Athena SWAN Silver department award application

Name of university: University of Sheffield

Department: Automatic Control & Systems Engineering

Date of application: 30 April 2013

Date of university Bronze and/or Silver Athena SWAN award: 29 September 2009

Contact for application: Dr Tony Dodd

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The Amy Johnson Building, home of the Department of Automatic Control & Systems Engineering
Abbreviations and Reference Data

ACSE  Department of Automatic Control and Systems Engineering
DAM  Departmental Administration Manager
DDP  Doctoral Development Programme
DRP  Departmental Review Panel
HoD  Head of Department
IET  Institution of Engineering and Technology
PDRA  Postdoctoral research associate
PDRF  Postdoctoral research fellow
PG  Postgraduate
PGR  Postgraduate research (PhD)
PGT  Postgraduate taught (MSc)
SRDS  Staff Review and Development Scheme
UG  Undergraduate
UMP  University Mentoring Programme
UoS  University of Sheffield

National comparative data has been extracted from HEIDI, the Higher Education Information Database for Institutions, https://heidi.hesa.ac.uk/ based on the H6 (Electronic and Electrical Engineering) JACS code. The H6 JACS code best represents the discipline of control and systems engineering and the majority of our degree programmes have this JACS code. This data is only available for the years 2008-09, 2009-10 and 2010-11. The national data is based on students in the first year of study at the following institutions:

Cardiff University
Imperial College of Science, Technology and Medicine
King’s College London
Queen’s University of Belfast
University of Birmingham
University of Bristol
University of Cambridge
University of Edinburgh
University of Glasgow
University of Leeds
University of Liverpool
University of Manchester
University of Newcastle-upon-Tyne
University of Nottingham
University of Oxford
University of Sheffield
University of Southampton
University of Warwick
University of York
University College London
1. Letter of endorsement from the head of department: maximum 500 words [443 words]

The University Of Sheffield.

Automatic Control & Systems Engineering.

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

26 April 2013

Dear Ms Dickinson

Athena SWAN: Silver Award

I am delighted to be able to write in support of my department's application for the Athena SWAN Silver award. The first item of our strategy document is our aim to recruit and develop high quality staff with expertise in control and systems engineering. Whilst we have a diverse range of academics, they are all male, and so our strategy aims to address this by taking positive action to recruit, retain and progress women. The Athena SWAN process has focused the department's attention on this critical area for improvement and we have implemented a number of pro-active actions to address the small number of female staff in the department. I strongly believe that the Athena SWAN charter and the overall process of reflection in the department will allow us to make significant changes to improve the development, recruitment and progression of women.

Diversity of staff and students is key to the success of our academic department in maintaining a vibrant and successful environment for teaching and research. The lack of female academics in the department is a clear gap in this diversity. However, amongst our research associates, PhD, MSc and undergraduate students we have many examples of outstanding women. We have placed significant importance on the development and support in recent years and this has led to a number of new initiatives that have made a real difference, including: the development of a PhD forum in response to feedback from PGR students; continued improvements in our recruitment literature and processes to encourage more females both to apply and also accept offers; a significant increase in the number of academic staff formally trained in recruitment and selection; formal mentoring, and encouraging female staff to undertake leadership training through the Sheffield Leader programme (3 out of 5 members of staff undertaking this programme in 2012-13 and 2013-14 are women).

Through such initiatives I think we have made progress in improving opportunities for women within the department and the Athena SWAN process will make further significant improvements through the actions identified. I believe the process and its exposure to all our staff and PhD students has

Professor M A Ballintha, Space Science and Instrumentation
Professor B A Billings, Signal Processing and Complex Systems
Professor D Biele, Nonlinear and Complex Systems
Professor J Fleming, Industrial Systems and Control
Professor R F Harrison, Computational Data Modelling

Professor Z-Q Jiang, Complex Systems Analysis and Design
Professor M Mahfouz, Intelligent Systems Engineering
Professor S Veres, Autonomous Control Systems
Professor Q-G Zhong, Control and Systems Engineering
already raised the importance of gender equality. It is the aim of myself, as Head of Department, and the department as a whole, to see a substantial increase in the number of female students studying and of female staff researching and teaching on the exciting area of control and systems engineering. I believe that with guidance from Athena SWAN, we can make significant improvements during the next three years in our procedures and support for female staff and students and the recruitment of our first female academic members of staff. [443 words]

Yours sincerely

[Signature]

Professor Visakan Kadirkamanathan
Head of Department
2. The self-assessment process: maximum 1000 words [992 words]

The self-assessment team:

Veronica Biga (Athena SWAN co-lead, female) has been working as a PDRA since September 2011. She is a member of the Women in Engineering (WiE) Network at UoS. She was previously a PhD student in ACSE funded by the Harry Worthington endowed scholarship from the UoS. Team responsibilities included organising team meetings, gathering and reporting feedback, liaising with team members, HoD, faculty and HR.

Tony Dodd (Athena SWAN co-lead, male) joined in 2001 as a PDRA. Prior to this he had been a trainee corporate tax accountant for 2 years. He became a Lecturer in ACSE in 2001 and promoted to Senior Lecturer in 2010. He sits on the ACSE promotion committee and Departmental Review Panel (DRP). He is a mentor to one (male) probationary lecturer and a female PDRA. Team responsibilities included formulating the action plan and authorship of the Athena SWAN application as well as liaising with team members, HoD, faculty and HR.

Linda Gray (female) See Case Study. Team responsibilities included structuring survey questions and proposing action plan content as well as generating the first case study.

Rob Harrison (male) holds a Chair in Computational Data Modelling. He was acting Head of Department at the outset of the Athena SWAN initiative, responsible for identifying and recruiting the leads. He acts as mentor for new academic staff and conducts annual performance reviews for academic and support staff at all levels. He is married with one adult child. Team responsibilities included assembling the Athena SWAN self-assessment team, raising the profile of the application to departmental members, structuring survey questions and proposing action plan content.

Andrew Hills (male) is a PDRA and PGR student. He previously graduated with an MEng degree in 2006. Since then, he has undertaken 2 years of postdoctoral work on both a part-time and full-time basis in both ACSE and the Department of Civil and Structural Engineering. Team responsibilities included developing the online survey, extracting and analysing the survey responses and proposing action plan content.

Geoff Holmes (male) joined as a PGR student in December 2009 and is now a PDRF. He has four children. He is a former clergyman in the Church of England. He has also been a governor at a number of schools. He has dealt with sensitive staffing issues and also been involved in the development of policies and meeting of quality standard awards such as Investors in People. Team responsibilities included interpreting focus group feedback, structuring and re-phrasing of survey questions and proposing action plan content.

Qian Lu (female) is currently a PDRA. She joined ACSE in April 2012 and has been working on a collaborative industrial project. Team responsibilities included interpreting focus group feedback, structuring survey questions and proposing action plan content.

Jingjing Luo (female) is a PGR student. She enrolled in 2009 funded by the University of Sheffield Scholarship and is shortly going to start a career as a PDRA. Responsibilities included interpreting focus group feedback, structuring survey questions and proposing action plan content.

Debbie Proctor (female) joined ACSE in 1997 as Departmental Secretary and PA to the Head of Department. She is responsible for co-ordinating all of the HR activities within ACSE. She has two
children aged 12 and 8 and has flexible working hours due to childcare commitments. Team responsibilities included verifying departmental HR statistics, gathering data and providing information of existing roles and initiatives within the department.

**Robin Purshouse (male)** was recruited as a Lecturer in 2010, having studied as both an undergraduate student and as a PGR student. Robin has commercial experience with Logica, PA Consulting Group and Rolls-Royce. He is in the final stages of his probationary period as a lecturer. Robin sits on the ACSE promotion and DRP committees. He has a son aged 3. Team responsibilities included formulating and structuring survey questions and proposing action plan content.

a) **The self-assessment process**

The self-assessment team met three times:

- July 2012 – initial meeting. Outcome – set up focus groups within the department and to develop an online Gender Equality and Culture Survey.
- November 2012 – analyse the outcomes of the focus groups, survey and student and staff data. Outcome – develop Action Plan.

The final action plan was also presented to the Departmental Executive Group.

Focus groups and one-to-one interviews were facilitated by an external consultant, Claire Smith. The focus groups covered Career Development, Culture; Networking, and Part-Time/Flexible Working. The groups were split to allow PGR and PDRA to feel free to be open and honest about their views. Each group consisted of approximately 8 people including men and women.

A Gender Equality and Culture Survey was made available to all staff and PGR students for a 3 week period in September and October. Overall participation was 67% with good representation across all groups of staff and PGR students. Survey questions covered gender equality, trust in management, promotional material, promotion and career progression/development flexible working and general departmental culture.

Our self-assessment process was further informed by Faculty of Engineering meetings where departmental champions were able to share ideas, best practice and received advice from university representatives and also from C:Change, who provided consultancy in gender equality.

b) **Plans for the future of the self-assessment team**

The self-assessment team will now be reviewed and embedded as a permanent Athena Swan committee into the departmental administrative structure. Membership of this committee will become a formal part of the departmental workload allocation model (WAM). In addition to PGR students, PDRA, academic and administrative staff, this committee will be extended to include UG and PGT students and technical staff. The inclusion of UG and PGT students will be very important in implementing the action plan and developing new ideas to improve the number of female students studying engineering. This new committee will report directly to the departmental Policy and Executive Committees and will meet three times per year to monitor implementation of the action plan and to develop new ideas.
3. A picture of the department: maximum 2000 words [1970 words]

The Department of Automatic Control & Systems Engineering (ACSE) is one of seven departments within the Faculty of Engineering at the University of Sheffield. The department was established in 1968. The department is unique within the UK and one of the largest academic groups within Europe devoted to control and systems engineering.

ACSE currently has over 130 staff and PGR students: academic staff (23m), teaching (1f, 1m), research assistants (7f, 21m) and PGR students (12f, 68m) and has a very strong reputation for world leading research. The 2008 Research Assessment Exercise ranked ACSE joint fifth amongst UK Electrical and Electronic Engineering departments with 25% of our research world leading, 40% internationally excellent and overall 95% internationally recognised. We have a strong worldwide reputation that attracts many PhD and MSc, often government or industry sponsored. A significant proportion of our research is inter-disciplinary including collaborations with Biology, Geography, Psychology, Mathematics and other engineering departments. We have substantial industrial collaborations including housing the Rolls-Royce University Technology Centre in Control and Systems Engineering.

ACSE offers three undergraduate degrees in Systems and Control Engineering, Computer Systems Engineering and Mechatronic & Robotics Engineering. In addition we offer an option to study Systems and Control Engineering with a particular focus on engineering management and a foundation year. All of our degree programmes are offered as 3 year BEng or 4 year MEng programmes. Students are able to combine their studies with a year studying in industry or to spend some of their studies in Europe or North America. ACSE also contributes to two Faculty of Engineering degree programmes in Aerospace Engineering and Bioengineering (the data in this submission only relates to the undergraduate degrees directly offered by ACSE). All of our undergraduate courses are accredited by the Institution of Engineering and Technology (IET) and the Institute of Measurement and Control.

ACSE offers a very successful and long established MSc in Control Systems which has been running for over 40 years. This MSc is offered in modular blocks that allow students to immerse themselves in specific topics and is also ideal for students wishing to study part-time or to take individual modules as part of continuing professional development. The MSc is accredited by the IET. ACSE leads a new (since 2011) MSc in Computational Intelligence in collaboration with the Departments of Computer Science and Psychology and contributes to MSc programmes in Avionics (led by Electrical and Electronic Engineering) and Advanced Manufacturing Technologies (led by Mechanical Engineering).
Student data

(i) **Numbers of males and females on access or foundation courses**

![Bar chart showing student numbers on foundation courses.](image)

**Figure 1: Student numbers on foundation courses.**

ACSE offers a Foundation Year, which upon successful completion allows students to move onto any of our degree programmes. This course is aimed at students with good qualifications but who do not satisfy the requirements of Mathematics and Physics. It is therefore used primarily to attract students who have not previously thought about engineering and is marketed alongside our other engineering degrees. The course attracts a low number of students who are all male, Figure 1. Marketing material for the foundation year will be reviewed to encourage women without mathematics and/or physics to apply to engineering – **Action 2.2**

(ii) **Undergraduate male and female numbers**

![Bar chart showing student numbers on undergraduate courses.](image)

**Figure 2: Student numbers on undergraduate courses.**
The total number of female UG students has increased from 31 and 30 in 2009-10 and 2010-11 respectively to 34 in 2011-12. This represents an increase in the proportion of female UG students from 14% in 2009-10 and 2010-11 to 15% in 2011-12. These figures are comparable to the national averages for 2009-10 and 2010-11 of 14% and 16% respectively. The gender imbalance requires continued efforts to attract more women to engineering through raising the profile of female role models and targeted marketing.

Our marketing literature (webpages, brochures etc.) already includes pictures, case studies and comments from female students and we aim to include 50% of the material focused on females. Due to the specialist nature of our degree programmes we place a strong emphasis on recruitment activities at both university and UCAS open days. We always ensure that female staff and students are present at these.

More case studies and news stories have been developed which highlight potential career paths for both current female undergraduate students and female graduates. These case studies and news stories are being used to raise the profile of women in marketing material and these will be renewed regularly to demonstrate the diversity of female UG students and graduates. In particular a new Facebook website has been developed to market the degree courses and we will work to ensure its content appeals to prospective female applicants – Action 2.2.

(iii) Postgraduate male and female numbers completing taught courses

![Graph showing student numbers on PGT courses.](image)

**Figure 3: Student numbers on PGT courses.**

The total number of female PGT students has steadily increased from 7 in 2009-10 to 9 in 2010-11 and 15 in 2011-12 which corresponds to 10% of the total number of students in 2009-10 and 2010-11 and 17% in 2011-12. Despite the upward trend, our figures remain below the national averages of 18% in 2009-10 and 22% in 2010-11. We will review why the figures are improving and continue to updating our marketing – Action 2.2.

Most of our PGT students are overseas and non-EU. We have significantly improved our marketing already but there is clearly a need to review marketing literature for the PGT courses and also the particular overseas markets that we target. This will include highlighting female case studies and career paths with particular reference to overseas students – Action 2.2.
(iv) Postgraduate male and female numbers on research degrees

Figure 4: Student PGR numbers.

The department has a very high number of PGR students with a total of 83, 86 and 79 in each of the years 2009-10 to 2011-12 respectively. The percentage of women in these years was 20% (2009-2010), 21% (2010-2011) respectively which are comparable with the national average of 20% (2009-10) and 19% (2010-11). Disappointingly, there has been a reduction to 16% in 2011-12. Reasons for this drop will be investigated internally and by comparing to national statistics for this year when they become available. — Action 1.5

The recruitment of PGR students is primarily the responsibility of individual academics. However, we have introduced a cohort recruitment approach whereby most students now join at the same time and receive joint training at the start of the PhD. Recognising our drop in figures we significantly amended the prospective PhD webpages in 2011 to provide detailed information on research topics, the research environment and professional training provided. The departmental approach to, and literature on, PhD recruitment will also be reviewed with the specific aim to increase the number of female applicants — Action 2.2

(v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees

UG: The ratio of applications to offers and acceptances is consistently better for females than males in all cases apart from 2011-12 when the ratio of offers was slightly worse. This indicates that the process is fair and that when females apply to our degree programmes they are more likely to receive an offer and to accept a place. This also indicates that by encouraging more female applicants the number of students will be increased as they are more likely to accept these offers than male applicants. As highlighted above we will investigate our marketing efforts in this regard and continue to monitor the data and interview current female students to improve our literature — Actions 1.5 and 2.2
Figure 5: Ratio of undergraduate course applications to (a) offers; and (b) acceptances.

Figure 6: Ratio of PGT course applications to (a) offers; and (b) acceptances.

**PGT:** The ratio of female applicants to offers for PGT is improving both in terms of comparison to male applicants and also in the actual ratio which is consistently moving towards one across the period 2009-10 to 2011-12. Whilst the ratio of applications to acceptances is consistently worse than for men the situation is improving with the gap narrowing and also the ratio improving. We will continue to monitor these figures and ensure that our marketing effort strongly encourages women to apply and to accept our offers – **Action 1.5**
Figure 7: Ratio of PGR course applications to (a) offers; and (b) acceptances.

PGR: In all cases the ratio of applications to offers and acceptances is better for females than males. The ratio has also improved from 2009-10 to 2010-11 and 2011-12 in both cases. This indicates that there is no gender bias in the making of offers and that female students are also more likely to accept offers than male students. In light of this, we recognise that our resources should be focussed much more on attracting female applicants who, once they have applied, are likely to be made an offer and more likely to accept than males. These figures will continue to be monitored – **Action 1.5**

(vi) **Degree classification by gender**

Figure 8: Undergraduate degree classifications for graduating students.
Figure 9: Percentage of female and male cohorts attaining each degree classification upon graduation.

Due to the overall small number of female students, the number of female students attaining each degree classification is correspondingly small, Figure 8. Apart from 2010-2011, the lowest degree classification attained by female students was always higher than that of the male students (and in 2010-2011 this was only one student). There does not appear to be a clear pattern in the percentage of females obtaining the higher degree classifications across the three years. This is likely to be due to the relatively small numbers of female students. These figures and also exam performance at the end of each semester will be monitored to ensure that no bias is present in the results – Action 1.6

Staff data

(vii) Female:Male ratio of academic staff and research staff

Figure 10: Female:Male ratio of academic and research staff within the department.
The proportion of females in all categories of academic and research staff is low, with no female members of academic staff (ACSE has one female Senior University Teacher). The department has undergone substantial growth in the number of academic and research staff in this period. The number of female researchers is growing at a faster rate than male researchers (going up from 3 to 8 from 2010-11 to 2011-12 compared to 23 and 28 for male researchers).

Significant effort has been put into improving the adverts for academic staff over this period to encourage more female applicants, including a specific commitment to flexible working. This included targeted advertising of posts as part of the Faculty of Engineering “Big Splash” recruitment campaigns (more details in Section 4). We will continue to monitor data, review our job adverts for PDRAs and academic posts, target advertising via female networks to improve the potential exposure to female candidates and survey recent applicants for their views – **Actions 1.2, 3.1 and 3.2**

(viii) **Turnover by grade and gender**

![Figure 11: Turnover by grade and gender.](image)

The majority of staff that left the department were PDRAs, all of whom left at the end of their fixed term contracts or earlier as they found other career opportunities. Overall the retention of permanent staff is very good with staff leaving for personal reasons. The high turnover of PDRAs is due to the fixed-term nature of their contracts. However, many of them go on to pursue careers in academia or research related careers in industry – **Action 1.4**

As a department we are very successful in progressing PDRAs onto academic posts with 11 out of 23 of the current academic staff having previously been a PDRA in the department. However, all of these are male. We will investigate how we can better encourage and support our female PDRAs to become full academics within the department – **Action 3.1**
4. Supporting and advancing women’s careers: maximum 5000 words [4733 words]

Key career transition points

a) Data for the past three years

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

Table 1: Percentage of female job applications/success rates (data in 2009-10 and 2010-11 is for the Faculty of Engineering and for 2011-12 is for ACSE).

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>Success rates</th>
<th>2010-11</th>
<th>Success rates</th>
<th>2011-12</th>
<th>Success rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applications</td>
<td></td>
<td>Applications</td>
<td></td>
<td>Applications</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>14%</td>
<td>29%</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Researchers</td>
<td>22%</td>
<td>29%</td>
<td>14%</td>
<td>24%</td>
<td>18%</td>
<td>56%</td>
</tr>
<tr>
<td>Teaching</td>
<td>17%</td>
<td>29%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Clerical &amp; Secretarial</td>
<td>65%</td>
<td>55%</td>
<td>65%</td>
<td>88%</td>
<td>100%</td>
<td>No one appointed</td>
</tr>
<tr>
<td>Technician</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>19%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Management &amp; Professional</td>
<td>31%</td>
<td>No one appointed</td>
<td>11%</td>
<td>9%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>35%</td>
<td>100%</td>
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</tr>
<tr>
<td>Average</td>
<td>32%</td>
<td>35%</td>
<td>23%</td>
<td>31%</td>
<td>16%</td>
<td>42%</td>
</tr>
</tbody>
</table>

No data is available for the department individually in 2009-10 and 2010-11 – Action 1.2

In general the number of female applicants is lower than the number of male applicants (apart from Clerical & Secretarial). However, the success rate for women is normally higher than the corresponding proportion of applications. This indicates that recruitment process is fair and that in fact females have a higher overall success rate. Significantly though, the proportion of female applications to ACSE in 2011-12 for academic posts was 14% with no successful females (the number appointed though was only two). This was countered by an increasing proportion of female researchers. The evidence overall suggests that when females apply for posts they have very good success. We have invested substantial effort in improving the marketing of posts to attract female applicants and ensure that at least one woman contributes to all stages of the recruitment process. We will continue to review this – Actions 3.1 and 3.3.
(ii) **Applications for promotion and success rates by gender and grade**

**Figure 12**: Applications and success of promotion.

[Bar charts showing applications and success rates for different grades and genders for the years 2009-2010, 2010-2011, and 2011-2012.]
The number of staff applying for promotions in any particular year is very small with the highest number being six in 2009-10. In all cases the success rate of promotions is good with only one reader and one professor application failing in 2009-10 and 2011-12 respectively. Only two females applied for promotion (in 2009-10) and both were successful. Due to recent increases in the number of academic staff we expect to see more applications for promotion in due course. The process for applying for promotion is focused on the applicant to put themselves forward. We will use the SRDS meeting to have a focused discussion about career progression and the support required – Actions 3.4, 4.3

b) Key issues, steps taken to address any imbalances, success/impact achieved so far and additional steps needed.

(i) Recruitment of staff

The department follows the comprehensive university guidance on recruitment, selection and equal opportunities policies. The Departmental Secretary (DS) has overall responsibility for recruitment processes within the department and all documentation and processes are approved by the DS to ensure university guidance and policies are being followed. Where necessary, Faculty of Engineering contacts in Human Resources are contacted for clarification and advice.

All interview panels for academic posts now include at least one female member of academic staff. It has recently been agreed in ACSE that all stages of the selection process (long- and short-listing in addition to interviewing) will now include at least one female member of academic staff – Action 3.3

The recruitment of PDRAs is primarily the responsibility of grant holders. General guidance is provided in the recruitment documentation and informal sharing of best practise is used to continually improve this documentation. We have recently arranged a specific departmental session to increase the number of academic staff who are formally trained as recruitment chairs and this included training on unconscious bias. We will provide more detailed guidance and make best practise on adverts and About the Job (ATJ) forms available on the staff webpages - Action 3.1

The department has put substantial extra effort into encouraging more women to apply for all posts and in particular academic posts. The department has fully engaged with the three Faculty of Engineering “Big Splash” recruitment campaigns for academic posts (in 2011-12 and one ongoing) and extra effort has been placed on improving job adverts and ATJ descriptions to attract more females. This included asking an external organisation (C:Change) to review recruitment documentation in the current round of academic recruitment – Action 3.1

As part of the “Big Splash” campaigns in 2011-12, advertising was focussed on areas where women look for opportunities (e.g. UKRC, Women’s Engineering Society). The UKRC advert also included a news story and blog written by the Faculty Director of Women in Engineering. Job adverts explicitly encouraged anyone to apply irrespective of gender and state that even where a job is a full-time post we are fully committed to flexible working and will make every effort to accommodate such requests. We also now include reference to the University of Sheffield Athena Swan Bronze Award (including the logo) and our Times Top 50 Employers for Women Award – Action 3.1
(ii) **Support for staff at key career transition points**

Personal development training requirements are primarily identified through the annual SRDS process (see below for more information). Female staff are actively encouraged to attend the university training available specifically for female staff (such as the Impact Scheme) and this will continue – **Actions 4.4, 4.5 and 4.6**

Currently three members of academic staff act as mentors to PDRAs (to one male PDRA and three female PDRAs). Two of these are through the formal University Mentoring Programme (UMP) and one is informal (upon a request from the PDRA supervisor). Two of our male PDRAs are mentored in the UMP. In addition one further member of academic staff has signed up to the UMP but has not been allocated a mentee to date. All staff (apart from the informal arrangement) have received formal university training as part of the UMP. The majority of academic staff feel that they are provided with useful mentoring opportunities (78%), however 59% of PDRAs and 50% (overall) of women disagreed, Figure 13. ACSE will actively encourage more staff and in particular women to participate in formal and informal mentoring schemes – **Action 4.1**

![Figure 13: Survey Response: My Department provides me with useful mentoring opportunities (as mentor or mentee)](image)

The University offers a formal leadership development programme named the Sheffield Leader. This has four levels of leadership training available for staff at different grades. Appropriate staff members for each level are identified as part of the annual SRDS based on their identified training needs. In 2012-13 and 2013-14 three out of the five staff undertaking this programme are (or will be) women.

Whilst more women than men gave a negative response overall, it is interesting to note that more female PGR students strongly agreed with this statement – however, no female PDRAs either agreed or disagreed strongly. ACSE encourages networking opportunities both informally and formally and actively encourages women to engage with suitable networks which allow them to meet other women and combat feelings of isolation. The weekly seminar series and marketing of other departments seminars provides internal networking opportunities and these are well attended by academics, PDRAs and PGR students (both male and female). In 2010 the Faculty of Engineering introduced the Faculty of Engineering Researcher Society which provides networking
opportunities for PDRAs. Initiated by PGR students, ACSE has run an annual PGR research symposium and this year this is being replaced by a larger faculty event.

National and international networking opportunities are supported through the Learned Societies fund which provides PGR students and academics with funding to attend conferences and society meetings. Information on the Learned Societies fund is available on the website and is actively promoted via emails. PGR students receive additional funding and PDRAs receive funding through the grant they are working on. Overall, most staff and PGR students agreed that the department provides useful networking opportunities but a significant number, in particular females, did not agree, Figure 14. We will improve our information on networking opportunities through our website and via emails including how we support and encourage these – Actions 4.6, 5.2, 5.4 and 5.5

![Figure 14: Survey Response: My Department provides me with useful networking opportunities.](image)

**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**

ACSE runs the university SRDS annually and this is the primary means for staff appraisal. We strongly encourage all members of staff (excluding probationary lecturers) to participate in SRDS, and as a result our return rates continue to improve: 80% (2009-10), 87% (2010-11) and 95% (2011-12). SRDS includes a review of the previous year against agreed targets, identification of training needs and targets for the following year. These targets are agreed in support of the department objectives which are circulated to all staff prior to the SRDS process. These objectives relate to all aspects of the department’s activities including teaching, research, administration, pastoral work and outreach. Staff are reviewed by a more senior member of staff who has received university training.
Staff receive one of three assessments of their contribution to the department and those deemed to be substantially exceeding their job requirements and expectations can also be nominated for an Exceptional Contribution Award (ECA). The DRP ensures consistency and standards are being met in the SRDS process. This committee includes the Directors of Learning and Teaching, Research, Recruitment and Admissions, the HoD and deputy HoD together with representatives from the other staff categories. At least one female member of staff is always present.

Figure 15: Survey Response: My Department provides me with a helpful annual appraisal.

Probationary lecturers undertake a similar annual review as part of their formal probationary period. As part of this they are still eligible for ECAs. All probationary lecturers have a senior member of academic staff as a mentor.

The majority of academic staff felt that they receive a helpful annual appraisal, Figure 15. However, a significant proportion or all other categories disagreed with more females than males disagreeing. The department will review its appraisal procedures and seek views of all staff and PGR students about how to improve these – Actions 1.3 and 4.3

The department follows the university procedures for all promotions. Staff are asked to nominate themselves as part of the annual process by submitting their CV and accompanying information (as appropriate for their grade). These are then considered by the Departmental Promotions Panel. All staff are encouraged to talk to their line manager (who will normally be their SRDS reviewer) before submitting an application for promotion. Recommendations for promotion are then made to the Faculty of Engineering who further review all applications put forward to them. Promotions are decided based on all criteria including research, teaching, professional engagement and administrative activities.
Whilst most academics understand the promotion process and criteria, a significant proportion (59%) of PDRAs do not, Figure 16. We will use the SRDS process to have more informed discussions about promotion and development towards promotion. Clearer information will also be made available through SRDS and the staff website on the promotion process and criteria for promotion – Actions 1.3, 3.4 and 4.6

(ii) Induction and training

All staff must complete a Personalised Induction Plan (PIP) based on university guidance and adapted to the specific department’s requirements. This provides comprehensive induction into the Department, Faculty, the University and Sheffield. All new lecturers must also undertake a Certificate in Learning and Teaching and undertake a 3 year probationary period during which they are allocated a senior member of staff as a mentor.

No specific encouragement of gender equality training takes place. ACSE will encourage a more active approach to identifying and participating in training opportunities and will review this at the annual SRDS review. Gender equality and unconscious bias sessions will be arranged within the department – Actions 2.3 and 4.3

Staff are informed of opportunities for flexible working and general HR policies as part of their formal induction. The department will improve its information for staff websites to highlight these opportunities – Action 6.1

(iii) Support for female students

All UG and PGT students are allocated a personal tutor whose prime responsibility is to provide pastoral care and careers advice. Students can request to change their personal tutor at any time. Our UG first year tutor is female and is always available to talk to UG students (with many students exercising this opportunity beyond year 1). She has received numerous awards for student support including 2011 Staff Student Committee Co-ordinator of the Year and 2010 Faculty of Engineering Personal Tutor of the Year. We further have an industrial co-ordinator who also oversees careers and employability advice for all UG and PGT students. All UG, and in particular female, students are encouraged to take part in the university student mentoring
scheme in “Intro Week” in the first year and to join the University Women in Engineering network – Actions 2.1 and 4.2

All PGR students have a supervisory team with the second supervisor also acting as a pastoral advisor. PGR students have formal 6 monthly progress reports and a confirmation review after 12-15 months. In addition, from 2010 all PGR students undertake the university Doctoral Development Programme (DDP) as part of which all students must identify their training needs on an annual basis and record evidence of this training. This is designed to better prepare PGR students for future careers and improve their employability beyond their research expertise. Following student feedback, a PGR Student Forum (currently represented by 1 female and 2 male representatives) was set up in 2010-11 and this has received positive feedback from students. This is a venue for PGR students to raise concerns with the department and to discuss their overall training and support requirements – Actions 2.4 and 5.5

The department holds weekly research seminars during semesters which all PGT and PGR students are encouraged to attend (it is a formal requirement that PGR students attend these as part of DDP). These seminars are followed by an informal social activity where students can chat to staff. We will seek to include more female speakers as part of this seminar series. In addition we have recently (at the request of the PGR students themselves) started weekly PGR meetings that are organised by the students – Action 5.4

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

The departmental committee structure is as follows (all data is for the current year as no historical data is available):

Executive Committee (chaired by HoD (1m), Director of Research (1m), Director of Learning and Teaching (1m), Director of Recruitment and Admission (m) and Director of Resources/deputy HoD (1m), DAM (1f)).

Policy Committee (chaired by HoD (1m), all members of academic staff (23m), teaching staff (1 m, 1f), DAM (1f), Departmental Superindendent (m), PDRA representative (1m)).

Research Committee (chaired by Director of Research (m), other members nominated by the HoD (all male), DAM (1f)).

Learning and Teaching Committee (chaired by Director of Learning and Teaching (m), all UG year tutors and MSc course tutor (1f, 3m), aerospace engineering co-ordinator (m), two student representatives (1f, 1m), DAM (1f)).

Staff Student Committee (chaired by student support office (f), UG year tutors and MSc course tutor (all m), 2 student representatives from each year 3f, 11m)).

Departmental Review Panel (chaired by HoD (m), other staff as nominated by HoD to represent all staff categories (2f, 7m)).
Staff membership of committees is informed by role in the department. The low proportion of women is due to the lack of academic female members of staff. Student representation on committees is through nomination and voting amongst the respective peer group. Female students are strongly encouraged to put themselves forward and always ensure that they are represented when insufficient candidates are voted onto a committee. Membership of faculty and university committees is either through role or via nomination from the HoD.

Currently some committees do not have representation across all categories of staff and students. The department will formally review the membership of all committees annually – **Action 5.1**

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

**Table 2: Numbers of staff on fixed-term and open-ended contracts.**

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Fixed-Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Teaching</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Open-Ended</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>0</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Research</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Teaching</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

In the majority of cases academic and teaching staff are on open-ended contracts and research staff are on fixed-term contracts. Most PDRAs are employed on fixed term research contracts specific to the funding available for the appropriate funding body. In a small number of cases PDRAs have worked on a number of consecutive contracts and are now therefore permanent members of 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) **Representation on decision-making committees**

The primary decision making committees are Policy Committee and Executive Committee (which ratifies all recommendations for decisions from Policy Committee). As stated above, Executive Committee includes one female member of staff (DAM) together with the Directors, HoD and deputy HoD. This committee is constituted by role and given that no academic members of staff are female, this committee does not have any female academic members. We will review the membership to include a formal gender equality representative on this committee to ensure decisions take account of the implications on female members of staff and the potential recruitment of women – **Action 5.1**

Policy Committee includes all members of academic and teaching staff together with representatives from the technical, administrative and PDRA staff. This committee is the main committee where departmental policy is agreed. No representatives of student groups sit on
Policy Committee and the representation of technical and PDRA staff is mixed. Currently two female members of staff (one Senior University Teacher and the DAM) sit on this committee. The composition of this committee will be discussed to ensure appropriate representation of staff and students—Action 5.1

(ii) Workload model

The department operates a formal workload allocation model (WAM) that is used for planning of workloads for academic staff across research, teaching and administration. The WAM is based on a combination of data provided from the university (on grants, publications etc.) and the department and takes account of the full range of activities commensurate with the person’s role. The overall responsibility for workload allocation is with the HoD.

In our departmental survey, the majority of academic (61%) and PDRA (59%) staff thought that work was allocated on a fair basis. However, a significant number clearly did not agree and this was particularly true of female staff. Most staff thought that work was allocated (academic 83%, PDRA 71%) and valued (academic 83%, PDRA 82%) irrespective of gender. This is evidence of gender fairness in how work allocation is perceived by staff members. The workload allocation will be made more transparent to staff through the SRDS process where it will be part of the evidence for that discussion - Action 5.7

(iii) Timing of departmental meetings and social gatherings

Currently there is no specific guidance on when departmental meetings should be held, although they will typically be between the core hours of 9am to 5pm. It is the convention that most departmental meetings are held either at lunchtime (1-2pm) or start at 1pm with the intention that they finish by 4pm. However, where meetings do take longer there is flexibility in the agenda to ensure that staff who need to leave for family commitments (or teaching commitments) have relevant items covered early in the meeting.

All departmental permanent staff meetings are also put into all staff Google calendars and notification is emailed to them at the beginning of each academic year to allow them to plan well ahead for these meetings. Therefore, despite having no specific guidance on meeting times, the advance notice and flexibility in agendas means that no issues arise with respect to staff meeting their domestic commitments. Guidance will be put in place to encourage all departmental meetings to occur during the core hours of 10am to 4pm—Action 5.6

The department organises various social gatherings throughout the year. These include staff socials that are held in the evening (typically around 6 per year) and “coffee and cakes” events once per semester. The latter are for all staff, PDRAs and PGR students and are arranged from 10.15-11.00 to maximise participation. A recent introduction (in 2012-13) has been “coffee and cake” events with UG students, again held from 10.15-11.00. These are intended to provide an informal venue for staff and students to get to know each other outside of lectures and other academic activities. The take up for these has been mixed but sufficient to ensure that these will now become a regular occurrence.

Departmental seminars are arranged on Wednesdays during semesters from 2-3pm (when students have no lectures) to ensure maximum participation.

(iv) Culture
Overall the majority of staff believe that ACSE is a great place to work for women (65%) and men (74%). However, analysed by gender more females disagree that ACSE is a great place to work for women, Figures 17 and 18.

The department has made significant efforts in the past few years to improve its overall culture through the introduction of regular coffee and cakes events that are emphasised as a way for all staff and PGR students to meet socially. These have now been extended (in 2012-13) to specific events where staff can meet UG and PGT students in an informal atmosphere. Whilst the uptake amongst students has been mixed, those who have attended have provided positive feedback. In particular this is an excellent method for female students to gain a better understanding of research and academic careers.
The department runs a successful seminar series that is regularly attended by female PGR and PGT students. The HoD has encouraged all staff and PGR students to attend these seminars as both a development opportunity and also an opportunity to meet other people in the department. The proportion of female PGR or PDRA that presented at the ACSE postgraduate research symposium 2011-2012 has significantly improved compared to the 2010-2011 one (20% of presenters, under 1% of presenters). Feedback has indicated that more female speakers would help to promote research careers to female students. The proportion of invited speakers that are women has increased from 0% in 2009-2010 and 2010-2011 to 13% (2 women speakers) in 2011-2012.

Figure 19: Survey Response: My Department strongly opposes all of the following unacceptable behaviour: condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype women or men or focus on their appearance.
Figure 20: Survey Response: I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour.

Overall staff feel that the department strongly opposes unacceptable behaviour and that complaints would be dealt with effectively, Figures 19 and 20. However, there were differences with more females disagreeing to the first question. The Department will reinforce the importance of this through departmental sessions on gender equality and unconscious bias – Actions 1.1 and 5.3

(v) Outreach activities

The department has a strong record of outreach activities and leading on this within the Faculty of Engineering. Outreach activities are co-ordinated by a member of academic staff. Currently this is a male probationary lecturer and the data is included in his workload allocation. Other members of staff, PGR and UG students are also used to resource individual outreach activities. The activities are aimed at different age groups and some activities are specifically aimed at girls. We have previously co-ordinated a Lego competition on behalf of the faculty and currently run outreach activities as part of Headstart and Discover STEM. As part of the latter, we run a specific session annually for female year 9-11 students.

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
In 2009-2010 one senior administrator took maternity leave and in 2011-2012 two PDRAs took maternity leave. The senior administrator returned on flexible working terms (at their own request) of 60% time for one year and subsequently returned to full-time work. During the flexible work period their role was covered via a job share arrangement. One of the PDRAs did not return to work as their contract expired during the maternity period and whilst the department had agreed they could return to complete the research they decided not to. The other PDRA returned to successfully complete their contract. There is therefore no clear evidence of trends in this data due to very small numbers.

(ii) Paternity, adoption and parental leave uptake

Only one member of staff (a professor) took paternity leave in this period (in 2010-11). In addition two probationary lecturers and one member of the clerical staff have taken paternity leave in 2012-13. Again the numbers are too small to comment on any specific trends. However, all staff are made aware of their entitlement to paternity leave through the staff induction.

(iii) Numbers of applications and success rates for flexible working by gender and grade

Table 3: Success rates/applications for flexible working.

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Researcher</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reader</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Professor</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Admin</td>
<td>-</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>Technician</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

All applications for flexible working have been successful. More details on these are provided below.

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

(i) Flexible working

The department operates an informal system for requesting flexible working but in line with university policies, considers each application on its own merits. Line managers are encouraged to discuss flexible working opportunities with their staff. Currently three members of staff (all administrative) have flexible working to allow them to support childcare arrangements. This includes two female members of staff who work reduced hours (22 and 24 hours per week) and one male member of staff who works full-time hours in four days. All job adverts include a statement that even where jobs are advertised as full-time we will always consider requests for
flexible working. The survey showed a general lack of awareness regarding part-time and flexible working with 52% responding that they were not aware part-time staff are offered the same career opportunities as full-time staff. Only 58% agreed that their line manager would accept flexible working. The department will review its procedures for providing information on flexible working and ensure line managers are supported to respond to requests for flexible working appropriately – Action 6.1

(ii) Cover for maternity and adoption leave and support on return

The department follows university guidelines with respect to maternity procedures. No additional procedures are in place. During the period 2009-10 to 2011-12 one senior administrator and two PDRAs took maternity leave – see above. In the case of the senior administrator they agreed a phased return to work where their job was covered through a job share agreement. The department will review its procedures for maternity cover and return to work and ensure these are readily accessible via the website – Action 6.2

5. Any other comments: maximum 500 words

No additional comments.

6. Action plan

See Appendix.

7. Case study: impacting on individuals: maximum 1000 words [328 words]

Mrs Linda Gray

I am a Senior University Teacher. I joined ACSE in 1978, as a programmer, after working in UoS Computer Services for a year. Prior to this I completed a BA in Computer Science at the University of Kansas, USA, in 1977. From 1986 to 1989 I took a career break when my children were preschool age. I subsequently rejoined the department as a programmer, on a part-time basis. I worked part-time (initially 50%, later increasing to 80%) until September 2003, and then resumed full-time work. I began contributing to teaching and student support in ACSE in 1996, and as this contribution increased I moved into a University Teacher post in 2006. I was promoted to Senior University Teacher in 2010, and took on an additional role of Assistant Faculty Director of Learning and Teaching in 2012. As well as teaching, I have numerous student facing roles in ACSE, including that of First Year Undergraduate Tutor from 2006. I am involved in several Faculty and Institutional projects to support improvement of learning and teaching and student support; I am currently leading a Faculty project to improve induction for Masters students. I am married with two adult children.

Mr Richard Holmes

I joined ACSE in 2004 as a grade 5 administrative assistant. My main roles have been to support admission for both PGR and MSc, MSc student support and examination boards. In 2012 I had a son after which I took two weeks of paternity leave. I subsequently requested flexible working to work my full-time hours over a 4 day period (Monday to Thursday) so that I could support my wife with childcare. The department granted this on a trial basis from 1 January 2013 to 31 March 2013. This arrangement is working well and the department agreed to extend this arrangement
until the end of 2013. This flexible working has made it much easier to support childcare and has allowed my wife to carry on working.
<table>
<thead>
<tr>
<th>Action</th>
<th>Description of action</th>
<th>Action taken already and outcome at April 2013</th>
<th>Further action planned at April 2013</th>
<th>Responsibility</th>
<th>Timescale</th>
<th>Start date</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Conduct Gender Equality and Culture Survey every year and compare results with previous years (see also 5.7).</td>
<td>Gender equality survey conducted in October 2012 as part of Athena Swan submission process. Raised a number of important issues that have fed into this Action Plan.</td>
<td>Conduct gender equality survey on an annual basis to maintain awareness of gender equality issues within the department, to highlight particular issues in department culture and processes. Maintain and update Athena Swan action plan on an annual basis. Produce summary of survey results and actions for dissemination to all staff.</td>
<td>Athena Swan champions</td>
<td>Embedded into departmental procedures by 31/12/13</td>
<td>1/10/12</td>
<td>Gender equality survey conducted in October 2012 led to a number of actions. Survey occurs on an annual basis and results demonstrate improvement in departmental culture and awareness of gender equality issues.</td>
</tr>
<tr>
<td>1.2</td>
<td>Monitor and analyse staff appointments and recruitment process by gender at each stage for all research and academic posts (short listing, long listing and final offers).</td>
<td>Equal opportunity forms; short list and decision grids collected for most appointments. No evidence of discrimination. Increased the number of academic staff who have undertaken Interview Panel Training by holding dedicated training session in ACSE 7/1/13 (14 people attended).</td>
<td>Encourage further uptake of EO training. Monitor data for the Big Splash 3 appointments currently advertised.</td>
<td>Departmental Secretary, HoD Office (reporting to Executive Committee)</td>
<td>31/12/13</td>
<td>1/1/13</td>
<td>Increase return of panel notes on candidates to 100%; at least 50% of all PIs and staff involved in recruitment process to complete interview Chair training. Annual report to Executive and Policy Committees on analysis of data.</td>
</tr>
<tr>
<td>1.3</td>
<td>Monitor and statistical analysis of promotion success, exceptional contribution awards (ECAs) and annual Staff Review and Development Scheme (SRDS) by gender and grade.</td>
<td>Data collected and analysed for the previous 3 years. No evidence of gender bias.</td>
<td>Maintain record and annual analysis of data by gender and grade; standing item on Annual Promotions and SRDS committees.</td>
<td>Departmental Secretary, HoD Office (reporting to Executive Committee, Annual Promotions and SRDS committees)</td>
<td>31/12/13</td>
<td>1/1/13</td>
<td>Data is collected and analysed and appropriate actions taken based on this analysis.</td>
</tr>
<tr>
<td>1.4</td>
<td>Monitor destinations of PhD students and postdoctoral researchers on completion of their PhD/contract to understand why there is a large difference in percentage of women at PhD/postdoc versus academic staff levels and their reasons for not choosing to stay at Sheffield and/or in academia.</td>
<td>Maintain record of PhD/postdoc destinations and analyse by gender and those moving into industrial or academic posts and in which discipline.</td>
<td>Departmental Secretary, HoD Office (reporting to Executive Committee)</td>
<td>1/1/13</td>
<td>1/12/12</td>
<td>Annual report to Executive Committee.</td>
<td></td>
</tr>
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<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Monitor UG, PGT and PGR recruitment and admissions data (applications and acceptances) by gender, UK/EU or overseas and by degree course.</td>
<td>Data collected and analysed for applications and admissions for the previous 5 years; gender information that was not previously monitored is now collected and analysed; data compared to national figures for comparable subject disciplines. No evidence of gender bias.</td>
<td>Maintain record of departmental and national (HEIDI) data for comparison purposes and to inform annual review of recruitment and admissions.</td>
<td>Recruitment and admissions committee</td>
<td>31/12/13</td>
<td>1/12/12</td>
<td>Annual report to: Recruitment and admissions committee • Policy committee • Executive committee</td>
</tr>
<tr>
<td>1.6</td>
<td>Monitor UG and PGT student progression data and final degree classifications by gender.</td>
<td>Data on degree classification collected and analysed and no evidence of gender bias.</td>
<td>Maintain record and continue to analyse and report on UG and PGT student progression data and final degree classifications by gender.</td>
<td>Examinations officer</td>
<td>Ongoing</td>
<td>1/1/13</td>
<td>Report to Athena Swan team.</td>
</tr>
<tr>
<td>2</td>
<td>UG and PG Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Encourage female UG and PG students to join and actively participate in University of Sheffield Women in Engineering network.</td>
<td>Raised awareness of Women in Engineering network with UG and PG students through email and lunchtime information session.</td>
<td>Monitor participation of UG and PG students within the network. Champion to organise monthly activities for female UG and PG students and staff.</td>
<td>Women in Engineering champion (point 5.2) reporting to Executive Committee</td>
<td>Ongoing</td>
<td>1/1/13</td>
<td>Appointment of champion and regular activities for female staff and students; active participation of students in University of Sheffield Women in Engineering network.</td>
</tr>
</tbody>
</table>
| 2.2 | Increase the number of female applicants to the UG and PGT courses. | Developed marketing strategy to highlight women in engineering opportunities including:  
   - Case studies of current female students and alumni on the website.  
   - Strongly encourage women to apply on website and in prospectus  
   - Facebook website to promote department highlighting females in particular | Continue to review marketing strategy and development of further case studies of women in engineering. | Recruitment and admissions committee (reporting to Policy committee) | 31/12/13 | 1/1/12 | Marketing literature reviewed and additional female targeted marketing material such as case studies developed. New Facebook website developed. |
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<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>Raise awareness of gender and cultural equality issues with UG and PG students.</td>
<td>N/A</td>
<td>Embed gender equality into the curriculum for UG/PGT students and within the Doctoral Development Programme as part of student professional development.</td>
<td>Director of Learning and Teaching (UG/PGT) and PhD tutor (PhD students)</td>
<td>For next academic session</td>
<td>1/5/13</td>
<td>At least 90% of UG and PG students to receive training in gender equality.</td>
</tr>
</tbody>
</table>
| 2.4 | Review research and career development training offered to PhD students. | All PhD students undertake a formal Doctoral Development Programme specifically tailored to the requirements of the department. This includes training in research methods, culture, technical knowledge and networking. Students undertake an individual training needs analysis annually. | Undertake review of DDP and Cohort Training Programme with a specific emphasis on what is offered in professional development and careers support.  
   - Continue to review annually to ensure fitness for purpose.  
   - Improve annual appraisal process for PhD students—cover both general career development as well as PhD progress. | PhD tutor | 1/5/13 – 31/8/13 | 1/5/13 | All PhD students receive appropriate research and career development training. |

3 Key Career Transition Points, Appointments and Promotions
| 3.1 | Increase the number of high quality female applicants to academic posts. | Recruitment literature (adverts and About the Job) reviewed and updated to include more information on flexible working opportunities, reference to Athena Swan and to actively encourage female applicants. Athena Swan website developed with the About the Department section highlighting our commitment to gender equality and flexible working. | Investigate directly approaching high quality female researchers to encourage them to apply when vacancies become available. Provide support to internal candidates (RAs) seeking to apply for academic posts within the department. | Executive committee | 1/12/12 | 1/5/13 | Percentage of female applicants increased to above national average for comparative subjects. |
| 3.2 | Obtain feedback from recent academic applicants on the application and interview process. Obtain feedback from recent academic staff recruits on induction processes. | | Talk to recently appointed male and female staff to identify if there are any aspects of the processes that need changing and improve these. | Departmental Secretary reporting to Executive Committee | 31/8/13 | 1/5/13 | Increase in the number of female appointments. |
| 3.3 | Ensure female staff involved in all aspects of recruitment, promotions and SRDS processes. | Female member of staff from either the department or faculty will now be involved in short listing, long listing and interview process. Female staff already involved in SRDS and promotions process. | | HoD and Executive Committee | 30/4/13 | 1/1/13 | Female staff involved in all aspects of recruitment, promotions and SRDS. |
| 3.4 | Improve awareness and transparency of criteria for promotion. | Ensure all staff are better aware of promotion criteria and what these actually mean. Embed discussion on promotion into SRDS. All staff to be provided information on grade profiles as part of SRDS. Ensure staff aware of full range of criteria for promotion and different routes for career development. | Departmental Secretary (reporting to Executive Committee) | 31/10/13 (before next promotions round) | 1/5/13 | Department website improved to provide more information on promotion criteria. Lunchtime session headed by HoD to brief all staff on promotions process. Higher percentage of staff understanding promotions process in Gender Equality and Culture Survey. |  |
| 4 | Career Advice and Support |  |
| 4.1 | Improve formal mentoring available to PhD students and postdocs. | Some academic staff and PDRAs now part of the University Mentoring Programme (UMP). PDRAs encouraged to join the UMP. Develop mentoring scheme for all PhD students and encourage more PDRAs and academic staff to take part in UMP. All PhD students to have opportunity for mentoring. | PhD tutor for PhD students. Departmental Secretary for PDRAs in collaboration with Director of Research. | 30/6/13 | 1/5/13 | Formal mentoring scheme for all PhD student. |  |
| 4.2 | Encourage female UG/PGT student mentoring | Current university student mentoring scheme available but does not focus on female students. Encourage more female students to act as mentors (for example by highlighting that this will appear on their Sheffield Higher Education Achievement Record) and hold special session with new female students to encourage them to join the mentoring scheme by explaining the benefits to female career development. | First year tutor | 15/9/13 (start of next academic year) | 1/5/13 | Increase number of female students as mentors and mentees. |  |
| 4.3 | Feedback on induction, mentoring, SRDS and development programmes. | Undertake annual review of PhD students and staff on the initiatives implemented to improve careers support and development and existing SRDS scheme. | Departmental Secretary | 31/10/13 | 1/5/13 | Annual review questionnaire in place by August 2013. |  |
| 4.4 | Encourage all staff and students to join the IET and in particular women to join the IET Women’s Network | Currently encourage all UG students to join the IET in their first year. IET give talk to first year UG students. | Arrange for IET to give annual talk to PGT and PGR students about the benefits of joining the IET. Provide specific information to female students about IET Women’s Network. | MSc and PGR tutor. UG first year tutor. | 1/5/13 | At least 50% of all staff and students to be members of the IET and 50% of all females to be members of the IET Women’s Network. IET deliver talk. |
| 4.5 | Identify appropriate female staff to undertake the Sheffield Leader Programme at an appropriate level and increase uptake of training by women staff especially Springboard for Women programme. | Staff identified as part of SRDS departmental review meeting. Two women undertaking programme in 2012/13 and one will take the programme in 2013/14. Targeted emails to all female postdocs to encourage them to undertake training. Also encouraged through SRDS. | Continue to identify appropriate staff to undertake the programme as part of the SRDS departmental review meeting with particular focus on female staff (including postdocs). Continue to encourage attendance at training activities through targeted emails and PIs encouraging female postdocs to attend. More emphasis on identifying training needs in SRDS. | Line managers reporting to Head of Department | 31/10/13 | 1/10/12 | Increase in number of women taking Sheffield Leader Programme. 100% of female staff attending at least one development activity each year. |
| 4.6 | Improve the information available to postdocs to support their time in the department including formal induction, training activities, equal opportunities, flexible working and entitlement to maternity/paternity leave. | Develop dedicated website for postdocs with useful information and key points of contact for HR advice and support, courses available for professional development. | | Director of Research. | 31/12/13 | 1/5/13 | New website for postdocs. Increased awareness of flexible working opportunities in Gender Equality and Culture Survey. |

5 **Culture, Communications and Departmental Organization**

| 5.1 | Ensure all key departmental committees have female representation and student/postdoc representation as appropriate including at least one female student. | Committee membership to be reviewed on an annual basis to ensure appropriate representation of all staff and student groups and to ensure gender balance achieved. | | Head of Department and Departmental Directors through Executive Committee | 31/8/13 | 1/5/13 | Maintain diverse committee membership including gender balance commensurate with Departmental balance. |
| 5.2 | Improve representation and cohesion for postdoc community in the department. Encourage postdocs to engage with Faculty of Engineering Research Society and Women in Engineering Society. | There is currently one postdoc representative on the departmental Policy Committee but they are not active in this role. | Establish postdoctoral society/committee that will provide an informal network and formally provide feedback to the department on issues specifically related to postdocs including:  
- Induction  
- Mentoring  
- Career and professional development. | Director of Research | 31/8/13 | 1/5/13 | Form postdoc committee and ensure adequate representation on other departmental committees by 30/6/13.  
High participation (greater than 75%) of postdocs in Faculty of Engineering Research Society and Women in Engineering Society. |
| 5.3 | Improve awareness of Equality and Diversity at:  
- Welcome and induction sessions for all new staff  
- Staff meetings  
- Regular emails re opportunities for training within the university. | Athena Swan website developed to raise awareness of gender equality issues and polices within the department.  
Add "Update on Athena Swan" as a standing item on Policy Committee and Executive Committee agendas. | Review staff induction sessions to ensure Equality and Diversity are addressed. Encourage staff to attend training courses in Equality and Diversity and in unconscious bias. | Head of Department and Departmental Secretary; Athena Swan Champions. | 30/9/13 | 1/1/13 | Update induction sessions to include more emphasis on Equality and Diversity and ensure all staff are aware of university policies. 50% of staff to attend training.  
Athena Swan website. |
| 5.4 | Encourage better attendance by PhD students and staff at departmental seminars. | The department already has a very successful seminar series with regular email reminders to all staff and PhD students but attendance is variable. | Monitor attendance at seminars and investigate ways of improving the seminar series, e.g. more talks by ACSE researchers and more general overview presentations.  
Invite more female speakers to act as role models. | Seminar series organiser. | 31/12/13 | 1/5/13 | Improved attendance at seminars and greater proportion of internal and female seminar speakers. At least two more general seminars per academic year and increased number of female speakers. |
| 5.5 | Improve representation and cohesion for PhD community in the department. | Postgraduate researchers forum set up in 2010/11. This has received positive feedback from students as a way to represent their views.  
ACSE Research Symposium organised by PGR students in 2010/11, 2011/12.  
Informal PGR seminar series commenced 1/1/13. | PhD tutor and PhD forum. | PhD tutor and PhD forum. | 31/12/13 | 1/10/10 | At least 50% of PhD students to attend PGR events. |
| 5.6 | Departmental meetings to be held as far as possible during core hours of 10am to 4pm to allow for family commitments. | No current policy for meeting times but no major concerns at present. | Policy that all meetings to be held during core “family friendly” hours of 10am to 4pm (where possible). All meeting agendas to include timings for each item to ensure efficient use of meeting time and to help finish meeting on time. | Head of Department/Executive Committee (chairs of meetings). | 31/5/13 | 1/5/13 | Policy on meeting timings and agenda format change to be agreed and implemented by 31/5/13. |
| 5.7 | Workload allocation to be made more transparent within the department. | Workload allocation model currently in place within the department but details are not discussed with staff or made available to all staff. | Investigate methods to make workload allocation model more transparent to all staff to ensure fairness and to demonstrate the different work valued by the department. Ideas including:  
- Workload allocation of each member of staff to be discussed annually with HoD.  
- Workload allocation to be made available as evidence for SRDS.  
- Department workload allocation available to all staff in the department. | Head of Department | 30/6/13 (prior to annual SRDS round) | 1/1/13 | Policy on transparency of workload allocation to be implemented by 30/6/13. |
| 6 | Career breaks/flexible working | | | | | | |
| 6.1 | Improve awareness of flexible working, parental leave and return to work policies. 
Ensure staff are fully aware of ACSE support for flexible working where appropriate. | Departmental staff webpages updated to highlight HR policies and provide key links to more general HR webpages. Job adverts updated to include more information on these policies. 
Ensure all new staff are made aware of HR policies as part of induction. 
Focus on ensuring postdocs are made aware of these policies. Make PIs aware of their responsibility to support postdocs through offering flexible working opportunities and parental leave. | Departmental Secretary (reporting to Executive Committee) | 31/7/13 | 1/5/13 | Departmental website updated to improve information. Update staff induction to include HR policies. More awareness of flexible working in Gender Equality and Culture Survey. |
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<td>6.2</td>
<td>Review internal policies for returning staff.</td>
<td>University programmes exist to support the return to work of academic women (eg. WARP). New faculty initiatives in the faculty (e.g. Parents in academia group).</td>
<td>Undertake review of departmental policies for returning staff and investigate options to ensure career development is not affected by periods of absence, e.g. reduced admin workload for a fixed period to allow staff to focus on research. Raise awareness of existing funding for women (WARP) and general parent support initiatives.</td>
<td>Departmental Secretary (reporting to Executive Committee)</td>
<td>31/10/13</td>
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