



Athena SWAN Silver department award application

Name of university:

Department: Geography

Date of application: 30th November 2016

Date of university Bronze and/or Silver Athena SWAN award: Silver 2012 (Departmental Bronze in 2013)

Contact for application: Dr Doreen Boyd

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Departmental website address: <https://www.nottingham.ac.uk/geography/index.aspx>

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

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

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

Sections to be included

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

Glossary

Often an abbreviation will be used, so please refer to the list below for the full term.

APM: Administrative, Professional and Managerial

BAP: Bronze Action Plan

DTP/C: Doctoral Training Programmes/Centres

E&D: Equality and Diversity

EDI: Equality, Diversity and Inclusion

E&DWG: Equality and Diversity Working Group

ECU: Equality and Challenge Unit

FT: Full-time

HoS: Head of School

HRBP: Human Resources Business Partner

LCF: Learning Community Forum

PT: Part-time

RGS(IBG): Royal Geographical Society (with IBG)

RSPSoc: Remote Sensing and Photogrammetry Society

SAP: Silver Action Plan

SAT: Self-Assessment Team

SoG: School of Geography

UoN: University of Nottingham

WiN: Women in Nottingham

WLM: Work Load Model

1. Letter of endorsement from the head of department (496 of 500 words).



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

15th November 2016

Dear Ruth,

We were extremely pleased and proud to have been awarded Athena SWAN Bronze (2013) and have since consolidated and built on good practice to ensure gender equality in our School. Our E&DWG (established in 2013; **BAP#1**) has ensured that good practice is embedded into everyday working (e.g. E&D is a standing item on all committee agendas). Being a School within a "Global University" our influence reaches beyond the Nottingham campus and I am delighted that one of our staff, Suzanne McGowan, played a major role in the Malaysia campus also receiving an Athena SWAN Bronze (**BAP#4**). We plan to extend this reach to our China campus!

Another one of our staff, Doreen Boyd, has also "championed" the cause by speaking at Athena SWAN events organised externally, advising other Schools (**BAP#7**) and serving on ECU Panels. All of this activity is formally recorded in our Workload Model (**BAP#2**) ensuring balanced workloads across all staff and activities; this is just one way we acknowledge the importance of the progressive equality agenda.

Over the past 3 years we have welcomed many new female staff, and seen existing staff promoted. I am particularly pleased to highlight:

- Appointment of three Anne McLaren Research Fellows that transition into permanent posts (**BAP#13**);
- Two new female Professorships (**BAP#12, #30**);
- 100% return rate from maternity leave (**BAP#15, #16**) and subsequent promotion (**BAP#30**).

This has resulted in a School where 44.4% of its 54 staff (academic and research) are female (higher than benchmark (2015)) and its 670 students are on courses where the female ratio exceeds the benchmark in almost every case.

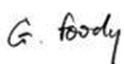
Other notable examples of our supportive culture which have had impact include:

- Establishment of a biennial careers workshop for all researchers in the School (**BAP#25**);
- All research staff having a mentor (**BAP#29**) and opportunity for showcasing their work (**BAP#31**);
- Postgraduate student caring fund (**BAP#26**) and a buddying system for these students (**BAP#28**).

I am privileged to lead a School that has many of our female staff take-up senior positions within the University; we have four female Professors who have taken up associate or full Pro-vice Chancellor roles in the past 3 years. This is inspiring, not least because I know personally the challenges that females face in their careers – I am married to a fellow academic and mother of my two children. Thus, I am personally committed to ensuring that the School I lead is one where everyone can reach their full potential. I support this application in the highest possible terms, with financial and personnel support.

We know we cannot be complacent. This Silver application aims to consolidate our position, build on this so that gender equality is attained and this work starts to intersect with other groups of protected characteristics. This is absolutely central to the future academic and strategic aims of the School and I am extremely grateful to all members of the School's E&DWG for enabling this opportunity for recognition of our work.

Yours sincerely,



Giles Foody
Professor of GIS and Head of School

2. The self-assessment process: maximum 1000 words (832 in total)

Describe the self-assessment process. This should include:

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

Our BAP (#1) lead to the formulation of the SoG's E&DWG (in 2013). E&DWG membership was set by invitation from Head of School to ensure input from a variety of School roles, seniority and work-life balance experiences, as well as some continuation from the SAT for our Bronze award. Membership of the E&DWG earns WLM time, as well as opportunity for self-development in EDI. Over the past 3 years some of its membership has changed as a result of staff assuming different roles in the School (annual appraisal of all roles occurs). The membership of the E&DWG as at September 2015 has had the role of the SAT for this application. Thus the SAT comprised five women and four men (Figure 2.1; Table 2.1), with invited input from others as appropriate (see Section 2b).

SAT Member	Gender (FT/PT)	Job Title (Status)	SAT Role	Experience of work life balance
Doreen Boyd	Female (PT)	Associate Professor and Reader	Chair Sits on Faculty EDI Committee Sits on WiN and Task and Finish Group Panel member of ECU Athena SWAN Panel.	REDACTED
Jo Black	Female (PT)	School Manager	Provision of data Input from APM staff.	REDACTED
Liam Clark	Male	PhD student	Ran surveys for PhD students.	REDACTED
Giles Foody	Male	Professor and Head of School	Overview and in particular input from experience of being on 2 Research Assessment Exercises Panel.	REDACTED
Mathew (Matt 1) Jones	Male	Associate Professor	Outreach and publicity and marketing input.	REDACTED

SAT Member	Gender (FT/PT)	Job Title (Status)	SAT Role	Experience of work life balance
Matthew (Matt (2)) Johnson	Male	Assistant Professor	Production of benchmarking datasets.	REDACTED
Teresa Needham	Female	Head Technician	WIN Chair of Parental leave working group Member of the Technical Focus Group, “Technically Speaking” Responsible for Case Studies.	REDACTED
Virginia (Ginnie) Panizzo	Female	Anne McLaren Research Fellow	Responsible for Staff survey. One of our Silver Case Studies.	REDACTED.
Lucy Veale	Female	Research Fellow	Responsible for link with University SAT where she represents the views of ECRs. Also represents researchers in the Faculty on the University Research Staff Group, and chairs meetings of Research Staff in the School, reporting to Research Committee.	REDACTED

**Table 2.1: The SoG’s SAT (also the E&DWG as at Sept 2015).
Membership Reviewed Annually.**

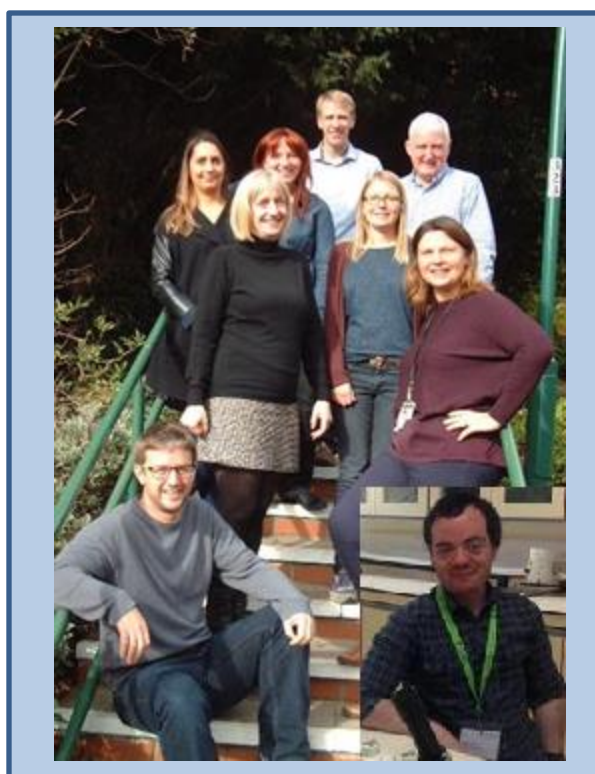


Figure 2.1: School of Geography's Self-Assessment Team

L – R from top: Matt (2); Ginnie; Teresa; Matt (2); Giles; Jo; Lucy; Doreen; Matt (1); Liam

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

Since our Bronze Award, the E&DWG has had its own Terms of Reference and been supported by our HRBP. In order to embed our objectives, **BAP** (Appendix 2) and SAT activities into School life, the E&DWG has met termly since 2013. Initially, in-line with comments from the ECU panel on award of Bronze, we revised our BAP prioritising actions; the main focus here was formalising much of our informal processes relating to EDI. Additionally, staff feedback identified additional areas for immediate attention: induction (**BAP#6**) and mentoring (**BAP #29**). See Appendix 2 for revised **BAP** and progress against actions.

The E&DWG reports to the whole SoG at its quarterly School Staff Meetings (with minutes of every E&DWG available on our Workspace (an intranet site) and E&D is an agenda item on every relevant committee (see section 3a for committees) ensuring progress against our **BAP**; committee reports are submitted to the Chair of the E&DWG who is ultimately responsible for checking progress. Any new actions/initiatives are approved by the School's Management Committee and the Chair of E&DWG responsible for liaising with the relevant committees to ensure implementation.

The Chair of the E&DWG, also sits on the newly formed (January 2016) Faculty EDI Steering Group (see Figure 2.2) ensuring wider consultation and support for equal opportunity, and has been responsible for this application for Silver.

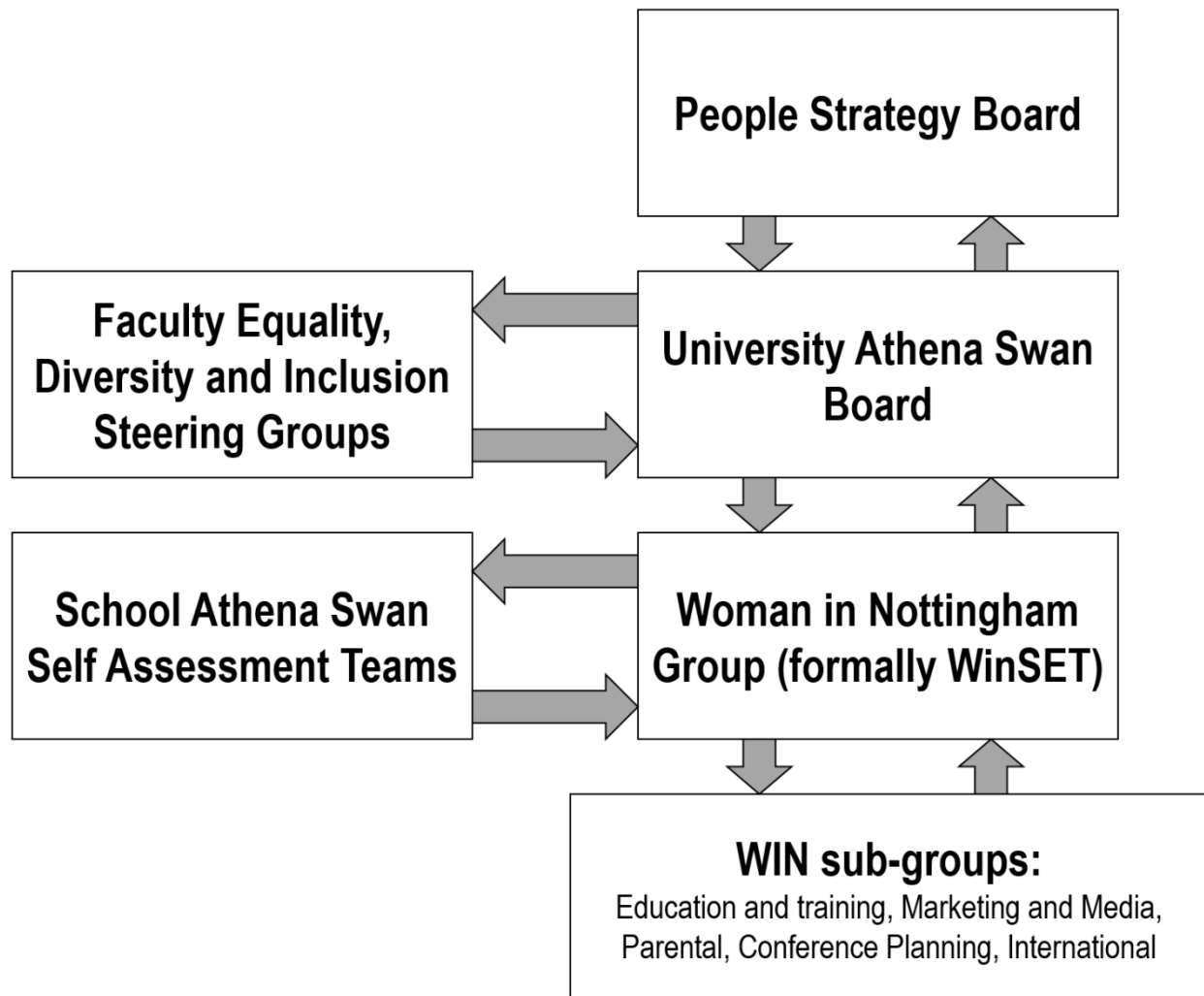


Figure 2.2: University Processes to Support EDI, including the Faculty EDI on which the Chair of the SoG's E&DWG sits

Feedback on the self-assessment process and application was sought from University's WiN Task and Finish Group and Dr Katie Szkornik (Keele University; Chair of ECU Panels since 2014, panel member since 2007). The current Chair of E&DWG, Doreen Boyd is involved in Athena SWAN activities beyond the University (**BAP #7**): she has sat on six ECU Panels and is involved with the RGS-IBG's E&D activities (for example, presented at the first Athena SWAN and Gender Equality Charter Mark workshop at RGS-IBG (Box 2.1).

Equality and diversity in higher education geography

The Society is committed to supporting the higher education geographical community to advance equality and diversity in geographical teaching, research and learning.

The [International Benchmarking Review of Human Geography](#) (2013) highlighted challenges for the discipline in the areas of gender equality and ethnic diversity across all grades, but especially senior grades. The [Equality Challenge Unit](#) supports UK higher education institutions in advancing equality and diversity through the [Athena SWAN Charter](#), to advance gender equality and career progression, and the [Race Equality Charter Mark](#), to improve the representation, progression and success of minority ethnic staff and students.

The Society encourages geography departments to engage with the ECU and its charters when considering the equality and diversity of their staff and students, and practices to support them.

This page contains information about:

- [Gender equality](#)
- [Race and cultural equality](#)
- [Benchmarking data and other resources](#)

Gender equality

For most geography departments, initiatives to support gender equality will fall under Athena SWAN action plans at departmental or institutional level. The Society has worked with the Equality Challenge Unit (ECU) to support geography departments making applications for Athena SWAN (and, formerly, the Gender Equality Charter Mark) awards. For further resources, please see the section of benchmarking data and other information below.

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Please contact Stephanie Wyse (s.wyse@rgs.org) for more information and to register interest.

Resources and notes from meetings

- **Athena SWAN and geography departments - meeting 19 September 2016**
 - [Workshop meeting notes](#)
 - [Presentation - Hilary Geoghegan \(Reading\)](#)
 - [Presentation - Hester Parr \(Glasgow\)](#)
 - [Presentation - Gabriella Caminotto / Ruth Gilligan \(ECU\)](#)
 - [Download single zip file containing everything - notes and presentations](#)
- **Athena SWAN and geography departments - meeting 11 March 2016**
 - [Workshop slide pack \(Stephanie Wyse\)](#)
 - [Equality Challenge Unit presentation slide pack \(Ruth Gilligan\)](#)
 - [Workshop meeting notes](#)
- **Athena SWAN workshop at the Annual International Conference 2015 (Exeter) organised by Hilary Geoghegan (Reading) and Ian Cook (Exeter)**
 - [Workshop and discussion notes](#)
- **Athena SWAN and Gender Equality Charter Mark workshop at RGS-IBG - May 2014**
 - [University of Nottingham experience - Doreen Boyd](#)

Box 2.1: Workshops by the RGS(IG) to support Athena SWAN. Note SoG involvement.
<http://www.rgs.org/OurWork/Research+and+Higher+Education/Key+information+and+resources/Equality+and+diversity.htm>).

In the year leading up to submission the SAT has met monthly, with much liaison done virtually. Each member was attributed particular tasks (see Table 1) and provided outputs to the Chair. Focussed surveys were conducted to measure impact of our **BAP** and identify areas of on-going concern. In total 4 on-line surveys have been conducted with a response rate of >75% each time, with a gender split commensurate with that of the survey population. 2 of these surveys were for PGR students only and the other two for staff, with a section specifically for Research staff. After feedback, the new Silver Action Plan (**SAP**) was presented to School Management Committee and subsequently to all Staff, cementing commitment (and appropriate continuing budget) from the School.

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

The E&DWG responsible for this submission will continue to be responsible for the day-to-day **SAP** implementation, monitoring of targets, milestones and impact. The Group will be renamed the Equality, Diversity and Inclusion Group (EDIG) and expand its remit to focus on **all** staff (including APM) and **all** aspects of equality, diversity and inclusion, with new Terms of Reference (**SAP#1**). Although the E&DWG has always sought input from those not previously in the group (e.g., HRBP, taught students via the LCF (i.e., staff-student consultative committee) and on-line surveys), the new EDIG will invite the following to be members formally: HRBP; UG and PGT students and a BME staff member (**SAP#1**). We have also agreed, inspired by **BAP#7**, a two-way partnership with the Chair of SAT of BGS (Dr Keely Mills) (**SAP#2**). This should ensure cross-fertilisation of initiatives and mutual support. The new EDIG will be fully embedded into the operations of the School and its Faculty and looks forward to the next stage of our development in ensuring success for all. In addition, there will be an Athena SWAN Champion (**SAP#3**) to support this activity through the lens of ECU principles but who will link to external bodies important to the discipline (for example RGS(IBG) and RSPSoc).

We have a firm foundation from which to develop:

- A female respondent (n = 39) to the 2016 staff survey commented on the open-ended question “Tell us more about how you feel the School is inclusive”:

“The School is generally good in the way it works and looks after people – the problems are the pressures of the job, but that is to a large extent in our hands. People are treated fairly and equally in relation to gender, age, background etc etc.”

- In the last PGR survey (summer 2016) 94% of all respondents (n = 42) agreed that the SoG *“is effective in raising awareness of gender and equality issues”*.

However, we recognise there is some way to go:

- 12% of respondents to the last PGR survey (summer 2016) disagreed that *“My gender has no bearing on whether I will have a successful career in academia”*.
- 8% of respondents to the last staff survey (summer 2016) disagreed that *“In my School, staff are treated on their merits irrespective of gender.”*

Throughout this application we hope the impact of our Bronze Athena SWAN award is evident and, as per our E&DWG Terms of Reference, we now:

- Provide a forum in which those with operational responsibilities for equality and diversity in the School are supported in the delivery of their responsibilities.
- Advance sector best practice throughout the School in relation to equality and diversity.

New Actions from Section 2 (see also Section 6):

SAP#1: Expand focus of E&DWG to all aspects of equality, diversity and inclusion for all staff (i.e., APM and Technical) and rename to EDI Group and have new Terms of Reference and to include new members (HRBP, UG and PGT student and BME staff member).

SAP#2: Commence a two-way partnership with the SAT of British Geological Survey where the Athena Swan champion from each institution attends meetings.

SAP#3: To appoint an Athena Swan Champion in the SoG that reaches out beyond the School on gender equality.

3. A picture of the department: maximum 2000 words (2010 words)

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

The SoG is a tri-campus School operating at UK, China and Malaysia campuses. Although this application focusses on the UK, considerable links exist across campuses (e.g., the Malaysian campus has a Bronze award, led by Suzanne McGowan from UK SoG (**BAP #4**)). The SoG resides in one building (Sir Clive Granger) benefitting from research and teaching space, as well as dedicated study space for our students (ERC). There is also communal “coffee room” for staff and PGR students (Figure 3.1), as well as a café for everyone.



Figure 3.1: Some staff and students making use of our Coffee Room!

Supporting our 50+ academic and research staff (Table 2), are Laboratory Technicians (2 female, 1 male), School Operations Manager (Female) and administration staff. All are crucial in meeting the SoG’s core aim to be a world-leading centre for research-led education. Geoscientists, cultural, social and environmental geographers interweave to provide a holistic view of Geography to (currently) 612 (56% Female) taught students (see Table 3.1) and 65 post-graduate research students (44% Female).

	Female	Male	Total	% Female	Benchmark*
Academic	15	23	40	39%	39%
Research	7	7	14	50%	48%
PhD	27	34	61	44%	n/a
PGT	14	15	29	48%	n/a
UG	332	251	583	56%	n/a

Table 3.1: People numbers in the SoG (UK) as of 1st October 2016.

In Table 3.2, we benchmark our staff against other Russell Group institutions via HESA cost centre 124; Geography and Environmental Studies (2015 date). No benchmarking provided here for students since Geography is a “broad church” covering a range of disciplines from the physical sciences through to the arts and humanities as is our course offering (please refer to Table 3 below for benchmarking used in subsequent sections).

Our benchmarking data are from HESA with the appropriate JACS code used for the average of the Russell Group of Universities. Note: 2015/16 data not yet available.			
Course Offering		JACS Code	Notes
UG	BA Single Honours Geography (L700)	L7, Human and Social Geography	Accreditation from RGS applied for
	BSc Single Honours Geography (F800)	F8, Physical Geographical Sciences	Accreditation from RGS applied for
	MSci/MArts in Geography	No data	Newly established so not reported in this application
	BSc Joint Honours Geography with Business (L7N1)	L7, Human and Social Geography	70% Geography and 30% Business School
	BSc Environmental Science (F759)	F7 Science of Aquatic and Terrestrial Environments	Years 0 and 1 at China campus followed by Years 2 and 3 at UK campus
	BSc Environmental Geosciences (F630)	F6 Geology	Accreditation from Geological Society applied for
PGT	MSc GIS (F895)	F8, Physical Geographical Sciences	Currently suspended and so no actions going forward
	MA/MSc Environmental Management (F906/8)	F8, Physical Geographical Sciences	
	MA/MSc Human Geography	L7, Human and Social Geography	Comprised of four courses with very small numbers (L704; L72M; L729; L72P)
Research Masters	Topics from the full spectrum of the discipline (reported as a PGT)		
PhD	Topics from the full spectrum of the discipline, funding from NERC, AHRC, ESRC, EPSRC DTP/C as well as other sources (e.g., School, Governments etc)		

Table 3.2: Details on our course provision, including current status and Benchmarking datasets.

Our current operating structures (see Figure 5) have been guided by our current Athena SWAN **BAP** and we are delighted to report substantial progress against this **BAP** (Appendix 2) and highlight the main ones throughout the remainder of this application.

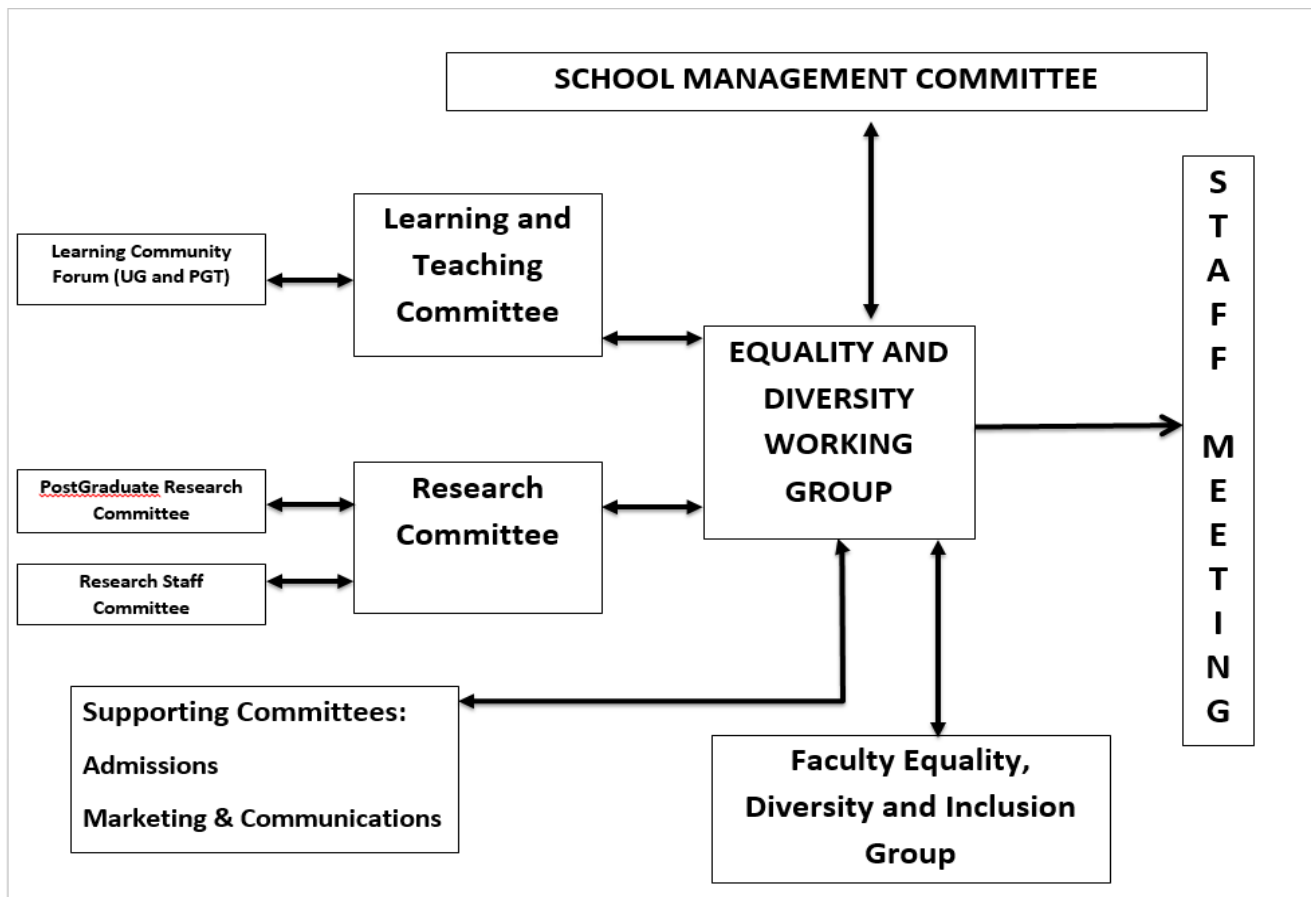


Figure 3.2: Operating structures around Athena SWAN action plan for SoG.

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

Student data

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

Not Applicable

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

Our intake of UG students increased from 540 to 583; also there is an increase in the proportion (%) of females from 51% to 57% (280 to 332 students) (Figure 3.3).

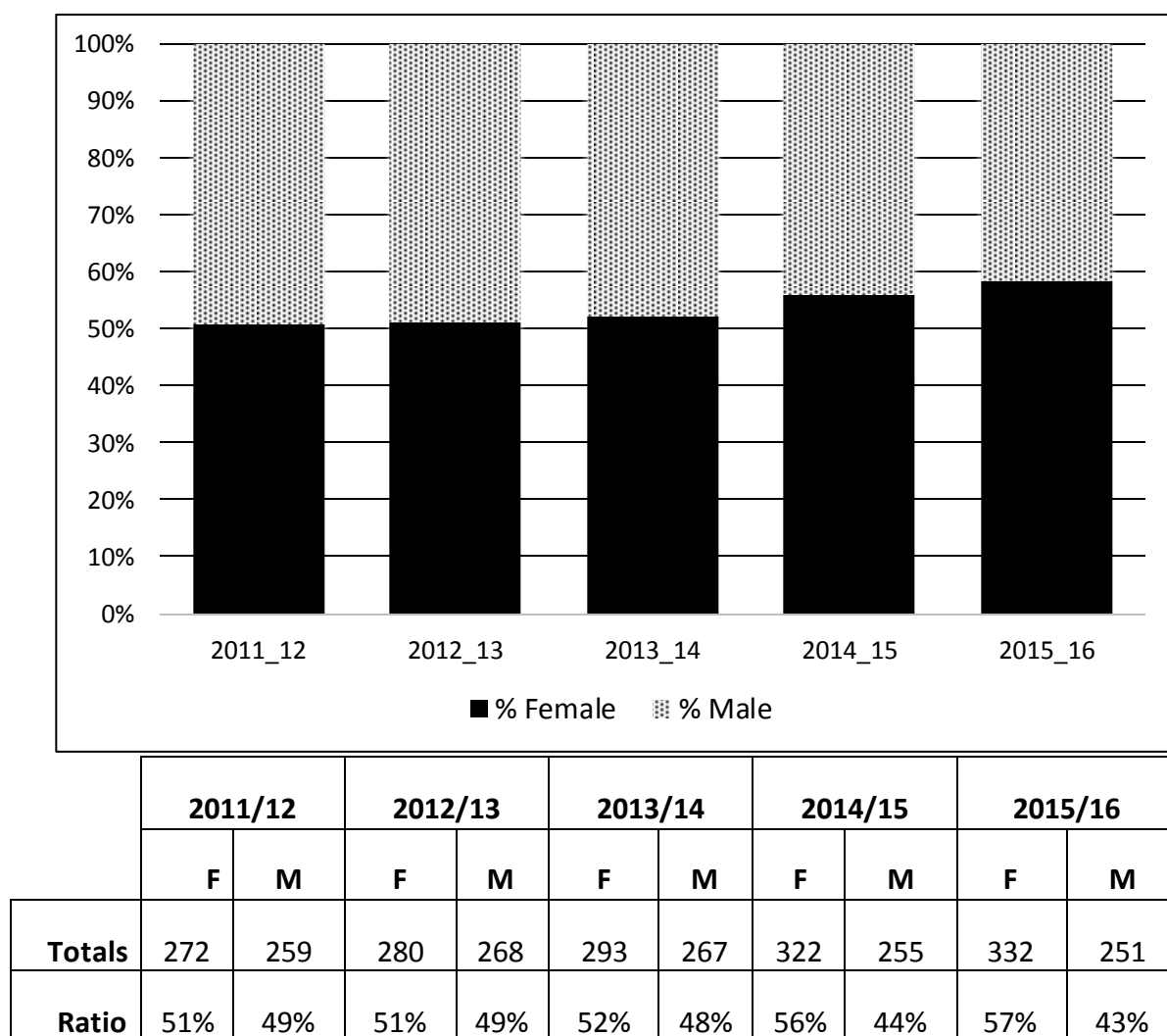


Figure 3.3: Number of students and the gender ratios (expressed as %). Note all but one student (female in 2011/12) were full-time.

Given that a number of our **BAP (#8, #9, #17 and #22)** actions were focussed on increasing our proportion of female students, we are pleased to see this and will continue with these initiatives to ensure a gender ratio commensurate with the discipline of Geography (supported by RGS(IBG)): <http://www.rgs.org/GeographyToday/Geography+in+the+UK.htm> (**SAP #4**). Nevertheless, we are mindful that School totals hide any nuances in trends and therefore below we examine by degree courses, allowing for comparison with benchmarking data (as per Table 3.2).

BSc Geography:

The % female BSc Geographers rose from 46% to 61.5% over the period, with the total number of students steady across the period (Figure 3.4). The proportions of females now exceed the benchmark. With the recently enhanced provision in Physical Geography (MSci – 4 year UG degree) there is opportunity to emphasise SWAN activity amongst these students and ensure gender parity on this course too (**SAP #5**), particularly since there is some switching between the BSc and MSci and the MSci demands higher marks.

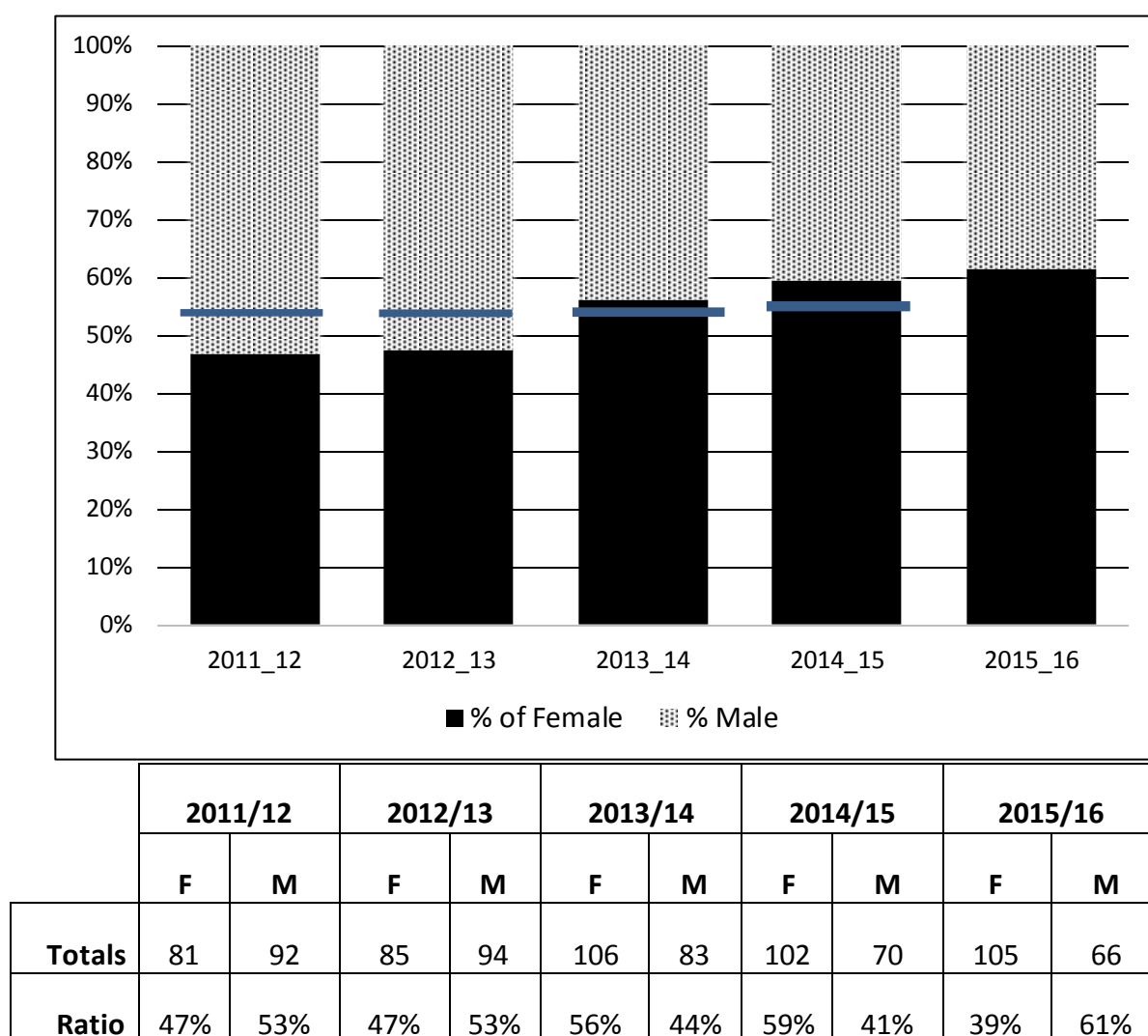


Figure 3.4: Number of students and the gender ratios (expressed as %) for BSc Geography. Note Benchmarking depicted with Blue Line (no data for 2015/16 as time of submission).

BSc Environmental Geosciences:

As a new course the numbers on BSc Environmental Geosciences is currently low. Nonetheless, the % of female students has exceeded relevant benchmark of 36%, at 66% and 41% in 2014/14 and 2015/16 respectively (Table 3.3).

	2011/12		2012/13		2013/14		2014/15		2015/16	
	F	M	F	M	F	M	F	M	F	M
Totals	n/a	n/a	n/a	n/a	n/a	n/a	2	1	5	7
Ratio	n/a	n/a	n/a	n/a	n/a	n/a	66%	34%	41%	59%

Table 3.3: Number of students and the gender ratios (expressed as %) for BSc Environmental Geosciences. Note benchmark data are taken as 2014/15 HESA data @36% females.

Targeted initiatives over and above our general ones to ensure that continued female participation above the benchmark is required (**SAP #6**). E.g., apply for accreditation from the Geological Society and thus working with them to provide recruitment and careers material that appeal to females. Also, use our planned liaison with the BGS (see section 2, i.e., **SAP#2**).

BSc Environmental Sciences:

The total numbers of BSc Environmental Science students has had a steady increase year-on-year and has now levelled out. With it has been a % of female students that has exceeded the benchmark every year since 2012/13. The 2015/16 number dropped as a result of more males taking this course than ever before (see Figure 3.5). Our **BAP** activities related to recruitment does not transfer to this course since the recruitment is outside the control of the SoGUK. To help remedy this we will liaise with China campus to raise awareness of gender equality needs and assist them in applying for an Athena SWAN award (**SAP #7**); we did so with our Malaysia campus (**BAP#4**).

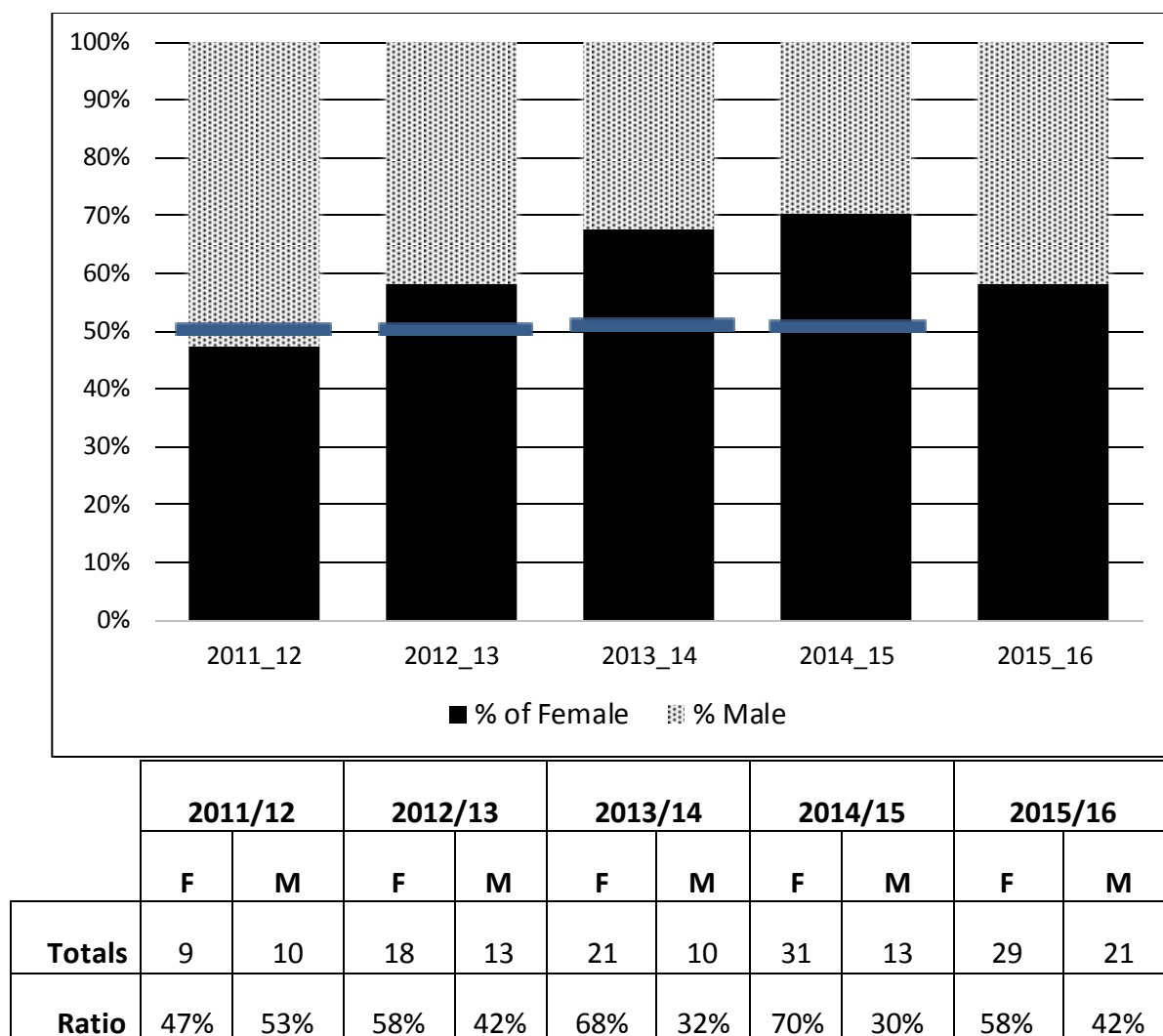


Figure 3.5: Number of students and the gender ratios (expressed as %) for BSc Environmental Science. Note Benchmarking depicted with Blue Line (no data for 2015/16 as time of submission).

BA Geography (Single Honours and with degrees):

The number of students on BA Geography has fluctuated over the period but we now have more of these students than ever. The % of females (Figure 3.6, top) has fluctuated year-on-year and recently fallen slightly below the Benchmark, though recovered last year. Although each year we have more females than males on this course, in comparison with our BSc courses, where the impact of our **BAP** is clear, here it is less evident. Once the underlying reason(s) for this difference has been ascertained (via focus groups and analysis of the UCAS survey), we will remedy this and put initiatives into place to ensure we exceed the benchmarking proportions (**SAP#8**). The same will be done for the BA Geography with Business course, which has a very low % of female students (Figure 3.6, bottom) (**SAP#9**). As with the MSci, the new MArts degree will be focus of attention (**SAP#5**).

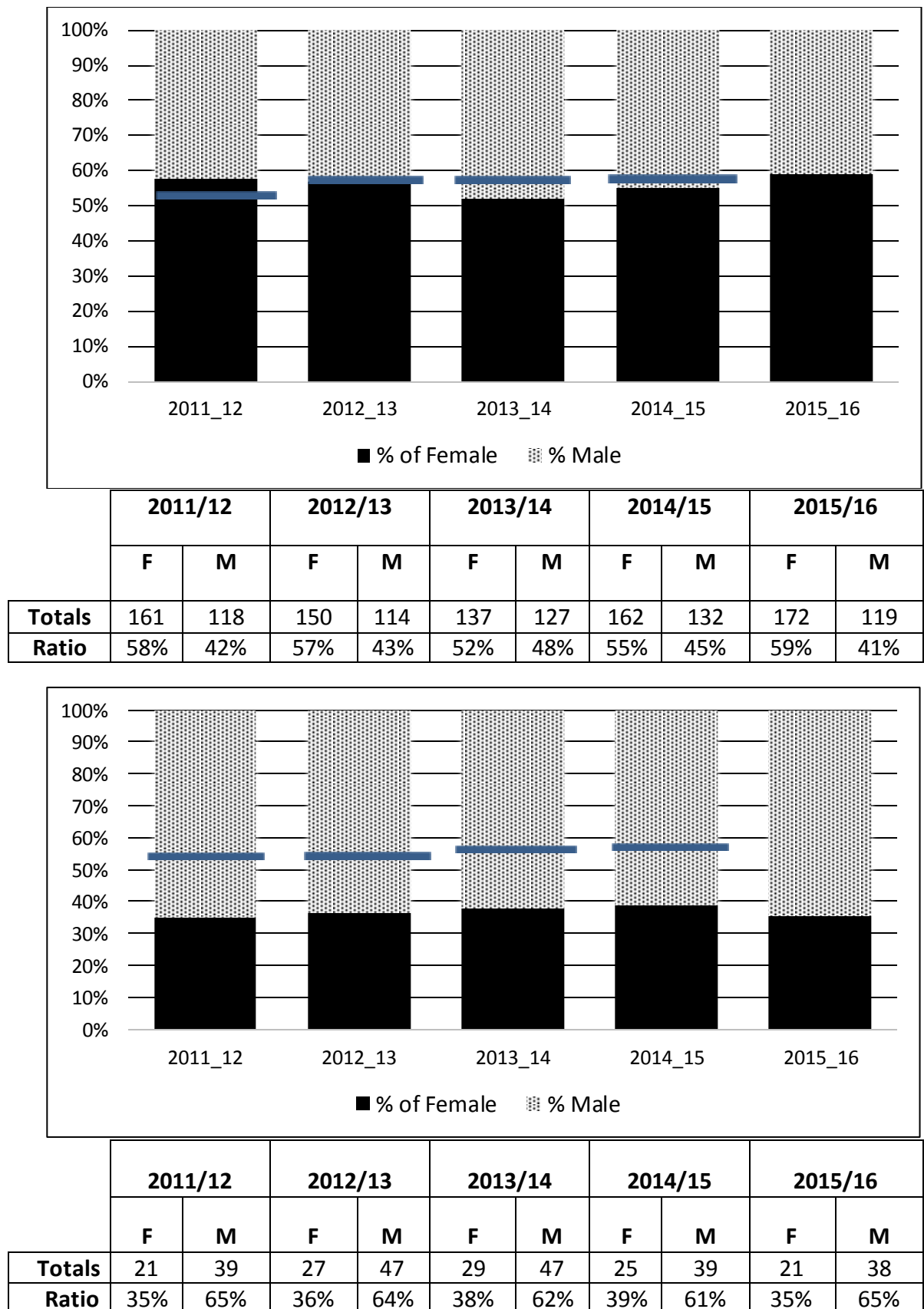


Figure 3.6: Number of students and the gender ratios (expressed as %) for BA Geography – top graph/data are for BA Single Hons and the lower set for BA Geography with Business. Note Benchmarking depicted with Blue Line (no data for 2015/16 as time of submission).

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

Total numbers are small and decreased over the period (43 to 29). Volatility in % of female students over the period and those who are part-time is evident (Figure 3.7).

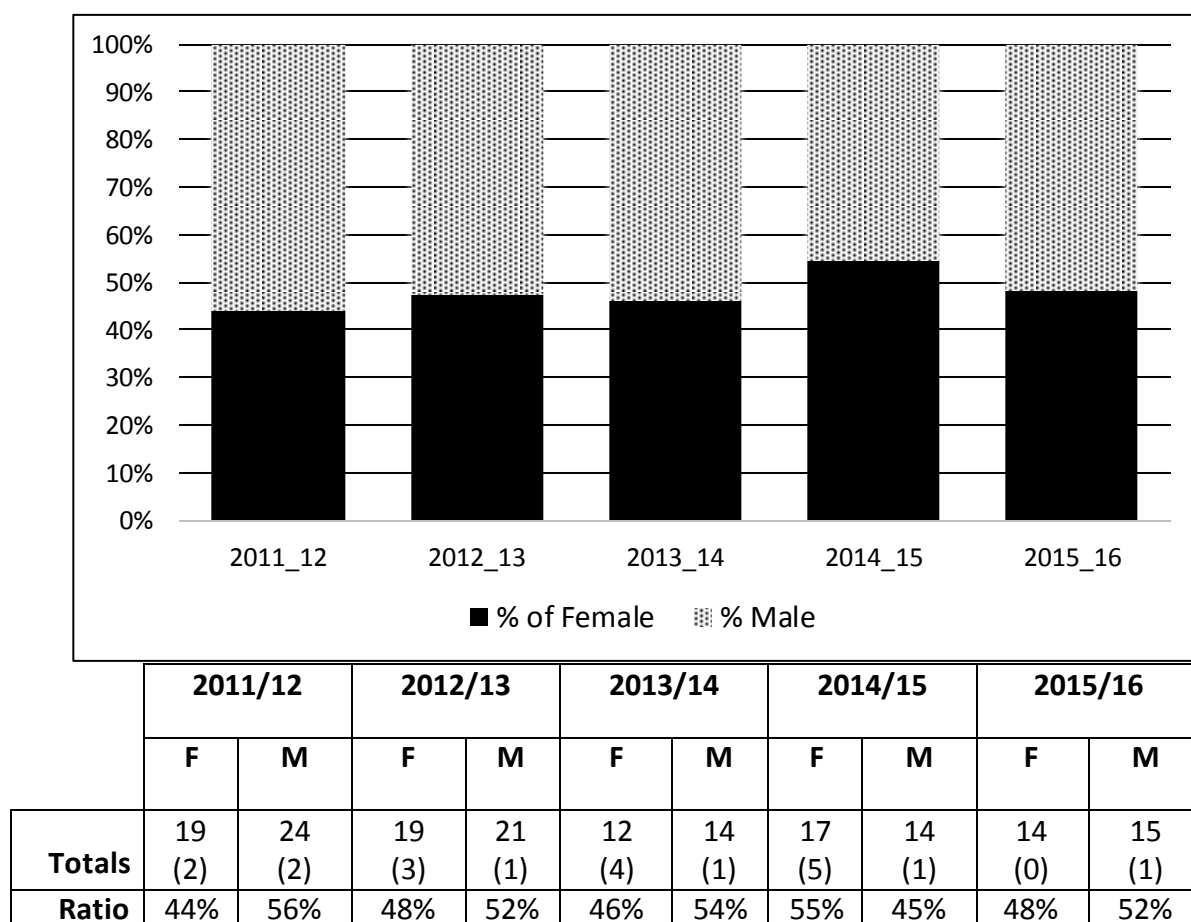


Figure 3.7: Number of students and the gender ratios (expressed as %) for all PGT courses. Of these totals, some were part-time and depicted in brackets. Note Benchmarking depicted with Blue Line (no data for 2015/16 as time of submission).

Our **BAP** had little targeted action around PGT, so we will evaluate critically our specific marketing of PGT courses with actions to encourage female applicants. This will be supported by focus groups with our current PGT students to understand their perceptions and feedback (**SAP#10**). In addition, a female-only Bursary will be established (**SAP#11**). We will do this for the Environmental Management courses since compared with the “small masters” Human Geography courses these have tended to miss the benchmarking targets (Figures 3.8 and 3.9) and since numbers are small an additional female would help to address the imbalance.

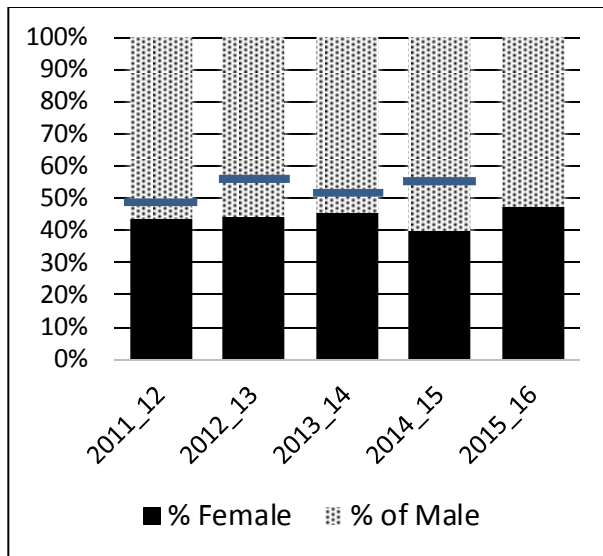


Figure 3.8: F courses (Environ. Management).

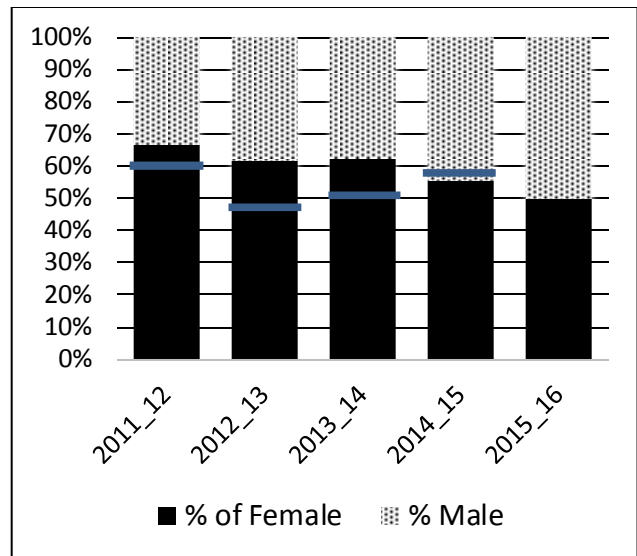


Figure 3.9: All L courses "small masters".

	2011/12			2012/13			2013/14			2014/15			2015/16		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
MA/MSc Environment Management	10 (2)	13 (1)	43%	11 (1)	14	44%	5	6	45%	4	6	40%	8	9	47%
Small Masters (MA/MSc)	8	5 (1)	61%	8 (2)	5 (1)	61%	5 (3)	3 (1)	71%	6 (4)	4 (1)	60%	3	3	50%
Research Masters	1 (1)	0	100%	0	0	n/a	0	1	0%	3 (1)	1	75%	1	1	50%

Table 3.4: Number of students and the gender ratios (expressed as %) for all PGT courses. Of these totals, some were part-time and depicted in brackets.

Our 4 research masters degrees have had 8 students across the period, with 55% of those being females and 2 of these part-time (Table 3.4). We will promote this more as an attractive, flexible approach to obtaining a Master's Degree which should appeal to females (**SAP #12**).

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

Of the 68 PhD students, 10% have been part-time (all female), with a decline in the proportion of females year-on-year (Figure 3.10), though this recovered slightly in 2015_16.

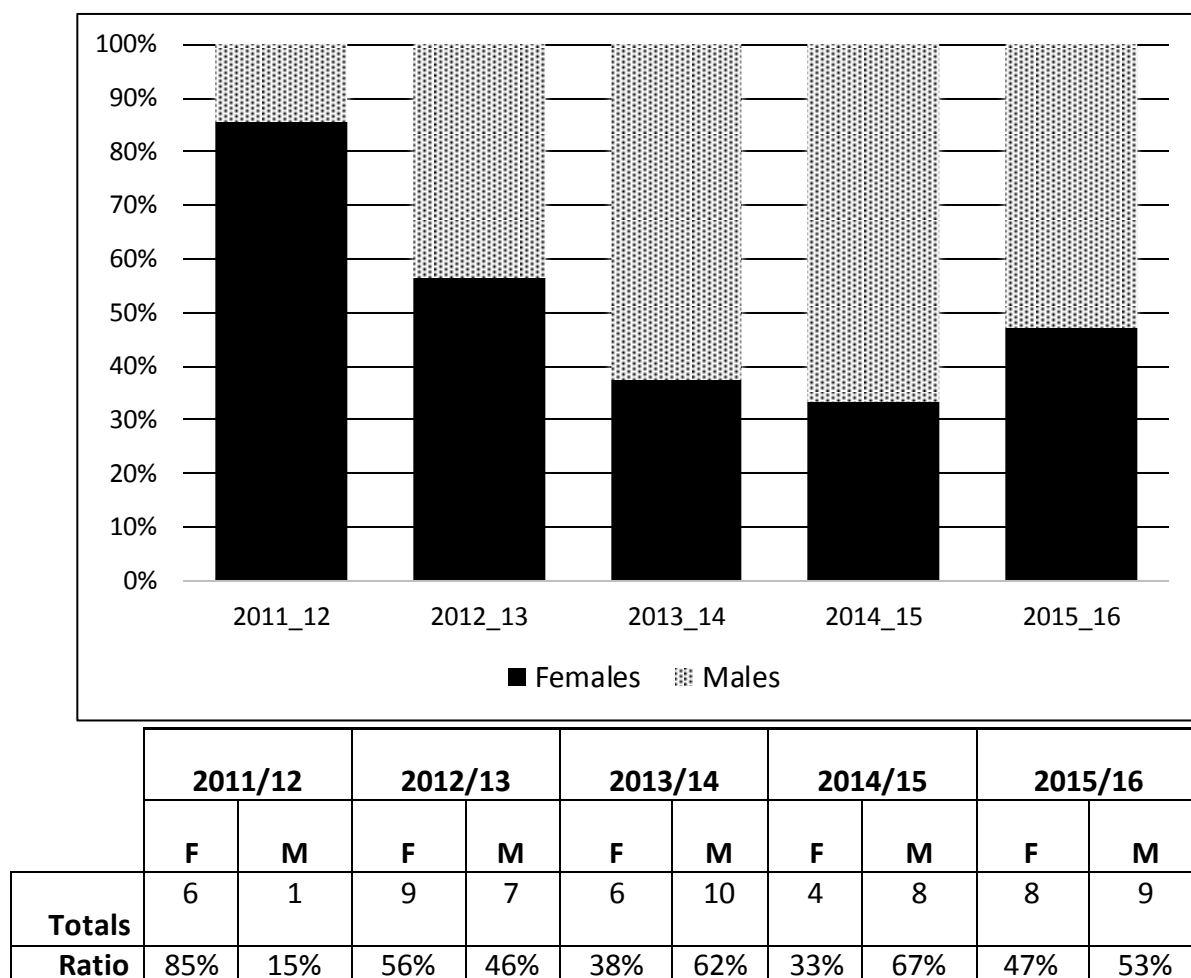


Figure 3.10: Numbers and gender % of all PhD students in School of Geography.

Our **BAP** focussed on supporting our female students once they have arrived (e.g., **BAP#26, #27, #28**) since at the time of our Bronze award gender ratios were favourable. This ratio not been maintained and analysis by JACS code (Figures 3.11 and 3.12) reveals a very low % of female science students in 2014/15. This coincides with the launch of the NERC DTP, which recruits students centrally through open competition. Since we are part of a number of DTP/Cs attention will be focussed on how Athena SWAN principles can be promoted and taken up in these (**SAP #13**).

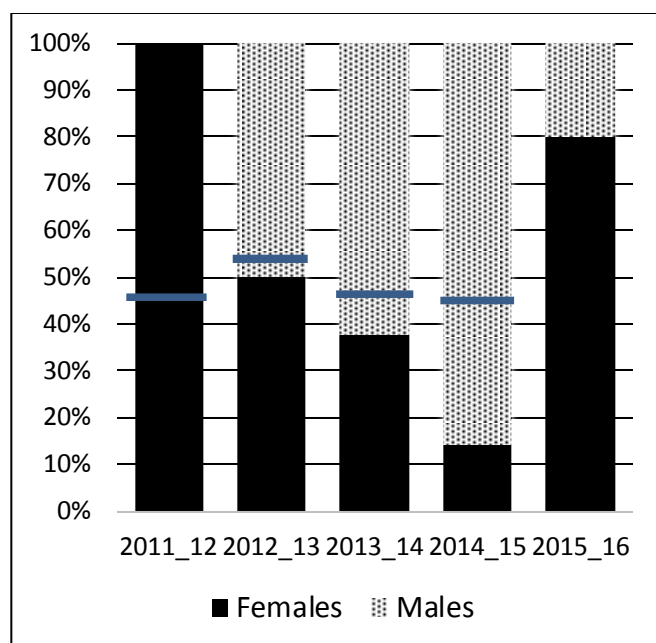


Figure 3.11: Gender % of F coded PhDs



Figure 3.12: Gender % of L coded PhDs

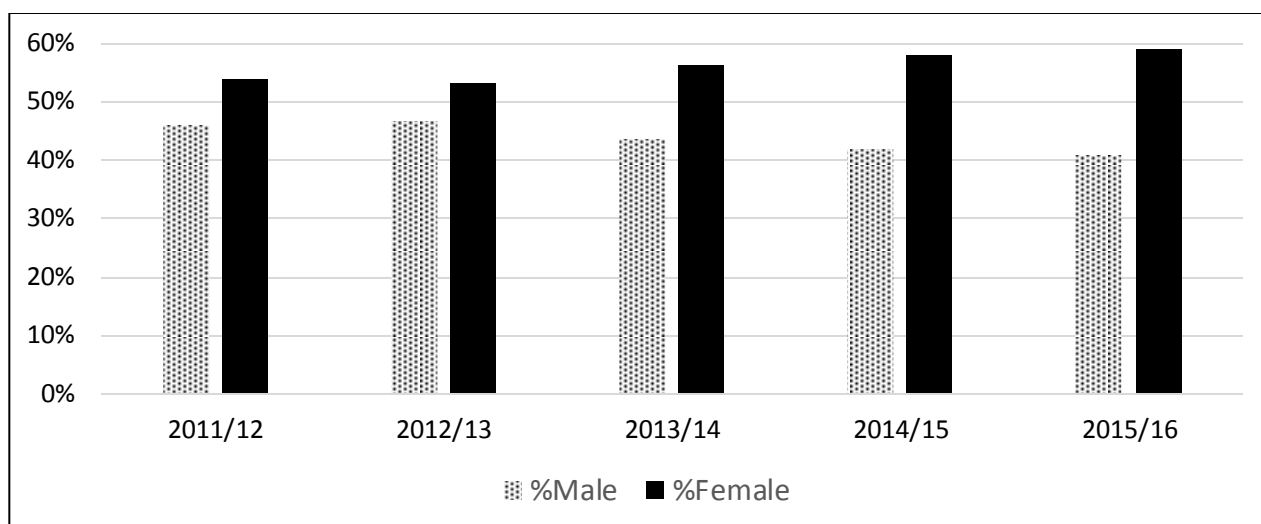
	2011/12			2012/13			2013/14			2014/15			2015/16		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
F coded	3	0	100%	5	5	50%	3	5	38%	1	6	17%	4	1	80%
L coded	3	1	75%	4	2	67%	3	5	38%	3	2	60%	4	8	33%

Table 3.5: Numbers of PGR students by JACS codes. Note overall that 10% of students were part-time and all of these were females.

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

Undergraduate Courses:

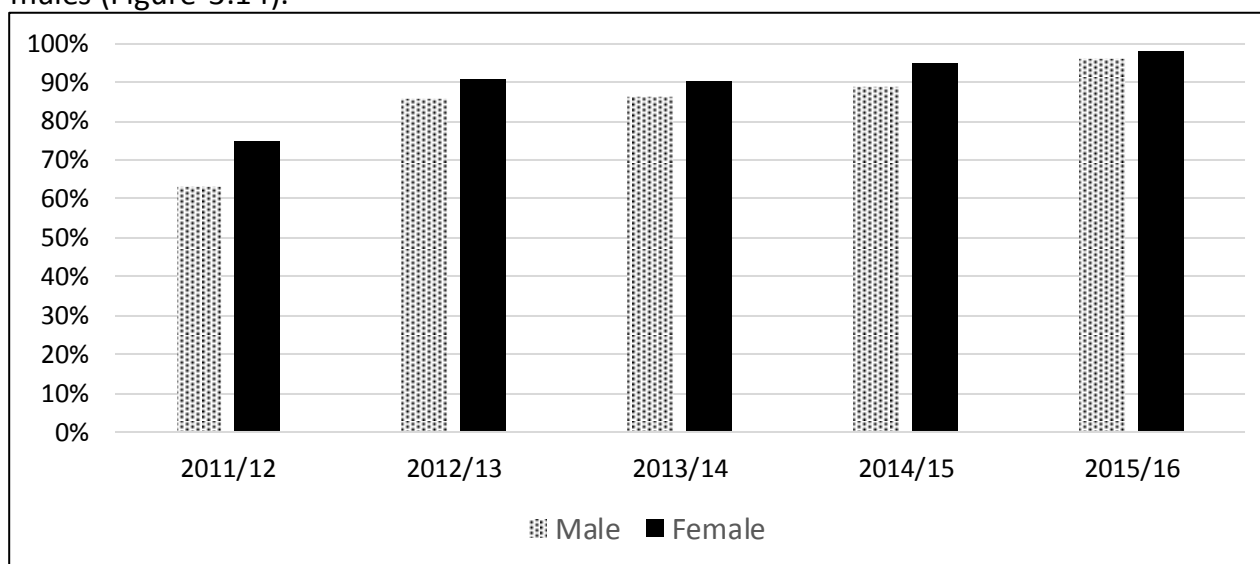
The proportion of female **applicants** has increased year-on-year from 53% to 59% (Figure 3.13), demonstrating the impact of our **BAP (e.g., BAP#22)**. Further analysis is required to keep a check on this rise (**SAP#14**).



	2011/12		2012/13		2013/14		2014/15		2015/16	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
Totals	552	473	573	503	598	464	552	401	643	448
Ratios	54%	46%	53%	47%	56%	44%	58%	42%	59%	41%

Figure 3.13: – Numbers and % of all UG applications to School (excluding Environmental Science)

In every year females have been slightly (by a few %) more likely to obtain an **offer** than males (Figure 3.14).



	2011/12		2012/13		2013/14		2014/15		2015/16	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
No. of O to A (O/A)	412/ 552	298/ 473	522/ 573	431/ 503	539/ 598	401/ 464	524/ 552	356/ 401	629/ 643	430/ 448
Ratio of O/A	74.6%	63.0%	91.1%	85.7%	90.1%	86.4%	94.9%	88.8%	97.8%	95.9%

Figure 3.14: Totals and % of UG offers (O) compared with applications (A) (excluding Environmental Science)

Analyses by STEMM and non-STEMM courses show a similar story (Figures 3.15 and 3.16):

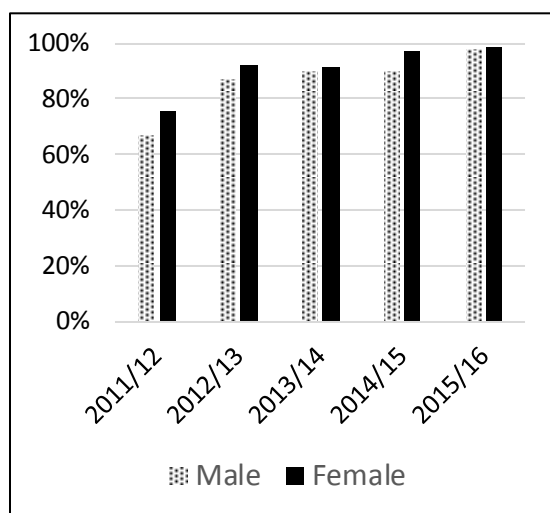


Figure 3.15: L courses (L700 and L7N1)

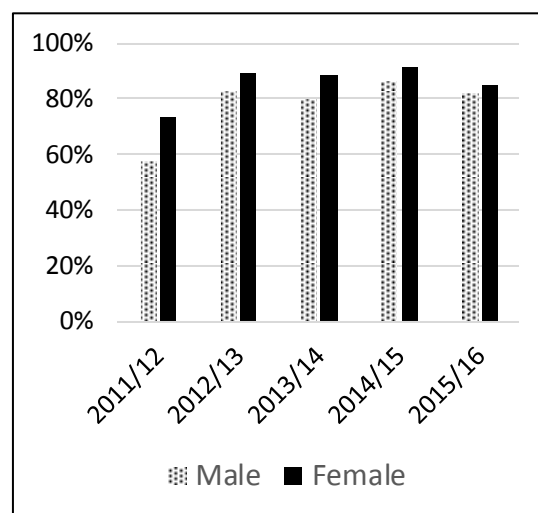
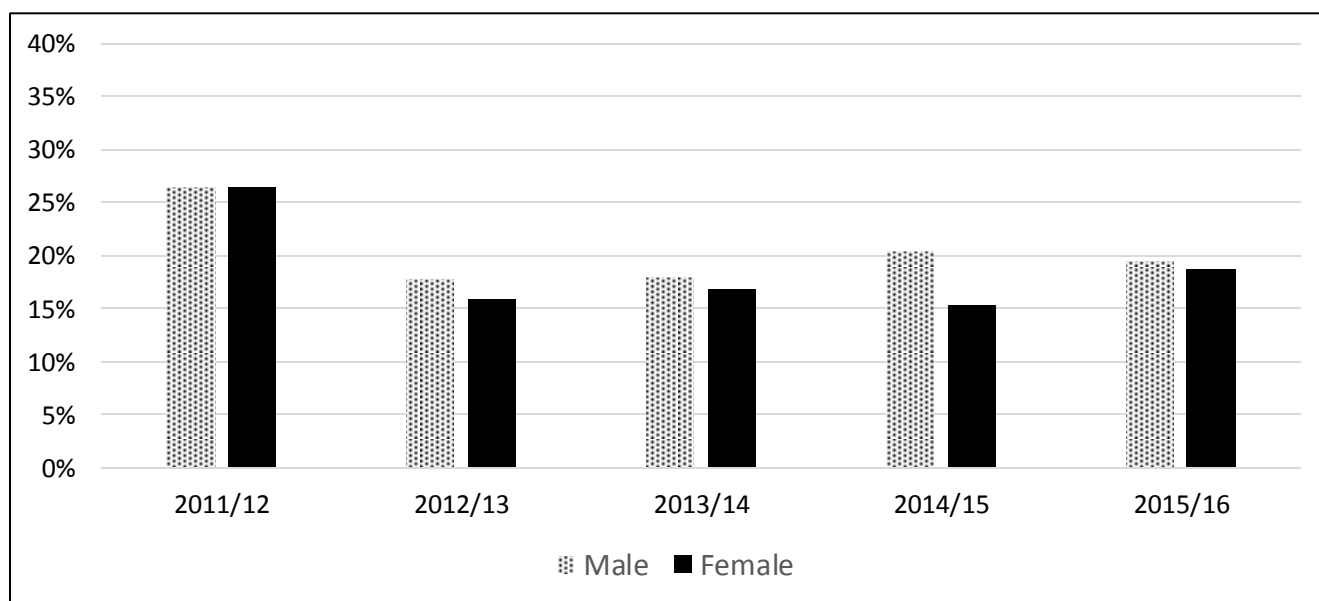


Figure 3.16: F courses (F800 and F6)

In terms of **acceptance** of that offer, it is evident that across the period, males are slightly (by a few %) more likely to accept a place than females (Figure 3.17).



	2011/12		2012/13		2013/14		2014/15		2015/16	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
No. of A/O	109/412	79/298	83/522	77/431	91/539	72/401	80/524	73/356	118/629	84/430
Ratio of A/O	26.5%	26.5%	15.9%	17.8%	16.9%	17.9%	15.2%	20.5%	18.8%	19.5%

Figure 3.17: Numbers and % of UG acceptances (A) compared with offers (O) (excluding Environmental Science)

Analyses by JACS course codes illustrates that this is not the case for our F800 courses, where females have been more likely to accept an offer (Figure 3.18). Thus indicating impact of our **BAP (#8; #22; #21)**, which has been particularly focused on this course. As evidenced in Figures 3.18/19, we now need to focus on the non-STEM courses (**SAP#8**). Males are also more likely to accept an offer for our Environmental Geosciences course (Figure 3.21) and though this might be expected for geology, we will, as per section 3ii, reevaluate our marketing and recruitment activity for this course (**SAP#9**). We have also applied for accreditation from the Geological Society for the Environmental Geosciences course; our Athena SWAN champion will also liaise with this learned society (**SAP#3**).

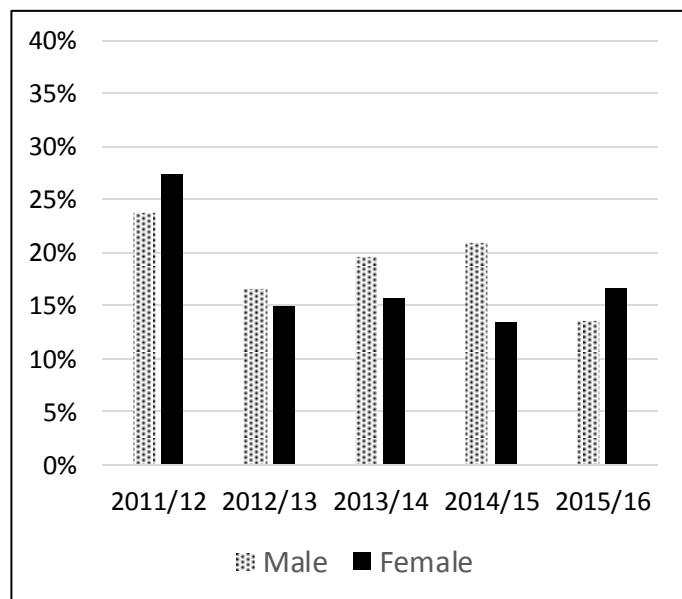


Figure 3.18: L700 - acceptance of offer

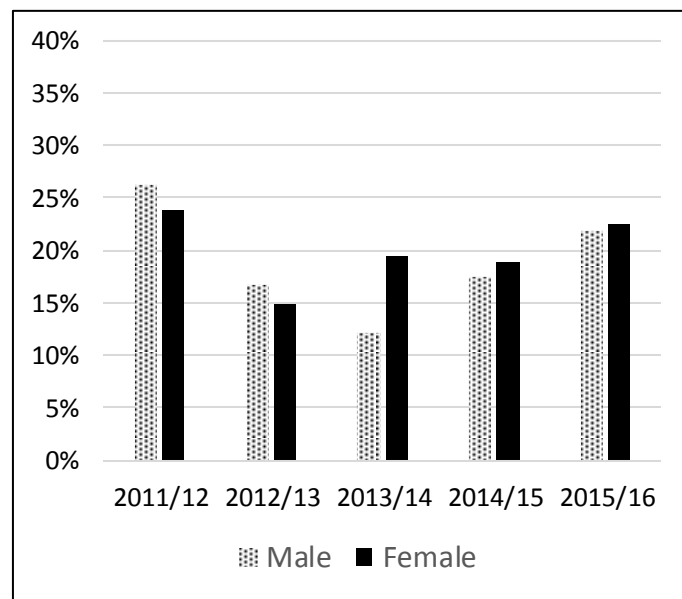


Figure 3.19: F800 - acceptance of offer

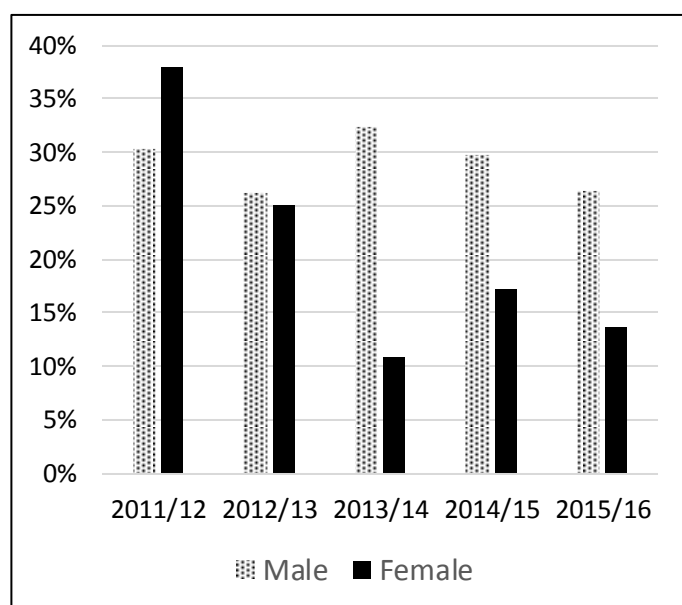


Figure 3.20: L7N1 – acceptance of offer

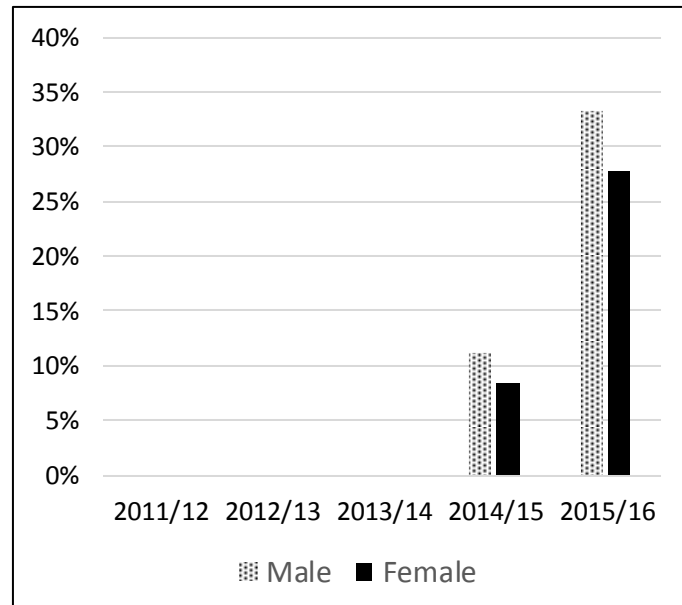
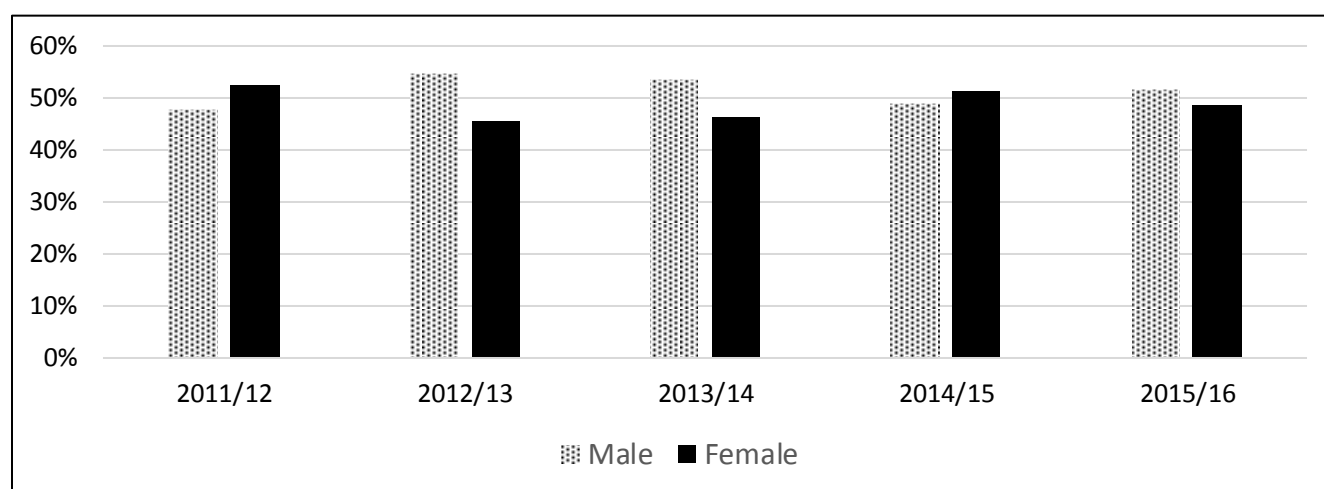


Figure 3.21: F630 – acceptance of offer

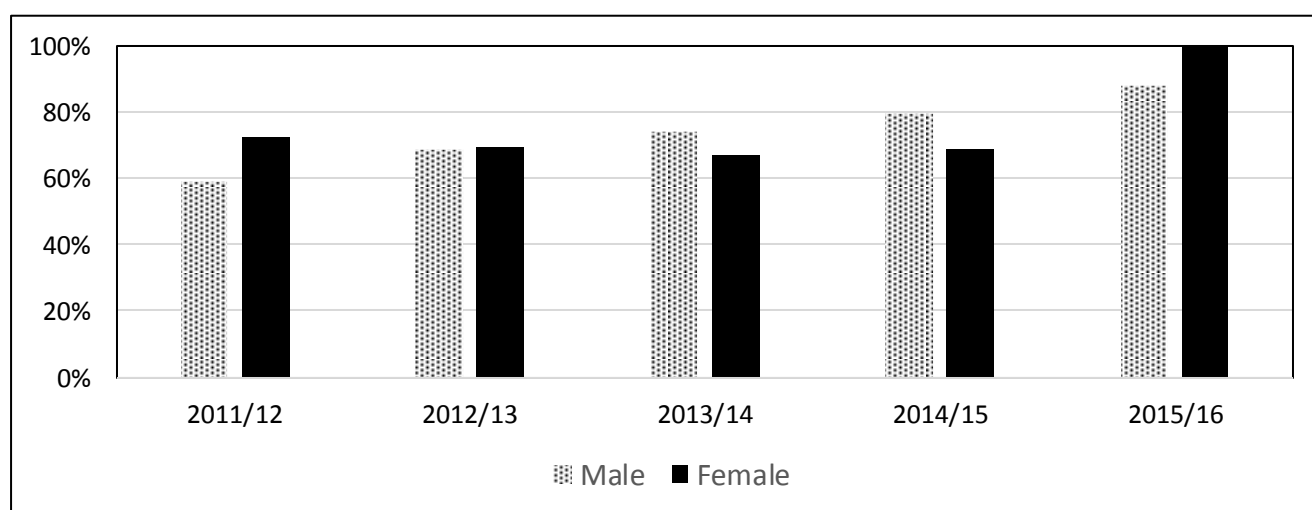
Postgraduate Taught Courses: The proportion of female PGT **applications** has fluctuated in the range of 45% to 52% with no apparent trend (Figure 3.22).



	2011/12		2012/13		2013/14		2014/15		2015/16	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
Totals	83	76	75	90	64	74	67	64	48	51
Ratios	52.3%	47.8%	45.5%	54.5%	46.4%	53.6%	51.1%	48.9%	48.5%	51.5%

Figure 3.22: Numbers and % of all PGT applications to School.

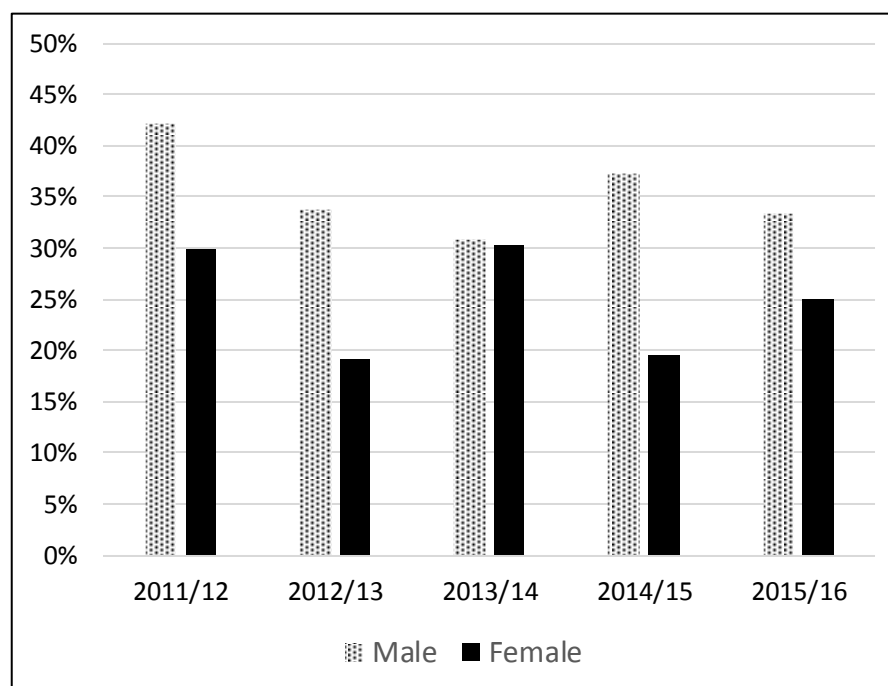
Overall rates of **offers** to those applications have increased over the period, with year-on-year variation in the difference between proportions of males versus females being made offers, with no apparent trend (Figure 3.23).



	2011/12		2012/13		2013/14		2014/15		2015/16	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
No. of O/A	60/83	45/76	52/75	62/90	43/64	55/74	46/67	51/64	48/48	45/51
Ratio of O/A	72.2%	59.2%	69.3%	68.9%	67.2%	74.3%	68.6%	79.7%	100%	88.2%

Figure 3.23: Numbers and % of offers to applications for all PGT courses to School.

In terms of **acceptance** of that offer, males are more likely to accept than females (Figure 3.24).



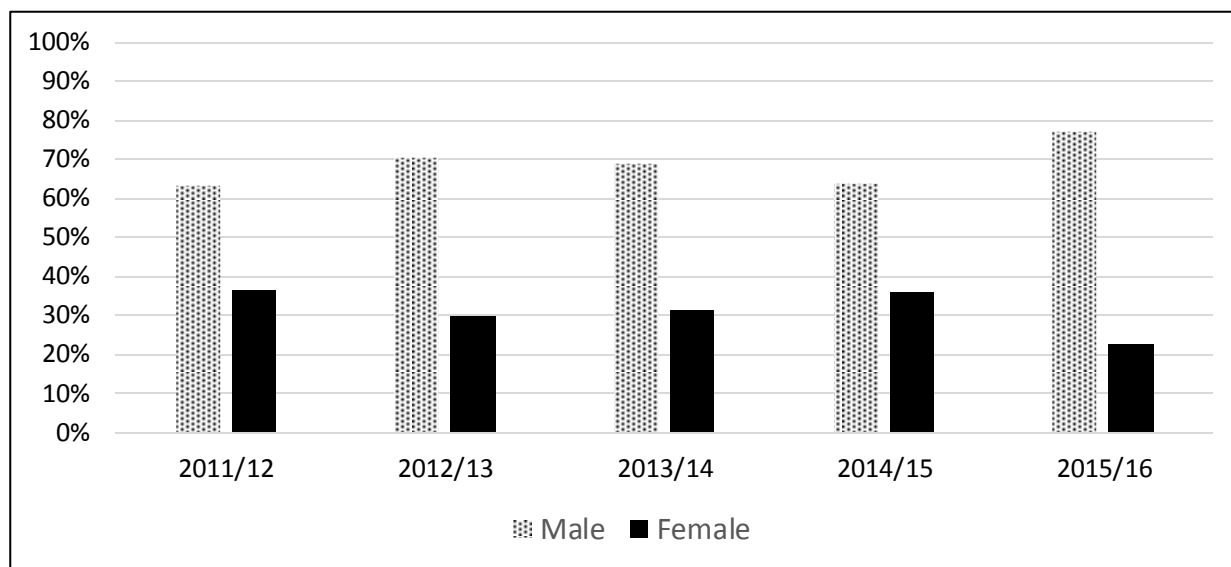
	2011/12		2012/13		2013/14		2014/15		2015/16	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
No. of accepts/ Offers	18/60	19/45	10/52	21/62	13/43	17/55	9/46	19/51	12/48	15/45
Ratio of accepts/ offers	30.0%	42.2%	19.2%	33.8%	30.2%	30.9%	19.6%	37.6%	25%	33.3%

Figure 3.24: Numbers and % of all acceptance of offers for all PGT courses in School.

This is far more the case with L courses than the F courses. However, the actual numbers are significantly lower on the L courses and these courses tend to feed the 3+1 for the PhDs, again indicating that some liaison with the DTP/Cs is required (**SAP # 13**).

Postgraduate Research (PhDs):

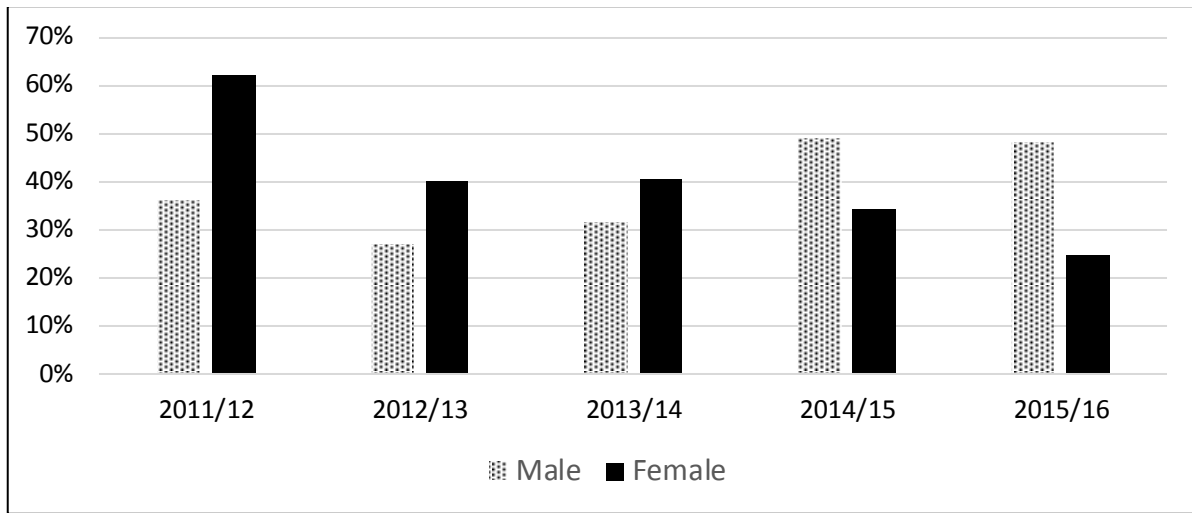
Our applications to PhD courses tend to be from male applicants (Figure 3.25). This reinforces the need for concerted effort from UG/PGT to PGR. Our BAP had several actions around this (e.g., **BAP #18**) which we will continue. But by far the initiative having the biggest impact on the number of females opting to do a PhD has been the focus on Research Masters, which has seen the conversion of students doing a PhD (1 male and 2 females to-date). Through **SAP #12**, we will build on this. Our **SAP #13** focus on our DTP/Cs will also be important.



	2011/12		2012/13		2013/14		2014/15		2015/16	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
Totals	37	64	30	71	32	70	29	51	16	54
Ratios	37%	63%	29%	71%	31%	69%	36%	64%	29%	71%

Figure 3.25: Numbers and % of all PGR applications to School.

Overall rates of **offers** to applications show that, in the past two years males have been more likely to receive an offer (Figure 3.26). We do not know why this is but to ensure that unconscious bias does not play a factor all staff will undergo UB training, with most having done so already. This training will be monitored and updated as appropriate (**SAP #15**) as well as rolled out to all PhD students.



	2011/12		2012/13		2013/14		2014/15		2015/16	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
No. of O/A	23/37	23/64	12/30	19/71	13/32	22/70	10/29	25/51	4/16	26/54
Ratio of O/A	62%	36%	40%	27%	41%	31%	34%	49%	25%	48%

Figure 3.26: Numbers and % of offers to application for all PGR applications to School.

In terms of **acceptance** of that offer, across the SoG there is no real difference between males and females, with fluctuations year-on-year (Figure 3.27, 3.28)

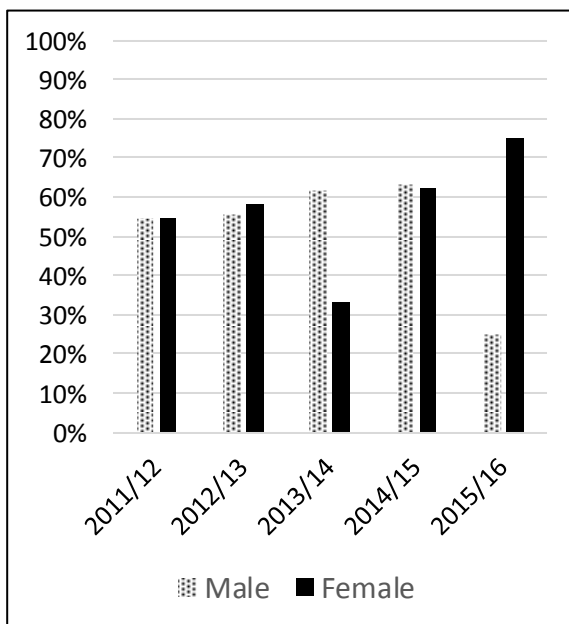


Figure 3.27: F coded PGR acceptances.

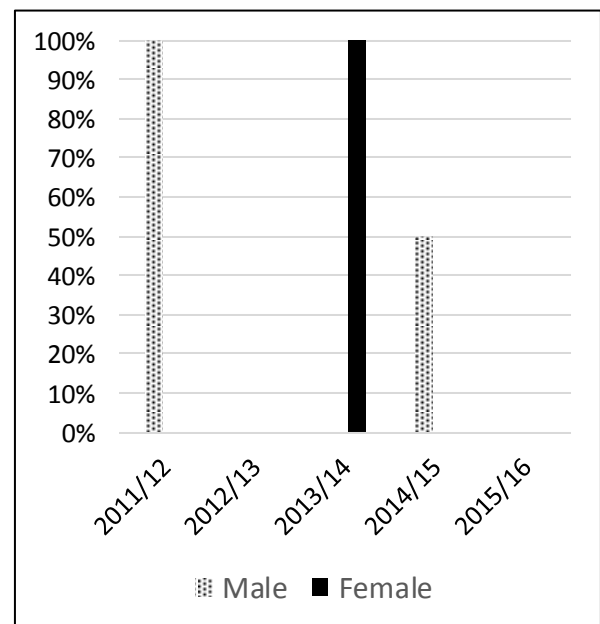


Figure 3.28: L coded PGR acceptances.

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

Undergraduates:

Across all UG degree programmes females have consistently performed better than males (Figure 3.29); males are more likely to obtain a lower degree (Lower second class and below).

Classification	First		Upper Second		Lower Second		Third		Fail/Diploma	
Gender	F	M	F	M	F	M	F	M	F	M
2011/12	18	11	83	79	2	10	0	0	0	1
2012/13	28	14	61	49	9	17	2	2	0	3
2013/14	12	15	76	64	8	14	0	1	0	0
2014/15	24	9	62	62	11	8	2	3	0	0
2015/16	22	11	236	49	23	6	1	3	0	0
Period Totals	104	60	518	303	53	55	5	9	0	4
Period Ratios	63%	37%	63%	37%	49%	51%	35%	65%	0%	100%

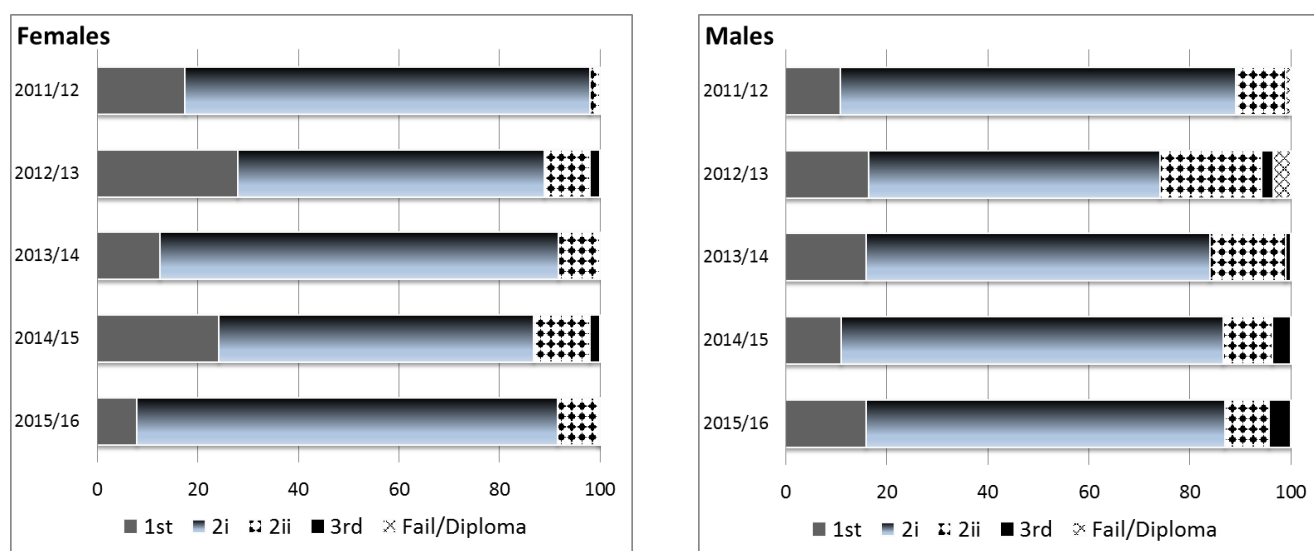


Figure 3.29: Degree attainment (by classification) across all UG courses

Analyses by JACS codes show that all courses follow this same trend (Figures 3.30; 3.31; 3.32; 3.33) but it is most acute on the Environmental Science course. We have instigated targeted tutorials for these students and will assess their effectiveness (**SAP #16**).

Classification	First		Upper Second		Lower Second		Third		Fail/Diploma	
Gender	F	M	F	M	F	M	F	M	F	M
2011/12	5	4	21	25	0	1	0	0	0	0
2012/13	6	2	11	22	0	3	0	0	0	1
2013/14	3	5	29	22	4	5	0	0	0	0
2014/15	10	5	19	17	0	0	0	1	0	0
2015/16	4	4	26	8	1	1	0	0	0	0
Period Totals	28	20	106	94	5	10	0	1	0	1
Period Ratios	58%	42%	53%	47%	33%	67%	0%	100%	0%	100%

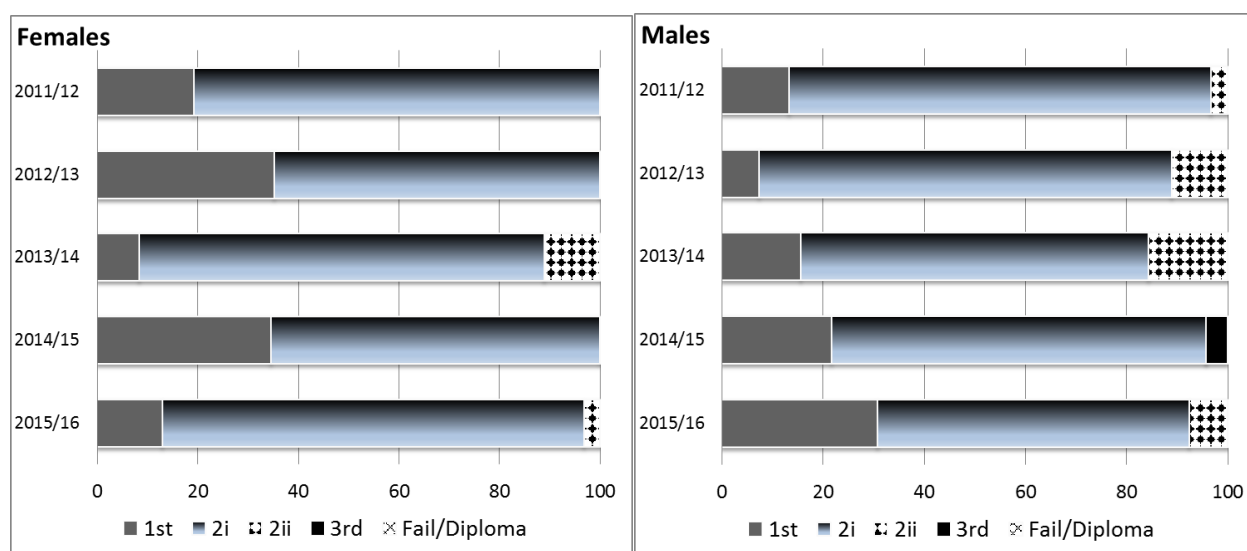


Figure 3.30: Degree attainment (by classification) for BSc Geography.

Classification	First		Upper Second		Lower Second		Third		Fail/Diploma	
Gender	F	M	F	M	F	M	F	M	F	M
2011/12	8	3	41	30	2	8	0	0	0	0
2012/13	11	3	46	25	4	5	0	0	0	1
2013/14	3	6	38	27	2	5	0	0	0	0
2014/15	7	3	32	30	4	3	1	1	0	0
2015/16	16	7	196	25	15	4	0	0	0	0
Period Totals	45	22	353	137	27	25	1	1	0	1
Period Ratios	67%	33%	72%	28%	52%	48%	50%	50%	0%	100%

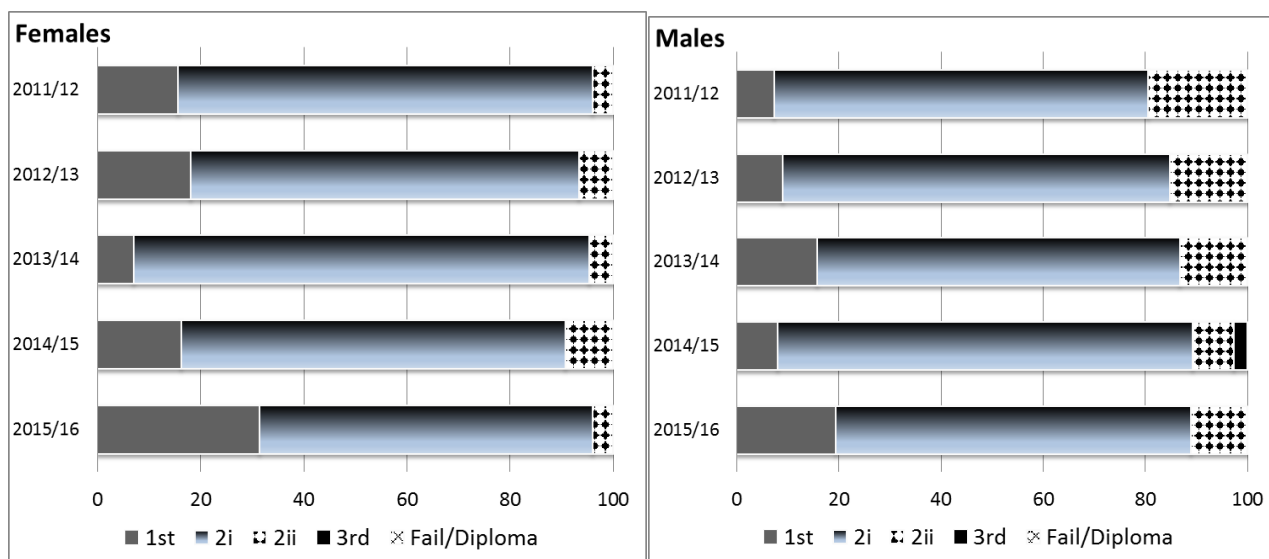


Figure 3.31: Degree attainment (by classification) for BA Geography.

Classification	First		Upper Second		Lower Second		Third		Fail/Diploma	
Gender	F	M	F	M	F	M	F	M	F	M
2011/12	5	4	21	24	0	1	0	0	0	0
2012/13	3	8	2	1	1	3	0	0	0	1
2013/14	4	4	7	12	0	2	0	0	0	0
2014/15	0	1	11	9	2	2	0	0	0	0
2015/16	1	0	4	12	0	1	0	0	0	0
Period Totals	13	17	45	58	3	9	0	0	0	1
Period Ratios	43%	57%	44%	56%	25%	75%	0%	0%	0%	100%

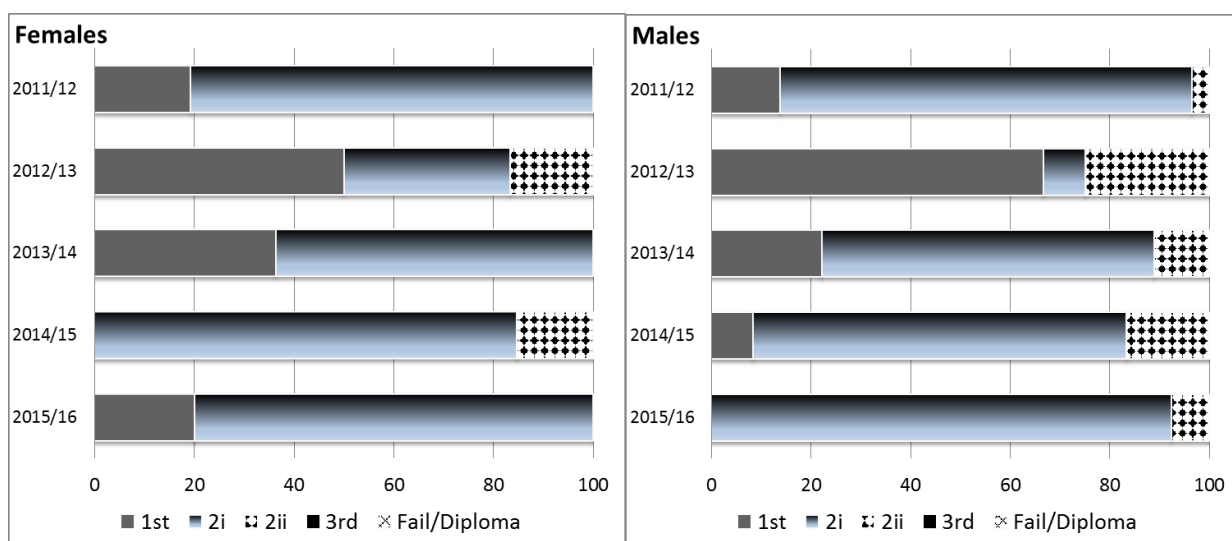


Figure 3.32: Degree attainment (by classification) for BA Geography with Business.

Classification	First		Upper Second		Lower Second		Third		Fail/Diploma	
Gender	F	M	F	M	F	M	F	M	F	M
2011/12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012/13	8	1	2	1	4	6	2	2	0	1
2013/14	2	0	2	3	2	2	0	1	0	0
2014/15	7	0	0	6	5	3	0	1	0	0
2015/16	1	0	10	4	7	0	0	3	0	0
Period Totals	18	1	14	14	18	11	2	7	0	1
Period Ratios	94%	6%	50%	50%	62%	48%	22%	78%	0%	100%

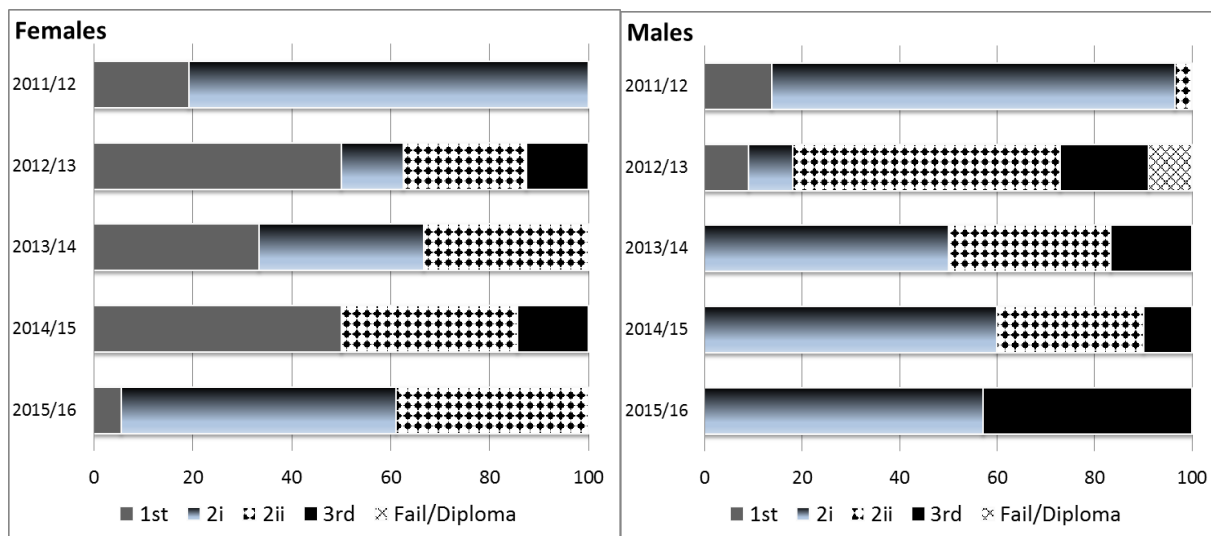


Figure 3.33: Degree attainment (by classification) for BSc Environmental Science.

We have been aware of a gender bias to females on attainment and so have added equal opportunities as an agenda item to our LCFs (i.e., staff-student consultative committee) and to the end of course questionnaire; this will continue (note: that there is a LCF for our PGT students too). The addition of an UG student to our new EDI group will also help us understand the bias (**SAP#1**). We are also working hard on our feedback to students and will investigate who utilises the feedback mechanisms we have (**SAP#17**).

Taught Postgraduate:

Numbers on our PGT are small, so there are larger fluctuations in the data, but across all PGT courses females are more likely to obtain a distinction or a merit degree than males (Figures 3.34; 3.35; 3.36).

Classification	Distinction		Merit		Pass		Diploma		Fail	
Gender	F	M	F	M	F	M	F	M	F	M
2011/12	4	4	4	9	1	5	0	3	0	0
2012/13	4	4	8	8	2	4	1	2	0	0
2013/14	0	3	6	6	0	4	0	0	0	0
2014/15	4	3	3	5	1	1	0	1	0	0
2015/16	2	5	7	7	1	0	0	1	0	0
Period Totals	14	19	28	35	5	14	1	7	0	0
Period Ratios	42%	58%	44%	56%	26%	74%	13%	87%	0%	0%

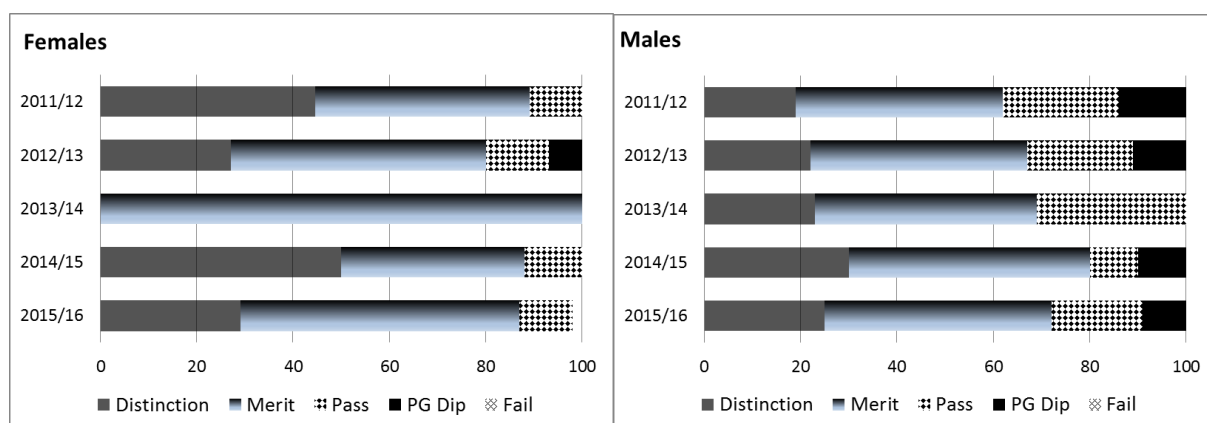


Figure 3.34: Degree attainment (by classification) for all PGT courses in the School.

Our PGT provision is changing with a move to Undergraduate Masters; we will keep a watching brief on the attainments of these students (**SAP #5**).

Classification	Distinction		Merit		Pass		Diploma		Fail	
Gender	F	M	F	M	F	M	F	M	F	M
2011/12	1	4	4	6	1	4	0	3	0	0
2012/13	2	1	8	6	1	4	0	2	0	0
2013/14	0	3	6	4	0	3	0	0	0	0
2014/15	4	2	3	5	0	1	0	1	0	0
2015/16	0	2	7	6	1	0	0	0	0	0
Period Totals	7	12	28	27	3	12	0	6	0	0
Period Ratios	37%	63%	51%	49%	20%	80%	0%	100%	0%	0%

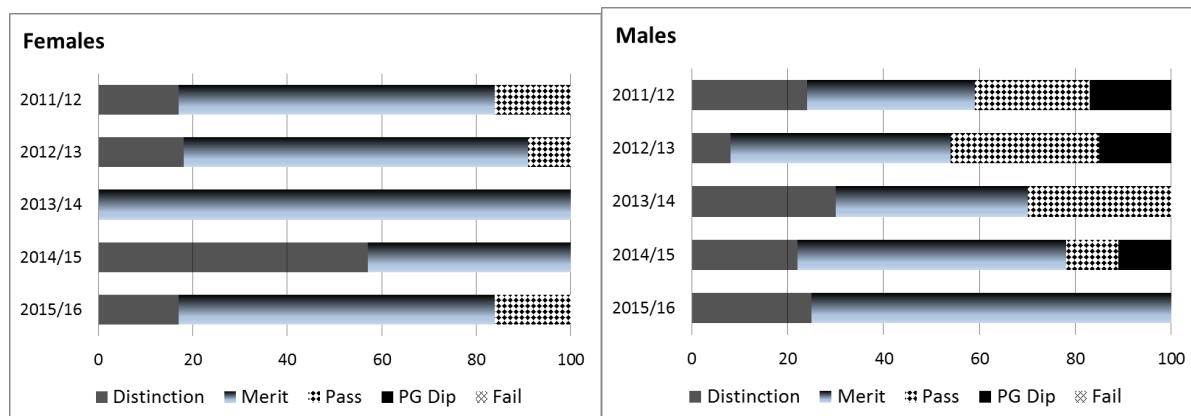


Figure 3.35: Degree attainment (by classification) for all F coded PGT courses.

Classification	Distinction		Merit		Pass		Diploma		Fail	
Gender	F	M	F	M	F	M	F	M	F	M
2011/12	3	0	0	3	0	1	0	0	0	0
2012/13	2	3	0	2	1	0	1	0	0	0
2013/14	0	0	0	2	0	1	0	0	0	0
2014/15	0	1	0	0	1	0	0	0	0	0
2015/16	2	3	0	1	0	0	0	1	0	0
Period Totals	7	7	0	8	2	2	1	1	0	0
Period Ratios	50%	50%	0%	100%	50%	50%	50%	50%	0%	0%

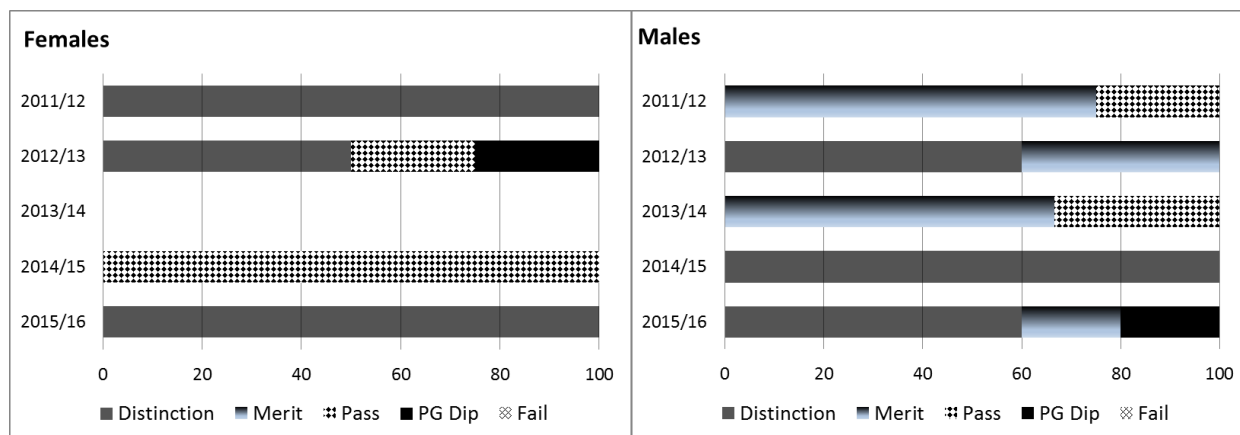


Figure 3.35: Degree attainment (by classification) for all L coded PGT courses.

Postgraduate Research Degrees (PhDs):

Over the period it can be seen that the modal time for completion for both genders is 4 years and in total more females have completed their PhDs than males (57% of total completions were female) (Figure 3.37).

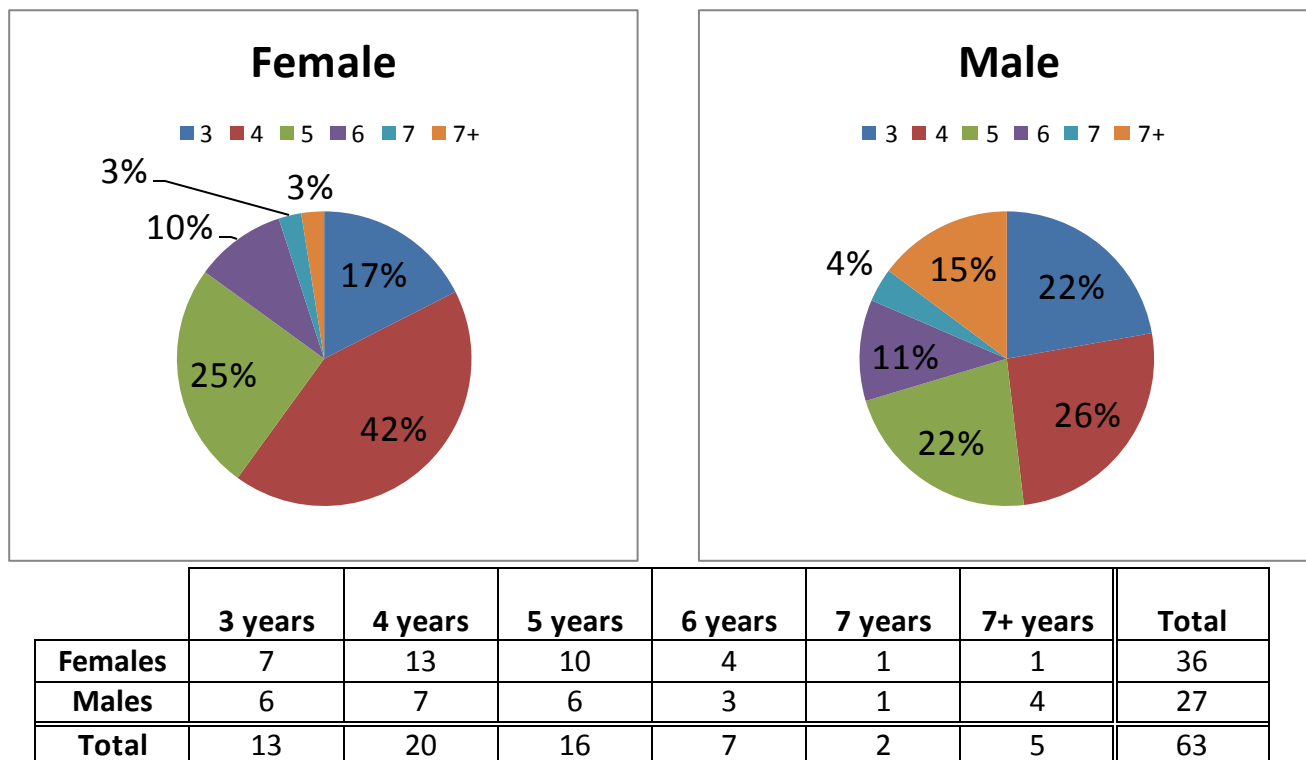


Figure 3.37: PGR completion rates (expressed as completion times in years).

However there are a number of students, particularly males, that take much longer to complete their Doctoral studies. The reasons behind this require investigation and any gender-specific reasons remedied (**SAP #18**).

New Actions from Section 3b STUDENT DATA (see also Section 6):

SAP#4: To continue to evaluate the impact of actions around admissions to ensure benchmark continues to be met year-on-year.

SAP#5: To implement admissions activity specific to new 4 year UG degrees so that access is not dependent on gender.

SAP#6: To ensure recruitment activity and other initiatives (i.e., liaison with Geological Society) around the Environmental Geosciences degree is female-friendly and appealing.

CONT'D... New Actions from Section 3b STUDENT DATA (see also Section 6):

SAP#7: To liaise with China campus on recruitment to F759 course to ensure Athena Swan principles are understood.

SAP#8: Alter recruitment actions to appeal to more female BA Geography students.

SAP#9: Alter recruitment actions to appeal to more female BA with Business Geography students.

SAP#10: Marketing material specific to PGT to be revised to encourage female applications.

SAP#11: Establish a female only Bursary for the Environmental Management PGT course.

SAP#12: Marketing material specific to Research Masters highlighting flexibility to be produced to encourage female applications.

SAP#13: Promote good gender equality practice across DTP/Cs such as ensuring Athena SWAN logo on all recruitment media and those SoG representatives on management committees of these DTP/Cs are advised on Athena SWAN principles.

SAP#14: Analyses to keep a check on numbers of females applying to UG degrees – need to focus on converting these.

SAP#15: To continue to roll out on-line EO and UB training and to extend to PhD students.

SAP#16: Targeted tutorials for all students on the Environmental Science course.

SAP#17: Surveys to understand why females are more likely to obtain a higher classification of degree.

SAP#18: Survey recent completions and isolate any gender-specific reasons for delay in completion of PhDs.

Staff Data

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

	2011/12			2012/13			2013/14			2014/15			2015/16		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Full Prof.	5	12	29%	6	11	35%	6	11	35%	7	10	41%	7	9	44%
Associate Prof./ Reader	6(1)	6	50%	6(1)	8	43%	6(1)	9	40%	5(1)	8	38%	5(1)	8	38%
Assistant Prof.	0	5	0%	1	5	16%	1	5	16%	2	4	33%	3	6	33%
All academics	11	23	32%	12	24	33%	12	25	32%	14	22	39%	16	23	39%
Researchers	4	7	36%	4	6	40%	8(2)	4	33%	8(2)	7	53%	7	7	50%
Total staff	15(1)	30	33%	17	30	36%	20(3)	29	40%	22(3)	29	43%	22(1)	30	42%

Table 3.7: Numbers of staff and proportion of females (%) at each grade (brackets denotes how many of the total are part-time).

The positive impact of our Athena SWAN Bronze award across a combination of actions (e.g., BAP#10; #13, #24; #30) focusing on staff development, mentoring, promotions is borne out in our staff data: The proportion of female staff in the SoG has risen steadily across the period from 33% to 42% and exceeds the benchmark of 39% (Table 3.7). Particular impact has been around our female professoriate, which has risen in number from 5 to 7 so that 44% of our Professoriate is now female, almost double that of the benchmark (at 23.1%) (Figure 3.38). This is a result of 1 promotion and one appointment (note one female Professor is now full Pro-Vice Chancellor of the University). In the same period one male was promoted to full professor.

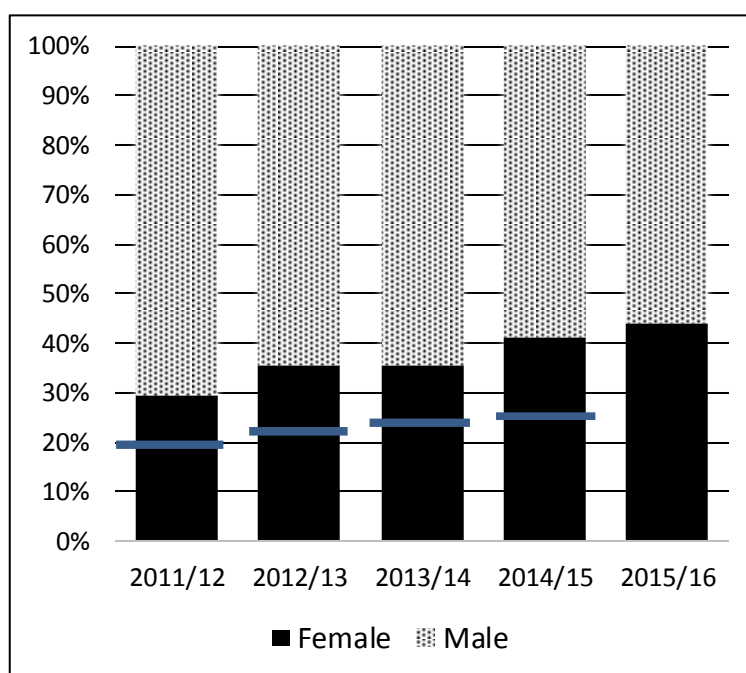


Figure 3.38: Numbers of staff and proportion of females vs males (%) of Professors.

The proportion of female Associate Professors (i.e., senior lecturers) has decreased from 50% to 36% which is slightly lower than the benchmark at 38% (Figure 3.39), but we note this is a result of promotion of a female to a full professorship. More concerning is the low proportions of Assistant Professors and Teaching Assistants (Lecturers) who are female (Figure 3.40).

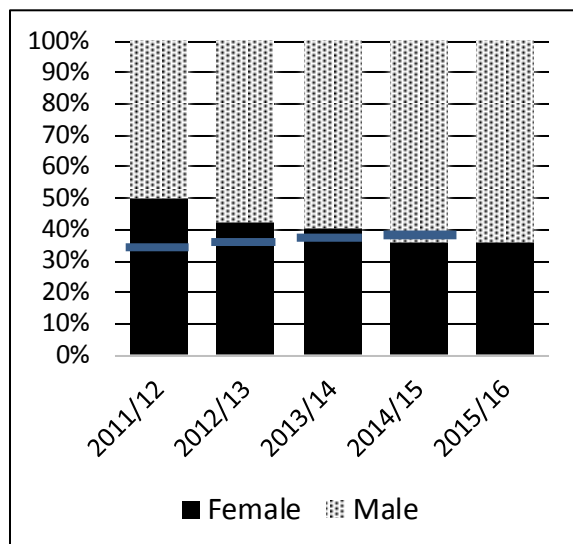


Figure 3.39: Gender (%) of Associate Professors/Readers

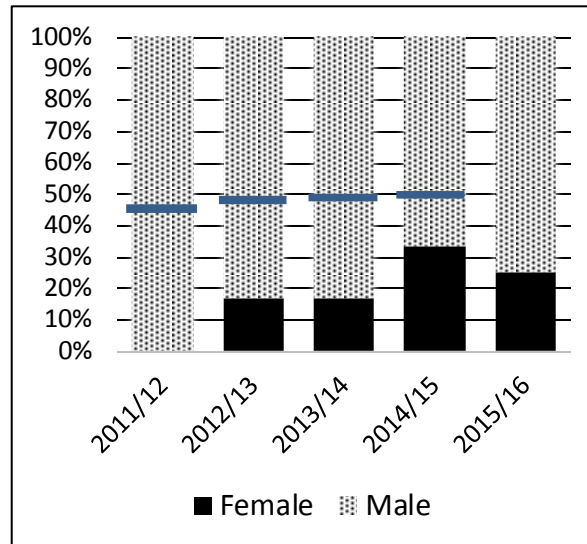


Figure 3.40: Gender (%) of Assistant Professors/Teaching Assistants

Given that the proportion of female researchers has been very favourable across the period, exceeding the benchmark in all but one year (Figure 3.41), it is clear that our leaky pipeline is at the Assistant Professor stage, which is in turn failing to replenish the female Associate Professors who have been successful at gaining full Professorships. The appointment of 3 Anne McLaren Research Fellows (**BAP #13**) who will move onto a permanent lectureship after 3 years will address this (see Box 4.1 in section 4a). To further consolidate our journey to gender parity we will employ head hunting tactics to ensure we attract the best quality female applicants to any new position in the School (**SAP #19**).

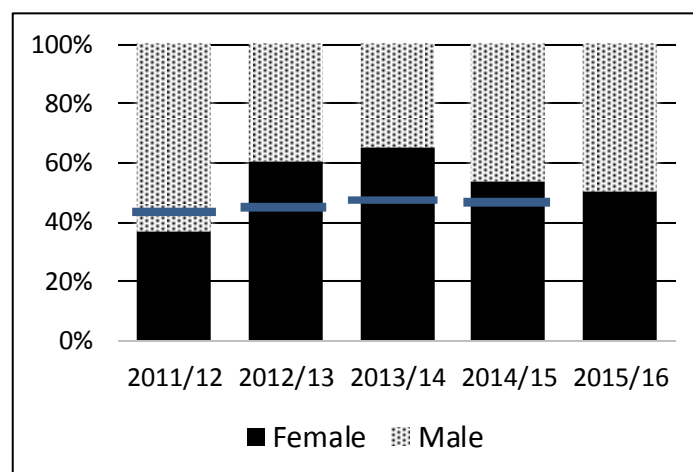


Figure 3.41: Gender (%) of Researchers

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

	Academic Staff Turnover			Research Staff Turnover		
	Female	Male	Female %	Female	Male	Female %
2011/12	0	0	0	1	3	25%
2012/13	0	0	0	2	1	67%
2013/14	0	1	0	1	1	50%
2014/15	0	4	0	2	1	67%
2015/16	1	3	25%	1	1	50%
Aggregate	1	8	11%	7	7	50%

Table 3.9 – Staff turnover as of 1st September in each year.

Nine academic staff have left, one was female (11% of turnover), at end of contract, moving to a research post at another Institution. Although HoS has conducted Exit Interviews, this is informal and haphazard. This will now be a formal requirement, with an emphasis on EDI for ALL staff; EDI issues emerging will be fed back to the EDI Group (**SAP #20**). Research staff turnover is higher and for end-of-contract reasons. Although female researchers stay to continue with new contracts where possible (both via the redeployment system and on new research awards), two have taken up permanent lectureships elsewhere. One noted her mentor provided to her as a result of the **BAP (#29)** had helped her considerably:

"I had a mentor for just over a year while employed at the University of Nottingham, before my departure in June 2015. The relationship was very useful to me, as I was able to get impartial advice from an experienced academic on issues affecting my career development. My mentor... had some appreciation of the issues that were specific to my discipline, and in some cases had faced similar challenges... was able to explain how she had dealt with them... She also assisted me in preparing for job interviews and in a promotion application, which was ultimately successful... It was also very useful that my mentor had experienced some of the same challenges as me in being a mother of young children and working part-time. I think the commonality in our experience was an important part of the benefits of the relationship."

New Actions from Section 3b STAFF DATA (see also Section 6):

SAP#19: Use targeted recruitment (i.e., identify females to approach) to promote the new position and invite to visit the SoG prior to applications.

SAP#20: All staff resignations to have a formal exit interview which will also involve queries about EDI issues.

SAP#21: To maintain SoG database on all Research Assistants.

4. Supporting and advancing women's careers: maximum 5000 words (4882 words)

Key career transition points

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

Available data on job applications (prior to 2014/15 no data were captured centrally) are listed in Tables 4.1; 4.2.

Category	Applications			Shortlisted			Appointed		
	F	M	%F	F	M	%F	F	M	%F
Researcher	1	2	33%	0	1	0%	0	1	0%
Assistant Professor/Teaching Assistant	26	41	39%	6	12	33%	1	2	33%
Associate Professor	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Professor	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Table 4.1: Number of Job Applications and proportion of females (%) (2014/15)

Category	Applications			Shortlisted			Appointed		
	F	M	%F	F	M	%F	F	M	%F
Researcher	1	2	33%	0	1	0%	0	1	0%
Assistant Professor/Teaching Assistant	21	29	42%	3	7	30%	1	2	33%
Associate Professor	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Professor	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Table 4.2: Number of Job Applications and proportion of females (%) (2015/16)

In all but one case (Researcher 2015/16), there were more applications from males, resulting in that higher proportion carrying through to appointment:

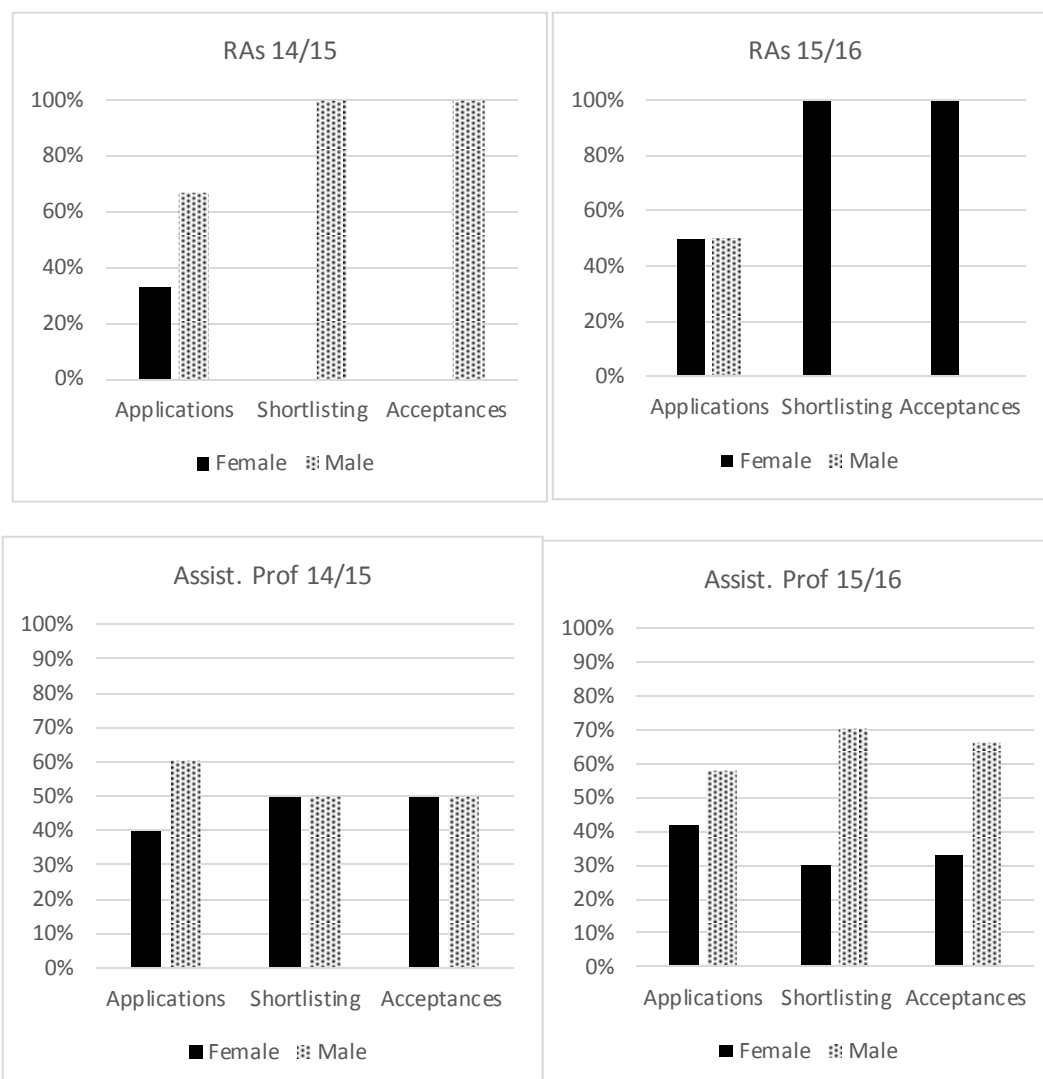


Figure 4.1: Number of Job Applications and proportion of females and males (%).

Although this is somewhat disappointing and indicates our **BAP** actions relating to recruitment are sub-optimal and need an overhaul (**SAP#21**), we do note that the total number of academic appointments are small ($n = 1$ Assistant Professorship (R&T 5 - Lecturer) and $n=4$ Teaching Assistants (R&T 4)) and these data only capture a subset of all the appointments made in the past 2 years to the SoG (and indeed the past 5 years). The interdisciplinary nature of the SoG means that in addition to the data presented in Tables 4.1/4.2, many of the RAs appointed are done so through other Schools on joint externally funded research grants or through competitive University-wide Fellowship schemes (e.g., Anne McLaren (for women only (see Box 4.1)) and Nottingham Research Fellowships). In 2013/14 the SoG appointed a female Professor with links to nearby BGS. None of these appointments have been captured here but contribute to us exceeding the benchmark in gender profile in staffing (i.e.,

39% of our academic staff are female and 50% of our researchers are female, in both cases exceeding the benchmark). To maintain this profile and build on it to move to a position of gender parity at all staffing levels (i.e., Researcher, then Lecturer (Assistant Professor) through Senior Lecturer (Associate Professor) to Professor) we will start to capture our own database on appointments to ensure a full-picture is attained (**SAP #21**). Note also, the target that all our staff are trained in UB and E&D (**SAP #15**) and the SoG is supported in its gender-equality endeavours by the new EDI structures across the University (including a Faculty level EDI Steering Group – see Figure 2.2).

Anne McLaren Fellowships are internal fellowships by the University for outstanding female scholars in the STEM sciences at the early stages of their career with the aim of producing the next generation of outstanding research leaders. Apart from providing female scholars with a substantial research grant for 3 years of research, the fellowships also contain a nursery grant to subsidise childcare costs, aimed to support women with young families.



“I applied for an Anne McLaren fellowship in 2014 and during the whole application process the SoG has been nothing but helpful and supportive (BAP#13). Since starting in September 2015 the support from the school has continued. There is a mentoring scheme in place (BAP#29), which has been especially invaluable when putting grant proposals together, and the school has actively involved me in other funding bids and research projects (BAP#34). I feel that the support in the school has really helped me to further develop myself to become an independent scientist and has provided me with plenty of opportunities for collaborations both with colleagues within and outside of the University. The school now has several Anne McLaren fellows and the University also arranges regular networking events for Anne McLaren fellows (BAP#24), which means fellows both within the school and wider University have the opportunity to share knowledge and collaborate which enhances the experience. I am also grateful for opportunity to teach (BAP#33), which will be invaluable when I transition to a permanent lectureship.”

Box 4.1: Geertje van der Heijden – an Anne McLaren Research Fellow.

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

	Numbers and Job family and Grade			
Year	Females		Males	
2011/12	1	1 to Professor	0	n/a
2012/13	4	1 to L5 RA; 2 to Associate Professor; 1 to Reader	2	2 to Associate Professor
2013/14	1	1 to L5 RA	1	1 to Associate Professor
2014/15	2	1 to Professor; 1 to Senior Researcher	2	2 to Associate Professor
2015/16	0	n/a	4	1 to Professor; 1 to Associate Professor; 1 to Assistant Professor; 1 to Senior Researcher
Total (Success rate %)	8 (100%)		9 (81%)	
As a proportion of total of each gender	33%		30%	

Table 4.3: Number of applications for promotion and success rates by gender per grade.

Table 4.3 shows that over the past 5 years 17 staff were promoted, with one more male promoted than female. However, if you consider the gender split in the staff then as a proportion slightly more females were promoted than males (33% of females vs. 30% of males). Noteworthy are the two female Professors (see section 6 – one case study, Professor Sarah Hall) and one female Reader (while part-time – Dr Doreen Boyd) promotions. Note, the success rate for females is 100% (one reapplication after mentoring by HoS (**BAP #29**)). As per our **BAP (# 30)** staff are encouraged to apply for promotion and the positive impact of providing mentoring for RAs (**BAP #29**) and improving dissemination of development material (**BAP #6, 24, 34**) is evident in the 4 promotions within that job family. We are not complacent however; there is more to do (see section 3).

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

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

All our recruitment processes comply with the University's EO and policies (the School Manager ensures this (**BAP#**)). Our **BAP** prioritised improvements to staff recruitment from advert stage (**BAP#9, #10**) right through to interview stage (**BAP #12**). We are pleased to report that our website has been changed, female representation on interview panels is assured and that the Chair is trained in EO. Nevertheless, we still note some gender bias (though with caveats) in recruitment (section 4a), so will revisit our recruitment processes to ensure EO, focussing on:

1. External publicity, including profiles of our staff (e.g., the Silver Case Studies (section 7), which includes an Anne McLaren Fellow (**SAP#22**);
2. UB and EO training for all staff (**SAP#15**);
3. Train more staff in chairing interviews (particularly given the recent increase in staff turnover) thus ensuring females are involved in every stage of the recruitment process (**SAP# 23**) and that this role does not fall to the same pool of people each time.

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

All our staff has access to training and a Training Needs Assessment (the oversight of this is by our Staff Development Officer), a mentor and time to take advantage of networking opportunities (e.g., WiN). Our main attrition point of RAs to permanent lectureships has been a focus of our **BAP (#13, #31, #28, #29, #31, #32 and #34)** and particular successes are:

- mentoring (see section 3viii);
- routine employment of research staff in teaching;
- 3 Anne McLaren Fellowships secured (open competition but support provided by existing academic staff and HoS to endure success (also see section 4ai));
- the Careers Workshop (see section on Career Development).

We will continue with these action points but augment with new initiatives, including the development of Independent Research Plans (**SAP#24**); making a member of the research committee responsible for the development of research staff and this person is to liaise very closely with the Chair of the Research Staff committee; and hosting an annual away day for RAs (**SAP#25**).

All our female professors have taken on major leadership roles beyond the SoG which has been fully supported by the School:

- Prof. Louise Crewe: Associate Pro-Vice Chancellor (Faculty) for Student Education and Experience;
- Prof. Sarah Metcalfe: Faculty Associate Dean for Research and Enterprise;
- Prof. Michèle Clarke: Associate Pro-Vice Chancellor for Internationalisation;
- Prof. Georgina Endfield: University Leader of Global Research Theme;
- Prof. Sarah Hall: University Research Leaders scheme (nominated by SoG).

They provide excellent role models for all and provide opportunity for others to learn informally. This is in addition to allowing time for staff to take the opportunities provided by the University on the Academic/ administrators Professional and Personal Leadership Experience (APPLE) and similar schemes such as Professional and Personal Excellence Administrative Roles (PEAR) and Women's Advanced Network and Development (WAND).

New Actions from Section on Key Career Transition Points

SAP#22: All recruitment activity to be revisited to ensure optimality. Specific activity includes: Profiles of Females on website, including an Anne McLaren Fellow.

SAP#23: All Associate and Full Professors to be trained in chairing interview panels.

SAP#24: All staff to be offered opportunity to produce Individual Research Plans.

SAP#25: One member of Research Committee to be responsible for Research staff development including an annual Away Day for these staff.

Career development

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

Care is taken to encourage staff development irrespective of the balance between research and teaching, and administrative duties, enterprise and outreach, and whether they are employed on a part-time or full-time basis. All staff receive advice on promotion, personal development and careers through the PDPR process and our BAP formalised much of the informal good practices that previously ensued (e.g., **BAP #30**). University courses on promotion and Continuing Professional Development are promoted (by our Staff Training Officer) and available to all. The 2016 staff survey showed very little concern with these practices (95% of 34 responses stated they were aware of the training provisions available to them).

Draft applications for promotion are formulated in consultation with the HoS, and then submitted to the School Promotions Committee and feedback provided. The Promotions Committee is set up by HoS who is responsible for its gender balance. Our pleasing promotion rates (Table 4.3) would suggest that this process has merit. Also note that our female laboratory technician, Teresa Needham, was appointed to Physical Geography Laboratory Manager after being encouraged and supported by the school to apply for the role (this post is higher in level than her vacated post which was filled by another female).

The 2016 staff survey did however raise concern at disparity across the School in the experience of the PDPR process; one-third disagreeing that the PDPR process is helpful (i.e., 9 academic staff). Many of the comments focussed on the lack of parity across the reviewers (some extremely supportive and others not so much so). This will receive immediate attention: through refreshing the training of PDPR reviewers (**SAP#26**) and embedding the recently implemented practice of having a half-yearly appraisal which dovetails with the timing of the University's promotion process. Although it is the case that consideration of the total contribution of work that staff makes matters for the promotion, the 2016 staff survey also revealed concern at not knowing what is expected of staff in each job family in order to be promoted. To address this, the SoG has participated in a newly established faculty-wide "What do I need to do to be Promoted" workshop. We will continue with this, but also run something that complements this, but is SoG specific (**SAP#27**). This specificity will

afford the understanding of promotion criteria and how different activities (e.g., teaching, research and outreach) are reflected and given credit within these. The 2016 staff survey responses also suggested a preference for a promotion-focussed mentor who is not HoS. This will be implemented and complement the work of the SoG's Promotions Committee (**SAP#28**).

The SoG is already planning for the next REF and staff are receiving feedback on their publication profile and potential impact case studies. We are pleased to report that a recent review (August 2016) of potential publications revealed that the median grade is identical between females and males. This is also the case for research income. To further support staff in their research aspirations the SoG has recently implemented the right to research leave at a rate of 1 in 7 semesters (previously one **applied** for research leave every nine semesters with a less than 100% success rate). This however, does not suit all staff (particularly those with caring responsibilities who do not necessarily want to be away from Nottingham) and so these staff are entitled to a reduced workload over a period agreed with HoS (i.e., leading to same WLM score). This flexibility will be monitored and other ways of taking research leave that suits individual circumstance will be considered and approved by HoS. We will be particularly keen to see whether this flexibility has negative impact (i.e., no overseas travel meaning less opportunity for fieldwork etc that is so important in Geography) (**SAP#29**).

The SoG is keen to reward its staff, but is constrained by University procedures. The staff survey reveals concern that the University's reward scheme is too restrictive and so the SoG will look at other ways in which staff could be rewarded for excellence (**SAP#30**).

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

In addition to the University's induction programme, our BAP instigated improved induction documentation for all staff (**BAP #6**). This included information on our Bronze award and the details of the Chair of the School's E&DWG (included in WLM). A recent appointee has confirmed that the information "was very useful". This has ensured that any issues/concerns/missing information relating the employment practices/policies and development have been raised and subsequent updates included in documentation; this will continue. The School Manager also has responsibility for cascading an updates relating to this and this will be continued but

with development relating to where School information is archived since the staff survey revealed difficulty with using the currently used intranet “Workspace” (**SAP #31**).

Training for staff is discussed as part of the PDPR process and also is discussed between Mentor and Mentee (all staff are entitled to a Mentor (**BAP #29**)). 84% of staff have undertaken training of their choice over the past 5 years. Additionally, in the past year an agreement across the school has been the need for all current and new staff to complete on-line training courses relating to EO and UB (more than 50% of all staff have taken this already), this will also be rolled out to PhD students (**SAP#15**). All new lecturing staff attend training for the PGCHE (provided by the University Professional Development Department). As well as providing training in teaching it allows the development of peer support networks external to the School. In addition to the APPLE and WAND, a number of specifically gender-related and wellbeing at work training courses are now provided centrally such as Life Balance for Staff; Introduction to Mindfulness; Responding to Uncertainty: skills for well-being. We intend to complement existing University courses with in-house sessions from 2016 onwards where a real demand arises (as captured through continued regular staff surveys). For instance, the next Staff Away Day will focus on “Inclusive Teaching Strategies” (**SAP#24**).

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

Our **BAP** focussed heavily on support for female students: all students now have the opportunity to select a female for academic and pastoral support (**BAP#35**), with this demand recorded in the WLM. Specific initiatives include Peer-Mentoring for all UG students, which we will develop and continue. Although we have no “before” surveys, our recent inclusion of EO in the Learning Community Forum and end of course surveys have raised no issues.

Our PGRs have to conduct a Training Needs Analysis, which includes promoting participation and presentation at internal and external seminars/conferences (supported financially generally for all PGRs (**BAP#27**) and specifically for Carers (**BAP#26**)). Additionally, all our Researchers (both pre- and post-PhD) now have a Careers Event designed especially for their requirements (**BAP#25**). This has been well received with 66% of attendees at the last event stating that to a great extent

they have been prompted to think about professional development and career planning. Furthermore, 5% more (to 75%) respondents in 2016 than in 2014 felt they were now equipped to make the transition from PhD to a career (within and outside academia). However, feedback has also suggested more could be done. To ensure further development we will build on the careers event (**SAP#33**) investing even more money and time and taking on board the many suggestions from past participants and also our increasing contact with alumni as a result of **BAP (#5)**. More work around mentoring for career development was also highlighted by the 2016 PGR survey, as was the opportunity to have more interaction with role-models. The recent increase in the number of PDRAs in the School provides an opportunity to use their experiences in a Q&A forum with PGR students. We will use the PGR Magazine (Box 4.2) to showcase examples of careers and interviews with role-models and instigate relationships to be overseen by the Director of PGR studies (**SAP#34**). Last year we worked with our student registry to implement a “PhD by Publication” route to examination. This was initiated by comments in the 2014 PGR survey linked to our **BAP** which revealed that these students want more support in publishing. As one female respondent stated:

“... as an older part-time student already working in academia and struggling to keep up because the qualification 'goalposts' have changed I do feel the [PhD by Publication] route acknowledges the need to publish and get qualified far better than a traditional route. I personally need to catch up so this option (if possible) could be very appealing and far more apt to my circumstances.”

Through the National Student Surveys, we know that our UG are well served with respect to career development via a Careers module taken in year 2 (e.g., **BAP #18**). The new representative from these cohorts on the new EDI group will ensure further feedback here (**SAP#1**). The new EDI group will also work more closely with the very active GeogSoc (Student Society) to promote appropriate role models for these students (**SAP#35**). As an example we will ensure that the recently implemented Annual GeogSoc Lecture is used as a vehicle; the 2015/16 speaker was Professor Linda McDowell from the University of Oxford speaking on 'Working Lives and Moving Stories: Feminist Generations and Geographies'.

Meet the First Years

Savannah Worne

Hey everyone, my name is Savannah. I recently completed my undergraduate in Geography at the University of Nottingham and I am now starting my first year of my PhD here too. My preliminary title is "Investigating Bering Sea oceanographic controls on the Milankovitch orbital cycle climatic shift during the middle Pleistocene". For this I will be developing the first Mid-Pleistocene Transition (MPT) climate records of ice sheet instability (IS) and sea surface conditions (including sea ice) from an Integrated Ocean Drilling Pro-

gram Bering Sea core. I am aiming to investigate various hypotheses about the history of North American ice sheet growth and instability over the MPT, by generating a millennial-scale ice-ratified debris record and benthic foraminiferal $\delta^{18}O$ stratigraphy. I also hope to uncover the history of Bering Sea sea-ice, sea surface temperature, productivity and salinity over the MPT, by generating an orbital-scale microfossil assemblage and isotopic record, and millennial-scale organic matter $\delta^{13}C$ record (including total organic carbon and C/N ratio) to constrain surface water nutrients, productivity and surface water CO₂ changes.



Catherine Waite

Hi everyone, I'm Catherine and I've just started my PhD after completing my undergraduate here last year. My research will be looking at examining the Earth's surface at small- and micro-scales through the utilisation of small- and micro-scale studies of complex environments in the past, where fine-scale environmental variances is not get off the ground!

crolight aircrafts and Unmanned Aerial Vehicles (UAVs). I am hoping that using these low-level techniques will overcome some of the limitations associated with high-level aerial and satellite surveillance such as image obscuration by clouds, lack of spatial and temporal control and relatively coarse spatial resolutions. These limitations have not been conducive to small- and micro-scale studies of complex environments in the past, where fine-scale environmental variances is not get off the ground!



The Postgraduate

Issue 10, Winter 2015

This issue:

A BIG WELCOME

A reminder about ATHENA Swan by Liam Clark

Rosh Durgabae discusses Fiji's new flag

Joe Bailey in Madagascar

Meet the First Years

Fieldwork Tracey Mooney

Conference reports from Cordy Freeman, Kate Whiston, Mark Lambert, Ben Thorpe

Viva Survivor from Laura Graham

Cordy Freeman—Surviving the PhD

Vivyan Lisewski-Hobsonon Sensory Methodologies

EDITORIAL

This edition's front cover was kindly supplied by the departments very own Julia Foster. Part of Julia's research involves un-

partment, and find out a little bit more about them, their research and their favourite





Welcome to the Department!



Sir Clive Granger Building

Box 4.2: Magazine produced termly by our PGR community.

New Actions from Section: Career Development

- SAP#26:** Provide a refresher of the training of PDPR reviewers;
- SAP#27:** Recent promotees to run annual workshops on applying for promotion.
- SAP#28:** Allow all staff thinking about promotion to request a promotion-focussed Mentor.
- SAP#29:** Put into place opportunity for flexible research leave entitlement.
- SAP#30:** Explore and implement other ways in which staff could be rewarded for excellence.
- SAP#31:** New procedures of storing and cascading information that is easily accessed and all staff feel confident in using.
- SAP#32:** SoG specific training on initiatives relating to gender equality (e.g., on Inclusive Teaching Strategies”).
- SAP#33:** To ensure further development we will build on the careers event.
- SAP#34:** Promote interaction with role models, for example using PGR Magazine to showcase examples of careers and interviews with role-models.
- SAP#35:** The EDI group will also work more closely with the very active GeogSoc to promote appropriate role models for these students.

Organisation and culture

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

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

	School Management Committee				Equality and Diversity Working Group				% female of all academic staff
	F	M	Chair	%F	F	M	Chair	%F	
2011/12	1	4	M	20.0	3	3	F	50.0	32%
2012/13	2	3	M	40.0	3	3	F	50.0	33%
2013/14	2	4	M	33.3	3	3	F	50.0	32%
2014/15	2	5	M	28.5	3	3	F	50.0	39%
2015/16	2	4	M	33.3	3	3	F	50.0	39%
	Learning and Teaching Committee (UG)				Learning and Teaching Committee (PGT)				% female of all academic staff
	F	M	Chair	%F	F	M	Chair	%F	
2011/12	3	5	M	37.5	n/a	n/a	n/a	n/a	32%
2012/13	2	5	M	28.5	n/a	n/a	n/a	n/a	33%
2013/14	2	5	M	28.5	n/a	n/a	n/a	n/a	32%
2014/15	2	5	F	28.5	n/a	n/a	n/a	n/a	39%
2015/16	3	6	F	33.3	1	3	M	25.0	39%
	Research Committee				PostGraduate Research Committee				% female of all academic staff
	F	M	Chair	%F	F	M	Chair	%F	
2011/12	3	5	M	37.5	2	4	F	33.30	32%
2012/13	4	5	M	44.0	2	3	F	40.0	33%
2013/14	4	6	M	40.0	2	2	F	50.0	32%
2014/15	5	7	M	41.6	2	2	F	50.0	39%
2015/16	3	6	M	33.3	2	3	M	40.0	39%

Table 4.4: Numbers, % of Females and Chair on SoG Committees (also see Figure 3.2).

Our **BAP (#20)** encourages succession planning for committee membership that explicitly considers gender (i.e., that the proportion of females on committees should meet/exceed that of the school proportion. As Table 4.4 reports, this has been a challenge to get right every year with every committee. Committee membership is decided by the HoS and School Manager, based on who is best suited to a particular job and taking into account workload and experience. See below (section bi) for further information.

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

Year	Contract Type	Ratio (F:M)	Female	Male	Total	% Female
2011/12	Fixed-term	0.57:1	4	7	11	37%
	Permanent	0.47:1	11	23	34	32%
2012/13	Fixed-term	0.5:1	4	8	12	33%
	Permanent	0.54:1	13	24	37	35%
2013/14	Fixed-term	2.25:1	9	4	13	69%
	Permanent	0.52:1	12	23	35	34%
2014/15	Fixed-term	1:1	8	8	16	50%
	Permanent	0.59:1	13	22	35	37%
2015/16	Fixed-term	1:1	8	8	16	50%
	Permanent	0.54:1	13	24	37	35%

Table 4.5: Ratios of academic and research staff on fixed-term and open-ended (permanent) contracts by gender.

The proportion (%) of females on open-ended contracts has been steady (in between 32% and 37%) over the past five years, reflecting the benchmark for the discipline. The proportion of females on fixed-term contracts has varied much more, between 33% and 68%, in some years being below and some years above the benchmark. We will not be complacent and although all our staff will have undergone EO and UB training we will produce an ‘unconscious bias’ refresher sheet for shortlisting/interview panels to consider prior to shortlisting (**SAP#36**).

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

Our **BAP (#20)** states that we monitor the representation on decision-making committees with a guiding policy that we meet the gender-proportion of the School as a whole. However, 31% of all our staff disagree that the process for membership of School committees is open and transparent (2016 staff survey). Further, many committees have representation from our overseas campuses which can disrupt gender representation and the recent school review suggested a streamlining of

some committees. Succession planning is becoming more of a challenge (particularly with the 1 semester in 7 new research leave entitlement) and so the HoS will look to advertise committee membership opportunities to all staff, with line-managers encouraging female staff to apply and provide adjustment in workload scores (**SAP#37**). This also represents an opportunity for our non-Professoriate to take on leadership responsibility with an eye on promotion: Indeed in 2015/16, all but 1 of these committees (School Management Committee) were led by non-professors and of these 2 of 5 committee chairs were females (so 40% which is about the same ratio of female staff in the School as a whole). This presents an opportunity for development, and has involved close mentoring by HoS. We will seek to formalise this as a developmental exercise, host a one-day training session for staff on leadership to assist staff acting-up (**SAP#38**) and encourage more of our female colleagues to participate in Aurora and Springboard programmes (**SAP#39**). Having Committees that span across 3 campuses is another challenge we face and while we are delighted that **BAP (#4)** has resulted in our Malaysian campus being awarded Bronze Athena SWAN we will work with our Ningbo (China) campus towards a submission (**SAP#40**). This should assist in attaining equality in the School in its entirety.

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

Having trail-blazed the introduction of a WLM as part of our **BAP (#2)** the UoN has now implemented a fully-working WLM. This is used to ensure that the various tasks of all staff are monitored (to prevent overload) and to plan for turnover in tasks and research leave (as well as maternity/shared parental/adoption leave). Different tasks earn different loading in the model and this ensures staff have a total load that reaches 100% (unless adjustments are applied) despite the different nature and emphases of their roles. As stated earlier, this provides opportunities for staff to play to their strengths. Workload scores are accounted for in promotion applications and are also used to adjust loads in following years as reporting uses a 3-year rolling average. The data are also presented to each member of staff (along with school average) and also used during the PDPR process. We are pleased that the statistics generated for the years 2013 to 2015 (inclusive) show a balanced workload between genders in both data average and standard deviation. Our next step is to undertake a gender pay gap analysis and should it reveal one, examine any underlying reasons for it (**SAP#41**).

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

The **BAP (#3)** ensured that the SoG considered impact of timings of meetings/seminars etc on all those who wished to attend. While the teaching timetable accommodates flexible working and caring duties (i.e., requests are solicited in advance of the next academic year), it has been the School seminar programme that has been identified as area of difficulty (too many seminars; too late in the day). We have overhauled this programme (less seminars but more high profile and moved to earlier in the day) and wherever possible this now meets the SoG core hours of 10am to 3pm (note this differs from the university's new guidelines of core hours (of 9:30am to 4pm). Despite all core meetings being in the calendar in advance of an academic year, staff acknowledge that at times adherence to the SoG's core hours may be overlooked and the 2016 staff survey revealed that 30% would not feel comfortable to change a meeting time due to caring responsibilities. We will ensure all meeting organisers take responsibility for compliance/requesting if the time of meetings needs to be changed and the School Manager is responsible for overseeing this. The School has an additional challenge in timing its meetings to link up with its overseas campuses but all paperwork prior to and after meetings are circulated in case anyone cannot make it (**SAP#42**).



Box 4.3: Word Cloud based on free text appearing in documents evaluating the SoG.

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

The key adjectives that arise in reviews of the working culture of the School (from National Student Survey, University School Review, External Examiner’s comments and RAE2014) are *friendly, helpful* and *welcoming*, and this is the culture which the school strives to maintain, as this benefits all (Box 4.3). Extracts from the 2015/16 School Review illustrates our strengths right across the school from academic, technical and APM staff:

“Particular aspects of studying in the School of Geography that they [students] enjoyed were the availability of staff as a result of the extensive Personal Tutor system and open door policy. All students expressed the opinion that staff were readily available and more than willing to help, and replied to emails quickly.”

“At UNUK, the [UG] students were very engaged in the Peer Mentoring system that is run by the School, and this should be seen as an example of best practice to be shared with other areas of the University (benefits to both the mentor and mentee were clearly expressed).”

“The inclusive environment of the School at UNUK was also noted; in particular, the work that is being done with the Sutton Trust and Nottingham Citizens was particularly impressive, as was the increase of 140% in widening participation applications from 14/15 – 15/16.” Note that this is related to **BAP #17** (see Section 5).

“... the commitment of APM and technical staff to the student experience was clear it was evident that welfare is central to the services they deliver.”

Indeed the commitment of our senior technician (a previous recipient of a Dearing Award: Lord Dearing Awards acknowledge the outstanding achievements of University of Nottingham staff in enhancing the student learning experience) to Athena SWAN is very clear: she is WiN Chair of Parental Leave Working Group and a Member of the Technical Focus Group, “Technically Speaking”, playing a prominent part in “Technicians with Talent” (see also below). The PGR community is lively and thriving, organising numerous events such as reading groups and producing a termly magazine *The Postgraduate* (see Box 4.2) which has been used to disseminate

information about Athena-SWAN. Following the annual Postgraduate Workshop staff and students go out for a meal as an icebreaker for new PGRs, and we have an annual Christmas dinner which is scheduled during the day to allow as many staff as possible to attend. To further reinforce the link between students and staff we now have a biannual pub quiz. We also have an annual “Best Xmas Decorated Office” competition, which is hotly contested!!

But as one respondent in the 2016 staff survey notes:

“I think generally speaking our school has a more open, collegiate feel than many others. We should celebrate school/individual achievements more – makes people feel valued.”

Further, 4 out of 46 responses disagreed with the question “that the working relationship with all my colleagues is inclusive”. This illustrates that we cannot be complacent. As the School has grown in number of students and University restructuring is completed (open comments in the School Survey identified this as a major threat to our collegiate culture) we must be sure our core values of support and collegiality are maintained. One suggestion in a report to the School on the 2016 staff survey outcomes was to overhaul our outdated coffee space. We will seek further suggestions from across the School on this issue via a focus group and add school culture as a permanent agenda item to EDI group meetings with the aim of putting a plan in place to retain collegiality (**SAP#43**).

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

Outreach activities are encouraged by the School and is accounted for in the WLM (under Citizenship). One member of the E&DWG is responsible for overseeing such activities, which includes Mayfest (a Day for the local community to sample University business); Local School Partnership and a week-long programme for students of the Sutton Trust (educational opportunities for young people from non-privileged backgrounds). Such activity means that all staff can be involved in one way or another and the **BAP (#22)** demanded that a gender balance for every activity to be commensurate with the gender balance of the School. There has been an outreach rota operating since our **BAP** and that has ensured this is the case and this activity recorded in the WLM. The School is active in Social media producing a range

of podcasts (Geog on), Blogs (The Geog Blog; GeoBlogy – see Box 4.4) and has a strong Facebook and Twitter presence (@UoNGeography).

GeoBlogy: Melanie Leng

britgeopeople.blogspot.co.uk/search/label/Melanie%20Leng


Labels: angela lamb, archaeology, climate change, forensic geology, geochronology, ice cores, Melanie Leng, oxygen isotopes, Stable Isotope Facility, teeth, work experience

SUNDAY, 23 AUGUST 2015

Fieldwork to investigate human induced changes on important Asian wetlands... by Melanie Leng

Exponential population growth, urban expansion and climate change are changing the quality of freshwaters around the World. In countries such as Malaysia which aims to become a "fully developed" nation by 2020 rapid deforestation, urban development and resource exploitation have put drainage basins under unprecedented pressures. A team from the Centre for Environmental Geochemistry (BGS and the University of Nottingham) went on a site investigation to look at one of Malaysia's premier wetlands, the famous Tasik Chini site in central Pahang to investigate the current and past water quality status using information preserved in the sediments that have accumulated on the bottom of the lake. Here Melanie Leng tells us more...

The tropical lowland lake Tasik Chini in Malaysia is currently undergoing rapid ecological change which threatens the livelihoods of populations living around the lake as well as the economy of the region (ie agriculture, fisheries, tourism, industry). Tasik Chini is of national and international importance, having been awarded protected status by UNESCO's Man and Biosphere Programme. Immediate threats to the lakes include pollution (from sewage, toxins from catchment mining, acid rain from coal burning), land development (soil erosion and rapid sedimentation, fertilizer runoff from oil palm), invasive species (*Cabomba caroliniana* in place of the native lotus), hydrological modification (artificial raising of the water level which has altered the natural flood pulse) and climate change. Effective management of these ecosystems is required before they are irreversibly damaged. This new research project between the BGS and the University of Nottingham (Malaysia and UK campuses) aims to provide the first palaeolimnological (lake sediment core) study of continuous human and environmental change on the Peninsular Malaysia spanning the last few centuries.



Suzanne McGowan, Melanie Leng and Ginzi Pannizo (left to right taking cores of sediment from Tasik Chini.

Box 4.4: Example of social media outputs – GeoBlogy.

We have used our blogs to reach out to our students too. This autumn one of our Professors pulled together a Spotify playlist of the favourite songs of all the academic staff as well as songs that were in the Charts when they first started at University: <http://blogs.nottingham.ac.uk/geography/2016/09/26/week-1-playlist/>.

We have monitored the gender balance in all of these outlets and can report that we will continue to do so. This along with the audit of outreach activity in summer 2016 revealed that outreach activity also goes on beyond that formally allocated by our rota and as a proportion by gender, female staff are undertaking more unrecorded outreach. Staff reported a wide range of activity (see Box 4.5)) and although this is to be celebrated, we must formally record this and reward it (**SAP#44**).

Box 4.5: Examples of Outreach activity by female staff in the School.



In May 2015 our Senior Technician Teresa Needham was involved in an organised event on the launch day of Government NOTJUSTFORBYS promoting the need for technicians at Universities. As the report of the event in The Science Grrl Weekly states, “Technicians are essential to the success of our institutions”. Go Teresa!

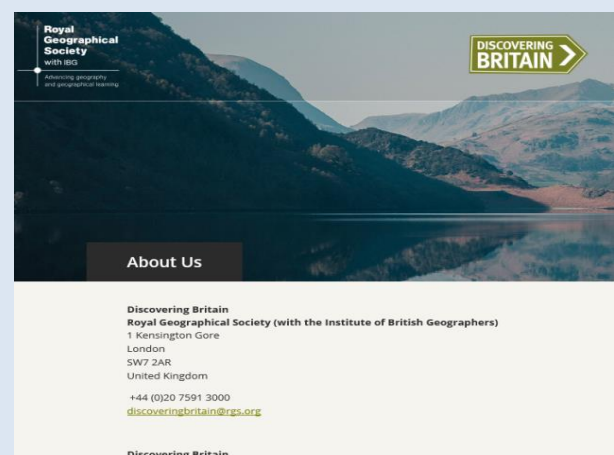
In December 2014 one of our Associate Professors, Dr Sarah Jewitt was involved in the Engineering Christmas Lecture (theme: A Green Christmas) which is an annual outreach activity for local school children. She did a mini lecture on ‘poo power’, and her children were involved in some accompanying sketches!



Every year, Dr Doreen Boyd talks to local Year 5 children about “The Rainforest”. #hardquestions!

Professor Georgina Endfield and Dr Lucy Veale develop a walk accompaniment:
<http://blogs.nottingham.ac.uk/geography/2012/11/09/a-day-in-the-life-of-a-geographer-lucy-veale-5/>

Enriching and reaching out to walkers.



New Actions from Section: Organisation and Culture

SAP#36: To produce an unconscious bias “refresher sheet” for recruitment panels to consider prior to shortlisting.

SAP#37: HoS will look to advertise committee membership opportunities to all staff, with line-managers encouraging female staff to apply.

SAP#38: To host a one-day training session for staff on leadership.

SAP#39: Encourage more of our female colleagues to participate in Aurora and Springboard programmes.

SAP#40: Work with our Ningbo (China) campus towards a submission.

SAP#41: Undertake a gender pay gap analysis and should it reveal a bias, examine any underlying reasons it.

SAP#42: Meeting organisers to ensure meeting times adhere and also communicate effectively should meeting need to be outside the core hours the reason why and any actions from meetings.

SAP#43: School culture to be a running agenda item of the new EDI group.

SAP#44: Outreach activity beyond that formally recorded to be captured and rewarded.

Flexibility and managing career breaks

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

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

Academic Year	# of Maternity Leaves	Job Level	% Returns
2011/12	1	Associate Professor	100
2012/13	3	Associate Professor(1);	100
2013/14	0	Researcher (2)	n/a
2014/15	0		n/a
2015/16	1	Professor	100

Table 4.6: Number of staff taking maternity and paternity leave in the SoG and the % returns to work for those who took maternity leave.

The maternity return rates illustrate that **all** staff who took maternity leave in the past 5 years returned to work (Table 4.6). All permanent academic staff taking maternity leave in this period have since been promoted. Please also refer to Section 4aii.

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

Academic Year	# of Paternity Leaves	Job Level
2011/12	1	Associate Professor
2012/13	1	Associate Professor
2013/14	1	Professor
2014/15	1	Associate Professor
2015/16	4	Associate Professor (2); Assistant Professor (2)

Table 4.7: Number of Paternity leaves taken in the School (and grade).

There have been 8 periods of paternity leave (Table 4.7) (no adoption leave taken). We have promoted the recent changes in the law (**BAP #15**) and this has resulted in one application for shared parental leave:

"I have found the SoG to be supportive in helping me support my wife with childcare for our first baby...allow my wife to return to work after 9 months and for me to care for the baby [after this] and spend a block of time with our baby during this important and precious time. The Head of School supported my request for SPL. It was important to me to return after SPL in the same role as that which I left, which is the School's Director of Research... The School was helpful in arranging with a colleague to cover for my role as Director of Research... I also requested 1-month parental leave, to take place immediately after this SPL...I have appreciated the support I received from the Head of School in enabling me to take this period of leave. "

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

The School is supportive of flexible working applications (**BAP #14**) with the 2016 staff survey revealing that only 1 respondent felt that their line manager was not supportive of flexible working. The School Manager states that "there have been no applications to my knowledge that have been unsuccessful". Staff may apply for flexible working formally via the University Flexible Working Scheme or internally by arranging variance to their contract within the School; both options have been taken up over the past five years (by one female Associate Professor and one female Professor). Our **BAP (#14)** ensures that information pertaining to flexible working is circulated regularly.

There is a formalised Leave and Absence Policy which clarifies that staff may work away from the School for one day a week during the term time without informing the School, but notification is required for longer periods; outside term time longer periods of home working are acceptable. Therefore, staff may arrange their research time in the most sensible way around other responsibilities, whilst ensuring that there is appropriate staff presence in the School. The SoG assists those with caring or other responsibilities by putting in requests to central timetabling to avoid early or late scheduling of classes if necessary. We will continue to do this.

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

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

Although currently the SoG has only one person formally working flexibly, it is supportive of flexible working: the recent staff survey (Q: “My line Manager is Supportive of Flexible Working”) revealed that all academic staff agree and one stating that although they have yet to request “they would be comfortable in doing so”. However, some uncertainty (33% of responses (n = 5)) is present amongst the Researchers and much informal working practices happen on a case-by-case basis. Going forward our induction of RAs will include information on this, and we will provide training for line-managers of Researchers lead by our HR Business Partner (**SAP#45**).

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

Maternity leave within the School is guided by the University procedures and our **BAP (#15)** has meant that the transparency and information flow of such procedures has been much improved, so that all staff now taking leave are well-informed (2016 staff survey). The 2016 staff survey also confirms that before and during maternity leave (we have had no adoption leavers), all staff felt supported and informed and used their Keeping in Touch days appropriately. Staff planning maternity leave discusses with the HoS, who assists in providing cover for administrative roles; as reduction in administrative roles would be for the entire semester, returners do not resume duties immediately on return. Cover for teaching (in most cases by staff bought in) is planned with the Director for Student Education and Experience, who also monitors teaching loads as per **BAP (#16)**. The distribution of tasks is assisted by the WLM now operational, which again leads to greater transparency. However, the new HoS and Director of Student Education and Experience have commented that the reporting mechanisms for this are not clear. We will therefore put in place forms for meetings between staff due to take maternity leave and line-managers to ensure clear communication (**SAP #46**). Documentation around our newly implemented 1 in 7 semesters research leave also needs to make explicitly clear that

research leave will not be delayed as a result of Maternity/Adoption Leave (**SAP#47**). One of our Case Studies (Professor Sarah Hall) has had a positive experience with her most recent maternity leave.

Notwithstanding progress since our Bronze award in support for maternity/adoption leave (i.e., prior to this some staff reported a real lack of knowledge of entitlement - in one case had not been told about Keeping in Touch days), there is still a feeling that taking maternity leave can be detrimental to career development; it can place a burden on colleagues and that support from the SoG on return from maternity leave could be improved still. We will therefore provide a 50% reduction in the workload around preparation, which will offset other duties to address these concerns; to ensure equality, this will also be extended to shared parental leave (**SAP#48**).

New Actions from Section: Flexibility and Managing Career Breaks

SAP#45: Provide training for line-managers of Researchers lead by our HR Business Partner on flexible working entitlement and procedures.

SAP#46: Produce forms for meetings between staff due to take ML and line-managers to ensure clear communication

SAP#47: Documentation around our newly implemented 1 in 7 semesters research leave also needs to make explicitly clear that research leave will not be delayed as a result of Mat/Adoption/SP Leave

SAP#48: 50% reduction in the workload around preparation for teaching for the Semester following leave.

5. Any other comments: maximum 500 words (223 words)

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

Our BAP (#17) included focus on our Widening Participation work in the School (Ensure that Athena-SWAN principles are embedded within the work of the Widening Participation Strategy group (WPSG) initiatives). We are pleased to report an increasing number of widening participation students since 2011/12. From a **total** of 22 students across all UG courses in 2011/12 to that of 48 in 2015/16, improvement can be seen in the proportion of these students being female (Figure 5.1). The 2015/16 numbers show a fall (although still at 50%) for our established courses but 100% for the new Environmental Geosciences course and this will need careful monitoring.

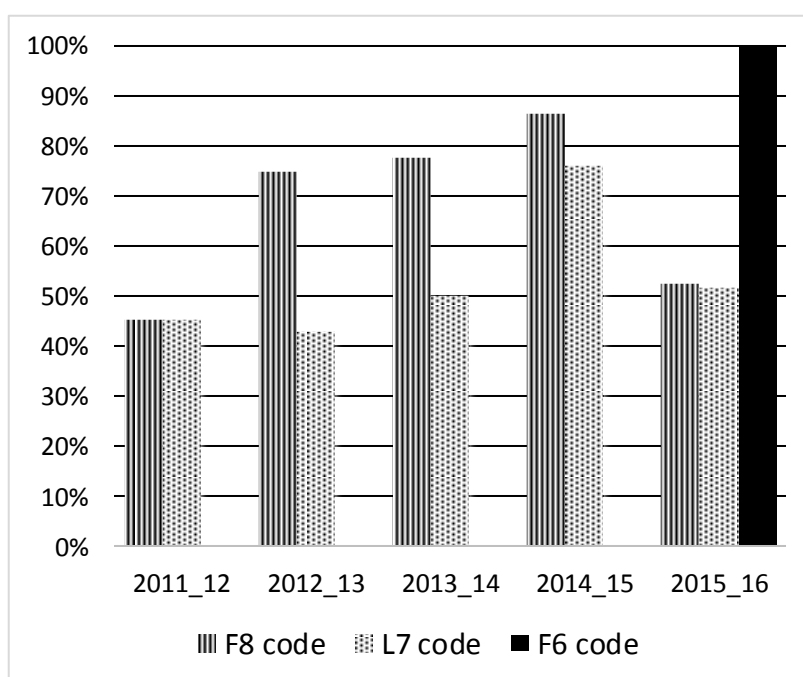


Figure 5.1: % of female Widening Participation students across our UG courses.

We are acutely aware of the need for positive role models for both our students and staff and our BAP#11 had an action to “Address the gender imbalance in Honorary appointments”. Although we did explicitly encourage staff to consider the gender balance of our Honorary staff when asking for nominations each year, and had the target of 2 nominations per year that were females this did not happen. Although there is an action in our new SAP around role models we will continue to

target our Honorary appointments and will include this as an agenda item on our staff meetings to ensure participation in this target (**SAP#49**).

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

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

PLEASE SEE NEXT PAGE.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
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THE SELF-ASSESSMENT PROCESS						
1	Build on the focus of existing E&DWG.	As per BAP #1 the E&DWG was established with Terms of Reference. The focus of this WG has been on equal opportunities with particular focus on gender .	Expand focus of E&DWG to all aspects of equality, diversity and inclusion for all staff (i.e., APM and Technical) and rename to EDI Group and have new Terms of Reference and to include new members (HRBP, UG and PGT student and BME staff member).	(i) Next Athena Swan application successful. (ii) Readiness for Race Charter Mark. (iii) Surveys report satisfaction across all staff and students.	Chair of new EDI Group.	(i) Ongoing towards completion by November 2020. (ii) Ongoing. (iii) Annual surveys to all staff and students.
2	Providing support for/learning from other SATs beyond the University.	As per BAP #7 where possible provide liaison with other SATs.	Commence a two-way partnership with the SAT of British Geological Survey where the Athena Swan champion from each institution attends meetings.	(i) Attendance at meetings . (ii) Successful Athena Swan submissions from both SoG and BGS.	School's Athena Swan Champion.	(i) Ongoing. (ii) As appropriate.
3	Athena Swan specific Champion on the new EDI Group .	Service on Athena Swan Panels and championing the cause with learned Societies.	To appoint an Athena Swan Champion in the SoG that reaches out beyond the School on gender equality.	(i) Continue to be involved in Athena Swan panels. (ii) Continue to be involved in and initiate initiatives with learned Societies (e.g., RGS(IBG), RSPSoc).	Chair of new EDI Group.	(i) Ongoing. (ii) Ongoing.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
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PEN PICTURE OF SCHOOL OF GEOGRAPHY (UK): STUDENTS

4	Proportion of female BSc Geography students increasing year-on-year and exceeding benchmark .	BAP#8, #9, #17 and #22 focussed on increasing the total proportion of UG female students. This has been achieved but impact differs across the various UG courses.	To continue to evaluate the impact of the actions around admissions to ensure benchmark continues to be met year-on-year.	Proportion of females on the BSc degree meets that of benchmarking data .	Chair of new EDI Group.	Annual monitoring starting academic year 2016/17.
5	New 4-year UG degrees commenced (Oct 2016) and gender balance will need monitoring (as well as attainment).	Very little targeted action.	To implement admissions activity specific to these new UG degrees so that access is not dependent on gender.	Gender parity of students on these degrees and to meet the benchmark.	School Marketing & Publicity (M&P). Course Directors.	Implement immediately (January 2017) and monitored annually.
6	New degree course in Environmental Geosciences established in 2015 with few students and set to grow. Need to ensure gender benchmark met.	Very little targeted action.	(i) Recruitment activity for this degree to be particularly attractive to females who traditionally are few on this degree. (ii) Ensure that BGS (partner on degree) also comply with gender neutral promotion (links with SAP #3).	Gender parity of students on these degrees and to meet the benchmark.	(i) School Marketing & Publicity committee. (ii) Athena Swan Champion.	(i) Implement immediately (January 2017) and monitored annually. (ii) Implement immediately (January 2017) and monitored annually.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
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7	Environmental Science students are recruited via China campus. We have had little input into recruitment activities –need to raise awareness for gender parity.	Little cooperation between campuses regarding recruitment to 2+2 degrees via School Director of Internationalisation.	To liaise with China campus on recruitment to F759 course to ensure Athena Swan principles are understood.	Gender parity in those students recruited on to the degree programme.	Director of Internationalisation.	From 2017/18 Admission cycle.
8	Proportion of Females on Human Geography course slightly below benchmark.	BAP#8, #9, #17 and #22 focussed on increasing the total proportion of UG female students. This has been achieved but impact differs across the various UG courses. Very little targeted action on this specific course.	(i) Review BAP #21, 22 with amendments as appropriate (informed by (ii) below). (ii) Access the UCAS Track Survey for comments.	(i) Proportion of females on all our courses meet the benchmark. (ii) Report produced from responses from Track Survey.	(i) School Marketing & Publicity committee. (ii) Admissions Team	From 2018/19 Admission cycle.
9	Proportion of Females on Geography with Business below benchmark	BAP#8, #9, #17 and #22 focussed on increasing the total proportion of UG female students. This has been achieved but impact differs across the various UG courses. Very little targeted action on this specific course.	(i) Review BAP #21, 22 (ii) Access the UCAS Track Survey for comments (iii) Rolling survey of all students concerning EDI.	Proportion of females on all our courses meet the benchmark	(i) School Marketing & Publicity committee. (ii) Admissions Team. (iii) EDI group.	From 2017/18 Admission cycle.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
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10	Volatility in proportion of females on PGT courses.	Very little targeted action.	Marketing material specific to PGT to be revised to encourage female applications.	Proportion of females on all our PGT courses meet the benchmark.	Marketing & Publicity committee.	Immediate.
11	Proportion of Females on Environmental Management courses lower than benchmark.	Very little targeted action.	Establish a female only Bursary to encourage participation.	Proportion of females on all our courses meet the benchmark.	Director of PGT.	From 2017/18 academic year.
12	Favourable proportion of females and part-time students undertaking our Research Masters.	Little targeted action.	Marketing material specific to Research Masters highlighting flexibility to be visited to encourage female applications.	Proportion of females on all our courses meet the benchmark.	School Marketing & Publicity committee.	By 2018/19 academic year.
13	Move towards DTP/C as source of PhD funding seems to have impacted numbers of females taking PhDs.	The recruitment activities in our BAP are School specific and difficult to transfer to DTP/Cs.	Promote good gender equality practice across DTP/Cs such as ensuring Athena SWAN logo on all recruitment media and that SoG representatives on management committees of these DTP/Cs are advised on Athena SWAN principles.	More applications, interviews and appointment of females PhD students to meet benchmarks.	PGR Courses Director.	On renewal of each of our DTP/C.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
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14	Large rise, in % of females applying for UG degrees.	BAP – concentrated on female presence during application (e.g., BAP#22 : Ensure that Open Days and Outreach events have adequate coverage by females).	Analyses to keep a check on numbers - need to focus on converting these.	No further rise in proportion of females applying for UG courses.	Admissions Committee.	Immediate start.
15	Need for training in unconscious bias and EO.	Several members of staff have undergone UB and EO training (68%). But needs to be standardised and rolled out across all staff and PhD students.	To continue roll out on-line EO and UB training and to extend to PhD students.	All staff and PhD students to have completed courses.	Staff Development Coordinator.	Ongoing and all to be completed by Jan 2019.
16	Attainment of males students on Env Sci much lower than females.	Monitoring of this.	Targeted tutorials for all students on these courses.	Improved degree attainment – no difference between gender.	Course Director.	Immediate and annual.
17	Females are slightly more likely to obtain higher degree marks than males.	Monitoring of this.	(i) Monitor feedback on EO question on end of course feedback and EO agenda item on LCF to understand gender bias. (ii) Inclusion of UG on new EDI Group as per SP#1.	To start to implement initiatives to reduce gender bias in degree attainment.	Chair of EDI group.	From academic year 2017/18.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
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18	A number of students that take much longer to complete their Doctoral studies.	Little activity.	Survey recent completions and isolate any gender-specific reasons for delay in completion of PhDs.	PhD completion times improve so that all students complete within 4 years.	Director of PhD studies.	From 2017/18 academic year.
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PEN PICTURE OF SCHOOL OF GEOGRAPHY (UK): STAFF

19	To maintain favourable gender balance in permanent staff on resignation of female member.	Little activity to target female applications specifically.	Use targeted recruitment (i.e., identify females to approach) to promote the new position and invite to visit the SoG prior to applications.	The gender balance of the SoG (as a whole) is at least maintained.	Head of School.	Immediate.
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20	Establish any EDI reasons and/or insight.	Informal, ad hoc exit interviews conducted by HoS (or line manager) on resignation of staff post.	All staff resignations to have a formal exit interview which will also involve queries about EDI issues.	All staff to have the opportunity to feedback on their post.	Head of School.	Immediate.
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21	Missing data from central database of recruitment due to interdisciplinary projects.	Reliance on centralised database.	To maintain SoG database on all Research Assistants.	All RA working with staff in SoG captured.	School Operations Manager.	Summer 2017.
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SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
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SUPPORTING AND ADVANCING WOMEN'S CAREERS: KEY CAREER TRANSITION POINTS

22	Recent lack of female appointment due to limited applications from females.	BAP #9, #10: to promote EO on all publicity material and job advertisements.	All recruitment activity to be revisited to ensure optimality. Specific activity includes: Profiles of Females on website, including an Anne McLaren Fellow.	Gender parity on applications to posts.	School Marketing & Publicity.	Immediate.
23	Chair of interview panels trained but larger turnover means increased burden on a few.	Staff volunteered to be trained or as and when needed.	All Associate and Full Professors to be trained in chairing interview panels.	Every recruitment panel to have gender balance and no reliance on same female staff.	HR Business partner.	By end of academic year 2018/2019.
24	Sub-optimal support for staff in research activity, particularly ECR.s	Mentoring of staff as per BAP #29.	All staff to be offered opportunity to produce Individual Research Plans.	Staff survey states how supportive IRP are.	Chair of Research Committee .	Summer 2019.
25	Sub-optimal Support for research staff in developing their careers (as highlighted by Survey).	BAP (#13, #31, #28, #29, #31, #32 and #34.	One member of Research Committee to be responsible for Research staff development including an annual Away Day for these staff.	Survey of Staff indicate that development and training support optimal.	Chair of Research Committee.	Annually from academic year 2018/19.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
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SUPPORTING AND ADVANCING WOMEN'S CAREERS: CAREER DEVELOPMENT

26	2016 staff survey raised concern at disparity across the School in experience of the PDPR process; one-third disagreeing that the PDPR process is helpful.	PDPR process run from HR with training given as and when.	Provide a refresher of the training of PDPR reviewers.	Annual staff survey reporting satisfaction at the PDPR process.	HR Business Partner.	From academic year 2017/18.
27	SoG has participated in a newly established faculty-wide "What do I need to do to be Promoted" workshop. But need something SoG specific.	No real guidance provided to those thinking about promotion over and above that provided by the School's promotion committee.	Recent promotees to run annual workshops on how they pulled together their applications and good and bad practices.	Annual staff survey reporting satisfaction at the support given to those thinking about applying for promotion.	Head of School.	From academic year 2018/19.
28	The 20166 SS also suggested a preference for a promotion-focussed mentor who is not HoS.	Only a general mentor can be requested but nothing specific to the promotion process. Usually HoS provides advice.	Allow all staff thinking about promotion to request a Promotion-focussed Mentor.	Annual staff survey reporting satisfaction at the support given to those thinking about applying for promotion.	Head of School.	From academic year 2018/19.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
29	Flexibility in ways of taking research leave that suits individual circumstance.	Now all academic research & teaching staff entitled to Research Leave every 1 in 7 semesters as opposed to applying once every 8 semesters.	Put into place opportunity for flexible research leave entitlement via WorkLoad Model accounting.	(i) Alternative/flexible approaches to taking research leave entitlement will be considered and factored into the Workload Model. (ii) Staff survey reports satisfaction.	Head of School.	(i) Immediate (January 2017). (ii) Annual staff survey
30	University reward scheme too specific.	Little reward given beyond that prescribed by University procedures.	Explore and implement other ways in which staff could be rewarded for excellence.	Staff rewarded beyond University procedures.	Head of School.	From start of academic year 2017/2018.
31	Information storage and its communication not well regarded by staff	Use of intranet (workspace) to store and communicate committee actions and outcomes.	New procedures of storing and cascading information that is easily accessed and all staff feel confident in using	(i) Clearer procedures/archiving in place for committee reporting and actions across the School. (iii) Staff survey reports satisfaction	Operations Manager.	From start of academic year 2017/2018.
32	University training not specific enough to SoG needs on EO.	University provision generic but SoG has engaged with this provision, for example all staff to have undertaken EO and UB training.	SoG specific training on initiatives relating to gender equality (e.g., on Inclusive Teaching Strategies”).	Training sourced and delivered once need identified via annual student and staff surveys..	Chair of EDI.	From start of academic year 2017/2018.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
33	Successful careers event for ECRs but feedback has also suggested more could be done.	Feedback on careers event suggested ways for improvement.	To ensure further development we will build on the careers event.	Careers event continues (biennial) with feedback that shows that former shortcomings have been addressed.	Chair of EDI group.	Next event due in academic year 2017/18.
34	Access to more positive role models needed.	Limited interaction between PDRAs and PhD students, mainly due to limited PDRAs to date. Numbers on the increase so opportunity for provision of role-models.	Promote interaction with role models, for example using PGR Magazine to showcase examples of careers and interviews with role-models.	Survey of PGR students report satisfaction.	Director of PGR studies.	On publication of next Magazine and every issue thereafter.
35	Access to more positive role models needed for UG and PGT students.	Ad hoc opportunities for female students to be exposed to role models (e.g., dependent on module choices).	The EDI group will also work more closely with the very active GeogSoc to promote appropriate role models for these students.	Annual GeogSoc Lecture has a gender balance in speakers.	Chair of EDI.	From 2017/18 academic year and annual occurrence.
SUPPORTING AND ADVANCING WOMEN'S CAREERS: ORGANISATION AND CULTURE						
36	Creep of UB in the recruitment process, especially at interview.	All staff to have taken EO and UB training but needing refreshing of that training, particularly wrt recruitment of researchers on fixed-term contracts.	To produce an unconscious bias "refresher sheet" for recruitment panels to consider prior to shortlisting.	Gender balance of staff on fixed-term contracts to consistently meet benchmarking.	HR Business Partner.	Sheet to be produced by end of 2017 calendar year.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
37	Succession planning for committee membership sometimes misses gender balanced committees.	HoS traditionally appoints staff to committees.	HoS will look to advertise committee membership opportunities to all staff, with line-managers encouraging female staff to apply.	More balanced committee membership that is commensurate with gender ratio of School. Staff survey reports satisfaction with committee membership wrt EO.	Head of School and Operations Manager.	2017/18 academic year.
38	Leadership training for staff required to “fill-in”.	Staff put themselves forward for training/training discussed at annual appraisal.	To host a one-day training session for staff on leadership.	Annual staff survey shows satisfaction in leadership training.	Staff Training officer.	2018/19 academic year.
39	Leadership training for staff required to “fill-in”	Staff put themselves forward for training/training discussed at annual appraisal.	Encourage more of our female colleagues to participate in Aurora and Springboard programmes.	All females in School to have undergone training in leadership.	Staff Training Officer.	By the end of 2019 year.
40	All campuses to be involved in the Athena SWAN process.	UK and Malayisa Schools have an Athena SWAN award.	Work with our Ningbo (China) campus towards a submission.	Application for Bronze award from the Ningbo campus.	Head of EDI group.	By the end of 2019 year.
41	Gender pay gap a perceived issue.	Although the School has a gender ratio that exceeds the benchmark there is no information on pay.	Undertake a gender pay gap analysis and should it reveal a bias, examine any underlying reasons it.	Gender pay analysis undertaken and reported to SMC.	HR Business Partner.	By the end of 2019 year.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
42	Timing of meetings within hours sometimes not possible due to campus overseas etc.	BAP#3 has timing but not always adhered to.	Meeting organisers to ensure meeting times adhere and also communicate effectively should meeting need to be outside the core hours the reason why and any actions from meetings.	Annual staff survey reports satisfaction on this issue.	Operations Manager.	Immediately.
43	Core values of support and collegiality to be maintained in a period of rapid change .	Informal but supported by Bronze Athena SWAN award.	School culture to be a running agenda item of the new EDI group.	Annual staff survey/PGR survey/UG survey reports satisfaction on this issue.	Head of EDI group.	From 2017/18 academic year.
44	Staff reported a wide range of outreach activity.	Some outreach activity formally recorded on WLM.	Outreach activity beyond that formally recorded and rewarded.	Annual staff survey reports satisfaction on this issue.	School Operations Manager.	From 2017/18 academic year.
SUPPORTING AND ADVANCING WOMEN'S CAREERS: FLEXIBILITY AND MANAGING CAREER BREAKS						
45	Lack of certainty regarding managing flexibility and career breaks of Researchers by line-managers.	Clarity of flexible working entitlement amongst permanent academic staff (as per BAP #14) but this is not the case for staff on research contracts.	Provide training for line-managers of Researchers lead by our HR Business Partner on flexible working entitlement and procedures.	Future annual staff survey indicates satisfaction on this issue.	HR Business Partner.	From 2017/18 academic year.

SAP No.	Topic/ Issue	Activity to date	Planned actions	Measurable outcomes of success	Owned by	Timeline
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46	Lack of reporting on maternity leave preparations – and by extension to Adoption and SP leave.	Informal with HoS.	Produce forms for meetings between staff due to take ML and line-managers to ensure clear communication.	Future annual staff survey reports satisfaction on this issue.	Head of School.	Immediately and for each person taking maternity/shared parental/adoption leave.
47	Lack of clarity surrounding impact of career breaks on research leave entitlement.	Documentation does not contain information on how mat/Adop/Sp leave impacts on research leave entitlement so ad hoc arrangements made.	Documentation around our newly implemented 1 in 7 semesters research leave also needs to make explicitly clear that research leave will not be delayed as a result of Mat/Adoption/SP Leave.	Future annual staff survey reports satisfaction on this issue.	Head of School.	Immediately and for each person taking maternity/shared parental/adoption leave.
48	Taking career breaks impacts on career progression.	No allowances made for workload of returnees from maternity leave Concern extended to adoption and shared parental leave (though no occurrences of these in the past 5 years) .	50% reduction in the workload around preparation for teaching for the Semester following leave.	Future annual staff survey indicates that support for returning from mat/SP/adoption leave was helpful.	Head of School.	Immediately and for each person taking maternity/shared parental/adoption leave.
49	Imbalance in gender profile of Honorary staff	BAP#11 – but very little success	To raise this as an agenda item at school meetings.	Gender parity in our Honorary staff.	Head of School	Immediately and to reach parity in 3 years.

7. Case study: impacting on individuals: maximum 1000 words (981 used)

Dr. Virginia Panizzo, Anne McLaren Research Fellow (Member of SAT)



I first joined the School of Geography, University of Nottingham (SoG, UoN) in May 2012 as a Research Co-Investigator on a Standard NERC Grant awarded to a colleague Dr. George Swann. Nine months before the termination of my contract, colleagues proposed I apply for a Nottingham Anne McLaren Research Fellowship (a result of **BAP#13, #24**, encouraging university career development via fellowships and promotions). I was successful in securing the 3-year tenure-track position and commenced my new contract in April 2015. This also saw me promoted to a Lectureship Band level (**BAP#30**). As a result of my success, I have been active in promoting the Fellowship scheme to potential applicants and have been forthcoming with my application, experience and knowledge (**BAP#13**). The

acknowledgement of my role and research, was also strengthened by being invited to sit on the Centre for Environmental Geochemistry (CEG) Board (set up between the British Geological Survey (BGS) and the UoN) as the Post-Doctoral Fellow. This marked a definitive milestone in my career and it has recently been renewed for another year.

At the start of my Fellowship I was encouraged to take a mentor from within the SoG, a direct result of **BAP#29**, and I have found it a very rewarding and insightful scheme. Aside from making me feel like a valued and important member of academic staff, it is also a fantastic opportunity to address key concerns that I have in my career with regards to work life balance and progression. As a result of **BAP #10, #14**, I have been made aware of flexible working hours which is much valued to me due to my heavy work load at BGS (using laboratory facilities) and long daily commute (often working from home).

Due to the privilege of my position on the CEG board I have decided to take advantage and impart my experience upon fellow research staff both at the SoG, other Schools at UoN and at BGS. I am currently organising a Sand Pit event to be held in December 2016. This acts as a progression of **BAP#25** for research staff at UoN/BGS and will provide support for career progression (**BAP#24**).

While I maintain a 100% research contract, the Head of School was keen to provide me with teaching experience as a means to prepare me for the start of my permanent lecturing career at the SoG. I now hold first year tutorials and research tutorials (**BAP#18**) and have conducted undergraduate practicals as a result of the implementation of **BAP #33, #34**. Colleagues have also supported me to participate in other aspects of staff-student interactions, which include Summer Schools and Widening Participation activities (**BAP#17, #22**). In addition, I have been invited on a number of occasions to present previous and on-going research to the SoG, which I have found very valuable (**BAP#19, #31**). I feel a very valued member of the SoG and indebted to the Athena SWAN actions put into place, which have provided me with the potential for career progression and development (**BAP#24**).

Sarah Hall, Professor of Economic Geography, School of Geography



I was appointed to a lectureship at Nottingham in 2007. I have subsequently been promoted to Associate Professor (2011), Reader (2013) and Professor (2015) (action point30). I am currently completing a British Academy Mid-Career fellowship and am following the University Research Leaders scheme (**BAP#24**). I have taken three periods of maternity leave, each of 9 months, in 2011, 2012 and 2015. I come from a dual career household – my husband and I both work full time. We live close to Nottingham but my husband regularly commutes to Sheffield, working for the NHS.

Each maternity leave has been handled in line with the School's maternity leave policy (**BAP#15, #16**). I have had conversations with my Head of School prior to going on leave, in order to discuss how my teaching and administrative duties will be covered in my absence. The School has been supportive in maintaining my research leave time after my most recent maternity leave and this is very helpful in terms of restarting my research activity after maternity leave. Temporary teaching replacement lecturers have been employed in part to assist with this. This was further complicated in 2015 when I was awarded a British Academy Mid-Career Fellowship that covers by salary for teaching and administrative roles whilst I focus on a specific research project. The School Workload Model (**BAP#2**) was essential in ensuring that my workload in Nottingham met the contractual obligations I have for delivering the research to the British Academy and the School has been supportive of me amending the end date of this project to support my maternity leave and return to work following the birth of my third child in 2015.

My working life in the School as a mother of three children has been facilitated by the adoption of core hours for meetings (**BAP#3**). I have main responsibility for dropping and collecting my children from childcare each morning and evening and without core hours, I would not be able to attend and participate in important School meetings and research seminars (for example I served as a member of the School Research Committee 2012-14 and as Director of Postgraduate Research 2013-2015). These activities are important in learning about important new developments in my research field, networking with leading academics who visit Nottingham and keeping abreast of significant changes within the University of Nottingham. Colleagues have been supportive in recognising my caring responsibilities in the inevitable instances where meetings overrun and I have to leave early in order to collect my children. I make use of the University vouchers to help with the affordability of childcare.

Taken together, and with support from colleagues and friends, this package of support means that I feel able to make a full contribution to my research, teaching and administrative tasks at the University whilst managing a busy family life.

APPENDIX A: BRONZE ACTION PLAN - PROGRESS

#	Action	Responsibility	Description	Implementation deadline	Measures of success	Progress
1	Establish an Equality and Diversity Working Group (EDWG) in the SoG	SMC	The EDWG will meet at least on a termly basis and the terms of reference for this group will be drawn up for SMC approval. Members will include the current HoS, School Manager, School WINSET/ Athena-SWAN representative and a cross section of staff and PG students. The broad remit of the group will be to monitor the School gender statistics, monitor and implement the Athena-SWAN School Action Plan and future applications, and report to SMC and staff meetings. At present the School has no embedded mechanism for collection, analysis and interpretation of gender statistics and this working group will provide the facility to do so. Members of the working groups will be credited for their contributions via the WLM.	Sep 2013 & ongoing	a. EDWG terms of reference completed by Dec 2013 b. EDWG fully operational in the academic year 2013-14. c. EDWG incorporated into WLM (TWM) d. Application for Athena-SWAN silver award (April 2016)	a. completed (see section 2) b. completed (see section 2) c. Yes hours allocated for EDWG, more for Chair and extra for completion of Silver award d. completed
2	Implement the use of a WLM (TWM) in the School	SMC/ Central University	The School has collected data for the past three years necessary to run a WLM and has a pilot WLM system in place. However, application of the WLM is postponed pending implementation of the University TWM. When this system comes into place the School will apply it.	Sep 2013 (dependent on University, so insurance deadline of Sep 2014)	Equitable allocation of workloads amongst staff	University TWM running since September 2014 Section 4 reports that loads are equitable between genders
3	Timing of meetings and social events in core hours	School Manager/ Office/ EDWG	It is embedded within School practice to schedule School meetings within core hours of 1000-1500, but the EDWG will continue to monitor the situation. Meetings with international campuses are by necessity excluded from this action because of the time zone difficulties.	Ongoing	Good attendance at SoG meetings, including by those with caring commitments	University core meeting hours now adopted. But there is some slippage. New Silver action around this.
4	Initiate Athena-SWAN principles at overseas campus in Malaysia (UNMC)	Suzanne McGowan	The Athena-SWAN SAT co-ordinator will take up a position as HoS at UNMC in August 2013, and will explore options for linking with other Schools at UNMC (e.g. Pharmacy) to establish Athena-SWAN principles and a UNMC WINSET committee	Sep-14	SoG participation and contribution to a WINSET-type initiative at UNMC	Suzanne McGowan in Malaysia for past 3 years. Bronze awarded in 2014.
5	Collect data on postgraduate and research staff career destinations	EDWG/ PGR Committee/ alumni co-ordinator/ Research Staff Committee	There are no formal methods of collecting these data at present, but data have been collected on an <i>ad hoc</i> basis in the past. The EDWG will liaise with the relevant committees and associated administrative staff to put a more formal data collection procedure in place. The PG and research staff careers workshop will provide the impetus for this, and so we will initiate this action in December 2013 prior to organising the workshop in January 2013.	December 2013 and ongoing	a. Establish a database of PGR career destinations b. Annual update of database of PGR career destinations c. Increased alumni engagement with the SoG	a. Achieved; b. Achieved; c. Useful for the Careers Workshop (as per #25).
6	New School induction procedures for R&T and Research staff	School Manager/ SMC/ Research Staff Committee	The School is already compiling a new induction booklet to formalise School induction procedures. The survey revealed the need for improved induction procedures for Research Staff and therefore the Research Staff Committee and School Manager will work together to ensure that there is adequate coverage for both R&T and Research Staff.	Apr-14	Production of a new SoG induction booklet	Done. Feedback sought and ongoing additions as required/suggested
7	Maintain Athena-SWAN contacts with other Geography Schools and encourage the establishment of new contacts	EDWG	Most Athena-SWAN contacts have been established via existing research or administrative networks and we will continue to use such links as an important means of knowledge exchange. In addition, The UoN WINSET group advertises national events and initiatives focused on Athena-SWAN activity so we will remain engaged with these networks. We will invite Athena-SWAN representatives from other schools and Universities to EDWG meetings targeting individuals or Schools who have trialled initiatives that may be applicable in the SoG.	Ongoing	a. Increase the number of external Athena-SWAN contacts from two to four Geography Departments b. Maintain SoG representative on UNott WINSET committee c. Attend at least one SAT meeting at another University and two SAT meetings in other Schools d. Invite SAT representatives from other Schools to attend our EDWG meetings	Much interaction between external (via RGS(IG)) and internal SATs (via Task and Finish Group on Win).
8	Monitor applications and recruitment statistics at all levels	EDWG	The SoG has not previously systematically analysed these data, but we will aim to monitor them via the EDWG on an annual basis (target date April each year) for discussion in the WG and staff meetings and undertake a more extensive reflective review tri-annually coincident with the Athena-SWAN renewal	April 2014, April 2015, April 2016	a. Annual gender statistics monitoring completed by EDWG and presented to Staff Meeting b. Apply for Athena SWAN Silver award	Done. Monitoring to continue (see SAP#4 – 11).

9	Make Athena-SWAN, Equal Opportunities statements and opportunities for PT education prominent on websites and publicity material	EDWG/ SoG web co-ordinator/ Marketing & Publicity/ WPSG	The SoG currently advertises the WINSET logo on its home page, but it is not in a prominent position and because we do not currently have an Athena-SWAN award we do not display the logo. If successful in this award we will work with our web co-ordinator move both badges to a prominent part of the website and ensure that we have a readily accessible and highly visible Equal Opportunities statements displayed by Sep 2013. We will have a longer term goal to revise marketing and publicity material when it is up for renewal to clarify the opportunities for PT UG study.	Sep 2013 and ongoing	a. Increased awareness of gender equality issues within the SoG (measured by re-surveying the PGR and Research Staff communities) b. Increased number of female students applying to the SoG for PT and flexible study opportunities	a. Surveys reveals more awareness. b. Done but more targeted marketing required to increase flexible and PT study – see SAP#12)
10	Add Athena-SWAN principles and PT/ flexible working opportunities to all job and PhD studentship advertisements	School Manager/ PGR administrator	In addition to the standard Equal Opportunity statements, we will add text to advertisements for positions explaining that the SoG supports Athena-SWAN principles and outlining opportunities for flexible and PT working. Compliance will be monitored by the School Manager/ PGR administrator	Sep 2013 and ongoing	a. Increased ratios of female applicants for SoG jobs and science-based studentships b. Increased number of applications from students and staff who require flexible or PT working	a. Done. Some impact of DTP/C evident so more work needed (SAP#13). b. Staff feel able to apply for flexible working, though the numbers are very small.
11	Address the gender imbalance in Honorary appointments	SMC	The latest round for School Honorary appointments was in March 2013, and so it will take some time to action this point. We will explicitly encourage staff to consider the gender balance of our Honorary staff when asking for nominations each year, and our goals would be to recruit at least two more honorary female staff in the next three years, with the hope that we could exceed this goal. We have flagged implementation deadlines to coincide with the annual reminders that are circulated to staff for honorary appointment nominations.	April 2014, April 2015, April 2016	Increase the total number of female honorary staff to at least four over the next three years	Not been achieved. Honorary appointments have been male. Now part of SAP #35
12	Ensure that a member of the EDWG sits on all interview and selection panels and that gender balance is monitored	SMC	There is a broad membership of the current Athena-SWAN SAT group and we aim to maintain a cross-section of staff on the EDWG with a number of senior staff. This will ensure that we have a pool of interview-trained staff including the School Manager on the EDWG to ensure representation on all R&T selection panels.	Ongoing	Gender ratios do not accumulate a male bias throughout the selection procedure (application-interview-offer)	Yes this has been the case where possible. But has caused heavy reliance on a few people. SAP#23 to address this.
13	Support applications for Anne McLaren fellowships	Research Committee/ research theme leaders/ SMC	The SoG has been very supportive of applicants to this scheme and will remain so. It has made a commitment to provide a permanent lectureship in the School to any successful applicant. Research themes in the School will continue to be used to plan how to effectively recruit using established networks. Guidance through the application process (including mock interviews) will be provided by allocated mentors	Ongoing	a. Attract at least 10 applicants per year to the AMF scheme b. Allocate mentors to all AMF applicants via Research Committee c. Permanent lectureship offered to successful applicants	3 AMFs appointed (one in 2014, one in 2015 and one in 2016) and will progress permanent posts as long as Fellowship satisfactory
14	Increase awareness of flexible working opportunities and monitoring	SMC/ School Manager	The School Manager will annually distribute a School-wide e mail to raise awareness of the opportunities provided by the University.	Dec 2013, Dec 2014, Dec 2015	Better staff work-life balance	Email circulated. One member of academic staff working part-time, others used ability as and when required.
15	Transparency and information flow of maternity leave procedures including for fixed-term contract staff	HoS/ School Manager/ EDWG	The School Manager and HoS will create an information checklist for staff who are planning maternity leave to ensure that they are aware of their rights and responsibilities (including information about Keep-in-touch) days and teaching cover). The EDWG will survey all staff returning to work after maternity leave to evaluate their experience of procedure.	Jan-14	Improved staff awareness of maternity leave entitlements (assessed via EDWG survey)	Staff surveys indicate that information flow around leave better but still some confusion for fixed-term staff so SAP #45 addresses this.
16	Monitoring of teaching loads pre- and post-maternity leave	HoS/ School Manager/ EDWG	The HoS and School Manager will be proactive in monitoring staff teaching loads with the TWM prior to and after maternity leave to ensure that cover is being provided. The EDWG will survey staff to ensure that the teaching cover around maternity leave has been adequate.	Ongoing	Staff taking maternity leave have no increase in teaching loads before or after periods of absence (measured using the TWM).	Achieved. However, to help staff get going after taking leave a reduction in load will

						be implemented (SAP #48)
17	Ensure that Athena-SWAN principles are embedded within the work of the Widening Participation Strategy group (WPSG) initiatives	WPSG/ EDWG	The WPSG chair is a member of the Athena-SWAN SAT and we will ensure that we retain a member of WPSG on the EDWG. We will work on ensuring that gender is explicitly considered in any WPSG publicity materials and events. We will try increase the number of female staff involved in the School partnership scheme. We will ensure that provision of Foundation and Part-time courses is raised for discussion on the agenda at both WPSG and EDWG meetings to determine whether either/ both could have positive benefits for the SoG Athena-SWAN and WP strategy.	Ongoing	Increased numbers of female UG applicants from lower socio-economic backgrounds	Achieved and very successful – a high proportion of our WP students are female.
18	Encourage UGs into research careers through <i>Research Tutorial</i> module	SMC/ Teaching & Learning committee	We will introduce a <i>Research Tutorial</i> module for 2nd year UGs which will aim to increase students' interest in research. The tutorial will develop research skills in preparation for the dissertation in year 3, by introducing students to the research that SoG staff are involved in and give them the opportunity to critically analyse how the research process works. Approval for this new module has already been gained from the SoG Teaching and Learning Committee and it will commence in the 2013-14 session.	Sep-13	More UG students taking up research careers in Geography	Done. The first year of cohort going through had students staying on to do research masters or PhDs
19	Increase the number of women included in the School and research group seminar programme	Seminar organiser/ EDWG	We will address our previously poor record in this area by explicitly asking staff to consider gender when providing suggestions for speakers. The SoG seminar organiser is very keen to promote this initiative and so will monitor the situation and take action if necessary. We have flagged action points in the summer period when seminar suggestions are canvassed for.	Sep 2013, July 2014, July 2015	A gender-balanced SoG seminar programme	Achieved and embedded.
20	Monitor the gender balance in committee membership and manage succession planning	EDWG/ School Manager/ HoS	The EDWG will continue to collect data on the gender balance of committees annually. The HoS/ School Manager will use the WLM to guide appropriate committee allocations and for succession planning that explicitly considers gender balance.	Apr 2014, Apr 2015, Apr 2016	a. Gender-balanced committee membership b. Good coverage of women in major decision-making roles	Some success here. Although recent changes in research leave means this is challenging. Staff would like more transparency (see SAP #37).
21	Review the web presence of women on all School media	School Marketing & Publicity (M&P)	Gender awareness will be raised as an item for the next M&P meeting and a member of EDWG will attend to ensure that all M&P members understand the Athena-SWAN principles. EDWG will provide guidance for M&P when required. The SoG web co-ordinator sits on the School M&P group and so will be able to monitor female presence as a rolling action point.	Ongoing	a. SoG branding is gender aware b. Increased numbers of female applicants for jobs and studentships and courses	Achieved. Though, still opportunity for more role models to be used (see SAP #22)
22	Ensure that Open Days and Outreach events have adequate coverage by females	Open Day & outreach administrator/ School Manager	We will use the School rota in combination with the WLM/ TWM to ensure that female staff have good representation at open days and outreach events. These are allocated at the start of the academic session.	Sep 2013, Sep 2014, Sep 2015	a. Female representation at all Open Days and Outreach events b. Gender-balanced UG applicants to BSc courses	Achieved - % of female BSc students has risen. Still some work to do on other courses (see SAP#8, #9)
23	Monitor female staffing on field courses	EDWG/ Teaching and Learning Committee	The EDWG will collate information on female staffing of field courses annually and determine whether there is an issue to be addressed. If action is necessary it will be raised with Teaching and Learning Committee.	Apr 2014, Apr 2015, Apr 2016	a. Female representation on all modules with strong field or practical elements b. Balanced UG and PGT genders on science-based modules with field and practical elements	Achieved. On-going to respond to changes in staffing
24	Promote University career development & training events within the School, especially to research staff	EDWG/ School Manager/ Research Committee Chair	The SoG WINSET representative will ensure that national events (advertised via networks such as WISE) and University events (e.g. the Celebrating Women in Science events) are advertised by e mail to staff and/ or postgraduates as appropriate. The School manager will ensure that central training courses (e.g. APPLE, PEAR and WAND) are adequately advertised to relevant groups. The Research Committee Chair will ensure that relevant training events are disseminated to appropriate target groups.	Ongoing	a. More female SoG staff applying for and obtaining promotion b. More female fixed term contract staff obtaining permanent positions c. Better awareness of gender equality issues within the SoG d. Stronger peer support networks for staff	Achieved. Particularly pleasing is 100% success rate and female Readership and Professorship.

25	Implement an annual careers workshop for Research staff and postgraduates	PGR Committee/ Research Staff Committee	The careers workshop will invite successful alumni (selecting for good representation by women) who have followed research and non-research career pathways to present talks on their career development with time allocated for a Q&A session and social interaction. We will schedule the event around January/ February because this is outside the busy induction (September) and annual review (June) periods for PG students and will provide another focus for social interaction within the School calendar.	Jan 2014, Jan 2015, Jan 2016	More female research staff and PGR students obtaining permanent jobs in the areas that they choose to pursue.	Achieved. Feedback will be used to develop the workshops
26	Start up a new Postgraduate Carer Conference Support Fund	PGR Committee/ SMC	This new initiative has already received approval from SMC and will be rolled out for the academic session 2013-14. Postgraduates who have caring responsibilities will be able to apply to a fund for support to cover the costs of a carer whilst they are attending a conference. Applications will be assessed by PGRC on their academic merit.	Sep 2013, ongoing	More PGR students with caring responsibilities attending conferences	Done. Applications year-on-year since 2014
27	Continue to support the Postgraduate Conference Support Fund	PGR Committee	As has been the case for many years, we will ensure that all PGRs are provided with the opportunity to apply for School funding via the Postgraduate Conference Support Fund and informed of this fund in induction materials.	Ongoing	More PGR students able to attend conferences, including those with financial pressures	Achieved. 5 female students supported this way.
28	Instate a peer-on-peer mentorship scheme for postgraduates	PGR Committee	We will offer new PGRs a 'buddy' from second or third year during the induction procedure. The scheme will be overseen by the Chair and PG student representatives on the PGR Committee, and will commence in the academic session 2013-14.	Sep-13	a. Increased completion rates for PGR students b. Enhanced PGR experience (assessed by re-survey)	Achieved and noted as good practice in PGR survey
29	Ensure that all Research Staff are offered a mentor	School Manager/ Research Staff Committee	The mentorship scheme for Research staff will be embedded in the new induction procedures. We will also ensure that existing staff are offered a mentor in the SoG, and will refresh recruitment to our mentor pool in the School with a new campaign advertising the need for mentors, with female staff being encouraged to provide their services. We will engage the Research Staff committee fully in the process of mentor matching.	Dec 2013, ongoing	a. Increased success in research staff career destinations b. Increased integration of research staff into the SoG (assessed by re-survey)	Achieved. This is now part of the induction process.
30	Encourage applications for promotion when appropriate/ realistic	PDPR reviewers/ Mentors/ HoS	The PDPR process should provide the chance to discuss promotion with the reviewer, but the HoS will e mail an annual reminder to all PDPR reviewers to ask them to be explicitly aware of staff who might be ready for promotion but are not applying (the PDPR occurs around April each year). HoS will continue to identify staff who have not applied for promotion in >5 years to discuss career development. Mentors will provide guidance on the requirements for promotion and career development.	April 2014, April 2015, April 2016, ongoing	Female staff are as likely to apply for promotion as male staff	Achieved. Note that in the past 5 years females were slightly more likely to achieve promotion than males.
31	Ensure that all research staff are invited to present a seminar to the School	EDWG/ Research group organisers/ School Manager	This is an action that should be implemented within the School but does not always happen. The EDWG will ensure that research group organisers are reminded each year to include research staff within the programme. The School Manager will notify research theme leaders & seminar organisers when new members of the research theme arrive in the SoG as part of the induction process.	Ongoing	Increased integration of research staff into the SoG (assessed by re-survey)	Achieved though still some way to go to maintain full integration (SAP #** to address this)
32	Promotion of external mentorship schemes to PGRs and research staff	PGR Committee/ Research Staff Committee/ School Manager	The PGR Committee and Research Staff Committee will collate information on external postgraduate mentorship opportunities and ensure that it is included within induction materials. The Chair of PGRC and RSC will be responsible for working with the School Manager each year to ensure that this information is up to date.	Ongoing	a. Increased success in PGR and research staff career destinations b. Better PGR student and research staff experience (assessed by re-survey)	Achieved. Survey confirms this.
33	To offer teaching opportunities to research staff and postgraduates wherever possible	All R&T staff	There are some opportunities for teaching buy-out in the SoG and so we will use staff meetings to disseminate to R&T staff that many research staff and PG students would like the opportunity to gain teaching experience.	Ongoing	a. Increased employability of research staff and PGRs b. Increased integration of research staff and PGRs into the SoG (assessed by re-survey)	Achieved. Every year an invite is extended to all.
34	Dissemination of funding opportunities to research staff	Chair of Research Committee	The Research Committee Chair will continue to circulate e mails of funding opportunities collated by the Centre for Advanced Studies/ Research and Graduate Services to staff, including research staff.	Ongoing	Increased success in research staff career destinations and research opportunities	Now routine.
35	Ensure that we have a postgraduate student advisor of both genders	PGR Committee	Currently we only have one PSA (for pastoral support of PGR students) on the PGR Committee, but will revise our policy to include two PSAs of each gender to ensure that we can provide the best support possible.	Sep 2013, Sep 2014, Sep 2015	a. Increased completion rate of all PGR students b. Enhance PGR student experience, especially for women (assessed by re-survey)	Achieved.