



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Birmingham	
Department	School of Geography, Earth and Environmental Sciences	
Focus of department	STEMM	
Date of application	November 2018	
Award Level	Bronze	
Institution Athena SWAN award	Date: November 2014 (April 2018 application in process)	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr Jessica Pykett/ Professor William Bloss	
Email	j.pykett@bham.ac.uk; w.j.bloss@bham.ac.uk	
Telephone	+44 121 415 8133; +44 121 414 4173	
Departmental website	http://www.birmingham.ac.uk/schools/gees/	

Submission Notes

1. **Impacts are highlighted in bold**
2. **Actions are highlighted in silver.**
3. Reference to Professional Services (PS) Staff indicates staff whose roles are physically based in and/or assigned to School processes.
4. Staff data provided refers to a snapshot taken at the end of each calendar year (31st December, hence is presented as 2015, 2016, or 2017).
5. Student data provided refers to the academic year as indicated: 2014/15, 2015/16 and 2016/17.

Glossary

AP	Action Plan
AS	Athena SWAN
BIFoR	Birmingham Institute of Forest Research
BSS	Birmingham Student Survey
dHoS	Deputy Head of School
DTC	Doctoral Training Centre (multi-university partnerships)
ECF	Early Career Fellow
E&ES	Earth and Environmental Sciences
EHS	Environmental Health Sciences
GEES	School of Geography, Earth and Environmental Sciences
G&P	Geography and Planning
GS	Geosystems
HESA	Higher Education Statistic Agency
HG	Human Geography
HoC	Head of College
KIT	Keep in Touch (days)
L	Lecturer
LES	College of Life and Environmental Sciences
NSS	National Student Survey
PDP	Performance and Development Plan
PDR	Professional Development Review
PERCAT	Postdoctoral/Early Researcher Career Development And Training
PG	Physical Geography
PGR	Postgraduate Researcher
PGT	Postgraduate Taught
PLS	Shared Parental Leave
POD	People and Organisational Development
RAE	Research Assessment Exercise
REF	Research excellence Framework
RFS	Royal Forestry Society
RG	Russel Group
RGS	Royal Geographical Society
RO	Research-only (academic staff)
SEO	Student Engagement Officer
SET	Science, Engineering and Technology
SL	Senior Lecturer
SMT	Senior Management Team
SPL	Share Parental Leave
SPLIT	Shared Parental Leave in Touch (days)
SSC	Staff-Student Committee
TF	Teaching-Focussed (academic staff)
T&R	Teaching and Research (academic staff)
UoA	Unit of Assessment
UoB	University of Birmingham

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

*Note: Please insert the endorsement letter **immediately after** this cover page.*



UNIVERSITY OF
BIRMINGHAM

School of Geography, Earth and Environmental Sciences
University of Birmingham
Edgbaston
B15 2TT

17 December 2018

Equality Charters Manager
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Dear Equality Charters Manager,

I am very pleased, both personally and on behalf of our students and staff, to submit this application for renewal of the Athena SWAN Bronze Departmental Award for the School of Geography, Earth & Environmental Sciences (GEES). I confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

I am a passionate believer in the principles underlying the AS process, and I see my role as HoS as establishing and nurturing an appropriate culture, fostering ideas and communication, ensuring that processes are equitable and inclusive, and instituting practical actions that work. Since becoming HoS in mid-2016, I have had close and direct involvement in the AS process, as part of the Self-Assessment Team. Personally, I have pressed for provision of conference funds for colleagues with caring responsibilities; I approach and support colleagues applying for promotion, and I am committed to establishing an environment where colleagues feel supported through all career stages, and where the additional pressures of family life are mitigated by an outstanding working environment.

I had hoped that we would be in a position to reapply for a Silver Award, after the disappointment of our unsuccessful 2017 application (when our Bronze Award was extended rather than renewed). Although the evidence presented here shows that we are making progress, and have made significant changes, our frank assessment from the feedback received is that we still have some ground to cover, particularly in the gender balance of our teaching-and-research staff and our female senior representation. Recent actions are beginning to show fruit for the latter, but the former will take time to address.

As a large School, spanning 'hard' lab sciences, social sciences and humanities, we face divergent equality and diversity challenges characteristic of our numerous disciplinary areas. We attract, educate and graduate outstanding students at all levels, and our majority-female cohorts (with gender-parity for the first time in UG Earth and Environmental Sciences) contribute to gender equality in the sector as a whole. That we achieve this is testament to our inclusive and enabling culture, and embedding of equality and diversity concerns, supported by AS actions.

Since our Bronze award, early-career staff workshops have supported career progression, fostered an inclusive environment, and contributed to recent increases in female recruitment, and female promotion to SL, Reader and Professor - moving us closer to gender equity across our staff pipeline. Since the assessment period, we have promoted a further female Chair, and our two most recent hires have seen all-female lists of appointable candidates. We are not complacent, though, and high staff retention means that significant change (in overall gender equity for teaching-and-research academic staff) will take time. But given this retention record, female colleagues currently at L and SL should, with the support of AS actions on mentoring, a revitalised study leave programme, and Maternity Leave workload remission, achieve senior positions here at Birmingham.

This application for a Bronze comes with my strongest possible backing.

Yours,



Professor William Bloss, Head of School

Word count: 508

2. DESCRIPTION OF THE DEPARTMENT

The School dates to 1881 when Geology was established. Teaching in Geography began in 1924, Environmental Sciences and the Centre for Urban and Regional Studies (Planning) began / joined in 1995 and 2011 respectively. We therefore submit this application as a large, multidisciplinary unit. We are one of four Schools within the College of Life and Environmental Sciences (LES), based at the University of Birmingham's Edgbaston campus, located across five buildings, with students studying across campus.

128 academic staff (comprising Teaching & Research [T&R], Teaching-Focussed [TF] and Research-only [RO]), work within and across four research themes: Physical Geography, Human Geography, Earth Sciences (Geosystems) and Environmental Health Sciences (Figure 1). Given our research breadth, for benchmarking we use HESA categories ARCH (Architecture, building, planning), PHYS (Physical Sciences) and SOCI (Social Studies) (HESA Staff in Higher Education 2016-17).

For REF purposes, our staff are returned to Geography & Environmental Studies (for which we were ranked 14th by intensity in REF2014) and Earth Systems & Environmental Sciences (ranked 7th in REF2014).

A further 30 Professional Services (PS) staff are line-managed via College-based PS structures, rather than by the School.

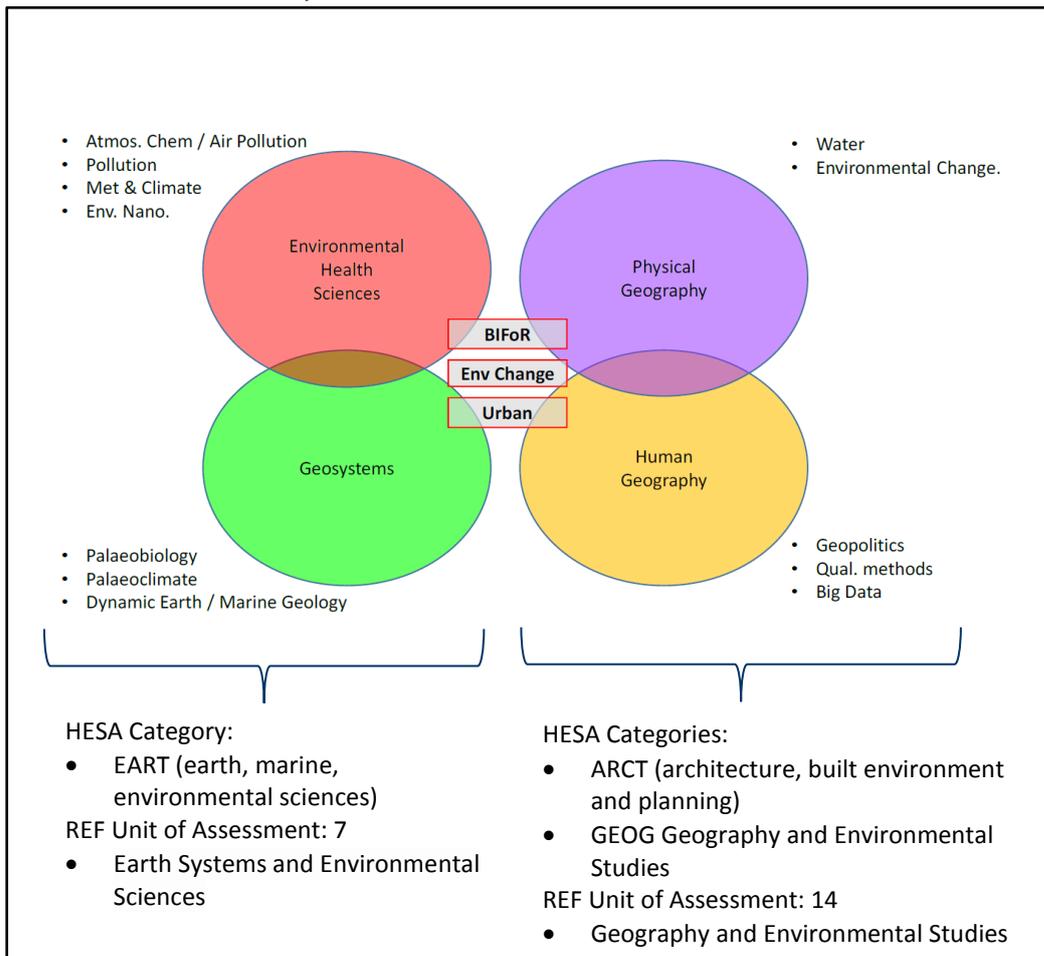
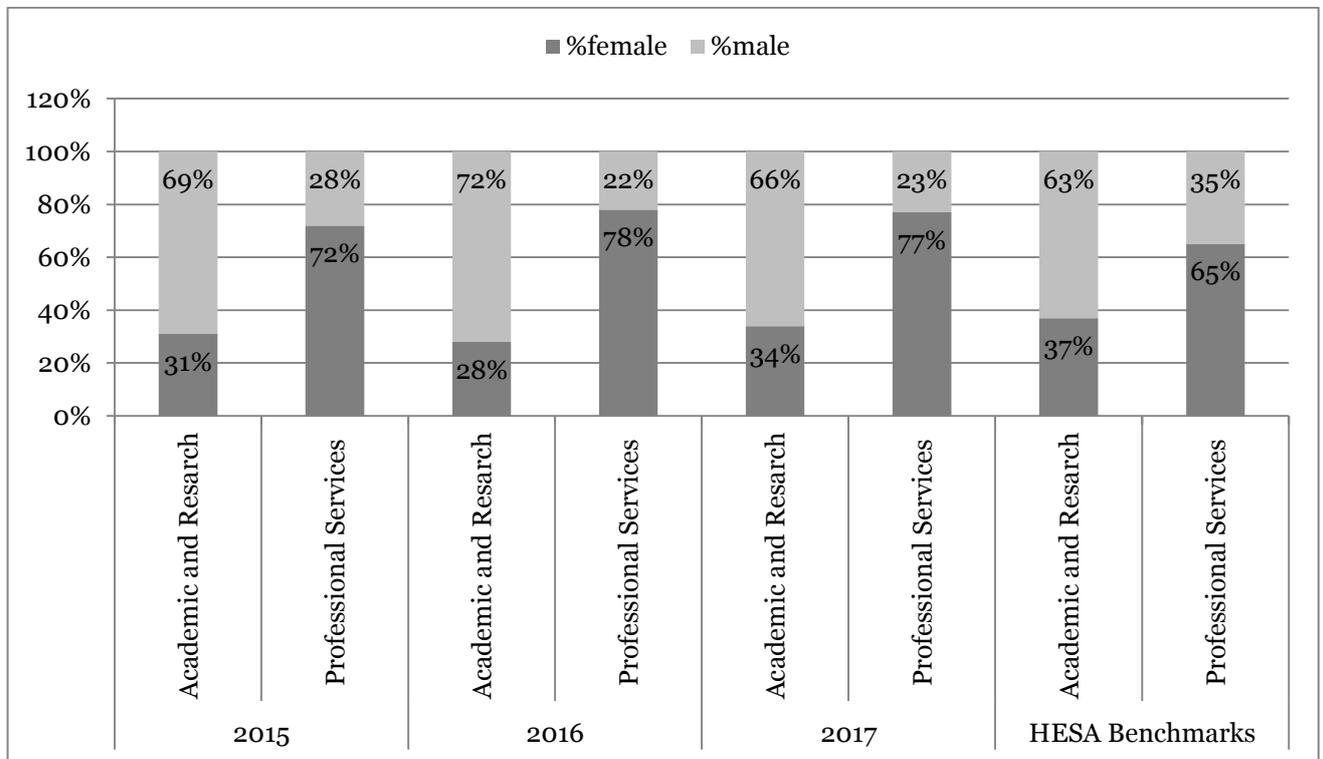


Figure 1: Research Groups in the School

Gender profile of School (see Figure 2): We have 43 female and 85 male academic staff (34%F:66%M), very close to the 2016-17 HESA GEES-related subjects ratio of 37%F:63% M.



	2015		2016		2017	
Female #	40	21	33	25	43	23
Male #	88	8	85	7	85	7
Total	128	29	118	32	128	30

Figure 2: Percentage of staff by gender compared with HESA Benchmarks

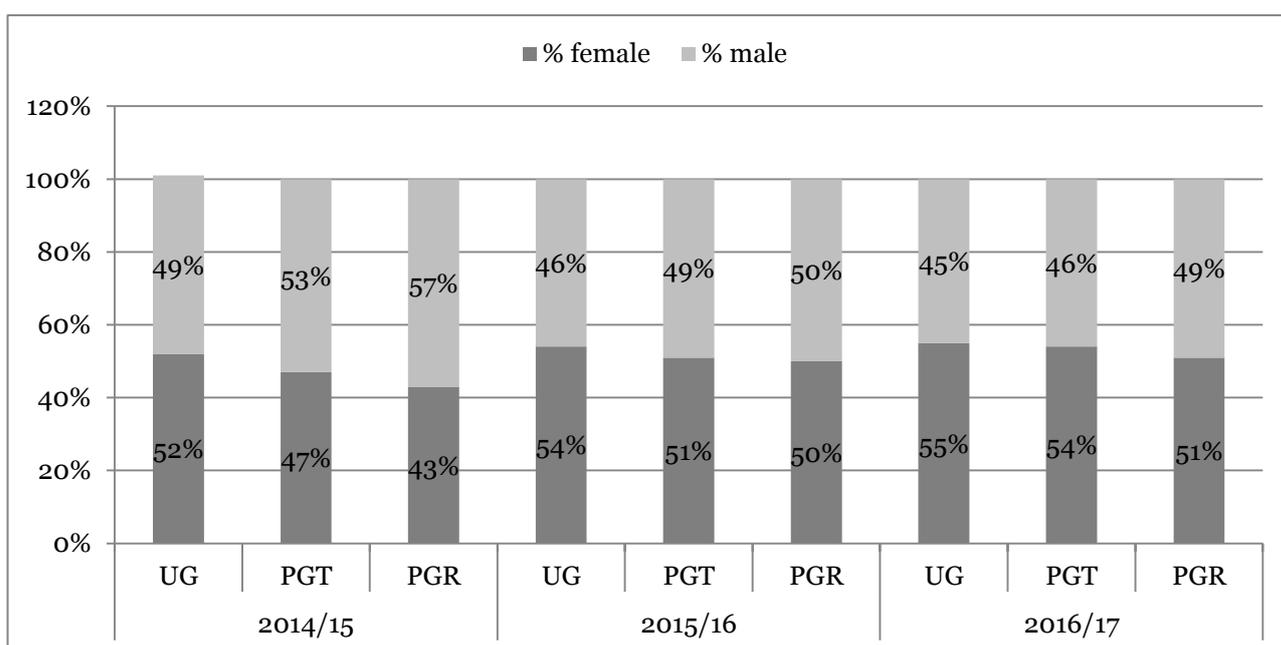
We have over 25 study pathways for undergraduate (UG) students, grouped here as Geography and Planning (G&P), and Earth and Environmental Sciences (E&ES). (Following our Bronze award we now disaggregate gender analysis of students by programme clusters, and target actions to specific programmes (section 4.1)). Analysis of our student data in comparison with national benchmarking data (figure 3), shows that:

- The overall gender balance of our UG population (56%F: 44%M in 2016-17) **matches the national HESA benchmark** of UG students in all subject areas 2016-17 (57%F:43%M);
- Given **increased female representation of PGT and PGR students since 2015**, we now:

- exceed the HESA benchmark (40%F:60%M) for our **PGT student population (54%F:46%M)**;
- exceed the HESA benchmark (48%F: 52%M) with **better female representation** and near gender-parity for PGR students (51%F:49%M).

We explore these changes in detail in Section 4.1.

In a disciplinary area which struggles nationally for female representation amongst academic staff (section 4.2), we consider this progress particularly significant in supporting the development of female Early Career Researchers.



	2014/15			2015/16			2016/17		
	UG	PGT	PGR	UG	PGT	PGR	UG	PGT	PGR
Female #	481	99	52	502	105	62	531	117	61
Male #	431	107	69	414	105	65	418	102	60

Figure 3: School student data by gender 2015-2017

Overall staffing numbers have remained stable at c128 during the data period, with improvements in female staffing percentages, but with further scope to improve female representation amongst TF and T&R staff, and to increase male PS staffing.

	Students			Staff			
	UG	PGT	PGR	Research Only	Teaching Focussed	Teaching & Research	PSS
Female	531	117	61	25	10	16	23
Male	418	102	60	27	14	51	7
Total	949	219	121	52	24	67	30
% female	56%	54%	51%	48%	42%	24%	77%
% Male	44%	46%	49%	52%	58%	76%	23%

Table 1: Gender representation from students to staff in GEES, 2016/17

Key Impacts since Bronze award:



- Increased representation of female academic staff
- Maintained gender parity of UG students
- Improved gender ratios of PGT and PGR students compared with benchmark

Word Count: 445

3. THE SELF-ASSESSMENT PROCESS

Established in 2012, our Athena Committee (SAT) comprises 20 T&R, RO, TF, PS and Postgraduate student members (12F:9M) (Table 2), who together represent of a range of disciplinary backgrounds, nationalities, ethnicities, religions, ages and sexual/romantic orientations. Membership is self-nominated, open to all staff and PGs, and voluntary. Participation is formally recognised within ‘citizenship’ allocations in the WAM.



Figure 4: SAT, July 2018

ANONYMISED [table removed]

Table 2: Members of Self-Assessment Team

(i) an account of the self-assessment process

Since 2014, ‘ownership’ of the self-assessment process has been formally extended across GEES, with E&D embedded in all operational and decision-making activities and a standing item on all Committees’ agendas and Terms of Reference. Thus supported, the SAT itself meets at least three times per year and has formal Terms of Reference covering remit and membership.

The SAT Chair’s (F) monthly reports to our Executive Committee ensure effective implementation, monitoring and impact measurement of the Action Plan. A formal progress report is submitted annually to the Executive Committee, and wider updates are provided via Whole-school meetings.

In preparation for this application, in February 2017 we instigated more regular (monthly) committee meetings and formed three ‘Task and Finish’ groups to further consolidate awareness and embedding of Athena actions and responsibilities throughout GEES (Figure 5). Specific activities included:

- E&D training on chairing inclusive meetings (attended by 76 staff), May 2017.

Feedback of analysis of our staff survey (Feb 2018) at our May 2018 annual Away Day.

- An E&D section in the weekly School Bulletin (sent to all School staff and PGs), with regular personal vignettes from E&D role models, information on events such as Women in Science, Black History Month and staff LGBT and BAME networks.

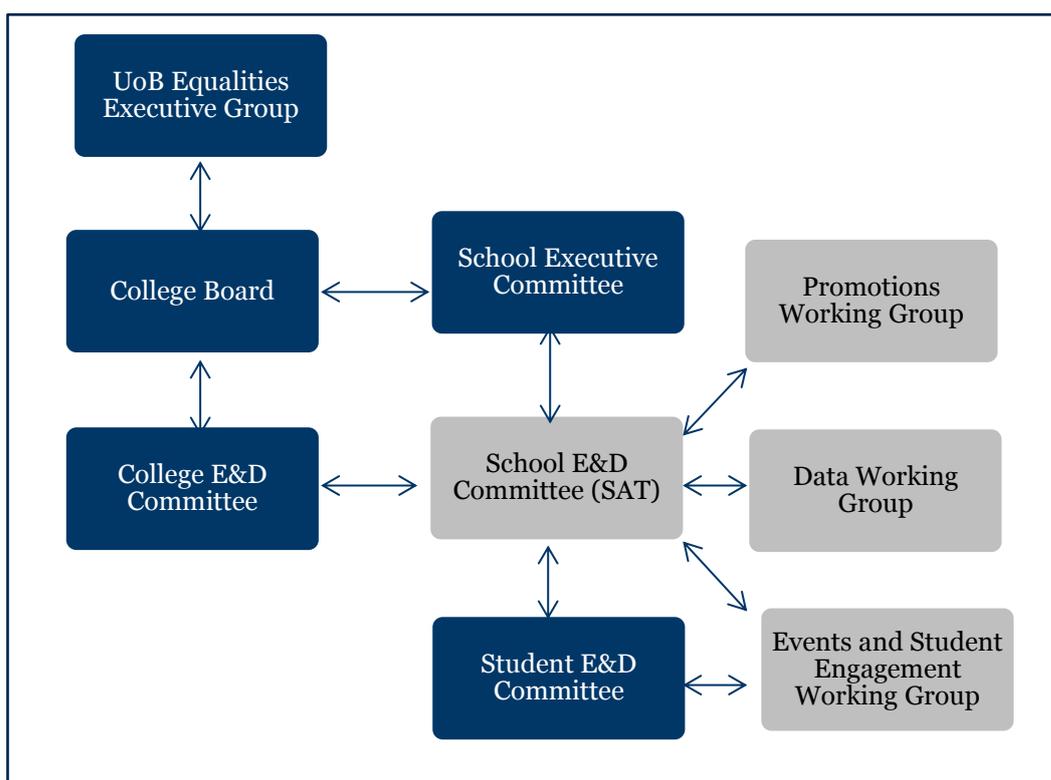


Figure 5: SAT reporting lines

With the SAT fully embedded, since 2014 activity has focussed on our Bronze actions, staff consultation, sharing and championing good practice externally at E&D/Athena-focussed meetings of discipline-specific professional bodies and societies; organising our own external E&D events, workshops and conferences (see section 5.6); and establishing the monitoring processes needed to recognise and understand impact.

Consultation

We have consulted staff and students through:

- School staff surveys, 2015 (19% response rate) and 2018 (39% response rate)
- School Away Day (2018)

The Student E&D Committee will:

Action 3.1: Report student SAT matters termly to the GEES SAT through the student representative;

Action 3.2: Initiate an annual student E&D consultation to identify gender differences in student experience and enable design of measures to address them;

Action 3.3: Co-produce joint student and staff E&D training annually

(ii) Plans for the future of the self-assessment team

Responsibility for the Action Plan spans GEES - vertically to the SMT and horizontally across all staff. We plan four key future changes to our Athena activities:

1. Actions will be devolved and allocated to existing GEES committee structures;
2. The three SAT Working Groups will be responsible for actions and impact recording within their respective remits, and will report these to the SAT termly;
3. Overall responsibility for delivering the Athena Action Plan will rest with the SMT.
4. Action 3.4: Introduce a specific GEES E&D budget to support the SAT and Working Group activities (e.g. event organisation and attendance, student engagement, survey administration, administrative support for data collation, external equalities training).

Word Count 655

4. A PICTURE OF THE DEPARTMENT

4.1. Student data

Benchmarking student data

Given our disciplinary breadth at UG level, we combine HESA data from: Architecture, building and planning (ARCH) (37%F:63%M), Physical Sciences (PHYS) (40%F:60%M) and Social Studies (SOCl) (63%F:37%M). We report our 25+ undergraduate degree programmes (BSc/MA/MSci) via two subject clusters: Earth and Environmental Sciences (E&ES), and Geography and Planning (G&P). E&ES are STEM subjects whereas G&P are social sciences and humanities. We map these onto *Equality in Higher Education: Students Statistical Report 2017* benchmarking data (2015-16) as follows:

- BSc/MSci Earth and Environmental Sciences = PHYS (40%F:60%M)
- BA/BSc/MSci Geography; Geography and Planning = combined ARCH, PHYS and SOCl (47%F:53%M)

(i) Numbers of men and women on access or foundation courses

We have no Foundation Courses for Home students. We previously ran an International Foundation Programme for E&ES, with successful students guaranteed progression to linked degrees. This programme recruited <15 students/year, so no trends can be identified (Table 3).

2014-15	No students
2015-16	8F: 8M
2016-17	No students

Table 3: International Foundation Programme E&ES

(ii) Numbers of undergraduate students by gender

Overall, GEES has gender parity at UG level, but the situation varies between subject clusters.

At 56%F:44%M, overall we compare well against the national HESA benchmark of 47%F:53%M for GEES subjects (Figure 7; Table 4). Although UG students can study part-time, and can transfer to part-time if their circumstances change (e.g. caring responsibilities), all our UG students are full-time.

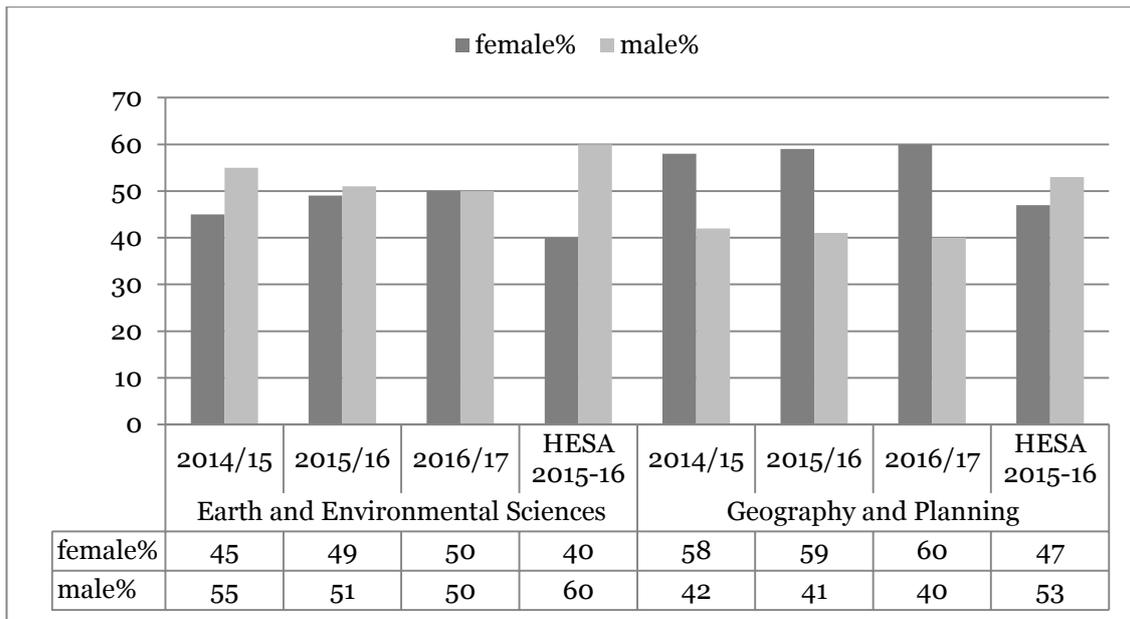


Figure 7: Percentages of UG students in E&ES, and G&P compared with HESA benchmarks

		Female	% Female	Male	% Male	Total
2014/15	BSc/MSci Earth and Environmental Sciences	164	45	200	55	364
	BSc/BA/MSci Geography and Planning	317	58	231	42	548
	Total	481	53%	431	47%	912
2015/16	BSc/MSci Earth and Environmental Sciences	187	49	193	51	380
	BSc/BA/MSci Geography and Planning	315	59	221	41	536
	Total	502	55%	414	45%	916
2016/17	BSc/MSci Earth and Environmental Sciences	194	50	192	50	386
	BSc/BA/MSci Geography and Planning	337	60	226	40	563
	Total	531	56%	418	44%	949

Table 4: Numbers of UG students by Programme cluster and gender

Since our Bronze award we have:

- **Revised marketing and student recruitment materials** to depict more female students (although we now recognise the need for more discipline-specific targeted marketing);
 - **Targeted outreach activities** to attract increasing number of female applicants to E&ES programmes: e.g. Dr Kirsty Edgar (academic, E&ES) at *Women in Science* events for Year 9 students in a local girls' secondary school (2016, 2017) (250 participants);
 - **Participated in public engagement events** to raise the public profile of our female E&ES academics. Amongst them, Dr Sarah Greene presented at Lapworth Museum of Geology open day, Bewdley Town Family Fun Day, and Worcester Science Night (>100 participants per event).
- **Over this period, we have seen a positive shift in gender ratios. In 2016-17 we achieved gender parity in E&ES programmes (50%F:50%M), significantly outperforming the HESA benchmark (40%F:60%M).**

Concentrating attention on E&ES has seen our gender ratios in G&P drift by 2% to 60%F:40%M (benchmark 47%F:53%M). Across GEES, but especially in G&P, male applicants have become less numerous than their female counterparts, and are both less likely to receive offers, and less likely to accept them (Table 5). All applications are handled by central University admissions teams, with decisions largely dependent on GCSE and estimated A-Level grades, so the challenge for us is to:

Action 4.1.1: Increase visibility of male students in marketing materials to encourage UG G&P applications from males, and understand and address declines in UG male offer acceptance in E&ES programmes.

Earth and Environmental Sciences						
	2014/15		2015/16		2016/17	
	F	M	F	M	F	M
Applications	343 47%	390 53%	375 49%	394 51%	364 50%	360 50%
Offers	289 47%	320 53%	273 46%	326 54%	311 52%	287 48%
Accepts	98 52%	89 48%	84 49%	87 51%	96 64%	54 36%
% offers: applications	84%	82%	73%	83%	85%	80%

% accepts: offers	34%	28%	31%	27%	31%	19%
Geography and Planning						
	2014/15		2015/16		2016/17	
	F	M	F	M	F	M
Applications	682 61%	433 39%	683 57%	513 43%	1037 63%	610 37%
Offers	639 62%	385 38%	645 59%	442 41%	973 64%	558 36%
Accepts	173 61%	10 39%	177 62%	110 38%	295 68%	136 32%
% offers: applications	94%	89%	94%	86%	94%	91%
% accepts: offers	27%	28%	27%	25%	30%	24%

Table 5: UG Applications, offers and acceptances by Programme cluster and gender

Since 2014/15, GEES has significantly **outperformed the HESA national subject benchmark for gender balance of students achieving 2:1 degrees**, indicative of our gender-inclusive teaching and learning environment. Female UGs are more likely than males to achieve 1st class degrees (Table 6), and we suspect that this attainment gap reflects the relative under-representation of male students, in turn related to declining male offer acceptance. We will therefore:

Action 4.1.2: Develop an appropriate action plan to address decline in male student achievement of 1st class UG degrees.

Earth and Environmental Sciences								HESA Benchmark 2015-16	
		2014/15		2015/16		2016/17			
		F	M	F	M	F	M	F	M
1 st	#	12	13	15	13	18	10		
	%	31%	26%	29%	20%	35%	16%	29%	29%
2.i	#	22	27	32	40	32	41		
	%	56%	54%	63%	63%	62%	66%	50%	27%
2.ii	#	5	8	3	10	2	9		
	%	13%	16%	6%	16%	4%	15%	19%	22%
3rd/Pas s	#	0	2	1	1	0	2		
	%	0%	4%	2%	2%	0%	3%	3%	5%
Total	#	39	50	51	64	52	62		

Geography and Planning								HESA Benchmark 2015-16	
		2014/15		2015/16		2016/17			
		F	M	F	M	F	M		
1 st	#	31	17	17	7	22	7		
	%	27%	27%	19%	10%	25%	9%	24%	30%
2.i	#	77	39	64	48	53	56		
	%	68%	62%	70%	70%	60%	75%	51%	33%
2.ii	#	5	5	9	14	13	10		
	%	4%	8%	10%	20%	15%	13%	21%	22%
3rd/Pas s	#	1	2	1	0	1	2		
	%	1%	3%	1%	0%	1%	3%	4%	5%
Total	#	114	63	91	69	89	75		

Table 6: UG Degree attainment by Programme cluster and gender

(iii) Numbers of men and women on postgraduate taught degrees

Having **increased the percentage** of female PGT students since 2015, we have now **achieved near gender-parity** for PGT students in both programme clusters, matching the national subject benchmark for G&P (Figure 8).

For part-time PGT E&ES students, numbers of females are steady, but males are declining. In G&P, numbers of both are increasing, with near gender-parity between both part-time and full-time PGTs (49%F:51%M).

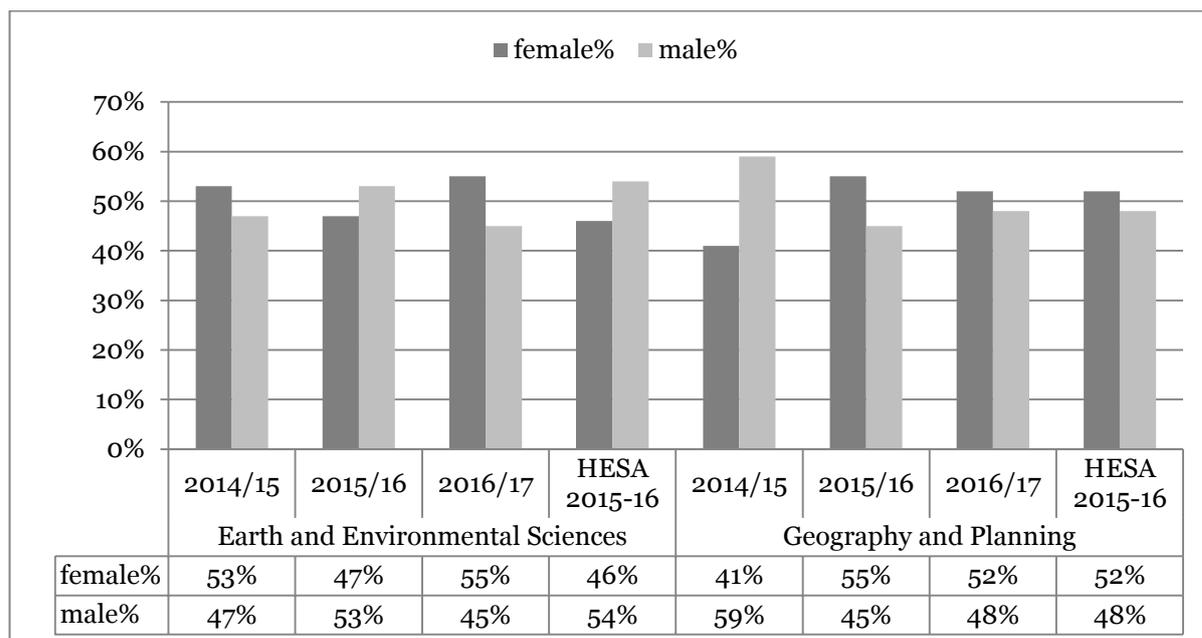


Figure 8: Percentages of PGT students by programme cluster and gender, benchmarked with HESA data 2015-16

Earth and Environmental Sciences			
	2014/15	2015/16	2016/17
Female	67	57	60
Male	60	65	49
part-time f #	9	11	9
part-time m #	12	8	5
% part time F	43%	58%	64%
% part time M	57%	42%	36%
Geography and Planning			
	2014/15	2015/16	2016/17
Female	32	48	57
Male	47	40	53
part-time f #	7	11	20
part-time m #	13	15	21
% part time F	35%	42%	49%
% part time M	65%	58%	51%

Table 7: Numbers of PGT students by programme cluster and gender by part-time mode

Although male PGT applicants outnumber females in E&ES (Table 8), females are more likely to receive offers (perhaps linked to better UG performance, as noted above), delivering gender-parity in overall student numbers. For G&P, there is less difference between likelihood of offer receipt between women and men, meaning that higher numbers of female applicants deliver higher numbers of female PGT students. Unlike at UG level, there is no clear gendered trend in the acceptance rate: a 3-year average suggests broad gender parity (48%F:52%M).

Earth and Environmental Sciences						
	2014/15		2015/16		2016/17	
	F	M	F	M	F	M
Applications	295	414	288	387	250	300
Offers	238	278	208	254	204	227
Accepts	69	77	100	114	104	101
% offers: applications	81%	67%	72%	66%	82%	76%
% accepts: offers	29%	28%	48%	45%	51%	44%
Geography and Planning						
	2014/15		2015/16		2016/17	
	F	M	F	M	F	M
Applications	230	175	242	201	222	166
Offers	140	112	155	127	126	98
Accepts	46	38	82	75	73	52
% offers: applications	61%	64%	64%	63%	57%	59%

% accepts: offers	33%	34%	53%	59%	58%	53%
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Table 8: PGT Applications, offers and acceptances by Programme cluster and gender

The trend in PGT academic attainment is less clear than for UG, but across the three years of data, we see a higher percentage of women than men achieving distinctions (Table 9) – perhaps to be expected given better female UG performances. Women are both more likely to achieve a distinction or a pass, whilst male PGTs are more likely to achieve a Merit. A major University-wide initiative on increasing formative feedback, and improving student engagement with feedback from staff will likely improve this situation.

Action 4.1.3: Track the impact of University assessment and feedback scheme on PGT attainment by gender.

Earth and Environmental Sciences							
		2014/15		2015/16		2016/17	
		F	M	F	M	F	M
Distinction	#	22	17	14	14	19	7
	%	39%	32%	29%	25%	34%	18%
Merit	#	27	29	25	34	24	21
	%	47%	55%	51%	60%	44%	56%
Pass	#	8	7	10	9	12	10
	%	14%	13%	20%	15%	22%	26%
Geography and Planning							
		2014/15		2015/16		2016/17	
		F	M	F	M	F	M
Distinction	#	3	7	6	3	10	7
	%	12%	20%	16%	11%	25%	17%
Merit	#	14	15	16	18	19	30
	%	56%	43%	43%	67%	48%	75%
Pass	#	8	13	15	6	11	3
	%	32%	37%	41%	22%	27%	8%

Table 9: PGT Degree attainment by Programme cluster and gender

(iv) Numbers of men and women on postgraduate research degrees

We continue to **exceed the benchmark** (41%F:59%M against 37%F:63%M) at PGR in E&ES (figure 9), but have not yet achieved gender parity. For G&P, we also exceed the subject-specific benchmark, but the proportion of female students has increased beyond gender parity. Our low numbers of part-time PGR students exhibit broadly-equal gender representation (Table 10).

Across GEES, applications from men outnumber those from women. In E&ES more than double the number of men apply compared to women (Table 11). That said, (with the exception of 2017 in E&ES) women are more likely than men both to receive and to accept PGR offers.

Our action on recruiting students for PGR degrees therefore needs to distinguish between programme clusters, to:

Action 4.1.4: Improve the range of female and male role models in PGR marketing and recruitment events as appropriate to underrepresentation;

Action 4.1.5: Attract a higher number of female E&ES PGR applicants, by improving visibility of female role models in marketing materials;

Action 4.1.6: Assess why male G&P applicants are less likely to be offered PGR places than females.

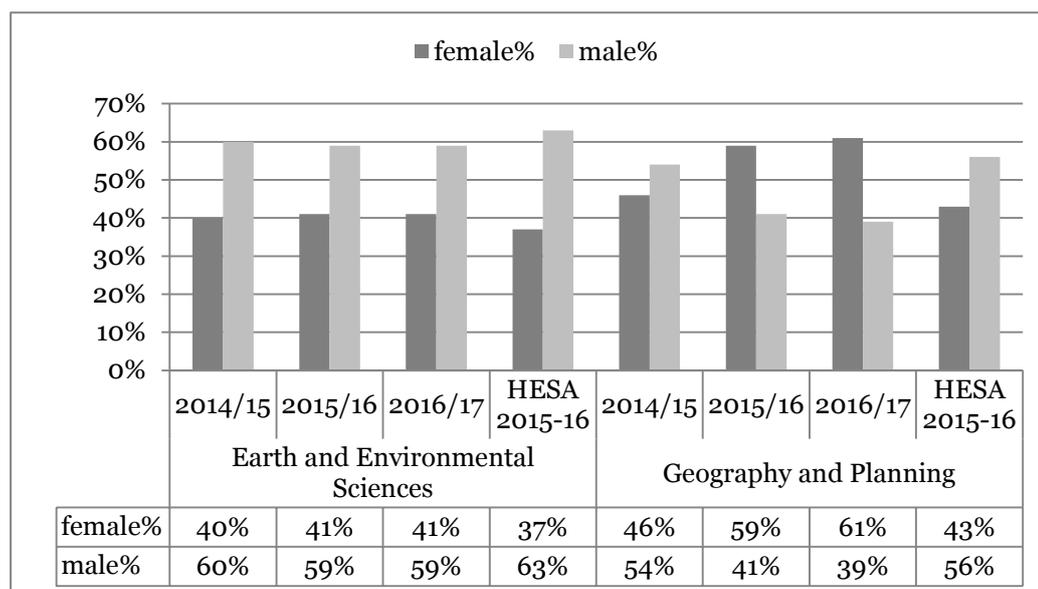


Figure 9: Percentages of PGR students by programme cluster and gender, benchmarked with HESA data 2015-16

Earth and Environmental Sciences			
	2014/15	2015/16	2016/17
female	25	28	26
male	37	41	38
part-time f #	2	1	2
part-time m #	1	1	2
% part time F	67%	50%	50%
% part time M	33%	50%	50%
Geography and Planning			
	2014/15	2015/16	2016/17
female	27	34	35
male	32	24	22
part-time f #	3	3	6
part-time m #	4	3	4
% part time F	43%	50%	60%
% part time M	57%	50%	40%

Table 10: Numbers of PGR students by programme cluster and gender by part-time mode

Earth and Environmental Sciences						
	2014/15		2015/16		2016/17	
	F	M	F	M	F	M
Applications	46	84	35	85	31	76
Offers	16	23	12	18	13	25
Accepts	14	17	9	25	5	19
% offers: applications	35%	27%	34%	29%	42%	33%
% accepts: offers	88%	74%	75%	72%	38%	76%
Geography and Planning						
	2014/15		2015/16		2016/17	
	F	M	F	M	F	M
Applications	39	71	30	70	68	95
Offers	16	15	15	21	28	15
Accepts	13	11	9	12	16	9
% offers: applications	41%	21%	50%	30%	41%	16%
% accepts: offers	81%	73%	60%	57%	57%	60%

Table 11: PGR Applications, offers and acceptances by Programme cluster and gender

Non-completion of PGR degrees is rare, bar G&P students in entry year 2011/12 (3F:6M), which seems anomalous (Table 12).

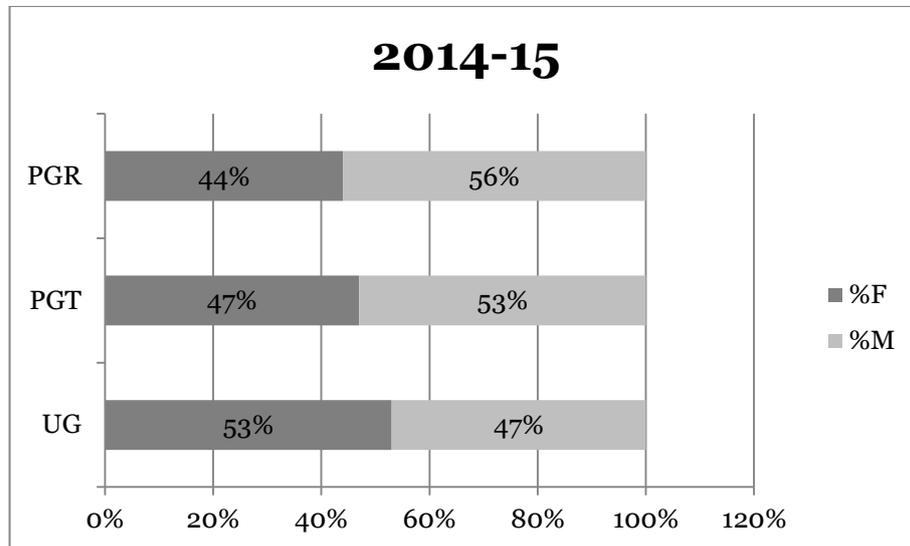
Earth and Environmental Sciences							
Degree entry year		2010/11		2011/12		2012/13	
		F	M	F	M	F	M
completion	#	5	9	4	5	4	7
	%	36%	64%	44%	56%	36%	64%
non-completion	#	0	0	1	0	1	0
	%	0%	0%	100%	0%	100%	0%
Geography and Planning							
Degree entry year		2010/11		2011/12		2012/13	
		F	M	F	M	F	M
completion	#	12	6	6	10	4	6
	%	67%	33%	38%	62%	40%	60%
non-completion	#	0	0	3	6	1	1
	%	0%	0%	33%	67%	50%	50%

Table 12: PGR Degree completion by Programme cluster and gender

(v) Progression pipeline between undergraduate and postgraduate student levels

Although we obviously admit outstanding graduates of other institutions at PGT and PGR level, given the excellent attainment of our own female UG and PGT students, we would expect some throughput to PGR level. For PGT, 8% (2018-19) and 14% (2017-18)) of our MSc students in E&ES programmes, and 24% (2018-19) and 21% (2017-18) of students in G&P programmes did their undergraduate degree at Birmingham. For PGR, those numbers are 6/10% and 21/16% respectively. In 2014-15 there were 9% fewer

female students at PGR than UG level, but by 2016-17 this gap had narrowed to 5% (Figure 10). suggesting that the increase in representation of female students achieved internally and by our external counterparts at UG level is influencing subsequent PGT and PGR numbers.



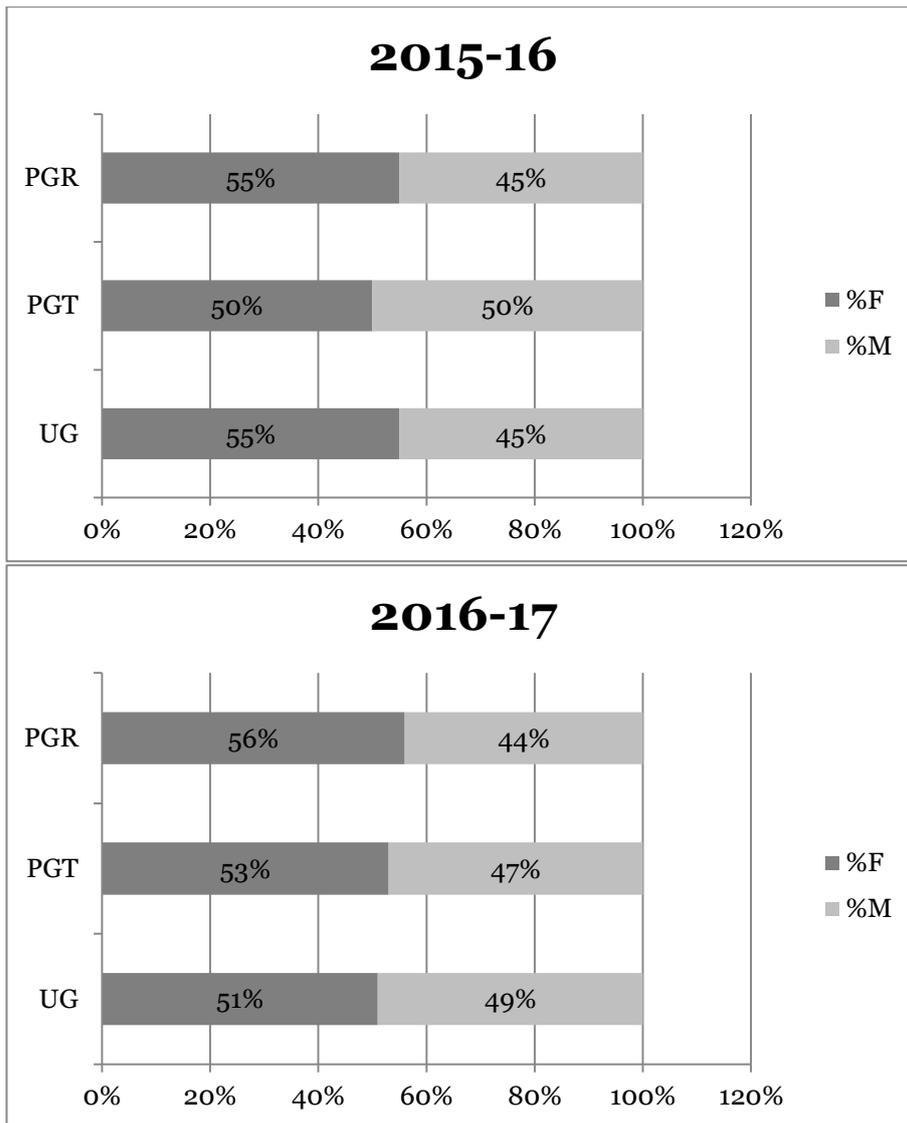


Figure 10: Student Pipeline 2014-15 to 2016-17

Key Impacts since Bronze award:



- Achieved gender parity (50%F:50%M) in E&ES programmes
- Maintained a better gender balance of students achieving 2:1 degrees than the HESA national subject benchmark
- Increased the percentage of female PGT students since 2015, achieving near gender parity for PGT students
- Exceeded the national benchmark for female representation of E&ES PGR students
- Reduced the decline in female student pipeline between UG and PGT/PGR levels since 2015

4.2. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Benchmarking Staff Data

To reflect our disciplinary breadth, we benchmark staff data against HESA data for SET and non-SET, (*ECU Equality in Higher Education. Staff statistical report 2017*).

Career Pathways

Figure 11 shows the possible progression routes for academic (T&R/TF/RO), teaching support (Teaching Fellows) and Professional Services (managerial, administrative or specialist) staff.

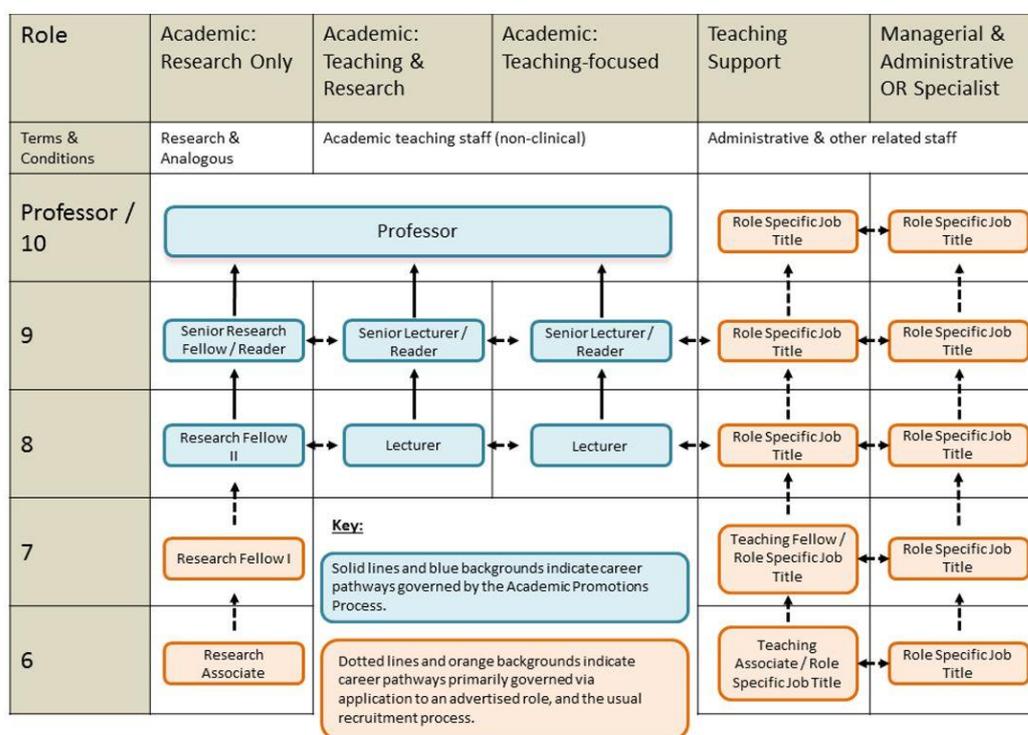


Figure 11: UoB Career Pathways diagram

Staff Data

Within the confines of a stable overall academic staff cohort size of 128, since 2015 we have nonetheless **improved the gender balance from 31% to 34% female (See page 10, figure 2)**.

Albeit starting from a very low baseline, the proportion of female T&R staff at Senior Lecturer, Reader and Professor levels has slowly increased (Figure/Table 12a). Numbers of female lecturers have declined as a result of one female lecturer leaving for an

international post, whilst 5 female lecturers have been promoted to Senior Lecturer in the assessment period (section 5.1.iii).

Facing a historical legacy of lack of female career progression to Professor, the national benchmark of 23.9% female chairs is extremely challenging for us, and will not be achieved overnight. Promotions remain a key focus for our Action Plan, and we are encouraged by the steady improvements we are already seeing from our recent activities, with **the proportion of female professors increasing from 9% to 13%** since 2015. As of October 2018, we now have 3 female Professors.

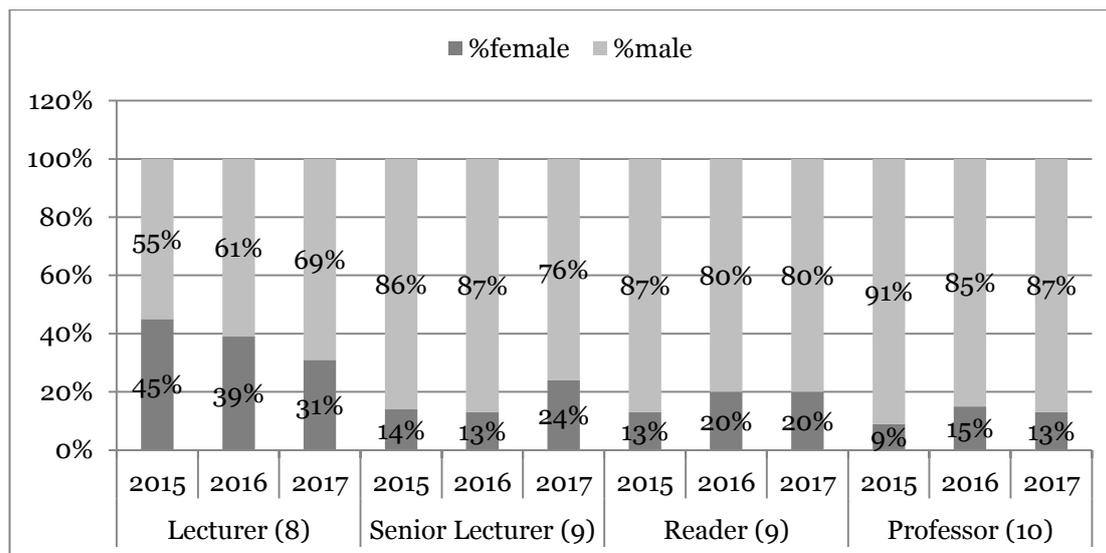


Figure 12a: Teaching and Research staff by grade, 2015-2017

Grade	year	female	male	%female	%male
Lecturer (8)	2015	9	11	45%	55%
	2016	9	14	39%	61%
	2017	8	18	31%	69%
Senior Lecturer (9)	2015	3	18	14%	86%
	2016	2	14	13%	87%
	2017	5	16	24%	76%
Reader (9)	2015	1	7	13%	87%
	2016	1	4	20%	80%
	2017	1	4	20%	80%
Professor (10)	2015	1	10	9%	91%
	2016	2	11	15%	85%
	2017	2	13	13%	87%

Table 12a: Data for Teaching and Research staff by grade, 2015-17

In 2017, we had 9 Teaching-Focussed staff, more male than female (22%F:78%M), in contrast with the HESA benchmark of 53%F:47%M (Figure/Table 12b). Since our Bronze

award, actions have ensured that TF roles have clear career progression routes (section 5.i.iii). We have 5 TF (1F:4M) Senior Lecturers and 1 TF Professor (M).

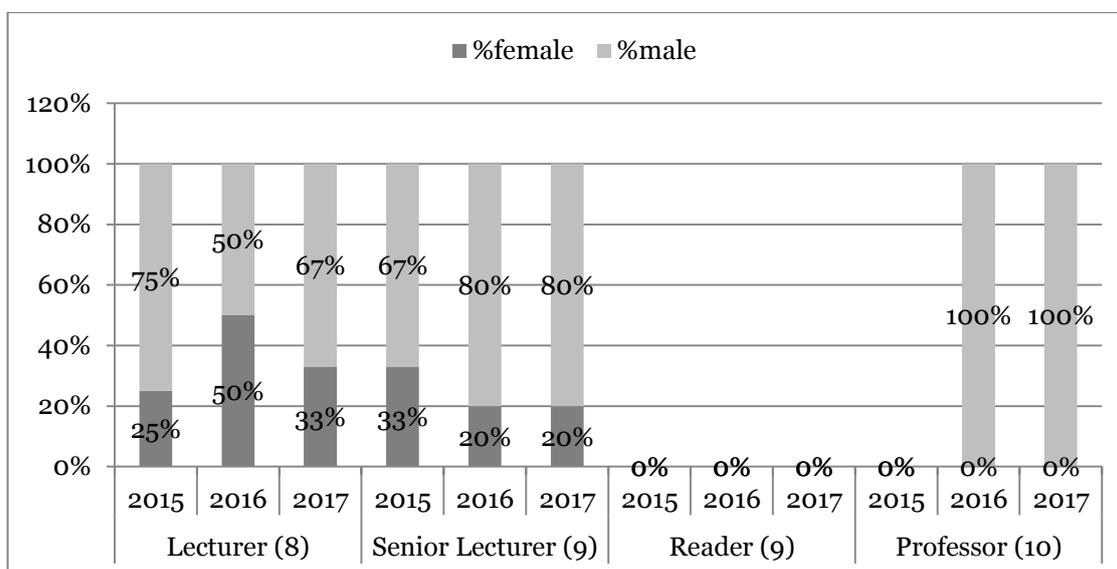


Figure 12b: Teaching-Focused staff by Grade, 2015-17

Grade	Year	female	male	%female	%male
Lecturer (8)	2015	1	3	25%	75%
	2016	1	1	50%	50%
	2017	1	2	33%	67%
Senior Lecturer (9)	2015	1	2	33%	67%
	2016	1	4	20%	80%
	2017	1	4	20%	80%
Reader (9)	2015	0	0	0%	0%
	2016	0	0	0%	0%
	2017	0	0	0%	0%
Professor (10)	2015	0	0	0%	0%
	2016	0	1	0%	100%
	2017	0	1	0%	100%

Table 12b: Data for Teaching-Focused staff by Grade, 2015-17

GEES has 52 Research-Only staff (48%F:52%M), comparable to the HESA Benchmark of 47%F:53%M. Through our practices of gender-equal recruitment and shortlisting panels, unconscious bias training for interview panels, and by creating a workplace more attractive to female applicants (section 5.1.i), **we have achieved gender parity of Research Associates (grade 6) and Research Fellows (grades 7&8) since 2015 (51%F:49%M and 50%F:50%M)**. In Sections 5.1 and 5.3 we demonstrate how our career development workshops, training and Personal Development Review system benefit RO colleagues. We recognise the need to increase the numbers of RO staff

reaching grades 8 and 9 (Action 4.2.1), but this is challenging given the nature of research grant-linked fixed term contracts.

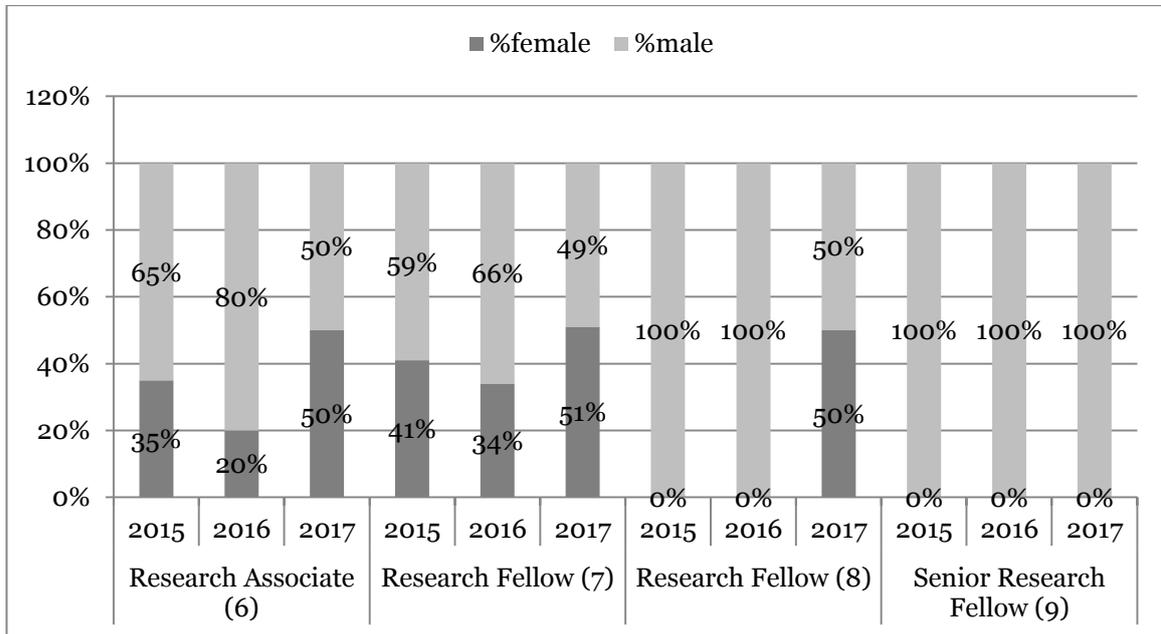


Figure 12c: Research Only Academic Staff, 2015-17

Grade	Year	female	male	%female	%male
Research Associate (6)	2015	6	11	35%	65%
	2016	2	8	20%	80%
	2017	4	4	50%	50%
Research Fellow (7)	2015	14	20	41%	59%
	2016	11	21	34%	66%
	2017	19	18	51%	49%
Research Fellow (8)	2015	0	1	0%	100%
	2016	0	1	0%	100%
	2017	2	2	50%	50%
Senior Research Fellow (9)	2015	0	2	0%	100%
	2016	0	2	0%	100%
	2017	0	3	0%	100%

Table 12c: Data for Research Only Academic Staff, 2015-17

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

The University does not operate zero-hours contracts for academic staff. The University will, for any employee employed upon a fixed term basis exceeding 4 years, transfer them on to a permanent contract unless objective justification can be given to continue the employment for a fixed term.

All staff approaching the end of a fixed-term contract have access to the University redeployment support, including preferential access to vacancies.

Since our Bronze Award, we have:

- Given fixed-term RO staff the opportunity to discuss career development with a Personal Development Review (PDR) reviewer who is not their line manager;
- Worked closely with the Postdoctoral/Early Researcher Career Development And Training (PERCAT) programme to provide tailored career support RO staff on fixed term contracts;
- Invested in School-specific training for fixed term and early career staff (section 5.3.i)

As a result:

- **we have gender parity in fixed term contracts** (2017), previously majority male.
- **numbers of both male and female staff on open-ended contracts have increased.**
- There is little change in proportion of females on open-ended contracts, reflecting our overall staff gender ratio.

Our priority now is:

Action 4.2.1: Work with PERCAT to support early career RO staff on fixed term contracts so that they are well-placed to move into permanent T&F/TF/RO positions, either at GEES or elsewhere.

		GEES academic staff by contract type and gender					HESA Benchmark	
		Open-ended		Fixed Term		Total	Open-ended	Fixed term
		#	%	#	%	#	%	%
2015	Female	15	22%	21	40%	36		
	Male	53	78%	32	60%	85		

2016	Female	16	24%	13	31%	29	32%	43%
	Male	52	76%	29	69%	81	68%	57%
2017	Female	18	23%	25	50%	43		
	Male	60	77%	25	50%	85		

Table 14: Total academic staff by contract type and gender in GEES, 2017

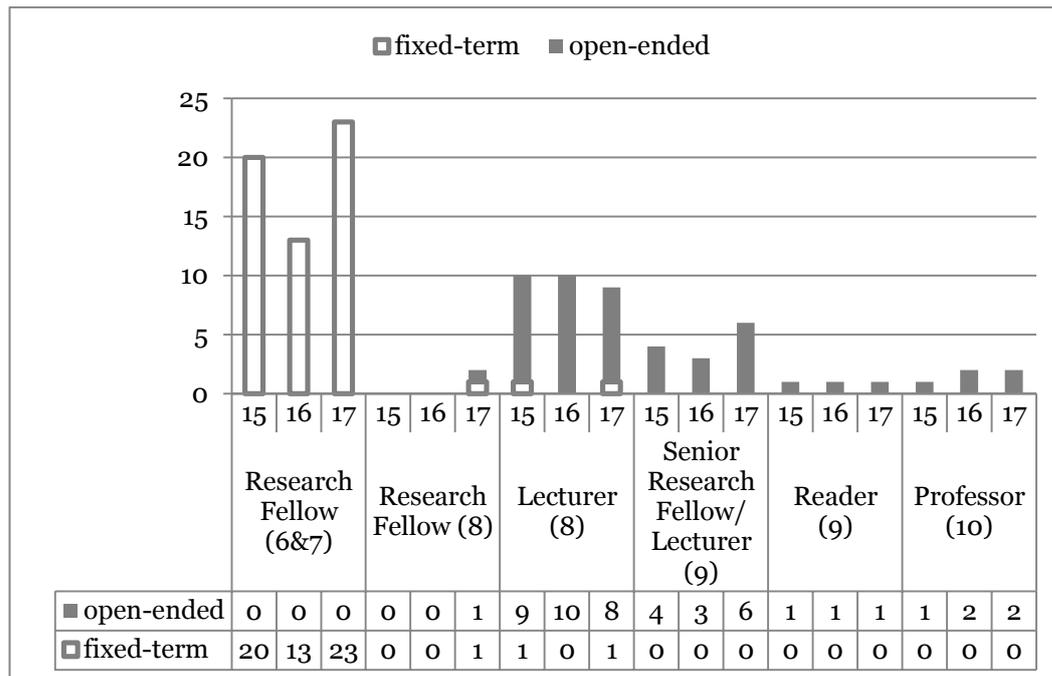


Figure 14: Female academic and research staff by contract type

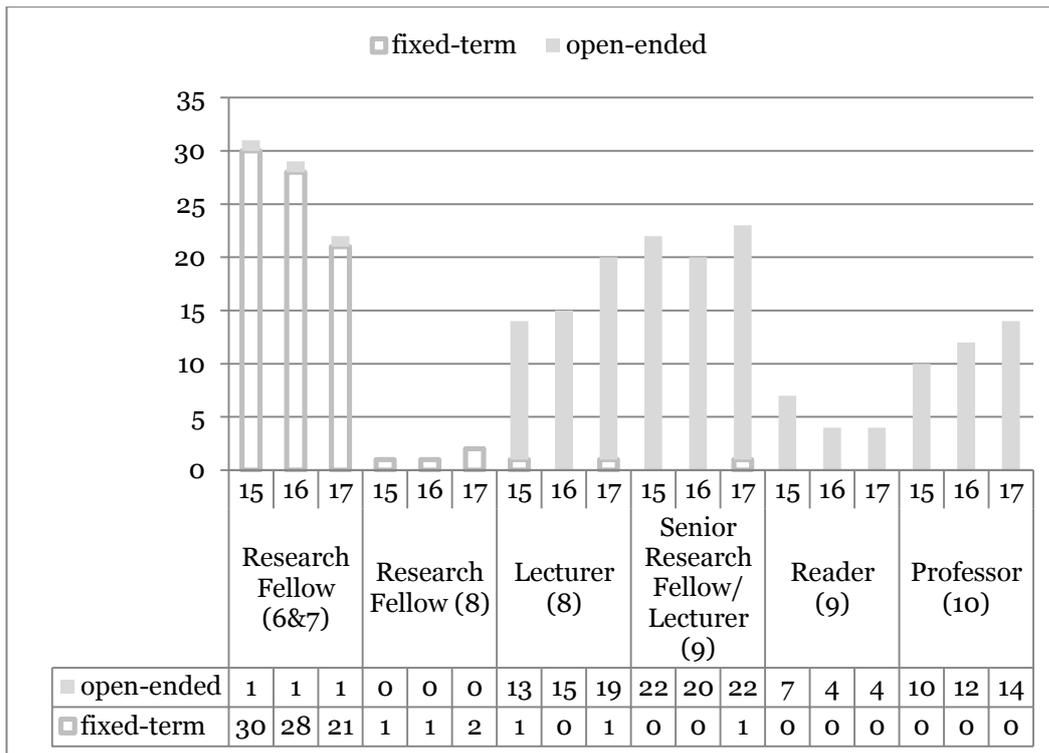


Figure 15: Male academic and research staff by contract type

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Similar numbers of male and female staff have left their roles (11M:8F) since 2015. Reasons for leaving are not systematically recorded, (and this data would assist us in understanding motivation - hence Action 4.2.2). Anecdotaly, leavers have progressed to equivalent or higher-status academic positions elsewhere, or leave academia for positions in industry, consultancy or policy.

Low numbers of leavers improve our staff retention rates, from 93% to 98% since 2015 (Table 15), reflecting our positive workplace culture, but presenting challenges for making significant changes to our overall gender balance.

		2015	2016	2017
Full-time	Female leavers	4	3	0
	Male leavers	2	2	2
	Total staff	107	99	115
	% Female turnover	14%	14%	0%
Part-time	Female leavers	0	0	1
	Male leavers	3	2	0
	Total staff	14	11	13
	% female turnover	0%	0%	13%

Table 15: Academic leavers (excluding Fixed Term staff) by full/part-time status and gender

Action 4.2.2: Improve data collection from staff leavers on reasons for leaving and record gender and grade of leavers.

The majority (but not all) of our part-time academic staff are women. It is likely that this reflects phased return from maternity leave, and/or parental/caring responsibilities, and we know from our recent staff survey that the majority of men feel that requests for flexible working *would* be viewed supportively, so our action here is to raise the profile of male part-time working.

Action 4.2.3: Include positive role models of part-time and flexible working male staff in the weekly bulletin.

		GEES Academic and Research staff						HESA Benchmark	
		female	% female	male	% male	total	Total %	%F	%M
2015	full-time	28	26%	79	74%	107	88%	-	-
	part-time	8	57%	6	43%	14	12%	-	-
2016	full-time	22	22%	77	78%	99	90%	32%	68%
	part-time	7	64%	4	36%	11	10%	45%	55%
2017	full-time	35	30%	80	70%	115	90%	-	-
	part-time	8	62%	5	38%	13	10%	-	-

Table 16: Academic and research staff by full/part-time status and gender

Evidence from the GEES E&D staff survey indicates that part-time staff agree

- “I have a good work-life balance” (4 of 6),
- “able to fulfil my caring duties” (3 of 5 agree with 2 neutral),
- “my line-manager is supportive of requests for flexible working” (5 of 5).

Our main achievement supporting part-time staff since the Bronze award has been to ensure that working hours are taken into account in timetabling teaching, and two out of three part-time staff respondents agreed [with one neutral] that this had been achieved.

In this survey, part-time staff expressed concerns about how expectations of quantity of academic outputs are calibrated in making promotions decisions. Since final decisions about promotions are taken outside GEES, our action here is to include information on expectations for part-time colleagues in annual School promotions workshops (see Action 5.1.2).

Key Impacts since Bronze award:



- Increased the gender balance of staff from 31% to 34% since 2015
- Achieved gender parity of Research Fellows
- Achieved gender parity of staff on fixed-term contracts
- Increased number of (m/f) staff on open-ended contracts
- Improved staff retention rates since 2015, from 93% to 98%
- Part-time staff perceived a positive working culture

Word Count: 1847

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

Actions since Bronze award:

- Included our E&D statement in all job advertisements, including a named female staff member to contact informally;
- Trialled a consultation survey of applicants to investigate perceptions of our recruitment materials, webpages and applications process, but only 1 response received.
- Developed a recruitment protocol for recruitment; including:
 - targeting potential female candidates through subject networks,
 - guidance on use of gender-neutral language,
 - contextualising outputs/achievements in relation to career breaks in our shortlisting processes and interview procedures;
- Shortlists are only approved by HoS if there is appropriate (to available candidates in the sector) gender representation;
- Required all staff involved in recruitment to undergo E&D unconscious bias training (see section 5.3.i).

As a result, we have:

- **95% increase in the numbers of female applicants since 2015, from 107 to 209;**
- **100% increase in females shortlisted, achieving gender parity in 2017;**
- **320% increase in females appointed (Table 16b)**

Whereas in 2015 the percentage of appointments made to females was lower than the percentage of females applying (women made 31% of applications but were only appointed to 23% of positions available), by 2017 this position had reversed (37% vs 57%) (Table 16a). This outcome indicates that our recruitment protocol is enabling us to assess all candidates appropriately.

Action 5.1.1: Assess the impact of our recruitment protocol

Over the data collection period our high retention rate and low staff turnover means that we have only recruited to four posts at Senior Lecturer/Senior Research Fellow or above (1F:3M) (Table 17). Most appointments have been at Research Fellow (19F:22M) and Lecturer (7F:12M) level (grade 8), but we are confident that the embedding of our recruitment protocol will also support recruitment to future senior vacancies.

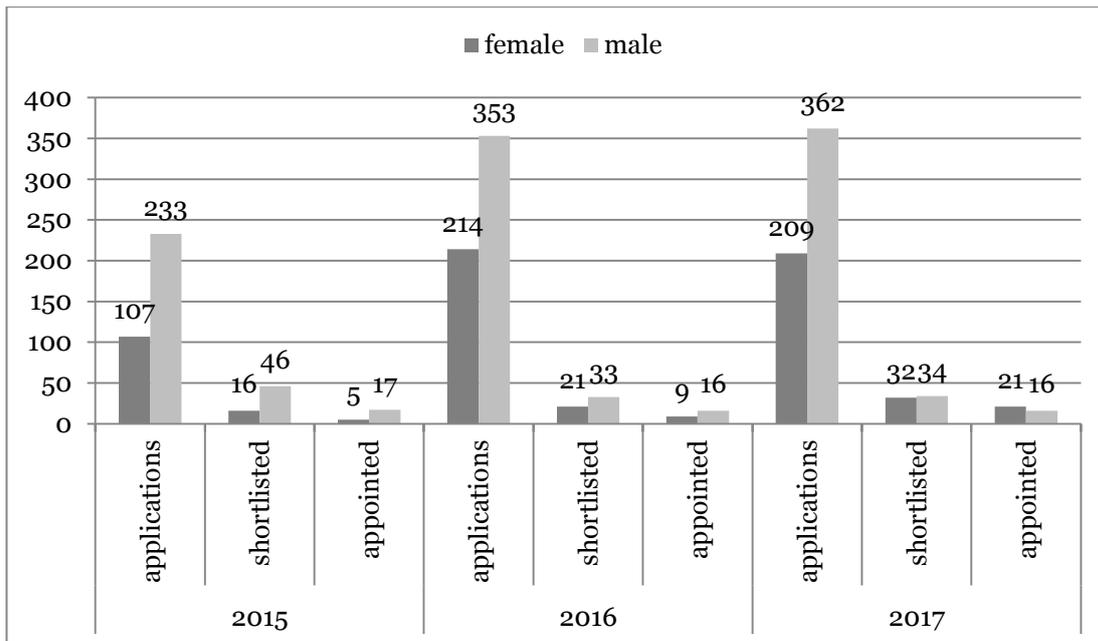


Figure 16: Overall recruitment applications, shortlisting and appointments by gender

		female	% female	male	% male	total
2015	applications	107	31%	233	69%	340
	shortlisted	16	26%	46	74%	62
	appointed	5	23%	17	77%	22
2016	applications	214	38%	353	62%	567
	shortlisted	21	39%	33	61%	54
	appointed	9	36%	16	64%	25
2017	applications	209	37%	362	63%	571
	shortlisted	32	48%	34	52%	66
	appointed	21	57%	16	43%	37

Table 16a: Data on recruitment applications, shortlisting and appointments by gender

	female	male
% change in applications 2015 to 2017	95%	55%
% change in shortlisted 2015 to 2017	100%	-26%
% change in appointed 2015 to 2017	320%	-6%

Table 16b: Percentage change in recruitment by gender

Table 17: Recruitment applications, shortlisting and appointments by gender and grade

Year	Position (grade)	Applications					Shortlisted					Appointed				
		male	female	total	%male	%female	male	female	total	%male	%female	male	female	total	%male	%female
2015	Research Associate (7)	51	24	75	68%	32%	4	3	7	57%	43%	2	1	3	67%	33%
	Research Fellow (8)	98	54	152	64%	36%	26	10	36	72%	28%	12	2	14	86%	14%
	Research Fellow (9)	0	0	0	0%	0%	0	0	0	0	0	0	0	0	0%	0%
	Lecturer (8)	84	29	113	74%	26%	16	3	19	84%	16%	3	2	5	60%	40%
	Senior Research Fellow (9)	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
	Senior Lecturer (9)	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
	Reader (9)	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
	Professor (10)	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
2016	Research Associate (7)	12	10	22	55%	45%	4	2	6	67%	33%	4	1	5	80%	20%
	Research Fellow (8)	129	102	231	56%	44%	13	13	26	50%	50%	7	5	13	58%	42%
	Research Fellow (9)	18	11	29	62%	38%	2	3	5	40%	60%	0	2	2	0%	100%
	Lecturer (8)	98	48	146	67%	33%	9	3	12	75%	25%	3	1	4	75%	25%
	Senior Research Fellow (9)	2	2	4	50%	50%	2	0	2	100%	0%	1	0	1	100%	0%
	Senior Lecturer (9)	94	41	135	70%	30%	3	0	3	100%	0%	1	0	1	100%	0%
	Reader (9)	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
	Professor (10)	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
2017	Research Associate (7)	21	25	46	46%	54%	5	6	11	45%	55%	5	5	10	50%	50%
	Research Fellow (8)	120	81	201	60%	40%	7	16	23	30%	70%	3	11	14	21%	79%
	Research Fellow (9)	1	0	1	100%	0%	1	0	1	100%	0%	1	0	1	100%	0%
	Lecturer (8)	203	91	294	69%	31%	20	8	28	71%	29%	6	4	10	60%	40%
	Senior Research Fellow (9)	17	11	28	61%	39%	1	1	2	50%	50%	1	1	2	50%	50%
	Senior Lecturer (9)	0	1	1	0%	100%	0	1	0	0%	100%	0	0	0	0%	0%
	Reader (9)	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
	Professor (10)	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
Total		948	530	1343	71%	39%	113	69	181	62%	38%	49	35	85	58%	42%

(ii) Induction

UoB has a four stage induction for **all new staff**:

- On-arrival: line manager-led, including meetings with Mentor, HoS, Operations Manager, Research Theme Lead and Head of Education;
- Local: formally-minuted meetings to complete Probationary Performance and Development Plan (PPDP) objectives;
- Central: information on University services and functions, training and Post-induction: UoB questionnaire or focus group to feedback and identify additional support needs.

Since our Bronze Award, we have:

- updated induction packs to include: HoS E&D and Athena statement; Postdoctoral Researchers' Concordat; details of staff equalities groups, flexible working and childcare; support for staff with caring responsibilities;
- appointed a mentor *on arrival* of new staff, ensuring that new colleagues settle in well.

The GEES E&D staff survey 2018 evidences the satisfaction of new staff with the induction processes:

- 61% agreed that they were "given a good welcome on arrival in GEES in terms of meeting other staff"
- 63% agreed that were "given sufficient information on the expectations of the role"

(iii) Promotion

The promotion process operates at School, College and University level; Schools can decide whether Senior Lecturer/Senior Research Fellow applications will proceed to College level, but all subsequent decisions are taken outwith the School. Unsuccessful candidates received face-to-face feedback from the HoS or Head of College.

In this section we therefore report data relating to a promotions process which is largely outside of GEES' control. Data are limited to FT applications, as the small numbers of PT colleagues render these individuals identifiable.

Between 1997 to 2015 only six women were promoted (five to SL, one to Reader) (compared with 62 men). No women were promoted internally to Professor (until 2015 GEES only had one female Professor). Our actions since 2014 (unless otherwise stated) address this historical legacy:

- HoS approaches candidates directly, proactively encouraging female candidates to apply for promotion;
- HoS offers individual meetings to all staff considering applying for promotion, providing personalised guidance on process and the application form;
- An improved PDR process explicitly prompts discussion of promotion;
- Mandatory E&D and unconscious bias training has been introduced for members of (gender-balanced) College and School promotions panels;

- A SAT representative with a specific E&D remit has been appointed to the School promotions panel (2017);
- A GEES E&D Promotions Protocol/checklist has been developed in collaboration with the School promotions panel (2018);
- The University Code of Practice for Supporting Equality and Diversity in the 2018 Guide to Promotion – Academic Staff (2017) has been implemented.

Over the data period:

- **5 female staff have achieved promotion, increasing from 1 in 2014/15 to 3 in 2016/17 (table 18);**
- **the success rate for women’s applications has improved from 50% in 2014/15 to 100% in 2016/17;**
- **staff are more likely to agree (45%F:42%M) than disagree (36%F:22%M) that they “receive support and encouragement from the School to apply for promotion and internal jobs” (GEES E&D Staff Survey 2018);**
- **an increasing proportion of female staff are employed as independent Research Fellow (grade 8) positions** – including highly prestigious and competitive *Birmingham Fellowships* (4F:5M since 2015). These provide five years of teaching remission, transitioning an open-ended T&R contract – intended as a ‘catapult’ to future progression to senior positions.

year	Grade promoted to	Applied				successful						success rate	
		F	male	% F	% M	total	F	M	% F	% M	total	F	M
2014/15	Senior Lecturer (9)	2	3	40%	60%	5	1	2	33%	67%	3	50%	67%
	Reader (9)	0	0	0%	0%	0	0	0	0%	0%	0	na	na
	Professor (10)	0	2	0%	100%	2	0	0	0%	0%	0	na	0%
	Total	2	5	29%	71%	7	1	2	33%	67%	3	50%	40%
2015/16	Senior Lecturer (9)	1	2	33%	67%	3	1	1	50%	50%	2	100%	50%
	Reader (9)	0	1	0%	100%	1	0	0	0%	0%	0	na	0%
	Professor (10)	1	3	25%	75%	4	0	3	0%	100%	3	0%	100%
	Total	2	6	25%	75%	8	1	4	20%	80%	5	50%	67%
2016/17	Senior Lecturer (9)	3	5	38%	63%	8	3	2	60%	40%	5	100%	40%
	Reader (9)	0	1	0%	100%	1	0	1	0%	100%	1	na	100%
	Professor (10)	0	4	0%	100%	4	0	2	0%	100%	2	na	50%
	Total	3	10	23%	77%	13	3	5	38%	62%	8	100%	40%

Table 18: Promotions and success rates of full-time academic staff by gender and grade

“As a result of GEES Athena actions on promotion, through PDR discussion with HoS, I was strongly encouraged by numerous colleagues to apply for Reader straight away, which I did in the next cycle (September 2015), and again the application was fully supported by the School research committee and HoS, and thus went forward. To my great surprise and delight, I was given a double promotion to Professor (Chair) despite having applied for Reader.”
(Female, academic staff)

However, our 2018 GEES Staff Survey shows that:

- Only just over half of our staff are positive about the statement “when I applied for promotion, I received appropriate and useful feedback from my school”
- Male staff are more likely to agree that the “University promotion application schedule is manageable” (45%M:29%F);
- Staff are more likely (53% disagree: 27% agree) to disagree that “the University values the full range of an individual’s skills and experience in the promotions process”.

Accordingly, we still need to do more to clarify and raise awareness of promotions procedures, in order to ensure transparency in the relative weighting of research/teaching/administration and the process for considering career breaks, and caring responsibilities, with the overall aim of encouraging further successful applications:

Action 5.1.2: Hold annual promotions workshops, covering criteria and schedule, peer support, and dialogue on feedback, including a representative of the College Promotions Panel.

(iv) Department submissions to the Research Excellence Framework (REF)

Both RAE2008 and REF2014 submissions were gender-balanced.

49.7 FTE were submitted to RAE2008 at a F:M ratio of 17%:83%, almost identical to the eligible population ratio of 16%F:84%M. In REF2014, GEES submitted 92% and 95% of eligible staff to UoA7 (Earth and Environmental Sciences) and UoA17 (Geography and Environmental Studies) respectively. Only two eligible staff – both male – were not returned. Review of staff circumstances for REF2014 (to ensure cases were considered fairly and transparently) revealed only 1(F) staff circumstance case.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

Key Impacts since Bronze award:



- Significant increases in the numbers of female academic applicants (95%) since 2015, from 107 to 209
- 320% increase in female academic staff appointed
- Increased promotions success rate for female staff from 50% in 2014/15 to 100% in 2016/17

5.3. Career development: academic staff

(i) Training

Internal University training courses are promoted through annual PDRs and available via self-referral .

- Training for **early career** (T&R/TF/TO)) includes: skills for researchers (“Making your mark”, “Raising your research profile”, “Becoming a research team leader”, PG Certificate in Academic Practice (PCAP)). A new College-wide Rising Stars Programme (from Autumn 2018) will support career progression for lecturing staff <2 years in post. The School has developed its own induction briefings for newly-appointed academic staff.
- **Senior** programmes (SL and above) include Emerging Leaders (ELP), Research Leaders (RLP) and Senior Leaders (SLP), available via self-nomination or HoS recommendation.

Self-nominations are invited annually for the **external** Aurora Leadership Programme available to female Lecturers. (One colleague attended in 2014, and was promoted to Professor in 2015).

Since the Bronze award, we have:

- Held Early Career Researcher workshops to maximise potential and ensure integration into GEES (41 attendees since 2015);
- Launched the PERCAT training programme providing weekly training opportunities, career development, mentoring, an annual research conference and a £500 competitive career development fund ;
- Introduced a formal allocation of 2hrs/week for ECRs for professional development;

- Extended our Mentoring Scheme beyond probationary staff. Peer mentoring relationships last 3-5 years and Mentor training is provided by POD (new scheme 2018: no data yet).

By the end of the data period:

- Training uptake by gender is broadly equivalent to the eligible staff population (except for Grant Writing, which has been attended more by female staff);
- 40% of eligible Post-Doctoral Research Staff have engaged with the PERCAT scheme since data collection began in Oct 2017

Action 5.3.1: Systematically collect PERCAT engagement data by gender.

- Feedback shows that women are more positive than men both about the training offered (55%F:30%M) and its usefulness (50%F:34%M).

Training course taken	F	%F	M	%M	Total
Mandatory for all staff					
Equality and Diversity in the Workplace (most staff completed this training before the data collection period)	27	45%	33	55%	60
Mandatory for certain roles					
Informal HoS briefing session on PDR process	18	69%	8	31%	4
Recruitment and Selection Workshop (29M and 11F did this training in its initial year in 2014)	4	36%	7	64%	11
Optional training for academic staff					
CV and Interview Skills	3	50%	3	50%	6
Grant Writing	4	80%	1	20%	5
Early Career Workshops	15	37%	26	63%	41
Training by nomination only					
Emerging Leaders programme	1	17%	5	83%	6
Research Leaders programme	2	33%	4	67%	6
Senior Leadership programme	1	25%	3	75%	4

Table 19: Training uptake by academic staff, by gender, 2014/15-2017/18

(ii) **Appraisal/development review**

GEES follows University policy for mandatory annual Personal Development Review (PDR) for all staff, conducted by senior colleagues on behalf of the HoS (other than for probationers who undertake the PPDP with the HoS and a Mentor).

Since 2014,

- GEES has revised the PDR form to include personal development alongside education, research and management/administrative profile, and record discussion of study leave opportunities, career breaks and promotion routes;
- PDRs are now informed by Workload Allocation Model (WAM) data to appropriately contextualise work loading;

- Completed forms are reviewed and signed off by the HoS, who addresses any issues identified (including work-life balance, revising objectives identified as not realistic/achievable, and following up promotion aspirations).

GEES PDR completion rates are reported annually and monitored by UoB. We have 26 Academic staff appraisers (8F/30%:18M/70%), and 20 appraisers for research staff (4F/20%:16M/80%). For academic staff, there is a low incidence of non-completion, but for research staff, non-completion is relatively high (Table 19b). Our focus groups highlighted that the choice of PDR reviewer (subject specialist, more senior than reviewee) was crucial to a productive PDR relationship, and could be one of the reasons for non-completion by research staff. To address this, we will:

Action 5.3.2: Ensure that PDRs for research staff are carried out by appropriately skilled and senior staff.

PDR completion rates - academic staff				
Academic year	Number of reviews completed	Gender		Notes
2015 - 2016	74	21F (28%)	53M (72%)	0 x non-completion
2016 - 2017	81	23F (28%)	58M (72%)	4 x non-completion
2017 - 2018	84	25F (30%)	59M (70%)	8 x non-completion
Number of Academic Staff appraisers = 26 of which 18 (M) and 8(F)				
PDR completion rates - research staff				
Academic year	Number of reviews completed	Gender		Notes
2015 - 2016	35	5F (14%)	11M (31%)	19 non-completion
2016 - 2017	31	7F (23%)	10M (32%)	14 non-completion
2017 - 2018	39	11F (28%)	13M (33%)	15 non-completion
Number of appraisers for Research Staff = 20 of which 16 (M) and 4(F)				

Table 19b: PDR review completion rates for academic and research staff, 2015-2018.

Staff agree that **“the purpose of the PDR is clear” (55%)**, and **“I have the opportunity to shape my work objectives (72%)**. Overall, there were mixed feelings (41% agree; 37% disagree; 22% neutral) about whether the PDR process is useful for career development, with men more likely than women to disagree (39%M:27%F).

PDR reviewers receive (refresher) training annually from the HoS. Bearing in mind this survey feedback, we will:

Action 5.3.3: Ensure that refresher training for PDR reviewers specifically focuses on the enabling function of PDRs for career development.

(iii) Support given to academic staff for career progression

The framework for supporting career progression for T&R/RO/TF academic staff since 2015 has included:

GEES initiatives:

- Re-establishing study leave (2014), to support development of profile and publications (uptake by gender: 2015/16 (1F); 2016/17 (3F:6M), and 2017/18 (1F:2M));
- ECR Career Development Workshops, such as ‘Making Fellow’ (2016 - organised by two female postdoctoral researchers to support applying for independent research fellowships - 20 attendees);
- Extension of the PDR process to postdoctoral researchers;
- Postdoctoral representatives on GEES’ Research Committee;
- ‘Pump-priming’ research fund (since 2015) allocated by Research Committee for pilot research. Table 20 shows that 26 applications were received, 22 successful (9F:13M). Only four were unsuccessful (2F:2M).

Wider University context, supported at GEES:

- Specific support for TF staff from the Teaching Academy (established to share good teaching and learning practice across the University);
- A new route for TF promotion (**1 since 2014**);
- Opportunity for academic staff to apply annually for Educational Enhancement Funds and Alumni Foundation funding for teaching-related research and innovation. **Four staff [2M:2F] have received funding since 2014;**

Year	Female applicants	Female awarded	Male applicants	Male awarded	Total awarded
2015	3	3	5	3	6
2016	1	1	5	5	6
2017	3	3	3	3	6
2018	4	2	2	2	4
Total	11	9	15	13	24

Table 20: successful applications to GEES pump-priming research funding

“On returning from maternity leave, I accessed the GEES pump-priming fund. This allowed me to kick-start new fieldwork. As a result I have developed new publications and a new medium-term research strategy that fit with my new care commitments.”

Female academic staff

Our 2018 E&D Staff Survey shows that 35% of female and 39% of male respondents believed that their career development opportunities had improved in the past three years (Figure 17).

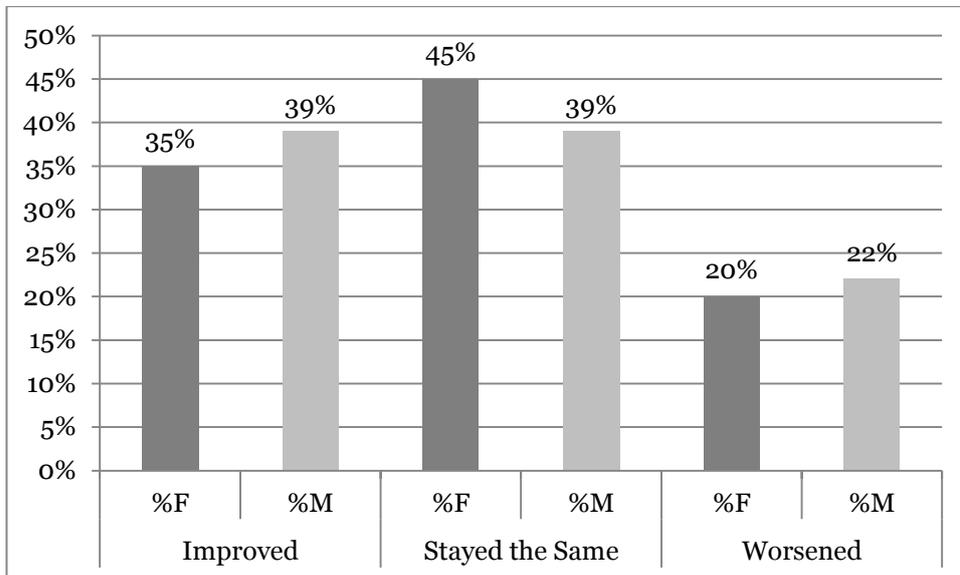


Figure 17: Improvements in career development opportunities

Women were likely to be more positive than men about: mentoring (48%F:39%M agree); networking opportunities (48%F:39%M agree); and support to attend conferences or external training (48%F:30%M agree).

In order to improve future support for career development and strengthen our REF environment statement, we have also:

- requested College level investment in funding for academic staff with caring responsibilities to attend conferences.

In order to maximise the impact of our School, College and University career development support, we will:

Action 5.3.4: Encourage uptake of the School’s new mentoring system and monitor uptake and experience of mentoring by gender;

Action 5.3.5: Evaluate the uptake and impact (by gender) of financial support for academic staff with caring responsibilities to attend conferences.

(iv) Support given to students (at any level) for academic career progression

UoB's Careers Network supports GEES in providing knowledge and support for academic career progression for students, including a weekly drop-in appointment; scheduled 1:1 appointments, CV drop-ins, practice interviews, work experience drop-in, monthly Postgraduate Careers Clubs, Enterprise skills training for postgraduates, Careers fairs and events for UGs, PGTs and PGRs.

Our high graduate employability rate marks GEES as ranked 1st in the Russell Group for our UG Planning and Geography programmes (100% and 89% employability respectively), and ranked 5th for E&ES (84%) in 2017-19.

		2015/16	2016/17	2017/18
Appointments/drop-ins	female	113	93	110
	male	71	67	55
	total	184	160	165
	%female	61%	58%	67%
	%male	39%	42%	33%
Careers events	female	184	309	360
	male	140	249	211
	total	324	558	571
	%female	57%	55%	63%
	% male	43%	45%	37%

Table 19: Careers Network appointments and events uptake by gender

Given our overall student gender balance, it is to be expected that more female than male students engage with all types of Careers Network services. The only event more likely to be attended in greater numbers by male students was the Engineering, Science and Technology fair (2017/18 = 11F:21M):

Action 5.3.6: Work with Careers Network to market the Engineering Science and Technology (STEM) fair to female students.

In the annual Birmingham Student Survey (BSS) 83% UGs agreed that "I have received good advice and support from Careers Network to guide my careers choices" in 2017 (94% in 2016; 82% in 2015).

(v) Support offered to those applying for research grant applications

Academics:

- receive monthly discipline-specific funding opportunities bulletins by email (with daily and weekly updates), including notice of schemes tailored to women;
- are supported by dedicated Research Support Officers assisting with management of applications and liaison with the Research Finance Team to provide grant costings;
- can apply for GEES funds pump-priming pilot research;

- benefit from an internal peer review process giving feedback before final grant submission
- have opportunities for support and debriefing from research group colleagues if submissions are unsuccessful.

Since our Bronze award, there has been a **notable increase (29%) to gender parity in the success rate of research grant applications** (Table 20).

		Total number of applications	Successful bids	Unsuccessful bids	Awaiting outcome	Success rate (known outcomes)
2015/16	Female	25	11	14	0	44%
	Male	74	32	42	0	43%
	Total	99	43	56	0	
2016/17	Female	23	9	14	0	39%
	Male	87	29	55	3	35%
	Total	110	38	69	3	
2017/18	Female	42	10	4	28	71%
	Male	129	26	9	94	74%
	Total	171	36	13	122	

Table 20: Success rates for GEES grant applications supported by Research Support Office by gender

The main changes have been (Table 21):

- **a notable increase in research grant income for female staff** between 2013/14 (£678K) and 2016/17 (£1,172K);
- **substantial improvement in average annual research grant income to women** between 2013/14 (£24,235) and 2017/18 (£41,880) (using the eligible staff headcount of 28F:77M)
- **parity in average annual research grant income between women and men.**

	2013/14	2014/15	2015/16	2016/17	2017/18
Female total research grant income	678,599	1,208,940	1,297,280	1,591,137	1,172,646
Male total research grant income	3,468,168	3,696,952	3,658,786	4,143,127	3,284,404
Average research grant income for females (n=28)	24235	43176	46331	56826	41880
Average research grant income for males (n=77)	45041	48012	47516	53806	42654

Table 21: Research income awarded by gender, 2013/14-2017/18

Across GEES (as in the sector as a whole), a few individuals (both female and male) are responsible for winning some very large grants, meaning that average annual income figures mask a range of individual outcomes. To further explore the impacts of research support on career progression, we will:

Action 5.3.7: Collect data on the value of research grants applied for and awarded by gender, to identify relative success rates, identify and trends in application type, and address any imbalances with targeted research support

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

5.5. Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: before leave

Staff intending to take maternity/adoption leave or Shared Parental leave meet with their line manager and a specialist HR representative to discuss arrangements including any health and safety issues, 'Keeping in Touch' days, and support on return. Staff with one year's service are entitled to enhanced Maternity, Adoption and Shared Parental Leave pay of 18 weeks at full pay.

Miscarriage is a seldom-mentioned experience in the workplace. In addition to statutory provision, one colleague describes the personal support received:

I recently experienced a missed miscarriage at 13 weeks. My colleagues immediately took over my research and administrative commitments, including giving external presentations and attending workshops on my behalf, to make sure I had the time to recover mentally and physically from this loss.
(female academic staff)

A recent 'bake sale' in support of a UoB research programme investigating early pregnancy loss was well supported in GEES, and served to raise awareness of, and enable informal dialogue about, miscarriage.

(ii) Cover and support for maternity and adoption leave: during leave

Staff remain on mailing lists during leave (without expectation of messages being read), continue to receive the weekly school bulletin, and can use KIT days to attend research events and specific meetings.

A central University fund is available to meet the costs of maternity leave, adoption leave and Shared Parental Leave for T&R and TF academics, enabling appointment of suitable academic staff cover.

(iii) Cover and support for maternity and adoption leave: returning to work

GEES tailors support for career progression of academic staff returning from maternity/adoption/shared parental leave. A university-wide scheme ensures that T&R staff returning from a minimum of six months leave are entitled to a semester of workload remission (from either teaching, research or administration), to enable them to re-focus their work as appropriate. Arrangements are discussed between the individual and HoS (or representative) *before* the return to work, and reviewed *on* return.

The majority of colleagues consulted via interview with the SAT chair were happy both with arrangements made prior to and on return from leave, and with HoS support in agreeing arrangements. They found workload remission fruitful and effective.

Long-term changes to working hours to accommodate caring responsibilities (for children or adults), are accommodated under UoB's Flexible Working Guidelines.

Since 2014, 11 staff have taken maternity leave: 8 academic, 3 PS. For 2014 and 2015, all staff returned to work after leave. Of the 2014 maternity leave staff, 100% are still in post after 6 and 12 months, with 1 out of 2 still in post after 18 months. Of the 2016 and 2017 staff, 1 (PS) did not return to work and 1 returned to work full-time (academic).

Facilities for nursing mothers

We have made a concerted effort to identify dedicated spaces for pregnant women and nursing mothers and to make such spaces a requirement of future large campus developments. We now have two dedicated rooms for nursing mothers in CoLES and CoMDS. Our major Collaborative Teaching Laboratory campus development (due to open in Autumn 2018) will also have a dedicated room.

Parents and Carers Staff Network

The Parents and Carers Network provides a space for staff with parental and/or caring responsibilities to meet and develop contacts across the University. Where network members are experiencing issues relating to being a working parent or carer the committee can also confidentially signpost them to services within the University, or match them with network colleagues who can advise them on an informal basis. The Network is currently setting up a summer holiday intranet resource which provides

details of activities and events in the local areas. The Network Chairs attend the monthly “Network Coffee” events, to which all staff are invited.



(iv) Maternity return rate

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Paternity leave, and parental leave are agreed locally with the HoS according to UoB’s policies. Adoption and Shared Parental Leave are agreed in tandem with HR, and the SAT has publicised Shared Parental Leave policy through the GEES staff email list. All 15 colleagues who have taken one of these types of leave have either returned to work or indicated that they intend to return to work at its conclusion (return rate = 100%).

Staff Type	Athena Swan Grade	Year					Grand Total
		2013	2014	2015	2016	2017	
Academic	Senior Lecturer (9)	1	0	0	1	0	2
	Lecturer (8)	2	2	0	1	0	5
	Research Fellow (7)	0	0	1	2	0	3
Academic Total		3	2	1	4	0	10
Professional Services	Admin & Other Related (6)	0	0	1	0	0	1
	Teaching Staff (6 to 8) [Non-Lecturers]	0	0	0	1	0	1
	Support (5)	0	0	0	1	1	2
	Support (4)	0	0	0	0	1	1
Professional Services Total		0	0	1	2	2	5
Grand Total		3	2	2	6	2	15

Table 22: Uptake of Paternity, SPL, Adoption and Parental Leave in GEES 2013-2017

Staff Type	Athena SWAN Grade	Year
Professional Services	Support (5)	1
Grand Total		1

Table 23: Shared Parental Leave since 2015

One drawback of parental leave is that colleagues have historically taken a lead in arranging the detail of their own teaching cover. Instead, we propose that the Head of Education take overall responsibility for this, informed by prior consultation with the colleagues taking leave:

Action 5.5.1: Develop and implement a school policy on arranging teaching cover for academic staff on parental leave.

(vi) Flexible working

All staff with 26 weeks continuous service can formally apply to switch to a flexible working pattern. The University's Flexible Working Guidelines set out the process for doing this and there is a flexible working intranet page, with FAQs and examples of different working patterns. Both the guidelines and the intranet page emphasise that staff of all genders and grades can work flexibly and that staff can apply to do so for any reason.

Since academic staff at UoB have no working hours specified in their contracts, informal arrangements for flexible working are commonplace.

Since our Bronze award, we have improved information provided to staff about formal flexible working options, through:

- induction packs;
- links from our School E&D/Athena webpage;
- job adverts in GEES welcome applications from candidates looking for “flexible part time/job share arrangements as part of the appointment”.

As a result, a high proportion of staff who responded to the GEES E&D Survey 2018 feel “I would be supported to request flexible working if I wanted or needed to” (70%F:52%M). To address the gender difference in this response we will provide visible male role models who work flexibly in the GEES weekly newsletter (Section 4.2).

Successive Heads of School have supported flexible working, and seven academic staff have formally adjusted their hours via flexible working procedures 2014–2016. Of these, five have related to maternity leave/parental care responsibilities, one to ill health and one to other reasons. All applications have been successful. Flexible working requests for PS staff are handled outside of GEES via a separate management process.

“I work part-time which allows me the flexibility to work around my family life. I have been able to fit my hours in during school time which means I can still be there for the all-important after school hours. Because of GEES’ commitment to a family-friendly culture, I feel confident that if I needed to change when I work my hours in the future then my request would be carefully considered” (female, Professional Services)

(vii) Transition from part-time back to full-time work after career breaks

UoB’s flexible working policy includes an option to revert to previous working patterns, as well as a trial period of flexible working before making a final decision. Since 2015, 3 staff (2F:1M) have taken up opportunities to work part-time temporarily.

“GEES provision for part-time working has benefitted my career progression. This flexibility has also enabled me to appropriately balance work and parenting responsibilities” (female, academic)

Key Impacts since Bronze award:



- Implementation of workload remission scheme since 2015 for staff returning from maternity leave
- 2 female staff have agreed flexible working conditions after returning from maternity leave since 2015
- A high proportion of staff feel supported to request flexible working (70%F:52%M)

5.6. Organisation and culture

(i) Culture

Our inclusive culture is driven by our honest approach to what we do well and how we need to improve. This is embraced by our SMT and Executive Committee who have embedded E&D activity and approaches throughout committees, decision-making and working practices (see Sections 2 & 3).

The impacts of our gender-inclusive working practices are evidenced in our staff survey (Feb 2018)

- **“My school has made it clear to me what its policies are in relation to gender equality” (66%);**
- **GEES SAT has been effective in scrutinising university policies and assessment of their potential gender impact (66%; increase of 35% since 2015);**
- **“I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour (67%);**
- **“My School uses women as well as men as visible role models” (81%);**
- **“E&D activity in GEES has had a positive impact on policies and processes (68%);**
- **“E&D are taken seriously by the School” (71%).**

This evidence is supplemented by focus group (2018) and free text data from the E&D staff survey, demonstrating that **staff feel positive about GEES as a workplace**. When asked for examples of positive impacts of E&D activity over the past 3 years, staff identified “recruitment of female staff”, “raising awareness”, and that more employment of females had enabled the School to pass a tipping point, “giving people a voice”, “people were now openly talking about equality”.

“It has made me more aware, as a woman, of the potential to enable other women to succeed”
(Female academic staff)

Four out of six PS staff agreed that “GEES is making progress towards equality and diversity”, “E&D has had a positive impact on policies and processes” (5/6), and “E&D are taken seriously by the School” (5/6). (We had a representative sample of PS survey respondents)

(b) Mainstreaming inclusivity

Staff Communications

The School webpage has been substantially updated to ensure, for prospective students and job applicants, a first impression of GEES that reflects our supportive and equality-driven working environment across all protected characteristics.

As a result:

- **52% of new starters since 2015 (n=37) agree that “the school is attractive to applicants from diverse backgrounds” (only 10% disagree, 35% neutral).**



Figure 18: screenshot of GEES E&D/Athena webpage

We have increased dialogue with staff via whole-School meetings and the annual Away Day, leading to:

- **Increased awareness and understanding of E&D activity, with 83% stating that they “understand why positive action may be required to promote gender equality” (Staff Survey 2018);**
- **Increased confidence in the School’s progress towards achieving equality: 73% believe that “GEES is making progress towards equality and diversity”, and 71% that E&D is “taken seriously by the school”.**

Two areas in need of improvement are:

- addressing perceptions of equal pay (only 46% of GEES staff agree that “men and women are paid an equal amount for doing the same work or work of equal value”). Women are less likely than men (at 95% confidence level) to agree with this statement.
- demonstrating that GEES has a family-friendly workplace culture (only 36% of GEES staff agree).

The University has published confirmation that it complies with equal pay legislation, and has an action plan to address its gender pay gap of 23.3%¹. GEES will contribute to monitor progress towards its reduction and address the above concerns, felt particularly by female staff, with the following Actions:

Action 5.6.1: Analyse anonymised data on staff pay and discretionary annual payments by gender, and bring any imbalances identified to the attention of College Board for further action;

Action 5.6.2: Produce a yearly audit report on appointments, promotions, pay and proportions of staff at different grades; as specified by the UoB Gender Pay gap action plan 2018.

¹ University of Birmingham (2018) *Gender Pay Gap Report 2017*.

<https://www.birmingham.ac.uk/Documents/university/gender-pay-gap-report.pdf>

Sharing Good E&D Practice Beyond the School

We have exceeded our Bronze Action Plan in the area of sharing good practice in Athena activity, through the following activities:

- Annual International Women’s Day events since 2014, raising over £350 for local women’s charities
- Led a research-focussed E&D conference on “Embodying Geographies” (Oct 2017) with external experts in women’s representation in GEES subject areas, securing sponsorship from The Geological Society and support from the Royal Geographical Society’s *Gender and Feminist Geography Research Group*, and *Race, Culture and Equality and Working Group*.
- Convened an event for UN International Day of Social Justice (Feb 2018) with panels on diversity in fieldwork, and on public engagement with diverse communities;
- GEES staff leading national discipline-specific debates on diversity, including publishing peer-reviewed papers^{2, 3}.

Evidence of the impact of the Embodying Geographies conference is demonstrated by the following feedback from delegates:

“The impression I received was of a very high level of commitment amongst individual colleagues to equity and diversity in LES, with a particular focus on gender and race.”
(GEES Lecturer)

Addressing Staff Priorities

In our 2015 staff E&D survey, staff comments suggested that our Action Plan has **improved the school’s decision-making culture**:

“It’s good to see E&D issues being raised in discussions at a variety of decision-making scales, up to and including [Executive Committee], which suggests a new seriousness about this. I’d like to see more action on pay and (especially) promotions.” (GEES staff, E&D Survey 2015)

The top three priorities identified in our 2018 E&D GEES staff survey were: (1) improve work-life balance (see below); (2) address the seniority of female staff (see Section 5.1.iii); (3) improve representation of BAME staff in senior positions (see section 7).

² Wilson, E. R., Ambrose-Oji, B., and Ferranti E.J.S. 2017. Widening engagement and diversity in forestry and forest science. Workshop Report. Royal Forestry Society, Banbury, Oxon. 19 pp

³ Noxolo, P. (2017) “Decolonising geographical knowledge in a colonised and re-colonising postcolonial world” *Area*, 49 (3), pp317-319.

Work-life balance

The GEES E&D staff survey 2018 showed that an equal proportion of staff agreed and disagreed that they have “good work-life balance” (38%).

- Men were more likely than women to state that “over the past 3 years my work-life balance has worsened”.
- Staff with children were more optimistic than those without children (at 95% confidence level).
- People who are the primary carer for a disabled adult or an elderly person, or a secondary carer were most pessimistic about changes to their work-life balance (difference at 90% confidence level).
- A high proportion of both academic (75%; 82%F:74%M)) and PS staff state that “I often worry about work when I am not in work” (5/6).

Notwithstanding the issue of workload, 61% of respondents agreed that “the school is a great place to work for men” and 51% that “a great place to work for women”.

The recent introduction of a university-wide central timetabling system, and plans to require academic staff to log annual leave should improve staff work-life balance. To assess the impact of these schemes, and to further address issues of workload and work-life balance, we will:

Action 5.6.3: Link with the Parents and Carers university staff support network to produce a work-life balance policy;

Action 5.6.4: Evaluate the impact of core hours policies, central timetabling and logging annual leave on staff perception of work-life balance.

(c) Student Engagement with E&D

Our main achievements in mainstreaming inclusivity with students have been:

- At least four School staff attending inclusive curriculum training and contributing to the UoB Inclusive Curriculum Working Group;
- A new E&D talk delivered during Welcome Week to all new GEES UG students (since 2017);
- An E&D tutorial (since 2017) for Year 1 UG students, across all programme areas, with bespoke readings, Athena School data and guidance provided via our online teaching and learning portal;
- A one-day event in 2018 co-organised by Student E&D champions produced and a student-directed film now shown at Open Days, staff E&D training and annual student Welcome Week lectures.



Figure 19: GEES E&D student directed film

Student E&D Champions who have participated commented:

“The impact has been remarkable based on things I have seen and how I know I would help someone affected[...] the skills I gained from the activities are invaluable and I have had more confidence to get involved with discussion about E&D”

GEES Student (anon), 2018

“You have taught me how to empower women and how to celebrate her achievements and promote better, equal non-biased work environments whether by accepting me in the Equality and Diversity program or when you allowed me to help organise the International Women's Day events for the past three years when I was at the University of Birmingham [...] For the first time ever, this year, the University of Jordan celebrated the International Women's Day!

Dr Deyala Tarawneh, former GEES Postgraduate Student, 2018

To evaluate the impact of our student E&D engagement activity, we have convened peer action groups and focus groups annually since 2015. This has led to:

- **launch of a new student SAT**, to identify priority issues (LGBT inclusive residential fieldwork, intercultural exchange between ‘home’ based and international students, underachievement of male UG students).
- **Student design of additional staff E&D training** (October 2018).
- **Securing funding (£500)** for an equalities charity to facilitate this training [attended by 20 staff (13f: 7m), 5 students (3f:2m); 5 PS: 15 academic staff)].

In order to support the student SAT the GEES SAT will work with the College Student Engagement Officer and UoB Student Equality team to:

Action 5.6.5: Pilot a student-led initial review of inclusiveness in the curriculum, pedagogy and fieldwork across all discipline areas in GEES UG programmes.

(ii) HR policies

HR have a dedicated E&D webpage where policies, (including those on bullying and harassment which are established and monitored at University level) are published. A Harassment Advice Service provides trained, volunteer members of staff (3F:3M) to act as Harassment Advisors, and a University Mediation Service addresses any allegations.

All policy changes are cascaded to staff via HoS or School Operations Manager, highlighted and minuted at School Executive Committee and Whole-School meetings, and where appropriate the potential gender impacts of any changes are scrutinised by the SAT. POD provide “Essential Guide to Managing at the University” training which covers compliance with HR policy and procedures. We are supported by named professionally-qualified independent HR staff involved at an early stage in the application of policies and procedures, providing advice to managers to ensure consistent application.

2018 staff survey data demonstrates that the **majority of staff are confident that their line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour (67%F:69%M).**

(iii) Representation of men and women on committees

Most committees include both academic and PS staff (figure 20, table 24), and committee chairs report monthly to the School Executive Committee, Membership takes account of to leadership and administrative duties, and is allocated according to capacity and aptitude.

GEES’ senior leadership is broadly gender balanced (3M:2F): HoS (M); Deputy HoS (F); Operations Manager (F); Heads of Research and Education (2M)

School business involves the following committees and reporting lines:

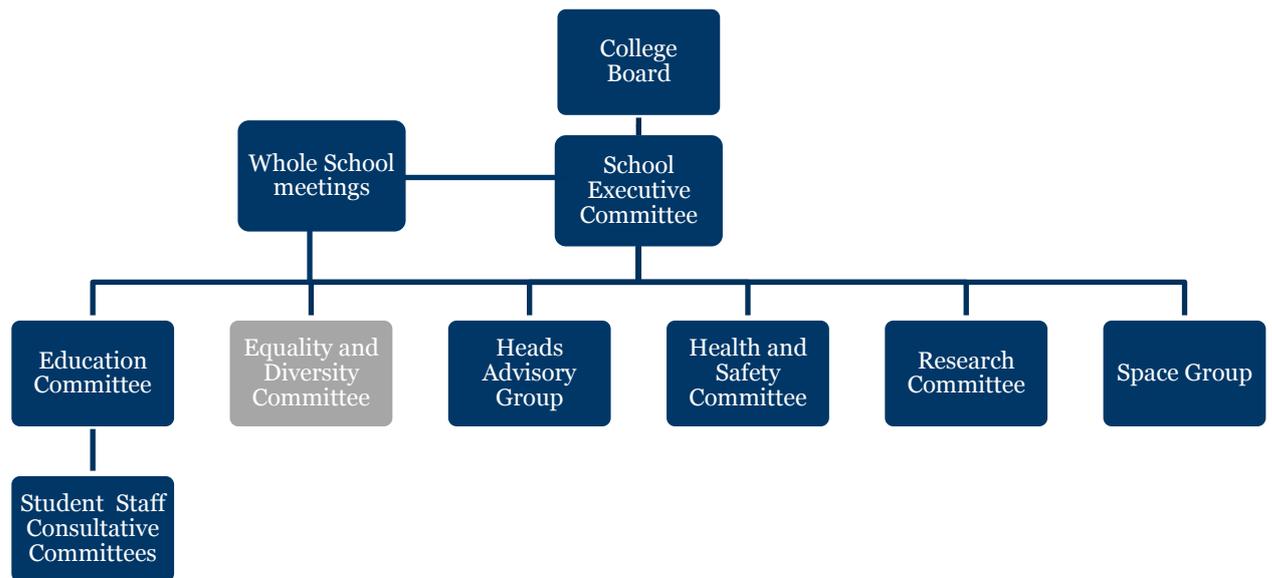


Figure 20: School Committee Structure

Since our Bronze award, we have:

- brought the SAT Chair and Deputy (2F), and a female non-professorial member without portfolio into School Executive Committee membership;
- appointed an SAT representative (F) to GEES Promotions Panel
- included E&D as a standing item on each GEES Committee, to avoid overburdening female staff with committee membership

As a direct result:

- **the gender balance of the Executive Committee has improved (from 25% to 33% female).**

The other gender-balanced committee is the Equality and Diversity Committee itself. The Health and Safety Committee and Space Group (responsible for rationalising GEES workspace and devising principles of office sharing) have gender balances proportionate to academic staff composition (34%F:66%M).

The Education, Research and Heads Advisory Group have a disproportionate number of male academic members. The Heads Advisory Group is made up of HoS (M), deputy HoS (F), Head of Resarch (M), Head of Education (M), deputy Head of Eduaction (M), Operations Manager (F), and 2 additional members (2M).

Committee	Year	Chair M/F	%F	%M	Total
Executive Committee	2014/15	M	25%	75%	20 (18 Academic: 2PS)
	2015/16	M	26%	74%	23 (22 Academic: 1PS)
	2016/17	M	29%	71%	21 (19 Academic: 2PS)
	2017/18	M	33%	67%	21 (18 Academic: 2PS)
Education Committee	2014/15	M	33%	67%	15 (12 Academic: 3PS)
	2015/16	M	36%	64%	14 (10 Academic: 4PS)
	2016/17	M	29%	71%	17 (13 Academic: 4PS)
	2017/18	M	25%	75%	16 (12 Academic: 4PS)
Equality and Diversity Committee	2014/15	M	78%	22%	9 (7 Academic: 2PS)
	2015/16	F	70%	30%	13 (10 Academic: 3PS)
	2016/17	F	60%	40%	15 (12 Academic: 3PS)
	2017/18	F	55%	45%	20 (14 Academic: 6PS)
Heads Advisory Group	2014/15	M	25%	75%	8 (7 Academic: 1 PS)
	2015/16	M	13%	87%	8 (7 Academic: 1 PS)
	2016/17	M	25%	75%	8 (7 Academic: 1 PS)
	2017/18	M	22%	78%	9 (8 Academic: 1 PS)
Health and Safety Committee	2014/15	M	22%	78%	9 (4 Academic: 5PS)
	2015/16	M	44%	56%	9 (4 Academic: 5PS)
	2016/17	F	60%	40%	10 (6 Academic: 4PS)
	2017/18	F	40%	60%	10 (7 Academic: 3PS)
Research Committee	2014/15	F	18%	82%	17 (16 Academic: 1PS)
	2015/16	F	27%	73%	22 (19 Academic: 3PS)
	2016/17	F	15%	85%	19 (17 Academic: 2PS)
	2017/18	M	19%	81%	16 (15 Academic: 1PS)
Space Group (started in 2017/18)	2017/18	F	33%	67%	9 (6 Academic: 3PS)

Table 24: Gender representation on GEES Committees

In the GEES E&D Survey 2018:

- only 32% of staff agreed that the school has a gender balance on important committees,

We therefore need to carefully weigh the need to improve gender balance of GEES committees against the gender composition of our current staff. This will be enabled with our current trajectory towards improving the overall representation of female academic staff.

(iv) Participation on influential external committees

Staff can apply for openly advertised College Leadership roles, and are encouraged to do so. GEES staff who occupy College Board roles are male: Head of School, Director of Impact & Innovation, Director of Research.

We therefore need to improve support for senior female staff to apply for these roles (e.g. HoE, HoR and Directorships). **The four female staff attending leadership programmes since 2015 will be well-positioned to take such roles in the near future.** To further improve the pool of female staff eligible for prominent College roles, we will:

Action 5.6.7: Actively canvas interest among female staff in Committee Chair and College Board roles, and provide internal or external Aurora leadership training if required.

Externally, staff are encouraged to join influential committees of benefit for career development. Opportunities are advertised directly via email to all academic and research staff. These are recorded as esteem indicators in PURE (UoB's research repository), and discussed in PDRs. The effort involved in these positions and external activities such as editorial board positions, journal editing, learned society chair roles, national and international funding council peer review colleges, external examining are recognised as citizenship in the WAM.

A straw poll conducted in July 2018 elicited the following data (from 9F:13M academic staff), showing broadly gender-equal contributions:

	female	male
External committees/learned society roles	8	9
Peer review (funders, journals)	5	9
Journal editorships/editorial board	3	5
Scientific/conference organising committees	3	0
Total	19	23

Table 25: External committees, peer review and editorial boards of GEES staff, July 2018: straw poll

(v) Workload model

In order to improve the fairness and transparency of workload allocation, in 2012 GEES developed a Workload Allocation Model (WAM) for academic staff to include teaching

duties, PhD supervision, externally-funded research time, administrative and management duties, and personal research. Our WAM has now been adopted across the College. As part of our Bronze Action Plan, we revised this model to include a standard tariff for citizenship duties, and to enable the model to be adjusted for PT staff.

The WAM enables the HoS to monitor the distribution of work and informs role allocation. Staff provide data annually via an online interface, using WAM tariffs set by a WAM Working Group led by the deputy HoS (F). All staff can view the tariffs and principles, and seek adjustments where duties need reassessing. Staff are encouraged to bring WAM data to PDR meetings.

WAM is updated and monitored annually for gender bias, with data reported annually to GEES Executive Committee and a Whole School Meeting.

Analysis of our WAM data shows **a more equitable workload gender balance over the majority of the period of more explicit use of WAM in assignment of duties.** Unfortunately the model does not isolate instances of workload reduction (e.g. in case of return from maternity workload remittance scheme)

There is a clear gender disparity in staff perceptions of workload allocation, with 78% of male staff but only 47% of female staff agreeing that work is allocated on a clear and fair basis irrespective of gender.

Action 5.6.8: Report on the WAM gender monitoring annually at whole School Meetings

WAM Category	Female			Male		
	Total WAM points (n =27)	Research & Teaching Focussed (n=18)	Teaching Focussed (n =9)	All (n =65)	Research & Teaching Focussed (n=56)	Teaching Focussed (n =9)
Administrative	2,465	1,545	920	8363	7,055	1,308
Teaching	4,131.7	2,138.1	1,993.6	14,930.7	10,359	4,571.7
Research	4,553.8	4,200.9	352.9	11,373.9	11,167.8	206.1
Personal Research	2,493	2,160	333	7,742.3	7,337.3	405
Citizenship	2,106	1,500	606	5,701.5	4,891.5	810
Total Workload Points	15,749.5	11,544	4205.5	48,111.4	40,810.6	7,300.8
FTE-Normalised Workload Total Points	17,900.7	12,526.1	5374.1	50,373.7	43,072.9	7,300.8

Table 26: Workload distribution by task and gender

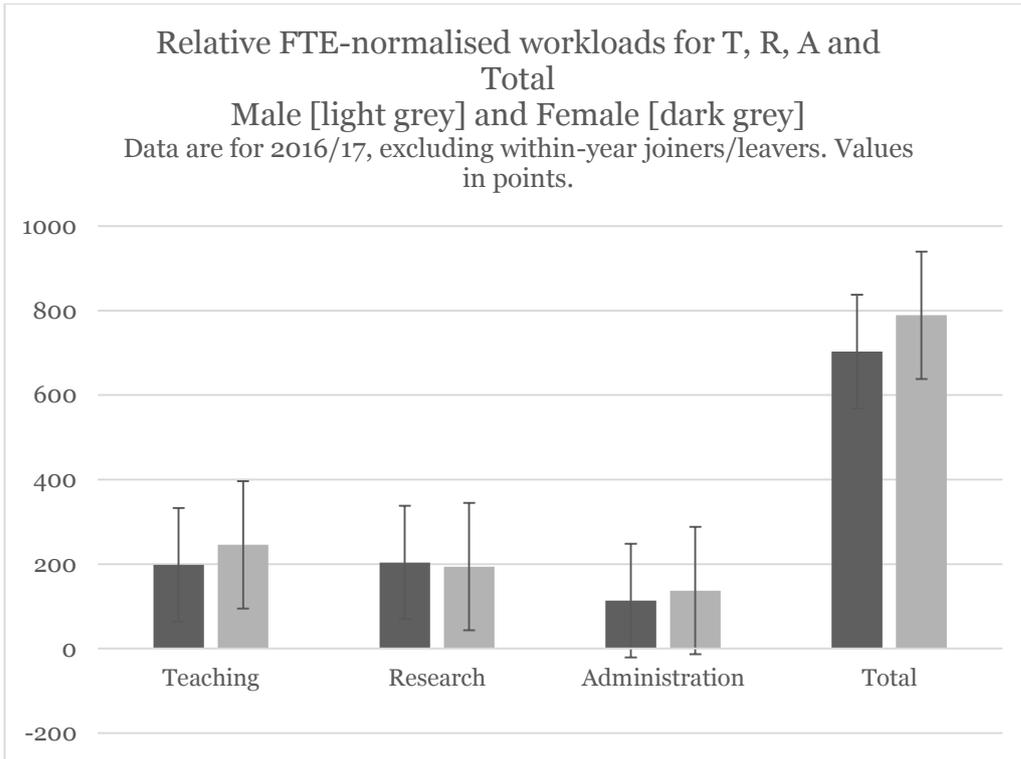


Figure 21: Relative FTE-normalised workloads by gender, 2016-17

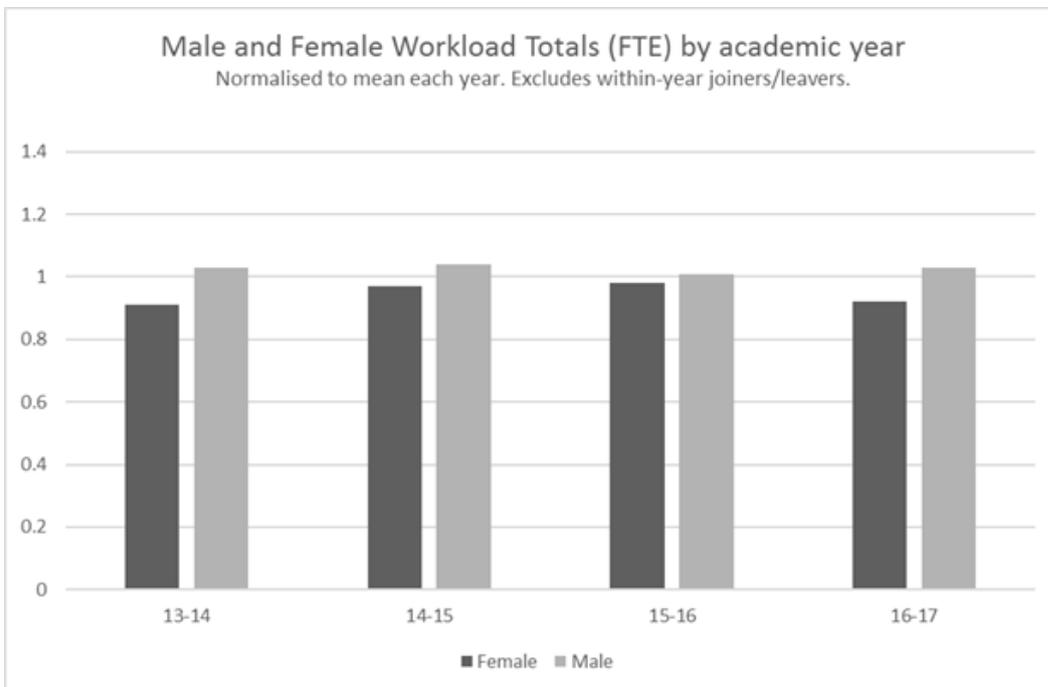


Figure 22: Workload totals by gender, 2013/14 to 2016-17

(vi) Timing of departmental meetings and social gatherings

Core School activities (e.g. committee meetings, whole school meetings) are now held within core business hours (10-3pm), and school seminars alternate between 1pm and 4pm. GEES staff responsible for timetabling have considered requests from staff with caring responsibilities, and accommodate them where possible.

Our annual Away Day takes place on campus with an optional social event in the evening. The date is circulated six months in advance. Academic Staff organise shared lunches with postgraduate students and Postdoctoral researchers at the end of term. PS staff are well integrated into the social life of the school. We have hosted a 'family and friends' gathering to coincide with the University's Community Day on a Saturday. Children are welcome in the School.

As a result,

- **71% of female staff and 54% of male staff now agree that meetings are completed in core hours;**
- **Four staff flexible timetable requests were accommodated in 2015/16, none in 2016/17, 2017/18, and 21 requests in 2018/19 (8f: 13m), suggesting that the University's new (2018/19) centralised timetabling system is accommodating flexibility;**
- **59% of female staff and 50% male staff take say that they take part in the social activities of the school (48% neutral on this statement).**

(vii) Visibility of role models

We have a School E&D webpage with images highlighting our family-friendly workplace, with male staff as family role models (Figure 23). Annual International Women's Day events are publicised through social media, GEES and College newsletters and posters (Figure 24).



Figure 23: Screenshot of family-friendly images on GEES E&D/Athena webpage

Embodied Geographies
Embodying Geographies: Research Intensive Diversity Work Symposium
 Lapworth Museum of Geology
 9th Oct 2017, 10am-3pm
 Keynotes: 10am-12:30pm
 Equality and Diversity Panel: 1:30-3pm

What is feminist glaciology? How might cities be homophobic? Are forests racist? Discover why the disciplines of Geography, Earth and Environmental Science have long lacked diversity and what we are doing to challenge this.

Come and see the *Trowelblazers* 'Raising Horizons' exhibition of women in geoscience, and celebrate Black History Month by exploring embodied academic work and its relationship with the collective academic body.

Speakers:
 Dr Avril Maddrell, University of Reading, author of *Complex Locations: women's geographers work in the UK 1850-1970*
 Dr Jennifer Lee, University of Essex, author of papers on 'countering touch' and 'Affective Geographies'
 Dr Margaret Ryan, University of Lincoln, 1850-1970: Race, Culture and Equality working group
 Dr Nicola Cole, Co-chair of Institute Curriculum Committee, UoB
 Beverley Maynard, Co-chair of BAASE Staff Network, UoB
 Dr Jennifer Maddrell, Queen's University Belfast, Council Member of the Geographical Society
 Dr Stephanie Wye, Royal Geographical Society
 With contributions from GEEES staff

REGISTER HERE: <https://tinyurl.com/yapmdo6b>

Equality and Social Justice in a Changing World:
 Geography, Earth and Environmental Sciences approaches
20th February 2018
10:00-17:00
 Events will take place in the Undercroft, BIO 301, G34, 311 and 125
 Please bring in an international dish for a shared lunch and cake sale in the Undercroft from 12pm

Embodied Geographies © Shaheen Ahmed, 2017

GEES will be marking the UN's World Day of Social Justice with a day of events, talks, social activities, films, debate and listening exercises, and an international shared lunch.

We will be making a collection for a charity which supports people seeking sanctuary in Birmingham

International Women's Day
 #MakItHappen

School of Geography, Earth & Environmental Sciences Women's day 2015 events

Friday 6th March: #PaintItPurple - Wear purple today & Cake, coffee and careers @ 1pm (undercroft)
 (Purple-cake sale, with proceeds going to local charity Women Acting in Society)

Monday 9th March: #MakItHappen - Role models: Women who inspire you instagrams @ 1pm (undercroft)

Figure 24: publicity materials for our E&D events

Members of the School Education Committee have noted that our external examiners (UG and PGT) have over the past three years been majority male (e.g. 2F:11M in 2017/18). This year, our Environmental Sciences UG Programme Lead approached four female prospective examiners but none were able to accept – anecdotally, due to the number of requests to fulfil this kind of role for the relatively small number of women in appropriate positions.

Action 5.6.9: Nominate more gender balanced shortlists for external examination positions, and systematically follow-up declined invitations, to investigate female candidates' reasons for GEEES declining.

Gender balance varies across our various seminar disciplines, with broad gender balance for HG (18F:15M), Air Pollution/Atmospheric Chemistry (4F:4M) and Geomorphology in 2017 (1F:1M) but others reflecting the male-dominated nature of the discipline. Only 44% of staff agreed there is a good balance of men and women as externally-invited speakers We have monitored the gender balance of (whole) School Seminar series since 2014 (5F:31M speakers).

year		2014/15	2015/16	2016/17	2017/18	2018/19
Speakers	f	1	3	1	3	5
	m	11	15	3	5	4
Hosts	f	4	4	1	4	2
	m	6	11	4	6	7

Table 27: School Seminar Speakers and Hosts, academic years 2014-2019, by gender

HoS has addressed this at School meetings and invited more female representation when selecting potential speakers. Since 2016-17 we have reduced the number of School Seminar slots to increase attendance. Our 2018-19 series is substantially more gender balanced, and will be delivered by 5F: 4M speakers.

(viii) Outreach activities

GEES promotes a wide range of outreach activities including widening participation and schools outreach, public engagement, media and social media activity, and policy engagement. Student outreach and extra-curricular activity is recognised through the Personal Skills Award, UoB's award winning employability programme. Staff and student outreach and engagement is supported by the UoB Public Engagement with Research Committee (PERC). Staff contribution to these activities is showcased in the weekly GEES newsletter, online news and twitter feeds.

Outreach contributes to career development; research impact, societal, policy, economic and business engagement are considered in the promotions process, frequently set as objectives in PDRs, and supported by targeted internal funding opportunities through the School, College and University.

GEES currently run three substantive externally funded projects which engage the public, including the Lapworth Museum of Geology, the ENCOMPASS (Engaging Communities, Publics and Society) project and BIFOR (Birmingham Institute of Forest Research):

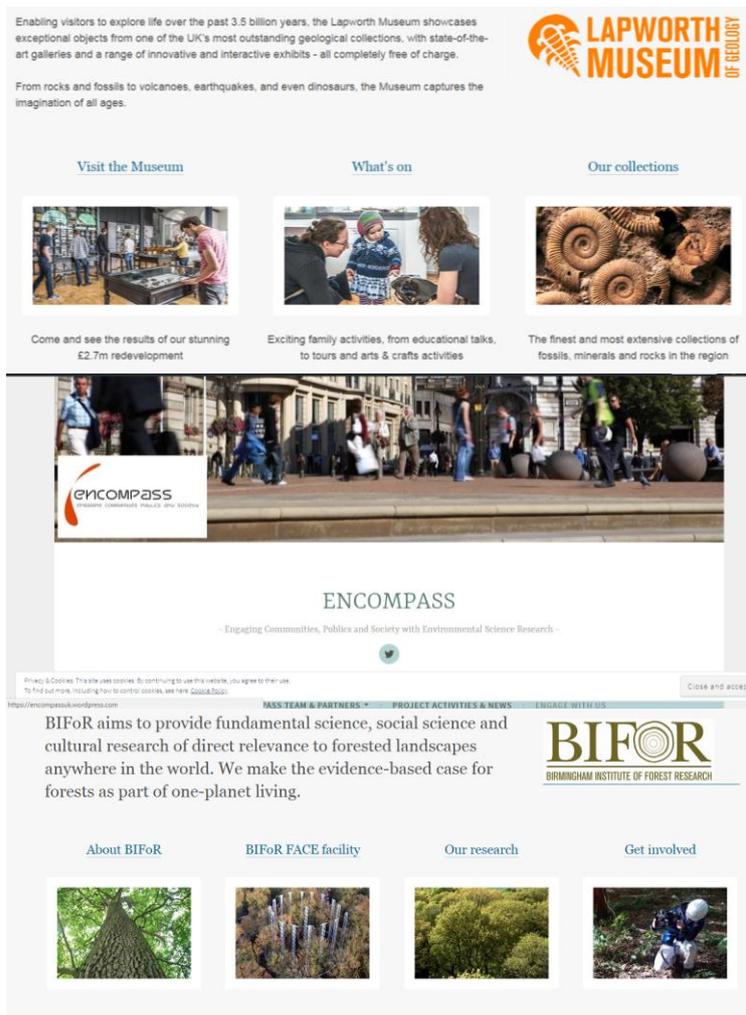


Figure 25: Outreach activities in GEES

Several GEES staff at different career stages have been involved in outreach, public engagement, policy engagement and media appearances, and a straw poll conducted in July 2018 elicited the following data from academic and research staff (9F:13M):

	female	male
schools outreach	2	4
public engagement	6	4
policy advice/engagement	6	5
media appearances	2	1
total	16	14

Table 28: Outreach and engagement activity GEES staff, July 2018: straw poll

GEES targets local and regional schools to address underrepresentation of particular groups within the student body. Each year, GEES outreach includes public lectures, summer school delivery, a GCSE and Discovery Day for years 8-10, a subject knowledge

conference for geography teachers co-organised by RGS, the Access to Birmingham widening participation scheme for Year 13 students.



Figure 29: Tweet from Outreach Officer on 2018 GEES event for Geography Teachers

Action 5.6.10: Work with Research Committee to develop a proforma to systematically collect annual data on staff and student outreach and engagement activities by gender and grade. Address any gender imbalances with relevant actions;

Key Impacts since Bronze award:



- Substantial increase in proportion of staff who believe the E&D Committee has been effective in scrutinising university policies and assessment of their potential gender impact (66%; increase of 35% since 2015);
- Leading discipline-specific discussion on diversity through E&D event organisation and presentations on gender equality at learned societies
- Increased UG student engagement on E&D through securing Alumni funding: establishment of student led E&D Committee
- Achievement of gender parity in Workload allocation

Word Count: 6133

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

Investigating and addressing intersectional inequalities

Focus group data and feedback from the 2018 Away Day E&D activity, as well as staff's own research contributions to equality within their disciplinary networks highlight the increasing enthusiasm of GEES staff to tackle gender equality by addressing workplace and student inequalities holistically. In the focus groups, staff highlighted a disparity between what they perceived as the University's predominantly white culture and that of the city of Birmingham.

Nationally, the GEES disciplines have been disproportionately white for some considerable time. The SAT's annual report 2017 revealed that while we have good representation of BAME staff within the School (18% BAME academic staff compared with 6% for GEES subject areas in UK HE), we also have a ethnicity attainment gap amongst UG students of 6.7% and a UG BAME employability gap of 7.7%.

Recruitment of BAME staff to senior positions and appointment of BAME staff to senior roles within the School (currently there are few BAME staff on the Executive, Education and Research Committees) would provide students with professional role models to potentially improve attainment and employability.

Since our Bronze Award, **we have included a statement in our job adverts to encourage applicants from underrepresented groups.** We will follow this up by taking positive action to recruit female applicants from BAME backgrounds who may face the 'double-bind' of race and gender. We have already invited input to our Athena activity from the Co-chair of the University's BAME staff network for academic and professional services staff, and our *Embodying Geographies* event was part of the Black History Month programme.

Action 7.1: Explore our intersectional staff and student data to investigate 'double bind' inequalities and develop an appropriate action plan to address these

Word Count: 262

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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GEES ACTION PLAN

We have organised our action plan according to the application form sections, starting at Section 3.

Ref.	Action	Rationale	Timeframe		Responsible	Success Criteria
			Start	End		
Section 3: The self-assessment process						
3.1	Report student SAT matters termly to the GEES SAT through the student representative	Involve UG students in E&D activity in order to identify and address male/female under-representation in specific programme areas and other issues as they emerge	Aug 2018	Review termly	Student Engagement Officer; Student E&D rep; Chair of Events and Student Engagement Working Group	Inaugural student E&D consultation demonstrates that students agree that (a) GEES takes E&D seriously, and (b) listens to student concerns on E&D issues
3.2	Initiate an annual student E&D consultation to identify gender differences in student experience and enable design of measures to address them	Enable student E&D Committee to analyse data, identify issues and plan appropriate actions	Feb 2018	Annual	Student Engagement Officer; Student E&D rep; Chair of Events and Student Engagement Working Group	Data analysed by student E&D committee with support from SAT Student Engagement Working Group
3.3	Co-produce joint student and staff E&D training annually	Supplement mandatory online E&D training to enhance communication between students and staff on E&D issues	Oct 2018	Annual	Student Engagement Officer; Student E&D rep; Chair of Events and Student Engagement Working Group	Gender parity in staff and student attendance; over 20 people attend annually.
3.4	Introduce a specific GEES E&D budget to support the SAT and Working Group activities	To enable SAT and Working Groups to forward plan activities	Nov 2018	Annual	School Operations Manager	New budget allocated and spending recorded
Section 4.1: Student data						
4.1.1	Increase visibility of male students in marketing materials to encourage UG G&P applications from males, and understand and address declines in UG male offer acceptance in E&ES programmes.	Declining applications and offer acceptances from male UG students	Feb 2019	Annual	Senior Admissions Officer	Increased proportion of male UG applications in G&P to > 37%, increase proportion of E&ES male % accepts:offers to > 19%
4.1.2	Develop an appropriate action plan to address decline in male	As above	April 2019	July 2019	Head of Education	The gender gap in student achievement of 1 st class degrees begins to decrease from

	student achievement of 1st class UG degrees					July 2020
4.1.3	Track the impact of University assessment and feedback scheme on PGT attainment by gender.	Female PGTs more likely to achieve distinction or pass, but males achieve more merits	Oct 2019	Review in Oct 2020 and yearly	Senior PGT Tutor	Relative increase female PGT students achieving Merit rather than Pass; Relative increase in male PGT students achieving Distinction rather than Merit
4.1.4	Improve the range of female and male role models in PGR marketing and recruitment events as appropriate to underrepresentation	Currently >2 x number of applications from males than female students on E&ES PGR programmes	Dec 2018	Review in Dec 2019 and yearly	Senior PGR Admissions Tutor; Directors Doctoral Training Centres	Increase female applicants accepting offers on PGR E&ES to > 38%
4.1.5	Attract a higher number of female E&ES PGR applicants, by improving visibility of female role models in marketing materials;	Continue current trajectory to achieve gender parity in E&ES PGR student population	Dec 2018	Review in Dec 2019 and yearly	Senior PGR Admissions Tutor; Directors Doctoral Training Centres	Increase female PGR E&ES student population to > 41%
4.1.6	Assess why male G&P applicants are less likely to be offered PGR places than females	41%:16% ratio of offers to applications in G&P PGR programmes	Dec 2018	Review in Dec 2019 and yearly	Senior PGR Admissions Tutor; Directors of DTCs	Increase male PGR G&P student population to > 39%
Section 4.2: Staff data						
4.2.1	Work with PERCAT to support early career RO staff on fixed term contracts so that they are well-placed to move into permanent T&F/TF/RO positions, either at GEES or elsewhere	Females on permanent contracts remains below the national subject benchmark	Oct 2018	Dec 2018	Post Doctoral Representative on Research Committee	Increase in proportion of females on permanent contracts, when compared with males, to exceed 32% female
4.2.2	Improve data collection from staff leavers on reasons for leaving and record gender and grade of leavers	Incomplete data on why staff on open-ended contracts leave.	When staff leave	Reported yearly in Oct	Head of Operations	Full dataset reported to SAT Committee annually for analysis
4.2.3	Include positive role models of part-time and flexible working male staff in the weekly bulletin	Male staff do not perceive flexible working as an option for them	July 2018	July 2019	SAT Chair	Increase in % of male staff perceiving flexible working to be an option for them

Section 5.1: Key career transition points: academic staff						
5.1.1	Assess the impact of our recruitment protocol	Need to increase proportion of female staff to achieve gender parity	As vacancies arise	Review yearly	School Operations Manager; PA to HoS	Work towards increasing overall proportion of female staff from 34% to over the national subject benchmark of 37%
5.1.2	Hold annual promotions workshops, covering criteria and schedule, peer support, and dialogue on feedback, including a representative of the College Promotions Panel	Staff believe promotions process 'feels unmanageable'	Sept 2018	Annual	HoS; SAT Promotions Working Group Chair	Increase in female staff surveyed who agree that the University promotions schedule is manageable, from 29% to >60%
Section 5.3: Career development: academic staff						
5.3.1	Systematically collect PERCAT engagement data by gender	Data not currently collected on event/training attendance by gender	Oct 2018	Annual	Post Doctoral Representative on Research Committee	Annual report on gendered participation in PERCAT activities presented to E&D Committee
5.3.2	Ensure that PDRs for research staff are carried out by appropriately skilled and senior staff.	High non-completion rate for PDRs amongst research staff	May 2019	Sept 2019	School Operations Manager	Decrease in non-completion of PDRs of research staff from 40% to <10%
5.3.3	Ensure that refresher training for PDR reviewers specifically focuses on the enabling function of PDRs for career development	To make the PDR process feel more useful	May 2019	Annual	HoS	Training includes reference to E&D survey results and focuses on purpose of PDR; Increase in staff surveyed who feel the PDR process is useful, from 41% to >60%
5.3.4	Encourage uptake of the School's new mentoring system and monitor uptake and experience of mentoring by gender	Low staff opinion of mentoring opportunities	May 2019	Annual	Deputy HoS	Increase in staff attendance at POD mentor training
5.3.5	Evaluate the uptake and impact (by gender) of financial support for academic staff with caring responsibilities to attend conferences.	Low staff opinion on support to attend conferences/training	Dec 2019	Annual	Operations Manager	Uptake of financial support is gender equal in proportion to gender profile of academic staff; increase in academic staff who feel supported to attend conferences/training to > 48%F:30%M
5.3.6	Work with Careers Network to market the Engineering Science and Technology (STEM) fair to female students	STEM careers fair is attended by half as many female than male students	Jan 2019	Apr 2019	Careers Network	Increase in proportion of female students attending the STEM careers fair from 34%F to over 45%

5.3.7	Collect data on the value of research grants applied for and awarded by gender, to identify relative success rates, trends in application type, and address any imbalances with targeted research support	Lack of data on research grants by gender, needed as this is an important route to career advancement	Jan 2019	Apr 2019	Head of Research	Data are analysed by gender, any imbalances identified and targeted actions planned as appropriate
Section 5.5: Flexible working and managing career breaks						
5.5.1	Develop and implement a school policy on arranging teaching cover for academic staff on partner leave	Reduce burden of organisation on partner (parental) leave-takers	Oct 2018	Dec 2019	Head of Education	New policy in place by July 2019; increase in staff satisfaction with the partner leave cover arrangements, as expressed in targeted consultation
Section 5.6: Organisation and culture						
5.6.1	Analyse anonymised data on staff pay and discretionary annual payments by gender, and bring any imbalances identified to the attention of the College Board for further action	Staff concern about gender-equal discretionary annual payments	Mar 2019	Annual	HoS	Increase staff surveyed who agree that "men and women are paid an equal amount for doing the same work or work of equal value", from 46% to >60%
5.6.2	Produce a yearly audit report on appointments, promotions, pay and proportions of staff at different grades; as specified by the UoB Gender Pay gap action plan 2018.	Staff concern about gender-equal pay	Mar 2019	Annual	HoS	Increase in staff surveyed who agree that the University is taking Equality and Diversity seriously
5.6.3	Link with the Parents and Carers university staff support network to produce a work-life balance policy	Low staff opinion on work-life balance and that GEES has a family/carer-friendly workplace culture	Sept 2018	Sept 2019	E&D Deputy; GEES Family and Carers Network	Increase m/f staff surveyed to >50% who (a) agree they have a good work-life balance; (b) who state their work-life balance has improved; (c) who agree that GEES has a family friendly workplace culture
5.6.4	Evaluate the impact of core hours policies, central timetabling and logging annual leave on staff perception of work-life balance	Higher proportion of male staff feeling work-life balance had worsened	Mar 2019	Annual	E&D Deputy	Increase % of male staff who agree that meetings are held in core hours, from 54% to >70%; increase % of staff who believe they have good work-life balance to >38%
5.6.5	Pilot a student-led initial review	Student concern about inclusivity in	Aug 2018	Dec	Senior Tutor; Chair of	Inaugural student survey shows that >50%

	of inclusiveness in the curriculum, pedagogy and fieldwork across all discipline areas in GEES UG programmes	the GEES curriculum		2018	Events and Student Engagement Working Group	of students from diverse backgrounds feel (a) they have visible role models, (b) the curriculum reflects their identities, and (c) GEES pedagogy is inclusive
5.6.7	Actively canvas interest among female staff in Committee Chair and College Board roles, and provide internal or external Aurora leadership training if required	Increase female participation and opportunities for senior leadership, and support female promotion to Chair	Mar 2019	Oct 2021	HoS	Increase in number of female colleagues on senior leadership roles; Rise in female staff taking leadership courses; Increase in proportion of female professors from 13% to >23.9% (national benchmark); Eliminate 5% gap between male and female staff surveyed who state that “in the past 3 years, my opportunities for career development have improved”
5.6.8	Report on the WAM gender monitoring termly at whole School Meetings	Address staff perception that workload is not allocated on a clear and fair basis irrespective of gender	Oct 2018	Termly	Deputy HoS	Increase in female staff surveyed who agree that work is allocated on a clear and fair basis irrespective of gender, from 47% to over 70%
5.6.9	Nominate more gender balanced shortlists for external examination positions, and systematically follow-up declined invitations, to investigate female candidates’ reasons for declining	Majority male external examiners for the past 5 years	July 2018	Sept 2018	Head of Education	Appropriate gender balance achieved in external examiners for UG and PGT programmes
5.6.10	Work with Research Committee to develop a proforma to systematically collect annual data on staff and student outreach and engagement activities by gender and grade. Address any gender imbalances with relevant actions	Incomplete data on staff and student outreach activities by gender and grade	July 2019	Annual	Director of Research	Data are analysed by gender, any imbalances identified and reported to Executive Committee; targeted actions planned as appropriate
Section 7: Further information						
7.1	Explore our intersectional staff and student data to investigate ‘double bind’ inequalities and develop an appropriate action plan to address these	Lack of BAME staff in leadership positions in GEES; ethnicity attainment gap and UG ethnicity employability gap	Oct 2019	Dec 2019	Head of Education	More BAME staff in leadership positions; reduced ethnicity attainment and employability gap; increase in staff surveyed who agree that GEES is “doing enough to recruit staff from other

						underrepresented groups [beyond gender]" from 18% to >40%
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