Department Application
Bronze Award

University of Salford MANCHESTER

School of Computing, Science and Engineering

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

Name of institution	University of Salford	
Department	Computing, Science and Engineering (CSE)	
Focus of department	**STEMM**	
Date of application	November 2016	
Award Level	**Bronze**	
Institution Athena SWAN award	**Date: May 2016**	**Level: Bronze**
Contact for application Must be based in the department	Prof Haifa Takruri MBE	
Email	[redacted]	
Telephone	[redacted]	
Departmental website	http://www.salford.ac.uk/computing-science-engineering	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words

A scanned copy of actual signed letter is given below

University of Salford MANCHESTER

Professor Sunil Vadera
BSc (Hons), MSc, PhD, CITP, C.Eng, FBCS
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Equalities Charter Manager
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

21st November 2016

I am delighted to confirm my support for the School of Computing, Science and Engineering's submission for an Athena Swan Bronze Award. I am committed, both personally as well as professionally, to ensuring equality and diversity of opportunities. I have been an active member of the University Athena Swan SAT since 2014 and am a member of CygnetS, a recently established network for Athena Swan for Computing Science.

The University is fully committed to Equality and Diversity and recently gained an institutional Bronze Athena SWAN. We are the first School to apply for a departmental award.

The School is a multidisciplinary department covering STEM subjects of Aeronautical, Mechanical and Civil Engineering; Physics and Mathematics; Computer Science; Acoustics and Telecommunications. We have been proactive in promoting Women in Engineering for over a decade, with ESF funded projects such as Developing Female Engineers (2005), and Women in North West Engineering (2007). The Insight programme, organised in conjunction with the charity Headstart, has been held annually at Salford for over 25 years, and hosts over 55 schoolgirls on a week-long residential on Science and Engineering that includes carrying out projects, learning about careers and visits to local industry.

Whilst we recognise that the subjects within the School struggle to attract women, we are fortunate to have some high-profile female academics who are providing leadership and serve as excellent role models to our staff and students. Professor Haifa Takruri-Rizk is the Associate Dean Engagement and is an active researcher in gender in STEM. Haifa has led the School's submission for Athena SWAN and leads many national initiatives to encourage female students to pursue STEM studies and careers. Another role model, Professor Samia Nefti-Meziane, has a well-established track record and has published extensively in the areas of advanced robotics and autonomous systems which have appeared in very high impact factor journals and the most prestigious publications in engineering.

Although the number of female academics within the School needs to increase, it is reassuring that female members of staff have progressed in their careers through the promotion and progression opportunities available within Salford.

The School has already invested resource in the development of this application and we are committed to making the resources available to implement the Action Plan fully. Since the School established its group to support Athena SWAN we have made more female appointments and have

made progress in thinking more proactively in terms of recruitment and advertising (e.g., via Women's Engineering Society).

In summary, I strongly support this important application and whilst I realise there is still much to do in addressing gender imbalance I am confident that we will continue to develop thanks to strong commitment and leadership from role models in all areas.

Yours faithfully,

Professor Sunil Vadera, PhD, CITP, C.Eng, FBCS

Dean of the School of Computing, Science and Engineering

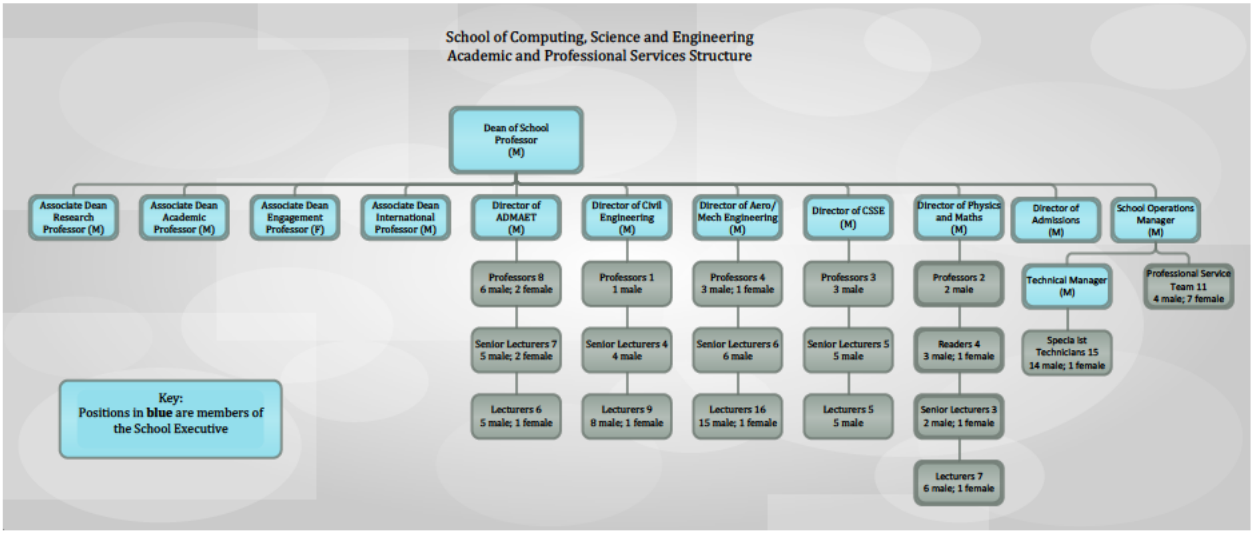
Section 1 word count: 489/500

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Computing, Science and Engineering (CSE) was established in 2003 and is comprised of five directorates: Acoustics, Digital Media, Audio Engineering and Telecommunications (ADMAET); Aeronautical and Mechanical Engineering; Civil Engineering; Computer Science and Software Engineering (CSSE); Physics and Mathematics. The 2003 restructure at Salford saw the amalgamation of four physical sciences and engineering departments into one; Aeronautical, Civil and Mechanical Engineering, Acoustics and Electronic Engineering, Physics and Materials, and Computer Science.



The School, Table 2.1, is currently made up of 132 academic and research staff of which 14% are female. The School's professional service staff, including technicians, number 42 (including commercial testing and enterprise staff) and, of which 24% are female. 14% of Professorial staff within the School are female, which, whilst lower than the proportion across the University as a whole, is also lower by 6% than the national trends in CSE subjects (20% given in ECU Table 4.17 further below). The proportion of senior lecturers who are female is 15%. Our data demonstrate that further work is required to improve the number of female academics in CSE.

Table 2.1 CSE All Staff 2015-16

	CSE	2015-16		
Position	Total	Male	Female	Female %
Research	27	22	5	19%
Lecturer	49	44	5	10%
Senior Lecturer/Reader	34	29	5	15%
Professor	22	19	3	14%
All Academics	**132**	**114**	**18**	**14%**
Support Staff	26	17	9	35%
Technical	16	15	1	6%
Total Staff	**174**	**146**	**28**	**16%**

The School is physically based in the Newton Building on the Peel Park campus and also has provision based at Media City UK. There is a University provided free bus service which travels between the two campuses for staff and students. There are numerous social spaces across the campuses where staff and students can meet and network. The Newton building has a dedicated staff room for use by all staff. The School has seven whole School Congress meetings scheduled across the year where all staff come together to focus on key initiatives, proposals and developments.

The School is organised into five directorates, each with its own Director. Directors are responsible for the workload allocation, line management, performance and development of their staff and manage budgets within their own areas. All Directors report to the Dean of School and are members of the School Executive – the School Executive provides the opportunity for the Directors to work together and share decision making. The Dean of School is also supported by four Associate Deans, with separate portfolios for Academic; Research and Innovation; Engagement and International.

The School is recognised for its ground-breaking education and research; both staff and students have won national and international awards for teaching and research excellence. The CSE School usually attracts around 30% of the University's (made of seven schools) research income. This adds to the research credit of CSE and its female academics who attracted around 38% of the School research fund over a period of five years. A higher proportion of academics who are female were submitted to the REF2014 than men within the School (58% against 36%) and this proportion was significantly higher than the University as a whole which was at 24% of female academics submitted.

The student body, Table 2.2, is currently comprised of 1903 undergraduates; 401 postgraduate taught and 157 postgraduate researchers of which 13.8%; 12% and 17.8 %, respectively, are female.

Table 2.2: Proportions of female and male students in CS

	2013-14				2014-15				2015-16			
	F	M	T	% F	F	M	T	% F	F	M	T	% F
UG (inc. Foundation Year)	213	1549	1762	12.1%	252	1627	1879	13.4%	263	1640	1903	13.8%
PGT	52	360	412	12.6%	56	347	403	13.9%	48	353	401	12.0%
PGR	20	109	129	15.5%	26	126	152	17.1%	28	129	157	17.8%
Total	**285**	**2018**	**2303**	**12.4%**	**334**	**2100**	**2434**	**13.7%**	**339**	**2122**	**2461**	**13.8%**

Key - F: Female, M: Male, T: Total

Section 2 word count **Excludes tables and tables titles**	**500/500 words**

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The CSE Self- Assessment team (SAT) was formally established in May 2015. The team members were selected to form representation from across the School and to include Central Human Resources and Careers and Employability. Each Director issued a call for a member of their Directorate to volunteer to serve as a SAT member. Members list is given in Table 3.1.

As indicated in Table 3.1, CSE SAT members have a range of family and personal circumstances. The SAT is made up of a maximum of 10 females and 7 males (58.8% Females). Considering the School staff on SAT, there are 6 females and 6 males resulting in a high proportion of females compared to the overall proportion of female staff in the School. It is particularly important to have the female view on the SAT because of the under-representation of females in the School and in STEMM at national level. It is also important to ensure that all staff are aware that Athena SWAN will benefit everyone, both female and male. Future SAT composition will maintain a good level of gender balance.

The CSE SAT has led the development of the Athena SWAN submission including engagement and outreach activities, data analysis and action planning. External expert review and feedback on the application was provided by Dr Sean McWhinnie, Oxford Research and Policy.

Table 3.1 – School of Computing, Science and Engineering SAT memberships and work-life experience.

Name and Position	Role in the SA team	Profile
CSE STAFF/Students representation		
Prof Haifa Takruri MBE Associate Dean Engagement	Athena SWAN SAT Chair	[redacted]
Professor Sunil Vadera Dean of School	Dean of School	[redacted]
Duncan Bottrill Technical Staff Manager	Technical staff representative	[redacted]
Dr Heather Yates Lecturer	Physics and Mathematics Directorate Representative CSE SAT Co-Chair	[redacted]
Professor Bill Davies Associate Dean Academic	Rep for ADAMET Directorate representative	[redacted]
Dr Jinyan Wang	Civil Engineering	[redacted]

Lecturer	Directorate representative	[redacted]
Lee Griffiths Lecturer	Computer Science and Software Engineering Directorate (CS&SE) representative	[redacted]
Dr Viktoriia Myroniuk Lecturer	Aeronautical and Mechanical Engineering Directorate representative	[redacted]
Daniel Wadsworth Programme Administrator	Computer Science and Engineering Professional staff Representative	[redacted]
Simon Herbertson School Operation Manager	School Operation Advisor	[redacted]
Lauren Ward Audio Eng PhD student	PGR students representative	[redacted]
Rina Lakhman Project Manager	Part time/fixed term contract staff representative	[redacted]
University Central Services Staff		
Rob Bulman HR	Provide support, guidance and analysis relating to HR data and information	[redacted]
Celia Hart Equality and diversity Consultant Till June 2016	University Athena SWAN Representative	[redacted]
Tahira Majothi Student Experience and Support Business Partner	Careers and Employability representative	[redacted]
Professor Abigail Gregory University Athena SWAN Director From July 2016	University Athena SWAN representative	[redacted]
Naseem Yasin Inclusion and Diversity Strategy Specialist From July 2016	Inclusion and Diversity Advisor	[redacted]
Margaret Wilson HR	HR Business Partner	[redacted]

(ii) an account of the self-assessment process

The Dean of the School and the Associate Dean Engagement were members of the University's Athena SWAN SAT and contributed to the preparation of the University's Bronze award application which was successful in April 2016. The School established its SAT group in May 2015, ahead of the University Submission, reflecting its commitment to the values of Athena Swan Charter.

The first meeting of SAT was held in June 2015, second meeting in December 2015, third meeting in January 2016 and since then CSE SAT met once a month.

In the first meeting, SAT discussed staff data, which highlighted the lack of recruitment of female academics over the previous three years. The meetings also recognised the need for greater consultation across the School and a plan of activities and events was organised with a view to engaging staff and ensuring commitment from all the staff.

The SAT reported to the monthly School Executive meetings and presented twice to the School Congress which is open for all School staff to attend engaging in consultation on School matters and share regular updates and development. Additionally two focus groups were held for staff and Postgraduate students. The University runs an annual Best Companies Survey in November each year which investigates staff motivation and satisfaction and their experience of the University's working conditions. The SAT also carried out gender analysis of this data (in parts of section 5) to provide further understanding of the situation of female and male staff in CSE. Only one survey has been carried out so far by the University - in November 2015 – with a second underway at the time of writing.

Athena SWAN application and Action Plan were the main item of discussion at the School Exec meeting in Nov 2016 where the Exec members approved the application and the action plan. CSE SAT also was in regular consultation with the Director of Athena SWAN since her appointment in June 2016 and the Inclusion and Diversity consultant, both of whom were latterly members of CSE SAT.

The Athena SWAN activity in the School has been resourced through the School in the main with administrative support provided by the Dean's PA. Data has been provided from central services both HR and Student Administration. The Chair of the SAT has been given a reduced workload to enable her to lead the completion of the submission.

Since the establishment of CSE's SAT, the School Exec members and colleagues in general are much more aware of Athena SWAN as a national gender equality charter. Colleagues are forthcoming with ideas, suggestions and actions relevant to staff and students to ensure the adherence to Athena SWAN charter ten principles in the School. Such ideas and enquiries included: Directors enquiring about how they can make academic vacancies more appealing to female applicants, suggestions to establish a Women in STEM Society for our students, and to form a female Alumni Network as role models for our students.

Events and Activities to promote Athena SWAN principles

The School undertook to promote Athena SWAN through School Congress and monthly reports to its School Executive. In addition the School has led wider awareness raising events across the University. The CSE School has a track record over many years of engaging in projects that are aimed at investigating the participation of women in STEM and initiatives to encourage girls to pursue STEM studies for future careers in the field.

Table 3.2: Activities that have taken place in June 2015 – Nov 16

Date	Activity
May 2015	Established CSE SAT
June 2015	Athena SWAN Bronze award process and academic staff appointment data over 3 years were presented at School Congress.
June 2015 – Nov 2016	Regular SAT meetings held. Athena SWAN Bronze award application progress and relevant activities were discussed regularly during the monthly School's Executive meetings.
23 June 2015	Organised workshop to celebrate National Women in Engineering day (NWED) that attracted over 60 participants and received attention on social media and the NWED web pages. This was arranged with the University's Athena SWAN SAT. A number of internal and external speakers presented their experience and suggested ways to improve the participation of women in STEM (Academia and Industry). The event was led by the School and chaired by the Associate Dean Engagement.
September 2015	Chaired lecture by Professor Dame Carol Black entitled "Women in Science Propensities and Choices" attended by approximately 50 delegates and was recorded for wider circulation.
September 2015	Held a CSE focus group discussion as an input to University's Athena SWAN Bronze award application.
16 March 2016	Organised Technology Tournament competition for year 9 pupils from local schools in partnership with Local Rotary Clubs. This is an annual event with 50-50 gender split. 80 pupils and teachers participated in the event and engaged in STEM challenges throughout the day
23 June 2015	To celebrate National Women in Engineering day: Organised an event for year7/8 girls from local schools during the day which was attended by 70 pupils and teachers from local schools engaging in varied STEM challenges. An evening workshop which focused on what steps could the industry take to recruit, retain and progress women engineers. WISE CEO and a number of female engineers from industry contributed to the workshop. 50 delegates attended.
July 2015 & July 2016	Held the Headstart Insight, 4 days, residential programme for year 12 girls, 55 girls from schools across the UK and occasionally international schools abroad. Dragonfly summer day for year 10 girls and teachers from local school. 60

	– 70 girls and teachers took part. Those events have been running at Salford annually part of national schemes since late 80s to encourage girls to study engineering and science for a future career in the field.
Oct 2016	Two focus groups were held for PGR students and staff to discuss CSE's good practices and potential for improvement for our PGR students and staff communities.
2015/2016	Physics 'Science Team' has done about 10 presentations over this period including the Manchester Science Festival and local schools (year 2 to year 10) to encourage an interest in science. The 'team' is a mix of male and female UG and PG's.
21st Oct 2016	SAT Chair presented a key note (SETing the World) talk at Barclays to 200 local school girls and teachers. This is part of Barclays IT Girls Allowed initiative, which targets girls from disadvantaged areas in the region to raise their aspiration to follow SET studies and careers.
Oct 2016	SAT consultation with School Congress – discussed Athena SWAN Bronze award application and main findings from the data
2 Nov 2016	Presentation of final application and action plan at the School Executive meeting for feedback, comments and approval.

16 March 2016 – year 9 girls testing their design on Technology Tournament day

23 June 2016 – year 7 and 8 girls from local Schools engaging in SET challenges on National Women in Engineering Day

4 July 2016 – year 12 girls for across the country engage in a group exercise part of the Headstart Insight week

University of Salford MANCHESTER

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Barclays helps sign up female engineers

Thursday 3 November 2016

FEMALE not male engineers invented the bulletproof vest, created the first solar-powered home and completed most of the work on the discovery of DNA.

But they make up just 6-8 % of professional engineers in the UK – vastly reducing the talent pool to solve the global challenges of the future.

The Barclays 'IT Girls Allowed' campaign, backed by The University of Salford, held its first event this week as it aims to encourage schoolgirls to think keenly about a career in engineering and information technology.

Haifa Takruri-Rizk MBE, Professor of Electrical Engineering at the University of Salford gave a presentation to more than 200 girls aged 13–14 at its Radbroke Hall Technology Hub, near Knutsford.

Professor Takruri-Rizk said: "Engineering offers a fantastic career for women for the good salaries, the skills that are respected worldwide and the job satisfaction of working in fields which are forever evolving."

Barclays – one of the largest technology employers in the North West of England – is a key partner of the University of Salford. It has already engaged with 600 girls this year to help them and inspire them into the world of IT and science.

For more information about women in engineering see here or go to http://www.salford.ac.uk/computing-science-engineering/courses

21 October 2016 – Prof Haifa Takruri MBE speaks at Barclays IT Girls Allowed inspiring the next generation of females in SET.

(iii) plans for the future of the self-assessment team

Following the Athena SWAN submission the CSE SAT membership will be reviewed to ensure gender balance, include undergraduate students' representation and alumni representation. SAT will meet once every two months to monitor the implementation of our action plan and review updated datasets as new information becomes available **(Action 3.1).** SAT meetings will be incorporated in the School almanac **(Action 3.2).** The SAT will be instrumental in engaging in activities to promote the work of women in STEM as well as work with the School to encourage recruitment of more female students and academics. We will continue reporting to the School Executive and Congress to engage in consultations with colleagues across the School. CSE SAT will also report to the recently established University Athena SWAN Sub-committee for further consultations and updates on implementation of the School action plan and ways to contribute to the University action plan. **(Action 3.3)**

Currently CSE has no webpages dedicated to Athena SWAN. We will develop webpages to post relevant activities, information and initiatives **(Action 3.4).**

The SAT will also conduct a CSE staff survey and case studies in preparation of CSE's Silver Award application **(Action 3.5).** The School had an IoP Juno Project Supporter status and will be applying to upgrade to a Practitioner status in the near future **(Action 3.6)**

Section3 word count **Excludes self-assessment team table and activities table, images captions, sub-sections and tables titles**	**998/1000 words**

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses

Table 4.1: Number of female and male students on Foundation Year and Undergraduate programmes

	Foundation Year				Undergraduate			
	Female		Male		Female		Male	
2013-14	3	3.4%	84	96.6%	210	12.5%	1465	87.5%
2014-15	11	9.3%	107	90.7%	241	13.7%	1520	86.3%
2015-16	6	4.7%	122	95.3%	257	14.5%	1518	85.5%

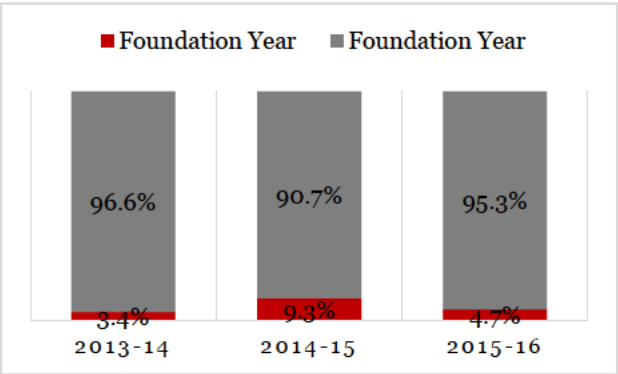

Figure 4.1: Percentage of foundation year (level3) students by year and gender

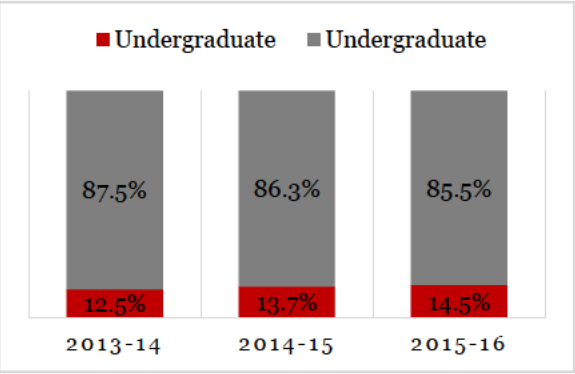

Figure 4.2: Percentage of undergraduate students by year and gender

CSE offers a foundation year as an access course as level 3 to engineering and physics programmes. The last three years' data of students on the foundation year (Table 4.1) show that the percentage of female students has risen from 3.4% in 2013 -14 to 9.3% in 2014-15 but fallen back to 4.7% in 2015-16. We recognise that female students' representation on access courses is very low. Our more detailed data (Table 4.7) presents applications/offers/acceptances at programme level show that over 50% of females who applied were given offers on our foundation year but the acceptance rate did not match the offers. This also applies to level 4 female acceptances. We need to explore the reason for this and review recruitment and admissions process of undergraduate students to ensure we are inclusive to all applicants (**Action 4.1**).

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Part-time students' numbers have not been included as there were only a couple unsuccessful applications in the last 3 years.

The right hand part of Table 4.1 above shows the overall number (without level 3) of CSE's undergraduate students. The data show a small but a steady increase of the

proportion of female students over the last three years. We recognise that we have very low numbers of female undergraduate students compared to numbers of male students. Also, we have lower overall female representation (14.5 % in 2015-16) compared to the national average at 24% as shown in Table 4.2 on similar programmes.

Table 4.2: ECU gender 2015 data for undergraduate students

ECU Gender Splits 2015	First Degree undergraduate				Other undergraduate			
	F	F %	M	M %	F	F%	M	M %
Computer Sciences	10670	15.3%	59135	84.7%	900	17.5%	4235	82.5%
Engineering and technology	15275	14.4%	90780	85.6%	1260	9.2%	12430	90.8%
Mathematical Sciences	13810	38.8%	21760	61.2%	285	39.3%	440	60.7%
Physical Sciences	28060	39.5%	43015	60.5%	1110	38.5%	1775	61.5%
Total	**67815**	**24.0%**	**214690**	**76.0%**	**3555**	**15.8%**	**18880**	**84.2%**

Examining our data by subject area as shown in Table 4.3, the trends within programme groups show a very strong increase in both numbers and percentage of females for Maths with the balance being now almost 50/50 which is higher than the national average. For Civil engineering there is a small rise in female representation, although overall the proportion is still low (17.4% in 2015-16). For other programmes (CS&SE, Aeronautical, Acoustic and Physics) the proportion of students who are female is relatively static with increased numbers of UGs. The most popular subjects for female students are maths, physics, and Multimedia and Internet Technology, while men prefer engineering.

Table 4.3: CSE undergraduates by programme, gender and year

Programme Group	2013-14			2014-15			2015-16		
	Full Time			Full Time			Full Time		
	F	F%	M	F	F%	M	F	F%	M
Aeronautical Engineering	26	10%	264	29	9.1%	289	35	10.8%	288
Aeronautical Engineering with Foundation Year	2	6%	33	6	12.5%	42	1	1.9%	45
Audio/Sound Technology & Acoustics	25	9.3%	243	32	11.7%	242	30	12.6%	208
Broadcast Engineering	1	9%	10	5	13.2%	33	9	16.7%	45
Civil Engineering	32	11.8%	238	44	14.5	260	52	17.4%	247
Computer Science	26	9.3%	253	32	11%	258	40	11.3%	315
Electronic Engineering							2	22.2%	7
International Foundation Year	1	4%	24	3	9.3%	29	5	11.9	37
Mathematics	23	35.9%	41	26	41%	37	30	46.9%	34
Mechanical Engineering (incl Aerospace)	12	6.5%	172	12	6.7%	165	9	5.1%	168
Multimedia & Internet Technology	24	25.5%	70	19	23.5%	62	11	26.8%	30
Petroleum & Mechanical Engineering	3	8.7%	32	6	10%	54	6	7.5%	73
Physics	38	18.4%	169	38	23.9%	156	33	18.8%	143
Total	**213**	**12.1%**	**1549**	**252**	**13.4%**	**1627**	**263**	**13.8%**	**1640**

The proportion of students who are female in CSE, who were enrolled on our undergraduate programmes (Table 4.3), has improved from 12.1% in 2013-14 to 13.4% in 2014-15 and to 13.8% in 2015-16 which reflects slow but steady improvement. As listed in Table 2.2 and the Outreach section, CSE runs a number of annual events that are

aimed at encouraging more girls to study STEM subjects. We will also intensify our initiatives to target female students at our local schools and colleges as those are the main provider for our students' population **(Action 4.2).**

Table 4.4 indicates that the overall split in degree attainment by gender is similar for all students, although there is a slight increase with higher-class degrees for females.

Table 4.4: Number of female and male graduates by degree classification

	First Class Honours		Second Class Hons Division One		Second Class Hons Division Two		Third Class Honours		Ordinary	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2013-14	19	92	13	138	16	127	4	39	2	12
	17.1%	82.9%	8.6%	91.4%	11.2%	88.8%	9.3%	90.7%	14.3%	85.7%
2014-15	18	141	18	122	17	85	4	31	0	15
	11.3%	88.7%	12.9%	87.1%	16.7%	83.3%	11.4%	88.6%	0%	100.0%
2015-16	32	139	11	151	18	86	2	20	2	5
	18.7%	81.3%	6.8%	93.2%	17.3%	82.7%	9.1%	90.9%	28.6%	71.4%

Table 4.5 and Figure 4.3 show the distribution of graduates between degree classes. In two out of three years, and overall, a higher proportion of female students gained first class degrees than male students, but conversely, in two out of three years and overall, a higher proportion of males gained 2.1 degrees than females. Females are more likely than males to gain 2.2 degrees. This pattern of females doing well in engineering and physics is not unusual nationally. However, it is interesting that in general females are less likely to gain 2.1 degrees than they are to gain first class or 2.2 degrees.

Table 4.5: Proportions of female and male graduates gaining different degree classes

Year	Gender	First Class Honours	Second Class Hons Division One (2.1)	Second Class Hons Division Two (2.2)	Third Class Honours	Ordinary
2013-14	Female	35%	24%	30%	7%	4%
	Male	23%	34%	31%	10%	3%
2014-15	Female	32%	32%	30%	7%	0%
	Male	36%	31%	22%	8%	4%
2015-16	Female	49%	17%	28%	3%	3%
	Male	35%	38%	21%	5%	1%
Overall	Female	39%	24%	29%	6%	2%
	Male	31%	34%	25%	7%	3%

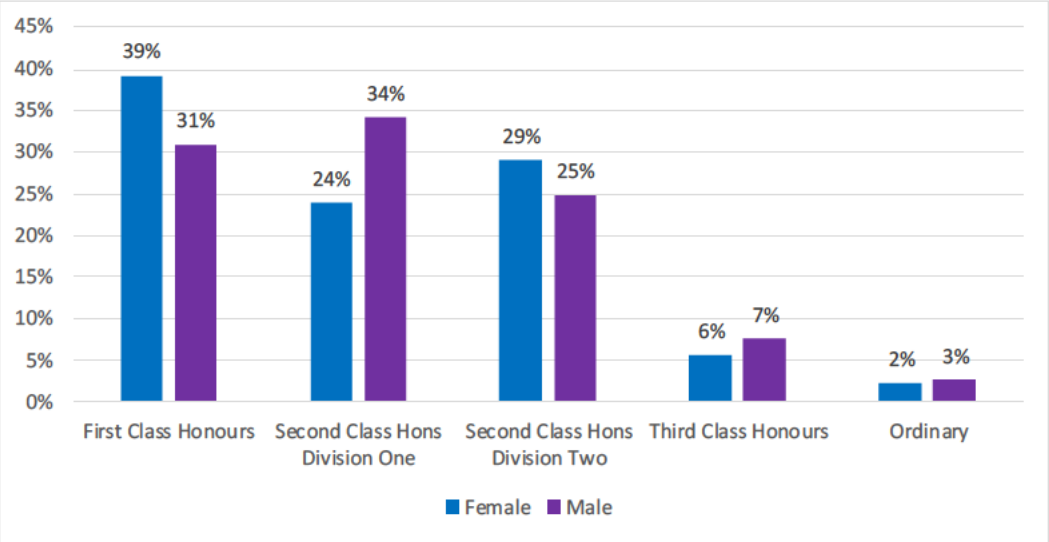

Figure 4.3: Proportions of female and male graduates gaining different degree classes overall between 2012/13 and 2015/16

Application/Offers/Acceptance rates are broadly similar over the last three years with a slight increase of applications from and offers made to females but a little decrease of acceptances by females in 2015-16 compared to 2014-15.

Overall, around 12 to 13% of applications are from females each year (table 4.6). In each year females are more likely to be offered a place than males, although even when considering the overall data the difference is not significant. In general male students are slightly more likely than female students to accept their offers.

Detailed data are shown in Table 4.7 by programme, applications/offers/acceptances numbers and rates. The numbers of females applying for individual programmes are small making it difficult to draw strong conclusions as to whether there are any persistent gender differences. For most programmes it is more likely to make offers to female applicant than male applicants. In the majority of programmes males are more likely to accept offers than females.

To increase the numbers of females joining undergraduate course, action is needed to attract more females to apply, and also to convert more offers into acceptances. We will review our open day practices to ensure that there are female role models (staff and students) involved in open days **(Action 4.3)**. We will also review our course literature, web and printed, to ensure it has images of both women and men. **(Action 4.4)**

We will also initiate a survey and hold focus groups for our undergraduate students to capture their reasons for joining the School and share the outcome in our recruitment literature **(Action 4.5).**

Table 4.6: Undergraduate applications, offers and acceptances

Year	Gender	Applications	Offers	Acceptances	Proportion of applicants made offers	Proportion of those made offers accepting	Proportion of applicants accepting offers
2013/14	Female	358	270	67	75%	25%	19%
	Male	2,685	1,927	565	72%	29%	21%
	% Female	12%	12%	11%			
2014/15	Female	436	355	107	81%	30%	25%
	Male	3,163	2,344	650	74%	28%	21%
	% Female	12%	13%	14%			
2015/16	Female	490	363	83	74%	23%	17%
	Male	3,218	2,250	588	70%	26%	18%
	% Female	13%	14%	12%			
Overall	Female	1284	988	257	77%	26%	20%
	Male	9066	6521	1803	72%	28%	20%
	% Female	12%	13%	12%			

Table 4.7: Undergraduate applications, offers and acceptances per gender, programme and year

	2013-14						2014-15						2015-16						Overall					
	Full-time						Full-time						Full-time						Full-Time					
	Female			Male			Female			Male			Female			Male			Female			Male		
Program Title	Ap	Of	Ac	Ap	Of	Ac	Ap	Of	Ac	Ap	Of	Ac	Ap	Of	Ac	Ap	Of	Ac	Of/Ap	Ac/Of	Ac/Ap	Of/Ap	Ac/Of	Ac/Ap
Audio Acoustics	8	6		64	41	15	7	7	5	72	54	22	11	10	7	60	50	23	88%	52%	46%	74%	41%	31%
Aeronautical Engineering	18	14	3	136	101	28	16	13	1	206	168	48	16	13	3	200	145	30	80%	18%	14%	76%	26%	20%
Aeronautical Eng w Found Yr	8	7	4	132	95	39	21	19	6	182	128	44	20	13	2	165	101	43	80%	31%	24%	68%	39%	26%
Aircraft Eng with Pilot Studs	12	7	3	91	63	18	4	2	1	132	94	26	14	6		106	67	20	50%	27%	13%	68%	29%	19%
Civil & Architectural Eng	13	11	3	21	10		17	12	3	46	31	9	22	15	2	41	20	9	73%	21%	15%	56%	30%	17%
Civil Engineering	23	20	5	211	143	36	31	22	5	186	119	30	32	19	5	182	107	20	71%	25%	17%	64%	23%	15%
Civil Engineering w Found Yr	16	6	1	144	103	31	15	9	4	132	80	29	19	16	4	144	88	35	62%	29%	18%	65%	35%	23%
Electronic Engineering										2			8	4	1	63	38	8	50%	25%	13%	58%	21%	12%
Mechanical Engineering	12	6	1	184	137	30	17	13	1	217	161	34	10	6		184	119	21	64%	8%	5%	71%	20%	15%
Mech Eng with Foundation Yr	4	3		156	88	30	15	8	2	170	117	33	11	6		205	128	34	57%	12%	7%	63%	29%	18%
Petroleum & Mechanical Eng	6	5		88	51	21	18	11	3	201	123	32	21	17	3	160	107	31	73%	18%	13%	63%	30%	19%
Aeronautical Engineering (M)	6	5	1	48	38	7	10	10	1	68	53	15	5	4	1	56	50	10	90%	16%	14%	82%	23%	19%
Aircrft Eng w/ Pilot Stds (M)	4	4	1	30	19	4	9	8	5	39	27	9	2	2		23	15	4	93%	43%	40%	66%	28%	18%
Civil & Architectural Eng	3	2		19	12	2	6	4		20	15	1	9	8	1	16	12	1	78%	7%	6%	71%	10%	7%
Civil Engineering (M)	7	5		37	29	1	1	1		47	37	5	8	7	1	52	33	5	81%	8%	6%	73%	11%	8%
Mechanical Eng (M)	2	2		41	33	7	2	1		52	43	6	6	4	1	48	34	2	70%	14%	10%	78%	14%	11%
Physics (M)	9	9	5	29	26	5	9	9	4	31	31	13	9	9		44	42	6	100%	33%	33%	95%	24%	23%
Physics with Acoustics (M)	1	1		4	2					5	5	1	2	2	2	1	1		100%	67%	67%	80%	13%	10%
Physics with Stud in N.Am (M)	3	3	1	8	7	3	3	2	2	14	14	2	3	3		15	15	2	89%	38%	33%	97%	19%	19%
Aviation Tech with Pilot Studs	15	8	1	110	65	18	17	11	2	110	69	15	24	12	4	151	76	17	55%	23%	13%	57%	24%	13%
Civil Eng	11	10	1	74	53	24	17	16	6	94	75	30	10	7	4	96	76	26	87%	33%	29%	77%	39%	30%
Computer Networks	10	3	1	145	100	25	12	11	2	177	115	27	18	13	3	237	174	55	68%	22%	15%	70%	28%	19%
Computer Science	40	28	7	325	233	59	46	40	11	318	255	54	46	35	6	370	284	81	78%	23%	18%	76%	25%	19%

Financial Mathematics													10	6	2	17	7	2	60%	33%	20%	41%	29%	12%
Financial Mathematic w Prof Ex													1	1	1	5	5	1	100%	100%	100%	100%	20%	20%
Mathematics	46	40	11	61	54	16	49	42	13	85	67	17	54	42	8	110	93	9	83%	26%	21%	84%	20%	16%
Multimedia & Internet Tech	14	10	3	86	66	25	17	17	6	62	50	20							87%	33%	29%	78%	39%	30%
Physics	22	22	4	135	119	30	25	20	5	118	106	24	32	26	5	107	92	25	86%	21%	18%	88%	25%	22%
Pure & Applied Physics	5	5		20	18	7	3	3	1	32	32	16	2	2	2	19	16	4	100%	30%	30%	93%	41%	38%
Physics with Acoustics	2	2		9	7	1				8	5	1				4	4		100%	0%	0%	76%	13%	10%
Prof Sound & Video Tech	22	16	7	175	143	66	36	33	16	196	161	66	26	23	7	104	83	35	86%	42%	36%	81%	43%	35%
Software Engineering	15	9	4	100	70	17	13	11	2	140	109	21	13	11	4	151	114	16	76%	32%	24%	75%	18%	14%
Web Development FT													25	20	4	80	53	13	80%	20%	16%	66%	25%	16%
Web Dev w Prof Exp FT													1	1		2	1		100%	0%	0%	50%	0%	0%
Total UG	**358**	**270**	**67**	**2,685**	**1927**	**565**	**436**	**355**	**107**	**3,163**	**2344**	**650**	**490**	**363**	**83**	**3,218**	**2250**	**588**	77%	26%	20%	72%	28%	20%

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

CSE runs a range of postgraduate taught (PGT) programmes (MSc degrees) to match the suite of undergraduate programmes topics.

Overall, around 13 to 14% of PGT applications are from female applicants each year. Proportions of female and male students who are made offer and those who accepted are fairly similar (Table 4.8).

Table 4.8: Postgraduate Taught female and male (full time + part time) applications, offers and acceptances

Year	Gender	Applications	Offers	Acceptances	% Offers/Applications	% Acceptances/Offers	%acceptances/ applications
	Female	339	260	53	77%	20%	16%
	Male	2,173	1,690	411	78%	24%	19%
2013-14	% Female	13.5%	13.3%	11.4%			
	Female	373	294	79	79%	27%	21%
	Male	2,093	1,599	408	76%	26%	19%
2014-15	% Female	15.1%	15.5%	16.2%			
	Female	269	203	54	75%	27%	20%
	Male	1,601	1,218	358	76%	29%	22%
2015-16	% Female	14.4%	14.3%	13.1%			

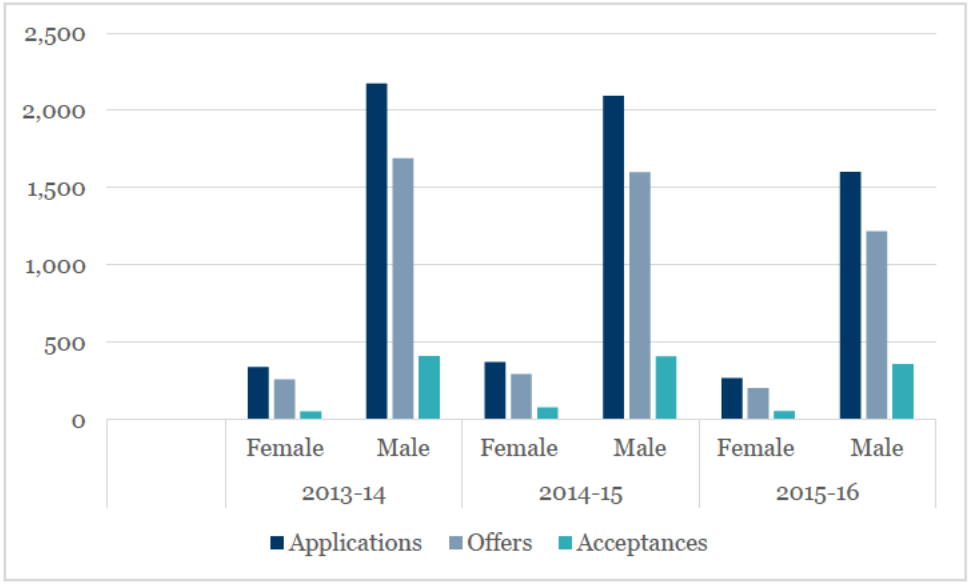

Figure 4.4: Proportions of female and male PGT applications, offers and acceptances per year

Table 4.9 shows that there has been a slight increase in the proportion of female students studying full time PGT programmes in 2014-15 followed by a decrease in 2015-16. However, there has been a slight increase in those taking up part time PGT studies. As the majority of our PGT students are overseas students, our recruitment numbers have been affected by factors like visa regulations and economic downturn in overseas countries. In general, the proportion of female students on PGT programmes are similar to those on undergraduate programmes. We will review our marketing and admissions process for postgraduate degrees to raise awareness of progression opportunities and support available to encourage more applications/acceptances from female candidates **(Action 4.6).**

Equally, there is a need to encourage our home/EU female graduates to progress to postgraduate studies. We will hold focus groups with all our graduates to encourage them to study PGT programmes highlighting the fee discount and awards opportunities included in Section 7 (**Action 4.7**).

Table 4.9: Number of female and male students on postgraduate taught degrees

	Full Time				Part Time			
	Female		Male		Female		Male	
2013-14	46	13.3%	301	86.7%	6	9.2%	59	90.8%
2014-15	51	14.6%	298	85.4%	5	9.3%	49	90.7%
2015-16	39	11.7%	294	88.3%	9	13.2%	59	86.8%

Table 4.10 shows proportions of female and male students who were awarded a PGT degree. We need to assess our PGT students' completion rates for individual cohorts as well as level of attainment (Distinction, Merit, Pass) to identify any gender differences **(Action 4.8).**

Table: 4.10: Number of female and male students awarded a postgraduate taught degree

	Female		Male	
2013-14	44	15.1%	248	84.9%
2014-15	55	16.5%	278	83.5%
2015-16	19	12.5%	133	87.5%

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The number of female students studying postgraduate research (PGR) degrees has improved gradually over the last three years as in Table 4.11, which presents PGR student numbers and proportions. More female students study full-time than part-time. Overall, the proportions of female students on PGR degrees are higher than those on undergraduate and postgraduate taught programmes.

Table 4.11: Number students on postgraduate research degrees by gender and year

	Full Time				Part Time			
	Female		Male		Female		Male	
2013-14	19	16.8%	94	83.2%	1	6.3%	15	93.8%
2014-15	22	17.5%	104	82.5%	4	15.4%	22	84.6%
2015-16	25	18.9%	107	81.1%	3	12.0%	22	88.0%

Figure 4.5 shows postgraduate research applications/offers/acceptances over 3 years. While the proportion of female students has increased, in general, the number entering PGR programmes has declined in 2015-16. Similar to PGT programmes, a high proportion of CSE PGR students are international students and recruitment may have been affected by similar factors.

Table 4.12 show female applicants who apply to PGR courses, as at PGT level, are more likely to be made offers than male applicants, but they are less likely to accept those offers.

The PGR students who participated in the focus group did not feel that there was any gender bias in the admission process favouring one gender or the other; all who attended were sponsored for their PhD.

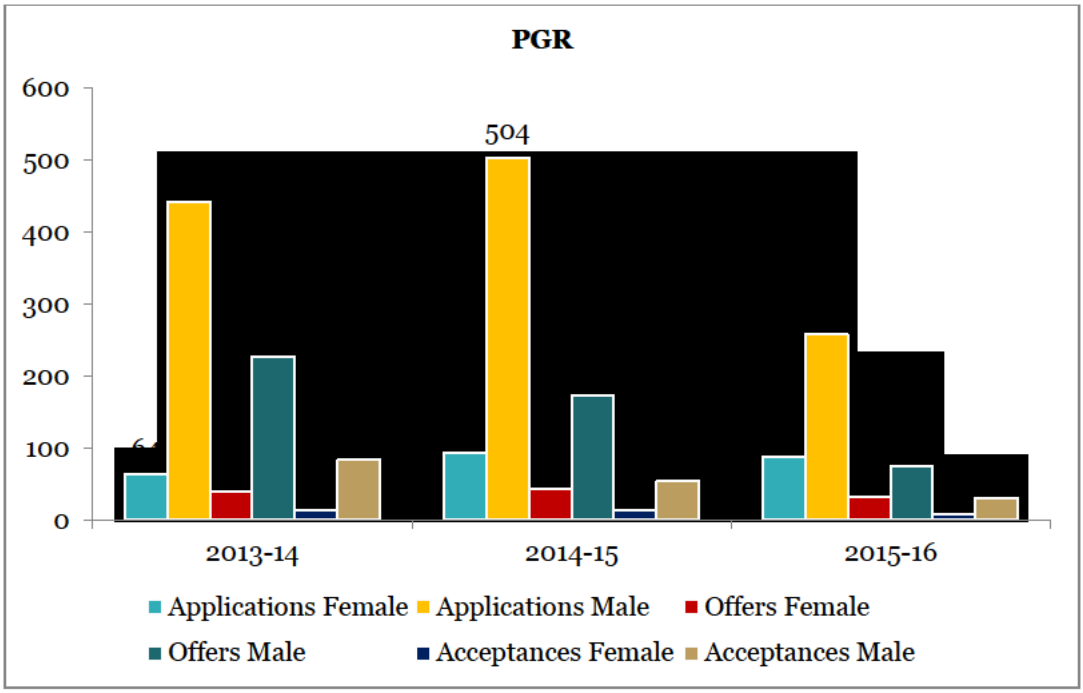

Figure 4.5: Postgraduate research applications, offers and acceptances by gender and year

Table 4.12: Postgraduate research applications, offers and acceptances by gender and year

Year	Gender	Applications	Offers	Acceptances	Proportion of applicants made offers	Proportion of those made offers accepting	Proportion of applicants accepting offers
2013/14	Female	64	40	14	63%	35%	22%
	Male	443	227	84	51%	37%	19%
	% Female	13%	15%	14%			
2014/15	Female	93	43	13	46%	30%	14%
	Male	504	173	54	34%	31%	11%
	% Female	16%	20%	19%			
2015/16	Female	88	32	9	36%	28%	10%
	Male	258	74	31	29%	42%	12%
	% Female	25%	30%	23%			
Overall	Female	245	115	36	47%	31%	15%
	Male	1205	474	169	39%	36%	14%
	% Female	17%	20%	18%			

Figure 4.6 shows the percentages of students by gender completing their PGR studies which seems to indicate that higher proportion of female students, than male, have completed their studies: i.e. in 2013-14, 37.5% of PGR degree awards were made to female students while our female PGRs constituted only 16.8% of PGR students in that year. We need to look at PGR students completion rates per cohort for a clearer picture of any gender difference **(Action 4.9).**

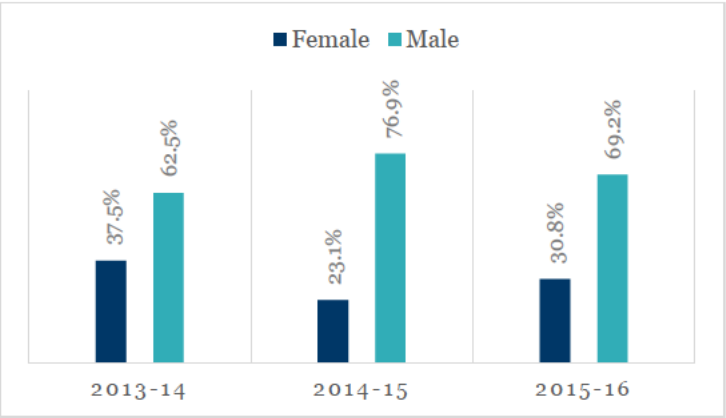

Figure 4.6: Percentages of students awarded a postgraduate research degree by gender and year

(v) **Progression pipeline between undergraduate and postgraduate student levels**

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The University has a number of schemes, listed in section 7, to encourage our graduates to progress to postgraduate studies.

Tables 4.13 and 4.14 show the numbers of students who were admitted on PGT and PGR degrees and how many of those progressed from our UG/PGT degrees. The progression pipeline of female students is disappointing compared to progression of male students. There is a clear need to encourage our female graduates to apply for postgraduate studies.

Table 4.13: Postgraduate Taught Students by Year of Entry who progressed from an Undergraduate Degree

Year of Entry	Female			Male		
	No. entrants	No. progressed from UG	% Entrants progressed	No. entrants	No. progressed from UG	% Entrants progressed
2013-14	36	0	0.0%	263	39	14.8%
2014-15	48	3	6.3%	263	43	16.3%
2015-16	32	1	3.1%	246	27	11.0%

Table 4.14: Postgraduate Research Students by Year of Entry who progressed from an Undergraduate or Postgraduate Taught Degree

Year of Entry	Female			Male		
	No. entrants	No. progressed from UG	% Entrants progressed	No. entrants	No. progressed from UG	% Entrants progressed
2013-14	12	0	0.0%	67	9	13.4%
2014-15	11	1	9.1%	41	6	14.6%
2015-16	7	0	0.0%	27	8	29.6%

Additional Information

Points that were raised by the students who attended the PGR focus group will be included under Section 7 generating three further actions **(Action 4.10), (Action 4.11) (Action 4.12).**

4.2. Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Table 4.15: CSE All Staff 2015-16

STAFF Numbers 1st August 2016	CSE	2015-16		
Position	Total	Male	Female	Female %
Research	27	22	5	19%
Lecturer	49	44	5	10%
Senior Lecturer/Reader	34	29	5	15%
Professor	22	19	3	14%
All Academics	**132**	**114**	**18**	**14%**
Support Staff	26	17	9	35%
Technical	16	15	1	6%
Total Staff	**174**	**146**	**28**	**16%**

Table 4.15 shows 2015/16 staff data. In CSE, there are no teaching only contracts. Research staff include research associates, research fellows and post doctorate researchers who are usually employed on fixed term contract.

Table 4.16 shows that there are similar proportions of female staff at senior lecturer/reader (15%) and professor (14%). The fact that the female in the school at higher grades senior lecturer/reader and professor are higher than that at lecturer grades suggests that female academics are being promoted to higher grades. There is a noticeable improvement in the representation of female researchers in 2014/5 (13%) and 15/16 (19%) compared to 2013/14 (4%). We recognise that the overall proportion of female academics in CSE is low at 14% compared to the averages for the sector given in Table 4.17. The CSE specialist academic subject areas include mechanical, aeronautical, civil, electronics/telecoms, audio/video, mathematics, physics, Computer Science and Software Engineering. It is notable that our proportion of female staff is in line with the national data for Electrical, electronic and computer engineering which has the lowest value among the sector (Table 4.17). Our CS&SE Directorate has no female academics at lecturer to professor grades.

Overall, we recognise that although there is no strong evidence of a leaky pipeline for women in the School, more effort is required to recruit female academics in CSE and in particular in CS&SE Directorate. We will use positive action and good practice to make positions attractive to female applicants when advertising future academic roles **(Action 4.13).**

Table 4.16: Academic Staff by Contract type and gender by year

Academic Staff	2013-14				2014-15				2015-16			
Contract Type	Total	F 13-14	M 13-14	F %	Total	F 14-15	M 14-15	F%	Total	F 15-16	M 15-16	F %
Research	26	1	25	4%	24	3	21	13%	27	5	22	19%
Lecturer	32	3	29	9%	43	3	40	7%	49	5	44	10%
Senior Lecturer/ Reader	38	6	32	16%	37	6	31	16%	34	5	29	15%
Professor	20	3	17	15%	19	3	16	16%	22	3	19	14%
Total	**116**	**13**	**103**	**11%**	**123**	**15**	**108**	**12%**	**132**	**18**	**114**	**14%**

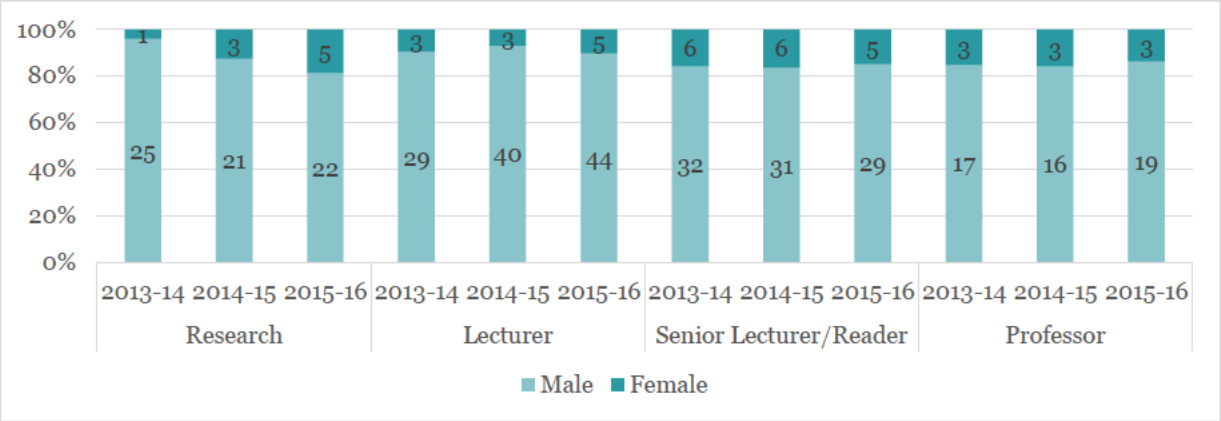

Figure 4.6 Academic Staff by Contract type by year and gender

Table 4.17: 2015 ECU STEM sector data for benchmarking

ECU Gender Splits 2015	Male	Male	Female	Female
Chemical Engineering	705	73.5%	255	26.5%
Electrical, electronic and computer engineering	3480	85.7%	580	14.3%
IT, systems sciences and computer software engineering	5145	77.8%	1465	22.2%
Mathematics	3535	77.1%	1050	22.9%
Physics	3860	82.3%	830	17.7%
Mechanical, aero and production engineering	3615	84.2%	680	15.8%
Chemistry	2950	72.4%	1125	27.6%
Mineral, metallurgy and materials engineering	805	74.9%	270	25.1%
General Engineering	2895	80.6%	695	19.4%
Total	**26990**	**79.5%**	**6950**	**20.5%**

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Fixed term contracts (FTCs) are mainly used for research staff on external funded projects or occasionally where the School is piloting new initiatives such as mathematics support for engineering students. Long term FTC staff have been moved onto permanent contracts following the University's policy. FTC staff who have been employed for two years or more are eligible to redundancy and redeployment opportunities.

Table 4.18 shows that in 2015-16 the proportion of females on FTC (22%) is in line with the proportion of males on FTC (25%). The proportion of females on FTC rose between 2013-14 and 2014-15 from 8% to 25% as the number of females on FTCs rose from 1 to 4. In general, looking at the FTC data, there are no gender differences in the likelihood of staff being on FTCs.

Table: 4.18 Number of female and male academic Staff with Fixed-Term Contracts by Year

	2013-14				2014-15				2015-16			
	M	M%	F	F %	M	M%	F	F%	M	M %	F	F%
CSE total	109	89.3%	13	10.7%	112	88.2%	15	11.8%	114	86.4%	18	13.6%
Fixed Term Contract	**28**	**96.6%**	**1**	**3.4%**	**25**	**89.3%**	**3**	**10.7%**	**28**	**87.5%**	**4**	**12.5%**
Research Assistant	7	100%	0	0.0%	7	87.5%	1	12.5%	7	87.5%	1	12.5%
Research Fellow	15	93.8%	1	6.3%	11	84.6%	2	15.4%	13	81.3%	3	18.8%
Lecturer	0	n/a	0	n/a	3	100%	0	0.0%	5	100%	0	0.0%
Senior Lecturer/Reader	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
Professor	6	100%	0	0.0%	4	100%	0	0.0%	3	100%	0	0.0%
%FTC	26%		8%		22%		25%		25%		22%	

Staff focus group discussion highlighted that early career researchers on FTC do not feel well looked after when it comes to progressing to a permanent post in CSE. We will hold further discussions and focus groups specific to FTC staff to investigate more about FTC staff and the possibilities to secure permanent contracts for them **(Action 4.14).**

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Table 4.19 shows that CSE turnover is low in general, with the majority of leavers being researchers. Over a three years period 2013–2016, only one female academic who was a senior lecturer left the School aiming for a career in industry. The leavers' proportion data is calculated as a percentage of number of leavers to number of academics on same contract type presented in Table 4.9. The data imply that in 2013–2015 male academics were more likely to leave the school than female academics. In 2015-16, by contrast, the proportion of female leavers was 16% in comparison to 8.7% males. FTC researchers leave due to end of contacts and the lack of new contracts availability. When a new research fund is available researchers are given the opportunity to take it up.
For lecturers, senior lecturers and professors, the reason for leaving could be family, moving to a different post or retirement. Such data is gathered by HR through an exit survey.

Table 4.19: Proportions of Academic Leavers by grade and gender including fixed term contracts

	2013-14				2014-15				2015-16			
CSE	Male	Male Leavers %	Female	Female Leavers %	Male	Male Leavers %	Female	Female Leavers %	Male	Male Leavers %	Female	Female Leavers %
Research	5	20%	1	100%	3	14.3%	1	33%	7	31.8%	2	40%
Lecturer	1	3.4%	0	0%	5	12.5%	0	0%	1	2.2%	0	0%
Snr Lecturer/Reader	1	3.2%	0	0%	1	3.2%	0	0%	0	0%	1	20%
Professor	3	17.6%	0	0%	2	12.5	0	0%	2	10.5%	0	0%
TOTAL	10	9.7%	1	7.6%	11	10.2%	1	6.6%	10	8.7%	3	16%

Section 4 Word Count **Excluded tables and figures captions and action numbers**	**1995/2000 words**

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

As shown in Table 5.1 here have been 17 appointments over the last three years but only two full-time-equivalent (FTE) have been female. Female application rate was less than 15% over the 3 years.

Overall 14% of applicants were female. Reference to the benchmarking data (Table 4.17) show that this figure is low even for engineering disciplines and consequently the likelihood is that the School is attracting a lower proportion of female applicants than it should be. Over the three years women were significantly less likely to be shortlisted than men. Actions are clearly needed to ensure that the shortlisting process is unbiased. However, although numbers are too small to draw any meaningful conclusions, once shortlisted women were more likely than men to be appointed.

We recognise that further action is needed to encourage more women to apply for posts within the school. Therefore we will review vacancies advertisements, and highlight in the application pack flexible work practices and family friendly policies **(Action 5.1).**

We will review our School academic recruitment procedure and in the CS&SE Directorate in particular in order to increase the number of female academics. We will train more female academics across directorates where possible to be part of interview panels. We will ensure that there is always at least one female and one male academic members on the shortlisting and interview panels of academic staff. We will ensure that recruitment panel members go through inclusion and diversity and unconscious bias training. **(Action 5.2)**

Table 5.1: Academic Applications, Shortlisted and Appointed (all new appointments were at lecturer grade only)

Year	Gender	Applications	Shortlisted	Appointed	Proportion of those applicants shortlisted	Proportion of those shortlisted appointed	Proportion of applicants appointed
2013-14	Female	29	1	0	3%	0%	0%
	Male	159	19	6	12%	32%	4%
	% Female	16%	5%	0%			
2014-15	Female	40	3	1	8%	33%	3%
	Male	289	33	5	11%	15%	2%
	% Female	12%	8%	17%			
2015-16	Female	30	3	1	10%	33%	3%
	Male	145	15	4	10%	27%	3%
	% Female	17%	17%	20%			
Overall	Female	99	7	2	7%	29%	2%
	Male	593	67	15	11%	22%	3%
	% Female	14%	9%	12%			

The recruitment process aims to be operated in a fair, open and transparent manner through HR and is fully audited. Once a vacancy has been identified, a Job description/Person Spec is produced and reviewed under the University's Higher Education Role Analysis (HERA) job evaluation scheme and graded before it is advertised. The vacancy then goes through a 3 stage approval process (HRBP, Finance, Dean of School) before it is advertised. The University ensures that selection is always carried out fairly and that recruitment and selection methods do not discriminate on any grounds.

All externally advertised vacancies are placed on the University's website alongside Jobs.ac.uk and the Job Centre Plus website as a minimum standard. In addition, specialist media/publications are sometimes used depending on the nature of the role being advertised together with various social media platforms to ensure that the best quality candidates are attracted and the aims of the University's Inclusion and Diversity strategy are met.

Shortlisting panels may involve the whole of the selected interview panel but must always be carried out by a minimum of two people. Interview panels consist of the hiring manager, chair of the panel and additional members/subject matter experts and/or independent panel

members. There is a requirement to have gender balance on interview panels and this is being implemented through the institutional Bronze Award Action Plan.

All staff who participate in the recruitment process are mandated to undertake recruitment and selection training (on-line and workshop based). Inclusion and Diversity is covered in detail in the training. Currently unconscious bias is not covered, but HR are reviewing training content to take this into account. Currently, Chairs are not required to undertake different training but there is a chair's fact sheet which details the additional responsibilities of the chair of panels. Training records are held centrally for all staff involved in the recruitment process.

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

At Salford, career progression has three interlocking elements: induction, annual Performance Development Review (PDR), and support with promotion.

The induction programme comprises 5 mandatory online sessions for all staff, plus a 'People Managers' face-to-face class for those with responsibility for staff. Academic staff are expected to participate in training on Learning and Teaching, Research Governance and Ethics and Research and Innovation.

Additionally, and as detailed under section 5.3, new academic staff are required to complete the PG Certificate in Academic Practice (PGCAP) to enable them to obtain Fellowship of the Higher Education Academy. Also, newly appointed academics are given the chance to develop research by giving them 40 units out of the allocation (100 units) in the first year.

In CSE, 66.7% of male and female (Table 5.2) academics (including research staff) have been through induction training while all female professional staff and the 2 female lecturers completed the training. The School needs to ensure that all academics including research staff and male professional staff complete the induction training **(Action 5.3)**

Table 5.2: Online Induction participation by Gender

All staff

Online Induction	Male	Male Participation	Male %	Female	Female Participation	Female %
2013-2016	38	25	65.8%	11	9	81.8%

Academic

Online Induction	Male	Male Participation	Male %	Female	Female Participation	Female %
2013-2016	30	20	66.7%	6	4	66.7%

Academic (not including research staff)

Online Induction	Male	Male Participation	Male %	Female	Female Participation	Female %
2013-2016	15	10	66.7%	2	2	100.0%

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

There is an annual call for promotion applications. Professorial and reader levels are overseen by the University Professorial Appointments and Promotions Advisory Group, chaired by the Vice Chancellor who is a female with two PVCs and four Deans. The panel for 2015/16 promotions round was gender neutral. A significant change to the professorial promotions process was made recently, broadening the criteria to include teaching and learning; student success; enterprise, engagement, knowledge transfer; academic leadership; and research and innovation. This change will offer differing pathways to promotion for all staff.

The senior lecturer promotional process is undertaken by Schools, guided by HR Business Managers. Deans make recommendation to the University Assessment Panel, which makes the final decision.

The CSE promotion data in Table 5.3 indicates that no females have applied to any of the available promotion stages over the last three years and the application rates for males at senior levels is also low. We will investigate the reason that led to this outcome. Currently, promotional aspirations and requirements should be discussed as part of PDR along with staff development requirements. We will hold an annual workshop on promotion process and criteria for all staff prior to promotions round. **(Action 5.4)**

Table 5.3 Promotion data by gender and year.

Promotion to Professor

	Applications		Awarded	
Year	Male	Female	Male	Female
2013-14	2	0	1	0
2014-15	2	0	2	0
2015-16	1	0	0	0

Promotion to Reader

Year	Male	Female	Male	Female
2013-14	0	0	0	0
2014-15	1	0	0	0
2015-16	1	0	1	0

Promotion to Senior Lecturer

Year	Male	Female	Male	Female
2013-14	9	0	1	0
2014-15	7	0	1	0
2015-16	This process has been delayed			

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

RAE 2008 and REF 2014 data (Table 5.4) show that while the proportion of female academics, out of all female academics (including researchers) in CSE, who were submitted has improved from 36.8% in 2008 to 58% in 2014, the number of female academics (7) who were submitted was the same for both submissions. In contrast the proportion of male academics who were submitted has decreased from 43% in 2008 to 36.5% in 2014, the number of male academics who were submitted has also decreased from 123 to 104. This indicates that a good percentage of female academics are research active, attracting funding and publishing REF worthy material. We need to encourage and support more male academics to be in a position to submit to REF 2021 and ensure that female submission rate to next REF does not decrease **(Action 5.5).**

Table 5.4: Female: Male proportion of staff submitted to FAE 2008 and REF 2014

School	Female submitted	Eligible Females	Female submitted %	Male submitted	Eligible males	Male submitted %	F Participation %	M Participation %
RAE 2008	7	19	36.8%	53	123	43.1%	11.7%	88.3%
FEF 2014	7	12	58.3%	38	104	36.5%	15.6%	84.4%

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5.2. Key career transition points: professional and support staff

NA

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training requirements are part of staff annual Professional Development Review (PDR) where the reviewers discuss training needs with colleagues who are encouraged to request such requirements. The School has allocated a budget for staff training. It was recently realised that not many academic staff have made use of this opportunity. This was discussed at both a School Executive meeting and Congress meeting. Staff need to be encouraged to identify training needs and submit a request to their Director **(Action 5.6)**.

New staff are required to complete the PGCAP (see (iii)) to enable them to obtain Fellowship of the Higher Education Academy.

Additionally, the university runs a variety of skill training programmes for staff development. Colleagues are encouraged to attend, free of charge, any sessions that are relevant to their role and duties. Staff development programmes are regularly advertised through internal communications.

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

The PDR process sets the direction of an individual's contribution to the University's strategies. It is a structured meeting to discuss performance and identify development needs. Individuals are encouraged to set their aspirations within a 3-5 year career plan. Academics' PDR Reviewer duties are mainly shared by members of the School Executive team; the Dean carries out the PDRs for Associate Deans and Directors; Directors carryout the majority of their Directorates PDRs with contribution from Associates Deans and Professors in their Directorates. Principle Investigators of funded projects carryout PDRs for their project staff. There are three points of PDR meetings every year; objective setting in August/September, midpoint review in February/March, and end of year review in July/August.

Table 5.5 shows 2014-15 PDR completion rates are lower for female academics compared to men (75% cf 80%). In certain cases when a researcher transfers from one contract to another supervised by a different line manager, there is confusion as to who should be the reviewer. It is also necessary to ensure staff who start their appointments late in the PDR cycle do get their PDR completed from whatever point they started (**Action 5.7**).

Table 5.5: PDR completion by gender and year

2015-16

Academic Gender Split	Eligible Staff			With Objectives Recorded			% with Obj set		
CSE	Total	Male	Female	Total	Male	Female	Total	Male	Female
	110	97	13	102	95	11	92.7%	97.9%	84.6%

2015-16

All Staff Gender Split	Eligible Staff			With Objectives Recorded			% with Obj set		
CSE	Total	Male	Female	Total	Male	Female	Total	Male	Female
	138	118	20	134	116	18	97.1%	98.3%	90.0%

2014-15

Academic Gender Split	Eligible Staff			With Objectives Recorded			% with Obj set		
CSE	Total	Male	Female	Total	Male	Female	Total	Male	Female
	111	97	12	89	80	9	80.2%	82.5%	75%

2014-15

All Staff Gender Split	Eligible Staff			With Objectives Recorded			% with Obj set		
CSE	Total	Male	Female	Total	Male	Female	Total	Male	Female
	140	119	19	114	100	12	81.4%	84.0%	73.7%

2013-14

Academic Gender Split	Eligible Staff			With Objectives Recorded			% with Obj set		
CSE	Total	Male	Female	Total	Male	Female	Total	Male	Female
	101	89	12	86	76	10	85.1%	85.4%	83.3%

2013-14

All Staff Gender Split	Eligible Staff			With Objectives Recorded			% with Obj set		
CSE	Total	Male	Female	Total	Male	Female	Total	Male	Female
	128	110	18	111	96	15	86.7%	87.3%	83.3%

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

The CSE School adopts the University's Quality and Enhancement Office (QEO) procedures which provide specialist internal services delivering interventions to support development of academic practice at entry level and key transitional points across all academic areas. All new lecturers with fewer than five years HE teaching experience are required to take our Post-Graduate Certificate in Academic Practice (PGCAP), which is also open to any member of academic staff. Data in Table 5.6 show that staff who are required to study for the PGCAP are monitored and completed it successfully. This is especially useful to staff that have come from industry. Once a staff member has successfully completed their PGCAP they can apply for Higher Education Academy (HEA) membership, with application fees funded by the School.

Academic staff who don't have a PhD degree are encouraged to pursue research on a part time basis and are given a day/week off other responsibilities to focus on their research aiming to complete a PhD.

Also, the Careers and Employability Service at the University of Salford works with the Human Resource Development (HRD) department to support the career development and progression of postgraduate researchers and staff at the University. Postgraduate researchers and staff are able to attend sessions delivered as part of the Salford Postgraduate Research Training (SPORT) programme, which is aligned to Vitae's national Researcher Development Framework (RDF). These sessions have a particular focus on enhancing personal effectiveness and career development and are delivered by careers guidance-qualified consultants with expertise of working with the research community at the University of Salford.
The School also has a link Careers Consultant, who acts as a business partner, supporting the career development and progression of students and staff across the School.

Table 5.6: PGCAP Completions 2012-15 by Gender

School	Female	Male	Total
CSE	1	12	13

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

The University of Salford has central Careers and Employability Services, which is part of the Student Experience and Support Services. Careers and Employability colleagues work with individual Academic Schools across the university providing varied employability services. Each School has a dedicated Student Experience and Support Services Business Partner.

The Business Partner responsibilities focus on careers guidance provision to aid retention and progression supporting undergraduates, graduates, postgraduates and staff. The business partner provides careers information, advice and guidance on career development and management, CVs, applications and interview preparation, job search strategies and careers fairs and postgraduate study to our students, graduates, postgraduates and staff via 1-2-1 drop-in sessions, Skype and workshops. During the last three years the Employability team has advised 4267 (3451 males and 816 females), Figure 5.1. Additionally, part of the Business Partner role is to organise key employability events such as Placements Plaza, Unlocking Employability and a dedicated School Careers fair where more than 50 employers contribute, which is held on campus.

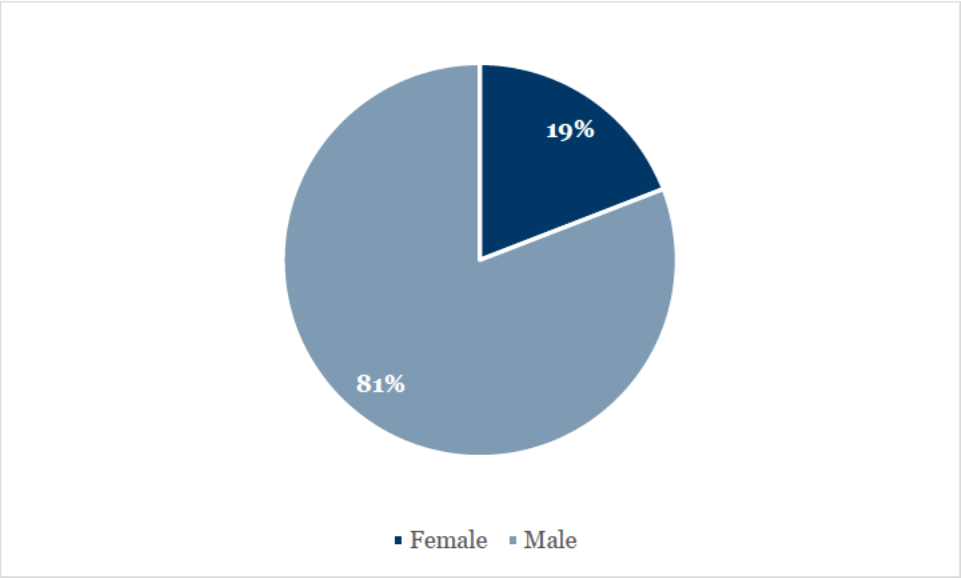

Figure 5.1: Careers and Employability consultations 2013 – 2016 by gender

Within CSE there is a team of academics who act as Placement Officers, along with, the central Careers and Employability Services team, helping second year students to find and pursue suitable year in industry placement opportunities as well as employability opportunities beyond graduation. This contributes to students' degree attainment and improves their employability prospect after graduation.

Each year over 60 CSE students are placed with varied STEM industries in the UK, EU and occasionally internationally. Female students are equally encouraged to take up placements as their male colleagues. Table 5.7 shows the total number of students on industry placement year and female students' percentage. In general, female students' percentages are especially disappointing as they are at a lower rate than females' representation amongst undergraduates. We need to explore a) whether there are specific programmes where female take-up is higher/lower than average (for their representation within that student cohort); b) explore reasons why female students do not take up placements and c) how they can be supported to undertake placements Serious work needs to be done to encourage and support more female students to take up a placement year **(Action 5.8).**

Table 5.7: Percentage of CSE female students on industry placement year

Placement year	Students on placement year (total)	Female student on placement	Female %
2014-15	69	11	16%
2015-16	63	6	9.5%
2016-17	83	9	10.8%

Table 5.8 shows data based on UK only graduates 2014/15 academic year responding to the Destination of Leavers from Higher Education (DLHE) survey. The data does not include those taking time out to travel and doing something else, hence delaying searching for jobs.

Our DLHE data shows that all CSE female graduates, who responded, in each subject group are in work and/or further study 6 months following graduation. This is as much as 38% above the sector average for the subject. Male graduates are not as successful, being behind the sector average for Mathematical sciences and computer science.

We will analyse the DLHE data further to find whether female and male graduates are in STEM-related roles and if female and male graduates equally likely to be in STEM-related roles six month after graduation **(Action 5.9).**

Table 5.8: DLHE data based on UK only graduates 2014/15 academic year responding to the DLHE survey

Subject		Total number of female graduates responding	Number of Female graduates in work and/ or further study	% of total female graduates in work or further study	Number of Male graduates responding	graduates in work and/ or further study	% of total male graduates in work or further study	Total graduate respondents to DLHE survey	Total in work and/or further study	F%	M%
(6) Physical sciences	Sector Mean	55	44	79%	88	66	75%	119	110	37%	44%
	Salford	35	35	100%	60	50	83%	95	85	41%	59%
(7) Mathematical sciences	Sector Mean	27	17	62%	43	26	59%	46	42	27%	33%
	Salford	5	5	100%	10	5	50%	15	10	50%	50%
(8) Computer science	Sector Mean	17	14	83%	87	72	82%	96	86	15%	75%
	Salford	15	15	100%	95	75	79%	110	90	17%	83%
(9) Engineering & technology	Sector Mean	25	19	75%	151	120	79%	149	138	10%	73%
	Salford	20	20	100%	190	155	82%	210	175	11%	89%

The main observation from the PGR focus groups is that there are barriers for women to aspire to a career in academia, not due to the lack of role models but due to the challenges they face. The mapped path between PhD and academia seems unclear and Post-Doctoral progression is driven by research. The participants perceive that the research-focused lifestyle is a deterrent for students doing a PhD as they relate the intensity of work to a lifetime of an intensely demanding environment. We will hold workshops for our postgraduate students and researchers with role models who progressed in their careers to share their experience, advice and support though the Women in CSE society and CSE Alumni Network as described in actions 4.11 & 4.12.

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The University has a central bidding support team - Research Development Team (also known as the Funding Team), which provides dedicated support for all academic staff who are seeking external funding for research, enterprise and teaching & learning projects.

The Funding team provide support with:

- Intelligence on external research and teaching & learning funding environments & identification of appropriate funding opportunities
- Proposal preparation and development
- Guidance through submission processes
- Internal peer review process
- Budgetary preparation / University's Economic Costing model compliance
- Internal approval and sign off processes
- Risk assessment of funding streams
- Liaison with project partners & relevant funding bodies
- Training sessions and individual / group consultations

The Funding team helped many CSE academics with their funding proposals and many of which have been successful. As mentioned in section 2 the School attracts 30 % of the University's research and enterprise funding. Female academics have been successful in attracting national (research councils and others) and EU funded grants accumulating to 38% of the School's research budget over the last five years.

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5.4. Career development: professional and support staff

N/A for this application

5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

The School is highly committed to supporting employees during maternity/parental leave and when returning to work. Before maternity leave, the University will offer Occupational Maternity Pay to expectant women with 26 weeks service or more at the 15th week of pregnancy. Recently, the University introduced a guide for new parents and managers, which provides advice and details the ongoing support available for working mothers, such as maternity mentoring and support through our First Assist Employee Assistance Programme. Furthermore, our dedicated, in-house Occupational Health Team is available to all employees, for advice and treatment, including Counselling. Managers and employees are specifically encouraged to maintain an open dialogue with mothers about the variety of adjustments that the organisation can support, including reviewing travel arrangements and requirements, and rearranging working hours.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

The results of the University's 2013 survey of women returning from maternity leave were used to initiate improvements including training and information for managers as well as taking steps to promote Keep In Touch (KIT) days, local childcare options, revised breastfeeding policy, the childcare vouchers scheme and shared parental leave arrangements. The KIT policy gives the employee the option, with the agreement of her manager, to attend the workplace for up to 10 days during her maternity leave period. These optional KIT days give employees the chance to attend work, to undertake training and keep in touch without bringing the period of maternity leave to an end and without affecting maternity pay. There is no obligation on either the University or the employee to make use of these days and neither the University nor the employee can independently request this, but rather there must be an agreement between the two parties.

In CSE academics who have been on maternity leave have visited the School for informal talks and social events. We do not remove colleagues on maternity leave from email distribution lists and follow the back to work procedures. In this way colleagues may stay in touch if they wish.

We need to gather more specific feedback from the School female staff who have been or intend to take maternity leave to capture their experiences and requirements for support and engagement **(Action 5.10).**

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

A University Childcare Vouchers scheme is available providing childcare support facilities which gives new parents options for balancing parental and work life responsibilities. All University employees are eligible to join the scheme, which is managed by our partners Sodexo and administered, through our Payroll office. The University also provides a frequently asked questions document on the intranet to answer queries.

The University partners with Busy Bees to provide a nursery adjacent to university premises. It is available to employees at a discounted rate and is open from 8am – 6pm Monday to Friday, accepting children from age three months to five years. It was awarded a 'good' rating from the last Ofsted inspection (December 2014). Approximately 20 places are reserved for children of staff members.

CSE adopts a friendly and supporting environment for colleagues returning from maternity leave. Workload and PDR objectives are reduced in the first year of returning from maternity leave to allow them to reintegrate and update their knowledge and research outputs.

CSE data in Table 5.9 shows that a number of academic staff are making use of the childcare voucher scheme.

Table 5.9: **CSE Childcare scheme by contract role and gender - Academic Participation (2015-16)**

Role	Male	Female	Male %	Female %
Professor	2	0	100%	n/a
Snr Lecturer/Reader	2	2	50.0%	50.0%
Lecturer	5	1	83.3%	16.7%
Research	2	1	66.6%	33.3%
Total	11	4	73.3%	26.7%

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Data on women returning from Maternity Leave (Table 5.10), shows that only 1 female left while on maternity leave, with 4 returning. It is worth pointing out that the female who left was due to the end of her fixed-term research contract while on maternity leave. She was offered a new fixed-term contract in the same year when an opportunity became available.

Table 5.10: Staff returning after maternity leave

CSE Maternity All	Role at Start of Maternity	Left During or at End of Mat Leave	Role when back from Maternity (or change within 4 months)	Difference	% change from start
Part-time	0	0	0	0	n/a
Full-Time	5	1	4	-1	20%
Total	5	1	4	-1	20%

CSE Maternity Academic	Role at Start of Maternity	Left During or at End of Mat Leave	Role when back from Maternity (or change within 4 months)	Difference	% change from start
Part-time	0	0	0	0	n/a
Full-Time	2 Senior lecturers + 1 researcher	1 researcher	2 senior lecturers	-1 researcher	33%
Total	3	1	2	-1	33%

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

NA

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Three members of male staff were granted paternity leave totalling 25 days during the timeframe.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University has a long history of flexible working. HR provides an employee centric web-platform which is built around employee needs. This includes a 'Family Friendly & Flexible Working' area which has been built to facilitate the management of employee requests for family-related leave or contract variance, providing comprehensive guidance, policy documentation, and request forms for the following areas:

- Maternity/paternity leave/childcare Vouchers
- Adoption Leave
- Parental Leave
- Shared Parental Leave
- Flexible Working
- Home Working
- Flexible Retirement

The School has had 5 (1 female: 4 male) formal requests (Table 5.11) for Flexible Working since tracking began in February 2014. All academics requests were accepted. We do need to publicise the University's flexible working policy to make staff aware of its existence and ways to use it to achieve better work-life balance **(Action 5.11)**

Table 5.11 Flexible Work Requests

Gender	Support		Academic		Total	
CSE	Accepted	Declined	Accepted	Declined	Accepted	Declined
Male	0	1	3	0	3	1
Female	0	0	1	0	1	0
All	0	0	4	0	4	1

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

In CSE, in the last five or so years two female academics have been on three maternity leave periods. After returning, they resumed their roles on the same contracts as previously held.

Three members of professional support staff have adjusted contracts in order to allow them flexibility with regards to childcare and leave during school holidays. One academic staff was given flexible work arrangement through a timetable constraints request giving her the opportunity to work around her child's nursery time.

The University and the School allow staff to return after a career break and work part time and switch back to full-time at a later date.

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The CSE School abides by the Athena SWAN Charter ten key principles. We are committed to adopting these principles within our policies, practices, action plans and culture. Our already existing practices, community initiatives and newly formed action plan which is appended at the end of this document show our commitment.

The School and University recognised the under representation of women in STEM studies and careers a long time ago, hence our engagement in national initiatives to encourage young women to study STEM subjects. In addition, CSE has undertaken steps to promote the work of women in STEM and works with industry to tackle the under-representation of women through giving advice based on Gender in SET Industry research projects that were undertaken by the School. Prof Takruri who led the research is regularly consulted by local industries.

The School has a track record of low turnover of female academics and seems to do well in retaining and promoting female academics. One major issue the School needs to improve is the recruitment of more female academics. This has started to be addressed since the establishment of the School SAT which resulted in the appointment of two FTE female academics and one female technical staff in the last 18 months. More efforts will be focused in recruiting more female academics and researchers to at least reach the national benchmark for female staff representation within these disciplines.

The Best Company Survey, which was conducted by the university in autumn 2015, has positive results showing that:

- Females in the School are satisfied with their careers and the culture in the School;
- More females in the School than females across the university feel they can communicate with their direct line manager;
- Feel their manager cares about how satisfied they are in their jobs,
- The manager motivates them to achieve their best,
- Feel the manager expresses appreciation when job is well done,
- Feel a strong sense of family within their teams.

On the other hand, the Best Company Survey highlights a number of issues that requires the School's attention. Those include when compared to females across the University; a higher level of stress, pressure and lack of work and life balance and hence their health is suffering because of work; they feel under pressure at work to perform well and exhausted most days when going home. This seems to affect female staff while male staff don't feel under such pressure as shown in Figure 5.2.

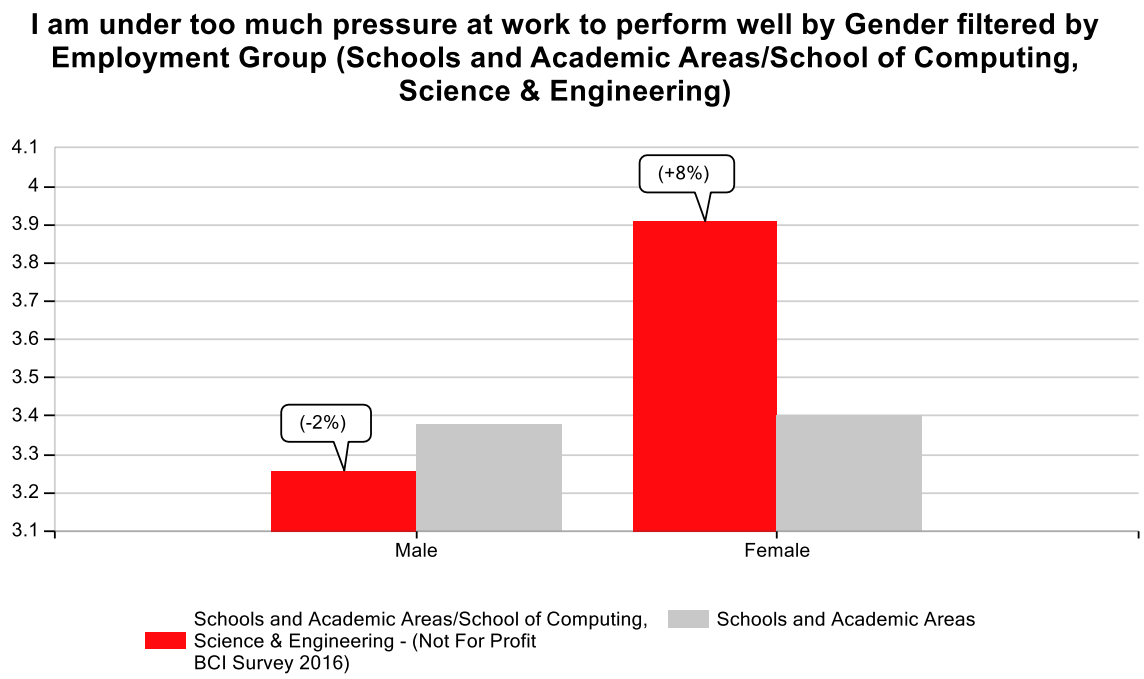


Figure 5.2: CSE male and female staff response in comparison to staff across the university

Additionally, the staff focus group identified the difficulties to progression in an academic career if working to contractual hours. There is a need to work more to obtain funding, publish and continue scholarship that are necessary measures for career progression. We need to hold discussions with all staff to further investigate stress levels of female staff, investigate the causes and inform them about the flexible work policy **(Action 5.12).**

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

The School is committed to creating a positive working and learning environment. We believe that every member of staff has the right to work in a supportive environment, free from harassment, bullying and victimization and that every student at the University has the right to study and be taught in an environment that is supportive and free from such behaviour. Grievances on any grounds should normally be dealt with informally and promptly within School management structure. However, in exceptional cases, for best efforts to resolve a grievance, it may be appropriate to work with managers outside the usual School management structure seeking advice from HR.

CSE has a dedicated HR Business Partner who sits on the School Executive Committee and ensures that all of the School leadership team are updated on HR policy changes and

developments. The Business Partner meets with the Dean of School and School Operations Manager on a monthly basis and looks in greater detail at policies and practice. There is a working relationship between the Business Partner and Directors which ensures that any issues relating to disciplinary, grievance, workload issues can be addressed as soon as they arise and appropriate procedures will be followed.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

The School has three Committees which are detailed in this section; Executive Committee, Quality, Standards and Enhancement Committee (QSEC) (since 2015), and Innovation and Research Committee (since 2015). Academics membership of the CSE School Executive Committee comprise, as in Table 5.12, the Dean of School (male), four Associate Deans (1 female and 3 male), five Directors (all male) and Director of Admission (male). The Exec Committee also includes professional services membership: the Chief Technician (male), School Operations Manager (male), HR business Partner (Female), Finance Business Partner (male) and Personal Assistant to the Dean (female).

Table 5.12: Gender Balance on School Executive Committee

	2013-14			2014-15			2015-16		
CSE Exec	Male	Female	Female %	Male	Female	Female %	Male	Female	Female %
number	15	2	13%	15	3	20%	15	3	20%

The School's QSEC which is chaired by Associate Dean (Academic) deals with teaching and learning regulations and programme development is comprised, as in Table 5.13, of 9 male colleagues and one female who is the Library Business Partner.

Table 5.13: School Quality, Standards and Enhancement Committee – established in 2015

	2015-16			2016-17		
SQSEC	Male	Female	Female %	Male	Female	Female %
Number	9	1	10%	9	1	10%

The School's Salford Innovation and Research Centre Committee is comprised of Associate Dean (Research) and Heads of the five research groups, Table 5.14, one of whom is a female who leads the Autonomous Systems & Advanced Robotics research group.

Table 5.14 Salford Innovation and Research Centre Committee established in 2015

	2015-16			2016-17		
SIRC	Male	Female	Female%	Male	Female	Female %
Number	5	1	16%	5	1	16%

The proportion of female representation on School Committees is comparable to the representation of female academics in CSE which we recognise is low. Efforts will be made to improve the representation of female academics on School committees.

At University level committees; there is a better representation of CSE's female academics on varied committees:

- Samia Nefti-Meziani is a member of the Research and Enterprise Committee;
- Haifa Takruri is a member of the Industry Collaboration Zone (ICZ Engineering and Environment) Committee and the Inclusion, Diversity and Engagement Committee;
- Heather Yates is a member of the University Athena SWAN sub-committee;
- Dawn Shaw is a member of Programme Approval and Review Panel and
- Viktoriia Myroniuk is a member of the Student Experience, Learning, Teaching and Enhancement Committee.

Allocation to committees is dependent on a person's role; Associate Deans and Directors are part of the School Exec, Research Groups Heads are part of the Research Centre Committee. Certain membership of other committees is usually publicised within the School and colleagues are asked to volunteer. We will look at committees' membership to ensure good gender balance and avoid committee membership overload for female academics **(Action 5.13).**

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Female academics in the School are visible role models in terms of their external engagement. They regularly lead conferences as programme chairs, members of national panels and as editors of journals. Examples include Professor Samia Nefti-Meziani is the Vice-Chair of the IEEE Robotics and Automation in UK, Associate Editor of the IEEE Transactions on Fuzzy Systems, and Advisory Board of EPSRC Centre in Innovation Manufacturing on Intelligent Systems.

Professor Haifa Takruri MBE chaired the Forum for Access and Continuing Education (FACE) conference when held at Salford in 2013. She served on the national FACE Committee for a year building up to holding the conference.

Professor Jamie Angus who specialises in audio technology chaired committees for the Finnish Academy, to evaluate and rank research proposals by Finnish research funding applications in IT, Signal and Video Processing, and Acoustics.

A number of female academics in the CSE School are currently Principle Investigator for major nationally and EU funded projects, which enables them to lead and participate in projects' steering committees involving academics and industry representatives from the UK, EU and international:

Dr Heather Yates is PI for 2 EU grants (FP7 and Horizon2020). Heather has also led a KTP which was judged outstanding.

Professor Nefti-Meziani is leading an EU FP7 partnership project "SUSTAINABLE MANUFACTURING THROUGH ROBOTICS TRAINING IN EUROPE (SMART-E)" and other funded projects.

Professor Haifa Takruri MBE is leading an EU/Middle East partnership project which is funded by Tempus (Erasmus $^{+}$).

Dr Olga Umnova, specialises in acoustics and material research, is a PI for a number of research funded projects.

Dr Sabine Von Hunerbein specialises in wind turbines research and has been awarded a number of grants leading national and EU research teams.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The School follows the University's Workload Balancing Model system for academic staff. The latest model (WLB16) is designed to ensure an area's activities are supported, whilst accounting for factors such as individual development and personal time requirements. At a school level, the annual duties are planned following consultation with staff and the workload is circulated to ensure transparency. The model takes into account all types of responsibilities; teaching, research, administration, outreach etc. HR have access to the site and can check if data are not being released.

The model has a standard formula for teaching related activity, which allows schools some flexibility to account for differences in disciplinary teaching. There is also a formula for research allocation based on research outputs, grants, number of PhD students being supervised, publications and the need for investment time to prepare publications and

funding proposals. Newly appointed academics are given the chance to develop research by giving them 40 units out of the allocation (100 units) in the first year which is reviewed in consecutive years based on staff delivery against agreed outcomes. After maternity leave (as noted in section 5.5 (ii)) teaching and administrative workloads are reduced to reduce pressure on staff returning to work and enable research activities to be resumed.

When allocating the workload for individual staff, Directors take into account requests for flexible work and timetable constraints where academics may request not to teach early or late in the day utilising their teaching around their care responsibilities.

The staff focus group discussion highlighted that colleagues are able to work flexibly and felt supported by the School management.

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Efforts are made whenever possible to hold School meetings within reasonable time taking into account caring responsibilities for colleagues. As an example the School's Executive Committee meeting won't start before 9:30am; School Congress meetings take place around lunch time. In general, meetings, seminars and social events are scheduled to suit colleagues' caring and other responsibilities. There is, however, no explicit policy relating to this. We will therefore initiate a School policy for all meetings and events to take place between 9:30 am and 4 pm (**Action 5.14).**

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

As with respect to iv) female academics in the School are significantly involved in external events. For example, Professor Haifa Takruri MBE is an active researcher in gender in STEM. She receives invitations to contribute to events and seminars from academia and industry. She managed a number of funded projects and initiatives researching the under-representation of women in STEM academia and industry. In 2007, she commissioned an exhibition to promote the contribution of women in STEM. The exhibition was displayed at prominent places such as the Manchester Museum of Science and Industry, and the British Council Science festival in Croatia. Prof Takruri was awarded an MBE in 2009 for services to women and minorities in SET Education. In 2010, she was awarded the Ministry of Defence sponsored Muslim News Award for Excellence in SET.

Professor Jamie Angus was awarded a Fellowship of the Audio Engineering Society (AES) in 2004. In the same year she was also awarded the Peter Barnett Memorial Award by the Institute of Acoustics in the UK.

Helen Keegan who is a Senior Lecturer in Interactive Media was awarded a HEA National Teaching Fellow in 2012. She is regularly interviewed on BBC Radio as an academic/media expert discussing topical topics such as social media campaigns, Internet Search, hashtag activism and memes.

Professor Samia Nefti- Meziani is regularly interviewed on television and radio as an academic expert in topics such as Cognitive robotics and Cognitive multi-agents systems.

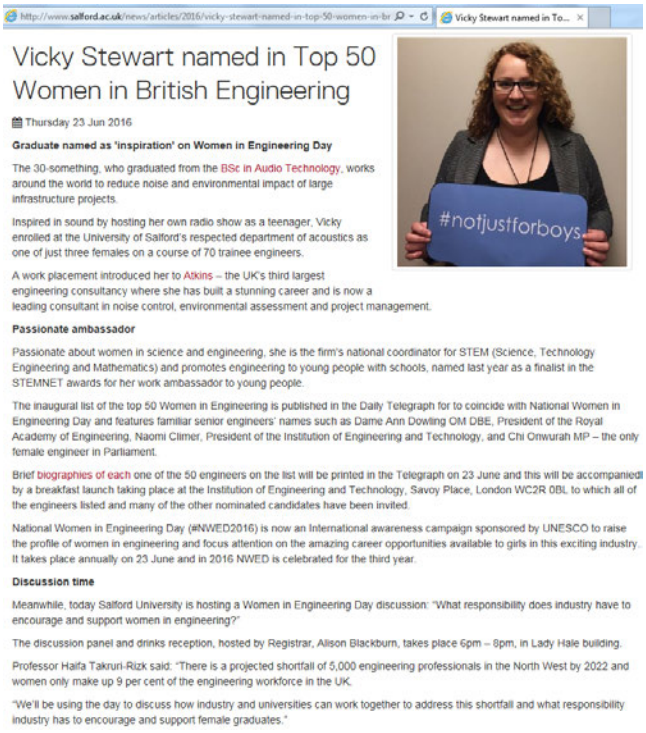
In addition, there is considerable visibility in the School and University of these staff and their profiles.
However, there is no systematic monitoring of the respective contribution of male and female staff in events and we therefore propose to begin to monitor this, including reviewing gender representation in the School and on its web pages.

We also realise there is a need to encourage and support female academics to promote their research work and achievements to act as role models for our students to inspire them to pursue a career in academia. **(Action 5.15)**

In the News

Pages of Postgraduate prospectus 2013

Promoting Samia Nefti Meziani's work



Vicky Stewart named in Top 50 Women in British Engineering

Thursday 23 Jun 2016

Graduate named as 'inspiration' on Women in Engineering Day

The 30-something, who graduated from the BSc in Audio Technology, works around the world to reduce noise and environmental impact of large infrastructure projects.

Inspired in sound by hosting her own radio show as a teenager, Vicky enrolled at the University of Salford's respected department of acoustics as one of just three females on a course of 70 trainee engineers.

A work placement introduced her to Atkins – the UK's third largest engineering consultancy where she has built a stunning career and is now a leading consultant in noise control, environmental assessment and project management.

Passionate ambassador

Passionate about women in science and engineering, she is the firm's national coordinator for STEM (Science, Technology Engineering and Mathematics) and promotes engineering to young people with schools, named last year as a finalist in the STEMNET awards for her work ambassador to young people.

The inaugural list of the top 50 Women in Engineering is published in the Daily Telegraph for to coincide with National Women in Engineering Day and features familiar senior engineers' names such as Dame Ann Dowling OM DBE, President of the Royal Academy of Engineering, Naomi Climer, President of the Institution of Engineering and Technology, and Chi Onwurah MP – the only female engineer in Parliament.

Brief biographies of each one of the 50 engineers on the list will be printed in the Telegraph on 23 June and this will be accompanied by a breakfast launch taking place at the Institution of Engineering and Technology, Savoy Place, London WC2R 0BL to which all of the engineers listed and many of the other nominated candidates have been invited.

National Women in Engineering Day (#NWED2016) is now an International awareness campaign sponsored by UNESCO to raise the profile of women in engineering and focus attention on the amazing career opportunities available to girls in this exciting industry. It takes place annually on 23 June and in 2016 NWED is celebrated for the third year.

Discussion time

Meanwhile, today Salford University is hosting a Women in Engineering Day discussion: "What responsibility does industry have to encourage and support women in engineering?"

The discussion panel and drinks reception, hosted by Registrar, Alison Blackburn, takes place 6pm – 8pm, in Lady Hale building.

Professor Haifa Takruri-Rizk said: "There is a projected shortfall of 5,000 engineering professionals in the North West by 2022 and women only make up 9 per cent of the engineering workforce in the UK.

"We'll be using the day to discuss how industry and universities can work together to address this shortfall and what responsibility industry has to encourage and support female graduates."

Promoting one of our female graduate's achievement

Research Blog

Research news from the University of Salford

Home Research centres Funding opportunities

Researchers develop novel technology for harvesting solar energy

By research Mar.02, 2016

Physicists at the University of Salford, along with 12 international partners, have launched a €5 million research project that aims to develop novel types of photovoltaic (PV) cell for use in solar panels. The cells will use so-called perovskite PV technology, which has the potential to be both low-cost and extremely efficient. The project, entitled CHEOPS, aims to upscale promising initial trials of the technology to industrial and commercial levels.

Sunflowers and solar panels

The term *perovskite photovoltaics* refers to a novel class of materials, commonly a hybrid organic-inorganic lead or tin halide-based material, with a special crystal structure that makes possible the fabrication of extremely efficient solar cells in a simple manner and at potentially low manufacturing costs.

Large-scale

Dr Heather Yates, principal investigator for the Salford CHEOPS project said: "As researchers, we may get excited when we achieve a new efficiency record with a small cell of about 1cm2 but to prove this technology we need modules of at least 15cm2 and we need them to be stable.

"At Salford we will be employing a technique called Atmospheric Pressure Chemical Vapour Deposition to produce large-scale thin films which make up the perovskite cell. We will also consider how to produce films using tools, techniques and procedures that can readily be implemented in an industrial environment."

In addition to upscaling the technology, researchers will also produce tandem cells – with a perovskite cell on top of a conventional silicon-based cell. Such tandem cells can harvest a broader spectrum of light than a single cell, which should lead to an increase in their efficiency further approaching the 30 per cent range.

In the longer term, existing manufacturing methods used for silicon devices might require only minor modification before being used to produce tandem cells, as the perovskite layer would simply be added on top of the conventional cell to act as an "efficiency booster".

Renewables growth 'vital'

Added Dr Yates: "It is essential to continually improve the attractiveness of solar as a renewable energy source. Perovskite

Promoting Heather Yates' work

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

The school engages in many outreach actives, a number of which are dedicated for girls or target 50:50 gender split. Those include:

Headstart Insight Programme

Professor Haifa Takruri MBE organises the annual Headstart Insight programme which currently supports 55 year-12 girls from across the UK and International schools to encourage them to study engineering and science for a future career in the field. The programme is a 4-day residential taster course that engages over 40 CSE and Health Science School academics and other supporting engineers/scientists from relevant industries. The Insight programme has been in operation at Salford for over 25 years. At Salford, we are aware of the under-representation of women in STEM and the existence of STEM skills shortage. Our continued commitment to run the Insight programme is part of our social and corporate responsibility to achieve better gender diversity and bridge the UK skills gap.

Excitement of Science seminar and Technology Tournaments for the last three years, in partnership with local Rotary clubs. Haifa Takruri MBE organised the two events engaging over 450 year-9 pupils (50:50 gender split).

Dragonfly event for year 10 girls from local school, Haifa also organises an annual one day event, 'Dragonfly', which provides an engineering and science taster for both girls from local schools and their teachers.

Prof Takruri also leads the organisation of events to celebrate National Women in Engineering Day activities for years 7 & 8 from local schools engaging over 70 pupils and teachers as well as a workshop aimed at local industries engaging over 50 adults.

Salford Science Team

The Science Team are a group of physics students who go out to local schools and community groups to promote science to young people through science busking, demonstrations and through science related workshops. They also are actively involved in the annual Manchester Science Festival. There is a large female participation within the group, which has grown year on year (45% in 2015_16). This gives students the opportunity (particularly those with an interest in teaching) to gain valuable experience working with young children and to get a feel for the classroom environment but it also enhances the soft skills (especially confidence) that employers require from our graduates.

Physics Final year UG projects

There is opportunity for students to carry out research projects involving local schools. Topics have included design and building of a weather balloon and simple experiments designed to teach basic physics. These have helped raise the profile of physics and female participation in schools.

Section 5 Word Count	**5755/ 6000**

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

NA

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

Engaging in the SAT has been an interesting and rewarding experience for those involved. On one hand, our data highlighted successes that make us proud such as the accomplishment of our female academics and Postgraduate students including:

- Percentage of female academics submitted to REF 2014 is higher than percentage of male academics,
- High rate of research income generation by female academics,
- High rates of completion of our female postgraduate taught and research students.

On the other hand, analysing our data has been a real eye opener on a number of issues that we need to address including:

- The lack of female academic appointments over several years,
- Low percentages of female students taking up industry placements.
- Low percentages of female students progressing from undergraduate degrees to postgraduate degrees.

Actions were taken as a result of analysing the School's data, following forming the SAT in May 2015, which showed that no female lecturers had been appointed over the previous three years. We took steps to widen the applications pool by advertising vacancies using the Women Engineering Society publicity media. The issue was presented at the School Executive and Congress which made colleagues aware of the problem and stressed that positive action was required. By the end of 2014/15 one full-time female lecturer was appointed and in 2015/16 one FTE appointment was made comprised of two female lecturers at 0.5 FTE. Additionally in 2015/16 the School also appointed the first female technician for many years.

Points raised by the students who attended the PGR focus group:

- There is a clear under-representation of women in CSE, both as students and staff.
- Having a women in STEM society would be useful as a support and mentoring network.
- In general, the PGR students are focused on the PhD. All who attended the focus group were sponsored and had a job to return to which made them secure in progressing into a career.
- The Acoustics research group has an informal mentoring systems where the more experienced PhD students help the less experienced which works well for male and female students.

In general, we need to establish better support mechanism for our female students at all levels. To this end we will relaunch the Horlock Scholarship scheme **(Action 4.10)**, form a women in CSE society for our students to provide networking, support and mentoring

opportunities **(Action 4.11).** We will hold seminars and workshops facilitated by successful female alumni who progressed into relevant careers We will form a women in CSE Alumni Network to support varied initiatives, share experiences and offer mentoring opportunities **(Action 4.12**).

University schemes to encourage our graduates to pursue postgraduate studies at Salford.

- UK/EU and International graduates of the University returning for postgraduate study receive 25% discount off the tuition fee.
- CSE graduates qualify for the Science and Technology Bursary. This award is for international students who have a 2:2 honours degree or equivalent and join a Masters course. Students will automatically be awarded a bursary of £1,000.
- If a graduate has a 2:1 honours degree or equivalent, they will automatically be awarded the Vice Chancellor's Excellence scholarship when they begin a Masters course.

Section 7 Word Count **Not including titles**	**496/ 500**

List of Acronyms and Abbreviations

ADMAET	Acoustics, Digital Media, Audio Engineering and Telecommunication
CEO	Chief Operation Officer
CSE	Computing, Science and Engineering
CS&SE	Computer Science and Software Engineering
ECU	Equalities Challenge Unit
Exec	Executive Committee
F	Female
FTE	Full Time Equivalent
FTC	Fixed Term Contract
HERA	Higher Education Role Analysis
HR	Human Resources
HRBP	HR Business Partner
KiT	Keep in Touch
KTP	Knowledge Transfer Partnership
M	Male
NWED	National Women in Engineering Day
PDR	Performance Development Review
PG	Postgraduate
PGCAP	Postgraduate Certificate of Academic Practice
PGR	Postgraduate Research
PGT	Postgraduate Taught
SAT	Self- Assessment Team
SET	Science, Engineering and Technology
STEM	Science, Technology, Engineering and Maths
T	Total
UG	Undergraduate

8. ACTION PLAN

Reference	Objective	Specific Action and Implementation	Responsibility	Timescale/Priority	Success criteria and outcome
	Section 3 – The SELF-ASSESSMENT PROCESS				
3.1	Review SAT membership	Review membership of CSE Athena SWAN SAT to ensure gender balance and a range of representatives from CSE's staff and students and university central services. SAT will monitor progress of the implementation of our action plan and review updated datasets as new information becomes available.	CSE SAT Chair	First review May 2017	Review held and new SAT formed with a gender balance maintained.
3.2	Agree regular SAT meetings	SAT meetings will be incorporated in the School almanac to meet at least once every two months.	School Operation Manager	Commence Sept 2017	Meeting dates incorporated into CSE' almanac.
3.3	Regular reports to School Exec and University Athena SWAN Sub-committee	Report to the School Executive committee and Congress to engage in consultations with colleagues across the School. Report to the recently established University Athena SWAN Sub-committee for further consultations and updates on implementation of the School action plan and ways to contribute to the University action plan	CSE SAT Chair	Commence updates May 2017	Regular updates and consultation with School Exec, Congress and University Athena SWAN Sub Committee.
3.4	CSE Athena SWAN Webpages	Develop CSE Athena SWAN webpages to share and promote work done.	SAT web developer	Commence activity May 2017	Webpages are populated with information, activities and good practice initiatives.
3.5	Silver award application	Develop and submit Athena SWAN Silver Award application Conduct Staff survey Prepare case studies	CSE SAT Chair	Start preparation Nov 2017 Submit Nov 2019	Silver Award application completed and submitted by Nov 2019.

3.6	Juno Practitioner status	Prepare Juno Practitioner Status application to be submitted to the Institute of Physics	Director of Physics and Mathematics Directorate	Start preparation May 2017	CSE obtains Juno Practitioner status in 2018
	Section 4: A PICTURE OF THE SCHOOL **4.1 – Student Data**				
4.1	Review Admissions process	Review recruitment and admissions process of undergraduate students to ensure we are inclusive to all applicants. Given all actions focused on students data, improve our students female proportion	Director of Admissions with Central Admissions	June 2017 October 2020	First review held and outcome shared with programme leaders, actions implemented for 2017-18 5% increase in female students proportion by October 2020
4.2	Focused outreach initiatives	Intensify engagement initiatives with local schools to encourage girls to consider a degree in STEM.	Associate Dean Engagement	Commence March 2017	Organise 2 outreach events in 2017/18 for girls from local schools.
4.3	Review undergraduate open day practices	Review open day practices to ensure that there are female role models (both staff and students) involved in open days.	Directorate Directors	May 2017	Staff and students female role models are involved in open days starting July 2017 open days.
4.4	Review programmes literature	Review programmes literature, both web and printed, to ensure it has images of both women and men.	Director of Admissions and Programme Leaders	Commence preparation May 2017 for 18/19 prospectus	Achieve gender balance in programme literature publicity material.
4.5	Survey and focus group with undergraduate students	Initiate a survey and hold focus groups for undergraduate students to capture their reasons for joining the School and share the outcome in our recruitment literature.	SAT undergraduate student representative	Focus group Nov 2017 Survey Jan 2018	Focus group and survey conducted and outcome analysed and included in 2018/19 recruitment literature.

		We will also survey the female applicants who decline our offers.			
4.6	Postgraduate admissions process	Review marketing and admissions process for postgraduate (taught and research) degrees to raise awareness of progression opportunities and support available to ensure they encourage more applications from women to achieve higher numbers.	Director of Admissions, ADR&I and University Marketing and Admissions	Summer 2017	University review complete and outcome disseminated to Schools and incorporated in recruitment process.
4.7	Focus groups with final year students	We will hold focus groups with our final year students (male and female) to encourage them to study PGT programmes highlighting the fee discount and awards opportunities	SAT undergraduate student representative	complete by February 2018	Two focus groups held in 2018. Outcome discussed with PGT programme leaders. Achieve 5% increase in our graduates' progression to PGT/PGR degrees.
4.8	completion rates and attainment level	Review PGT students completion rates for individual cohorts as well as level of attainment level (Distinction, Merit, Pass) to assess if there are any gender differences	SAT Chair	Commence December 2017	Data is provided by Student data Analysis Manager, reviewed by SAT, shared with PGT programme leaders and actions updated as appropriate. Process completed by April 2018.
4.9	PGR completion rates	Review PGR students completion rates per cohort for a clearer picture of any gender difference	SAT Chair	Commence December 2017	Data is provided by Student data Analysis Manager, reviewed by SAT, shared with PGR students Director and Associate Dean Research. Actions updated as

					appropriate. Process completed by 2018.
4.10	Scholarship scheme for female students	Relaunch the Horlock Scholarship or equivalent. This awards a female undergraduate student a bursary of £1,500 a year for three years of study. Raise fund for further awards to allow continuation beyond 2018. Horlock fund is available for 2 students, one in 2017 and one in 2018 over 3 years each	Alumni and Advancement Team	Commence Sep 2017	Scholarship relaunched in September 2017 and awards given in 2017 and 2018.
4.11	Women in CSE Society	Establish a women in CSE society for students to provide networking, support and mentoring opportunities. Hold a series of seminars and workshops to be delivered by successful female alumni who progressed into relevant careers in industry or academia	SAT student representatives	Commence September 2017	Women in CSE society is established. At least three events held during 2017/18 academic year. Mentoring network commenced April 2018.
4.12	Women in CSE Alumni Network	Establish a women in CSE Alumni Network to support varied initiatives, share experiences and offer mentoring opportunities	Alumni and Advancement Team	Commence January 2018	Alumni Network established with contribution and commitment from successful alumni. Members deliver seminars and take part in mentoring activities.
	Section 4: A PICTURE OF THE SCHOOL4.2 - Staff Data				
4.13	Applications from and appointments of female	Use positive action and good practice for making positions attractive for female applicants when advertising future academic roles. Advert wording selected carefully. Adverts are posted on Women	Dean of School	Commence January 2017	Applications from female academics improved by 10% More female academics

	academics	Engineering Society, WISE or Women in British Computer Society websites and publicity material. Improve the recruitment of female academics in the school in general in CS&SE Directorate in particular.		2020	apply, shortlisted and appointed. Female academics in the school increased by 5% by 2020
4.14	FTC staff progression to permanent positions	Hold discussions and focus groups specific to early career researchers on Fixer term contracts to make them aware opportunities to applying for available posts. Improve FTC staff progression rates to permanent posts	SAT Chair Directorate Directors	Commence April 2018 2021	Two focus groups held with FTC staff and outcome discussed with Directors to find ways to progress FTC staff to permanent positions. Evidence of 5% progression by 2021.
	SECTION 5: SUPPORTING AND ADVANCING WOMEN'S CAREERS				
5.1	Academic Applications	Review vacancies advertisements, and highlight in the application pack flexible work practices and family friendly policies	HR Business Partner	Commence 2017	Application Packs reviewed and updated with good practice material.
5.2	Academic Recruitment process	Train more female academics across directorates where possible to be part of interview panels. Ensure that recruitment panel members go through inclusion and diversity as well as unconscious bias training Ensure that there is always at least one female and one male academic members on the shortlisting and interview panel of academic staff.	HR Business Partner Directorate Directors	Commence May 2017 Commence September 2017	50% of female academic staff are trained and participate in appointment panels. All recruitment panel members have I&D and unconscious bias training before recruitment process.

					All academic shortlisting and interview panels have female academic representation.
5.3	New staff induction training	ensure that all new male and female staff (academic and professional) complete the induction training	HR Business Partner	July 2018	100% of new staff undertake induction training in 2018
5.4	Academic staff progression	Investigate the reasons for the lack of promotion applications from academics who are female. Hold an annual workshop on promotion process and criteria for all staff in the School four months prior to promotions round.	Dean of School and HR	First workshop held in January 2017	15% of female academics apply for promotion before 2019.
5.5	REF 2021 submission	Encourage and support more male academics to be in a position to submit to REF 2021 and Ensure that female academics submission rate to next REF does not decrease	Associate Dean Research	Dec 2020	10% improvement in male academics submitted to REF 2021 At least 2014 REF Female proportion are maintained in REF 2021 submission
5.6	Continual training and development	Encourage staff to identify training needs and submit a request to their Director and PDR reviewer if different	Dean of School	Dec 2016	20% increase of staff undertaking training to update their knowledge
5.7	PDR process	ensure all staff complete the annual PDR process and records are kept up to date	School Operation Manager	Commence Feb 2017 Continuing	All staff complete the PDR process
5.8	Improve Proportion of female students on placement	Support and encourage female students to take up industry placement year Hold focus groups for second year students to highlight the importance of placement year	Careers and Employability Business Partner	Commence Feb 2017	Female percentages on placements improved by 5%

	year	experience			
5.9	Review DLHE data	Analyse DLHE data further to find whether female and male graduates are in STEM-related roles and if female and male graduates equally likely to be in STEM-related roles six month after graduation	SAT chair	Commence October 2017	Data results obtained and shared across the school to draw required actions
5.10	Establish support process for females planning maternity leave	Gather more specific feedback from the School female staff who have been or intend to take maternity leave to capture better ways to support them in all stages	HR Business Partner	Commence July 2017	Good practice guide produced and shared with the school
5.11	Share flexible work policy with staff	Publicise the University's flexible working policy to make staff aware of its existence and ways to use it to achieve better work-life balance	HR Business Partner	Commence July 2017	Staff to have received an info pack individually and opportunity to discuss 1:1 by July 2018
5.12	Hold staff focus groups to investigate stress levels	Analyse 2016 and 2017 Best Company Survey outcome Hold focus group discussions with our female and male staff further investigate stress level of female staff, investigate the causes and inform staff about the flexible work policy	SAT Chair	Commence Jun 2017 Sep 2018	Data analysed Factors addressed and stress levels decreased. Evidenced in the Best Company survey 2017
5.13	Committees membership	look at committees' membership to ensure good gender balance and avoid committee membership overload for female academics	Dean of School	September 2019	achieve better gender diversity on School committees
5.14	Meetings timing	Initiate a school policy for all School meetings, staff seminars, workshops and social events to take place between 9:30 am and 4 pm whenever possible.	Dean of School	Commence September 2017	Policy shared with staff and school meetings are scheduled within the agreed time
5.15	Promote female academics work	Encourage and support female academics to promote their research work and achievements to act as role models for our students to inspire them	Press Office Business Partner	Commence Jan 2017	Better visibility of female academics by contributing to: Press

		to pursue a career in academia. Provide media training for female staff. Collect data to monitor staff visibility.			releases, web presence and media involvement. Monitoring system established in Jan 2017.
5.16	Establish a women in CSE network	Form women in CSE network for staff. In addition to networking and general support, a mentoring scheme will be established.	SAT Chair	September 2018	Network launched At least 2 networking events held per year.

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