Athena SWAN Bronze department award application

Name of university: University of Sheffield

Department: Department of Mechanical Engineering

Date of application: 30 April 2015

Date of university Bronze and/or Silver SWAN award: September 2009 (renewed November 2012)

Contact for application: Dr Jen Rowson

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Departmental website address: https://www.shef.ac.uk/mecheng

Athena SWAN Bronze Department awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term ‘department’ and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a ‘department’ for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.
Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

1. Letter of endorsement from the Head of Department: maximum 500 words

An accompanying letter of endorsement from the Head of Department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the Head of Department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.

[Section count: 491 words]
Dear Ms Dickinson

I am writing to express my strongest possible support for our Department’s Athena SWAN submission.

I took over as Head of Department in September 2014, and one of my key priorities is to ensure that the department addresses equality of opportunity for current and future staff and students.

I have personally experienced the challenges of juggling family life in a dual career marriage. My wife is a science (and assistant-head) teacher.

However, I am conscious that many staff face greater obstacles developing their careers. I believe it is unfair if these challenges are exacerbated due to gender, or any other protected characteristic.

I want to ensure the department does everything it can to improve our working life in a way that minimises these imbalances, so I have reinvigorated our activity by forming a new ‘Opportunities Committee’ whose remit is to:

- be the Athena SWAN SAT,
- reflect on our approaches,
- identify opportunities that enable equality of opportunity,
- act as champion for these changes to ensure that they are understood and adopted.

Whilst the main focus of this work is our staff, we recognise that students are a significant part of our environment. I want to ensure that the changes we introduce also encompass their needs. Furthermore, I believe there is much we can do to help schoolchildren understand the real nature of mechanical engineering and the fantastic career opportunities it provides for both men and women.

Consequently, the remit of the Opportunities Committee is intentionally broad, to encompass this wide range of issues.
We have a substantial number (21%) of female staff, with some outstanding success stories at all career stages. For example:

- Candice Majewski (Lecturer): Postgraduate Admissions Tutor; her 3D printed wedding bouquet demonstrated a leap forward in manufacturing technology and featured in the national press.
- Rachel Tomlinson (Senior Lecturer): Director of Learning and Teaching who works four days per week;
- Elena Rodriguez-Falcon (Professor): Faculty Director of Marketing and Communications, and previously the Faculty Director of Women in Engineering.

I would like to raise the profile of such success stories, but I recognise that this increases the workload of female academics through requests for outreach and committee service.

In setting up the Opportunities Committee I have tried to ensure that the workload is shared widely to reduce the individual burden. In the future, (see Action Plan), we will strive to understand and quantify workload better across the whole department and to develop means and procedures for a more equitable distribution.

I have reflected upon the feedback received following our previous Athena SWAN submission (April 2013) and have taken an active part in discussions with our departmental champions; I believe our new submission takes proper cognisance of the feedback and clearly shows our commitment to change for the better.

In summary, I believe the values at the heart of Athena SWAN are moral imperatives; we do not have a choice in such matters, we must do all we can to embed these values in our departmental culture.

Yours sincerely

[N D Sims]

Professor Neil Sims
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 SAT is a group of proactive and interested individuals covering the range of levels and areas of the Mechanical Engineering Department, working hard to improve conditions and embed Athena SWAN ideals into the culture and practice of the whole department.

Professor Patrick Fairclough (Chair) (m): Joined as a Professor from the Department of Chemistry in 2013. Patrick leads the Departmental Opportunities Committee and is Director of the Composites Centre. He has a working partner, and two children, one of whom has special needs. He appreciates the flexibility that academic life permits for raising a family. **AS Responsibilities:** Development of Athena SWAN policy and implementation strategy.

Dr Jen Rowson (Champion) (f): A lecturer since 2009, Jen has taught a wide variety of courses to all years. She is an enthusiastic personal tutor and informal student mentor. She has taken two periods of maternity leave (2009 and 2011) and from September 2014 has transitioned to a part time contract, balancing the demands of building up a research group with family life, in a dual career marriage with young children. **AS responsibilities:** Championing culture change, managing departmental staff surveys and opinion gathering, documentation and analysis.

Professor Keith Worden (Champion) (m): An academic for 20 years and Professor since 2000, Keith is Head of the Dynamics Research Group and a member of the Faculty Women in Equality and Diversity Committee. He has supported the development from UG/PG of 5 current members of academic staff (2 female, 3 male). He has worked flexibly to undertake childcare responsibilities. **AS Responsibilities:** Development of action plan and implementation strategy.

Mrs Melanie Scannell (f): Joined 2013 as Departmental Administration Manager, responsible for ensuring HR processes for maternity/paternity, staff recruitment, flexible working and appraisal are followed. Melanie uses the University’s flexible working arrangements to support part-time study. **AS Responsibilities:** Administration, documentation and monitoring of action plan.

Professor Neil Sims (Head of Department) (m): Following an MEng at Sheffield, Neil returned for his PhD, subsequently progressing from Lecturer to Professor. He has two children and is in a dual career marriage **AS Responsibilities:** Implementation of action plan, ensuring adequate resources are available for implementing the Action Plan and changing culture.

Dr Cecile Perrault (f): Is a Lecturer and Chair of Experimental Facilities for the INSIGNEO Institute. She has two children, and has taken a period of maternity leave since joining the Department in 2012. She well understands how family life can be balanced with a successful academic career. **AS Responsibilities:** Championing women’s academic careers; developing policy and strategy for this area.

Dr Robin Mills (m): Joined as an UG student and progressed through PhD to become a senior researcher working in the Tribology Group (2009). **AS Responsibilities:** providing information and insight about PhD/PDRA experience; assisting in policy and strategy development.
**Miss Wendy Birtwistle** (f): Joined as a Technician (1995). She has recently applied for and been successful in securing a promotion. She is responsible for the Additive Manufacturing and Flight Simulation laboratories. Wendy appreciates the work-life balance her position provides, and is a strong advocate of gender equality. **AS Responsibilities:** providing information and insight about Technical Staff experience; assisting in policy and strategy development.

**Mr Abdelkhafe Kawafi** (m): Is an MEng student, originally from Libya. His mother studied for a Masters degree after bringing up a family, as a result of which he is strongly committed to gender equality. **AS Responsibilities:** providing information and insight about UG experience; assisting in policy and strategy development.

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**Action (5.4)** Review Opportunities Committee membership to ensure all levels and areas are represented e.g. Senior Lecturer/Reader

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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.

Following our unsuccessful application in 2012, the appointment of a new Head of Department has revitalised the department’s Athena SWAN activity and reinforced commitment to culture change. Professor Sims has been instrumental in integrating equality and diversity matters into strategic management of the department. Even before he officially took up his post in September, he identified Athena SWAN Champions and met with the Athena SWAN Project Manager to express personal support for the process. He founded and is a key member of the Opportunities Committee, now a standing committee, which constitutes the SAT (Fig. 1).

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![Figure 1: Self Assessment Team/ Opportunities Committee Structure.](image_url)
HISTORY
Gender monitoring of SRDS / Appraisal outcomes undertaken on an annual basis
Gender monitoring of admissions discussed within the annual academic plan

2012
August - SAT formed to create action plan
Engagement with Faculty Athena SWAN Champions events
Focus groups held with staff and students, led by external facilitator specialising in Equality and Diversity.

2013
April – Silver application submitted (unsuccessful)
Throughout year:
Focus on improving staff recruitment process
Engagement with Faculty Athena SWAN Champions events
Engagement with Women in Engineering
Engagement with Women in Engineering Staff Group (3 female staff)

2014
April - New HoD announced
Summer - Self Assessment Processes scrutinised
New SAT formed, new Champions identified
Staff Survey & Gender, Equality & Culture Survey undertaken (68% return rate)
Analysis of survey data, action plan updated.
August – SAT meeting re submission document and action plan
September - New HoD appointed
October onwards – three-weekly meetings with Faculty Athena SWAN Project Manager
November – meetings with Champions from Universities of Southampton and Cardiff to share good practice
Throughout year:
Engagement with Faculty Athena SWAN Champions events

2015
January - SAT incorporated as standing committee (Opportunities)
February - Focus groups held on Appraisal and Promotion, Flexible Working and Workload Allocation Modelling

FUTURE
Review Feedback from Bronze application & incorporate recommendations into Action Plan
Implementation of the Action Plan
Submission of Silver Application in 2017
Staff Survey & Gender, Equality & Culture Survey undertaken
Survey analysis undertaken and action plan updated.
Continued engagement with Faculty Athena SWAN Champions meetings

Figure 2: Timeline.
Athena SWAN activities are a standing item on all SAT/Opportunities Committee agendas, and every other meeting is dedicated in its entirety to the review of progress against the Athena SWAN Action Plan. The committee includes a smaller Athena SWAN Working Group dedicated to the documentation of progress and submission of Athena SWAN application. Departmental surveys, focus group discussions and an Opportunities Committee review of the departmental position have all fed into the Action Plan.

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 Opportunities Committee is the main body for dealing with issues of equality and diversity. Membership is made up of staff and students, and will be periodically reviewed to ensure it is representative of genders and roles within the department. The Committee reports directly to the Executive Committee, holding seven meetings annually, with four designated as SAT specific. These will review action plan progress and newly available data. Each meeting will have specific focus;

1. Recruitment & Admissions, focusing on policy, strategy, publicity;
2. Impact & Communication, focusing on culture change, compliance / engagement with E&D training, feedback, engagement e.g. with surveys, mentoring;
3. Research & Innovation, focusing on career transition points, fostering female PGR and PDRA onto the academic track,
4. Learning & Teaching, focusing on early exposure to academic careers, development of careers training/mentoring for potential academics from UG through PDRA.

In addition to the current committee membership, owners of various actions will be co-opted as necessary i.e. Directors of Teaching/ Research.

![Figure 3: Department Committee Structure.](image-url)
While Athena SWAN values are central to our aim to create a nurturing and rewarding departmental environment for female academics, the Opportunities Committee is responsible for discussing and enacting wider initiatives to promote equality and diversity in our workplace.

Membership of the Opportunities Committee is formally accounted in workload allocation. Going forward the Head of Department will review membership of the Opportunities Committee on an annual basis, ensuring that fair representation of all staff groups is maintained.

**Action (5.4)** The Head of Department will review membership of the Opportunities Committee on an annual basis, ensuring that fair representation of all groups is maintained.
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.

The Department of Mechanical Engineering is the largest of seven departments within the Faculty of Engineering. It is ranked in the top three Mechanical Engineering departments by The Times Good University Guide. 89% of our research is considered 3*-4* by the 2014 Research Excellence Framework, placing us 4th in the country for mechanical engineering departments.

The department has expanded significantly over the last decade, from an undergraduate intake of c. 100 in 2003 to c. 250 in 2014. The unprecedented success in undergraduate recruitment has led to continued staff recruitment campaigns and associated increases in academic staff; this has driven growth in the number of postgraduate research students and postdoctoral research staff.

Academic staff numbers have grown from 29 academic staff (17% female) in 2008/9, to 61 academic staff (21% female) in 2014/15. With this influx of new staff, the Department has experienced a sustained period of transition with approximately 44% (27) of academic staff in the department joining in the last 3 years. It is to our staff’s credit that student satisfaction has remained high; we received a 98% overall satisfaction rating in the latest National Student Survey.

We are aware that we need to work hard to improve our gender balance but we are pleased that it is superior to the national picture (17%) for Engineering & Technology (HESA). There are two female Professors, one female Reader, one female Senior Lecturer, nine female Lecturers (seven are early career academics in their probation period) and eight female research associates.

The department offers BEng and MEng courses in Mechanical Engineering and five MSc courses. All degree programmes are accredited by the Institution of Mechanical Engineers. Our teaching facilities, including laboratories, span a wide range of mechanical, aerospace and biomedical engineering activities.

Within the department, supporting women has been a major priority for many years. Since 2012 the department has endeavoured to address the wider activities of the Athena SWAN process; it is involved in fuelling, supporting and developing initiatives implemented by the Faculty. The Faculty has a small number of dedicated staff covering areas that affect all departments e.g. student recruitment; however, Departmental staff have been very influential in the Faculty’s wider efforts. In 2011, one of our academics, Professor Elena Rodriguez-Falcon became Faculty of Engineering Director of Women in Engineering (WiE) and the WiE team was created. WiE has since grown dramatically and has now a Steering Group along with Staff, Student and Communications groups. The WiE teams coordinate a vast range of activities, including workshops and training, mentoring and a Women in STEM network. The WiE mailing list, which includes all female academics in the faculty, is used to promote activities. The Departmental champions promote faculty activities via email and during meetings with female academics. The WiE student society (created 2012) regularly hold outreach events and participate in University open days. The society is actively promoted to Mechanical Engineering undergraduates and many are involved.

In our marketing and communications activities such as social media, blogs, and our newsletter, we have a policy of equality in terms of images and features on female and male students and
engineers. We also focus on Women in Engineering articles as part of our social media communications.

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.

The student numbers on our foundation course are low (Fig. 4), with a yearly average of only 5 students, making it difficult to prove a trend. The absence of female students in 2013-14 is of concern to us as many of the issues diverting women from the path of engineering are upstream of the entry point into the A-level system; access courses allow students a re-evaluation of their potential and a means of widening their options. We are therefore committed to delivering access courses, and proud of the students who have come through this route.

**Figure 4: Student numbers on foundation course.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2012-13</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2013-14</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>2012-13</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>2013-14</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Action (2.8)** Highlight the opportunities available for conversion in Widening Participation activity. Emphasise that foundation courses are not about weakness, but about the potential for change.
(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.

The department has maintained a steady 10% intake of female students (Fig. 5) which is comparable to the national but slightly below the Russell group average (12%; Fig. 6) for this discipline. As the intake of international students steadily increased (currently 40%), there was a perception that the female participation in that cohort was low, bringing down the overall average. Analysis as part of our Athena SWAN process showed that this has not been the case, that the proportion of female students is the same for home and international students.

In 2014 the department rebranded the marketing of the Mechanical Engineering course, including its prospectus, website and external communications with potential students to ensure that any new material was gender balanced (last reviewed in 2009), (Figure 7). In addition formal
schedules were set up to ensure female staff and students played an active role in every UCAS visit day. The department recognises that there is further work to be done to increase female undergraduate intake.

The department recognises that there is further work to be done to increase female undergraduate intake.

**Action (2.1)** To investigate what attracted current female students to Mechanical Engineering in Sheffield by talking to current students; to create more targeted marketing and communications.

**Action (5.1)** To set up training in gender awareness for all staff engaged in outreach activities.
(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.

While not a steady upward trend, PGT numbers (Fig. 8) are higher in both 2012/2013 and 2013/2014, with the department female intake for PGT students at 13% compared to the national average of 10% (HSEA 2014/14: Fig. 9). Note that universities A, E-K, N and Q have only male students registered on their PGT courses.

We are committed to taking action to further promote female participation in PGT courses, and as many of our PGT students come from abroad for this course (85%) we recognise that our prospectus, website and communications with prospective students are key to increasing female participation.

**Action (2.2)** Review how PGT students access information about our courses and target that material for review.

**Action (2.9)** Increase the number of profiles of female students and alumni on PGT webpages.
(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.

![Bar chart showing student numbers on all departmental postgraduate research courses.](image1)

![Bar chart showing percentage of Female students in 1st year of Mechanical Engineering postgraduate research courses compared across the Russell group.](image2)

The majority of our postgraduate research students are international students, with scholarship funding from their home country. The culture of that country, can lead to a significant gender imbalance in the way that funding is awarded. We recognise this as an underlying factor in our low female intake (14%) but as we are significantly below the Russell group average of 21% (HSEA 2011/12) there is more we can do to increase female participation. We have targeted our PGR
recruitment material to ensure a gender balanced approach. We are also addressing the perception of the department as traditionally heavy engineering focused. We hope that with the opening of new research areas in Biomechanics and the development of our estate to incorporate state of the art facilities for wider aspects of Mechanical Engineering we will be able to attract more female students.

Action (2.4) Undertake a review of the recruitment process and material.
Action (2.7) Investigate opportunities for PGR/PGT bursaries for outstanding female students.

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

**Undergraduate**

![Graph showing the ratio of course applications to offers and acceptances by gender for undergraduate degrees.](image1)

**Figure 12: Ratio of course applications to offers and offers to acceptances, by gender for Undergraduate degrees.**

**Postgraduate Taught**

![Graph showing the ratio of course applications to offers and acceptances by gender for Postgraduate Taught degrees.](image2)

**Figure 13: Ratio of course applications to offers and offers to acceptances, by gender for Postgraduate Taught degrees.**
Postgraduate Research

![Graph showing ratio of course applications to offers and offers to acceptances by gender for Postgraduate Research degrees.]

Figure 14: Ratio of course applications to offers and offers to acceptances, by gender for Postgraduate Research degrees.

Figures 12-14 show that female applicants are more likely than male applicants to be offered a place, however they are less likely to accept our offer. This highlights the need to promote the department as an attractive choice for female students. In the case of postgraduate research degrees (table 1) the number of applications received from females numbered less than 13% of the total. Although the data is variable from year to year, there are encouraging signs that female students are choosing to study here; 63% of the female PGR applicants in 2013 were offered a place, 44% of whom went on to join the department.

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Entry</td>
<td>19</td>
<td>152</td>
</tr>
<tr>
<td>2012 Entry</td>
<td>28</td>
<td>198</td>
</tr>
<tr>
<td>2013 Entry</td>
<td>32</td>
<td>216</td>
</tr>
</tbody>
</table>

Table 1: Applications received from female/male students for PGR courses

**Action (2.1)** Investigate the reasons why students do or don’t choose to study their degree with us in order to make best use of our assets in attracting all students to study here.

**Action (2.2)** Create questionnaire and focus group for female postgraduates to assess their reasons and motivation for choosing Sheffield.

**Action (2.3)** Create anonymous questionnaire for students who reject our offers to discover reasons why they did not choose Sheffield.

**Action (2.4)** Review information send out post offer to all students.
(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.

As the Fig. 15 data shows, in general female students outperform male students. By percentage more female students achieve the highest grades, whilst the numbers for the lowest grades are very small. The performance of both male and female students has improved from 2012-13 to 2013-14. The department will continue to encourage all students to achieve their full potential and would like to see this improvement continue.
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

Figure 16: Academic and research staff by gender.

The overall percentage of female staff in the department has increased in the last three years, from 13% in 2011-12 to 18% in 2013-14. Over this time the department has grown significantly in size through;

- open and competitive recruitment focused on bringing early career academics to the Department in order to grow existing research groups, and;
- strategic recruitment of large groups comprising senior academics and their staff from other universities.

These two recruitment programmes have resulted in the appointment of 19 new academic staff, 26% of whom were female (2009-12). Due to the nature of mechanical engineering as a discipline, many of the Professorial appointments were male, with female appointments mostly at lecturer level. Significant attention is therefore required to ensure that early career academics are supported in the department, and that career development is targeted through the probationary process and mentoring. An example of the support given to a female early career academic, is that of a lecturer who was recruited in 2012 during the late stages of her pregnancy, and provided with full maternity rights despite the short period between the start of her contract and maternity leave.

Action (3.1) University HR guidance to ensure that adverts present an attractive proposition to both male and female candidates.

Action (5.1) Appropriate training, e.g. Unconscious Bias, for staff involved in recruitment.
**Action (3.7)** In PDRA recruitment, monitor applications by gender, ensure that there are female panelists where possible.

**Action (3.1)** On-going departmental review of our external marketing and branding, including a review of web site and prospectus by Marketing team

**Action (3.5)** Review early career objectives and the opportunities for such staff.

(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.

![Staff Turnover by grade and gender](image)

The overall retention rate in the department is very high, with the majority of staff leaving due to completion of fixed term research contracts. Even though positions may not always be available within the department, we recognise the need to foster and develop our researchers in order to give them development opportunities and prepare them for future academic positions. In 2013-14, of the 13 staff whose fixed term contracts ended (all male), 5 were retained internally on research contracts, 6 took up research posts elsewhere and 2 were appointed to lecturerships in other universities.

Retention of permanent staff is very good. Two academics left (2011-13) for positions elsewhere, and a member of our Professorial staff, sadly passed away in 2013-14.

**Action (3.2)** Set up a bespoke mentoring for fixed term contract staff, in addition to the annual review. To create a more timely and valuable system for fixed term researchers.

[Section count: 1994 words]
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.

![Figure 18: Percentages of Job Application and Success Rates – Researcher posts.](image)

![Figure 19: Percentages of Job Application and Success Rates - Academic posts.](image)

We have made substantial efforts to attract female applicants and we ensure at least one female member of staff contributes to all stages of recruitment of academic staff. During the period in which the department grew its staff rapidly (to 2012), the ratio of successful female applicants was higher than that for male applicants. However, strategic appointment of leading academics with groups of staff in 2012-2013 reduced the impact of increased gender awareness in our departmental processes. No academic appointments were made in 2013-2014.
**Action (1.2)** Review of departmental input to recruitment advertising to emphasise gender balance initiatives.

**Action (3.7)** Ensure female involvement in recruitment at all staff levels and all panel members have unconscious bias training

**Action (3.6)** To review the opportunities for potential candidates to visit the department and meet current staff, in order to fully realise the potential of applying to an ambitious, friendly and growing department.

**Action (3.2 & 3.3)** To encourage all staff, when adverts go out, to identify appropriate female applicants and encourage them to apply.

**Action (3.6)** Promote the department to external candidates by inviting them to present seminars. This raises both our profile with them and their profile with the wider engineering community.

(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.
Although the number of female academics being promoted is increasing, the overall number applying for promotion within the department is small. Promotion within an academic career takes careful planning and development, and can be a result of several years effort. With this in mind, our staff review and development (appraisal) meetings have been improved to include a specific discussion around progression; every member of staff has the opportunity to talk about their current standard of work and review their opportunities for promotion with their line manager. This should help individuals to realise the opportunity and provides support through the process of application for promotion, as they feel ready.

For those that do put themselves forward for promotion, measures have been put in place to ensure that females are encouraged to apply and to identify areas in which they excel. For example, the promotion case of the female professor successful in 2012-13 was based on extensive teaching achievements.

**Action (3.4)** To include information about promotion requirements in the staff review pack, to aid discussions with individuals about their level of work and possibilities for promotion.

**Action (4.1)** Increase awareness about the mentoring schemes available, as well as monitoring uptake and effect at a departmental level.

**Action (4.3)** Monitor all CVs to ensure staff seek promotion when appropriate

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

The University’s equal opportunities policy aims to ensure that no job applicant or employee receives less favourable treatment on any grounds not relevant to good employment practice. In line with the policy, all job adverts contain a statement on the university’s commitment to being an Equal Opportunities Employer and include a job description and person specification to ensure a transparent procedure. The university also provides comprehensive guidelines and training on recruitment for all those involved in the recruitment process. We have recently arranged a specific departmental session to increase the number of academic staff who are formally trained as recruitment chairs which included training on unconscious bias.

As part of our recent recruitment campaigns, efforts were made by the department to attract women to apply for academic positions. This involved targeted advertising in areas where women look for opportunities (UKRC, Women’s Engineering Society etc.). The WISE (UKRC) advert also included a news story and a blog (written by Prof Elena Rodriguez Falcon from Mechanical Engineering, as the Faculty Director of Women in Engineering) promoting our commitment to women in engineering. We have noted in previous recruitment drives that personal invitations to apply have often resulted in applications from people who might otherwise have missed the opportunity. A personal invitation in the last campaign resulted in the appointment of the (female) candidate. In future recruitment campaigns we will aim to formalise the use of personal contacts and networks to issue invitations to potential applicants, in particular to promising female candidates.
Advertisements explicitly encourage anyone to apply irrespective of gender, and provide a clear statement regarding flexible working. A statement is also included on the job description such that: “The University has achieved a bronze AS award for Women in Science, Engineering and Medicine”, along with the bronze AS logo and the Times Top 50 Employers for Women award.

In line with the department’s commitment to increasing the number of women in engineering, each interview and shortlisting panel contains at least one female member of academic staff.

**Action (5.1)** To train all members of departmental staff responsible for recruiting staff, in gender equality and workplace bias awareness, such that they might become champions of this to raise awareness of potential issues during recruitment but also in the day-to-day running of the department.

(iii) **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.

As a department we recognise that the starting point for academic careers, is the transition from undergraduate degrees to postgraduate study. The department has a dedicated careers day, with individual interviews where we highlight the possibility of further study and talk to students about a wide range of potential future directions. Our PGR tutor (female) introduced a research degree stand at the departmental careers fair alongside the company stands (since 2012). This stand has been an opportunity to advertise departmental PhDs and MSc courses and for current research students to talk to undergraduates and answer any questions.

We have a slightly higher percentage of female PDRAs compared to our percentage of female PhD students, so although we recognise this as a key transition point, it does not appear to be a point of attrition for females.

Transition from PDRA to Lecturer is a significant career point for all staff, but particularly for women since it often occurs at a time when they might consider having a family. In 2010 the Engineering Researcher Society was set up (following a PDRA event). This faculty-wide society aims to connect and support PDRAs with a programme of events organised every year, both career related and socials. This has been found to encourage students to network and gain confidence talking about their research ambitions.

Academic promotion has also been highlighted as a key transition point for females. The departmental review system has been updated to include more discussion around the opportunities for promotion and development. This annual review, in addition to the mentoring scheme, will give further opportunities to encourage otherwise hesitant individuals to put themselves forward for promotion.

Mentoring particularly has been shown to be very effective in helping women assess their strengths and weaknesses and identify the right time for promotion. Due to the low number of female academics in many departments, mentoring schemes are run as university-wide activities. Within the department, so far two academics have used these schemes, and found them useful in
developing their own priorities for progression. One academic who was mentored said “I would always recommend mentorship formal or informal; the chance to be able to bounce ideas off someone else about big picture stuff is invaluable. As an academic you always have too much to do in the time, so being able to look back and reflect on what my priorities were with someone else was great.”

There are a number of university networking schemes that are of particular interest to female staff (table 2). Whilst central emails promote these initiatives, it is imperative that individuals are encouraged, through their line manager, to discuss and recommend these services. The department ensures that these discussions are held during SRDS reviews but also in an ad-hoc manner as opportunities arise.

<table>
<thead>
<tr>
<th>Scheme</th>
<th>Audience</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Network</td>
<td>All female staff</td>
<td>- Forum for discussion&lt;br&gt;Informal mentoring and networking opportunities&lt;br&gt;Access to a range of role models&lt;br&gt;Improve retention and promotion for women</td>
</tr>
<tr>
<td>Parents in Academia</td>
<td>All staff &amp; students who have families, are starting a family or are thinking about having children in the future</td>
<td>- Conduit for information&lt;br&gt;- Sharing best practice and 'how to' tips&lt;br&gt;- Quarterly coffee mornings for men and women&lt;br&gt;- Support staff &amp; students through career breaks</td>
</tr>
<tr>
<td>Adopters at TUOS</td>
<td>All staff &amp; students who have adopted children, are going through the adoption process or are thinking about adopting in the future</td>
<td>- An information network for those considering adoption&lt;br&gt;- Support for those who are in the process of adopting&lt;br&gt;- Post adoption peer support&lt;br&gt;- Share best practice</td>
</tr>
<tr>
<td>Engineering Researcher Society (ERS)</td>
<td>Early career researchers, including PDRAs</td>
<td>- Providing a voice for all early career researchers&lt;br&gt;- Providing Development Opportunities&lt;br&gt;- Promoting a community for networking and socialising</td>
</tr>
</tbody>
</table>

Table 2: University Networking Schemes.

**Action (5.2)** To develop signposts within the departmental handbook and guidance to support mechanisms within the department as well as University or Faculty ones.

**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?
We have a 100% return rate on the Staff Review and Development Scheme (appraisal) in our Department. Staff receive one of three assessments of their contribution and those deemed to be substantially exceeding their job requirements and expectations can be nominated for an Exceptional Contribution Award. Discussion regarding career progression and promotion is embedded within the appraisal process and staff are encouraged to talk about career progression to their line manager, mentor or other senior members of staff. Results from the department’s Gender Equality Survey, 2014, showed that 75% of staff agreed with the statement “they were provided with a helpful annual appraisal” (Fig. 21).

Academic staff were asked if the full range of skills and experiences were valued and rewarded in performance appraisals (Fig. 22) and in considering promotions (Fig. 23). There were a significant number of ‘Don’t know’ responses for both which may be due to the large number of new members of staff in the department; more of concern is the number of people who disagreed that their skills were taken into account in promotion. More investigation into how the department can show appreciation of an individual’s full range of skills both through appraisal and promotion is required.

![Staff Survey Response to: My Department provides me with a helpful annual appraisal.](image-url)
Promotions for academic staff are decided on four main criteria: research, teaching, professional standing and administrative activities. The lack of understanding of both the promotion process and criteria (Fig. 24) will need to be addressed in the coming months. All staff will be directed to the on-line information and handbook, and in the longer term the department will utilise these responses in training of staff in appraisal processes and ensure awareness.
The majority of staff agree that they are encouraged to take up career development opportunities (Fig. 25). However, the department also noted that some disagreed or were unclear as to the opportunities available. We recognise that over 30% of academic staff have been with the department for less than 2 years, however it is imperative that all staff are adequately supported in their career development, initially through induction and annual review.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Don't know</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13%</td>
<td>44%</td>
<td>7%</td>
<td>19%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 24: Staff Survey Response to; I understand the promotion criteria in my Department (Academic responses only).

**Action (4.4)** Review the Annual Review Scheme, to enable all staff to recognise its value and be able to use it to best advantage to develop their potential.

**Action (3.4)** Develop an information pack about the promotion process and criteria for all staff to be published in time for the next promotion round opportunity in the Autumn.
(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?

All staff go through a department induction process. This includes a welcome email in advance of their arrival giving access to an online handbook. The handbook provides links to the departmental website and key contacts, useful new starter links including opportunities for training and development and information about HR policies. On arrival, new starters are provided with a bag of resources, including an introduction to support staff services, and a series of meetings are set up to ensure they meet key department staff, including Head of Department, and Directors of Learning & Teaching and Research & Innovation. Academics and researchers are also invited to a University induction meeting where they are given advice and information on training opportunities and support relevant to their role. Professional services staff are inducted by the Departmental Administrator and Technical staff by the Department Technical Manager.

All new lecturers in the department undergo a three year probationary period for which they are assigned a probation advisor (a senior academic within the department) as their mentor. They are set targets in all areas of their job and given specific training such as the Certificate in Learning and Teaching, of which gender equality training is a mandatory component.

As academics take on new roles, such as Head of Department, they receive additional equality training, including unconscious bias training. The department are looking to review appropriate training for current roles to ensure that staff can feel comfortable and equipped in the roles.

Networking opportunities within the Department are provided via the monthly departmental ‘coffee and cakes’ where free tea, coffee, cake and fruit are provided (all staff and PGR students), as well as at a number of away days each year which aim to bring the staff of the department together. These events generally contain a social element, which give new people the opportunity to put names to faces and generally start getting to know more people in what is a very large department. They are also an opportunity for established staff to discuss issues and solutions with colleagues.

**Action (5.1)** Review Equality training needs for admin roles, such as UCAS, outreach, recruitment and put in place a schedule for training to occur.
(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.

All undergraduate students within the department are allocated a personal tutor on arrival, and over the course of the first year they meet their tutor twice a week in a group of 4/5 students. In addition each year group has a dedicated Year Tutor, the 1st Year Tutor is a female academic, who provides an additional point of support to female students as they arrive.

Each year group is asked to elect a student representative to sit on the Staff-Student Committee. Meetings, led by the Director of Learning & Teaching (currently female), are held twice each year and are a forum for discussions about courses, including discussing issues and recommending good practice. As well as personal tutors and the Staff-Student Committee, students can seek advice, support and guidance from any member of academic staff. Feedback through the NSS is positive and suggests that the personal tutor system and availability of department wide support is valued by students.

The Women in Engineering Student Society, re-launched in October 2012, is a student led, student-focused group that has around 90 members from across the Faculty. The society was instrumental in creating videos for the University of Sheffield website (also available on YouTube) and championing Women in Engineering, which was launched on International Women’s Day. Female students from across the Faculty are encouraged to sign up and work with the Society, led by high profile female academics, staff and students. The group provides excellent networking, mentoring and knowledge sharing opportunities.
**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.

All committee membership (except for the Opportunities Committee) is currently determined by academic administrative role and as these duties rotate every two years; committee membership is reviewed in line with those duties. The Board of Examiners, and Academic Staff meetings are both committees where all members of academic staff sit; this therefore reflects the overall academic female: male ratio of 18%.

<table>
<thead>
<tr>
<th>Executive Committee</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department (Chair)</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Department Administration Manager</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Deputy Head of Department</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Director of Marketing and Recruitment</td>
<td>-</td>
<td>-</td>
<td>M</td>
</tr>
<tr>
<td>Director of Research</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Director of Teaching</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>PGR Admissions Tutor</td>
<td>M</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Technical Manager</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>UG Admissions Tutor</td>
<td>M</td>
<td>M</td>
<td>-</td>
</tr>
<tr>
<td>PGT Admissions Tutor</td>
<td>M</td>
<td>M</td>
<td>-</td>
</tr>
<tr>
<td>PGT Tutor</td>
<td>M</td>
<td>M</td>
<td>-</td>
</tr>
</tbody>
</table>

**2014 Ratio**

Table 3: Executive committee membership for last three years.

The Executive is the main policy setting committee within the department. This takes recommendations from the sub-committees, reviews and creates departmental policy. Since 2012 there has been a minimum of two female posts on the Executive. The Executive is very conscious of the low numbers of female staff on committees, the Research Committee in particular. The recommendation from the Opportunities panel (March 2015) is for the Research Committee to elect from a broader base of staff.
The newly created Opportunities Panel was set up from a pool of volunteers. These were selected by the Athena SWAN Champions, and Chair. Currently under consideration is a system whereby new and vacant posts to the Opportunities committee will be by nomination (including self-nomination) and election (where two or more candidates put themselves forward).

In 2014 the Research Committee was revitalised, with membership drawn from the research group leaders within the department. Sadly this led to no female representation on the committee; an issue that was discussed at the start of the first two meetings in 2014. Initially it was proposed that different female staff were invited for each meeting. However, it has now been agreed that the Postgraduate Research Admission Tutor (female) should be a permanent committee member.
### Teaching Committee

<table>
<thead>
<tr>
<th>Position</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Teaching (Chair)</td>
<td>M</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Deputy Director of Teaching</td>
<td>-</td>
<td>-</td>
<td>M</td>
</tr>
<tr>
<td>Course Support Administrator</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Department Administration Manager</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Head of Department</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>1st Year Tutor</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>2nd Year Tutor</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>3rd Year Tutor</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>4th Year Tutor</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>PGT Tutor</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Head of Teaching Group Management</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Head of Teaching Group Thermofluids</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Head of Teaching Group Solid Mechanics</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Head of Teaching Group Dynamics</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

2014 Ratio

Table 6: Teaching committee membership for last three years.

### Safety Committee

<table>
<thead>
<tr>
<th>Position</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department (Chair)</td>
<td>-</td>
<td>-</td>
<td>M</td>
</tr>
<tr>
<td>Department Administration Manager</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Biological Safety Officer</td>
<td>-</td>
<td>-</td>
<td>F</td>
</tr>
<tr>
<td>Department Safety Officer</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Estates Co-ordinator</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Laser Officer</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Radiation Protection Officer</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Site Manager (Beighton)</td>
<td>-</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Technical Manager</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

2014 Ratio

Table 7: Safety committee membership for last three years.
The committee numbers in the Department show a predominantly male membership. The current department policy is that at least one female representative sits on all departmental committees, with an aim to equal or improve upon the overall staff ratio. As a result, the workload of our female staff needs to be carefully balanced to ensure diversity without detriment to the development of female academic’s careers.

**Action (5.4)** To propose bi-annual review of membership for each committee to ensure a fully representative cohort in addition to admin duty assignment.

**Action (5.4)** Widen the pool of applicants for all committees where possible.
(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.

![Female: male research staff on fixed-term contracts](image1)

**Figure 26:** Female: male research staff on fixed-term contracts.

![Female: male research staff % open ended contracts](image2)

**Figure 27:** Female: male research staff % open ended contracts.

The percentage of female research staff on open-ended contracts is greater than the percentage of male research staff (figure 26). However the numbers of female research staff remain low, with only 9 employed in 2013-14. The department recognises that fixed term contracts can be problematic in many ways to both male and female researchers; particularly those relocating or starting a family, and is looking to create greater job security for those on fixed term contracts where possible. Where a research group has a systematic funding record, the Head of Department has underwritten open-ended contracts from departmental funds rather than issuing repeated fixed-term contracts. In the last three years this has been done for 2 research staff (m).

All academics are on open-ended contracts ensuring they have flexibility to plan their own careers with confidence.
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?

As previously discussed membership on the majority of our committees is dictated by role. Consequently the membership is predominantly determined by the Head of Department, along with input from the Director of Learning and Teaching, and Director of Research and Innovation. Executive Committee is the key decision making body that involves selected representatives, and in this case female staff occupy two key roles (Director of Learning & Teaching, and Postgraduate Research Admissions Tutor). Both of these roles involve interaction with strategic decision making bodies beyond the department (e.g. faculty teaching committee, faculty recruitment forum).

The current department policy is that at least one female representative sits on all departmental committees, with an aim to equal or improve upon the overall staff ratio. We are actively reviewing the remit of the committees to explore how membership can be opened to more female members of staff and to ensure our committees operate with equality and diversity, without causing “committee overload” for female staff. This is particularly relevant to Research Committee, as noted above.

**Action (5.4)** Ensure decision making panels have female representation at a level higher than the general staff. Review the criteria of membership of each of the departmental committees to ensure a diverse range of views that fully represents the department across all levels.

(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.

All departments within the Faculty operate a formal Work-load Allocation Model used for planning academic staff loads. The model is updated annually with reference to each person’s teaching, research, external and internal administration duties and pastoral activity.

In discussion with individuals, the Head of Department judges how appropriate an activity is for a person’s career and personal circumstances alongside departmental need, and the WAM is reviewed accordingly. In particular, probationary academic staff and those staff returning from maternity leave are given appropriately reduced loads. Changes to workloads can be made in-year should individual circumstances change.
The departmental staff survey showed that 88% of academic staff agree that work is allocated on a clear and fair basis, irrespective of gender (Fig. 28). Although some academics did not know, showing that there is still some work to be done on conveying how jobs are allocated within the department when the WAM is published each year, no staff members disagreed with the statement.

![Bar chart showing survey responses](chart1.png)

Figure 28: Staff Survey Response to: In my Department work is allocated on a clear and fair basis irrespective of gender (academic responses only).

**Action (5.3) Set up monitoring of staff contribution with respect to gender of departmental jobs and duties, e.g. UCAS days.**

(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.

![Bar chart showing survey responses](chart2.png)

Figure 29: Staff Survey Response to: Meetings in my Department, are completed in core hours to enable those with caring responsibilities to attend.
Table 9: Departmental ‘social’ events.

It is positive that the majority of people (71%) agreed that meetings are held in the current core hours allowing those with caring responsibilities to attend. However, more female staff disagreed than males, which requires review. In the past, core hours have been considered to be 9 – 5. Whilst this is considered appropriate by full-time members of staff, the timing of this meeting can cause issues for part-time staff or staff with young children. All part-time staff have been encouraged to add their working hours to the bottom of their emails to aid people organising meetings. A review of core hours for the purpose of meetings will be carried out over the summer.

Action (5.6) Review of departmental definition of core hours.

(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.

Figure 30: Staff Survey Response to: I feel that my Department is a great place to work for men (left) for women (right).
The overwhelming majority of all staff, thought that the department was a great place to work for both men and women (Fig. 30). During a focus group on gender roles within the department, many members of staff commented on the friendly atmosphere in the department, including one fairly new member who said “There is often a lively debate going in the staff room and it is a great place to ask general ‘how to’ questions...”.

![Graph showing staff survey response to My Department makes it clear that unsupportive language and behaviour are not acceptable.]

**Figure 31: Staff Survey Response to; My Department makes it clear that unsupportive language and behaviour are not acceptable.**

Whilst the majority of staff (76% female and 77% male) agreed that the department makes it clear that unsupportive language and behaviour are not acceptable, 10 female and 18 male staff either disagreed or didn’t know, this survey highlights that there is still work to be done in eliminating this behaviour. Three people also commented positively on the survey, one said “I find the workplace culture in the department in the main positive, inclusive and friendly.”

**Action (5.7) Promote a professional behaviour policy to all staff as part of our departmental values**

**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.

Between 2011 and 2014 five women including 3 academics, 1 researcher and 1 member of support staff took maternity leave. Three (academics) have returned to the same post, whilst the
others are expected to return in 2015. In 2013 HR underwent a review of the maternity/paternity/family leave procedures. A checklist and useful information section (including department specific information) are being developed to go in the online departmental handbook as a source of reference for all staff and PhD students in the department.

The Department policy for maternity return was reviewed in 2010-11 and positive changes made. Previously academic staff returned to a full work load of teaching, admin and research with no phrased return or reduced work load. The reviewed policy, which remains in place, eliminates teaching duties in the first semester of return in order to enable staff to ‘catch-up’ on research, with a full review of other duties. There is also no automatic assumption that staff will take back their previous administrative roles or teaching.

The University provides further support to women taking a period of maternity leave via the Women Academic Returners’ Programme (WARP). With the objective of minimising the impact of extended leave on research activities, the programme is open to women academics and researchers across all faculties, and provides funds for support towards research activity following maternity leave. Dr Xinshan Li, who is shortly to begin a period of maternity leave was award £10K WARP funds, to fund an RA to assist her on her return from 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.

Despite the larger number of male academic staff, there are there are only two cases of paternity and no cases of parental leave within the department in the last three years. However, the department is confident that all staff who are eligible for paternity or parental leave have taken advantage of our policies. There have been no requests for adoption leave, again the department is confident this is because there has been no need for the leave, not because staff remain unaware of their entitlement to it.

Future plans include a review of the departmental staff handbook to include reference information and a planning flow chart for those eligible for both maternity and paternity leave, this should further highlight the opportunity to all staff, as well as detailing the steps needed to inform and plan any such leave.

**Action (6.1 & 6.2)** Review departmental staff handbook to include maternity and paternity reference information and planning flow chart. This should link to the new University Family Leave webpage http://www.shef.ac.uk/hr/guidance/family which has all the information and contacts for any type of family leave.
(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.

Four flexible working applications have been received in the last three years, all of which succeeded. Academics inherently have very flexible hours, whereas support staff who have to be available for students and academics, do not have the same flexibility. Whilst we recognise the inherent inequality in allowing informal flexibility for academic and research staff which is unavailable to support staff (as reflected in the review of our previous Athena SWAN submission) there is a requirement for these staff to be present in the university during core hours to provide face to face support for staff and students. As a result the majority of formal requests for flexible working in the past three years have come from support staff (2 female, 1 male). Three of the requests for flexible working were based on the requirements for childcare (2 female, 1 male) and one as a path to flexible retirement (1 female). Overall, staff seem happy with the flexible working options available to them.

A recent example of a successful request for flexible working concerned a male member of support staff, who on the birth of his second child requested flexible working hours to allow his wife to return to work. Condensed hours were considered, but due to the nature of the role, it was decided to allow some ‘out of hours’ working ie. after 6pm one day a week to fit better with the needs of his family.

**Action (6.3) Increase awareness of flexible working options and procedures for all staff**

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9+</th>
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<tbody>
<tr>
<td>Gender</td>
<td>F</td>
<td>M</td>
<td>F</td>
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<td>Academic</td>
<td></td>
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<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Researcher</td>
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<td></td>
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<td>Administrative</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 10: Flexible Working by Grade and Gender.**

3 female academics currently work on formal flexible arrangements, and 6 support staff (4 female, 2 male). For academic staff there is a largely informal system; staff have the flexibility to manage their duties and are able to undertake research and other activities at times to suit their needs. This allows for a natural accommodation e.g. child-care. The teaching timetable is the most
structured element of the academic work pattern staff, it is fixed in advance and is subject to a range of external constraints.

![Staff Survey Response to: My line manager is supportive of requests for flexible working.](image)

Figure 32: Staff Survey Response to: My line manager is supportive of requests for flexible working.

Staff wishing formally to adopt a flexible working pattern would discuss the matter with their line manager, and the Head of Department, in conjunction with the line manager, would consider the request. In line with university policies, applications are considered on their merits. All administrative and technical staff have the same options to apply for formal changes to hours as their academic colleagues. All staff are made aware of the flexible working policies through the SRDS process as well as information on the University web pages and this awareness seems to be reflected in the staff survey responses.

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

As previously stated, the department maternity policy was reviewed in 2010, it now includes an exemption from teaching duties in the first semester after return and only light additional duties for the first year to enable staff to concentrate on research activity.

In the last three years, three academics, one researcher and one member of administrative staff, have taken maternity leave. After discussions with the Head of Department and Director of Teaching, the Academic’s work was re-distributed amongst colleagues. The research and administrative staff absences were covered by temporary resource.

In all instances, efforts were made on the employees’ return to work to ensure they had a reduced workload that facilitated a smooth transition.

Conversely, one academic returned from maternity leave and asked for additional duties to allow her to progress through probation more quickly. This was discussed with the Head of Department
who established that she had support at home and from colleagues at work and therefore agreed not to reduce her duties. However, they had regular meetings to ensure the work-life balance was still manageable.

**Action (6.1 & 6.2)** Maternity/paternity process should be reviewed to include a series of follow up review meetings in the first six months of return to allow for flexible planning of the returner’s workload.

[Section count: 4897 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.*

As a department, we are fortunate to be part of a Faculty where gender equality and representation is taken very seriously, and have benefitted from the networking and mentoring opportunities available at Faculty and University level. Compared to other mechanical engineering departments across the UK, women are well represented on our academic staff, but it was with the appointment of a new Head of Department in 2014, that the necessary support was given to the Self Assessment Team to gain traction within the Department to drive a systematic approach and commitment to cultural change.

We have adopted a philosophy that a positive working environment is of benefit to all staff, and we actively engaged in adopting actions that create this positive climate. As we implement our action plan we are committed to building and strengthening a climate and culture where all staff can flourish.

In committing to increasing gender awareness, and embedding a culture of equality and diversity within the Department we recognise that many of the suggested initiatives will create additional tasks and workload for female members of staff, ie. the presence of female members of staff on recruitment panels, and at open days. We are working to create a workload allocation model that accounts for the increased effort required from members of female staff, ensuring that these activities do not prevent them from teaching and research activities instrumental to career progression.

[Section count: 230 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.*
Opportunities Objectives

Long term (2017 – onwards)

LT-1. Attract more female undergraduate students, aiming to be at least 5% above the national average
LT-2. Attract more female postgraduate taught students, aiming to be at least 5% above the national average
LT-3. Attract more female postgraduate research students, aiming to be at least 5% above the national average
LT-4. Attract more female researchers, aiming to be at least the same as the academic ratio
LT-5. Attract more female applications to academic positions
LT-6. Encourage female postdoctoral researchers to apply for permanent academic positions
LT-7. Encourage female staff to apply for promotion if suitable
LT-8. Ensure fair distribution of workload and reward
LT-9. Maintain the supportive, friendly atmosphere present through most of the department and encourage whole department interaction


ST-1. Introduce a formal review procedure for all committees to ensure a good gender balance
ST-2. Improve all departmental marketing material and communications to ensure good gender equality is demonstrated
ST-3. Encourage all staff to take part in Gender Equality Training
ST-4. Encourage female staff to take up mentoring opportunities available
ST-5. Improve awareness of the policies and procedures in place within the University, Faculty and Department that relate to gender equality and women in engineering.
ST-6. Establish a repository on departmental intranet for all reports and monitoring data

Abbreviations:
SAT – Self-Assessment Team
DOC – Departmental Opportunities Committee
DEC – Departmental Executive Committee
DAM – Departmental Administrative Manager
MT – Marketing Team
AT – Admissions Team
WAM – Workload Allocation Model
TC – Teaching Committee
PGTus – Postgraduate Tutors
HoD – Head of Department
## Action Plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Objective</th>
<th>Description of Action</th>
<th>Action taken already and outcome at April 2015</th>
<th>Further action planned at April 2015</th>
<th>Responsibility</th>
<th>Timescale</th>
<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Baseline Data and Supporting Evidence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>LT-1, LT-2, LT-3</td>
<td>Monitor UG, PGT and PGT data by gender</td>
<td>Data collected 2010-2014 and compared to national averages</td>
<td>Collect and analyse data on rolling basis</td>
<td>AT, SAT</td>
<td>Aug 2012 – onwards</td>
<td>Maintain or increase above national figures</td>
</tr>
<tr>
<td>1.2</td>
<td>LT-5</td>
<td>Monitor and review staff appointments by gender</td>
<td>Data collected 2010-2014 (application, longlist, Shortlist, appointment)</td>
<td>Collect and analyse data on rolling basis</td>
<td>HR; SAT</td>
<td>Aug 2012 - onwards</td>
<td>Annual reports to SAT and DOC</td>
</tr>
<tr>
<td>1.3</td>
<td>LT-7, LT-8</td>
<td>Monitor pay awards and promotions by gender and grade</td>
<td>Data collected 2010-2014</td>
<td>Collect and analyse data on a rolling basis. Monitor effect of new procedures</td>
<td>HR; SAT</td>
<td>Aug 2010 - onwards</td>
<td>Obtain a gender balance in applications and success rates. Annual report to DOC and DEC</td>
</tr>
<tr>
<td>2</td>
<td><strong>UG and PG Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>LT-1, LT-2</td>
<td>Investigate what attracted female students to study here; assess satisfaction of current students (UG and PG)</td>
<td></td>
<td>Create questionnaire for current students. Use results for targeted marketing</td>
<td>SAT; MT</td>
<td>Oct 2015 – Oct 2016</td>
<td>Entry data reported each year Develop specific actions targeting female applicants making our degree the first choice for Mech Eng female students</td>
</tr>
<tr>
<td>2.2</td>
<td>LT-2, LT-3</td>
<td>Review how PGT/PGR applicants access course information</td>
<td></td>
<td>Monitor PG enquiries</td>
<td>AT</td>
<td>Oct 2015 - onwards</td>
<td>Report to SAT and DEC, Information to be used in conjunction with 2.1</td>
</tr>
<tr>
<td>2.3</td>
<td>LT-1, LT-2, LT-3</td>
<td>Investigate why some students choose not to study here</td>
<td></td>
<td>Follow-up questionnaire for applicants who do not choose us</td>
<td>AT</td>
<td>Oct 2015 - onwards</td>
<td>Report to SAT and DEC, Information to be used in conjunction with 2.1</td>
</tr>
<tr>
<td>2.4</td>
<td>ST-2</td>
<td>Review all prospectus/course material for unconscious bias</td>
<td>Recommendation for unconscious bias training for AT and MT</td>
<td>Completion of training, review material</td>
<td>SAT; DOC; MT</td>
<td>Jan 2015 – May 2016</td>
<td>Publicity material shows good balance</td>
</tr>
</tbody>
</table>

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<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>LT-1, LT-2, LT-3</td>
<td>Ensure high visibility of female staff at applicant-facing events</td>
<td>Already recommended and implemented</td>
<td>Investigate impact via WAM to ensure appropriate workloads</td>
<td>AT, HoD</td>
<td>Sept 2013 - onwards</td>
<td>Report to DOC and DEC</td>
</tr>
<tr>
<td>2.6</td>
<td>LT-5, LT-6</td>
<td>Academics to encourage well-qualified female students to apply for PGR degrees.</td>
<td>Project coordinators to identify candidates</td>
<td></td>
<td>Final Year Project Supervisors</td>
<td>May 2015 and each December following</td>
<td>Increased number female PGR, reported</td>
</tr>
<tr>
<td>2.7</td>
<td>LT-2, LT-3</td>
<td>Investigate PGR/PGT bursaries for outstanding female students</td>
<td>Identification of needs by PGR tutor and Director of Research then proposal to discuss in DEC</td>
<td></td>
<td>PGR admissions tutor, Director of Research</td>
<td>May 2015 – May 2016</td>
<td>Recommendations to DEC for budget approval</td>
</tr>
<tr>
<td>2.8</td>
<td>LT-1</td>
<td>Highlight opportunities for conversion course to widen participation of female students</td>
<td></td>
<td></td>
<td>Widening Participation co-ordinator, AT</td>
<td>Oct 2012 - onwards</td>
<td>Monitored through number of applications</td>
</tr>
<tr>
<td>2.9</td>
<td>LT-1, LT-2, LT-3, ST-2</td>
<td>Increase the number of profiles of female students and alumni on departmental webpages</td>
<td></td>
<td></td>
<td>MT</td>
<td>May 2015 – May 2016</td>
<td>More profiles on the departmental webpages</td>
</tr>
</tbody>
</table>

### 3 Key Career Transition Points, Applications and Promotions

<table>
<thead>
<tr>
<th>Action</th>
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<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>LT-4, LT-5, LT-6</td>
<td>Improve attractiveness of job adverts to female applicants</td>
<td>Prominent mentions of UoS Bronze award and presence in top 50 employers for women</td>
<td>Review ATJ/advert Material</td>
<td>MT; SAT, DAM; HR; Recruiters</td>
<td>Jan 2013 - onwards</td>
<td>Increase in gender balance in applicants, report to SAT and DEC</td>
</tr>
<tr>
<td>3.2</td>
<td>LT-4, LT-5, LT-6, ST-4, ST-5</td>
<td>Actively seek out well-qualified female researchers here and encourage to apply</td>
<td>Set up a bespoke mentoring and review system for fixed term contract research staff, in addition to the annual review.</td>
<td></td>
<td>All Project Investigators</td>
<td>May 2015 - onwards</td>
<td>Increase in gender balance in applicants</td>
</tr>
</tbody>
</table>

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<th>Timescale</th>
<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>LT-4, LT-5, LT-6</td>
<td>Actively seek out well-qualified female applicants from elsewhere and encourage to apply</td>
<td></td>
<td></td>
<td>All staff</td>
<td>May 2015 - onwards</td>
<td>Increase in gender balance in applicants</td>
</tr>
<tr>
<td>3.4</td>
<td>LT-5, LT-6, LT-7</td>
<td>Develop information packs for all promotion points</td>
<td>Remove unconscious bias; highlight training and support available to female staff</td>
<td>DAM; HR</td>
<td>May 2015 – Sept 2015</td>
<td>Increased awareness, monitored through survey</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>LT-6, LT-7, LT-8, ST-5, ST-6</td>
<td>Review early career objectives and the opportunities for research staff.</td>
<td>Set departmental early career objectives and develop report on opportunities for staff intranet</td>
<td>Director of Research</td>
<td>May 2015 – May 2016</td>
<td>Increased awareness, monitored through survey</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>LT-4, LT-5, LT-9</td>
<td>To review the opportunities for potential candidates to visit the department and meet current staff</td>
<td>Invite potential candidates to give seminars in order to raise profile</td>
<td>HoD, All staff</td>
<td>May 2015 - onwards</td>
<td>Increase in seminar from external female academics</td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>LT-4, LT-5, LT-6, ST-3</td>
<td>Ensure recruitment process is gender balanced and unbiased</td>
<td>Included female staff from other departments.</td>
<td>Ensure female representation on shortlisting and interview panels and all panel members have unconscious bias training, Monitor via WAM</td>
<td>DAM; HR; Recruiters</td>
<td>Jan 2013 - onwards</td>
<td>Increased number of staff trained in key skills</td>
</tr>
</tbody>
</table>

### 4 Staff Development

<table>
<thead>
<tr>
<th>Action</th>
<th>Objective</th>
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<th>Action taken already and outcome at April 2015</th>
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<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>LT-6, LT-7, ST-3, ST-4, ST-5</td>
<td>Appoint female advisor to advise on mentoring schemes for staff</td>
<td>Monitor uptake of mentoring; encourage female staff to consult advisor</td>
<td>HoD to appoint advisor</td>
<td>Oct 2015 – Oct 2016</td>
<td>Take up numbers reported to DEC and DOC</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>LT-8, LT-9, ST-1</td>
<td>Increase female involvement in Departmental committees</td>
<td>Discussed in DOC</td>
<td>Discuss in DEC</td>
<td>HoD; DAM</td>
<td>May 2015 – May 2016</td>
<td>Committee membership to be in line with departmental gender balance</td>
</tr>
</tbody>
</table>

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<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3</td>
<td>LT-7, ST-4, ST-5</td>
<td>Monitor all CVs to ensure staff seek promotion when appropriate</td>
<td>Discussed in Focus Group/DOC</td>
<td>Develop procedures (outside SRDS) for encouraging applications</td>
<td>DOC; HR; HoD</td>
<td>Oct 2015 – onwards</td>
<td>Annual report to HoD</td>
</tr>
<tr>
<td>4.4</td>
<td>LT-8, LT-9, ST-5, ST-6</td>
<td>Review how the annual appraisal scheme is conducted, to create a tool by which staff can develop their careers</td>
<td>Review and findings to be placed on staff intranet</td>
<td></td>
<td>HoD</td>
<td>Nov 2015 – Jun 2016</td>
<td>Increased awareness, monitored through survey</td>
</tr>
</tbody>
</table>

### 5 Culture, Communication and Departmental Organisation

<table>
<thead>
<tr>
<th>Action</th>
<th>Objective</th>
<th>Description of Action</th>
<th>Action taken already and outcome at April 2015</th>
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<th>Timescale</th>
<th>Success measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>all</td>
<td>Ensure training for staff in key skills related to gender awareness.</td>
<td>Identify PIs, outreach staff and line managers for appropriate training.</td>
<td></td>
<td>HoD</td>
<td>Oct 2015 – onwards</td>
<td>Increased number of staff trained in key skills</td>
</tr>
<tr>
<td>5.2</td>
<td>LT-7, LT-8, LT-9, ST-4, ST-5, ST-6</td>
<td>Create single resource point for development opportunities for staff</td>
<td>Collate information into single location; direct staff towards new resource</td>
<td></td>
<td>DOC; Focus Group</td>
<td>Oct 2015 – Oct 2016</td>
<td>Published on staff intranet</td>
</tr>
<tr>
<td>5.3</td>
<td>LT-7, LT-8</td>
<td>Develop new WAM</td>
<td>Current WAM used to retrospectively assess contribution</td>
<td>Use new WAM for equitable task/responsibility allocation. Particular reference to outreach and admissions activities.</td>
<td>HoD; DAM</td>
<td>May 2015 – May 2016</td>
<td>Transparency of job effort for staff that can then be used within staff appraisals to show credit where due. This should be reflected in an increased satisfaction in the staff survey</td>
</tr>
<tr>
<td>5.4</td>
<td>LT-8, LT-9, ST-1</td>
<td>Review the membership of departmental committees to ensure full representation across all levels</td>
<td>Review female participation in decision making panels</td>
<td></td>
<td>HoD, DAM</td>
<td>Jun 2015 – Oct 2015</td>
<td>Review conducted</td>
</tr>
<tr>
<td>5.6</td>
<td>LT-9, ST-5</td>
<td>Review core hours for purpose of meetings</td>
<td>Review working hours currently and departmental meeting times</td>
<td></td>
<td>All staff</td>
<td>Jun 2015</td>
<td>Review conducted</td>
</tr>
</tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>5.7</td>
<td>LT-9, ST-5, ST-6</td>
<td>Formulate a professional behaviour policy to be disseminated via staff handbook</td>
<td>Establish guidelines for policy to be included in staff handbook</td>
<td>DOC</td>
<td>Oct 2015 – Jun 2016</td>
<td>Guidelines published on staff intranet</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Career Breaks/Flexible Working</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td>LT-7, LT-8, LT-9, ST-4, ST-5</td>
<td>Provide support to devise maternity and return plans</td>
<td>Form focus group. Establish templates for staff</td>
<td>Female advisor and Focus Group</td>
<td>Oct 2015 – Oct 2016</td>
<td>Published on staff intranet and reported to DEC</td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>LT-8, ST-5</td>
<td>Collate experiences of maternity/paternity leave</td>
<td>1-to-1 sessions to discuss how system works/can be Improved</td>
<td>Female Advisor and Focus Group</td>
<td>Oct 2015 - onwards</td>
<td>Published on staff intranet and reported to DEC</td>
<td></td>
</tr>
<tr>
<td>6.3</td>
<td>LT-8, ST-5</td>
<td>Increase awareness of flexible working options and procedures for all staff</td>
<td>Improve formal system for flexible working applications. Flow chart provided to staff</td>
<td>HoD; DAM Focus Group</td>
<td>May 2015 - onwards</td>
<td>Increased awareness, monitored by survey</td>
<td></td>
</tr>
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