

School of Mathematical and Physical Sciences, University of Reading,

Athena SWAN Action Plan

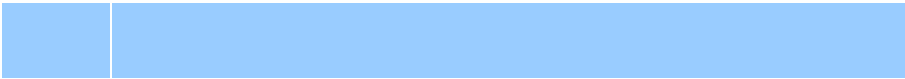
Original: November 2013 Updated: January 2016

Implemented Work in progress Not yet undertaken

	Increasing number of female applicants accepting offers building the pipeline				
	Description of action	Start date	Time Scales	Progress Log	Success Measure
1.1	Maintain the representation of female staff and students that the applicants are exposed to at a) open days and b) UCAS visit days (once they have received an offer). In particular, applicants for our 4 year MMet degree are now required to attend the department for an interview and we will ensure that the interview panel for all female applicants (2 staff) includes at least one female member of staff.	Nov 2013	3 years	Numbers of female participants monitored:	Appropriate gender balance at open days, visit days, and interview panels
1.2	Investigate increase in male applicants to Maths & Stats (M&S) and drop in female applicants to Meteorology and identify any required changes to the recruitment processes.	March 2014	June 2014	Significant changes to applicant numbers investigated compared	

	Description of action	Start date	Time scales	Progress Log	Success Measure
1.4	Focus groups to identify and embed ways to make the opportunity to study in MPS more attractive to female students to encourage greater conversion from offers to enrolments.	March 2014	24 months	Dates and feedback from focus groups of students	Changes to open days based upon feedback
1.5	Ensure students to talk about the departmental leadership and culture surrounding gender at UCAS visit days	Oct 2014	Ongoing	Dates of visits	Better awareness of department's focus on equality
1.6	Utilise the new interactive whiteboard in Meteorology Departmental library on Open and Visit days to include videos and snapshots of women from the Department and the wider subject area.	Oct 2014	1 year	Monitor number of females on videos and snapshots	Female representation on whiteboard to be above

	Description of action	Start date	Time Scales	Progress Log	Success Measure
2.2	Add standing agenda item on Equality and Diversity to Board of Studies meetings	Jan 2014	Ongoing	Dates and minutes of meetings where discussions take place	Staff awareness of gender specific differences in learning and problem solving raised
2.4	Identify ways to make the opportunity to study in MPS more attractive to female students to encourage greater applications and conversion from offers to enrolments.	Spring term 2016		Date of focus groups of female PhDs offering ideas	Establish improved processes for encouraging female applicant and conversion – increased numbers of female students.
2.5	Ensure that the departments have visible female presence on visit days and for PhDs get students to talk about the departmental leadership and culture surrounding gender	Spring term, 2014		Monitor numbers of females involved in open days	Increased numbers of female students.



	Support at key career transition points				
	Description of action	Start date	Time Scales	Progress Log	Success Measure
3.1	Introduce mandatory gender awareness training for all interview panel members (embedded in the selection and recruitment training course)	Jan 2014	10 months	Dates of Gender	

	Supporting career progression				
	Description of action	Start date	Time Scales	Progress Log	Success Measure
4.1	Further confidence building workshops and promotion support	Jan 2014	Ongoing	Number of attendees and feedback	Continued uptake of training and positive feedback from attendees
4.3	20% of MPS female staff to attend Springboard course	Jan 2014	1 year	Monitor numbers attending	20% to have attended
4.4	Improved mentoring availability and visibility	Jan 2014	Ongoing	Monitor mentoring uptake	20% increase in mentoring uptake
4.6	Increase information for PDRAs on career development opportunities	March 2014	2 years	Monitoring information available e.g. on website and elsewhere	Improved feedback from PDRAs on information on careers.
4.7	Focus Groups to suggest improvements to career development	Jan 2014	2 months	Dates and feedback from focus groups	Improvement to PDRAs feedback on quality of careers development
4.8	Ensure all appraisers are fully trained in the new appraisal process	Jan 2014	1 year	Monitoring numbers of appraisers trained	All appraisers fully trained
4.9	Ensure all staff are appraised (PDR)	June 2014	6 months	Monitoring appraisal numbers	~100% appraisal
4.10	Include a prompt for discussion at the appraisal (PDR) asking staff members to comment on how well they are being mentored	May 2014	1 month	Date when prompt included in appraisal documents	Prompt included in documentation

	Description of action	Start date
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	Description of action	Start date	Time Scales	Progress Log	Success Measure
4.17					

	Ensuring student diversity				
	Description of action	Start date	Time Scales	Progress Log	Success Measure
5.1	Clearer information to be included in course handbooks to ensure clarity on expectations on equality and diversity	June 2014	3 months	Dates on which course handbooks are updated	Information included
5.2	Make use of Refreshers Week to reiterate the Department's commitment to equality, explain the various mechanisms and policies for promoting and enforcing equality and to re-advertise the various services around the institution	Jan 2016	Ongoing	Dates on which E&D information reiterated to students	Refreshers week used to reinforce E&D messages
5.3	Undertake a review of visual image on web-pages to ensure no gender bias; and changes if required	April 2014	1 month	Dates when changes are made and monitoring of numbers of images	Images are totally gender balanced

	Culture, visibility, and workload				
	Description of action	Start date	Time Scales	Progress Log	Success Measure
6.1	Remind all PIs to discuss the role of staff on committees etc in the appraisal (PDR) process (already on the RSDP form)				

ess Log	Success Measure
or whether e feel happy not nding to email f hours	All staff are happy not to respond to e-mails out of hours
or academics on	Advertise those who are on leave – especially those in management roles