



## **Athena SWAN Bronze department award application**

**Name of university: University of Portsmouth**

**Department: Geography**

**Date of application: 29<sup>th</sup> April 2016**

**Date of university Bronze and/or Silver SWAN award: Bronze, October 2104**

**Contact for application:** [REDACTED]

**Email:** [REDACTED]

**Telephone:** [REDACTED]

**Departmental website address: <http://www.port.ac.uk/department-of-geography/>**

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

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

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

## TABLE OF ABRREVIATIONS

A&R	Academic and Research
APEX	Academic Professional Excellence Framework
AS	Athena SWAN
ASC	Athena SWAN Committee
DCQE	Department of Curriculum and Quality Enhancement
DM	Departmental Manager
DoR	Director of Research
ECR	Early Career Researcher
ELOT	Education Liaison and Outreach Team
F	Female
HEA	Higher Education Academy
HEI	Higher Education Institutions
HESA	Higher Education Statistics Agency
HESCS	Higher Education Staff Cultural Survey
HoD	Head of Department
HR	Human Resources
M	Male
PDR	Personal Development Review
PG	Postgraduate
PGR	Postgraduate Researcher
PL	Principal Lecturer
RA	Research Associate
RDP	Researcher Development Programme
REF	Research Excellence Framework
RIS	Research and Innovation Services
SAT	Self-Assessment Team
SL	Senior Lecturer
SRA	Senior Research Associate
STEM	Science, Technology, Engineering and Mathematics
UoA	Unit of Assessment
UEDU	University Equality and Diversity Unit
UG	Undergraduate
UPAN	University of Portsmouth Aging Network
UPEN	University of Portsmouth Environmental Network

## Sections to be included

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

### 1. Letter of endorsement from the head of department: maximum 500 words (495)

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the Department contribute to the overall department strategy and academic mission.

Head of Department: [REDACTED]  
Main Office: (023) 92842507  
Sender's Direct Line: [REDACTED]  
Email: [REDACTED]

26 March 2015

Athena SWAN Coordinator  
Equality Challenge Unit  
Queen's House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

Dear Ms Gilligan,

I am writing to endorse enthusiastically the Department of Geography's application and action plan for an Athena SWAN Bronze award.

[REDACTED], I have not only observed but experienced the quality and flexibility of support which has allowed [REDACTED], to pursue our academic careers, to both secure substantive visibility and to both fulfil our belief in equal-parenting. That quality of collegiate support has been the working experience of many of my colleagues and I am proud to be able, through my role as Head of Department, to foster and develop those principles within our working practices.

The Athena SWAN process has been enormously helpful in identifying areas of concern within the Department. Although our procedures for accepting and offering student places and shortlisting and offering academic and research posts appear to be gender-neutral, the number of female applicants is relatively low compared to the rest of the sector. Our action plan focuses on addressing this issue through reviewing our external image and taking steps to make it more attractive to potential female applicants such as through our website, the language used in our job adverts, female points of contact for applicants, the promotion of female role models within the Department. In addition, the relatively low level of academic attainment of male students has highlighted an issue that we have already begun to tackle and monitor through student surveys and gender-specific focus groups.

The Department currently has the highest proportion of academic women staff, 44%, in the 50 year history of the Department, 7% above the sector average. That is our baseline, but we recognise that the Department has suffered from a classic 'leaky pipeline' in terms of promotions of female staff to

Grade 9 and above. Our action plan focuses on addressing this issue through actions designed to actively inform, encourage and enable our talented pool of female Senior Lecturers (Grade 8) to achieve promotion to Principal Lecturer and Reader (Grade 9) and beyond.

Our application for Bronze award highlights our achievements but also identifies the work to be done. I am confident that our Action Plan provides firm basis for future improvement and achievement. Implementing the action plan will be overseen by myself and the Athena SWAN committee and it provides an opportune stimulus for myself and my colleagues to tackle a range of equality issues that I will ensure remain central to the strategic development of the Department.

Yours sincerely

Head of the Department of Geography  
University of Portsmouth

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the Departmental mission.

## **2. The self-assessment process: maximum 1000 words (986)**

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.

***This section has been removed from the public version to protect the privacy of those involved.***

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

The Athena SWAN (AS) Bronze award process began in June 2014 with an open call for membership of the committee. It was recognised that committee membership needed to reflect a combination of key decision-makers, senior staff and junior staff with a wide range of experiences of work-life balance. Laura Cunningham was Chair until she needed to take long-term sick leave. The current chair of the Departmental Athena SWAN Committee (ASC) is Rob Inkpen who took over in September 2015. The ASC reviewed progress in October 2015 and arranged, with the University Equality and Diversity Unit (UEDU), a staff cultural survey specifically for Geography in November 2015. The survey was reviewed by the ASC in January 2016. The cultural survey was analysed independently by the Science Faculty to ensure the anonymity of respondents. A 96% response rate provided the ASC with a clear indication of the issues in the Department identified equally by **both** male and female staff which were:

- Lack of mentoring
- Valuing of the contributions of individuals
- Knowledge of the promotion process and criteria
- Usefulness and role of PDRs
- Awareness of training opportunities for Workplace and Unconscious Bias

The ASC developed an action plan based on the analysis of quantitative data presented below and the staff survey. The action plan was presented to four small focus groups in January and February 2016 with at least 4 individuals at each meeting divided by career stage into postdoctoral staff, ECRs, staff Grade 8 and staff Grade 9+, each able to comment on and modify the action plan.

The ASC Chair co-ordinated the editing of the action plan and application with members of the ASC assisting in collating and reviewing statistical information and collating the feedback from the focus groups. While drafting the application, the ASC took advice from colleagues in the Faculty and analysed successful applications from the other HEIs for examples of good practice, as well as using the resources available at the Royal Geographical Society website on Equality and Diversity in Higher Education. The draft application was circulated to and approved by the ASC in March 2016 and then peer-reviewed by the Faculty AS Committee and University AS Coordinator.

- 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 AS process is now a core part of the philosophy of the Department and the ASC will meet at least four times a year. ASC meetings will have an open-door policy to encourage attendance and contributions from all staff. Gender-specific focus groups to be run by the Department will feed into the discussions and actions of the ASC. The ASC Chair will monitor the Departmental blog but contributor access will be available to all staff. The ASC will oversee the implementation of the Action Plan and provide annual reports to the HoD, the Departmental Executive and University SAT on progress. The ASC will update and reanalyse statistical data annually, review and implement changes to the action plan as required by new evidence and policies, report the outcome of AS meetings and focus groups as regular items to staff meetings and develop the Departmental application for an AS Silver Award by the end of 2019.

The ASC will oversee the implementation of the action plan and report the progress annually to the Departmental Executive, Geography staff and AS University committee. The ASC will continue to meet every 2 months and review its composition annually with a particular focus on attracting a greater male membership in proportion to the gender balance in the department (**actions 1.1b, 1.1g, 1.1h**). To encourage membership of the ASC, its remit will be widened to encompass issues of equality and diversity in general, including issues of representation of black and ethnic minorities within the department. Likewise, to enable this, the ASC will become the Equality and Diversity Committee by the end of 2019 (**action 1.1i**). The progress report will be a document, supplemented by monthly blog entries. These activities will aid in the development of an application for the Athena SWAN Silver award for the Department (**action 1.1b**).

### **3. A picture of the Department: maximum 2000 words (1848)**

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

The Department of Geography is one of eight departments within the Faculty of Science. The Department is housed on two floors of the Buckingham Building and is a dynamic and friendly community of students, academics and support staff with a range of diverse and complementary skills, experience and expertise. The Department has its own staff common room as well as a

cafeteria, the Hub, nearby, both of which act as a focus for informal interaction between staff over daily coffee and bi-weekly biscuits provided on a voluntary basis.

The Department offers four undergraduate (UG) courses; BA (Hons) geography, BA (Hons) Human Geography, BSc (Hons) Geography and BSc (Hons) Physical Geography and has offered in the period under review BA/BSc course in Environmental Geography and a BSc Geographical Information Science (now discontinued). All staff teach the 402 student cohort, 40% of which are female students. It is important to recognise that students are able to take science-based units and dissertations whether or not they are on the BSc degree pathways and so a BA degree is likely to contain STEM-based subject matter. Data are therefore aggregated for BA and BSc degree pathways in this analysis. At the postgraduate (PG) level, the Department offers two one-year Masters courses, MSc GIS (Geographical Information Science) and MSc Marine Coastal Resource Management as well as a Masters by Research (M Res) which, combined, have on average 40 students a year, 40% of which are female students. The PG research community consists of 13 PhD students (40% female), supported by academics within the Department as well as more widely within the University's Graduate School.

The Department has 25 academic and research staff of which 44% are female staff (2014-2015). The academic and research staff are the focus of this application but they could not function without the support of the administrative and technical staff, represented on the ASC by Sharon Jakobek. The support staff recently won a Faculty of Science Recognition Award for Excellence, 2015, highlighting the value placed on their work for the smooth operation of the Department.

Research in the Department is organised into three topic areas: Geographies of health, well-being and life course, Historical geography and spatial analysis and Environmental processes and change. The Department submitted to REF UoA17 (Geography, Environmental Studies and Archaeology) with 11 members of staff. 42% of the research output was judged to be 3\* (internationally excellent) or 4\* (world-leading). 6 out of the 11 staff members (54.5%) submitted were female staff, higher than the proportion of female staff in the Department (44%). This increased representation of female staff within the REF indicates the importance and value of the research of female staff to the research profile of the Department and suggests that female staff are not disadvantaged in terms of research within the Department.

The strategic direction and management of the Department is determined by the HoD and the Departmental Executive (43% female staff). Operational matters and student well-being are dealt with by the two UG Course Leaders (1 M and 1 F) and the level tutors (2 M, 1F) for UGs and the Postgraduate Co-ordinator (M) for PGs. Allocation of workloads is the responsibility of the HoD who also line manages academic and those research staff who are not on RCUK or externally funded research grants, where line management responsibilities lie with the grant holder. Teaching and research links across the University are increasing steadily, particularly within UPEN (University of Portsmouth Environmental Network) where a member of the department leads the Communities at Risk theme, and within UPAN (University of Portsmouth Aging Network) which is concerned with health and well-being of the elderly. Support for academics at University level is provided by Research and Innovation Services (RIS) and the Department of Curriculum and Quality Enhancement (DCQE) who oversee initial and continuing professional development in teaching-related areas. Research staff are supported by the University's Research Staff Forum and the Research Development Programme (RDP). The University of Portsmouth Graduate School has supported, administered and co-ordinated training for research students since 2010.

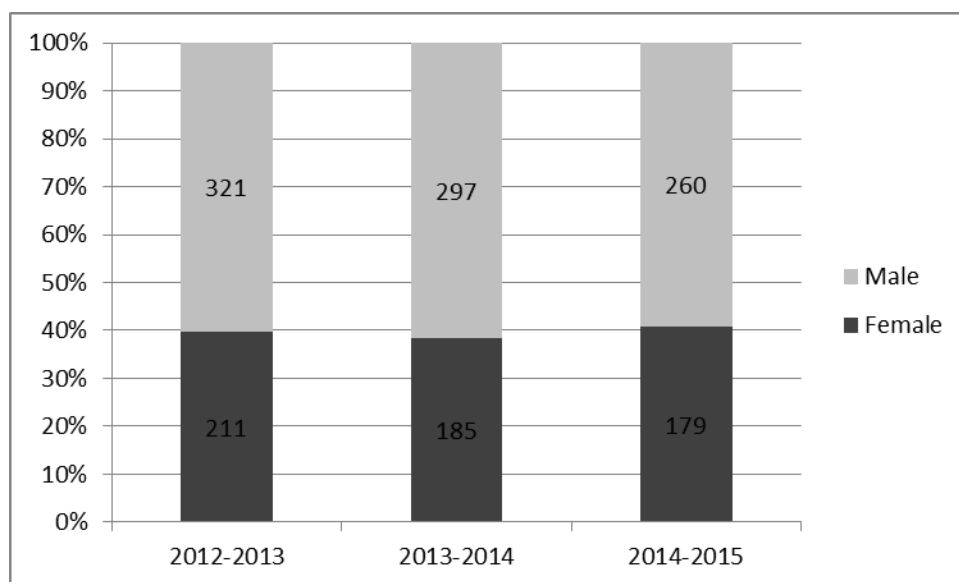
- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

### Student data

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

Currently, the Department does not run any access or foundation courses and has no plans to do so.

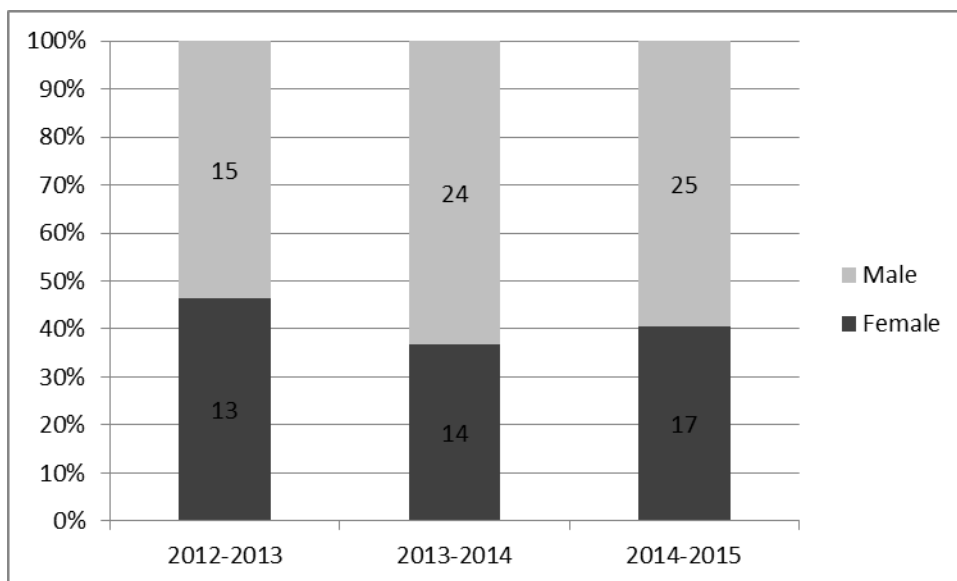
(ii) **Undergraduate male and female numbers**



**Figure 3.1 Numbers of students in each year by gender.** For each academic year, the numbers represent the combined totals of all undergraduate students on our degree pathways. All students are studying in the Full-Time mode.

Analysis of our student numbers highlights a gender imbalance in the ratio of female:male students, ranging from 30% to 41% female students. HESA data for the subject area suggests that a 40% proportion of female students is lower than the sector average (50% for the period). Our aim is to achieve the sector average in terms of percentage female students by 2018-2019. The Department will, therefore, review the whole application process to identify why more male students seem to be taking up places at Portsmouth. More specifically, we will review the image of the Department through advertising material and Open Days (**actions 2.1a-c, 5.4a-b**), monitor the application process and the use of the student-based focus groups and surveys to identify and eliminate any sources of bias in the process, as well as undertake actions to encourage female applicants (**actions 1.2a, 1.4a, 2.1a-c, 2.4b-c**). In addition, the Department will review the content of UG courses annually to identify and enhance topics areas that student surveys and focus groups suggest will appeal to female students (**action 2.1d**). Once identified, these topic areas will enable the Department to focus its employability unit and tutorial packages to potential careers that will be attractive to female undergraduates.

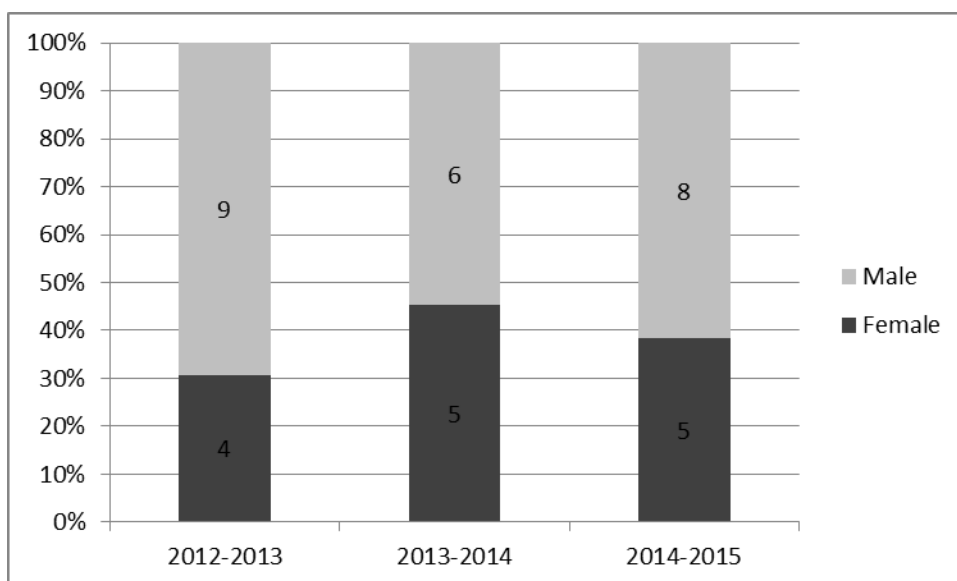
(iii) **Postgraduate male and female numbers completing taught courses**



**Figure 3.2 Numbers of PG taught students in the Department.** The figure combines full-time and part-time students as the numbers involved are so small.

The relatively small size of the taught masters courses means that there are fluctuations in the ratio of female:male students, but the average ratio over the 3 years is 40:60 female:male students. The sector average for taught masters in Physical Sciences varied between 44% to 47% over the time period. Our aim is to reach the sector average by 2018-2019 and, thus, as with the UG courses, we will review the whole application process. More specifically, we will review the image of the Department through advertising material and Open Days (**actions 2.2a-b, 5.4a-b**), monitor the application process and the use of the student-based focus groups and surveys to identify and eliminate any sources of bias in the process, as well as undertake actions to encourage female applicants (**actions 1.2a, 2.2a-b, 2.4b-c**).

(iv) **Postgraduate male and female numbers on research degrees**





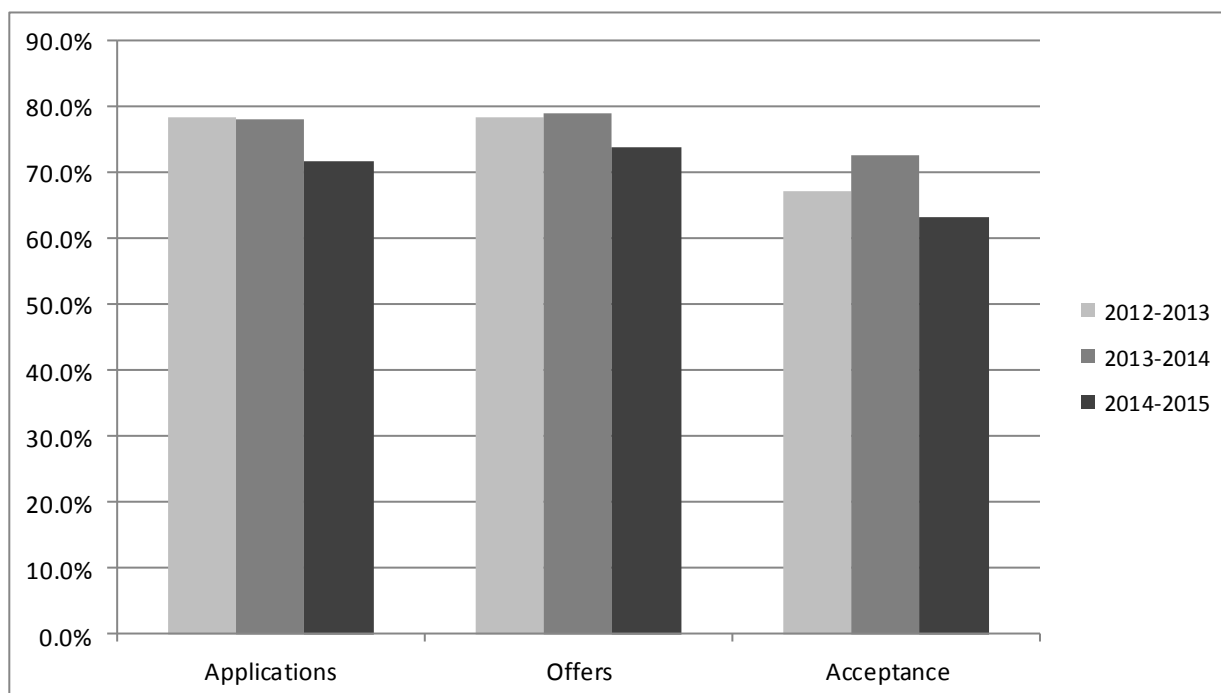
**Figure 3.3 PhD Research Student Numbers.** The numbers represent PhD students undertaking either full-time or part-time study.

The number of PGR is relatively small so identifying trends is difficult. The percentage of female PhD students has varied between 35%-45% over the three-year period. The average percentage of female PhD students in Geography in 2014-2015 was 50% (source: HESA). Our aim is to reach the UK average by 2018-2019. As with the UG and PGT courses, the Department will review the whole application process and departmental image to encourage an increase in the number of female applicants (**actions 1.2, 2.3a, 2.4b-d**).

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

<b>UG applications, offers and acceptance numbers</b>									
	<i>Applications</i>			<i>Offers</i>			<i>Acceptances</i>		
	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>
<i>Female</i>	409	536	415	395	517	407	51	90	60
<i>Male</i>	521	687	578	503	653	551	76	124	95
<i>Total</i>	930	1223	993	898	1170	958	127	214	155

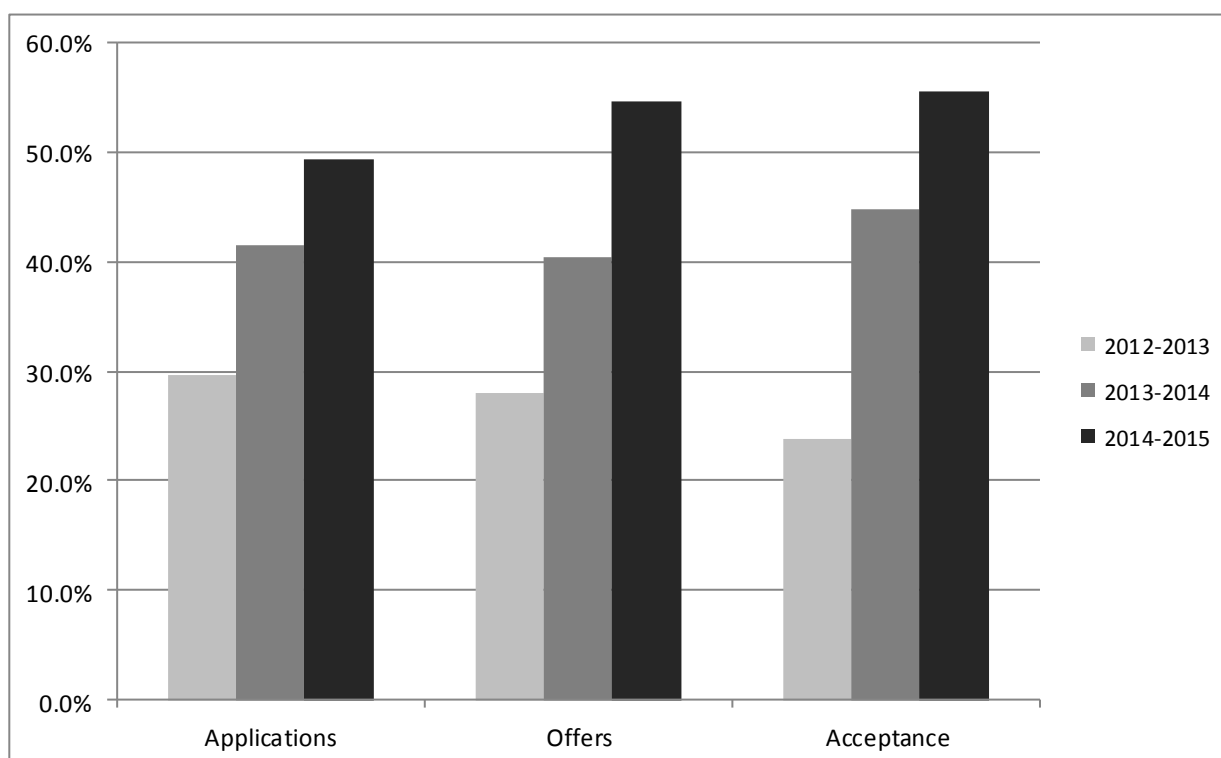
**Table 3.1 Numbers of UG applications, offers and acceptances by gender 2012-2015**



**Figure 3.4 Ratio of UG female student course applications, offers and acceptances expressed as a percentage**

PG applications, offers and acceptance numbers									
	Applications			Offers			Acceptances		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Female	33	52	44	29	40	41	11	17	15
Male	111	125	89	93	99	75	46	38	27
Total	144	177	133	122	139	116	57	55	42

**Table 3.2 Numbers of PG applications, offers and acceptances by gender 2012-2015**

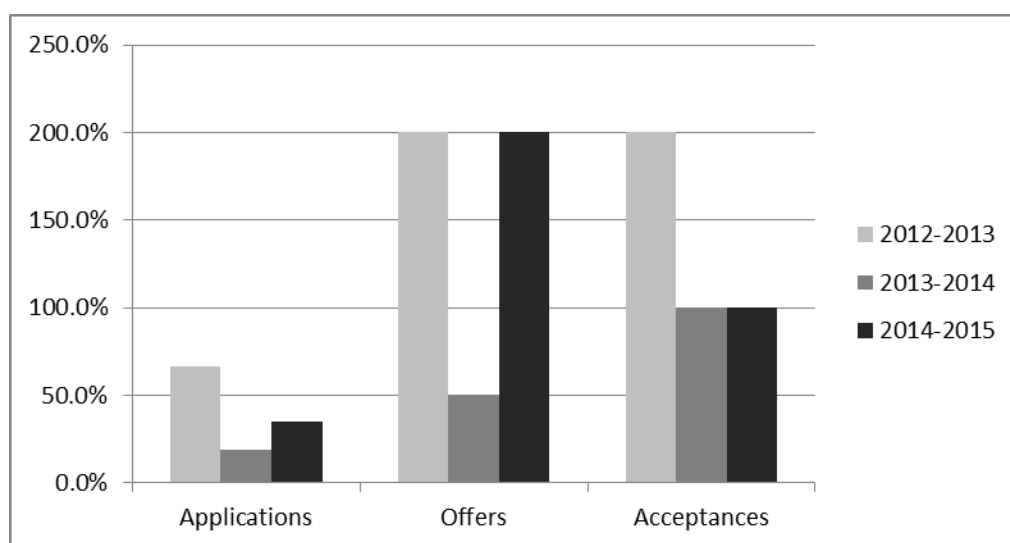


**Figure 3.5 Ratio of PG female taught courses applications, offers and acceptances expressed as a percentage**

For both UG and PG applications there is a similar pattern of more male students than female students applying (Tables 3.1, 3.2 and Figures 3.4, 3.5). Female students are as likely to be made an offer, implying that they are not disadvantaged in the offer procedure. UG female applicants, however, are less likely to accept that offer, as illustrated by the lower percentages for acceptance in Figure 3.4. This suggests that there may be issues with the image of the Department and its presentation to UG and PG female applicants that deters them first from applying and then from accepting offers once they have been made. We will review the external presentation of the Department to prospective students and to achieve a 50:50 ratio of female:male for UG applicants by 2018-2019 and a ratio of female:male PG applicants close to the UK sector average by 2018-2019. We will continue to monitor the proportion of acceptances from female and male students and assess our success in our actions through annual monitoring of student data as well as improving the visibility of the activities of female staff members through Masters-specific events, on departmental publicity and ensuring a female member of staff is available as a point of contact for prospective PG students (**actions 2.1a-c, 2.4a, 4.6, 5.4a-b for UG students and actions 1.1a, 2.2a-b, 2.4c, 3.2, 4.6a-b, 5.4a-b for PG students**).

PGR applications, offers and acceptance numbers									
	Applications			Offers			Acceptances		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Female	4	3	6	2	1	2	2	1	1
Male	6	16	17	1	2	1	1	1	1
Total	10	19	23	3	3	3	3	2	2

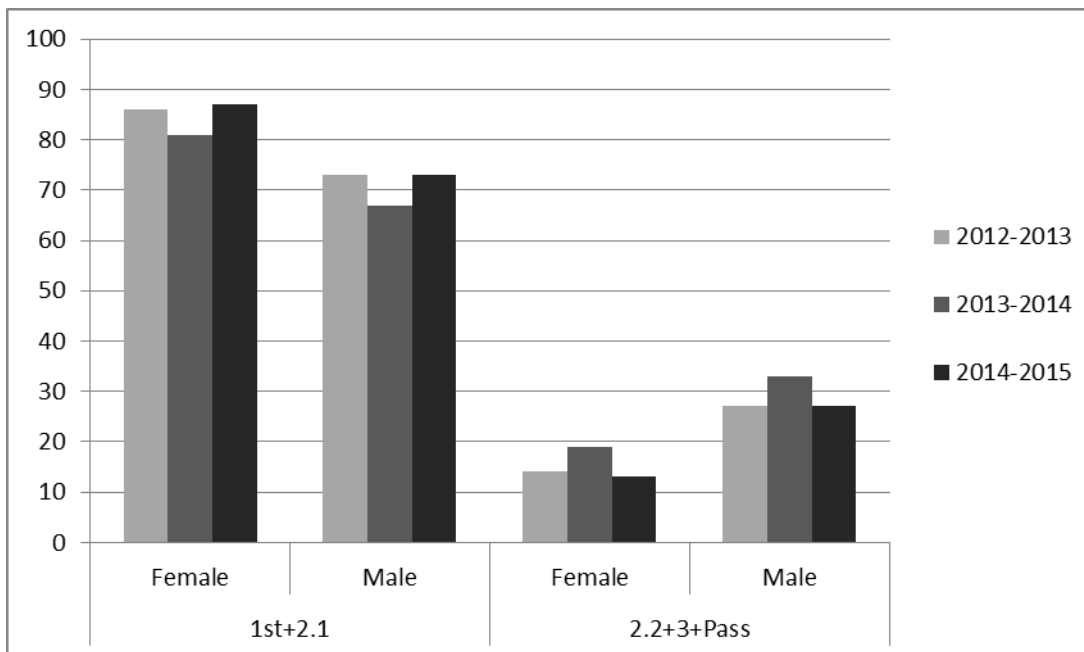
**Table 3.3 Number of PGR applications, offers and acceptances by gender 2012-2015**



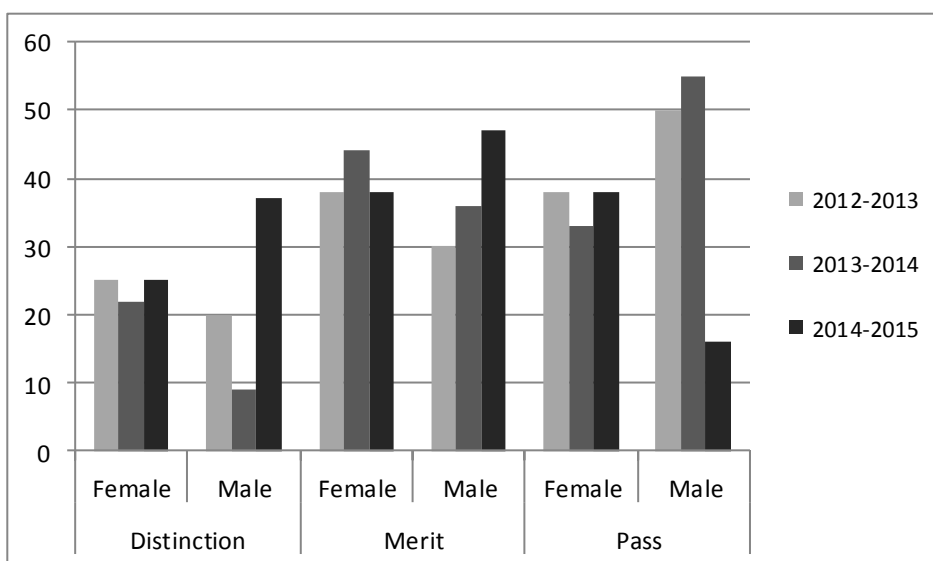
**Figure 3.6 Ratio of PGR female applications, offers and acceptances expressed as a percentage**

The numbers of PGR students are relatively small so trend detection is difficult. The limited data does, however, seem to mirror UG and PG data in highlighting more male applicants but a offer and acceptance process that does not disadvantage female applicants. The Department aims to achieve parity in the ratio of female:male applications for research studentships by 2018-2019. We will, therefore, review and change the external image of the Department to increase its attractiveness to prospective female applicants. Actions to achieve this include promoting the achievement of female staff within the Department through the Web and publicity materials, improving female staff representation on Outreach events, ensuring a female member of staff is available as a point of contact for prospective PGR students, the running of gender-specific focus groups and the consideration of work-life balance in PGR annual reviews (**actions 1.1a, 1.2a, 2.3a, 2.4b-d, 3.2a, 4.6a, 5.4a-b**).

(vi) **Degree classification by gender**



**Figure 3.7 Percentage of female and male UG students achieving a 'good' degree grade 2012-2013 to 2014-2015**

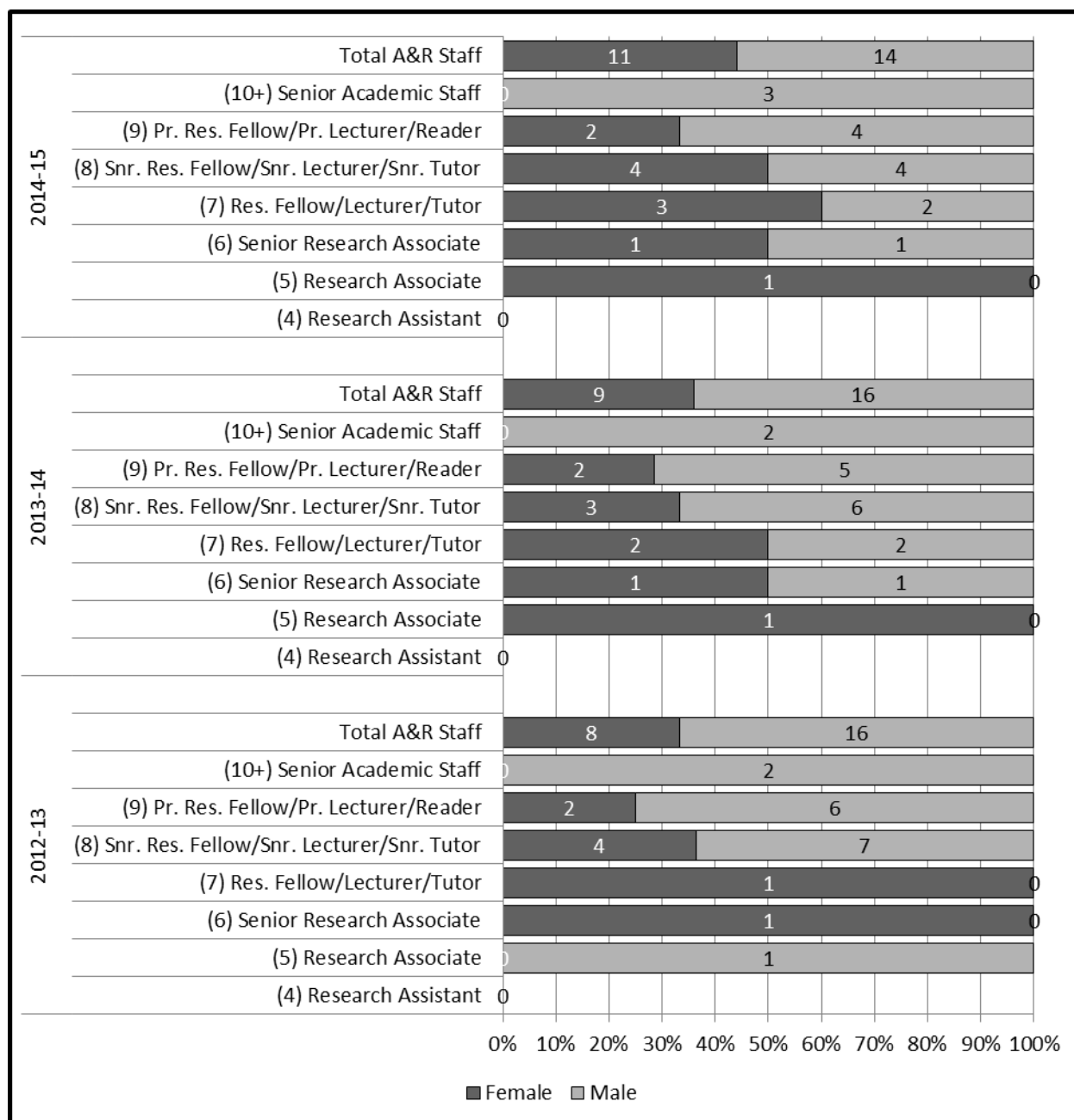


**Figure 3.8 Percentage of female and male PG students achieving specific grades 2012-2013 to 2014-2015**

At UG level, the proportion of female students obtaining a good degree is greater than that of male students, a trend mirrored, although less strongly, in the taught PG masters courses. Nationally, the percentage of UG female students achieving a good degree is consistently around 80% over the time period (HESA), in line with the performance of female students in the Department. This imbalance in performance between male and female students is a key feature that the Department needs to address, with the aim of increasing the proportion of male students achieving a good degree by 10% by 2018-2019 at both the UG and PG levels. We will, therefore, identify any gender-specific issues relating to male performance through gender-specific focus groups and continue to monitor student data on degree performance (**actions 2.1a, 2.5a-b**).

## Staff data

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

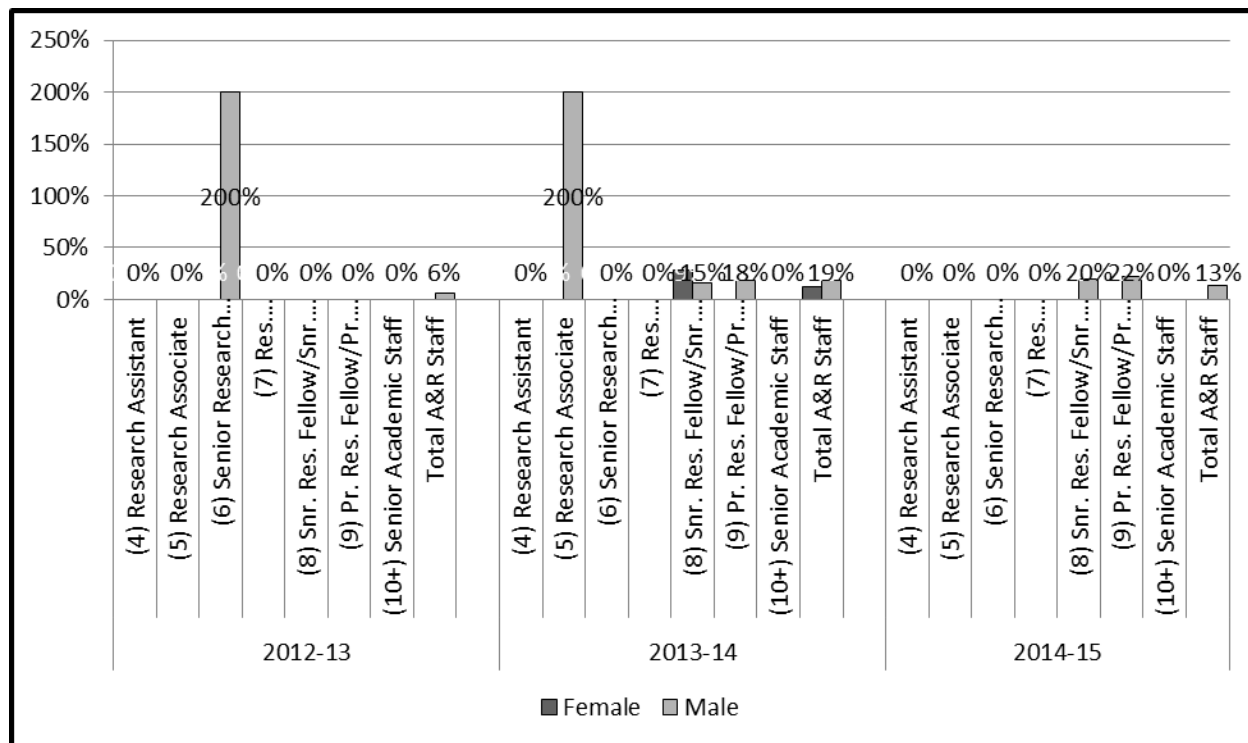


**Figure 3.9 Staff numbers and percentage by gender and grade 2012-2015**

Overall the proportion of female staff in the Department, 44%, is above the sector average of 37% over this time period, but the distribution of female staff by grade illustrates a classic ‘leaky pipeline’ of limited representation of female staff at higher grades but sector parity or better of female staff at lower grades. By 2014-2015, the ratio of female:male staff at grade 8 was 50:50 confirming that there is a strong talent base from which the Department can encourage female staff to apply for promotion to grade 9 and above. Our aim is to achieve gender parity at grades 9 and 10 over a 10 year period, with an increase of 2 female staff at grade 9 and 1 female staff at grade 10 by 2018-2019. To support the delivery of this objective, the Department will review its

mentoring system and training, the promotion process, unconscious bias training (**actions 1.3a, 4.1a, 4.4a-b, 5.1a**).

(viii) **Turnover by grade and gender**



**Figure 3.10 Turnover by grade and gender 2012-2015**

Turnover of staff in the Department has been sporadic over the last three years as illustrated in figure 3.10. Reasons for leaving were typically personal, such as moving to be closer to partners or aging parents, rather than work related such as seeking promotion. The Research Associates (Grades 5 and 6) left as the grants funding them ended. At Grade 9, a long serving staff member retired. The very small data set means that no trend can be identified.

**4. Supporting and advancing women’s careers: maximum 5000 words (4,992)**

**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**

		2014-15									
		Male					Female				
		APP	S/L	% S/L	OFF	% OFF	APP	S/L	% S/L	OFF	% OFF
GEOG	(4) Research Assistant	0	0	-	0	-	0	0	-	0	-
	(5) Research Associate	0	0	-	0	-	0	0	-	0	-
	(6) Senior Research Associate/Tutor	0	0	-	0	-	0	0	-	0	-
	(7) Res. Fellow/Lecturer/Tutor	4	0	-	0	-	6	0	-	0	-
	(7/8) Lecturer/Snr.Lecturer	0	0	-	0	-	0	0	-	0	-
	(8) Snr. Res. Fellow/Snr. Lecturer/Snr. Tutor	0	0	-	0	-	0	0	-	0	-
	(9) Pr. Res. Fellow/Pr. Lecturer/Reader	0	0	-	0	-	0	0	-	0	-
	(10+) Senior Academic Staff	0	0	-	0	-	0	0	-	0	-
	Total A&R Staff	4	0	-	0	-	6	0	-	0	-

		2013-14									
		Male					Female				
		APP	S/L	% S/L	OFF	% OFF	APP	S/L	% S/L	OFF	% OFF
GEOG	(4) Research Assistant	0	0	-	0	-	0	0	-	0	-
	(5) Research Associate	20	2	10%	0	-	9	3	33%	2	67%
	(6) Senior Research Associate/Tutor	5	3	60%	1	33%	2	0	-	0	-
	(7) Res. Fellow/Lecturer/Tutor	31	4	13%	1	25%	21	7	33%	2	29%
	(7/8) Lecturer/Snr.Lecturer	0	0	-	0	-	0	0	-	0	-
	(8) Snr. Res. Fellow/Snr. Lecturer/Snr. Tutor	0	0	-	0	-	0	0	-	0	-
	(9) Pr. Res. Fellow/Pr. Lecturer/Reader	0	0	-	0	-	0	0	-	0	-
	(10+) Senior Academic Staff	0	0	-	0	-	0	0	-	0	-
	Total A&R Staff	56	9	16%	2	22%	32	10	31%	4	40%

		2012-13									
		Male					Female				
		APP	S/L	% S/L	OFF	% OFF	APP	S/L	% S/L	OFF	% OFF
GEOG	(4) Research Assistant	0	0	-	0	-	0	0	-	0	-
	(5) Research Associate	0	0	-	0	-	0	0	-	0	-
	(6) Senior Research Associate/Tutor	0	0	-	0	-	0	0	-	0	-
	(7) Res. Fellow/Lecturer/Tutor	56	9	16%	0	-	18	5	28%	2	40%
	(7/8) Lecturer/Snr.Lecturer	0	0	0%	0	0%	0	0	0%	0	0%
	(8) Snr. Res. Fellow/Snr. Lecturer/Snr. Tutor	0	0	-	0	-	0	0	-	0	-
	(9) Pr. Res. Fellow/Pr. Lecturer/Reader	0	0	-	0	-	0	0	-	0	-
	(10+) Senior Academic Staff	0	0	-	0	-	0	0	-	0	-
	Total A&R Staff	56	9	16%	0	-	18	5	28%	2	40%

APP = Application, S/L = Short Listing, OFF = Offers, %S/L = % of applicants shortlisted, %OFF of shortlisted candidates offered

**Table 4.1 Number of job applications, shortlisted candidates and offers 2012-2013 to 2014-2015**

The data in Table 4.1 shows that, at all grades, although there are usually more male applicants, female applicants are more likely to be shortlisted and to be offered a post. This suggests that female applicants are not being disadvantaged by the selection process but does focus, once again, on the imbalance in the number of male to female applicants. Our aim is to increase the proportion of female applicants to 50% by 2018-2019, above the sector average for female staff. Actions to achieve this include ensuring all job adverts use gender-neutral language, using software such as *Textio* to check these adverts, highlighting the work benefits within the Department that would appeal to female applicants, as well as offering a point of contact for under-represented groups (**actions 3.1a,b, g, h**). We will continue to ensure that decision making within the shortlisting process is gender balanced (**action 3.1e**) and that staff undertaking both shortlisting and interviews have had appropriate training (**actions 3.1 c, d**). Gender balance of academic staff on the interview panel is already a departmental policy and this will be maintained (**action 3.1f**). In addition, the Department will raise the profile of its Athena SWAN activities (**actions 1.1**) as well as advertising more widely the achievement of female members of staff to improve the attractiveness of the Department to potential female applicants (**actions 3.2a, 4.6a-b**).

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

Between 2012 and 2015, all applications for promotion were successful [REDACTED]

Academic staff seeking promotion to Reader or Professor apply via the annual process set out in the University Policy for promotions. Candidates for promotion to all grades are identified through the annual PDR conducted by the HoD, in which individual personal development plans and career progression are discussed. The Departmental Cultural Staff Survey asked if staff understood the promotion procedure with 37.5% stating they did not (30% of female staff and 43% of male staff). This aspect of the PDR will be strengthened and additional information given to staff via targeted workshops and advice provided on engaging with relevant university schemes for career development (**actions 4.1a, 4.2a-c**).

A key issue for the Department is converting the pool of talent of female academic staff at Grade 8 into staff promotions to Grade 9 and 10. Identification and nurturing of these female staff is an important aspect of our action plan. Specifically, the Department will assign mentors to all staff in addition to the mentoring system already in place for new academic staff. All mentors will be trained and expected to maintain a record of mentoring that will be reported to the ASC as part of their annual reporting process (**actions 4.4a-b**). Future annual cultural surveys will cover issues of awareness of promotion criteria and form a key topic for discussion in female focus groups within the Department (**actions 1.1b-c**). To ensure that female staff are aware of the criteria for promotion, attendance will be encouraged at the RDF workshops on Becoming and Reader/Professor. In addition, [REDACTED] will run departmental workshops aimed at discussing the promotion strategies for female staff (**action 4.2a**). The Department aims to increase participation in Leadership Foundation on Aurora Courses for women through the identification of candidates through the PDR process (**actions 4.2b-c**).

- 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

Two key aspects that the Department needs to address to ensure a better representation of female academic staff are a) the recruitment process; b) increasing the number of female applicants.

In terms of the recruitment process, the Department adheres to the University's commitment to equality and diversity in recruitment as stated on its vacancies site. There are also links from this page to the University's Equality and Diversity Policy and to the Athena SWAN website. These links indicate the commitment of the Department and institution to the principles of Athena SWAN. In addition, department advertisements will now include the phrase *'Applications are particularly welcome from women, and from black and minority ethnic candidates, who are under-represented in academic/research posts in Portsmouth'* to encourage applicants from under-represented groups.

The ASC will review the language used in job adverts and is assessing the use of *Textio* software to remove gender bias language (**actions 3.1a, b, h**). In addition, the Department's adherence to Athena SWAN will be included in adverts, as well as a statement of gender equality (**action 3.1g**). A female member of staff will be available to applicants as a point of contact for informal discussions for a post and this will be included within the job adverts (**action 3.1b**). The attractiveness of the Department to potential female applicants will be addressed through the Departmental AS website and blog, departmental advertising materials and highlighting the work benefits of employment in the Department (**actions 1.1a, 3.1g, 4.6a-b**).

Shortlisting is carried out under the guidance of the HoD and DoR, who ensure that there is gender and specialism balance in the shortlisting group as well as adherence to university policies and criteria on equality and diversity. It is mandatory in the University that all interviewers are trained in unconscious bias to ensure that the Department maintains its gender neutrality in the shortlisting and interview process. The Department aims to achieve 100% staff compliance with training in unconscious bias by 2018-2019, thereby increasing the pool of potential female academic staff who can sit on interview panels (**actions 3.1c-d**). The Department will also adopt, by July 2016, the new University institutional guidelines on recruitment and selection which include annual reporting on female:male applicant ratios and the formation of gender balanced interview panels, which will formalize the current Department policy of having a least one academic female member of staff on interview panels (**actions 3.1e-f**).

## (ii) Support for staff at key career transition points

Staff data, the Departmental staff cultural survey and focus group discussions identified three areas of concern in terms of key career transition points:

- a) post-doctoral to academic staff transition (Grades 5/6 to Grades 7/8);
- b) promotion from Grade 8 to Grades 9 and 10; and
- c) return from maternity/paternity/adoption and long-term sick leave

Within the Department, it is recognised that more support needs to be offered to postdoctoral/research staff to improve their prospects for permanent employment in academia. To help to improve their competitiveness, the Department will establish an internal small grant

scheme to support travel to conferences and small explanatory projects for these research staff, will offer the opportunity to contribute 6 hours per week to teaching activities, the opportunity to register for HEA Associate Fellows and mentoring from senior staff to develop grant applications. These grants are particularly relevant for building networks through consortia bids and workshops (**action4.1b-d**).

As a member of the Concordat scheme, the University offers a RDP comprising a range of workshops that support all researchers at key points in their career pathways. Workshops include 'Advancing in Academia' and 'Broadening Horizons' with the addition in 2014 of the 'Becoming a Reader' workshop designed to tackle issues including gender imbalance above Grade 8. Our aim is to have all female staff at Grade 8 attend these workshops, as well as all female staff applying for the Springboard Women's Development Programme and the Leadership Foundation Aurora by the end of 2018-2019 (**actions 4.2a-c**).

The Departmental cultural survey highlighted the variable nature of mentoring and therefore the Department will introduce a mentoring system to be offered to all staff, as well as training for senior staff in mentoring by 2018-2019 (**actions 4.4a-b**), with male mentors expected to undergo appropriate training so they are aware of issues likely to impact on female staff such as unconscious bias. Staff at Grade 9 and above will undertake mentoring roles for staff at Grade 8 and below in the Department, with female staff able to request a female mentor. To avoid overloading [REDACTED], senior staff from other departments at an appropriate grade will be sought as additional mentors and a female professor from a department within the Science Faculty will act a mentor for [REDACTED]. The mentors will provide information and advice on promotion criteria, as well as help staff develop action plans for discussion at the PDRs to achieve promotion. All mentors will need to file an annual report with the ASC which will form part of the ASC annual report to the Department Executive and AS University committee.

The Department recognises it is essential for female staff to learn from role models of successful female staff within the Department. [REDACTED] is already involved in the University 'Becoming a Reader' workshops and [REDACTED] will run departmental workshops focusing on subject and gender specific issues she has encountered. In addition, the Department will develop an online presence that promotes the achievements of current female staff in the Department through the Departmental Athena SWAN website and through *Contours*, the Departmental newsletter (**actions 4.6a-b**).

### **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**

The University's PDR scheme is central to career development and involves a minimum of one meeting with the HoD per year. All areas of activity contribute to the assessment of an individual's contribution to the Department, explicitly including teaching, research, administrative duties, pastoral work and outreach activities. Both the quality and quantity of work are considered, but emphasis is placed on the former. Each PDR sets a series of goals for the next year and all staff are eligible to apply to the Staff Development fund in the Department to support their career development. Funding is awarded for a wide range of activities, including research and

conference or workshop attendance for both teaching and research related activities. A key aspect of the PDR process is agreement on promotion goals, and all staff are encouraged to set these as soon as they have completed their probationary period. University Readership and Professorship criteria were revised in 2014 explicitly to take account of, not only research, but also academic leadership and citizenship, enterprise and innovation and teaching and education, thereby widening the promotion routes available to staff.

The recent departmental staff cultural survey (November 2015) highlighted that academic staff were not always aware of the criteria for promotion, with negative responses from both male and female staff. Our action plan recognises the need for better channels of communication of both promotion criteria and the practicalities of achieving these criteria. Female and male departmental focus groups, promotion criteria workshops, explicit discussion of criteria in PDRs, explicit mentoring sessions on promotion criteria and attendance at University workshops on promotion will act as additional information channels on promotion criteria and how to achieve these criteria (**actions 4.1a, 1.3a, 4.2a-c, 4.4b**).

There is a clear gap in the Departmental development of postdoctoral researchers' careers, for both male and female postdoctoral researchers, in that there is no mechanism for retaining individuals between funded contracts. This can result in uncertainty about career progression and the loss of talent, even if gaps between grants is relatively short. The Department will explore the potential of a fund to support postdoctoral researchers between such funding gaps (**action 4.1e**).

#### (ii) **Induction and training**

All new academic and research staff must undergo induction training organised at departmental level, which includes all aspects of academic work. In addition, all new academic staff must enrol in the APEX training program leading towards fellowship of the HEA which provides excellent opportunities for networking outside of the Department. From September 2016, the Department will extend this process to include optional enrolment of new postdoctoral/research staff in the APEX program (**action 4.1b**). All academic staff will be expected to have completed Equality and Diversity Training courses by 2018-2019 (**action 5.1a**).

Within the PDR, there is the opportunity for staff to identify relevant training and development programmes from the 25 programmes run by the University. At present, the take-up of these courses is relatively poor within the Department. The Department aims for all staff to have attended at least two of these training courses relevant to their career stage by 2018-2019 (**action 4.2d**). The Department aims for all Grade 9 academic staff to complete the University-run training and support for mentors by 2018-2019 and the progress of this aim to be monitored through the annual ASC report (**action 4.4b**).

#### (iii) **Support for female students**

A personal tutor is assigned to each UG student to provide academic and pastoral support throughout their academic studies. Research project supervisors are automatically tutors to the students they supervise. Group and individual tutorial sessions take place regularly during teaching blocks and, for UG students, these are built into the timetable.

Currently, there are no provisions for gender-specific tutorials. To enable the Department to better understand the needs of female students, we will establish annual student surveys and gender-specific focus groups to provide routes for student feedback to be more clearly articulated (**actions 1.1b, 1.2a, 1.4**). The Department aims to offer female students the opportunity to change tutor on request, or to ask for a female tutor. Female academics will be identified within the Department and across the Science Faculty who would be willing to run additional female-only sessions. This database would be used to allocate female students to female staff without overloading individuals (**action point 2.4b**).

At PGR level, the University provides formal support through the ‘Skills Forge’ training programme that permits supervisor and supervisory teams and the student to tailor a training programme to the needs of their thesis. The current PGR annual review system requires a record of the use of the Skills Forge be included in the review report. The Department has an active policy of ensuring an appropriate gender representation on supervisory teams, as well as ensuring ECRs assume second and third supervisory roles, with an experienced member of staff leading the team. This policy has been successful in ensuring all ECRs in the Department are part of the supervisory team for at least one PGR. The Department will use the PGR annual review as an opportunity to review work-life balance issues experienced by PGRs and to identify and provide solutions to problems as they arise (**action 2.4d**).

The perennial issue of scheduling of practicals and lectures for UG students with pre-school and school-age children has been considered in requesting timetabling requirements. This issue also arises for PGR students who provide support during these practical sessions. UG students are able to access material through the Moodle sites for appropriate units. The Department aims to, where possible, timetable practicals to avoid school drop-off and pick-up times (**action 2.4e**).

### 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**

Geography Committee	Female		Male		Total Membership
	No.	%	No.	%	
Geography Executive	3	43	4	57	7
Teaching and Learning	2 (1)	40 (20)	3	60	5
Research and Innovation Committee	11	44	14	56	25 (held as open meetings)
Athena SWAN Committee	5	62.5	3	37.5	8

**Table 4.2 Membership of committees in Geography by gender 2012-2015.** Figures in brackets refer to female staff numbers and percentage before 2014-2015 academic year

Membership of the Executive Committee is dependent upon the role of individuals, being composed of the HoD (M), the Director of Research (F), Course Leader (Students) (M), Course Leader (Curriculum and Quality) (F), Employability Officer (M), Departmental Manager (F) and a Staff representative, who over this period was a male member of staff. Positions on other committees are self-nominated/voluntary. The Research and Innovation Committee operates open meetings where research issues are discussed and the Director of Research can ask individual members of staff to attend according to their expertise. The Teaching and Learning Committee is gender-balanced in that it reflects the ratio of female:male staff in the Department. The Executive Committee undertakes strategic planning for the Department, whilst the Teaching and Learning Committee deals with the development of curriculum. Day-to-day student issues are dealt with by the Level tutors who are part of this committee. The recent appointment of female member of staff as Level 5 tutor means that all committees now reflect the female:male staff ratio in the Department suggesting that the Departmental committee structure has a gender-balance. The Department aims to maintain this gender balance within committees that reflects the gender balance of the staff population (**action 4.5a**).

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

Grade	2012-13				2013-2014				2014-2015			
	Male		Female		Male		Female		Male		Female	
	P	F/T	P	F/T	P	F/T	P	F/T	P	F/T	P	F/T
4	-	-	-	-	-	-	-	-	-	-	-	-
5	-	1	-	-	-	-	-	1	-	-	-	1
6	-	-	1	-	-	1	1	-	-	1	1	-
7	-	-	1	-	2	-	1	-	2	-	2	1
8	7	-	4	-	6	-	3	-	4	-	4	-
9	6	-	2	-	5	-	2	-	4	-	2	-
10	2	-	-	-	2	-	-	-	3	-	-	-
Total	15	1	8	-	15	1	8	1	13	1	9	2

**Table 4.3 Gender balance by grade of fixed term permanent (P) and fixed/term (F/T) contracts by year**

Table 4.3 illustrates the gender balance of fixed term (F/T) and open-ended, permanent (P) contracts. The relatively small size of the Department means that a single appointment can have a dramatic impact on gender balance, but, even bearing this in mind, the recent appointment of new staff on open-ended, permanent contracts have been gender-balanced and this has made a

major contribution to the improvement of the Departmental equality profile. The relatively low number of fixed-term contract staff makes it difficult to draw conclusions about gender disparity.

- 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**

Faculty Committee	Geography Representative	Gender
Faculty Executive	HoD	Male
Admissions	Departmental Admission Officer	Female
Teaching and Learning	Course Leader (Curriculum and Quality)	Female
Faculty Board	Staff Member	Male
Research Degrees	Postgraduate Co-ordinator	Male
Research and Innovation	Director of Research	Female

**Table 4.4 Representation by role and gender on Faculty Level Committees relevant to academic and research staff**

Representation on departmental committees has been described in Table 4.2, where a gender-balance in committee membership has been noted. Table 4.4 illustrates departmental representation on higher-level Faculty committees. Committee memberships are currently based on the committee leads or roles in the Department, or upon self-nomination. Membership of Faculty committees is often time-limited, usually on an annual basis, and so there is opportunity for staff to gain experience of committee work. The Departmental staff cultural survey (Nov 2015) suggested that, whilst female members of staff do not perceive a disadvantage in the opportunities to represent the Department, their male colleagues do, as their percentage positive response is below the University and STEM figures (Table 4.4). As part of the next PDR round and male-specific focus groups, this issue will be explored to identify the nature of the discontent and to develop appropriate action plans. Despite the relatively high percentage of positive responses from female staff in Table 4.5, female representation of the Department on higher-level committees is still relatively weak. As part of the PDR process to encourage promotion, however, female staff will be encouraged to sit on higher-level Faculty committees with the aim of increasing representation of female staff on these committees by 10% by 2018-2019 (**action 4.5b**).

Area	Positive Female Response %	Positive Male Response %	Negative Female Response %	Negative Male Response %
All University AR	63	74	25	14
STEM AR	67	78	21	12
Geography AR	70	57	20	7

AR = academic and research staff; HESCS, Higher Education Cultural Staff Survey (Feb. 2014) source for All University and STEM data, Departmental Staff Cultural Survey (Nov 2015) source for Geography data

**Table 4.5 Female and male responses to question ‘I am encouraged and given opportunities to represent my School/Department/Subject Area externally and/or internally (e.g. on committees or boards, conference, etc.)’**

(ii) **Workload model**

All staff members discuss their individual workload with the HoD as part of the annual PDR process. All staff are encouraged to take their full leave allowance and to maintain a good life-work balance. All staff are expected to make a substantive contribution to teaching, but the relative proportions of time devoted to research, administration, pastoral duties and outreach activities varies on an individual basis, partially dependent on career stage and the promotion goals of an individual. The HoD reviews workloads annually and any adjustments are made depending on individual circumstances. There is sufficient flexibility to permit periodic rotation of some administrative duties and to reduce teaching loads for staff with heavy administrative and research responsibilities. Co-ordination of Athena SWAN activities across the Department, as well as membership on the ASC, are taken into account within workloads.

Historically, there has been no uniform workload planning employed across the University. The University had a range of workload planning models across the different faculties and departments, which were devised to meet different learning, teaching and research needs. After formal discussions between management and trade unions, it was decided to ensure equity and transparency in workload allocation across the University and a single workload model has been piloted. The pilot has been successful and the University will introduce a standard workload model from September 2016. The ASC will monitor the impact of the new workload model via the annual staff survey and report the impact to staff meetings, as well as within the annual report (**actions 1.1c, e**). Publication of values for activities in the workload model will ensure that individuals are aware of their individual contributions to the Department and equality of loadings will be ensured through discussion with the HoD in PDRs (**action 4.3a**).

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

There was no perception of the timing of meetings impacting upon staff with caring responsibilities (Table 4.6), with the positive female and male responses being above the figures for both the University and STEM subjects.

Area	Positive Female Response %	Positive Male Response %	Negative Female Response %	Negative Male Response %
All University AR	47	57	18	13
STEM AR	51	58	13	13
Geography AR	60	64	20	29

AR = academic and research staff; HESCS, Higher Education Cultural Staff Survey (Feb. 2014) source for All University and STEM data, Departmental Staff Cultural Survey (Nov 2015) source for Geography data

**Table 4.6 Female and male responses to question ‘Meetings in my School/Department/Subject Area are timed to enable those with caring responsibilities to attend’**

The Department will promote University-wide discussions to reduce core hours to at least 10am-4pm. Almost all administrative and committee meetings, as well as academic and social meetings, are already arranged within these hours. Where events cannot be scheduled within these core hours, then advanced publicity, 4 weeks or more, ensures that appropriate care arrangement can be made by staff (**actions 5.1b, 5.2a-b**).

A key issue facing the whole University is the recent move to scheduling Open Days on Saturdays. This university-wide decision has the potential to severely disrupt the work-life balance of staff. Geography involves all tenured academic staff, as well as PG and UG students, in the running of Open Days on a rota basis within which the individual selects the dates they can come in. Staff involvement is currently limited to 2 Saturdays per academic year, with participation known at least a month in advance.

Attendance at research seminars continues to be an important issue for all staff with caring responsibilities. Timetabling of Geography research seminars will aim to have at least 50% of these at lunchtime by 2017-2018 to enable staff attendance. Social events, where possible, are timetabled for lunchtime to encourage staff attendance. The Christmas dinner, for example, is usually at lunchtime. Where evening events are unavoidable, at least one month’s notice of the event is provided to enable appropriate care arrangements to be made (**actions 5.2a-b**).

#### (iv) Culture

The Department has a friendly and inclusive culture. Regular seminars and staff meetings, as well as informal contact over coffee in a dedicated staff common room, provide good opportunities for staff interactions throughout the working day. The HoD has an open-door policy and so is readily accessible to staff at short notice and responds to queries quickly. All work-related achievements, such as teaching awards, research grants, significant publications and promotion, are congratulated via email. Networking and social events are scheduled, where possible, within core working hours. The Departmental staff cultural survey seems to confirm the department as a great place to work for women with 60% of female staff providing a positive response to this question and the other 40% providing a neutral response. There is, however, a clear impression that the Department is a better place to work for male staff amongst the female staff with 90% of female staff indicating that the Department is a great place for men to work in. The actions discussed below are all designed to address this.

Tables 4.7 and 4.8 present the responses from Geography relative to the University and STEM subjects about the inclusive nature of staff culture.



Area	Positive Female Response %	Positive Male Response %	Negative Female Response %	Negative Male Response %
All University AR	59	74	21	11
STEM AR	61	77	23	12
Geography AR	60	64	30	21

AR = academic and research staff; HESCS, Higher Education Cultural Staff Survey (Feb. 2014) source for All University and STEM data, Departmental Staff Cultural Survey (Nov 2015) source for Geography data

**Table 4.7 Female and male responses to question ‘My School/Department/Subject Area makes it clear that inappropriate language and/or behaviour are not acceptable (e.g. condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype women and men or focus on their appearance)’**

Area	Positive Female Response %	Positive Male Response %	Negative Female Response %	Negative Male Response %
All University AR	77	89	4	2
STEM AR	73	92	6	0
Geography AR	70	93	10	0

AR = academic and research staff; HESCS, Higher Education Cultural Staff Survey (Feb. 2014) source for All University and STEM data, Departmental Staff Cultural Survey (Nov 2015) source for Geography data

**Table 4.8 Female and male responses to question ‘Inappropriate images that stereotype women or men are not acceptable in my School/Department/Subject Area (e.g. calendars, newspapers or magazines; on computers or mobiles)’**

For language and behaviour, the female positive responses in the Department are about the same as the percentages for both the University and STEM subjects, but the percentage male positive responses is lower and negative responses higher. For inappropriate images, the positive responses of female staff are similar to the University and STEM subjects levels, and the percentage female negative responses in the Department is higher. The action plan outlines the key steps that will be taken to raise the profile of Athena SWAN principles which will be central in countering these issues (**actions 1.1a, 1.1b**). All staff will be expected to attend ‘University Diversity and Equality’ training (**action 5.1a**). In addition, departmental policies and procedures for language and behaviour will be reviewed and actions implemented to ensure all departmental documentation uses gender-neutral language and a code of conduct will be introduced for the use of gender-neutral language, as well as for acceptable behaviour in the Department (**actions 5.6a-b**). Reporting and implementation of the procedures will be via the staff meeting, AS website and mentoring system. Incidents of unacceptable behaviour will be monitored and reported in the AS annual report and to the staff meeting. The outcome of ASC and gender-specific focus group meetings will be a regular item on staff meeting agendas to raise overall awareness of gender-based issues (**actions 1.1e, 1.1g, 1.3a**). The Chair of the ASC has developed a dedicated Athena SWAN Geography Blog which will act as a platform to inform, educate and promote gender equality within the Department. A special confidential reporting procedure will be implemented on the blog (Gender Alert), where staff can anonymously report any gender issues within the Department (**action 1.1a**).

In addition to the posts about upcoming events and relevant news articles, the website also has a ‘resources’ page where all staff can find relevant information about and links to employment and promotion policies within the University, maternity and parental matters, funding and award

opportunities for women in STEM subjects and links to other groups promoting women in STEM (**action 1.1a**).

Geography has a heavy annual overseas fieldwork commitment for all staff. The Department aims to ensure that female students have a point of contact on each fieldclass by having at least one female member of staff on each fieldclass (**action 2.4a**). Staff attendance on fieldclasses also means that staff are required to be away from caring responsibilities for at least a week. The Department aims to ensure that appropriate care arrangements can be made by informing staff of the timing of fieldclasses at least 6 months in advance (**action 5.3a**). Whilst on fieldclass, the Department aims to make provision for staff to be able to maintain contact with families to ease the impact of parental or carer absence (**action 5.3b**).

(v) **Outreach activities**

The University of Portsmouth has a very strong commitment to providing outreach activities and education liaison events for school and college students of all ages, an ethos mirrored in the Department's Outreach activities. The University has a dedicated Education Liaison and Outreach Team (ELOT), who help staff with outreach activities. Outreach activities are recognised within the staff PDR process, with all staff expected to contribute, and are part of the University's formal promotion academic citizenship criteria for Reader and Professor. [REDACTED]

The diversity of research in the Department means that staff can contribute outreach talks and workshops in areas such as health geography, environmental hazards, sustainability, cultural geography, river and coastal management, remote sensing, climate change, development and economic geography. Our academic staff, researchers, PGs and UGs participate in these activities and encourage prospective schools/colleges to visit the Department. We aim to provide activities and an environment that will enthuse students, particularly female students, about STEM subjects. An example of this is the ELOT-run Student Ambassador Scheme during induction week, to which Geography contributes 3 male and 7 female students out of a total of 64 students, which aims to raise the aspirations of higher education in the local community. These students have contributed to the development of the 'Focus on Geography' poster series which was released for the 2015 spring term. The Department will collate and analyse information on outreach activities and the gender balance of such activities to ensure that there is appropriate representation of female members of staff and their work on these activities (**actions 5.4a-b**).

**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**

All employees are entitled to a maximum of 52 weeks maternity leave, irrespective of their length of service. The Department aims to ensure that all staff are aware of this entitlement. Only two members of staff took maternity leave in the period 2012-2015 [REDACTED]. Our aim is to improve communications with staff who do

take maternity leave in the future via events such as 'Keep in Touch' days to ensure that staff are confident in their return to work (**action 4.1g**).

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

The University has recently (2015) outlined its policies on paternity, parental and adoption leave to bring them into line with those for maternity leave mentioned above. [REDACTED]

[REDACTED] This informal arrangement was endorsed by the HoD and available both to a member of academic staff and the laboratory manager. The Department recognises that this arrangement relied upon the flexibility of the unit structure each member of staff was involved with and the goodwill of other staff. Within the action plan a more formal procedure will be developed to ensure that this flexibility is maintained (**action 4.1f**).

(iii) **Numbers of applications and success rates for flexible working by gender and grade**

There have been no applications for flexible working in the time period.

b)

(i) **Flexible working**

The informal arrangement of working from home has worked well in the past but the Department recognises that adherence to the formal University procedure for flexible working will make this arrangement more transparent. The University has a well-established formal procedure for anyone who has worked at the University for at least 26 weeks to request flexible working, either working part-time or working from home. The policy is published on the HR website. Flexible working applications have risen across the University from 11 in 2011 to 54 in 2014. The procedures for applying for flexible working will be highlighted in the PDR and will be available on the Departmental Athena SWAN website (**action 5.5a**).

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

Within the Department, a one-year post was created to cover maternity leave for one member of staff. Additional support for UG pastoral care was agreed between the Year Tutor, whilst PG support was overseen by the Postgraduate Coordinator. Likewise, the HoD assigned relevant administrative and management responsibilities in relation to the workload of staff. This informal arrangement will be formalised in the future and will include making staff aware of the possibility for arranging workload cover.

[REDACTED]

[REDACTED]

The Department will ensure that returning members of staff from maternity leave or long-term sick leave are able to maintain their research activity via teaching relief in the first year of their return to ensure they are not disadvantaged in their career progression (**action 4.1f**).

**5. Any other comments: maximum 500 words (358)**

The University has established a dedicated Athena SWAN conference, which is now an annual event. All presentations at the 2015 conference were recorded and are available online at the Departmental Athena SWAN website to ensure that they reach as wide an audience as possible and to encourage staff to attend future conferences (**action 1.1a**).

Undertaking the AS process has been a steep learning curve for the Department. Whilst there has been much that has highlighted good practice in the Department, the process also provided a much needed opportunity for key equality and diversity issues to be aired by staff. The AS process meant that the Department was able to capture these concerns within a formal framework and will continue the practice of a November cultural staff survey, as well as the annual student surveys, to ensure that these issues have been addressed and to aid in the identification of other issues as they arise. Focus groups made it clear that encouraging staff engagement with the AS process requires a consideration of wider issues of equality and diversity which the action plan addresses. Interpretation of student data within the context of the AS process also highlighted the importance of using the HESA data to monitor and improve the external presentation of the department to attract female students. Significantly, the need to embed the AS agenda as an ongoing issue within the Department that impacts upon all aspects of the operation of the Department has become increasingly clear to all staff. To ensure that the ASC Report is considered as part of the planning cycle within the Department, it will be produced in January of each year from 2017 onwards so that the results of the staff cultural survey can be included and actions taken to change curriculum as required for the next academic year.



**6. Action plan**

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

The progress and implementation of the actions are reviewed by the ASC, which runs at least 4 core meetings a year, the 2 gender-specific staff focus groups and other specific Athena SWAN activities. An annual progress report will be produced, published and presented to the Departmental Executive, geography staff and the Athena SWAN University Committee in December each year. The progress report will be a document, supplemented by monthly blog entries. These activities will aid in the development of an application for the Athena SWAN Silver award for the Department.

Responsibility for implementing the action plan

<b>Abbreviation</b>	<b>Role</b>
ASC	Athena SWAN Committee
ASC Chair	Athena SWAN Committee Chair
All Geography Staff	All Geography Staff
HoD	Head of Department
FGC	Focus Group Coordinator
ODC	Open Day Coordinator
PGC	Post Graduate Coordinator
CL(CQ)	Course Leader (Curriculum and Quality)
WO	Welfare Officer
Tutors	Tutors
HR	Human Resources
DM	Departmental Manager
DoR	Director of Research
SC	Seminar Coordinator
OC	Outreach Coordinator
Mentors	Mentors
SSCC	Staff Student Consultative Committee (open to all staff and student representatives)

**Department of Geography Athena SWAN Action Plan (2016-2019)**

No.	Action	Plan of future actions	Responsibility	Start Date	Review Period	Measure of Success
1	Improving Gender Awareness and Unconscious Bias					
1.1	Raise awareness of Athena SWAN in Geography	<p>a) Promote AS activities and the AS Geography blog as a platform to promote women in STEM</p> <p>b) Annual review and reflection on Equality in HE, including statistical reports to staff and students</p> <p>c) Annual staff survey</p> <p>d) Encourage all staff to attend annual UoP AS conference</p> <p>e) AS as a standing item on agenda for staff meetings</p> <p>f) Review AS applications from UoP and other institutions to establish and report good practice</p> <p>g) Hold ASC meeting every 2 months</p>	<p>ASC Chair</p> <p>ASC</p> <p>ASC</p> <p>All Geography Staff</p> <p>ASC Chair and HoD</p> <p>ASC</p> <p>ASC Chair</p>	<p>April 2016</p> <p>Sept 2016</p> <p>Sept 2016</p> <p>July 2016</p> <p>July 2016</p> <p>Sept 2016</p> <p>July 2016</p>	<p>Review annually</p> <p>Review annually</p> <p>Review annually</p> <p>Review annually</p> <p>Review annually</p> <p>Review annually</p> <p>Review annually</p>	<p>Active blog (1-2 blogs per week) with followers beyond department. Targets for % increase in hits to be set each year based on past activity.</p> <p>Production of annual review of success of all AS associated actions</p> <p>Staff survey to assess impact of AS actions each year</p> <p>50% or more of academic staff attending UoP AS conference</p> <p>Item established on staff meeting agenda</p> <p>Development of appropriate new initiatives based on reviews of other reports</p> <p>Establish pattern of regular ASC meetings to ensure gender related issues are captured and reported on a regular basis</p>

		h) Improve proportionate gender balance of ASC  i) Review remit of ASC to embrace general issues of equality and diversity	ASC Chair  ASC Chair, HoD			Proportionate gender balance of ASC by 2017-2018  Change name to Equality and Diversity Committee by Dec 2018
1.2	Introduce female student focus groups	a) Run specific UG/PG student focus groups to identify issues relevant to female students	FGC	July 2016	Review annually	Identification of key issues from these focus groups to staff meeting and for inclusion in annual review by ASC
1.3	Introduce staff female focus groups	a) Run staff focus groups to identify issues relevant to female staff and gender inequality	FGC	July 2016	Review annually	Identification of key issues from these focus groups to staff meeting and for inclusion in annual review by ASC
1.4	Inclusion of student representative on ASC	a) Include one female member of current Staff Student Consultative Committee (SSCC) on ASC	ASC Chair	Sept 2016	Review annually	Student perspective on Athena SWAN issues to be incorporated within ASC annual report from Sept 2017 onwards

No.	Action	Plan of future actions	Responsibility	Start Date	Review Period	Measure of Success
2	Student Recruitment and Experience					
2.1	Improve UG female:male student ratio	<p>a) Permanent monitoring of student recruitment numbers and statistics</p> <p>b) Permanent monitoring of departmental marketing and recruitment process</p> <p>c) Active participation of female students in departmental Open Days</p> <p>d) Review and enhance topic areas that survey and focus groups suggest appeal to female students</p>	<p>ASC</p> <p>ASC</p> <p>ODC, HoD</p> <p>ASC, CL(CQ)</p>	<p>May 2016</p> <p>June 2016</p> <p>Sept 2016</p> <p>July 2016</p>	<p>Sept 2016 and annually thereafter</p> <p>Review annually</p> <p>Review annually</p> <p>Review annually</p>	<p>Female:male UK application and acceptance ratio close to UK average by 2018/2019 for UG taught courses</p> <p>Review of marketing and recruitment process in annual report with figures for female:male applications and acceptance ratios</p> <p>Number of females in department Open Days to reach staff female:male ratio by Dec 2017</p> <p>Increase in identified topic areas within courses. Reported and monitored within ASC annual report and via student surveys and focus groups.</p>
2.2	Improve PG taught Masters female:male student ratio	<p>a) Actions 2.1a-2.1b, 2.1d as above</p> <p>b) Initiate and invite students to departmental Masters/PG day</p>	<p>ASC</p> <p>PGC</p>	<p>May 2016</p> <p>July 2016</p>	<p>Sept 2016 and annually thereafter</p> <p>Review annually</p>	<p>Female:male UK application and acceptance ratio close to UK average by 2018/2019 for PG taught courses</p> <p>Attendance of at least 25% of current third year at event by Sept 2017</p>



2.3	Improve female:male student ratio for PG research degrees	a) Actions 2.1a-2.1b and 2.2b as above	ASC, PGC	July 2016	Sept 2016 and annually thereafter	Female:male UK application and acceptance ratio close to UK average by 2018/2019 for PG research degrees
2.4	Ensure positive student experience	a) Ensure at least one female member of staff on field trips to foster an inclusive learning environment b) Run female focus groups to identify issues relevant to females at UG and PG levels c) Provide a female staff member as a contact for students to liaise concerning gender issues in the learning environment d) Use research PG Annual Review to address work/life balance issues e) Timetabling of practicals, where possible, to avoid school drop-off and pick-up times	HoD FGC CL(CQ) PGC, Supervisors HoD, CL(CQ)	May 2016 July 2017 July 2017 Sept 2016	Annual review of workloads by HoD Review annually Review annually Review annually Monitored via ASC annual report	Inclusion of one female member of staff on field trips Increase in identification of gender related issues within SSCC and improved feedback in student survey Increase in identification of gender-related issues within SSCC and improved feedback in student survey Increase feedback on work/life balance issues among PG with identified issues incorporated into ASC annual report from Sept 2017 onwards Timetabled practicals avoid the school drop-off and pick-up times
2.5	Ensure greater and balanced level of male and female attainment	a) Formation male focus groups to identify barriers to attainment	FGC	Sept 2016	July 2017	Increased success rate for male students obtaining a 'good' degree at UG and PG levels by 10% by 2018-2019

		b) Increased promotion of available student services via level introductory lectures and increased tutorial materials	WO, CL(CQ), Tutors	Sept 2016	July 2017	Monitor increased use of student awareness of student services via annual student survey
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No.	Action	Plan of future actions	Responsibility	Start Date	Review Period	Measure of Success
3	Staff Recruitment					
3.1	Improve recruitment process within Geography	<p>a) Ensure all job adverts use gender neutral language</p> <p>b) Job adverts to offer a point of contact for applicants from under-represented groups</p> <p>c) All staff involved in recruitment MUST undertake Equality and Diversity training</p> <p>d) All staff involved in recruitment MUST undertake Unconscious Gender Bias Training</p> <p>e) Ensure proportionate gender balance in staff undertaking candidate shortlisting</p> <p>f) Maintain departmental policy of gender balanced interview panels</p> <p>g) All job adverts to clearly state work benefits that would appeal</p>	<p>HoD, HR</p> <p>HoD</p> <p>All Geography Staff</p> <p>All Geography Staff</p> <p>HoD, ASC,HR</p> <p>HoD, HR</p> <p>HoD, HR, ASC</p>	<p>July 2016</p> <p>July 2016</p> <p>July 2016</p> <p>July 2016</p> <p>July 2016</p> <p>July 2016</p> <p>July</p>	<p>Sept 2016 and annually thereafter</p> <p>Review annually</p> <p>Sept 2019</p> <p>Sept 2019</p> <p>Review annually</p> <p>Review annually</p> <p>Review literature</p>	<p>Action point reviewed annually and included in annual ASC report</p> <p>Point of contact named and available for interested applicants</p> <p>100% of Geography staff to have undertaken appropriate training by July 2018</p> <p>100% of current staff to receive training by Dec 2017 and all new staff to receive training as part of their induction</p> <p>Every shortlisting panel has proportionate gender equality</p> <p>Every interview panel has proportionate gender equality of academic staff</p> <p>Action point reviewed annually and included</p>

		to female candidates such as maternity leave and flexible working hours as well as a statement on gender equality		2016	annually	in annual ASC report
		h) Use of <i>Textio</i> to check text for job adverts to ensure gender-neutrality of language		Sept 2016	Complete by July 2017	Progress on <i>Textio</i> to be reported in annual report and software implemented by July 2017
3.2	Explicit statement of departmental commitment to Athena SWAN charter and agenda	a) Ensure that all Geography publicity including blogs, website, posters and Open Days contain the Athena SWAN logo and state the departmental commitment to the Athena SWAN agenda	HoD ASC, DM, HR	Nov 2016	Sept 2017 and annually thereafter	All publicity produced with appropriate logo and information standardized

No.	Action	Plan of future actions	Responsibility	Start Date	Review Period	Measure of Success
4	Supporting and Advancing Career Development					
4.1	Support for staff at key transition points	<p>a) Ensure all academic staff are aware of promotion criteria within the University through PDR process</p> <p>b) New postdoctoral/research staff offered opportunity to register as HEA Associate Fellows to improve chances of securing permanent employment</p> <p>c) Postdoctoral/research staff to be supported and mentored in developing bids for RDF funding</p> <p>d) New postdoctoral/research staff offered 2-3 hours per week for teaching activities to develop teaching experience</p> <p>e) Investigate financial mechanisms to retain research staff and their expertise between contracts</p> <p>f) Staff returning from maternity/paternity or sick</p>	<p>HoD, ASC</p> <p>HoD</p> <p>DoR</p> <p>HoD</p> <p>HoD, DoR</p> <p>HoD, DoR</p>	<p>July 2016</p> <p>Sept 2016</p> <p>Sept 2016</p> <p>Sept 2016</p> <p>Sept 2016</p> <p>Sept</p>	<p>Review annually</p> <p>Review annually</p> <p>Review annually</p> <p>Review annually</p> <p>Review annually</p> <p>Review</p>	<p>Increase in 25% of applications for promotion from female staff by Sept 2019</p> <p>At least 25% of new postdoctoral/research staff to take up offer</p> <p>At least 2 RDF bids from postdoctoral/research staff per year</p> <p>At least 50% of new postdoctoral/research staff to take up offer</p> <p>Mechanism in place by Sept 2019</p> <p>Returning staff become or maintain research active (according to University definition)</p>

		leave to be offered reduction in teaching for first year		2016	annually	after year – monitored via PDR and mentor report to ASC
		g) Maintain communication with staff on long-term maternity/sick leave via events such as ‘Keep in touch Days’	HoD, ASC	July 2016	Implement by July 2017	Communication events established and implemented for staff as appropriate by July 2017
4.2	To enhance training and personal development	a) Organize specific workshops to present and describe promotions criteria	DoR	Sept 2016	Review annually	Workshop organized annually by DoR before the promotion round (December)
		b) Promote the Aurora Programme and provide coaching on applying	ASC	Sept 2016	Review annually	At least 1 female member of staff to have applied per year
		c) Encourage research staff to engage with the Institutional Researcher Development Programme	HoD, ASC	Sept 2016	Review annually	Increase of 10% in attendance by 2018-2019
		d) Via PDR, all staff to identify and participate in 2 career stage relevant training courses in the University	HoD, ASC Chair	July 2016	Monitor via ASC annual report and PDR	All academic and research staff to have attended at least 2 career stage relevant training courses in the University by Sept 2019
4.3	Review workload model to ensure that all activities are recognized appropriately	a) Publication of time allocations for activities recognised in the workload model	HoD	Sept 2016	Individual loads monitored through PDR by HoD	Publish time allocations for workload activities to illustrate individual contributions
4.4	Implement mentoring schemes	a) Identify and train mentors for ECR and all other academic and	HoD, ASC	Sept 2016	Review annually	All PLs, Readers and Professors to act as mentors for academic and research staff. All academic and research staff to be given the

		research staff b) Establish reporting protocols for mentors and mentees based on Skills Forge model used for PG	HoD, ASC	Sept 2016	Review reports annually as part of PDR	opportunity for mentoring Submission of reports as part of PDR process
4.5	Increase female membership of influential and decision-making committees	a) Annual review of statistical data on female membership of departmental, Faculty and University committees to ensure gender balance b) Target committee membership as a key aspect of annual PDR and encourage membership with appropriate adjustment of workload	HoD, ASC HoD	Sept 2016 July 2016	Review annually Review annually	Female membership on departmental committees to be in proportion to female:male ratio in department Increase female representation from Geography on Faculty and University committees by 10% by 2017-2018
4.6	Increase the visibility of achievements of female staff	a) Departmental promotion material such as the departmental magazine <i>Contours</i> , website and AS blog to contain increased female representation b) Increase number of staff listed on University directory of experts	ASC HoD, ASC, DoR	July 2016 May 2017	Review annually Review annually	Target of proportion of material in all media channels reflecting female:male ratio of staff in the department by Sept 2019 Increase by 25% the number of female staff in the directory by 2017-2018

No.	Action	Plan of future actions	Responsibility	Start Date	Review Period	Measure of Success
5	Organization and Culture					
5.1	Improving the staff culture	a) All staff to complete 'Diversity and Equality' training	HoD	Sept 2016	Review annually	All academic and research staff to have completed training by Sept 2019
		b) Departmental meetings and research briefings to be within the working hours of 10:00-16:00	HoD	Sept 2016		Timetabled meetings and briefings to conform to this action by Sept 2018
5.2	To improve compatibility of timing of departmental activities with carer responsibilities	a) Proportion of research seminars to be within the working hours of 10:00-16:00	AHR, SC	Sept 2016	Review annually	Research seminars to conform to this action by Sept 2018
		b) Social events organised to permit staff with childcare and caring responsibilities to attend	HoD	Sept 2016	Review annually	Major social meetings such as the Christmas party to be announced 2 months in advance if outside of working hours of 10:00-16:00
5.3	To improve compatibility of timing of departmental fieldwork with carer responsibilities	a) Dates of fieldwork to be arranged at least 6 months in advance to permit staff to make arrangements for child and caring responsibilities	HoD, CL(CQ)	Sept 2016	Review annually	Allocation of staff to fieldwork and fieldwork dates to conform to this action by Sept 2018
		b) Provision made on fieldwork	HoD, CL(CQ)	Sept	Review	Provision to be made on fieldwork by Sept



		for contact time for families		2016	annually	2017
5.4	Improving quality and gender balance of Outreach activities	a) Collect and collate information on outreach activities and gender balance	OC	Sept 2016	Review annually	Data format confirmed by Sept 2016 and data collected for ASC annual report thereafter
		b) Ensure proportionate gender balance in Outreach activities	OC	Sept 2017	Review annually	Proportionate gender balance in Outreach activities by Sept 2018
5.5	Improve understanding of flexible working practices	a) Advertise and encourage flexible working practices through mentoring and PDR processes	HoD, Mentors	Sept 2016	Review annually	100% of all staff aware of University flexibility working procedures by September 2016 (monitored via annual staff cultural survey)
5.6	Review departmental policies and procedures for language and behaviour	a) Ensure language used in departmental documentation is gender-neutrality using <i>Textio</i>	HoD, ASC	Sept 2016	Complete by July 2017	Monitor implementation via ASC annual report and implement by July 2017
		b) Produce a code of conduct for gender-neutral language and acceptable behaviour in the department for staff and students including the serious consequences of bullying, harassment and demeaning behaviour	HoD, ASC	Sept 2016	Review annually	Production of a booklet for code of conduct in the department for staff and students by Sept 2017  Booklet available on departmental AS website by Dec 2017  Procedure for recording number and nature of incidents of unacceptable behaviour to be outlined in the protocol and numbers reported annually via ASC report