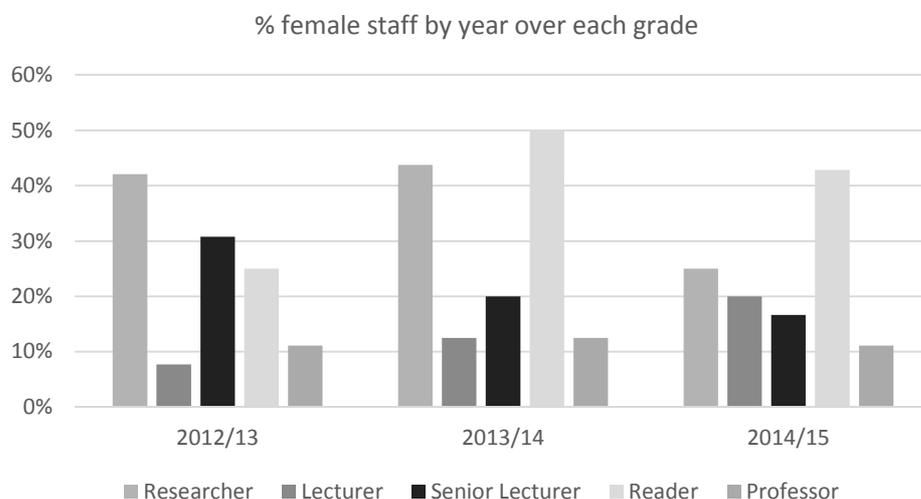


Figure 3.9: The proportion of female staff by year for each level within the School

Data source: Internal

(viii) Turnover by grade and gender

With the exception of Researchers, there were few staff leavers over the period 2012/13 – 2014/15 (Table 3.6). Only one female Lecturer (on a temporary teaching contract) and no senior female staff left between 2012/13 and 2014/15. This stability may be explained by a supportive School academic environment but also limited job opportunities elsewhere and local family commitments.

There were low levels of recruitment activity for Senior Lecturer, Reader and Professor during this period, which limited opportunities to change workforce demographics and relied upon academic promotions to achieve change. In contrast, considerable turnover dominated the Researcher level, where most posts were fixed-term and linked to specific projects. The spike in numbers of Researchers leaving in 2014/15 (10 males and 10 females) resulted from the renewal of multiple, very short-term contracts (of less than a year).

The School is committed to monitoring and analysing these trends (including University exit survey data) to ensure patterns are understood and receive an appropriate response. We also propose related actions supporting staff in their career development, specified in Section 4 b (i) below.

Table 3.6: Staff turnover: male and female leavers over the past three years

Data source: Internal

2012/13					
	Research	Lecturer	Senior Lecturer	Reader	Professor
Female	2	0	0	0	0
Male	2	1	2	0	1

2013/14					
	Research	Lecturer	Senior Lecturer	Reader	Professor
Female	4	0	0	0	0
Male	1	1	0	0	1

2014/15					
	Research	Lecturer	Senior Lecturer	Reader	Professor
Female	10	1	0	0	0
Male	10	1	0	0	1

Aggregate over three years					
	Research	Lecturer	Senior Lecturer	Reader	Professor
Female	16	1	0	0	0
Male	13	3	2	0	3

1782 words

4. Supporting and advancing women’s careers

Key career transition points

(a)

(i) Job application and success rates by gender and grade

Five of the successful candidates for the School’s advertised nine Researcher positions between 2013 and 2015 were female (Figure 4.1). Whilst the proportion of females shortlisted was significantly lower than the application percentage in 2014, in 2015 it was much higher. The very low numbers involved make detailed analysis of limited value.

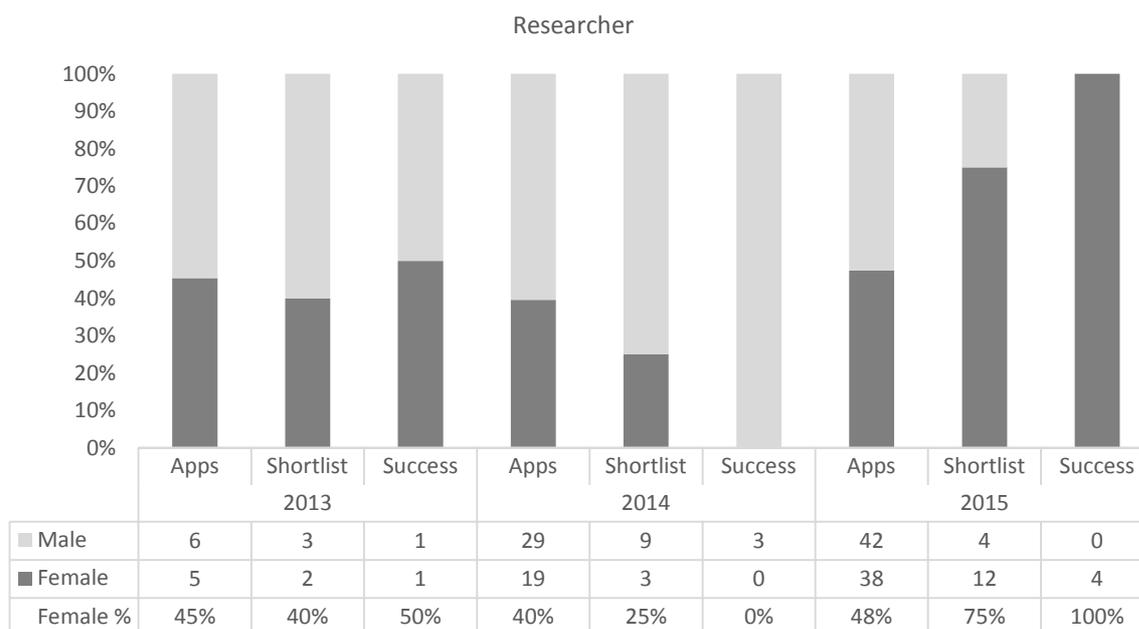


Figure 4.1: Proportion and number of applications, shortlisted and successes of female Researchers in the School

Data source: Internal

The School advertised ten Lectureships from 2013 to 2015 (Figure 4.2) and appointed three females. In 2015, four male and no female Lecturers were appointed. We have considered possible causes and consider that the subject areas of the Lectureships (Petroleum Geoscience, Basin Analysis, Isotope Geochemistry) are those which traditionally attract fewer females, and thus explain the small proportion of female applications.

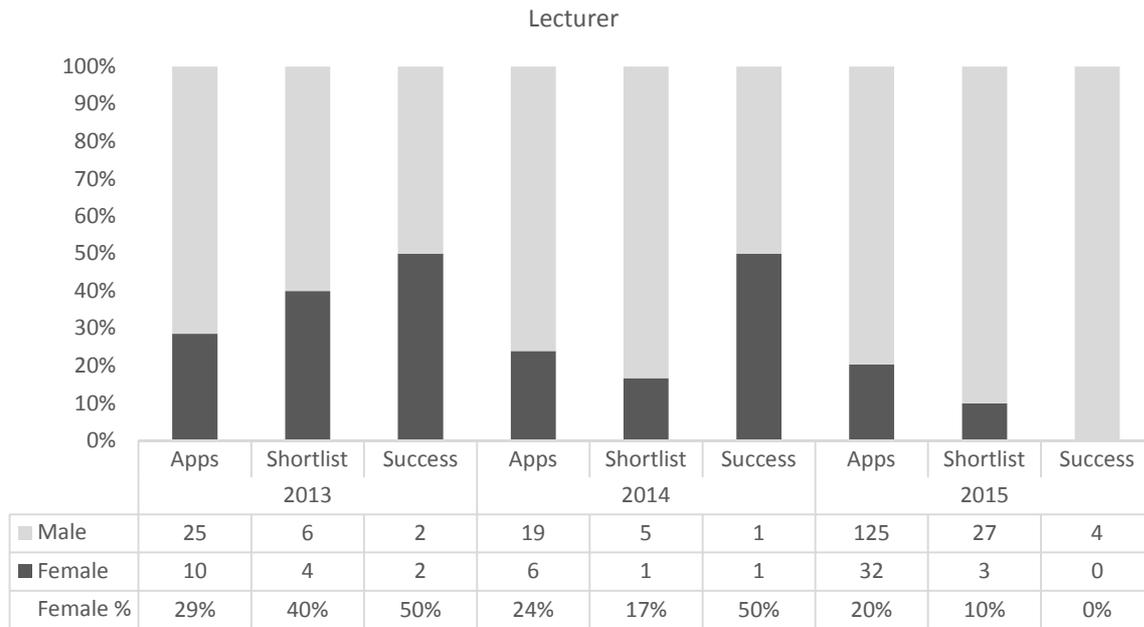


Figure 4.2: The proportion and number of applications, shortlisted and successes of female Lecturers in the School
Data source: Internal

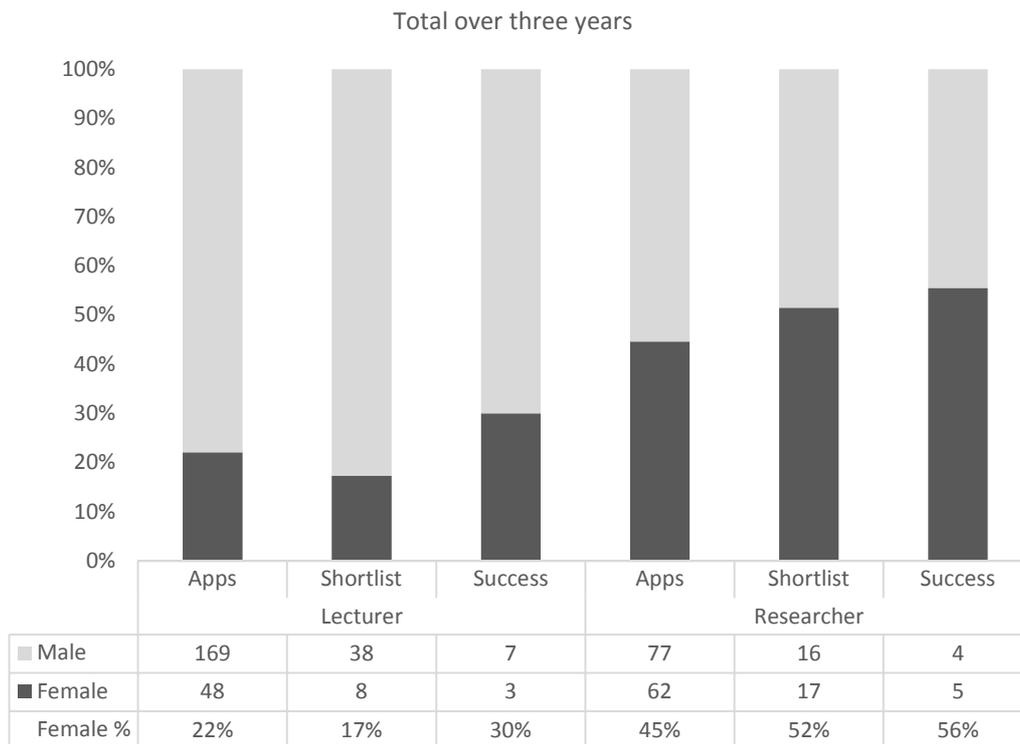


Figure 4.3: Proportion and number of applications, shortlisted and successes for female Lecturers and Researchers in the School over the three-year period (2013 – 2015)
Data source: Internal

There were no recruitment opportunities for Senior Lecturers, Readers or Professors from 2013 to 2015.

To address the small number of female applications, we have been advertising vacancies widely and using WISE (Women in science, technology and engineering) <https://www.wisecampaign.org.uk/jobs> since 2015. We plan to improve our recruitment process further by actions (AP4 – 10) specified in Section b(i) (*Key Career Transition Points*).

(ii) Applications for promotion and success rates by gender and grade

Table 4.1 shows eight academic promotions in the School between 2012/2013 and 2014/15 of which two were females (Senior Lecturer to Reader).

Table 4.1: Number of successful promotions in the School

Data source: Internal

		2012/2013		2013/2014		2014/2015	
		Male	Female	Male	Female	Male	Female
Lecturer to Senior Lecturer	Eligible	12	1	14	2	12	3
	Successful	1	0	0	0	2	0
Senior Lecturer to Reader	Eligible	9	4	8	2	10	2
	Successful	0	2	0	0	1	0
Reader to Professor	Eligible	3	1	3	3	4	3
	Successful	0	0	0	0	2	0
Unsuccessful				1			
Withdrawn				1			

Table 4.2 shows the average time EARTH staff have spent at each promotion level (staff email enquiry (June/July 2016) to which 26 academic staff (59%) responded). Figure 4.4 shows that females generally remain at Lecturer and Senior Lecturer level longer than males. Combined with promotion application data, female staff tend to be more reluctant to apply for promotion. Possible reasons include historic differences in support for enhancing individual’s research careers, allocation of administrative portfolios, low self-confidence, and internal and external networking opportunities.

Table 4.2: The average time EARTH staff have spent at each promotion level (years)

Data source: Internal

	Postdoctoral	Lecturer	Senior Lecturer	Reader	Professor
All staff, whole career	5.3	7.8	5.6	5.2	8.7
All staff, CU career only	3.5	6.4	5.8	5.8	8.3
Female staff, whole career	3.2	9.1	7.3	4.5	24.0
Female staff, CU career only	2.5	7.6	7.3	4.5	24.0
Male staff, whole career	6.3	4.0	5.3	5.7	5.2
Male staff, CU career only	6.2	6.6	5.1	5.0	5.6

No. female responses	8
No. male responses	18

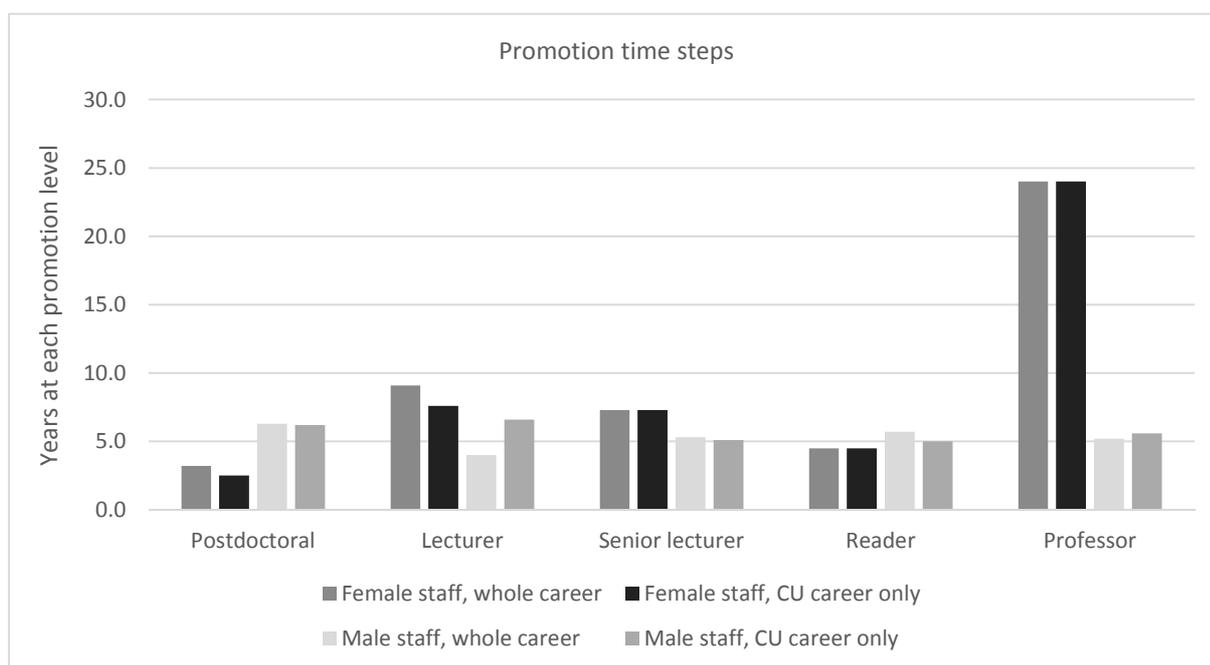


Figure 4.4: The length of time EARTH staff have remained at each promotion level

Data source: Internal

Traditionally, only staff most likely to be promoted were actively encouraged to apply. Now, in an effort to support promotion applications, reminders are sent to all staff well in advance of application submission deadlines and the HoS offers to meet with interested individuals. Since 2015/16, the annual Performance Development Review (PDR) has included ‘future plans and career aspirations’; however, further training and guidance for line managers would improve consistency across the School.

We propose various actions (**AP11 – 15**) to improve internal staff promotion in Section 4 b(ii) below.

(b)

(i) Recruitment of staff

For academic posts, shortlisting is undertaken by the recruitment committee, typically chaired by the HoS for School-funded posts or the grant Principle Investigator for externally-funded projects.

Other committee members are generally selected by the main recruiter. Shortlisting panels generally have male and female members, and the Chair of the recruitment panel has had interviewing and E&D training. Interviews are scheduled in a manner to avoid overnight stays whenever possible.

All staff and a student representative are encouraged to attend candidate presentations during the interview process. Professorial interview panels are chaired by the female College Pro Vice-Chancellor. For these appointments, a staff member from another School gathers staff audience feedback for the interview panel. For less senior appointments, feedback comes from the School, usually via the HoS. Candidates meet a gender-balanced group of staff when attending presentations and interviews.

To improve the recruitment system in the School, to address issues highlighted in the previous section and to make the system more inclusive we propose:

using more proactive approaches (AP4): using search committees to identify and approach excellent prospective candidates;

writing vacancy packs in a more positive style to attract candidates irrespective of gender (AP5);

ensuring all recruitment staff

○ ***undertake unconscious bias training (AP6)***;

○ ***share and understand trends in current recruitment data (AP7)***;

monitoring reasons for applicants declining offers (AP8)

ensuring gender balance on selection and interview panels (AP9);

providing a supportive contact within the School (AP10) - to expand on wider matters relating to work culture for prospective candidates.

(ii) Support for staff at key career transition points

The School has a 'leaky pipeline' typical of female progression in STEM subjects (Figure 4.5).

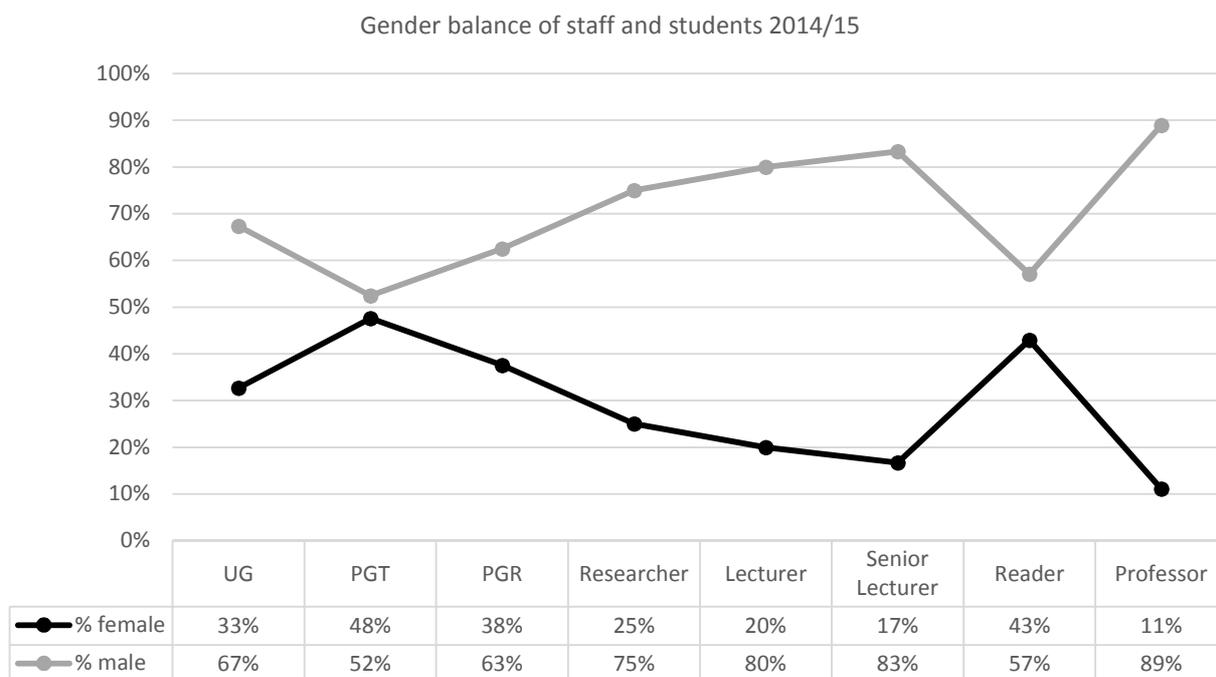


Figure 4.5: The EARTH ‘leaky pipeline’: gender balance of staff and students (2014/15)
 Data source: Internal and HESA

Postgraduate to Postdoctoral Researcher

Postgraduate Researchers (PGRs) are actively encouraged to attend training courses, informed by the Researcher Development Framework, developed by *Vitae*. These include courses surrounding personal effectiveness and engagement, influence and impact. PGRs are encouraged to attend international conferences and workshops, providing crucial networking opportunities for career development. Cardiff Women in Science (CWIS) events (e.g. monthly networking lunches) are advertised to PGRs to try to make successful female academics more visible to the PGR community. The School has a supportive research committee, providing constructive feedback on fellowship proposals. The university recommends final year PhD students attend a fellowship support programme, as noted above. However, our own PhD cohort is encouraged to move elsewhere to enrich their experience.

Postdoctoral Researcher to Lecturer

There is a significant and consistent drop in the % females between Postdoctoral Researcher and Lecturer (Figure 4.5). We have various initiatives to support Postdoctoral Researchers, e.g. the University mentoring scheme, CWIS events. They have annual appraisals and opportunities for careers advice from line managers and the University careers service. Dedicated training courses include the University’s Fellowship Support Programme for Early Career Researchers.

Postdoctoral Researchers who write successful fellowship proposals are more attractive to hiring institutions. The School’s Research Executive organise internal peer review and constructive feedback on grant and fellowship proposals. Of the two female appointments to permanent academic posts in the School within the last decade, one came from an internal Postdoctoral Researcher. We have not collected formal data on the proportion of our Postdoctoral Researchers

who move into permanent academic posts and the reasons for departure. In future, we will record this (AP11). For this report, we questioned the line managers of PDRA's who have left the School since August 2012 (12 female and 10 male). 75% of the female PDRA leavers are still in academia, compared with 60% of the male PDRA leavers. Furthermore, 42% of those female PDRA leavers now have permanent academic posts, compared to 10% of the male PDRA leavers. Our appointment process for lectureships draws from a pool of predominantly external candidates, and underscores the importance of our action points related to recruitment of staff (AP4 - 10).

Lecturer to Professor:

Figure 4.5 also shows a drop in the % female academics between Lecturer and Senior Lecturer, but a rise from Senior Lecturer to Reader. Although no females were promoted to Professor in the review period two senior female academics were promoted to Professorial status in 2015/16.

Further details of the support for female career progression are provided in the 'promotion and career development' section below. Associated actions (AP12 - 15) should particularly help address issues relating to the % decline in female staff at the higher academic levels.

Career development

(a)

(i) Promotion and career development

Between 2012 and 2015, 8 males and 2 females applied for promotion (covering all grades). Of these, 8 were successful, including two females who were promoted from Senior Lecturer to Reader (2012). There were no applications from female staff between 2012 and 2015.

The University's 'Career Development for Female Academics' programme encourages applications for promotion from all female staff and PhD students. It consists of three half-day sessions with an HR professional, and introduces the promotions procedure, and identifies both actual and perceived common barriers. Staff attending this are encouraged to meet informally outside sessions to establish a cross-discipline support network. This programme, established in the School of Engineering to address the relatively low applications from female staff, has been rolled out across the University. One Lecturer attended the programme in 2015, but timetable clashes have prevented other staff from attending.

The Vice Chancellor's development programme for Early Career Academics 'Cardiff Futures' support career development further, exploring the governance of the University and shaping its strategic direction in addition to building a sense of community with colleagues across the University. One male and one female staff member were nominated for the programme in 2015, but are yet to participate.

Career development is usually discussed annually during PDR, when specific objectives for the year ahead are agreed. However, only 32% of staff on Teaching and Research contracts responded positively to the statement 'My appraisal or probation review meeting has been helpful in guiding me in my work' in the latest CU staff survey. Whilst the responses to this question of female T&R staff in the School to this question is not known due to low number of respondents ($n < 10$), in the recent School staff survey, less than 20% of staff agreed that the promotions process recognised the

full range of an individual's skills and experience. To improve this and to encourage higher promotion application rates we will continue to discuss promotion eligibility in PDR meetings, upskilling PDR reviewers (**AP13**). We will also:

demystify the promotion process (AP12):

- arranging relevant events including promotion workshops, confidence-raising programmes and focus groups for female academics;
- providing up-to-date relevant information including guidelines and briefings on the application process.

(ii) Induction and training

There are no specific induction procedures for female staff. All staff are invited to a University induction event, introducing key personnel and procedures, and there is a School induction. Research staff have a 12-month probation scheme, and academic staff entering a lectureship position have a 36-month probation scheme. There are regular reviews during the probation period and teaching staff undertake the University's teaching programme. Workloads are adjusted accordingly during the probation period.

In the latest University-wide staff survey, 70% of staff on the Academic Research-only pathway responded positively to the statement '*I have received the right training and development I need to do my work*', although the number of respondents for our School ($n=9$) was too low to report. All staff have an annual appraisal (2012-2015)/PDR (2016-) with their line manager. University training opportunities are available to all staff and PDRs can be used to identify appropriate courses which are supported by the School budget. The PDR process could be improved by upskilling reviewers to identify training needs and improve goal-setting (**AP13**) which should also help increase staff satisfaction in the PDR process.

Mentoring may assist staff making choices affecting their careers. The School currently assigns a mentor to every new starter, and academic staff can access the University mentoring scheme. However, in the SCS, less than 20% of staff agreed that the School provided them with useful mentoring. Consequently, line managers will also discuss mentoring requirements and opportunities in order to increase engagement with relevant schemes (**AP14**).

All PhD students have access to training courses within the university. The Cardiff Graduate School and EARTH run separate induction procedures. Those funded via the GW4 Doctoral Training Partnership (DTP, comprising Cardiff, Bristol, Bath and Exeter Universities) also have a residential event and provide a specific training budget for their students. Students who are not part of the DTP (e.g. funded by University scholarships or industrial partnerships) do not have access to these training resources. We will address this variability in induction programmes through **AP15**.

(iii) Support for female students

All students (undergraduate and postgraduate) have a pastoral tutor, and female students may request a female one. The postgraduate pastoral tutor is independent of their supervisory team. There is no specific support for female postgraduate students, but they have access to training and networking opportunities via DTP and CWIS. Undergraduate students are represented on School committees by elected representatives, and are involved in the recruitment process for new lecturing staff.

With a few exceptions, notably the Director of Teaching, student-facing administrative roles have more commonly been held by female staff. However, this has been recently reviewed (see below: **AP19**). The co-ordination of staff-student liaison and feedback (through 'Student Voice') has recently passed from a female to a male staff member (2016). The Senior Personal Tutor, who co-ordinates tutorials for the School, is female; the chair of the Extenuating Circumstances Committee has recently passed to a male colleague. We note the significant changes in gender parity in student-facing administrative roles during 2016.

Fieldwork provides a specific challenge to student support within the School. All residential undergraduate fieldtrips have at least one female staff member. In 2016, students attending fieldtrips were polled on the following questions: 'I feel safe on Cardiff University fieldtrips' and '*I feel that I am treated with respect on Cardiff University fieldtrips*'. Of the 278 students undertaking fieldtrips, 94% agreed with the first statement, and 87% the second. There was no difference in response to the second question, but 95% of the 171 male students agreed with the first statement, whereas 92% of 78 female students and 89% of 7 students who did not specify gender agreed. We aspire to achieve 100% agreement with these statements. Student: staff ratios do not exceed 10:1 on residential fieldtrips, and all students agree to abide by a code of conduct. However, sometimes staff and particularly PGR assistants feel they lack the authority to enforce this. There is evidence of occasional inappropriate language and conduct identified by students undertaking fieldwork. It is essential we improve current practice and that all students feel respected on fieldwork. Currently, small transgressions in behaviour are given a warning (yellow card) and repeated small or major transgressions are given red cards, which prompt a formal investigation with appropriate sanctions. The School has a zero-tolerance policy of poor behaviour but current mechanisms need strengthening to ensure students and staff are properly informed and the latter are suitably empowered to apply appropriate sanctions. We propose:

providing bespoke training for staff and students (AP16) - based on advice from the University's Equality and Diversity (E&D) Unit;

producing a best practice guide for fieldtrip planning and EIAs - for all residential fieldtrips and Virtual Fieldtrip packs (**AP17**).

In relation to **AP17**, one female member of staff has undertaken EIA training and will support staff undertaking further EIAs; others will receive training over the next three years. Fieldtrips are commonly in remote or poorly accessible locations, preventing some students from participating fully; Virtual Fieldtrip packs are therefore being prepared to ensure all students have the same learning experience should they be unable to attend or participate fully in a fieldtrip. Currently one such pack is available; however, packs are being planned for all other fieldtrips. These will be assessed by EIAs and reviewed by a College E&D Forum.

Organisation and culture

(a)

(i) **Male and female representation on committees**

Table 4.3: Percentage of females represented on all School committees

Data source: Internal

	2012/13	2013/14	2014/15	2014/15-post restructure
Decision Making (All Committees)	34%	34%	34%	25%
<i>Strategic</i>	30%	30%	30%	23%
School Executive/Board	27%	27%	27%	17%
Research Executive/Committee	33%	33%	33%	38%
Teaching Executive				30%
<i>Operational</i>	40%	40%	40%	37%
Analytical Facilities Committee	100%	25%	25%	54%
Health, Safety and Environment Committee	38%	25%	25%	14%
Fieldwork Committee	30%	30%	30%	30%
IT Committee	25%	25%	25%	14%
Admissions Committee	60%	60%	80%	
PG Research Programme Committee	60%	60%	60%	
Year 1 Review	50%	50%	50%	
Innovation and Engagement Committee	33%	33%	33%	
Non-Decision Making (All Committees)				
MSc Staff-Student Panel	50%	50%	50%	60%
PG Research Staff-Student Panel	67%	67%	67%	no data
UG Student-Staff Panel	75%	75%	75%	50%
Professional Services Forum				68%
Fixed Term Research Staff Forum				Variable
Staff Forum	All Staff	All Staff	All Staff	All Staff
Board of Studies	All Academic	All Academic	All Academic	All Academic

The proportion of female representation on committees across the School is shown in Table 4.3. There are currently 3 strategic committees, which make recommendations about the direction of the School; School Executive, Research Executive and Teaching Executive. Membership of these is primarily senior staff with significant responsibility. For example, the School Executive currently includes the Head and Deputy HoS, Research Director, Teaching Director, International Officer, School Manager and the staff representative, Director of Inclusivity and Diversity. Senior management roles in the School are decided through personal consultation with the HoS, the line manager of all academic staff. These roles are balanced through a workload model, formalised during the 2016-17 academic session.

There are three operational committees associated with Analytical Facilities, Fieldwork, and IT which implement the strategic vision of the School and feed operational decisions back to the strategic-level committees. These committees include members of staff with key responsibilities for the relevant equipment or technical area. The committee chair, in discussion with the line manager of the individual staff member concerned, decides committee membership. Non-decision-making committees are the forums and panels involving staff and students from which recommendations and comments are fed back to the strategic management executives.

The current structure was put in place in 2015 to improve the efficiency of decision-making and reduce staff administration time. The number of members on committees and the number of committees themselves were consolidated. Most senior management roles were rotated to allow staff that had had long-standing administrative roles (some over 10 years) to change role.

With the previous informal workload model, based on personal negotiations, it was not necessarily transparent why someone was chosen for a particular role. However, new procedures associated with our Workload Allocation Model (WAM), **AP18** and **AP19** (detailed below) will help redress gender balance issues in committees alongside enhancing transparency of roles.

(ii) Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts

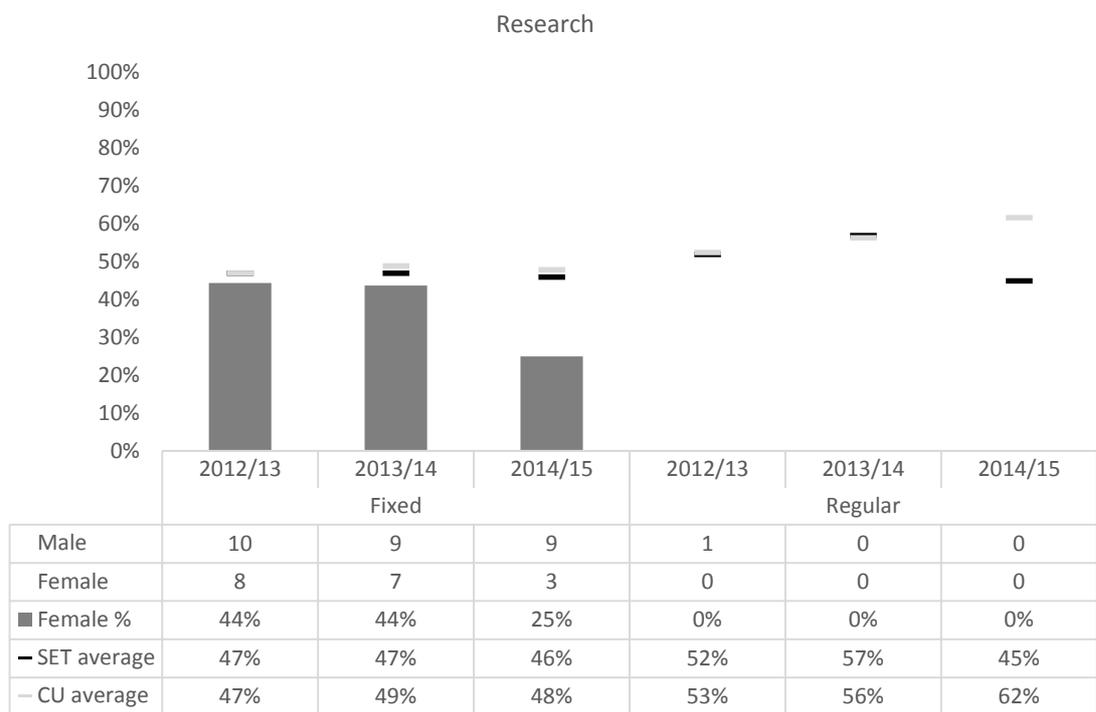


Figure 4.6: Proportion of female staff on fixed term and regular (open-ended) research contracts compared with SET and CU averages
Data source: Internal

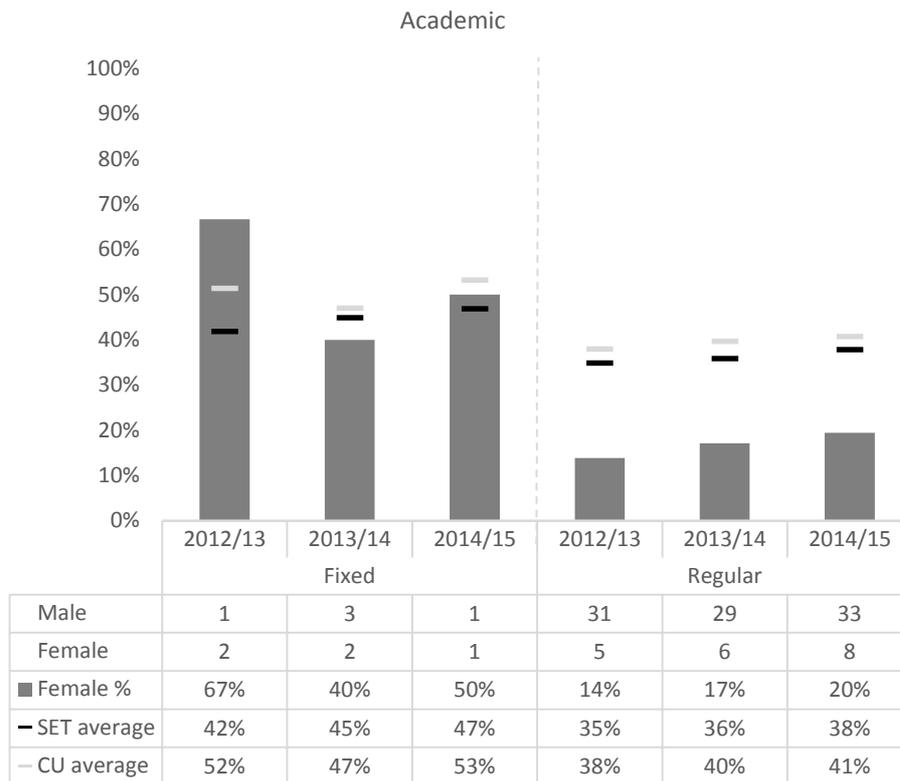


Figure 4.7: Proportion of female staff on fixed term and regular (open-ended) academic contracts compared with SET and CU averages
Data source: Internal and HESA

The male:female staff ratio of fixed-term positions varied significantly between 2012-2015 primarily because of the small numbers involved (Figures 4.6 and 4.7). Despite an increased proportion of female staff on open-ended contracts, the number of female staff remains significantly below both SET and Cardiff University averages.

The proportion of female staff in fixed-term contracts was slightly below sector averages (2012-2014). Several contracts ended in 2014, reducing the proportion of female staff further. Since then the relative proportion of female to male fixed-term research staff has increased such there is no evidence of a significant bias in the recruitment of fixed-term staff. Only three fixed-term staff (one female) have moved to permanent positions in the last eight years.

(b)

(i) Representation on decision-making committees

Table 4.3 above shows that, for the period of the review:

1. the proportion of female staff on non-decision-making committees is significantly higher than that on decision-making committees (25%);
2. the new administrative structure reduced female representation on decision-making committees, particularly those describing the strategic direction of the School in the post 2014/15 restructuring.

The gender balance of committees reflects the distribution of roles and the demographics of the senior academics in the School. 25% (6 out of 26) at Senior Lecturer level or higher are female. School strategic committees are predominantly populated by senior academics and so, the reduction in female representation on these is partly because 3 of the 6 senior female academics were granted research leave. Within the SCS, 63% of staff agreed that they were encouraged and given opportunities to represent the School internally (including on committees).

As noted above (Organisation and Culture (a) (i)), it is anticipated that **AP18** and **AP19**, detailed in the following section, will help redress gender balance issues in committees.

(ii) Workload model

Until this academic session (2016-17), the School has been using an informal workload allocation model (WAM) allocating teaching workload based on specialist academic expertise and irrespective of gender. Similarly, administrative roles have been spread across academic staff. The allocation of responsibilities has also been based on availability and overall workload balance, with all academic staff acting as pastoral tutors.

The new University formal WAM covers teaching, research and academic administration. PGR supervision, scholarship, citizenship, engagement/consultancy and knowledge transfer are also awarded tariffs. This new WAM is dynamic, automatically updating to reflect changes. Transparency of workload allocation is through: (1) making tariffs are available to all staff and (2) comparing workload allocations to the anonymised distribution of workloads across the School. (Note the level of information published is at the discretion of the School). This more transparent system, with clearly explained tariffs for administrative roles, should result in a fairer balance of workloads and improve staff views on workload allocation.

However, there have been recent staff concerns. The SCS indicated that 30% of staff disagreed that workload was allocated on a clear and fair basis irrespective of gender. Staff have also perceived that pastoral administrative portfolios (e.g. Senior Personal Tutor, Student Choice - traditionally held by female staff) are time-intensive and undervalued. As a result, we are keen to see:

Full implementation of our formal WAM (AP18): to inform the achievement of reasonable workloads for all academic staff, which are equitable and appropriate to career pathway, thus supporting opportunities for career development

Improvements in WAMs to improve gender balance on strategic committees through rotation of roles (AP19): a 2-3 year rotation on all senior administrative portfolios will allow

gender imbalances to be more rapidly accounted for. This could help encourage the retention and promotion of academic, particularly junior, staff.

(iii) **Timing of departmental meetings and social gatherings**

At the start of the review period the School core time for meetings was 08:30–17:00. This was then modified to 09:30–16:30. Since 62% of staff agreed that meetings occurred within core hours (SCS), a revised core time for School meetings of (10:00– 16:00) will be trialled and reviewed after six months (**AP20**). Alongside this, scheduling of key meetings will avoid half-term breaks, given the large number of staff with school-aged children. The School should also investigate possibilities of using Skype/similar for meetings where staff need to work from home because of caring responsibilities. We note that 82% of School staff responded positively to the statement '*As long as I get the work done, I have the freedom to work in a way that suits me*' in the University Staff Survey (96% response rate).

The average length of meetings is 1½ hours. Meetings requiring all School staff occur on Wednesday afternoons. Meetings are advertised in the weekly School e-mail bulletin. Since November 2014 meetings are shown on School's electronic calendar, available to all staff. During term-time there are weekly Thursday lunchtime seminars, with internal and external speakers (attention is given to ensuring the gender balance of speakers).

The introduction of a weekly staff coffee morning in January 2015 has received positive comments such as '*it is a good thing and makes me feel part of the School*'. Research groups also hold weekly coffee mornings and discussion meetings, with occasional speakers from other institutes.

In summer 2015 (and 2016) the School ran an afternoon *Summer Picnic* for the School and their families. At Christmas 2015 a School lunch and a family-friendly afternoon event was arranged. Several staff host weekend social gatherings to which all staff are welcome. The SCS results suggested that 84% of staff consider such events to be welcoming to all.

(iv) **Culture**

The recently reinvigorated *Student Voice* has been supported by two female academics and chaired by a female. Recent student engagement with the Athena SWAN and Periodic Review processes has been pleasing, resulting in over a hundred responses including detailed and creative improvements for student support and other matters.

Social interaction between staff and students is generally good. The undergraduate students hold an annual ball to which staff and PGRs are invited. Staff attendance at this has increased in recent years. Other key events include a School Graduation Reception, a highlight in our calendar when staff, students and families come together to celebrate student achievement.

Since the University's 2016 staff poll indicated that 11 members of staff (18%) considered they were not well informed about matters affecting them, the School has made significant attempts to improve communication to staff. In addition to a weekly email bulletin, and the creation of an EARTH Wiki, the HoS sends emails regarding staff and student achievements, and Staff Forums are now scheduled monthly rather than termly. At these the HoS and others inform staff of key developments.

The SCS highlighted that 28% (12 staff) of staff had experienced situation(s) where they have felt uncomfortable because of their gender. Whilst the School has a zero-tolerance policy on any discrimination, 23% felt the School did not make it clear that unsupportive language and behaviour would be adequately dealt with. Staff need to be empowered to bring forward cases of inappropriate behaviour/language and so in addition to completion of the University's on-line E&D training and our actions in Section 5 (**AP30 - 31**), we propose:

all staff undertake face-to-face bespoke School training (AP21): external facilitators will be brought in to assist.

(v) **Outreach activities**

In the review period, approximately 30 staff and also PGRs (10 female) have been engaged in a range of outreach activities. These include school visits, participation in British Science Week, events at the National Museum of Wales, boat trips on-board the School's research vessel, together with public meetings organised by the Geological Society and the Royal Meteorological Society. From September to May, the School runs a monthly public evening lecture series with guest speakers. In addition, the School hosts the Severn Estuary Partnership (SEP), an NGO involved in the environmental management of the Severn Estuary. The SEP organises outreach activities including the Severn Estuary Forum at which academics speak and chair sessions. All outreach activities are included in the WAM.

Flexibility and managing career breaks

(a)

(i) **Maternity return rate**

Only one academic member of staff took maternity leave during the period. She was a full-time Research Assistant (grade 6) on an externally funded NERC project. The project deadline was extended to enable her to return from maternity leave, resulting in a 100% return rate for the School.

(ii) **Paternity, adoption and parental leave uptake**

During the reporting period, a University paternity leave system permitted 1 week of paid and 1 week of unpaid leave. 3 staff members took such leave: 2 used the formal leave system and one used some of his annual leave allocation. In all cases, annual leave supplemented the relatively small paternity allowance.

(iii) **Flexible working by gender and grade**

The School follows University policy on flexible working. Academic staff can work off campus and flexibly, with remote access to university systems. All staff are made aware of the University's HR policies including flexible working, available via the Intranet. Flexible working is managed informally and locally, with staff requested to sign out of the building and leave out-of-office email responses, as appropriate. Discussions in an Athena SWAN School workshop indicated that most staff were content with this approach.

The Director of Teaching deals with short-term timetabling issues caused by sudden absences in association with relevant teaching teams. All teaching staff complete specific timetabling requests

prior to each new academic year. These are managed by the School office. This process will be formalised for transparency, encouraging staff with special caring needs to make specific timetabling requests (AP22). As this may cause teaching 'choke points' and associated timetable issues, the School will assess the potential impact of such requests and investigate alternative timetabling approaches.

Scheduling fieldwork to allow for flexible working is more challenging, as highlighted by the recent SCS in which 58% of staff gave neutral to negative responses to '*Fieldwork in my School is scheduled flexibly to take account of those with caring responsibilities*'. To deal with this, timetabling requests will be extended to cover fieldwork activities (AP23).

(b)

(i) Flexible working

There are two academic staff with formal flexible working contracts, one male and one female. During the 3-year period there have been no requests for formal flexible working contracts from academic staff. To improve staff knowledge and uptake of flexible working, we propose:

Communicating flexible working policies more widely (AP24), particularly given the small numbers of staff with formal agreements

(ii) Cover for maternity and adoption leave and support on return

The School has limited experience so far of dealing with maternity and adoption leave including support on returning to work; however, line managers and staff must have a good understanding of relevant University policies and practices (AP13).

Cardiff University's Maternity and Adoption Leave Scheme covers all staff irrespective of funding, contract and career pathway. The University has contingency funds to provide replacement cover (e.g. for teaching), a significant improvement to relying on colleagues but the School may struggle to find cover for teaching and dissertation supervision. The School should consider wider options to cover teaching responsibilities (AP25). For example, external consultants could be brought in to supervise dissertations. In the case of a NERC Research Assistant (RA) on maternity leave, the grant holder was offered research cover for the RA. However, they did not want the RA to lose ownership of her research results, publication record and career potential and opted for a no-cost extension to the project. To ensure consistent good practice line managers of RAs on fixed-term contracts attached to grants will need to justify to HoS why a research project requires a replacement for maternity cover rather than a simple no-cost extension (AP26).

Academic staff going on long periods of leave will meet with both their line manager and HR representative prior to the leave period to discuss return to work options, keeping-in-touch days, part-time working and research leave schemes (AP27). Returners are informed of opportunities to apply for fellowships to enable them to focus on research on return to work (AP28). Finally, the possibility of gaining anonymised data and exemplar case studies showing impacts of maternity/adoption leave and part-time working on promotion pathways will be explored and, where available, shared.

4567 words

5. Any other comments

Results of the SCS provided essential feedback for the team. Staff responses have been incorporated into the above sections and have informed a range of actions, notably those within the above section on culture.

The student body highlighted concerns relating to the tutorial programme and fieldwork in particular. Issues related to the latter have been addressed in Section 4 (Culture) above. Concerns relating to tutorials revolved around the gender imbalance of some tutorial groups, particularly for Geology and Exploration and Resource Geology students and for the need for Personal Tutors to be provided with more guidance and support on inclusivity matters. To address these issues, we propose:

Improving the process of allocation of tutors and provision of guidance to staff on tutorials (AP29).

In addition to a new university-wide personal tutors' online training resource for staff (Autumn 2016), specific EARTH issues related to fieldwork and inclusivity matters will be provided within the EARTH tutorial resources, an electronic handbook issued annually to staff. In relation to the gender imbalance of tutorials, the School now ensures a minimum of two students of the same gender within all tutorial groups. Opportunities for swapping to a tutor of a particular gender are made clear at induction.

Given the scale of the task in addressing gender issues in the School and particularly in the context of occasional incidents where there has been inappropriate behaviour from a small minority of staff and students, noted above, a School Inclusivity and Diversity Committee has been established. This committee will influence School decision-making on matters relating to gender, inclusivity and equality and it will oversee delivery of the Athena SWAN Action Plan. The Chair of this new committee, xxx, has been appointed to the School Executive Board (Autumn 2016). Determined to instil a behaviour change in the School, we propose **AP30** and **AP31**, targeted at staff and students, respectively. As part of these we intend to:

create a bespoke expectations and values document for staff (AP30)– based on University I&D documentation and following examples from other Schools, such as the School of Physics and Astronomy's Charter which identifies factors that make the School a successful place to work;

create new roles to address minor breaches of inappropriate behaviour and actions (AP30)– those with these roles could support individuals affected by such breaches;

refine and promote a better understanding (AP30 and 31) amongst staff and students of practices for dealing and rectifying any breaches of inappropriate behaviour and actions. This will include:

- ***Student updates*** – through an annual written briefing, supported by discussion at tutorials and Staff Student Panels.
- ***Staff updates*** – via the Staff Forum, the School wiki and other outlets. Line Managers will also be trained in how to address formal complaints about discrimination.

It is hoped that the combination of the above actions will result in the Athena SWAN principles being enshrined as central values in our culture as we move forward.

487 words

6. Action plan

Our detailed action plan is appended to this document.

EARTH ATHENA SWAN ACTION PLAN

Reference No.	Issue (<i>Evidence prompting action</i>)	Actions already in place (Nov 2016)	Further planned actions	Timeframe	Responsibility and accountability	Success criteria / measures
Actions resulting from student and staff data						
AP1	A low proportion of female students and a lack of long-term data on gender balance of related application processes (<i>Section 3: Student data b ii, iii & iv</i>)	Annual monitoring of gender balance of UG, PGT and PGR statistics (applications, success rates; internal transfers; degree classifications) and use of this to evaluate and inform modification of promotional materials and approach	Include data on: internal transfers between UG degree programmes in Year 1 progression	Summer 2017: annual reporting system and procedures in place Annual monitoring and review	Teaching Executive, Director of Admissions / Professional Services	Increased number and proportion of female applicants and successes on degree programmes (5% increase in % of females each academic year) Procedure in place for annual monitoring to inform the modification of promotional materials and approach
AP2	A low proportion of female students on degree programmes (<i>Section 3: Student data b ii, iii, iv & v</i>)	Promotional material and Open Day/events staffing checked for gender balance	Following guidance from the Equality Challenge Unit, we will use School's outreach to target female applicants (at an early age) to encourage them to study STEM subjects, training staff where necessary	Spring 2017: questionnaire survey and recording protocol agreed Summer 2017: operational recording system in place	Director of Admissions	Questionnaire agreed (Spring 2017) Record the outcomes of outreach activities via questionnaire to record how participants (m/f) attitudes have changed (10%

			Maximise opportunities arising from outreach activities to: promote the School's inclusive curriculum and courses & gain information on participants' attitudes relevant to the of UG, PGT & PGR communication material. A questionnaire will be designed to gauge changes in workshop participants attitudes pre and post each activity	2018: Review recording of outcomes		increase after each activity)
AP3	Need to ensure an appropriate gender balance on new Masters programmes <i>(Section 3: Student data b) iii)</i>		Undertake Equality Impact Assessment (EIA) of programmes Target communications within appropriate audiences including external and home UG students	As required, for all new Masters programmes	Director of Teaching and Learning	EIA completed for new Masters programmes Gender balance checked on all new promotional material

Reference No.	Issue (<i>Evidence prompting action</i>)	Actions already in place (Nov 2016)	Further planned actions	Timeframe	Responsibility and accountability	Success criteria / measures
Actions for recruitment of staff						
AP4	The small number of female applications to advertised positions <i>(Section 4, Key career transition points, Subsection bi Recruitment of staff)</i>	We advertise all vacancies widely and internationally, including on WISE School staff and search committee to target potential applicants	Search committee to proactively approach female candidates and report on those approached	Immediate 2016: Reporting system in place	Inclusivity and Diversity Committee to monitor % approached	2016/17: reporting system in place Increase % female applicants for academic posts from 22% to 27% by 2018, to 30% in 2019 and 35% in 2020
AP5	The small number of successful female applications <i>(Section 4, Key career transition points, Subsection bi Recruitment of staff)</i>	Job descriptions circulated to all staff for comment before advert is released	Application vacancy packs will be written in positive language, with the guidance of an online 'Gender Decoder' tool (http://gender-decoder.katmatfield.com/) We will check that these packs to ensure key points relating to the following are included: maternity leave, flexible working, there is a clear welcome to applications from under-represented groups	Every advert will be checked by Gender Decoder before release by 2017, and then as required	Head of School, with support of HR representative and all staff	Increase % female applicants for academic posts from 22% to 27% by 2018, to 30% in 2019 and 35% in 2020

AP6	<p>A small proportion of female applicants who have been shortlisted and successful in some years within the review period</p> <p><i>(Section 4, Key career transition points, Subsection 4 b I; Section: 3 vii)</i></p>		<p>Ensure those shortlisted and all interview panel members have undertaken unconscious bias training</p>	<p>Summer 2017: online unconscious bias training</p> <p>End 2017: all line managers undertake face to face training</p> <p>2018: all staff involved in shortlisting and/or interviewing undertake face to face training</p>	<p>Head of School (or nominee)</p>	<p>Summer 2017: All staff received unconscious bias training (on-line)</p> <p>2017: line managers received bespoke training</p> <p>2018: other key staff received bespoke training</p> <p>2020; alignment between % female applications and % female applicants shortlisted</p>
AP7	<p>A small proportion of female applicants who have been shortlisted successful in some years within the review period</p> <p><i>(Section 4, Key career transition points, Subsection 4 b I; Section: 3 vii)</i></p>		<p>Share and understand previous and current recruitment data: show current trends in recruitment data (such as Figures 4.1 and 4.2) to all the staff involved in recruitment</p>	<p>2017</p>	<p>Inclusivity and Diversity Committee</p>	<p>Immediate: procedure in place to share recruitment data</p> <p>By 2020: an identical % of females shortlisted as that for female applicants</p>

AP8	<p>A small proportion of female applicants who have been shortlisted and successful in some years within the review period</p> <p><i>(Section 4, Key career transition points, Subsection 4 b I; Section: 3 vii)</i></p>	Continued recording of data on the number and gender of shortlisted, interviewed and accepted candidates, including the use of Skype (since 2015) for shortlisting	Questionnaire survey to successful (female) applicants who turn down positions post shortlisting to understand why they do not take up positions	<p>2017: gender data</p> <p>2018 onwards: gender and other protected characteristics</p>	School's HR representative	<p>2017: procedure (including questionnaire) in place to record reasons for turning down offered positions</p> <p>2020: an identical % of successful females compared to that for female applicants</p>
AP9	<p>A small proportion of female applicants who have been shortlisted and successful in some years within the review period</p> <p><i>(Section 4, Key career transition points, Subsection 4 b I; Section: 3 vii)</i></p>	Monitor gender balance on interview panels and take account of E&D for the entire recruitment process including the interview	<p>Improve gender balance on recruitment panels (at all stages of recruitment, including initial Skype interviews, as appropriate) and to include at least one female member on all interview panels within the reasonable parameters of the workload model</p> <p>E&D representative and School HR lead to check unconscious bias training, remind panel of current recruitment data trends and encourage panel members to reflect on their assessment of candidates (link to AP6)</p>	<p>2017: 20% female representation, assigned E&D representative</p> <p>2018: 25% female representation, assigned E&D representative</p> <p>2019: 33% female representation, assigned E&D representative</p>	<p>Head of School</p> <p>School E&D lead</p> <p>School HR lead</p>	<p>2016/17: system for monitoring and recording gender balance of recruitment panels</p> <p>2017: all recruitment panels and stages to include at least one female member</p> <p>2019: 33% female representation on recruitment panels</p>

AP10	<p>To improve the recruitment system in the School and make it more inclusive</p> <p><i>(Section 4, Key career transition points, Subsection 4 b i)</i></p>		<p>Provide details in every job advert of a local point of contact, a staff member in the School who is not involved in the shortlisting/interviewing process, who will share details of culture, flexible work, maternity/paternity leave etc. with the candidates</p> <p>HR at Cardiff University are working on making these available on the vacancy pack or on the internet for prospective candidates to consult</p>	Ongoing	HR representative	<p>2017: local point of contact included for all future job advertisements</p> <p>2018: increase % female applicants for academic posts from 22% to 27% by 2018</p> <p>2019: % female applicants for academic posts to 30%</p> <p>2020: % female applicants for academic posts to 35%</p>
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Reference No.	Issue (Evidence prompting action)	Actions already in place (Nov 2016)	Further planned actions	Timeframe	Responsibility and accountability	Success criteria / measures
Career development						
AP11	No formal data on the proportion of PDRAs (and other academic staff) leaving the School and the reasons for their departure <i>(Section: 4 Key transition points, Subsection b ii: Support for staff at key transition points)</i>	Encourage leavers to complete a Leavers' Survey or interview and analyse findings, with particular reference to PDRAs	Review completed and future surveys, as appropriate	Immediate	Inclusivity and diversity committee School HR lead	Increased completion of Leavers' Surveys (Up to 60% by 2017; 80% by 2018) Better understanding of reasons for leaving posts (particularly for PDRAs)
AP12	Low application rates from all EARTH staff for promotion, including females <i>(Section: 4 Career development, Subsection a I, promotion and career development)</i>	Discuss promotion eligibility in PDR meetings, with an annual call via email from the HoS Distribute information about mentoring schemes, College promotion workshops, University staff development courses for female academics, and examples of successful applications	Demystify the promotion process through: Annual School workshop on career development and promotion Investigate running the 'Career Development for female academics' College course within the School, at a time that does not clash with teaching	Ongoing: continued distribution of information on relevant courses and materials Early 2018: commencing of annual workshops	Head of School Inclusivity and diversity committee Line managers, via PDR	2018: at least one afternoon workshop per year on career development and promotion in the School 2020: decrease gender difference between average time taken to apply for promotion

			<p>Consider need for break-out groups for female academics only in these workshops if there is little change in proportion of females applying for promotion within the period</p> <p>Include aids in the workshops to facilitate transition from one stage to next, for example: speakers/role models who have made the transition</p>			<p>2020: increase % staff who agreed that the promotions process recognised all their skills from 20 to 40%</p>
AP13	<p>Need to improve the PDR process - <i>'Only 32% of TR staff responded positively to the statement 'My appraisal or probation review meeting has been helpful in guiding me in my work'</i></p> <p><i>(Section: 4 Career development, Subsection a ii, Induction and training)</i></p>	T&R Line Managers provided with written guidelines regarding PDRs	Workshop for all T&R Line Managers to share best practice in holding PDRs	2017	Head of School; School Manager; College HR Business Partner	<p>2017: workshop on best practice for holding PDRs for line managers</p> <p>2019: increased % of School T&R staff who respond positively to statement (<i>'My appraisal or probation review meeting has been helpful in guiding me in my work'</i>) in the next staff survey, to be comparable with University average (currently 58%)</p>

AP14	<p>Limited knowledge of mentoring schemes (Section: 4 a i) and limited engagement with mentoring across the School</p> <p><i>(Section: 4 Career development, Subsection a ii, Induction and training)</i></p>	Every new member of staff of staff is assigned a mentor	<p>Line managers will discuss mentoring requirements and opportunities with all staff in annual PDR to encourage staff to act as mentors as well as mentees</p> <p>Line managers will also discuss benefits of acting as mentor</p>	2019: Staff culture survey	Line managers (via PDR), and HR representative for new staff	<p>2019: increase % of staff agreeing with the statement that the School provided them with useful mentoring opportunities in a Staff Culture Survey from 20 (2016) to 40%</p> <p>Increased number of mentees, mentors and active mentoring partnerships over the period: 2016: all new staff 2017: 30% staff 2018: 50% staff 2019: 60% staff</p>
AP15	<p>Variations in induction programmes for PGRs</p> <p><i>(Section: 4 Career development, Subsection a ii, Induction and training)</i></p>		Work towards greater consistency of PGR induction and training	2018/19	Graduate School and Director of PGR	Improved survey response on documentation of non-RC funded PGRs (10% improvement in survey responses each year)

Reference No.	Issue (Evidence prompting action)	Actions already in place (Nov 2016)	Further planned actions	Timeframe	Responsibility and accountability	Success criteria / measures
Actions for culture, communication and School organisation						
AP16	Gender-related issues on residential field courses (Section: 4 Career development, Subsection a iii, Support for female students)	Code of conduct for fieldtrips disseminated amongst staff and students	Ensure adequate training and procedures in place for both staff and students, seeking the assistance of the University's Equality and Diversity (E&D) Unit in preparing necessary bespoke Equality Impact Assessment (EIA) training Students will learn about and discuss such matters alongside logistics briefings prior to field courses	Guide: 2017 Year 1 and 2: 2017 Year 3: 2018	Director of Fieldwork Director of Inclusivity and Diversity	Early 2017: agree training approach and procedures with University E&D Unit 2017: all fieldwork leaders to have undertaken bespoke EIA training 2018: all relevant staff to have undertaken bespoke EIA fieldwork training
AP17	Gender-related issues on residential field courses (Section: 4 Career development, Subsection a iii, Support for female students)	As above	Prepare a best practice guide for fieldtrip planning which includes details of E&D matters Undertake Equality Impact Assessment for each fieldtrip Prepare EIAs for new Virtual Fieldtrips (VF) for	Guide: 2017 Year 1 and 2: 2017 Year 3: 2018	Director of Fieldwork Director of Inclusivity and Diversity	2017: best practice guide completed 2018: EIA and VF completed for years 1-2 trips 2019/20: EIA and VF completed for Year 3 onwards by year 3 of Athena SWAN cycle

			each year (Year 1-2), and eventually for all trips (Year 3 onwards)			
AP18	<p>Historic concerns amongst staff regarding equity of workload allocations & need to redress gender balance for some administrative roles</p> <p><i>(Section: 4 Organisation and Culture, Subsection a ii, Workload model; Subsection a i, Male and female representation on committees; Subsection b i, Representation on decision-making committees)</i></p>	Implement the new formal, transparent workload allocation model (WAM), where workloads can be more formally accounted and compared and where local tariffs are clearly explained	Create achievable and reasonable workloads for all academic staff, which are equitable and appropriate to career pathway, thus supporting opportunities for career development	<p>Formal WAM implemented October 2016</p> <p>Academic Administrative roles tariffs published to all staff</p> <p>Comparison element is to be implemented by end 2016/17</p>	Head of School / School Manager	<p>2017: fully operational workload allocation model which is understood and accepted by all staff</p> <p>By end of review period more of staff to agree that work is allocated on a clear and fair basis irrespective of gender; % of staff agreeing with this in a Staff Culture Survey to rise from 46.5% (2016) to 80% in 2018 and 100% by end of 3 year period</p>
AP19	Recent concerns relating to the historic imbalance in gender representation of strategic committees and associated limited female representation within senior roles in the School	Revised representation on School committees	Over a three-year period, improve gender balance on strategic committees whilst encouraging staff to apply for specific senior roles on a rotational basis (for terms of office between 2 to 5 years, dependent on role)	Within the next three academic years	Head of School	To achieve at least the same gender balance on EARTH strategic committees as within the wider academic staff community over the three-year period

	<i>(Section: 4 Organisation and Culture, Subsection a ii, Workload model; Subsection a i, Male and female representation on committees; Subsection b i, Representation on decision-making committees; Subsection a iii, Support for female students)</i>		Possibility of asking staff for expressions of interest in relation to some specific roles will be considered			Response to Staff Survey should indicate greater confidence in School decision-making processes working effectively by the end of the Athena SWAN three-year period (from 38% in 2015, rising by 10% each year to 68% at end of period)
AP20	Issues associated with timing of school core meetings for staff with caring responsibilities <i>(Section: 4 Organisation and Culture, Subsection b iii, Timing of meetings and social gatherings)</i>	Core meeting times 09:30 – 16:30	Introduce a revised core time for School meetings (10:00 – 16:00) and avoid half-term holidays for core meetings Review the effectiveness of this new arrangement	2016/17 2018 targets	Head of School / School Manager	2017: modification of School core meeting times to 10:00 – 16:00, with no core meetings scheduled for half-term school holidays 2018 (Autumn): review effectiveness of new arrangement 2018: increased positive response to Staff Culture Survey question <i>'Meetings in my School are completed in core hours to enable those</i>

						<i>with caring responsibilities to attend'</i> ; from 63% (2016) to 100% by 2018
AP21	Occasional incidences of inappropriate behaviour/language within staff, and the limited empowerment of other staff to be able to raise such issues <i>(Section: 4 Organisation and Culture, Subsection b iv, Culture)</i>	Continued zero-tolerance of such incidences and behaviour	Building on AP6, empowerment of staff to be able to raise issues and eradication of inappropriate behaviour/language through compulsory E&D training for all staff Staff will be made aware that of the expectation that they will challenge any inappropriate behaviour as and when it occurs. In addition, any action will be supported by the School and University	From 2016/17	All staff	End of 2017: line managers completing course 2018: mandatory attendance of all staff at face-to-face E&D training by end of period (phased delivery)

Reference No.	Issue (Evidence prompting action)	Actions already in place (Nov 2016)	Further planned actions	Timeframe	Responsibility and accountability	Success criteria / measures
Actions for flexibility and managing career breaks						
AP22	<p>A lack of transparency in allocation of special teaching arrangements for those with caring responsibilities</p> <p><i>(Section: 4 Flexibility and managing career breaks , Subsection a iii, Flexible working by gender and grade)</i></p>		<p>Staff with special caring responsibilities to request special hours for teaching via a formal system</p> <p>An additional question to be added to future School Staff Culture Surveys (SCS) regarding teaching arrangements being scheduled flexibly to take account of those with caring responsibilities</p> <p>The School will review the potential impact of special requests and investigate alternative approaches to timetabling of modules</p>	2017/18	Director of Teaching	<p>Start of 2017/18: formal process for staff with caring responsibilities to request special timetabling arrangements, especially for teaching</p> <p>Spring 2018: School review completed</p> <p>2018/19: Actions from review to introduce compressed modules (if appropriate) by the start of the academic year</p> <p>Increased positive response to additional SCS question (by 30% over three year period)</p>

AP23	<p>Many staff indicate that caring responsibilities are not taken into account when allocating fieldwork responsibilities</p> <p><i>(Section: 4 Flexibility and managing career breaks , Subsection a iii, Flexible working by gender and grade)</i></p>	Revised Staff Culture Survey included bespoke question relating to fieldwork	<p>Staff with special caring responsibilities to make special requests for fieldwork timetabling via formal system (building on AP22)</p> <p>Review staff scheduling for fieldwork</p>	2017/18	Director of Fieldwork / Director of Teaching	<p>2017: staff with special caring responsibilities to make schedulers aware of their caring commitments</p> <p>2017/2018: Fieldwork schedulers to review requests and take appropriate actions taken to ensure caring responsibilities are taken into account (by start of academic session)</p> <p>2018: no negative responses to continued SCS survey fieldwork question</p>
AP24	<p>Small uptake of formal agreements related to flexible working and poor understanding of staff commitments other than teaching by undergraduate students</p> <p><i>(Section: 4 Flexibility and managing career breaks , Subsection b i, Flexible working)</i></p>	Induction packs include reference to information on flexible working arrangements	<p>Communicate flexible working policies more widely to staff and students via line managers</p> <p>Revised Staff Culture Survey (SCS) (2018) to include a question relating to staff knowledge/understanding of flexible working arrangements</p>	2017/18	Director of Teaching; Line Managers	2018: Staff Culture Survey (SCS) response indicates better understanding of flexible working arrangements (target: 100%)

AP25	<p>Additional workload for and pressure on colleagues associated with covering teaching for maternity/parental/other long-term leave</p> <p><i>(Section: 4 Flexibility and managing career breaks , Subsection b i, Cover for maternity and adoption leave and support on return)</i></p>	Workload model can account for short-term additional duties	<p>Consider wider range of options to cover teaching responsibilities for staff on maternity/parental /long-term leave</p> <p>This could include use of external consultants, as appropriate</p>	As required	Director of Teaching	Minimal teaching duties will be reassigned to existing T&R staff, and those that are allocated will be allocated in good time, and will be included in their WAM
AP26	<p>Issues associated with maternity / parental leave associated for RAs on fixed-term contracts</p> <p><i>(Section: 4 Flexibility and managing career breaks , Subsection b i, Cover for maternity and adoption leave and support on return)</i></p>		PIs of RAs on fixed-term contracts attached to grants must justify to Head of School why a research project requires a replacement for maternity cover rather than a simple no-cost extension	Ongoing	Line managers / Principal Investigators	Full justification provided by PIs for replacements for fixed-term RAs rather than no-cost extensions
AP27	Line managers/staff have limited understanding and experience of university policies and practice concerning maternity/paternity leave and return to work	Prior to academic staff going on leave, they should meet with both their line manager and HR representative to discuss return to work options (e.g. keeping in	<p>Better signposting to relevant information on university policies via School induction process</p> <p>Publicising of information for line managers and staff</p>	Ongoing (targets for 2017/18)	Line managers College	2017: all staff members fully understand their work options in advance of going on long-term leave

	<i>(Section: 4 Flexibility and managing career breaks , Subsection b i, Cover for maternity and adoption leave and support on return)</i>	<p>touch days / part-time working)</p> <p>Induction packs include reference to information on flexible working arrangements</p>	<p>on return to work options and exemplar case studies as indicated in the main application</p> <p>Training for line managers</p>			<p>End 2017/18: line manager training attendance</p> <p>2018: positive feedback on Staff Culture Survey (SCS) return on question 'I am kept informed by my School and/or Institution about gender equality matters that affect me' (from 51% in 2016 to 100% by 2018)</p>
AP28	<p>Potential difficulties re-invigorating research profiles after maternity / parental leave</p> <p><i>(Section: 4 Flexibility and managing career breaks , Subsection b i, Cover for maternity and adoption leave and support on return)</i></p>	<p>Returners to be encouraged to apply for fellowships to enable them to focus on research when they return to work</p>	<p>Monitoring of returners taking research leave</p>	Ongoing	Head of School (or nominee)	<p>2017: all returners from maternity/paternity leave have made an application for research leave or fellowship</p>

Reference No.	Issue (<i>Evidence prompting action</i>)	Actions already in place (Nov 2016)	Further planned actions	Timeframe	Responsibility and accountability	Success criteria / measures
Additional actions						
AP29	Imbalance in gender representation in tutorial groups and need to inform tutors of I&D matters (<i>Section 5</i>)	Modification of tutorial arrangements to ensure a minimum of two students of the same gender within all tutorial groups Guidance for tutors on fieldwork and inclusivity matters		2016/17	Senior Personal Tutor	2016/17: all tutorial groups to conform with arrangements (from start of academic year) 2017/18: revised guidance produced for tutors
AP30	Issues associated with addressing gender issues in the School and particularly in the context of occasional lapses of behaviour within a small minority of staff (<i>Section 5</i>)	School Inclusivity and Diversity Committee to take on role of overseeing Athena SWAN process as well as further inclusivity and diversity matters in the School	Create staff roles to deal with instances of minor breaches of inappropriate behaviour and actions and to support individuals affected by this Create bespoke expectations and values document for staff based on University I&D documentation	Ongoing	Inclusivity and Diversity Committee	Early 2017: creation of advertised roles and awareness July 2018: bespoke expectations and values document for staff completed 2019: positive staff response to Staff Culture Survey question ' <i>my School makes it clear that unsupportive language and behaviour are not acceptable</i> ' rises

						from 62.8% in 2016 to over 75% in 2018; to over 80% in 2019
AP31	Issues associated with addressing gender issues in the School and particularly in the context of occasional lapses of behaviour within a small minority of students (Section 5)	Inclusivity and Diversity actions from Periodic Review	Preliminary and continued updates briefings for students (including creation of posters; and materials for tutorial sessions; which include input from <i>Student Voice</i> /the Staff Student Panel)	2017 onwards	Inclusivity and Diversity Committee <i>Student Voice</i> Staff Coordinator	2017: posters and materials for tutorials created and used in tutorials 2019: student feedback to the question ' <i>the course has helped me to present myself with confidence</i> ' in the National Student Survey indicates a positive improvement from 86% to 92% (over three year period)