



Athena SWAN Bronze department award application

Name of university: University of Hertfordshire

Department: School of Engineering and Technology

Date of application: April 2016

Date of university Bronze SWAN award: November 2014

Contact for application: Professor Reza Sotudeh, Dean of School

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

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Dr Ruth Gilligan
Athena SWAN Manager
Head of Equality Charters
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

29th April 2016

Dear Dr Gilligan

I am delighted to be writing in support of this resubmission of our Athena SWAN Bronze application. I firmly believe that this application demonstrates our collective commitment to gender equality and the advancement of all staff and students irrespective of their backgrounds or gender. Feedback from our first submission has been of great benefit to us and the process has enabled us to re-examine where we need to place greater attention and guide us in our efforts to improve.

Since 2014, we have continued to implement actions, and I am delighted to see change. The increase in our staff survey response rate (39% in 2014 to 60% in 2015) shows greater School engagement with Athena SWAN. Comparative results from the surveys demonstrates positive change, an example being an increase in the understanding of the promotion process: 65.2% of survey respondents agreed they understood the process in 2015, vs 43.3% in 2014. We have also extended our consultations with female students and established a Women in Engineering network, proven to be valuable in highlighting the needs of our students; an example of a recent change based on consultations was ensuring that there is never one single woman in a working group.

While I am delighted with these changes, I am also aware of the fact that we are only at the start of our journey and have identified areas for further attention, which include:

- Attracting more female staff and student applicants
- Reaching out to a wider range of applicants (including parents/carers and part-time students)
- Increasing the pipeline into higher managerial and research roles for women.

We have already implemented a number of initiatives that I anticipate will improve our position in the coming year but also further strengthens our long term position. Our current practices of enabling working at home, having a system for requesting flexible working and timetabling, as well as access to the excellent University facilities such as the nursery, upcoming promotion workshops and support networks, provide great benefits to our staff. We are working within an Institution committed to equality and diversity, evidenced in its successful 2015 Race Equality Charter Mark application, and its robust Athena SWAN infrastructure, which includes institutional-wide Athena SWAN Self-Assessment meetings, an active University Women in STEMM Network and a newly founded Athena SWAN Champions Network, all of which are attended by our School Athena SWAN Champion to ensure links between institutional and School-level activities.

Our support of the East of England Engineering Education Scheme and the Institution of Engineering and Technology Faraday Challenge event helps highlight to young people the positive impact engineering has on society and promote engineering to girls. We are promoting the same ethos to the Institution of Mechanical Engineers and the Royal Aerospace Society by training and nominating our female staff to join their local committees.

I hope this resubmission demonstrates our ongoing commitment to removing gender barriers and supporting our female colleagues, and all colleagues in the School, to achieve their aspirations.

Yours sincerely,

A handwritten signature in black ink that reads "R. Sotudeh". The signature is written in a cursive, slightly slanted style.

Professor Reza Sotudeh

494 words excluding addresses, salutations and signature

Glossary

| | |
|------------------|--|
| Aero | Aerospace |
| AM | Academic Manager |
| AS | Athena SWAN |
| Auto/Mech | Automotive/Mechanical |
| CPD | Continuous Professional Development |
| EC | European Commission |
| ECR | Early Career Researcher |
| ELE | Electronic Engineering |
| EngD | Doctorate in Engineering |
| ENT | School of Engineering and Technology |
| HE | Higher Education |
| HEFCE | Higher Education Funding Council for England |
| HEIDI | Higher Education Information Database for Institutions |
| HR | Human Resources |
| IAG | Industrial Advisory Group |
| IET | Institution of Engineering and Technology |
| IMechE | Institution of Mechanical Engineering |
| KIT | Keeping In Touch |
| LGBT | Lesbian, Gay, Bisexual, Transgender |
| LTG | Learning and teaching Group |
| MRAG | Marketing Recruitment and Admissions Group |
| PG | Postgraduate |
| Prizes | Prizes Committee |
| Prog Tut | Programme Tutors |
| PSG | Projects Steering Group |
| QR | Quality-Related |
| RAes | Royal Aerospace Society |
| RDF | Researcher Development Framework |
| RFG | Research Focus Group |
| RTA | Research Time Allocation |
| SAC | School Academic Committee |
| SAT | Self-Assessment Team |
| SEG | School Executive Group |
| SGL | Subject Group Leaders |
| STEMM | Science, Technology, Engineering, Mathematics and Medicine. |
| Trans | Transgender |
| UG | Undergraduate |
| UH | University of Hertfordshire |
| WEG | Working Environment Group |
| WES | Women's Engineering Society |

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

- 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 Engineering and Technology (ENT) self-assessment team (SAT), Chaired by the Dean, was formed in May 2014. The Athena SWAN (AS) Champion, Susan Murray, represents the School on the University AS SAT and is a member of the central AS Champions Network. Her involvement in these committees establishes a solid link between School and University-level AS activities.

SAT members cover a range of life, study and career experiences (Table 1). Membership includes both staff and students across the school and relevant central stakeholders. However, to represent professional and technical staff, adjustments to the SAT membership are required.

(Action 1.)

The Dean and Associate Deans are members of the School Executive Group (SEG) thus facilitating dialogue and implementation of identified actions. AS exists as a standard agenda item on SEG. The AS Champion attends SEG to update the group. **(Action 2.)**

The SAT consists of 6 males (43%) and 8 females (57%). In our original Bronze submission, we considered it important to encourage more men to join, and as a result of action taken by increasing awareness across the school, have increased male representation from 3 to 6.

In April 2015, 4 working groups were formed (staff data; staff survey; student data; consultations/focus groups), each with a main lead for coordination of activities.

Table 1 SAT members

| Name | Role (Athena SWAN) | Role (School/University) | Work-life balance |
|-------------------------|--|---|--|
| Reza Sotudeh | Chair. | Dean. | Strong empathy with global educational agenda; Master Scuba Diver. |
| Susan Murray | Champion; Deputy Chair; consultations/focus groups (lead). | PG Programme Tutor; STEM Ambassador; Alumna; ECR. | Parent, works flexibly; school-supported PhD. |
| Rodney Day | Staff Data (lead). | Associate Dean (Research and Commercial). | Parent, works flexibly to support daughter for elite level sport. |
| Christabel Tan | Student Data (lead). | Post-Doctoral. Member of University Researcher Development Working Group. | Parent, reduced hours to facilitate childcare. |
| Katerina Finnis | Staff Survey; Member of Institutional SAT; Chair of Champions Network. | Athena Swan Officer (University Equality Office). | Parent, works part-time, flexibly. |
| Joanna Rawska | Staff Survey (lead); student consultations. | Lecturer; alumna; School-supported PhD. Pilot License Tutor. | Parent, works flexibly. |
| Catherine Cashin | HR School Contact. | HR Business Partner. | Parent, works flexibly, full-time. |
| Salvatore Livatino | Student data. | Senior Lecturer; Leader of Research Team. | Works flexibly to facilitate childcare. |
| Rachel Cunliffe | Open day data. | Senior Lecturer; open day coordinator. | Full-time. |
| Ray Wilkinson | Staff data. | Subject Leader; Part-time PhD student. | Carer for wife. |
| Pandelis Kourtessis | Student data (PGR). | Reader; Research Cluster Lead. | Parent, works flexibly. |
| Viktorija Karciauskaite | PGT Student representative. | MSc student; completed UG course at UH. | Single, gained bursaries to support studies and works to supplement costs. |
| Nathan Counsell | PGR Student representative. | PhD student; interest in developing student-led mentoring scheme. | Engaged, works alongside studies to support family. |

- 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.

All ENT staff were notified of the ethos of AS and invited to become actively involved via email at the start of our journey. AS continues to be promoted via the School newsletter, at away-days (August 2014, 2015), staff fora, and ENT webpages reviewed periodically (**Action 3**).

AS activities have continued to develop since our first submission. Since November 2014, we have had 13 SAT meetings complemented by sub-group meetings and other AS-related activities. We have continued the self-assessment process, identified new actions based on new data, and ensured that actions are being implemented.

Quantitative data (staff/student) collected centrally with support from the University of Hertfordshire (UH) SAT team, complemented a revised version of the School staff survey (originally disseminated July 2014) launched in October 2015. The response rate increased from 39% in 2014 to 60% in 2015, achieved by increasing awareness at staff fora and championing by SAT members. This reflects increased staff engagement across the School. The new survey, which contained a wider range of questions, explored staff perceptions of ENT culture, including flexible working, opportunities for promotion/development, and identified issues requiring action. Where direct comparisons between surveys are possible, these are discussed. We are delighted that 79% of respondents (34 staff) were male (an increase from 22 in 2014) and 20.9% (9 staff) were female (an increase from 6 in 2014).

Consultations with female UG/PG students:

- In 2014 we initiated steps to consult with female UG students (focus groups), to understand their experiences of studying in ENT, and identify areas for improvement. We have since extended consultation to PG students and established a *Women in Engineering Network* to understand the experiences of female students, establish new actions and make students more aware of AS:
 - May 2015: focus group (14 UG); asked to identify 3 'good' things and 3 barriers relating to being a woman engineer.
 - January 2016: focus group (4 UG, 4 PG); discussed barriers to success.
- March 2016: we initiated a rolling programme of interviews with women on our new *Biomedical Engineering* course to explore issues relating to study, future careers.
- January 2016: our female *Pilot Studies* tutor established coffee mornings for Pilot Studies students to identify issues and plan for career development.
- October 2015: the Associate Dean (Research) and AS Champion established a *Women in Research* group for female PhDs (met January and March 2016) to explore specific needs for this cohort.

Minutes from SATs are stored on a UH-wide AS SharePoint. Our Champion is a member of the UH *AS Champions Network* launched in November 2015 which, attended by all UH Champions, provides support to new Champions, a space for Champions to share ideas and enhances the AS Community at UH.

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

The SAT will meet quarterly to report on actions and consider new actions. The AS Champion will report progress against the action plan to SEG and maintain links with UH AS activities. The Dean will oversee the implementation of the action plan and a review of working groups will take place.

Actions (the self-assessment process)

Action 1: Recruit technical/professional staff onto SAT

Action 2: AS will continue to be a standard item on School Executive Group (SEG) attend by AS champion

Action 3: Continue to promote AS within the School and review webpages periodically.

935 words

3. A picture of the department: maximum 2000 words

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

ENT, one of five STEMM Schools within UH, is one of the largest HE providers of professionally accredited engineering and technology degrees in the UK, with approximately 1560 Foundation Year, UG and PG students. In 2014-15 we had 72 academic/research staff (17% women), plus 21 administrative/technical staff (43% women). We recruited nine new staff from August 2015 to March 2016, three of whom are women.

Our programmes cover core engineering subjects (Mechanical, Aerospace, Automotive, Electronic and Manufacturing) with modern and innovative specialised pathways and awards. All Programmes are accredited by one, two or all three of the Institution of Engineering and Technology (IET), Institution of Mechanical Engineering (IMechE), and the Royal Aerospace Society (RAeS) which uniquely identifies us with professional standing in three major industry sectors (Electrical/Electronics, Aerospace and Automotive/Mechanical).

ENT has four Associate Deans the newest of which (appointed March 2016) is female. ENT has moved from having six subject groups to four Divisions (Electronic, Communications and Electrical; Manufacturing, Materials and Biomedical; Aeronautical and Space technology; Automotive, Mechanical and Mechatronics), each with a Division and Deputy Head. We hope this structure will help junior colleagues obtain experience in management.

- 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.

Foundation courses, run by local partner colleges, are linked to ENT for one year with progress into undergraduate programmes. The proportion of women has stabilised over the last three years, albeit at a lower level than in 2012/13 (Table 2). Benchmarking data (Equality in HE Statistical Report 2015) shows that women constitute 9.2% of students on ‘other undergraduate’ programmes (including foundation degrees), similar to our current 9% (Fig 1). We included a fourth years’ data showing that the proportion of women is not decreasing. To increase female numbers, we will raise numbers at associate colleges to feed into UH (**Action 4**).

Table 2. Student numbers on Foundation Degrees at Associate Colleges

| Year | Female | Male | Total | %Female/Total |
|-----------|--------|------|-------|---------------|
| 2012-2013 | 9 | 83 | 92 | 10% |
| 2013-2014 | 8 | 81 | 89 | 9% |
| 2014-2015 | 5 | 66 | 71 | 7% |
| 2015-2016 | 6 | 63 | 69 | 9% |

- (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.

Following feedback from the original submission, student data has been disaggregated by subject: Aerospace (Aero), Automotive/Mechanical (Auto/Mech), Electronic Engineering (Elec). We have benchmarked data against the HE 2015 statistical report and the Higher Education Information Database for Institutions (HEIDI).

In 2014-15, 8% of our full-time UG student body, and 7% of our UG part-time student body, was female. While the full-time percentage has remained constant over the 3-year period, part-time numbers have seen a 2% decline (7% to 5%) (Table 3).

In comparison to national data, 14.4% of First Degree Engineering and Technology students were female. A breakdown into subject areas provides a more informative picture: nationally (HEIDI) there are fewer females in Aerospace (11%), Automotive/Mechanical (8%) and Electronic and Electrical Engineering (11%) and is comparable with our

demographic when broken down into subjects. In 2014/15, 11.6% of our **ELE** students were female. While this compares favourably to the national picture, it is still a decline from our own 2013/14 figures: 15.5% were female (note male students also decreased). Looking at our other subjects, we are slightly below HEIDI national averages, although we are pleased to note an increase in female representation each year. While female representation on **Aero** was 10% in 2013/14, slightly lower than the 11% benchmark, it has increased from 8% the previous year, and remains at 10% for 2014/15. While female representation on **Auto/Mech** is lower than the 2013/14 benchmark figure (8%), we have seen an increase from 3% in 2012/13 to 5% in 2014/15 (Table 3).

We have initiated actions to increase female numbers. In 2014/15 we validated our Bio-medical Engineering UG course, led by a female colleague, which currently has 78% female students. We have started consulting with the female Bio-medical students to explore support and further needs they may have. Feedback from interviews carried out to date suggests they feel supported and part of a cohort: *“I like the course a lot. I like how staff are attentive to us. If I need help, tutors are there. Everyone is trying to help each other. I feel supported...part of a group”*.

We believe this course has the right ingredients to attract female candidates and intend to promote its features across our programmes wherever possible. We will use interview feedback for future marketing and ensure that marketing materials for all courses consider the needs of all applicants including underrepresented groups (**Action 5**).

The importance of female presence at open days has been highlighted by parents with daughters. Female Engineers have been approached by parents asking what it is like being a female engineer. We ensure there is strong female presence at open days and many demonstrations (e.g. flight simulator, wind tunnel) and subject talks are carried out by women. We appoint higher proportions of female student ambassadors for student tours and we offer drop-in sessions with a female member of staff to prospective students that require a one-to-one session with a female Engineer. All open/applicant day activities are considered within the workload. We will continue to ensure we have strong female presence and provide a female contact for prospective students (**Action 6**).

Table 3 UG Full-time and Part time by subject area

Note *= 2014-15 Benchmarking not available

| Subject | Year | FT/PT | Female | Male | Total | % Female/Total | % Female Heidi benchmarking |
|-----------|-----------|----------------------|--------|------|-------|----------------|-----------------------------|
| Aero | 2012-2013 | Full-time & Sandwich | 36 | 408 | 444 | 8.1 | 11% |
| | | Part-time | 1 | 26 | 27 | 3.7 | |
| | 2013-2014 | Full-time & Sandwich | 45 | 414 | 459 | 9.8 | 11% |
| | | Part-time | 1 | 28 | 29 | 3.4 | |
| | 2014-2015 | Full-time & Sandwich | 49 | 454 | 503 | 9.7 | * |
| | | Part-time | 3 | 30 | 33 | 9.1 | |
| Auto-Mech | 2012-2013 | Full-time & Sandwich | 16 | 581 | 597 | 2.7 | 8% |
| | | Part-time | 4 | 71 | 75 | 5.3 | |
| | 2013-2014 | Full-time & Sandwich | 21 | 605 | 626 | 3.4 | 8% |
| | | Part-time | 5 | 66 | 71 | 7.0 | |
| | 2014-2015 | Full-time & Sandwich | 29 | 554 | 583 | 5.0 | * |
| | | Part-time | 3 | 54 | 57 | 5.3 | |
| Elec | 2012-2013 | Full-time & Sandwich | 45 | 242 | 287 | 15.7 | 11% |
| | | Part-time | 1 | 12 | 13 | 7.7 | |
| | 2013-2014 | Full-time & Sandwich | 39 | 212 | 251 | 15.5 | 11% |
| | | Part-time | 1 | 16 | 17 | 5.9 | |
| | 2014-2015 | Full-time & Sandwich | 19 | 145 | 164 | 11.6 | * |
| | | Part-time | 2 | 13 | 15 | 13.3 | |

- (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.

2014-15 saw an increase in female/male ratio of students on PGT Aerospace programmes (an increase in 3 women from 0 in 2013-14). Female representation in 2014-15 was 25%, sitting comfortably above benchmark for previous years (13% and 15%) (Table 4). We see a slight decline in female representation on postgraduate Auto/Mech courses, although female representation for 2014-15 (16.7% part-time) is above the benchmark for previous years (11%). There has been an increase in women on our ELE PGT programmes since 2013-14 (from 4 to 8) and our female representation for 2014-15 at 20% is above benchmark for 2012/13 and 2013/14 (18%).

In December 2015, ENT was successful in its bid to HEFCE to pilot an Engineering conversion masters. The bid was based on the programme design being attractive to graduates from STEMM subjects (physics, chemistry, biotechnology, pharmacy) with a large proportion of females compared to mainstream engineering disciplines (**Action 7.**)

Table 4 PGT Full-time and Part-time by subject area

Note *= 2014-15 Benchmarking not available

| Subject | Year | FT/PT | Female | Male | Total | % Female/Total | Heidi Benchmarking |
|-----------|-----------|----------------------|--------|------|-------|-------------------|-----------------------|
| Aero | 2012-2013 | Full-time & Sandwich | 2 | 9 | 11 | 18.2 | 13% |
| | | Part-time | 0 | 6 | 6 | 0.0 | |
| | 2013-2014 | Full-time & Sandwich | 0 | 10 | 10 | 0.0 | 15% |
| | | Part-time | 0 | 1 | 1 | 0.0 | |
| | 2014-2015 | Full-time & Sandwich | 3 | 9 | 12 | 25.0 | * |
| | | Part-time | 0 | 1 | 1 | 0.0 | |
| Auto-Mech | 2012-2013 | Full-time & Sandwich | 12 | 62 | 74 | 16.2 | 11% |
| | | Part-time | 0 | 13 | 13 | 0.0 | |
| | 2013-2014 | Full-time & Sandwich | 7 | 54 | 61 | 11.5 | 11% |
| | | Part-time | 0 | 10 | 10 | 0.0 | |
| | 2014-2015 | Full-time & Sandwich | 6 | 58 | 64 | 9.4 | * |
| | | Part-time | 2 | 10 | 12 | 16.7 | |
| Elec | 2012-2013 | Full-time & Sandwich | 10 | 65 | 75 | 13.3 | 18% |
| | | Part-time | 2 | 14 | 16 | 12.5 | |
| | 2013-2014 | Full-time & Sandwich | 4 | 37 | 41 | 9.8 | 18% |
| | | Part-time | 3 | 13 | 16 | 18.8 | |
| | 2014-2015 | Full-time & Sandwich | 8 | 32 | 40 | 20.0 | * |
| | | Part-time | 0 | 0 | 0 | - | |

- (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.

Research programmes include: EngD, PhD, MPhil, MSc by Research. We have started to see an increase in female applications for PGR Biomedical Engineering and have successfully recruited our first industry-sponsored female PhD student in this area.

In 2014-15, 20% of our PGR students were female (Table 5). While an increase from 11.8% in 2012-13, it is still below the national average (24.1%, 2015 HE report). It compares well with HEIDI benchmarking, which ranges from 16%-19%.

The increased proportion of female students in 2014-15 is due to an overall decrease in the number of enrolled students (10 in 2014-15, from 17 in 2013-14). The number of new female students enrolled in 2014-15 is the same as 2013-14.

Numbers of 'home recruited' UG students onto doctoral study have increased in recent years as a result of more QR funding being available and as a result of talks, introduced in 2014, to 3rd year students highlighting research as an option. 12 students are currently funded via QR (all UK/EU) of which 6 are match funded with companies (1 of which is female).

We have implemented actions to increase female PGR students. We are vocal about our AS involvement and our Researcher Development Programme at PG Open Days, have increased the presence of our research degrees at research portals (e.g. Find A PhD, Find an EngD) and female presence on our research webpages. Planned action includes:

- Review course descriptor language on webpages/research portals to ensure they are inclusive (**Action 8**).
- Continue talks to final year UG students on future research/career opportunities (delivered by females, considered on workload); schedule drop-in sessions with female staff (**Action 9**)

Table 5 PGR students

Note *Subject Area cannot be applied distinctly

| Year | Female | Male | Total | %Female/ Total | % Female HEIDI Benchmarking |
|---------|--------|------|-------|-------------------|--|
| 2010-11 | 0 | 13 | 13 | 0.0 | * |
| 2011-12 | 3 | 14 | 17 | 17.6 | Aero: 15% Auto/Mech: 18% Elec: 18% |
| 2012-13 | 1 | 8 | 9 | 11.1 | Aero: 16% Auto/Mech: 17% Elec: 19% |
| 2013-14 | 2 | 15 | 17 | 11.8 | Aero: 17% Auto/Mech: 18% Elec: 19% |
| 2014-15 | 2 | 8 | 10 | 20.0 | * |

- (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.

The female/male applicant ratio is gradually declining (10.4% in 2012/13 to 8.8% in 2014/15), (Table 6), this is compounded by an increase in male applicants the last two years. We have started to address this by introducing our Biomedical Engineering course and establishing actions (mentioned above) to attract more female applicants.

Table 6: Total UG Applications and ratio male to female

| UG Application | | | | | |
|----------------|-------|--------|------|----------|--------|
| Year | Total | Female | Male | % Female | % Male |
| 2012-2013 | 2867 | 299 | 2568 | 10.4 | 89.6 |
| 2013-2014 | 3050 | 287 | 2763 | 9.4 | 90.6 |
| 2014-2015 | 2978 | 261 | 2717 | 8.8 | 91.2 |

Analysis of undergraduate offers from applications, and acceptances from applications (Table 7) reveals a pattern: in many cases the proportion of women receiving offers from application are higher than/similar to men. This is a positive finding that women are not disadvantaged in the selection process. However, the acceptance rate for women is sometimes slightly lower, e.g. in 2012-13, 77.9% of female ELE applicants were offered a

place (vs 64.3% of males), 14.5% (vs 15.6% of males) accepted their offer. The pattern is similar each year for all subjects excluding Aero. This issue was discussed during SATs. Some colleagues suggested it could be due to females being ostensibly more prepared and having offers from more places, enabling them to be more selective. As ENT's reputation in Aero is strong, this could account for the higher proportion of female acceptances. We will explore this further (**Action 10**).

Table 7: UG Applications male to female by subject area

| Year | Subject | Gender | Application | Offers | Acceptance | Offers/ Application | Acceptance /Application |
|------|-----------|--------|-------------|--------|------------|---------------------|-------------------------|
| 2012 | Aero | Female | 52 | 43 | 16 | 82.7% | 30.7% |
| | | Male | 708 | 518 | 139 | 72.2% | 19.6% |
| 2013 | Auto-Mech | Female | 45 | 34 | 7 | 75.6% | 15.6% |
| | | Male | 1030 | 765 | 212 | 72.3% | 20.6% |
| | Elec | Female | 172 | 134 | 25 | 77.9% | 14.5% |
| | | Male | 628 | 404 | 98 | 64.3% | 15.6% |
| 2013 | Aero | Female | 86 | 66 | 19 | 76.7% | 22.1% |
| | | Male | 789 | 606 | 176 | 76.8% | 22.3% |
| 2014 | Auto-Mech | Female | 64 | 48 | 14 | 75.0% | 21.9% |
| | | Male | 1024 | 779 | 242 | 76.1% | 23.6% |
| | Elec | Female | 111 | 68 | 12 | 61.3% | 10.8% |
| | | Male | 617 | 308 | 96 | 61.6% | 15.6% |
| 2014 | Aero | Female | 32 | 26 | 9 | 81.3% | 28.1% |
| | | Male | 617 | 458 | 127 | 74.2% | 20.5% |
| 2015 | Auto-Mech | Female | 143 | 114 | 27 | 79.7% | 18.9% |
| | | Male | 1422 | 1071 | 301 | 75.3% | 21.2% |
| | Elec | Female | 59 | 45 | 13 | 76.3% | 22.0% |
| | | Male | 403 | 251 | 69 | 62.3% | 17.1% |

While the proportion of Aero PGT applicants accepting their offers is lower for females (a reverse of the pattern discussed above for UG applications), this changes in 2014-15 with a greater ratio of females accepting their Aero offers (Table 8). Auto/Mech reveals no discernible pattern, while fewer ELE females accept their offers. Due to low female numbers, it is not possible to reach any conclusions. We will monitor these figures.

Table 8: PGT Applications

| Year | Subject | Gender | Application | Offers | Acceptance | Offers/Appl ication | Acceptance/ Applications |
|-----------|---------------|--------|-------------|--------|------------|------------------------|-----------------------------|
| 2012 - | Aero | Female | 20 | 16 | 2 | 80.6% | 10.0% |
| | | Male | 130 | 84 | 15 | 64.6% | 11.5% |
| 2013 | Auto- Mech | Female | 41 | 28 | 5 | 68.3% | 12.2% |
| | | Male | 457 | 313 | 49 | 68.5% | 10.7% |
| | Elec | Female | 47 | 43 | 11 | 91.5% | 23.4% |
| | | Male | 223 | 167 | 43 | 74.8% | 19.3% |
| 2013 - | Aero | Female | 9 | 6 | 0 | 66.7% | 0 |
| | | Male | 99 | 57 | 14 | 57.6% | 14.1% |
| 2014 | Auto- Mech | Female | 56 | 32 | 3 | 57.1% | 5.4% |
| | | Male | 386 | 232 | 50 | 60.1% | 12.9% |
| | Elec | Female | 23 | 16 | 3 | 69.6% | 13.0% |
| | | Male | 172 | 125 | 35 | 72.3% | 20.2% |
| 2014 - | Aero | Female | 13 | 8 | 4 | 61.6% | 30.1% |
| | | Male | 79 | 52 | 9 | 65.8% | 11.4% |
| 2015 | Auto- Mech | Female | 49 | 33 | 9 | 67.3% | 18.4% |
| | | Male | 378 | 231 | 48 | 61.1% | 12.7% |
| | Elec | Female | 32 | 28 | 9 | 87.5% | 28.1% |
| | | Male | 204 | 153 | 42 | 75% | 20.6% |

PGR applications (Table 9) show a slight increase in female applications since 2012-13 (2 in 2012/13, to 5 in 2013/14, and 4 in 2014/15). In all years, a higher proportion of women are offered a place than men, though female numbers are low and do not facilitate straightforward gender comparisons. All women offered a place accepted.

Table 9: PGR Applications

| Year | Gender | Application | Offers | Acceptanc e | Offers/ Applicatio n | Acceptance /Applicatio ns |
|---------------|--------|-------------|--------|----------------|----------------------------|---------------------------------|
| 2012- 2013 | Female | 2 | 1 | 1 | 50.0% | 50.0% |
| | Male | 40 | 1 | 11 | 27.5% | 27.5% |
| 2013- 2014 | Female | 5 | 3 | 3 | 60.0% | 60.0% |
| | Male | 59 | 23 | 22 | 39.0% | 37.3% |
| 2014- 2015 | Female | 4 | 2 | 2 | 50.0% | 50.0% |
| | Male | 48 | 10 | 9 | 20.8% | 18.8% |

- (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.

Our female students consistently perform better (as a proportion of the cohort) in good degree classifications than men (Table 10); they also perform better nationally (ECU benchmarking for 2013/14): in 2013-14, 51% of our female students obtained a First (compared to 30.5% nationally). Our female students also achieve higher than the UH total. Despite this, we have noted an overall drop from 51% achieving a First in 2013-14 to 38% in 2014-15. While this is still above National (30.5%, 2013-14) and UH (19%, 2014-15) averages, we will monitor outcomes (**Action 11**).

Table 10 UG Degree classification by gender with 13/14 ECU benchmark and UH comparison

| | Gender | 1 st | 2:1 | 2:2 | 3 rd | Pass | Total |
|------------------|--------|-----------------|-----------|----------|-----------------|---------|-------|
| 2012-13 | Female | 10 (42%) | 9 (38%) | 2 (8%) | 1 (4%) | 2 (8%) | 24 |
| | Male | 110 (31%) | 141 (39%) | 76 (21%) | 15 (4%) | 16 (4%) | 358 |
| UH total | Female | 23% | 43% | 26% | 4% | 4% | 2583 |
| | Male | 20% | 40% | 28% | 7% | 5% | 2226 |
| 2013-14 | Female | 20 (51%) | 13 (33%) | 3 (8%) | 1 (3%) | 2 (5%) | 39 |
| | Male | 132 (33%) | 153 (38%) | 84 (21%) | 13 (3%) | 23 (6%) | 405 |
| ECU Benchmarking | Female | 30.50% | 44.20% | 21.20% | 4.20% | | |
| | Male | 27.60% | 41.30% | 24.40% | 6.80% | | |
| UH total | Female | 21% | 47% | 24% | 6% | 3% | 2371 |
| | Male | 22% | 41% | 24% | 6% | 6% | 2035 |
| 2014-15 | Female | 9 (38%) | 7 (29%) | 7 (29%) | 1 (4%) | 0 (0%) | 24 |
| | Male | 97 (27%) | 130 (36%) | 87 (24%) | 24 (7%) | 21 (6%) | 359 |
| UH total | Female | 19% | 47% | 26% | 6% | 3% | 2240 |
| | Male | 21% | 41% | 26% | 7% | 4% | 1921 |

Degree classification by subject (Table 11) indicates that UG females do well, with the majority of women from each subject obtaining a 'good degree'. Notably, in 2014-15 there was an increase in the proportion of women obtaining a First in Aero from the overall cohort of Aero students: from 11.1% (2013/14) to 38.5% (2014/15).

Interviews with Biomedical students and feedback from focus groups suggest female students feel supported and part of a cohort. This feeling of support will increase due to more established communication routes between students and tutors (e.g. private Pilot License coffee mornings launched January 2016; Women in Engineering Network established May 2015).

Table 11: UG Degree Classification by Subject (Aero, Auto/Mech, Elec) (% female by Total students)

| Subject | Year | Gender | 1 st | 2:1 | 2:2 | 3rd | Pass | Total |
|---------------|------|--------|-----------------|------------|-----------|-----------|-----------|-------|
| Aero | 2012 | Female | 4 (13.3%) | 3 (6.0%) | 1 (5.0%) | 0 (0%) | 1 (16.7%) | 9 |
| | - | Male | 26 (23%) | 47(42%) | 19 (17%) | 6 (5.4%) | 5 (4.6%) | 103 |
| | 2013 | Female | 4 (11.1%) | 1 (2.8%) | 0 (0%) | 0 (0%) | 1 (14.3%) | 6 |
| | - | Male | 32 (29.5%) | 35 (32.4%) | 26 (24%) | 3 (2.8%) | 6 (5.6%) | 102 |
| | 2014 | Female | 5 (38.5%) | 3 (23%) | 4 (30.8%) | 1 (7.7%) | 0 (0%) | 13 |
| | - | Male | 27 (29%) | 35 (37%) | 15 (16%) | 8 (8.5%) | 9 (9.6%) | 94 |
| Auto/ Mech | 2012 | Female | 2 (3.1%) | 2 (3.3%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 |
| | - | Male | 62 | 58 | 34 | 3 | 6 | 163 |
| | 2013 | Female | 6 (7.2%) | 0 (0%) | 2 (5.1%) | 0 | 0 | 8 |
| | - | Male | 77 | 69 | 37 | 3 | 13 | 199 |
| | 2014 | Female | 2 (3.1%) | 2 (3.3%) | 0 (0%) | 0 | 0 | 4 |
| | - | Male | 62 | 58 | 34 | 3 | 6 | 163 |
| Elec | 2012 | Female | 4 (3.9%) | 4 (3.9%) | 1 (0.97%) | 1 (0.97%) | 1 (0.97%) | 11 |
| | - | Male | 22 (21%) | 36 (35%) | 23 (22%) | 6 (6%) | 5 (4%) | 92 |
| | 2013 | Female | 10 (30.3%) | 12 (19.7%) | 1 (4.5%) | 1 (12.5%) | 1 (20%) | 25 |
| | - | Male | 23 | 49 | 21 | 7 | 4 | 104 |
| | 2014 | Female | 4 (15.4%) | 4 (10.0%) | 1 (4.2%) | 1 (14.3%) | 1 (16.7%) | 11 |
| | - | Male | 22 | 36 | 23 | 6 | 5 | 92 |

MSc Award results stem from a consideration of ENT's five MSc programmes (Aerospace Engineering, Automotive Engineering, Production and Manufacturing Engineering, Electronics). Numbers are too small to enable a meaningful gender comparison (Table 12). We did not identify any immediate concerns and will continue to monitor these figures annually (**Action 11**).

Table 12 MSc - All (% by Total)

| | | Distinction | Commendation | Pass | Total |
|-----------------|---------------|-------------|--------------|----------|-------|
| 2012-13 | Female | 2 (18%) | 6 (55%) | 3 (27%) | 11 |
| | Male | 18 (21%) | 52 (61%) | 15 (18%) | 85 |
| <i>UH Total</i> | Female | 20% | 48% | 32% | 718 |
| | Male | 19% | 44% | 37% | 646 |
| 2013-14 | Female | 1 (9%) | 7 (64%) | 3 (27%) | 11 |
| | Male | 20 (29%) | 35 (45%) | 17 (26%) | 66 |
| <i>UH Total</i> | Female | 19% | 46% | 34% | 708 |
| | Male | 19% | 40% | 41% | 633 |
| 2014-15 | Female | 1 (20%) | 3 (60%) | 1 (20%) | 5 |
| | Male | 17 (28%) | 35 (57%) | 9 (15%) | 61 |
| <i>UH Total</i> | Female | 20% | 38% | 43% | 613 |
| | Male | 21% | 41% | 38% | 583 |

Actions (students)

Action 4: Link tutor to ensure AS is being introduced and Championed across the College network.

Action 5: Complete interviews with Biomedical Students and use feedback to inform marketing materials.

Action 6: Continue to have a strong female presence at Open Days, communicate to prospective students the achievements of our female students and provide them with a female staff contact.

Action 7: Launch of Engineering Conversion Masters.

Action 8: Review the language used on course descriptors on webpages and research portals to ensure they are inclusive.

Action 9: Continue to deliver talks to final year UG students on future research/careers opportunities and provide one-to-one drop-in sessions with female staff.

Action 10: Survey applicant reports (of females that do not accept; and of new female UG that do accept) for Sept 2016 entry by subject.

Action 11: Continue to monitor staff and student numbers (including grades and degree classification) by gender.

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

The Proportion of women in ENT has remained broadly constant over the past 4 years (Table 13). Areas covered are: Automotive/Mechanical, Aerospace, and Electrical and Electronics Engineering. We have used the composite ECU national benchmark of 16.4%, broadly consistent with ENT 16.6% in 2015 and 16.8% in 2014.

Table 13 Overall Staff by gender

| | Total | Female | Male | % Female | % Male | % Female ECU Benchmark |
|---------|-------|--------|------|----------|--------|------------------------|
| 2011-12 | 75 | 14 | 61 | 19% | 81% | 16.4% |
| 2012-13 | 77 | 12 | 65 | 16% | 84% | 16.4% |
| 2013-14 | 77 | 13 | 64 | 17% | 83% | 16.4% |
| 2014-15 | 72 | 12 | 60 | 17% | 83% | 16.4% |

We have our first female representation at Academic Manager in 2015/16 (Figure 1) and can see a year-on-year increase in women at PL grade by 1, with 3 female PLs in 2015-16. Whilst the female staff population has remained consistent, a slow but commensurate increase in grade attainment is evident. There are currently no female research assistants/professors.

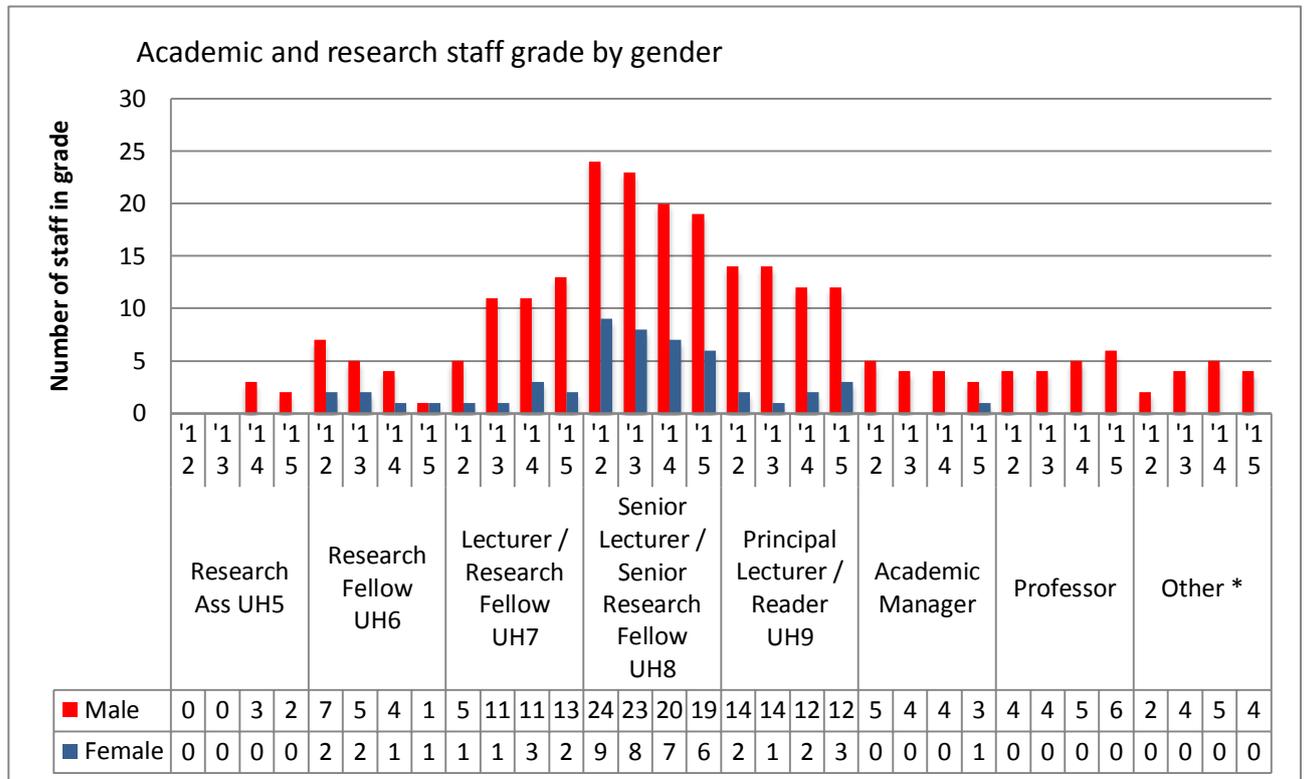


Fig 1. Staff by grade and gender (*Knowledge Transfer Partnership Associates)

Since 2014 we have implemented actions relating to recruitment and promotion (section 4).

- (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.

There is no perceptible gender pattern relating to turnover. The past 3 years, 29 staff have left (5 females, 24 males). Reasons include fixed-term contracts ending (following project completions), family relocation. An institutional AS action identified a need for an alert to be issued to line managers notifying a colleague’s end of contract, opening up possibilities for discussions of re-deployment and development opportunities. Further actions relating to support for postdocs on fixed-term contracts is discussed section 4 (bii). Exit interviews are currently being reviewed at institutional level. We continue to be engaged with developments and take action as appropriate.



Fig 2. Staff leavers in School of Engineering and Technology

1,999 words (which excludes action links)

4. Supporting and advancing women’s careers: maximum 5000 words

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.

Application numbers from women remain stubbornly low. Whilst a slight improvement in 2014 (18%) from 2013 (15%), there has been a reduction in 2015 (13%). Recruitment rounds in 2015 were to mechanical and automotive areas, meaning that proportions of female applicants were likely to be low (Table 14).

More recent data covering August 2015-April 2016, show that 3 from 9 staff recruited during this period were women: 2 external applicants and one, the first female Senior Manager, appointed to Associate Dean (Learning and Teaching). Actions relating to attracting females to ENT are discussed in Section 4.

A comparison of women/men shortlisted (from total applicants), and recruited (from cohort of women/men shortlisted) does not show bias in the shortlisting process in any year. The ratio of appointments made from shortlisted candidates shows a drop in the ratio of women appointed from the female cohort of shortlisted applicants: from 50% (3 women) in 2013 to 0% (from 8 shortlisted female applicants) in 2014. 2015 shows a recovery (29% of the females shortlisted were appointed: 2 of 7), although this proportion is smaller than the male equivalent for the same year (39%: 12 from 31 men shortlisted were appointed). A discussion of ENT practices/actions relating to increasing female applicants and ensuring the recruitment process is fair are in section b(i).

Table 14 School Job Application, Shortlist & Appointment by gender

| | | Applications | Shortlisted | Appointed | % Applications / Total | % Shortlisted / Applications | % Appointed / Shortlist |
|---------|--------|--------------|-------------|-----------|------------------------|------------------------------|-------------------------|
| 2012-13 | Female | 14 | 6 | 3 | 15% | 43% | 50% |
| | Male | 79 | 35 | 12 | 85% | 44% | 34% |
| 2013-14 | Female | 28 | 8 | 0 | 18% | 29% | 0% |
| | Male | 126 | 30 | 11 | 82% | 24% | 37% |
| 2014-15 | Female | 19 | 7 | 2 | 13% | 37% | 29% |
| | Male | 129 | 31 | 12 | 87% | 24% | 39% |

- (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.

The application process does not differ for men or women. In one instance the application of a woman to move to Principal Lecturer had been attempted previously and actions were taken to strengthen the next submission. Another was successful at the second application acting on feedback and support with the second application.

There are two mechanisms for gaining promotion at UH. The first is through Equate, UH’s job evaluation system. At appraisal, colleagues discuss the potential for applying for academic progression and when a candidate is identified, their role profile is reviewed by the line manager and the School HR Business Partner who provide feedback on areas for further development before submission for final approval (Table 15). Staff can also meet separately with the Dean to identify School/corporate level targets and any support they may need in meeting such targets, in order to develop and/or strengthen their portfolio for a subsequent EQUATE application. This is done in consultation their line manager/Head of Division as joined-up support.

Table 15. Equate data

| Year | Gender | Existing grade | Proposed grade | Outcome |
|------|--------|-----------------|--------------------|----------------|
| 2013 | Female | Senior Lecturer | Principal Lecturer | Not progressed |
| | Male | Senior Lecturer | Principal Lecturer | Progressed |
| | Male | Lecturer | Senior Lecturer | Progressed |
| 2014 | Female | Lecturer | Senior Lecturer | Progressed |
| | Female | Senior Lecturer | Principal Lecturer | Progressed |
| 2015 | Female | Senior Lecturer | Principal Lecturer | Progressed |
| | Female | Lecturer | Senior Lecturer | Progressed |
| | Male | Lecturer | Senior Lecturer | Progressed |
| | Male | Lecturer | Senior Lecturer | Progressed |
| | Male | Senior Lecturer | Principal Lecturer | Progressed |

The second mechanism is by making an application for Reader or Professor at any time.

UH is in the final stages of introducing the “Associate Professor” title for those with a proven track record in research/commercial/enterprise activity. This should prove attractive to the School’s population of female staff who are demonstrating their academic liveliness through knowledge transfer, consultancy and business engagement.

For a discussion of part-time staff please see section b (i): Flexible working.

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

A challenge for ENT is to attract more applications from female candidates. We have set actions in motion to address this. In 2015, ENT co-authored and adopted a more inclusive set of statements for job adverts and highlighted the other employee benefits available at UH. This was to ensure information was included about the working environment that reaches out more to the underrepresented groups.

Following 2014 student consultations, we have made significant changes to our webpages (e.g. including more images of women in our School landing and research pages and links to UH/ENT AS webpages and to information on the onsite nursery and family-friendly policies. We continually update our AS Webpages, which contain female career profiles of ENT staff. Our AS Champion has published her career profile (“From Industry to Academia”) on the Academic Case Studies section of jobs.ac.uk to inspire women interested in an academic career in Engineering. We will continue to produce ENT profiles (**Action 12**).

The 2015 staff survey showed that 58.1% of respondents agreed the proportion of women in media materials (webpages, posters etc.) has increased the past two years (7% disagreed, 34.9% did not know). In addition, 81.4% respondents agreed ENT uses women as well as men as visible role models (in staff inductions, external speakers and recruitment events).

Adherence to University Equal Opportunities criteria is monitored by HR. A School template for job descriptions/person specifications is used, and job descriptors are agreed with department Heads and our School HR Business Partner, to ensure gender-neutral language. Where applicants include women, ENT follows University-wide guidelines and ensures female representation on interviewing panels. All panel chairs are senior staff trained in recruitment and selection. The Chair is also required to have undergone Unconscious Bias training. The School uses multiple assessment methods (e.g. presentations), so that success is not determined by interviews alone.

- (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.

HR offer a range of Continuous Professional Development (CPD) opportunities to staff, including courses on IT programmes, Leadership/Management, Research Practice, Administrative Practice, Equality and Diversity, Health, Safety and Well-Being. HR advertises scheduled training events via all-staff emails and staff apply via the HR staff portal. 69.8% of 2015 survey respondents agreed

they are actively encouraged to take up career development opportunities (an increase from 46.7% in 2014).

ENT nominates annually for the Aurora programme. One member of staff undertook this in 2013-14 and was interviewed by the AS Officer following completion to identify impact and further local support required. A second member of staff is currently completing the programme. Women are encouraged to apply via line managers and are supported to attend by allocating time on their workload. We will continue to interview Aurora graduates and ask them to produce a short article on their experience for the staff newsletter (Action 13). We will promote 'Future Leaders', an alternative internal Aurora Programme launched in 2016 by HR for colleagues unsuccessful in their Aurora applications. **(Action 14).**

Staff starting teaching careers are required to undertake PGCert in teaching offered at UH which leads to achieving HEA Fellowships. Their involvement in this course is taken into account when allocating workload.

The AS Champion is actively involved in the University-wide Women in STEMM Network, established in 2014 to support staff/students in their career development, provide discussion fora, networking and mentoring opportunities. The AS Champion gave a talk in the Network's 'External Roles' series, which establishes a forum between staff who hold roles outside the University (e.g. Chairs of Boards in Industry) and staff/research students wishing to explore similar roles to broaden their experiences and enhance their academic profiles. ENT specifically encourages postdocs/ECRs to attend and will encourage more female Engineers to give talks **(Action 15).**

Staff are invited to apply for research time: the Research Time Allocation (RTA) scheme. Applications are considered by the Research Focus Group which takes into account factors including research achievement given previous RTA allocations, the need for internationally recognised research in specific and targeted areas, aspirations to begin doctoral research. We have been promoting this scheme to female colleagues who have expressed the desire to enhance their research. In 2014-15, 27% of applications were from women (vs 11% in 2013-14 and 21% in 2012-13) (Table 16). The proportion of women applying (from the total number of females in the School) was higher than that of men in 2012/13, but more markedly in 2014-15, where 33% of women applied compared to 18% of men. 2015 Survey responses showed that 97.7% of respondents were aware of this opportunity (one was not), 53% had applied, and 44% hadn't. We will continue to monitor RTA requests by gender and target ECRs **(Action 16).**

Table 16 Research Time Allocation

| | Male applications for RTA | Female applications for RTA | % RTA applications that are female | % female (from total female staff) applying for RTA | % male (from total male staff) applying for RTA |
|---------|---------------------------|-----------------------------|------------------------------------|---|---|
| 2012/13 | 11 | 3 | 21% | 25% | 17% |
| 2013/14 | 8 | 1 | 11% | 8% | 13% |
| 2014/15 | 11 | 4 | 27% | 33% | 18% |

69.8% agreed that the School offers useful mentoring opportunities, a significant increase from 53.3% in 2014. We will liaise closely with UH SAT and HR to keep informed of central mentoring

development and training opportunities. Focus within the School will be on research mentoring to address the lack of female representation at reader/professor level. **(Action 17)**.

A number of academic staff are supported by ENT to undertake postdoctoral study. Currently at various stages there are 3 female and 3 male staff undertaking study. Colleagues' workloads are adjusted (e.g. remission from teaching) to accommodate their studies. 2 males and 1 female have completed their awards in the last 6 years. We will consult colleagues pursuing PhDs to explore the level of support they are receiving **(Action 18)**.

ENT has a good track record of recruiting doctoral graduates onto the academic staff: 3 women and 4 men have been recently recruited.

Staff/students have access to over 60 sessions across all areas of the national Researcher Development Framework (RDF). A member of staff from ENT chaired the University group implementation of the Concordat for the Career Development of Researchers and the RDF led the University to be awarded the EC HR badge of excellence for research. These opportunities are communicated to staff at appraisals, supervisory meetings and local induction. ENT provides research students with a personal development plan and host a School research seminar programme that gives staff/students the opportunity to receive feedback on their research/conference presentations.

The appraisal system is discussed in section a(i).

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?

65.2% of 2015 survey respondents (28 staff) agreed they understand the promotion process/criteria at UH, a substantial increase from 2014 (43.3%, 13 staff). This increase in awareness is the result of a combination of University-wide and School-specific actions:

- September 2014: ENT invited HR to deliver a lunchtime session on explaining the job evaluation process to subject group leaders.
- HR Business Partner spent time with staff indicating an interest in applying for development and has provided feedback on draft applications.
- UH relaunched the appraisal process in 2015 providing for post-appraisal reviews to ensure there is an on-going mechanism for discussing development.
- The development of the Dean's 2015 Business Plan involved discussions by the Dean with all managers on planned staff development/progression.
- 2015: HR provided further information on the staff intranet regarding development/job evaluation which was widely publicised across the school.

Findings from the 2015 survey indicated that 52.4% of respondents agreed they are happy with the level of support they receive from ENT when considering promotion. 16.7% chose 'I don't know' and 30.9% disagreed. 67.5% agreed they required further support when considering promotion. Two colleagues who elaborated on the type of support required, suggested "More understanding of the processes as University Policies and Regulations are not clear" and "I am not looking for promotion. I am quite happy in my current position". We will ensure that all staff understand the promotion process by offering an annual Q&A session with our HR Business Partner (**Action 19**) and actively encourage staff to attend upcoming HR Academic Careers Pathways Workshops developed as part of the Institutional AS Bronze Action plan (**Action 20**).

Despite the need for further support, 69.8% of colleagues agreed they are actively encouraged to take up career development opportunities (an increase from 46.7%, in 2014) and 76.8% agreed that they are given opportunities to represent ENT externally and/or internally e.g. on School committees, at conferences (an increase from 66.7%, in 2014).

Staff have annual appraisals and 6 monthly reviews with action plans arising from discussions. Since 2015 staff are asked to specifically identify personal, professional and career development opportunities for discussion at appraisal.

66.7% of staff agreed that ENT provides them with a useful annual appraisal (23.8% disagreed). Positive responses are higher than 2014 where 60% agreed (16.7% disagreed). Despite this increase, we want to ensure that all colleagues feel they benefit from appraisal. Some responses to open-ended questions were positive e.g. that the appraisal process 'is a very constructive process that helps identify and meet targets' and is 'very useful thanks to a supportive line manager'. However, others described it as 'a paperwork exercise' and 'a worthless box-ticking exercise' due to line managers who 'rarely shows interest in what I have done or achieved'. To address this, all appraisers will be asked to refresh their training to ensure the process is effective (**Action 21**).

- (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?

UH provides an extensive induction programme for new staff. Staff attend a UH-wide event which includes a series of talks from members of the Senior Management Group, HR and a Q&A sessions. New staff undergo Health and Safety, and Equality and Diversity training.

Induction also takes place at School/subject level. ENT has a published guide and Heads of Division have a checklist and ensure new staff have a mentor upon arrival.

The 2013 UH staff survey revealed that 64% of ENT respondents were satisfied with local induction (overall UH satisfaction rate: 68%), 12% were not (UH: 12%) and 24% stated they did not have a local induction (UH: 25%). In order to explore more recent induction experiences, we will interview staff appointed externally since September 2015 (**Action 22**) and compare 2013 UH staff survey results with the new 2016 survey results.

Actions (key career transition points; career development)

Action 12: Include more female engineer career profiles on jobs.ac.uk.

Action 13: (a) Continue to nominate annually for the Aurora Programme (b) Continue to interview ENT Aurora participants (c) Ask Aurora graduates to write a short article for staff newsletter.

Action 14: Promote the central 'internal' Aurora Programme ('Future Leaders') to colleagues in ENT.

Action 15: Encourage postdocs and ECRs to attend 'External Roles' series and encourage more female Engineers to give talks.

Action 16: Continue to monitor Research Allowance requests and gender; ensure scheme is promoted at appraisals and target ECRs.

Action 17: Inform staff of central mentoring developments and training opportunities and encourage staff to take these up through appraisal.

Action 18: Consult with ENT staff doing postgraduate research studies to assess level of support.

Action 19: Annual Q&A session with ENT HR Business Partner.

Action 20: Encourage staff to attend new central Academic Careers Pathways Workshops.

Action 21: All appraisers will be asked to refresh their training to ensure appraisals and performance review of staff is effective

Action 22: Interview members of staff who have joined the School since 2015 to explore their local induction experiences.

- (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.

UH provides an institution-wide peer mentoring scheme for all students who wish to access support.

At School-level, students are allocated a deputy programme tutor who provides pastoral support to individuals. All final year students have a personal tutor who oversees their final year project. To ensure all female students have a female contact if they want one, we will establish a drop-in session for female students in teaching periods hosted by a female member of staff (**Action 23**).

In May 2015 the School established a Women in Engineering Network to provide a forum for sharing experiences between staff/students. Both staff and students are invited to attend the lunchtime meetings. The Network also functions as a means of understanding the students' experiences, and discussions feed directly into the AS Action plan. At the first meeting, students were asked to identify three good things, and three barriers experienced by female student engineers in ENT. 'Good things' included having access to support structures in the School as a small group. Barriers included 'feeling underestimated' by fellow students and being 'pushed out'

(e.g. while working with men on presentations; presenting design ideas; using equipment). In response to this, one tutor on the Aerospace Technology and Industry module ensured there is never one single female in a working group, a practice we will encourage across all modules **(Action 24)**.

The School's Pilot Studies tutor has started coffee mornings to discuss issues relating to the course and how to apply for flying courses in the USA. Issues that arise will be fed back to the SAT.

We continue to develop our links with industry and ensure we have female role models. Earlier this year a female company owner and Industrial Advisory Group leader discussed employability and career skills with all first year students. This also exposed our male students to a successful female engineer and businesswomen, a suggested action from our first Women in Engineering network meeting. We have also included successful female research academics from other Universities in our research seminar programme, to highlight the achievements of women in engineering research and potential career options.

Women are also exposed to role models via staff career profiles on AS webpages and in jobs.ac.uk; and guest speakers on modules **(Action 25)**.

ENT will maintain membership of Women's Engineering Society (WES) ongoing so that as a STEMM ambassador, the AS Champion can continue to access resources, network at a national level and continue to encourage participation of students at the WES national conference for students. Two female students were successful in securing the bursary to attend the conference in November 2015.

The School offers an opportunity for third year students to undertake a placement year in industry. Although in 2010/11 almost twice the proportion of male to female students (14.2%:8.3%) took up the opportunity, in recent years that proportion has narrowed with a similar proportion of male and female students undertaking the placement year.

Very few undergraduates are recruited into research student positions but where this does take place, the School has a research tutor who is able to provide advice and guidance to support them in this transition.

Actions (support for female students)

Action 23: Establish drop-in sessions for female students in teaching periods exclusively hosted by a female member of staff.

Action 24: Ensure that across all modules we avoid lone female students in working groups.

Action 25: Encourage a greater number of female guest speakers on modules to showcase women engineers and career paths to students

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.

10 committees/ groups are involved in the governance and running of ENT. It must be borne in mind that the proportion of females is low which is typical of a School of Engineering and technology and attendance reflects this.

The School Academic Committee (SAC), (Table 17, and Figure 2) is the main board for ensuring governance within the auspices of the University policies and procedures. It consists of the Dean, the 4 Associate Deans (currently 4 males), 2 subject Group Leaders, 2 nominated academic staff, the Academic Registrar, the Director of Academic Quality Assurance, 2 Programme tutors, the PG Research Tutor, an admissions tutor, a link tutor, the Chief Information Officer, 2 UG and 2 PG student representatives. Membership is partly by virtue of role and partly through election, which accounts for the reduction in 2015-16 when the term of several female staff expired and male members were appointed.

Table 17 School Academic Committee (Chaired by Dean)

| Year | Male | Female | Total | % Male | % Female |
|---------|------|--------|-------|--------|----------|
| 2013-14 | 11 | 7 | 18 | 61% | 39% |
| 2014-15 | 11 | 8 | 19 | 58% | 42% |
| 2015-16 | 14 | 5 | 19 | 74% | 26% |

The School Executive Group (SEG, Figure 3) is comprised of the Dean, Subject Group leaders, Research Group leaders and professional support senior managers.

Other decision-making committees include: Projects Steering Group, Chaired by the Dean, which has a relatively stable representation of men/women over the past 3 years (13 males, 1 female); the Working Environment Group, Chaired by the Associated Dean of Research which has had a steady increase in female representation since 2013-14 (currently 23% female); and the Learning and Teaching Group (currently Chaired by Associate Dean (Learning and Teaching)), which has had a steady representation of women in the past 3 years (25%). This group will be chaired by our new female Associate Dean from May 2016 onwards.

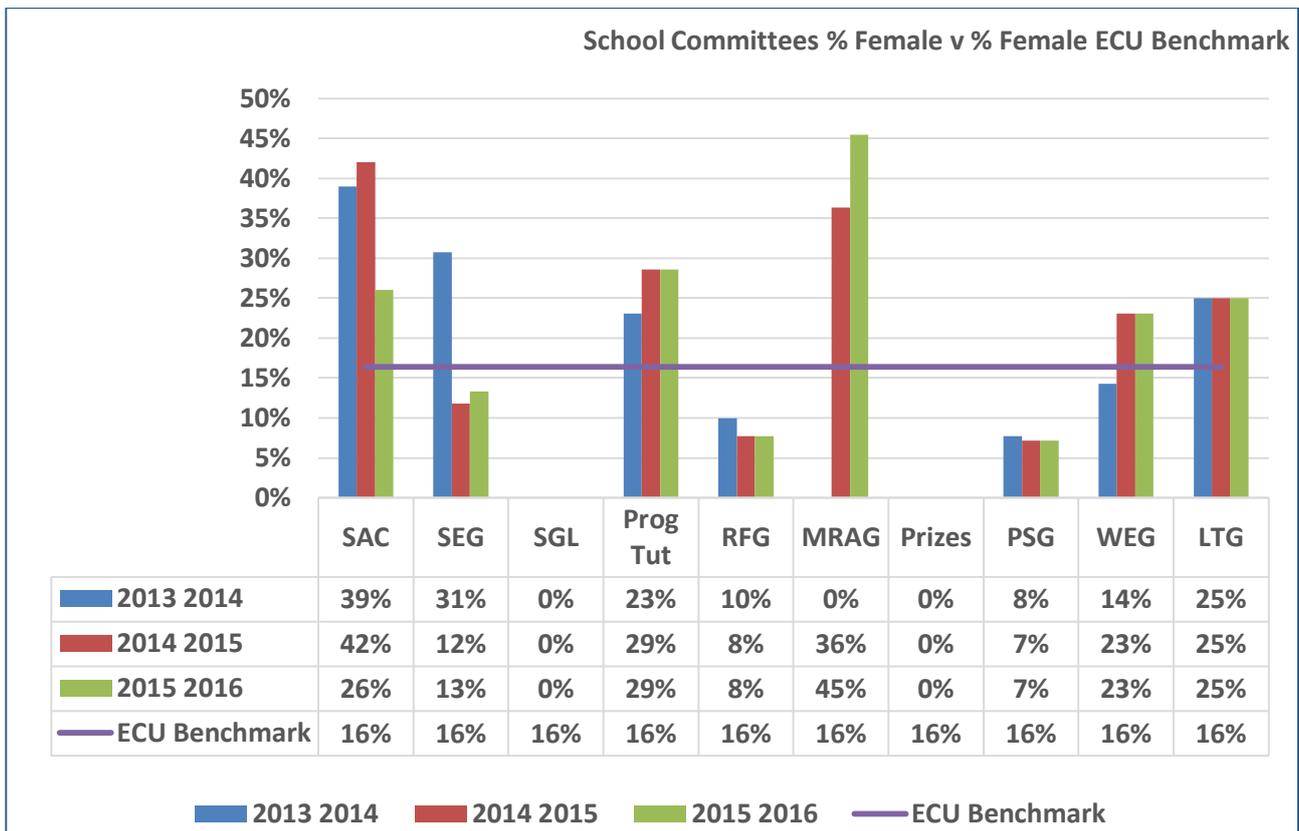


Fig 3. School Committee membership v % female ECU benchmark

SAC: School Academic Committee

SEG: School Executive Group

SGL: Subject Group Leaders

Prog Tut: Programme Tutors

RFG: Research Focus Group [discussed in section bi below]

MRAG: Marketing Recruitment & Admissions Group

Prizes: Prize committee

PSG: Projects Steering Group

WEG: Working Environment Group

LTG: Learning & Teaching Group

Table 18: Further examples of % female membership School Committees

| | Year | Male | Female | Total | % Male | % Female |
|------------------------------------|---------|------|--------|-------|--------|----------|
| Projects Steering Group | 2015-16 | 13 | 1 | 14 | 93% | 7% |
| | 2014-15 | 13 | 1 | 14 | 93% | 7% |
| | 2013-14 | 12 | 1 | 13 | 92% | 8% |
| Working Environment Group | 2015-16 | 10 | 3 | 13 | 77% | 23% |
| | 2014-15 | 10 | 3 | 13 | 77% | 23% |
| | 2013-14 | 12 | 2 | 14 | 86% | 14% |
| Learning and Teaching Group | 2015-16 | 3 | 1 | 4 | 75% | 25% |
| | 2014-15 | 3 | 1 | 4 | 75% | 25% |
| | 2013-14 | 3 | 1 | 4 | 75% | 25% |

Finally, membership of our Industrial Advisory Groups (IAG) (for Aero, Auto, Mech and Elec) has been exclusively male in the past. Recent appointments have included a female chair appointed for the Bio-medical IAG, a female member for the Aero IAG and the Elec IAG as a result of proactive action in seeking female members. The creation of a new Bio-medical engineering IAG benefits from an improved gender balance: 7 females (41%), 12 males (59%). We are to some extent dependent on the availability of women, which accounts for male dominance on Aero, Auto, Elec and Mechanical groups. This proactive approach will continue as membership on other IAGs become available (**Action 26**).

All committee participation is acknowledged on the workload allocation.

- (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.

The School appoints staff on a permanent basis unless the nature of the work is short-term. The occasional instances of fixed-term academic appointments are linked to available funding. When it is possible to do so, fixed-term staff are offered permanent contracts and are of course entitled to apply for all vacancies.

Table 19. School Fixed Term appointments

| Year | Female | Male |
|---------|--------|------|
| 2014-15 | 1 | 5 |
| 2013-14 | 4 | 13 |
| 2012-13 | 2 | 10 |

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

The Female representation on the SAC and the SEG will increase when the new Associate Dean takes up her membership.

Low representation of women in senior management and research roles accounts for a clear male dominance in decision making committees such as the RFG as shown below in Table 20. We anticipate that long-term, our actions will result in more female Engineers in senior management and research roles. In the meantime, we will co-opt a research active female member onto the Research Focus Group (**Action 27(a)**). In order to build on this action all SEG members will take a female member of staff as observers to School and Institution committees for experience where permissible (**Action 27(b)**).

Table 20: The Research Focus Group (Chaired by Associate Dean, Research)

| Year | Male | Female | Total | % Male | % Female |
|---------|------|--------|-------|--------|----------|
| 2015-16 | 12 | 1 | 13 | 92% | 8% |
| 2014-15 | 12 | 1 | 13 | 92% | 8% |
| 2013-14 | 9 | 1 | 10 | 90% | 10% |

- (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.

ENT applies a workload model to all staff and reflects the total effort required for the delivery of modules and is broadly student-number based. It is designed to be equitable, recognise all activities and roles and ensure consistency across groups. Adjustments for staff carrying out roles is made periodically, sometimes as the result of promotions and long service; but also due to the need to give opportunities to new staff. Subject group leaders work with staff to maintain workloads at 1350hrs out of a maximum of 1406hrs for the annual workloads. Staff are encouraged to seek special dispensation from the Dean to ring-fence specific periods in the week to accommodate caring and family commitments. In 2014-2015, 60% of the approved dispensations were for female staff.

Survey responses to the statement ‘In the School, work is allocated irrespective of gender’ showed that 93% agreed, an increase from 70% in 2014. However greater insight is provided by the open-ended responses to the statement ‘I have a good work life balance’: “80% of my teaching are in Semester B”, “During term time it is near impossible to get all our work done during ‘regular’ hours, especially with lectures being scheduled into the evening” and “The workload model used in the school does not account for the fact that 70-80% of the workload happens between October and April. During these months my personal family life suffers”. The SEG will discuss these responses (**Action 28**).

- (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.

ENT has made clear that meetings should take place between 9.30-4 in line with University Policy. Survey results showed that 74.4% of staff agreed meetings are completed in core hours (in 2014 the proportion of respondents who agreed was higher, 86.7%, representing 26 staff). 20.9% disagreed and one strongly disagreed. We will further enforce the School core hour’s policy (**Action 29**). All social gatherings occur during lunchtime hours, as does our Christmas lunch. One such event was organised by a new female research fellow in March 2016, hosting a Norooz (Persian New Year) tea and pastry celebration for all female administrative staff.

- (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.

86.1% of ENT respondents agreed that staff are treated on their merits irrespective of their gender (e.g. both are actively encouraged to apply for promotion/take up training opportunities), an increase from 76.7% in 2014.

76.8% agreed that ENT has made it clear what its policies are in relation to flexible working, discrimination, parental and carer’s leave (an increase from 66.7% in 2014). We will continue to promote ENT policies at away days and via the School newsletter.

60.5% of 2015 survey respondents stated they have never experienced unsupportive language/behaviour from colleagues within the School, an increase from 50% in 2014. 34.9% suggested this does occur ‘a few times a year’. While this figure has dropped from 2014 (46.7 %), we will take action (**Action 30**).

60.5% of 2015 respondents agreed that they have a good work-life balance. We need to further explore the experiences of 39% who do not feel they achieve this. Survey comments included “I work long hours but that is my choice because I enjoy my work. It is challenging, fulfilling and I reckon I make a difference in people’s lives” and “Last academic year I struggled with the balance. I discussed this with my line manager to look at the allocation of my teaching to be more appropriate. It is much better this year”. However, some reveal a struggle: “Like many other colleagues, work creeps into family time. Workload allocation is not realistic”. 93% of respondents agreed that ‘In the School, work is allocated irrespective of gender’, something which suggests that the negative comments relating to work-life balance are not necessarily associated with one gender. Irrespective of this, we will address these responses by Actions 28 and 31.

79% of staff survey respondents (vs 63.4% from 2014) agreed that the School is a great place to work for women and 79.1% (vs 70% in 2014) agreed that it is a great place to work for men. This shows an increase in staff satisfaction since our involvement with Athena SWAN, and shows that male and female colleagues feel more in a position to express an opinion on this issue. We believe this is due to more exposure to opportunities to express a voice (through surveys and discussions of AS at staff fora and away days) conveying experiences and needs. We believe that this is directly linked to the Athena SWAN foundation we are building within the School and the University at large.

- (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.

We have hosted the Engineering Education Scheme each year for the last 10 years and helped over 700 ‘A’ level students gain experience of careers in engineering and technology. The gender split has been 42% female: 58% male, considerably above the national average female take up of engineering study. This year we hosted the Institution of Engineering and Technology (IET) Faraday Challenge Event where six local Schools spent a day at the University designing, manufacturing and presenting a project involving electronics, materials and mechanical engineering focussed on safety. 30% of attendees were female.

ENT also supports staff giving talks to local Schools and supporting STEMM fairs. Each summer our research active staff led by a female staff member support the Nuffield Foundation scheme for sixth form students to spend 6 weeks with us working on a research project. Outreach activities undertaken by staff are recognised on workload allocations.

Actions (Organisation and Culture):

Action 26: Be proactive in requesting nominations of Female members from companies to join our Industrial Advisory Groups (IAGs).

Action 27: a) Co-opt a research active female member onto the Research Focus Group.

b) All SEG members to take female staff as observers to internal and external committees for experience, where permissible.

Action 28: Workload allocation management will ensure that we strive to smooth the allocated hours/module work to reduce the workload imbalance across the academic year.

Action 29: Further highlight the policy that all meetings should take place within core hours and encourage staff to notify members of the SAT if this policy is not being enforced.

Action 30: a) Meet Head of Equality to develop seminars related to workplace equality

b) Deliver sessions to staff

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.

100% of women who have taken maternity leave in the last 3 years have returned. No members of staff are currently on maternity leave.

(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.

Two academic members of staff took paternity leave in 2015.

(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.

Response provided in section b(i) below.

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.

All staff have the option to request flexible working informally via line managers or formally through the Dean (Table 21) or HR. 38.1% of 2015 respondents stated that they have flexible working arrangements.

Processes are supported by the central information on StaffNet (intranet) and a printed Staff Guidance booklet. Line Managers have mandatory training which includes the operation of UH institutional policies and have the support of an HR Business Partner.

Table 21. Flexible Working

| Reason for Adjustment | 2014 to 2015 | | 2015 to 2016 | |
|-------------------------|--------------|------|--------------|------|
| | Female | Male | Female | Male |
| Childcare | 4 | 0 | 3 | 0 |
| Caring Responsibilities | 0 | 1 | 0 | 1 |
| Religious Observance | 0 | 3 | 0 | 3 |
| Research Activities | 0 | 1 | 3 | 1 |
| Further Qualifications | 0 | 0 | 0 | 1 |
| Executive duties | 0 | 1 | 0 | 1 |
| Total Staff | 4 | 6 | 6 | 7 |

Survey responses showed that 9.4% disagreed with the statement ‘Staff who work part-time or flexibly in my School are offered the same career development opportunities as those who work full-time’; 39.9% of respondents agreed with this statement (vs 27.2% in 2014), while 59.5% did not have an opinion. We feel it is important to further investigate the level of support felt by part-time members of staff in terms of career progression, inclusion and work-life balance (**Action 31**).

- (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.

Staff planning leave meet with the subject group leader to discuss cover required. Visiting lecturer hours are passed to subject group leaders to deploy as needed. Colleagues embarking on parental leave have the option to provide the subject leader with a personal email address to keep them up to date with activities/opportunities during their absence.

In March 2015, 4 colleagues from ENT (3 males, 1 female), responding to a School-wide email, volunteered to act as Keeping In Touch (KIT) buddies and will meet with perspective parents about the best use of KIT days and help colleagues plan for them. The KIT buddies can be contacted by staff on parental leave at any point during their absence to talk about KIT planning. They will have a training session with staff from the Equality Office in June 2016 which will involve discussing feedback from interviews with parents from across UH who have taken KIT days. During these interviews, colleagues were asked to talk about the value of KIT days and ideas they have for using them (e.g. to attend team meetings, PhD supervision session and staff away days). This

information was captured by the Equality Office in a report which is used to disseminate good ideas/practice relating to KIT days. **(Action 32).**

Actions (Flexibility and Managing Career Breaks):

Action 31: Consult with part-time members of staff about support, inclusion, progression and work-life balance.

Action 32: Implement 'KIT Buddies' process.

4430 words

5. Any other comments: maximum 500 words

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

School Prize events: The School hosts an annual prize event for students who have demonstrated excellent achievement at all levels of study. It is pleasing that our female students are regular recipients of these prizes and we make great efforts to provide profiles of winners and to celebrate their success to the wider student population and visitors.

Table 22: School Prize data

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------|---------|----------|----------|---------|
| Female | 2 4% | 6 10% | 8 15% | 5 9% |
| Male | 49 | 53 | 47 | 53 |
| Total | 51 | 59 | 55 | 58 |

Trans Awareness: The UH Equality Office is working on a range of activities aimed at promoting awareness of the experiences of trans staff and students and supporting trans people at the university. Trans awareness training sessions, delivered by the Community-Interest Company 'Gendered intelligence', have been, and will continue to be offered throughout 2016/17. Topics include: how can hormone replacement therapy affect individuals; time taken off work for operations; changing names on records; data protection issues; the use of pronouns, how to support someone who is transitioning etc. The School will highlight the importance of Trans awareness sessions to staff and explore the option of hosting a School-Specific event **(Action 33).**

The Equality Office is also developing a Policy focusing on Trans staff and students, to be effective from January 2017. The Policy will be developed following consultation with the staff and student body, including the Staff LGBT Network and Student LGBT+ Society. SEG will ensure that the Policy is distributed to line managers.

Action

Action 33: Unconscious bias and trans-awareness training.

218 Words

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**.

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

Appendix Action Plan (School of Engineering and Technology)

| Action | Action already taken | Planned Action | Timeline | Success Measures | Responsibility |
|--|---|--|---|--|---|
| 1. Recruit technical/professional staff onto SAT. | - | The Dean will meet with Administrative and Technical Managers to discuss strategy for recruiting administrative/technical staff onto SAT. | New members join SAT by September 2016 | 2 Members (one female, one male) recruited on SAT. | Dean - Chair of ENT SAT |
| 2. AS will continue to be a standard item on SEG attended by AS Champion. | AS Champion has attended 10 SEG meetings to update the group regarding AS activities. | AS Champion to report to SEG monthly. Alternate (Associate Dean of Research, SAT member) will provide update if Champion is not available. | Ongoing (Monthly) but reviewed annually | All SEG meetings attended by AS Champion or alternate. | Chair of ENT SAT and AS Champion. |
| 3. Continue to promote AS within the School and review | Awareness of AS promoted via ENT | Continue these activities; liaise | Ongoing till June 2019 | Increase in awareness of significance and impact of | Chair of ENT SAT; School webpage contact. |

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| webpages periodically | staff newsletters, annual away days, staff Fora and webpages. Web pages are reviewed periodically. | with students to ensure AS updates are included on student newsletter. | where communications will be reviewed. | Athena SWAN evidenced in comparison between 2015 School staff survey responses and (planned) 2018 School Staff Survey responses. | |
| 4. Link tutor to ensure AS is being introduced and Championed across the College Network. | AS Champion scheduled to meet College Teams 15 th June 2016. | AS Champion to meet teams bi-annually to discuss Athena SWAN initiatives that have worked well with the E&T and college teams | Initial meeting June 2016. Thereon meetings biannually (June and September) until June 2019. | Increase in awareness of Athena SWAN and plans for web site and communication integrated into College Teams actions for academic year 2016-17. Target an increase of ratio by 2% year on year female students join Foundation with review annually. | AS Champion |
| 5. Complete interviews with Biomedical Students and use feedback to inform marketing materials. | 30% of female Biomedical students have been interviewed. | Athena SWAN Officer will Interview 100% Biomedical students and liaise with marketing team to amend marketing material based on feedback. | Interviews conducted by the Athena SWAN Officer will completed by June 2016. Review of marketing materials completed by March 2017. | Report produced based on interview data. Issues and good practice identified discussed at September SAT and feedback used for marketing purposes. 15% Increase in female applications to Biomedical Engineering course by September 2019. | ENT Marketing manager, Admissions tutor, Athena SWAN Officer and Champion. |
| 6. Continue to have a strong female presence at Open Days, communicate to prospective | A high proportion of female student ambassadors | We will continue to ensure we have a strong female | Ongoing annually till June 2019. | Increase by 15% by September 2019.the numbers females who | ENT Open Day Lead |

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| <p>students the achievements of our female students and provide them with a female staff contact.</p> | <p>attend Open Days; we offer drop-in sessions with a female member of staff and we now have our 3rd female coordinator for open days.</p> | <p>staff/student presence that information on achievements are conveyed (orally and through leaflets) and provide a female contact for prospective female students who attend.</p> | | <p>apply or accept offers after attending open days</p> | |
| <p>7. Launch of Engineering Conversion Masters.</p> | <p>HEFCE funding secured for Engineering Conversion Masters.</p> | <p>We will validate the new course and ensure language used on marketing materials is informed by Professor Averil Macdonald's WISE report "Not for people like me" (e.g. use of adjectives, rather than verbs, to describe personalities and aptitudes of successful engineers, rather than their jobs).</p> | <p>Masters validated by January 2018.</p> | <p>Proportion of female applicants, offers and acceptances above Benchmark for STEMM subject area of Engineering & Technology.</p> | <p>PG Programme Tutor & Conversion Masters Development Chair</p> |
| <p>8. Review the language used on course descriptors on our</p> | <p>Main pages and Women In</p> | <p>We will ensure language used on</p> | <p>All materials reviewed by</p> | <p>Increase in female applicants by 15% by</p> | <p>AS Champion and ENT Marketing Coordinator</p> |

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| webpages and research portals to ensure they are inclusive. | Engineering pages reviewed and refreshed. | descriptors and webpages will be informed by Professor Averil Macdonald's WISE report "Not for people like me" (e.g. use if adjectives, rather than verbs, to describe personalities and aptitudes of successful engineers, rather than their jobs). | September 2017. | September 2019. | |
| 9. Continue to deliver talks to final year UG students on future research/career opportunities and provide one-to-one drop-in sessions with female staff. | We have circulated electronically information on research study at UH, We provide annual sessions for third year students which focus on future careers and research opportunities. | We plan to complement annual talks with quarterly drop-in sessions with female staff. We will monitor the uptake of these sessions and evaluate their effectiveness via student consultations/network. | Talks ongoing annually. Drop-in sessions starting November 2016. Evaluation of effectiveness of sessions carried out by January 2018. | Feedback from students (via student network and NSS) shows they feel supported in their future career/research plans. | AS Champion |
| 10. Survey applicants (of females that do not accept; and of new females that do accept) for September 2016 entry by | | Conduct an online survey for 2016-17 to assess reasons behind acceptance | Design and launch survey for Nov 2016 | Establish, categorise and understand prompts for non-acceptance. Overall and by subject. Discuss | AS Champion and Admissions Tutor |

| subject. | | or non-acceptance of offers. | | findings with admissions tutor and SAT. | |
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| 11. Continue to monitor staff and student numbers (including grades, degree classification) by gender. | Data collection process are established. | We will continue this annual monitoring to assess impact of Bronze action plan, identify trends and take further action when/if required. | Annually until 2019. | Gender imbalances for staff and students will improve to exceed ECU benchmarks for engineering subjects. | Leads of staff and student data working groups, in consultation with AS Officer and School HR contact. |
| 12. Include more female Engineer career profiles on jobs.ac.uk | 1 profile was published in March 2016: "From Industry to Academia". | We plan to interview 3 more female Engineers in ENT and publish their career profiles. We will send the jobs.ac.uk website link to staff and students and include the profiles on the Staff and student newsletters. | 3 further career profiles published by January 2017. | Articles published and increase in awareness of careers in Engineering, leading to an increase in student (15% by September 2018) and staff (15% by September 2019) applicants. | AS Champion and AS Officer. |
| 13. Aurora: (a) Continue to nominate annually for the Aurora Programme (b) Continue to interview ENT Aurora participants (c) Ask Aurora graduates to write a short article for staff newsletter. | HoDs nominate suitable staff for the Aurora programme. Our 2013-14 Aurora participant was interviewed in September 2015 | Our 2015-16 Aurora participant will be interviewed once the programme is completed. ENT Aurora attendees will be asked to write a | 2015-16 participant to be interviewed October 2016. Further participants interviewed upon completion | Completion of interviews; Findings discussed with Dean. 2 nominations per year (number shortlisted depends on outcome of central shortlisting process) resulting in 10% increase in women in Senior Management Roles in the School. Increase in female | Chair of SAT, AS Champion, AS Officer and HoDs. |

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| | where impact of Aurora and further support required was discussed. | short article for the staff newsletter. | of programme. | representation on male-dominated committees by January 2017. | |
| | | | First Aurora article to appear in Newsletter by September 2016. | | |
| 14. Promote the central 'internal' Aurora Programme ('Future Leaders') to colleagues in ENT. | 'Future Leaders' was launched in Jan 2016. | Talk about 'Future Leaders' at staff fora and staff newsletter. Ask appraisers to discuss it if appropriate at appraisals. | Future Leaders discussed at July 2016 Away Day; Line Managers updated by July 2016. | One female member of staff attends 'Future Leaders' per annum leading to 10% increase in women in Senior Management Roles and 10% Increase in female representation on male-dominated committees by April 2019. | Chair of SAT. |
| 15. Encourage postdocs and ECRs to attend 'External Roles' series of talks and encourage more female Engineers to give talks. | All Staff receive emails notifying them of upcoming events. | Research Supervisors will encourage attendance. Staff will be approached and encouraged to give talks. | By 2019. | Three ENT staff (2 females and 1 male) give talks per each year to encourage junior colleagues to explore options for external roles and enhance their academic profile. | Associate Dean (Research). |
| 16. Continue to monitor Research Allowance requests by gender; ensure scheme is promoted at appraisals and | Monitored annually and findings discussed at Research group | We will set up meetings with staff to explain and promote the | Meetings completed by December 2017. | Increase (15%) in females applying for RTA by May 2017. | Associate Dean (Research). |

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| target ECRs. | meetings and SATs. | scheme; and ensure it is discussed at appraisals. | | | |
| 17. Inform staff of central mentoring developments and training opportunities and encourage staff to take these up through appraisal. | The institutional AS SAT will hold a presentation on Mentoring at the May 2016 SAT meeting. | <p>AS Champion will continue to feedback from UH SAT and discuss actions relating to the implementation of a robust mentoring scheme.</p> <p>Newly appointed Deputy Heads of Division (responsible for exploiting synergies between ENT research teams and UH research themes) will ensure focus on developing research mentoring to address the lack of female representation at reader/professor level.</p> | <p>Mentoring system in place by Jan 2018.</p> <p>Applications received from internal members of staff by April 2019</p> | <p>Further increase in staff undertaking mentoring and training development leading to an increase in positive responses to Mentoring in the 2017 Staff Survey (from 69.8% to 80%).</p> <p>At least 2 female applications to Reader/Professor made by April 2019</p> | <p>AS Champion.</p> <p>Head/Deputy Head of Division</p> |
| 18. Consult with ENT staff doing postgraduate research studies to | | We will organise individual meetings | Consultation completed by | Findings discussed at SAT and further actions in place | Associate Dean |

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| assess level of support. | | with staff on PhD programmes. | February 2017 | if required. | |
| 19. Annual Q&A session with ENT HR Business Partner. | | | Ongoing annually until April 2019. | Increase from 52% to 70% of staff indicating that they are satisfied with the level of support they receive when considering promotion, in the 2017 staff survey. | Chair of SAT and HR Contact. |
| 20. Encourage staff to attend new central Academic Careers Pathways Workshops. | - | Once scheme is launched, the Dean will email staff, include information on newsletter, discuss workshops at fora and ask line managers to discuss at appraisals. | Ongoing until April 2019. | 10 females to have attended workshops by 2018. 10% increase in females achieving promotion. | Chair of SAT. |
| 21. All appraisers will be asked to refresh their training to ensure appraisals and performance review of staff is effective | Appraisal training is mandatory prior to being able to conduct appraisals. | Line managers will be asked to refresh their appraisal training. | By December 2017 and every 2 years thereafter. | 100% of line managers will have refreshed their training by June 2017. Increase in positive responses to appraisal in planned 2018 staff survey. | Chair of SAT. |
| 22. Interview members of staff who have joined the School since 2015 to explore their local induction experiences. | | Interview all staff who have joined the School since September 2015. | Interviews complete by March 2017. | 100% interviews complete, report presented to SAT and SEG, further actions identified as needed. Increase in positive | Athena SWAN Officer and Champion |

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| | | | | responses to local induction in UH and School Staff Surveys. | |
| 23. Establish a drop-in sessions for female students in teaching periods exclusively hosted by a female member of staff. | Monthly drop-in sessions announced for exam period May 2016 and continued through Semester C 2016 for all PhD and PG students. | Expand the number of female staff hosting drop in sessions. | Ongoing till April 2019. | Attendance monitored and rota established over the academic year for 3 or 4 female members of staff hosting the sessions. | AS Champion and Chair of SAT |
| 24. Ensure that across all modules we avoid lone female students in working groups. | This has already been implemented in the Aerospace Technology and Industry module. | We will encourage that this is applied across modules in the School. This will be implemented by Heads of Division. | In place by September 2016. | Positive oral feedback obtained from Women in Engineering network meetings during female student consultations. | Champion and Module Leaders. |
| 25. Encourage a greater number of female guest speakers on modules to showcase women engineers and career paths to students | External female engineer speaker addressed First Year cohort in Career Skills Module in Dec 2015 and female Prof researcher presented to School research seminar series. | Ensure the School research seminar programme has an appropriate mix of male and female speakers from within and outside the School. | Ongoing till April 2019. | 2 or 3 female speakers attend modules/cohorts each academic year. Evidence in staff survey 2018 and student feedback. | Head of Divisions, Associate Dean (Research), Associate Dean (L&T) |
| 26. Be proactive in requesting nominations of Female members | Appointed female chair of Bio-Med | All Staff encouraged to be | Ongoing to April 2019. | Increase in female members of IAG's, and as a | Chair of SAT, Head & Deputy Head of Divisions |

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| <p>from companies to join our Industrial Advisory Groups (IAGs).</p> | <p>IAG, 1 female IAG member of Aero IAG and 1 female on ELEC IAG.</p> | <p>aware and capture female contacts from industry. Invite letters to replace IAG members on expiry of term will explicitly request female nominations.</p> | | <p>consequence increase in female guest lectures.</p> | |
| <p>27. a) Co-opt a research active female member onto the Research Focus Group. b) All SEG members to take female staff as observers to internal and external committees for experience, where permissible.</p> | | <p>Female member invited to attend May 2016</p> | <p>May 2016</p> | <p>Female proportion increases on School Research Focus Group committee.</p> <p>Females gain greater appreciation of central committees, which leads to increases in female applicants for senior roles and corporate level awareness.</p> | <p>Dean and Associate Deans (Research).</p> |
| <p>28. Workload allocation management will ensure that we strive to smooth the allocated hours/module work to reduce the workload imbalance across the academic year.</p> | | <p>Comments from 2015 staff survey relating to workload issues will be further explored at SEG where further actions will be discussed.</p> | <p>By December 2017</p> | <p>A summary of discussion at SEG will be provided to the SAT. Increase in positive responses to workload patterns in 2018 staff survey.</p> | <p>Chair of SAT.</p> |
| <p>29. Further highlight the policy that all meetings should take</p> | <p>Notified in newsletters,</p> | <p>Continue these activities and</p> | <p>Ongoing to 2019.</p> | <p>Cultural acceptance and implementation of core</p> | <p>Head of Division and Associate Dean (Quality)</p> |

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| place within core hours and encourage staff to notify members of the SAT if this policy is not being enforced. | forums & revisited in SEG meetings with all Line Managers. Core hours is accepted as the norm. | include explicitly in Staff Guidance handbook | | hours being allocated for meetings. | |
| 30. a) Meet Head of Equality to develop seminars related to workplace equality | Set up meeting with senior ENT staff to plan information seminars on inclusive language and other equality matters. | | SEG May 2016 | Feedback from staff survey indicates an improved working environment in this context | AS Champion |
| b) Deliver sessions to staff | | | 2016/17 academic year | Positive feedback from staff about workplace culture and attitudes | Equality Office |
| 31. Consult with part-time members of staff (Academic and Professional/technical) about support, inclusion, progression and work-life balance. | - | We will design a questionnaire to distribute to part-time staff to explore their experiences. | Questionnaire distributed by November 2017. Findings analysed and presented to SAT by March 2018. | At least 80% response rate Report based on findings presented to SAT and appropriate actions identified. | Staff Survey Lead and AS Champion. |
| 32. Implement 'KIT Buddies' process. | KIT buddies identified. | Training completed by June 2016. | KIT buddies process in place till 2019. | 100% women about to commence maternity leave are appointed a KIT buddy. | Chair of SAT and Athena SWAN Officer. |

33. Unconscious bias and trans-awareness training.

The Equality Office has organised a series of trans awareness sessions in 2016. Session will continue throughout 2016/17 year.

We will highlight the importance of trans awareness sessions to staff and explore the option of hosting a School-Specific event

Ongoing: sessions promoted to staff via email.

Increase in School position in response to relevant questions in the University Staff Survey.

Chair of SAT and AS Champion.