

Athena SWAN Silver Department award renewal application

in attracting excellent male and female staff. This year alone, two senior academic staff have been appointed in flexible working arrangements, with these arrangements a crucial element of the offer.

A key Athena SWAN principle addresses the importance of diversity at management and policy-making levels. We are proud that in the last three years five female staff have been promoted to professor, and that our female staff are leading and embedded in policy-making across the School, for example as Head of the Department of Mathematics and Statistics for Research (Pelloni), School Director of Enterprise (Todd), a Head of the Department of Meteorology (Highwood, flexibly working 0.8FTE), Director of the EPSRC TSBE Doctoral Training Centre (Barlow), School Director of Postgraduate Research Studies (Gray).

I am proud also of our work in promoting Athena SWAN principles. Prof Macdonald has long played a large national role, Prof Pelloni has spoken externally on our Athena SWAN activities and as a member of the London Mathematical Society Women's Committee, and Prof Highwood has promoted flexible working, for example through an invited blog on the Guardian website. Gascoine and Macdonald have been active members of the University Athena SWAN committee and we have hosted an Athena SWAN lecture given by Prof Paul Walton (York) for the School and the wider University, attended by the Vice-Chancellor and other senior staff.

Yours sincerely,



Prof Simon Chandler-Wilde
Head of School

2.

School and across the university. The SAT took the opportunity to seek his advice and insight.

It was clear that this AS event and the survey, interview and focus group experiences initiated a change cycle as it asked people to reflect on fairness across MPS and what they wanted MPS to be. Selecting people from both sides (supportive and unsupportive) is a good way of allowing people to voice their views: getting people to discuss issues is the first step in raising awareness and developing a common vision. Getting people to understand the reasons for actions using statistical evidence makes a strong business case, especially in a School with many scientists.

Having gathered data and focus group feedback, SAT members each undertook to draft a section of the template. These drafts were circulated via the AS Blackboard site, discussed at SAT meetings and modified during Summer before being finalised in Autumn 2013. In parallel the SAT gathered evidence of the level of success, failure and impact against the 2010 Action Plan and devised the 2013 Action Plan based upon outcomes from surveys and suggestions from focus groups as well as analysis of the data in this submission.

Subsequently MPS was invited to participate in a national review of the impact of Athena SWAN, led by Loughborough, and will receive analysis of staff responses in February 2014.

935 words

- c) ***Plans for the future of the self assessment team***, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The SAT will reduce in size, though retain its coverage of career level and family experience, and revert to the Athena SWAN Steering Group. It will continue to meet termly to monitor the action plan and report to MPS Staff meetings. Marguerite Gascoine will remain as MPS representative on the University Athena SWAN Steering Group. MPS is ambitious to progress and would, should this renewal be successful, aim to submit for a Gold award in 2016.

76 words

School, on 0.8FTE flexible working balancing a successful career with childcare.

A significant change since the last Athena SWAN award is that, in September 2010, the Statistical Services Centre joined the School. Simultaneously, a group of statisticians from the Faculty of Life Sciences joined our (newly renamed) Department of Mathematics and Statistics. Two of our current academic staff joined with this group and have been promoted since 2010 to Associate Professor and Professor.

A further significant change has been a large project at University level on changing and making more transparent the criteria for promotion across the staff body. The changes here have been substantial and positive and many staff across the School, from Grade 6 up to Head of School, have contributed to steering these changes through participation in focus groups. One key achievement has been changes to academic promotion routes to make clear that a very wide range of contributions are valued – and we have seen this in

Highwood and Todd are members of the School Steering Committee, the main policy and strategy body for the School. Profs Gray, Highwood, and Todd are members of the Meteorology Strategy Committee, and Prof Pelloni chairs the Mathematics and Statistics Research and Strategy Group, with Prof Todd a member.

- b) ***Provide data and a short analysis*** for at least the last five years (where possible with clearly labelled graphical illustrations) on the following, commenting on changes and progress made against the original action plan and application, and initiatives intended for the action plan going forward.

The majority of MPS home/EU undergraduate students come straight from school/college, and none of the current undergraduate students have caring responsibilities. A small number of Met students, ~2-3 each year, are mature overseas students - professional meteorologists in their home countries.

MPS aims to maintain the recruitment/open day activity that has generated above national average female representation (while investigating recent female number reductions in Met) and extend this to our new degree BSc Environmental Physics (recruiting now). Met

(iii) **Graph of postgraduate numbers for taught courses and research**

We have included only full time students as part time are only 1 or 2 students per year so show no particular trend.

MATHS AND STATS POSTGRADUATES TAUGHT

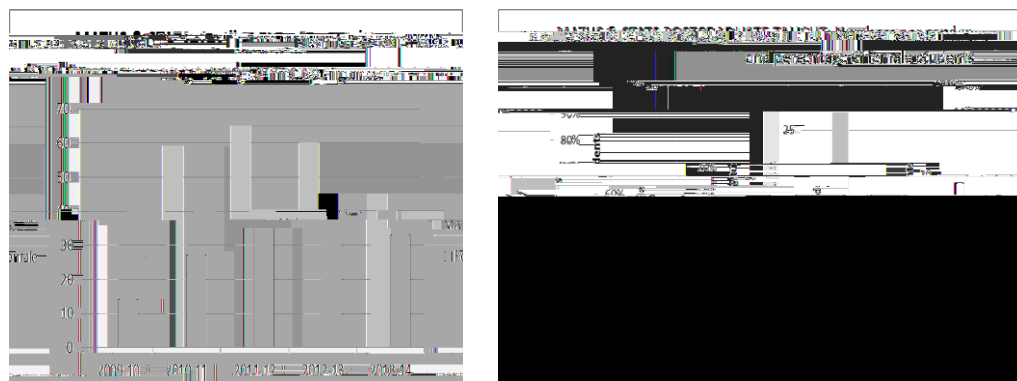


Fig. 2: Numbers of taught postgraduates in M&S are small but female representation has shown a broadly increasing percentage since the Silver, averaging 50%, above the national average of 40.3% for full time (F/T).

There has been a reduction in male applicants over three years, which is yet to be explained, and an overall growth in female applicants, which indicates that we should focus on how we persuade them to accept offers.

MATHS AND STATS POSTGRADUATES RESEARCH

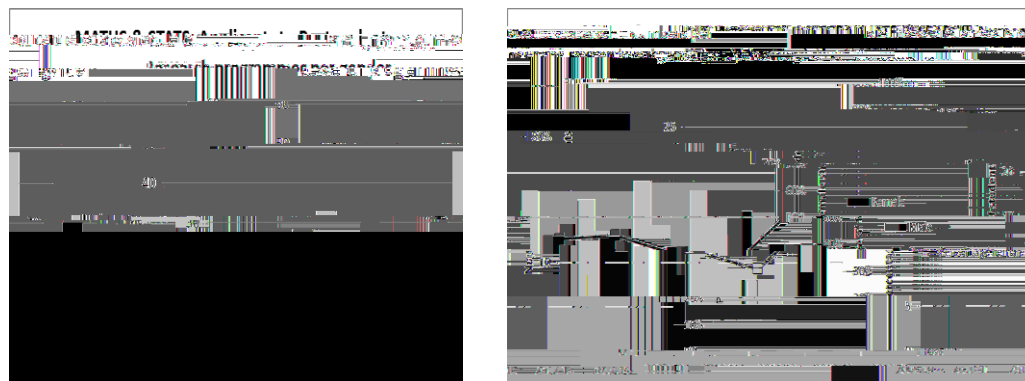


Fig. 3: Numbers of M&S students on research degrees are also small, but, with an average of 45%, is again exceeding the national average of

METEOROLOGY POSTGRADUATES TAUGHT

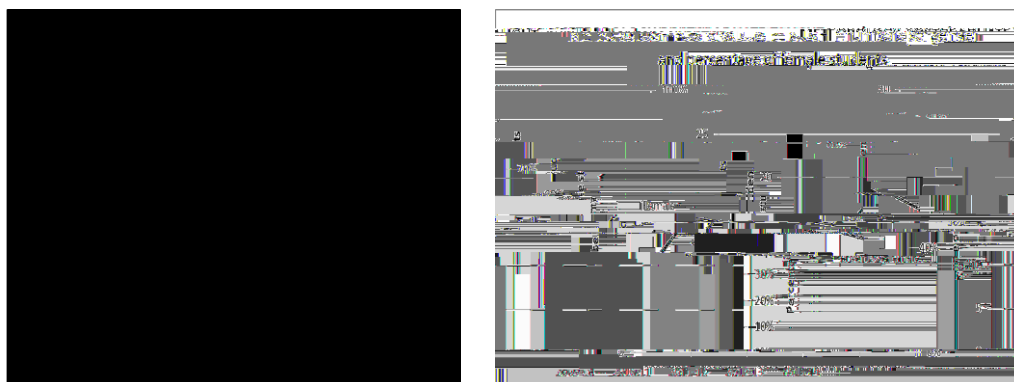
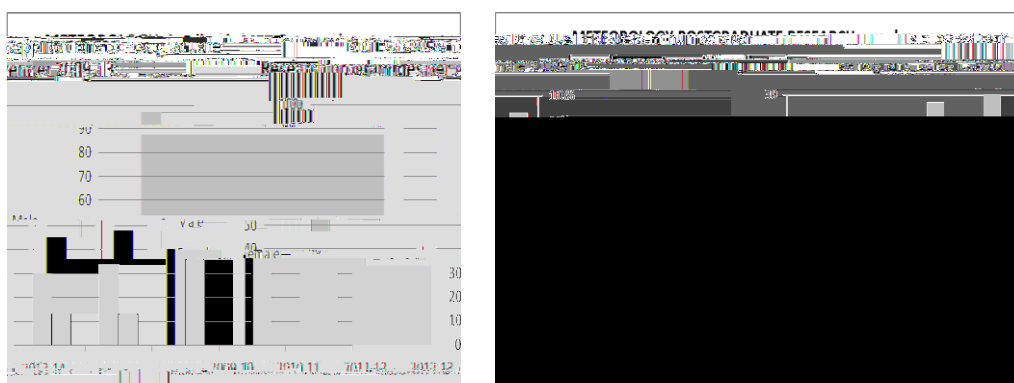


Fig. 4: The percentage of female Met taught postgraduates is high averaging 50% compared with 25.8% Physics F/T.

The apparent decrease in female student percentages since Silver is due to the number of male applicants and enrolments increasing significantly. This will be investigated.

METEOROLOGY POSTGRADUATE RESEARCH



- (iv) **Graph of Postgraduate (taught and research) numbers and completion times** over 5 years for M&S and Met shown separately.

MATHS & STATS COMPLETION RATES

Academic Year of Entry	Female average completion times (days)				Male average completion times (days)			
	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	1453	364	.	.	1641	364	.	.
2008/9	1361	365	.					

ACTIONS:

2.1

METEOROLOGY POSTGRADUATE RESEARCH RATIOS

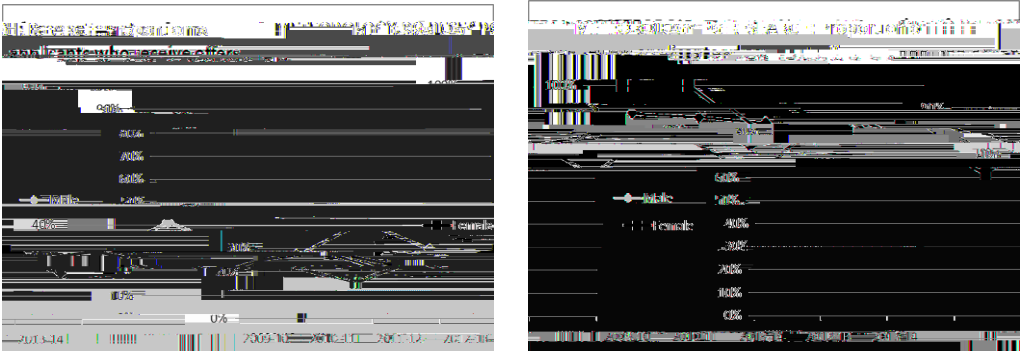


Fig. 13: Other than 2010/11, similar percentages of males and females are made offers and, on average, similar percentages accept offers, though, as noted above male application rates are rising faster than female application rates. Efforts will be made to encourage female applications.

ACTIONS:

2.4	Identify ways to make the opportunity to study in MPS more attractive to female students to encourage greater enrolments.
2.5	Ensure that the departments he female presence on V is4it days and for

DEGREE CLASSIFICATIONS

Maths & Stats Undergraduate Degree Classification

1st Hon.

2.8	"Inspiring women" section on Equality and Diversity part of website with quotes from graduates and staff rather than celebrities. Also include quotes from males to show some issues do not just affect females, but females more affected by them.
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Staff data:

Staff data are provided at School level

6686 words (6500 words agreed)

The Action Plan from the last application with an additional column indicating the level of progress achieved (e.g. zero, limited, excellent, completed) is attached.

See previous action plan on page 72.

4. Key career transition points

(i) Job application and success rates by gender and grade

MPS JOB APPLICATION AND SUCCESS RATES

Year	Position	Female applicants	Female Appointed	Male applicants	Male appointed
2008/9	Post-Doctoral Researcher	17	6 (35%)	48	

MPS JOB APPLICATION AND SUCCESS RATES

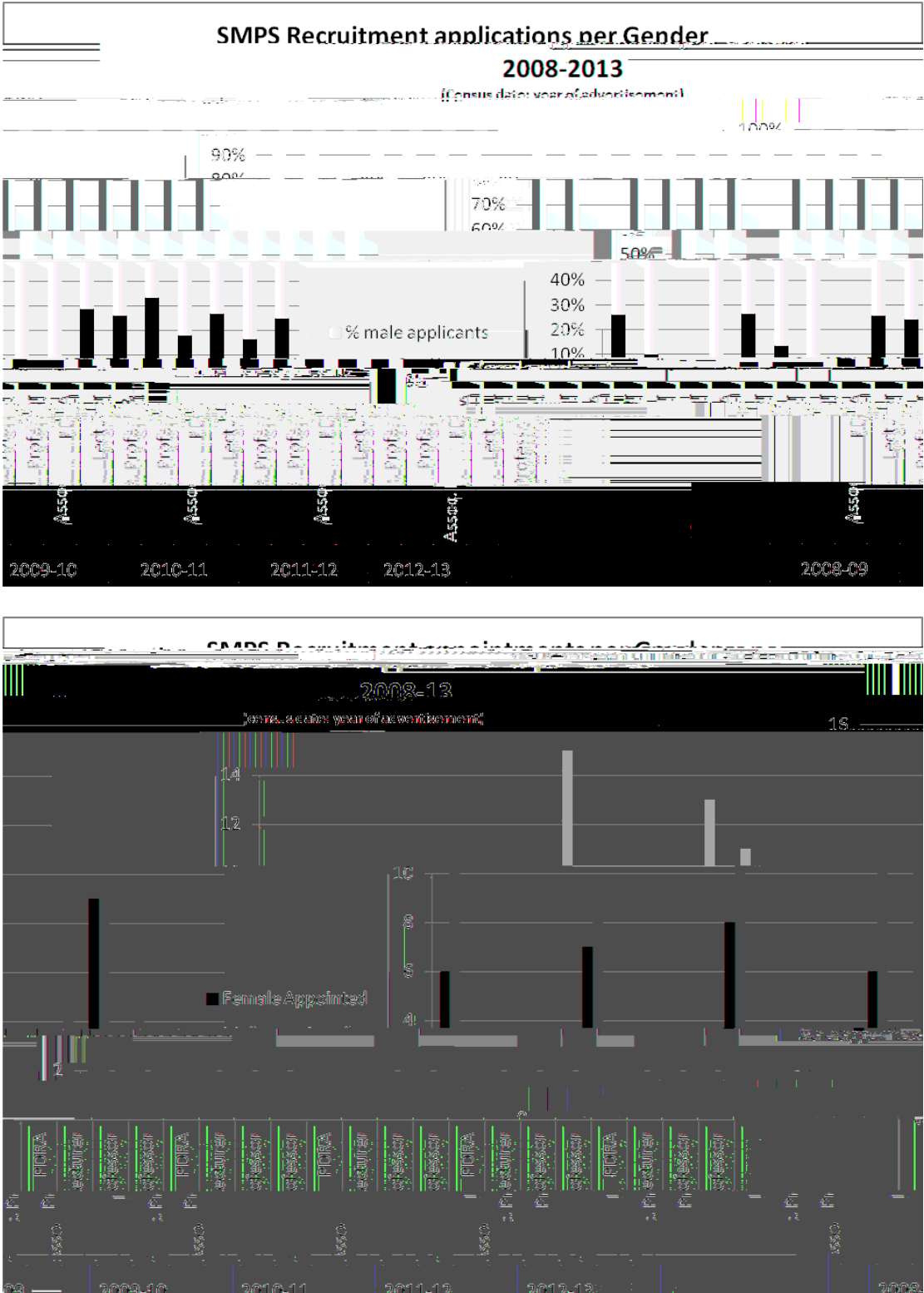


Fig 20: This shows the tabled data above graphically. Due to small numbers there are no clear trends in recruitment in higher grades however see below for actions to support fairer recruitment processes.

(iii) ***Applications for promotion and success rates by gender and grade***

As per our 2010 Action Plan, MPS has been very active, setting up regular promotion and progression workshops to reduce loss of talent, redesigning forms and helping staff in preparing for development reviews, the impact of

The academic career path lends itself well to flexible working: many women in

5. Career development

(i) ***Impact of activities to support promotion and career development***

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Impact of Career Development Processes (inc. Training and Networking opportunities)

The training needs of staff vary considerably according to the individual, and their experience,

“it is remarked that the training and appraisal needs of PDRAs differ from those of more experienced researchers”

(Advancing Women in Mathematics report).

For more senior staff an important aspect is to safeguard research time which can conflict the training needs:

“more time to get on with their jobs”

(Associate professor focus group)

Networking Opportunities

MPS has introduced internal networking opportunities such as the parents monthly lunch, and the young researcher staff forum. The atmosphere is informal and encouraging and, as emerged in the focus groups, these activities are highly rated by staff at all levels while female participants in the MA study spoke about the different systems available to them, which had been useful to them including:

- informal networks of friends across the university,
- networks across job families, e.g. administrative staff within the same gender group,
- line manager advocacy for promotions and at return from parental leave,
- wider committee membership - useful in setting up networks, externally.

68%F:71%M agree that they are given useful networking opportunities (7%F:11%M disagree) while 72%F:68%M staff now state they feel they have been encouraged and given opportunities to represent their department externally.

The University supports the Women in Academia Network, with monthly meetings scheduled through the Staff Training and Development portal, to enable networking and to offer thought-provoking talks. Over the last 12 months 4 events have taken place – one hosted in MPS – and a total of 81 women attended including colleagues from MPS.

223

Gender balance of Promotions Committees:
School level

whether working part-time affects career development so more effort has to be put into making this clear.

404 words

Promotions of part-time staff in MPS

1 promotions granted while the (male) staff member was on extended parental leave
1 part time woman promoted from grade 6 (researcher) to grade 7
5 women promoted while on flexible, part-time working arrangements.
Current female Head of Meteorology Department promoted both to Professor and to this leadership position while working part time

Fig. 28: Impact of improvements to promotion process showing opportunities for people to be rewarded regardless of fraction of time worked.

Furthermore, for research staff, a potential issue was

Gender training

There is no School specific gender training currently, apart from the

series of profiles of female mathematicians and scientists (such as Noether, Curie, Lovelace, etc.) which were picked up by some undergraduates and the online mathematics magazine The Aperiodical.

261 words

6. Organisation and culture

- (i) ***Male and female representation on committees*** – provide a breakdown by committee.

This is dealt with under 'decision making committees' below.

- (ii) ***Female:male ratio of academic and research staff on fixed-term***

Year	Contract Type	Ratio F:M	Female	Male	Unspecified	Total	% Female
2008	Fixed Term	0.45	22	49		71	30.99%
	Permanent	0.21	15	72		87	17.24%
2009	Fixed Term	0.5	27	54		81	33.33%

10% disagreeing with this statement. 90%F:74%M agree that *“inappropriate images that stereotype women or men are not acceptable”*, 93%F:80%M have confidence in line managers/HoDs to deal with any incidents of harassment, bullying or offensive behaviour and 77%F:84%M say that they have not experienced a situation when they have felt uncomfortable because of their gender, though, notably, 8 F and 5 M (numbers) disagreed.

However focus groups found that some confusion remained about MPS's policies on gender discrimination, and that the attitude towards the Athena SWAN award was not as positive as we would have liked across the School. We therefore emphasise that many of the things introduced through the Athena process benefit both genders (e.g. promotion workshops, parents group).

“I am not sure I have received information from the department about discrimination”,

I have found the University more useful than the department in this regard”

“In a generic sense we are made aware of such policies”

“Gender is not the only diversity area in which we need to take action”

Further investigation will be undertaken to identify the differences in male and female responses in this area and steps taken to increase awareness of MPS's stance,

A step change in attitude was felt following the seminar and visit by Prof. Paul Walton from the University of York, with focus groups reporting much more support for the fairness agenda and understanding of issues surrounding unconscious bias. The “fairness agenda” is now a standing item on the Met Termly Staff Meeting agenda and is introduced by either the HoS or a HoD to indicate its importance.

378 words

Visibility of women as role models

Virtually all the staff in the School perceive that “the Department uses women as well as men as visible role models”. The ECR focus group commented:

“It was encouraging to see women at the top, especially HoDs, who have been on parental leave and are now working part-time. This sets a great example.”

“As a woman I do not have to see other women achieving to feel that I can also achieve.... however, I do think it is helpful to see both men and women balancing their career with child-rearing.”

MPS is keen to raise the profile of successful women and regularly nominates them for recognition. Chimene Daleu of Met was selected by the Faculty of Science as their nomination for the new “PhD Researcher of the Year” competition run by the University Graduate School – an excellent role model as she had had a child during her PhD. Professor Nancy Nichols was nominated for Woman of Outstanding Achievement and Ellie Highwood has been nominated for the Rosalind Franklin award and Beatrice Pelloni won the Olga Tausski-Todd prize lecture of ICIAM (see also case study).

120 words

Seminar speakers

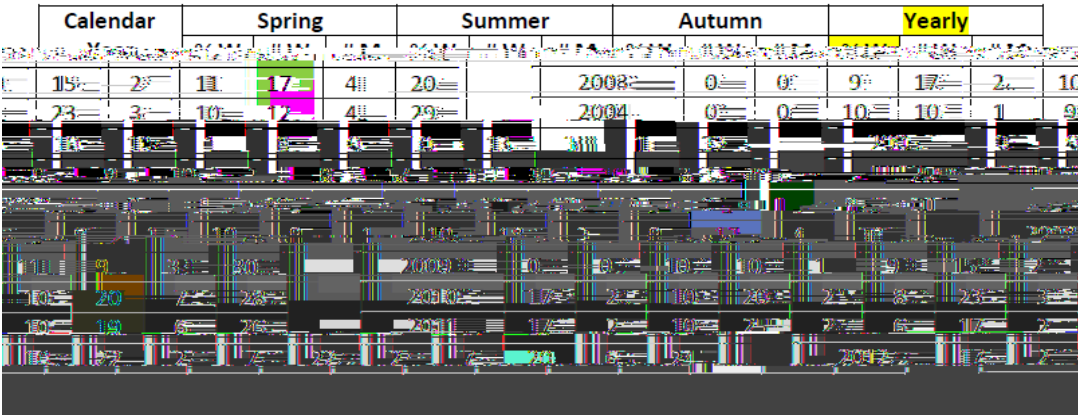


Fig. 31a % women speakers in Meteorology Departmental Seminar Series. The representation of women has been consistently elevated since 2010, but is still below the 30% female representation target. Summary yearly statistics (period 2003-2011) give a mean of 12% with a mean of 20% since Silver. Sample size 286.

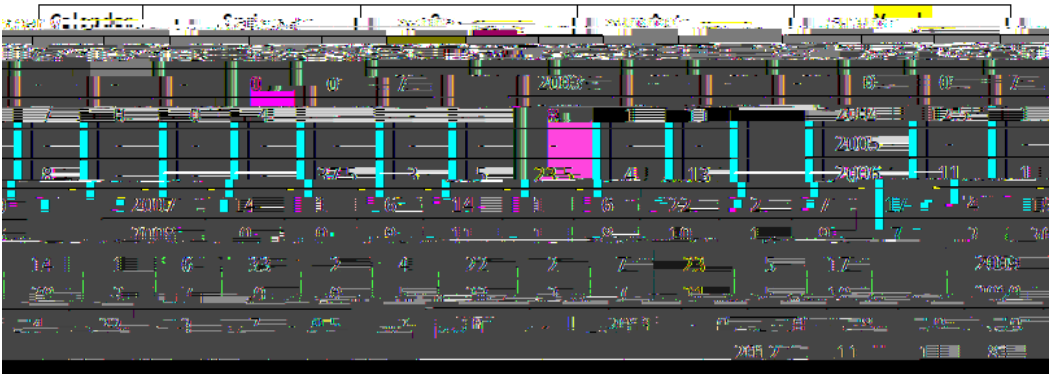


Fig. 31b % women speakers in M&S Departmental seminar series. Summary yearly statistics (period 2003-2011) give a mean of 14%, Sample size 144

Since 2010 MPS has introduced quotas for seminar series of a minimum 30% of each gender, although we have not yet achieved this, levels exceed the 18% female representation at Reader and Professorial level in the school, and since the speakers invited are more likely to be senior, this perhaps reflects

ACTIONS:

6.10	Ensure that improvements due to AS are recognised as due to AS scheme.
6.11	Encourage change in language in all meeting documents and train all meeting chairs etc to refer to “parental leave” and “caring responsibilities”, “colleagues”, “chair”, rather than more gender specific terms.
6.12	Investigate differences in male and female perception of acceptable behaviour and increase awareness of MPS's stance on this.
6.13	Celebrate female success alongside other success
6.14	Provide profiles of diverse range of academics and other staff on websit-3(Nov)18(e)

meetings, arranging cover, and the impact of flexible work on the culture of an environment.

The LMS study scored Flexibility (approaches to flexible working and flexibility built in) as Good. (12.5 cf 10.2 national average).

281 words

ACTIONS:

7.2	Develop parental leave form to support staff and line managers to carry out required actions to manage the break
7.3	The guarantee of a return to full-time working after a period working part-time – if people want to!
7.4	Mentoring for those returning from parental leave

9. Action plan

School of Mathematical and Physical Sciences, University of Reading, Silver Award renewal submission, November 2013

Key to Action Plan:

HoS = Head of School

HoDs = Head of Departments of Maths and Stats and of Meteorology

DT&L = Director of Teaching and Learning

SDPGRS = School Director of Postgraduate Research Studies

	Description of action	Respon- sibility	Start date	Time Scales	Progress Log	Success Measure
	Increasing numbers of female applicants accepting offers building the pipeline					
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.	Admission Tutor	Nov 2013	3 years	Numbers of female participants monitored:	
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.	Admission Tutor	March 2014	June 2014	Significant changes to applicant numbers investigated compared with this year– may be a 'blip'	Identify whether there is a trend and identify and put in place actions to mitigate unwanted effects.
1.3	Ensure female applicants are in 'critical mass' numbers on UCAS					

	Description of action	Responsibility	Start date	Time Scales	Progress Log	Success Measure
	discussion of support for all students, specifically to issues raised by PG students about gender differences in research styles, at the School PG Board of Studies.	DT&L	April 2014	6 months	Dates of discussions	Staff awareness of gender specific differences in learning and problem solving raised
2.2	Add standing agenda item on Equality and Diversity to Board of Studies meetings	DT&L	Jan 2014	Ongoing	Dates and minutes of meetings where discussions take place	Staff awareness of gender specific differences in learning and problem solving raised
2.3	Teaching and Learning seminar to ensure all supervisors are aware of different study styles for female and male students	DT&L	Summer term 2014		Date of Teaching and Learning seminar on gender specific differences in learning and problem solving raised	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.					



	Description of action	Responsibility	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	School Manager	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, exHSDUWPHQiv02 40 t0440hcouv(h)-r:					

	Description of action	Respon- sibility	Start date	Time Scales	Progress Log	
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	Description of action	Responsibility	Start date	Time Scales	Progress Log	Success Measure
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	Description of action	Responsibility	Start date	Time Scales	Progress Log	Success Measure
6.15	Review and monitor seminar speakers and make further efforts to hit the 30% female speaker target	School Manager	Ongoing	Ongoing	Monitor seminar speakers	30% female seminar speakers
6.16	Collect outreach participants' gender on feedback forms to discern which sessions are more effective at inspiring women into STEMM	School Manager	Nov 2014	Ongoing	Dates when data collected	Data reviewed and changes made based upon outcomes

	Description of action	Responsibility	Start date	Time Scales	Progress Log	Success Measure
	Flexible working					
7.1	Promote Keeping in Touch Days (KITD) further by adding examples to the parental leave document on what KITD can be used for and how these have helped staff on parental leave in the past, including Case Studies on the website	School Manager	May 2014	Ongoing	Monitor KITD uptake and PI understanding of KITD	Uptake of KITD by all those

Case study: impacting on individuals 1024 words /1000 allowed

Describe how the department's SWAN activities have benefitted two individuals working in the

leaders, and specifically women, at the University level and hopes that MPS will continue to extend its influence to this level.

501 words

Lecturer in Mathematics and Statistics

I joined Department of Mathematics and Statistics in Nov 2010 on a post-doctoral research assistant (PDRA) position funded by an EPSRC digital economy related grant. Previously, I have worked in industry (Unilever R&D) for five years.

As I have three children – the youngest were 3 years old at that time, I asked for a 0.8FTE position and flexible time which was granted without any problems.

When I joined, my line manager was extremely supportive, scheduling all important meetings with industrial partners when I am around, coaching me how to write grant applications in UK academic environment (my previous academic experience was as post-graduate student in Switzerland) and supporting me to apply for Lecturer position.

After a year as PDRA, I obtained Lecturer position in Oct 2011. For a year, I continued to work for 4 days a week. In 2012, my twins started school, so I switched to full-time in October, but am still working from home one day a

Thus in Reading, I enjoy being surrounded with quite a few remarkable women in the department and across University. As my research is interdisciplinary, I collaborate with School of Economics and Psychology. Some of my collaborators are in similar life-stage as me, thus juggling child care, research and teaching and trying to squeeze in choral practice or an hour of fitness. There are several successful female Professors in later stages of their careers which I find very supportive. A mathematical conference organized last year for the celebration of Professor Nancy Nicholls' 70th birthday was particularly inspiring showing Nancy's exceptional achievements, many PhDs trained by Nancy, many of them women, and a wide circle of collaborators who are among most relevant scientists in their respective research areas, but also showing us how time changed, and how many more girls these days are on different stages of a research career.

553 words

Silver Progress Record Form for 2010 Action plan
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?	Completion
Student Data							
1.1 Numbers of males and females on access or foundation courses	Small numbers so probably not representative.	All students progress to their chosen course, so no particular actions to take.					N/A
1.2 Undergraduate male and female numbers	Need to maintain and increase numbers of female students on SMMP courses.	- Increased visibility of senior female staff in publicity material and visit days. - Assess publicity material to ensure good gender balance.	Sustained numbers of females recruited to UG courses	School Director of Teaching and Learning (SDTL)	2 years	Heads of Department	Excellent Excellent
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.	Investigate reasons for this high intake by questioning students about their reasons for choosing Reading.	Sustained increase in female student applications.	SDTL	3 years	Heads of Department	Limited

1.5 Ratio of course
applications to offers



				training and Development		office	
1.9 Job application and success rates by gender and grade	Males outnumber females in job applications and success rates.	See section 2.5 of action plan	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.	Continue to monitor leavers' destinations and take action if necessary.	Ensure that female leavers don't leave STEM	School Administrator, with feedback to Head of School	Annually	School Management office through Heads of Department	Completed
1.11 Maternity return rate	Most staff taking maternity leave have returned to work, some on part time basis.	See section 2.8 of action plan	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.	- Improve information on this matter and ensure it is publicised to School staff. - Discussion at SDR with line managers.	Improve uptake of paternity and adoption leave.	School Administrator / HR / line managers	1 year	School Administrator with line managers	Completed Completed & ongoing
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	See section 2.1 of action plan	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	See section 2.6 of action plan	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.	See section 2.3 of action plan	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.	Set up a uniform policy for the School to manage fixed term/permanent contracts	Implementation of policy for all fixed term contract.	Head of School / HR/ School Administrator	Ongoing	HR Department and Head of School	Limited (at university level)

points		employment at the end of their contracts	- training requests to CSTD. - Encourage researchers to use the Centre for Staff Training and Development (CSTD) training for career management.	projects to work on.			Excellent
	Data sheet and forum discussions	2) Mentoring of staff nearing the time when they might seek promotion.	- Allocate good reviewers to those staff nearing the top of their scale. - Send out promotion criteria with SDR for discussion. - Ensure that all staff are assessed in				

departmental meetings and social gatherings		research meetings are timed at difficult times	• aware of members timing constraints and to consult when agreeing times. • Head of School to send out email to ensure that all meetings are set at time when all can attend.	meetings when most staff are able to attend	Department and Head of School	Autumn term	• Completed
2.10 Outreach activities		There is a good gender balance in these activities.	• Ensure female staff visibility at outreach activities. • Ensure that outreach activities are recognised in cases for promotion.	Female staff are available for these activities.	Head of Department	1 year	• Excellent • Excellent
2.11 Induction and training		Teaching and administrative induction to be improved.	• Continue in-house training for staff and researchers, as well as mentoring. • Offer female mentors to female staff.	All new staff and staff new to roles to have adequate induction	School Administrator	2 years	• Completed • Limited
2.12 Support for female students		Increased support for female students who might be lacking in confidence at crucial times during their studies	1. Smaller group sessions in Freshers week from next year. 2. Visibility of senior female staff members on monitoring committees and admissions events. 3. Arrange SMMP female student forums to discuss issues. 4. Training for T&L staff ("A shoulder to cry on", counselling and harassment training) 5. Contact RUSU diversity officer to discuss specific support that could be offered for female students in the sciences 6. Work with STEM NET officers for advice regarding supporting studies and advice regarding opportunities for women in science	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	1. Excellent 2. Excellent 3. Zero 4. Completed and ongoing 5. Zero (completed but no response from RUSU) 6. Limited (STEMNET funding was cut)

