

Executive summary

The Geography Staff Survey was designed in response to the feedback on the Silver Athena SWAN application that was submitted in April 2014. This stated that:

“The panel would like to see more staff consultation, through surveys supported by focus groups, to help the department delve deeper into the issues within the department. ... They would have liked to see analysis of the actions that need to be taken to assist the progression of women in the department especially to positions above senior lecturer.”

Our main response to these comments was to design and undertake anonymous Staff and Postgraduate Surveysⁱ whose results, along with anonymous Athena SWAN staff and student surveys undertaken at the University level, will be used as evidence in the self-assessment process for our silver application.

As we would hope and expect, these results shows that our Athena SWAN actions have had a more positive impact on women. There are also important examples of actions that have had a more positive impact on women but have also had high proportions of all staff reporting positive-plus-neutral impacts. This means that we found no evidence that that our actions advantaged women at the expense of men. The survey did produce results that reveal worrying differences between feelings of support and career opportunities between women and men in the Department. These need to be noted, used as baseline figures with which to compare our 2016 survey results, and addressed in future qualitative research and action planning.

Below we highlight the survey’s main findings in seven areas. More detailed arguments and data details can be found in the main body of the report.

i) a picture of the department

80% of colleagues would recommend the department as a place to work, and we now have evidence to describe it as a ‘friendly and supportive’ place to work. However, those most likely to make such a recommendation are men (87%) and human geographers (87%), and those least likely are women (72%) and physical geographers (70%).

ii) gender balancing

A much higher proportion of women than men (50%F 15%M) feel that the tweeting of research news via the @exetergeography twitter has had a positive impact on them and their working environment. A higher proportion of women than men (46%F, 35%M) feel the same about the gender-balancing of the Departmental seminar series. In both cases, the proportion of respondents reporting positive-plus-neutral impacts of these changes have been extremely high (100% and 85% respectively).

iii) promotion

The highest levels of reported awareness, access and impact concerning career progression and promotion come from the PDR process, followed by PDP, the publishing of criteria and processes online, and our annual promotion workshops. A higher proportion of women feel supported in the PDR process

(61%F, 30%M), while a higher proportion of men feel supported in the Department (45%F, 63%M: the survey does not suggest why).

iv) mentoring and role models

Within the department, opportunities for women to be formally mentored by women are limited, but higher proportions of both female and male respondents are mentored by women through informal and peer mentoring (neither of which is recognised in SWARM). Opportunities for informal mentoring in the department have high levels of awareness and participation (Monday Cake and the Winter and Summer Parties), with the Summer Party having the most positive impact (67%F, 58%M). In terms of role models, while high proportions of women and men believe there are role models for others in the Department (83%F, 87%M), women are much less likely to have a role model in the department (44%F, 78%M). Where women and men do have role models, higher percentages choose same-gender mentors. Men have higher percentages of same-gender role models in the department (62%F, 80%M) and University (50%F, 64%M) but there are higher and more equal percentages of same-gender role models outside the University (78%F, 76%M).

v) core hours

90% of colleagues are aware of our core hours policy, and between 76% and 90% of colleagues report a positive-plus-neutral impact of its various elements (e.g. seminars and departmental meetings scheduled in core hours). Women and female carers report higher levels of positive-plus-neutral impacts of core-hour initiatives.

vi) flexible working

The proportion of colleagues reporting positive-plus-neutral impacts of flexible working opportunities is, for Homeworking 98%, Flexitime 100%, Flexible working 100%, Teaching restriction 95%, Parental leave 100%, Emergency leave 100%, Compassionate leave 100% and Sick leave 90%. Higher proportions of women reported positive impacts of 6 of these 8 types of support.

vii) maternity /maternity support leave

Among colleagues for whom 'issues of parental leave are, or will be, relevant', there are varied levels of awareness, participation and impact between female and male colleagues and between the different initiatives put in place. On a positive note, we can say that 67% of female respondents and 25% of male respondents report that the *Management guidelines for the support of staff taking parent and carer leave* document has had a positive impact. However, a higher proportion of women in this category are concerned about the effect of parental leave on their career progression (73%F, 46%M) and a lower proportion perceive that their colleagues would be supportive of them taking that leave (45%F, 62%M). Considerably lower proportions of women would be confident of taking parental leave in the future (27%F, 62%M).

Approval and recommendations

This report was approved by GASWG on 11 May 2015, with the recommendation that focus group research was undertaken on a) 'working here', b) parent and carer experiences, c) mid-career women and promotion, and d) PGR and ECR experiences.

Introduction

The Geography Staff and Postgraduate Surveys were designed in response to the feedback on the Silver Athena SWAN application that was submitted in April 2014. This stated that:

“The panel would like to see more staff consultation, through surveys supported by focus groups, to help the department delve deeper into the issues within the department. ... They would have liked to see analysis of the actions that need to be taken to assist the progression of women in the department especially to positions above senior lecturer.”

The initial submission was unsuccessful, though this feedback proved valuable as it led to this further analysis and reflection on the impact of the actions that GASWG had taken. GASWG is currently awaiting further feedback from the resubmission of the Geography Action Plan to the Equality Challenge Unit in (submitted January 2015), which resulted in the Department receiving its first Bronze award.

The Staff Survey was designed by GASWG’s ‘core group’ (Ian Cook, Kitty Nichol, Angela Gallego-Sala, Jennifer Lea and Claire Belcher) in full consultation with GASWG. 62 responses were received over a 12 day period in February 2015. The response rate was 64% (in line with that of the University’s staff survey). 45% of respondents identified as female and 55% identified as male. 50% of respondents identified as Human Geographers, 47% identified as Physical Geographers, and the remaining 3% identified as ‘other’. We also asked colleagues for information on their carer status. Figure 1 shows the results.

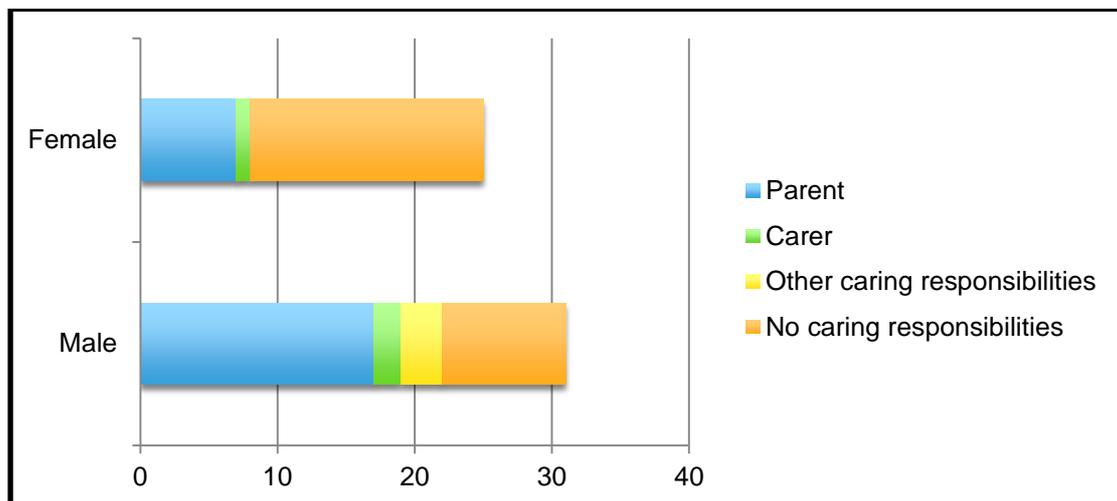


Figure 1: numbers of male & female staff reporting caring responsibilities.

The Postgraduate (PG) survey was designed by Ian Cook, Kitty Nichol and two of GASWG’s postgraduate representatives (Jack Stephens and Louise McAllister) and responses were received over a 29 day period from March - April 2015. 26 people participated in this survey, which is an 18% response rate (based on 2013/4 PGR & PGT student numbers). 68% identified as female and 32%

identified as male. Due to this relatively low response rate, we will analyse their qualitative responses and arrange focus groups will further investigate strongly indicative trends within this data.

Preliminary analysis of the Staff Survey was presented for discussion at GASWG on 9 March 2015 and a brief preliminary report was presented to GSG on 11 March 2015. This is the full report that was discussed, revised and signed off by GASWG on 11 May 2015 to be circulated to the CLES and University ASWGs.

Survey

These are the first surveys undertaken to support the Department of Geography's Athena SWAN action planning and application processes. It is envisaged that this survey will be repeated annually in the Spring, so that the impacts of initiatives can be tracked over time. The data produced by this survey provide us with a snapshot that will allow us to identify gendered differences in areas relevant to the Athena SWAN process, to suggest further areas to research via follow-up surveys and qualitative research, and monitor the initiatives we have put in place to address direct and indirect discrimination where they are seen to occur. This survey also provides us with baseline data that will allow us to measure changes in these areas over time. Please note that, because no respondents identified themselves as transgender, the data below is analysed in terms of female and male responses only.

Report structure

The survey was designed to produce data to support and critically assess claims made in specific sections of our April 2014 application. Our silver application will have the same section structure, so the survey results are presented below in relation to the application form's relevant section headings.

| | |
|--|------|
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| v) maternity / maternity support initiatives | p.24 |

1) the self-assessment process

In this section of the 2014 application, we described the roles of the self-assessment team (i.e. GASWG), gave an account of the self-assessment process, set out plans for the future of the team, and explained Geography's data collection process. The response to our 2014 application was that the panel would like to have seen an anonymous staff consultation process and more information on staff and student consultation.

Our main response to these comments was to design and undertake anonymous staff and postgraduate surveys whose results, along with anonymous Athena SWAN staff and student surveys undertaken at the University level, will feed into our self-assessment process and be used as evidence to support statements and to identify areas of concern in our silver application.

2) a picture of the department

At the beginning of section of the application, we described the rapid increase in staff and student numbers, along with an equalising of gender balances up to Senior Lecturer and claimed that ‘This, in turn, create a more vibrant and diverse research culture’ (p.12). The response to our April 2014 application questioned this statement: where was the evidence? In the Staff Survey, colleagues’ feelings about the Department’s ‘research culture’ was assessed quantitatively - through asking for responses to the statement ‘I would recommend Exeter’s Geography Department to a friend or colleague as a place to work’ (Q9) - and qualitatively - through asking ‘What do you like most about working in Exeter’s Geography Department?’ (Q16).

The survey found that 80% of respondents agreed with the statement that they would recommend the department as a place to work. When this data is broken down by gender, 72% of female and 87% of male respondents would do so; and when it is broken down by sub-discipline, 87% of human geographers and 70% of physical geographers would do so.

48 colleagues responded to the question about what they liked about working in the department. The word cloud shown in figure 2 below analyses all of these responses (the larger the word, the more often it was used) and the quotations that follow illustrate a variety of responses in their narrative context.

“I enjoy the atmosphere and friendly nature of many of my colleagues. It is a generally cheery environment that is reasonably supportive. I have a small but close group of friends and colleagues who offer excellent support.”

“I like the vibrant research community and access to academics leading research of interest to me. Some colleagues are friendly and supportive. Colleagues are mostly understanding of the demands of caring roles.”

“The relationship with colleagues, the possibility of interacting with students who are interested and interesting, the fact that it gives me the opportunity to collaborate with colleagues and also international scientists so I can do good science. I like the general atmosphere.”

“The opportunity to conduct research on topics I feel passionate about”

What the survey data allows us to do, therefore, is describe our departmental culture as “friendly and supportive” and support this with quantitative data showing that 80% of colleagues would recommend the department as a place to

work. This would need to be stated with the proviso, however, that those most likely to recommend are men and human geographers, and the least likely to recommend are women and physical geographers.



Figure 2: word cloud analysis of responses to the question 'What do you like most about working in the Exeter's Geography Department'.

45 colleagues responded to Q17 'What would you like to improve about Exeter's Geography Department?' The word cloud shown in figure 3 below analyses all of these responses (the larger the word, the more often it was used) and the quotations that follow illustrate a variety of responses that are within the remit of Athena SWAN and this report.



Figure 3: word cloud analysis of responses to the question 'What would you like to improve about Exeter's Geography Department'.

"I feel that a much greater sense of collegiality is required, but do not have faith that this will be resolved whilst the institution as a whole rewards self interest and research achievements at the expense of teaching and

administration.”

“I'd actually like to have more open office space and interaction zones - I feel our cellular offices cut us off from each other. I'd like proper study leave I'd like a professional and flexible arrangement for tutees and dissertation students so we could share and be more flexible.”

“To not feel that because I am a research associate on a fixed contract that I am somehow inferior.”

“More reasonable expectations of post-docs who want to follow an academic career would be welcome but that applies across the sector, not just Exeter.”

“I would like the Department to realise the wealth it has is mainly on its people. I would like the University to really value the work with do, both in relation to teaching and research (not just attracting funding).”

“Fewer students, less emphasis on performance more equality.”

“More women in senior positions (especially women combining successful careers and families in senior positions - this is the case elsewhere in other depts at Exeter and in other UK university geography departments, but it's not the case here). A better attitude to work-life balance (i.e. a change to the current culture where working all hours is seen as the norm/desirable).”

3) student data

This section of the application outlined student data showing that, at UG level, ‘we have maintained a balanced gender ratio, ranging from 52% to 58% female (compared with a benchmark of 49%)’ (p.13), have attracted ‘an increasing proportion of applications / offers / accepts by female students to our UG degrees, starting with 51/54/51% in 2009/10 and ending with 58/59/59% in 2013/14’ (p.17), have produced female graduates who ‘have out-performed men in terms of ... degree classification’ but survey research has suggested that ‘talented female UG students may not be as confident to apply for PG study as their male peers’ (p.20). At PGT level ‘Since 2009/10, female ... students have been in the majority every year’ (p.14), have attracted a ‘fairly consistent gender ratio in terms of applications, offers and firm accepts from 2009-12’ but that ‘a change in provision in 2012/13 has meant that our more recent data is based on much smaller numbers, and shows a significantly lower proportion of women applying to study, but a higher proportion firmly accepting places’ (p.18). Finally, at PGR level we showed that ‘increases [in student numbers] have created and stabilised a more equal gender ratio, in line with the benchmark (50% female)’ (p.15-16), but that the ‘number of female PRG applicants appears low compared to applications from men’ (p.19).

In the final paragraph of this section, we outlined a number of initiatives to address these confidence and application issues:

“In order to attract female students at all levels, we have reviewed and revised the visual culture of our Department to make it more gender balanced. We have updated our online prospectuses (AP2.3) and web pages (AP6.7) and now monitor media and web profiling of staff (AP6.5) including our Twitter account (AP5.7) to ensure gender balance in publicity. We have also put in place practices to increase the proportion of female external speakers (AP6.5) ...”.

The response to our April 2014 application was that the panel would like to have seen some evidence of the impact of these initiatives. It is difficult to monitor the impact of our actions on prospective students. What the Survey results do allow us to comment on, however, are the impacts of these actions on staff. In the Staff Survey we asked respondents about the ‘impact on you and your working environment’ of the updating of the department ‘website and prospectus images to represent men and women doing science’, the ‘increased gender balance of research news tweeted via @exetergeography’ and the introduction of 50:50 gender balance in departmental seminar series. The results are presented in Table 1 below:

Table 1:
Impact of initiatives to address confidence and application issues (n=53)

| | +ve F | +ve M | Neutral F | Neutral M | Sum F | Sum M |
|---------------------------|-------|-------|-----------|-----------|-------|-------|
| Website/prospectus update | 42% | 40% | 43% | 53% | 85% | 93% |
| Research @exetergeography | 50% | 15% | 50% | 85% | 100% | 100% |
| Seminar speakers | 46% | 35% | 39% | 50% | 85% | 85% |

Using this data, we can claim that each of these initiatives has had a more positive impact on female than male colleagues. A near equal proportion of female and male respondents (42%F & 40%M) feel that the updating of the department website and prospectus has had a positive impact on them and their working environments. A much higher proportion of female respondents (50%F & 15%M) feel that the tweeting of research news via @exetergeography has had an positive impact on them and their working environments. And a higher proportion of female than male respondents (46%F & 35%M) feel that the gender balancing of seminar speakers has had a positive impact on them and their working environments. The ‘Sum’ columns in Table 1 add the positive and neutral impact figures and allow us to argue that these changes have been advantageous to many and, critically, not at the expense of others being disadvantaged.

4) staff data

In this section of the application, we presented data that showed that ‘the percentage of female staff members has steadily increased from 17% in 2008-9 to 40% in 2012-13’ giving the department a higher percentage of female staff than the benchmark of 30% (p.22). In addition, we argued that ‘we have now

achieved an even balance between women on research only [R] and academic roles and we now have increased numbers of female mentors to encourage career progression from the research job family into academic roles' (p.22-3). We also stated that 'We do not expect significant growth in staff numbers, so our next challenge will be to retain, mentor and promote through to Grade H and Professor colleagues who comprise the current equal gender balance up to Grade G (AP3.3; 3.4; 3.5; 3.8; 3.9; 3.11). In particular, career progression will be monitored to assess the impact of colleagues' changing parent and carer responsibilities and new and existing forms of support offered by the University, CLES and Department in this area (AP1.1; 7.1)' (p.25-6) There were no reviewer comments to address in this section, but the information and challenge outlined here provides the context for the data discussed in the following section.

5) supporting and advancing women's careers

This section of the application is the most significant in terms of challenges, actions and requirements for impact data. It asks us to discuss a) *key transition points* (including 'applications for promotion and success by gender and grade', 'recruitment of staff' and 'support for staff at key career transition points'), b) *career development* (including 'promotion and career development', 'induction and training' and support for female students'), c) *organisation and culture* (including 'male and female representation on committees', 'Female:male ratio of academic and research staff on fixed-term contracts and open ended (permanent) contracts', 'representation on decision-making committees', 'workload model', 'timing of departmental meetings and social gatherings', 'culture' and outreach activities'), and d) *flexibility and managing career breaks* (including 'maternity return rate', 'paternity, adoption and parental leave uptake', 'number of applications and success rates for flexible working by gender and grade', 'flexible working' and 'cover for maternity and adoption leave and support on return'). The Staff Survey was designed to address the concerns expressed in the feedback on our 2014 application. We also used it to measure the impacts of all of the initiatives mentioned in this section of the application. Below, we discuss responses relating to i) promotion, ii) mentoring, iii) core hours, iv) flexible working and v) maternity / maternity support initiatives.

i) promotion

In our 2014 application we noted that, since 2009/9 one female and 10 male colleagues had been promoted, and that this was: 'primarily the result of our historically low number of female staff. Our newly appointed staff are, understandably, not yet ready for promotion' (p.30). We then stated that:

'Given the research on women being reticent in coming forward for promotion we are monitoring this group to check that proactive career planning measures ensure that timely promotion assessment will take place. These include: publishing detailed information on promotion criteria and processes online (AP3.3); clarifying the criteria at each level, for all career paths, through annual departmental promotion workshops in which staff can share their experiences and concerns and ask questions directly to the College HRBP and HoD (AP3.4), and assigning Academic Leads (ALs) to

all staff to provide support and encouragement to those who meet these criteria in annual Performance Development Review (PDRs) appraisals (AP3.9), with the Dean acting as a 'backstop', reading all submitted PDRs to ensure that all those eligible for promotion have applied (AP5.3)' (p.30-1).

In the feedback on our application, the reviewers said that they would like to see 'an action to support women applying for promotion'; commended our 'promotion workshops to actively support progression', but wanted to see data on their impact, including 'attendance figures and gender breakdown'. In the survey, we asked about colleagues' whether they had been adequately supported in their career progression whilst at Exeter (Q27), about the awareness and impact of five main support opportunities (Q28).

Responses to the question about colleagues' support in their career progression are presented in Table 2 below. They reveal low but consistent feelings of support for female and male respondents' career progression in CLES, in the University and by University HR. The most noticeable results, however, are the higher proportions of female (65%) than male (47%) respondents reporting adequate career support in PDRs, and the noticeably higher proportion of male (63%) than female (45%) respondents reporting adequate career support in the Department.

Table 2:
Have you been adequately supported in your career progression whilst at UoE ...? (n=53)

| | in PDR | in Dept | in CLES | in UoE | by HR |
|-------|--------|---------|---------|--------|-------|
| Women | 65 | 45 | 34 | 39 | 22 |
| Men | 47 | 63 | 43 | 30 | 17 |

Q28 asked about colleagues' awareness, accessing, and impacts on them and their research environment of the 'promotion criteria and processes being made available online', the Department's Annual Promotion workshops (the first of which was in Spring 2014), the Performance Development Review (PDR) process, and the Professional Development Programme (PDP). Table 3 below shows that the online promotion criteria and processes seem to be equally known, accessed and impactful for both female and male respondents. Table 4 shows that the annual promotion workshop (in Spring 2014) is more or less equally known and accessed by female and male respondents. However, while 12.5% of female respondents reported it as positive, and 12.5% of female respondents reported it has having a mixed impact on them and their research environment, whilst 100% of male respondents said that it had no impact on them and their research environment. Table 5 shows that the PDR process has the highest awareness figures (87% female and 83% male respondents), but a significantly higher proportion of female (60%) than male (30%) respondents stated that they felt that it had had a positive impact. Table 6 shows a similar results in relation to the PDP process, albeit with lower figures, with a higher proportion of female (31%) than male (7%) respondents stating that they have had a positive impact on them and their working environment. The PDP process

also, interestingly, was the promotion initiative with the highest mixed impact (38% female and 20% male respondents). Only one short comment was submitted about PDP, so further qualitative research would be needed to understand why this is the case.

| <i>Table 3:</i> Online promotion criteria and processes (n= 54) | | | | | | |
|---|-------|--------|------------|-----------|------------|--------------|
| | Aware | Access | +ve impact | No impact | -ve impact | Mixed Impact |
| Women | 61% | 53% | 17% | 58% | 0% | 25% |
| Men | 53% | 61% | 17% | 61% | 6% | 17% |

| <i>Table 4:</i> Annual promotion workshops (n= 54) | | | | | | |
|--|-------|--------|------------|-----------|------------|--------------|
| | Aware | Access | +ve impact | No impact | -ve impact | Mixed Impact |
| Women | 30% | 10% | 12.5% | 75% | 0% | 12.5% |
| Men | 30% | 14% | 0% | 100% | 0% | 0% |

| <i>Table 5:</i> Performance Development Reviews (PDR) (n= 54) | | | | | | |
|---|-------|--------|------------|-----------|------------|--------------|
| | Aware | Access | +ve impact | No impact | -ve impact | Mixed Impact |
| Women | 87% | 95% | 61% | 28% | 0% | 11% |
| Men | 83% | 74% | 30% | 43% | 4% | 22% |

| <i>Table 6:</i> Professional Development Programme (PDP) (n= 54) | | | | | | |
|--|-------|--------|------------|-----------|------------|--------------|
| | Aware | Access | +ve impact | No impact | -ve impact | Mixed Impact |
| Women | 65% | 50% | 31% | 23% | 8% | 38% |
| Men | 80% | 44% | 7% | 60% | 13% | 20% |

In addition to questions that produce this quantitative data, respondents provided comments about the promotion criteria, process and support. Three issues were raised in more than one comment. First, concern was expressed about the separation of the promotion process from those offering support for promotion enquiries.

“Support in terms of promotion has been lacking, but I think that this is not something that is in the power of Dept's anyway, so it is difficult to see how this could be improved upon, short of the power to promote being devolved to HoD or College Dean level which is clearly not going to happen. HR are laughably slow at moving the process on.”

“When I have needed advice, for example on promotion, I have sought it from senior academics, AL, HoD or Dean of the College for example, but it hasn't really been very useful at all, the process of promotion being distinctly separate from the 'mentors' available at Dept. or indeed College level. Not sure how you would improve this, but it does need looking at.”

Second, the gendered culture and process of promotion was also questioned.

“I have had gender-related issues with promotion, as have other women in the department. There still remains to be seen a wide 'culture-shift' within the department when it comes to promotion - implicit (and sometimes explicit) bias is rife.”

“The promotion criteria are so vague for Professor that you have to have 'balls' (a.k.a. extreme self confidence) to apply. Colleagues who have been through this promotion have been helpful, and my academic lead has been supportive. The change of Dean and new application processes have made a positive difference, but I am yet to try these out. I look forward to the revised criteria being published, after the long anticipated review.”

“People who work part time and who are asked to go on field-trips, or whose promotion criteria require them to engage with international conferences etc. should have financial support to enable them to find adhoc child-care to help with this.”

These comments suggest that further qualitative research is needed on this topic.

In sum, the highest levels of reported awareness, access and impact concerning career progression and promotion come from the PDR process, followed by PDP, the publishing of criteria and processes online, and our annual promotion workshops. Within these figures, it is notable that a higher proportion of female respondents say that they feel supported via the PDR process, while a higher proportion of male respondents say that they feel supported in the Department (the survey does not suggest why). In our next Athena SWAN application, we will be able to report some recent promotion successes for female colleagues, and higher proportions of women than men feeling supported by formal career progression and promotion mechanisms. The higher levels of support felt by men in the Department is, however, curious and could merit further focus group research to investigate the difference between PDR and 'Departmental' support. In terms of annual promotion workshops, we should be able to report higher levels of awareness and participation, as the second took place in May 2015 with feedback forms generating immediate feedback. Issues concerning career progress and promotion are not adequately understood, and we suggest that further qualitative research should be undertaken on this topic.

ii) mentors and role models

In addition to mentoring being stressed as a response to the challenge outlined under 'staff data' above, it is mentioned numerous times in this section of the application: 'HR produced advert, job description and person specification templates ... include research, education, mentoring, pastoral and welfare role descriptions' (p.30), 'Additional mentoring support was provided in 2012 when PDR appraisals, involving ALs at Senior Lecturer (SL) and above, were extended to ERCs. This enabled three additional female staff to mentor ECRs' (p.32), 'At more junior levels, the presence of seven female SLs and twelve female Lecturers provides a much larger and more diverse pool of mentors and role models than before' (p.33), 'The University's newly established cross-disciplinary Women's Professorial Network provides an opportunity for informal mentoring and role model support for more senior women' (p.33), 'In the medium term, our mentoring, promotion and selection of staff is expected to create an increasingly gender balanced management structure, from the 'bottom up'' (p.37), 'SWARM ... calculates staff members' 1650 hour academic year workload as allocated to research, teaching, supervision, mentoring, pastoral tutoring duties and administration roles, which are adjusted pro rata for staff working reduced or part-time hours' (p.39), and 'We are proud of our friendly and inclusive culture, and the opportunities we have for informal conversations and mentorship. Our social hub is the Common Room in the Amory building, where most staff are based' (p.41). In the feedback on our 2014 application, it was noted that we were 'working hard to develop a pool of mentors' and that SWARM included mentoring time.

In the survey, we asked respondents a series of questions about mentors, including 'What mentors do you have (if any) in the department, university and/or outside?' and if they consider them to be informal, formal and/or peer mentors (Q.21), 'If you have a formal mentor, please specify what scheme (academic lead, allocated mentor for new staff, other)' (Q.22), 'What gender are/is your mentor(s) (formal, informal and/or peer)?' (Q.23), 'Have you accessed your mentor(s) for information, advice and/or support on the following (11 options are listed)?' (Q.24), 'We believe that mentoring opportunities have been increased through the following Departmental and University initiatives (6 are listed: Q.25), and 'Do you perceive the department's mentoring systems are effective in supporting staff and students' career progression?' (Q.26). In addition, mentorship was mentioned in a number of qualitative comments.

The survey results showed that 81% of respondents reported having one or more mentors: formal, informal and/or peer. As the table below shows, 46% of female and 59% of male respondents have a formal mentor. 62% of female and 66% of male respondents have been informally mentored. And 27-28% of female and male respondents have peer mentors. The results indicated that the majority of mentoring takes place within the department. Informal mentoring appears strong, taking place within and outside of the University. No respondents are involved in formal mentoring schemes outside of the University, and a few are involved in formal mentoring schemes within the University but outside of the Department (4% female and 13% male respondents).

Within this data we have examined five dimensions of mentoring. First, as shown in Table 7 below, both female and male respondents record low numbers of formal female mentors (12-13%). This is a result of the proportion of women and men appointed (and appointable due to seniority) as Academic Leads. Informally, higher proportions of both female (35%) and male (25%) respondents reported being mentored by women.

| | % Formal | | | % Informal | | | % Peer | | |
|--------|----------|------|-----|------------|------|-----|--------|------|-----|
| | Female | Male | All | Female | Male | All | Female | Male | All |
| Female | 12 | 35 | 46 | 35 | 35 | 62 | 23 | 8 | 27 |
| Male | 13 | 50 | 59 | 25 | 56 | 66 | 16 | 25 | 28 |

Second, Table 8 shows that more male respondents find that formal mentoring in the department is effective in supporting the career progression (55%F, 76%M) Informal mentoring is seen as more effective than formal mentoring for female respondents (55% formal, 63% informal) and less effective by male respondents (76% formal, 69% informal). Informal mentoring is more equally effective for female and male respondents (63%F, 69%M), as is peer mentoring (47%F, 48%M). What is notable here are the higher proportions of female respondents who state that mentoring is N/A. Further research will be needed to ascertain why this is the case.

| | Agree | | Neutral | | Disagree | | N/A | |
|----------|--------|------|---------|------|----------|------|--------|------|
| | Female | Male | Female | Male | Female | Male | Female | Male |
| Formal | 55% | 76% | 9% | 10% | 18% | 14% | 18% | 0% |
| Informal | 63% | 69% | 11% | 10% | 10% | 10% | 16% | 10% |
| Peer | 47% | 48% | 16% | 17% | 10% | 14% | 26% | 21% |

Third, we asked respondents to choose from a list of 11 options what kinds of issues they discussed with their mentors (Q24). The top five answers are presented in Table 9 below. This data does not suggest any significant patterns, albeit that perhaps the higher proportion of women seeking advice about PDRs could reflect the higher proportion of women at that stage in their careers.

Fourth, we tried to ascertain colleagues' awareness of, participation in and impact on them and their working environment of a range of initiatives which, we stated in our previous application, provide valuable opportunities for informal mentoring to take place (Q25). Table 10 summarises the result and

| | Women | Men |
|---|------------------------------------|------------------------------------|
| 1 | Career progression/promotion - 76% | Research - 81% |
| 2 | PDR - 62% | Career progression/promotion - 67% |
| 3 | Research - 62% | Teaching - 56% |
| 4 | Personal info/advice/support - 38% | Administration tasks - 48% |
| 5 | Teaching - 38% | PDR - 37% |

| | % Awareness | | | % Participation | | | % +ve Impact | | | % Neutral | | |
|------------------|-------------|-----|-----|-----------------|----|-----|--------------|----|-----|-----------|-----|-----|
| | F | M | All | F | M | All | F | M | All | F | M | All |
| Monday Cake | 100 | 100 | 100 | 65 | 77 | 72 | 35 | 53 | 46 | 55 | 40 | 46 |
| Winter Party | 73 | 90 | 83 | 84 | 63 | 71 | 50 | 38 | 43 | 50 | 54 | 52 |
| Summer Party | 73 | 93 | 85 | 55 | 77 | 68 | 67 | 58 | 61 | 33 | 35 | 34 |
| Women's Network | 23 | 19 | 20 | 13 | 0 | 5 | 0 | 0 | 0 | 75 | 100 | 94 |
| Seminar food | 77 | 80 | 79 | 53 | 53 | 53 | 46 | 50 | 48 | 54 | 40 | 45 |
| New staff ment'g | 36 | 54 | 46 | 28 | 42 | 36 | 80 | 29 | 41 | 20 | 53 | 45 |

suggests that we will be able to argue in our next application is: a) there are very high levels of awareness about Monday Cake (100%), our Winter Party (83%), Summer Party (85%) and the catering at seminars (79%); b) there are high levels of participation in Monday Cake (72%) and the Winter and Summer Parties (71% and 68%); and c) the Summer Party is most successful in terms of mentoring impact (61%). What is also apparent in this data is that higher proportions of female respondents reported a positive impact of the Winter Party (50%F compared with 38%M) and Summer Party (67%F compared with 58%M), and the that positive-plus-neutral impacts of these parties were extremely high (100%F compared with 92%M for the Winter Party and 100%F compared with 96%M for the Summer Party). Finally, this data highlighted a problem with the Professional Women's Network whose low level of awareness appears to feed into a low level of participation and zero positive impact for our survey respondents.

Fifth, concerns were expressed about the mentoring support for Early Career Researchers (academic staff and postdocs) in the qualitative comments.

“The Department's mentoring systems are not yet fully effective in supporting staff and students career progression. Expectations of post-doc who aspire to a career in academia (i.e. a Fellowship or a Lectureship) are extremely high and can only be achieved, if a supportive environment is provided by the PIs.”

“As a relatively new member of staff, I have little sense of the mentoring systems outlined in this set of questions - I have no formal mentor as far as I am aware. Nor do I feel adequately informed about those systems in place for other members of staff or students.”

“There is always the feeling that if you are new staff, you are a burden on your formal mentor, so I think more is needed to establish a good relationship between the mentor and the new staff for it to work well.”

These data suggest that discussions of mentoring should be included in any future Athena SWAN focus group research with ECRs. This work is currently ongoing.

The survey also asked respondents a series of questions about role models in the Department, University and/or outside the University (Q18) and the genders of these role models (Q19). Table 11 shows respondents needs for, possession of, and awareness of role models for others in the Department, in the University (but outside the Department) and outside of the University. A number of findings are apparent in this data. First, a very high proportion of respondents consider that there are role models for others in the Department (83% F, 87%M). Second, while very high percentages of respondents feel the need for a role model for themselves in the Department, the difference between needing and having one varies significantly by gender. 92% of female respondents feel the need for a role model in the Department, while 44% have one (a 48% difference), whereas 85%

Table 11:
Role model needs and choices (n = 43)

| | in the dept | | in the university | | outside the uni. | |
|-------------------------------------|-------------|-----|-------------------|-----|------------------|-----|
| | F | M | F | M | F | M |
| I feel the need for a role model... | 92% | 85% | 42% | 31% | 42% | 24% |
| I have one role model... | 44% | 78% | 22% | 22% | 67% | 44% |
| I have multiple role models... | 40% | 59% | 33% | 47% | 80% | 76% |
| There are role models for others... | 83% | 87% | 67% | 53% | 50% | 67% |

of male respondents feel the need for a role model in the Department, while 78% have one (a 7% difference). Third, a significantly higher proportions of female respondents report having one role model outside the University (67%F and 44%M), while more or less equal proportions of female and male respondents report having multiple role models outside the University (80%F, 76%M).

Third, as Table 12 shows respondents' role models by gender and location (NB figures do not add up to 100% as respondents could count more than one role model). First, these figures indicate that female respondents have more female than male role models in all three locations and, conversely that male respondents have more male role models in all three locations. Second, the only mentor location where respondents have high and comparable same-gender role models is outside the University (78%F, 76%M).

Table 12:
Role models by gender and location (n = 42)

| | in the Department | | | in the University | | | outside the Uni | | |
|--------|-------------------|------|-----|-------------------|------|-----|-----------------|------|-----|
| | Female | Male | N/A | Female | Male | N/A | Female | Male | N/A |
| Female | 62% | 46% | 31% | 50% | 33% | 50% | 78% | 56% | 6% |
| Male | 40% | 80% | 15% | 29% | 64% | 29% | 71% | 76% | 18% |

In sum, what we can confidently state in our next application is that a) opportunities for women to be mentored formally by women in the department are limited, and higher proportions of both female and male respondents are mentored by women through informal and peer mentoring (neither of which is recognised in SWARM); b) a number of opportunities exist in the department to enable informal mentoring to take place, many of which have high levels of awareness and participation (Monday Cake and the Winter and Summer Parties), the most successful of which is the Summer Party c) while high proportions of female and male respondents believe that there are role models for others in the Department, female respondents are much more unlikely to actually have a role model in the department, d) where female and male respondents have role models, higher percentages choose same-gender mentors wherever they may be located, and e) male respondents have higher percentages of same-gender role models than female respondents in the Department and University but higher and more equal percentages of same-gender role models outside the University.

In terms of mentoring, the provision of formal mentoring in the Department could be more gender-balanced through the appointment of a higher proportion of women as Academic Leads. However, on the Physical Geography side only one female is eligible for this role hence until our current cohort of junior female staff are promoted and/or new senior female staff are appointed, this will remain an issue in the department. At the University level, while a Professional Women's Network has been established, more work is needed to raise awareness of its existence and purpose, before its levels of participation and impact can be assessed in the future. This has the potential to provide useful mentoring potential. Outside the University, the promotion of formal mentoring schemes could be considered.ⁱⁱ In terms of role models, it is noticeable that male respondents' are considerably more likely have a role model in the Department than female respondents, who are much more likely to have a role model outside of the University than male respondents. These results indicate that the Department has a long way to go

before it can be considered to be an equally inspiring and supportive place for female and male staff.

iii) core hours

The introduction of 9.30-15.00 core hours in 2012 was our first Athena SWAN action, and meant that all research culture (e.g. research seminars) and governance (e.g. staff meetings) had to be scheduled within these hours. The rationale, as described in the 2014 application, was that they were:

'based on school drop-off and pick-up times of 9.00 and 3.30pm, allowing 30 minutes travel times between school and campus. Since its adoption all regular, 'bread and butter' committee meetings and research seminars have been scheduled during these hours. This meant, for example, moving the regular seminar series from an afternoon to a lunch-time slot. In response to concerns that this prevented socialising informally with speakers, our ECRN arranged informal 'meet the speaker' events before our lunch-time seminars followed by free sandwiches. Anecdotal feedback has been largely positive, but the effectiveness of this initiative will be assessed as part of our annual review and action planning process.'

Our 2014 application's Action Plan stated that 'all staff would be aware of these core hours and that all management and research culture meetings would take place in core hours' (AP6.3). The application's reviewers commended this policy, and suggested that we should consider how pre-interview meals outside core hours might exclude candidates with caring responsibilities. In the Staff Survey, we asked colleagues about their awareness of and impact on them of moving research and governance meetings into core hours.

In our next application, we will be able to report that 90% of respondents are aware of our core hours policy, 97% are aware that the departmental seminars are scheduled in core hours, 93% are aware that research group seminars are and/or research group meetings are held in core hours, 97% are aware that regular departmental meetings are held in core hours, and 79% are aware that at least six weeks' notice is required to schedule research and governance meetings (such as retreats) outside core hours. We also asked respondents how consistently our core hour policy was applied and, while 20% said this was inconsistently applied overall, 0% said it was inconsistently applied for departmental seminars and regular departmental meetings, only 7% said it was inconsistently applied for research group seminars/meetings, and only 11% said the six week rule was inconsistently applied.

The responses that need to be unpacked most carefully, however, are those concerning the effectiveness and impacts of the various elements of our core hours policy. Q31 set out five elements of this initiative and asked respondents to answer the question 'What impact has this had on you and your working environment?' We have divided the results below by all staff (with female/male comparisons) and carer (with female/male comparisons) responses. We have also added together the positive and neutral comments in the right hand column as a successful impact is one that makes no difference to some and a positive

difference to others. We will discuss the data table by table, and then move on to a discussion of core hours in the Survey's qualitative responses.

First, as Table 13 shows, 63% of respondents reported a positive-plus-neutral impact for our overall core hours initiative, with female (74%) and female carer (71%) respondents reporting higher levels of positive-plus-neutral impact. Reports of negative impacts were low, but between 21 and 29% of respondents reported mixed impacts of this initiative.

| | +ve | neutral | -ve | mixed | +ve + neutral |
|---------------|------------|----------------|------------|--------------|----------------------|
| All | 30% | 33% | 15% | 22% | 63% |
| Women | 42% | 32% | 5% | 21% | 74% |
| Men | 22% | 33% | 22% | 22% | 55% |
| Carers | 38% | 21% | 17% | 25% | 59% |
| Female carers | 57% | 14% | 0% | 29% | 71% |
| Male carers | 29% | 24% | 24% | 24% | 53% |

Second, as Table 14 shows, while 57% of respondents reported a positive-plus-neutral impact for the scheduling of departmental seminars in core hours, female (79%) and female carer (100%) respondents reported considerably higher levels of positive-plus-neutral impact. Except among female carers, it is important to note that this is the initiative with the highest reports of negative impact, with higher proportions of male than female respondents reporting negative impacts (37% of male respondents compared with 11% of female respondents, and 29% of male carer respondents compared with 0% of female carer respondents).

| | +ve | neutral | -ve | mixed | +ve + neutral |
|---------------|------------|----------------|------------|--------------|----------------------|
| All | 35% | 22% | 27% | 17% | 57% |
| Women | 47% | 32% | 11% | 11% | 79% |
| Men | 26% | 15% | 37% | 22% | 41% |
| Carers | 42% | 17% | 21% | 21% | 59% |
| Female carers | 57% | 43% | 0% | 0% | 100% |
| Male carers | 35% | 6% | 29% | 29% | 41% |

Third, as Table 15 shows, while 76% of respondents reported a positive-plus-neutral impact for the scheduling of research group seminars/meetings in core

hours, female and female carer respondents reported considerably higher levels of positive-plus-neutral impact (94% and 100% respectively)..

| <i>Table 15:</i> | | | | | |
|--|------------|----------------|------------|--------------|----------------------|
| Impact of research group seminars/meetings in core hours (n = 45) | | | | | |
| | +ve | neutral | -ve | mixed | +ve + neutral |
| All | 47% | 29% | 11% | 13% | 76% |
| Women | 61% | 33% | 0% | 6% | 94% |
| Men | 37% | 26% | 19% | 19% | 63% |
| Carers | 57% | 22% | 9% | 13% | 79% |
| Female carers | 83% | 17% | 0% | 0% | 100% |
| Male carers | 47% | 24% | 12% | 18% | 71% |

Fourth, as Table 16 shows, while 90% of respondents and 85% of carers reported a positive-plus-neutral impact for the scheduling of departmental meetings in core hours, the positive-plus-neutral impact of his initiative was reported by 93% of female and 100% of female carer respondents.

| <i>Table 16:</i> | | | | | |
|---|------------|----------------|------------|--------------|----------------------|
| Impact of departmental meetings in core hours (n = 41) | | | | | |
| | +ve | neutral | -ve | mixed | +ve + neutral |
| All | 44% | 46% | 2% | 7% | 90% |
| Women | 50% | 43% | 0% | 7% | 93% |
| Men | 41% | 48% | 4% | 7% | 89% |
| Carers | 52% | 33% | 5% | 10% | 85% |
| Female carers | 50% | 50% | 0% | 0% | 100% |
| Male carers | 53% | 29% | 6% | 12% | 82% |

Fifth, as Table 17 shows, while 79% of respondents reported a positive-plus-neutral impact for the six week notice for non-core hours activities, the positive-plus-neutral impact of his initiative was reported by 90% of female and 100% of female carer respondents.

In sum, what we will be able to state in our next application is that 90% of colleagues are aware of our core hours policy, and that between 76% and 90% of colleagues report a positive-plus-neutral impact of its various elements. We will also be able to state that in all cases, women and female carers report higher levels of positive-plus-neutral impacts of core-hour initiatives. This means that we can confidently claim that the Department's core hours policy successful. Some concerns, however, require further attention.

| <i>Table 17:</i> Impact of six weeks notice for non-core hour activities (n = 34) | | | | | |
|---|------------|----------------|------------|--------------|----------------------|
| | +ve | neutral | -ve | mixed | +ve + neutral |
| All | 29% | 50% | 6% | 15% | 79% |
| Women | 50% | 40% | 0% | 10% | 90% |
| Men | 21% | 54% | 8% | 17% | 75% |
| Carers | 29% | 47% | 6% | 18% | 76% |
| Female carers | 50% | 50% | 0% | 0% | 100% |
| Male carers | 27% | 47% | 7% | 20% | 74% |

What the survey has raised which requires further research and action planning is the effects of core hours on the department's research culture. We have been able to use the survey's qualitative comments to begin to make sense of the relatively high levels of mixed impact of the core hours initiative overall, and of the negative impact of moving research seminars into core hours.

First, it is possible to gain a preliminary understanding of why 17% of colleagues reported a mixed impact of the core hours policy overall from this comment:

"I've listed 'mixed impact' for all of these because on the positive side it means that the meetings and seminars can be more inclusive, and that's great. What's problematic is that so much is now crammed into core hours that it's difficult to make all of the seminars, meetings, etc. that are arranged."

Second, while 76% of colleagues reported a positive-plus-neutral impact of moving departmental seminars into core hours, this issue generated serious negative concerns about a decline in the department's research culture.

"I struggle to attend [seminars] as I'm rushing from teaching and meetings ... I used to feel integrated into the department when I was able to attend seminars and have a social time afterwards - and network with the visiting speaker. I have lost a considerable amount with this shift."

"Seminars [have] taken a big hit in turn out."

"Core hours for seminars has, in my opinion, ruined a valuable social outlet for postgraduate students and staff within geography. When these events were held outside of core hours, the majority of staff (even those with family responsibilities) enjoyed going to the pub once a week to socialise with colleagues and friends."

“I think that the informal frustrations expressed - around [core hours] affecting pub/restaurant trips after seminars - show that it is not universally welcomed. This suggests further cultural shifts needed.”

“[We need to] Create a much more vibrant research atmosphere. More engagement in things like seminars, cake and more general scientific hubbub.”

“We need to collectively talk about the research environment we want to foster here.”

These survey results have been raised at GASWG and GSG meetings since appearing in the preliminary results of this survey, and wide conversations about re-energising the department's research culture while keeping to its core hours policy began at the staff meeting on May 7th 2015. Discussions are underway about possible focus group work on research culture to be conducted by Kitty Nichol, our Athena SWAN Project Officer. Results of this research will be able to inform new initiatives, and their impact can be measured in the 2016 Athena SWAN survey.

iv) flexible working

Our 2014 application stated that:

‘Informal flexible working, e.g. from home or working hours that suit, is common. Staff indicate times/dates in the working week when they would prefer not to be scheduled for teaching (via an annual Teaching Restrictions timetabling process) and, one discussed and approved by the Dean, teaching by these staff members is timetabled within the agreed hours. We aim to gather data on the up[take] of this in the future (A_1.7).’

The response to our application commented that ‘Staff are able to inform timetabling of when they prefer not to teach’. Our Staff Survey asked colleagues if they were aware of and had taken up 8 types of flexible working opportunities / support, and what impacts these had had on them and their working environment. The results are summarised in Table 18.

This table shows that, first, male and female respondents’ awareness of flexible working opportunities / support is high and more or less equal when it comes to Homeworking, Flexible working and Sick leave, and relatively low and more or less equal when it comes to Flexitime and Emergency leave. What is noticeable, however, are the lower proportions of women who are aware of Teaching restrictions and Parental leave. Further analysis shows that female carer respondents are only slightly more aware of Teaching restrictions (57% compared with 52%) but much more aware of Parental leave (86% compared with 65%).

The most participated-in flexible working opportunity / support was Homeworking with 86% of female and 67% of male respondents reporting its use. Flexitime was the second most participated-in option, with 47% of female and 42% of male respondents reporting its use. Flexible working and Teaching

restriction were the next most participated-in, with 29% of female and 16% of male respondents reporting the former's use and 16% female and 23% male respondents reporting the latter's use.

When it comes to the impact of these flexible working opportunities / support, the figures are much higher and more even across the board. We will be able to say on our next application that the proportion of colleagues reporting positive-plus-

**Table 18:
Flexible working opportunities / support (n = 53)**

| | % Awareness | | | % Participation | | | % +ve Impact | | | % Neutral | | |
|----------------------|-------------|----|-----|-----------------|----|-----|--------------|----|-----|-----------|----|-----|
| | F | M | All | F | M | All | F | M | All | F | M | All |
| Homeworking | 78 | 73 | 75 | 86 | 67 | 76 | 95 | 80 | 88 | 5 | 15 | 10 |
| Flexitime | 52 | 57 | 55 | 47 | 42 | 44 | 83 | 71 | 76 | 17 | 29 | 24 |
| Flexible working | 78 | 72 | 75 | 29 | 16 | 22 | 78 | 46 | 59 | 22 | 54 | 41 |
| Teaching restriction | 52 | 72 | 63 | 16 | 23 | 20 | 29 | 42 | 40 | 43 | 46 | 45 |
| Parental leave | 65 | 83 | 75 | 11 | 7 | 9 | 67 | 42 | 50 | 33 | 58 | 50 |
| Emergency leave | 43 | 55 | 50 | 0 | 0 | 0 | 25 | 30 | 29 | 75 | 70 | 71 |
| Compassionate leave | 43 | 66 | 56 | 6 | 9 | 8 | 50 | 40 | 43 | 50 | 60 | 57 |
| Sick leave | 74 | 73 | 74 | 19 | 15 | 17 | 63 | 36 | 45 | 37 | 50 | 45 |

neutral impacts of flexible working opportunities / support is, for Homeworking 98%, Flexitime 100%, Flexible working 100%, Teaching restriction 95%, Parental leave 100%, Emergency leave 100%, Compassionate leave 100% and Sick leave 90%. We will also be able to say that female respondents reported more positive impacts of 6 of these 8 flexible work opportunities / support.

v) maternity / maternity support initiatives

Our 2014 application stated that:

'GASWG has recognised persistent difficulties experienced by by our staff taking maternity leave, and managers organising workloads associated with maternity leave, because no written guidelines existed to which both can refer in their discussions. ... GASWG has taken the lead in the university by collaboratively writing with academic staff who have taken and are currently taking maternity leave a document containing detailed Management Guidelines for the Support of Staff taking Parental and Carer Leave (AP7.1). ... GASWG will assess the use and impact of this document in its annual monitoring and action planning process (AP1.2).'

In the Staff Survey, we asked three questions about maternity / maternity support initiatives. First, we asked 'Have you ever taken a period of maternity / maternity support ... leave whilst at the University of Exeter's Geography

Department?’ (Q34). Second, we asked those for whom ‘issues of parental leave are, or will be relevant’ about their awareness of, participation in and the impact of [a list of 5] policies supporting staff taking parental leave on you and your working environment’ (Q35). Third, we asked ‘To what extent to you agree with’ a series of 12 statement about maternity / maternity support (Q36)?

As figure 1 shows, 24 of the Staff Survey’s respondents have parental caring responsibilities. Seven were women (28% of female respondents) and seventeen were men (55% of male respondents). The Survey found that 14% of respondents had taken maternity or maternity support leave whilst working in the department (9% of female and 18% of male respondents). Moreover 7% of male respondents had not taken maternity support leave, but had used other leave instead when becoming a parent.

17 respondents for whom ‘issues of parental leave are, or will be, relevant’ chose to answer Q35. They were asked to comment on the creation of the *Management guidelines for the support of staff taking parent and carer leave*, the extension of the full pay period for maternity and adoption leave, the reduction of the eligibility period for leave on full pay from 52 weeks in employment to 12 weeks, the provision of two weeks of fully funded maternity support leave, and the opportunity to apply for specialist grants to assist those returning to research after career breaks. The answers are summarised in Table 19.

Table 19:
To what extent would you agree with the following statements? (n = 17)

| | % Awareness | | | % Participation | | | % +ve Impact | | | % Neutral | | |
|---------------------|-------------|----|-----|-----------------|----|-----|--------------|----|-----|-----------|-----|-----|
| | F | M | All | F | M | All | F | M | All | F | M | All |
| Mgt guidelines | 50 | 56 | 53 | 43 | 17 | 31 | 67 | 25 | 50 | 17 | 50 | 30 |
| Pull pay extension | 14 | 56 | 36 | 0 | 20 | 11 | 67 | 25 | 41 | 33 | 75 | 57 |
| 12 week eligibility | 13 | 11 | 12 | 20 | 0 | 10 | 67 | 0 | 29 | 33 | 100 | 71 |
| Mat Support pay | 57 | 89 | 75 | 0 | 57 | 33 | 100 | 80 | 86 | 0 | 20 | 14 |
| Return grants | 71 | 25 | 47 | 14 | 0 | 8 | 50 | 0 | 25 | 50 | 100 | 75 |

Given the small sample size (17 respondents) and the fact that some of these policies support only those taking maternity leave (the return grants, for example), and others support only those taking maternity support leave (maternity support pay, for example), these results need to be treated carefully.

Table 19 contains results that are easier and more difficult to interpret. There are three less curious results. First, in relation to the *Management Guidelines for the Support of Staff taking Parental and Carer Leave* which are intended to support both women and men, the data above show that just over half of colleagues for whom they should be relevant are aware of their existence, a higher proportion of female than male respondents have ‘participated’ in them (43%F and 17%M), and a much higher proportion of female respondents report

their positive impact (67%F and 25%M). Second, the reduction of the eligibility period for leave on full pay from 52 weeks in employment at the University to 12 weeks is not well known among both female and male respondents (13%F and 11%M) but female respondents report much higher levels of participation in (20%F and 0%M) and positive impacts of (67%F and 0%M) this change. Third, a much higher proportion of female (71%) than male (25%) respondents reported an awareness of 'Specialist grants to assist those returning to research after career breaks'. 14% of female and 0% of male respondents reported participation in these schemes, and 50% of female and 0% of male respondents reported their positive impact.

The remaining results are more curious. As we might expect, the extension of the full pay period for maternity support and adoption leave support has a much higher awareness and participation among male respondents (14%F and 56%M). However, it has a much higher reported impact on female respondents (67%F, 25%M). There are much higher levels of awareness, particularly among male respondents, of the provision of two weeks of maternity support leave on full pay (57%F and 89%M). This is perhaps not too surprising as 0% of female and 57% of male respondents report participating in this initiative. However, it is surprising to find that 100% of female and 80% of male respondents report a positive impact of this initiative on themselves and their working environment.

Moving on, Q36 asked respondents to what extent they agreed with a number of statements about the relationship between taking parental leave and (potential) career progression. In our analysis, we have divided these statements into two groups. One group of statements were directed at those respondents who have taken parental leave, and the other group of statements was directed at all respondents. Responses to these statements are analysed in two tables overleaf: table 20 analyses the data from 16 respondents who have carer responsibilities, while Table 21 analyses data from 24 respondents with and without these responsibilities.

Table 20 is difficult to analyse given the declaration by between 40 and 60% of female carer respondents that the statements are not applicable to them (NB N= 5 in this group). Only 9% of male carer respondents declared that these statements were not applicable to them. This makes the data in this table impossible to compare by gender. The more widely relevant statements in Table 21 were – with two or three exceptions – applicable to a higher proportion of both female and male respondents. Responses to the statements in Table 21 reveal differences between female and male respondents that should prompt concern. If we take those which are applicable for more or less the same proportions of female and male colleagues, it appears that a) a higher proportion of female respondents (36%F and 15%M) agree that 'Arrangements made on behalf of a colleague when they went on leave were adequate', b) a higher proportion of male respondents (54%M and 36%F) 'know who I need to speak to to gather information about taking [parental] leave', c) a significantly higher proportion of female respondents (73%F and 46%M) 'perceive that taking a period of leave would be harmful to my career progression', d) a significantly

| <i>Table 20:</i> Carers' perceptions of relations between parental leave and career progress (n = 16) | | | | | | | | | | | | |
|---|---------|----|-----|-----------|----|-----|------------|----|-----|-------|---|-----|
| | % Agree | | | % Neutral | | | % Disagree | | | % N/A | | |
| | F | M | All | F | M | All | F | M | All | F | M | All |
| I was happy with the arrangements of my maternity / paternity / adoption leave | 20 | 45 | 38 | 20 | 27 | 25 | 0 | 18 | 12 | 60 | 9 | 25 |
| The length of my leave felt adequate | 40 | 36 | 38 | 0 | 9 | 6 | 0 | 45 | 31 | 60 | 9 | 25 |
| I found the discipline and College to be supportive before, during and after my leave | 20 | 55 | 44 | 20 | 27 | 25 | 0 | 9 | 6 | 60 | 9 | 25 |
| Taking a period of leave has affected my career progression | 40 | 27 | 38 | 0 | 18 | 12 | 0 | 45 | 31 | 40 | 9 | 19 |

| <i>Table 21:</i> All colleagues' perceptions of relations between parental leave and career progress (n = 24) | | | | | | | | | | | | |
|---|---------|----|-----|-----------|----|-----|------------|----|-----|-------|----|-----|
| | % Agree | | | % Neutral | | | % Disagree | | | % N/A | | |
| | F | M | All | F | M | All | F | M | All | F | M | All |
| I have felt adequately supported by the department when colleagues have taken a period of leave affecting my work | 18 | 31 | 25 | 0 | 15 | 8 | 9 | 15 | 12 | 73 | 38 | 54 |
| Arrangements made on behalf of a colleague when they went on leave were adequate | 36 | 15 | 25 | 0 | 15 | 8 | 0 | 23 | 12 | 64 | 46 | 54 |
| I know who I need to speak to to gather information about taking [parental] leave | 36 | 54 | 46 | 0 | 15 | 8 | 36 | 8 | 21 | 27 | 23 | 25 |
| I perceive that taking a period of leave would be harmful to my career progression | 73 | 46 | 58 | 0 | 8 | 4 | 9 | 23 | 17 | 18 | 23 | 21 |
| I perceive that my colleagues would be supportive if I took a period of [parental] leave | 45 | 62 | 54 | 27 | 8 | 17 | 18 | 8 | 12 | 9 | 23 | 17 |
| I would be confident about taking leave in the future | 27 | 62 | 46 | 9 | 8 | 8 | 64 | 8 | 33 | 0 | 23 | 12 |
| I would need to move to a new career before choosing to have children | 18 | 8 | 12 | 27 | 0 | 12 | 27 | 62 | 46 | 27 | 31 | 29 |
| I have had to change careers because of having a child | 0 | 0 | 0 | 0 | 8 | 4 | 18 | 46 | 33 | 82 | 46 | 62 |

higher proportion of male respondents (62%M and 45%F) 'perceive that my colleagues would be supportive if I took a period of [parental] leave', e) a significantly higher proportion of male respondents (62%M and 27%F) 'would be confident about taking leave in the future', and f) a higher proportion of female respondents (18%F and 8%M) agree that they 'would need to move to a new career before choosing to have children'.

In sum, these Survey results suggest that we will be able to report that, among those colleagues for whom 'issues of parental leave are, or will be, relevant', there are varied levels of awareness, participation and impact between female and male colleagues and between the different initiatives put in place. On a positive note, we can say that 67% of female respondents and 25% of male respondents report that the 'Management Guidelines...' document mentioned in the application has had a positive impact on them and their working environment. However, the Survey also identified strong but not unexpected differences between female and male colleagues regarding the relationships between the taking of parental leave and their career progress. Higher proportions of female than male colleagues are concerned about the effect of parental leave on their career progression and perceive that their colleagues would be supportive of them taking that leave, and considerably lower proportions of female than male colleagues would be confident of taking parental leave in the future.

Finally

Thanks to all of the staff in Streatham Geography who took time to answer the survey, to Angela Gallego Sala, Jen Lea and Kitty Nichol for co-designing it with us, to GASWG members for their input into this process, and to Jack Stevens and Louise McAllister for their work on the postgrad survey.

ⁱ NB the PGR/PGT survey result have not been included in this report because of the low return rate. The qualitative results of this survey will feed into our deliberations, but the sample size is too small to provide any meaningful quantitative data. Postgraduate awareness and engagement in Athena SWAN is a topic for further discussion and research.

ⁱⁱ A GW4 mentoring scheme is currently being formulated by Ailsa McGregor and will be promoted within the department to address this issue.