



Athena SWAN Bronze Department award application

Name of University: University of Exeter

Department: Physics and Astronomy

Date of application: April 2015

Date of University Bronze Athena SWAN award: November 2011 Re-accreditation application submitted to ECU for consideration in November 2014 (Bronze)

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<http://emps.exeter.ac.uk/physics-astronomy/swan/>

*Athena SWAN **Bronze Department** awards recognise that in addition to University-wide policies the Department is working to promote gender equality and to address challenges particular to the discipline. Not all institutions use the term 'Department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'Department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility. It is essential that the contact person for the application is based in the Department.*

Sections to be included

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

Table of contents (page numbers)

1. HoD letter	3
2. Self-assessment process	5
3. Picture of the Department	9
4. Supporting and advancing Women's Careers	28
Key transition points	28
Career development	36
Organisation and culture	38
Flexibility and managing career breaks	42
5. Any other comments	46
6. Action plan	47

Appendix: Action Plan

Abbreviations

AL	Academic Lead
AP	Action Point reference e.g. "AP1.1" refers to Action Point 1.1 on the Action Plan
ASWG	Athena SWAN Working Group
CEG	College Executive Group
CEMPS	College of Engineering, Mathematics and Physical Sciences
DSG	Departmental Strategy Group
ECA	Early Career Academics (encompassing those on Research, Education & Research and Education & Scholarship Career Paths)
ECR	Early Career Researcher (i.e. those staff employed at Grade E and F on the Research Career Path)
ECU	Equality Challenge Unit
ECRN	Early Career Researcher Network
E&D	Equality and Diversity
E&R	Education and Research career path
E&S	Education and Scholarship career path
HoD	Head of Department
HR	Human Resources
HRBP	Human Resources Business Partner
IoP	Institute of Physics
P&A	Physics and Astronomy
PDP	Personal Development Planning
PDR	Performance Development Review
PGR	Postgraduate Researcher
PGT	Postgraduate Taught
PS	Professional Services
R	Research only career path
R&S	Recruitment and Selection
STEM/M	Science, technology, engineering, mathematics and medicine
SWARM	Simple Workload Allocation and Resource Management
UG	Undergraduate

1. Letter of endorsement from the head of Department: maximum 500 words

An accompanying letter of endorsement from the head of Department should explain how the SWAN action plan and activities in the Department contribute to the overall Department strategy and academic mission. The letter is an opportunity for the head of Department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the Departmental mission.



PHYSICS AND ASTRONOMY

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29 April 2015

Ms Sarah Dickinson
Athena SWAN Manager
Equality Challenge Unit
7th Floor Queen's House
55/56 Lincoln's Inn Fields
London
WX2A 3LJ

Dear Ms Dickinson,

It is a pleasure for me to make this submission to you. I have a strong commitment to the Athena SWAN Charter, seeing it as a powerful way to analyse and improve our working environment. It has been especially important in allowing us to reflect deeply upon, and to seek external review concerning the way we operate, not only for women, but for all staff and students. I have a strong personal commitment to actively promoting women in science, indeed, over the past decade, half of the early career researchers in my own research group have been women. Now, as Head of Department and Chair of the Physics and Astronomy Athena SWAN Working Group (P&AAASWG), I have made a very significant commitment of my own time and energy to our Charter work. I am therefore very pleased to enclose our application for consideration against the Athena SWAN Bronze criteria. I have striven to lead change for a better environment, one that encourages scientific excellence for both staff and students, and an environment where good practice and a commitment to equality and diversity are an integral part of what we do. I continue to use my position as Head of Department to drive that change forward.

We began our self-assessment process in 2011, at the same time that we gained Juno Practitioner Status. Our self-assessment identified key themes on which to focus our actions. Some are known to be national

trends e.g. attracting female applicants for undergraduate Physics courses. Three examples of themes we know from our self-assessment that we need to work on are:

- *Low self-esteem amongst female UG students*, despite achieving higher marks. Having learnt this from some of our data gathering (and re-enforced by the OECD PISA 2012 report) we have been working to improve this by conveying the good news about higher achievement to existing and prospective female undergraduates (AP2.1).
- *Support for the ECR/Lecturer transition*. We have established an Early Career Researcher Network as part of our drive to provide better support at this key career transition point (AP3.12).
- We have a clear problem with women making up a smaller fraction of the academic staff in the Department at the higher grades through to and including Professor (AP4.1-3, 4.5).

Last year we reflected on our progress via a department-wide Athena SWAN 'Awareness and Engagement' day. This provided fresh feedback on a number of topics - including important messages about our working culture. By way of example, one of these topics was the strong desire by many for better opportunities for social interaction and networking (AP6.12).

We are working to embed the Charter principles in all of our strategies and management structures and whilst we have already achieved a lot, it is clear to us that we still have much to do. I remain committed to continually improving our working environment, both for those already here, and for those who will join in the future.

Yours sincerely,

A handwritten signature in black ink that reads "W Barnes." The signature is written in a cursive, slightly slanted style.

Professor Bill Barnes

Word Count: 498/500

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

- members' roles (both within the Department and as part of the team) and their experiences of work-life balance
- an account of the self-assessment process: details of the self-assessment team meetings, including any consultation with staff or individuals outside of the University, and how these have fed into the submission
- Plans for the future of the self-assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self-assessment team intends to monitor implementation of the action plan.

Our self-assessment team, P&AASWG, has membership drawn from all staff career paths and student groups (Figure 1) and includes members who are parents and carers, had maternity leave and are in dual career partnerships. Membership is shown alphabetically (* indicates members who are parents and/or carers).

Figure 1: P&AASWG

ASWG Member	Career/ Study Path and Gender		Title	Charter Responsibilities
Prof Bill Barnes	E&R	M	Professor and Head of Department	P&AASWG Chair, Physics representative on the College and University ASWG, Application Co-Author, UG students sub-group member
Dr Jacopo Bertolotti	E&R	M	Lecturer	PGR/PGT Students sub group member
Ms Bethan Cornell	UG	F	2nd year Undergraduate	Physics Subject Chair for the Student Staff Liaison Committee; Departmental Buddy mentor
Dr Natalie Garrett	R	F	Research Fellow	Manager of the Early Career Researcher Network
Ms Julie Hargreaves*	PS	F	College HR Advisor	Promotion support lead
Dr Jenny Hatchell*	E&R	F	Lecturer in Astrophysics (part-time)	Staff Career Development subgroup member
Mrs Natalie Hewitt	PS	F	College Athena SWAN Project Officer	College lead for Equality & Diversity, member of College ASWG
Prof Alastair Hibbins*	E&R	M	Associate Professor, Admissions Tutor, Co-Director of	Outreach coordinator; UG students sub-group member; 2 periods of paternity leave (2004 and 2007).

			EPSRC Doctoral Training Centre	
Dr Nathan Mayne*	R	M	Research Fellow	Coordinates Student and young career researchers' networks and Outreach, Organisation and Culture subgroup member
Ms Ailsa McGregor*	PS	F	Assistant Director (HR)	University Women in HE@Exeter and Charter lead, University ASWG member, ECU panel member (part-time member of the SAT)
Dr Jude Meakin*	E&R	F	Lecturer and Director (Exeter Magnetic Resonance Research Centre)	Organisation & Culture sub group member, Juno Champion
Dr Alan Usher*	E&R	M	Reader	PGR/PGT Students sub group member
Ms Hannah Wakeford	PGR	F	4th year PGR Student	Public Engagement for Physics students

P&AASWG was established in late 2011, building on the self-assessment process which led to our Juno Practitioner award. The Juno group was expanded following an open invitation sent to all of our staff and students. This was complimented by a direct approach by the HoD to key members of staff where their roles related to the areas being analysed e.g. Admissions Tutor. Members are comprised from across all staff and student groups: undergraduate and postgraduate students, staff from each of our three career paths: Education and Scholarship (E&S), Education and Research (E&R), and Research (R)), and Professional Services (PS).

P&AASWG became a formal committee in 2011 and since then has met monthly during term time. The group is represented at and reports to the monthly College and University ASWGs, through to our Equality and Diversity Dual Assurance committee and ultimately to the Vice Chancellor's Executive Group (Figure 2) (AP6.2). The group receives information through feedback (in person via the HoD) from the College Executive Group (CEG) and from other committees via: ASWG members (who are members of the majority of Departmental committees); from the UASWG; staff groups and teams; and from Department activities e.g. focus groups and surveys. In addition, Charter initiatives are embedded in the business of the Departmental Strategy Group (DSG), by showing the monthly standing items of DSG. The schedule of business for the P&AASWG is arranged so as to appropriately mesh with that of the DSG:

Month	Charter review topic	P&AASWG activity month-by-month	DSG Monthly Schedule
January	Mentoring: report from mentoring champion; review of provision	Work on revising Action Plan	Review Research Strategy

February	Examine UG and PG intake data for previous year. Look at web site material and check, plan modifications. (AP2.1, AP2.3)	Work on revising Action Plan	Departmental Communications and Culture, review and plan
March	Complete annual revision of Action Plan and forward to DSG	Web site revisions	Review admissions
April	Identify survey/focus group activity for May (AP1.3)	Prepare for promotions and staffing activity (due June)	Receive updated Action Plan from P&AASWG and discuss key Charter related activities for year ahead.
May	Role models: identify succession (AP2.4, AP6.7)	Receive feedback from DSG on Action Plan. Carry out surveys/focus groups (departmental organisation)	Review Research Output (publications) and Impact
June	Promotions and staffing (AP3.5, AP3.6)	Collect feedback from PDR process	Consider all staff re: grade /promotion and how best to support them. Also discuss staff on PDP and how best to support them.
July	Discuss feedback from PDR meetings (AP5.1)	Gather feedback from focus groups etc. about departmental organisation	Discuss international dimensions (conferences etc.)
September	Review culture/flexibility (AP6.12, AP7.11) and Outreach activities (AP8.1)	Follow up on promotions/staffing discussions	Report from ECRN and discussion (two people from ECRN to join DSG)
October	Receive annual data (AP1.1) and begin analysis	Identify nomination opportunities, both schemes and people	The year ahead
November	Nominations for Prizes, Fellowships etc.	Analysis of annual data	Nominations for Prizes, Fellowships etc.
December	ECRN focused meeting	Ensure Mentoring information data ready for next month	Review Research Pipeline and feedback from peer review

The University's Medical Imaging Department transferred from our Department to the University of Exeter Medical School in September 2014. Advice was sought in early 2013 from the Equality Challenge Unit and it was recommended that Medical Imaging staff, who had previously been represented on P&AASWG, were invited to join our Medical School self-assessment team, which has been done.

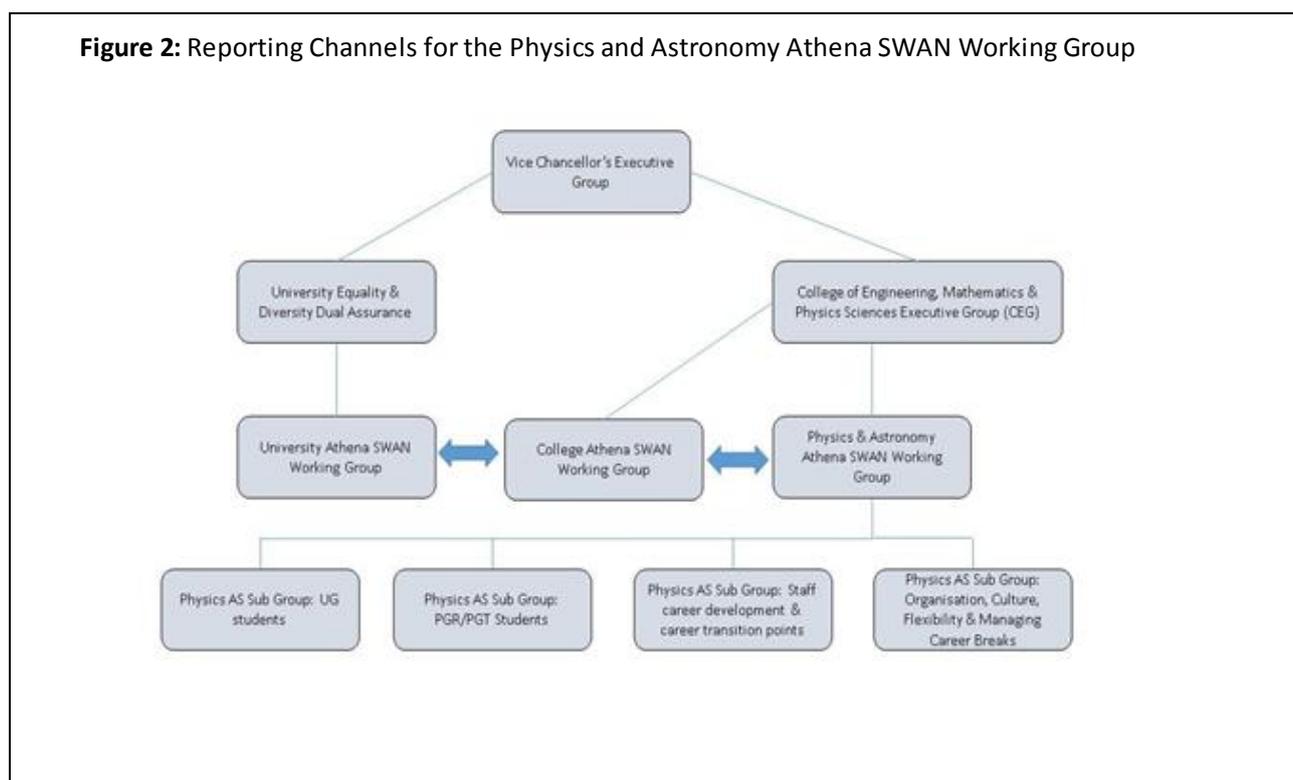
P&AASWG members normally serve two years with the option to extend by one year. A number of new members joined in 2014 (Bertolotti, Meakin, Hatchel and Usher) and at this stage sub groups were formed to focus attention and effort on specific areas (Figure 2). Leading up to the submission of this application, a writing sub group was also formed. Additional support for implementing the

action plan has been gained from other members of the group and across the Department and College. Our students have been consulted through the undergraduate (UG) and postgraduate (PGR) representatives, an undergraduate survey carried out by a PhD student (AP1.4) (see page 10) and the Department student/staff liaison committee. Further staff consultation has taken place in focus group meetings, covering all areas of the criteria used in this Athena SWAN application, to ensure that we gathered views, feedback and suggestions. This inclusive approach ensures that the culture of gender awareness and progression is not limited to those on the self- assessment team.

Following our application, we will continue to meet monthly to embed, continuously review and progress our Action Plan. Minutes of the meetings are posted on the website for the Department to view and the Chair of the group reports directly at Departmental meetings. Charter updates are reported in the monthly staff e-newsletter and on the news section of our website. Regular updates and an Annual Report with recommendations will be provided to CEG (AP1.2), as well as coordination with the University ASWG (AP6.2), which will then go to the University Equality and Diversity Dual Assurance and our Vice Chancellor’s Executive Group.

We have consulted with colleagues at other Physics Departments, including Cambridge and Bristol, and would like to thank them for sharing their experiences and knowledge. Members of the group also attend Equality Challenge Unit events and actively participate in the Athena SWAN South West Regional Network. We would particularly like to thank Sandra Beaufoy, Warwick University, for acting as our critical friend for this application.

Figure 2: Reporting Channels for the Physics and Astronomy Athena SWAN Working Group



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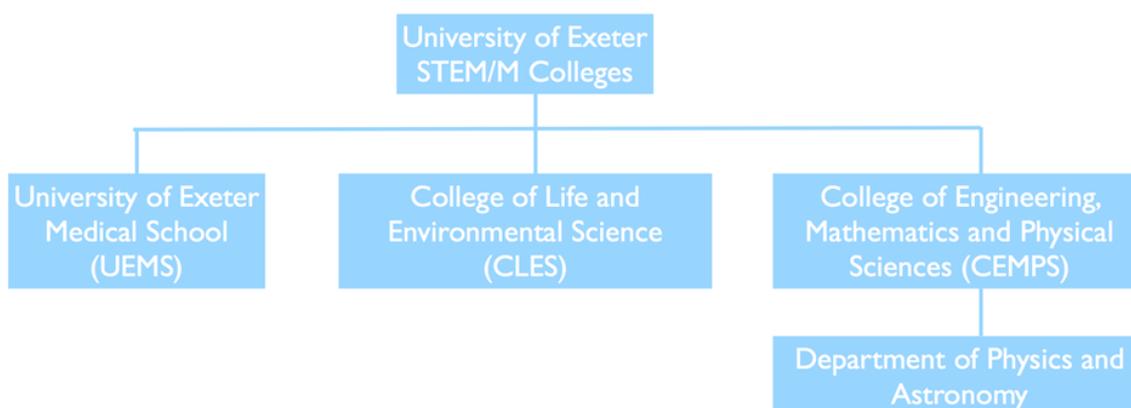
3. A picture of the Department: maximum 2000 words.

- a) *Provide a pen-picture of the Department to set the context for the application, outlining in particular any significant and relevant features.*
- b) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

The Department of Physics and Astronomy is part of the College of Engineering, Mathematics and Physical Sciences (CEMPS). In 2014/15 we had: 366 undergraduates (UG), 93 postgraduate (PGR) students, 98 research and academic staff, and 22 PS staff of which 13 are technical staff.

CEMPS is one of three STEM/M Colleges (Figure 3) which were formed in September 2010, each led by a Dean who works in partnership with a College Manager and two associate Deans (Research and Knowledge Transfer and Education). Each Department has a Head of Department (HoD) and its own management structure comprising a Director of Education, a Director of Research and a number of Academic Leads. All staff are a member of a research group and Academic Leads are responsible for the academic staff in their research groups. Research staff are supported by the Principle Investigator in line with Concordat.

Figure 3: University of Exeter STEM/M Colleges



We have four research groups: Astrophysics, Biomedical Physics, Electromagnetic and Acoustic Materials, and Quantum Systems and Nanomaterials. Early Career Researchers (ECRs) and PGR students are all members of one of these groups.

At the undergraduate level we offer two degree pathways: 3 year (BSc) and 4 year (MPhys) programmes, both accredited by the Institute of Physics (IoP). Students study core topics in all stages and elective modules in stages 2 and 3. Stages 3 and 4 of the programmes involve project work, which for the MPhys programmes takes place within our research groups. We have worked hard over many years to evolve a caring and collaborative dialogue with our students e.g. ensuring one-to-one interviews at the application stage, providing weekly effective small group support throughout the degree programme, and encouraging students to develop their own voice, e.g. through our undergraduate Physics society.

Our commitment to the Charter work led us to secure College as well as Departmental resources to support our actions. These include:

- An Athena SWAN Project Officer, working full-time supporting Charter work at Department level and sharing best practice across the College (AP1.6).
- A PhD student part funded by our College to study gender in relation to the Charter principles at Exeter. This allows us to reflect on a range of topics, which inform and assess the impact of our actions throughout this research project (AP1.4).
- Establishment of focus groups to look in-depth at a range of areas including part-time working, ECRs, next career steps and surveys (AP1.3).

Our Department management structure (Figure 4) is based around our education provision and research groups. At University-level the Department has two representatives on Senate, which is the University's chief decision making body, shaping the future direction of the Institution.

Figure 4: Department Management Structure

Department Representatives on University Senate



Prof Bill Barnes



Dr Sharon Strawbridge

Department Education Coordinators



Prof Alastair
Hibbins
Year 1



Prof G P Srivastava
Year 2



Dr Annette Plaut
Year 3



Dr Peter Petrov
Year 4

Department Research Group Heads



Prof Isabelle Baraffe
Head of Astrophysics



Prof Roy Sambles
Electromagnetic and
Acoustic Materials
research group



Prof Peter Winlove
Head of the
Biomedical Physics
research group



Prof Saverio Russo
Head of the
Quantum Systems
and Nanomaterials
research group

Introduction to Data Collection

We have data covering a 5 year period on the majority of the key issues addressed and, where data are not currently available, we have put in place measures to source this (AP1.1). We have established recording systems to generate a data repository to allow analysis of trends and the impact of implemented changes (AP1.2):

Quantitative Data: collection is coordinated by Central HR and provided to P&AASWG for analysis. Each data set, for staff and students, is arranged by discipline and gender. For staff, data are subdivided by career path and grade.

Qualitative Data: focus groups have been running in the Department since August 2012 and are built into our action plan as a continuous process (AP1.3). The topic, format and facilitator is varied to ensure that we gain a diverse range of views. Our first focus group with PGR students was on our pipeline analysis in 2012. Our most recent activity was an Athena SWAN Awareness and Engagement day - details are in section 4 (Organisation and Culture). A number of specific action points came directly from this event.

The Department annually reviews gender data. Reports are timed so that they occur prior to the next planning cycle. This enables the data to be reviewed and decisions on future plans to be influenced by gender consideration, such that the necessary resources are allocated (AP1.2, AP1.6).

We have primarily used ECU data from the Equality in Higher Education Statistical Report 2013 for benchmarking, as well as the IoP data since 2007. Below we refer to graphs, with their associated raw data tables, in sequence as "Data Set 1", "Data Set 2" etc. and we highlight the specific sources of benchmark data.

Student data

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

Currently we do not offer any access or foundation courses.

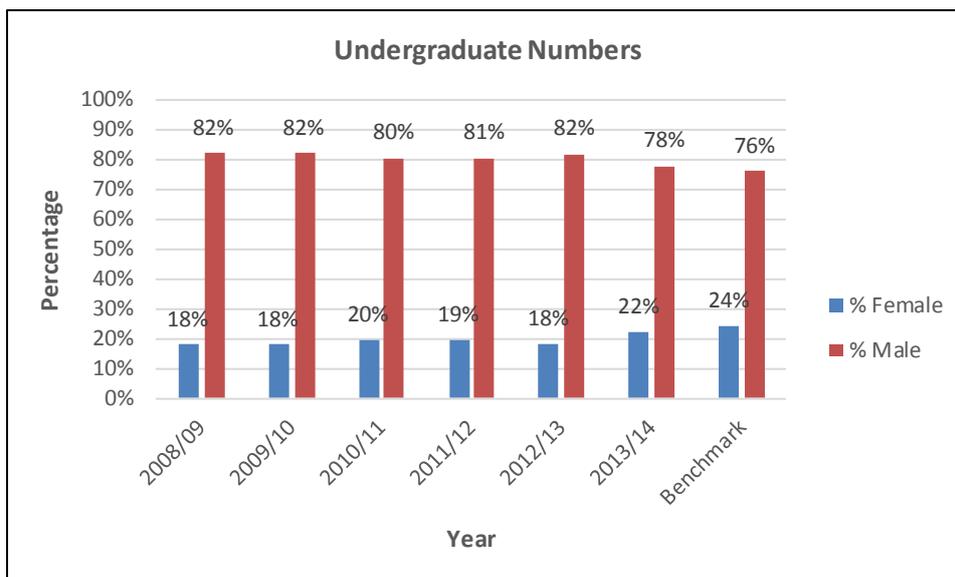
Undergraduate male and female numbers – *full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.*

Female undergraduate student numbers remained between 18-19% (Data Set 1) from 2008-2012, (benchmark 24%). Actions to attract more female applicants have been put in place:

- ✓ There is gender inclusion on Open days and UCAS Admission Interview days, to ensure each event has female role models (AP2.2)
- ✓ Where possible, female staff interview female applicants.
- ✓ Positive, gender inclusive images in departmental brochures, the website, and buildings (AP2.1-2).

Our intake for 2013/14 has shown positive signs, increasing to 22%. We will build upon this encouraging initial change through a systematic approach to outreach, in particular, with female primary and secondary pupils (page 42).

Data Set 1: Showing percentage of men and women admitted for undergraduate study.



Undergraduate students - part time and full time				
Year	FTE	Female	Male	% Female
2008/09	Full Time	51.5	235.5	18%
	Part Time	0	0	n/a
2009/10	Full Time	52	239	18%
	Part Time	0	0	n/a
2010/11	Full Time	56	237	19%
	Part Time	1.5	0	100%
2011/12	Full Time	57	237	19%
	Part Time	0	0	n/a
2012/13	Full Time	56	253	18%
	Part Time	0	1	0%
2013/14	Full Time	74	266	22%
	Part Time	2	1	67%

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

Postgraduate taught courses (PGT) are not currently offered due to insufficient demand. We review demand annually, by comparing programmes offered with national trends. The next review is scheduled for December 2015 (AP2.3).

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

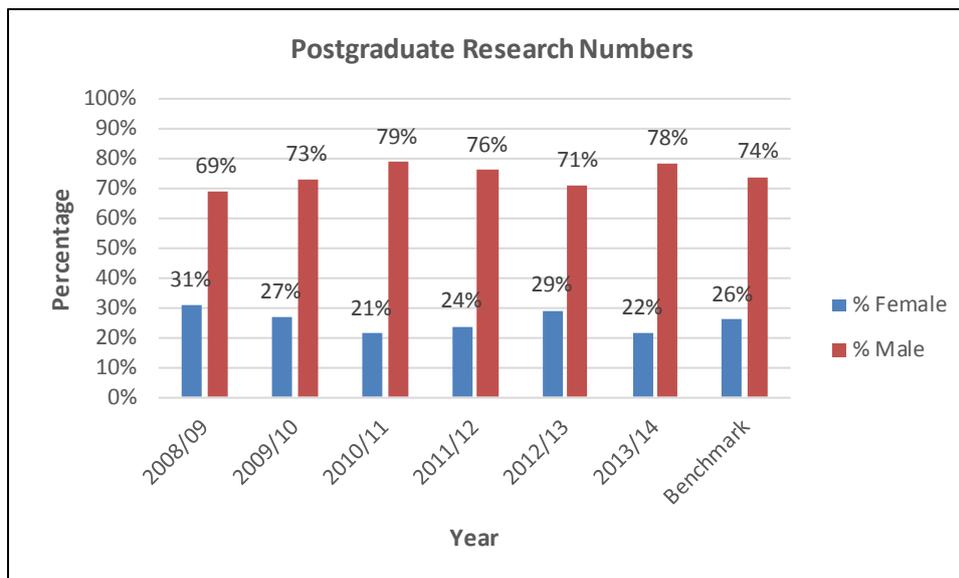
Whilst our overall number of PGR students has increased, we are disappointed to see the proportion of females has remained roughly static, below the benchmark of 26% (Data Set 2). To increase these numbers we are:

- ✓ Reviewing our departmental publicity (AP2.1), especially role models (AP2.4).
- ✓ Introducing a department-wide MPhys/PGR buddy Scheme (AP2.12), designed to ensure greater awareness of a postgraduate degree amongst our undergraduate students, giving them an effective informal way of finding out more about PG opportunities and life.
- ✓ Participating in a University review of PGR recruitment and marketing to ensure that there is no unintended gender bias in our recruitment process (AP2.5).
- ✓ Producing podcasts showcasing current female PGR students under the heading “I love my PhD” (Figure 5), which are used with our own undergraduate cohort and for open days and social media.

Figure 5: I love my PhD Physics Extract



Data Set 2: The percentage of registered postgraduate research students by gender over time.



Postgraduate research students - part time and full time				
Year	FTE	Female	Male	% Female
2008/09	Full Time	12	29	29%
	Part Time	2	2	50%
2009/10	Full Time	13	35	27%
	Part Time	1	3	25%
2010/11	Full Time	11.05	45.2	20%
	Part Time	2	3	40%
2011/12	Full Time	14.3	52.11	22%
	Part Time	3	3	50%
2012/13	Full Time	20	49	29%
	Part Time	1	2	33%
2013/14	Full Time	14	51	22%
	Part Time	0	0	n/a

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

Undergraduate:

As part of our Juno award, we gathered feedback from undergraduates which emphasised concerns on the gender balance of the UG population in the Department, forming our initial assessment (AP1.3). We are

pleased that the percentage of female UG applicants accepting a place has risen from 16% in 2008/09 to 21% in the last two years. We therefore made changes to our admissions process to further increase this:

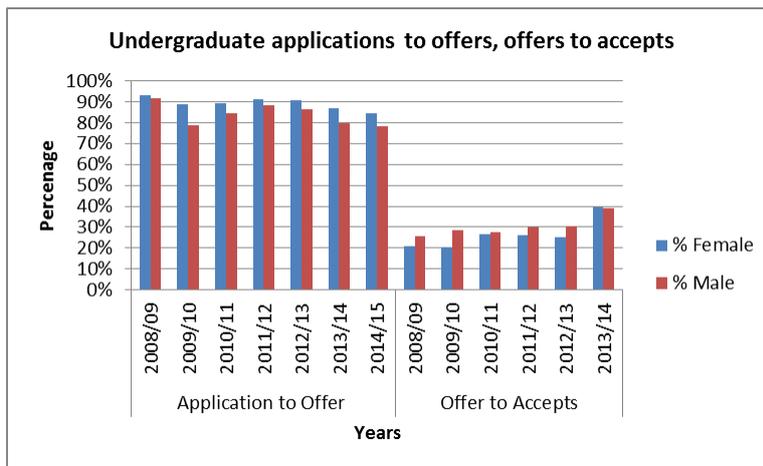
- ✓ Since 2012/3, all applicants are interviewed prior to offer, providing an opportunity to meet our female staff and student ambassadors.
- ✓ We have flexibility to conduct interviews remotely via video call/web-conference for applicants who would otherwise not be able to travel due to cost, caring responsibilities etc.

These changes have resulted in a **positive impact with over 90% of applicants visiting Exeter for an Open Day or individual visit (70% prior to 2012)**. To date our analysis of decliner's data has not revealed any common themes (AP1.1).

Our 'offer-to-accept' ratio is not as we would wish (see the right-hand table in Data Set 3). To counter this, we are:

- ✓ Actively showcasing and publicising female role models within the department at events and in publicity materials (AP2.2, AP2.4);
- ✓ Highlighting the success in terms of achievement of our female students (AP2.1).

Data Set 3: The percentage of undergraduate females who applied, who received offers, and who were accepted, by year.



Undergraduate applications, offers and accepts						
		Applications	Offers	Firm Accepts	App to Offer	Offer to Accept
2008/09	Female	114.5	106.5	22	93%	21%
	Male	490	449	115	92%	26%
	% Female	19%	19%	16%	50%	45%
2009/10	Female	128.5	114	23	89%	20%
	Male	516.5	407	116.5	79%	29%
	% Female	20%	22%	16%	53%	41%
2010/11	Female	156	139	37	89%	27%
	Male	543	458.5	127.5	84%	28%
	% Female	22%	23%	22%	51%	49%
2011/12	Female	123	112	29.5	91%	26%
	Male	501.5	443	132.5	88%	30%
	% Female	20%	20%	18%	51%	47%
2012/13	Female	132	120	30.5	91%	25%
	Male	444.5	384	116.5	86%	30%
	% Female	23%	24%	21%	51%	46%
2013/14	Female	157.5	137	54.5	87%	40%
	Male	639.5	511	199	80%	39%
	% Female	20%	21%	21%	52%	51%
2014/15	Female	198	167.5	53.5	85%	32%
	Male	743.5	581.5	217.5	78%	37%
	% Female	21%	22%	20%	52%	46%

	Offer to Accept % gap between women and men
2008/09	-5%
2009/10	-9%
2010/11	-1%
2011/12	-3%
2012/13	-4%
2013/14	1%
2014/15	-4%

Postgraduate Research:

Our primary priority has been to increase the number of females taking up an offer (offer-to-accept) of postgraduate research. We are beginning to see a positive change, and percentages for application-to-offer and offer-to-accept are now close to gender balanced (AP2.2 AP2.4, AP2.5).

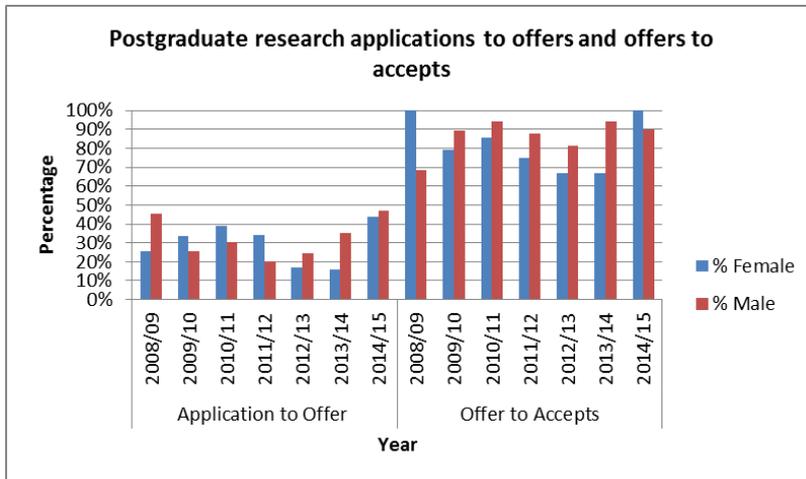
At Department level we have also:

- ✓ Implemented the University's interactive online facility 'MyPGR', providing improved reporting and an enhanced experience for students and supervisors (AP2.14);

- ✓ Promoted an online personal and career development tool, "Career Zone" (AP2.11).

Our Doctoral training centres are a key route to funded PhDs and offer a joined up coherent and supportive framework which we are utilising as a way to further attract female PGR applicants.

Data Set 4: The percentage of postgraduate research females who applied, who received offers, and who were accepted, by year.



Postgraduate research applications, offers and accepts						
		Applications	Offers	Firm Accepts	App to Offer	Offer to Accept
2008/09	Female	15.5	4	4	26%	100%
	Male	56.5	25.5	17.5	45%	69%
	% Female	22%	14%	19%	36%	59%
2009/10	Female	28.5	9.5	7.5	33%	79%
	Male	112.5	29	26	26%	90%
	% Female	20%	25%	22%	56%	47%
2010/11	Female	18	7	6	39%	86%
	Male	56	17	16	30%	94%
	% Female	24%	29%	27%	56%	48%
2011/12	Female	23.5	8	6	34%	75%
	Male	82	16.5	14.5	20%	88%
	% Female	22%	33%	29%	63%	46%
2012/13	Female	17.5	3	2	17%	67%
	Male	65	16	13	25%	81%
	% Female	21%	16%	13%	41%	45%
2013/14	Female	19	3	2	16%	67%
	Male	48	17	16	35%	94%
	% Female	28%	15%	11%	31%	41%
2014/15	Female	16	7	7	44%	100%
	Male	64	30	27	47%	90%
	% Female	20%	19%	21%	48%	53%

	Offer to Accept % gap between women and men
2008/09	9%
2009/10	-3%
2010/11	-2%
2011/12	-4%
2012/13	-5%
2013/14	-9%
2014/15	3%

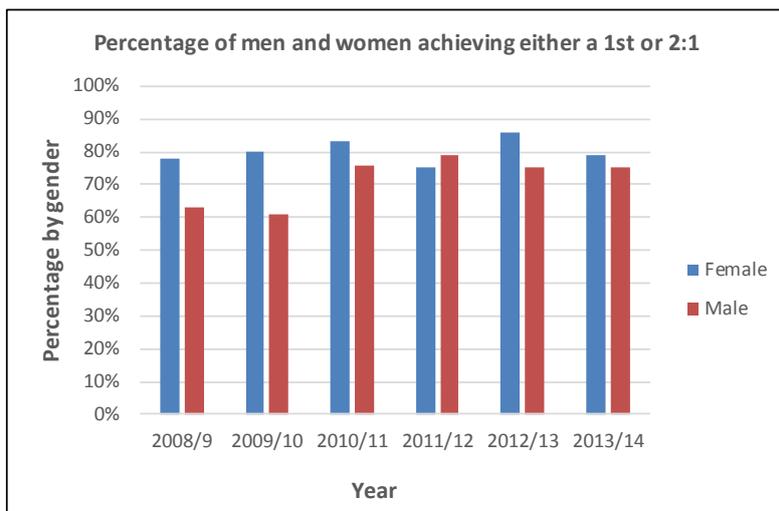
Degree classification by gender – *comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.*

Female students consistently achieve higher degree classifications than their male counterparts (Data Set 5). However, they do not feel the strength of this achievement. We co-funded a PhD studentship in Psychology to look at Experiences, Motivation and Goals of Male and Female Undergraduate Students (AP1.4). In 2013, our undergraduates were surveyed and our female students reported less positive study experiences and career expectations than men, whilst achieving better results in their degree classification. To counter this perception we:

- ✓ Promoted and showcased results achieved by our female undergraduates to the next cohort of students (AP2.1).
- ✓ Identified whether there are types of activity that lead to less positive experiences, e.g. the comparison of small group work with lecture courses (AP2.15).
- ✓ Promoted female role models from industry and academia (AP2.4, AP6.7, AP8.2) to publicise Physics as a study and career option.
- ✓ Promoted our own staff and students publically e.g.
 - Female student speakers as part of our Cafe Scientific for Ada Lovelace day (October 2014).
 - Outreach led student/staff activities at Sidmouth Science Festival (October 2014 and 2015).
 - Profiles of female students featured as part of the profiling of female achievements for International Women's day (March 2014 and 2015).

A repeat of this survey in March 2014 shows that the gap in views between our female and male students has reduced significantly.

Data Set 5: Degree classification by gender.



Undergraduate degree classifications				
		Female	Male	% Female
2008/09	1	3	14	18%
	2:1	4	16	20%
	2:2	2	18	10%
	3	0	1	0%
	Total	9	49	16%
2009/10	1	3	18	14%
	2:1	5	16	24%
	2:2	2	21	9%
	3	0	3	0%
	Total	10	58	15%
2010/11	1	7	18	28%
	2:1	8	26	24%
	2:2	3	10	23%
	3	0	4	0%
	Total	18	58	24%
2011/12	1	5	15	25%
	2:1	1	10	9%
	2:2	2	5	29%
	3	0	1	0%
	Total	8	31	21%
2012/13	1	5	27	16%
	2:1	8	32	20%
	2:2	2	19	10%
	3	0	3	0%
	Total	15	81	16%
2013/14	1	6	20	23%
	2:1	5	26	16%
	2:2	3	14	18%
	3	0	1	0%
	Total	14	61	19%

Percentage of men and women achieving either a 1st or 2:1		
	Female	Male
2008/9	78%	63%
2009/10	80%	61%
2010/11	83%	76%
2011/12	75%	79%
2012/13	86%	75%
2013/14	79%	75%

Staff data

Unless otherwise stated, national comparisons are taken from the “Equality in Higher Education: Statistical Report 2014: Part 1: Staff”.

We have three career paths (Figure 6). There are clear, published criteria on the requirements for promotion for each career path, which we publicise (AP3.4) and are pro-rata’d for part-time staff. It is possible to move between the career paths.

Figure 6: Career paths, grades and titles

Grade	Education and Scholarship	Education and Research	Research
Professorial	Professor		
H	Associate Professor/Reader		
G	Senior Lecturer	Senior Lecturer	Senior Research Fellow
F	Lecturer	Lecturer	Research Fellow
E	Associate Lecturer		Associate Research Fellow

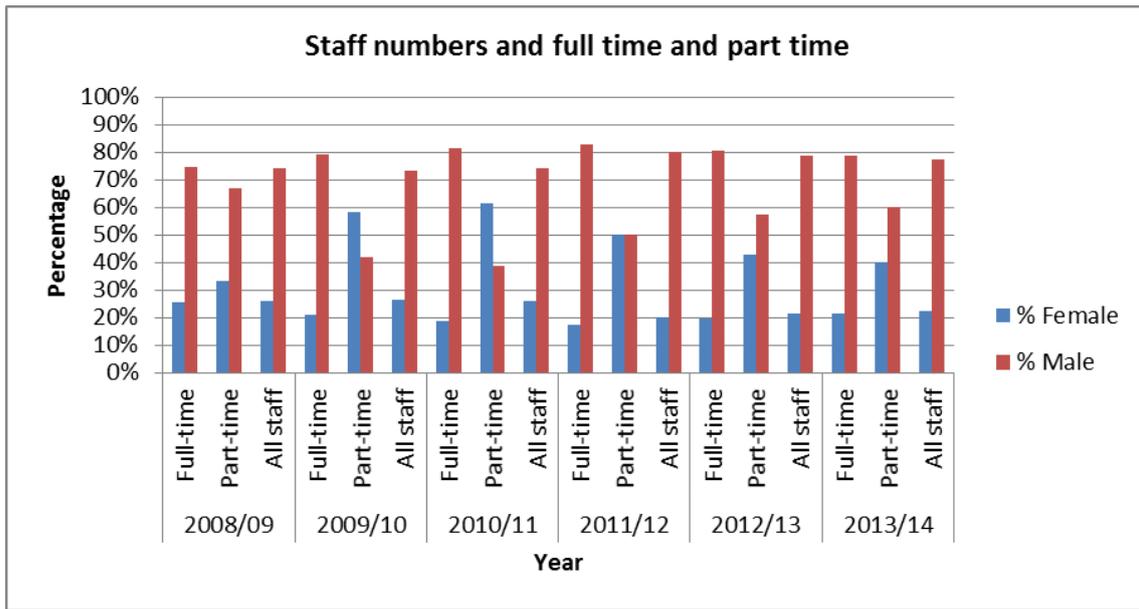
Early Career Researcher Grades	
Early Career Academic Grades	

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

We are pleased to see from Data Set 6 our actions have resulted in a significant increase in the fraction of female staff, **from 10% (2011/12) to 23% (2013/14) which compares well to the benchmark (17.5%).**

We noted that the changes between 2010 and 2011 were due to restructuring, when 12 members of female academic staff transferred from Medical Imaging to our Medical School (see page 22).

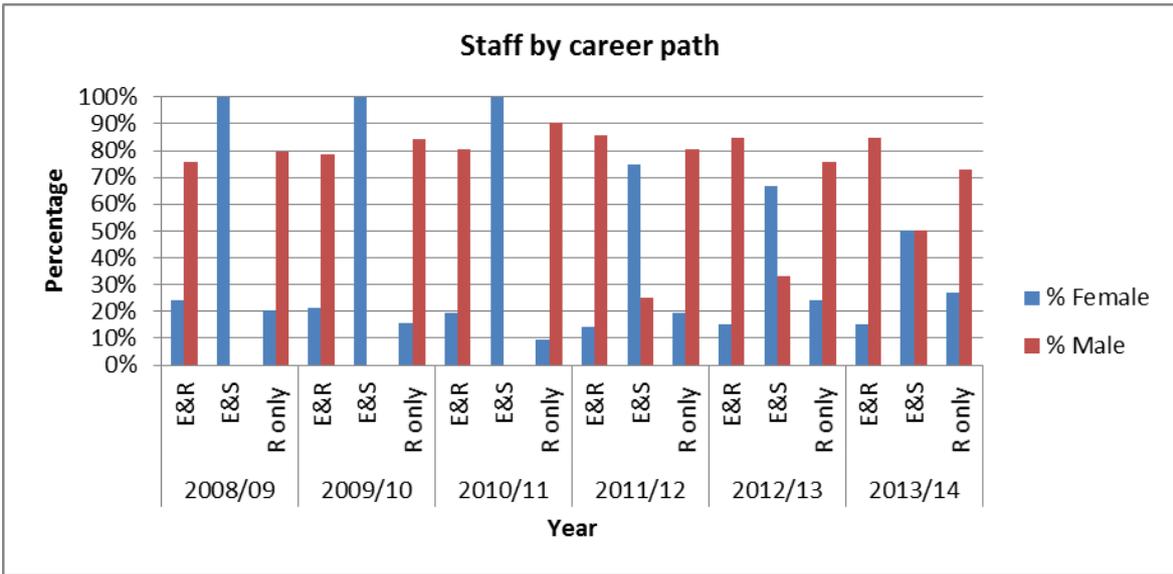
Data Set 6: Number of academic and research staff over time



Year	FTE	Female	Male	% Female
2008/09	Full-time	16	47	25%
	Part-time	1	2	33%
	All staff	17	49	26%
2009/10	Full-time	14	53	21%
	Part-time	6	5	55%
	All staff	20	58	26%
2010/11	Full-time	12	52	19%
	Part-time	7	5	58%
	All staff	19	57	25%
2011/12	Full-time	11	53	17%
	Part-time	2	3	40%
	All staff	13	56	19%
2012/13	Full-time	15	62	19%
	Part-time	2	4	33%
	All staff	17	66	20%
2013/14	Full-time	18	66	21%
	Part-time	3	3	50%
	All staff	21	69	23%

The movement of Medical Imaging staff is seen in the E&S and E&R career paths, changing our staffing profile from 100% through to 67% female and 24% through to 15% female respectively (Data Set 7).

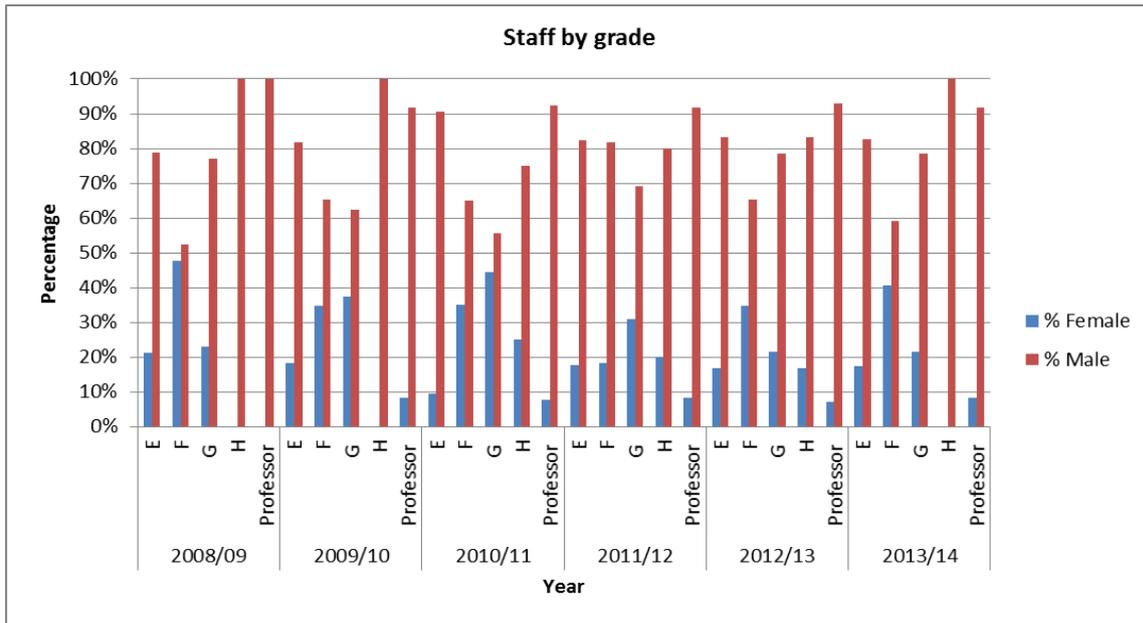
Data Set 7: Number of staff by career path



Staff by career path				
Year	Career Path	Female	Male	% Female
2008/09	E&R	7	22	24%
	E&S	3	0	100%
	R only	7	27	21%
2009/10	E&R	7	26	21%
	E&S	7	0	100%
	R only	6	32	16%
2010/11	E&R	7	29	19%
	E&S	9	0	100%
	R only	3	28	10%
2011/12	E&R	5	30	14%
	E&S	2	1	67%
	R only	6	25	19%
2012/13	E&R	6	34	15%
	E&S	1	1	50%
	R only	10	31	24%
2013/14	E&R	6	33	15%
	E&S	2	1	67%
	R only	13	35	27%

We are developing existing staff to create an internal talent pool, as well as ensuring our culture and work attracts the best female applicants. Our actions have started to have a positive impact (Data Set 8a): the percentage of female ECR staff has risen from 10% (2010/11) to 23% (2013/4) and Grade F staff from 18% (2011/12) to 41% (2013/14).

Data Set 8a: All staff by job salary grade breakdown over time.

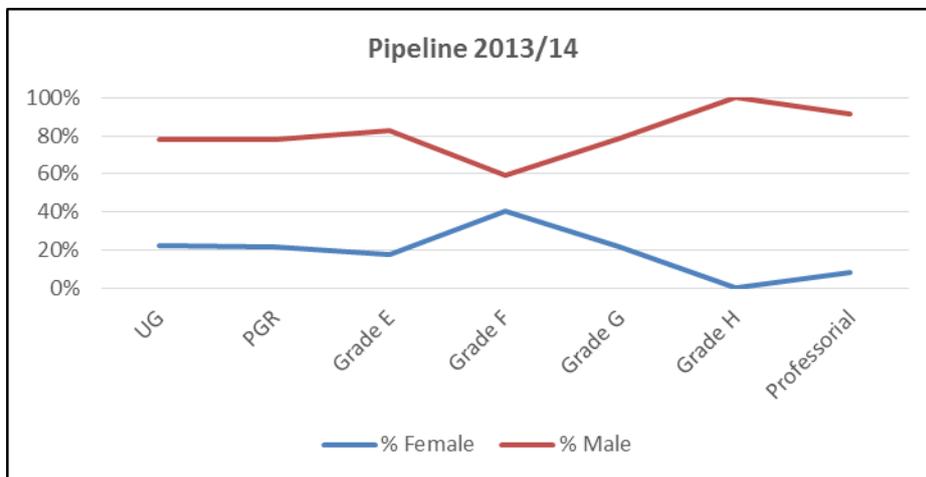
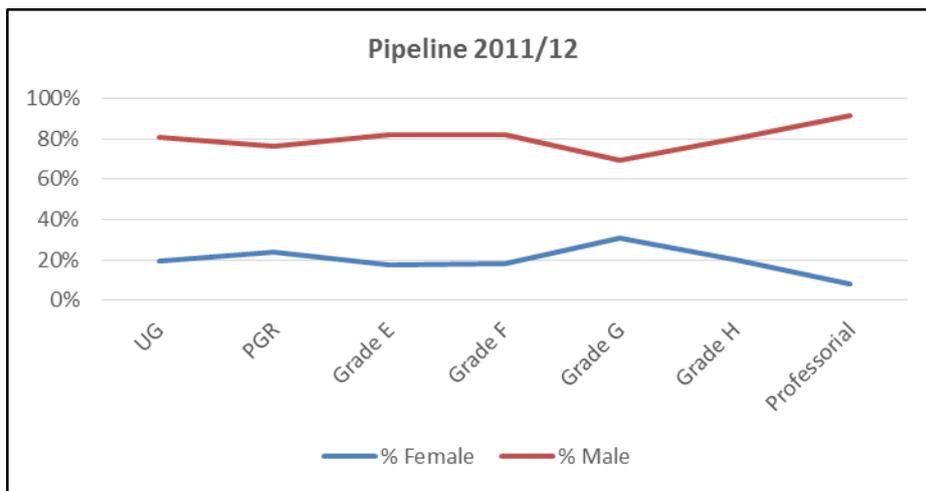


Year	Staff by grade			
	Grade	Female	Male	% Female
2008/09	E	4	15	21%
	F	10	11	48%
	G	3	10	23%
	H	0	2	0%
	Professor	0	11	0%
2009/10	E	4	18	18%
	F	8	17	32%
	G	6	10	38%
	H	0	2	0%
	Professor	1	11	8%
2010/11	E	2	19	10%
	F	7	13	35%
	G	7	12	37%
	H	1	3	25%
	Professor	1	12	8%
2011/12	E	3	14	18%
	F	4	18	18%
	G	3	11	21%
	H	1	4	20%
	Professor	1	11	8%
2012/13	E	4	20	17%
	F	9	17	35%
	G	2	12	14%
	H	1	5	17%
	Professor	1	13	7%
2013/14	E	7	24	23%
	F	11	16	41%
	G	3	13	19%
	H	0	7	0%
	Professor	1	11	8%

We reflected on our pipeline and recognise that we still have much work to do but are pleased that progress has been made. Going forward, in Data Sets 8a and 8b, we see three main themes that require our continued attention: a) attracting and retaining undergraduate female students; b) attracting and retaining and c) supporting mid-career staff to reach their full potential.

The data from 2011/12 and 2012/13 suggest that more women are staying with us through to the ECR stage. Looking ahead, the challenge will be to progress a greater number of women through the career pathways to grades of Senior Lecturer and above. The actions relating to this ambition are outlined in pages 34-36.

Data Set 8b: Academic progression charts 2011/12 to 2013/14

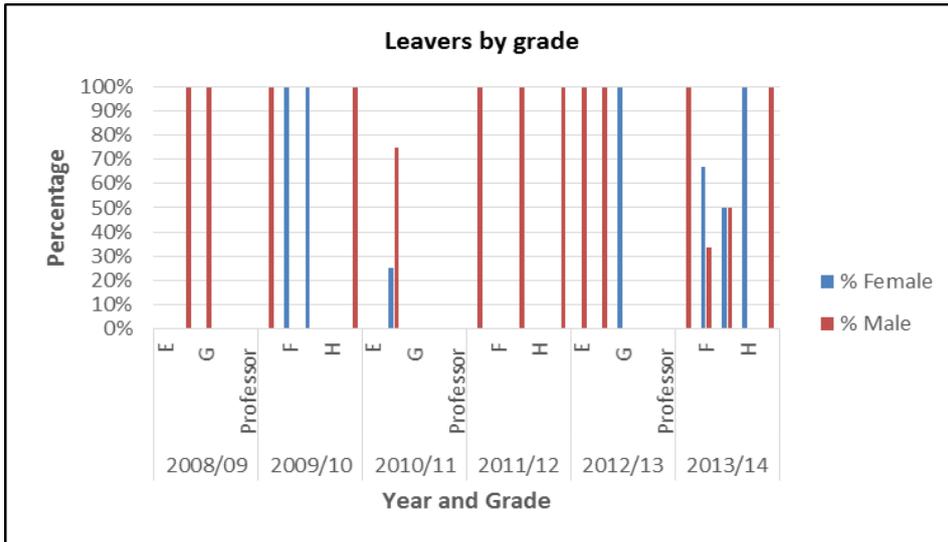


Turnover by grade and gender – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Excluding the restructuring of Medical Imaging, turnover within the Department is low (Data Set 9a and 9b). The main leaving reason is the completion of fixed term externally funded contracts. Since 2006, all staff leavers are invited to complete a confidential questionnaire (AP3.11), which was reviewed and revised in 2013. The revised questionnaire and tracking process should increase the rate of completion and provide more information for analysis (AP1.2).

The University's Researcher Development Team offer a one-to-one appointment with individuals on Research-only contracts six months before contracts end, to discuss future plans etc. We are exploring how we can promote this option with our staff.

Data Set 9a: Number of leavers by grade over time.



Leavers by grade				
Year	Grade	Female	Male	% Female
2008/09	E	0	0	n/a
	F	0	1	0%
	G	0	1	0%
	H	0	0	n/a
	Professor	0	0	n/a
2009/10	E	0	1	0%
	F	4	0	100%
	G	1	0	100%
	H	0	0	n/a
	Professor	0	3	0%
2010/11	E	0	0	n/a
	F	1	3	25%
	G	0	0	n/a
	H	0	0	n/a
	Professor	0	0	n/a
2011/12	E	0	3	0%
	F	0	0	n/a
	G	0	1	0%
	H	0	0	n/a
	Professor	0	1	0%
2012/13	E	0	4	0%
	F	0	2	0%
	G	1	0	100%
	H	0	0	n/a
	Professor	0	0	n/a
2013/14	E	0	2	0%
	F	2	1	67%
	G	1	1	50%
	H	1	0	100%
	Professor	0	2	0%

Data Set 9b: Number of leavers by career path over time.

Leavers by job family			
Career Path	Female	Male	% Female
E&R	0	1	0%
E&S	0	0	n/a
R only	0	1	0%
E&R	3	3	50%
E&S	2	0	100%
R only	0	1	0%
E&R	0	0	n/a
E&S	0	0	n/a
R only	1	3	25%
E&R	0	1	0%
E&S	0	0	n/a
R only	0	4	0%
E&R	0	1	0%
E&S	0	0	n/a
R only	1	5	17%
E&R	2	3	40%
E&S	2	0	100%
R only	0	3	0%

Word Count: 1,990/2000

4 Supporting and advancing women’s careers: maximum 5000 words

Key career transition points

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

Job application and success rates by gender and grade – *comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.*

In 2011 the University implemented e-Recruitment for E&S posts, expanding this in July 2014 to all posts including Research, providing us with enhanced data going forward. Looking back, Data Set 10a shows that out of 14 academic appointments made, 3 were female and we see from application data that vacancies at Lecturer level attract higher numbers of female applicants.

A 2012 recruitment review provided resources which we have embraced and expanded upon:

- The University's "Working Here" web pages were expanded to including information on family friendly policies, gender balanced staff profiles and testimonies, and links to our Charter work (AP4.1).
- We use template adverts, job descriptions and person specifications for all appointments to ensure equal selection. These recognise education, pastoral and welfare duties, as well as research (AP4.2).

We considered the balance of having gender inclusive interview panels, without overburdening female staff (AP4.5). As female staff numbers grow this will positively change. In the meantime we offer the opportunity to meet with staff and students as part of a tour of facilities during interviews to see the department and working culture.

In 2013, the Dean facilitated a pilot interview panel workshop, targeting females to gain experience of academic interviews, focusing on the structure, panel expectations and a typical Q&A session. Attendees provided positive feedback and this pilot will be rolled out annually (AP3.6).

We supported the implementation of an Early Career Researcher Network (ECRN) in 2014, for men and women, following feedback that members wanted it to be fully inclusive (page 46). We will maintain and promote the network to female ECRs (AP3.12) and develop the event programme to include supportive initiatives for women e.g. speakers on career breaks, planning a family etc. (AP3.12).

We are committed to developing existing staff to ensure there is an internal talent pool for full academic vacancies, as well as ensuring we attract the best female applicants. Our actions to grow this talent pool are having a positive impact: the percentage of female ECR staff has risen from 10% in 2010/11 to 27% in 2013/4. We will:

- ✓ Continue to use positive female role models during the recruitment process (AP4.5).
- ✓ Review the physical environment to create a more inclusive culture, e.g. by ensuring a good gender balance in publicity (AP6.6).
- ✓ Raise awareness of unintentional bias within recruitment processes (AP4.2).
- ✓ Train recruiting managers before they participate in recruitment. This has **increased from 13% (September 2013) to 23% (April 2015)** with an aim to have 25% of all staff undertake Recruitment and Selection (R&S) training by October 2015, meaning all panel members will be trained (AP4.3).
- ✓ Ensure all staff complete Equality and Diversity training. Completion rates have **increased from 22% (2013) to 88% (April 2015)** (AP6.9) with a commitment for 100% by August 2015. This training is built into our induction programme for new staff to complete and is monitored by quarterly training reports (AP2.6, AP 2.7, AP6.9).

Our work with the University ASWG is to progress a new online R&S course to allow expansion of the training module to other staff as part of their personal development and for refresher training for staff not involved with recruitment frequently (AP4.3). This will raise all staff awareness of potential unintentional bias in any selection situation, whether recruiting staff or PGR students.

Over the data period we expanded our academic (E&R) staffing in all four of our research groups. We looked in detail at the resulting staff appointments to assess the effectiveness of our strategies and inform future recruitment campaigns:

a) **Quantum Systems and Nanomaterials**

Prior to expansion, this was a small group, with almost no ECR community. On expansion by four academic posts (2009), there were no existing internal ECRs from which to attract applicants. We focussed attention on ensuring our recruitment procedures had no unintentional bias and, as a result, we appointed four academics (one female lecturer). As this is a multidisciplinary group, some of the

appointments were then allocated to the Engineering Materials group, including the female appointment.

b) Electromagnetic and Acoustic Materials

Similarly we had no existing talent pool in this area. Our efforts in attracting female applicants were successful, two of the four appointments were female. One female has subsequently left to take up a scientific appointment with a major partner, the Met Office. The other was promoted to Senior Lecturer within 16 months and is now being mentored to reach Associate Professor.

c) Astrophysics

Our expansion in astrophysics was into a new research area of ExoPlanets, where we recruited eight academic posts. Three were women, one from our internal ECR pool and one a new ECR member of staff who will move to a lectureship once her fellowship concludes. The third female appointment (Professor) was recruited to lead the group. During the period, one of our female staff was supported via career planning, leading to her promotion from lecturer, through Senior Lecturer to reach the position of Associate Professor. She has recently returned to the US to be closer to her family.

d) Biophysics

Six staff joined this group, two of them female, joining two other women in the group. We also have a growing pool of ECR staff in this group that we are supporting to secure staff positions.

Data Set 10a: Total e-Applicants over time with success rates.

Totals for Years									
Year	Applicants			Shortlisted			Appointed		
	F	M	%F	F	M	%F	F	M	%F
2011/12	4	38	10%	1	7	13%	0	4	0%
2012/13	31	118	21%	4	20	17%	3	4	43%
2013/14	1	2	33%	0	1	0%	0	1	0%
2014/15	3	22	12%	1	6	14%	0	2	0%
Totals	39	180	18%	6	34	15%	3	11	21%

We have explored the data for new starters, which gives us a wide perspective as it includes those appointed not through advertising e.g. named researchers (Data Set 10b). This confirms the success rate of female staff at ECR. Similar to national/international trends, we are seeing fewer female applicants for senior posts, reinforcing our need to foster and support our own talent as well as attracting external female applicants.

Data Set 10b: Total e-Applicants over time by grade, post and career path with success rates

Year	Career Path	Grade	Post	No. of Posts	Applicants			Shortlisted			Appointed	
					F	M	%F	F	M	%F	F	M
2011/12	E&R	Grade G	Associate Professor in Astrophysics	1	3	27	10%	1	4	20%	0	1
		Professor	Professor in Biosensing	2	1	6	14%	0	2	0%	0	2
			Professor in Physical Cell Biology	1	0	5	0%	0	1	0%	0	1
2012/13	E&R	Grade F	Lecturer in Biomedical	1	1	4	20%	1	2	33%	1	0
			Super Resolution Imaging	1	1	6	14%	0	3	0%	0	1
		Grade G	Lecturer in Astrophysics	1	14	55	20%	0	7	0%	0	1
			Proleptic Lecturer	3	15	53	22%	3	8	27%	2	2
2013/14	E&R	Grade G	Senior Lecturer in Astrophysics	1	1	2	33%	0	1	0%	0	1
2014/15	R only	Grade E	Research Fellow	1	2	11	15%	1	2	33%	0	1
		Grade F	Associate Research Fellow	1	1	11	8%	0	4	0%	0	1

*Data entered on the system up to 10/02/15

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

Promotion data are reviewed annually (AP3.5). Staff participated in three promotion workshops run through August/September 2014. These highlighted the promotion process and encouraged promotion planning (AP3.6). Feedback was very positive and further guidance/Q&As have been posted on our Charter webpages. Further workshops are in development, specifically a female-only workshop.

Data Set 11 shows that in the last four years 5 women have been promoted (25% of all promotions), compared to 19 men, prompting us to investigate this further (AP3.5). A possible reason is the small number of women available to be promoted and of particular concern is the lack of senior female promotions.

Positively, our supported promotion route has resulted in an increasing female promotion rate from Lecturer to Senior Lecturer through our Professional Development Programme (PDP). The HoD now reviews the CVs of female staff so they all, including those who may be less confident in coming forward, are considered proactively for promotion (AP3.5). This growing pool of female Senior Lecturers will lead to increased promotions to Associate Professor and Professor in future years.

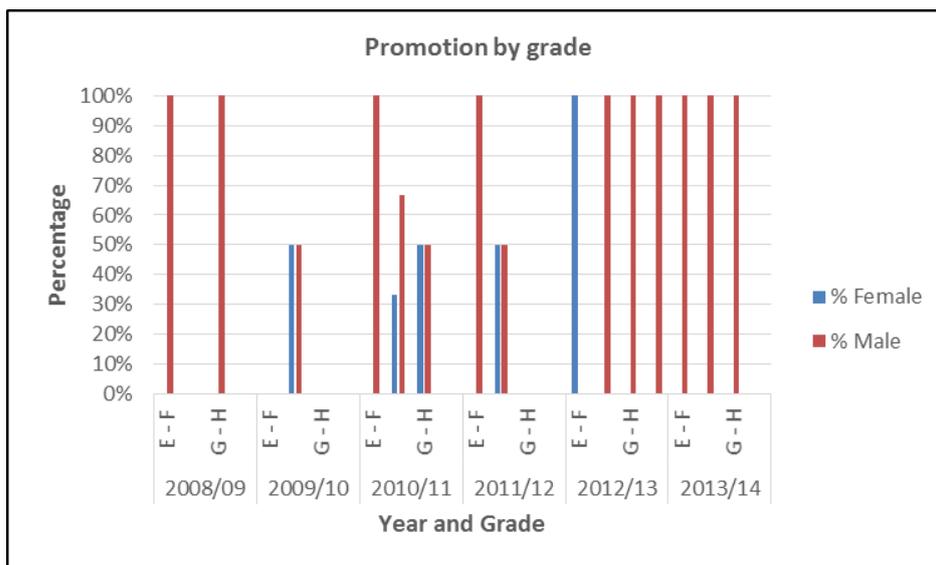
DSG reviews all staff annually with a view to timely promotion consideration, and to putting support in place to assist staff developing their career (AP 3.5). Promotion is discussed during annual appraisals to identify potential applicants (AP5.1).

We have focussed on a range of support mechanisms to assist our cohort of ECRs where we have a higher percentage of women to progress (see pages 34-36). These include support for and wide advertisement of grants for women in science (e.g. L'Oreal; Dorothy Hodgkin's) via the University's online Researchers Toolkit (AP6.4), training (e.g. the Springboard Programme) (AP3.9) and our ECRN (AP3.12).

One female staff member has already been promoted this year (Lecturer to Senior Lecturer) and current career plans show two female staff on course to submit promotion applications next year.

Online information is published on promotion criteria, including pastoral and outreach responsibilities and the promotion process (AP3.4). Promotion criteria is pro-rata'd for part-time staff. A University working group is reviewing promotion criteria and our Department feeds into this through the HoD. The E&R pathway is currently being reviewed by the University and recommendations for change will be made in 2015. Consultation of recommendations will include P&AASWG and changes will be implemented for the start of the next academic year. The Research career path is scheduled for review by the University in early 2015/2016 year.

Data Set 11: The number of promotions by grade over time.



Promotion by grade				
Year	Grade	Female	Male	% Female
2008/09	E - F	0	2	0%
	F - G	0	0	n/a
	G - H	0	1	0%
	H - Profes	0	0	n/a
2009/10	E - F	0	0	n/a
	F - G	1	1	50%
	G - H	0	0	n/a
	H - Profes	0	0	n/a
2010/11	E - F	0	1	0%
	F - G	1	2	33%
	G - H	1	1	50%
	H - Profes	0	0	n/a
2011/12	E - F	0	2	0%
	F - G	1	1	50%
	G - H	0	0	n/a
	H - Profes	0	0	n/a
2012/13	E - F	1	0	100%
	F - G	0	2	0%
	G - H	0	1	0%
	H - Profes	0	1	0%
2013/14	E - F	0	2	0%
	F - G	0	1	0%
	G - H	0	1	0%
	H - Profes	0	0	n/a

Recruitment of staff - comment on how the Department's recruitment processes ensure that female candidates are attracted to apply, and how the Department ensures its short listing, selection processes and criteria comply with the University's equal opportunities policies

Potential applicants are encouraged to speak to a Department contact to find out more about the role and our culture and to make personal visits prior to application. There is a geographical challenge being based in the South West and we have put in place support for staff relocating, including those with parenting or carer responsibilities. For those with partners working outside higher education, our HR Business Partner (HRBP) provides advice on employment opportunities in the region and support is available from our newly formed Parents' and Carers' network (AP7.10). Whilst this is a University scheme, we have been pro-active in its involvement, ensuring Department mentors are active in the network.

We arrange feedback sessions for unsuccessful internal interviewees to support them in career planning (AP4.4). To date, only one feedback session has taken place, with the HoD meeting with the unsuccessful candidate. The candidate found the feedback extremely useful and has since been successful in a future application.

To encourage ECRs to apply for academic vacancies and to be prepared for future interviews, they are encouraged to attend interview presentations and to discuss the process with the interview panel to heighten knowledge and understanding.

Our training re: compliance with the University's E&D and R&S policy is on page 29.

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

Our pipeline reflects the trend for "leakage" at the ECR stage. Our actions are focused on increasing and retaining the number of females at this stage as well as appointing and retaining senior female academics (AP2.4, AP3.12, AP6.7, AP8.2). We have a range of activities to support ECRs:

1. Personal development training:

The University "Researcher Development Programme" provides PGR students and ECRs with personal and professional support to enhance their research and employability in academia or beyond (AP6.10). During 2012/13 we contributed to a review, with informed knowledge of our "pipeline" and feedback from focus groups and surveys which revised and enhanced this. The resulting engagement demonstrated an **impressive increase from female ECRs: 80% female PGRs and 79% of female ECRs accessed resources in 2012/13**. This year, we are seeing continued engagement after 1 term: 38% of female ECRs against a College total of 36%. PGR engagement is also on the increase with 48% females engaged.

Activities include:

- ✓ Online induction.
- ✓ Psychometric tests on strengths, weaknesses and preferred learning/working styles.

✓ ‘Researcher Career Explorer’ workshops.

The University implemented a “Researcher Toolkit” housing all research-relevant information, including funding opportunities, support and resources (AP6.4). This is where we have seen the biggest impact to date. A recent postgraduate questionnaire showed that people (male and female) find support for academic and non-academic problems more than adequate (84% and 72% respectively). In both cases females felt slightly better supported than males. We also promote Research First Week which provides refresher sessions on attaining research grants (AP6.5).

The University conducted two surveys (2013) on the Code of Good Practice for the Employment of Career Research Staff (AP1.5) and for the HR Excellence in Research Award (AP1.5). Key findings included:

- The majority of respondents reported having seen details of their current post openly advertised.
- 66% of respondents said they had received an appraisal.
- Programmes like “Career Explorer” have proved highly successful, with 78% of respondents feeling encouraged to engage in personal and career development.

2. Networking Opportunities:

As part of the self-assessment process, we asked female staff/students if they wish to have female only activities and identified there is a delicate balance of providing support whilst ensuring they don’t feel they are in receipt of “special treatment”. The initial feedback in 2011 indicated they wished for some “women only” activities but at a University level rather than departmental, e.g. Springboard, Aurora etc. and they did not wish for a Department female only network. Instead, ECRs requested a peer group (page 46), which we secured funding for (AP3.12). We revisited this in our focus groups in November 2014 and female staff/students now feel a women-only group may be useful so we are looking at options for creating one (AP3.8).

We have also increased networking opportunities with three extra informal staff meetings for academics per year and are reviewing other departmental activities such as colloquia (AP6.8).

For Associate Professors and Professors, there is departmental participation in the University Professorial Women’s Network @Exeter. Given the current low numbers of senior female staff, our active engagement with this group provides an opportunity for professional/social interactions. In particular, it supports retention of women in academia at all levels by providing advice and support to those newly promoted and established professors who have relocated from another Higher Education Institution (AP3.13).

3. Mentoring:

Within the University there are three streams of mentoring for undergraduates: peer student mentoring, “eXpert” which links students/graduates (up to 3 years) with Alumni, and career mentoring for students with experienced professionals as mentors.

In addition to mentoring support defined under Concordat and through Principal Investigators/Academic Leads, PGR students and ECRs obtain peer mentoring support via the ECRN.

We are reviewing mentoring support options for staff (AP3.7)

4. Leadership training:

In addition to participation in the 'Springboard' programme, the Department funds a place on the Aurora leadership programme (AP5.3).

Career development

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

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

All staff, including ECRs, are asked to participate in the appraisal system, the Performance Development Review (PDR) (AP5.1), covering all areas of work, including pastoral care and outreach. We recognise the importance of carrying out PDRs and offer appraisers training (AP5.2) and time in their workload to carry out reviews (AP6.11). 34% of PDRs were completed (19% female completion) in 2013, increasing to 57% (25% female) in 2014. We continue to encourage staff to complete PDRs (AP5.1).

Support for ECRs is detailed on pages 34-36 and promotion on pages 31-32.

Since taking up post in August 2011, the HoD has met all academic staff, including ECRs, to discuss how we can best support them. This has proved invaluable in flagging individual issues/common concerns e.g. induction (AP1.3, AP3.3).

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

Induction is mandatory for all new staff and existing staff moving to a new role. Whilst there is already support for induction (see below), the recent expansion in staff has allowed us to draw in new experience from those receiving induction. Our induction focus group (AP 1.3) identified additional items to be included: information about what to expect in terms of duties and responsibilities; and who to contact to provide support on different topics (purchasing, timetabling etc.). This feedback is invaluable and forms the basis for our revisions (AP3.2).

New staff (including ECRs) are informed about induction and the induction website in their appointment letters, and allocated an Induction Facilitator. There are three levels of induction: University, Department and job specific.

A published code of practice, an induction timetable, a checklist and supporting online documentation is supplemented by an Information Guide which includes information on flexible working, E&D (including Athena SWAN), organisation of the University, facilities (including nursery provision), key policies and procedures, campus specific information and a jargon buster (AP3.2, AP7.1).

A monthly new-staff report is sent to the HoD, who meets new staff during their first month (AP3.3). The HoD hosts a lunch every 6 months for newly arrived academic staff and new staff members are welcomed in our monthly e-newsletter.

Our Charter initiatives are highlighted in personal inductions. This includes: discussing the availability of flexible working (AP7.11); core hours policy (10am-4pm) (AP6.8); family friendly policies (AP7.1); and support provided by the Parents' and Carers' Network (AP7.10).

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

Undergraduate students

We are strongly committed to supporting all of our students, and have a number of support mechanisms in place (AP2.9, 2.11, 2.17):

- We are working to roll-out the Sprint programme, following a pilot in autumn 2014. Sprint is a personal and professional development programme, addressing the study and career challenges for undergraduate women.
- All students have a weekly tutorial with an academic in a small group. We ensure that women are not isolated in such groups; if a tutorial group contains women then it contains a minimum of two, preferably three. Female students are able to request a female staff member as their tutor.
- We implemented a buddy system where existing UG students support new students. We will also introduce a buddy scheme for final year students with a PGR student as buddy (AP 2.18).
- We ensure there are female PGR students and ECRs working in our teaching laboratories, to provide positive role-models (AP2.4). We support female champions of student activities; currently we have role models at 4th year PGR (Hannah Wakeford), 4th year undergraduate (Natalie Whitehead) and 2nd year undergraduate (Bethan Cornell).

All student induction materials were revised and from 2014/15 our Welcome Week includes a session specifically for UG and PG students with parental or caring responsibilities (AP2.17).

Our 'Career Zone' provides a range of support mechanisms (AP2.11) run by dedicated careers and employment staff, e.g. finding graduate-level jobs, part-time/casual work opportunities, career drop-in sessions etc. Our student society (Physoc) organise additional employability events.

The 'Profiling for Success' scheme is an online personal/career development tool for students (AP2.11). Main initiatives include: understanding values and learning style; evaluating career interests; identifying difficult areas and developing strategies to deal with these; and understanding how students relate to others in different situations (e.g. team work, leadership/management, socially). To assist, we have appointed a member of staff as a 'student voice champion' (AP 2.16).

Postgraduate students

Our support for PGRs was not as proactive as for UG students so we introduced a PG forum which reports to departmental meetings. All PGRs now choose a mentor at the beginning of their degree (AP2.10), 6 out of 39 mentors are women. Female mentors are mentor to 7 PGs, not all women, enabling students to select a mentor by gender, which received positive feedback in our PG survey.

In 2014 we introduced a buddy-scheme for new PGR students in our Centre for Doctoral Training. Feedback was positive and the scheme will be rolled out to all new PGR students in 2015/16 (AP2.12).

All PGRs will benefit from career/employability events that are being established in the Centre for Doctoral Training (AP2.11), as well as participation in our ECRN "Ask the Expert" initiative, through informal discussions with visiting speakers about their life and career. We achieve a **>30% fraction of women for such speakers** (AP 6.8), offering a significant opportunity to find out how women succeed.

PGR students choose an informal mentor at the beginning of their degree (AP 2.10) and use 'My PGR' (AP2.14), an online tool that records meetings between students, supervisors and mentors. Students take responsibility for recording meetings at least once a month. 'MyPGR' allows for the upload of documents and provides information about the student, the registration processes, interruptions and upgrades, providing an enhanced experience for students and supervisors.

In response to feedback from PGR forums, we created a Wiki page and Facebook group for social networks and peer support (AP2.13). Feedback from focus groups was positive, but emphasised a strong desire for more 'in-person' networking (AP6.12).

Our Department comprises four research groups, providing a support mechanism to staff/students. Each group has at least 4 women, helping to ensure gender inclusion. We have an in-department first year training programme for PGR/PGTs that offers help and support in technical and presentations skills. In addition we host an annual Postgraduate Research Conference to raise the profile of student research in a supportive/positive environment.

Good practices are promoted within our Dean's "State of the Nation" addresses. There are opportunities for networking including ECRs (AP3.12) and "Research Speed updating" which profiles research topics. Gender monitoring is now in place to ensure there is a neutral/positive gender balance of speakers.

Organisation and culture

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

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

Figure 7 shows the composition by gender of our committees. CEG comprises academics (HoDs and the two Associate Deans) and PS staff. These positions are occupied by Associate/full-Professors for a term of 3 years and from this year are openly advertised/recruited to. Our challenge is the current low level of female senior staff able to apply for such positions. As the number of female staff and initiatives (i.e. Aurora) put in place grows, we will grow a talent pool of female applicants.

To support increasing female representation and to prepare junior female staff for such roles, we have introduced “shadowing”. This provides opportunity and experience of Departmental, College and University workings. We began by introducing this to DSG (AP9.2), with 2 female staff taking up the opportunity this year, taking into account their existing workload allocations.

Figure 7: Committee Representation 2012-13 to 2014-15

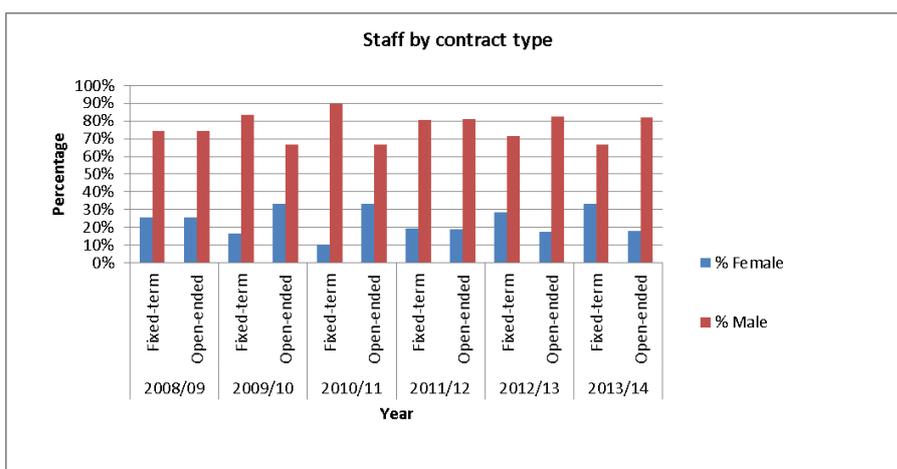
Name of Committee	Purpose of Committee	Year	Total number	Female Member	Male Member	% of Female
College Executive Group (CEG)	College level strategic planning, resource allocation and decision making	2014-15	10	2	8	20%
		2013-14	8	2	6	25%
		2012-13	6	1	5	17%
College Management Group (CMG)	College management and communication	2014-15	43	6	37	21%
		2013-14	30	9	21	30%
		2012-13	34	9	25	27%
College Education Strategy Group (CESG)	College education strategic planning and decision making	2014-15	16	5	11	31%
		2013-14	15	8	7	53%
		2012-13	19	7	12	37%
Research and Knowledge Transfer Executive Group (RKTEG)	College research strategic planning and decision making	2014-15	12	2	10	17%
		2013-14	14	3	11	21%
		2012-13	11	3	8	27%
College PGR Student/Staff Liaison Committee (PGR SSLC)	Staff and PGR Student forum for communication and feedback	2014-15	5	3	2	60%
		2013-14	5	2	3	40%
		2012-13	7	3	4	43%
Student Partnership Board (SPB)	Strategic consultative group to discuss student/staff liaison	2014-15	22	9	13	41%
		2013-14	13	7	6	54%
		2012-13	n/a	n/a	n/a	n/a
Staff Student Liaison Committee (SSLC)	Staff-Student forum for communication and feedback	2014-15	22	9	13	41%
		2013-14	20	12	8	60%
		2012-13	19	9	10	47%
College Education Committee	Monitoring quality of teaching and learning and facilitating sharing of good practice	2014-15	18	2	16	11%
		2013-14	20	3	17	15%
		2012-13	21	4	17	19%
Departmental Strategy Group	Oversight and leadership on all strategic matters for the department	2014-15	9	2	7	29%
		2013-14	7	1	6	17%
		2012-13	7	1	6	17%

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

The proportion of female staff, particularly on open-ended contracts, reduced between 2010/11 and 2011/12 because of the restructuring of Medical Imaging (Data Set 12).

Fixed term contracts reflect mainly staff on research grants (~35 for the data period). We comply with University policies on fixed term contracts i.e. any fixed-term contract has to be justified in-line with legislation, and is not to be used in-lieu of probation or to monitor performance where the appointment would otherwise be open-ended. We review fixed-term contracts when a request is received to extend, to assess whether to continue the contract, or whether to make the appointment an open-ended contract.

Data Set 12: Contract type for each gender over time.



Year	Contract	Female	Male	% Female
2008/09	Fixed-term	8	23	26%
	Open-ended	9	26	26%
2009/10	Fixed-term	6	30	17%
	Open-ended	14	28	33%
2010/11	Fixed-term	3	26	10%
	Open-ended	17	34	33%
2011/12	Fixed-term	6	25	19%
	Open-ended	9	38	19%
2012/13	Fixed-term	10	25	29%
	Open-ended	9	42	18%
2013/14	Fixed-term	15	30	33%
	Open-ended	9	41	18%

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

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

SWARM (Simple Workload Allocation and Resource Management) (AP6.11) calculates workload across the year by research, teaching, supervision, mentoring, and administration roles etc. We already include an allocation for Charter duties and have this year included time for those who run ECRN activities. Staff can compare their level of work against an average. Pastoral care and outreach work are valued and allocated time. In the year ahead, we will work to better incorporate outreach into our workload (AP8.1). Workload is adjusted accordingly for staff working reduced/part-time hours because of caring responsibilities and we

publish a breakdown of teaching allocations. Next academic year (2015/16) workloads will be made transparent across the College (AP 6.11).

Lecturers have a reduced teaching commitment for the first three years to establish their research and gain their teaching qualification.

Timing of Departmental meetings and social gatherings – provide evidence of consideration for those with family responsibilities, for example what the Department considers to be core hours and whether there is a more flexible system in place.

All major meetings occur in core hours (10.00 am - 4.00 pm) and Terms of Reference are reviewed annually. As we are primarily based in one building/campus we are able to have an inclusive weekly staff coffee morning, a staff social at lunchtime before the College termly meeting and an all-staff summer BBQ.

Culture – demonstrate how the Department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the Department, and includes all staff and students.

We strive to meet both the academic and social needs of staff/students and held an Athena SWAN Engagement day in November 2014, gathering feedback from staff/students.

Many important points emerged which are highlighted in the action plan:

- We promote female speakers through our weekly colloquium series. The percentage of women speakers **has steadily risen from 9% in 2009 to 25% in 2013/14** (AP6.7)
- The HoD now sends a briefing note to all staff after DSG and CEG meetings to indicate discussion topics and decisions made.
- Two female academic staff are invited on a rolling basis to DSG meetings to gain awareness of key issues and better understand the business of the Department (AP 9.2).
- PGRs have created a Wiki page through which they can channel questions (AP2.13). The aim is to broaden the scope of this site, to serve all within the Department and to link to relevant mailing lists to improve communication.
- The common room, a social and networking hub for staff/students, helps maintain social interaction and cohesion (AP6.12). In addition, we are implementing monthly departmental teas to improve networking (AP6.12).
- A University Parents' and Carers' network (AP7.10) operates on the basis of a voluntary buddy-up system. The network provides a staff and student forum for informal mentoring and support and recognises male and female staff as parents and carers.

The University Press Office now provides data by gender of those featured on the University website (AP6.1). Between May 2013 and October 2014, 20% of those featured from our Department were female staff/students. This has made us more aware that we need to highlight the achievements of female staff and students (AP2.4, AP6.7, AP8.2).

The key cultural change we have seen is the increased engagement of staff and students in Charter initiatives and the openness of feedback, enabling us to take stock and see where we are in our journey to focus on what still needs to be done.

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

We have invested in a comprehensive outreach and widening-participation programme, including dedicated PS staff to support academics. Outreach activities are positively recognised in promotion criteria and appraisals. Outreach coordination is currently undertaken in an ad-hoc way (AP8.1). An Ogden Science Officer has been employed to further improve our existing delivery and expand upon it. They will create a database system to allow us to reflect on the efficacy of our programme, and on the balance of staff contributions (AP8.1).

Outreach activities specifically aimed at attracting female students are:

- Our 'Girls into Physics' programme (nationwide) seeks to address the gender imbalance in physics and improve the way girls engage with science in and out of the classroom, by sending teams of female physics undergraduates to inspire an interest in science. **This project has reached more than 500 girls and encouraged them as scientists.** Web resources and funding for teaching materials are in development.
- 'Top Female Scientist card game': We supported two PGR students to create this game which features 32 distinguished female scientists. By comparing scientists for their innovation, impact and obscurity, the goal is to determine who can be considered the ultimate female scientist. The game is available free to download. **With our support, the creators have now obtained funding from the Ogden Trust to provide these as teaching packs and are in discussions with Mosaic Mentors (a Prince of Wales charity), which encourages primary and secondary girls in inner city schools to stay in education.**
- Following consultation with Professor Manuela Barreto, an Exeter academic and gender specialist, we are exploring opportunities to **target Outreach activities at GCSE level, before students make their A level choices** (AP8.1).
- We will host the Ogden Schools' Physicist of the Year award. Schools are asked to consider the confidence boost this award may provide to female students and we will provide guidance to schools on unintentional bias in the selection process (AP8.1).
- We ran and promoted a Solar Eclipse event for wider social engagement, with 200 primary and secondary schools.

Flexibility and managing career breaks

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

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

Two women took maternity leave (Data Set 13), both returned, one adjusting their hours on return. We have one woman on maternity leave who does not appear, as maternity leave is recorded when staff return. We secured resource for a Psychology student-led dissertation on planning careers and family, and whether this has an impact on pursuing a career in academia (AP7.12).

Employment legislation and University policies for maternity leave shape the support we provide including: Childcare vouchers; ‘Keeping in Touch’ Days; online maternity calculator; participation in the Parent and Carers’ Network; and Occupational Health support for pregnant staff (AP7.1-7.3).

We were part of a University review (2012/13) of maternity and parental leave. Following focus group feedback, enhanced provisions were implemented in January 2014. As well as matching statutory Adoption Pay to University Maternity Pay, full pay for both weeks of Paternity Leave is now offered. Our feedback to the University focussed on ECRs in relation to maternity leave, given service breaks due to fixed-term contracts, and this resulted in University policy being changed. Qualifying service for University Maternity Pay has been reduced from 52 to 12 weeks.

Following the House of Commons report on Women in Science that individuals should be able to consult a neutral person, individuals are offered meetings with the HRBP prior to commencing maternity leave. In addition, we updated the guidance on our website with links to maternity support available (AP7.2).

Conscious of the complexity of Maternity, Paternity and Adoption Leave and Pay for staff funded by RCUK grants, we have published their guidance on this, along with a transparent procedure to requesting grant extensions and/or backfilling positions.

Dataset 13: Maternity leave over time

2008/09	0
2009/10	1
2010/11	1
2011/12	0
2012/13	0
2013/14	0

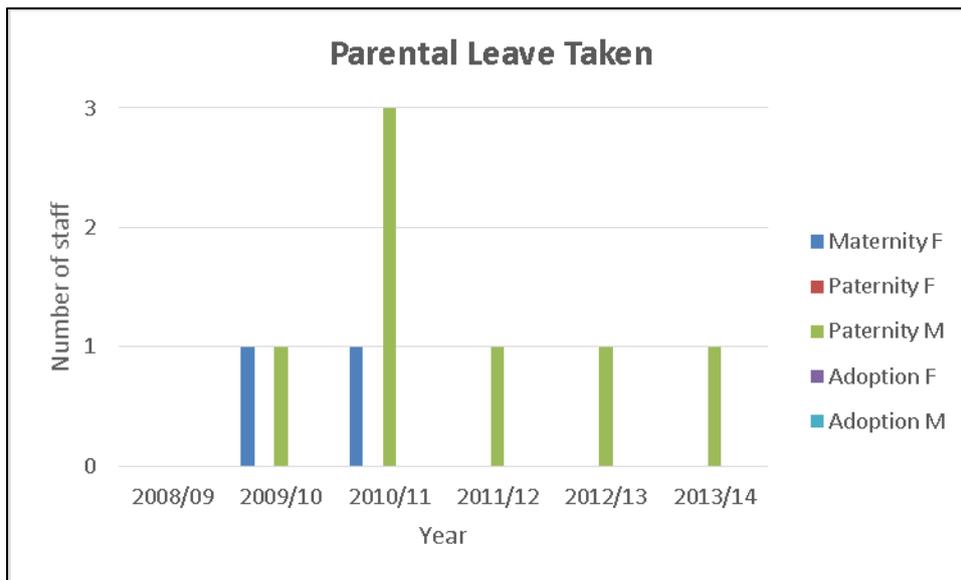
Paternity, adoption and parental leave uptake – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

A small number of male (7) and female (0) staff have taken formal paternity leave over the past 5 years, making it difficult to establish whether there have been changes. We will identify if there are any barriers (physical or cultural) causing these small numbers (AP7.12). There was one request for adoption leave (granted), but as this person subsequently left it does not show in our data.

The University will implement shared parental leave (April 2015), allowing parents to share up to 50 weeks, with up to 39 weeks of this paid. In advance, we have already approved one male member of staff to share leave. We will promote this within the Department, utilising the best practice guide from the IoP (AP7.2).

Whilst baby changing facilities exist on campus, we noticed that there was no publicity indicating where they are. We brought about policy change at University level; these facilities are now detailed on the web for staff, students and visitors.

Data Set 14: Parental leave (Maternity/Paternity/Adoption) taken over time.



Parental leave taken							
Year	Career Path	Grade	Maternity	Paternity		Adoption	
			F	F	M	F	M
2008/09	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2009/10	E&R	Grade F	1	0	0	0	0
	R only	Grade F	0	0	1	0	0
2010/11	R only	Grade E	0	0	2	0	0
		Grade F	0	0	1	0	0
	E&R	Grade G	1	0	0	0	0
2011/12	R only	Grade F	0	0	1	0	0
2012/13	R only	Grade F	0	0	1	0	0
2013/14	R only	Grade E	0	0	1	0	0

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

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

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

Informal working arrangements are in place within the department. In March 2015 we undertook a survey to check whether the principles of flexible working are satisfactory, which confirmed that all of our staff are able to work flexibly (AP7.11).

We reviewed data on part-time working, adjustments to teaching for carer responsibilities and maternity return rates. For 2013/14 we were able to gain information from central timetabling since staff are given the opportunity to indicate times/dates they prefer not to be scheduled for teaching. For this data cut, only two staff have taken up the option (both male); we will promote it more fully in future years (AP7.11). One of our female staff is part time (80%), no other female staff have made requests for part-time working and this may link to our low maternity rates.

Dataset 15a: Part time flexible working for all academic staff in 2013/14

Full-time		Part-time		Total Staff		% Part Time		
F	M	F	M	F	M	F	M	Total
18	66	3	3	21	69	14%	4%	4%

Dataset 15b: Timetabling flexibility requests for staff in E&R and E&S Career Paths in 2013/14

Total Full Time Staff		Staff with Approved Flexible Working		% of Staff with approved flexible working	
F	M	F	M	F	M
6	33	0	2	0%	6%

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

Work cover is arranged by the line manager in consultation with the employee, with funds to cover academic positions. Staff utilise formal and informal flexible working on their return; for the two staff taking maternity leave (Data Set 13), one chose to work flexibly via the informal mechanism, the other had an approved change via the formal route. Discussions regarding part-time or flexible working on return take place both prior and after leave (AP7.2).

Word Count: 4999/5000

5. Any other comments: maximum 500 words

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

We wish to highlight our ECRN, given the positive results we are seeing of having such a group in place. The network was founded in November 2013, when we recruited and first met to organise the network's activities. Originally a pilot women only network, this was reviewed and expanded to all staff as the ECRN following feedback that members wanted it to be fully inclusive. After securing £1,000 from the University's 'Researcher-Led Initiatives' award, the network was officially launched in June 2014 at an event attended by over 40 members of the ECR community across the College, at which 15 ECR posters were presented, to allow discussion of the network members' research.

Since the launch event, regular 'Ask the Expert' meetings with guest speakers have been held to allow ECRN members to discuss career issues. Additionally, more focussed topic-specific workshops have been held with guest speaker hosts Prof Helen Gleeson (Leeds University) and Dr Ruth Oulton (Bristol University), including "Preparing for Academic Interviews" and "Academic Career Progression". We are developing the event programme to include supportive initiatives for women e.g. speakers on career breaks, planning a family, what it's like to be a part time academic etc.

The ECRN Manager, Dr Natalie Garrett, has planned several initiatives in 2015, including an on-line poster conference and a science writing outreach competition. Dr Garrett says: "Prior to my appointment in this ECRN role, I occasionally pooled together resources on (for instance) grants, training and competitions that were relevant to my research area and I would circulate these resources among my research group on an informal basis. I am very grateful now to have the opportunity to do this in a more coordinated way and on a larger scale (i.e. I'm liaising with far more staff than just those in my own research group), and I am looking forward to ensuring a positive impact for these resources. It's easy for postdocs to feel passively swept along by what's been dubbed by some as 'the postdoc merry-go-round' of short-term contracts, feeling pressure to deliver on their research with no time to develop their own career. By accepting this role, I've forced myself to find time for career development and I hope to help other ECRN members to find the time they need to take charge of their career development."

In closing we would like to say how valuable the self-assessment for the Athena SWAN process has been in helping us to build a better environment for all in our department and, perhaps more importantly, how it has given us a more organised and planned path that will allow us to continue to improve into the future. The process has provided a platform around which to focus many disparate activities, and a means to give them a clearer visibility and greater effectiveness. It has also generated an improved environment in which suggestions and actions for improvement are increasingly driven from the bottom up - this we regard as a very real measure of success.

Word Count: 499

6. Action plan

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

University of Exeter, Physics and Astronomy - Athena SWAN Action Plan 2015 – 2018

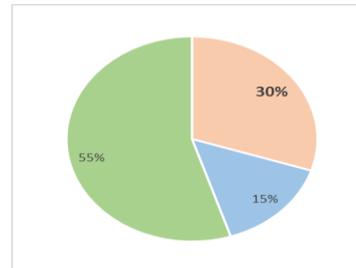
Introduction

This action plan forms part of the Physics and Astronomy Athena SWAN Departmental Bronze Award application. This document is more than an appendix to the application; it is a road map that Physics and Astronomy will use to track, monitor and review the progress and impact of agreed measures. The action plan will be updated twice per year for discussion at the Physics and Astronomy ASWG. Additionally the overall plan will be submitted to the College's Senior Management Team annually and reporting through the University ASWG to the Equality and Diversity Dual Assurance Committee and ultimately to the Vice Chancellor's Executive Group.

Consultation

There have been a number of methods of staff and student consultation; recurrent and single events. These include focus groups and staff/student surveys. Actions arising from the focus groups, from surveys and from the working group are colour coded as indicated below.

Action point arising from a focus group
Action point arising from a survey
Action point arising from the P&A AS working group



Objectives

As part of the self-assessment process nine broad objectives were identified. The action plan is constructed around these nine objectives.

1. Gathering and Assessing data
2. Supporting undergraduate and postgraduate students
3. Providing Support around Key Career Transition Points
4. Ensuring Fairness, Transparency and Competence in relation to Staff Appointments
5. Supporting Career Development Opportunities for Staff
6. Ensuring a Fair and Open Departmental Organisation and Culture
7. Providing Quality Maternity/Adoption/Paternity/Carer and Flexible Working Opportunities
8. Ensuring a Gender Balance in Outreach Activities
9. Providing Good Communication Channels and Opportunities to Share and Adopt Best Practice

Ref	Action	Progress to Date	Responsibility	Timescale		Success Measure (monitoring mechanisms and indexes of success)
				Date: to implement	Recurrence	
1	Gathering and Assessing Data					
1.1	<p><i>Harnessing Data:</i> Annual monitoring of data and reflection on the impact of interventions.</p> <p>Identify data gaps and work to resolve these</p>	<p>P&AASWG has analysed 4 data packs.</p> <p>Data now provided on</p> <ul style="list-style-type: none"> e-recruitment of researcher posts timetabling adjustments for parents and carers 	<p>Collating data: Equality & Diversity Administrator</p> <p>To analyse and reflect: HoD / P&AASWG</p>	<p>September 2012</p> <p>July 2014</p> <p>October 2014</p>	<p>Data updated twice per year 2014-18</p>	<p>Clear data available to P&AASWG on all elements of the pipeline.</p> <p>Checks that the measures implemented are having the positive impact we anticipated and, if not, reflecting on what changes need to be made.</p> <p>Quantitative findings reported to College Executive Group.</p> <p>Enhanced monitoring of gender ratios throughout the department.</p>
1.2	<p><i>Interpret, monitor and report on the progress of the Action Plan:</i> Make recommendations for future change and improvement.</p>	<p>HoD gives feedback to staff via the termly departmental meeting.</p>	<p>Chair of P&AASWG</p>	<p>October 2013</p>	<p>Termly 2014 To 2017</p>	<p>Recording of progress made against actions summarised and disseminated.</p>

	Annual report to Departmental Strategy Group.	<i>Next step:</i> develop procedure for getting feedback to students.	HoD	March 2015	March 2015-2017	Annually updated Action Plan to improve and/or modify measures is agreed via consultation
1.3	<i>Gathering views:</i> Department targeted focus groups and surveys with staff and students in response to the data analysis to further explore key issues.	3 focus staff groups and 3 student's focus groups taken place. Recent topics: induction, recruitment and selection, managerial organisation. Gender staff and student awareness and engagement day. PG student survey.	P&AASWG HoD and Athena SWAN Project Officer PGR Students sub group members	September 2012 November 2014 November 2014	Rerun annually in April 2015-18. November 2016 November 2016	Future focus group and survey data show increasingly positive views on gender inclusion. Gained staff and student feedback (positive) on actions to date and identified new themes to explore. PGR female students indicated they were well supported. Identified new support measure (AP2.12)
1.4	<i>Athena SWAN Research project:</i> Review the research surveys, interpret data and identify relevant recommendations.	Initial survey March 2013. Follow-up survey March 2014	Thekla Morgenroth, Psychology PhD Student	September 2012	April 2015	Initial outcomes for female students: Lower feelings of "fitting in". Their performance to be worse and higher levels of burnout. Career intentions were lower. Having a career role model and fitting in with staff were

						<p>important predictors of their intentions to pursue a career in the discipline.</p> <p>For all the points identified in the first survey, the second survey showed that while this pattern has not entirely disappeared, it has considerably weakened did not reach statistical significance for any of the variables.</p>
1.5	<p><i>Research Fellow Surveys:</i> University wide surveys of the Code of Good Practice for the Employment of Career Researchers.</p>	<p>University's HR Excellence Award was undertaken in 2014 to assess how well the University is performing in meeting its obligations under the Concordat</p>	<p>Assistant Director (Learning and Development)</p>	<p>May 2013</p>	<p>May 2015, May 2017</p>	<p>Maintain positive feedback: 78.9% of respondents of the last survey believe that the University is committed to diversity and equality and that they are treated fairly by the institution across a range of activities, including promotion, access to training and day-to-day treatment at work.</p>
1.6	<p>Resourcing Athena SWAN activities</p>	<p>College Athena SWAN Officer post created</p> <p>Allocate College budget to support work of department ASWGs</p>	<p>Dean of College</p> <p>Dean of College/HoD</p> <p>HoD / P&AASWG</p>	<p>April 2014</p> <p>August 2014</p> <p>September 2013</p>	<p>Current</p> <p>August 2015-2018</p>	<p>Support to implement Charter in place.</p> <p>Funding for activities in place.</p> <p>Charter activities recognised as core duties.</p>

		Allocate time for ASWG in academic workload model			Annual monitoring each October	
1.7	Employee Engagement Survey	<p>Encouraged participation in 2014 survey</p> <p>Fed into College level action to address survey results as part of "Positive Steps 2014"</p>	HoD, Dean of College and College HR Business Partner	<p>September 2014 (current model)</p> <p>September 2012 (previous model)</p>	September 2016 and recurrent every 2 years	<p>Employees feel they can voice views and confident their views will be listened to (AP1.3).</p> <p>Data collection of staff engagement and satisfaction. Documented change in staff work-life balance made available to P&AASWG for on-going revisions of action plan.</p>
1.8	<i>Equal Pay Audits:</i> To reduce the pay gap between men and women on equivalent grades	<p>Outcomes now reported through E&D committees and to Deans.</p> <p>Process reviewed in 2012.</p> <p>Additional information now provided to the Remuneration Committee.</p>	HR Director, Remuneration Committee	2006	Annual review	<p>Ensure any pay gap is removed for staff at equivalent grades.</p> <p>Annual report from HR at UASWG and P&AASWG updated by HoD.</p> <p>The overall pay gap has reduced to 2.95%</p>
2	Supporting Undergraduate and Postgraduate Students					

2.1	<p><i>UG & PG Admissions Publicity:</i> Improve promotional material to attract female applicants to UG and PGR courses.</p> <p><i>Next step:</i> Promote the evidence showing women achieve higher degree class in Physics at Exeter.</p>	<p>Prospectus reviewed for unintentional bias and updated Jan 2014.</p> <p>Guidelines given to marketing team for future publications including use of gender inclusive images/role models.</p>	UG admissions tutors and college web team	January 2013	Annually 2014-2018	<p>Monitoring of applications and recruitment to UG and PGR courses by gender.</p> <p>Increase in applications from prospective female students: UG numbers to 30% (currently 21%) and PGR numbers to 30% (currently 20%) by 2017/18.</p>
2.2	<p><i>Increase UG Offer to Accept rates:</i> Grow UG rates of offer-to-accept by providing gender balanced role models (AP2.3).</p>	<p>Reviewed arrangements for Open and Interview days to increase numbers of female volunteers and academic staff.</p> <p>Create Athena SWAN 'Women in Science' display stand at Open Days.</p> <p>Publicity materials in development showcasing role models and career pathways.</p>	<p>Admissions Tutors / Student Recruitment Manager</p> <p>Athena SWAN Project Officer</p> <p>Athena SWAN Project Officer</p>	<p>January 2014</p> <p>June 2015</p> <p>October 2015</p>	<p>Annual review in January 2015-18</p> <p>Annually June 2016-1017</p> <p>Annually 2016-2018</p>	<p>Gender balance for staff on interview days, to ensure female representation: 1 in 4 by 2016/17.</p> <p>Gender balance for staff on interview days, to ensure female representation: 1 in 4 by 2016/17.</p> <p>Increased percentage of female UG offer to accept numbers to 50% (currently 46%) by 2017.</p> <p>Information on Athena SWAN included in UG offer packs, including role model profiles from female alumnae.</p>
2.3	<p><i>Programme revision:</i> Identify any barriers at A-level choices made by men and women in relation to our entry requirements</p>	<p>P&AASWG identified the possible link based on IoP data.</p>	Education Committee and UG admissions tutor	June 2015	Annual review in June 2016-2018	<p>Increased diversity of options made available to UG students.</p>

	Assessing options for PGT programmes	Assess whether having PGT programmes enhance career opportunities for female students	DSG	December 2016	2018/19	Masters courses may provide new career opportunities for students
2.4	Increase Role Models of female staff and students within the department	Student survey indicated this was a barrier (AP1.4) to progression Increased number and profile of female role models	P&AASWG Role Model Champion / Director of Education	May 2015	Annual monitoring in May from 2016-2018	Increase number of female PhD students and ECRs giving teaching support. This has significantly improved, from 10% to above 24%. Positive feedback received from female students on fit and visible role models (AP1.4)
2.5	<i>Recruitment Process:</i> Review recruitment process for PhD opportunities for any unintentional bias. Expand web profiles to PGR students.	Review completed and recommendations being assessed by University Web profiles for PhD students are being trialled in our Centre for Doctoral Training.	Task and finish group including department representative Role Model Champion	Review commenced May 2014 December 2015	August 2015 Each December 2016-2018	Increase in % of female PhD applicants to 30% by 2018 (currently 22%).
2.6	<i>Admissions Equality & Diversity training:</i> All admissions staff to complete E&D training prior to being appointed to the role.	P&AA ASWG identified the need for tutors to be aware of E&D matters	HoD	Sept 2008	Data collated every six months	Current level of completion is 75% (March 2015). 100% of Admissions staff have completed E&D training prior to commencing role by March 2016.

2.7	<i>UG Tutors Equality & Diversity Training:</i> All UG tutors to complete E&D training prior to being appointed to the role.	E&D training now available via online module. Quarterly reports provided to Head of Department.	E&D Administrator HoD to monitor	September 2013	Monitored quarterly	100% of UG Tutors have completed training prior to commencing role.
2.8	Equality & Diversity Training for UG students.	Central E&D team	University E&D Manager	January 2015	January 2016	100% of UG students complete training.
2.9	<i>Implement a peer mentoring system for UG students.</i>	Identify and implement peer mentoring for u/g students	Mentoring Champion	August 2014	September 2015. Annual review each August	High level of engagement Feedback gained from mentors and mentees via questionnaire. Progression figures monitored at all levels.
2.10	<i>Implement a mentoring scheme for PG students:</i> To provide mentoring for PG students through on an on-demand basis	Peer mentoring system (AP2.9) will be rolled out to all PG students for Academic Year 2015/16.	PGR Coordinator	September 2014	September 2015	High level of engagement Feedback gained from mentors and mentees via questionnaire. Progression figures monitored at all levels. Access to female mentors.
2.11	<i>Career Zone:</i> Focus on careers for women in academia through the University's Career Zone (employability service).	"Profiling for Success", Career Mentor Scheme and eXpert Scheme in place (latter for students and graduates linked with Alumni for	Employability Team / Physics Employability representative	September 2010	Annual monitoring in September 2014-18	Increase in positive views about academic careers and employability among UG and PG students as determined through focus group/survey feedback.

		careers support and mentoring). PhD students will benefit from career/employability events established as part of the Centre for Doctoral Training from 2015/16 onwards.	CDT Management Board	October 2016	Annually in October 2017-2018	Network of industrial careers options highlighting existing female industrial role models.
2.12	<i>Introduction of a PG buddy scheme:</i> To provide a greater degree of peer support.	Pilot trial in new Centre for Doctoral Training for PhD students was successful and will now be rolled out to all new PhD/MPhys students entering in September 2015	Director of PGR and PGR Forum P&AASWG	Consultation Jan 2015	Proposed implementation for 2016/17	Establishment of buddy scheme for PG students that is well received, as judged by focus group/survey feedback. Feedback monitored by P&AASWG.
2.13	<i>Social Media:</i> Wiki page and Facebook group created and maintained in response to PGR Forums.	Implemented in 2014	PGR Forum	September 2012	Embedded	Effective use of Wiki page and Facebook group for social networks and peer support, (AP1.3), as judged through PGR forum feedback
2.14	<i>PGR support:</i> Implement the 'MyPGR' system	Implemented in 2014	Director of PGR / Postgraduate Student Team	August 2012	Annual monitoring 2014-2018	Enhanced monitoring and tracking of the supervision and support for PGR students, and improved quality of supervision and completion rate for PhD students.
2.15	<i>Teaching methods:</i> Investigate UG teaching methods and female response.	Research if there is a link between genders of student to preference for teaching methods	Director of Education	July 2015	Annual review in July	Teaching programme and guidelines modified if appropriate.

		(e.g. labs, group work, lectures etc.)				
2.16	<i>Student Voice Champion:</i> Academic role to ensure student voice heard to inform process and policy, and to provide feedback.	Implemented in 2015	HoD / Education Committee	October 2015	Annual allocation through workload	Focus group/survey data show that UG students have an effective voice and contact point for all things departmental.
2.17	<i>Support mechanisms:</i> Information on support mechanisms easily accessible to students who are balancing studies and family responsibilities.	Student induction materials were revised for 2013/14 and 2014/15 Welcome Week provides the opportunity for students who have parental/carer responsibilities to access links to Parents and Carers' Network.	Director of Education / P&AASWG	September 2014	Each September 2015-2018	Positive feedback received by P&AASWG following gathering of views at UG welcome week (part of induction).
2.18	<i>Peer supported UG Buddy Scheme:</i> Buddy scheme in place for undergraduate students where existing students support new students.	UG Peer scheme implemented in 2011 and reviewed in 2014. The scheme will now be extended for final year students so that they will have a PhD student as a buddy.	UG Tutors / HoD P&AASWG	Consultation in January 2014	Annual review in June	High engagement of UG students in scheme.
3	Providing Support at Key Career Transition Points					
3.1	Induction: Review Induction process.	Staff focus feedback highlighted areas which could be improved	P&AASWG	September 2014	Review to be completed in 2015 and revised	Positive induction evaluation feedback

					procedure in place for academic year 2015/16	
3.2	Publish online induction information and an induction leaflet with key information for all new staff with links to support mechanisms and Charter initiatives		Athena SWAN Project Officer	October 2012	Annual review of materials in December	Positive induction evaluation feedback. Induction evaluation feedback monitored and any gender specific issues reported to the P&AASWG.
3.3	New Starter meetings for all academic staff with the HoD	Implemented	HoD	Began July 2012	embedded	100% of new starter academics met with HoD. Well attended lunch for new starters.
3.4	<i>Promotion criteria:</i> Publish promotion criteria for each job family; Education and Research, Education and Scholarship and Research	Promotion criteria published Promotion criteria currently being reviewed. P&AASWG have provided feedback as part of University consultation .	Central HR Central HR in consultation with College(s)	October 2006 April 2014	embedded April 2015 consultation with staff on phase one	Transparent Promotion criteria Positive feedback from next Employee Engagement Survey
3.5	<i>Profiling for Promotion:</i> Actively supporting staff to develop profiles that will support career progression.	New policy agreed by CEG to be introduced in 2015 to review female staff CVs annually to encourage applications for promotion.	HoD	July 2015	Annually in July 2016-2018	Increase in the number of female staff applying for and attaining promotion through all career paths.

		Investigate the percentage of women gaining promotion as a percentage of the fraction of female staff.	HoD	December 2015		Consultation takes place.
3.6	<i>Support for promotion:</i> Annual workshops focusing on (a) Interview experience (b) promotion criteria and process	Pilot an interview experience workshop. Positive feedback received and will now be rolled out annually. 3 promotion workshops took place in August/September 2014. 1-to-1 meetings over promotion through PDR (AP 5.1)	Dean HRBP ALs and HoD	October 2013 July 2014 July 2014	Annually in October 2015-2018 Annually in October 2015-2018 Annually July 2015-18	Increased number of female staff applying for and gaining promotion. Improved knowledge about the interview process and promotion criteria, feedback obtained from attendees and monitored.
3.7	<i>Implement a mentoring system for staff:</i> To provide greater degree of support to staff, and to provide opportunities for female staff to become mentors.	Mentoring scheme identified and being implemented currently	P&AASWG / Mentoring Champion	September 2014	September 2015	Success to be assessed by degree of take-up.
3.8	Investigate options for female only departmental network.		Chair of P&AASWG	May 2016		Consult with staff over available options.

3.9	<i>Springboard:</i> A national, personal and professional development women only programme.	Now promoted to female staff.	Learning and Development	31 March – 30 June 2014	Annually	Numbers attending monitored and reviewed annually. Increased participation.
3.10	<i>On-going career support from Academic Leads.</i>	Academic Leads allocated to all staff to support their career progression	HoD / ALs	September 2010	Annually	100% of staff have an Academic Lead. 25% of Academic Leads are female.
3.11	Obtain exit information from staff leavers	Exit questionnaire reviewed and expanded.	Central HR	April 2014	Embedded	Exit questionnaire data provided as part of our data collection (AP1.1)
3.12	Establish, promote and maintain an ECR network.	Pilot women only network established. Network reviewed and expanded to all staff as an 'Early Career Researcher Network'.	ECR representative on P&AASWG	July 2013	Embedded	ECRN obtained funding (£200) for start-up costs. Network has been active for two years, with social media and web presence.
3.13	<i>Participate in the Professorial Women's Network</i>	Encourage engagement with department staff	Profs Britten and Ryan	March 2014	Embedded	Support to increase number of female professors in department from 8% to 30% by 2018.

4	Ensuring Fair, Transparent and Competent Staff Appointment Procedures					
4.1	Update the text for job adverts to include reference to our Charter activities.	Adverts have reference to the Charter and related information.	Central HR	January 2013	Embedded	Promote the Charter and encourage/increase female applicants.
4.2	Criteria for vacant posts are consistent, fair and adheres to Equality Policies.	Templates in place. Transparent selection criteria.	Central HR and recruiting academic line managers	June 2011	Embedded	A published criterion ensures the process is transparent.

						Raised awareness of unintentional bias within recruitment processes.
4.3	<i>Ensure Recruitment and selection is fair and there is no unintentional bias</i>	Encourage all-selection panel members to complete.	HRBP / P&AASWG	June 2012	Embedded	Improved R&S completion rates from 13% Sept 2013 to 23% April 2015. 100% of all panel Chairs and 25% of all staff to have completed R&S training by October 2015.
4.4	Feedback sessions to unsuccessful internal interviewees.	Implemented	Chair of interview panels	April 2012	Embedded	Focus Group feedback of unsuccessful internal interviewees shows positive response to feedback offered.
4.5	Ensure that there is a gender mix throughout the recruitment process, including on interview panels, interview dinners and presentations.	Time for panel duty is now included in annual workload allocation	College HRBP	January 2013	Review January 2015	All interview panels include female representation without over burdening female staff by 2017.
5	Supporting Career Development Opportunities for Staff (please also see section 3)					
5.1	Ensure that all staff have a formal appraisal (PDR). Appraisal includes discussions on impact of maternity on career progression including promotion issues.	Appraisal uptake reported on.	Central HR in consultation with College(s)	April 2002	Reviewed in 2004, 2010 and 2012 Next review 2015	Ensure 100% of academic staff (including researchers) had a formal annual appraisal by 2018. 34% completed 2013 (19% female) increasing to 57% in 2014 (25% female).
5.2	Improve quality of appraiser input into PDR	Encourage completion of appraisal training	Dean and HoD	September 2013	September 2014 – 2017	Target of 100% of appraisers to have received training prior to carrying out an appraisal by

						start of academic year 2016/17. Currently 9% (April 2015)
5.3	Aurora Leadership training programme.	Recurrent funding for one annual departmental place gained	Head of Department / P&AASWG	September 2014	Annually 2015-2018	1 member of staff registered in 2015. Increase talent pool of future female leaders in the department
6	Ensuring a Fair and Open College Organisation and Culture					
6.1	Monitoring our media and web profiling by gender	Monitoring data now received	Central Marketing Team	May 2013	November 2014, March 2015, March 2016, March 2017	Increased profile of female, academic and student work/achievements on web site.
6.2	<i>Reporting:</i> Report to the College Executive and AS University working group on actions undertaken by P&AASWG.	Governance structure now well established. Monthly minutes to CEMPS ASWG and University ASWG	Chair of P&AASWG Athena SWAN Project Officer	1 August 2012 continuing with reports	Embedded.	Flow of best practice as judged by feedback from P&AASWG members. Continued engagement of senior management
6.3	Keep the Charter web pages up to date.	Events, actions, profiles and associated links (e.g. family friendly policies) in place	Athena SWAN Project Officer	Dec 2013	Termly review each February 2014-2018	Staff and students are more aware of the support mechanisms which are in place
6.4	Promote the Research and Knowledge Transfer 'Researcher Toolkit'.	Online research support database which has specific sections on ECR funding and specific support for female orientated funding opportunities	Research and Knowledge Transfer	December 2012	Annual Review in December 2014-2018	Increased use of the toolkit, as evidenced by take-up. Improved support for ECRs, as evidenced by focus group feedback. Increase in number of female applicants for internal and

						external funding opportunities, in particular ECRs, to be monitored by RKT.
6.5	<i>Help in pursuing research:</i> Research First Week comprising short training / information sessions aimed at ECR on support available for research grants, etc.	Sessions on women in Science included within the programme	Research and Knowledge Transfer	May -2013	Each May (2014 – 2017)	Take-up of sessions at Research First Week by ECRs, to be monitored by RKT.
6.6	<i>Visual Audit of Buildings</i>	Now in place	Building Manager and member of P&AASWG.	First Audit December 2013	Formal inspection termly with continuous informal monitoring.	No unintended gender bias e.g. displays, noticeboards etc. revealed by inspection.
6.7	Promote female role models through invited/guest speakers for: Inspiring Science Lecture Series Colloquia and Seminars	All invited talks are now in core hours.	Physics and Astronomy Colloquium Coordinator / HoD	2010	November 2014, March 2015, March 2016, March 2017	Stronger presence of female role models as judged by UG and PG students, evidenced via focus group feedback. 9% (2011/12) increasing to 25% (2013/14).
6.8	<i>Timing of invited talks:</i> All seminars, colloquia, meetings happen within core hours (10:00-16:00).	All invited talks are now in core hours.	Meeting organisers	December 2013	Annual review	All Department events within core hours. P&AASWG will review success on an annual basis.
6.9	<i>Equality and Diversity training:</i> To provide training that improves approach of all staff to E&D, especially unintended bias.	Resourced gained to improve E&D training and create a new online module.	Equality and Diversity team	September 2013	March 2014, July 2015	Completion rates have improved from 15% in 2013 to 88% (April 2015) Increase in staff completion rate to 100% by August 2015.

6.10	Promote the Researcher Development Programme (RDP)	RDP promoted	Researcher Development Team / P&AASWG	September 2012	Embedded	Continued engagement. In 2012/13 80% female PGRs and 79% of female ECRs accessed resources (2012/13); current engagement levels after 1 term: 38% of female ECRs against a College total of 36%. PGR engagement is also on the increase with 48% females engaged.
6.11	SWARM (Simple Workload Allocation and Resource Management) used to record flexible working and ensure balanced workloads.	Online system implemented	HoD	October 2013	Annual review of feedback 2014-2018	Analyse workload model data to ensure no gender bias in work load distribution
6.12	Improve inclusivity via dedicated social space and events for students and staff.	Common rooms proposal for improved provision being prepared Monthly departmental teas.	College Manager HoD/ALs	September 2012 October 2015	Annual review in September 2015-18	Increase in take-up. More social cohesion for students and staff, as judged from e.g. (AP1.3)
7	Providing Quality Maternity/Adoption/Paternity/Carer and Flexible Working Opportunities					
7.1	Increase awareness of University policies as they are updated/changed	Ensure we highlight positive changes	Athena SWAN Project Officer	August 2014	June 2015 and annually thereafter	Better awareness as judged from feedback via focus groups. Updates posted online and e-newsletter to staff and students.
7.2	<i>Support network:</i> Promote positive support network to people during	Confidential one-to-one meetings in place to explain parental leave	College HRBP/	February 2002	Embedded	Level of support, satisfaction and confidence for staff that had maternity, paternity,

	and after maternity / paternity / adoption leave.	<p>policies, discuss support prior to and on return from leave, use of Keeping in Touch Days. Including a discussion of adjustments in hours on return to work.</p> <p>Improved paternity leave entitlement introduced in Dec 2013.</p> <p>From April 2015 the University will implement shared parental leave allowing both parents to share up to 50 weeks leave with up to 39 weeks of this paid.</p>	CEMPS Dean / HoD	April 2015	Annual monitoring in December	adoption leave evaluated and monitored.
7.3	<p><i>Confidential Occupational Health Support</i></p> <p>Aim is to have supported maternity risk assessments in place, via an online form.</p>		Occupational Health Team	February 2012	Review scheduled July 2015	Satisfaction with support expressed via survey results.
7.4	<p><i>Car Share Space</i></p> <p>Designated car share spaces implemented across the Campuses we own/manage.</p>		Transport Management Group	November 2012	January 2014	Feedback from staff continues to indicate that this supports staff that drop children off at nursery/school with parking.
7.5	Salary sacrifice scheme for childcare vouchers.	The University operates a childcare voucher scheme enabling parents to choose a childcare provider of their choice.	HR Policy and Reward Team	September 2005	Embedded	Continued positive feedback as measured by uptake and survey findings.

7.6	Staff who are pregnant or planning pregnancy can calculate their leave and associated pay.	This has received positive feedback as staff can access information confidentially at the stage of planning pregnancies.	HR Policy and Reward Team	April 2009	n/a	Continued positive feedback from survey findings on online maternity calculator
7.7	<i>Review Nursery Provision.</i>	Review complete with enhanced and increased nursery provision for staff and students planned.	Campus Services	August 2013	December 2014	Recommendations currently being considered by VCEG with an ambition of being implemented in the academic year 2015/16. All recommendations would result in an expansion of the current provision.
7.8	<i>Promote the Sports Camps for Children:</i> UofE Sport's holiday camps run during vacation time. Provision for children between four and fourteen depending on the activity.	Bookings are flexible and parents can book sessions of various lengths; for a morning, day or whole week.	UofE Sport	September 2008	Embedded	Continued monitoring of effectiveness of provision from survey feedback
7.9	<i>Review of adoption and maternity pay</i>	Review complete and changes implemented	Central HR	January 2014	Reviewed in April 2015 with changes to shared parental leave	Take up data provided to P&AASWG, and feedback from survey positive. Positively impacting on ECRs as qualifying period for maternity leave reduced to 12 weeks.
7.10	To establish a supportive network for parents and carers.	Parent and Carer network established	Central HR	January 2014	January 2015	Network well used and expanding to include specialist interest groups.
7.11	<i>Provide flexible and accessible working policy for staff</i>	Core hours policy (10:00-16:00). Policy in place for staff to request	HoD / P&AASWG /	December 2013	Annual Review in August	Latest survey of staff on this particular aspect (March 2015) revealed that all staff are

	To help staff balance various aspects of life-work balance.	timetabling changes or restrictions. Next steps are to review and get feedback to monitor effectiveness; annual adjustments to teaching for carer responsibilities and maternity conducted in March 2015	Meeting organisers			generally happy about their ability to adopt flexible working, whether via formal routes, or informally. Feedback does indicate that meetings still pose a problem for some.
7.12	Identify any barriers to staff taking maternity/adoption/paternity leave.	Low numbers currently	Prof Barreto (Psychology E&D specialist)	May 2015	April 2016	Resources gained to carry out on independent study of staff perceptions.
8	Ensuring Gender Balance in Outreach Activities					
8.1	Participate or run specific programmes to encourage female pupils to consider science careers in Physics and Astronomy-	Female targeted programmes in place: Pre-University 'Girls into Physics' Course Top Trumps cards to promote women achievers in science to school children, Soapbox Science June 2015, Ogden School Physicist of the Year Award Introduce dedicated Outreach Coordinator. Research into female engagement in Outreach Activities	Ogden Trust Science Officer HoD Prof Barreto / HoD	Annual programme September 2015 August 2015	Annual review in September 2015-2018	Increased female application percentage (long-term objective), to 30% by 2018. Dedicated support for Outreach. Increased female engagement and applications.

8.2	<i>Alumni engagement</i>	Gathering of alumni data to encourage networking and mentoring	Development and Alumni Team	September 2011	Review with new Director of Alumni (Director commenced April 2014)	Increased engagement with the Physics and Astronomy alumni to provide wider range of role models
9	Providing Good Communication Channels and Opportunities to Share and Adopt Best Practice					
9.1	To share best practice across the University on the Charter and initiatives	Running in conjunction with AP6.3	Chair of P&ASWG	March 2012 March 2015	Embedded March 2016, March 2017	Representation on College and University Committees in place. Exchange of best practice across Departments and Colleges. P&AASWG annual reporting of progress against action points to University ASWG. Action Plan on track.
9.2	<i>Representation on Departmental Strategy Group (DSG):</i> To provide an opportunity for all staff to see first-hand the decision making process in the Department, and for them to have the platform to give input.	Invite 2 members of academic staff to attend DSG meetings on a rolling basis within the department to gain awareness of key issues, make their voice heard, and better understand the business of the Department	HoD	January 2015		Improved feedback from staff on communication via focus groups.