



## **Athena SWAN Bronze department award application**

**Name of university:** University of Strathclyde

**Department:** Department of Mathematics and Statistics

**Date of application:** November 2014

**Date of university Bronze and/or Silver SWAN award:** Bronze awarded 2011; renewed 2014

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**1. Letter of endorsement from the head of department: maximum 500 words**

Please see below [516 words].

## 2. The self-assessment process: maximum 1000 words [wordcount: 1086]

- a) *A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.*

████████████████████ is a postdoctoral researcher who studied here as an undergraduate and PhD student and also has a masters degree from the US. She brings her experiences of these stages to the SAT.

████████████████████ is a senior lecturer, appointed in 1997 (as a lecturer). As well as research and teaching, her responsibilities include convening the departmental academic committee. She is a recent past-President of the Edinburgh Mathematical Society (EMS) and is a co-opted member of the (UK) Council for the Mathematical Sciences. Her partner is also a mathematician (based in a neighbouring city).

████████████████████ joined the Department in 2013 as a reader. She is married with two young children.

████████████████████ is a senior lecturer who was an undergraduate, postgraduate and lecturer here. Her responsibilities include research and teaching in statistics, undergraduate admissions, year coordinator, and membership of the Executive Committee. Although only 70% FTE at Strathclyde, she works full-time (30% for a government organisation) while bringing up three children, ages 6, 8 and 10. She took three periods of maternity leave as a member of staff, returning to work after each period. Flexibility in working hours is key to managing both the joint-position working pattern and in maintaining a work-life balance, as her husband works for a company in London and often has to travel.

████████████████████ is PA to the Head of Department, and has worked here for 34 years. She has successfully managed a work/life balance with one child in a dual-career family, taking six months maternity leave when her son was born, and reducing her working week to four days for a few years.

████████████████████ joined the Department in 1992 as a lecturer, was promoted to reader in 1995 and professor in 1998. He served as HoD from 2011 -2014 and is currently Associate Head, a member of the Research Committee and leader of the Stochastic Analysis Group. He is married with two adult children.

████████████████████ joined the Department in 1999 as a lecturer, held an EPSRC fellowship (2001–2006) and was promoted to reader in 2004 and professor in 2007. He was the Department's Research Director for six years (representing the Department at faculty level and serving on the Executive Committee) and coordinated the REF 2014 submission. He has two children, aged 8 and 10, and takes advantage of flexible working hours to provide childcare needs when his wife is working full time. He is also the Chair of the Scottish Branch of the IMA.

████████████████████ has been a lecturer in the Department since 2006. As well as research and teaching, his responsibilities include convening the Student-Staff Committee and he is section organiser for the SMC Mathematical Challenge. He has a particular interest in mathematical education and serves both as the EMS Education Convener and on the UK Joint Mathematical Council.



- 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 become the Equality and Diversity Committee (EDC) in spring 2015. It will monitor all issues relevant to equality and diversity in the Department, in particular implementation of the action plan. It will report progress on the action plan to the Executive Committee as a standing agenda item, update and analyse relevant data, and launch departmental E&D webpages. It will also report to the University's Athena SWAN Steering Group. The EDC will meet frequently during its first year to progress the action plan, and will then move to meeting each semester in time to report to departmental meetings. EDC members will normally be restricted to 4-year terms, in order to maximise departmental engagement.

### 3. A picture of the department: maximum 2000 words [wordcount: 1817]

*Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.*

The **Department of Mathematics and Statistics** was formed in 2009 through the merger of the Departments of Mathematics and of Statistics and Modelling Science (STAMS). The merger provided many strategic benefits, since joint degrees, some combined administration and research collaborations already existed, and it has allowed us to further streamline our teaching and administration and restructure some research groups. We are one of five departments in the Faculty of Science, which is the cost centre, so our financial autonomy is limited, with decisions on academic appointments etc. all being taken at Faculty level.

Currently, there are 30 academic staff (6 female), 16 research and teaching staff (6 female), 7 support staff (5 female), and 52 PhD students (17 female). The Department has a long-standing commitment to equality, clearly demonstrated by the diversity of staff nationalities (from nine countries). Recently we have been highly successful in attracting female applicants – three of the last four academic staff appointments have been female, including two readers. Most undergraduate students are recruited locally but our postgraduate population has students from over a dozen countries.

Degree	Title	Duration (years)
BSc	Mathematics	4
BSc	Mathematics and Statistics	4
BSc	Mathematics and Computer Science	4
BSc	Mathematics and Physics	4
BSc	Mathematics with Teaching	4
BSc	Mathematics, Statistics and Accounting	4
BSc	Mathematics, Statistics and Economics	4
BSc	Mathematics, Statistics and Finance	4
BSc	Mathematics, Statistics and Management Science	4
MMath	Mathematics	5
MMath	Mathematics and Statistics	5
MSc	Quantitative Finance	1

**Table 1. Undergraduate and taught postgraduate degrees**

Our undergraduate programme consists of nine BSc and two integrated masters degrees, and we started an MSc degree in 2013/14 (Table 1). We also participate in the pan-Scotland Scottish Mathematical Sciences Training Centre (SMSTC) which provides broad training in fundamental areas of mathematics and statistics for first year PhD students.

Significant progress has been made since 2009 in ensuring female role models for staff and students across the Department, with increased representation on committees, as seminar speakers, and in prominent positions such as undergraduate year coordinators. We promote the use of informal flexible working hours to accommodate individuals' needs. Examples include organising lecturing duties around childcare and allocating teaching in contiguous blocks for those with difficult domestic arrangements due to family located away from Glasgow.

*Provide data for the past 3 years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

### Student data

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

N/A – no foundation courses.

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

Our part-time student numbers are low – 6 or fewer in recent years, split equally between female and male students. Some students go part-time to undertake elite athlete programmes – the department was pleased to celebrate the success of one of our female undergraduates in being selected to compete at this summer's Commonwealth Games.

Year	Gender	Full-time UG students	
2011/12	F	187	(48%)
	M	202	(52%)
	All	389	
2012/13	F	205	(47%)
	M	234	(53%)
	All	439	
2013/14	F	229	(47%)
	M	255	(53%)
	All	484	

**Table 2. Full time undergraduate students by gender**

At 47%, our female proportion of full-time undergraduate students (see Table 2) is higher than the UK average (40%, HESA benchmark 2011/12). A partial explanation is the larger pool of qualified female pupils in Scotland (>90% of our intake is Scottish-domiciled) because of differences in post-16 qualifications. But we put significant effort into ensuring that our

recruitment events are inclusive and welcoming to female applicants: open days are staffed by female and male academic staff, and our chief undergraduate selector is female. Female and male staff take part in outreach events, and we also promote the image of women as successful mathematicians by ensuring that female mathematicians play a prominent role in the annual SMC Mathematical Challenge event that we host.

**Actions: 1.01, 1.02, 1.06, 3.01, 3.02, 3.03, 3.04**

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

Year	Gender	Postgraduate taught
2013/14	F	2 (18%)
	M	9 (82%)
2014/15	F	6 (35%)
	M	11 (65%)

**Table 3. Full time postgraduate taught students by gender (there have not been any part-time students)**

We have one PGT course, which ran for the first time in 2013/14 with 11 students (2 female, 9 male). Numbers have increased to 17 (6 female, 11 male) this year, and we are pleased that the proportion of female students has increased to 35%. This is still below the UK benchmark of 40% (HESA, 2011/12), although it is hard to draw meaningful conclusions from two small cohorts. The Department hopes to expand this course and increasing the proportion of female students is also a priority. One of the two course directors/selectors is female and we are careful to ensure that publicity materials encourage female applicants.

**Actions: 1.01, 1.02, 1.06, 3.01, 3.02, 3.05**

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

Our part-time numbers are very low: there was one part-time (female) student in 2011/12, but none in 2012/13 or 2013/14.

There is a severe drop off in the proportion of women from undergraduate to PhD in UK mathematical sciences (from 40% to 30%, HESA 2011/12). We recognised this as one of the key transition points, but had believed our situation to be much healthier – and the figures in Table 4 came as a shock. Our PG population had not previously been monitored by gender, and while the 2011/12 figure is as expected, no-one was aware how much things had changed.

Drilling down into Planning data revealed that the decrease in the proportion of female students was because of a large intake of male home students in 2012/13. We suspect that this is an unintended consequence of changes to the way the University internally allocates studentships, with funding being released to departments later in the year. Anecdotal

Year	Gender	PGR students	
2011/12	F	17	(43%)
	M	23	(58%)
	All	40	
2012/13	F	13	(32%)
	M	28	(68%)
	All	41	
2013/14	F	12	(29%)
	M	30	(71%)
	All	42	

**Table 4. Full time postgraduate research students by gender**

evidence from colleagues around the UK reinforces our impression that female UG students are often more advanced in career planning than their male counterparts, and so late allocation (and advertisement) of PhD places could preferentially attract male applicants. This is a serious issue which we are working hard to resolve.

**Actions: 1.01, 1.02, 1.03, 1.06, 3.01, 3.02, 3.05, 3.06, 3.07**

**(v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

**Undergraduate.** We operate in “recruit” rather than “select” mode for undergraduate admissions, and we offer a place to all qualified applicants. Our course requirements for Scottish-domiciled students are based on SQA Highers, which most have before they apply (staying at school to study Advanced Highers). A student whose results meet our requirements will be given an unconditional offer, and we make conditional offers to the small number of applicants who have not yet taken Highers, to applicants whose Highers do not meet the requirements (based on Advanced Higher results or attending a university summer school), and to applicants from outwith Scotland.

Tables 5-6 show application numbers and conversion rates by gender from 2011/12 to 2014/15. Although we have more applications from male students, female students are more likely to meet the conditions, and so typically have a higher conversion rate (for both

Year	Gender	Applications	Offers	Acceptances	Entrants
2011/12	F	329 (49%)	300 (48%)	145 (49%)	61 (46%)
	M	349 (51%)	327 (52%)	150 (51%)	72 (54%)
2012/13	F	361 (49%)	312 (47%)	140 (47%)	84 (52%)
	M	378 (51%)	348 (53%)	160 (53%)	79 (48%)
2013/14	F	291 (40%)	253 (39%)	114 (39%)	60 (40%)
	M	435 (60%)	393 (61%)	176 (61%)	89 (60%)
2014/15	F	336 (46%)	324 (47%)	141 (47%)	77 (51%)
	M	388 (54%)	367 (53%)	157 (53%)	74 (49%)

**Table 5. Undergraduate application numbers by gender**

Year	Gender	Offers/ Applications	Acceptances/ Offers	Entrants/ Acceptances	Entrants/ Applications
2011/12	F	91%	48%	42%	19%
	M	94%	46%	48%	21%
2012/13	F	86%	45%	60%	23%
	M	92%	46%	49%	21%
2013/14	F	87%	45%	53%	21%
	M	90%	45%	51%	20%
2014/15	F	96%	44%	55%	23%
	M	95%	43%	47%	19%

**Table 6. Undergraduate conversion rates by gender**

genders the conversion rate is approximately 20%, as expected from 5 applications per student made through UCAS). The gender breakdown of applicants in 2013/14 seems to be an anomaly – the reasons are unclear. We admitted more female students than male in 2012/13 and 2014/15.

**Actions: 1.02, 1.05, 3.01, 3.02, 3.03, 3.04, 3.08**

**Postgraduate taught.** We accept all PGT students who meet the entrance requirements for our Quantitative Finance MSc course. Application numbers (Table 7) are currently low because the course has just been launched, and the proportion of female applicants is low - perhaps because most applicants are overseas students (many coming from countries which educate a higher proportion of men than women). The conversion rate (entrants/applicants, Table 8) is broadly similar for female and male students, and a high proportion of those who firmly accept the offer take up their places. (The 120% ratio of entrants/acceptances for female students in 2014/15 is because one 2013/14 applicant deferred entry.)

**Actions: 1.02, 3.01, 3.02, 3.05, 3.08**

Year	Gender	Applications	Offers	Acceptances	Entrants
2013/14	F	19 (22%)	18 (26%)	3 (25%)	2 (18%)
	M	66 (78%)	52 (74%)	9 (75%)	9 (82%)
2014/15	F	23 (29%)	17 (28%)	5 (28%)	6 (35%)
	M	56 (71%)	43 (72%)	13 (72%)	11 (65%)

**Table 7. Postgraduate taught application numbers by gender (the course ran for the first time in 2013/14).**

Year	Gender	Offers/ Applications	Acceptances/ Offers	Entrants/ Acceptances	Entrants/ Applications
2013/14	F	95%	17%	67%	11%
	M	79%	17%	100%	14%
2014/15	F	74%	29%	120%	26%
	M	77%	30%	85%	20%

**Table 8. Postgraduate taught conversion rates by gender**



**Postgraduate research.** All qualified applicants with funding are accepted provided there are supervisors available in their research area of interest. Most funded places are only available to UK-domiciled students, and these are advertised widely.

Year	Gender	Applications	Offers	Acceptances	Entrants
2012/13	F	13 (31%)	7 (30%)	5 (33%)	5 (33%)
	M	29 (69%)	16 (70%)	10 (67%)	10 (67%)
2013/14	F	21 (36%)	8 (30%)	7 (41%)	7 (41%)
	M	38 (64%)	19 (70%)	10 (59%)	10 (59%)
2014/15	F	16 (33%)	8 (35%)	2 (29%)	
	M	32 (67%)	15 (65%)	5 (71%)	

**Table 9. Postgraduate research application numbers by gender (the admission cycle for 2014/15 is not yet complete)**

Year	Gender	Offers/ Applications	Acceptances/ Offers	Entrants/ Acceptances	Entrants/ Applications
2013/14	F	54%	71%	100%	38%
	M	55%	63%	100%	34%
2014/15	F	38%	88%	100%	33%
	M	50%	53%	100%	26%
2014/15	F	50%	25%		
	M	47%	33%		

**Table 10. Postgraduate research conversion rates by gender (the admission cycle for 2014/15 is not yet complete)**

The conversion rate (entrants/applications) for female students is slightly higher than that for male, but we typically receive significantly fewer applications from female candidates. This is partly due to the relatively high proportion of applications from overseas students (many from countries which traditionally educate a higher proportion of men than women), but as noted above, we believe that the later internal allocation of studentships to departments may also be having a detrimental effect on female application numbers from UK students, and we are discussing with the University and Faculty how this could be rectified.

**Actions: 1.02, 1.03, 3.01, 3.02, 3.05, 3.06, 3.07, 3.08**

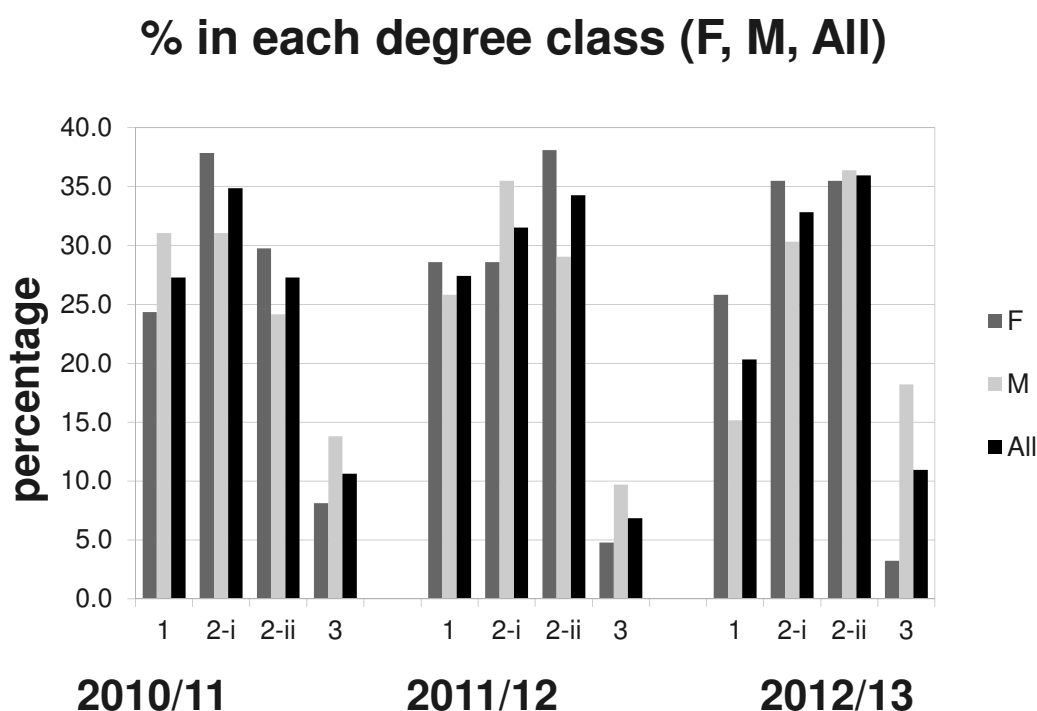
**(vi) Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

**BSc. degrees.** As is typical at Scottish universities, students can graduate with an ordinary (pass) degree at the end of Y3 or progress into the final (honours) year. At the end of Y4 their possible degree classifications are 1, 2-i, 2-ii, 3 or pass. Virtually all of those who gain a pass degree do so in Y3, and to avoid tables of graduates in an academic year involving students from different cohorts (which is misleading because cohort sizes vary from year to year), we have tabulated student numbers for honours and pass degrees separately.

Year	Gender	Tot	1	2-i	2-ii	3
2011/12	F	37	9 (24%)	14 (38%)	11 (30%)	3 (8%)
	M	29	9 (31%)	9 (31%)	7 (24%)	4 (14%)
	All	66	18 (27%)	23 (35%)	18 (27%)	7 (11%)
2012/13	F	42	12 (29%)	12 (29%)	16 (38%)	2 (5%)
	M	31	8 (26%)	11 (35%)	9 (29%)	3 (10%)
	All	73	20 (27%)	23 (32%)	25 (34%)	5 (7%)
2013/14	F	31	8 (26%)	11 (35%)	11 (35%)	1 (3%)
	M	33	5 (15%)	10 (30%)	12 (36%)	6 (18%)
	All	64	13 (20%)	21 (33%)	23 (36%)	7 (11%)

**Table 11. Honours degrees: number and proportion of students by degree class**

Table 11 and Figure 1 show that the performance of female and male honours students is broadly similar, with female students typically slightly outperforming their male counterparts. One interesting point that we were not aware of is that the student cohort graduating with an honours degree (which is essentially all those who complete Y4) may have a higher proportion of female students than the undergraduate population as a whole – i.e. in some years a higher proportion of female entrants than male graduate with an honours degree, as shown in Table 12. In each of these three years 56% of the students with 1<sup>st</sup> or upper 2<sup>nd</sup> degrees were female – as compared with 47% of the total undergraduate population.



**Figure 1. Percentage of honours students by degree class broken down by gender**

Year	Gender	Honours graduates	Graduates with class 1 or 2-i
2010/11	F	37 (56%)	23 (56%)
	M	29 (44%)	18 (44%)
2011/12	F	42 (58%)	24 (56%)
	M	31 (42%)	19 (44%)
2012/13	F	31 (48%)	19 (56%)
	M	33 (52%)	15 (44%)

**Table 12. Honours graduates by gender (the UG population as a whole is 47% female)**

Pass degree graduate numbers are shown in Table 13. Numbers are low, and there is no discernible gender difference.

Year	Gender	Number
2010/11	F	8 (53%)
	M	7 (47%)
2011/12	F	3 (50%)
	M	3 (50%)
2012/13	F	6 (50%)
	M	6 (50%)

**Table 13. Pass degree graduates by gender**

**MMath degrees.** Although we accept a reasonable number of students on to the 5-year integrated masters programme, virtually all choose to transfer onto a BSc. degree during the course of their studies (in most years there are no Y5 students). A possible reason is that internal University regulations do not permit MMath degrees to be classified (into 1, 2-i, etc.), and since this classification system is well-known by employers, students may prefer to graduate with a classified degree.

**Actions: 1.04, 1.05**

#### Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

Our teaching staff and research staff numbers (Table 14) are too low to provide meaningful statistics, but there is a reduction in female researchers. The proportion of female academic staff has nearly doubled – partly because of successful recruitment (three of the four most recent academic appointments have been female), and partly because of reductions in academic staff numbers. At 21% it is higher than the UK benchmark (of 16%).

Figure 2 and Table 15 show the gender profile of academic staff by grade: at 30%, our female

Date	Gender	Teaching	Research	Academic	Total
May 2012	F	1 (50%)	5 (42%)	4 (11%)	10 (20%)
	M	1 (50%)	7 (58%)	32 (89%)	40 (80%)
May 2013	F	1 (50%)	3 (30%)	5 (15%)	9 (20%)
	M	1 (50%)	7 (70%)	28 (85%)	36 (80%)
May 2014	F	1 (50%)	3 (27%)	7 (21%)	11 (24%)
	M	1 (50%)	8 (73%)	26 (79%)	35 (76%)
<b>Benchmark (HESA)</b>	F	395 (37%)	160 (22%)	370 (16%)	925 (23%)
	M	675 (63%)	565 (78%)	1905 (84%)	3145 (77%)

Table 14. Academic, teaching and research staff by gender

proportion of non-professorial academic staff (in May 2014) is higher than the UK benchmark (21%), but we have no female professors.

Actions: 2.01, 2.04

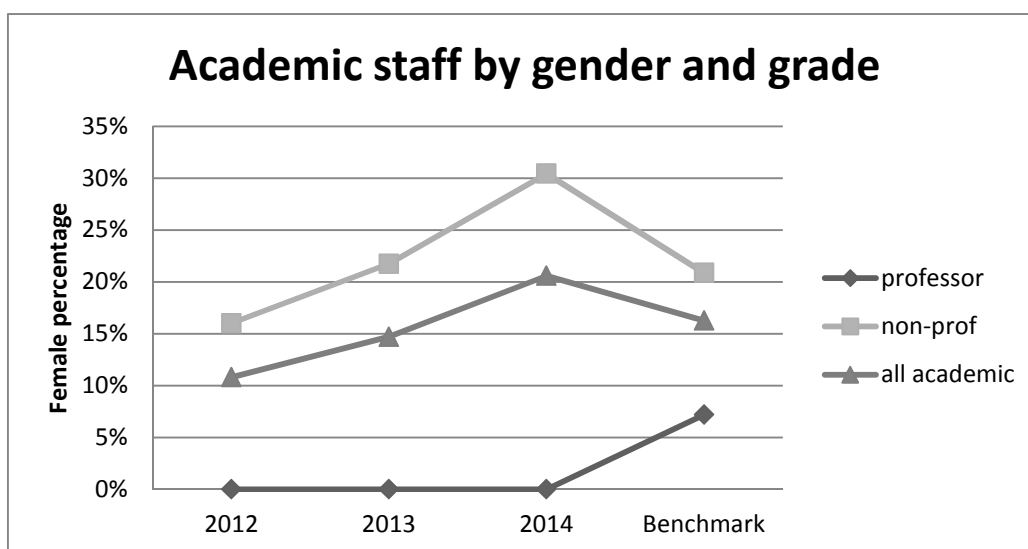


Figure 2. Female percentage of academic staff by professorial status (benchmark data from HESA 2011/12)

Date	Gender	Lecturer	Senior Lecturer	Reader	Non-professor	Professor	All
May 2011	F	2 (17%)	1 (10%)	1 (20%)	4 (15%)	0 (0%)	4 (10%)
	M	10 (83%)	9 (90%)	4 (80%)	23 (85%)	13 (100%)	36 (90%)
May 2012	F	2 (17%)	1 (13%)	1 (20%)	4 (16%)	0 (0%)	4 (11%)
	M	10 (83%)	7 (88%)	4 (80%)	21 (84%)	11 (100%)	32 (89%)
May 2013	F	3 (33%)	1 (11%)	1 (20%)	5 (22%)	0 (0%)	5 (15%)
	M	6 (67%)	8 (89%)	4 (80%)	18 (78%)	10 (100%)	28 (85%)
May 2014	F	2 (25%)	2 (25%)	3 (43%)	7 (30%)	0 (0%)	7 (21%)
	M	6 (75%)	6 (75%)	4 (57%)	16 (70%)	10 (100%)	26 (79%)
<b>Bench- mark</b>	F				315 (21%)	55 (7%)	370 (16%)
	M				1195 (79%)	710 (93%)	1905 (84%)

Table 15. Academic staff population by level and gender

(viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Year	Gender	Research	Teaching	Academic	Total
2011	F	2			2
	M	1		4	5
2012	F	2	1		3
	M	5	1	4	10
2013	F	3	1		4
	M	2		2	4

**Table 16. Staff leavers by gender and job family 2011-13**

Of the ten academic (male) staff who left in 2011-13, five retired and five resigned to take up positions elsewhere. We lost another four (1F, 3M) members of academic staff in 2014 – two (1F, 1M) resigned to take up other positions, one member of staff died suddenly, and one retired. We have hired four new members of academic staff since 2011, so our current academic staff complement of 30 is ten down from 2011 (and 12 below the academic staff total of 42 when the Department was created in 2009). Losing so many members of academic staff (> 25%) has had a major impact on workloads, and we are pleased to have been given permission to make several appointments in 2015.

One of the (female) research staff was on an open-ended contract and resigned to take up a chair position (after being offered an equivalent promotion here), and two other research staff (1F, 1M) resigned before the end of their contracts. All the other research and teaching staff left at the end of their contracts, to take up a range of teaching, research and industrial positions.

**Actions: 2.03, 2.05**

#### 4. Supporting and advancing women's careers: maximum 5000 words [wordcount: 3248]

##### Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **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 is being taken to address this.

Table 17 shows application numbers by gender and job family (taken from HR records for 2010-11 to 2012-13). It is disappointing that the proportion of female applicants is relatively low, and the EDC will monitor numbers and check the wording of future advertisements and further particulars carefully, to check that they are welcoming to female applicants. It is standard University policy to ensure that our institutional Athena SWAN award is prominently displayed in all recruitment material.

Year	Gender	Teaching	Research	Academic	Total
2010-11	F	0 -	8 (20%)	5 (15%)	13 (18%)
	M	0 -	32 (80%)	29 (85%)	61 (82%)
	Not disclosed	0 -	0 (0%)	0 (0%)	0 (0%)
2011-12	F	0 -	4 (9%)	13 (17%)	17 (14%)
	M	0 -	39 (89%)	62 (81%)	101 (83%)
	Not disclosed	0 -	1 (2%)	2 (3%)	3 (2%)
2012-13	F	2 (14%)	3 (27%)	8 (20%)	13 (20%)
	M	12 (86%)	8 (73%)	33 (80%)	53 (80%)
	Not disclosed	0 (0%)	0 (0%)	0 (0%)	0 (0%)

**Table 17. Applications by gender and job family 2010-11 to 2012-13**

Advertised posts	No. of offers made	No. of people hired	Female	Male
<b>3 Teaching Associates</b>	3	3	2 (67%)	1 (33%)
<b>5 Researchers</b>	5	5	2 (40%)	3 (60%)
<b>2 Lecturers</b>	2	2	1 (50%)	1 (50%)
<b>2 Readers</b>	2	2	2 (100%)	0 (0%)
<b>1 Professor</b>	3	0	0 -	0 -
<b>Total</b>	15	12	7 (58%)	5 (42%)

**Table 18. Success rates by gender for advertised posts (August 2011 – July 2014)**

Although women make up a low proportion of applicants, they make up a high proportion of recent appointments, as shown in Table 18 (taken from Departmental records). In the past three years, we have appointed 7 female staff (out of 12), including 3 female academic staff (1 lecturer and 2 readers) out of 4.

**Actions: 2.04, 4.01, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07**

- (ii) ***Applications for promotion and success rates by gender and grade*** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

As shown in Table 19, the overall promotion success rate for female staff members (3/3) has recently been higher than that for male (4/9). One of the (successful) female candidates was on an open-ended research contract and did not take up her chair position here, instead choosing to move elsewhere.

Promotion candidates are normally identified through the annual “Accountability and Development Review” (ADR) process, but any individual can request that her/his case is considered, or make an individual case to the Faculty. Table 19 lists the cases the Department deemed to be ready for promotion and formally submitted to the Faculty (the promotion process is described in part (a)(i)). It is a source of concern that the overall success rate for academic staff promotion has dropped to 50% (female 1/1, male 4/9).

**Actions: 2.06, 2.07**

Promotion cases	Gender	No. of Cases	Success
<b>To Professor</b>	F	1	1 (100%)
	M	2	0 (0%)
	All	3	1 (33%)
<b>To Reader</b>	F	0	0 -
	M	5	2 (40%)
	All	5	2 (40%)
<b>To Senior Lecturer</b>	F	1	1 (100%)
	M	4	2 (50%)
	All	5	3 (60%)
<b>To Research grade 8</b>	F	1	1 (100%)
	M	0	0 -
	All	1	1 (100%)
<b>Total</b>	F	3	3 (100%)
	M	11	4 (36%)
	All	14	7 (50%)
<b>Academic staff promotions</b>	F	1	1 (100%)
	M	9	4 (44%)
	All	10	5 (50%)

**Table 19. Promotion cases submitted by Department August 2011 – July 2014**

b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

(iii) **Recruitment of staff** – *comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies.*

All staff posts are widely advertised and the University’s Athena SWAN award and commitment to gender equality are prominently displayed. The Department is an LMS “Good Practice Supporter”, and HR have been provided with this logo to display on adverts.

Selection criteria for **academic appointments** are determined by the Faculty and HR (with input from the Head of Department), and we plan that these will be scrutinised by the EDC. The Faculty runs shortlisting and interview panels, and the Department is allowed a small number of representatives (typically the HoD and head of the relevant research group). Although there used to be a clear University policy that all interview panels should contain both women and men, this has not always been the case in recent years. The HoD is determined that this should be rectified, and will ask the Faculty for additional Departmental places on any all-male selection panels. The Department is responsible for the “scientific” and more social aspects of the interview process – all candidates are invited to give a formal presentation (on the morning or day before their interviews), followed by a tour of our facilities and a buffet lunch to which all staff are invited to meet and talk to candidates informally. Departmental feedback on the presentations is provided to the interview panel. Women have been very successful in securing three of the four most recent academic posts, including two at readership level.

The recruitment process for **teaching posts** is controlled by the Department (with oversight by HR), and it is our policy and practice that female and male staff are involved in shortlisting and interviews. Candidates are invited to give a teaching demonstration and to a tour and lunch, as for academic staff appointments. Appointment to **research posts** is the responsibility of the relevant grant-holder(s), with oversight by HR. All academic staff are required to take the university's online training module in equality and diversity, and so anyone from the department who is involved in selection has already received this training.

The University will shortly be launching its own training programme in unconscious bias (based on the ECU materials), and this will become mandatory for panel chairs (and will be recommended for all panel members).

**Actions: 2.04, 4.01, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07**

(i) **Support for staff at key career transition points** – *having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.*

We are a small department (of currently 30 academic staff), and so female and male staff numbers in each category (Tables 14-15) are low and provide an unreliable basis for robust deductions. But it is clear that the greatest imbalance is at professorial level - not only are there no female professors, the largest single grouping of staff is male professors (27% of the academic staff complement, as of November 2014). The HoD and other senior staff are fully aware that this is serious issue: not only is it important to ensure that female staff reach their full potential, the fact that only men have reached professorial grade may well dampen the career aspirations of female students and research staff. Female staff are encouraged to take part in mentoring and leadership training, and also to take on senior visible roles within the department and wider university. For example: a senior female staff member was recently mentored by a female STEM professor and found the experience to be very valuable; a probationary member of staff has been encouraged to apply for the Aurora leadership programme – she was successful, and the cost of this will be covered by departmental and central funds; ■ has very recently been appointed as an Associate Dean in the Faculty.

The University offers a wide range of training, professional development, networking opportunities and coaching schemes, including sessions targeted at future academic leaders (under the acronym SPIRAL – Strathclyde Programme in Research and Leadership). All staff are eligible (and encouraged) to take part in these schemes. The University's "Researcher Development Programme" (RDP) provides a comprehensive programme of career advice and professional and personal development training and support for research staff and students. The Engineering Faculty has a long-standing WISE network, and this has recently been opened to staff and students from the Science Faculty.

The mentorship arrangements for probationary staff are described in (a)(ii) below.

**Actions: 3.11, 4.08, 4.09, 4.10, 4.11, 5.01, 5.02, 5.03, 5.04, 5.05**



## Career development

- a) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*
- (i) **Promotion and career development** – *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

All staff undertake an annual “Accountability and Development Review” (ADR). For academic staff the review focuses on performance (under the headings of research, teaching, knowledge exchange (KE), citizenship and internationalisation), future plans and training needs.

Promotion candidates are normally identified through ADR, but any individual can request that her/his case is considered. The HoD discusses all cases with the professoriate, who collectively make a recommendation of which candidates are ready for promotion and which should defer. The HoD and/or head of research group then discuss the outcome with each candidate, and help those ready for promotion to prepare a strong case.

The benefits of this approach are a wide range of discipline-specific expertise and experience of promotion thresholds at other institutions, but it is problematic that we have no female professors. The HoD is aware that this is a serious issue and is considering alternative approaches (such as including readers in discussions of non-professorial promotion candidates, and including female professors from related disciplines or other institutions in discussions of professorial promotion candidates). He will present options to a departmental meeting, so all staff are able to contribute to decisions on the best way forward.

Cases supported by the department are filtered by a faculty panel (consisting of the Dean and two Vice-Deans) and assessed by a University panel (consisting of the Principal, Vice-Principal and a lay member of Court). Anyone whose case is not supported by the department is able to make an individual application to the faculty panel (this has not happened for many years).

In recent years, teaching staff have normally been reviewed by the HoD or deputy HoD, and research staff by their supervisor or the head of their research group. In practice this has meant a narrow range of potential reviewers, most of whom are male. The review pool will be increased by enabling any promoted member of academic staff to volunteer as a reviewer.

All reviewers will be expected to take unconscious bias training as this rolls out through the University.

**Actions: 5.05, 5.06, 5.07, 5.08, 5.09**

**(ii) Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

Research staff are primarily supported by their supervisor, research group and the University's RDP. They do not currently have a formal "mentor", but this will be implemented, along with training for staff who become mentors. There is a formal mentorship scheme for probationary (academic and teaching) staff – at present mentors (promoted members of staff) are assigned to probationers, but the procedure will be amended to allow staff to express a preference for a mentor of the same sex. There is no departmental mentorship scheme for new promoted (i.e. non-probationary) members of staff, but the University scheme will be recommended to them.

More formal information on working policies etc. is provided to all new staff by HR. Informal arrangements within the Department are very flexible, and the HoD ensures that all new staff are advised on these. The EDC will be actioned to produce written documentation and information on the support and flexible arrangements which the Department can provide.

**Actions: 4.04, 4.08, 4.09, 4.10, 4.11**

**(iii) Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

New research students are assigned a mentor (a member of academic staff from a different research group, known as a "senior friend") upon arrival, to provide pastoral support. All staff (female and male) act in this capacity, and the scheme is run by the Research Committee. The allocation procedure will be amended to allow students to express a preference for a mentor of the same sex.

Career advice is provided informally by a student's supervisor and research group, and more formally by the University's extensive RDP.

Research students are expected to attend seminars, and seminar organisers are alert to the need to ensure that the programme contains talks by both women and men. It is very important for the future of the discipline that **all** early career researchers (female and male) regard it as unexceptional that many of the invited expert speakers at seminars, conferences etc. are women.

**Actions: 2.11, 3.09, 3.10, 3.11, 4.11, 5.03**

## **Organisation and culture**

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **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.

Year	Gender	Executive (EC)	Research (RC)	Academic (AC)	Equipment (EqC)	Student-staff	Safety (SaC)	SAT
2012-13	F	1 (14%)	1 (10%)	2 (22%)	1 (14%)	1 (25%)	2 (29%)	-
	M	6 (86%)	9 (90%)	7 (78%)	6 (86%)	3 (75%)	5 (71%)	-
2013-14	F	2 (29%)	1 (10%)	2 (18%)	1 (17%)	1 (25%)	2 (29%)	6 (55%)
	M	5 (71%)	9 (90%)	9 (82%)	5 (83%)	3 (75%)	5 (71%)	5 (45%)
2014-15	F	3 (43%)	2 (18%)	3 (33%)	1 (14%)	1 (25%)	4 (50%)	6 (55%)
	M	4 (57%)	9 (82%)	6 (67%)	6 (86%)	3 (75%)	4 (50%)	5 (45%)

**Table 20. Staff numbers on Departmental committees, by gender**

The proportion of women on most departmental committees is increasing, partly because female academic staff numbers have increased, and partly due to specific initiatives. EC membership is largely ex-officio (HoD, committee chairs, etc.) with at least one elected member (female staff are encouraged to stand for election). EC membership will be increased to include the chair of EDC.

RC comprises the HoD, heads of research groups and PhD representatives, and it has recently been agreed that all members of probationary staff will serve a term on RC – this is the committee most likely to benefit an academic career. There are currently no research staff representatives on RC, and its membership will be increased to rectify this.

AC members are mainly ex-officio (HoD, year coordinators, etc.) and SSLC contains experienced members of academic staff and student representatives from each year of study. There is typically a near-equal gender balance amongst the student representatives on SSLC (this year there are 8 female students out of 13, last year there were 7 female students out of 16). Members of the EqC and SaC are appointed by the HoD – chosen to ensure that committee membership is shared across the Department.

Three of the committees (AC, SaC and SAT) are chaired by women.

**Actions: 2.10, 6.04, 6.05**

(ii) **Female:male ratio of academic and research 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 is being done to address them.

Year	Gender	Open ended	Fixed term
2012	F	5 (13%)	5 (42%)
	M	34 (87%)	7 (58%)
2013	F	5 (14%)	4 (36%)
	M	30 (86%)	7 (64%)
2014	F	7 (20%)	4 (33%)
	M	28 (80%)	8 (67%)

**Table 21. Staff numbers on open ended and fixed term contracts, by gender**

Year	Gender	% open ended	% fixed term
2012	F	50%	50%
	M	83%	17%
2013	F	56%	44%
	M	81%	19%
2014	F	64%	36%
	M	78%	22%

**Table 22. Percentage of female and male staff by contract type**

Academic staff and a small number of senior research staff hold open-ended contracts, and fixed-term staff are those on teaching or research contracts. The number of female academic staff is increasing, and this is reflected in an increasing percentage of female staff holding open-ended contracts (Tables 21-22). The HoD is firmly committed to enabling long-term teaching staff to move to open-ended contracts, and is pursuing this robustly with the Faculty, which is the cost centre for staff salaries.

**Actions: 2.02, 5.10**

- b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*
- (i) **Representation on decision-making committees** – *comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?*

Committee membership and selection is described above. To reduce administrative overload on **all** staff (academic staff numbers have declined significantly in recent years), committee membership is kept low, and is largely those in ex-officio roles. Exceptions to this are the Executive and Research committees – those most likely to be beneficial to career progression. One member of EC is elected, and female staff are encouraged to stand for election. RC contains PhD representatives, and all probationary staff will also serve for a term. There are currently no research staff representatives on RC, and its membership will be increased to rectify this. Members of the less onerous committees (Equipment, Safety) are chosen to ensure that committee membership is shared across the Department.

The HoD encourages female and male staff to serve as departmental representatives at Faculty level. For example, LK has recently been appointed as one of the Associate Deans. Most university committees are either staffed by election (e.g. Senate) or appointment, but when asked for departmental representatives to an external committee, the HoD is alert to the need to ensure that women are given this opportunity, without overloading individuals.

**Actions: 6.04, 6.05**

- (ii) **Workload model** – *describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.*

The two predecessor departments had very different models for workload allocation. One of these was adopted after the merger, but was perceived by many to be unfair: “managerial” activities (normally carried out by professors or other senior staff) were given a relatively high weighting compared to teaching, meaning that the (entirely male) professoriate had a lower average teaching load than more junior members of staff. Since our total departmental teaching load is very high, this was potentially harming careers.

The previous HoD set up a short-life working group to examine workload allocation, and its proposals were discussed at a departmental meeting and implemented a few years ago. The expectation of HR is that staff on standard academic (teaching and research) contracts will spend 60% of their time on teaching and administration and 40% on research/KE, and the workload model is designed to manage the former (members of staff are best-placed to manage their own research/KE activities). A guiding principle is to share out the total teaching and administrative workload across the department as fairly as possible.

The lecturing load for the whole department is shared out amongst staff, as equally as is practicable. Substantial administrative roles (HoD, committee chairs, year directors etc.) are classified into three types, denoting high, medium or lower levels of additional administration, and an individual’s total loading of lecturing, major administration and research students is used to allocate remaining teaching duties (such as tutorials and supervision of project students). For example, [REDACTED] role as SAT convener is included in the workload model as a major administrative role. All staff are allocated pastoral work (acting as mentors to undergraduate and PhD students), and it is an expectation that all participate in core administration – such as committee membership, outreach activities and administration associated with teaching. These activities are recorded under the “citizenship” heading in the formal annual ADR process and promotion criteria.

Complaints about the fairness of workload allocation have virtually disappeared since the introduction of the new model, and the HoD is happy to circulate an anonymised version of staff workloads and discuss an individual’s allocation with her/him.

**Actions: 6.01**

**(iii) *Timing of departmental meetings and social gatherings*** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

Core hours are 10am-4pm. Formal department meetings are always held during core hours, and the standard time for departmental committee meetings is 10-12 or 2-4pm. Research group meetings are held when convenient for group members (with an expectation that they will take place during core hours). To ensure inclusivity, most social events now take place at morning coffee, lunchtime or mid-afternoon. The annual departmental Christmas party (which is organised by PhD students) is held from lunchtime on a Friday – those who want can stay beyond 4pm, but there is no peer pressure to do this. An exception is the annual welcome event for new postgraduate students, which is organised by current students and typically takes place at 5pm on a Friday. Alternative options for future years will be explored with the PG student population.

**Actions: 6.06**

- (iv) **Culture** – demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

Surveys of staff and students show that the department’s ethos is perceived to be friendly and informal (92% agreement). Senior staff are approachable and helpful, and all members of the department are on first name terms. Unlike lab sciences, there is no culture of “presenteeism” – academic staff have individual offices (research staff and students share small offices), and no-one is aware of who is or is not in their office at any given time. The university’s “dignity and respect” policy is firmly adhered to, and information on this will be included in E&D webpages on the departmental intranet.

We are based in a tower block and most office doors have an “automatic close” mechanism – a common survey comment (particularly by female early-career researchers) was that corridors lined by automatically closed, windowless doors can give the misleading impression of unfriendliness. Since the “auto-close” does not seem to be a mandatory fire-safety feature, we will investigate the possibility of having it removed from all offices whose occupants prefer this.

**Actions: 6.03, 6.07**

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Several staff take part in outreach activities. These include outreach to Glasgow schools through the STEM network (female), running events at the Outer Hebrides science festival (male) and organising the SMC Mathematical Challenge for schools (male, with female speakers). ■ (the chief undergraduate selector) is planning a pilot programme of outreach events to local schools which involve a gender-balanced team of undergraduate students. Involvement in these events is formally recognised in the annual ADR process, under the “citizenship” category.

**Actions: 3.04**

### **Flexibility and managing career breaks**

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

In the three years from 2010-11 to 2012-13 only one female member of academic, teaching and research staff has had a child. She was on a fixed-term research contract which was close to finishing when she went on maternity leave (in 2011-12) and she chose not to return.

**(ii) Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

HR does not currently record paternity leave, but the department will begin to keep records. The University's policy is to provide one week of paternity leave on full pay, and a further week paid at the statutory minimum, and anecdotal evidence is that academic, teaching and research staff typically claim one week, topped up by annual leave if they wish. All eligible staff are encouraged to claim paternity leave, but very few members of staff have had children in recent years.

**Actions: 2.08**

**(iii) 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 applicants may wish to comment on specific examples.

Departmental policy and practice is to accommodate all reasonable constraints when allocating teaching times – i.e. we have a wide-ranging but informal flexible working policy. No members of academic, teaching or research staff have made a formal request for flexible working (i.e. via HR) in recent years - but this would only be necessary if someone wanted to apply to work part-time.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

**(i) Flexible working** – comment on the numbers of staff working flexibly and their grades 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 the department raises awareness of the options available.

There have been many informal requests recently for flexible working hours to accommodate childcare (or other) responsibilities, and all have been accommodated. At present 5 members of academic staff (2 female, 3 male, at all grades) have their lecturing times tailored to their requirements (some to teach during core hours, some to avoid teaching on certain days, some to have concentrated periods of teaching so they can spend time away from Glasgow). As mathematical scientists we are fortunate that unlike our experimental colleagues, we can do research anywhere.

The system is informal, and is explained to new members of staff when they arrive. It is also advertised as a standing item (on staffing) at departmental meetings. The EDC will be responsible for producing written guidelines for the E&D pages on the website. As well as being a useful resource for current staff, they will also advertise our commitment to family-friendly working practices to prospective applicants.

**Actions: 2.09, 4.04, 6.02**

(ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

As noted above, only one person has taken maternity leave since 2010, and she chose not to return. When ■ took her periods of maternity leave (several years ago), her department was not able to hire anyone to replace her (all appointments, even for maternity cover, need Faculty approval), and her workload was shared out amongst departmental colleagues – this was not ideal! We are very pleased that things appear to be changing, and maternity support is a priority in the University's action plan. We will continue to feed into this University action and seek to influence its progression via our departmental representation on the University Athena SWAN Steering Group.

## **5. Any other comments: maximum 500 words [wordcount: 274]**

*Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.*

Responses to the SAT's departmental surveys of staff and research students showed that people are generally positive about the departmental culture, the support and approachability of senior staff, and the flexible working policy. Our policies and procedures are mainly working well and fairly, but there is an issue in that not nearly enough has been formalised. One of the priorities of the EDC will be to ensure that key aspects of policy (such as on flexible working) are adequately documented and placed on a dedicated section of the departmental website. Departmental procedures for evaluating promotion cases also need to be improved and documented.

There was little difference in survey responses between female and male respondents, indicating no perceived gender inequalities. But morale is not high: people do not feel that the department's contribution to the faculty and university is sufficiently valued. Staff on fixed term contracts are worried about contract renewal, and academic and teaching staff are struggling with high workloads due to a significant reduction in academic staff numbers – in this context we very much welcome the opportunity to hire new members of staff in 2015.

Academic staff are also concerned by what appear to be poor promotion prospects here compared to other research-intensive universities (18/19 survey responses). This is contributing to staff turnover (several of those who have left have moved to posts at the same grade, rather than to promoted positions), and there is a degree of scepticism about the operation of the promotion process at faculty and university level. We welcome the opportunity to feed in to the University's Athena SWAN Steering Group subgroup on retention, career development and promotion.

## **6. Action plan**

*Appended.*



## **Department of Mathematics and Statistics, University of Strathclyde**

### **Athena SWAN Bronze action plan**

#### **Introduction**

This action plan sets out the activities which the Department will undertake to address issues identified in our Bronze award self-assessment submission. Its implementation will be monitored by the Equalities and Diversity Committee (EDC, to be constituted in early 2015), which will formally report to the Departmental Executive Committee (EC). It will also report to departmental meetings to maximise engagement, and to the University's Athena SWAN Steering Group.

Actions have been listed under the following headings:

- Student data: collection and analysis
- Staff data: collection and analysis
- Student recruitment and progression
- Staff recruitment and induction
- Career transition and progression
- Departmental culture