

Name of institution	Imperial College London	
Department	Centre for Environmental Policy	
Focus of department	STEMM	AHSSBL
Date of application	April 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2016	Level: Silver
Contact for application <small>Must be based in the department</small>	Dr. Caroline Howe and Ms. Karen Lyle	
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Departmental website	https://www.imperial.ac.uk/environmental-policy/	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words. Current word count: 521

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

List of Abbreviations

AS: Athena SWAN

ASC: Athena SWAN Committee

CC: Communications Committee

CEP: Centre for Environmental Policy

DA: Departmental Administrator

DOM: Departmental Operations Manager

EA: Executive Assistant

EDI: Equity and Diversity and Inclusion Committee

FoNs: Faculty of Natural Sciences

HoD: Head of Department

SEC: Strategic Executive Committee

WLM: Workload Model

26th April 2019

Athena SWAN Charter
Advance HE
First Floor, Westminster TOWER
3 Albert Embankment
London, SE1 7SP

Prof. Mark Burgman
Head of Department, Chair in Risk
Analysis and Environmental Policy

Dear Dr. Ruth Gilligan,

I write to give my enthusiastic support for this application for a Bronze award. I confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/department.

I have a long-standing commitment to equity issues. I have been Head of Department for two years, having moved from Melbourne, Australia where I spent 25 years at the University of Melbourne as a Sexual Harassment Advisor. Since coming to Imperial, I have become one of the College's six specially trained Sexual Violence Liaison Officers. I have made addressing harassment a priority in the Department.

When I joined the Department, it was readily apparent that we needed to generate the synergies and interactions that characterise great academic institutions. Fairness is indispensable in buoyant and creative human interactions. I set about creating the organisational mechanisms that would promote inclusiveness, transparency and equity. The Athena SWAN self-assessment process has been invaluable in providing a platform for developing equity, diversity and inclusion practices and policies.

One key action was to revive the Equity, Diversity, and Inclusion (EDI) Committee. Initially, I co-chaired this committee. I remain a member of the Athena SWAN committee. In 2018, I appointed an Athena SWAN Champion to support the work of both the Athena SWAN and EDI committees and the Department's work in this area. This provided the resources to establish these committees and implement the policies resulting from their suggestions. The committees are now fully operational and undertake the work of the Champion.

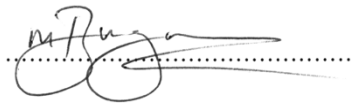
I am proud the EDI committee is helping the Department become aware of the opportunities that lie in equitable practices and to change those that could be a barrier

to progress for women and others. We have expanded the activities that draw people into Departmental activities and have looked for and corrected instances of unfairness and unconscious bias. Thus, we are growing a culture of inclusiveness and equity that will benefit all. As an example, one of our postgraduates has set up a network among female postgraduates which is also reaching out to female researchers and undergraduates.

The Department has made real strides in promoting women. In particular, Dr. Audrey de Nazelle is the Department's first female Deputy Head. However, the number of female academic staff had remained stubbornly low. I sought to improve this by encouraging our senior academics to actively seek the strongest possible female candidates for appointment. I also mandated selection committees to interview all candidates who fulfil diversity and minority criteria and to write more inclusive job descriptions. As a consequence, we made three appointments in the last 18 months, and all are females. We have established a workload model to ensure the equitable allocation of tasks regardless of staff 'protected characteristics', ensuring that women aren't overburdened with teaching or administrative roles.

I am proud of the progress we have made and believe that an award would reflect the work of the whole Department. We will continue to question our activities and incentives, and to challenge and encourage all staff to make further steps towards a fairer academic community.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Mark Burgman', written over a horizontal dotted line.

Professor Mark Burgman, FAA
Head of Department, Centre for Environmental Policy

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words. Current word count: 351

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Founded in 1976, the Centre for Environmental Policy (CEP) is a multidisciplinary, non-traditional STEMM department. Staff and students come from a range of backgrounds and include physicists, chemists, botanists, doctors, biologists, engineers, geographers, environmental social scientists, lawyers and economists. CEP focuses on the interface between science and policy in key environmental subjects, through interdisciplinary study of science, technology and innovation (Table 1). Supporting evidence based policy-making, we aim to have a global impact on 21st century challenges including energy and climate, human dimensions of environmental change, and environmental management.

Table 1: Members of Centre for Environmental Policy by role and gender, April 2019

	Academic	Research	Professional Services	PhD Students	MSc. Students
Female	5	22	11	29	98
Male	14	24	9	28	47

CEP is part of the Faculty of Natural Sciences (FoNS) at Imperial College London and is a postgraduate-only department. We pride ourselves on being a family-friendly and constantly strive to provide a fair, inclusive, happy, inspiring and supportive environment for all, with an emphasis on an innovative health and well-being programme. Our PhD and MSc students are integral to the Department. They have their own offices and dedicated rooms and are actively encouraged to be involved in decision-making and social events.

In 2017 we appointed a new Head of Department (HoD). Professor Mark Burgman has initiated a strategic and organisational overhaul. This included a complete revision of research themes and topics in 2018, using open, transparent and inclusive participation and decision-making, involving focus groups, meetings and staff and student surveys. The new research theme leaders are all early career researchers, 2/3rds of whom are women (Figures 1 and 2). We were also previously spread over three buildings, but in 2018 the Department moved into a newly renovated single building. This was an opportunity to improve our culture and working practices (Section 5.6 (i)). Facilitated by the new leadership stance regarding the importance of equality and diversity, the impact to CEP has been transformative.



Figure 1: Management structure of the Centre for Environmental Policy



Figure 2: Organisational structure of the Centre for Environmental Policy

We are committed to equality of opportunity and valuing diversity, promoting an inclusive and transparent environment. We value the positive contribution diversity brings and believe it is vital to our continued academic excellence. In the 2018 staff survey, 86% of respondents felt that gender balance and equality are principles promoted by CEP. We will build on this moving forward.



Image 1: Centre for Environmental Policy members at the CEP Retreat, May 2018

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words. Current word count: 973

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

Our Athena SWAN Committee (ASC) was established in February 2018, to serve as the Department’s Self-Assessment Group and to operationalise Athena principles (Table 2). Its wide representation including students, professional services staff, research assistants and academics have given us greater influence, while demonstrating the Departments’ commitment to the process. Although small, due to the size of the Department, all members have been enthusiastic and contributed to the application.

Table 2: Members of CEP Athena SWAN Committee, April 2019

Committee member / Title / Gender	Focus in Committee	About team members
Dr. Caroline Howe / Lecturer in Environmental Social Science / F	Chair Chaired meetings. Lead author and editor of application.	<ul style="list-style-type: none"> • Alumnus of CEP’s MSc course and PhD programme. • Married with three young children. • Lives in Lancaster and commutes in 2-3 days a week. • Alumnus of Imperial Academic Leadership Course. • Imperial Women’s Week Role Model. • Lecturer in Environmental Social Science.
Mr. Rob Bell / Athena SWAN Coordinator Imperial College / M	College Athena SWAN Coordinator Contributed to data collection and analysis. Advised on application.	<ul style="list-style-type: none"> • Works flexibly. • Volunteers as Athena SWAN assessment panellist.
Ms. Esther Anaya Boig / Research Postgraduate / F	Ex-PhD representative. Contributed with PhD students’ data analysis.	<ul style="list-style-type: none"> • PhD student, Research theme: cycling for transport • Member of the Women Equity and Research Committee of the Society of Spanish Researchers in the United Kingdom. • Volunteer for the health and wellbeing of Imperial College students

Professor Mark Burgman / Director of CEP, Chair in Risk Analysis and Environmental Policy / M	Head of Department Provided summary data from staff, especially from PRDPs, assisted with the development of the workload model, contributed text and editorial support.	<ul style="list-style-type: none"> • Works on expert judgment, environmental modelling, and risk analysis • Married with two grown children • One of Imperial's six Sexual Violence Liaison Officers • Member of the College's Equity and Diversity Committee
Ms. Karina Corada Perez / Research Postgraduate / F	Contributed with Seminar speakers' data analysis.	<ul style="list-style-type: none"> • PhD student on Air pollution and green infrastructures in cities • Ex-coordinator at CEP Seminar Lunch Seminar.
Ms. Vasiliki Kioupi / Research Postgraduate / F	Assisted in the development and revision of the action plan	<ul style="list-style-type: none"> • PhD student in Education for Sustainable Development • PhD student representative
Ms. Karen Lyle / Department Operations Manager CEP / F	Data management and monitoring	<ul style="list-style-type: none"> • Head of Operations • Worked at Imperial for 29 years starting as junior accounts clerk • Gained BA in Business Studies at night school while working full time at St Mary's with my tuition fees funded by College • Alumnus of 2nd tranche of Imperials Horizon Leadership Development Programme
Ms. Renée van Diemen / Research Assistant for IPCC / F	Represents early career researchers and postdocs. Data management and analysis.	<ul style="list-style-type: none"> • Research Assistant in climate change mitigation • Postdoc representative to the department • Alumnus of CEP's MSc course
Professor Nick Vouvous / Professor of Environmental Technology / M	Workload model development and Research Committee Co-Chair	<ul style="list-style-type: none"> • Professor of Environmental Technology • Former Director of the MSc Course • Alumnus of CEP's MSc course

(ii) an account of the self-assessment process

The change in Departmental leadership in 2017 has offered us the opportunity for real transformative change. Through a lengthy process of re-evaluating our current policies and practices around gender, equality became a core consideration in all Departmental decisions, embedding the Athena SWAN (AS) principles at all levels (**Actions 1 and 2**).

The Equality, Diversity and Inclusion (EDI) Committee was re-established in May 2017, at the inaugural staff retreat, where staff and PhD students were given the opportunity to join. In January 2018, the EDI committee established a sub-group (ASC) to act as a self-assessment team. Both committees meet twice per term, with an annual rolling membership which allows all members of the Department to take an active role in both committees but not become overloaded. An AS Champion was appointed (50% of their time) in 2018 to raise awareness, improve communication of the activities of the AS and EDI committees and to implement and monitor actions. The role continued until late 2018, when the committees and their memberships were established and the long-term responsibilities for these activities were subsequently taken up by the newly created Chairs of the EDI and ASC.

To make the ASC selection as fair and inclusive as possible, an email was sent to all staff and PhD students. We received a very strong, positive response and a diverse committee was finally selected, with representatives from across the Department, with a gender, age and seniority balance. Two members have current caring responsibilities. All committee membership in the department is recognised in our workload model.

The ASC decided in October 2018 to recruit MSc students, to ensure inclusivity. We had twelve responses, all female. Going forward we will have two MSc. students as reps on the ASC. As the deadline for submission was approaching, they were asked to review our application and will be involved in implementing and monitoring our action plan. We will actively recruit male members to redress the male under-representation (**Action 2.2**). At our recent Annual Diversity and Equality Seminar, two new male PhD students volunteered to join the ASC in the next recruitment round, after submission, in April 2019.

The departmental response rate to the Imperial College Staff Survey in 2017 was 65%. As a result of the Staff Survey, in January 2018, we initiated our first ever Departmental staff survey to help us understand in more detail how staff experience their working environment. There was a 53% participation rate for the Departmental survey. As the numbers were so small (due to the overall size of our department), we were unable to report on the findings of this survey by gender. We will conduct the Departmental staff survey annually (January of each year) and a key issue is to improve the response rate of our staff, especially research staff, in the January 2020 survey, to enable gender analysis (**Actions 3.1, 3.2 and 3.4**). We plan to redesign the survey and reconsider its promotion methods (**Action 3.3**).

The ASC has worked closely with Rob Bell, Imperial's AS Coordinator, and Liz Elvidge, Head of Imperial's Postdoc and Fellows Development Centre, throughout this process.

We have drawn on the experiences of other successful award departments through attending talks, workshops and by reading successful applications. Two members of the ASC attended the Athena SWAN Best Practice Workshop at the Geological Society on October 17th 2018.

The ASC hosted the Department's Wednesday Lunchtime Seminar on October 3rd 2018, open to all staff and students, to improve the communication and understanding of the principals of the AS Charter and gain feedback. Mark Burgman (HoD) discussed the under-representation of women in environmental science, exploring reasons and focusing on what men can do about this. Caroline Howe (ASC Chair) focused on an overview of the Athena SWAN process and provided data from our application. The CEP community was actively encouraged to attend this seminar, through notifications by email, in the weekly newsletter and from posters displayed around the Department. The seminar had 44 attendees, 10 of whom were men. We plan to run this seminar annually and to actively encourage male attendance (**Action 1.1**).

(iii) plans for the future of the self-assessment team

The ASC is now firmly embedded in the Departmental managerial structure and will continue to meet on a termly basis to monitor and evaluate the implementation and progress of the action plan, to develop further initiatives and to review examples of best practice. The ASC reports to the EDI and also to the Strategic Executive Committee (SEC), presenting recommendations which are reviewed before translation into departmental policy. EDI/Athena is a standing agenda item for the SEC (see Figure 2). Recruitment, staff and student data will be reviewed annually by the ASC. Staff and student surveys will continue annually, with analysis and discussion of the results by the ASC.

After submission, we will reflect on and review current ASC membership (**Action 2.2**). The members of the ASC will be given the option of standing down from the Committee, with new volunteers being recruited as before through a request in a Departmental email. New members of staff and PhD students will be given the opportunity to join during their induction process. Care will be taken to represent intersectionality and monitor the diversity in gender, ethnicity, disabilities and grade balance of the ASC. In particular, male representation will be actively encouraged amongst students and staff.

AS updates and information will continue to be disseminated to all through Departmental emails, the weekly newsletter and on Sharepoint.

Actions:

- 1. To further increase Departmental understanding and commitment to the Athena SWAN Charter**
- 2. To maximise efforts and successes of the ASC.**
- 3. To improve the participation rate in the annual staff survey.**

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words. Current word count 1968.

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

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

N/A

- (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

N/A

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

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

CEP hosts one full-time MSc programme in Environmental Technology. This course was established over four decades ago, specialising in teaching knowledge and skills for environmental specialists cutting across subjects such economics, law, ecology, and environmental policy, as well as technical and transferable skills. Given our interdisciplinary teaching and the potential broad pool of both MSc and PhD students, it is difficult to appropriately benchmark our student numbers. We have used HESA data (accessed through the Heidi database) for the subject areas our teaching falls into.

Enrolment

Table 3 illustrates a gradual increase in enrolment across both genders in the last 12 years, reflecting a growing interest in environmental management in general. We have observed a gradual increase in female students, culminating in an enrolment of 66% in 2018-19. In Figure 3 we compare our enrolment rates by gender to the UK average; our female numbers are consistently higher. We do not believe this trend is currently of concern and may reflect changing gender patterns within the environment in general. However, we will monitor gender composition of the pool of prospective students and if the composition of enrolments differs from the pool, we will revise our advertising and recruitment protocols accordingly (**Action 24.1**).

Table 3: Students enrolled on the taught MSc in Environmental Technology by gender, 2007-2019

Year	Full-time			Part-time				UK average		
	F %	F	M	Total	F%	F	M	Total	F7 ¹	F8 ²
2007-08	52%	67	63	130	--	0	0	0	46%	41%
2008-09	56%	77	61	138	--	0	0	0	48%	43%
2009-10	51%	67	65	132	0%	0	1	1	45%	41%
2010-11	58%	84	61	145	0%	0	2	2	44%	42%
2011-12	50%	65	65	130	0%	0	1	1	45%	43%
2012-13	58%	80	57	137	100%	2	0	2	43%	48%
2013-14	57%	84	64	148	60%	3	2	5	45%	48%
2014-15	61%	91	57	148	50%	1	1	2	47%	45%
2015-16	51%	77	73	150	100%	1	0	1	47%	45%
2016-17	59%	83	58	141	67%	2	1	3	49%	49%
2017-18	63%	99	57	156	33%	1	2	3	53%	51%
2018-19	68%	98	47	145	0%	0	2	2	--	--

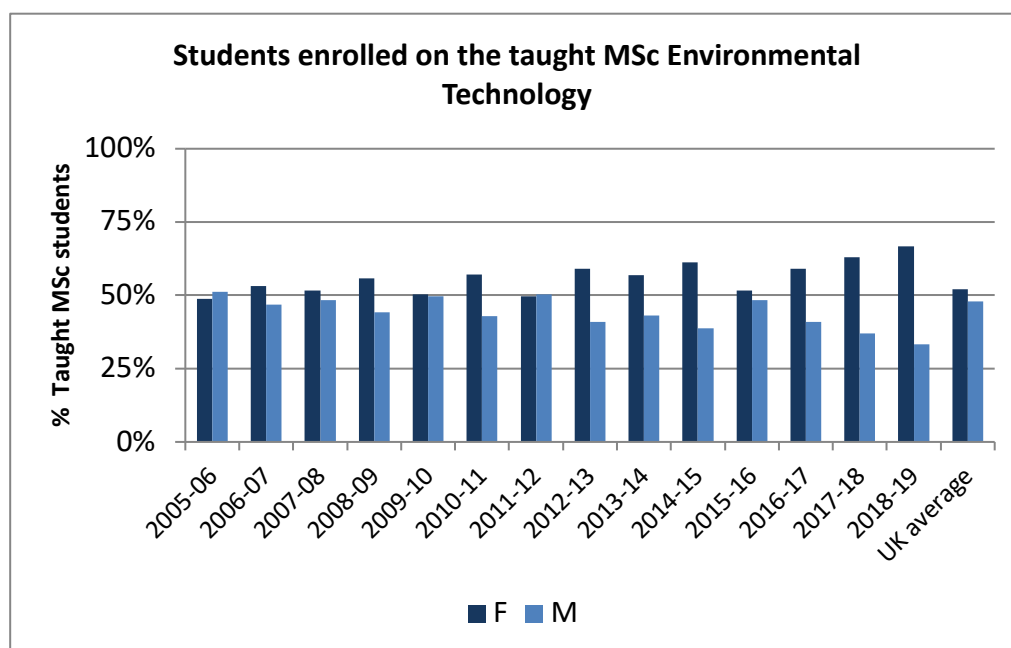


Figure 3: Students enrolled on the taught MSc Environmental Technology compared to UK average³, 2007-2018

¹ UK average for PGT (F7) Science of aquatic and terrestrial environments, JACS Principal Subject, HESA data accessed through Heidi Plus database.

² UK average for PGT (F8) Physical geographical sciences, JACS Principal Subject, HESA data accessed through Heidi Plus database.

³ UK average is calculated as the average of PGT (F7) Science of aquatic and terrestrial environments and PGT (F8) Physical geographical sciences, JACS Principal Subject, HESA data accessed through Heidi Plus database.

Admissions

Applications from females have increased slightly 2007-2019, and applications to offers have increased in line with final acceptance numbers (Table 4). This supports the view that there may be changing gender patterns in the environmental field more widely.

Table 4: MSc Environmental Technology Admissions, by gender, 2007-2019

	Year	F %	F	M	Total
Applications	2007-08	50%	154	155	309
	2008-09	51%	157	152	309
	2009-10	46%	220	258	478
	2010-11	49%	238	248	486
	2011-12	49%	203	214	417
	2012-13	54%	201	168	369
	2013-14	55%	200	165	365
	2014-15	55%	184	152	336
	2015-16	50%	163	165	328
	2016-17	57%	205	156	361
	2017-18	55%	260	213	473
2018-19	63%	251	150	401	
Offers	2007-08	54%	112	95	207
	2008-09	54%	117	99	216
	2009-10	51%	99	96	195
	2010-11	58%	124	91	215
	2011-12	51%	98	94	192
	2012-13	57%	116	87	203
	2013-14	55%	113	93	206
	2014-15	61%	123	79	202
	2015-16	52%	108	100	208
	2016-17	58%	111	80	191
	2017-18	63%	123	73	196
2018-19	65%	109	59	168	
Acceptances	2007-08	50%	67	67	134
	2008-09	55%	78	64	142
	2009-10	51%	71	68	139
	2010-11	57%	85	64	149
	2011-12	50%	65	66	131
	2012-13	59%	81	57	138
	2013-14	55%	86	69	155
	2014-15	61%	92	59	151
	2015-16	51%	80	76	156
	2016-17	59%	88	60	148
	2017-18	63%	99	59	158
2018-19	67%	98	49	147	

We looked at application success rates by gender in Figure 4. The data indicate that success rates have varied slightly over the years, but do not show strong trends. In general, male and female success rates are roughly equal. We will continue to monitor the data (**Action 24.2**).

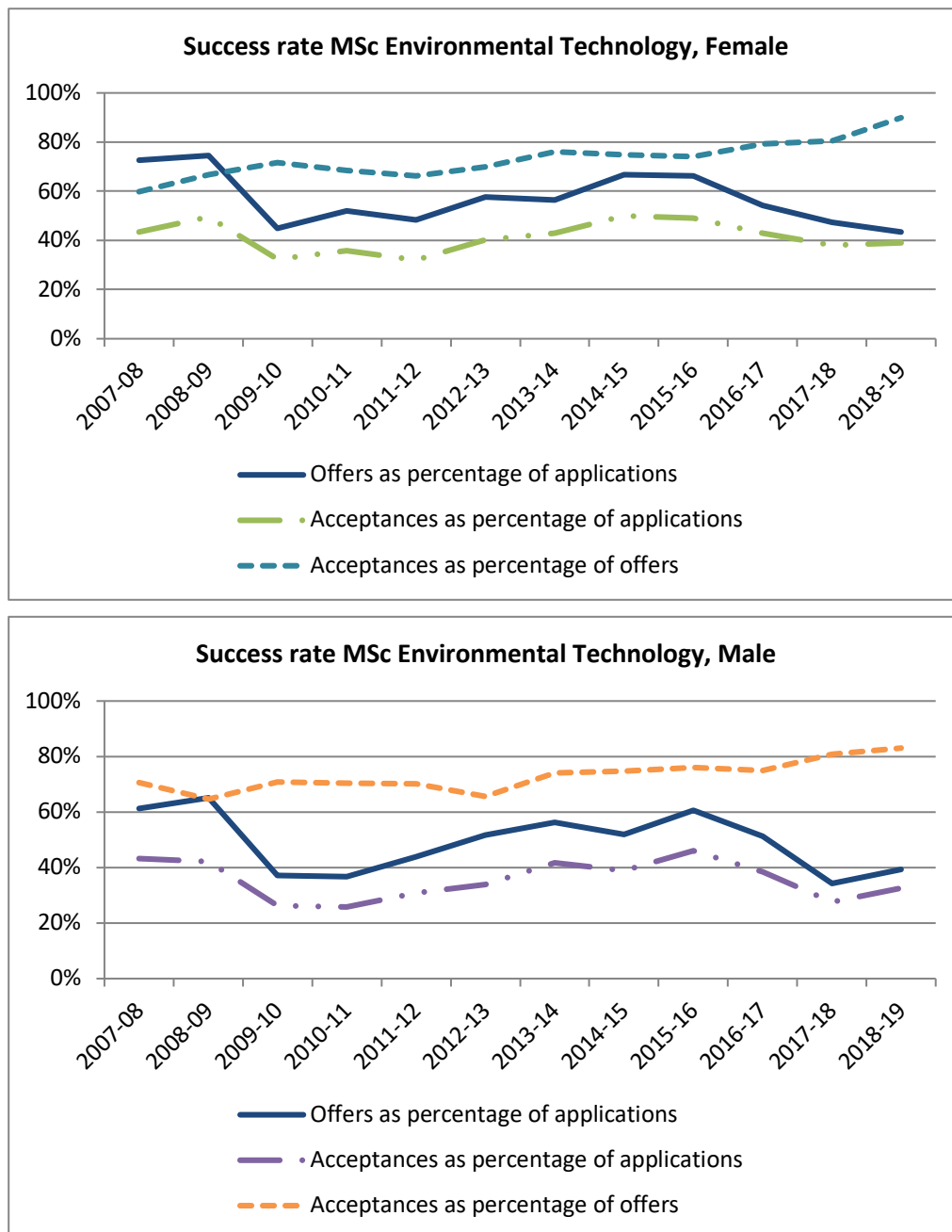


Figure 4: MSc Environmental Technology admission success rates, by gender, 2007-2018

Degree completion

Although there have been occasional fluctuations in degree classifications, namely 2010-11 and 2015-16 for females and 2016-2017 for males having higher than usual pass rates (as opposed to merits or distinctions), overall these reflect naturally occurring variation

and on average both genders gain similar proportions of distinctions and passes. Overall, this effect is slight and there is no obvious success bias with regards to degree awards to either gender (Table 5).

Table 5: MSc Environmental Technology percentage of students by gender and degree classification, 2010-2018

Year	Distinction		Merit		Pass		Fail	
	F	M	F	M	F	M	F	M
2010-11	22%	24%	19%	21%	10%	4%	0%	1%
2011-12	21%	14%	31%	21%	6%	6%	1%	0%
2012-13	19%	25%	24%	20%	5%	7%	0%	0%
2013-14	22%	16%	27%	19%	9%	7%	0%	0%
2014-15	12%	9%	36%	28%	8%	5%	1%	1%
2015-16	22%	13%	22%	19%	15%	7%	1%	1%
2016-17	17%	16%	25%	21%	9%	12%	0%	0%
2017-18	19%	12%	34%	22%	9%	3%	1%	0%
Average	19%	16%	28%	21%	9%	6%	1%	0%

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Enrolment

Enrolment in full-time postgraduate research degrees has remained more or less even between male and female candidates between 2007-08 and 2017-18 (Table 6 and Figure 5). There has been more variation in those undertaking part-time degrees, currently only, 20% female. The sample size is very small, with only 5 students undertaking part-time degrees, however, within the UK more generally there has been a move away from self-funded students leading to a drop in the number of part-time students as most are now fully funded and most studentships are time limited⁶. Opportunities to undertake, and support, part-time research degrees will be promoted, particularly for those requiring flexible working conditions (**Action 9.5**). Over time the department compares favourably to the UK average for both males and females.

Table 6: Numbers of men and women on postgraduate research degrees.

Cohort	Full-time			Part-time			UK average			
	F %	F	M	Total	F%	F	M	Total	F7 ⁴	F8 ⁵
2007-08	48%	24	26	50	25%	2	6	8	46%	46%
2008-09	52%	22	20	42	29%	2	5	7	46%	48%
2009-10	53%	20	18	38	20%	2	8	10	47%	48%
2010-11	47%	18	20	38	13%	1	7	8	49%	48%
2011-12	48%	15	16	31	33%	3	6	9	49%	48%
2012-13	56%	20	16	36	33%	4	8	12	50%	46%
2013-14	58%	23	17	40	50%	6	6	12	48%	44%
2014-15	65%	26	14	40	38%	3	5	8	48%	46%
2015-16	54%	26	22	48	63%	5	3	8	46%	50%
2016-17	52%	24	22	46	57%	4	3	7	48%	49%
2017-18	56%	28	22	50	20%	1	4	5	48%	50%
2018-19	55%	28	23	51	17%	1	5	6	--	--

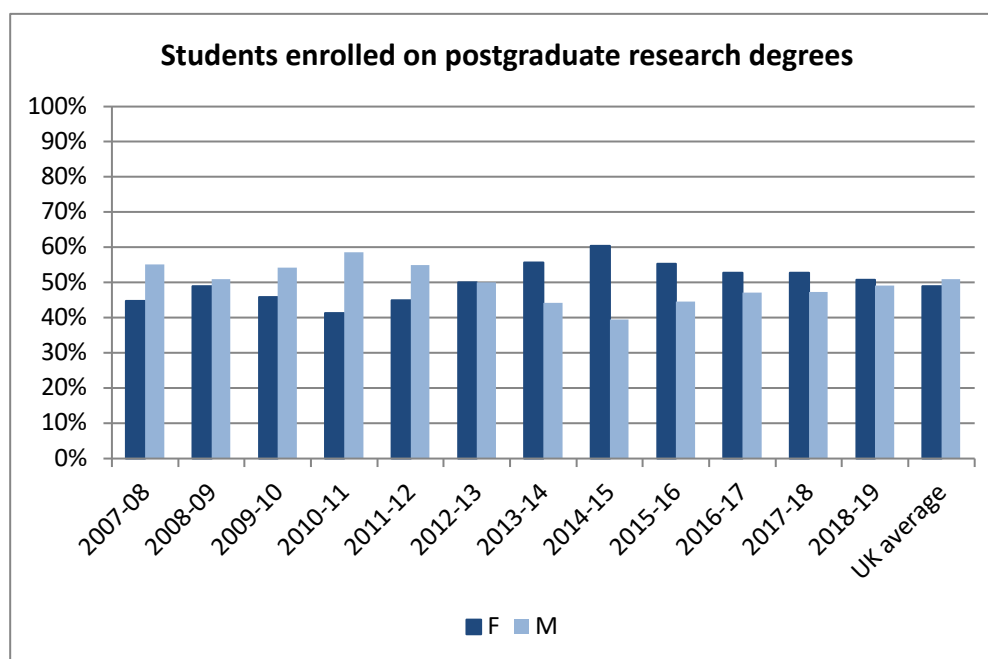


Figure 5: Students enrolled on postgraduate research degrees (full- and part-time) compared to UK average, 2007-2018

Admissions

Postgraduate admissions are relatively even between males and females. There has been a slight increase in female acceptance rates between 2016-17 and 2017-18 (Table 7 and

⁴ UK average for PGR (F7) Science of aquatic and terrestrial environments, JACS Principal Subject, HESA data accessed through Heidi Plus database.

⁵ UK average for PGR (F8) Physical geographical sciences, JACS Principal Subject, HESA data accessed through Heidi Plus database.

⁶ Patterns and Trends in UK Higher Education (2015) Universities UK

Table 8). However, historically, these proportions fluctuate, and the underlying numbers are small. We will monitor and address the issue should male acceptances/offers continue to decline (**Action 24.3**).

Table 7: Student admissions to postgraduate research degrees by gender, 2007-2018

	Cohort	F %	F	M	Total
Applications	2007-08	44%	25	32	57
	2008-09	52%	33	30	63
	2009-10	48%	32	35	67
	2010-11	32%	19	41	60
	2011-12	53%	31	27	58
	2012-13	46%	36	42	78
	2013-14	38%	39	65	104
	2014-15	45%	43	53	96
	2015-16	40%	39	58	97
	2016-17	51%	50	48	98
	2017-18	50%	66	67	133
	2018-19	47%	50	57	107
Offers	2007-08	43%	10	13	23
	2008-09	55%	11	9	20
	2009-10	50%	8	8	16
	2010-11	29%	4	10	14
	2011-12	64%	9	5	14
	2012-13	56%	10	8	18
	2013-14	50%	10	10	20
	2014-15	44%	12	15	27
	2015-16	43%	9	12	21
	2016-17	57%	13	10	23
	2017-18	54%	14	12	26
	2018-19	42%	8	11	19
Acceptances	2007-08	44%	7	9	16
	2008-09	62%	8	5	13
	2009-10	42%	5	7	12
	2010-11	25%	3	9	12
	2011-12	67%	8	4	12
	2012-13	67%	10	5	15
	2013-14	50%	9	9	18
	2014-15	44%	8	10	18
	2015-16	43%	6	8	14
	2016-17	54%	7	6	13
	2017-18	56%	10	8	18
	2018-19	36%	5	9	14

Table 8: Admission success rates for offers and acceptances to postgraduate research degrees by gender, 2007-2019

Year	Success rate					
	Offers/ applications		Acceptances/ applications		Acceptances/ offers	
	F	M	F	M	F	M
2007-08	40%	41%	28%	28%	70%	69%
2008-09	33%	30%	24%	17%	73%	56%
2009-10	25%	23%	16%	20%	63%	88%
2010-11	21%	24%	16%	22%	75%	90%
2011-12	29%	19%	26%	15%	89%	80%
2012-13	28%	19%	28%	12%	100%	63%
2013-14	26%	15%	23%	14%	90%	90%
2014-15	28%	28%	19%	19%	67%	67%
2015-16	23%	21%	15%	14%	67%	67%
2016-17	26%	21%	14%	13%	54%	60%
2017-18	21%	18%	15%	12%	71%	67%
2018-19	16%	19%	10%	16%	63%	82%

Degree completion

51% of females (22/43) and 45% of males (17/37) have completed within 4 years (Table 9 and Table 10) which is relatively consistent between genders. Likewise, there are relatively even numbers of women and men completing after 4 years, ongoing and withdrawn. Where students have been withdrawn, we continue to provide support and advice should the student wish to re-enter the programme at a later date. Currently 2 of the 11 withdrawn students are in the process of re-entering our PhD programme. Completion rates of more than 4 years could potentially be an issue and we will continue to monitor these data and investigate reasons why people are completing after 4 years and implement support to aid completion within 4 years if required (**Action 24.4 and Action 24.5**).

Table 9: Thesis submission rate for full-time postgraduate research students by cohort year 2007-19

Cohort start year	Number of students									
	4 years		4+ years		Ongoing		Withdrawn		Cohort size	
	F	M	F	M	F	M	F	M	F	M
2007-08	4	5	1	0	0	0	3	4	8	9
2008-09	5	2	1	2	0	0	1	0	7	4
2009-10	2	2	1	4	0	0	1	1	4	7
2010-11	1	4	3	2	1	0	0	0	5	6
2011-12	3	1	1	0	0	1	0	0	4	2
2012-13	5	0	3	1	1	2	1	0	10	3
2013-14	2	3	0	0	3	3	0	0	5	6
Total	22	17	10	9	5	6	6	5	43	37

Table 10: Thesis submission rate for part-time postgraduate research students by cohort 2007-19

Cohort start year	Number of students									
	4 years		4+ years		Ongoing		Withdrawn		Cohort size	
	F	M	F	M	F	M	F	M	F	M
2007-08	0	0	0	0	1	0	2	0	3	0
2008-09	0	0	0	2	0	1	0	0	0	3
2009-10	0	0	0	1	0	0	1	0	1	1
2010-11	0	0	0	0	0	1	0	1	0	2
2011-12	0	0	0	1	0	0	1	0	1	1
2012-13	0	0	0	1	1	0	0	0	1	1
2013-14	0	0	0	0	0	0	2	0	2	0
Total	0	0	0	5	2	2	6	1	8	8

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

This section is not applicable as CEP is not a traditional STEMM department but is multidisciplinary department with no undergraduate courses and one postgraduate taught and research students from a range of different backgrounds, interests and careers. We would not expect our Masters students to continue studying with us at PhD level, as most go on to non-academic careers in the environmental sector such as working for charitable organisations, the government, think-tanks and the private sector.

Actions:

9.5. Opportunities to undertake, and support, part-time research degrees will be promoted, particularly for those requiring flexible working conditions.

24. Ensure suitable gender ratio in student admission and success rates in the MSc. course and post-graduate research programme.

4.2. Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Academic staff numbers

Table 11 shows the split of academic staff by role and gender across the Centre, illustrating lack of senior female academics. Our Female professor is part-time and fully reliant on her own research income. Our 2 female Senior Lecturers were promoted in the last 2 years from Lecturer. Whilst there is a recognised gender imbalance at the highest levels of the Department, the low turnover of senior academic staff makes it especially difficult to resolve this discrepancy in the short- and even medium-term. However, we are focusing policies on new appointments and investment in our academic pipeline, as well as providing specific support for promotion of female staff (**Actions 17.1 and 19**). Further details in Section 5.1(i)).

Table 11: Number of Academic Staff at CEP by grade and gender, 2010 - 2018

Year	Lecturer			Senior Lecturer			Reader			Professor			Total Academic		
	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M
2010	33%	1	2	0%	0	4	0%	0	4	20%	1	4	13%	2	14
2011	25%	1	3	0%	0	4	0%	0	4	25%	1	3	13%	2	14
2012	29%	2	5	0%	0	3	0%	0	4	25%	1	3	17%	3	15
2013	22%	2	7	0%	0	2	0%	0	4	25%	1	3	16%	3	16
2014	25%	2	6	0%	0	0	0%	0	5	25%	1	3	18%	3	14
2015	29%	2	5	0%	0	2	0%	0	5	20%	1	4	16%	3	16
2016	40%	2	3	0%	0	2	0%	0	5	20%	1	4	18%	3	14
2017	67%	2	1	0%	0	3	0%	0	4	14%	1	6	18%	3	14
2018	75%	3	1	33%	1	2	0%	0	5	14%	1	6	26%	5	14

This approach is working, and as Figures 6 and 7 illustrate, in 2018 we recruited 2 new female Lecturers, one of whom was promoted from Research Fellow. Both were initially on time-limited contracts although one has now been made a permanent member of staff. We have a new female Senior Lecturer starting in October 2019 (she is taking 9 months maternity leave before taking up the role). In the 2018/19 Academic Promotions 1 more female member of staff was promoted to Senior Lecturer. Consequently, as of October 2019 we will have 3 Female Senior Lecturers.

Further actions to improve the number of females at higher levels include supporting promotion via PRDP conversations, supporting training and guidance on teaching, improved guidance and support in developing grant applications, continued targeted active recruitment of high-quality applications from females, to reduce the number of “leading phrases” such as “world-leading”, making the wording of our adverts gender-neutral (**Actions 17.2, 17.3, 17.4**) and compulsory training for all staff and students on unconscious bias **Actions 4.1, 4.2 and 4.3**). The importance of these training sessions will be promoted at induction, in the weekly newsletter and by email (**Action 4.5**).

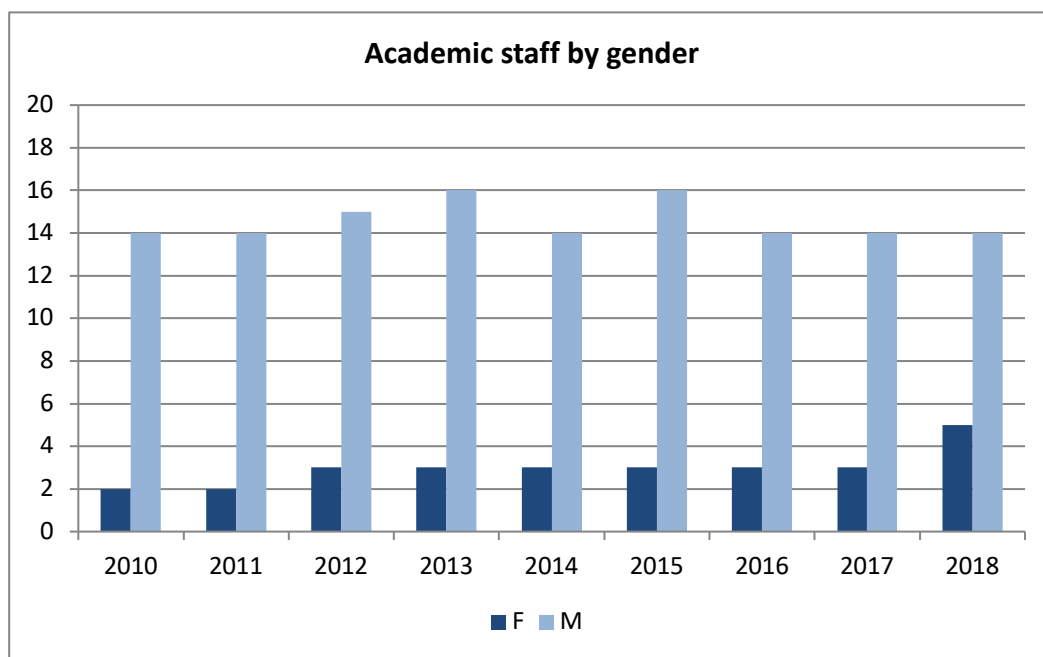


Figure 6: Academic staff at CEP by gender, 2010-2018

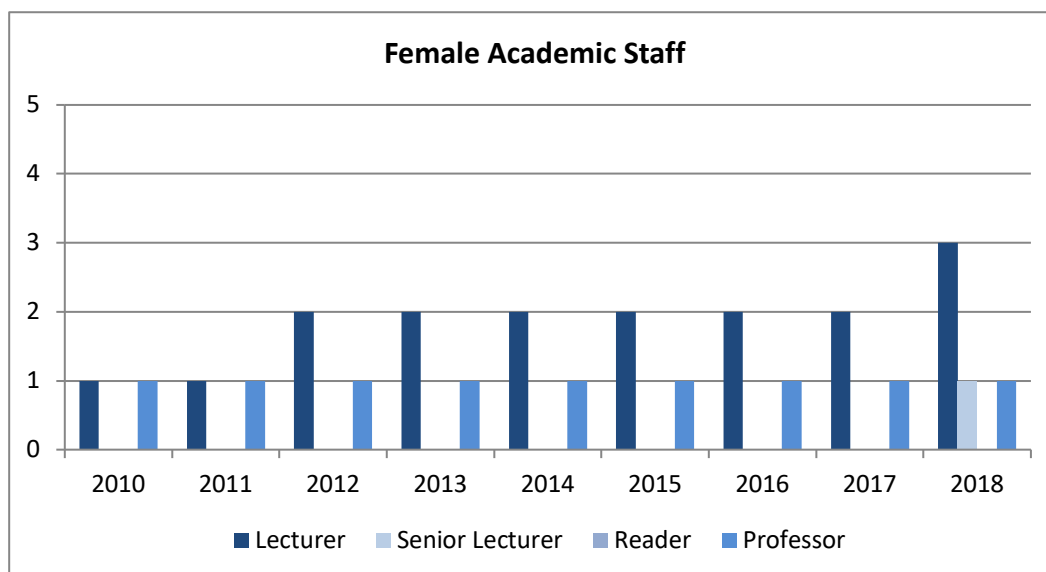


Figure 7: Female Academic Staff at CEP by grade, 2010-2018

Research staff numbers

CEP has a higher concentration of female staff in the lower grades (Table 12 and Figures 8 and 9), although the numbers are small and therefore it is difficult to draw definitive conclusions. Overall, we have equal numbers of female to male research staff except at the level of senior research fellow where 3 female researchers have been promoted in the last 4 years. This was based on positive action involving identification of good candidates for promotion by the Promotions Committee and encouragement to apply for promotion during PRDPs. The Promotions Committee has an ongoing mandate to monitor and to encourage applications for promotion, with an awareness of the potential gendered issues surrounding promotion including confidence and self-nomination (Action 19).

Table 12: Number of Research Staff at CEP by grade and gender, 2010 - 2018

Year	Research Assistant			Research Associate			Research Fellow			Senior Research Fellow			Principal Research Fellow			Total Research Staff		
	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M
2010	25%	1	3	36%	4	7	50%	4	4	0%	0	2	0%	0	0	36%	9	16
2011	71%	5	2	23%	3	10	50%	4	4	0%	0	2	0%	0	0	40%	12	18
2012	33%	2	4	44%	4	5	44%	4	5	0%	0	1	0%	0	0	40%	10	15
2013	78%	7	2	40%	4	6	63%	5	3	0%	0	1	0%	0	0	57%	16	12
2014	67%	4	2	36%	5	9	56%	5	4	0%	0	1	0%	0	0	47%	14	16
2015	33%	2	4	50%	8	8	33%	4	8	67%	2	1	0%	0	0	43%	16	21
2016	57%	4	3	54%	7	6	42%	5	7	50%	2	2	0%	0	0	50%	18	18
2017	67%	6	3	39%	7	11	42%	5	7	75%	3	1	0%	0	1	48%	21	23
2018	64%	7	4	50%	7	11	39%	5	7	75%	3	1	0%	0	1	48%	22	24

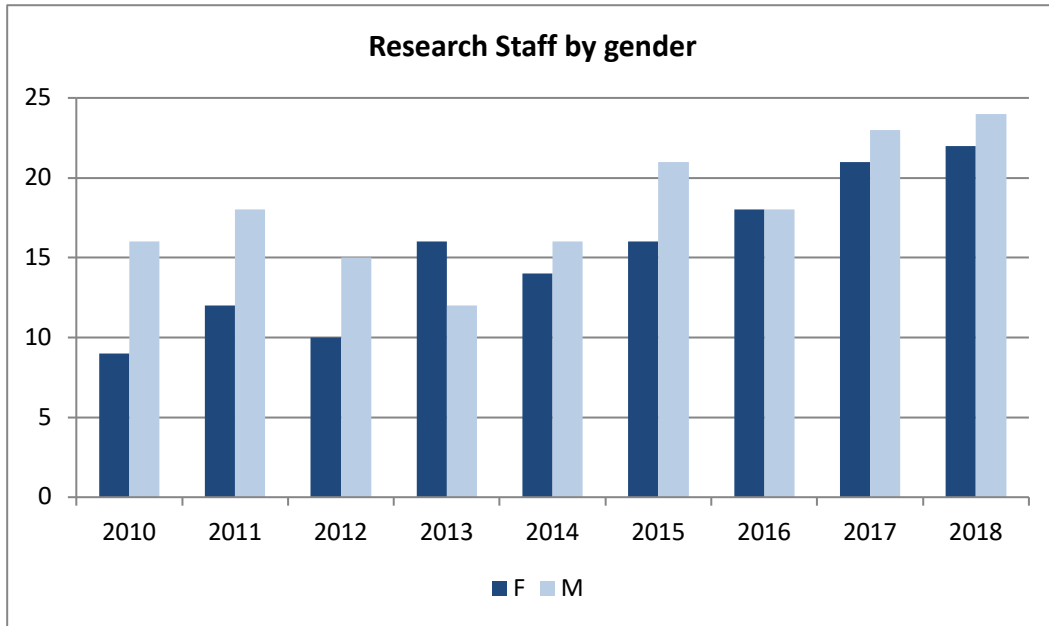


Figure 8: Research staff at CEP by gender, 2010-2018

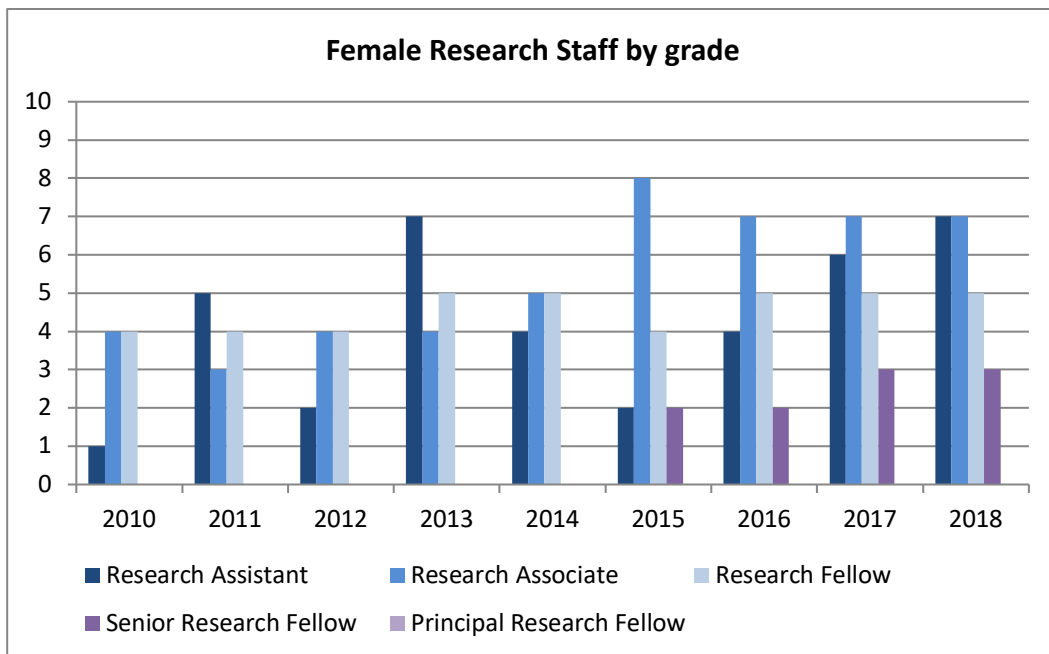


Figure 9: Female research staff at CEP by grade, 2010-2018

Academic and Research-Staff on Part-Time Status

Table 13 and Figures 10 and 11 show that the number of female academic and research staff with part-time status is greater than males. This is the result of 1 part-time female academic at professorial level, and part-time female research staff at different levels with childcare responsibilities.

Table 13: Number of academic and research staff on full- and part-time employment, by gender 2010-2017

Year	Female Academic			Male Academic			Female Researcher			Male Researcher			Total	
	PT	FT	% PT	PT	FT	% PT	PT	FT	% PT	PT	FT	% PT	%F PT	%M PT
2010	1	1	50%	3	11	21%	6	3	67%	5	11	31%	64%	27%
2011	1	1	50%	3	11	21%	7	5	58%	4	14	22%	57%	22%
2012	2	1	67%	4	11	27%	5	5	50%	5	10	33%	54%	30%
2013	1	2	33%	3	13	19%	7	9	44%	4	8	33%	42%	25%
2014	1	2	33%	2	12	14%	8	6	57%	4	12	25%	53%	20%
2015	1	2	33%	3	13	19%	7	9	44%	5	16	24%	42%	22%
2016	1	2	33%	2	12	14%	7	11	39%	5	13	28%	38%	22%
2017	1	2	33%	2	12	14%	10	11	48%	7	16	30%	46%	24%
2018	1	4	20%	2	12	14%	12	10	55%	8	16	33%	48%	26%

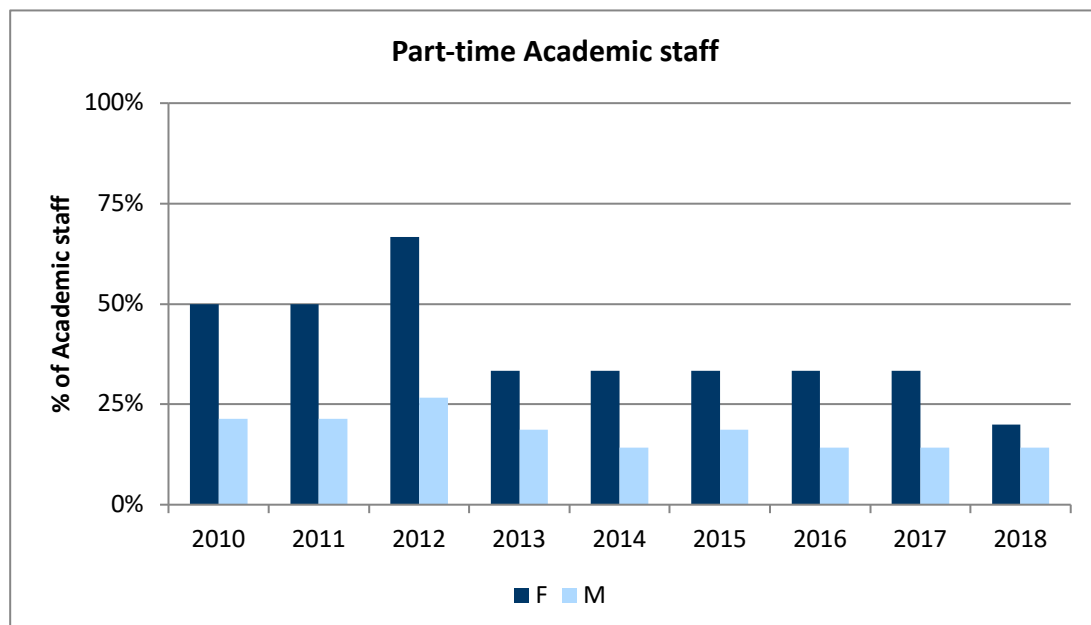


Figure 10: Part-time Academic staff, 2010-2017

Over time, the proportion of part-time female and male staff has remained more or less constant. There may be a slight increase in the proportion of part-time male research staff which we will monitor (Figure 11). As a Department we will continue to support those who choose to work part-time, including men.

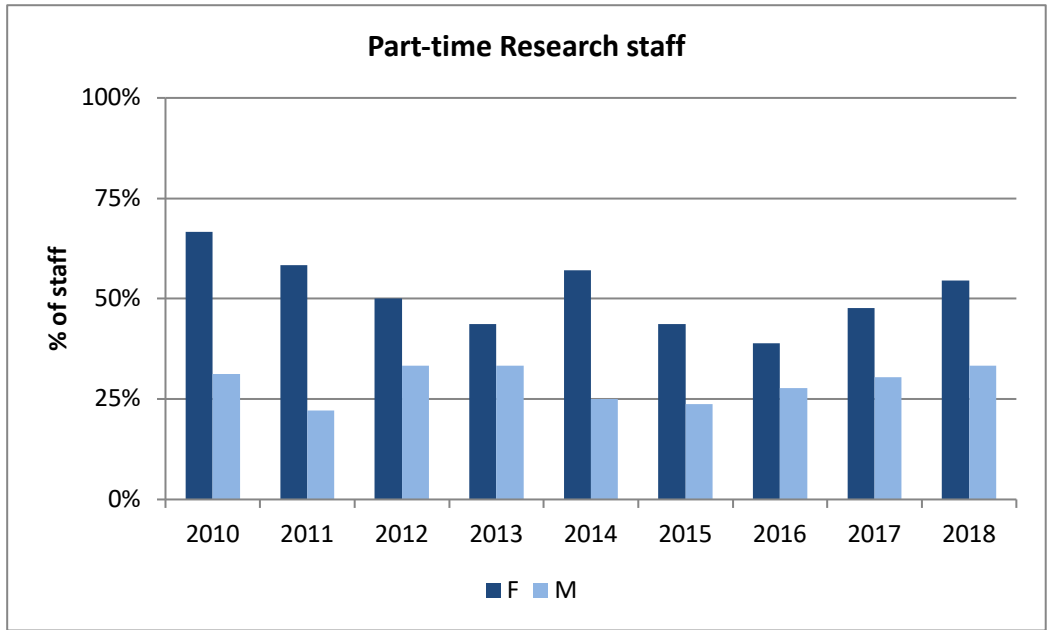


Figure 11: Part-time Research staff, 2010-2017

Professional Services

Our Athena process has been as inclusive as possible, and our data collection and analysis has included Professional Services staff as standard (Table 14 and Figures 12 and 13). Overall, we have 20 Professional Services staff of which 60% are female. We will use analysis of Professional Services data as the foundation for further work (**Action 25.1**).

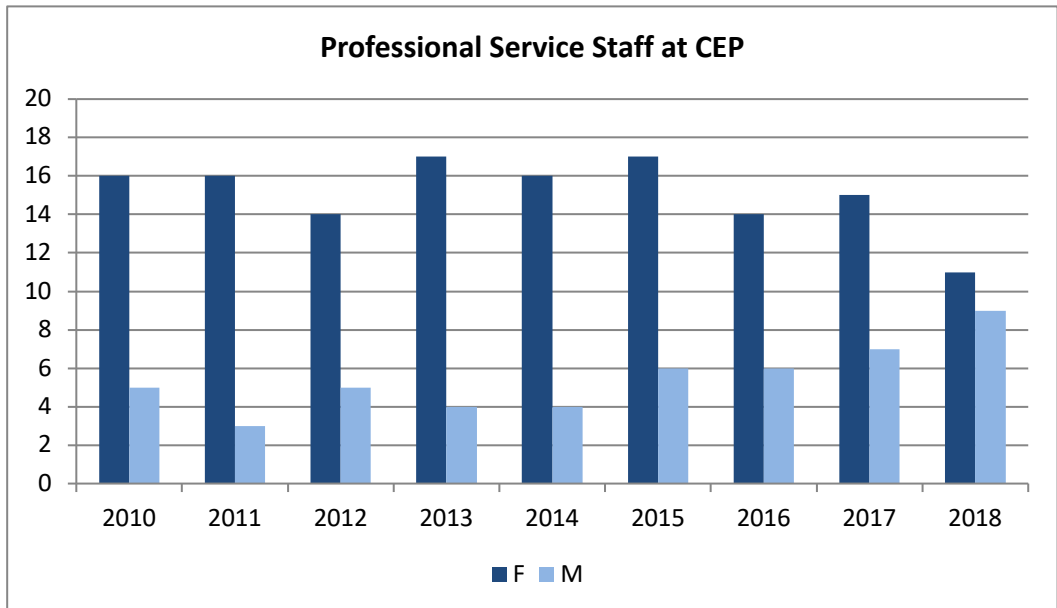


Figure 12: Professional Service Staff at CEP by Gender, 2010-2018

Table 14: Professional Services staff at CEP, by grade and gender, 2010-2018

Year	Level 2a			Level 2b			Level 3a			Level 3b			Level 4			Level 5			Total Professional S.		
	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M
2010	60%	3	2	100%	1	0	100%	4	0	75%	3	1	50%	2	2	100%	3	0	76%	16	5
2011	100%	3	0	--	0	0	83%	5	1	80%	4	1	67%	2	1	100%	2	0	84%	16	3
2012	100%	1	0	50%	1	1	80%	4	1	67%	4	2	67%	2	1	100%	2	0	74%	14	5
2013	100%	1	0	100%	3	0	80%	4	1	71%	5	2	67%	2	1	100%	2	0	81%	17	4
2014	--	0	0	100%	3	0	71%	5	2	100%	6	0	50%	1	1	50%	1	1	80%	16	4
2015	--	0	0	100%	3	0	78%	7	2	71%	5	2	50%	1	1	50%	1	1	74%	17	6
2016	--	0	0	100%	3	0	88%	7	1	40%	2	3	67%	2	1	0%	0	1	70%	14	6
2017	--	0	0	67%	2	1	88%	7	1	57%	4	3	67%	2	1	0%	0	1	68%	15	7
2018	--	0	0	50%	2	2	75%	6	2	25%	1	3	67%	2	1	0%	0	1	55%	11	9

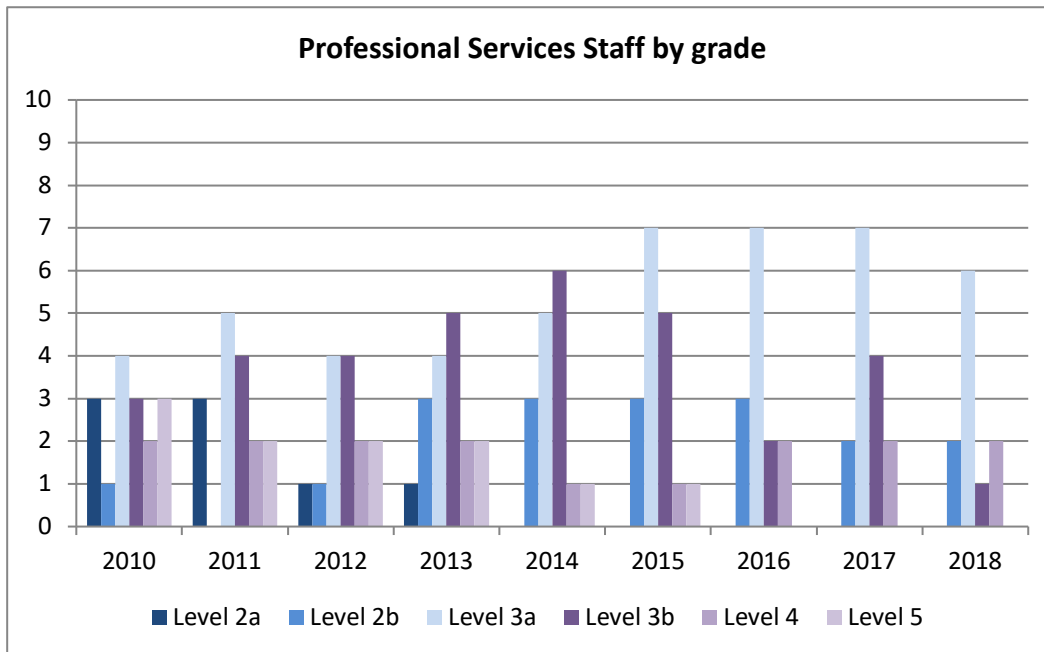


Figure 13: Female Professional Service staff at CEP by grade, 2010-2018

SILVER APPLICATIONS ONLY

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

N/A. CEP does not employed technical staff.

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

In 2014, only 33% of female academics were on open-ended contracts, vs 86% of men. However, by 2017 all but 1 academic were on open-ended contracts (Table 15 and Figure 14), the 1 fixed-term contract being occupied by a woman. The difference is between permanent and fixed-term funding; open-ended status is given to workers after 4 years irrespective of contract end date giving them the same rights as permanent employees. No staff are on zero-hours contracts.

Academic positions are normally recruited as permanent contracts. However, up to 2015 the Department was only allowed to recruit lecturers on one-year rolling contracts while College undertook a review of the Department (the review was related to the small size of the Department and our multidisciplinary nature and how College wanted to proceed with Environmental Research and Teaching going forward). Following the review, we

could recruit academics on open-ended contracts but the two recruitments in late 2017 related to temporary cover for academics seconded to work elsewhere. One has now left and we were able to recruit one staff member to a permanent role. The other is still due to return to their original role in March 2022.

Table 15: Staff contract types (all grades aggregated) 2010-2018

		Academic		Research		Professional Services	
	Year	F	M	F	M	F	M
Permanent/ Open-ended	2010	1	10	4	8	6	1
	2011	1	10	6	10	6	1
	2012	1	10	6	9	7	1
	2013	1	11	6	9	6	2
	2014	1	12	6	9	6	3
	2015	2	15	6	9	5	3
	2016	3	14	6	8	4	3
	2017	3	14	6	8	4	3
	2018	4	14	6	8	6	4
Fixed-term	2010	1	4	5	8	10	4
	2011	1	4	6	8	10	2
	2012	2	5	4	6	7	4
	2013	2	5	10	3	11	2
	2014	2	2	8	7	10	1
	2015	1	1	10	12	12	3
	2016	0	0	12	10	10	3
	2017	0	0	15	15	11	4
	2018	1	0	16	16	5	5
Permanent/Open-ended	2010	50%	71%	44%	50%	38%	20%
	2011	50%	71%	50%	56%	38%	33%
	2012	33%	67%	60%	60%	50%	20%
	2013	33%	69%	38%	75%	35%	50%
	2014	33%	86%	43%	56%	38%	75%
	2015	67%	94%	38%	43%	29%	50%
	2016	100%	100%	33%	44%	29%	50%
	2017	100%	100%	29%	35%	27%	43%
	2018	80%	100%	27%	33%	55%	44%

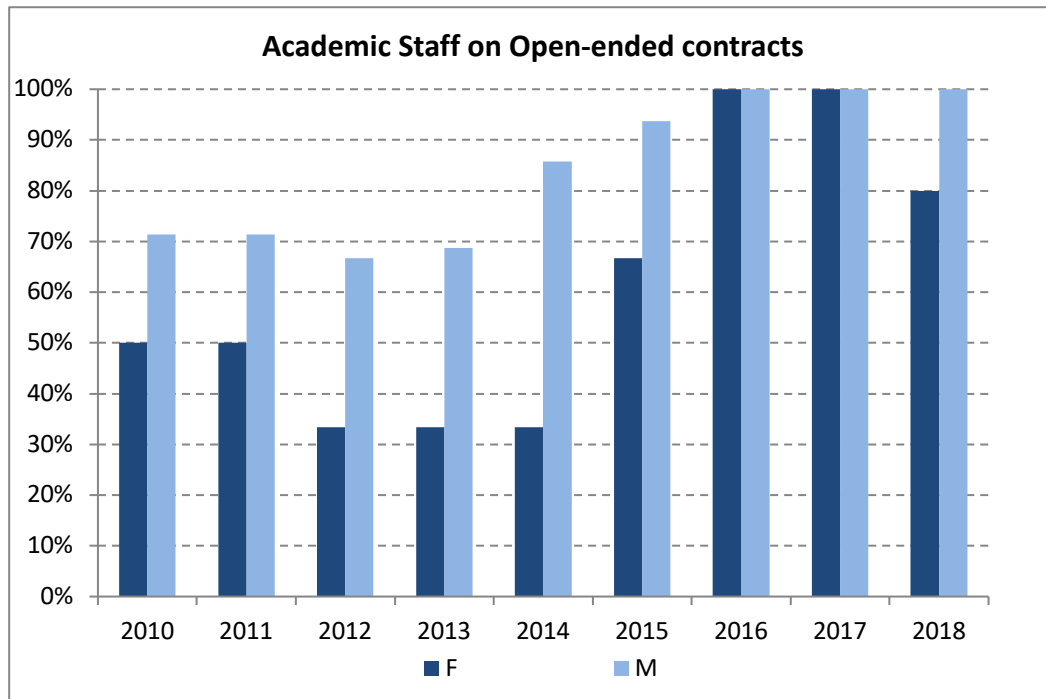


Figure 14: Percentage of Academic staff on open-ended contracts by gender, 2010-2018

Figure 15 illustrates the percentage of Research Staff on Permanent/Open-Ended contracts which has shown a sharp decline since 2013. This is a worrying trend as it can result in staff feeling less secure and more willing to look for alternative employment. This is a consequence of the rate of staff turnover. It has been the law for over 10 years that when someone's fixed term contract exceeds 4 years, they are offered an open-ended contract. However, employment depends on continuation of the income stream and the research in our department rarely attracts the conventional work that provides full funding for many years. People on open-ended contracts are no more secure than people on fixed term contracts, but people feel more secure. Thus, the patterns may not have a systemic social driver but may be the product of administrative thresholds and staff turnover. Going forward we will continue to support and advise on fellowship applications in a similar manner to academic staff. We will also investigate any differences in staff turnover between females and males and develop appropriate policies accordingly (**Action 25.2**).

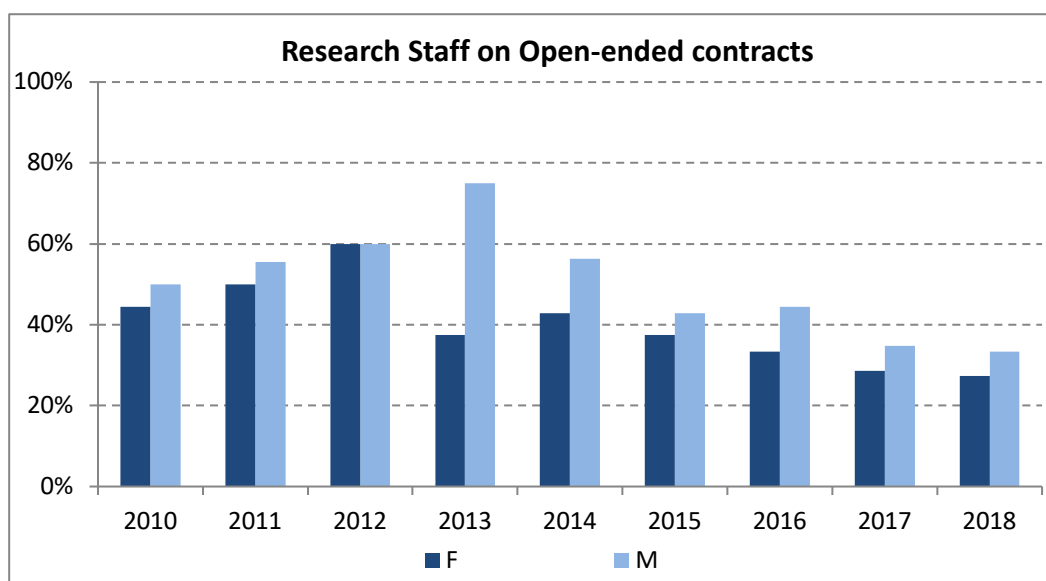


Figure 15: Percentage of Research staff on open-ended contracts by gender, 2010-2018

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

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

There is a low level of Academic Staff turnover within the Department in general (Table 16). Figure 16 provides the reasons why staff left (8 people, all male). Only 3 staff members over the course of 8 years resigned their posts. Exit surveys were not conducted between 2013 and 2017 so we do not have detailed explanations of why these people left. The others were caused by retirement, redundancy and end of contract.

Exit surveys will become standard practice in the Department (**Action 18.1**). The results of exit surveys will be collated by the HoD and will be anonymised, analysed and summarised for reporting to the Department's SEC. Any specific issues will be addressed in consultation with the HoD on a case by case basis. Following the development of exit surveys, we will develop and train line managers on a new Departmental exit policy (**Action 18.2**).

Table 16: Number of Academics leaving the Department, 2009-2018

Staff type	Year	F	M
Lecturer	2012-13	0	1
Senior Lecturer	2011-12	0	1
	2012-13	0	1
	2013-14	0	1
Reader	2017-18	0	1
Professor	2009-10	0	2
	2011-12	0	1
	2015-16	0	1
Total		0	8

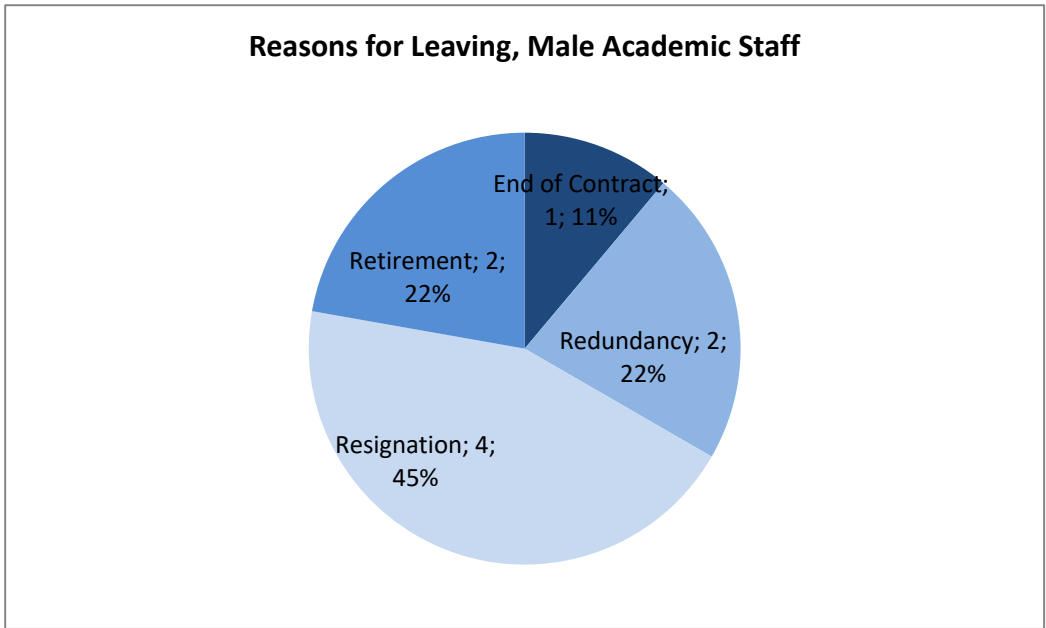


Figure 16: Reasons for leaving, male academic staff 2009-2018. No females left.

While the underlying reason for all research staff leavers is the end of funding (Figures 17 and 18), more women than men undergo redundancy, suggesting that women tend to stay for the duration of their contract more often than men (i.e. more women than men remain in position for more than four years; as a result, more are granted ‘open-ended’ status and are then made redundant when fixed-term funding ends). The implementation of Departmental Exit Surveys (**Action 18.1**) will help us to understand if this is the reason for gender differences in redundancy rates in research staff going forward.

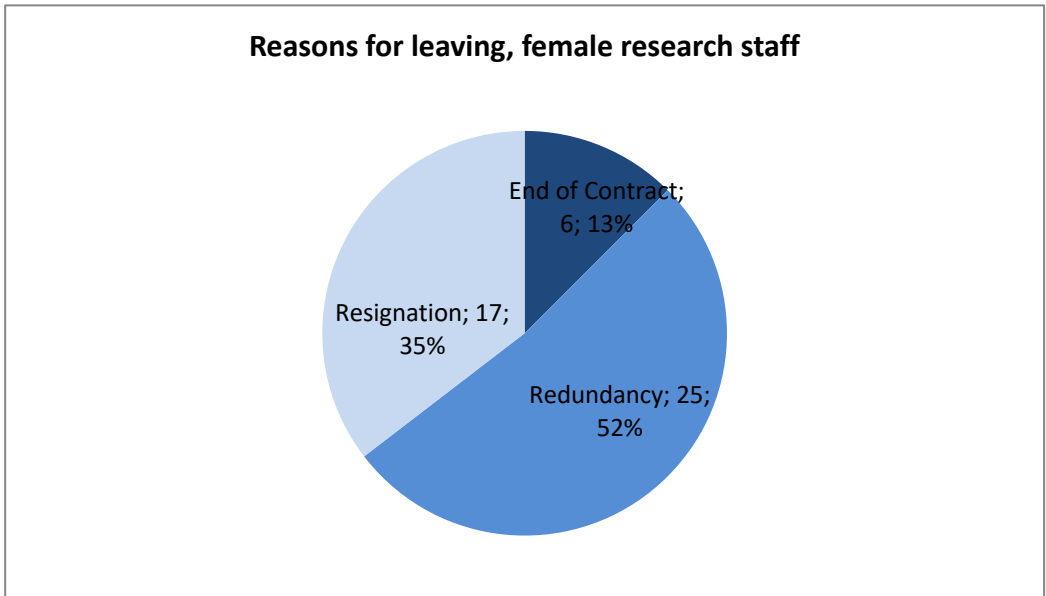


Figure 17: Reasons for leaving, female research staff 2009-2018

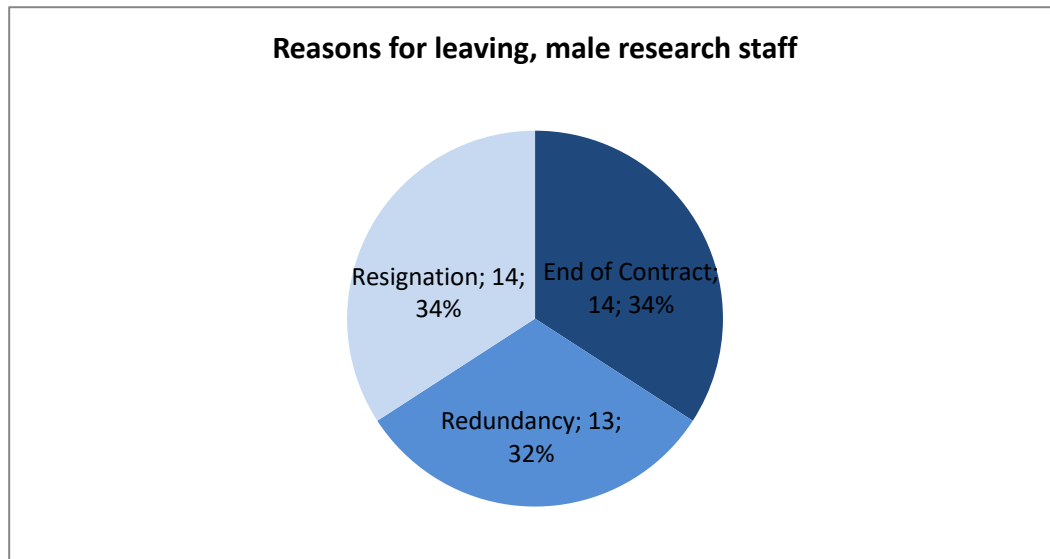


Figure 18: Reasons for leaving, male research staff 2009-2018

Actions:

- 4. Ensure that all staff and students have undertaken mandatory unconscious bias training.**
- 17. To continue to increase the number of female senior academics in the Department.**
- 18. Establish Departmental Exit procedures for all staff.**
- 19. To improve awareness and encourage uptake of promotion opportunities for female staff.**
- 25. Ensure the appropriate gender ratio in academic, research and professional services staff at all levels.**

5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words. Current word count: 6011

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department’s recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Academic staff

Between 2012 – 2016 there were no female academic appointees though there was 1 lectureship recruitment in 2013 where the role was offered to a female (who turned it down to follow a fellowship). In 2017 and 2018 there have been two rounds of

recruitment, resulting in the appointment of 2 female lecturers in 2017 on fixed-term contracts, 1 of which was further recruited to a permanent lectureship position in October 2018 along with a new female permanent senior lecturer (Table 17 and Figure 19). This has doubled the female academic staff from 3 to 6. General policy is to recruit at Lecturer level (Senior Lecturer if particularly experienced candidate is appointed) and promote staff internally.

These recent female recruitments are the impact of our recent positive actions (which will be adopted as formal Department policy and practice in our Action Plan), including:

- actively head-hunting women; the search committees were asked by the HoD to ensure there were ‘significant’ numbers of female applicants. The committees used their social networks, professional affiliations and colleagues to identify credible applications and encouraged them to apply; **(Action 17.1)**
- new wording on job advertisements around flexible working and encouraging females and those returning from career breaks to apply; **(Action 11.1)**
- reducing the number of “leading phrases” such as “world-leading” and making the wording of the advertisements more gender neutral **(Action 17.4)**

Fair recruitment is a priority for our HoD, who has emphasised specific strategies to identify appropriate female candidates. In addition, the Department has adopted a formal policy for academic positions in which any applicant who satisfies minimal academic prerequisites and who accords with any of the College’s diversity criteria (gender, disability, etc) will automatically be shortlisted. Selection panels will be gender balanced in accordance with College policy and all panel members will have had unconscious bias training **(Action 4)**.

Table 17: Recruitment data for academic positions, 2011-2017

Year	Total applicants				Shortlisted			Appointed		
	% F	Unknown*	F	M	% F	F	M	% F	F	M
2011	24%	0	8	26	33%	5	10	33%	1	2
2012	--	0	0	0	--	0	0	--	0	0
2013	36%	0	23	41	44%	8	10	0%	0	3
2014	--	0	0	0	--	0	0	--	0	0
2015	18%	0	5	23	17%	1	5	0%	0	1
2016	0%	0	0	7	0%	0	3	0%	0	1
2017	39%	0	14	22	58%	5	12	100%	2	0
2018	53%	1	26	22	100%	4	0	100%	2	0
Total	35%	1	76	141	35%	25	33	43%	5	7

*Unknown refers to lack of data or applicants who did not want to disclose gender

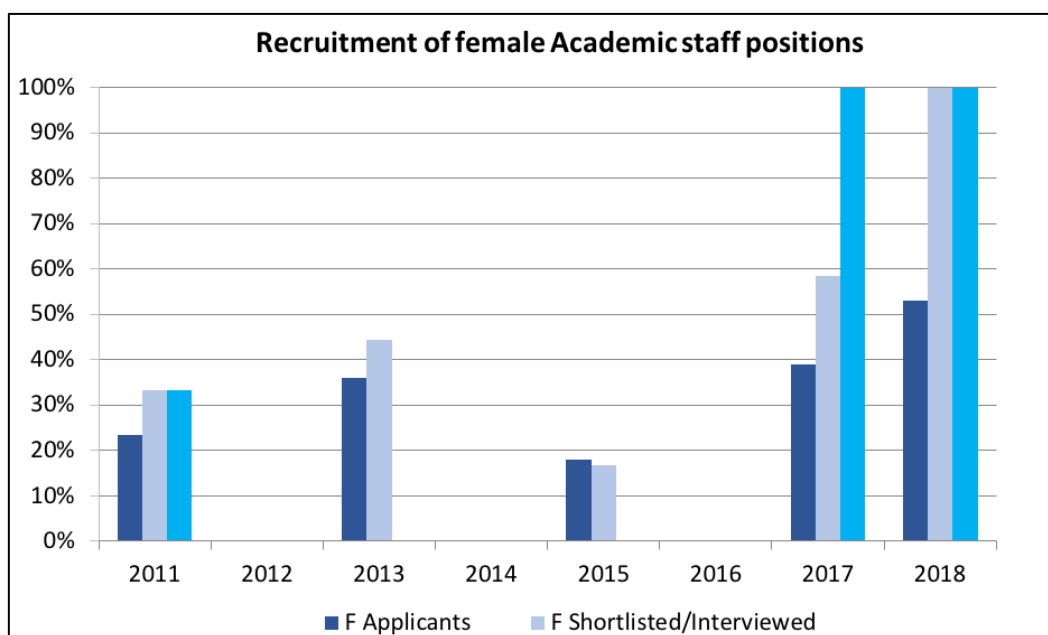


Figure 19: Recruitment of female Academic staff positions, 2011-2017

Research staff

Recruitment of Research Staff has been reasonably constant between 2011-2017, and appointment percentages of females reflects total applicants and those shortlisted (Table 18 and Figure 20). The HoD has stipulated that in addition to searching actively for appropriate female candidates, the Selection panels must be gender balanced in accordance with College policy and all panel members will have had unconscious bias training (**Action 4**).

Table 18: Recruitment data for research staff, 2011-2017

Year	Total applicants				Shortlisted			Appointed		
	% F	Unknown*	F	M	% F	F	M	% F	F	M
2011	60%	2	40	25	71%	12	17	50%	1	1
2012	60%	0	13	17	25%	1	4	--	0	0
2013	47%	1	28	31	45%	10	22	33%	1	2
2014	39%	2	48	72	65%	11	17	100%	3	0
2015	47%	2	45	49	10%	2	20	--	0	0
2016	43%	8	66	78	0%	0	9	--	0	0
2017	41%	4	66	91	36%	5	14	0%	0	1
2018	55%	1	69	55	65%	11	17	57%	4	3
Total	46%	20	375	418	43%	52	59	56%	9	7

*Unknown refers to lack of data or applicants who did not want to disclose gender

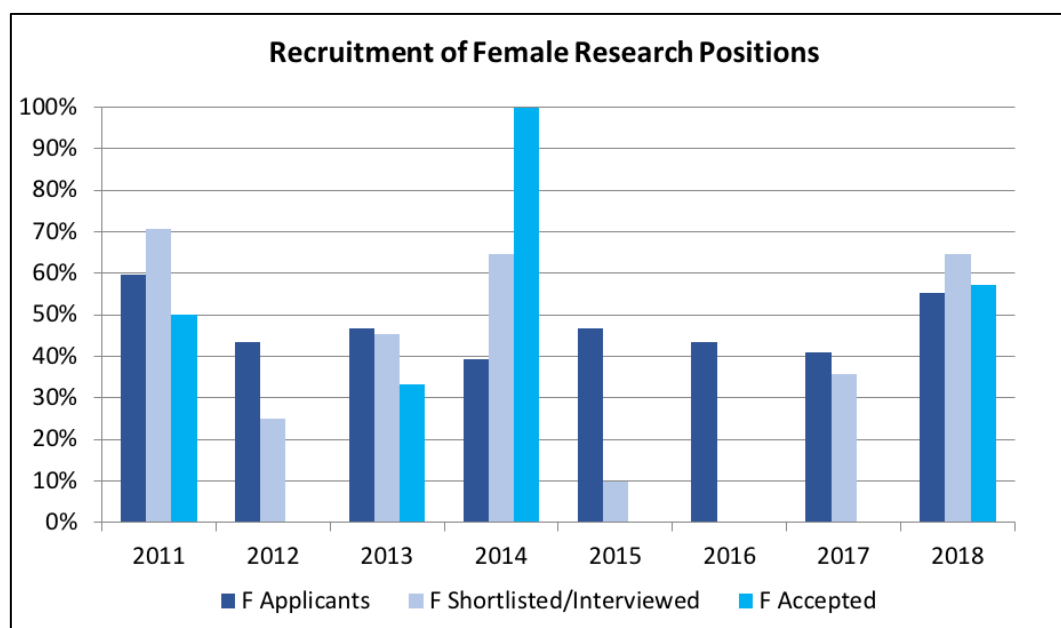


Figure 20: Recruitment of female Research Staff positions, 2011-2017

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Recent activities:

- **New induction guidelines/checklist introduced in September 2018.**
- **'Buddies' have been introduced for new staff.**

The 2018 staff survey highlighted that 40% of new staff in the last 3 years found the induction process inadequate and over 53% of all staff found the current procedure for introducing new staff unsatisfactory.

We made it a priority to ensure new staff feel welcome and integrated as quickly as possible. New CEP induction guidelines have been developed and rolled out since September 2018. These were developed after discussions with new and existing staff on how to best improve our inductions. The staff handbook is being updated to reflect changes (**Action 12.3**). An induction should now include:

- Department walking-tour and introduced to existing staff by their line manager;
- assigned a 'buddy' by the DOM;
- announced in the weekly newsletter;
- given the opportunity to join committees (**Action 8.2**);
- invited to coffee morning to socialise with others.

All line managers have been informed of this new checklist and are required to use it for all new members of staff. It is a 'work in progress' and will be reviewed and amended over the next 6 months following feedback from new starters. Initial comments from 3 new staff have been very positive.

An induction workshop is planned for September 2019 to ensure all staff are aware of the new policies and practices (**Action 12**).

As part of the induction process of PhD students there are the following suggestions:

1. 'Speed-dating' with academics during induction week (academics introduce themselves and their area of expertise and students pitch to academics their research interests in 2-minute rounds) (**Action 12.5**).
2. Communicate to new students the existing research themes and topics and how they can contact them to receive support (**Action 20.2**).

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

The Department created its Promotions Committee in 2017. It represents the full range of diversity within the Department (junior researchers, senior academics, appropriate gender balance). All have unconscious bias training. Its purpose is to review promotions processes and examine promotion prospects for all staff. They pay particular attention to groups who might be less inclined to apply, such as women or part-time staff. The committee then makes recommendations for promotion to the HoD and line manager and it is discussed with the staff in question during PRDPs.

In some instances, staff indicate that they would like to be considered for promotion even though they have not been identified for one. In these cases, either the HoD or line manager develop a plan of action, identifying what they need to do to become a credible candidate. The line manager will assist candidates by reviewing promotion applications.

Interviews are required for promotion to Reader and Professor. In these cases, the HoD conducts mock interviews and provides feedback on the written promotion application.

Quality of work, as assessed by external referees, is emphasised over quantity. Promotions documentation explicitly take into account administration, pastoral, outreach, mentoring and diversity activities, as well as caring responsibilities or maternity leave. Good teaching is emphasised at lower grades while research, mentoring and international reputation are emphasised at higher grades. Informal feedback from staff on the new promotions process has been very positive and we will continue improve awareness and encourage uptake of promotion opportunities for female staff (**Action 19**).

Due to the small size of the Department, it is impossible to identify trends in success rates for academic promotions in either gender (Table 19).

Table 19: Senior Lecturer, Reader and Professor titles in CEP, 2007-2018

Staff type		F	M
Senior Lecturer	Nominated	2	6
	Awarded	1	4
	Success rate	50%	75%
Reader	Nominated	1	6
	Awarded	1	6
	Success rate	100%	100%
Professor	Nominated	0	6
	Awarded	0	2
	Success rate	--	33%

The process for Research Staff is different – there is no formal promotion process, but staff are able to have their role re-graded through the College Job Level Review Process.

There are relatively high success rates through the Job Level Review process (Table 20). More than 80% of applicants are successful and success rates among women and men are about the same. Anecdotally, Research Staff are reasonably happy with this process, because it depends on the relationship with their direct line manager, most of whom are intimately aware of the performance of their Research Staff.

Table 20: Award of Research Fellow, Senior Research Fellow, and Principal Research Fellow in CEP, 2007-2017

Staff type		F	M
Research Associate[~]	Nominated	1	0
	Awarded	1	0
	Success rate	100%	0
Research Fellow[*]	Nominated	3	12
	Awarded	2	10
	Success rate	67%	83%
Senior Research Fellow	Nominated	3	2
	Awarded	3	1
	Success rate	100%	50%
Principal Research Fellow	Nominated	0	1
	Awarded	0	1
	Success rate	--	100%

[~]Data for Research Associate is only available from 2014-2017

^{*}Data for Research Fellow is only available from 2009-2017

Please note that there are no data on part-time/full-time status of promoted individuals. Data will be collected for this going forward (**Action 19.2**).

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

In REF 2014, the College had discretion over which Departments would be submitted and CEP was not chosen for submission as it was too small and too different from the scientific focus of the rest of College to be a comfortable fit.

In REF 2020, all members of staff must be submitted. The Department is developing its research outputs and case studies to the Geography and Environmental Studies panel. The expected gender composition of CEP's REF submissable staff and outputs are documented below (Figure 21). The number of publications by women is slightly fewer than expected based on gender parity, due to most women in the Department being relatively recent appointments and having fewer candidate publications.

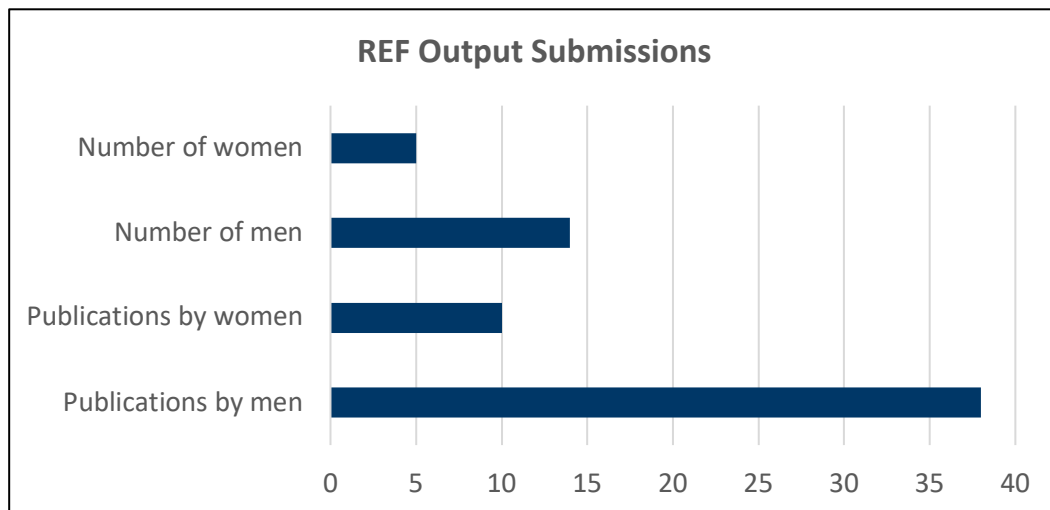


Figure 21: REF Output Submissions (taken from REF pre-submission report)

Actions:

4. Ensure that all staff and students have undertaken mandatory unconscious bias training.

8.2. Open invitations to join the committees on induction.

11.1. Continue to monitor maternity return rates and support all staff back to work.

12. To provide a consistent, informative and welcoming induction process for all new staff and students.

17. To continue to increase the number of female senior academics in the Department.

19. To improve awareness and encourage uptake of promotion opportunities for female staff.

20.2 To communicate the existence of research topics and themes to all new staff and students so that they can actively seek support.

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5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

New members of staff are supported through the probationary period, and in the first year the teaching load is kept low to allow them to build their research profile. Staff and students are encouraged to attend College courses, including leadership, unconscious

bias, bullying and sexual harassment, well-being and time management skills. For staff, this is monitored through the PRDPs (Tables 21 and 22).

Table 21: Training uptake for Academic Staff and Research Staff from PRDPs

Training Provider	Academic Staff				Research Staff			
	F %	F	M	Total	F%	F	M	Total
Educational Development Unit	20%	8	33	41		45	29	74
Equality Diversity and Inclusion Centre	50%	1	1	2	--	0	0	0
Faculty of Natural Sciences	30%	3	7	10	100%	2	0	2
Finance	--	0	0	0	0%	0	2	2
IT Services Training	--	0	0	0	100%	1	0	1
Learning and Development Centre	0%	0	2	2	77%	23	7	30
Postdoc and Fellows Development Centre	--	--	--	--	58%	23	17	40
Research Office	--	0	0	0	0%	0	3	3
Safety Training	0%	0	1	1	35%	7	13	20
Talent Development	100%	1	0	1	100%	2	0	2

Table 22: Training uptake Learning and Teaching Staff and Professional Services Staff

Training Provider	Learning and Teaching				Professional Services			
	F %	F	M	Total	F%	F	M	Total
Central Timetabling Support Office	--	0	0	0	100%	2	0	2
Educational Development Unit	80%	12	3	15	67%	6	3	9
Equality Diversity and Inclusion Centre	--	0	0	0	100%	7	0	7
Finance	--	0	0	0	94%	17	1	18
IT Services Training	--	0	0		100%	3	0	3
Learning and Development Centre	100%	1	0	1	83%	43	9	52
Operational Excellence	--	0	0	0	100%	1	0	1
Postdoc and Fellows Development Centre	--	--	--	--	100%	1	0	1
Research Office	--	0	0	0	100%	6	0	6
Safety Training	0%	0	1	0	83%	20	4	24
Talent Development	--	0	0	0	100%	1	0	1

Mandatory Unconscious Bias Training: It is a priority to mitigate unconscious bias. In our 2018 staff survey, only 15% of staff had completed unconscious bias training, either internally or externally. Only those who have completed the training will be considered for selection committees in the future (**Action 4.4**).

Staff have been actively encouraged to attend unconscious bias training sessions. Posters have been displayed around the Department advertising sessions. We held our first internal training session on 23rd April 2018, facilitated by an external trainer, which was attended by 29 people (4 PhDs, 25 staff.) From the beginning of 2019, all staff will be asked if they have completed unconscious bias training in their PRDP (**Action 4.2**) and staff surveys. We will continue to promote the importance of these training sessions at induction, in the weekly newsletter and by email (**Action 4.5**). We held a training session in March 2019 for new staff and for those who have yet to complete it. (**Action 4**)

CEP's Masters programme attracts students from a diverse array of cultural backgrounds (40% of students are from overseas). In general, cultural differences have been well-managed by the Department's personal and senior tutors. Nevertheless, we seek to embed diversity awareness and we will hold an Intercultural Competence and Unconscious Bias Training session an external trainer for new MSc Students each year, beginning in October 2019. (**Action 4.1**) and we will offer further in-house training sessions to new staff/PhD students (**Action 4.3**).

(ii) [Appraisal/development review](#)

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender.

Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All staff have an annual Personal Review and Development Plan (PRDP). PRDP participation in CEP (50%) was lower than in the FoNs as a whole (72%) in the 2017 College staff survey. In response, the HoD personally conducted PRDPs with all academic staff before the end of September 2017. The HoD maintains records of PRDPs and will continue to ensure progress towards 100% completion. Imperial now requires reporting on PRDP dates for all staff and/or reason why it hasn't yet been completed.

In the College 2017 staff survey, staff questioned the usefulness of PRDPs and the extent to which line managers take them seriously. In response, the importance and value of PRDPs has been emphasised to all staff through emails from the HoD and at regular staff meetings. PRDPs are now a fixed item of discussion in both EDI and SEC. The HoD and DOM follow up in person with line managers if they fail to conduct PRDPs for their staff.

The proportions of women and men engaged in training in the Department are roughly commensurate with their numbers in the Department (Figure 22).

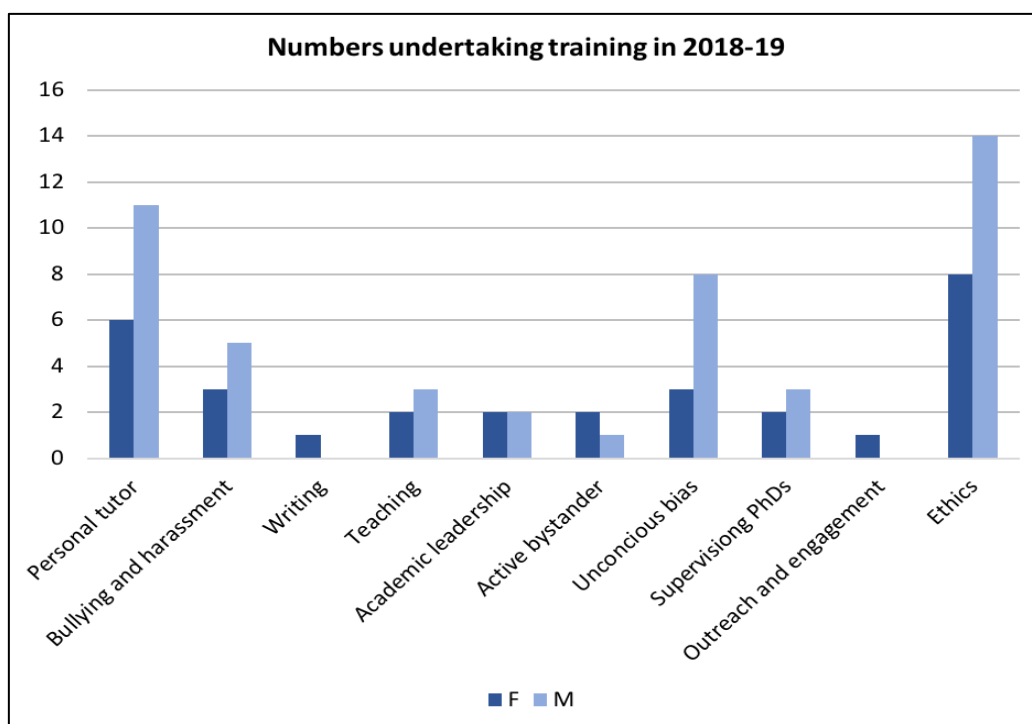


Figure 22: Training reported in annual PRDPs 2019 by gender

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

The College provides a range of support through the Learning and Development Centre (including Safety Training), Talent Development, the Equality, Diversity & Inclusion Centre and the Postdoc and Fellows Development Centre. This support includes a range of development activities that enable staff to learn the skills relevant to their current role and develop skills and abilities that will equip them for promotion.

PRDPs are a critical element of Departmental support for career progression. For permanent academic staff, each staff member is provided with annual guidance on what they need to do to prepare for promotion, under each of the College criteria (research, teaching, administration and outreach). In addition, each junior member of the academic community is assigned a mentor or coach, if they prefer. Finally, the Chairs of the Research Committee are available to provide advice on research strategy and to read and provide feedback on all grant applications.

The department offers specific support for postdoctoral researchers by having two Postdoc Reps (drawn from the postdoctoral staff) and a Postdoc Champion (a member of academic staff who escalates the concerns of postdocs up to cross-faculty level). These meet once per term to discuss issues and opportunities arising. The Department has pioneered the use of a new PRDP process for postdoctoral researchers that encourages thought about training needs and career progression routes within and beyond academia.

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

The primary mechanism for career progression support for PhD students is through the mentorship and support of their supervisors. This is actively supplemented by the Imperial Graduate School that offers professional training workshops and the Imperial Careers Service.

Strenuous efforts are made to engage PhD students as early as possible in their study programme. Dr. William Sheate, Reader and Departmental Careers Advisor (DCA), provides career service advice to our MSc and PhD students. He runs, in conjunction with the Careers Service, a tailor-made careers 2-hour interactive seminar “*What happens after the PhD?*”, recognising that most PhDs in CEP do not go into an academic career. The PhD careers seminar is held in May each year and has been run for the last five years (since 2014-15) with positive feedback. PhD students can also arrange individual meetings with the DCA and/or the Careers Service specialist advisor. The MSc careers seminars are also made available to the PhDs.

We provide a website <https://www.imperial.ac.uk/environmental-policy/msc/careers> as a reference guide for our students and we have run the CEP MSc Alumni Mentoring Programme for three years (voluntary programme), where up to 50% of the students (equal proportions of men and women) are mentored by alumni mentors.

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The Research Committee Chairs are responsible for ensuring widespread engagement and consultation across the Department and supporting staff in identifying, developing, organising, publicising and managing large-scale research grant applications. This may include multi-group initiatives (including external academic and industrial partners) and a wide range of funding agencies.

The Research Committee is responsible for developing and maintaining the Department’s Research Strategy and preparing reports for the Department and for external stakeholders, as required. The Department monitors funding applications and outcomes. However, to date, these data have not been analysed systematically with regard to gender or career status. These analyses will be undertaken and reported at Staff Meetings in the future (**Action 20.7**).

New opportunities are distributed to all staff directly by email or through the Department’s regular staff meetings and newsletter. New proposals are submitted to the DOM and HoD for preliminary assessment and advice. Proposal drafts are posted on the

Department's internal SharePoint folder where they may be commented on by any Department member. The Research Committee may make specific recommendations and suggest others in the Department (and elsewhere) who may enhance the proposals. The SharePoint site also includes completed successful and unsuccessful grants. This site is available to all staff, who can use them to learn about effective grant writing. The HoD is available to review all grant applications made by Department staff (a new Departmental Support and Peer Review Process for Grant Applications has recently been developed).

Within the new Research Themes, the theme leaders will provide advice on research opportunities, coordinate reviews from relevant staff and circulate information on grant applications (**Action 20.3**).

Actions:

4. Ensure that all staff and students have undertaken mandatory unconscious bias training.

20.3. Theme leaders will also advise on and provide reviews services from relevant staff and circulate information on grant applications.

20.7. To monitor funding applications and outcomes and report back to Department.

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5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5. Flexible working and managing career breaks

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

Recent activities:

- **New CEP Maternity, Paternity, Shared Parental, Adoption and Parental Leave Guidelines and Checklist.**
- **Initiation of the annual 'Parents Workshop'.**

We have developed new CEP Maternity, Paternity, Shared Parental, Adoption and Parental Leave Guidelines and Checklist, following feedback from a staff member who found the College procedures confusing. This is an additional Department initiative, designed to provide further, local support from the foundation of the College's policy. It is currently in the review stages, for comment from members of staff.

The Guidelines and Checklist provide specific actions for HR and line managers, to ensure parity in understanding, communication and support as well as information on 'Keeping in Touch' days, childcare, and breast-feeding facilities. It will help to ensure that the individual and their line manager create a plan to minimise career disruption before the leave begins. Staff are allowed to take paid time-off to attend ante-natal appointments.

Our new induction process ensures that all new staff are informed of the Department's practices around maternity, paternity and adoption leave. In February 2018, Mark Burgman and Audrey de Nazelle (Senior Lecturer and new Deputy Head of Department) hosted a Departmental workshop to raise awareness on the support available for maternity, paternity and adoption leave. Only women attended. This will now be rolled out as an annual 'Parents Workshop' to actively encourage male attendance (**Action 10**).

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

Explain what support the department offers to staff during maternity and adoption leave.

We do not currently have data on how staff use their 'Keeping in Touch' days, however, going forward we will monitor its usefulness (**Action 9.8**). Staff may attend our 'Staff Retreat' and any developmental opportunities that arise during their leave.

Flowers are sent from the Department on the arrival of a baby and the birth is announced in the weekly newsletter (with prior approval). Staff are invited to bring their baby in as much as they would like and to attend social events in order to maintain contact with the Department throughout their leave.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

The Elsie Widdowson Fellowship Award is offered by the College as part of its family-friendly policies and is open to female and male academic staff. The purpose of the Award is to allow academic staff to concentrate fully on their research upon returning from parental, adoption, or surrogacy leave, by relieving them of teaching and administrative duties. All eligible staff are encouraged and helped to apply for this award. Two female academics in the Department have benefited from this Award, both receiving it twice.

Our informal flexible working policy is available to facilitate nursery/school runs or any other parenting/caring requirements. The College, in addition, has a range of initiatives including the campus nursery, free childcare vouchers, the parent's network and workshops for new parents. We actively promote these and several of staff use the nursery facilities.

As we are a short walk from the main College campus we have recently designated our own breast feeding/expressing room for privacy and quiet on the 1st floor which we will be promoting further (**Action 9.5**). Baby-changing facilities were installed in our building in March 2019, together with high chair for babies/toddlers.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department.

Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Only 1 member of staff never returned to work, and 100% of academic staff were still in post 18 months after their maternity return date (Tables 23 and 24). This declines to 33% for Research and Professional Services staff. However, numbers are small, and this may be a reflection of their contract types and fixed-term funding, rather than unwillingness or inability to remain in employment within the Department. No staff were made redundant during maternity leave.

All returning staff took advantage of the flexible working options. One research associate was on maternity leave recently, when her husband's job was relocated to Spain. It has been arranged that she can continue to work for CEP whilst living in Spain, visiting at agreed intervals.

We will continue to monitor maternity return rates and support staff back to work, as well as promoting the Elsie Widdowson Fellowship to academic staff (**Action 11**).

Table 23: Instances of Maternity Leave, 2007-2018

Staff Type	Returned	Left	Return rate
Academic Staff	3	0	100%
Research Staff	5	0	100%
Learning and Teaching Staff	0	0	--
Professional Services	7	1	88%
TOTAL	15	1	94%

Table 24: Proportion of staff in post after maternity leave, 2007-2018

Staff Type	Proportion of staff in post after return		
	6 months	12 months	18 months
Academic Staff	100%	100%	100%
Research Staff	60%	40%	33%
Learning and Teaching Staff	0	0	--
Professional Services	57%	43%	29%
TOTAL	67%	53%	46%

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

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

100% of new dads took paternity leave (Table 25). There was one instance of Shared Parental Leave, Professional Services (male), 2015. Going forward, during the scheduled Athena SWAN Annual Seminar and the parenting workshop, men will be actively encouraged to take shared parental leave and to explore options for support (**Action 10.4**).

Table 25: Instances of Paternity Leave, 2007-2018

Staff Type	Number of Staff
Academic Staff	0
Research Staff	6
Learning and Teaching Staff	0
Professional Services	1
TOTAL	7

(vi) **Flexible working**

Provide information on the flexible working arrangements available.

Recent activities:

- **Updated flexible working guidelines circulated to all staff and included in our job adverts and induction pack.**

We recognise the importance of a healthy work/life balance and strive to provide a supportive working environment that benefits both employees and the Department. Flexible working (both formal and informal) is an option open to all staff at CEP and clearly stated on all our job advertisements. This is to encourage applicants returning to work following a career break, those with caring responsibilities or those with disability/health issues. It is highlighted at the interview stage and repeated at induction.

The 2018 staff survey showed that only 40% of respondents were aware of our flexible working options. As a result, our flexible working guidelines have been updated and we have increased efforts to promote this (and will continue to do so), through seminars, the website, our newsletter, informal communications, the induction process for new staff, PRDPs and staff meetings (**Action 9.2**). In the March/April 2019 PRDPs, it was found that of 19 academic members of staff, 15 of them (including all female staff) had taken up the opportunities to work flexibly for different reasons.

Flexible working includes having flexible start and finish times, working from home, job sharing and other arrangements. Requests for laptops for remote working are considered (and generally granted) for all staff. Working from home is accepted practice, with many staff choosing to do so on an informal basis. When allocating teaching, requests for flexibility are considered and made where possible, especially for those with family commitments and this will continue to be working practice (**Actions 9.2 and 9.6**). 90% of Departmental Meetings in 2018-2019 were held between the hours of 10am-4pm.

We currently have three parents with young children who reside long distances from London – a mother in Lancaster, a father in Sheffield and a mother in Spain. The former both work from home three days a week and travel to London to work the other two days: these days are flexible depending on their childcare commitments. The latter works mainly from Spain and visits the Department at regular intervals.

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Support for part-time staff to transition back to full-time work is managed under the procedures for arranging and facilitating flexible working and career progression. That is, line managers are responsible for discussing work arrangements and career progression, particularly at annual PRDPs. Line managers are now aware that they should make the full scope of CEP's flexible work policy clear, especially to those in transition.

Actions:

9. To further develop and promote a family-friendly environment.

10. Improve communication on policies for maternity, paternity and adoption leave.

11. Provide further support to staff who have taken maternity/paternity leave or a career break.

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Recent activities:

- Leaflets developed on bullying, sexual harassment, and discrimination.
- Trained CEP advisors appointed for staff and students on bullying, harassment and discrimination.
- Workshops on bullying and sexual harassment rolled out.
- Established the annual CEP retreat.
- Introduction of a weekly Departmental newsletter in July 2018.
- Re-introduction of Thursday coffee mornings in September 2018.

CEP strives to provide an inclusive, safe, transparent and happy environment for all. The 2018 staff survey revealed that 80% of responders felt CEP fosters a culture of respect and dignity for all, encouraging inclusive participation. One female staff member recently commented *'the flexible, collaborative and interdisciplinary nature of the CEP makes this an ideal place to be.'*

Bullying and Sexual Harassment: The 2017 Staff Survey and early 2018 CEP Staff Survey showed that 14% and 20% of CEP's staff respectively had experienced or observed some form of bullying whilst at work. This was the highest rate in the College.

These figures are at odds with our core values: we have a zero-tolerance stance against bullying. No formal complaints of bullying have been received, which may be due to a fear of speaking out and/or people experiencing bullying involving people outside the Department and the College.

We have since made it a priority to eradicate bullying and develop an environment where staff and students can feel safe in talking about such incidents. Issues of bullying and harassment have been a focal point of several staff meetings. The EDI Committee have developed 4 leaflets on bullying, sexual harassment, discrimination and what to do if accused of the former. These include definition of terms, current legislation, advice on what support (in the Department, in the College and externally) is available, and how to report issues.

The level of concern among staff regarding expression of opinions is unacceptable (Table 26). Driven by the SEC, and supported by other committees, the new EDI Committee will aim to embed diversity and inclusion in our culture and all our activities, through a collaborative process that values open participation from individuals with different ideas and perspectives. EDI will be a standing item at regular staff meetings.

Table 26: Imperial Staff Survey: Confidence about expressing views and opinions without fear of negative consequences.

Staff Type	Percentage of staff
College	57%
FoNS	62%
CEP Research	41%
CEP Professional Services	45%

The Department’s tutors are now available to all staff, to help with bullying, harassment and discrimination issues. Training by an external consultant was arranged on June 19th 2018, for both advisors (academic staff, one male and one female) along with 4 other staff members who have regular contact with staff and students.

Two further training sessions on bullying and sexual harassment with the external consultant were arranged for the whole Department, on August 21st and November 27th 2018. The workshops were effective and well-regarded; 41% of staff having now completed the training and we aim to increase this to 80% by November 2019 (**Action 5.1**).

The EDI Committee will monitor progress by having regular informal conversations with staff and students, from the PRDP process and from future staff/student surveys (**Action 5.5**).

Weekly Departmental Newsletter: The ASC identified through focus groups and informal conversations that there were communication failures within CEP.

An informal weekly newsletter to all staff and students began in July 2018 and includes individual and team achievements/media references, Departmental news, upcoming events and seminars, training, funding and career development opportunities, changes to Departmental policies and job vacancies. It is overseen by the Executive Assistant (EA). Feedback has been very positive (anecdotal evidence). We will continue to encourage contributions the newsletter (**Action 20.1**).

CEP Retreat: The annual Departmental retreat (for all staff and PhD students) was established in May 2017, with the aim to encourage staff to get to know each other better in a more informal setting and to discuss a contemporary Departmental topic.

In 2017, new CEP committees were discussed and in 2018, the CEP Retreat debated the new Research Themes. 61 people attended (12 PhDs, 49 staff). Feedback from these days has been excellent. It was noted that the term ‘staff retreat’ could be interpreted as excluding PhD students, so the day is now referred to as the ‘CEP retreat’ (**Action 7.1**).

Social Activities: We are encouraging attendance at our Departmental social activities (**Actions 7.2 and 7.3**). See Table 27.

Table 27: CEP Social Activities

Event	Who For	When
MSc Drinks	MSc students, Academic and Research Staff, and PhDs	Thursday Evenings
Cake and Problem-Solving Club	PhDs	Bi-monthly
Coffee Mornings	All Department	Thursday Mornings
Departmental Drinks	Academic, Research Staff, PhDs	Last Friday of the Month
Christmas Party	All Department	Christmas
CEP International Food Festival	All Department	Twice a year

We will continue to join in Imperial events such as Women@Imperial Week and Black History Month. This year one of our female academic staff and one of our female PhD students were chosen as 20 role models for Women@ImperialWeek (**Action 6.2**). The ASC will work closely with Imperial’s EDI Centre (**Action 6.1**).

We strive to be a family-friendly department. Next year, we will invite staff and students to bring their children in to see the Department, including a trip to one of our neighbours, such as the Natural History Museum, Science Museum or Hyde park (**Action 9.1**).

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

All staff are made aware of the College policies on equality, dignity at work, bullying, harassment, grievance and disciplinary processes at induction. They are also made aware of Imperial Expectations, a set of seven statements all should guide the behaviour of all staff. In the staff survey “78% of respondents agreed their line manger was supportive of their needs”.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee

members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Prior to May 2017, aside from the Alumni committee, there were no formal committees. At the CEP retreat in May 2017, committees were proposed and voted on. Staff were given the opportunity to join those they chose. Chairs were then elected within the individual committees. Care was taken to make sure that there was gender, staff grade and student balance on all the committees and with the chairs/co-chairs (Table 28).

Each committee meets at least 4 times a year. A SharePoint site (available to everyone in the Department) was established for minutes and materials. All meetings are arranged by doodle poll and held within the core hours of 10am-4pm. Members are able to Skype into meetings if they are off site. In July 2018, a new EA role was appointed and is responsible for managing the committees.

The establishment of the committees has proved to be very successful at CEP, initiating many new practices and changes. Staff feel more included in the Department's decision-making processes and value the increased transparency (informal conversations). Focus groups will be held to determine how staff feel with respect to the new management structure and committees (**Action 13.4**).

When reviewing the committees in September 2018, the ASC were concerned to note that an imbalance had arisen with the gender and staff grade of the chairs. It was also felt that the HoD was chair or co-chair of too many committees. He has now stepped down as Chair in several Committees and action was taken to address the imbalances identified. Both the EDI and ASC will formally monitor committee membership in future (**Action 13.1**).

The ASC September 2018 review noted new staff had not been given the opportunity to join committees. Staff that had missed out were asked which they would like to join and from now on, as part of the induction check list (**Action 13.2**), all new staff are given the opportunity to join the committees. Each September, committee members and chairs will be asked if they wish to continue their role or not, to avoid committee fatigue (**Action 13.1**). MSc and PhD students are invited to join committees in September (**Action 13.3**).

In the past year the SEC appointed the first female deputy head of the Department. The Research Committee has overseen the colossal task of reorganising the Department's research themes and topics, appointing early career researchers as theme leaders, 66% of which are women. The Communications Committee has overhauled and revised the website, including the 'Women in CEP' webpage, and actively seeks gender balance and positive female images.

Table 28: CEP Committee Membership

Committee	Year*	Chair/ Co-chair	Grade	%F	M	F	Academic	Research	PhD	MSc	Alumni	Professional services
Strategic Executive	2017	M	HoD	55%	5	6	7	1	1			2
	2018	M	HoD	44%	5	4	7					2
Equity, Diversity and Inclusion	2017	M	HoD	45%	6	5	3	5	1			2
	2018	F	DOM Research associate	50%	5	5	3	4	1			2
Research	2017	M	Professor	42%	7	5	7	3	1			1
	2018	M	Chair Professor Professor	36%	7	4	7	2	1			1
Communications	2017	M	Teaching Fellow	54%	6	7	4	5	1			3
	2018	M	Senior Teaching Fellow	55%	5	6	4	2	1			4
Alumni	2017	F	Research Assistant	38%	5	3	4	1			2	1
	2018	F	Research Assistant	40%	6	4	4	1		1	3	1
Sustainability	2017	M	Senior Lecturer	60%	6	9	4	6	1	2		2
	2018	F	Research Fellow	64%	5	9	4	6	2			2
Learning and Development	2017	M	Senior Lecturer	27%	8	3	8	2	1			
	2018	F	Senior Fellow Senior Lecturer	33%	8	4	8	2	1			1
Athena SWAN	2017	F	Lecturer	78%	2	7	3	2	3			1
	2018	F	Lecturer	78%	2	7	3	2	3			1

*The 2017 year represents CEP Committee membership from May 2017-September 2018. The year 2018 represents CEP Committee membership as of October 2018.

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

The HoD actively encourages all staff to sit on influential external committees. In the 2018 staff survey, 60% of respondents felt that they were encouraged to participate on external committees. Considering the current gender division within the academic staff, Figure 23 illustrates that our female staff are well-represented externally and are therefore influential within their academic fields.

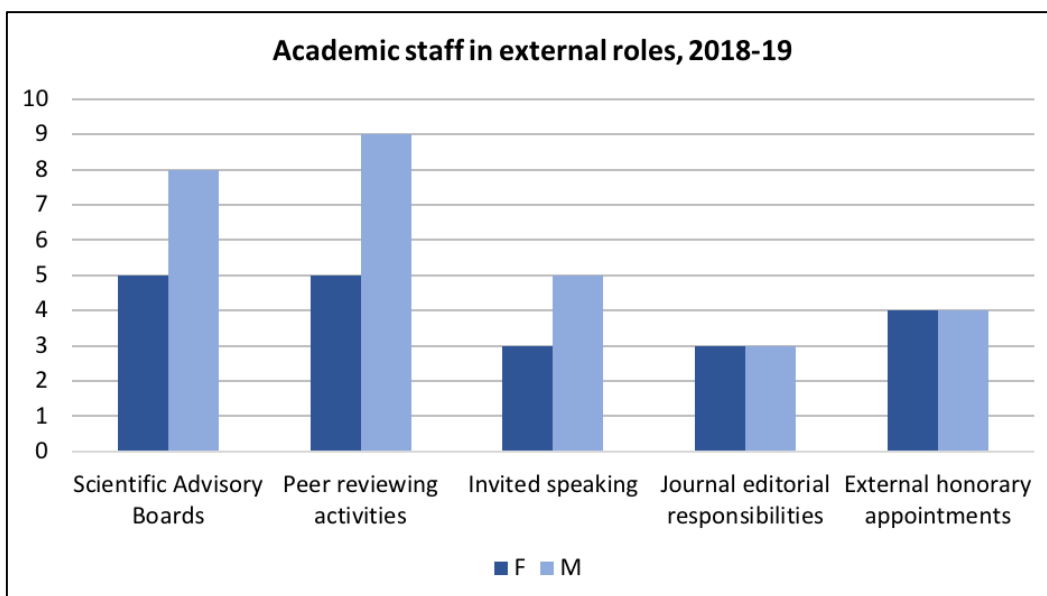


Figure 23: Numbers of academic staff in external roles by gender.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

A workload model (WLM) for the Department was introduced in 2018 (Table 29). The model was derived by collecting data from staff on hours spent on their duties and responsibilities (Research, Administrative and Teaching related), that were then standardised (annual hours equivalent) using multipliers (considering types of outcomes for research and number of students for teaching). We benchmarked the model against ones used by Birkbeck, Keele and Cardiff Universities.

The WLM aims to support a fair and transparent distribution of responsibilities in the Department and offers an approximate estimate of the total effort of staff in teaching,

research, and administration on a single platform. It is inevitably biased (in a sense) towards giving greater weight to more established staff because more experienced academics need to spend less time preparing lectures and other materials, and their research groups are sufficiently large that publications appear relatively frequently. Informal feedback with staff during PRDPs reflects these observations, and the HoD takes care to condition discussions of workload calculations appropriately, taking into account each person's career stage and opportunities.

The model is being used to monitor the allocation of effort within the Department, and to discuss allocations and responsibilities during PRDPs (Figure 24). When using the model, care is taken to ensure that loads appropriately reflect job classifications, career development and other contingencies that may arise, such as child care and the need for flexible working. The model will be reviewed annually by the Department's SEC, as will the summary data. A bias towards relatively heavy teaching responsibilities among female staff arises because of several women are devoted to teaching, counterbalanced by a relatively lighter contribution of females to administration (Figure 25).

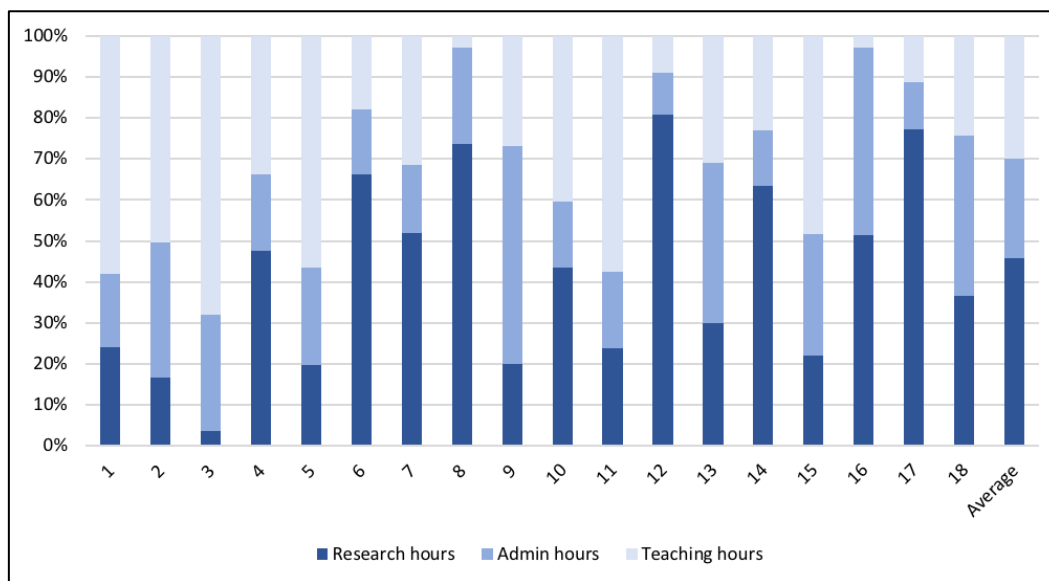


Figure 24: Percentage hour distribution per staff spent on Research, Administration and Teaching for CEP's 18 academic staff (anonimised), 2018

Table 29: CEP Workload model with research, administration and teaching roles and tasks and associated multipliers (academic staff)

RESEARCH			ADMINISTRATION		
PUBLICATIONS	Numbers	Multiplier	Role	1 (if yes)	Multiplier
Papers (published) as 1 st /last author ¹		120	Centre Director		600
Papers published ¹		10	Deputy Centre Director*		100
Book Chapters		50	Director of PG Studies*		50
Books (Authored)		500	Departmental Tutor*		30
Books (Edited)		200	MSc Director*		150
SUPERVISION/MANAGEMENT			Deputy MSc Director*		50
No of Staff (project-funded)		50	Thesis Director*		30
No of PhD Students ²		50	Careers advisor*		30
No of MSc students (theses) ²		10	Core Course Director		150
TEACHING			1 (if yes) (2 or 3 for no of modules)		
LECTURING	No of timetabled hours		Core Course Module(s) Coordinator		60
Lectures (Core Course)	6		Core Course Module(s) Coordinator (shared)		30
Lectures (Option Term)	3		Option Convenor		170
Lectures (External)	3		Option (Co-) Convenor		85
Seminar/Practical/Fieldtrip	2		External module Coordinator		60
MARKING	No of scripts		Number of Committees		
Marking (as 1st marker)	1.5		Committees Chair Dept.		20
Marking (as 2nd Marker)	0.75		Committees Membership Other		15
TUTOR/SUPERV.	No of students		Average hours per week		
PERSONAL TUTOR	5		Other External Professional Activities		52
MASTERS PROJECT SUPERVISION ²	10				

¹ from Scopus - for 12 months period; ² x1 if sole supervisor and by 0-50% if not; * Some of these posts come with honorariums – Need adjusting in the future

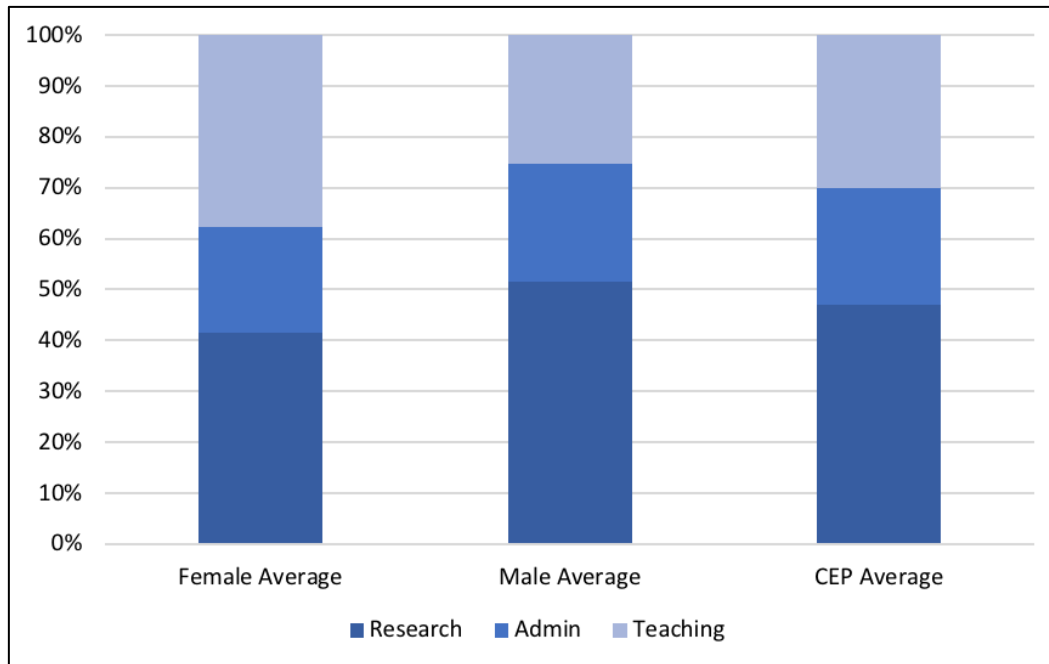


Figure 25: Distribution of workload between research, administration, and teaching, by gender, 2018

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Since January 2018, the majority of Departmental meetings, workshops and seminars are arranged during core hours of 10am-4pm, so as to accommodate those with caring responsibilities. We will work towards 100% of meetings taking place within these hours (**Action 21**). Occasionally, due to the shortage of availability of lecture space at the College, teaching has to take place outside these hours. In these circumstances, those with caring responsibilities can request that their lectures are moved to a different time slot.

All four Departmental staff meetings for 2019 have been arranged, within core hours, and all staff and PhD students have received calendar invitations. If staff are offsite, they have the option to skype into the meetings.

The annual CEP retreat is arranged several months in advance and the date is chosen to avoid school holidays or other staff commitments as much as possible. The week day is chosen to accommodate as many part-time staff as possible.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Recent activities:

- **New website including the Women in CEP Webpage**
- **All staff invited to the Introductory Lectures of the Masters course, promoting women and female role models to the new students.**
- **CEP Wednesday Lunchtime Seminar Series has 50% female speakers.**
- **First female deputy head of the Department appointed in 2018.**
- **The research theme leaders are 66% female.**

Over the course of 2018 we have redesigned our website, actively seeking and improving the gender balance in the imagery used. Many photos are included from staff and students on field-trips or presenting at conferences.

A 'Women in CEP' webpage was launched to raise the visibility of our female staff and to promote female role models, hopefully encouraging women to apply to our Department. Our female staff and PhD students were invited and there are more than 10 profiles currently included (**Action 14.1**).

All staff achievements, publications, awards etc are promoted on the CEP Twitter account (@IC_CEP) and in the weekly departmental newsletter, thus raising visibility.

A female deputy head of the Department was appointed in 2018 and took up her role in early 2019. 66% of the research theme leaders are female. Two female academics were chosen to participate in Imperial's Academic Leadership Programme in 2018 and 2019.

Several female MSc students highlighted in 2016 how they had felt that the first day of the Masters course was very male dominated. The new HoD commenced the 2017/18 cohort of MSc students by inviting *all* members of staff to attend the introductory lecture. This has resulted in the MSc students having a clearer representation of the gender balance in the Department and being able to identify female role models. Gender equality and female role models in the MSc course will continue to be promoted (**Action 14.3**)

The successful CEP Wednesday Lunchtime Seminar Series, organised by PhD students, was re-established in 2018. Care is taken to ensure a 50% male/female balance (Figure 26). Speakers are usually nominated by members of CEP. The ASC spoke about the Athena SWAN process and our application on 3rd October 2018. We will continue with this practice (**Action 15.1 and 15.3**) and restructure the lunch-time seminars so that there are 2 per month, one related to research methods and the second inviting an external

speaker to speak on an area broadly related to research themes, plus every 3 months an additional EDI focused speaker (**Action 7.5**). A CEP Women’s Support Group and Network will also be established (**Action 22**).

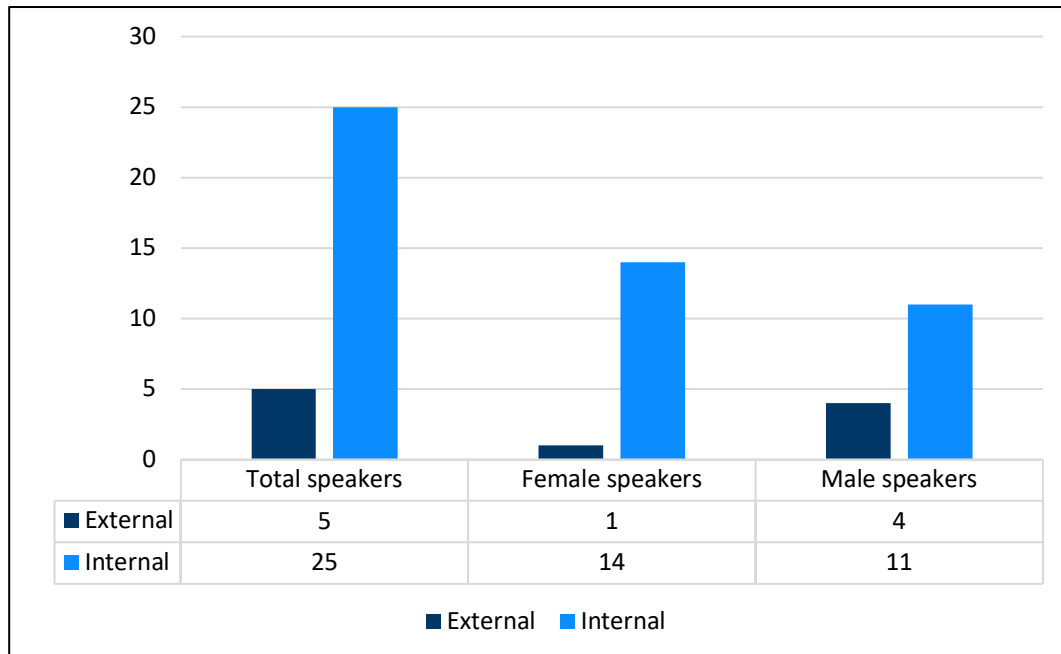


Figure 26: CEP Lunchtime Seminar Series Speakers, by gender, 2018-19

The Thursday evening policy seminars (Table 30), although primarily for MSc students are open to all staff, PhD students and alumni. A wide range of external speakers from government, industry and non-governmental organisations talk about their involvement in environmental issues. These seminars provide an opportunity for informal networking, and act as an invaluable source for placement-style dissertations and job opportunities.

Table 30: CEP Thursday night seminar speakers, 2012-2019

Year	% F	F	M	Total
2012 - 2013	33%	6	12	18
2013 - 2014	22%	4	14	18
2014 - 2015	40%	4	6	10
2015 – 2016	41%	9	13	22
2016 – 2017	50%	10	10	20
2017 – 2018	20%	4	16	20
2018 – 2019	55%	11	9	20

The data on the gender of speakers for the last six years clearly shows that there is an underrepresentation of women, which was especially pronounced in 2017-18. The bias was the result of the way requests were sent out for speakers. The ASC has decided that targeted emails will be sent to female alumni, inviting them to participate (**Action 15.1**). When emails are sent to the staff and alumni, they will specifically ask for female nominations. (**Action 15.2**).

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised?
Comment on the participant uptake of these activities by gender.

Staff and students are encouraged to participate in outreach activities by the HoD. The 2018 staff survey showed 41% of respondents have been involved in outreach activities (data on gender breakdown was not available). All permanent academic staff are involved in outreach activities, both women and men, reflecting the Department's focus on policy-driven environmental problem solving. Outreach activities are less common amongst research staff and post-doctoral fellows, because their primary aim is usually to generate research outputs. Outreach activities are included in the workload model and are discussed during PRDPs, especially as contributions to career development.

CEP participated in the 2018 Imperial Festival Weekend headed up by a female research associate with 7 female volunteers. The lack of male volunteers was noted, and efforts will be made in the future to address this issue (**Action 16.1**). CEP will be involved in the 2019 Festival with talks, seminars and a stand. A female RA is currently involved in Imperial's Engagement Academy and will lead on CEP's presence at the festival.

CEP staff and students were involved in organising and participating in the Pint of Science event, on 'Challenges for a Changing Planet' at a pub in Chiswick in April 2018. Our HoD and a female lecturer both spoke, and all volunteers were female. This gender imbalance will be addressed for future events (**Action 16.1**).

Actions:

5. To eradicate bullying, sexual harassment and discrimination from the Department and to develop a culture of openness, where all feel able to discuss such issues.
6. To further develop a culture that values everyone and fosters mutual respect.
7. To continue to improve the working environment/experience for staff and students and enhance the sense of community.
8. To ensure departmental policies, processes, procedures and practices are fully inclusive and transparent.
9. To further develop and promote a family-friendly environment.
13. Ensure that committee representation maximises gender and staff grade balance.
14. To further increase the visibility of female role models in the department.
15. To continue to actively seek gender balance with all Departmental seminars and to work towards increasing all criteria.
16. To increase our outreach activities, ensuring gender balance amongst volunteers.
20. To further increase communication and support within the Department.
21. Monitor times of Departmental, committee and research group meetings.
22. Establish a CEP Women's Support Group/Network.

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7. FURTHER INFORMATION

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

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

8. ACTION PLAN

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

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

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

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

Planned Actions					
Planned action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
1. To further increase Departmental understanding and commitment to the Athena SWAN Charter.	To ensure that equality and diversity issues are at the forefront of all Departmental policies, practices and decision-making processes.	<p>1.1. To continue with the annual Athena SWAN seminar and to communicate regular updates by email and the newsletter to staff and students.</p> <p>1.2. To actively encourage male staff and students to become more involved. Allocate support and engagement tasks to male staff members.</p>	<p>1.1. Start date: April 2019. Action embedded in weekly updates via CEP newsletter.</p> <p>1.2. Start date: May 2019 (CEP Away Day). Repeated annually.</p>	<p>1.1. ASC Chair.</p> <p>1.2. Staff and student champions.</p>	<p>1.1. Attendance at annual AS seminar to increase annually. Aim to achieve 50% attendance across staff and research students by 2022.</p> <p>1.2. Register volunteers at the CEP Away Day.</p>

		1.3. To embed Athena SWAN principles in the induction policy materials.	1.3. Start date: April 2019 - [materials in draft form, currently being reviewed]. April 2021 Departmental survey on understanding and awareness of AS.	1.3. HoD and DOM.	1.3. Induction materials and procedures agreed. Survey to show 80% understanding of AS across Department.
2. To maximise efforts and successes of the ASC.	To successfully implement the AS action plan.	2.1. The ASC will continue to meet at least once a term. 2.2. Review membership and advertise opportunities for new members to join the ASC, actively encouraging more male representation.	2.1. Start date: ASC meeting May 2019 to review application process and start implementation of Action Plan. 2.2. Start date: September 2019. Annual review of ASC membership.	2.1. ASC Chair. 2.2. ASC Chair and HoD.	2.1. Meetings held, minutes distributed and posted on Share Point throughout 4-year period. 2.2. New members recruited throughout 4-year period, including at least 2 men.

<p>3. To improve the participation rate in the annual staff survey.</p>	<p>We need to have an improved idea of the experiences, opinions and perceptions of all staff so we can improve the Department moving forward.</p>	<p>3.1. Conduct annual staff survey with improving return rates over next few iterations.</p> <p>3.2. The ASC and SEC will further deliberate on how to increase staff participation, especially the research staff.</p> <p>3.3. Redesign the survey and promotion methods (email, newsletter and actively speaking to staff) and provide incentives, e.g. prize draw for vouchers.</p>	<p>3.1. Start date: January 2020. Annual repeat.</p> <p>3.2. Start date: September 2019 – December 2019. Review annually.</p> <p>3.3. September 2019 - December 2019. Review Annually.</p>	<p>3.1. ASC Chair and EDI Chair and EA.</p> <p>3.2. ASC & EA.</p> <p>3.3. ASC & EDI & EA.</p>	<p>3.1. Achieve minimum 60% (from 53%) and aim to exceed 70% return rate. Minimum of 50% (from 37%) return rate for research staff.</p> <p>3.2. Participation Action Plan drawn up and shared with Department. Adapted annually as required after review.</p> <p>3.3. Re-designed survey released January 2020. Survey re-designed annual as required after review.</p>
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		3.4. Include gender for data recording.	3.4. September 2019 – December 2019.	3.4. ASC & EDI & EA.	3.4. Participation and responses by gender recorded and results fed into annual review and repeat of survey. Any gender differences of note acted upon as required.
4. Ensure that all staff and students have undertaken mandatory unconscious bias training.	To mitigate unconscious bias throughout the Department, especially for those on selection committees.	4.1. To arrange an annual training session for the new MSc students. 4.2. To ask staff in annual PRDP if they have completed unconscious bias training.	4.1. Start date: October 2019 (student induction week). Repeated annually. 4.2. Start date: March/April 2020.	4.1. EDI Committee & Senior Postgraduate Administrator. 4.2. HoD.	4.1 – 4.5. Achieve a minimum of 70% of students and 90% of staff completion by end of 2020.

		<p>4.3. To offer further in-house training sessions to new staff/PhDs and for those that have not yet completed it.</p> <p>4.4. To only consider members who have completed unconscious bias training eligible for staff and student selection panels.</p> <p>4.5 Promote the importance of these training sessions at induction, in the weekly newsletter and by email.</p>	<p>4.3. Start date: May 2019 - End date: December 2019.</p> <p>4.4. Start date: May 2019.</p> <p>4.5. Start date May 2019.</p>	<p>4.3. HoD.</p> <p>4.4. Chair of relevant staff and student selection panels.</p> <p>4.5. EA.</p>	

<p>5. To eradicate bullying, sexual harassment and discrimination from the Department and to develop a culture of openness, where all feel able to discuss such issues.</p>	<p>The last Departmental and College staff surveys documented evidence of bullying within CEP, higher than in any other Department in the Faculty.</p>	<p>5.1. To continue to promote a zero-tolerance stance towards bullying, sexual harassment and discrimination and to increase awareness of support channels available, through dissemination of our new leaflets, through further mandatory training sessions and other resources.</p> <p>5.2. Incidence of bullying to be re-evaluated in staff survey and at PRDPs.</p>	<p>5.1. Start date: May 2019.</p> <p>5.2. Start date: January 2020. Reviewed annually in staff survey (January) and PRDPs (March/April).</p>	<p>5.1. EDI Committee.</p> <p>5.2. HoD and ASC and EDI Chairs.</p>	<p>5.1. Achieve 80% of the Department to have completed training by December 2019 and maintain 80% level as and when new members join the Department.</p> <p>5.2. Reduce incidences of bullying and sexual harassment substantially over 2019, below Faculty average, measured from the staff survey and focus groups. Aim for 0% by 2022.</p>
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		<p>5.3. CEP harassment advisors to be made visible round the Department.</p> <p>5.4. CEP advisors to speak at the AS seminar about their work and training.</p> <p>5.5. EDI Committee to monitor reporting by having regular informal conversations with staff and students, from the PRDP process and from future staff/student surveys.</p>	<p>5.3. Start date: October 2019.</p> <p>5.4. Start date: October 2019. Annual repeat of seminar in October.</p> <p>5.5. February 2020 and annually after staff survey (January) and PRDPs (March/April).</p>	<p>5.3. EDI Committee.</p> <p>5.4. EDI Committee.</p> <p>5.5. EDI Committee.</p>	<p>5.3. Staff to be asked about awareness of CEP harassment advisors in staff survey. Aim for 80-100% awareness.</p> <p>5.4. CEP harassment advisors speak at annual AS seminar.</p> <p>5.5. Anonymous reports produced through 4-year period to monitor progress towards goal 5 as a whole. Reports used to formulate AS Action Plan 2022.</p>
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<p>6. To further develop a culture that values everyone and fosters mutual respect.</p>	<p>We are committed to ensuring a positive environment for staff and students from all backgrounds, ages, disabilities, sexual orientations, caring status, etc.</p>	<p>6.1. To work closely with Imperial's EDI Centre to promote EDI (including at least one joint meeting).</p> <p>6.2. To highlight, celebrate and participate in the College's annual initiatives and national and international events.</p>	<p>6.1. Start date: April 2020 (to plan joint meeting).</p> <p>6.2. February, LGBT+ History Month; 8 March, International Women's Day, and Women@Imperial Week; October, Black History Month; November – December, Disability History Month.</p>	<p>6.1. EDI Chair.</p> <p>6.2. ASC and EDI Chairs and EA and CC committee.</p>	<p>6.1. Collaboration with Imperial's EDI Centre recorded on Departmental Sharepoint and opportunities for members of Department to become involved shared in newsletter, Staff meetings and CEP Retreat.</p> <p>6.2. Newsletter highlighting achievements in department. Future Staff Survey shows 80% agree that culture and working environment is inclusive for all staff and students.</p>
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<p>7. To continue to improve the working environment / experience for staff and students and enhance the sense of community.</p>	<p>To provide a fair, safe and inclusive environment, encouraging good citizenship from all, where everyone can thrive and succeed.</p>	<p>7.1. Continue with annual 'Staff Retreat' but change the name to 'CEP Retreat,' to be inclusive PhD students.</p> <p>7.2. To continue with the Thursday coffee mornings and to measure attendance and feedback.</p> <p>7.3. continue with pub o'clock & Thursday drinks and implement more socialising opportunities that are inclusive to all.</p> <p>7.4. To work at integrating the MSc students further into the Department.</p>	<p>7.1. Start date: May 2019 [annual event].</p> <p>7.2. Start date: May 2019 [weekly repeat]. Attendance and feedback monitored via annual staff survey.</p> <p>7.3. Start date: May 2019.</p> <p>7.4. Start date: October 2019. Annually Review Committee Membership. MSc. survey July 2020 [repeat annually].</p>	<p>7.1. EA.</p> <p>7.2. ASC Chair and EDI Chair and EA.</p> <p>7.3. MSc Reps, PhD Reps, EDI Committee.</p> <p>7.4. Learning & Development Committee, MSc Reps, PhD Reps.</p>	<p>7.1. Minimum of 80% of staff and 50% of PhD students attending.</p> <p>7.2. – 7.4. Document participation through annual surveys. Aim for 30% weekly participation [as people cannot attend each week] (but with 75% participation as a whole over each year). Survey shows minimum of 80% agree that the department has good sense of community and that everyone can thrive.</p>
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		7.5. To restructure the lunch-time seminars so that they are more inclusive; potentially organised every fortnight. Each month, one related to research methods and the second invites an external speaker to speak on an area broadly related to research themes. Every 3 months have EDI focused speaker.	7.5. Start date: October 2019.	7.5. Seminar organisers (PhD students) + EDI chair.	7.5 Increasing and more diverse attendance. Document attendance with weekly attendance sign-in sheet. Aim for 25:25:25:25 split between academic and research staff and MSc and PhD students.
8. To ensure departmental processes, procedures and practices are fully inclusive and transparent	To foster a fair and inclusive Department, where all staff feel valued, appreciated and involved.	8.1. Continue to make committee and staff meeting minutes available to all on Sharepoint, and to have EDI a standing item on the agenda.	8.1. Start date: May 2019.	8.1. EA.	8.1. Staff Survey shows that a minimum of 80% percentage agree that department policies and practices are transparent.

		<p>8.2. Open invitations to join the committees on induction.</p>	<p>8.2. Start date: May 2019.</p>	<p>8.2. Line managers or buddies.</p>	<p>8.2. Monitor Departmental Committee membership to ensure even representation across staff and students and by gender and to ensure rolling membership to avoid committee fatigue.</p>
		<p>8.3. Promotions Committee and Strategic Executive Committee to communicate updates by regular emails.</p>	<p>8.3. Start date: May 2019.</p>	<p>8.3. Committee Chairs.</p>	<p>8.3. Record of emails and information provided to Department.</p>

<p>9. To further develop and promote a family-friendly environment.</p>	<p>To attract and retain high-calibre staff with families.</p>	<p>9.1. To increase the number of family-friendly activities and to initiate an annual 'CEP Day'.</p> <p>9.2. To further promote flexible working on job adverts, at induction, on the website and in reminders in the newsletter and to promote awareness of flexible working opportunities for current staff.</p> <p>9.3. To continue to promote the breastfeeding / expressing room.</p>	<p>9.1. Start date: June 2020.</p> <p>9.2. Start date: May 2019.</p> <p>9.3. Start date: May 2019.</p>	<p>9.1. EA, DOM, EDI Committee.</p> <p>9.2. EA.</p> <p>9.3. EDI Committee.</p>	<p>9.1. Staff Survey shows minimum of 90% of staff are aware of how to request flexible working. Aim for 100% by 2022.</p> <p>9.1 – 9.6. Staff Survey shows 80% of staff agree that department is a family-friendly place to work.</p>
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		<p>9.4. Allocation of teaching taking account caring responsibilities.</p> <p>9.5. Opportunities to undertake, and support for, part-time research degrees will be promoted, particularly for those requiring flexible working conditions.</p> <p>9.6. Record and monitor the usefulness of 'keeping in touch days'.</p>	<p>9.4. Start date: academic year 2019/20.</p> <p>9.5. Start date: academic year 2019/20.</p> <p>9.6. Start date: January 2020.</p>	<p>9.4. Head of Teaching.</p> <p>9.5. Senior postgraduate administrator Learning and Development committee.</p> <p>9.6. EDI and ASC Chair.</p>	<p>9.4 – 9.5. Staff Survey shows continuing uptake of the flexible working opportunities (aim for 100% for those that require flexible working conditions).</p> <p>9.6. Record data on 'keeping in touch days' during 4-year period.</p>
10. Improve communication maternity, paternity and adoption leave.	Maternity leave process currently very confusing.	10.1. To ensure all line managers are aware of new policy and checklist on maternity, paternity and adoption leave.	10.1. Start date: September 2019. Annual review.	10.1. HoD.	10.1. – 10.3. Staff Survey shows min. 80% of staff understand support available to them. Aim for 100%.

		<p>10.2. To continue to promote support available in College to parents, through annual CEP parents' workshop and monthly CEP newsletter.</p> <p>10.3. Through the Athena SWAN Annual Seminar and the parenting workshop, men will be actively encouraged to take parental leave and to explore options for support.</p>	<p>10.2. June 2019. Annual event.</p> <p>10.3. October 2019. Annual event.</p>	<p>10.2. HoD & Deputy HoD.</p> <p>10.3. ASC Chair and HoD.</p>	<p>10.3. Increasing participation of men in parental leave. Aim for 100% of new dads taking some form of parental leave.</p>

<p>11. Provide further support to staff who have taken maternity/paternity leave or a career break.</p>	<p>Support for those returning to work after a career break.</p>	<p>11.1. Continue to monitor maternity return rates and support all staff back to work.</p> <p>11.2. Continue to promote the Elsie Widdowson Fellowship to eligible staff.</p>	<p>11.1. Start date: May 2019.</p> <p>11.2. Periodic updates depending on opening/closing of Fellowship application.</p>	<p>11.1. DOM.</p> <p>11.2. HoD.</p>	<p>11.1. Record all data over 4-year period. Record what support was requested and update maternity support guidelines as required.</p> <p>11.2. Document applications and success rates.</p>
<p>12. To provide a consistent, informative and welcoming induction process for all new staff and students.</p>	<p>Induction process currently far from satisfactory, with many new staff feeling isolated and uninformed.</p>	<p>12.1. Review and update the staff handbook for all new staff based on feedback from new starters, e.g. a section on 'living in London' with suggestions on recommended places to visit, restaurants, etc.</p>	<p>12.1. Start date: April 2020.</p>	<p>12.1. EA</p>	<p>12.1. To continually receive positive feedback from new starters on induction process 6 months after their start-date.</p>

		<p>12.2. Induction workshop for current staff to ensure that everyone understands induction policy and practice.</p> <p>12.3. 'Speed-dating' with academics as part of new PhD student induction process (academics and students pitch their interests in 2-minute rounds).</p>	<p>12.2. Start date: September 2019. [single event].</p> <p>12.3. July 2019 [ongoing, annual].</p>	<p>12.2. HoD and DOM and ASC Chair.</p> <p>12.3. PG Programme Coordinator.</p>	<p>12.2. Staff Survey shows 80% of new starters agree induction useful. Aim for 100% by end of 4-year period.</p> <p>12.3. Feedback forms at end of session to be used to improve event each year.</p>
13. Ensure that committee representation maximises gender and staff grade balance.	Ensure Departmental decision-making processes are inclusive and representative of CEP.	13.1. All committee members and chairs will be asked annually if they would like to continue in their role or not.	13.1. Start date: September 2019. Annual review.	13.1. – 13.4. EA will oversee departmental committees, ensuring that there are a gender and staff grade balance.	13.1. – 13.3. Gender and other attributes balanced on all committees.

		<p>13.2. New staff are given the opportunity to join the various departmental committees in the new induction checklist.</p> <p>13.3. MSc students & PhD invited to join committees at their induction talk.</p> <p>13.4. Focus groups will be held to determine staff opinions of the new management structure and committees.</p>	<p>13.2. Ongoing.</p> <p>13.3. September 2019. Annual event.</p> <p>13.4. Start date: May 2020.</p>		<p>13.4. Positive feedback from focus groups. Constructive feedback fed back into process of development.</p>
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<p>14. To further increase visibility of female role models in the Department.</p>	<p>Female roles have currently been under-represented in the department. We aim to change this opinion.</p>	<p>14.1. To continue to actively seek a gender balance and positive female images on the website and to keep the 'Women in CEP' webpage updated.</p> <p>14.2. To continue to promote achievements of all staff through the newsletter and Twitter account.</p> <p>14.3. To continue to promote gender equality and female role models in the introductory programme of the MSc course</p>	<p>14.1. Start date: Website to be updated every 6 months.</p> <p>14.2. Start date: May 2019.</p> <p>14.3. Start date: September 2019. Review annually. Student survey July 2020 [annual event].</p>	<p>14.1. DA appointed to manage the website and social media accounts.</p> <p>14.2. HoD, CC committee.</p> <p>14.3. HoD to oversee introducing staff to the new MSc students.</p>	<p>14.1. Women in CEP page installed and maintained</p> <p>14.2 Achievements documented and recorded over 4-year period.</p> <p>14.3. To achieve 85% awareness of female role models in the Department in student survey.</p>
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<p>15. To continue to actively seek gender balance with all Departmental seminars and to work towards increasing all criteria.</p>	<p>To ensure fair representation of all. Female under representation in the Thursday Policy Seminars.</p>	<p>15.1. Targeting specific female alumni for Thursday Policy seminars and Lunchtime seminars.</p> <p>15.2. Change the wording of requests for speakers for Thursday Policy seminars, asking specifically for female nominations.</p> <p>15.3. Target diverse academic staff from CEP and externally for the lunchtime seminars</p>	<p>15.1. – 15.3. Start date: September 2019.</p>	<p>15.1. – 15.3. Senior postgraduate administrator, PhD reps.</p>	<p>15.1. – 15.3. Maintain 50% female speakers at department seminars</p>

<p>16. To increase our outreach activities, ensuring gender balance amongst volunteers.</p>	<p>To ensure gender representation across outreach activities and to avoid female overload.</p>	<p>16.1. Address the issue of lack of male volunteers for outreach activities - this will be a specific discussion item at the next CEP Away Day and will be accompanied by a call for a small number of champions (at various levels of seniority).</p> <p>16.2. To consider incentives to encourage participation</p>	<p>16.1. Start date: May 2019. [review annually as part of CEP staff survey and PRDPs].</p> <p>16.2. Start date: May 2020. [review annually as part of CEP staff survey and PRDPs].</p>	<p>16.1. EDI Committee.</p> <p>16.2. EDI committee, HoD.</p>	<p>16.1. – 16.2. Staff Survey shows increasing number of men engaging in outreach activity. Aim for equal percentages of males and females participating in outreach activities.</p>
<p>17. Continue to increase the number of female senior academics in the Department.</p>	<p>Lack of female staff in senior academic roles in the Department.</p>	<p>17.1. To be proactive in identifying and encouraging the best female applicants for senior academic staff vacancies.</p>	<p>17.1. – 17.4. Start date: May 2019. [annual evaluation]</p>	<p>17.1. - 17.4. HoD, SEC committee.</p>	<p>17.1. – 17.4. Achievement evaluated on medium to long term due to low turnover at senior academic levels.</p>

		<p>17.2. To support training and guidance on teaching</p> <p>17.3. To provide guidance and mentorship in developing grant applications</p> <p>17.4. To reduce the number of “leading phrases” such as “world-leading” and making the wording of our adverts gender-neutral.</p>			

<p>18. Establish Departmental Exit procedures for all staff.</p>	<p>Gain better understanding as to why staff leave and to act on gender biases.</p>	<p>18.1. To develop and implement an exit survey for all staff leaving and monitor the results</p> <p>18.2. Develop a Departmental exit policy and train line managers in this.</p>	<p>18.1. Start date: June 2020</p> <p>18.2. Start date: June 2020</p>	<p>18.1. – 18.2. HoD, SEC committee.</p>	<p>18.1. – 18.2. Exit survey procedures developed and implemented. Review responses to exit surveys and develop Action Plan to support leavers, if required, over four-year period.</p>
<p>19. To improve awareness and encourage uptake of promotion opportunities for female staff.</p>	<p>Female staff often lack confidence or opportunities for promotion.</p>	<p>19.1. To actively identify and encourage potential candidates for promotion, during PRDPs and Promotion Committee discussions.</p> <p>19.2. To collect data on the part-time/full-time status of staff achieving promotions.</p>	<p>19.1: PRDPs each year take place in March/April.</p>	<p>19.1. HoD, Promotions Committee.</p>	<p>19.1. – 19.2. Staff Survey shows 80% staff agree they understand promotions process and feel supported in their career development. Aim for 100%.</p>

<p>20. To further improve communication and support within the Department.</p>	<p>To promote a more cohesive and inclusive Department.</p>	<p>20.1. To encourage further contributions to the weekly newsletter by all staff and students. May consider incentives e.g. prize for best article/photo.</p> <p>20.2. To communicate the existence of research topics and themes to all new staff and students so that they can actively seek support.</p> <p>20.3. Theme leaders will also advise on and provide review services from relevant staff and circulate information on grant applications.</p>	<p>20.1. Start date: May 2019.</p> <p>20.2. Start date: May 2019 [ongoing as when new staff/students start].</p> <p>20.3. Start date: May 2019 [ongoing as and when research and grant opportunities arise].</p>	<p>20.1. – 20.3. CC Committee.</p> <p>20.2. Research Theme Leaders.</p> <p>20.3. Research Theme Leaders.</p>	<p>20.1. – 20.3. Staff Survey shows that 75% of staff agree communication in the Department is good and they are aware of what is happening in department.</p>
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		<p>20.4. Monitor broad staff and student perceptions on impact and progress of the changes in management structure, training, and outreach activities: conduct CEP-specific staff survey.</p> <p>20.5. To seek in-depth feedback from staff/postgraduates on the impact and progress of the changes in management structure, training, and outreach activities: conduct series of focus groups.</p>	<p>20.4. Start date: January 2010 [annual repeat].</p> <p>20.5. Start date: Summer term 2019 [single event].</p>	<p>20.4. ASC, EDI Committees.</p> <p>20.5. EDI Committee.</p>	<p>20.4. Achieve min. 60% and aim to exceed 70% return rate from staff and students. 80% positive feedback on Departmental changes.</p> <p>20.5 Conduct and report on outcome of focus groups. Feedback findings into the ongoing development of the Department.</p>
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		<p>20.6. Develop novel ways of collating data and evaluating progress on issues that are currently not captured in monitoring, e.g. flexible work, childcare responsibilities for students, representation on external committees, role models, and uptake and impact of training.</p> <p>20.7. To monitor funding applications and outcomes and report back to Department.</p>	<p>20.6. Start date: May 2020 at CEP Retreat.</p> <p>20.7. Start date: May 2019.</p>	<p>20.6. EDI committee.</p> <p>20.7. Research Committee.</p>	<p>20.6. Develop and test new measures and report over 4-year period. Work with Department as a whole during CEP Retreat as to appropriate ways to collect and evaluate data.</p> <p>20.7. Record data on funding applications and outcomes and report at staff meetings and CEP Retreat.</p>

21. Monitor times of Departmental, committee and research group meetings.	As a family-friendly Department, care is taken to ensure those with caring responsibilities have suitable teaching allocations.	21. Ensure all meetings are held between the core hours of 10am-4pm so that those with caring responsibilities can attend.	21. Start date: May 2019.	21. EA.	21. Document meeting times and report. 100% compliance with core hours policy required.
22. Establish a CEP Women's Support Group/ Network.	A women-only group to meet regularly and provide a relaxed and supportive environment in which to share experiences and advice.	22. Open to all female staff and students from various stages of careers, so as to provide a constructive perspective about career paths and aspirations, the Group will meet once a term over lunch	22. Start date: Summer term 2020. Ongoing meetings once every term.	22.1. ASC and EDI committees.	22. Review of Group in Summer 2021 shows positive feedback from women in the Department.

<p>23. To increase the number of staff from BAME groups in the Department.</p>	<p>BAME groups are underrepresented in our Department. We recognise the need to take action on minority interests beyond gender.</p>	<p>23. Job adverts to encourage BAME applicants to apply for staff positions. We will seek improved reporting by the College on ethnicity and other recorded data.</p>	<p>23.1. Start date: May 2019.</p>	<p>23. SEC committee.</p>	<p>23. To increase the number of BAME staff by 5% by 2020 and a further 5% by 2022.</p>
<p>24. Ensure suitable gender ratio in student admission and success rates in the MSc course and post-graduate research programme.</p>	<p>In case trends of gender ratio becomes a concern.</p>	<p>24.1. Revise advertising and recruitment protocols for the MSc course to target male candidates.</p> <p>24.2. Monitor MSc success data by gender.</p>	<p>24.1. Start date: academic year 2019/20.</p> <p>24.2. Start date: academic year 2019/2020. Monitoring will continue on annual basis</p>	<p>24.1. – 24.2. Head of the MSc programme.</p>	<p>24.1 – 24.4. Monitor and act, to ensure that gender admissions and success rates for the MSc. course and post-graduate research programme do not become biased towards a single gender.</p>

		<p>24.3. Revise advertising and recruitment for the post-graduate research programme.</p> <p>24.4. Monitor post-graduate student success data by gender.</p>	<p>24.3. As required per 24.2.</p> <p>24.4. Start date: academic year 2019/2020. Monitoring will continue on annual basis.</p>	<p>24.3. – 24.4. Postgraduate Program Coordinator.</p>	
<p>25. Ensure the appropriate gender ratio in academic, research and professional services staff at all level.</p>	<p>In case trends of gender ratio becomes a concern.</p>	<p>25.1. Monitor gender at all administrative staff levels.</p> <p>25.2. Investigate differences in academic staff turnover by gender and develop appropriate policies.</p> <p>25.3. Monitor differences in professional staff turnover.</p>	<p>25.1. - 25.3. Start date: June 2020. Annual review.</p>	<p>25.1. ASC & EDI committees.</p> <p>25.2. HoD.</p> <p>25.3. DOM.</p>	<p>25.1. – 25.3. Document data and report any patterns and document any interventions or strategies over 4-year period.</p>





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