



### Athena SWAN Silver department award application

Name of university: **University of Reading**

Department: **School of Archaeology, Geography & Environmental Science (SAGES)**

Date of application: **November 2015**

Date of university Bronze Athena SWAN award: **November 2011**

Contact for application: **Dr Hilary Geoghegan**

Email: **[h.geoghegan@reading.ac.uk](mailto:h.geoghegan@reading.ac.uk)**

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

Athena SWAN **Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline. Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility. It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

## Contents Page

|  |    |
|--|----|
| Notes on Action Plans and Data.....                        | 2  |
| Glossary.....  | 3  |
| Word Counts .....  | 3  |
| 1. Letter of endorsement from the head of department ..... | 4  |
| 2. The self-assessment process.....                        | 7  |
| 3. A picture of the department .....                       | 17 |
| 4. Supporting and advancing women’s careers.....           | 38 |
| 5. Any other comments .....                                | 68 |
| 6. Action plan .....                                       | 70 |
| 7. Case study: impacting on individuals.....               | 71 |

## Notes on Action Plans and Data

Our **Bronze Award Action Plan** is referenced throughout the text, e.g. **(BAP 1.1)**, to indicate where initiatives, activities and impacts are as a result of our Bronze Award activities.

Our **Silver Award Action Plan** is referenced in boxes at the end of each section where appropriate to indicate our initiatives and activities going forward in our Silver Award.

|  |                                   |  |
|--|-----------------------------------|--|
| <p><b>Student data:</b> SAGES offers 12 UG and 7 PGT degree programmes across the two departments. We have analysed our student data by using results at the broad degree programme level. We have used data for the past three years up to 2013/14 as the University was unable to provide all data for 2014/15 (NB 14/15 data have been used where available). For benchmarking against the national picture for the discipline we have used HESA data, using the following codes:</p> |                                   |  |
| UG   | Archaeology                       | V4 Archaeology   |
|  | Geography                         | F8 Physical geographical sciences; L7 Human & social geography   |
|  | Environmental Science             | F7 Science of aquatic & terrestrial environments   |
| PGT  | Archaeology                       | V4 Archaeology   |
|  | Geography & Environmental Science | F8 Physical geographical sciences; F7 Science of aquatic & terrestrial environments (we did not include L7 Human & social geography as we only have 1 or 2 students per year on the Human Geography MRes and this significantly altered the statistics). |
| PGR  | Archaeology                       | V4 Archaeology   |
|  | Geography & Environmental Science | F8 Physical geographical sciences; L7 Human & social geography; F7 Science of aquatic & terrestrial environments   |
| <p><b>Staff data:</b> These are provided by HESA cost centre, for (111) Earth, marine &amp; environmental sciences; (124) Geography &amp; environmental studies; and (126) Archaeology.</p>  |                                   |  |
| <p><b>Committee data:</b> There are approximately 20 committees and working groups in operation within SAGES. We have focussed here on the key School-level decision-making committees in order to consider male and female representation and any differences.</p>  |                                   |  |

## Glossary

|              |   |
|--------------|---|
| <b>Arch</b>  | Department of Archaeology   |
| <b>AS</b>    | Athena SWAN   |
| <b>BAP</b>   | Bronze Action Plan  |
| <b>GES</b>   | Department of Geography & Environmental Science                             |
| <b>HoDs</b>  | Head of Departments of Archaeology and of Geography & Environmental Science |
| <b>HoS</b>   | Head of School  |
| <b>IRP</b>   | Individual Research Plan  |
| <b>KIT</b>   | Keep in touch day   |
| <b>PD</b>    | Programme Director  |
| <b>PDR</b>   | Personal Development Review   |
| <b>PGR</b>   | Postgraduate Researcher   |
| <b>PGT</b>   | Postgraduate Taught Student   |
| <b>PST</b>   | Professional, Support and Technical Staff                                   |
| <b>SAGES</b> | School of Archaeology, Geography & Environmental Science                    |
| <b>SAT</b>   | SAGES Silver Award Self-Assessment Team                                     |
| <b>SDPS</b>  | School Director of Postgraduate Studies                                     |
| <b>SDTL</b>  | School Director of Teaching and Learning                                    |
| <b>SDWC</b>  | Staff Development and Wellbeing Committee                                   |
| <b>SEO</b>   | School Equality Officer   |
| <b>SID</b>   | School Information (shared) Drive   |
| <b>SSLC</b>  | Staff-Student Liaison Committee   |
| <b>UoR</b>   | University of Reading   |
| <b>WLM</b>   | Workload Model  |

## Word Counts

| <b>Section</b>   | <b>Word Count/Maximum Limit</b>                         |
|--|---|
| <b>Letter of endorsement from the head of department</b> | 500 words/500 words                                     |
| <b>The self-assessment process</b>                       | 997 words/1000 words                                    |
| <b>A picture of the department</b>                       | 1852 words/2000 words                                   |
| <b>Supporting and advancing women's careers</b>          | 4990 words/5000 words                                   |
| <b>Any other comments</b>                                | 488 words/500 words                                     |
| <b>Case study: impacting on individuals</b>              | Case studies: (1) 499; (2) 500.<br>999 words/1000 words |

## **1. Letter of endorsement from the head of department**

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission. The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.



Head of School

**School of Archaeology, Geography and  
Environmental Science**

Wager Building  
Whiteknights  
PO Box 227  
Reading RG6 6AB

Ms Sarah Dickinson  
Athena SWAN, Equality Challenge Unit  
7th floor, Queens House  
55/56 Lincoln's Inn Fields  
London, WC2A 3LJ

Dear Ms Dickinson,

The last three years has been a period of rapid and positive change for the School. Since our Bronze Award, we have extensively refurbished the School infrastructure (**BAP 2.1**), changed the School name and mission, and prioritised equality, diversity and wellbeing (**BAP 1.1**). Athena SWAN has been the key platform for transforming the culture and improving working lives within the School. In the future, our Diversity and Wellbeing Committee is committed to implementing the Action Plan.

Professor Roberta Gilchrist was appointed Head of School in April 2012. Her approach to leadership was shaped by involvement with our 2011 application and her long-standing commitment to equality and diversity. In 2012, she established the 'Staff Development and Wellbeing Committee' as a mechanism for integrating Athena SWAN into all aspects of our work (**BAP 1.1**). In 2015, she moved to the role of Research Dean and I was appointed as the new Head of School. I have been closely involved with the application as Head of the Department of Geography & Environmental Science and as a member of the SAT. I am personally committed to the Athena SWAN charter and providing equal opportunities for my staff and students. My mother was of the generation for whom a university education was very rare. This has stayed with me for all of my career. This letter of endorsement is submitted by Professor Gilchrist and me jointly.

Our 2011 application raised consciousness of equality issues across the School and an ambitious programme of change has been achieved, for example, we have:

- revised approaches to mentoring and induction (**BAP 1.3, 3.3**)
- published a SAGES values document, *Working Sagely*, to address issues of workplace culture and professional behaviours (**BAP 2.2**)
- introduced departmental representatives on School Council to broaden engagement in decision-making and to enhance opportunities for equal representation (**BAP 1.2**)
- improved transparency by advertising job descriptions and vacancies for School roles and making available committee terms of reference and minutes on a School Information Drive (**BAP 1.2**)
- established a School promotions review panel to give feedback and advice to potential applicants (**BAP 3.1**)
- transformed the experience of Research Staff through the appointment of an academic lead for Researcher Development (**BAP 3.3**)

- revised the workload model to take account of previous omissions and introduced 'discretionary points' for one-off roles **(BAP 2.4)**

The impact of the School's commitment to Athena SWAN is demonstrated by the take-up of personal development opportunities by female staff (8 Springboard and 3 Aurora graduates from 2013-15) and by Professor Gilchrist's participation as mentor and role-model **(BAP 3.2)**. The number of female professors in SAGES has increased since 2011 from two to five. We also have an impressive cohort of female staff in leadership roles, with eight leading our research strategy, and three leading our teaching and learning strategy **(BAP 1.2)**.

This Silver Award application coincides with a period of major change at the University. However, we now have structures in place that are improving our environment and culture. We will use our Silver Award to focus on staff wellbeing, especially work-life balance, and to support female staff aspiring to and currently in leadership roles through mentoring.

Yours sincerely,

The image shows two handwritten signatures in blue ink. The signature on the left is 'N. Branch' and the signature on the right is 'Roberta Gilchrist'.

Dr Nick Branch and Professor Roberta Gilchrist

## 2. The self-assessment process

- 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

The SAGES Silver Award Self-Assessment Team (SAT) is made up of 10 women and 6 men. SAT members were invited to ensure a wide variety of School roles, seniority and individual experiences of work-life balance.

| SAT Member (* indicates SDWC member) | Gender (FT/PT) | Job Title                           | SAT Role  | Experience of work life balance |
|--------------------------------------|----------------|-------------------------------------|---|---------------------------------|
| Catherine Barnett                    | F (PT)         | Research Manager                    | Led research staff and Archaeology PhD focus groups; member of Gender & Fieldwork Project Working Group | Removed for privacy reasons     |
| Nicholas Branch*                     | M (FT)         | Head of School; Associate Professor | Section on promotions and related focus group   | Removed for privacy reasons     |
| Sue Beasley*                         | F (PT)         | Administrator                       | Dealt with quantitative and qualitative data  | Removed for privacy reasons     |
| Heather Browning*                    | F (FT)         | School Manager                      | Liaised with HR; collated staff and student data  | Removed for privacy reasons     |
| John Carson                          | M (FT)         | Postdoctoral Researcher             | Led research staff focus group; section on induction and training                                       | Removed for privacy reasons     |
| Duncan Garrow                        | M (FT)         | Associate Professor                 | Represent Archaeology staff; section on staff data  | Removed for privacy reasons     |
| Hilary Geoghegan*                    | F (FT)         | SAGES Equality Officer; Lecturer    | Chair of SAGES Silver Award SAT; chair of Gender & Fieldwork Project Working Group; project lead        | Removed for privacy reasons     |
| Roberta Gilchrist*                   | F (FT)         | Research Dean; Professor            | Previously chair of the SDWC and Head of School   | Removed for privacy reasons     |

|                     |        |                            |   |                             |
|---------------------|--------|----------------------------|---|-----------------------------|
| Louise Jones*       | F (FT) | PA/Deputy Building Manager | Project manager for SAGES Silver Application; Editor of SAGE(S) Advice blog | Removed for privacy reasons |
| Katerina Kademoglou | F (FT) | PhD Student                | Represent PGR community; sections   | Removed for privacy reasons |

|                          |        |   | relating to PGRs   |                             |
|--------------------------|--------|---|--|-----------------------------|
| <b>Roger Matthews*</b>   | M (FT) | Head of Department of Archaeology; Professor                          | Section on key career transition points and related focus group                              | Removed for privacy reasons |
| <b>Wendy Matthews*</b>   | F (FT) | Associate Professor   | PGR sections; case study 1   | Removed for privacy reasons |
| <b>Steve Musson*</b>     | M (FT) | Head of Department of GES   | Section on student data  | Removed for privacy reasons |
| <b>Izabela Stacewicz</b> | F (FT) | PhD Student   | Led Archaeology and GES PhD focus groups; member of Gender & Fieldwork Project Working Group | Removed for privacy reasons |
| <b>Rachel Thorns*</b>    | F (FT) | HR Partner  | Links to central university policies, agendas and data                                       | Removed for privacy reasons |
| <b>Kevin White*</b>      | M (FT) | School Director of Postgraduate Research Studies; Associate Professor | Supported 3 staff focus groups; sections on PGRs   | Removed for privacy reasons |

**Table 1:** Staff and Students on the SAGES Silver Award SAT

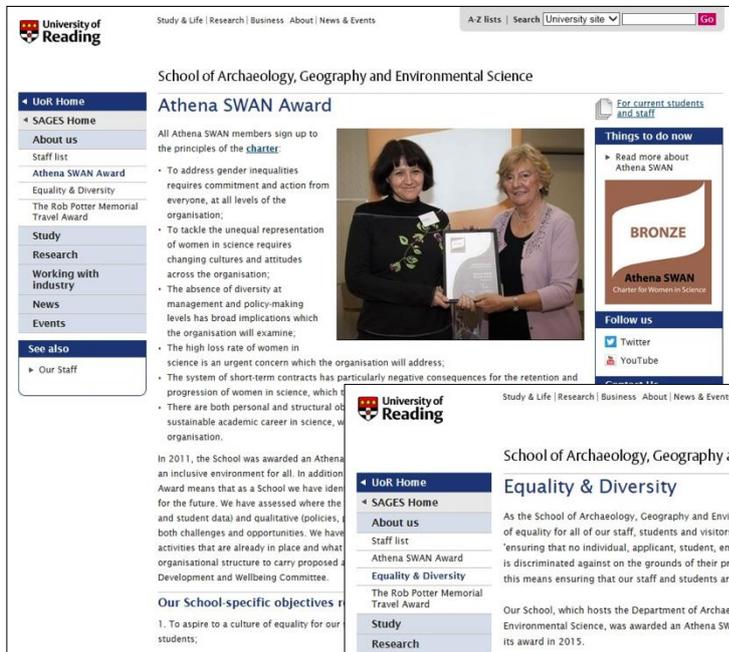
- b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

#### *Staff Development and Wellbeing Committee*

Since our Bronze Award in 2011 (**BAP 1.1**), we formed the SDWC, which brings together line-managers (including the Head of School and two Heads of Department), representatives of academic, research, professional, support and technical staff, and our HR partner. In order to embed our AS objectives, Bronze Action Plan (appendix 2) and SAT activities into School life, the SDWC has met termly since 2012. The Committee is chaired by the HoS and works to provide a forum for staff development and welfare and to initiate new policy to progress our Action Plan. In line with comments from the ECU panel at the time of our Bronze Award, we revised our Bronze Action Plan and prioritised the areas identified in our 2011 application as needing improvement, including communications within the School and the representation of women on decision-making committees. Staff feedback identified additional areas for urgent attention, particularly induction (**BAP 1.3**) and mentoring (**BAP 3.3**). The Committee has worked with the School Equality Officer Dr Hilary Geoghegan (appointed September 2013) in order to: revise the Action Plan as per the panel feedback in 2011; monitor progress against the revised Action Plan; implement new initiatives; and report at termly Departmental and School Council Meetings. Dr Geoghegan

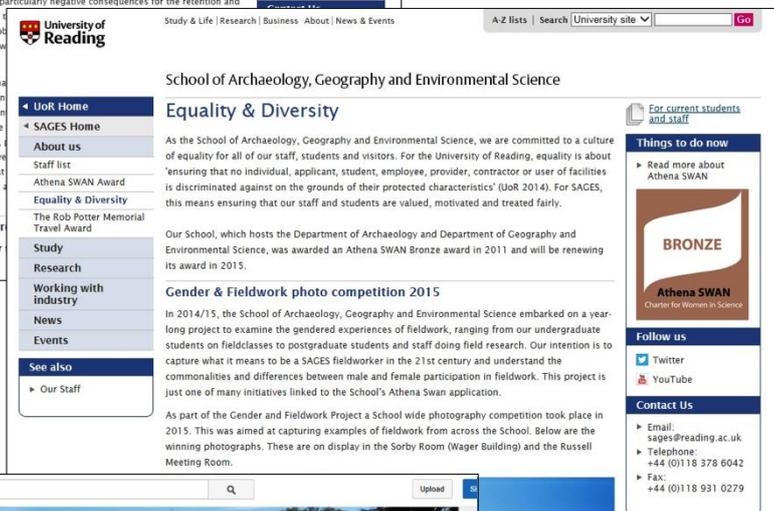


- and [blogposts](#) served to create a space to debate and discuss equality issues in SAGES (figure 5); and
3. conducting a staff survey, focus groups and other participatory methodologies to consult with staff and PGRs.

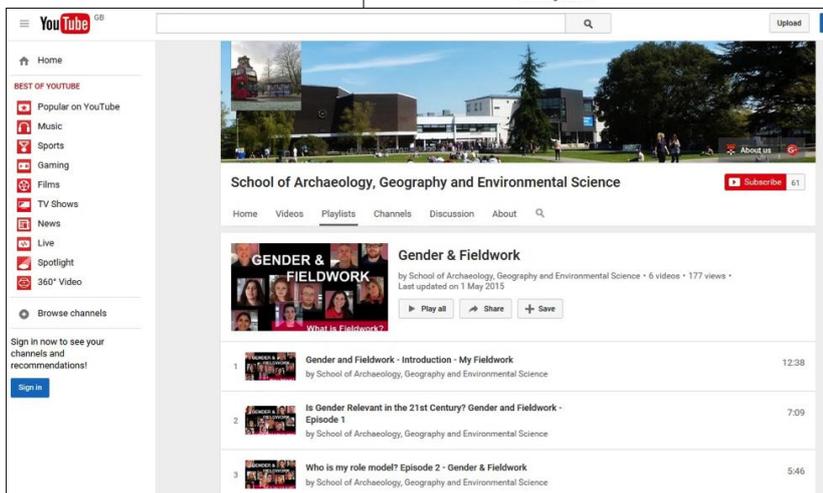


**Figure 3:** Screenshot of webpages about Athena SWAN and Equality and Diversity

**Figure 4:** Screenshot of webpages and Equality and Diversity



**Figure 5:** Screenshot of YouTube videos



Dr Geoghegan has actively sought feedback and peer review from the University AS steering group. In order to share good practice, Dr Geoghegan hosted an inaugural networking session for Geography departments engaged in AS at the Annual International Conference of the Royal Geographical Society (with IBG) in September 2015, and Professor Gilchrist participated in the 'Is gender still relevant?' conference as a keynote speaker and early-career mentor to this British Academy sponsored event in 2014 (see figures 6 and 7).



**Figure 6** (above): Dr Hilary Geoghegan (bottom right) with the Deputy Vice Chancellor of the University of Exeter, colleagues from the Equality Challenge Unit and geography departments in the UK; and **7** (below): Extract from 'Is gender still relevant?' conference programme.



UNIVERSITY of  
**BRADFORD**



GENOVATE  
Supporting the development of a global  
University of Bradford



BRITISH  
ACADEMY  
for the humanities and social sciences

## Is gender still relevant?

**16-17th September 2014, University of Bradford**

[genderpastpresent.wordpress.com](http://genderpastpresent.wordpress.com)  [#BradGender](https://twitter.com/BradGender) [gender@brad.ac.uk](mailto:gender@brad.ac.uk)

**Venue: Norcroft Centre, University of Bradford**

Tuesday 16<sup>th</sup> September

**Pre-event activity:**

10:30 – 13:00 (11am prompt start) Imposter Syndrome Workshop, **booking essential:**  
[genderpastpresent.wordpress.com/imposter-syndrome-workshop/](http://genderpastpresent.wordpress.com/imposter-syndrome-workshop/)

**Conference start:**

13:00 Arrival and Coffee (lunch not provided but available on campus)

13:30 Welcome, Brian Cantor, VC, University of Bradford

13.45 Introduction, Roberta Gilchrist, University of Reading, British Academy

14:00 Identities Past and Present:

*Writing the past together: more balance, less bias*, Ray Laurence, University of Kent and Mary Harlow, University of Leicester (presented by Ray Laurence)

*Gender Identities and Religion: Past and Present*, Irene Salvo, Royal Holloway, London

*Fathers and husbands, seducers and lechers: masculine identities and the double standard in Edwardian England*, Hera Cook, Otago University

11

### Focus Group Results

To evaluate the impact of our Bronze Award activities, we held six focus groups for academic and research staff and PGRs on:

| Subject                                | Female | Male | % Female |
|--|--------|------|----------|
| Personal and Professional Development  | 6      | 6    | 50%      |
| Promotions                             | 8      | 6    | 57%      |
| Wellbeing                              | 1      | 6    | 14%      |
| Researchers                            | 6      | 1    | 86%      |
| Geography & Environmental Science PGRs | 5      | 6    | 45%      |
| Archaeology PGRs                       | 3      | 5    | 37%      |

**Table 2:** Focus group topics and numbers of staff and students in attendance

Focus group results can be found throughout this document, including the Silver action plan.

### Staff Survey Results

We conducted a staff survey with open and closed questions in order to evaluate progress since 2011 and identify areas for work in the next three years. We had 54 responses, a response rate of 87%. The results are discussed throughout sections 3 and 4 and the Silver action plan, but offered in table 2 below as a snapshot of feeling within SAGES.

The SAT decided not to conduct a survey/focus group of professional, support and technical staff as ongoing institutional changes regarding this staff group have led to a period of considerable uncertainty. This decision was taken in consultation with line managers (see also section 5).

**Table 3:** Summary of Staff Survey Results

| Question/Issue  | 2015 Overall Data | 2015 Women Only | Related Silver AS Action | Related BAP Action      |
|---|-------------------|-----------------|--------------------------|-------------------------|
| <b>Perceived changes as a result of our Bronze Award activities</b>   |                   |                 |                          |                         |
| Agreement that efforts have been made to make decision-making in SAGES more transparent   | 83% (45)          | 79% (23)        | 3.5, 3.6                 | 1.1, 1.2, 1.3, 1.4, 2.4 |
| Agreement that departmental/school social events are enjoyable  | 94% (51)          | 97% (28)        | 8.6                      | 2.1, 2.2, 2.3           |
| Agreement that the School name change to SAGES, recent building improvements and move to Russell Building for GES Staff has been positive | 94% (51)          | 97% (28)        | 1.1                      | 2.1, 2.2                |
| Agreement 'our School's values document, Working Sagely, has encouraged me to reflect on relationships and behaviour in the workplace     | 83% (45)          | 83% (24)        | 8.1, 8.2                 | 2.2                     |
| Agreement that the SDWC has been a success  | 81% (44)          | 76% (22)        | 1.1                      | 1.1                     |
| Agreement meetings are scheduled within core hours  | 89% (48)          | 86% (25)        | 8.1                      | 2.3                     |

| <b>CAREER DEVELOPMENT</b>   |                          |                        |   |
|---|--------------------------|------------------------|---|
| <b>Question/Issue</b>   | <b>2015 Overall Data</b> | <b>2015 Women Only</b> | <b>Related Silver AS Action</b>               |
| Survey participants who are encouraged to undertake activities which will contribute to a stronger CV | 91% (49)                 | 86% (25)               | 4.4, 5.10                                     |
| Survey participants who have a mentor   | 52% (28)                 | 62% (18)               | Priority 4 mentoring                          |
| Survey participants who don't have a mentor but would find it useful                                  | 28% (15)                 | 28% (8)                |   |
| Survey participants who think part-time work would be detrimental to career                           | 48% (26)                 | 48% (14)               | 8.8, 8.10, 8.15, 8.16                         |
| Survey participants who think working flexible would be career detrimental to career                  | 7% (4)                   | 3% (1)                 | 8.8, 8.10, 8.15, 8.16                         |
| Survey participants who think it is impossible to progress if you work flexibly                       | 4% (2)                   | 7% (2)                 | 8.8, 8.15, 8.16                               |
| Survey participants who think it is impossible to progress if you work part-time                      | 30% (16)                 | 31% (9)                | 8.8, 8.10, 8.15, 8.16                         |
| Survey participants who feel that taking maternity/extended family leave would damage their career    | 43% (23)                 | 41% (12)               | 8.8, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16 |

| <b>PROMOTIONS</b>   |  |   |                                 |
|---|--|---|---------------------------------|
| <b>Question/Issue</b>   | <b>2015 Overall Data</b>                                 | <b>2015 Women Only</b>                                  | <b>Related Silver AS Action</b> |
| Agreement that 'career progression' is usefully discussed in my appraisal   | 81% (44)   | 83% (24)  | 5.1, 5.2, 5.3, 5.4, 5.5, 5.7    |
| Survey participants who understand the promotion process and criteria   | 70% (38)   | 72% (21)  | 5.1, 5.2, 5.7, 5.8              |
| Survey participants who think the promotion process is transparent and fair   | 69% (37)   | 48% (14)  | 5.7, 5.8                        |
| Survey participants who receive support and encouragement to apply for promotion  | 37% (20)   | 34% (10)  | 5.1, 5.2, 5.7, 5.8              |
| Of those staff who applied for promotion, agreement that they received appropriate and useful feedback from the HoS, HoD, PDR reviewer, mentor. | HoS – 78% (20)<br>HoD – 69% (18)<br>PDR/Mentor – 31% (8) | HoS – 77% (10)<br>HoD – 69% (9)<br>PDR/Mentor – 38% (5) | 5.1, 5.2, 5.7, 5.8              |

| <b>WORKLOAD</b>  |                          |                        |                                 |
|--|--------------------------|------------------------|---------------------------------|
| <b>Question/Issue</b>  | <b>2015 Overall Data</b> | <b>2015 Women Only</b> | <b>Related Silver AS Action</b> |
| Agreement 'never stop working'<br>(Of these, 77% are very happy/happy in their job)                  | 17% (9)                  | 17% (5)                | 8.3, 8.4, 8.5                   |
| Agreement 'always work more than contracted to'<br>(Of these, 91% are very happy/happy in their job) | 61% (33)                 | 59% (17)               | 8.3, 8.4, 8.5                   |
| Agreement 'work a few extra hours'<br>(Of these, 100% are very happy/happy in their job)             | 22% (12)                 | 24% (7)                | 8.3, 8.4, 8.5                   |
| Agreement 'I always work long hours because I love my job'   | 16% (9)                  | 24% (7)                | 8.3, 8.4, 8.5                   |
| Agreement 'I feel external pressure'   | 43% (23)                 | 38% (11)               | 8.3, 8.4, 8.5                   |
| Agreement that department has a clear and transparent way of allocating workload                     | 37% (20)                 | 38% (11)               | 5.6                             |
| Agreement that the workload model doesn't work   | 56% (30)                 | 51% (15)               | 5.6                             |
| Agreement that 'workload' is usefully discussed in my appraisal                                      | 76% (41)                 | 76% (22)               | 5.5                             |
| Agreement that 'I feel confident that any issue I raise regarding my workload will be dealt with'    | 65% (35)                 | 62% (18)               | 5.5, 5.6                        |

| <b>WELLBEING</b>   |                          |                        |                                 |
|--|--------------------------|------------------------|---------------------------------|
| <b>Question/Issue</b>  | <b>2015 Overall Data</b> | <b>2015 Women Only</b> | <b>Related Silver AS Action</b> |
| Survey participants who are happy with their work/life balance                           | 65% (35)                 | 66% (19)               | 1.1, 8.3, 8.10                  |
| Agreement that flexible working is supported and encouraged in their department          | 83% (45)                 | 83% (24)               | 8.15, 8.16                      |
| Agreement that more could be done to support female students/male students               | 64% (35)/<br>70% (38)    | 62% (18)<br>/72% (21)  | All activities in priority 2    |
| Agreement colleagues feel they are expected to respond to emails within 48 hours or less | 67% (36)                 | 59% (17)               | 8.5                             |

### *Effect of Consultation on Submission*

The survey and focus group results and Silver award action plan were disseminated in a presentation by Dr Geoghegan and Dr Branch in October 2015. The event was attended by 21 staff and PGRs and the presentation was circulated by email to staff and PGRs unable to attend in person. The consultation has enriched our application, enabling us to report on the impacts of our Bronze Award. The findings from the focus groups and staff survey form the basis for our SAGES 2015-18 Action Plan (section 6). Importantly, we note here the ways in which staff and students have valued the presence of Athena SWAN in SAGES since 2011.



**Figure 8:** Feedback on Athena SWAN Bronze Award since 2011

- 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 SDWC (**BAP 1.1**) remains the focus for the day-to-day AS Silver award action plan implementation, monitoring of targets, milestones and impact, conducting the annual staff/student survey and reporting as ALL staff groups (including Professional, Support and Technical Staff) and two newly appointed PGRs are represented on this committee.

| SDWC Member    | Gender (FT/PT) | Job Title                           | SDWC Role  | Experience of work life balance |
|----------------|----------------|-------------------------------------|--|---------------------------------|
| Richard Tegg   | M (FT)         | SAGES Physical Geography Technician | Represents all Technical Staff                             | Removed for privacy reasons     |
| Marc Van Acker | M (FT)         | SAGES Technical Services Manager    | Represents interests around staff training and development | Removed for privacy reasons     |
| Pascal Flohr   | F (FT)         | Postdoctoral-researcher             | Represents research staff                                  | Removed for privacy reasons     |

**Table 4:** Staff on SDWC but not members of the SAT

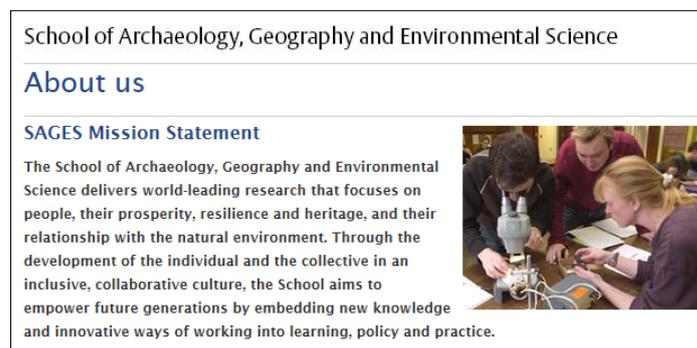
SDWC meeting dates are in the School calendar and colleagues and PGRs have the opportunity to raise issues with their staff/student representatives. The SAT will be disbanded. Dr Geoghegan will remain as SAGES representative on the University AS Steering Group and as School Equality Officer, however we recognise it is important not to overburden individual staff. The HoS will work closely with Dr Geoghegan and members of the SDWC to identify new AS champions.

| Silver Actions 2015-18 |   |
|------------------------|---|
| 1.1                    | Rename the SDWC with Diversity and Wellbeing Committee; renew the terms of the SDWC in order to strengthen the remit; and look at the make-up of the committee with respect to intersectionality  |
| 1.2                    | Participate in University Athena SWAN Steering Group and annual reviews of student and staff data, as well as reporting on qualitative aspects of cultural change   |
| 1.3                    | Support Athena SWAN champions to maintain their involvement in University level committees on Diversity and Equality in order to share good and best practice, in particular leading on equality and fieldwork practice/training across Reading and via the Royal Geographical Society (with IBG) Athena SWAN Community of Practice |
| 1.4                    | Identify new Athena SWAN champions to build capacity in diversity, inclusion and wellbeing work   |
| 1.5                    | Conduct annual survey of academic staff, research staff, and PGRs based upon previous Athena SWAN survey and issues pertaining to that year, and communicate findings to colleagues via email and in-person School presentation   |
| 1.6                    | Consolidate annual findings from PTES, NSS and other mechanisms for UG/PGT student engagement, and respond to them through UG/PGT consultation via the SSLC   |
| 1.7                    | Continue to work closely with line managers during the Professional, Support and Technical Staff transition   |
| 2.1                    | Invite two volunteers from PGR community to become members of the SDWC  |

### 3. A picture of the department

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

SAGES combines the two Departments of Archaeology and of Geography & Environmental Science, encompassing research that spans from how the Earth works today to 21<sup>st</sup> century challenges around human communities, and the application of scientific techniques to the interdisciplinary study of past environments and populations.



**Figure 9:** SAGES mission statement

| SAGES People | Female | Male | Total | % Female |
|--------------|--------|------|-------|----------|
| Academic     | 16     | 28   | 44    | 36%      |
| Research     | 14     | 8    | 22    | 64%      |
| PhD          | 50     | 41   | 91    | 55%      |
| PGT          | 17     | 26   | 43    | 40%      |
| UG           | 268    | 260  | 528   | 51%      |
| PST          | 15     | 7    | 22    | 68%      |

**Table 5:** Number of staff and students in SAGES by gender. Figures correct June 2015

We welcome approximately 10 overseas visitors per annum. We are also home to Quaternary Scientific (QUEST) which is a commercial enterprise within SAGES (3 male and 2 female staff members).

In our staff survey, we asked colleagues to describe our School. The wordcloud below reveals the frequency with which terms such as supportive, welcoming, happy and inclusive were used. As a School we acknowledge that pressurised and competitive may appear less positive, however, we believe they also reflect the wider environment of Higher Education.



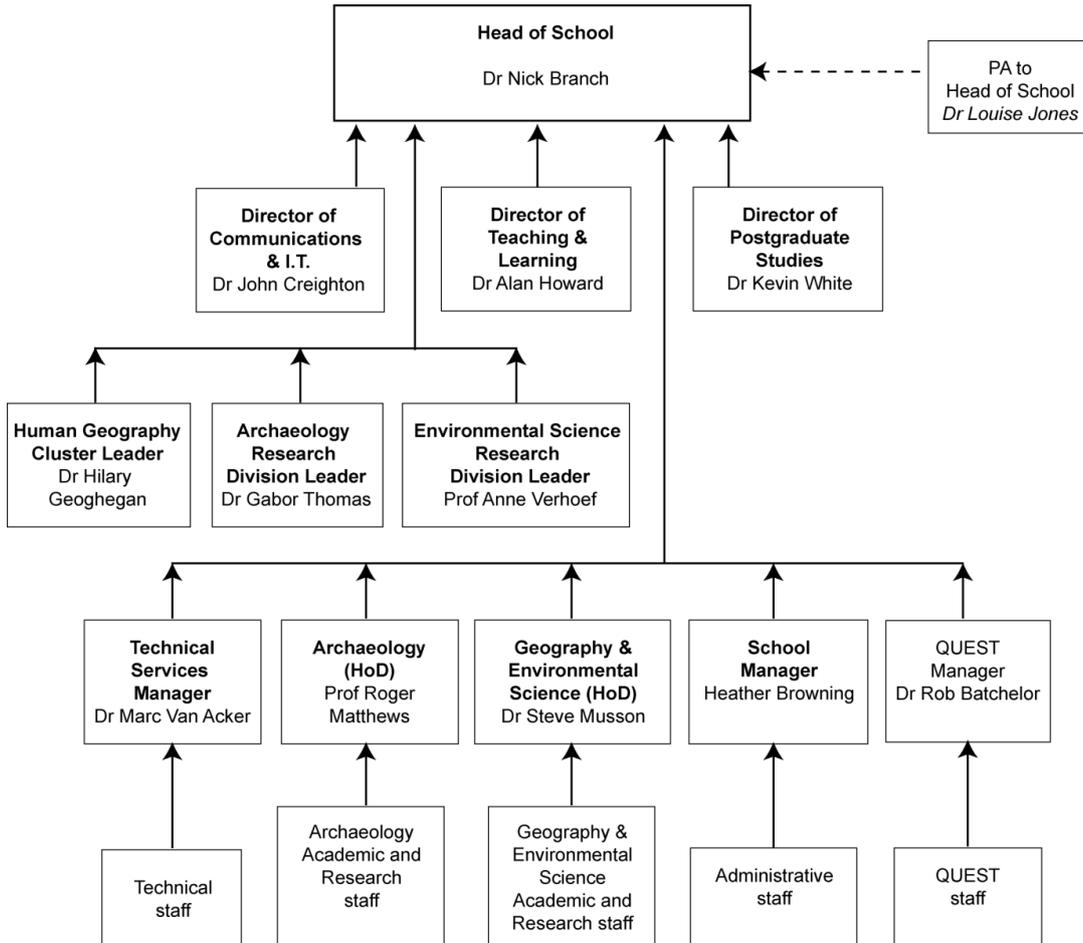


Figure 12: SAGES Management Structure

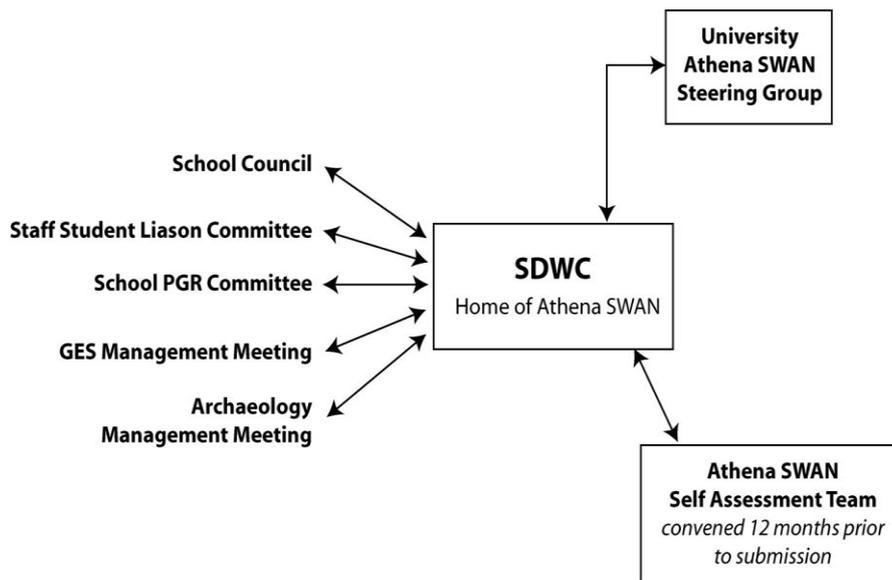


Figure 13: Athena SWAN reporting mechanisms



**Figure 14:** Social activities taking place within SAGES: a) Poster session following the PhD Conference in 2015; b) ‘Meet the Professionals’ speed dating style event with the Careers Service and 14 Geography alumni in 2014; c) Opening the refurbished Russell Building in 2013; d) RUined trip to Athens in 2015; e) End of season fancy dress party for staff and students at the Silchester excavation. Any excuse – a birthday, an Open Day, a site event, a party.....you name it, they dressed up! f) Drinks reception following a Special Archaeology Seminar with Ian Hodder and Lynn Meskell.

**b) 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.**

**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.

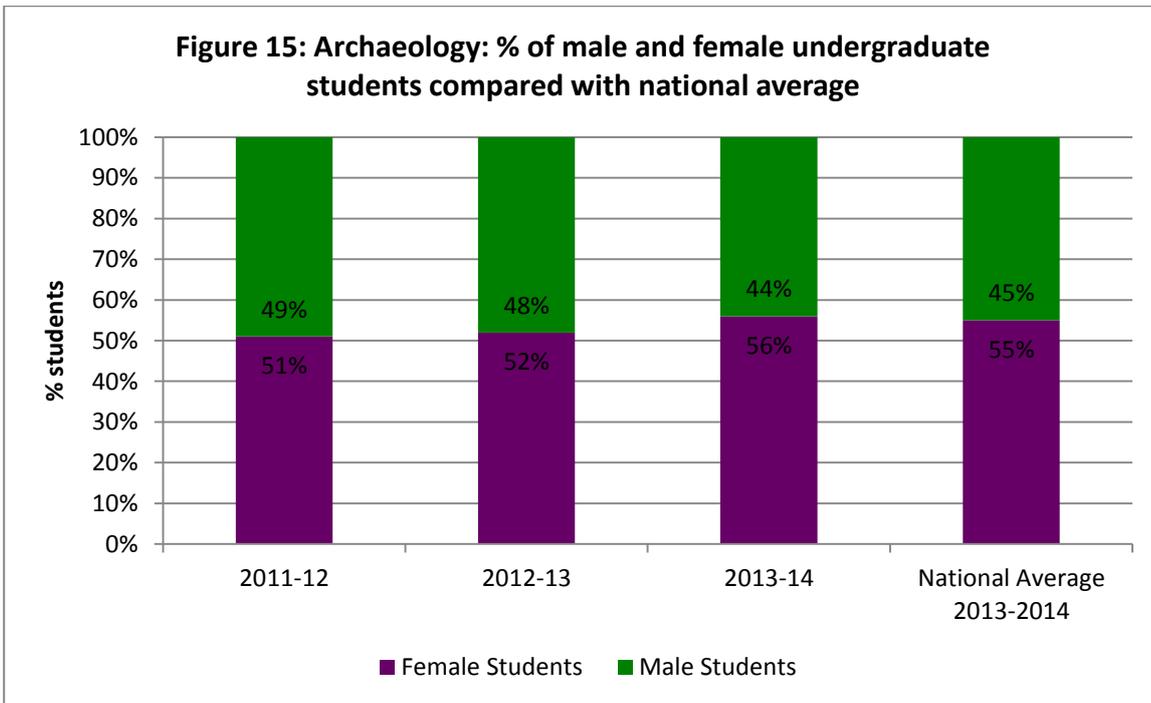
NONE

(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.

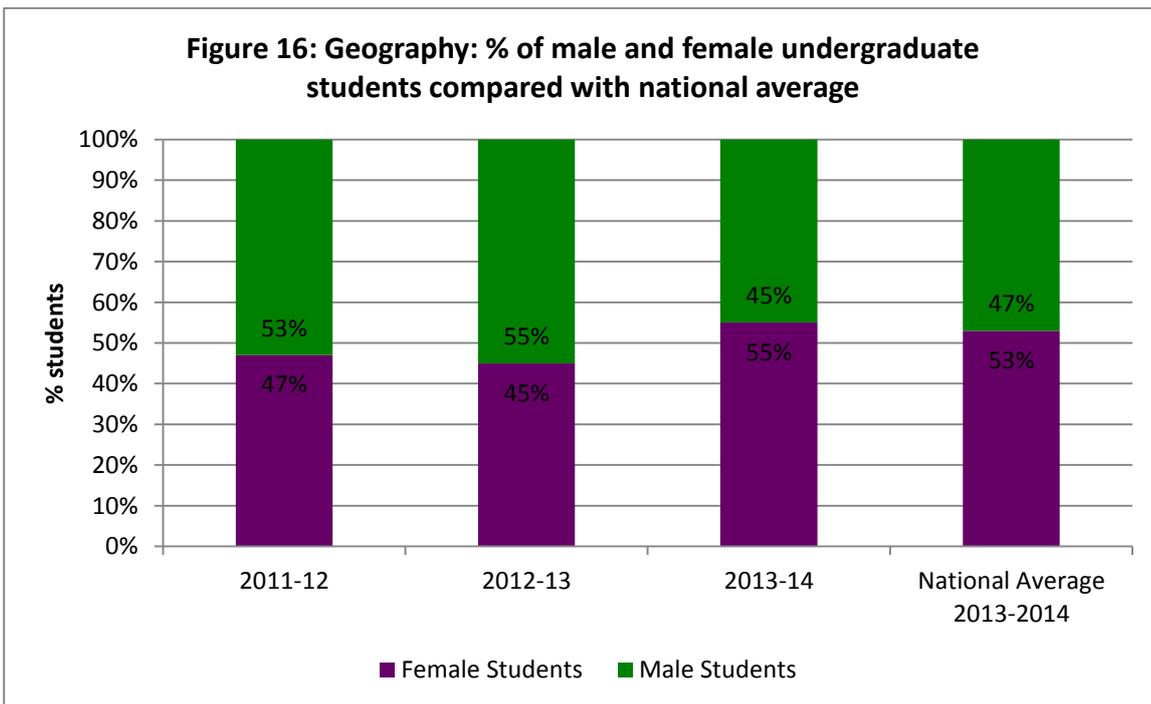
Data for the last three years show that there are fluctuations from year-to-year, but no significant differences in the proportions of male and female students registered (50% male, 49% female). There are more significant differences at degree programme level.

|                                  |            | 2011-12        | 2012-13       | 2013-14       | Sector 2013-14 |
|----------------------------------|------------|----------------|---------------|---------------|----------------|
| <b>Archaeology</b>               | F - FT     | 38             | 36            | 35            |                |
|                                  | M - FT     | 36             | 33            | 27            |                |
|                                  | Ratio - FT | 1.05:1         | 1.09:1        | 1.29:1        |                |
|                                  | % Female   | 51%            | 52%           | 56%           | 55%            |
|                                  | F -PT      | 5              | N/A           | 0             |                |
|                                  | M-PT       | 1              | N/A           | 2             |                |
|                                  | Ratio - PT | 5:1            | N/A           | 0:2           |                |
| % Female                         | 83%        | N/A            | 0%            |               |                |
| <b>Geography</b>                 | F - FT     | 66             | 43            | 55            |                |
|                                  | M - FT     | 74             | 52            | 45            |                |
|                                  | Ratio - FT | 0.89:1         | 0.82:1        | 1.22:1        |                |
|                                  | % Female   | 47%            | 45%           | 55%           | 53%            |
|                                  | F -PT      | N/A            | N/A           | N/A           |                |
|                                  | M-PT       | N/A            | N/A           | N/A           |                |
|                                  | Ratio - PT | N/A            | N/A           | N/A           |                |
| % Female                         | N/A        | N/A            | N/A           |               |                |
| <b>Environmental Science</b>     | F - FT     | 8              | 9             | 8             |                |
|                                  | M - FT     | 19             | 9             | 12            |                |
|                                  | Ratio - FT | 0.42:1         | 1:1           | 0.66:1        |                |
|                                  | % Female   | 30%            | 50%           | 40%           | 46%            |
|                                  | F -PT      | N/A            | N/A           | N/A           |                |
|                                  | M-PT       | N/A            | N/A           | N/A           |                |
| Ratio - PT                       | N/A        | N/A            | N/A           |               |                |
| <b>Total School (PT): Female</b> |            | <b>112 (5)</b> | <b>88 (0)</b> | <b>98 (0)</b> |                |
| <b>Total School (PT): Male</b>   |            | <b>129 (1)</b> | <b>94 (0)</b> | <b>84 (2)</b> |                |

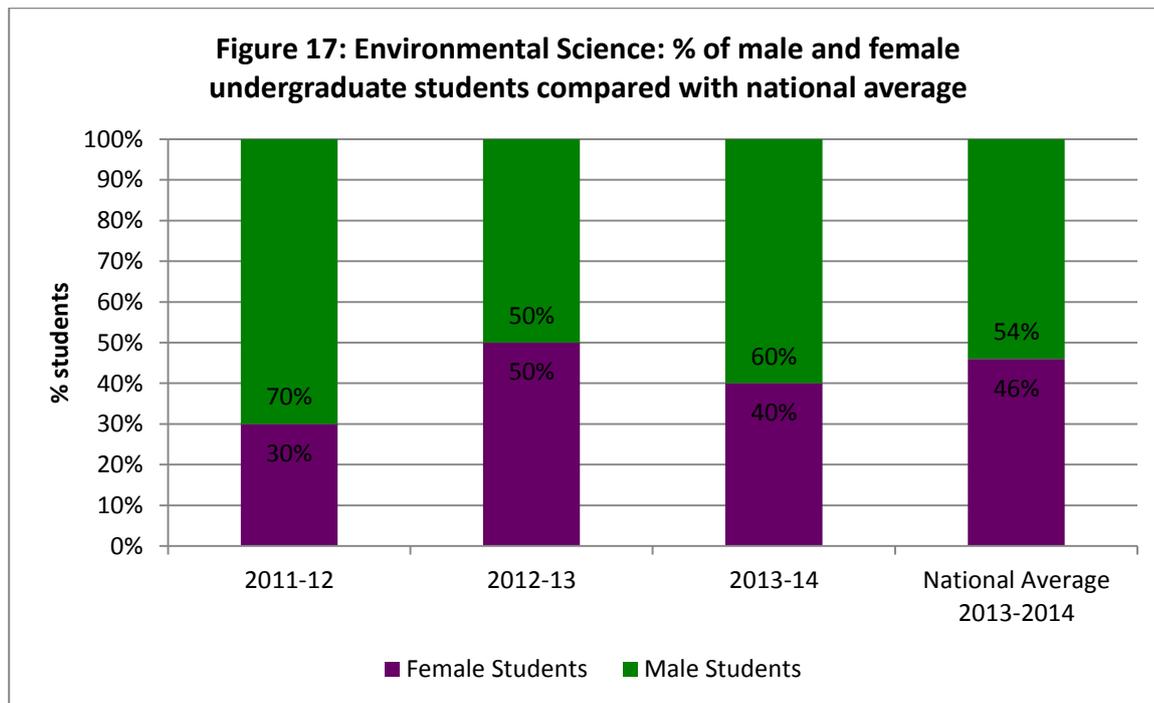
**Table 6:** Undergraduate male and female numbers – full- and part-time – for Archaeology, Geography, and Environmental Science compared with the national picture for the disciplines.



Archaeology has consistently recruited more female than male students on its courses, with even a small percentage increase in 2013/14.

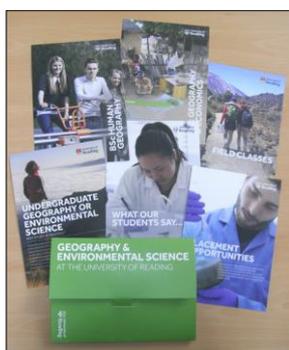


Geography has maintained an average of just under 50% women on its courses since 2011 with an increase in women in 2013/14.



Environmental Science has a lower proportion of women on its courses, yet this is comparable with the discipline nationally.

The proportions of male and female students in Archaeology and Geography were similar, and the number of female students in Environmental Science has remained stable (average 8 female students pa). In 2011-12 females represented 30%. However, there has since been a drop in the number of male students, leading to an improved ratio of 0.66:1 in 2013-14 compared to 0.42:1 in 2011-12. This reflects a small reduction in the number of male students nationally. In Geography and Archaeology, there are no significant differences between local and national male and female numbers. However, in Environmental Science, 40% of students were female in 2013-14 when compared to 46% nationally for the same period. It must be noted that this is a local improvement on 30% in 2011-12 (nationally: 43%). Since 2011 (**BAP 4.1**), we have taken this imbalance into account in redesigning marketing and communications material for Environmental Science (figure 18), to ensure that images and student profiles reflect the diverse nature of students on this programme. We have also merged recruitment activities between Geography and Environmental Science, to ensure a more equitable gender balance of applicants on open and visit days.



**Figure 18:** New marketing and communications material for Geography and Environmental Science

| <b>Silver Actions 2015-18</b> |   |
|-------------------------------|---|
| 2.11                          | Maintain overview of marketing materials for UG and PGT courses to avoid any male bias and maintain visibility of female students |

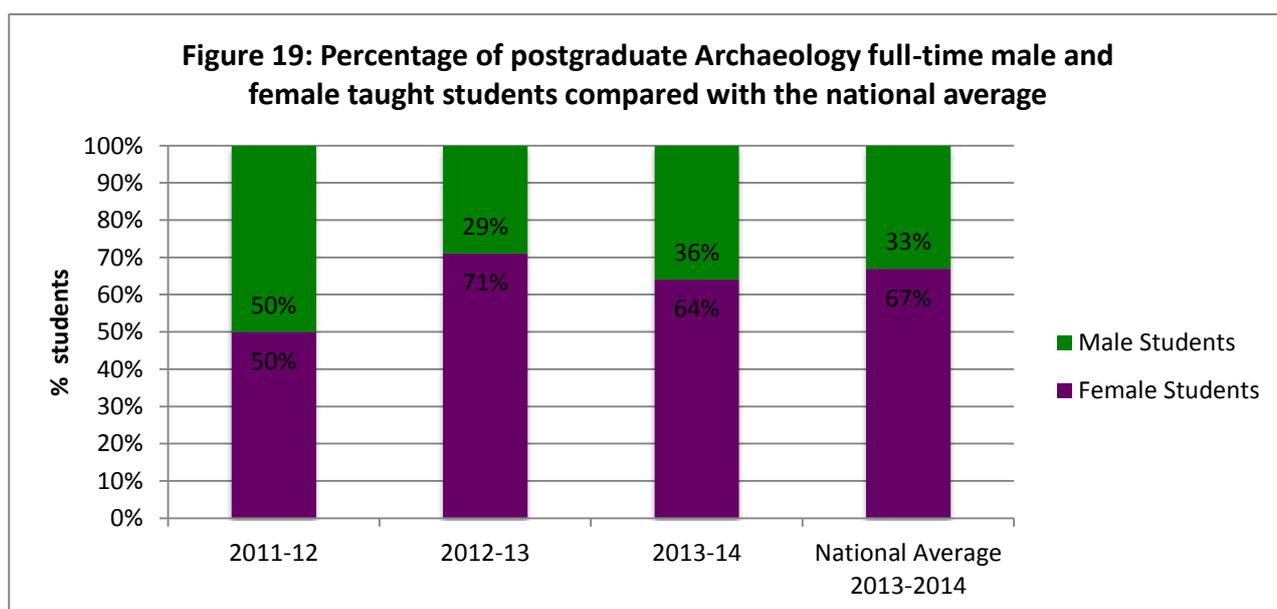
(iii) **Postgraduate male and female numbers completing taught courses – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

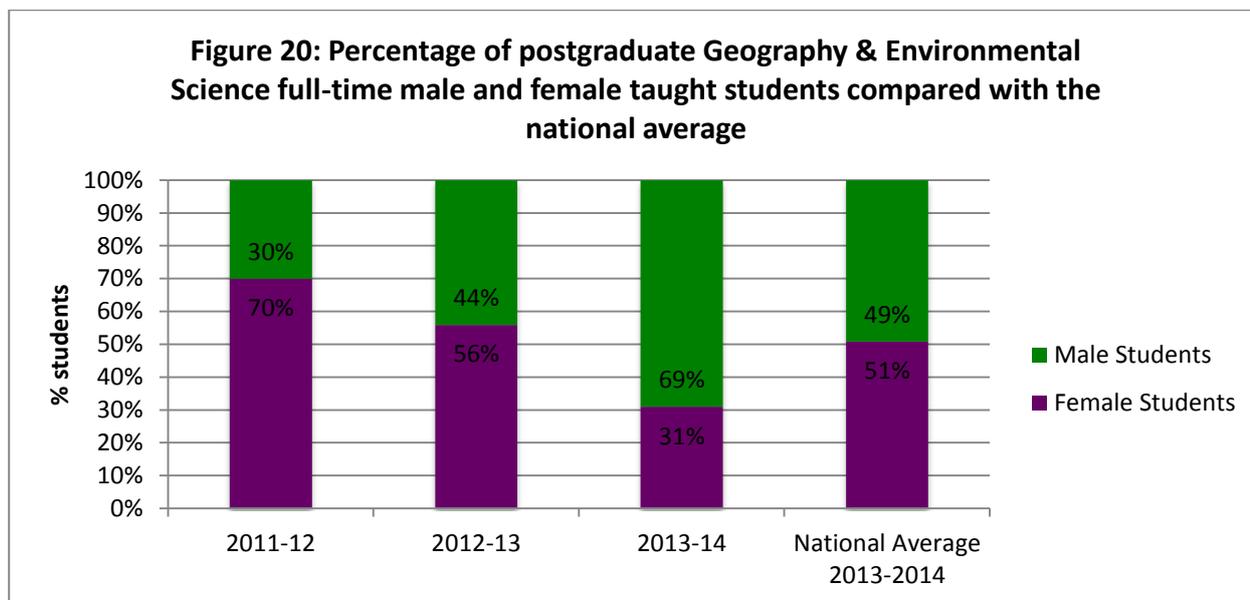
Data since 2011 show that apart from a significant drop in the number of female PGT students on in GES in 2013/14, the percentage of women on SAGES courses averages 53%, which exceeds the national average of 48% over the same period. The majority of PGT students elect to study full-time, although 21% of registered students between 2011-12 and 2013-14 registered part-time. We actively promote the part-time degrees because they are often suitable for people with parental or other caring responsibilities.

| Archaeology |        |        |            |          |       |      |            |          | Sector |
|-------------|--------|--------|------------|----------|-------|------|------------|----------|--------|
| Year        | F - FT | M - FT | Ratio - FT | % Female | F -PT | M-PT | Ratio - PT | % Female |        |
| 2011-12     | 3      | 3      | 1:1        | 50%      | 4     | 1    | 4:1        | 80%      | 65%    |
| 2012-13     | 5      | 2      | 2.5:1      | 71%      | 1     | 0    | N/A        | 100%     | 71%    |
| 2013-14     | 9      | 5      | 1.8:1      | 64%      | 3     | 4    | 0.75:1     | 42.%     | 64%    |

| Geography & Environmental Science |        |        |            |          |       |      |            |          | Sector |
|-----------------------------------|--------|--------|------------|----------|-------|------|------------|----------|--------|
| Year                              | F - FT | M - FT | Ratio - FT | % Female | F -PT | M-PT | Ratio - PT | % Female |        |
| 2011-12                           | 14     | 6      | 2.33:1     | 70%      | 2     | 2    | 1:1        | 50%      | 45%    |
| 2012-13                           | 13     | 10     | 1.3:1      | 56%      | 0     | 0    | N/A        | N/A      | 47%    |
| 2013-14                           | 7      | 15     | 0.46:1     | 31%      | 0     | 1    | 0:1        | 0%       | 50%    |

**Table 7:** Postgraduate male and female numbers completing taught courses – full and part-time – compared with the national picture for the discipline.





While there are fluctuations from year-to-year and between programmes, the majority of PGT students were female (65% in Archaeology, 51% in GES). However, in GES, the national picture is 51% in 2013-14 and locally we are 31%. This reflects a decline in the number of female students enrolling. Whilst we are not yet sure of its significance or permanence, the Programme Director is undertaking a review of the marketing materials.

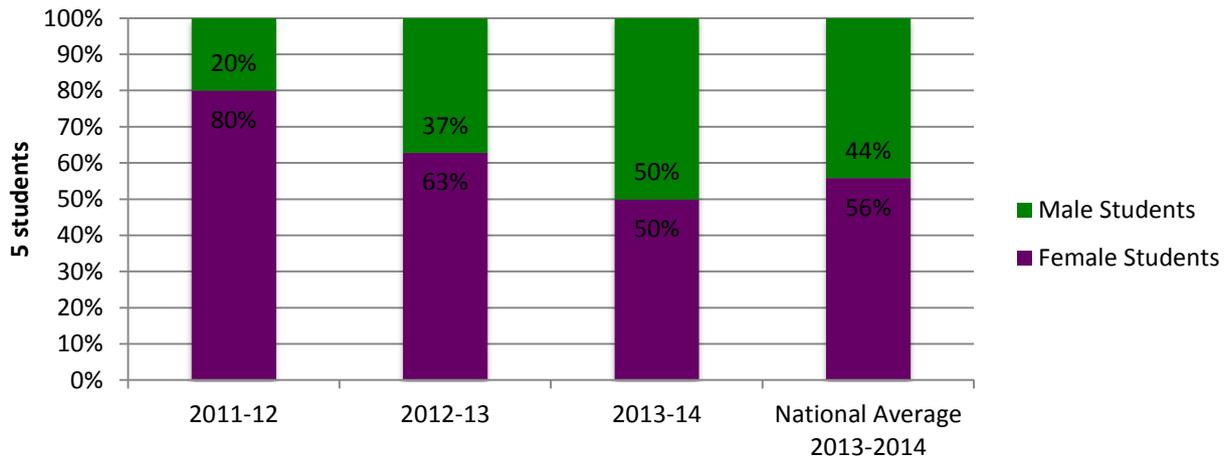
(iv) **Postgraduate male and female numbers on research degrees – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

| Archaeology |        |        |            |          |       |      |            |          |        |
|-------------|--------|--------|------------|----------|-------|------|------------|----------|--------|
| Year        | F - FT | M - FT | Ratio - FT | % Female | F -PT | M-PT | Ratio - PT | % Female | Sector |
| 2011-12     | 4      | 1      | 4:1        | 80%      | 2     | 1    | 2:1        | 66%      | 58%    |
| 2012-13     | 5      | 3      | 1.6:1      | 62%      | 1     | 1    | 1:1        | 50%      | 50%    |
| 2013-14     | 3      | 3      | 1:1        | 50%      | 0     | 1    | 0:1        | 0%       | 58%    |

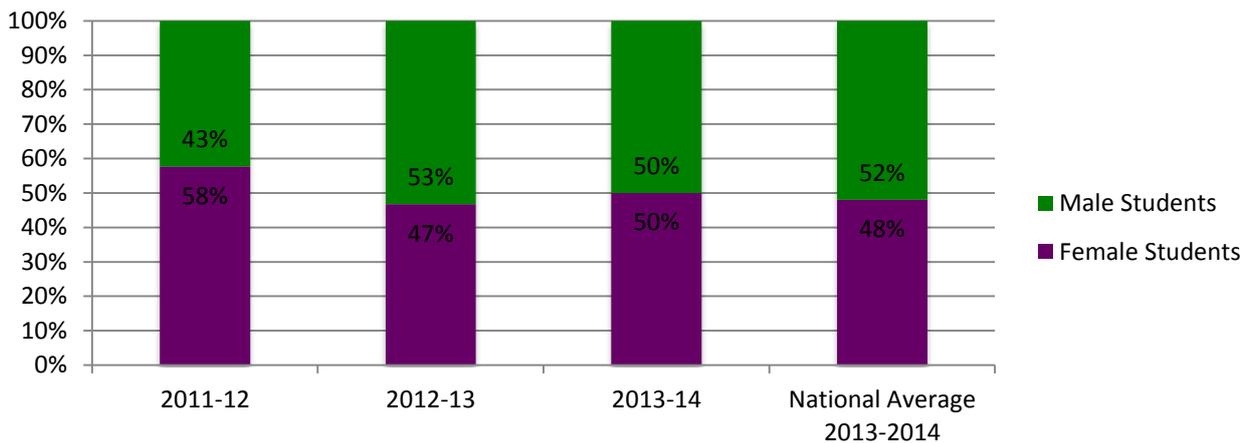
| Geography & Environmental Science |        |        |            |          |       |      |            |          |        |
|-----------------------------------|--------|--------|------------|----------|-------|------|------------|----------|--------|
| Year                              | F - FT | M - FT | Ratio - FT | % Female | F -PT | M-PT | Ratio - PT | % Female | Sector |
| 2011-12                           | 7      | 5      | 1.4:1      | 58%      | 1     | 1    | 1:1        | 50%      | 46%    |
| 2012-13                           | 7      | 8      | 0.87:1     | 46%      | N/A   | N/A  | N/A        | N/A      | 48%    |
| 2013-14                           | 6      | 6      | 1:1        | 50%      | 0     | 1    | 0:1        | 0%       | 49%    |

**Table 8:** Numbers of postgraduate male and female students on Archaeology and Geography & Environmental Science research degrees compared with the national picture

**Figure 21: Archaeology: % postgraduate full-time male and female students on research degrees compared with the national average**



**Figure 22: Geography & Environmental Science: % postgraduate full-time male and female students on research degrees compared with the national average**



Data for the last three years show that, across our School, with the exception of 2012-13 in GES, we have more women than men undertaking postgraduate research degrees in SAGES. There has been an average of 57% female students on research degrees across SAGES, we are above the national average of 52%. There is generally no negative female imbalance.

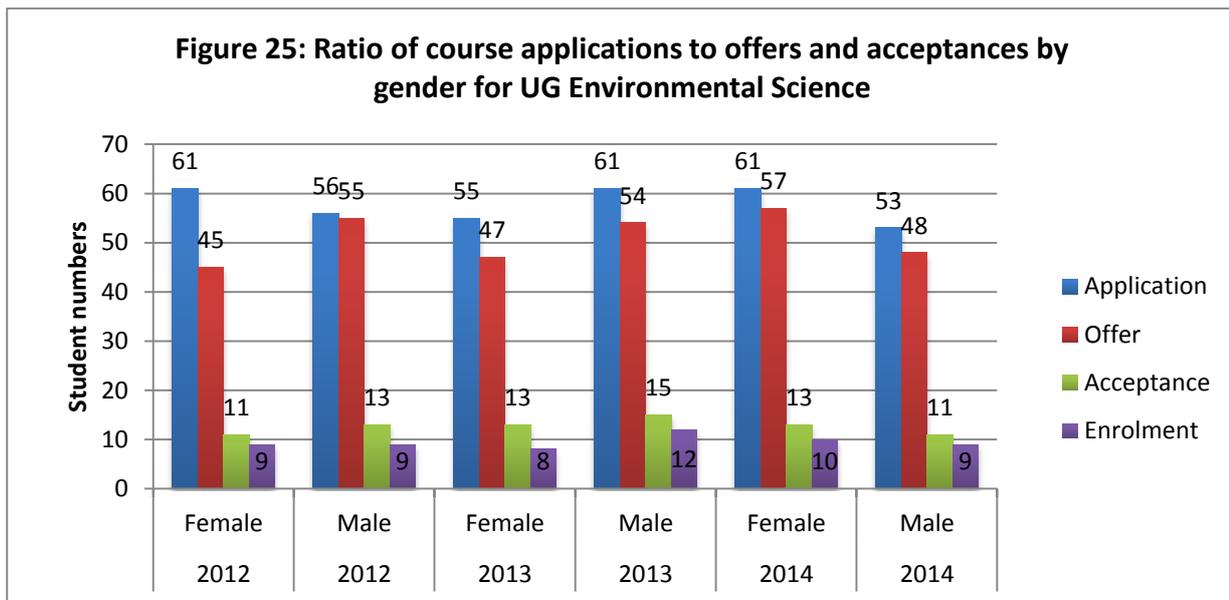
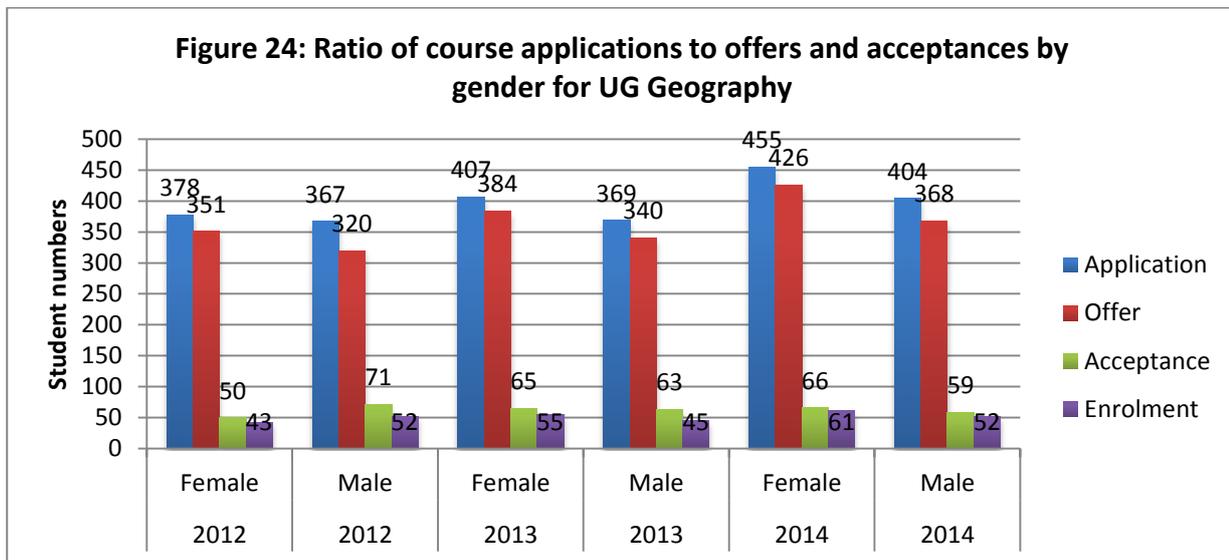
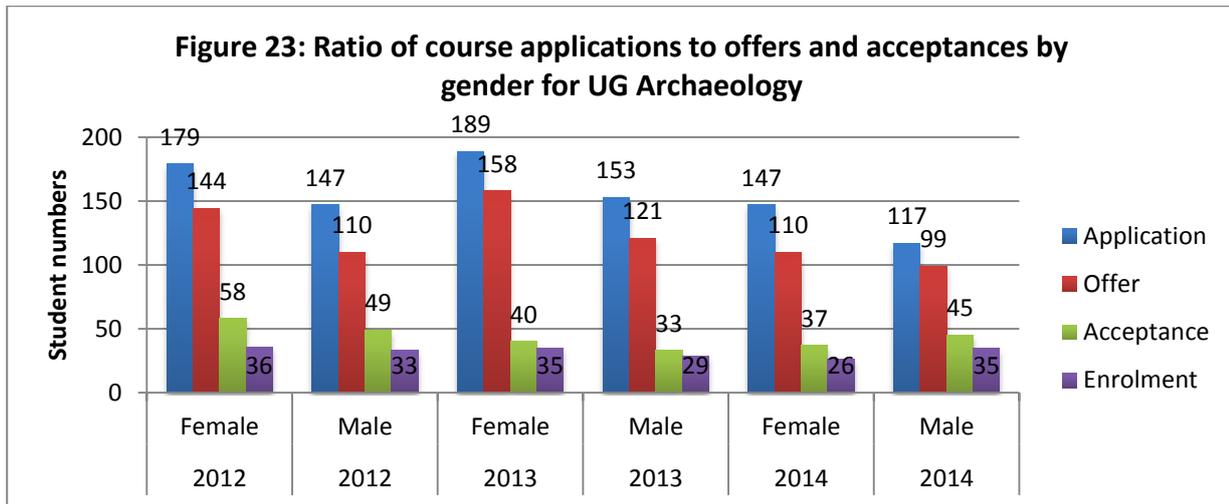
(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees –** comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect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

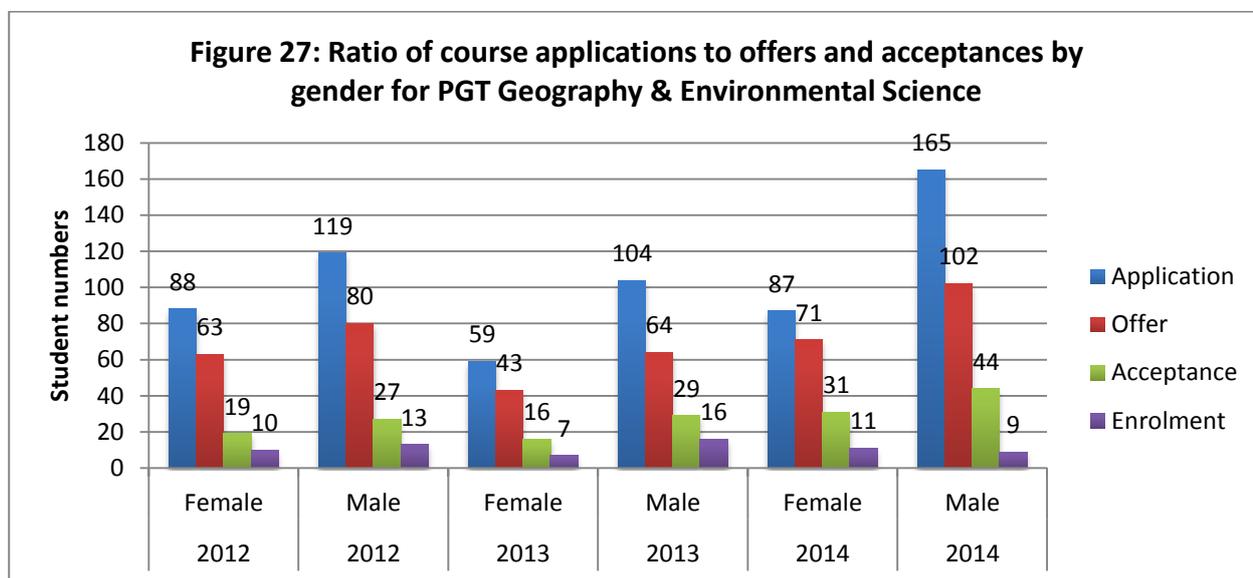
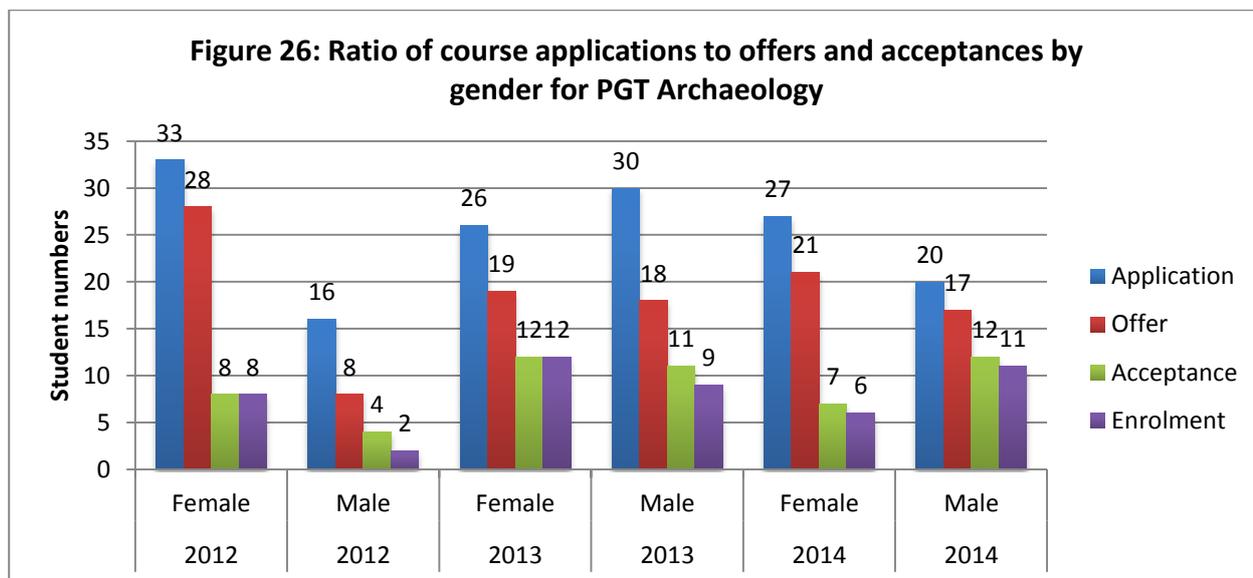
**Table 9:** Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees in Archaeology and Geography & Environmental Science

| <b>Undergraduate Students<br/>Archaeology</b>           |                | <b>Applications<br/>to Offers</b> | <b>Offers to<br/>Acceptances</b> | <b>Acceptances to<br/>Enrolments</b> |
|---|----------------|-----------------------------------|----------------------------------|--------------------------------------|
| Male  | 2012-13        | 1.33:1                            | 2.24:1                           | 1.48:1                               |
|   | 2013-14        | 1.26:1                            | 3.36:1                           | 1.13:1                               |
|   | 2014-15        | 1.18:1                            | 2.2:1                            | 1.28:1                               |
|   | <b>Average</b> | <b>1.25:1</b>                     | <b>2.6:1</b>                     | <b>1.29:1</b>                        |
| Female  | 2012-13        | 1.24:1                            | 2.48:1                           | 1.61:1                               |
|   | 2013-14        | 1.19:1                            | 3.95:1                           | 1.14:1                               |
|   | 2014-15        | 1.33:1                            | 2.97:1                           | 1.42:1                               |
|   | <b>Average</b> | <b>1.25:1</b>                     | <b>3.13:1</b>                    | <b>1.39:1</b>                        |
| <b>Undergraduate Students<br/>Geography</b>             |                | <b>Applications<br/>to Offers</b> | <b>Offers to<br/>Acceptances</b> | <b>Acceptances to<br/>Enrolments</b> |
| Male  | 2012-13        | 1.14:1                            | 4.5:1                            | 1.36:1                               |
|   | 2013-14        | 1.08:1                            | 5.39:1                           | 1.14:1                               |
|   | 2014-15        | 1.06:1                            | 6.23:1                           | 1.13:1                               |
|   | <b>Average</b> | <b>1.09:1</b>                     | <b>5.37:1</b>                    | <b>1.21:1</b>                        |
| Female  | 2012-13        | 1.07:1                            | 7.02:1                           | 1.16:1                               |
|   | 2013-14        | 1.05:1                            | 5.9:1                            | 1.18:1                               |
|   | 2014-15        | 1.06:1                            | 6.45:1                           | 1.08:1                               |
|   | <b>Average</b> | <b>1.06:1</b>                     | <b>6.45:1</b>                    | <b>1.14:1</b>                        |
| <b>Undergraduate Students<br/>Environmental Science</b> |                | <b>Applications<br/>to Offers</b> | <b>Offers to<br/>Acceptances</b> | <b>Acceptances to<br/>Enrolments</b> |
| Male  | 2012-13        | 1.01:1                            | 4.23:1                           | 1.44:1                               |
|   | 2013-14        | 1.12:1                            | 3.6:1                            | 1.25:1                               |
|   | 2014-15        | 1.10:1                            | 4.36:1                           | 1.22:1                               |
|   | <b>Average</b> | <b>1.07:1</b>                     | <b>4.06:1</b>                    | <b>1.30:1</b>                        |
| Female  | 2012-13        | 1.35:1                            | 4.09:1                           | 1.22:1                               |
|   | 2013-14        | 1.17:1                            | 3.61:1                           | 1.62:1                               |
|   | 2014-15        | 1.07:1                            | 4.38:1                           | 1.3:1                                |
|   | <b>Average</b> | <b>1.19:1</b>                     | <b>4.02:1</b>                    | <b>1.38:1</b>                        |

| Postgraduate Taught Students<br>Archaeology |         | Applications<br>to Offers | Offers to<br>Acceptances | Acceptances to<br>Enrolments |
|---|---------|---------------------------|--------------------------|------------------------------|
| Male  | 2012-13 | 2:1                       | 2:1                      | 1:1                          |
|   | 2013-14 | 1.66:1                    | 1.63:1                   | 1.22:1                       |
|   | 2014-15 | 1.17:1                    | 1.41:1                   | 1.09:1                       |
|   | Average | 1.61:1                    | 1.68:1                   | 1.10:1                       |
| Female                                      | 2012-13 | 1.17:1                    | 3.5:1                    | 1:1                          |
|   | 2013-14 | 1.36:1                    | 1.58:1                   | 1:1                          |
|   | 2014-15 | 1.28:1                    | 3:1                      | 1.16:1                       |
|   | Average | 1.27:1                    | 2.69:1                   | 1.05:1                       |
| Postgraduate Taught Students<br>GES         |         | Applications<br>to Offers | Offers to<br>Acceptances | Acceptances to<br>Enrolments |
| Male  | 2012-13 | 1.48:1                    | 2.96:1                   | 2.07:1                       |
|   | 2013-14 | 1.62:1                    | 2.20:1                   | 1.81:1                       |
|   | 2014-15 | 1.61:1                    | 2.31:1                   | 4.48:1                       |
|   | Average | 1.57:1                    | 2.49:1                   | 2.78:1                       |
| Female                                      | 2012-13 | 1.39:1                    | 3.31:1                   | 1.9:1                        |
|   | 2013-14 | 1.37:1                    | 2.68:1                   | 2.28:1                       |
|   | 2014-15 | 1.22:1                    | 2.29:1                   | 2.81:1                       |
|   | Average | 1.32:1                    | 2.76:1                   | 2.33:1                       |

| Postgraduate Research<br>Students<br>Archaeology |         | Applications<br>to Offers | Offers to<br>Acceptances | Acceptances to<br>Enrolments |
|--|---------|---------------------------|--------------------------|------------------------------|
| Male   | 2012-13 | 1.66                      | 1.2                      | 1.25                         |
|  | 2013-14 | 1.62                      | 2                        | 1:1                          |
|  | 2014-15 | 2.3                       | 1.66                     | 1:1                          |
|  | Average | 1.86:1                    | 1.62:1                   | 1.08:1                       |
| Female   | 2012-13 | 1.8                       | 1.66                     | 1:1                          |
|  | 2013-14 | 2                         | 2                        | 1:1                          |
|  | 2014-15 | 2.93                      | 2.11                     | 1:1                          |
|  | Average | 2.24:1                    | 1.92:1                   | 1:1                          |
| Postgraduate Research<br>Students<br>GES         |         | Applications<br>to Offers | Offers to<br>Acceptances | Acceptances to<br>Enrolments |
| Male   | 2012-13 | 2.14                      | 2.07:1                   | 1.85:1                       |
|  | 2013-14 | 2.33                      | 2.25:1                   | 1.5:1                        |
|  | 2014-15 | 3.24                      | 1.61:1                   | 4.5:1                        |
|  | Average | 2.57:1                    | 1.97:1                   | 2.61:1                       |
| Female   | 2012-13 | 2:1                       | 1.30:1                   | 1.85:1                       |
|  | 2013-14 | 3.1                       | 3.33:1                   | 1:1                          |
|  | 2014-15 | 2.70                      | 1.30                     | 1.3:1                        |
|  | Average | 2.56:1                    | 1.97:1                   | 1.38:1                       |

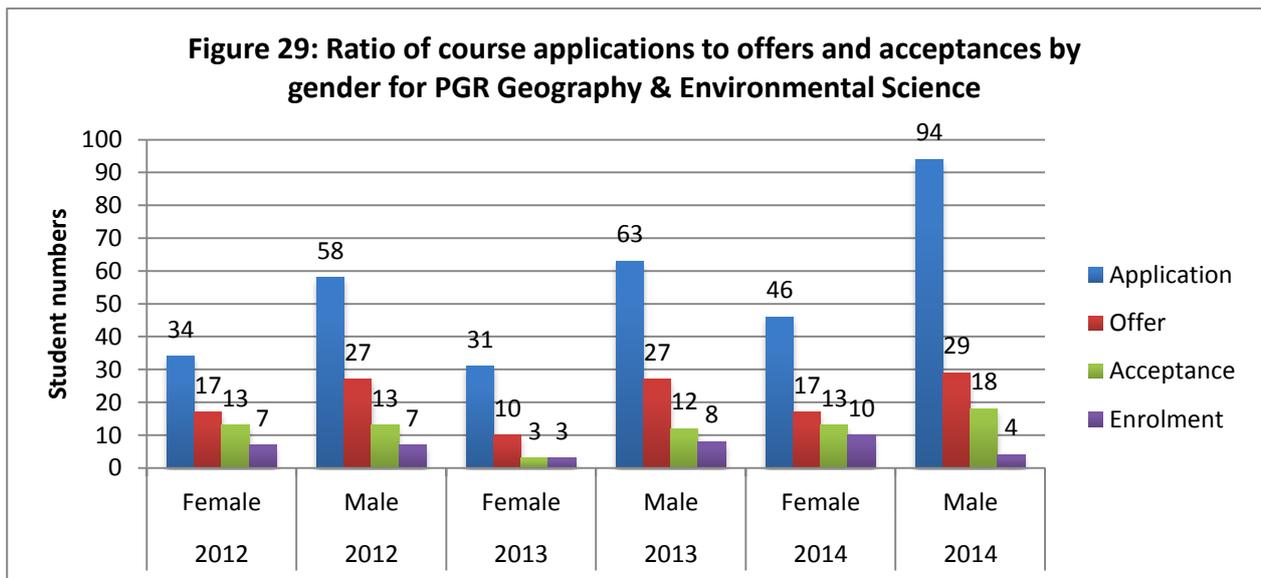
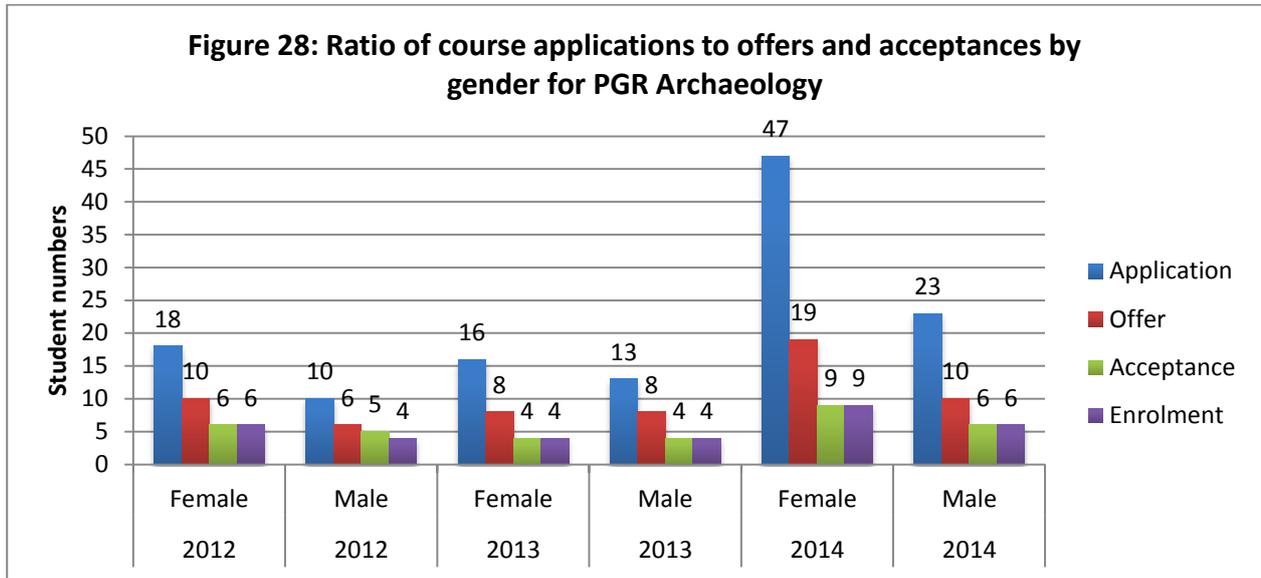




As identified in our 2011 Bronze Award (**BAP 4.1**), across SAGES over the last three years, there are some differences in the relationships between undergraduate applications to final enrolments for male and female students. Although the ratio of undergraduate applications to offers is the same on average in Archaeology and Geography (Archaeology: 1.25:1 applications for every offer to males and females; and Geography: 1.09:1 males and 1.06:1 females), for Environmental Science the ratio of undergraduate applications to offers to females is slightly higher (1.07:1 for males and 1.19 for females). For offers to acceptances, there are significant differences in the proportion of students in Archaeology (2.6 males, 3.13 females) and Geography (5.37 males, 6.45 females), although in Environmental Science they are more even (4.06 males, 4.02 females). The relationship between undergraduate students accepting offers and enrolling on programmes is broadly similar for males and females in Archaeology and GES.

For PGT students in Archaeology, with the exception of the ratio of offers to acceptances by female students In 2012-13 and 2014-15, there are no significant differences in the ratios of applications to enrolments between male and female students, we feel this reflects good practice in terms of recruitment. In GES, however, whilst there are no significant differences between male and female students in ratios of applications to enrolments, we make more offers and receive

more acceptances than eventually enrol: 2.78 for males and 2.33 for females on acceptances to enrolments. This reflects the difficulty reported by our programme director that there are problems when securing funding/visas.



For postgraduate research students, in Archaeology, there are no significant differences between male and female students in ratios of applications to enrolments. In GES, whilst similar numbers of applications, offers and acceptances are made to male and female applicants, significantly more females enrolled than males in 2014-15. The differences in the numbers of offers to enrolments can be linked to the introduction of doctoral training centre competitions, the nature of which fall beyond the control of SAGES.

(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.

| Archaeology UG             |                   | First | First  | 2.1   | 2.1    | 2.2   | 2.2    | Third | Third  |
|----------------------------|-------------------|-------|--------|-------|--------|-------|--------|-------|--------|
|                            |                   | Male  | Female | Male  | Female | Male  | Female | Male  | Female |
| Female:male ratio by class |                   | 1.9:1 |        | 1.2:1 |        | 0.8:1 |        | 2:0   |        |
| 2012/13                    | Number            | 4     | 8      | 18    | 21     | 6     | 6      | 0     | 0      |
|                            | % by class        | 14%   | 23%    | 64%   | 60%    | 21%   | 17%    | 0%    | 0%     |
|                            | % female by class |       | 67%    |       | 54%    |       | 50%    |       | 0      |
| 2013/14                    | Number            | 7     | 9      | 14    | 21     | 7     | 6      | 0     | 2      |
|                            | % by class        | 25%   | 24%    | 50%   | 55%    | 25%   | 16%    | 0%    | 5%     |
|                            | % female by class |       | 56%    |       | 60%    |       | 46%    |       | 100%   |
| 2014/15                    | Number            | 3     | 10     | 10    | 12     | 7     | 4      | 0     | 0      |
|                            | % by class        | 15%   | 38%    | 50%   | 46%    | 35%   | 15%    | 0%    | 0%     |
|                            | % female by class |       | 77%    |       | 55%    |       | 36%    |       | 0      |

| Geography UG               |                   | First | First  | 2.1   | 2.1    | 2.2   | 2.2    | Third | Third  |
|----------------------------|-------------------|-------|--------|-------|--------|-------|--------|-------|--------|
|                            |                   | Male  | Female | Male  | Female | Male  | Female | Male  | Female |
| Female:male ratio by class |                   | 2:1   |        | 0.8:1 |        | 0.2:1 |        | 0.5:1 |        |
| 2012/13                    | Number            | 7     | 10     | 39    | 32     | 11    | 3      | 2     | 1      |
|                            | % by class        | 12%   | 22%    | 66%   | 70%    | 19%   | 7%     | 3%    | 2%     |
|                            | % female by class |       | 59%    |       | 45%    |       | 23%    |       | 33%    |
| 2013/14                    | Number            | 7     | 22     | 44    | 39     | 18    | 1      | 1     | 1      |
|                            | % by class        | 10%   | 35%    | 63%   | 62%    | 26%   | 2%     | 1%    | 2%     |
|                            | % female by class |       | 76%    |       | 47%    |       | 5%     |       | 50%    |
| 2014/15                    | Number            | 10    | 17     | 33    | 22     | 5     | 3      | 1     | 0      |
|                            | % by class        | 20%   | 40%    | 67%   | 52%    | 10%   | 7%     | 2%    | 0%     |
|                            | % female by class |       | 63%    |       | 40%    |       | 38%    |       | 0%     |

| Environmental Science UG   |                   | First | First  | 2.1    | 2.1    | 2.2    | 2.2    | Third | Third  |
|----------------------------|-------------------|-------|--------|--------|--------|--------|--------|-------|--------|
|                            |                   | Male  | Female | Male   | Female | Male   | Female | Male  | Female |
| Female:male ratio by class |                   | 1.2:1 |        | 0.75:1 |        | 0.42:1 |        | 1:0   |        |
| 2012/13                    | Number            | 3     | 4      | 5      | 3      | 4      | 2      | 0     | 0      |
|                            | % by class        | 25%   | 44%    | 42%    | 33%    | 33%    | 22%    | 0%    | 0%     |
|                            | % female by class |       | 57%    |        | 38%    |        | 33.30% |       | 0%     |
| 2013/14                    | Number            | 1     | 3      | 5      | 2      | 2      | 1      | 1     | 0      |
|                            | % by class        | 11%   | 50%    | 56%    | 33%    | 22%    | 17%    | 11%   | 0%     |
|                            | % female by class |       | 75%    |        | 29%    |        | 33.30% |       | 0%     |
| 2014/15                    | Number            | 5     | 4      | 6      | 7      | 1      | 0      | 0     | 0      |
|                            | % by class        | 42%   | 36%    | 50%    | 64%    | 8%     | 0%     | 0%    | 0%     |
|                            | % female by class |       | 44%    |        | 54%    |        | 0%     |       | 0%     |

**Table 10:** Final degree classification of undergraduate students in SAGES, by gender and year

Across SAGES since 2011 (**BAP 4.1**), female students have consistently performed better than their male counterparts in all degree programmes. For example, in 2013-14, the proportion of female undergraduates achieving first class degrees was more than double the proportion of males achieving the same classification. The proportion of students achieving upper second class degrees is broadly comparable, although a higher proportion of females achieved this classification in every year in our analysis, with the exception of Environmental Science in 2013-14. Indeed, male students were much more likely to achieve other pass classes, especially second class lower. We intend to host a workshop on male student achievement in conjunction with the SSLC in order to examine the evidence here.

| <b>PGT Archaeology</b>     |                   | <b>Distinction</b> | <b>Distinction</b> | <b>Merit</b> | <b>Merit</b>  | <b>Pass</b> | <b>Pass</b>   |
|----------------------------|-------------------|--------------------|--------------------|--------------|---------------|-------------|---------------|
|                            |                   | <b>Male</b>        | <b>Female</b>      | <b>Male</b>  | <b>Female</b> | <b>Male</b> | <b>Female</b> |
| Female:male ratio by class |                   | 0.81:1             |                    | 5.6:1        |               | 6.01:1      |               |
| 2011/12                    | Number            | 3                  | 3                  | 2            | 8             | 1           | 4             |
|                            | % by class        | 50%                | 20%                | 33%          | 53%           | 17%         | 27%           |
|                            | % female by class |                    | 50%                |              | 80%           |             | 80%           |
| 2012/13                    | Number            | 4                  | 2                  | 0            | 4             | 0           | 1             |
|                            | % by class        | 100%               | 25%                | 0%           | 50%           | 0%          | 13%           |
|                            | % female by class |                    | 33%                |              | 100%          |             | 100%          |
| 2013/14                    | Number            | 3                  | 4                  | 1            | 5             | 0           | 1             |
|                            | % by class        | 75%                | 40%                | 35%          | 50%           | 0%          | 10%           |
|                            | % female by class |                    | 57%                |              | 83%           |             | 100%          |

| <b>PGT Geography &amp; Environmental Science</b> |                   | <b>Distinction</b> | <b>Distinction</b> | <b>Merit</b> | <b>Merit</b>  | <b>Pass</b> | <b>Pass</b>   |
|--|-------------------|--------------------|--------------------|--------------|---------------|-------------|---------------|
|  |                   | <b>Male</b>        | <b>Female</b>      | <b>Male</b>  | <b>Female</b> | <b>Male</b> | <b>Female</b> |
| Female:male ratio by class                       |                   | 1.1:1              |                    | 1.4:1        |               | 3.6:1       |               |
| 2011/12  | Number            | 4                  | 4                  | 1            | 9             | 2           | 1             |
|  | % by class        | 57%                | 29%                | 14%          | 64%           | 29%         | 7%            |
|  | % female by class |                    | 50%                |              | 90%           |             | 33%           |
| 2012/13  | Number            | 2                  | 5                  | 8            | 7             | 2           | 0             |
|  | % by class        | 15%                | 42%                | 62%          | 58%           | 15%         | 0%            |
|  | % female by class |                    | 71%                |              | 47%           |             | 0%            |
| 2013/14  | Number            | 3                  | 1                  | 5            | 4             | 7           | 2             |
|  | % by class        | 20%                | 14%                | 33%          | 57%           | 47%         | 29%           |
|  | % female by class |                    | 25%                |              | 44%           |             | 22%           |

**Table 11:** Final degree classification of PGT students in SAGES, by gender and year

Numbers of PGT students are smaller, so there are larger fluctuations in the data. Differences between the degree classifications of male and female students are less than for undergraduates,

although a larger proportion of male students achieve a pass degree and fewer female students achieve a distinction. We will host a focus group with female postgraduate taught students in order to implement strategies to support our students.

*Postgraduate Research Completion Times by Gender*

Since 2011 (**BAP 4.1**), we have analysed data on the average submission times by gender. On average across SAGES between 2012-13 to 2014-15, we have more female students (21) completing than male students (16), with female students completing their PhD in an average of 4.2 years, and male students in 3.9 years. The timescale for male students has been skewed by one male student in Archaeology in 2012-13 who completed their PhD within 2.2 years. The University and SAGES’s aim, however, is to support completion time within 4 years for all PGR students. To this end, Postgraduate Advisory Panels are closely monitoring PGR time-plans and providing detailed and realistic advice and support.

| <b>Silver Actions 2015-18</b> |   |
|-------------------------------|---|
| 2.5                           | Develop termly in-house training sessions on personal development for PGRs, such as managing your supervisor  |
| 2.6                           | Communicate disappointment of PGRs with some of the training courses offered centrally that are mandatory   |
| 2.10                          | Monitor numbers of students who suspend their PGR study, based upon gender, stage, reason and funder  |
| 2.12                          | Use SSLC to explore issue of student achievement through focus groups and respond according to the findings of this review, for example a workshop for students and/or staff  |
| 2.13                          | Ensure all staff use the SAGES appointment system for UG and PGT student meetings   |
| 2.14                          | Encourage students to participate in peer support networks, for example the University’s STAR Mentor Scheme   |
| 2.15                          | Fully implement University guidance for personal tutors in SAGES  |
| 2.19                          | Create space for UG students in GES   |
| 2.21                          | Make sure staff are giving consistent feedback to UG/PGT/PGR students through a ‘feedback’ workshop for staff, and require all supervisors to attend the SAGES PGR conference |

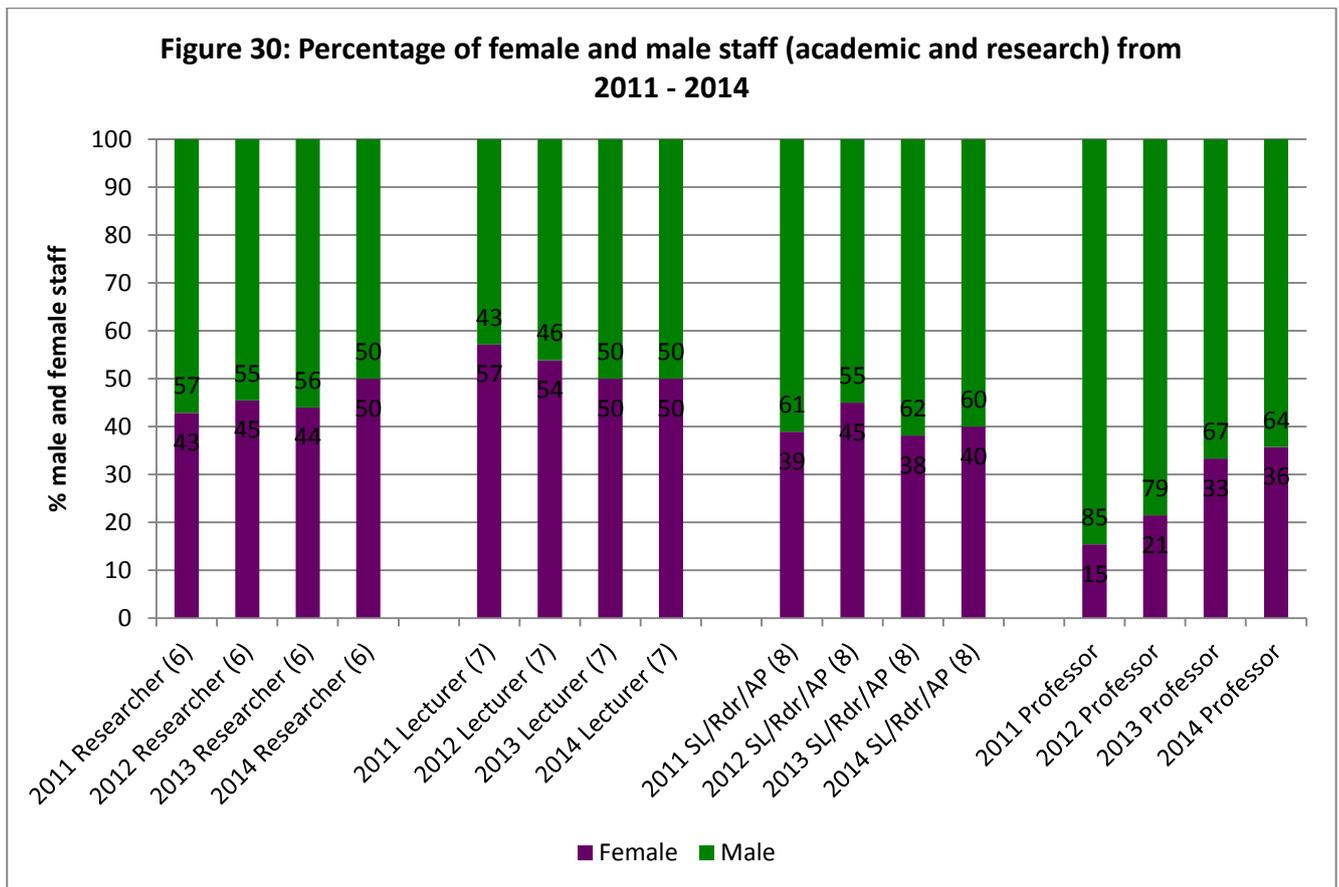
## Staff data

(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

| Year | Category (Grade) | Female | Male | Total | Ratio | F % | M % |
|------|------------------|--------|------|-------|-------|-----|-----|
| 2011 | Researcher (6)   | 9      | 12   | 21    | 0.8:1 | 43% | 57% |
| 2012 | Researcher (6)   | 10     | 12   | 22    | 0.8:1 | 45% | 55% |
| 2013 | Researcher (6)   | 11     | 14   | 25    | 0.8:1 | 44% | 56% |
| 2014 | Researcher (6)   | 10     | 10   | 20    | 1:1   | 50% | 50% |
|      |                  |        |      |       |       |     |     |
| 2011 | Lecturer (7)     | 8      | 6    | 14    | 1.3:1 | 57% | 43% |
| 2012 | Lecturer (7)     | 7      | 6    | 13    | 1.2:1 | 54% | 46% |
| 2013 | Lecturer (7)     | 6      | 6    | 12    | 1:1   | 50% | 50% |
| 2014 | Lecturer (7)     | 7      | 7    | 14    | 1:1   | 50% | 50% |
|      |                  |        |      |       |       |     |     |
| 2011 | SL/Rdr/AP (8)    | 7      | 11   | 18    | 0.6:1 | 39% | 61% |
| 2012 | SL/Rdr/AP (8)    | 9      | 11   | 20    | 0.8:1 | 45% | 55% |
| 2013 | SL/Rdr/AP (8)    | 8      | 13   | 21    | 0.6:1 | 38% | 62% |
| 2014 | SL/Rdr/AP (8)    | 8      | 12   | 20    | 0.7:1 | 40% | 60% |
|      |                  |        |      |       |       |     |     |
| 2011 | Professor        | 2      | 11   | 13    | 0.2:1 | 15% | 85% |
| 2012 | Professor        | 3      | 11   | 14    | 0.3:1 | 21% | 79% |
| 2013 | Professor        | 5      | 10   | 15    | 0.5:1 | 33% | 67% |
| 2014 | Professor        | 5      | 9    | 14    | 0.6:1 | 36% | 64% |

| Overall summary |           |        |      |          |
|-----------------|-----------|--------|------|----------|
| Year            | Category  | Female | Male | % Female |
| 2011            | All staff | 26     | 40   | 40%      |
| 2012            | All staff | 29     | 40   | 42%      |
| 2013            | All staff | 30     | 43   | 41%      |
| 2014            | All staff | 30     | 38   | 44%      |

**Table 12:** Numbers of academic and research staff between 2011 - 2014



Researcher numbers are very even overall. Given that researchers have a high turnover rate since they almost always work on fixed-length projects, it is unsurprising to see a degree of variability in female and male numbers. Overall the balance seems good and we will continue to offer personal and career development support to our research staff (**BAP 3.1, 3.2**). Lecturer numbers of male and female staff are consistent. This suggests a good balance at present. Since 2011, there have been fewer female than male Associate Professor staff. However, the average difference in staff numbers is 4 more male than female staff. We have not yet achieved parity (currently 8F:12M), and we will continue to improve training on promotions to identify potential candidates that meet the criteria, and make better use of the PDR. At Professor level, the pattern is similar to that at Associate professor level, but much more accentuated. An imbalance of 2 female to 11 male in 2011 has developed into a lesser imbalance of 5 female and 9 male in 2014. This is largely a result of new appointments of female staff and recent male retirements/departures.

*National Picture:* At Researcher, Lecturer and Associate Professor levels, our figures for female staff are slightly better than the national average. At professorial level, we were consistent in 2011 and 2012, and in 2013 we are noticeably better with 33% female professors compared with the national average of 13%. Whilst there is work to be done in this area, as a School we are delighted with this finding.

In all categories, we have and will continue to address underrepresentation at all grades/levels through mentoring (**BAP 3.1**), a focus on leadership (**BAP 1.2**) and improved promotions procedures (**BAP3.1**) (see section on promotion and career development).

| Silver Actions 2015-18 |   |
|------------------------|---|
| 5.1                    | Refresh existing guidelines for staff regarding the PDR process in user-friendly language |
| 5.2                    | Increase length of PDR meetings to allow for a fuller discussion                          |
| 5.3                    | Re-allocate PDR reviewers to avoid conflicts of interest                                  |
| 5.4                    | Train more female colleagues in PDR reviewing   |
| 5.5                    | Review how PDR documents are utilised by senior management                                |

(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.

Turnover is highest amongst researchers, as many are on fixed-term contracts. While the female and male departures are far from evenly spread across the years, in total they are not significantly different, suggesting no real cause for concern. Since our Bronze Award (**BAP 3.4**), the HoS receives an annual summary from HR of leavers' survey data. We monitor this to see if there are problems that need to be addressed.

|  | 2011-12                      | 2012-13                      | 2013-14                        | 2014-15                      | Total |
|--|------------------------------|------------------------------|--------------------------------|------------------------------|-------|
| Female Researcher  | 1 End of fixed term contract | 1 End of fixed term contract | 2 End of fixed term contract   | 1 End of fixed term contract | 5     |
| <i>Female and male researchers have moved to: new research positions and/or moved house to location of new partners job.</i> |                              |                              |                                |                              |       |
| Male Researcher  | N/A                          | 1 End of fixed term contract | N/A                            | 3 End of fixed term contract | 4     |
| Female Lecturer  | N/A                          | N/A                          | 2 Promotion at new institution | N/A                          | 2     |
| Female Professor   | N/A                          | N/A                          | N/A                            | 1 Academic post elsewhere    | 1     |
| Male Professor   | N/A                          | 1 Academic post elsewhere    | 1 Retired                      | 2 Retired                    | 3     |

**Table 13:** Staff turnover (and destination) by grade and gender

| Silver Actions 2015-18 |   |
|------------------------|---|
| 5.14                   | Continue to monitor annual summary from HR of leavers' survey data, act upon findings |

#### 4. Supporting and advancing women's careers

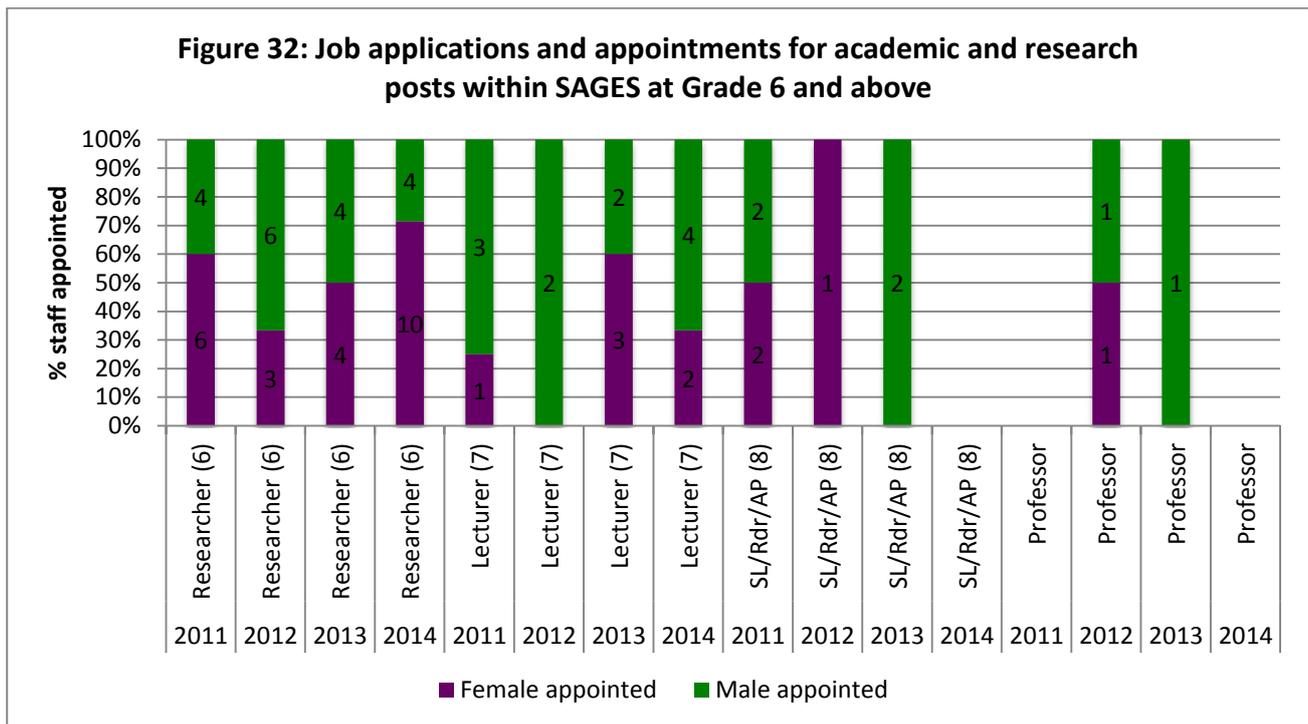
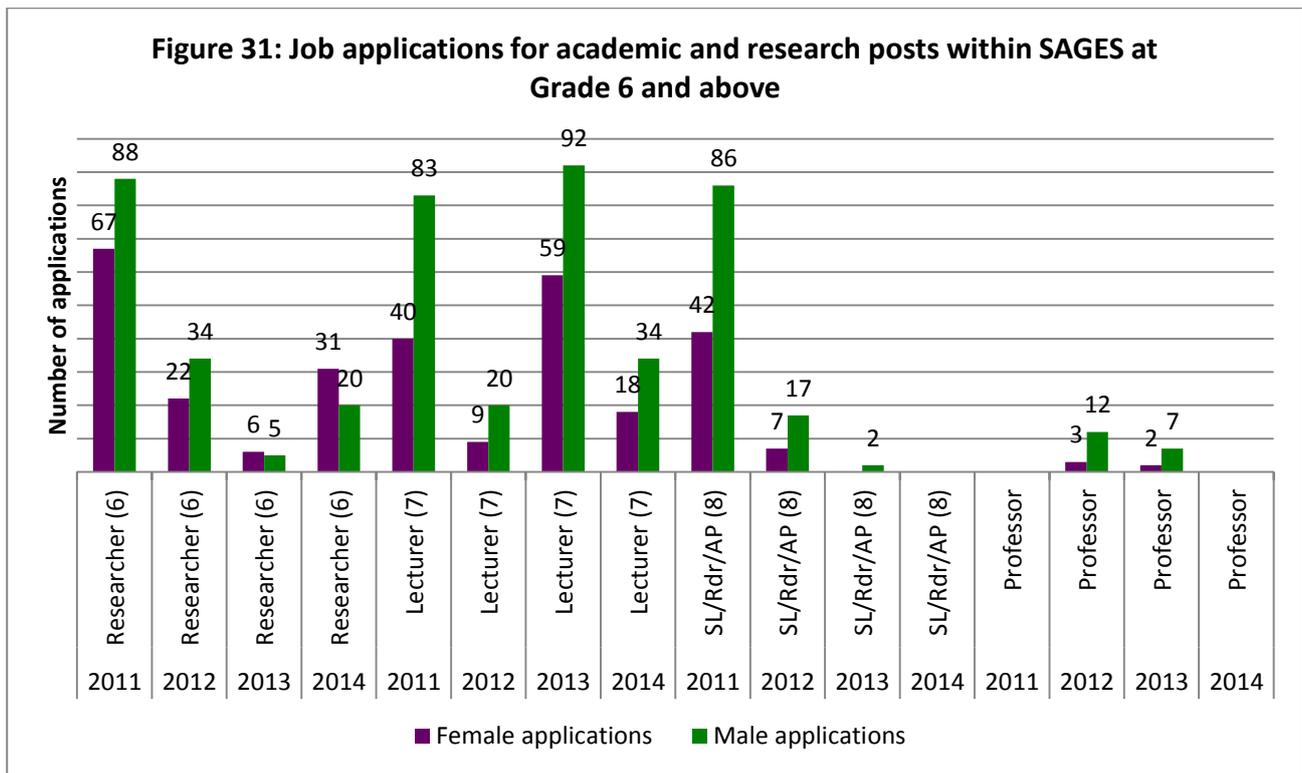
##### Key career transition points

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.

| Year | Category       | Female applications | Male applications | Ratio  | Female appointed | Male appointed | Ratio  |
|------|----------------|---------------------|-------------------|--------|------------------|----------------|--------|
| 2011 | Researcher (6) | 67                  | 88                | 0.76:1 | 6                | 4              | 1.5:1  |
| 2012 | Researcher (6) | 22                  | 34                | 0.65:1 | 3                | 6              | 0.5:1  |
| 2013 | Researcher (6) | 6                   | 5                 | 1.2:1  | 4                | 4              | 1:1    |
| 2014 | Researcher (6) | 31                  | 20                | 1.55:1 | 10               | 4              | 2.5:1  |
|      | Average        | 31                  | 37                | 0.83:1 | 23               | 18             | 1.27:1 |
|      |                |                     |                   |        |                  |                |        |
| 2011 | Lecturer (7)   | 40                  | 83                | 0.48:1 | 1                | 3              | 0.33:1 |
| 2012 | Lecturer (7)   | 9                   | 20                | 0.45:1 | 0                | 2              | 0:1    |
| 2013 | Lecturer (7)   | 59                  | 92                | 0.64:1 | 3                | 2              | 1.5:1  |
| 2014 | Lecturer (7)   | 18                  | 34                | 0.52:1 | 2                | 4              | 0.5:1  |
|      | Average        | 31                  | 57                | 0.54:1 | 6                | 11             | 0.54:1 |
|      |                |                     |                   |        |                  |                |        |
| 2011 | SL/Rdr/AP (8)  | 42                  | 86                | 0.48:1 | 2                | 2              | 1:1    |
| 2012 | SL/Rdr/AP (8)  | 7                   | 17                | 0.41:1 | 1                | 0              | 1:0    |
| 2013 | SL/Rdr/AP (8)  | 0                   | 2                 | 0:2    | 0                | 2              | 0:1    |
| 2014 | SL/Rdr/AP (8)  | 0                   | 0                 | N/A    | 0                | 0              | N/A    |
|      | Average        | 49                  | 105               | 0.46:1 | 3                | 4              | 0.75:1 |
|      |                |                     |                   |        |                  |                |        |
| 2011 | Professor      | 0                   | 0                 | N/A    | 0                | 0              | N/A    |
| 2012 | Professor      | 3                   | 12                | 0.25:1 | 1                | 1              | 1:1    |
| 2013 | Professor      | 2                   | 7                 | 0.28:1 | 0                | 1              | 0:1    |
| 2014 | Professor      | 0                   | 0                 | N/A    | 0                | 0              | N/A    |
|      | Average        | 5                   | 19                | 0.26:1 | 1                | 2              | 0.5:1  |

**Table 14:** Job applications and appointments by gender and grade



With the exception of Researcher level applications in 2013 and 2014, SAGES has received fewer job applications from females than males. This is particularly acute in Lecturer, Associate Professor and Professor categories. At Lecturer and Associate Professor level, more male than female applicants have been appointed between 2011 and 2014. At Professor level, only three appointments have been made in the period under review. In both cases, the numbers of appointments are very small and therefore not statistically significant. The available data on job application and success rates by grade and gender do not give any indication of gender bias, however SAGES will closely monitor the gender distribution across applications and appointments

to encourage applications from female candidates and avoid unconscious bias (**BAP 3.2**) (see also section 'b.i').

| Silver Actions 2015-18 |  |
|------------------------|--|
| 7.1                    | Maintain data on gender across applications, shortlists and appointments |

(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.

| Year        | Number of male staff promoted        | Number of female staff promoted      |
|-------------|--------------------------------------|--------------------------------------|
| 2011 – 2012 | None                                 | 2 Associate Professor                |
| 2012 - 2013 | 1 Associate Professor<br>1 Professor | 1 Associate Professor                |
| 2013 - 2014 | 2 Associate Professor<br>1 Professor | 1 Associate Professor<br>2 Professor |
| 2014 - 2015 | 1 Associate Professor                | 1 Associate Professor                |

**Table 15:** Number of SAGES male and female staff promoted to Associate Professor or Professor since 2011

Since our Bronze Award, 12 members of staff have been submitted for promotion and all of these colleagues have been successful. 7 female and 6 male staff received promotion, which reflects the high quality of male and female staff, and the positive impact of mentoring on influencing women to apply for promotion (**BAP 3.1**) (see also section on career development a, i).

**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) **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

SAGES continues to follow UoR recruitment policies, which state that all appointment panels should contain an appropriate gender mix, and that the Chair of appointment panels must have received recruitment and selection training. Furthermore, within the School, there has been unconscious bias training for all members of School Council (**BAP 3.2**). One successful candidate for a lectureship in SAGES reported:

“There were so many female staff visible on my interview day. The majority of my panel were women and the discussion over lunchtime was really welcoming”

**Figure 33:** Quote from recently appointed lecturer

Following University guidelines, shortlisting criteria vary from post-to-post and reflect the person specification. Explicit references to the possibility of flexible working arrangements and campus childcare facilities are made in job notices. As identified in section ‘a.i.’ above, we receive far more applications from men than women. However, female candidates are actively encouraged to apply via personal communications from SAGES staff to potential candidates. One successful female candidate reported:

“I had been looking at the job advert but decided it probably wasn’t for me. However, I later received an email from a colleague at Reading who prompted me to apply. I got the job!”

**Figure 34:** Quote from recently appointed lecturer

| <b>Silver Actions 2015-18</b> |   |
|-------------------------------|---|
| 7.1                           | Maintain data on gender across applications, shortlists and appointments  |
| 7.2                           | Require all staff on appointment panels and in leadership roles to undertake ‘unconscious bias’ training          |
| 7.3                           | Develop an ‘unconscious bias’ refresher sheet for shortlisting/interview panels to consider prior to shortlisting |

(ii) **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.

Key areas of attrition relate to promotion/academic positions elsewhere. Further, key transition points include movement (i) from fixed term to permanent contracts and (ii) from Teaching and Research to Teaching only, or vice versa. Since our Bronze Award, we have implemented a number of initiatives to support staff (**BAP 1.3, 3.1, 3.2, 3.3**).

New staff are assigned a buddy and a mentor to support their transition, are allocated a lighter load with reduced teaching and administrative responsibilities to allow them to settle in, and receive a Staff Development Account with funding to help facilitate their transition.

The mentoring programme applies to all research staff, and for the first two years after appointment for academic staff. In 2014 – 2015 6F and 8M academic staff, as well as 12F and 10M research staff were part of the formal mentoring system. Existing staff can request to be allocated a mentor from the HoD or HoS.

Since our Bronze Award (**BAP 3.1, 3.3**), mentoring is also offered at key transition points such as promotion. Two female professors also provide supplementary mentoring (as required) for female staff in the School. Such has been the success of the mentoring programme that 28% of staff who completed the staff survey who don't have a mentor say they would find it useful.

Annual PDRs are undertaken by all staff and provide a context for discussions of career transition points (**BAP 3.1**). Individual Research Plans also provide a regular annual arena for staff to discuss potential transitions with their Research Division Leaders. Particular success in this regard is attested in the conversion of SAGES fixed-term to permanent staff – for example Dr Agatha Herman was appointed on a 1 year lectureship and with the assistance of research mentoring and financial support secured a 3-year Leverhulme Trust fellowship (**BAP 3.3**).

Staff capacity to thrive at key transition points is enhanced through School-wide training and information events such as 'Mentoring' and 'Dealing with Change' workshops, PDR training sessions, and continued active engagement in Springboard (7 participants) and Aurora (2 participants) (**BAP 3.2**). The impact of the latter is expressed in the quotes below:

*"I think it has helped me be more assertive and to acknowledge that my working needs and environment is as relevant and important as anyone else's. Before I perhaps worried about how to be assertive in a way that didn't come across as dominating but now I feel happy that I've found the balance that works for me."*

*“The most important thing that Springboard gave me was external support at a particularly challenging time in a leadership position. It gave me the tools to identify boundaries and skills to evaluate and manage workplace pressures. In some ways it also helped me to make some pivotal decisions about my future.”*

*“Aurora has given me the confidence to be true to myself and my goals.”*

**Figure 36:** Impact of Aurora and Springboard on SAGES participants



**Figure 37:** SAGES staff receiving their Springboard certificates at the end of the programme.

Many of the staff who undertake the Springboard and Aurora courses continue to meet with coaching pairs/groups once their course is completed.

| <b>Silver Actions 2015-18</b> |   |
|-------------------------------|---|
| 4.1                           | Host half-day workshop to refresh mentor training   |
| 4.2                           | Clarify the different roles of buddy, mentor and coach  |
| 4.3                           | Develop guidance on mentoring and buddy system for the new staff handbook   |
| 4.4                           | Researcher community to develop guidelines for PDRA mentoring   |
| 4.5                           | Retain a dedicated School Council member to oversee researcher mentoring requirements   |
| 4.6                           | Evaluate success of mentoring relationships   |
| 4.7                           | Mentoring for all staff who request it. Mentors can be from within and beyond SAGES   |
| 5.12                          | Develop guidance on potential for conversion from fixed-term to permanent contracts for PDRAs and transparency regarding contribution to the REF  |
| 5.13                          | Host workshop for PDRAs on career progression   |
| 6.1                           | Conduct focus group on gender and leadership in SAGES to consider issues that stop people putting themselves forward for leadership roles; and identify suitable succession planning measures |
| 6.4                           | Host a one-day training session for staff on leadership   |

|     |  |
|-----|--|
| 6.5 | Encourage female colleagues to participate in Aurora and Springboard programmes                                      |
| 6.6 | Convene termly meeting for Aurora and Springboard participants to encourage sharing of experiences and good practice |

## 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?

Our Bronze award prioritised improvements to promotion processes and career development opportunities (**BAP 3.1, 3.2, 3.3**). According to the staff survey, SAGES staff remain ambitious.

| Question/Issue  | 2015 Overall Data | 2015 Women Only |
|---|-------------------|-----------------|
| Agreement that aspirations and expectations have remained the same or become more ambitious since they first started working at Reading | 83% (45)          | 80% (23)        |

**Table 16:** Staff survey responses on ambition

In addition to PDRs and IRPs (**BAP 3.1**), in order to encourage and support colleagues, the HoS and other line managers are able to nominate staff for ‘celebrating success’ vouchers and lump sums (**BAP 2.2, 3.1**):

|         | Female Lump Sums (academic) | Female Celebrating Success (academic) | Male Lump Sums (academic) | Male Celebrating Success (academic) |
|---------|-----------------------------|---------------------------------------|---------------------------|-------------------------------------|
| 2012-13 | 8 (3)                       | 11 (7)                                | 10 (3)                    | 10 (1)                              |
| 2013-14 | 10 (7)                      | 17 (6)                                | 11 (3)                    | 8 (8)                               |

**Table 17:** Lump sums and celebrating success vouchers by gender

The awarding of ‘lump sums’ by line-managers now achieves a better gender balance and recognises the success of academic as well as technical and administrative staff.

In line with the 2011 action plan (**BAP 3.1**), and as discussed above, all academic staff are offered mentoring during the application for promotion process. Care is taken to encourage staff irrespective of the balance between research and teaching, and administrative duties, enterprise and outreach, and whether they are employed on a part-time or full-time basis. The IRP and PDR

documents are updated on an annual basis, which permits monitoring of personal targets and career aspirations (**BAP 3.3**). University courses on promotion and Continuing Professional Development are promoted and available to all candidates (**BAP 3.2**). Draft applications for promotion are formulated in consultation with the HoD and HoS, and then submitted to the School Promotions Review Group (composed of the Head of School, both Heads of Department and Research Division/Cluster Leaders). Feedback and mentoring is then provided to candidates to improve the quality of the submission.

| <b>Silver Actions 2015-18</b> |  |
|-------------------------------|--|
| 5.1                           | Refresh existing guidelines for staff regarding the PDR process in user-friendly language  |
| 5.2                           | Increase length of PDR meetings to allow for a fuller discussion   |
| 5.3                           | Re-allocate PDR reviewers to avoid conflicts of interest   |
| 5.4                           | Train more female colleagues in PDR reviewing  |
| 5.5                           | Review how PDR documents are utilised by senior management   |
| 5.7                           | Revise promotion guidelines in user-friendly language for staff  |
| 5.8                           | Host a cross-School in-house promotions workshop to inform staff of the process and offer voices of experience from recently promoted colleagues |
| 5.11                          | Implement new University guidance on teaching peer observation via new School guidance document  |

(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?

In 2014, the SDWC proposed making Equality and Diversity training a compulsory course for all SAGES staff (**BAP 1.1, 3.2**). This was delayed by the University’s decision to revise and update the online training module. From 2015/16, the University has revised its Induction Policy to require all new and existing staff to undertake gender equality training.

Since 2012, the SDWC has worked to raise the profile of gender equality within SAGES. We have achieved this through the website pages on diversity and equality, the SAGE(S) Advice blog on careers, Gender & Fieldwork initiative, and the consultation process of SAT for the Bronze Award (figures 3 and 4) (**BAP 1.1**). Since 2011, gender equality has also been discussed during PDR reviews where issues such as networking opportunities, working hours and development opportunities are considered (**BAP 3.1, 3.3**).

Our Bronze award identified the need for specific gender-equality training, an induction process that promotes integration, and extension of mentoring support to staff of all grades (**BAP 3.1, 3.2, 3.3**).

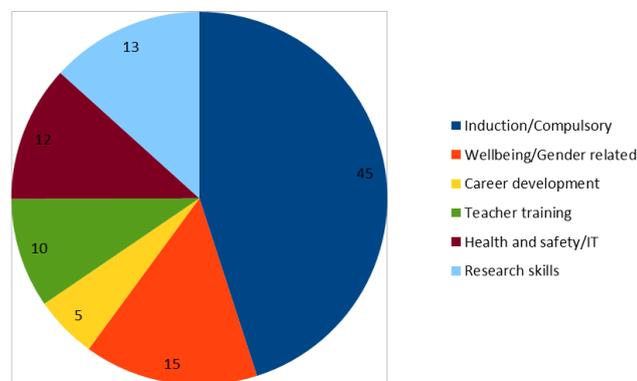
As a result (**BAP 1.3**), new staff are: assigned a “buddy” to help them with day-to-day aspects of settling into the School; invited to a Welcome Lunch for all staff; and a “Welcome to...” email is circulated around the School. Staff feedback is used to review and improve induction packs (**BAP 2.2**). An annual review of the induction process for academic staff is conducted by the SDWC (**BAP**

**1.3).** The review found that overall, recently-appointed staff were very happy with the induction process, and that SAGES:

*"...offers a supportive environment. The members of staff are friendly, ready to help and caring"*

**Figure 38:** Quote from a new member of staff

An overview of the training courses attended by SAGES staff in 2013-2014 (figure 39) indicates that 45% relate to Induction/Compulsory training courses, and 15% were Wellbeing/Gender related. There are no concerns with the balance of courses in this dataset. In response to training course reviews, in 2015 to increase awareness of unconscious bias in decision making, a course was organised in the School for 17 academic staff (**BAP 1.1, 3.2**).



**Figure 39:** Courses undertaken by SAGES staff (November 2013-2014)

A number of specifically gender-related and wellbeing at work training courses are now provided centrally such as *Gender in Leadership*, *Attitudes to Parental Leave* and *Managing the Maternity Leave Transition*. We intend to complement existing University courses with in-house sessions from 2016 onwards in areas such as promotion and student feedback.

As part of the research staff induction, mentors are now assigned to researchers (**BAP 3.3**). In order to ensure research staff are represented in SAGES decision-making, since 2013, Dr Gundula Mueldner has taken the role of overseeing Research Staff Development and is on the School Council. Her role includes liaising with the local Research Staff, SDWC and reviewing researcher induction and mentoring procedures. Research staff at both the SDWC and in the focus group reported how valuable it was to have a dedicated member of staff overseeing this group.

*"Gundula has been extremely helpful in improving things for research staff. She was especially great in improving the mentoring scheme, ensuring that all new research staff are allocated a mentor, and, perhaps most importantly, setting up the first meeting between the mentor and the research staff member. It is great that in her busy schedule, she will always find the time to answer questions, have meetings, or to sort things out."*

**Figure 40:** Quote from a research staff member about mentoring

| Silver Actions 2015-18 |  |
|------------------------|--|
| 3.1                    | Include details of SAGES Researcher Group in researcher induction pack                                     |
| 4.4                    | Researcher community to develop guidelines for PDRA mentoring  |
| 4.5                    | Retain a dedicated School Council member to oversee researcher mentoring requirements                      |
| 4.6                    | Evaluate success of mentoring relationships  |
| 5.9                    | Encourage take up of training opportunities for colleagues on fixed-term contracts and beyond early-career |
| 5.10                   | Produce list of funders for small grants and fellowships for PDRAs developing their careers                |
| 5.13                   | Host workshop for PDRAs on career progression  |

(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.

UG and PGT students have the option to select a female tutor for academic and pastoral support. Since our 2011 Bronze Award (**BAP 4.1, 4.3**), we have hosted a training session for teaching staff on ‘student wellbeing’, led by the University’s Head of Counselling; our UG programmes consist of modules relating to careers development (at Part 2) and practical/methodological techniques, as well as research-led seminars at Part 1 in GES to showcase field research through a gender balanced seminar programme (4F and 4M staff). In turn, UG and PGT representatives have volunteered their time to participate in School-wide initiatives (**BAP 1.1**), for example the recent Gender & Fieldwork conference and filming videos exploring ‘does gender make a difference?’ and ‘who is my role model’ (figure 41).



**Figure 41:** Filming interviews for the Gender & Fieldwork conference

GES has an active GeogSoc community, which is not linked to formal academic studies. Since 2011 (**BAP 4.2**), links between GES staff, PGRs and GeogSoc have been strengthened. We are proud to report that the current and incumbent GeogSoc Presidents are both women. In Archaeology, the student society is called ‘RUined’ and welcomes students from any course who have an interest in

Archaeology. The committee organises social events in the department and the field, seminars, national and international trips to sites of archaeological interest (see also figure 14d) as well as additional activities and events at the Field School.

In 2015 Amanda Clark (Site Director for the Archaeology Field School) organised a very successful Gender & Fieldwork afternoon with 43 Undergraduate students (figure 42), including presentations on career paths and experiences from Amanda (site director), Will (a commercial archaeologist) and Carolina (talking about the gender divide in terms of 'finds' processing). There were small group discussions focusing on questions including 'Is there a gender divide in the tasks you are doing?' and 'Who is your role model?' (**BAP 1.1, 4.2**)



**Figure 42:** Gender & Fieldwork session at the Pewsey Field School

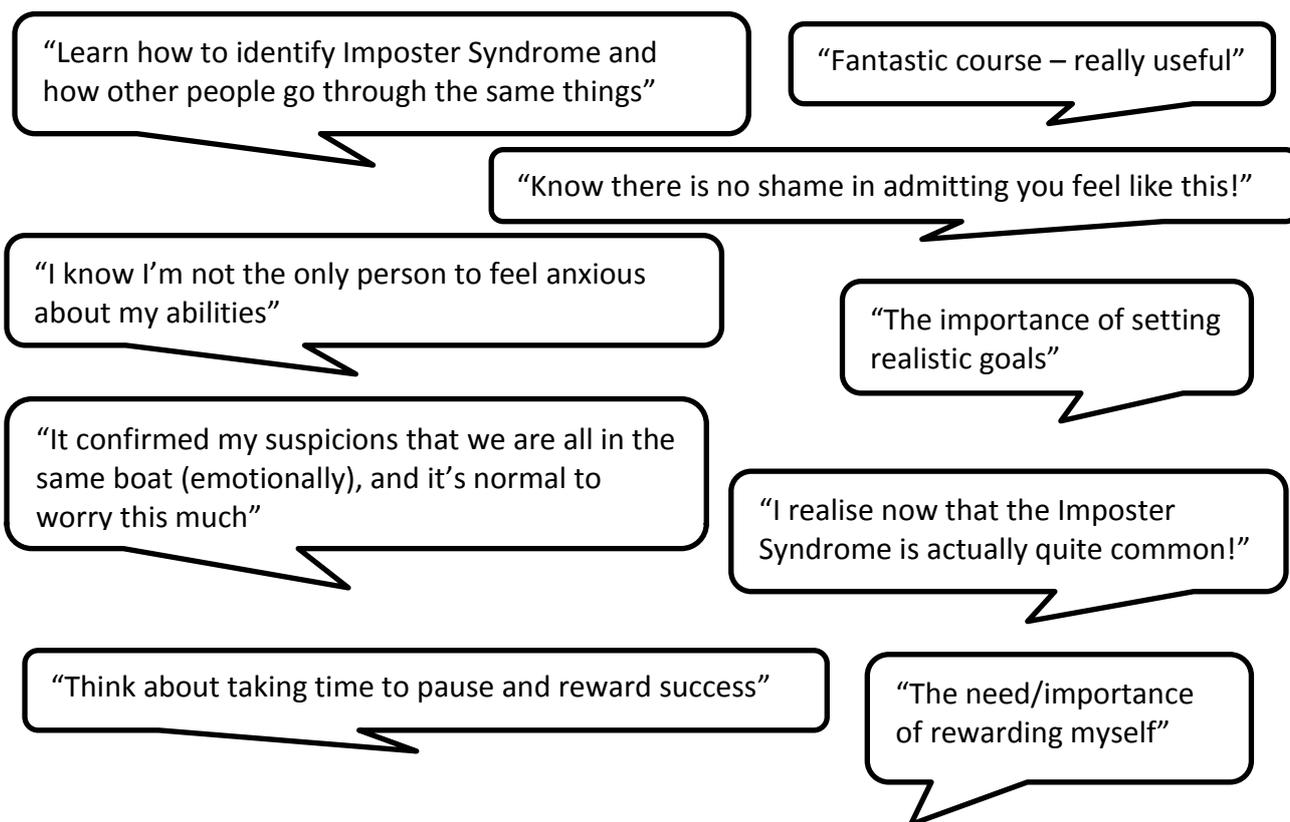
PGRs are required to attend courses on career development as part of the Reading Researcher Development Programme (**BAP 4.2**). PGRs also attend periodic postgraduate advisory support panel meetings with their supervisors and independent chairs. In addition, there is now a PGR buddy system for new joiners. The School Postgraduate Conference offers PGRs an opportunity for all students to present their work. As a result of an idea that arose within the AS SAT meetings, future PGR conferences will be completely organised by the students themselves, in order to enhance this aspect of their future career training. In order to support our PGR community, since 2011 (**BAP 1.1, 4.3**), the School held an in-house 'Imposter Syndrome Workshop' for PhD students and early career staff led by an external personal trainer who also facilitates the University's Springboard programme:

**Figure 43:** Reasons for attending the Imposter Syndrome workshop

*"I've heard a lot about 'Imposter Syndrome' but only really through pop culture/articles/think pieces - nothing really taking the discussion one step further to talk about approaches to dealing with it".*

*"I can relate to feelings of feeling like a fraud".*

*"Uncertainty about whether I am right for a research career and vice-versa. Also, a feeling that I am behind my peers in terms of my knowledge of the discipline and of techniques. I feel I that do not have a skills set that is strongly rooted in a specific discipline, but rather a disparate group of skills. "Jack of all trades; master of none".*



**Figure 44:** Participant comments on the impact of the workshop

In Archaeology, the PGR director, Dr Wendy Matthews, runs a session on ‘Life after a PhD’, with invited contributions from female PGRs. In GES, the PGR and Researcher community have established the GES PGR Discussion Group and Facebook Group that continues to go from strength to strength, offering fortnightly sessions given by staff, invited external speakers and PGRs on a range of personal and career development topics. PGR focus groups revealed the desire for continued cross-School activities.

Nationally, 5% of PGRs proceed to academic posts. Female and male staff are committed to supporting our students at all career stages and monitoring their ‘next steps’ once they leave SAGES. Whilst we are proud of our achievements since 2011, this Silver Award application prioritises support for our PGR, PGT and UG students – focussing on incorporating student representatives of the SDWC, in-house training opportunities, cross-School PGR and PGT events, and social activities with UG.

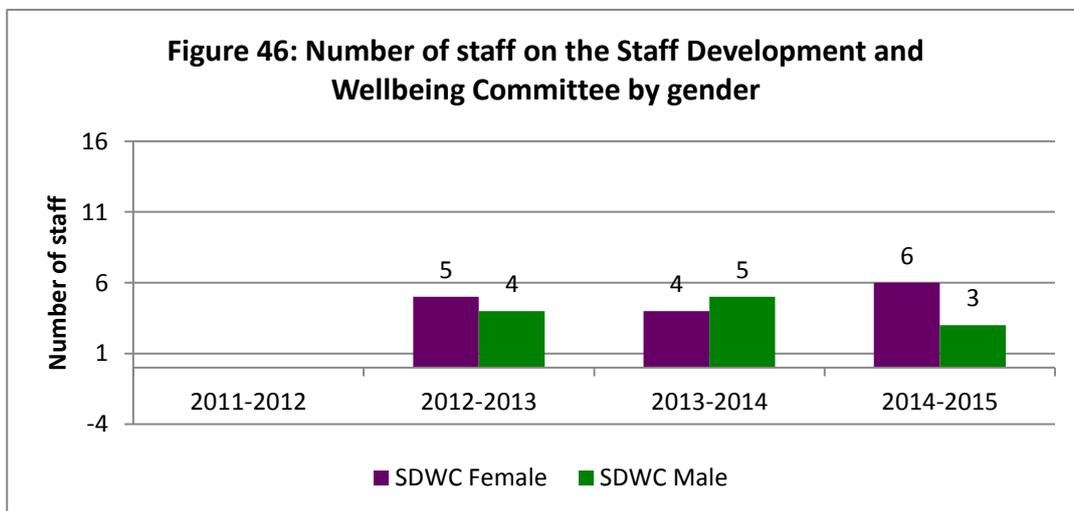
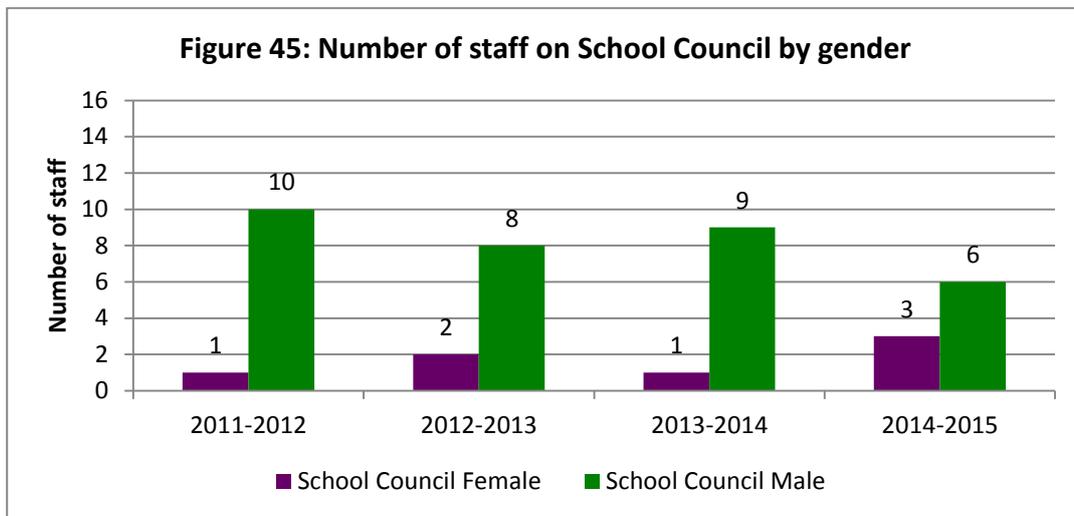
| Silver Actions 2015-18 |   |
|------------------------|---|
| 2.1                    | Invite two volunteers from PGR community to become members of the SDWC  |
| 2.2                    | Identify further PGR leadership opportunities within both Departments, for example seminar organisation and PGR students to lead organisation of the SAGES PGR Conference |
| 2.3                    | Host a workshop for PGRs and staff on academic life and being an academic   |
| 2.4                    | Continue and monitor buddy system SAGES for PGR students  |
| 2.5                    | Develop termly in-house training sessions on personal development for PGRs, such as   |

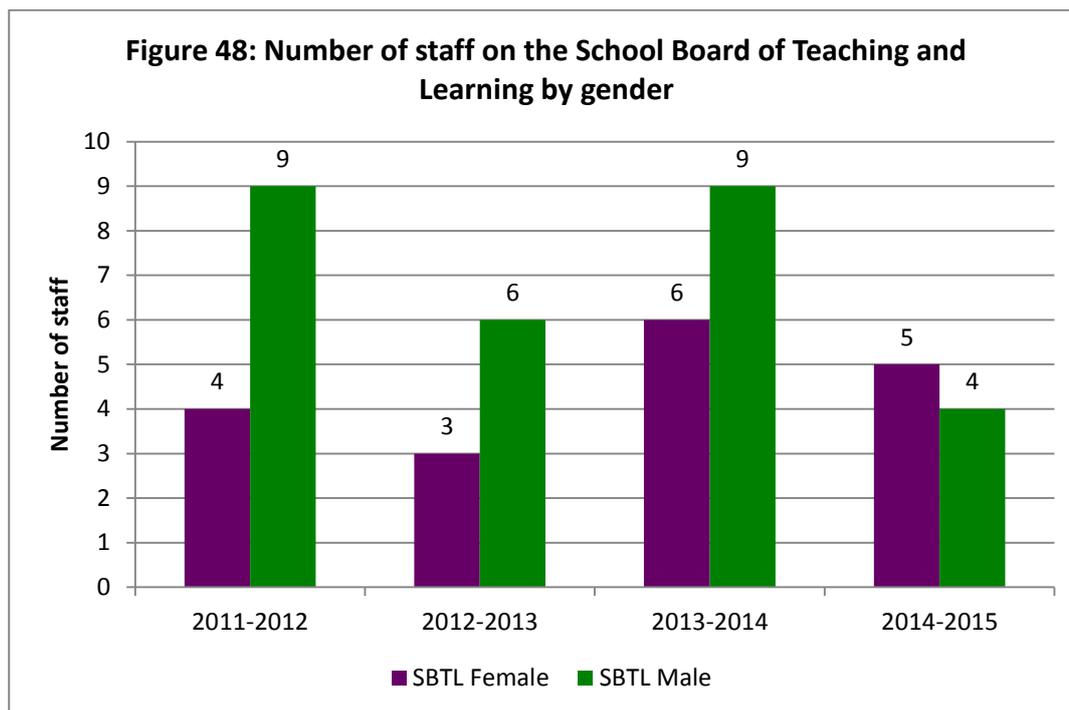
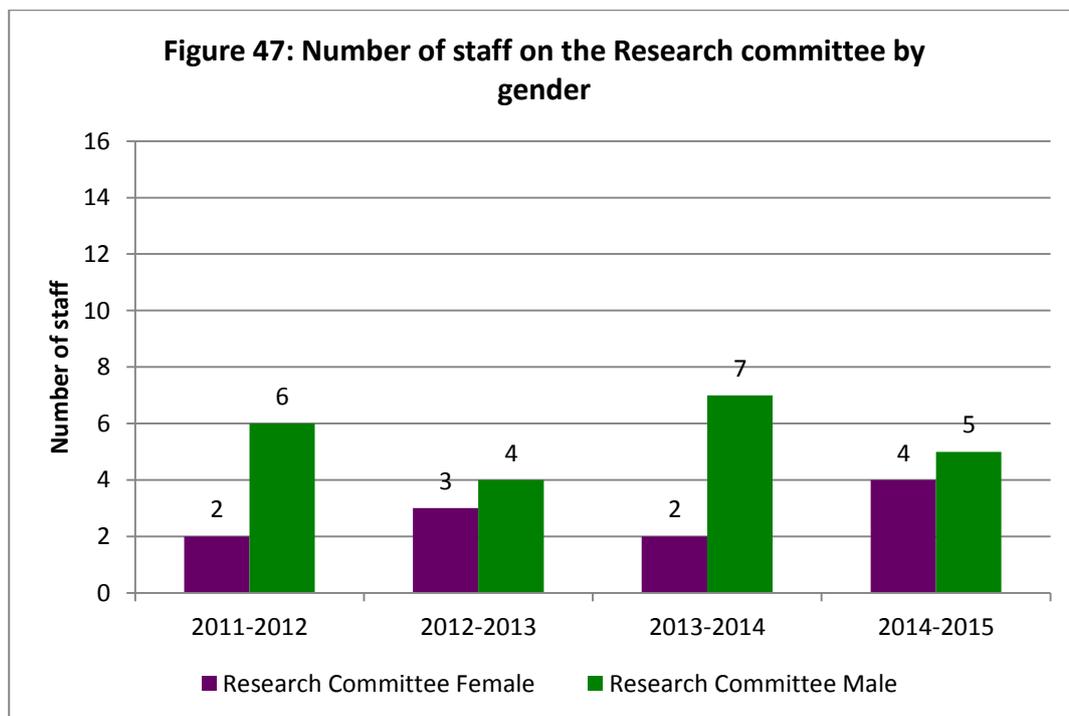
|      |   |
|------|---|
|      | managing your supervisor  |
| 2.6  | Communicate disappointment of PGRs with some of the training courses offered centrally that are mandatory   |
| 2.7  | Collate experiences of students on each University supplied training course and circulate as in-house guide to courses  |
| 2.8  | Evaluate PGR induction procedures   |
| 2.9  | Arrange PGR laboratory induction  |
| 2.10 | Monitor numbers of students who suspend their PGR study, based upon gender, stage, reason and funder  |
|      | (b) UG and PGT Students   |
| 2.11 | Maintain overview of marketing materials for UG and PGT courses to avoid any male bias and maintain visibility of female students   |
| 2.12 | Use SSLC to explore issue of student achievement through focus groups and respond according to the findings of this review, for example a workshop for students and/or staff  |
| 2.13 | Ensure all staff use the SAGES appointment system for UG and PGT student meetings   |
| 2.14 | Encourage students to participate in peer support networks, for example the University's STAR Mentor Scheme   |
| 2.15 | Fully implement University guidance for personal tutors in SAGES  |
| 2.16 | Use traffic light system to prioritise items raised by students at the SSLC, follow up with 'you said, we did' emails to students   |
| 2.17 | Develop group of student mentors to liaise with students during open days   |
|      | (c) ALL students  |
| 2.18 | Encourage staff and PGR engagement with student societies, as requested by committees of GeogSoc and RUined, for example offering seminars on research                        |
| 2.19 | Create space for UG students in GES   |
| 2.20 | Create short, friendly online guidebook about SAGES in consultation with PGR, PGT and UG groups, including local information on seminars, staff and societies                 |
| 2.21 | Make sure staff are giving consistent feedback to UG/PGT/PGR students through a 'feedback' workshop for staff, and require all supervisors to attend the SAGES PGR conference |
| 3.3  | Put PGR profiles onto the website to make PGR community more visible  |

## 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.





|                | School Council     |      |        |     | SDWC   |      |        |     |
|----------------|--------------------|------|--------|-----|--------|------|--------|-----|
|                | Female             | Male | Ratio  | %   | Female | Male | Ratio  | %   |
| <b>2011-12</b> | 1                  | 10   | 0.1:1  | 9%  | NA     | NA   | NA     | NA  |
| <b>2012-13</b> | 2                  | 8    | 0.25:1 | 20% | 5      | 4    | 1.25:1 | 56% |
| <b>2013-14</b> | 1                  | 9    | 0.11:1 | 10% | 4      | 5    | 0.8:1  | 44% |
| <b>2014-15</b> | 3                  | 6    | 0.5:1  | 33% | 6      | 3    | 2:1    | 67% |
|                | Research Committee |      |        |     | SBTL   |      |        |     |
|                | Female             | Male | Ratio  | %   | Female | Male | Ratio  | %   |
| <b>2011-12</b> | 2                  | 6    | 0.33:1 | 25% | 4      | 9    | 0.44:1 | 31% |
| <b>2012-13</b> | 3                  | 4    | 0.75:1 | 43% | 3      | 6    | 0.5:1  | 33% |
| <b>2013-14</b> | 2                  | 7    | 0.57:1 | 22% | 6      | 9    | 0.66:1 | 40% |
| <b>2014-15</b> | 4                  | 5    | 0.8:1  | 44% | 5      | 4    | 1.25:1 | 56% |

**Table 18:** Male and Female Representation on Committees (excluding technical and admin staff)

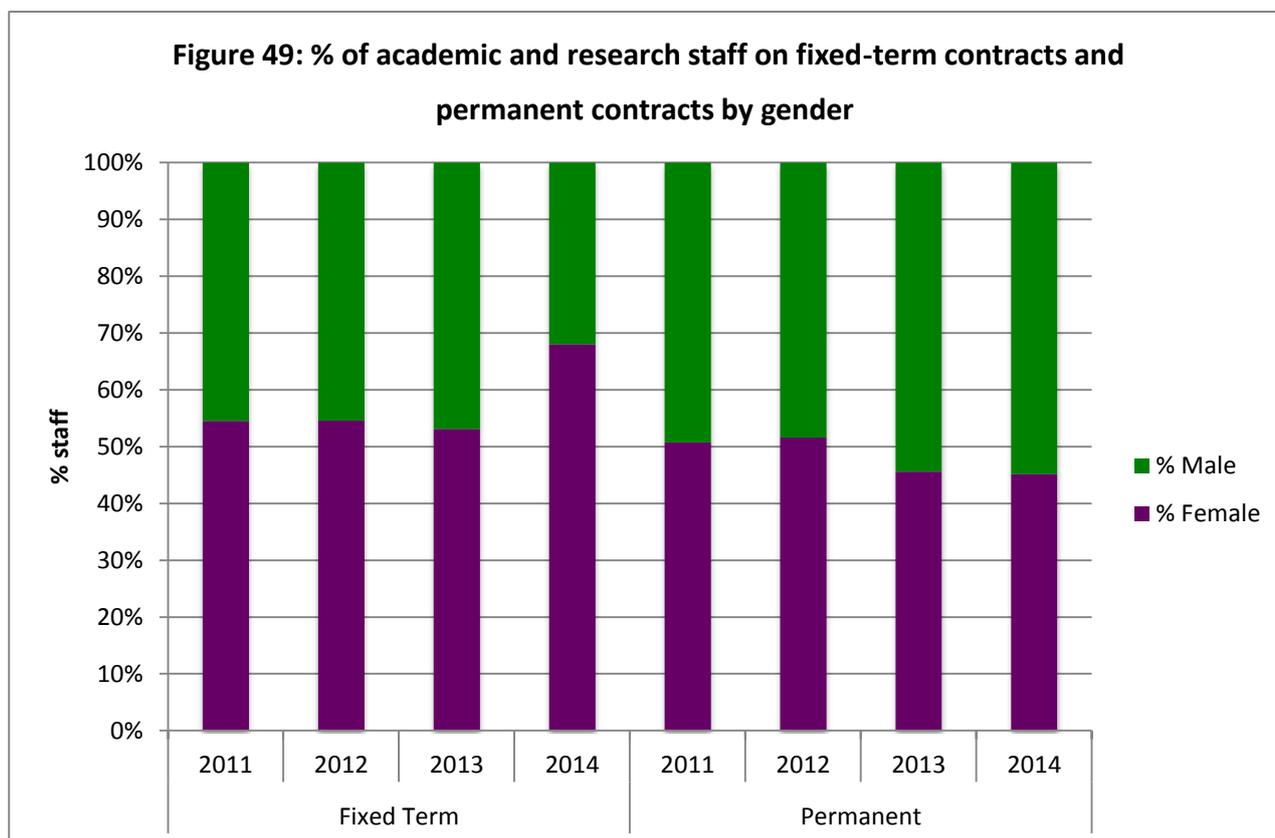
School Council is a School wide management board and the most influential School committee. Since 2011, SAGES has prioritised increasing the representation of women on School Council (**BAP 1.2**). Over the last four years, women have risen from 9% to 33% of the membership. However, there still remains work to do to reach parity. The Research Committee is also regarded as an important committee, here figures fluctuate from 44% female to 22% female. In 2015/16 the Research Committee is set to feature 7 female and 2 male staff, reflecting the research leadership of female staff. Female membership of the School Board of Teaching and Learning has increased from 31% to 56% between 2011 and 2014/15 as a result of the appointment of female programme directors. Since its foundation in 2012 (**BAP 1.1**), the SDWC has had between 44% and 67% female membership. Whilst work remains to be done to improve numbers of women on School Council, the increased numbers of female staff on SDWC, SBTL and the Research Committee is incredibly positive, suggesting that parity can be achieved elsewhere as well. Building upon the improving trend in female:male ratios above, our Silver Award prioritises understanding leadership within SAGES (see also section b, i.).

| <b>Actions 2015-18</b> |   |
|------------------------|---|
| 3.6                    | Evaluate committee communication pathways to ensure effective committee reporting   |
| 6.1                    | Conduct focus group on gender and leadership in SAGES to consider issues that stop people putting themselves forward for leadership roles; and identify suitable succession planning measures |
| 6.2                    | Put 'committee membership' information on the web as profiles to make decision-makers more visible  |
| 6.3                    | Advertise committee membership opportunities to all staff, with line-managers encouraging female staff to apply   |
| 6.4                    | Host a one-day training session for staff on leadership   |
| 6.5                    | Encourage female colleagues to participate in Aurora and Springboard programmes   |
| 6.6                    | Convene termly meeting for Aurora and Springboard participants to encourage sharing of experiences and good practice  |

(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 | Contract Type | Ratio F: M | Female | Male | Total | % Female |
|------|---------------|------------|--------|------|-------|----------|
| 2011 | Fixed-Term    | 1.2:1      | 12     | 10   | 22    | 54%      |
|      | Permanent     | 1.03:1     | 33     | 32   | 65    | 50%      |
| 2012 | Fixed-Term    | 1.15:1     | 15     | 13   | 28    | 54%      |
|      | Permanent     | 1.07:1     | 32     | 30   | 62    | 51%      |
| 2013 | Fixed-Term    | 1.13:1     | 17     | 15   | 32    | 53%      |
|      | Permanent     | 0.84:1     | 31     | 37   | 68    | 45%      |
| 2014 | Fixed-Term    | 2.13:1     | 17     | 8    | 25    | 68%      |
|      | Permanent     | 0.83:1     | 33     | 40   | 73    | 45%      |

**Table 19:** Ratios of academic and research staff on fixed-term contracts and open-ended (permanent) contracts by gender



Since 2011, the number of female staff on fixed-term contracts has been consistently slightly higher than the number of men. In 2014, there was a drop in the number of male PDRAs and as a result the female:male ratio is 2.13:1. In terms of permanent staff, the number of women on permanent contracts was until 2013 only slightly more than men; however since 2013 there has been a drop in the number of female staff on permanent contracts (due to the movement of some female academic staff to new jobs in HE jobs). The average number of female staff on a permanent contracts between 2013 and 2014 is 45%, which compares favourably to the national picture of 41%.

| Silver Actions 2015-18 |   |
|------------------------|---|
| 7.1                    | Maintain data on gender across applications, shortlists and appointments  |
| 7.2                    | Require all staff on appointment panels and in leadership roles to undertake 'unconscious bias' training          |
| 7.3                    | Develop an 'unconscious bias' refresher sheet for shortlisting/interview panels to consider prior to shortlisting |

**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?

In 2011, the staff survey revealed that fewer females than males understood, participated in or had the opportunity to feedback on the decision-making processes (**BAP 1.2**). Since then we have added two department representatives to School Council (both female) and developed clearer succession planning for School Council; advertised new roles within the School to ensure adequate communication and transparency and to afford the opportunity for female colleagues to step forward of their own volition; asked committee chairs to encourage female candidates who may be interested; and ensured School roles are discussed in PDRs, probation meetings and with mentors regarding career planning and forthcoming opportunities. This has resulted in 83% of staff survey respondents (79% female) agreeing that efforts have been made to make decision-making in SAGES more transparent. Importantly, we have encouraged shadowing for staff taking up new roles, for example Dr Nick Branch was able to shadow Dr Steve Robinson prior to taking up the role of Head of GES. Furthermore, since 2011, research staff are now invited to attend departmental meetings, and representatives sit on the SDWC (**BAP 1.2**).

In SAGES, women sit on a range of influential committees inside the School as evidenced in the table above (section 'a.i.'), but also outside the School. These include the Diversity and Inclusion Strategy Group and Senate (Roberta Gilchrist), and the University's Athena SWAN steering group (Hilary Geoghegan). As the staff survey indicates:

| Question/Issue                                       | 2015 Overall Data | 2015 Women Only |
|--|-------------------|-----------------|
| participants who sit on a department committee       | 57% (31)          | 48% (14)        |
| participants who sit on a committee at school-level  | 54% (29)          | 55% (16)        |
| participants who sit on a committee at faculty level | 33% (18)          | 38% (11)        |

**Table 19:** Staff survey results relating to committee involvement by gender

Female staff are also members of external decision-making committees. Women are encouraged to do this via their PDRs, IRPs, the probation and promotion process (**BAP 1.2, 3.1**).

Since our Bronze award (**BAP 1.2**), the issue of committee overload has been taken seriously by line-managers and where female staff have felt under pressure requests to step down from committee duties has been supported by the HoS.

| <b>Silver Actions 2015-18</b> |   |
|-------------------------------|---|
| 6.1                           | Conduct focus group on gender and leadership in SAGES to consider issues that stop people putting themselves forward for leadership roles; and identify suitable succession planning measures |
| 6.2                           | Put 'committee membership' information on the department website as profiles to make decision-makers more visible   |
| 6.3                           | Advertise committee membership opportunities to all staff, with line-managers encouraging female staff to apply   |
| 6.4                           | Host a one-day training session for staff on leadership   |
| 6.5                           | Encourage female colleagues to participate in Aurora and Springboard programmes   |
| 6.6                           | Convene termly meeting for Aurora and Springboard participants to encourage sharing of experiences and good practice  |

(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 UoR requires Schools to operate a Workload Model (WLM). Our model was developed within the School and implemented in 2006-7. It has continued to evolve each year. The model is comprised of five separate components: (1) teaching; (2) administration; (3) research; (4) enterprise; and (5) the discretionary category (see below). The WLM is analysed by School Council, with summary graphs being distributed to all academic staff. These graphs are anonymised but each member of staff is informed of their location within the model during their PDR meeting.

Based upon feedback from the 2011 focus groups (**BAP2.4**), the 'discretionary' category was introduced to recognise significant tasks not covered by the other components, such as: outreach/external roles; one-off activity internal roles; probationary activities such as the teaching qualifications PGCAP and APP. Staff are required to submit their case for discretionary points, which are allocated by the Head of School. Through the creation of the School Equality Officer post, involvement in AS and the SAT is now recognised within the WLM. School and Department roles are allocated on a 3 year term, and the HoS and HoDs work closely with staff to ensure responsibilities are evenly distributed.

The WLM has been reviewed and revised on an annual basis since 2011 (**BAP 2.4**), but nevertheless still remains a source of misunderstanding and disgruntlement. According to the most recent staff survey:

| Question/Issue  | 2015 Overall Data | 2015 Women Only |
|---|-------------------|-----------------|
| Agreement that department has a clear and transparent way of allocating workload                  | 37% (20)          | 38% (11)        |
| Agreement that the workload model doesn't work  | 56% (30)          | 51% (15)        |
| Agreement that 'workload' is usefully discussed in my appraisal                                   | 76% (41)          | 76% (22)        |
| Agreement that 'I feel confident that any issue I raise regarding my workload will be dealt with' | 65% (35)          | 62% (18)        |

**Table 20:** Staff survey results relating to the workload model by gender

The focus groups revealed continued debate around how categories within the WLM are calculated, and therefore how workload is evaluated, compared and valued across the School. In conjunction with School Council, the HoS has decided to revise the WLM in discussion with the Deans of Diversity and Inclusion, and learn from University good practice. It is acknowledged that such a dramatic overhaul is likely to take more than one WLM cycle to fully address all issues.

| Silver Actions 2015-18 |   |
|------------------------|---|
| 5.6                    | Overhaul the workload model to ensure consistent/appropriate workload allocation, and avoid discontent amongst staff when model results are announced |

(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.

As an action identified in our Bronze Award (**BAP 2.3**), all meetings moved to during core hours of 10am-4pm to accommodate those with caring responsibilities. The most recent staff survey revealed that 89% of staff agreed meetings were scheduled within core hours.

*'I have returned to Manchester feeling inspired by Reading's culture of having research seminars earlier in the working day'*

**Figure 50:** Following a Special Archaeology Seminar held in the afternoon, a colleague from the University of Manchester sent this in an email to our HoS

Formal social gatherings such as welcome and celebratory activities in SAGES take place at lunchtime or at 3pm in order to ensure maximum participation. Staff participation in University Open Days and Visit Days that fall on Saturdays are organised via a rota system to ensure that there is a fair division of labour in this regard. In GES, colleagues regularly meet at 11am for coffee, and in Archaeology, colleagues gather after for a reception after their weekly seminar. The staff survey revealed that 94% of colleagues (97% of female staff) agreed that departmental and school social events are enjoyable and many indicated they'd like more.

| Silver Actions 2015-18 |   |
|------------------------|---|
| 8.2                    | Reproduce Working Sagely ideas in different forms to ensure Working Sagely becomes embedded, for example reinforcing key messages during PDRs, host mini-conference on 'gender and diversity' with a strong working sagely angle      |
| 8.6                    | Increase number of staff only and staff and PGR social activities in Departments and cross-School, and implement cross-school working group of staff and students around annual project, for example 'Green Impact Award' for 2015/16 |

(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.

The staff survey revealed SAGES to be a supportive, welcoming, inclusive and happy School, in particular we'd like to draw attention to the following findings that SAGES is a female-friendly place to work:

| Question/Issue   | 2015 Overall Data | 2015 Women Only |
|--|-------------------|-----------------|
| Survey participants who are very happy/happy in their job  | 91% (49)          | 96% (27)        |
| Agreement the School is a friendly place to work   | 94% (51)          | 93% (27)        |
| Agreement their Department is a friendly place to work   | 93% (50)          | 90% (26)        |
| Agreement there are positive female role models in the School                                      | 94% (51)          | 97% (28)        |
| Agreement that 'I have a shared stake in the current and future success of the School'             | 93% (50)          | 93% (27)        |
| Agreement that 'I have the respect of my colleagues'   | 94% (51)          | 97% (28)        |
| Agreement that 'I have the opportunity to feedback on decision making processes within the School' | 85% (46)          | 86% (25)        |

**Table 21:** Staff survey results relating to culture by gender

These high levels of satisfaction with our culture have a lot to do with a significant number of leadership, infrastructural and physical significant changes associated with our BAP. Consultation around our 2011 application demonstrated the importance of improving communications, cohesion and collegiality within the School (**BAP 1.4, 2.1, 2.2, 2.3**). This was particularly pressing in relation to GES, which was created by the merger of two departments in 2010. Staff remained based in two separate buildings, with Geography housed in inferior accommodation at some considerable distance from their HoD. Feedback particularly from ECRs (**see case study 2**) emphasised the urgency of enhancing physical infrastructure to facilitate greater cohesion. In early 2013, the HoS received funding from the University of £850k for a major programme of refurbishment to house the entire department of Geography & Environmental Science together within a single building. Improvements included the creation of new accommodation for PGRs and the refitting of meeting and common rooms as well as staff offices. We have also made the visual culture of the School more inclusive by refurbishing the meeting room used for School events. The previous focus of this room was a portrait and plaque commemorating Clifford Sorby,

'the father of sedimentology'. The name of the Sorby Room has been retained but the visual culture now reflects today's diverse and vibrant population of staff and students. It is decorated with the winning entries to School photographic competitions (2013 theme: Active & Inclusive Research; 2015 theme: Gender & Fieldwork) (figure 52). A consultation with all staff in 2013 also resulted in a change of name for the School: staff who responded were unanimous that they wished to change the name of the School to one which better represented our academic disciplines. Hence in 2013, the former 'School of Human and Environmental Sciences' became the 'School of Archaeology, Geography and Environmental Science'. We also have a School mission statement outlining our intellectual ambitions (see section 2).

Successful and transparent communication is essential to creating a friendly and supportive atmosphere within SAGES. We have a SAGES Communication Officer to help develop effective communication; line managers send out 'Welcome to...' emails when we have a new colleague joining us; there is a newsletter called The Russeller in GES; and our HoS sends out 'Congratulations to...' emails for grants, publications, promotions and other achievements (**BAP 2.5**). Our staff survey and focus groups revealed the need to broaden the content of the congratulatory emails to ensure all staff and student groups are involved. From October 2015 onwards the incoming Head of School has proposed developing a monthly staff newsletter. This will include success stories, research/teaching updates and important messages.

The development of cross-School opportunities for face-to-face communication have increased since 2011 (**BAP 1.1, 1.4, 2.2, 2.3**). The HoS carries out School wide briefings in person and via email, on matters such as the REF and the University Strategy in order to ensure transparency and avoid miscommunication. We host celebratory School drinks twice a year, a welcome school lunch at the start of the year, and a SAGES research staff lunch each term.

*"A great excuse to get out of your office and chat with your colleagues. Free cakes and smiles available on the day!"*

**Figure 51:** Comment from a SAGES colleague on School lunch

We also host two weekly Pilates classes in the Sorby Room and Russell Meeting Room for approximately 15 Staff and PGRs (figure 52). The refurbished Sorby Room is a focal point for many of our activities including Arch, GES and CPCC seminars and School-led conferences, for example the Food Justice Conference in 2014. Off-site activities include SAGES-all invitations to our Archaeology Field Schools and research digs at Silchester and Pewsey.



**Before**



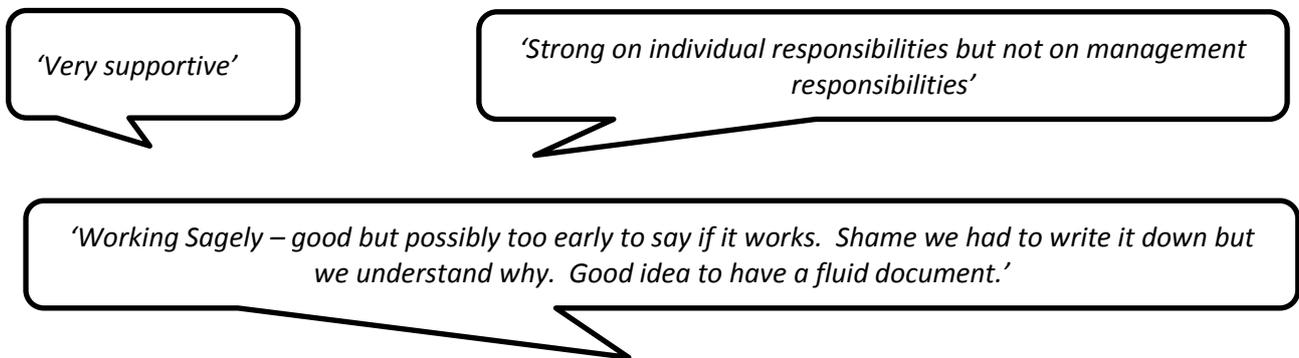
**After**

**Figure 52:** Sorby Room refurbishment before and after



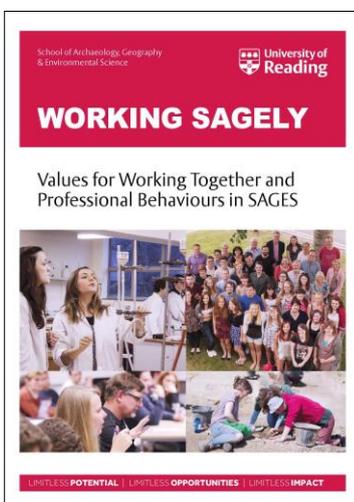
**Figure 53:** Pilates class taking place within the Sorby Room

The SDWC offers cross-School representation and opportunity for feedback (**BAP 1.1**). An important aspect of our ‘culture’ has been the development of the *Working Sagely: values for working together and professional behaviours in SAGES* document, with the themes of ‘responsibility and accountability’, ‘availability and collegiality’, ‘professionalism and respect’, and ‘responsible stewardship’ (figure 55) (**BAP 2.2**)



**Figure 54:** Feedback from staff on this document

The SDWC has led to a number of spin-off activities, including an annual cross-School project involving staff and students, in 2014/15 the theme was ‘Gender & Fieldwork’ and in 2015/16 it will be the ‘Green Impact Award’ (**BAP 1.1**). The Gender & Fieldwork programme included a mini-conference (table 22) attended by over 60 staff and students (see table, a fieldwork photograph competition with pictures displayed across SAGES (figure 56) and the SAGE(S) Advice blog to improve student and staff engagement with diversity issues, and raise the profile of research staff. There has also been an increase in the number of joint Arch and GES workshops on key themes such as ‘impact’.



**Figure 55:** *Working Sagely* document developed in 2014-15

School of Archaeology, Geography & Environmental Science 

**THE ANNUAL NORMA WILKINSON LECTURE & CONFERENCE ON GENDER AND FIELDWORK**



**Gender & Fieldwork Conference**  
**29th April 13.30 - 19:00**  
**Henley Business School, G11**

13:30 Introduction  
 13:45 Panel Discussion  
 15:00 Coffee and Fieldwork Photograph Competition  
 15:30 Group Discussions  
 16:15 Summary and Closing Remarks  
 17:00 Norma Wilkinson Lecture  
 18:00 Drinks Reception

Place at the Conference, register in the Archaeology and GES department offices, or rm124, Weger. Place at the Norma Wilkinson lecture please email: reading.ac.uk or via www.reading.ac.uk/events or telephone 0118 3786718

**a** **S. POTENTIAL | LIMITLESS OPPORTUNITIES | LIMITLESS IMPACT**



**Figure 56:** **a:** Conference programme; **b:** Overall winning photograph from the School’s Gender & Fieldwork competition taken by a second year undergraduate student. ‘Two best friends enjoying fieldwork in the Mount Teide caldera, Tenerife.’; **c:** Group discussions taking place during the Gender & Fieldwork Conference.

| Gender & Fieldwork Conference |        |   |   |
|-------------------------------|--------|---|---|
| Speaker                       | Gender | Role/Institution  | Subject Area  |
| <b>Sophie Bowlby</b>          | F      | <i>Visiting Research Fellow University of Reading</i>               | Researching feminist geographies of mobility & disability and care & friendship. <u>Voted one of 7 most influential female geographers in the last 100 years by the RGS-IBG</u> |
| <b>Gill Hey</b>               | F      | <i>Chief Executive Officer Oxford Archaeology</i>                   | University of Reading alumni (History and Archaeology)  |
| <b>John Carson</b>            | M      | <i>Postdoctoral Research Assistant, Geography and Environmental</i> | Researching Holocene vegetation and climate in the Neotropics   |

|                      |   |   |  |
|----------------------|---|---|--|
|                      |   | <i>Science</i>  |  |
| <b>Amanda Clarke</b> | F | <i>Director of the Archaeology Field School, University of Reading</i>        | Archaeological Field Methods and Techniques  |
| <b>Sophie Webb</b>   | F | <i>Soil surveyor and scientist, Reading Agricultural Consultants,</i>         | University of Reading alumni (MSc Environmental Management 2011)   |
| <b>Nick Branch</b>   | M | <i>Head of Department of Geography and Environmental Science</i>              | Associate Professor in Palaeoecology   |
| <b>Natalie Clark</b> | F | <i>Project Manager UK Environmental Observation Framework (UKEOF)</i>         | Works to improve coordination of the observational evidence needed to understand and managing the changing natural environment |
| <b>Ruth Harris</b>   | F | <i>University of Reading Environmental &amp; Sustainability Co-ordinator,</i> | University of Reading alumni (Environmental Science MEnvSci).  |

**Table 22:** Speakers for the Gender & Fieldwork mini-conference

We recognise that cultural change is a marathon and not a sprint, we have developed a set of actions for our 2015-18 Silver award to realise the benefits of the many practical and physical shifts within the School as a result of our Bronze award (**BAP 1.1, 1.4, 2.1, 2.2, 2.3, 2.5, 4.2**). For example, in 2011, the staff survey revealed that less than 40% of staff could achieve a satisfactory work-life balance. In 2015 it is 65%. Through our SDWC, we will continue to develop initiatives to maintain our friendly and inclusive culture and increase staff wellbeing.

| <b>Silver Actions 2015-18</b> |  |
|-------------------------------|--|
| 1.1                           | Rename the SDWC with Diversity and Wellbeing Committee; renew the terms of the SDWC in order to strengthen the remit; and look at the make-up of the committee with respect to intersectionality |
| 2.2                           | Identify further PGR leadership opportunities within both Departments, for example seminar organisation and PGR students to lead organisation of the SAGES PGR Conference                        |
| 2.3                           | Host a workshop for PGRs and staff on academic life and being an academic  |
| 2.19                          | Create space for UG students in GES  |
| 2.20                          | Create short, friendly online guidebook about SAGES in consultation with PGR, PGT and UG groups, including local information on seminars, staff and societies                                    |
| 3.2                           | Celebrating success emails to reflect diversity of success types   |
| 3.4                           | Ensure all webpages and noticeboards for the School reflect the diversity of the School, and if not change them  |
| 3.5                           | Continue and grow newsletter(s) for School and Departments   |
| 8.1                           | Conduct Departmental focus group evaluations of the Working Sagely document  |
| 8.2                           | Reproduce Working Sagely ideas in different forms to ensure Working Sagely becomes embedded, for example reinforcing key messages during PDRs, host mini-conference                              |

|     |   |
|-----|---|
|     | on 'gender and diversity' with a strong working sagely angle  |
| 8.3 | Host half-day 'Wellbeing' conference for staff and students to encourage open discussion of wellbeing issues, family leave and flexible working   |
| 8.4 | Encourage people to add 'availability statements' to emails, nominate office hours on doors and via Blackboard, and inform Department teaching office so information can be displayed on Departmental plasma screens                  |
| 8.5 | Develop guidance on email use, specifically that staff are not expected to read/respond to emails over evenings and weekends  |
| 8.6 | Increase number of staff only and staff and PGR social activities in Departments and cross-School, and implement cross-school working group of staff and students around annual project, for example 'Green Impact Award' for 2015/16 |
| 8.7 | Develop a diary of in-School and University activities and events (incl. pilates) for staff and students to attend beyond formal meetings   |

(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.

As a result of our Bronze Award (**BAP 2.4**), outreach is accounted for within the non-academic section of the SAGES WLM, and is monitored every 6 months via our research reporting function. Major outreach activities are eligible for additional discretionary points. Examples of outreach activities include Dr Sally Lloyd-Evans hosting a group of 6<sup>th</sup> form students from a local school who did not consider university to be an option for them and the 'Long Way from Home: Diaspora Communities in Roman Britain' project Dr Hella Eckardt, Dr Mary Lewis and Dr Gundula Mueldner developed a teaching resource for Key Stage 2 (aimed at both teachers and children) entitled Romans Revealed.

In light of REF 2014 and plans for REF 2020, 'outreach' and 'impact' have become increasingly important within our School. In 2015 'Impact Champions' were appointed in both departments: 1F/1M in Archaeology, and 2F in GES. We find it useful to consider 'impact' in this section of our Silver Award as this is a pressing time commitment. Our workload model now incorporates 'impact' (**BAP 2.4**).

## 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.

Since we received our Bronze award, 6 members of SAGES staff have taken maternity leave. All 6 colleagues have returned to work. In order to maintain this return rate, we will continue our current actions in this area as outlined in section 'b.ii.', as well as respond to staff feedback in this area.

| Year    | Staff on maternity leave | Staff returning after maternity leave | Maternity leave rate |
|---------|--------------------------|---------------------------------------|----------------------|
| 2011-12 | 1                        | 1                                     | 100%                 |
| 2012-11 | 3                        | 3                                     | 100%                 |
| 2013-14 | 1                        | 1                                     | 100%                 |
| 2014-15 | 1                        | 1                                     | 100%                 |

**Table 23:** SAGES maternity return rate

(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.

Since 2011, 3 members of SAGES staff have taken 2 weeks of paternity leave each. Whilst there have been no requests for adoption or parental leave in the period under review here, we have addressed the recent changes in the law regarding shared leave and consulted with a colleague who has experience of adoption leave in a previous job in order to inform our *SAGES Family Leave Good Practice Guide* (discussed more fully in section 'b.ii' below) (**BAP 2.6**). We are working with the University AS Steering Group to share good practice in this area so that we are able to actively support any colleague in the future.

| Year    | Grade 6 staff on paternity leave | Grade 7 staff on paternity leave | Grade 8 staff on paternity leave | Professorial staff on paternity leave | Total |
|---------|----------------------------------|----------------------------------|----------------------------------|---------------------------------------|-------|
| 2011-12 | 0                                | 0                                | 0                                | 0                                     | 0     |
| 2012-13 | 0                                | 0                                | 0                                | 0                                     | 0     |
| 2013-14 | 1                                | 0                                | 0                                | 0                                     | 1     |
| 2014-15 | 0                                | 1                                | 1                                | 0                                     | 2     |

**Table 24:** SAGES uptake of paternity leave by grade.

(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.

Two female academic staff and one female research staff have formal (contractual) flexible working arrangements to assist with childcare responsibilities (two arranged at the time of interview, and the third on return from maternity leave). No additional formal applications for flexible working arrangements have been made since 2011. Instead, there is a greater focus in SAGES on arranging informal flexible working arrangements on an annual basis (see section b below). This allows greater flexibility since availability can be revised every 12 months (for example to take account of a change from nursery to School hours). This system does not, however, preclude or discourage any staff member from applying for formal flexible working arrangements.

| <b>Silver Actions 2015-18</b> |   |
|-------------------------------|---|
| 8.15                          | Formalise system of flexible working (specifically when colleagues have alerted professional support staff to being unavailable) to communicate opportunities |

**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.

The most recent staff survey revealed that 96% of respondents felt that flexible working was integral to career progression. To a certain extent, flexible working is not an issue for our academic staff because work hours are not fixed, and many staff can work from home when they choose. As a result we have few formal examples of flexible working. Some colleagues are involved in childcare duties, such as dropping children at school on certain mornings of the week. To accommodate these activities, SAGES adheres to University policy, and every year academic staff are required to complete a 'Lecturer Unavailability Form' in order to plan teaching. Staff indicate the hours they are unavailable to teach/carry out University business. These forms are reviewed by the HoS and HoDs, as schools cannot have more than 20% of their academic staff unavailable for teaching during the normal working week and must have at least 80% of their staff available to teach at 9.00am and between 4.00pm and 6.00pm each day. As an example for the academic year 2015/16, 21 members of staff (9 female and 12 male) identified times when they were unavailable. All requests for informal flexible working in 2015-2016 (table 21) were approved. Key administrative staff are also made aware of flexible working arrangements and meetings are not timed to coincide with this.

| Department  | Gender | FTE    | Contractual | Number |
|-------------|--------|--------|-------------|--------|
| Archaeology | Male   | 1.0FTE | Informal    | 3      |
| GES         | Female | 1.0FTE | Contractual | 2      |
| GES         | Female | 1.0FTE | Informal    | 6      |
| GES         | Female | 0.8FTE | Informal    | 1      |
| GES         | Male   | 1.0FTE | Informal    | 9      |

**Table 25:** SAGES flexible working arrangements for academic staff by gender, department and formal/informal in 2015/2016.

We have sought to raise the profile of flexible working opportunities through our induction packs for new staff, the *Working Sagely* document (**BAP 2.2**), and during PDR and IRP meetings.

| Silver Actions 2015-18 |   |
|------------------------|---|
| 8.15                   | Formalise system of flexible working (specifically when colleagues have alerted professional support staff to being unavailable) to communicate opportunities |
| 8.16                   | Document examples of good flexible working practice on the SAGES webpages   |

(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.

Since our Bronze Award (**BAP 2.6**), we have a *SAGES Family Leave Good Practice Guide* that is available to all staff via SID. The *Guide* was written in consultation with six staff members recently returned from parental leave (including Dr Liz Shaw (our 2011 case study) and two male colleagues with experience of paternity and adoption leave), as well as feedback from the SDWC, and highlights the support available beyond the University’s official leave policy package. HR were so impressed with this initiative that they are using our *Guide* and consulting with other Schools to develop a more easily accessible University-wide Family Leave document.

Staff have a joint meeting with their HoS and HoD prior to leave, a mentor is assigned to cover the period of maternity leave and one year after returning to work, staff chose whether to remain on email lists or be removed.

University maternity leave provision only covers teaching and does not take into account research and administration responsibilities. It was therefore agreed in 2013 that the School would fund 0.2FTE additional maternity replacement cover to reduce pressure on departmental colleagues.

Staff assistance to achieve a suitable work-life balance on their return include a ‘return to work’ interview with the HoS to consider opportunities for additional support such as mentoring (both within the School and if required via Justin Hutchence who oversees the mentor programme for the University), study leave or ‘light term’, for example one colleague was granted study leave upon her return in order to enable her to re-establish her research after maternity leave; and KIT days for research in order for female staff to maximise their career progression during leave.

Notwithstanding the significant progress we have made in this area, findings from the recent staff survey reveal that 43% of all staff who responded, and 41% of female respondents, felt that 'taking maternity/extended family leave would damage their career'. Our Silver award action plan reflects the need for a more open discussion of family leave and what it means in SAGES, as well as Higher Education more widely.

| <b>Silver Actions 2015-18</b> |   |
|-------------------------------|---|
| 8.3                           | Host half-day 'Wellbeing' conference for staff and students to encourage open discussion of wellbeing issues, family leave and flexible working                             |
| 8.8                           | Develop SAGES Family Leave document to include other caring responsibilities beyond children  |
| 8.9                           | Communicate guidelines in friendly language for what to do if 'sick' or taking annual leave to support staff and line managers to carry out required actions to manage this |
| 8.10                          | Identify examples of good practice regarding leave of all kinds and include them on the website to make this visible to staff   |
| 8.11                          | Monitor effectiveness of communication and management in recent family leave cases to support future cases  |
| 8.12                          | Develop forms for meetings between staff and line managers preparing to take family leave in order to ensure nothing is missed  |
| 8.13                          | Mentoring staff who return from planned/unplanned leave   |
| 8.14                          | Develop guidance for PGR community who may require family leave during their studies ahead of time to help supervisors and SDPS   |

## 5. Any other comments

Please comment here on any other elements which are relevant to the application, e.g. other STEM-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.

### ***Diversity and Wellbeing Committee***

The SDWC (**BAP 1.1**) is being renamed the Diversity and Wellbeing Committee in 2016, reflecting: the University's two new Deans for Diversity and Inclusion; discussions and debate from the School's Gender & Fieldwork event; and its wider remit within the School.

### ***Institutional Changes: Professional, Support and Technical Staff***

Professional, Support and Technical staff have always been represented on the SDWC. It was decided by the SDWC and the SAT that we should submit the Pre-May 2015 AS application due to a number of significant changes taking place within the University with respect to this staff group: there have been opportunities to apply for voluntary severance, and the possibility of compulsory redundancies has been raised. The University has taken the decision that Professional, Support and Technical staff will now be managed centrally. To support colleagues during this unsettling and difficult transition period: line managers have made themselves available to answer queries and offer support, and run briefing sessions; SAGES has supported staff to attend University consultations and workshops; the restructuring process has been a standing item on the SDWC agenda; and both the incoming and outgoing Heads of School have prioritised supporting staff.

### ***Bridging the Natural/Social Sciences and the Arts and Humanities***

SAGES welcomed the changes to the AS Charter in May 2015 with the inclusion of non-science disciplines. We are a School comprising a novel mix of natural scientists, social scientists and humanities scholars. We have always taken an inclusive approach recognising the importance of AS issues to staff and students across our School regardless of their disciplinary background.

### ***Developing Networks on Diversity and Wellbeing Beyond SAGES***

In order to embed Athena SWAN in all aspects of our work and broaden staff engagement (**BAP 1.1**), in 2014, we launched the SAGE(S) Advice blog (<http://blogs.reading.ac.uk/sages-advice-fieldwork-gender-careers/>). The working group on 'Gender & Fieldwork' felt there was a need for an informal space to share our experiences of fieldwork, address issues of gender, and support our students as they graduate (figure 57). The site features regular blog posts from staff and students (undergrads and postgrads), on topics ranging from 'Fieldwork and Empowerment' to 'Three PhDs and a lot of Club Orange: Adventures on an Irish Peat Bog,'. The blog has also included links to relevant news items, journal articles, other blogs, and as a School we have taken part in social media trends such as the #distractinglysexy photographs (figure 58).

The blog has: been a hugely successful method of communicating with staff and students across the School; increased awareness/the profile of fieldwork activities and individuals; contributed to the debate within the School about gender issues; and enhanced collegiality. Since starting in October 2014 the blog has received on average 612 external views per month. The number of views on the blog and the energetic contributions from colleagues and students marks this activity as a real achievement for our School. It will continue under the auspices of the SDWC.

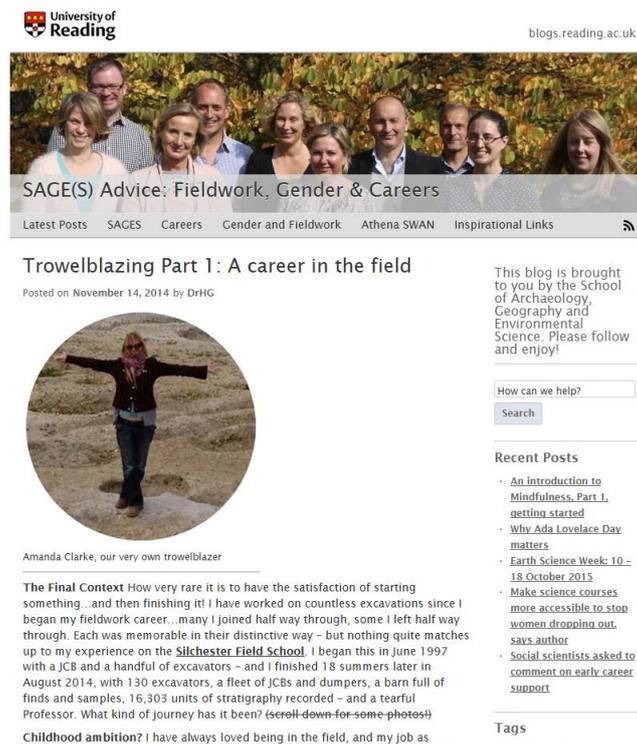


Figure 57: Screenshot of our SAGE(S) Advice Blog



Figure 58: Posted on SAGE(S) Advice: Environmental Science students falling in love AND working

| Silver Actions 2015-18 |   |
|------------------------|---|
| 1.1                    | Rename the SDWC with Diversity and Wellbeing Committee; renew the terms of the SDWC in order to strengthen the remit; and look at the make-up of the committee with respect to intersectionality  |
| 1.3                    | Support Athena SWAN champions to maintain their involvement in University level committees on Diversity and Equality in order to share good and best practice, in particular leading on equality and fieldwork practice/training across Reading and via the Royal Geographical Society (with IBG) Athena SWAN Community of Practice |
| 1.7                    | Continue to work closely with line managers during the Professional, Support and Technical Staff transition   |
| 3.7                    | Maintain SAGE(S) Advice blog  |

## 6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website. The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

### Appendices attached after case studies:

|                   |  |
|-------------------|--|
| <b>Appendix 1</b> | <b>SAGES 2015-18 Silver Award Action Plan</b>  |
| <b>Appendix 2</b> | <b>SAGES 2011 Revised Bronze Award Action Plan</b> (re-drafted in line with reviewer comments and new team leading on SDWC and Athena SWAN – 2013 onwards) |

## 7. Case study: impacting on individuals

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

Removed for privacy reasons

