

## **Athena SWAN Silver Departmental award application template**

**Name of institution: School of Mathematics, Meteorology and Physics, University of Reading**

**Year: 2010**

**Contact for application: Professor Stephen Belcher, Head of School, SMMP**

**Email: [s.e.belcher@reading.ac.uk](mailto:s.e.belcher@reading.ac.uk)**

**Telephone: 0118 378 6646**

**Departmental website address: <http://smmp.reading.ac.uk/>**

**Date of university Bronze SWAN award: 01/08/2008**

Applications at Silver level should demonstrate what the department is doing in addition to university-wide policies to promote gender equality and to address challenges particular to the discipline.

**At the end of each section state the number of words you have used.**

Click [here](#) for additional guidance on completing this template.

We recognise that not all institutions use the term 'department', and that there are many equivalent academic groupings with different names. If in doubt, contact Athena SWAN staff in advance to check whether your department, or equivalent, is eligible to apply.

It is preferable that the contact person for the application is based in the department.

**Letter of endorsement from the Head of Department**

An accompanying letter of endorsement from the Head of Department should explain how SWAN plans and activities contribute to the overall university strategy.

The letter is an opportunity for the Head of Department to confirm their support for the application and to endorse and commend any activities which have made a significant contribution to the achievement of the university and departmental mission.

The letter should not exceed 500 words.

## **1. A picture of the department**

Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features (maximum 300 words).

The School of Maths Meteorology and Physics was founded in 2003 with the amalgamation of the Departments of Maths, Meteorology and Physics, together with three NERC research units. The whole School has a positive research-led culture, attracting staff world-wide. There has been considerable evolution since 2003. Most publicly noticeable has been the closure of the Department of Physics, which will be completed in 2010 with the graduation of the last undergraduate class. The School will then be renamed the School of Mathematical and Physical Sciences. The School will still contain vibrant Departments of Mathematics and Meteorology, both of which have received considerable new University investment. The original three NERC Units have also expanded and received further investment. Two of the Units form the basis for the National Centre for Earth Observation and the Climate Division of the National Centre for Atmospheric Science. The School also hosts two substantial Met Office research units, and the Walker Institute, which coordinates climate research across the University. Although most of the staff have maths or physics backgrounds, there has been increasing academic diversity to other quantitative sciences since the foundation of the School.

Meteorology and its associated units is the number one atmospheric science department in Europe. It receives considerable external income, particularly from NERC. It maintains a small undergraduate programme, and a rather larger MSc and PhD programme.

Mathematics has concentrated its research around the general theme of complexity science, with research groups in analysis and theoretical polymer physics. It has increasing research income from both NERC and EPSRC. It has a large undergraduate programme, and also has an MSc and PhD programme. Maths will be further strengthened in 2010 when it will be joined by the Department of Applied Statistics, which have strong applications in both biological and environmental sciences.

Underpinning these activities is a growing strength in the application of computer modelling and analytical techniques to environmental sciences, both via the Reading eScience Centre and the NCAS Computational Modelling Service.

The Physics Department has in recent years concentrated on its undergraduate teaching. The School is determined that both teaching and research in physics continue in a focussed way throughout the School even after the formal closure of the Department.

## 2. Gender Data

Provide data on the following areas, and comment on their significance and how they have affected action planning. Data should be provided over a three-year period to enable comparisons to be made and trends over time identified. The purpose of asking for this data is to identify what you are doing to create a pipeline for future appointments in your discipline, how you are attracting new staff and what you are doing to retain staff and promote them. The data also enables us to get a snapshot of the department. If you are unable to provide any of the data please comment on the reasons for this.

We recommend that you use graphical illustrations to highlight the trends emerging from the data, in addition to providing the statistics and analysis. Make sure that the data is clearly labelled. Please put the data into a PDF document.

There is a maximum of 200 words for the commentary on each section (i–xvi).

### Student data

(i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract non-traditional groups of women to the courses.

SMMP does not run or own the Foundation year courses, however there is a good gender balance of enrolments and female students progress successfully to their chosen degree course.

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

Meteorology have maintained a good female/male ratio with the past two years of intake seeing an even 50/50 split between men and women. This is very much above the national average of 37% for Physics. Mathematics has never dropped below a 38% female intake, which is on a par with the national average of 40%, although improvements will need to be made. The merging of the Applied Statistics department will bring an extra 5 (of 7) female staff, most of whom will be taking an active role in teaching and/or recruiting students. The Director of UG studies will be a female staff member next year, therefore acting as a role model for female students in the Maths department

There are general strategies in place in order to improve the transition for new students during Fresher's week. One of the issues was to help female students create bonds in a large cohort (100) dominated by males. Fresher's week sessions will be run in smaller groups to enable this to happen more easily from next year. This atmosphere should translate into more open environment where both genders feel comfortable.

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

Again the ratio between men and women for Meteorology are on a par with the national average. However, the Mathematics department numbers are disappointing. It should be worth noting that female students in Maths are as likely to go on to postgraduate study or graduate level employment. In fact, it is the attitude of the Maths department that students should be encouraged to spread their wings and not necessarily remain at the same place that they undertook undergraduate study. Head of Department and Head of Higher Degrees in the Maths department are female and therefore, we expect that this will attract more postgraduate students.

The School plans to draw up a small leaflet to draw attention to Athena SWAN and Women in Science initiatives (and the UKRC centre based at the University) in the School. This will be sent to all women applicants for PG courses, to encourage them to apply to come to Reading (see appendix 3).

Retention figures from UG to PG are on a par for men and women, however improvements need to be made by attracting more new female postgraduate students.

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

In 2009 entry there was a 50:50 gender split for students entering PGR courses in Mathematics. Although this is the best ratio we have had, previous years' ratios are equally pleasing with female enrolments making up at least half of the cohort most years (2008/9 – 1:3). In terms of percentage conversion rates of applications to offers, and offers to enrolments, there is a significant disparity, however, since the numbers are very small, this is not truly representational. We will continue to monitor these statistics.

Meteorology numbers have a lower female intake but in terms of percentage conversion rates of applications to offers, and offers to enrolments, there is a higher percentage uptake of women to men as shown on the graphs on the data sheets. However it should be noted that numbers are quite small and one individual can make a significant difference to the statistics.

**(v) Ratio of course applications to offers and acceptances by gender for (ii), (iii) and (iv) above** – comment on the differences between male and female admissions and describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

UG – There is almost no difference in the conversion rate of applications to offers, and offers to enrolments, for the Mathematics department. In Meteorology women appear to be more likely to enroll than the men, and this may well be due to small numbers, but it also results in an even split of genders for Meteorology.

PGT – Again, there is no significant disparity in the conversion rates for the most part in Mathematics and Meteorology. In 2009 there was an unusual lack of acceptance of places by women for Mathematics and Meteorology, but the trends of previous years show that this is anomalous and not a cause for concern. In fact, in 2008 Meteorology had a significantly above average uptake of offers by women. However we will look at the 2010 data to ensure that it is indeed an anomaly.

PGR – With the numbers being small, there appears to be a higher percentage intake of women to men, but in actual numbers, there is an even split of women to men in Mathematics. Meteorology had a 7:3 men to women ratio in 2009, but again this does not represent any kind of trend. In fact over the past five years there has been higher male intake, even split intake and higher female intake.

**(vi) Degree classification by gender** – comment on any differences in degree attainment between males and females and say what action you are taking to address any imbalance.

Final results do fluctuate each year. In some years there is equal distribution of classifications across gender and some years one gender may outperform the other.

Recently there has been a very small trend where males were more likely to achieve a first and females a second in the Meteorology department. This trend has only been noticed through this process of gathering data and this will be highlighted during the next Meteorology Undergraduate monitoring programme meetings.

In Maths the difference in degree attainment are less marked.

**(vii) Length of time for postgraduate completion by gender** – comment on any differences in completion times between males and females and say what action you are taking to address any imbalance.

There is no significant disparity between the completion rates of each gender, as pictured in the data sheet. Although there are differences such as in Maths in 2007-08 where completion rates for PG full time research were higher. This is probably down to individual personalities rather than any particular male or female bias, particularly as cohort numbers are very small.

## Staff data

(viii) **Number of male and female staff (academic and research) at each grade** – comment on any differences in numbers between males and females and say what action you are taking to address any underrepresentation at particular grades/levels.

The profile of the proportions of males and females in each grade is similar. However, there is a clear drop between staff on Grade 6 and Grade 7, which is most marked for female staff. Both male and female staff find it difficult to establish themselves in more permanent posts, but this exhibits most strongly for females. This problem partly reflects national trends, but is being actively addressed by adding sections to the annual review to explore how a researcher on a short-term contract can make themselves promotable, by actively contributing to other academic activities such as teaching, for example. The University has also now formalised the promotion criteria at this grade boundary to make the process more transparent.

The more senior academic staff are predominantly male, despite senior female role models. The School has a number of female staff rising through the ranks, with 3 senior female academics currently taking significant managerial responsibilities (Head of Department (Research), School Director of PostGraduates Research Students and Director of MSc Admissions). It is expected that this trend will continue, with female staff moving up the ranks particularly within the Reader and Senior Lecturer grades as shown on the data sheets.

(ix) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action you are taking to address this.

The breakdown for job applicants for the School is 45% female over all grades (statistics per grade are not available at this time). It is apparent that fewer women are recruited to academic posts than men (12.5% of new appointments in the last 3 years are female). This is due to the fact that there are fewer female applicants, but also reflects national trends concerning the number of females in the higher academic echelons.

In research grades the balance is more favourable to females (32% are female), as in the Professional and Managerial grades (including computing staff) where 38% are female.

The School's recruitment process are in line with the Equal Opportunities policies and the university's training course on Recruitment and Selection panel training is mandatory for all staff on recruitment panels, as well as all new staff. All adverts also publicise the university's policies regarding flexible working practices. The School also encourages staff to seek female applicants from other institutions to encourage them to apply for posts.

To actively seek applications from women for all positions, the School circulates relevant jobs on the Daphnet website for women in science, engineering and technology, including women returning to paid work after a career break.

**(x) Turnover by grade and gender** – comment on any differences between men and women in turnover and say how you plan to address this. Where the number of women in the department is small you may wish to comment on specific examples. Explain if turnover affects recruitment and promotion rates.

The statistics from exit questionnaires show that only 34% of leavers are female, which reflects the proportion of female staff in the School (33%). Of the 22 female staff members who have left in the last 3 years, only 2 left after a maternity leave and 2 left to follow their partners. This gives a strong indication that the school supports female staff members particularly in key transition points, and that retention for this category of staff is good.

The quality of the environment is seen to be a serious pull factor for female staff wanting to have a good work-life balance. Both the university and the School's maternity policy aim to support women through this period and the success of these practices is corroborated by these statistics.

The university's exit questionnaires reveal that those leaving the UK for other research institutes or HEIs are predominantly male. A large number of female leavers go to other public sector organizations such as the Met Office, as well as to other employment (private or other) in the UK. Male and Female numbers going to other Higher Education organization in the UK reflect the School's balance in male and female staff.

The School will continue to monitor these trends.

**(xi) Maternity return rate** – comment on whether your maternity return rate has improved or deteriorated and say how you plan to improve further. If you are unable to provide a maternity return rate, please explain why.

To date, 11 staff members have taken maternity leave for 14 periods. Of these, only 2 staff members left their employment for family reasons. Staff returning from maternity leave frequently request to work part time, or from home for part of the week. These requests are approved and the School recognizes that flexibility and diversity of working practices derives mutual benefits. This is embedded in the Employee Health and Well-being policy. This includes both maternity and paternity policies and this is cascaded down to staff both before and after their maternity leave, in the maternity leave help sheet (see appendix 1). This high rate of return demonstrates the School's excellent practices in terms of managing staff members returning to work after maternity leave. This is covered in greater detail in part 2.

(xii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade and whether this has improved or deteriorated and say how you plan to improve further.

The University is reviewing its Paternity and Adoption Leave Policies. To date within the School, this leave has been arranged informally with the staff member's line manager and has always been granted.

There has been a culture of openness and support within the School, which has ensured that information about this Leave is cascaded to those who may require it. However it is appreciated that this is an unsatisfactory method of distributing information, and once the university policy is defined the information will be incorporated into appropriate Staff Development Reviews. Line managers will also be asked to cascade information down to relevant staff members once this is available.

(xiii) **Promotion application and success rates by gender and grade** – comment on whether these have improved and say what further action may be taken. Where the number of women is small you may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Promotion history shows that 23% of applicants for academic promotions are female, and 25% of successful applicants are female. This shows a good track record in the School for mentoring and promoting female academic staff, particularly as females make up 19% of faculty staff.

The record is considerably less good for research staff, who are at an early stage of their career. 33% of Grade 6 research staff are female, however this drops to 12.5% for Grade 7. Applicants for promotion from Grade 6 to 7 for females make up 27% of cases, but in the last 3 years, no female staff have been successful. A possible explanation of this might be that the top of grade 6 coincides with increased family commitments, a time when staff are considering promotion to Grade 7.

The School is very aware of the problem of career progression for female research staff, and has set up a system where people near the top of their grade are encouraged by their line managers to ensure that they are ready for promotion and promotable (staff can put themselves forward too). A new checklist for all research staff has been produced for use in Staff Development Reviews. This encourages staff to participate in activities which will prepare them for promotion, and is used as part of the mentoring of all research staff. In our School decisions on staff to put forward for promotion, flexible working arrangements including any periods of maternity leave are taken into account, for example when judging rates of research outputs.



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

Membership of the various School Committees is by job function, and therefore representation is dependent on this. Female staff represent 33% of the school population and therefore, some of these committees are not truly representational. However, this situation will improve as some of the more senior female staff take on more administrative responsibilities. In Maths, a senior female staff will become Head of Department and therefore will sit on various school wide boards and committees.

The school is also aware that female staff should not be asked to sit on too many committees to remedy this imbalance, as this would have an impact on the rest of their work. This is particularly relevant in the Maths department, where the proportion of female staff is significantly lower than in Meteorology.

Whilst some of the committee membership may be predominantly male (e.g. Research Funded staff forum), these committees are organizing committees and all research staff, irrelevant of gender, are able to attend and contribute to these committees. Female staff are particularly pleased that in this instance responsibilities for organizational/administrative activities have not fallen on them.

(xv) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small you may wish to comment on specific examples.

The process for flexible working has recently been formalized by the HR department, whereas, in the past this was arranged informally with line managers. Therefore there is no available data for this.

The School is very supportive of staff requesting flexible working arrangements to accommodate family needs and these requests are usually successful. Arrangements to request flexible working (HR policy), can be made locally through line management or formally through the Head of School. This demonstrates the School's supportive culture in this matter.

We are aware that a very high proportion of male and female staff have used flexible working patterns such as reduced hours, working from home. Men in the school also use flexible working to be the main carers while their wives continue work in environments which do not benefit from this flexibility. This is clearly an advantage of working for the School and it is committed to maintaining this culture of diversity.

The University has numerous policies and practices for flexible working. Line managers are made aware of these policies during training. Implementation at a more local level also includes Central Timetabling office which allows lecturers to formally indicate the times when they are not available to teach.

**(xvi) Female:male ratio of academic staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what you are doing to address them.

The School has a large proportion of staff on fixed term contracts. 38% of staff members on fixed term contracts are female, which is slightly higher than the 34% of female staff in the School. The high proportion of female staff in fixed term contracts reflects the fact that the majority of female staff members are on lower research grades which are still fixed term (86% are fixed term Grade 6 appointments). This has been discussed in our forums and post-docs identify that females are not as assertive as males in requesting that their contracts be made permanent, where this is possible. However there is no evidence that this is in fact the case.

The Head of School has been in discussion with HR, to ensure that a more uniform system to monitor the status of research staff, which is fairer and can be implemented across the school. As a result of this exercise, female staff who could be eligible for permanent contracts are being identified to their line managers for this to be discussed during their SDRs.

### 3. Initiatives to advance and support women in the department

Provide commentary on the thematic areas below, explaining what the key issues are in your department, based on the data above, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed (maximum 300 words each for sections i–xii).

(i) **Promotion and career development** – comment on the appraisal and career development process and the evidence of gender balance in the process of identifying people for promotion.

Career development is strongly supported by the School and the wider university in a number of ways.

All new academic and research staff (except those at the most senior levels), have a formal mentor other than their line managers, responsible for supporting the developing careers of the new staff. All other staff can request a mentor.

Staff carry out SDRs every year and are required to have SDRs at least every two years. We have invested considerable effort in development of our SDR procedures for contract research staff and associated staff training over the last 18 months, specifically to support career development of contract researchers. Figures (see data sheet) show that the uptake of this is particularly good (75%). At each SDR we now go through a structured 'Research Staff Development prompter', which encourages reflection on possibilities of engagement in a range of activities which we consider enhance career development and promotion prospects. Examples of activities that we encourage staff to think about are included in appendix 2.

SDRs for academic and permanent research staff are managed very carefully, particularly for staff nearing promotion. Heads of School and Departments and other line managers meet up before the SDR process to allocate appropriate reviewers, and to identify staff who may be nearing promotion. In addition to University guidelines, academic staff and their reviewers in the School are given a School-prepared one-page suggested list of topics to discuss. Top of the list is career development, including brief promotion criteria with web links to the full detail and the prompt: 'In the light of [these criteria] what key activities are you intending to carry out to enhance your career development'.

The School's track record for promotion of women is very positive, particularly for academic staff (see data sheet). Within research staff, particularly from Grade 6 to 7, the picture is less positive. We hope that our increased emphasis on career development in the SDRs will improve the number of female candidates put forward and success rates.

**(ii) Support for staff at key career transition points** – comment on any initiatives, drawing out different approaches at different levels.

Key transition points are staff members aspiring to promotion, researchers aspiring to academic posts, researchers coming to the end of their contracts, staff taking or returning from maternity leave, and changes from full to part time.

The School manages female staff members' careers actively through SDRs as well as mentoring. New academic staff are given a formal mentor when starting in the department, for the first 3 years of their lectureship, during probation, and research staff are allocated a mentor who is not their Line manager. Female staff may be allocated a senior female academic if this is appropriate. Other issues concerning career development are discussed during SDRs and at probation (3 years).

In addition to this, female staff are now invited to attend the UKRC networking lunches at Reading university and 10 female staff members from the School attended the first lunch in March. More active publicizing of the activities of UKRC will be carried out in future (posters in coffee rooms on events, personalised email invitations) to raise the profile of the UKRC which is now situated on the Reading University campus. This will encourage female staff to seek help and support when this is needed.

Senior management in the School are now more aware of the needs of staff taking maternity leave. A school wide help sheet is circulated to staff taking maternity leave (see appendix 1) to encourage them and their line managers to manage this proactively.

Line managers as well as HR offer significant support to research staff nearing the end of their contracts. Line managers are prompted by HR 6 months before this end date and HR can offer help in seeking new employment opportunities. Future plans and opportunities beyond the end of a fixed term contract are usually a significant item on the agenda at annual SDRs.

**(iii) Flexible working** – comment on the numbers of staff working flexibly and at what grade and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements and how you raise awareness of the options available.

The School is supportive of staff wanting to work flexibly and considers these requests on a case by case basis. Many such requests are made informally through line managers (eg. to ask to work from home one day a week), and in other cases, this is done formally through the HR request for flexible working forms (e.g. For a reduction in hours). This can include a reduction in hours, staged/compressed/annualized hours, working from home or flexi time.

The HR website has a good source of information on flexible working possibilities in its Health and Well Being Policy, however, it is felt that this should be more widely publicized, particularly in the case of staff with young children, to raise awareness. This will be done through the School Administrator, and currently this is included in the School's maternity help sheet, which are circulated to staff going on maternity leave.

The School will also raise awareness of the impact of flexible working on careers to line managers, to ensure that proper credit can be given to flexible working staff seeking employment or promotion. Often, this can be overlooked and comparisons with full time working staff are to the disadvantage of the part time worker. The School will raise this issue with HR as well as making sure that there is a section in promotion and recruitment forms to indicate that staff have worked flexibly in the past.

(iv) **Culture** – comment on how you demonstrate that the department is female-friendly and inclusive.

During the focus groups held for this submission, staff said that they felt the School is female friendly and inclusive. This is apparent at all levels, with the Head of School's commitment to gender equality, to the level of support and recognition given to young female research staff. Therefore there are no preconceived ideas about women's abilities in these areas. Many female staff have also commented that there is no need for positive discrimination as the School's friendly culture is very supportive of female staff. Success in this area is evident with two particular female role models who have arisen from the School, Prof. Julia Slingo (Chief Scientist at the Met Office) and Dr Beatrice Pelloni (Maths Head of Department, Research).

Student numbers in both Maths and Meteorology show that the school has a good proportion of female students. Staff and students have many opportunities for interaction, either socially in the coffee rooms or more formally during meetings such as monitoring committees which are attended by senior academic staff members and which enable PhD students to discuss their research at a higher level and with academics whom they might view as role models, twice a year.

Female staff at ESSC started a female support club to discuss their shared work experiences around lunch or coffee. There is also a School wide support group for mothers (and fathers) of young children and for those working flexibly.

Whilst the time involved in putting together the Athena SWAN application has been significant, it will help to raise awareness of these issues in all areas of the School. The Head of School will ensure that if this application is successful, it will be celebrated by all as an endorsement of the School's support for women in science. Highlighting areas of weakness should help encourage staff to act upon these areas.

(v) **Recruitment of staff** – comment on how your recruitment processes ensure that female candidates are attracted to vacancies and how you ensure that recruitment processes comply with the university's equal opportunities policies.

We ensure compliance with the University's equal opportunities policies through:

- training for staff involved in recruitment (at a minimum, the Chair of each appointment panel has had HR training in recruitment procedures, including implications of equal opportunities policies)
- a gender mix on all appointment panels
- the use of objective criteria, in the form of job descriptions and person specifications, as the main item of further particulars for all posts, these then feeding directly into the criteria used when shortlisting and at interview
- equal opportunities monitoring of recruitment

In our recruitment processes, especially those for academic and research positions, we advertise widely nationally and internationally, to bring positions to the attention of the largest range of candidates. While our primary aim is to attract the best UK and international applicants, irrespective of gender, mechanisms in place which we hope encourage female applicants include:

- statements in all adverts welcoming a diversity of applications and highlighting the University's Health and Well being policies;
- that further particulars are prepared by an appointment panel that includes a gender mix;
- that further particulars about the working environment include details of current staffing, making clear the presence of female colleagues and role models at all levels (or there are directions to departmental web-sites with this and other information);
- that, in addition to wide advertising, panels, which have a gender mix, will often be pro-active in encouraging applications from potential candidates.
- Requests to staff to recommend and approach strong female candidates for posts.
- Advertisement of posts on Daphnet website to encourage women applicants.

(vi) **Representation on decision-making committees** – comment on evidence of gender balance in the mechanism for selecting representatives.

The membership of the various School Committees is by job function rather than the individual. Committee membership is fixed term and therefore these appointments change regularly. The School will monitor committee membership and take steps to rectify an imbalance, where this might influence decision making. The school is also aware that it should not overload female staff by asking them to take part on too many committees. This is particularly relevant in the Maths department where there are currently only 4 female staff (two of whom are shared with Meteorology, and one of whom works part time).

To address the gender imbalance at committee level, the Head of School will circulate information on Athena SWAN and Women in Science issues to raise aware of possible issues which might be discussed at committee, as well as ask them to ensure that female staff are included on these committees, particularly in a decision making capacity.

In situations where individuals are selected, such as SDR reviewers, these are selected taking account of the needs of the reviewee, by senior staff members. This is particularly important in situations where female staff require guidance, such as mentoring, and female staff can be selected to take on these responsibilities.

(vii) **Workload model** – comment on evidence of transparency and fairness.

The School compiles workloads for teaching and administration duties and considers these workloads alongside current and planned research and other activities. The process of compiling the workloads is circulated to all staff and the data are reviewed on Departmental basis by a small group of staff representing the teaching, administrative and research activities within the Department. Various strategies are used to provide time for research and career development including lecture free terms and sabbatical leave. The School utilises the SDR process to review the workloads on an individual basis to ensure that all the relevant circumstances relating to an individual are fully considered.

The additional workload for the staff member taking on additional duties to cover for a maternity leave also needs to be recognized and noted in the workload model, depending on which model is used. The covering staff member may feel they get sufficient reward by being involved in an additional project. In cases where post-doc supervision is taken on by a staff member, it staff taking on additional work can receive some component of the overhead incentive to recognize this support.

Workload models are monitored by Heads of Department and some tasks such as student supervision, mentoring and outreach work are considered. Staff returning from maternity leave are encouraged to bring forward their sabbaticals to reduce their teaching load on return.

(viii) **Cover for maternity and adoption leave and support on return** – comment on the mechanisms for covering workload absence and specific support on return.

Since last year's application, the School has set up a help sheet for maternity leave which make practical suggestions for staff members, to manage their absence and support their return to work (see appendix 1). These guidelines are distributed to staff before they leave and on their return to work. The staff member on maternity leave can use Keeping in Touch (KIT) days to carry out work during their maternity leave, to keep abreast of developments and research, or for other tasks. The School recognize this contribution to maintaining contact with the departments and top up payments for any KIT days carried out are agreed with the Line Manager and Head of School. Line managers are also informed of their return and the need for them to review work arrangements with their staff member. Returning mothers can request a female reviewer for their SDRs

The School's management recognizes the need to tailor work load at this critical time. One senior academic has cashed in sabbatical leave early to reduce her workload, others have used accrued holiday time to reduce hours in the first few months. The Meteorology department also doubles the loading on the workload model for staff on maternity leave to recognize the impact of this absence on research activities. This also means they have a reduced teaching load on their return to work, enabling them to catch up on research time lost during maternity leave. Additional workload taken on by other staff members to cover for the maternity leave are recognized by the School's management, both in the workload model, as well as in the payment of a component of the overhead incentive to recognize this support.

A new support group for mothers returning from maternity leave has been set up for 9 staff members in the school who meet monthly.

(ix) **Timing of departmental meetings and social gatherings** – evidence of consideration for those with family responsibilities.

The school takes into consideration the timing of staff meetings, avoiding times at the start and end of the day to make allowances for staff with families. Weekly staff meetings and seminars are held at lunchtimes, and other informal meetings are specifically timed to take into consideration family commitments and part-time hours. Social gatherings such as the summer BBQ include partners and children and family participation is strongly encouraged. Research groups will be asked to take into consideration particular staff members' family commitments when arranging times for these meetings. The Head of School will email staff to request that these meetings are timed so that all staff can attend, particularly those with family commitments.



(x) **Outreach activities** – comment on the level of participation by female and male staff and whether they get recognition for being involved and the time and work put in.

Many research staff and students across the School of MMP are enthusiastic and committed to involvement in outreach activities and increasingly see outreach as an integral part of their research careers. The department supports these activities and encourages staff to participate, by including this in the workload model, and discussing possible participation in such activities during SDRs. Activities range from talks and demonstrations to the general public (school children and local community groups for example) to more formal relationships with external stakeholders, such as government departments and business.

The Department of Meteorology ran an open day for school children during National Science Week 2010. This was arranged by a female academic staff member and she gave presentations and ran experiments for school children, with other staff members and PhD students in attendance. We have also provided input to various activities organised by the University's Widening Participation Office. Outreach also takes place through links with industry and government bodies, eg. Dr Janet Barlow with the construction industry. Dr Jane Strachan is funded by Willis Reinsurance in a post-doctoral position to investigate hurricanes and other extreme events.

The outreach activities of the Department of Mathematics are more aimed to provide support for secondary school mathematics teaching and learning, and to promote the study of mathematics at undergraduate level. Dr Paul Glaister is heavily involved in a programme for mathematics teachers, and organises open and revision days in the department for mathematics A-level students in Berkshire. Dr Calvin Smith and a team led by him and composed of PhD students, predominantly female, have been to several schools to give talks to promote and disseminate mathematics.

All outreach activity is highly regarded in the school and taken into due account when cases for promotion are considered.

(xi) **Induction and training** – comment on the support provided to new staff at all levels, noting what new arrangements you may be planning, as well as details of gender training.

Since last year's application, a new induction programme has now been implemented across the School. New staff starting in the School are given a full induction and a School Welcome pack when they start. This programme includes meetings with different support staff as well as their line managers to discuss their role. Researchers and academic staff are also given a mentor / buddy for more informal support and women can request female buddies. The Buddy system in Meteorology is currently coordinated by a female researcher. Academic staff also give an inaugural lecture and lunch to allow other staff to get to know them.

Probation for all new staff includes regular meetings with line managers to discuss progress. Improvements in this system include reminders from the School administrator with guidelines for

probation and discussion topics for review meetings. Line managers are also encouraged to seek support from HR when problems are encountered.

All new staff members are enrolled on to the University's induction day, as well as any other training they will need, such as mandatory Recruitment and Selection panel training, Freedom of Information and Data Protection training.

The School regularly collaborates with the University's Centre for Staff Training and Development to run in-house training sessions: recruitment and selection panel training, staff development review training, proposal writing training (arranged as a result of requests from the SDRs), relevant Health and Safety training and preparing for promotion. Staff are also encouraged to attend university sessions aimed at preparing for promotions.

We will strongly encourage women to attend the Research Leaders programme run by the Henley Business School for Grade 6 staff. Two female staff in the School are attending this year. If necessary, we will organise dedicated training of this type, although it is beneficial for staff to be with staff from other Schools as well in this training.

**(xii) Support for female students** – comment on the support provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher.

Current students have equal availability of careers, pastoral and academic support; beyond this, we are able to offer flexibility in learning for those who need it. For example, students can go on maternity leave by suspending their programme and resuming their studies when they feel ready. We are also able to offer flexibility for parents, as extenuating circumstances can be granted for those who unexpectedly need to deal with a child care issue – e.g., during the recent snow troubles parents were unable to come into university as their children's schools were closed, we were able to reassure those affected that they would not be penalised for late work or missed lectures.

Destinations data show that female students in SMMP are as likely, if not more likely to go in to graduate level jobs or study after completing their degree. With regard to the lower female PGT intake, our attention must be focused on attracting new female students rather than retaining our undergraduates as we feel it is a positive thing that our female students are clearly gaining the confidence to pursue their next steps outside the environment they are comfortable in, which could be considered healthier than remaining within the same institution indefinitely.

#### **4. Case study: impacting on individuals –**

##### **Dr Janet Barlow (Reader in the Department of Meteorology)**

“I came to the Department of Meteorology in 1994 as a Masters student, staying on to do a PhD and post-doc position before becoming a lecturer in 2002. The decision to stay here was strongly informed by the sense of a supportive community that exists, as well as the excellent research environment. I can remember specific difficult times when I received excellent support from colleagues, right up to the Head of School, which encouraged me to stay on and pursue a research career. During the challenging initial period as a lecturer, one of my motivations to keep going was to keep the numbers of female Faculty staff up! I started at a time when there were already three female members of academic staff, one of whom provided excellent mentoring in the role. Whilst this is encouraging and provides role models for students and researchers, I believe we still need to maintain support for female colleagues to enable them to get to higher positions, particularly if they need career breaks. I have only seldom encountered specific gender bias in the workplace, but have had to put the female point of view across on occasion, e.g. when considering candidates for jobs, and the potential gap in papers coinciding with birth of children. Also, fostering a sense of “female-friendly culture” is important: one needs more confidence to operate in a minority, and sometimes gender still can be a reason to not feel part of the “gang”. My other positive experience was receiving direct encouragement from a female colleague in the Research and Enterprise Services department of the University to apply for a prestigious EPSRC grant under their Challenging Engineering scheme. She had far more belief in me than I had initially, but through constant support over a longer period, I eventually won a £1 million award in 2008. This has transformed my career (and contributed directly to promotion in 2009), but more crucially has changed my outlook, boosted my confidence and let me realise my potential. This kind of “mentoring” support is particularly helpful to those of a quieter and less confident disposition.”

## **5. Further SET-specific initiatives**

Comment on any particularly innovative programmes not covered above which have been undertaken, noting their effectiveness to date and any plans to introduce new initiatives and/or review present practice (maximum 200 words).

All initiatives are listed in the Action plan.

## **6. The self-assessment process**

Describe the Self-Assessment Team members and the action planning process, as well as any consultation processes that were undertaken (maximum 750 words).

The Self assessment team was made up of the following staff members:

Professor Simon Chandler-Wilde (Head of Mathematics department, and Head of School from August 2010)

Professor Robert Gurney (Director of ESSC)

Mrs Marguerite Gascoine (School Administrator)

Ms Katherine Shaw (School Teaching and Learning Administrator)

Mrs Kathie Bowden (Administrator of ESSC)

Mrs Louise Barrow (PA to the Head of School).

The self assessment team looked at the previous unsuccessful submission, as well as new data received by the School Teaching and Learning administrator. The team also liaised internally with the University's Equal Opportunities and Diversity Officer (Dr Melody McGrath) and the UKRC South East Hub Manager (Dr Veronica Benson) to make improvements to last year's submission. Results from the consultation with focus groups in 2009 were looked at again, in order to review the action plan.

The self assessment team will gather annually to assess future statistics on all issues, as well as monitor progress during the next 3 years.

## **7. Action plan**

Please attach your action plan for the next three years which summarises actions identified from the data and commentary above, naming the person responsible and time scale.

## **8. Any other comments**

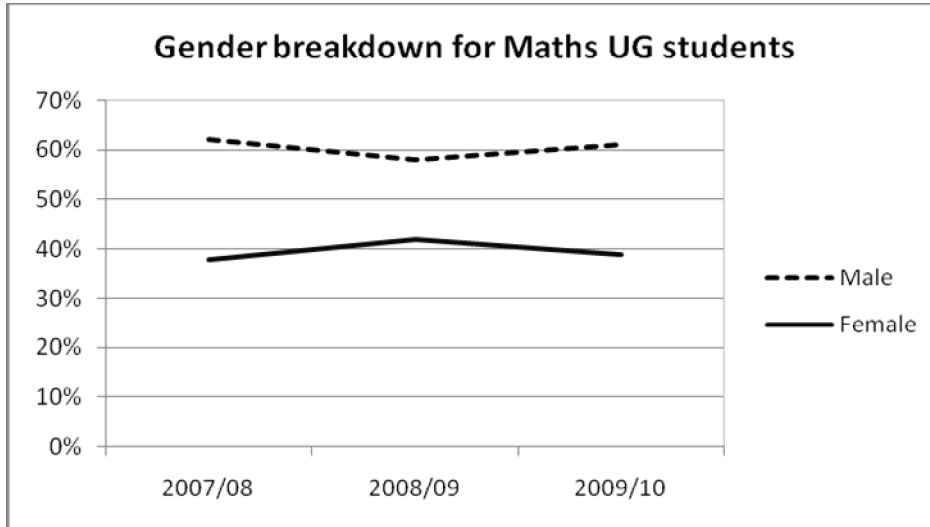
Please comment here on any other elements which you think relevant to the application, e.g. recent mergers between departments (maximum 250 words).

## DATA SHEETS

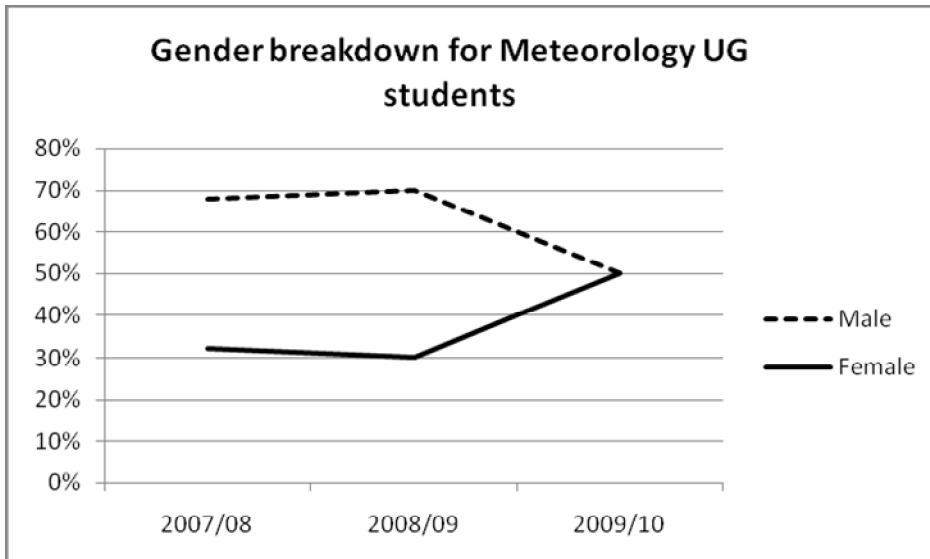
### SMMP Student data:

#### Student numbers by gender

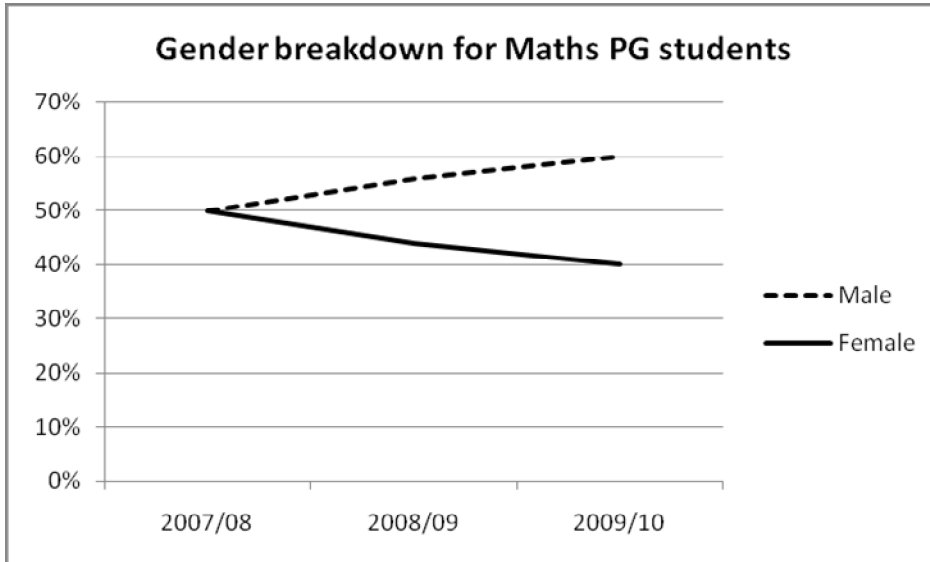
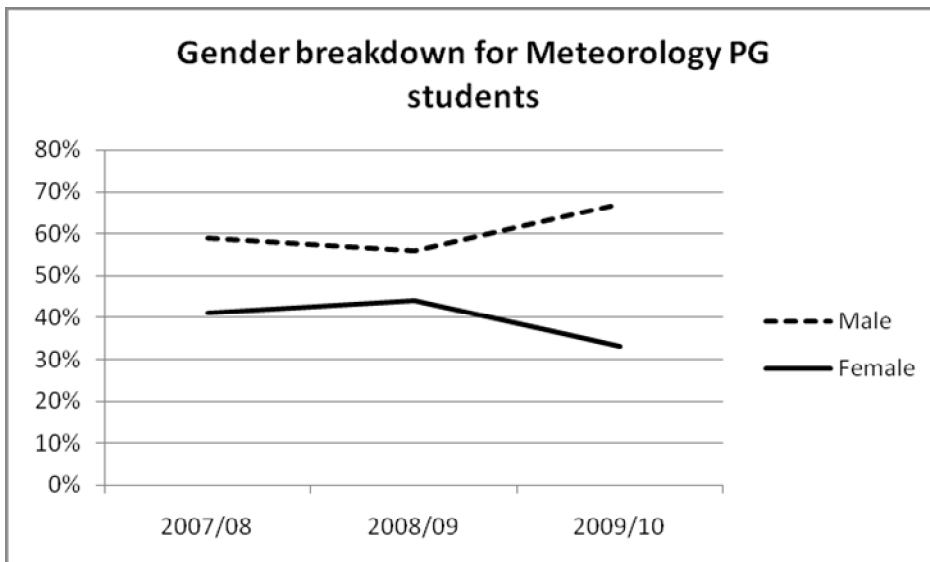
##### *UG Mathematics*



##### *UG Meteorology*

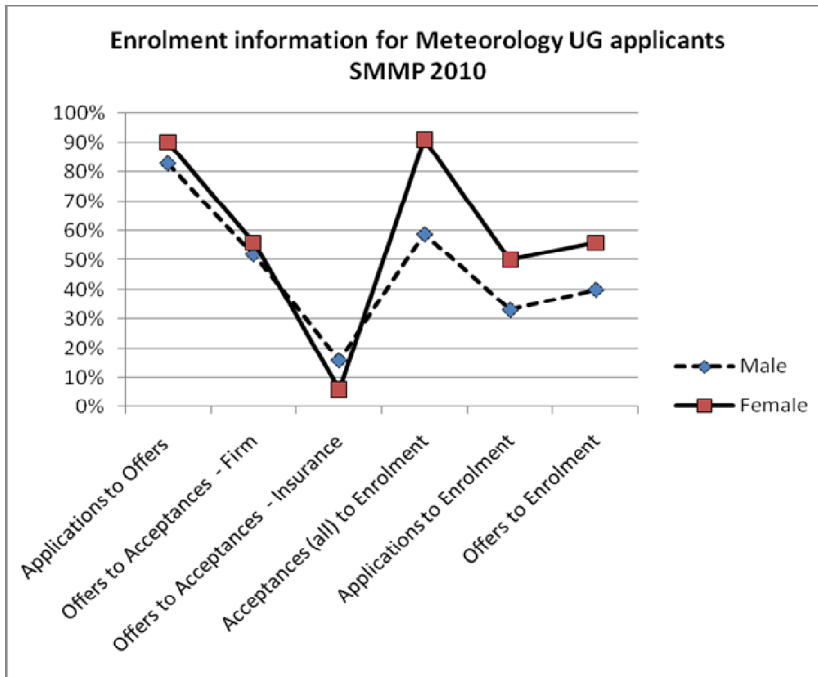
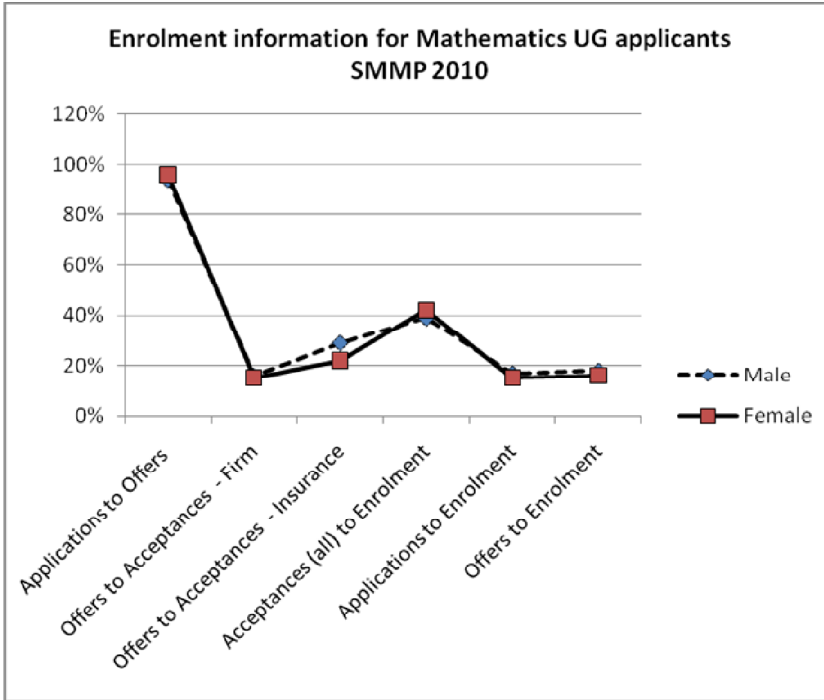


**Both departments compare well with national averages: 40% females taking Maths courses nationally, and 37% females taking Physics based courses nationally.**

*PG Mathematics**PG Meteorology*

Ratio of course applications to offers and acceptances by gender

UNDERGRADUATES:



Ratio of course applications to offers and acceptances by gender

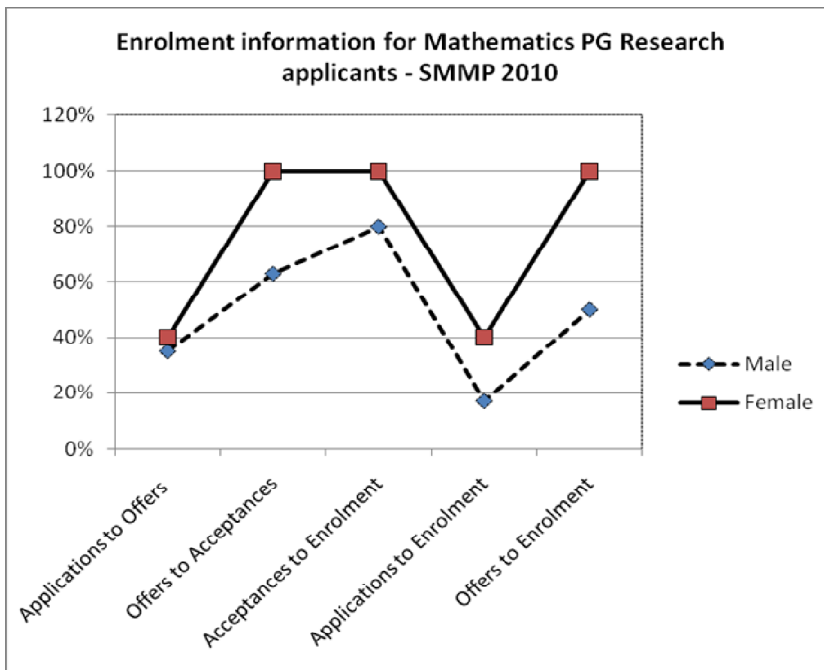
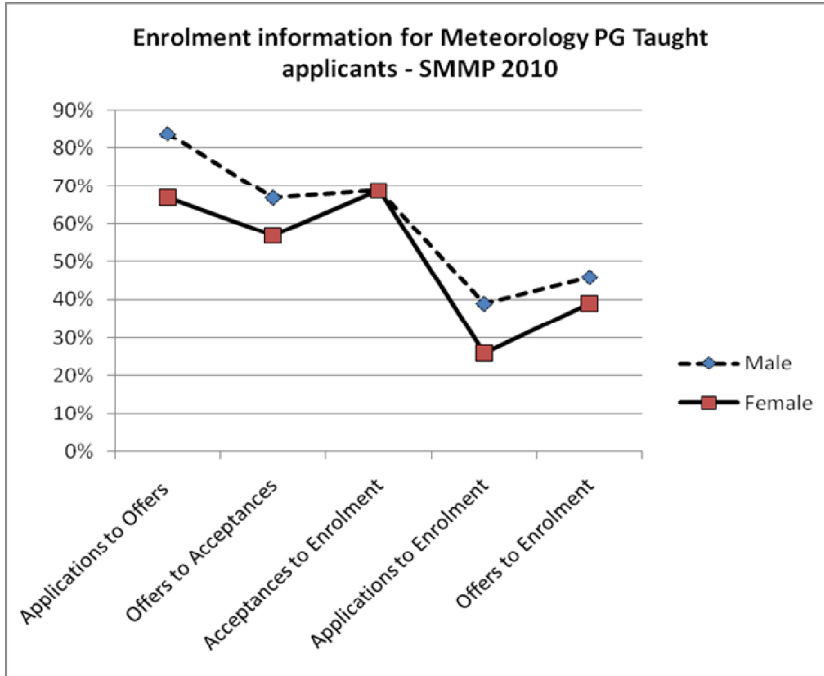
## POSTGRADUATE

Maths		2007		2008		2009	
		male	female	male	female	male	female
PGT FT	Apps to Offs %	63	73	68	59	77	86
	Offs to Accs %	63	50	71	77	57	33
	Accs to Enr %	67	88	67	80	82	75
	Apps to Enr %	27	32	32	36	36	21
	Offs to Enr %	42	44	47	62	47	25
PGR FT	Apps to Offs %	52	50	53	14	35	40
	Offs to Accs %	54	80	38	100	63	100
	Accs to Enr %	71	75	100	100	80	100
	Apps to Enr %	20	30	20	14	17	40
	Offs to Enr %	38	60	38	100	50	100

Meteorology		2007		2008		2009	
		male	female	male	female	male	female
PGT FT	Apps to Offs %	85	77	95	90	84	67
	Offs to Accs %	46	46	47	85	67	57
	Accs to Enr %	50	64	56	52	69	69
	Apps to Enr %	20	23	25	40	39	26
	Offs to Enr %	23	29	26	44	46	39
PGR FT	Apps to Offs %	46	38	25	57	27	23
	Offs to Accs %	100	100	88	83	88	100
	Accs to Enr %	91	83	71	70	100	100
	Apps to Enr %	42	31	16	33	23	23
	Offs to Enr %	91	83	63	58	88	100

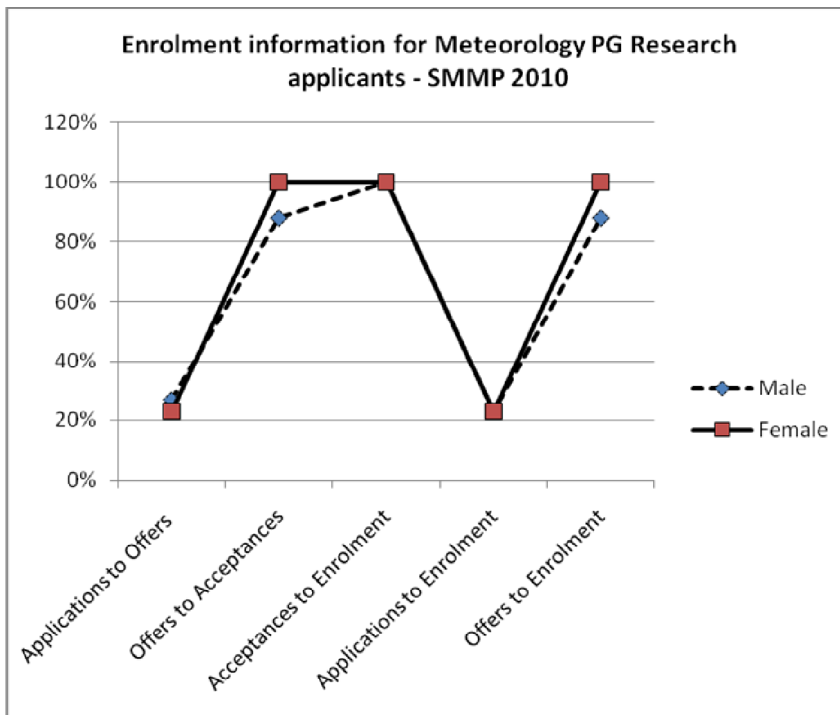
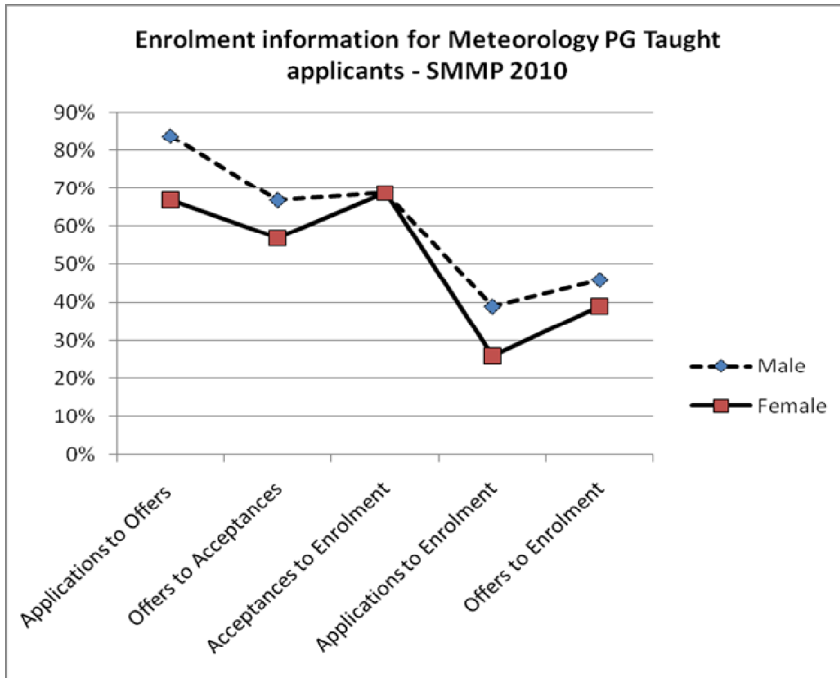


## POSTGRADUATES in Mathematics



Ratio of course applications to offers and acceptances by gender

POSTGRADUATES in Meteorology



Degree classification by gender

Degree results in the Department of Mathematics

All UG degrees

		1st Class Honours	1st Class Honours	Second Class Upper Honours	Second Class Upper Honours	Second Class Lower Honours	Second Class Lower Honours	Third Class Honours	Third Class Honours	Pass	Pass	excl Cert HE		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total Male	Total Female	Total
2008/9	number	24	17	12	6	8	6	0	3	1	0	45	32	77
	% ratio by class	59	41	67	33	57	43	0	100	100	0			
	% gender by class	53	53	27	19	18	19	0	9	2	0			
2007/8	number	15	12	5	10	11	7	10	6	2	0	43	35	78
	% ratio by class	56	44	33	67	61	39	63	38	100	0			
	% gender by class	35	34	12	29	26	20	23	17	5	0			
2006/7	number	5	8	5	4	5	8	5	1	0	2	20	23	43
	% ratio by class	38	62	56	44	38	62	83	17	0	100			
	% gender by class	25	35	25	17	25	35	25	4	0	9			

HQA data for MMP Maths. Most recent data is 2008/9

**Notes**

"% ratio by class" - % split of m/f who received that particular class of degree ("of those who received a 1st, X% were fe/male")

"% gender by class" - % of each gender who received a particular class of degree ("of all the wo/men, Y% achieved a 1st");

Postgraduate  
Degree

		Doctorate Degree mainly by Research	Doctorate Degree mainly by Research	Masters Degree mainly by Research	Masters Degree mainly by Research	Masters Degree not mainly by Research	Masters Degree not mainly by Research	Diploma at Level M/Postgraduate Diploma or Certificate not PGCE or Res	Diploma at Level M/Postgraduate Diploma or Certificate not PGCE or Res	No Formal Postgraduate Qualification: taught work	No Formal Postgraduate Qualification: taught work	Total Male	Total Female	Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total Male	Total Female	Total
2008/9	number	2	0	0	0	8	7	0	1	0	0	10	8	18
	% ratio by class	100	0			53	47	0	100					
	% gender by class	20	0	0	0	80	88	0	13	0	0			
2007/8	number	4	1	0	0	6	6	0	1	0	0	10	8	18
	% ratio by class	80	20			50	50	0	100					
	% gender by class	40	13	0	0	60	75	0	13	0	0			
2006/7	number	2	3		0	8	8	0	0	0	0	10	11	21
	% ratio by class	40	60			50	50							
	% gender by class	20	27	0	0	80	73	0	0	0	0			

HQA data for MMP Maths. Most recent data is 2008/9

**Notes**

"% ratio by class" - % split of m/f who received that particular class of degree;

"%gender by class" - % of each gender who received a particular class of degree;

## Degree results in the Department of Meteorology

## All UG degrees

		1st Class Honours	1st Class Honours	Second Class Upper Honours	Second Class Upper Honours	Second Class Lower Honours	Second Class Lower Honours	Third Class Honours	Third Class Honours	Pass	Pass			
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total Male	Total Female	Total
2008/9	number	5	2	4	5	6	1	0	0	0	0	15	8	23
	% ratio by class	71	29	44	56	86	14							
	% gender by class	33	25	27	63	40	13	0	0	0	0			
2007/8	number	5	2	3	2	2	2	1	0	0	0	11	6	17
	% ratio by class	71	29	60	40	50	50	100	0					
	% gender by class	45	33	27	33	18	33	9	0	0	0			
2006/7	number	3	7	5	3	6	1	1	0	0	0	15	11	26
	% ratio by class	30	70	63	38	86	14	100	0					
	% gender by class	20	64	33	27	40	9	7	0	0	0			

HQA data for MMP Met. Most recent data is 2008/9

## Notes

"%ratio by class" - % split of m/f who received that particular class of degree ("of those who received a 1st, X% were fe/male");

"% gender by class" - % of each gender who received a particular class of degree ("of all the wo/men, Y% achieved a 1st");

**71 % of firsts are obtained by males and 33% of men are likely to receive a first over 25% of women.**
**56% of seconds are obtained by females and 65% of 2:1s are achieved by women over 27% of men.**

Postgraduate  
Degree

		Doctorate Degree mainly by Research	Doctorate Degree mainly by Research	Masters Degree mainly by Research	Masters Degree mainly by Research	Masters Degree not mainly by Research	Masters Degree not mainly by Research	Diploma at Level M/Postgraduate Diploma or Certificate not PGCE or Res	Diploma at Level M/Postgraduate Diploma or Certificate not PGCE or Res	No Formal Postgraduate Qualification: taught work	No Formal Postgraduate Qualification: taught work	Total Male	Total Female	Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
2008/ 9	number	4	5	0	0	8	7	0	0	0	0	12	12	24
	% ratio by class	44	56			53	47							
	% gender by class	33	42	0	0	67	58	0	0	0	0			
2007/ 8	number	6	3	0	0	12	7	0	1	0	0	18	11	29
	% ratio by class	67	33			63	37	0	100					
	% gender by class	33	27	0	0	67	64	0	9	0	0			
2006/ 7	number	12	4	0	1	27	19	0	0	2	2	41	26	67
	% ratio by class	75	25	0	100	59	41			50	50			
	% gender by class	29	15	0	4	66	73	0	0	5	8			

HQA data for MMP Met. Most recent data in 2008/9

## Notes

"%ratio by class" = %split of m/f who received that particular class of degree;

"% gender by class" - % of each gender who received a particular class of degree;

Postgraduate male and female numbers completions:

 Mean length of time (in calendar days) for **Mathematics** postgraduate completions, by gender and programme type

\* denotes single value, not average

Academic Year	Female				Male			
	F/T Research	F/T Taught	P/T Research	P/T Taught	F/T Research	F/T Taught	P/T Research	P/T Taught
2004/5	.	365	.	.	1468	365	.	.
2005/6	.	364	.	730	.	364	.	.
2006/7	1457	364	.	.	1346	364	.	.
2007/8	2453	364	.	.	1641	364	.	.
2008/9	1361 *	365	.	.	1391*	365	.	308

 Mean length of time (in calendar days) for **Meteorology** postgraduate completions, by gender and programme type,

Academic Year	Female				Male			
	F/T Research	F/T Taught	P/T Research	P/T Taught	F/T Research	F/T Taught	P/T Research	P/T Taught
2004/5	1316	365	2830	601	1492	359	1733	545
2005/6	1367	405	.	.	1497	364	.	.
2006/7	1376.4	354	.	.	1473	362	1681	659
2007/8	1500	364	.	729	1530	385	.	.
2008/9	1223	365	.	.	1351	365	.	.

Source: RISIS 7 April 2009 (PG)

Destinations:

This data is taken from the DLHE survey.

Note: some of the numbers behind some of the data are not very large, but percentages must be used to anonymise the data.

**Department of Mathematics**

2006/2007	Graduate Job/Study	Non-Graduate Job/Study
M	75%	25%
F	60%	40%

2007/2008	Graduate Job/Study	Non-Graduate Job/Study
M	66%	34%
F	69%	31%

2008/2009	Graduate Job/Study	Non-Graduate Job/Study
M	61%	39%
F	77%	23%

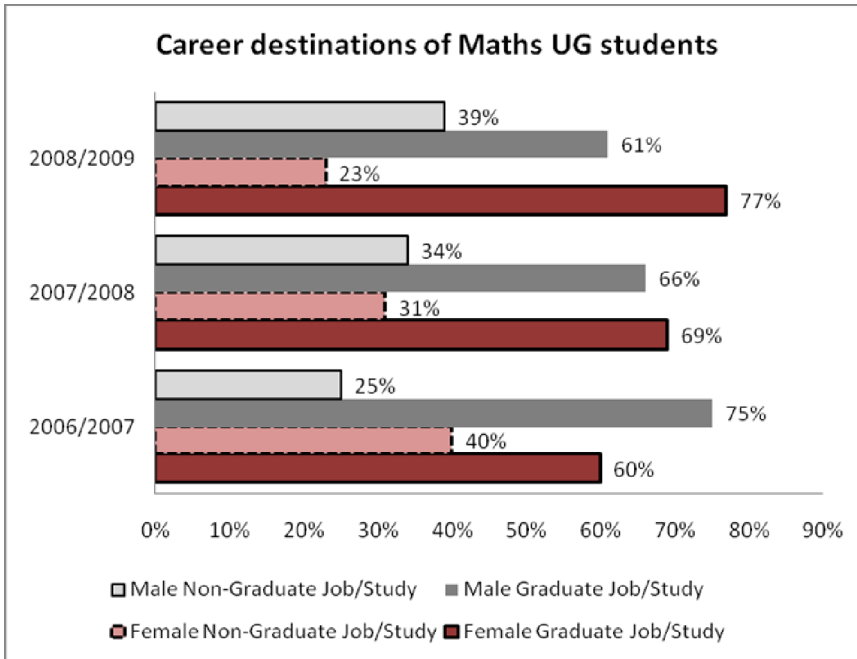
**Department of Meteorology**

2006/2007	Graduate Job/Study	Non Graduate Job/Study
M	78%	22%
F	100%	0%

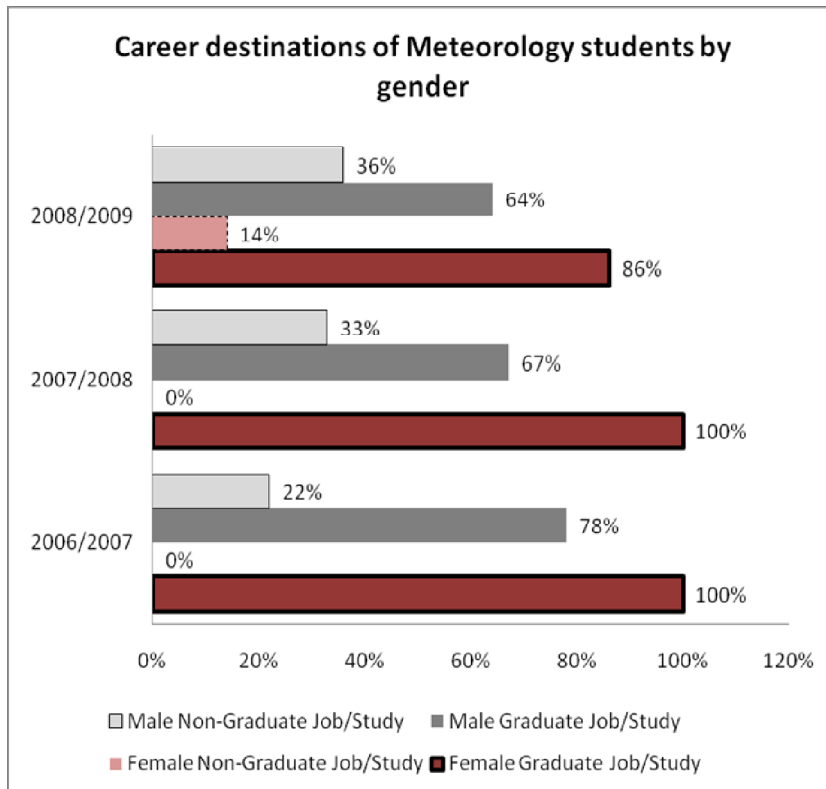
2007/2008	Graduate Job/Study	Non Graduate Job/Study
M	67%	33%
F	100%	0%

2008/2009	Graduate Job/Study	Non-Graduate Job/Study
M	64%	36%
F	86%	14%





**An increase in females going to graduate jobs/study destination in the last 3 years.**



**The decrease in females going to non-graduate jobs/study in 2008/09 might reflect the economic climate.**

### SMMP Staff Data:

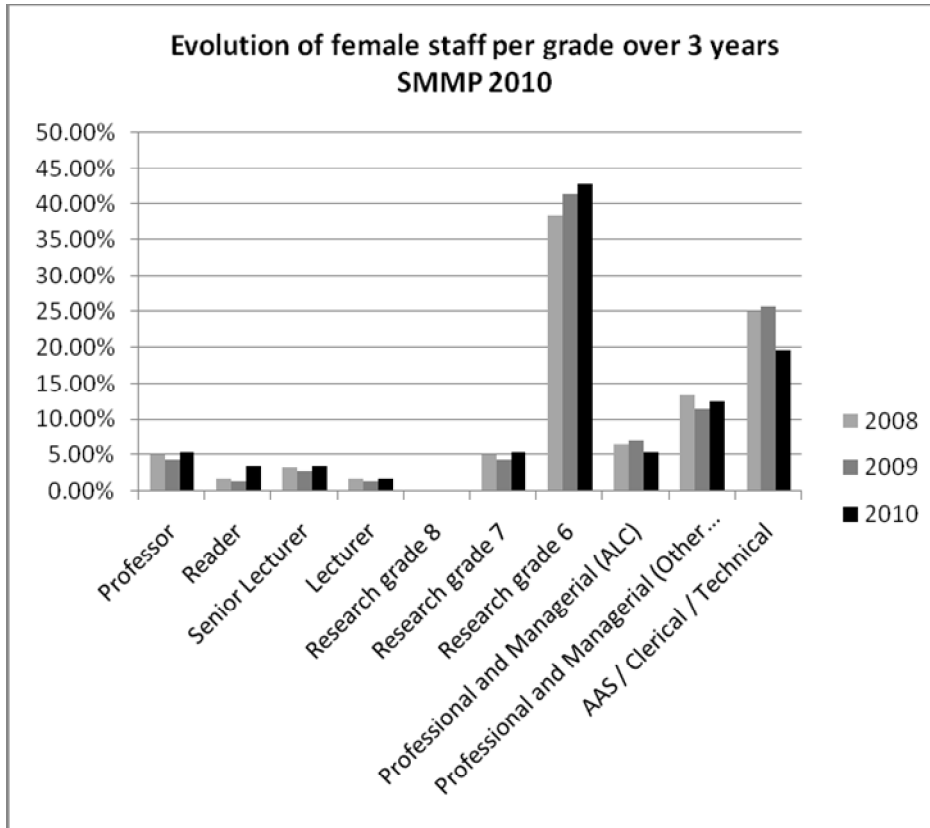
#### Breakdown of each gender into grades (2008 – 2010)

<b>2008</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
Professor	16.13%	5.00%	12.50%
Reader	1.61%	<b>1.67%</b>	1.63%
Senior Lecturer	4.03%	<b>3.33%</b>	3.80%
Lecturer	11.29%	1.67%	8.15%
Research grade 8	2.42%	0.00%	1.63%
Research grade 7	17.74%	5.00%	13.59%
Research grade 6	29.84%	38.53%	32.61%
Professional and Managerial (ALC)	4.84%	6.67%	5.43%
Professional and Managerial (Other Related)	8.06%	13.33%	9.78%
AAS / Clerical / Technical	4.03%	25.00%	10.87%

<b>2009</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
Professor	13.33%	4.29%	10.24%
Reader	2.96%	<b>1.43%</b>	2.44%
Senior Lecturer	2.96%	<b>2.86%</b>	2.93%
Lecturer	9.63%	1.43%	6.83%
Research grade 8	2.96%	0.00%	1.95%
Research grade 7	16.30%	4.29%	12.20%
Research grade 6	33.33%	41.43%	36.10%
Professional and Managerial (ALC)	7.41%	7.14%	7.32%
Professional and Managerial (Other Related)	7.41%	11.43%	8.78%
AAS / Clerical / Technical	3.70%	25.71%	11.22%

<b>2010</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
Professor	15.32%	5.36%	12.22%
Reader	3.23%	<b>3.57%</b>	3.33%
Senior Lecturer	4.84%	<b>3.57%</b>	4.44%
Lecturer	7.26%	1.79%	5.56%
Research grade 8	2.42%	0.00%	1.67%
Research grade 7	18.55%	5.36%	14.44%
Research grade 6	29.84%	42.86%	33.89%
Professional and Managerial (ALC)	7.26%	5.36%	6.67%
Professional and Managerial (Other Related)	7.26%	12.50%	8.89%
AAS / Clerical / Technical	4.03%	19.64%	8.89%

**There is an overall increase in female staff in senior roles: Readers, Senior Lecturer and Lecturer.**

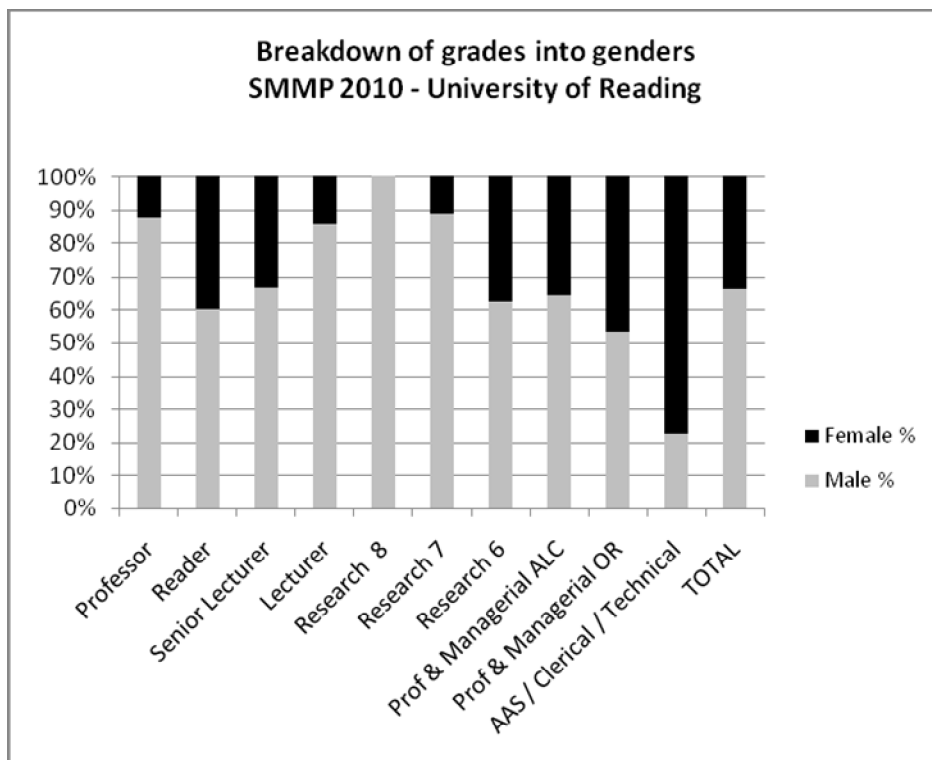


**A high proportion of females are in research grade 6, with decreasing numbers in higher research grades. A number of actions in the action plan will address this.**

**An increasing proportion of females progressing into Senior Lecturer and Reader grades will improve the gender balance in academic grades.**

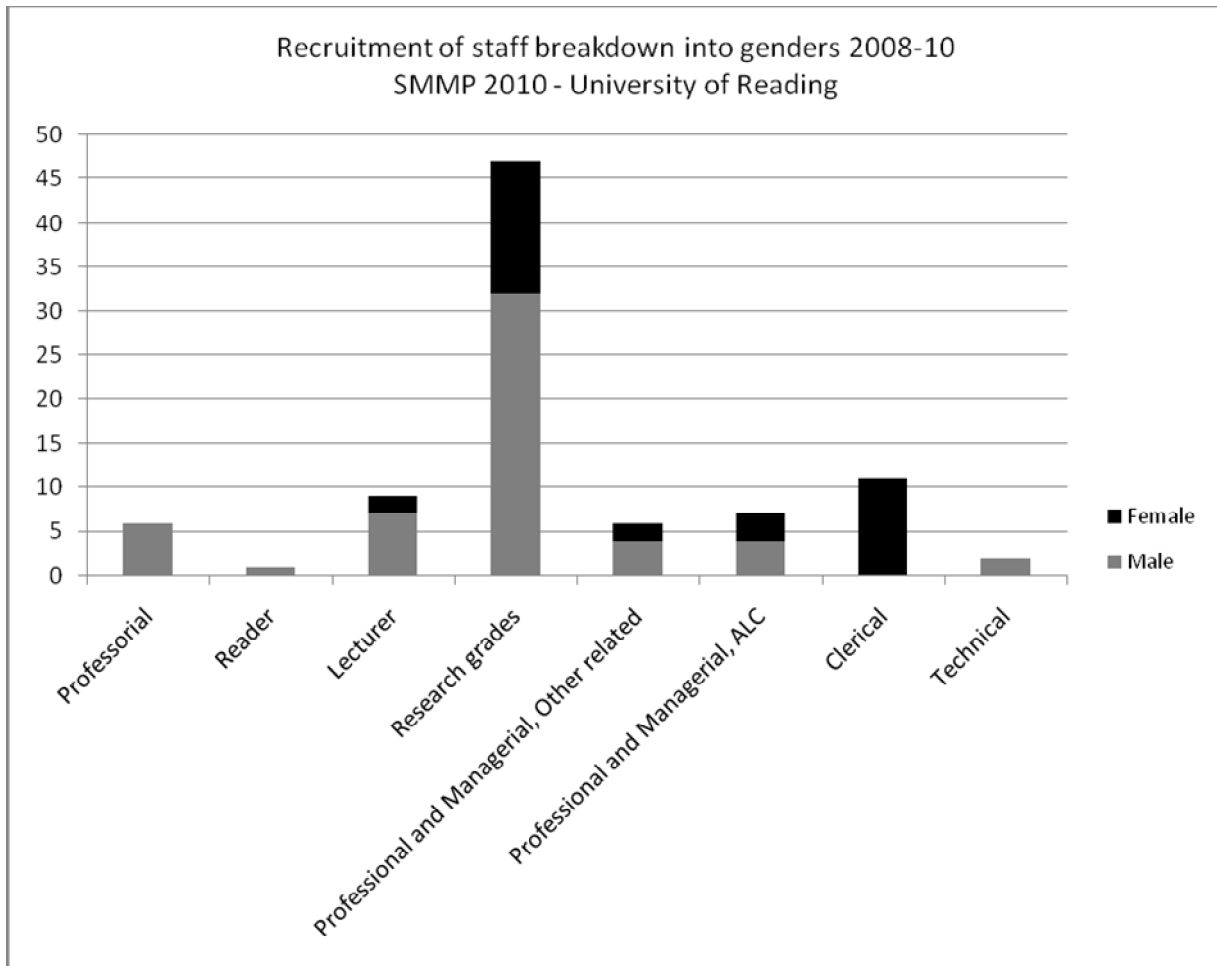
### SMMP staff numbers across the different grades (male / female split)

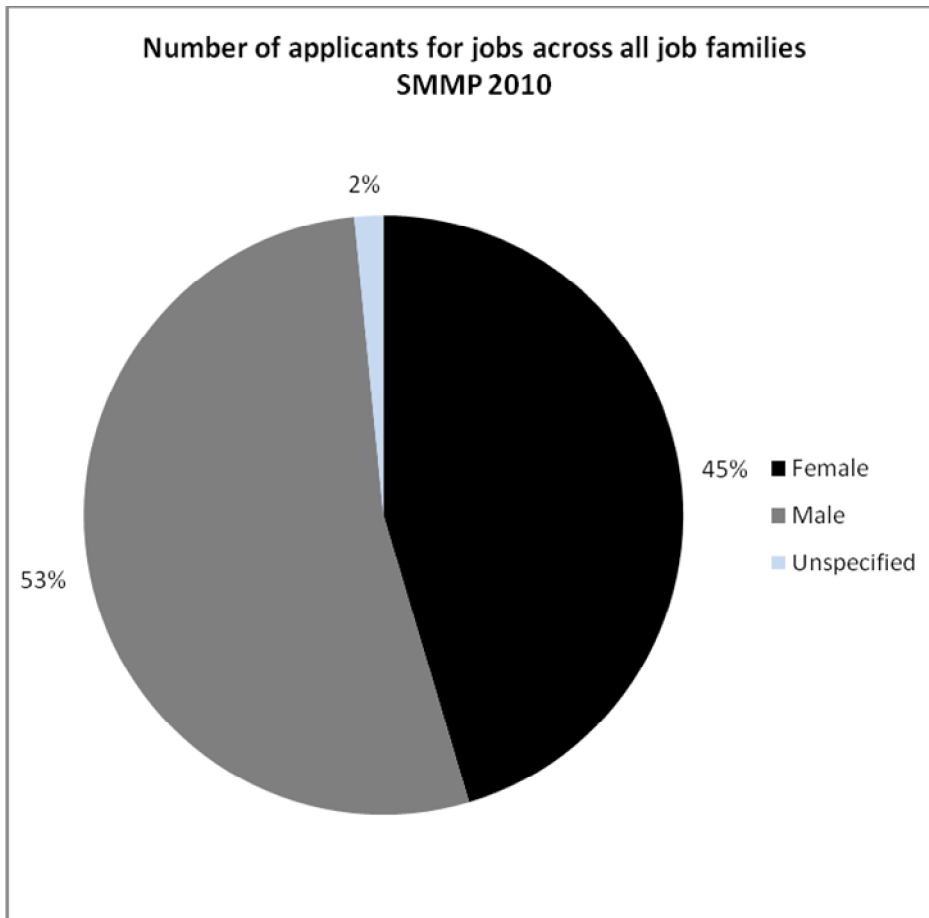
Staff numbers		Male %	Female %
Academic	Prof	88	12
	Reader	60	40
	Senior Lecturer	67	33
	Lecturer	86	14
Research	Res 8	100	0
	Res 7	89	11
	Res 6	62	38
Support	PM ALC	64	36
	PM OR	53	47
	AAS	23	77
<b>SMMP</b>	<b>TOTAL</b>	<b>66</b>	<b>34</b>



### Recruitment of staff – gender breakdown

Recruitment of staff to SMMP from 2008-10			
Job family	Male	Female	Total
Professorial	6		6
Reader	1		1
Lecturer	7	2	9
Research grades	32	15	47
Professional and Managerial, Other related	4	2	6
Professional and Managerial, ALC	4	3	7
Clerical		11	11
Technical	2		2





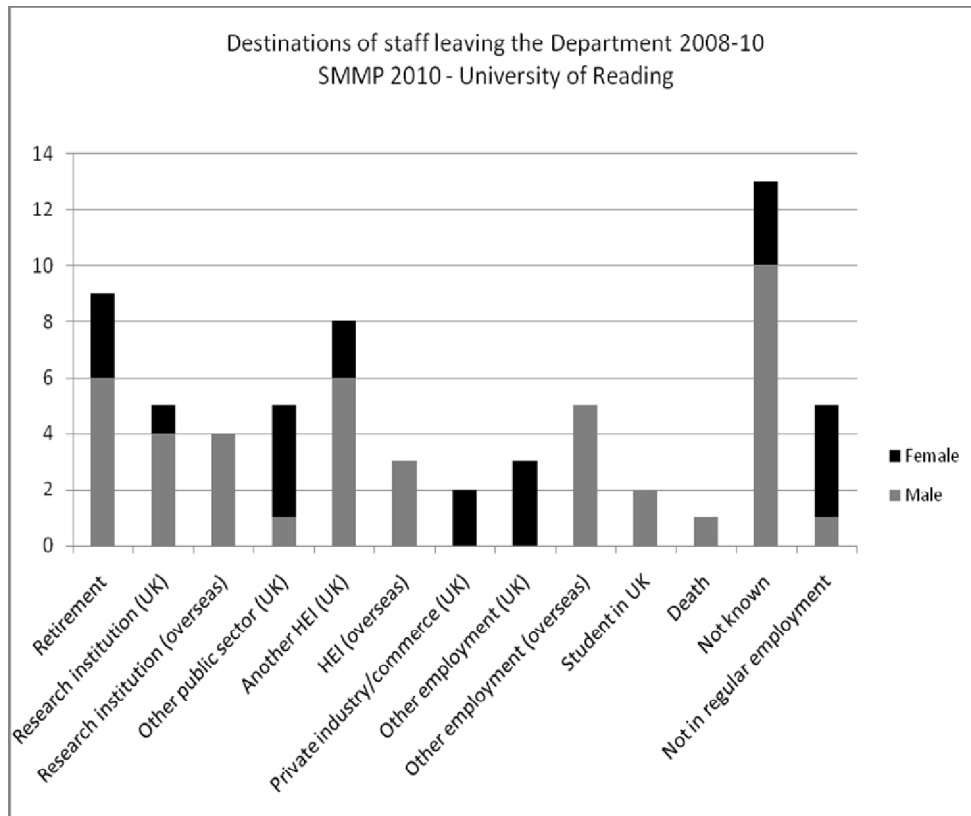
**NB:**

**These statistics include recruitment in the school over all staff, and job families, 36% of which are not academic or research staff.**

### Staff leavers in SMMP – destinations of leavers

Leavers from MMP	Male	Female	Total
Retirement	6	3	9
Research institution (UK)	4	1	5
Research institution (overseas)	4	0	4
Other public sector (UK)	1	4	5
Another HEI (UK)	6	2	8
HEI (overseas)	3	0	3
Private industry/commerce (UK)	0	2	2
Other employment (UK)	0	3	3
Other employment (overseas)	5	0	5
Student in UK	2	0	2
Death	1	0	1
Not known	10	3	13
Not in regular employment	1	4	5
<b>Total</b>	<b>43</b>	<b>22</b>	<b>65</b>

**66 % of leavers are male and 34 % are female, which is in line with the gender breakdown of the department.**



## Promotion application and success rates by gender and grade

### Academic staff:

Personal Titles for Academic staff	Number of Applicants		Successful applications	
	Male	Female	Male	Female
2006	3	1	3	1
2007	4	0	3	0
2008	3	2	3	2
Total	10	3	9	3

The proportion of female staff in the School is 18%, but the promotion history shows that 23% of applicants for promotion are female, and 25% of successful applicants are female.

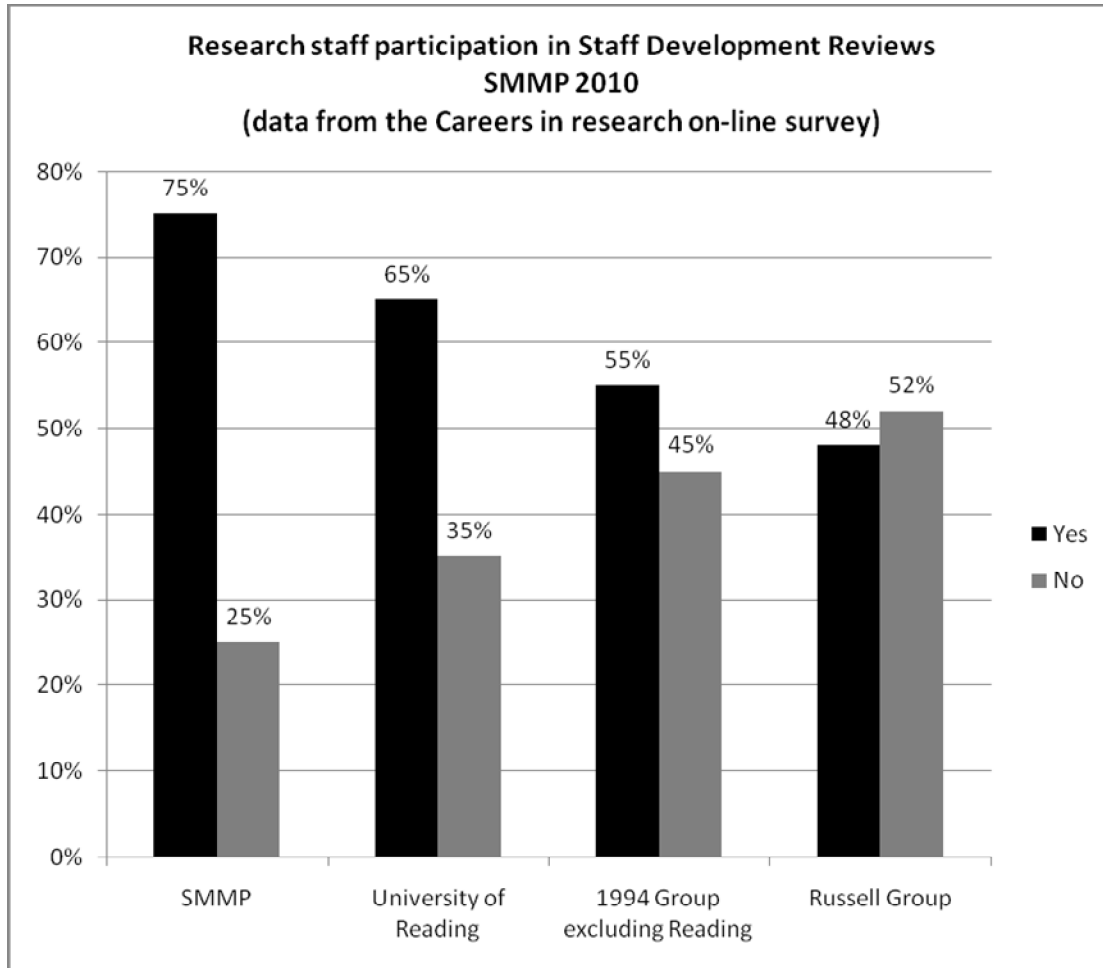
This shows a good track record in the School for mentoring and promoting female academic staff.

### Research staff:

Promotions for research staff	Number of Applicants		Successful applications	
	Male	Female	Male	Female
2007	1	0	1	0
2008	5	2	2	1
2009	2	1	2	0
Total	8	3	4	1

The picture is less positive for research staff, but this should improve with the School's new emphasis on SDRs for research staff, using the "Research staff Development Prompter" forms and discussion points, as well as additional mentoring and support for female staff members.

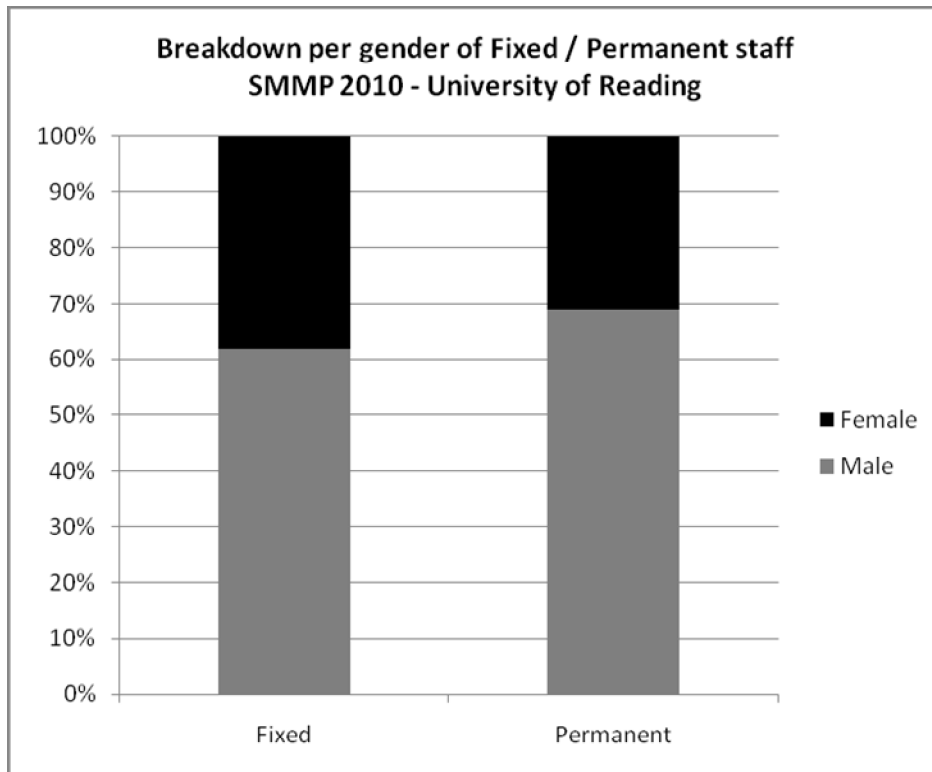


Promotion and career development – Staff development reviews

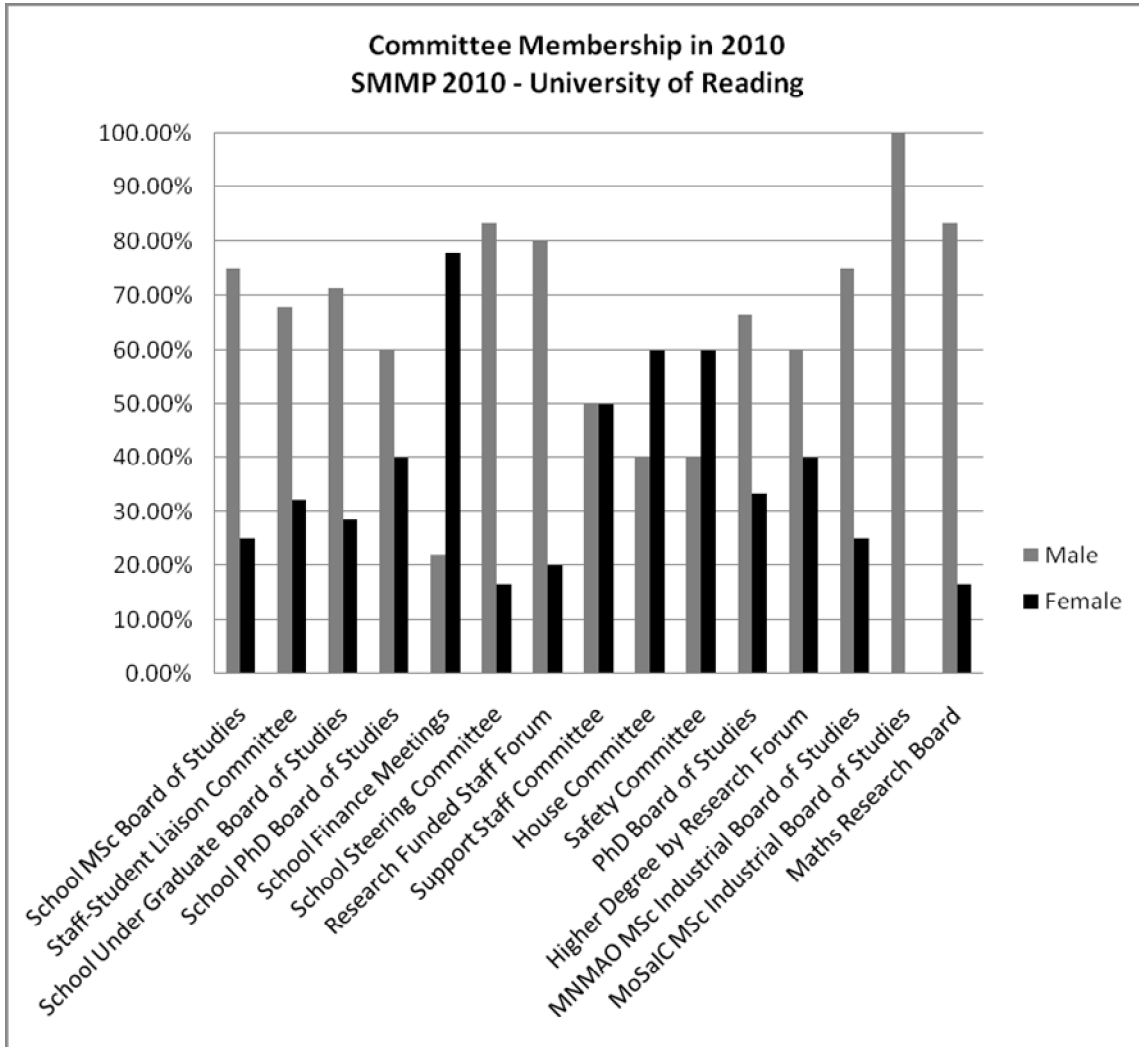
**The School has a high proportion of staff carrying out Staff Development Reviews and this compares very favourably with the University and Higher Education sector.**

Gender breakdown of academic staff on permanent or fixed term contracts

Contract type	Male	Female	Total
Fixed	68	42	110
Permanent	82	37	119
<b>Total</b>	<b>150</b>	<b>79</b>	<b>229</b>



Representation on Decision Making Committees (2010)



**The School will address the gender imbalance on different committees and monitor this to ensure female representation.**

Silver Progress Record Form

University of Reading – SCHOOL OF MATHEMATICS, METEOROLOGY AND PHYSICS (SMMP)

Key Assessment Area 1: A picture of the department

What data and other evidence has been collected?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?	How will these actions be communicated to staff?
Student Data						
1.1 Numbers of males and females on access or foundation courses	Small numbers so probably not representative.	<ul style="list-style-type: none"> <li>All students progress to their chosen course, so no particular actions to take.</li> </ul>				
1.2 Undergraduate male and female numbers	Need to maintain and increase numbers of female students on SMMP courses.	<ul style="list-style-type: none"> <li>Increased visibility of senior female staff in publicity material and visit days.</li> <li>Assess publicity material to ensure good gender balance.</li> </ul>	Sustained numbers of females recruited to UG courses	School Director of Teaching and Learning (SDTL)	2 years	Heads of Department
1.3 Postgraduate male and female numbers completing taught courses	No issues identified.					
1.4 Postgraduate male and female numbers on research degrees	High number of students on research degrees two years ago, and high number of students going on to PhDs in 2008.	<ul style="list-style-type: none"> <li>Investigate reasons for this high intake by questioning students about their reasons for choosing Reading.</li> </ul>	Sustained increase in female student applications.	SDTL	3 years	Heads of Department
1.5 Ratio of course applications to offers and acceptances by gender for (i), (ii) and (iv) above	Fewer female students accepting and enrolling on PG courses than would like	<ul style="list-style-type: none"> <li>Increased visibility of senior female staff in publicity material and visit days.</li> <li>Assess publicity material to ensure good gender balance.</li> <li>Highlight Athena SWAN award as sign of good practise</li> </ul>	Sustained numbers of females recruited to PG courses	SDTL	2 years	Heads of Department
1.6 Degree classifications by gender	Small trend for gender imbalance of first to second in Meteorology UG programmes	<ul style="list-style-type: none"> <li>Draw to the attention of the MUMPS meetings and monitor trends.</li> </ul>	Improved balance	School T&L Administrator	3 years	Through the MUMPS meetings and Heads of

1.7 Length of time for postgraduate completion by gender	Part time female students' completion time is longer than males	<ul style="list-style-type: none"> <li>Improved support to part time students (pastoral and technical).</li> <li>Arrange training for Teaching and Learning staff (Counselling, Harrassment, etc)</li> <li>Encourage use of the access grid for meetings with PhD students.</li> </ul>	Similar completion time across male and female students	SDoTL and T&L Administrator	2 years	Departments School's Teaching and Learning Office
<b>Staff Data</b>						
1.8 Number of male and female staff (academic and research) at each grade	Drop in number of female staff reaching grade 7. Senior staff more predominantly male.	<ul style="list-style-type: none"> <li>See section 2.1 of action plan</li> </ul>	Increase in female staff on Grade 7 and above.	School Management office, School Director of Research and Centre for staff training and Development	3 years	Through the School Director of Research and School Management office
1.9 Job application and success rates by gender and grade	Males outnumber females in job applications and success rates.	<ul style="list-style-type: none"> <li>See section 2.5 of action plan</li> </ul>	Increase in female applicants to jobs, and improve success rates	School Administrator, Head of School and Department, Athena SWAN steering group.	3 years	School Administrator, Heads of Department and Head of School.
1.10 Turnover by grade and gender	Difference in destinations for female leavers – this is not really an issue.	<ul style="list-style-type: none"> <li>Continue to monitor leavers' destinations and take action if necessary.</li> </ul>	Ensure that female leavers don't leave STEM	School Administrator, with feedback to Head of School	Annually	School Management office through Heads of Department
1.11 Maternity return rate	Most staff taking maternity leave have returned to work, some on part time basis.	<ul style="list-style-type: none"> <li>See section 2.8 of action plan</li> </ul>	Ensure that staff have sufficient support at this potentially difficult time.	School Administrator, line managers and HoDs	1 year	School Administrator, Heads of Departments and line managers
1.12 Paternity, adoption and parental leave uptake	Records do not show a large uptake of paternity, adoption and parental leave.	<ul style="list-style-type: none"> <li>Improve information on this matter and ensure it is publicised to School staff.</li> <li>Discussion at SDR with line</li> </ul>	Improve uptake of paternity and adoption leave.	School Administrator / HR / line managers	1 year	School Administrator with line managers

1.13 Promotion application and success rates by gender and grade	At senior level, success rates for females are good. At post-doc and grade 6 level, few female staff are promoted to Grade 7	managers. <ul style="list-style-type: none"> <li>See section 2.1 of action plan</li> </ul>	Improvement in success rate of promotion of female staff, particularly in research grades.	School Management office, Head of School and Heads of Department.	3 years	Heads of School / Department
1.14 Male and female representation on committees	Mostly gender balanced	<ul style="list-style-type: none"> <li>See section 2.6 of action plan</li> </ul>	Gender representation on all committees.	Head of School and School Director of Teaching and Learning	Ongoing	Head of School
1.15 Number of applications and success rates for flexible working by gender and grade	Requests for flexible working are informally arranged and widely used.	<ul style="list-style-type: none"> <li>See section 2.3 of action plan</li> </ul>	All staff to be aware of flexible working policies.	University HR department, Centre for Staff Training and Development (CSTD), School Director of Research, IT department	2 years  1 year	University HR department, Centre for Staff Training and Development (CSTD), School Director of Research
1.16 Female:male ratio of academic staff on fixed-term contracts and open-ended (permanent) contracts	Slightly larger proportion of females than males on fixed term contracts.	<ul style="list-style-type: none"> <li>Set up a uniform policy for the School to manage fixed term/permanent contracts</li> </ul>	Implementation of policy for all fixed term contract.	Head of School / HR/ School Administrator	Ongoing	HR Department and Head of School

**Key Assessment Area 2: Initiatives to advance and support women in the department**

**University of Reading, SMMP**

What data has been collected?	What other evidence is available?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?
2.1 Promotion and career development	Data sheet and promotion history information	Career progression of female staff from Grade 6 to 7 needs to be addressed.	<ol style="list-style-type: none"> <li>1. Hold a workshop for Grade 6 staff to explain how to prepare for promotion at the Grade 6/7 boundary, encourage women particularly to attend, and follow the workshop up with female staff individually</li> <li>2. Enrolment of female staff into the Henley Business School Research leaders programme for Grade 6 staff.</li> <li>3. Raise awareness of impact of flexible working on research staff outputs.</li> <li>4. Ensure that promotions are discussed during Staff Development Reviews, and give training to reviewers.</li> <li>5. Work with the University to refine the promotion criteria so that they do not favour lone scholars at early stage in careers.</li> <li>6. Appoint an Equal Opportunities ambassador to sit on Steering committee and raise awareness of Athena SWAN principles.</li> <li>7. Identify staff nearing promotion to give them good mentoring.</li> </ol>	Improvement of career progression for Grade 6 staff. Increase in Grade 7 female staff.	School Management office for items 1, 3, 4 Head of School for items 5 and 6 Line Managers and Heads of Department for item 2 and 7.	October 2010 for 1, and ongoing for all others
2.2 Support for staff at key career transition points	Data sheet and forum discussions	1)Management of Contract Research Staff to help them to find alternative employment at the end of their contracts	<ul style="list-style-type: none"> <li>• Continue to ensure that the SDR and Research Staff Development Prompter are used by all research staff. Ensure that results and disseminated to managing staff</li> </ul>	Contract Research Staff will find other research projects to work on.	School Management office	Ongoing

			<ul style="list-style-type: none"> <li>and training requests to CSTD.</li> <li>Encourage researchers to use the Centre for Staff Training and Development (CSTD) training for career management.</li> </ul>			
	Data sheet and forum discussions	2) Mentoring of staff nearing the time when they might seek promotion.	<ul style="list-style-type: none"> <li>Allocate good reviewers to those staff nearing the top of their scale.</li> <li>Send out promotion criteria with SDR for discussion.</li> <li>Ensure that all staff are assessed in a uniform way.</li> </ul>	All staff to be successfully mentored.	School Administrator with assistance from Head of Department	2 years
	Data sheet and forum discussions	3) Female staff returning from maternity leave	<ol style="list-style-type: none"> <li>Circulate the School's maternity guidelines to relevant staff going on maternity leave.</li> <li>Publicise the University nursery and childcare voucher scheme.</li> <li>Encourage women on maternity leave to use "keeping in touch days"</li> <li>Set up mentoring for staff returning from maternity leave (SDR).</li> <li>Invite staff who have left the university after maternity leave to attend particular events eg. Monitoring committees and seminars.</li> <li>Set up a support group for returning mothers.</li> </ol>	Adequate support for staff returning from maternity leave. Ensuring that staff will stay on after they have returned from maternity leave.	School Management Office (for 1, 2, 3, 4 and 6), Heads of Department and Line managers (for 4 and 5)	1 year
2.3 Flexible working	Data sheet and forum discussions	Flexible work arranged both formally and informally	<ol style="list-style-type: none"> <li>Ensure that the possibility for flexible work is well publicised to staff using existing HR form and Health and Well-being policy.</li> <li>Encourage staff working flexibly or part time to attend Time Management courses.</li> <li>Improve technical support for working from home (remote access and software</li> </ol>	Staff are aware of the possibilities available to them and make arrangements for flexible working as appropriate.	School Administrator (for 1), IT department (for 3) and Line managers (for 2)	3 years



			packages).			
2.4 Culture		Culture supportive of female staff.	<ol style="list-style-type: none"> <li>1. Ensure that the Athena SWAN issues are well known in the school by publicising events for women, posters up in the coffee room of relevant events, selecting female staff to invite them to RCUK networking events.</li> <li>2. Put links to policy on Blackboard portal</li> <li>3. Advertise 'harassment officers' and EO officer, also on portal and via email</li> <li>4. Specify a School Policy regarding EO and appoint an Athena SWAN ambassador.</li> <li>5. Celebrate Athena SWAN success</li> </ol>	Awareness of Athena SWAN agenda and support from the whole school. Staff and student awareness of the policy and availability of help if needed, as well as generally raising awareness about women in the Sciences	The School's Athena SWAN committee (for 4), The whole school (for 1 and 5), the School teaching and learning Administrator (for 2 and 3).	Ongoing
2.5 Recruitment of staff	Data sheet and forum discussions	Proportion of female staff applying for posts needs to be improved.	<ol style="list-style-type: none"> <li>1. Assessment of job adverts to ensure gender balance.</li> <li>2. Arrange training courses for department staff in recruitment practice, particularly new staff and those on panels.</li> <li>3. Include a paragraph on all job advert on flexible working possibilities in the School with link to HR's flexible working policies on all job adverts.</li> <li>4. Advertise posts on Daphnet to encourage women applicants</li> <li>5. Seek out potential female applicants to posts and invite them to apply.</li> <li>6. Link to Athena SWAN award on all job adverts.</li> <li>7. Monitor trends using the TRENT HR systems.</li> <li>8. Investigate statistics and share good practice with 1994 group universities.</li> <li>9. Ask HR to include a section in</li> </ol>	All job adverts to reflect gender balance and publicise University's flexible working policies. Improvement in female applicants for research and academic jobs.	School Administrator (for 2, 3, 4, 6) Head of School (for 8 and 9) Heads of Department (for 1, 5) Athena SWAN steering group (for 7 and 8)	3 years

			job application forms to enable applicants to include this on their applications.			
2.6 Representation on decision-making committees	No issues identified.	Female representation is in line with female staff numbers.	<ul style="list-style-type: none"> <li>• Monitor female representation on committees.</li> <li>• Head of School to send email highlighting Athena SWAN issues to all staff, and asking for good gender balance for all committees.</li> <li>• Set up a list of potential issues concerning female staff / students, to be distributed to all committee members.</li> </ul>	Good gender balance on all committees	Head of School	Immediate and ongoing
2.7 Workload Model		Lack of transparency of the model.	<ul style="list-style-type: none"> <li>• Improve transparency of the workload model.</li> </ul>	Accessible workload model.	Head of Department	1 year
2.8 Cover for maternity and adoption leave and support on return		Monitoring work and staying in touch during maternity leave. Managing workload on return from maternity leave.	<ol style="list-style-type: none"> <li>1. Improve the management of work load during and after maternity leave (set up "Job Chats" with line manager before and after maternity leave).</li> <li>2. Set up informal support groups of returning mothers.</li> <li>3. Selecting female reviewer for staff member returning from maternity leave.</li> <li>4. Consider part-time fellowships for staff returning from maternity leave to allow them to start research again without the immediate pressure of external deadlines</li> <li>5. Encourage staff members not returning to work to participate in committees/seminars.</li> <li>6. Circulate the Schools maternity leave helpsheet to all staff going on maternity leave.</li> </ol>	Satisfactory post return report.	Head of Department (for 1, 3, 4 and 5) and School Administrator (for 1, 2 and 6)	1 year
2.9 Timing of departmental meetings and social		Some research meetings are timed at difficult times	<ul style="list-style-type: none"> <li>• Encourage research staff to be aware of members timing constraints and to consult when</li> </ul>	Time meetings when most staff are able to attend	Head of Department and Head of School	Start of Autumn term

gatherings			<ul style="list-style-type: none"> <li>agreeing times.</li> <li>Head of School to send out email to ensure that all meetings are set at time when all can attend.</li> </ul>			
2.10 Outreach activities		There is a good gender balance in these activities.	<ul style="list-style-type: none"> <li>Ensure female staff visibility at outreach activities.</li> <li>Ensure that outreach activities are recognised in cases for promotion.</li> </ul>	Female staff are available for these activities.	Head of Department	1 year
2.11 Induction and training		Teaching and administrative induction to be improved.	<ul style="list-style-type: none"> <li>Continue in-house training for staff and researchers, as well as mentoring.</li> <li>Offer female mentors to female staff.</li> </ul>	All new staff and staff new to roles to have adequate induction	School Administrator	2 years
2.12 Support for female students		Increased support for female students who might be lacking in confidence at crucial times during their studies	<ol style="list-style-type: none"> <li>Smaller group sessions in Freshers week from next year.</li> <li>Visibility of senior female staff members on monitoring committees and admissions events.</li> <li>Arrange SMMP female student forums to discuss issues.</li> <li>Training for T&amp;L staff ("A shoulder to cry on", counselling and harassment training)</li> <li>Contact RUSU diversity officer to discuss specific support that could be offered for female students in the sciences</li> <li>Work with STEM NET officers for advice regarding supporting studies and advice regarding opportunities for women in science</li> </ol>	Sufficient support for all female students in SMMP	School Director of Teaching and Learning (for 2, 5 & 6), School Teaching and Learning Administrator (for items 1, 3 and 4)	2 years

**Key Assessment Area 3: Case Study: Impacting on individuals**

**University of Reading, SMMP**

What data has been collected?	What other evidence is available?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?
3.0 Case Study: impacting on individuals	See individual case studies in appendix 2					