



**Department Application
Bronze and Silver Award**



Department application	Bronze	Actual word count
Word limit	10,500	10,338
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	590
3. Self-assessment process	1,000	991
4. Picture of the department	2,000	2,409
5. Supporting and advancing women's careers	6,000	5,848
6. Case studies	n/a	n/a
7. Further information	500	0

Acronyms used in this document (not included in word count)

AACME: School of Aeronautical, Automotive, Chemical and Materials Engineering

AAE: Department of Aeronautical and Automotive Engineering

ADE: Associate Dean of Enterprise

ADR: Associate Dean of Research

ADT: Associate Dean of Teaching

AS: Athena Swan

AT: Admissions Tutor

ATP: Associate Teaching Programme

ATPROF: Professorial level

CAP: Centre for Academic Practice

CG: Department of Chemical Engineering

DC: Doctoral College

DDP: Director of Doctoral Programmes

DLHE: Destination of Leavers from Higher Education

DoS: Director of Studies

E&D: Equality & Diversity

EDI: Equality, Diversity and Inclusion

EO: Enterprise Office

FP: Foundation Programme

FTE: Full-time Equivalent

HE: Higher Education

HoD: Head of Department

HR0D: Human Resources and Organisational Development.

ILM: Institute of Leadership and Management

LGBT+: Lesbian, Gay, Bisexual, Transgender and other gender or sexual minorities

MH: Mental Health

MP: Department of Materials

OD: Organisational Development

OM: School Operations Manager

OT6: Other Grade 6

PDR: Performance & Development Review

PDRA: Postdoctoral Research Associate
 PGR: Postgraduate Research Student
 PGT: Postgraduate Taught Student
 PMB: Programme Management Board
 PSS: Professional Service Staff
 RE5: Specialist and Supporting Academic Grade 5 (primary responsibility Research)
 RE6: Specialist and Supporting Academic Grade 6 (primary responsibility Research)
 RO: Research Office
 RT7: Research, Teaching and Enterprise employee at Grade 7 (Lecturer)
 RT8: Research, Teaching and Enterprise employee at Grade 8 (Senior Lecturer)
 RT8Rdr: Research, Teaching and Enterprise employee at Reader level.
 RTE: Research, Teaching and Enterprise contract staff
 SAT: Self-Assessment team
 SD: Staff Development
 SL: Senior Lecturer
 SMT: School Senior Management Team
 SSA5: Specialist and Supporting Academic Grade 5
 SSA6: Specialist and Supporting Academic Grade 6
 TS6: Specialist and Supporting Academic Grade 6 (primary responsibility Teaching)
 UG: Undergraduate
 USAT: University Self-Assessment team
 WES: Women's Engineering Society
 WLM: Workload Model

Name of institution	Loughborough University
Department	School of Aeronautical, Automotive, Chemical and Materials Engineering (AACME)
Focus of department	STEMM
Date of application	May 20th 2020
Award Level	Bronze
Institution Athena SWAN award	Date: November 2017 Level: Bronze
Contact for application <small>Must be based in the department</small>	Martin White
Email	m.e.white@lboro.ac.uk
Telephone	01509 228592
Departmental website	No school website - individual departments instead
Aeronautical and Automotive	www.lboro.ac.uk/aae
Chemical Engineering	www.lboro.ac.uk/chemical
Materials	www.lboro.ac.uk/materials

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

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James Greenwood-Lush
Head of Athena SWAN
Athena SWAN Charter
Advance HE
24 High Holborn
London WC1V 6AT

13 February 2020

Dear James,

Letter of endorsement: Athena SWAN Bronze application

I am writing to express my strongest support for this application from the School of AACME at Loughborough University. We have used the feedback, from our 2016 unsuccessful Silver application, to strengthen our strategy on gender diversity. Our priorities are to attract more women to study and pursue careers in our STEM disciplines and to provide career support through improved recruitment, retention and promotion of female colleagues.

I was officially appointed as Dean in 2017, with a declared ambition that "AACME should be an exceptional environment to study and work, which attracts and retains excellent staff and students, who are empowered to fulfil their aspirations and ambitions". I am passionately committed to delivering this vision, which requires we address the gender imbalances in our disciplines.

The application has been prepared by a SAT, who are members of our Welfare and Communications Committee (WACC) and was initially led by Dr Sara Ronca. When she left in January 2020 to pursue a high-level appointment in industry, my personal commitment meant I felt I should chair the WACC and lead the SAT. I am grateful to colleagues for their support, especially Martin White (Projects Manager) and Tom Carlisle (Operations Manager). Our submission is based on analyses of EDI data on gender, staff and student surveys, focus groups and SAT discussions. The information presented is honest, accurate and true, to the best of my knowledge.

Since inception of the WACC in 2014, we have acted to improve recruitment of female undergraduates, e.g. dedicated summer schools with places reserved for women and new Biomaterials and Bioengineering programmes, which resulted in a 34% increase in female Materials students. We are developing further new taught programmes, which aim to attract female students. I have engaged regularly with the Women's Engineering Society, providing financial sponsorship, attending their events and enacting their ideas.

Our proportion of female RTE staff exceeds national benchmarks, but we recognise the need to improve numbers at PDRA, SL and Professorial levels. We have revised our processes to identify promotions cases, to encourage female applicants and give them 1:1 support in preparing their paperwork. I have piloted a mentoring scheme for RTE staff and will include PDRA's in 2020-21. Our SMT has developed an EDI strategy, with actions such as setting female shortlisting requirements and using searches to identify female professors. We have organised EDI workshops and focus groups, e.g. for academics with

caring responsibilities, which revealed issues with maternity leave. I am planning a workshop for female staff to discuss how we remove real and perceived barriers to promotion.

We have implemented changes since the last Athena SWAN submission, but there are persistent EDI challenges still to be overcome. I am fully committed to leading this ongoing work, thereby enriching and strengthening AACME as an academic community.

Yours sincerely

Chris Rielly

*Professor Chris D Rielly
Dean of AACME*

(Section 1. 500 words)

2. DESCRIPTION OF THE DEPARTMENT

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

AACME is the second largest engineering school at Loughborough and was formed in 2011 from the departments of Aeronautical & Automotive Engineering, Chemical Engineering and Materials. The school operates as an integrated academic unit and cost centre, but each department maintains its discipline identity and delivers individual UG and PGT teaching programmes and research activities.

Strategic decisions are made by the School Management Team, which comprises the Dean, three Associate Deans (Teaching, Research and Enterprise), three Heads of Department, the Operations Manager (OM), HR and Finance Business Partners. The governance structure of the School is shown below, along with the female representation on our committees. Our strategic ambition is to achieve a gender balance on these committees within 5 years (with suitable allocation of workload), which matches the proportions of female staff in the school. Achieving this aim relies on successfully implementing the actions in this document.

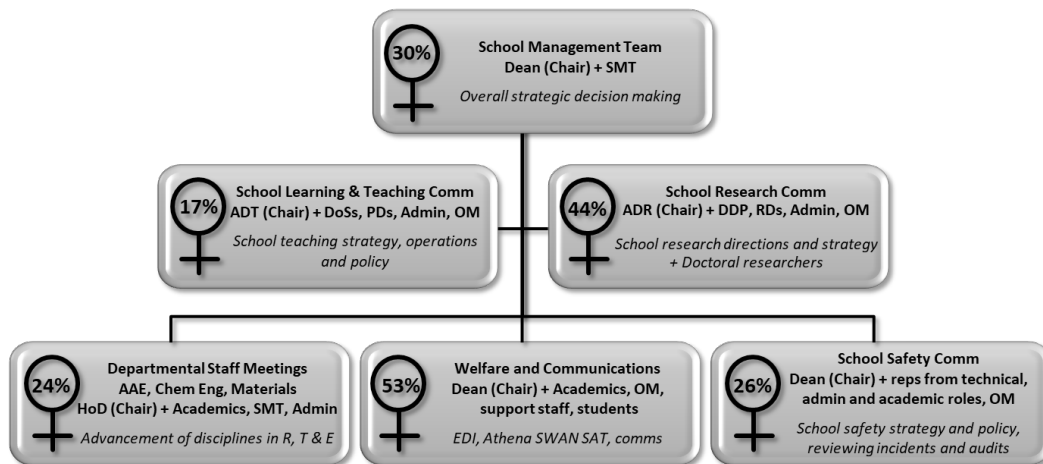


Figure 2a.i: AACME Governance structure, showing female representation

In January 2020, AACME had 1295 UG, 76 PGT and 147 PhD students, supported by 88 academic, 59 research staff, 32 administrative and 54 technical staff. AACME is located near other STEM schools and occupies two recently refurbished buildings, with exceptional facilities for teaching and research. The School also has operations in the Holywell Park enterprise zone, in the new National Centre for Combustion and Aerothermal Technology, and in the new STEMLab building, which has greatly enhanced our teaching laboratory facilities.

The School is highly research active, returning 97% of its academics in REF2014, with 83% of research rated 4* or 3*. Research is funded by EPSRC, Innovate UK, industry and EC, amongst other sources, and is conducted in broad cross-disciplinary themes as shown below:

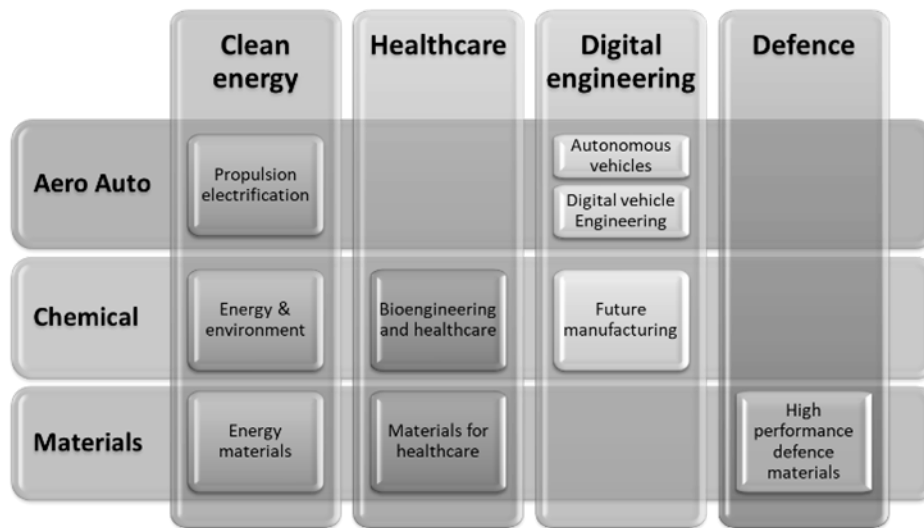


Figure 2a.ii: AACME Research Themes

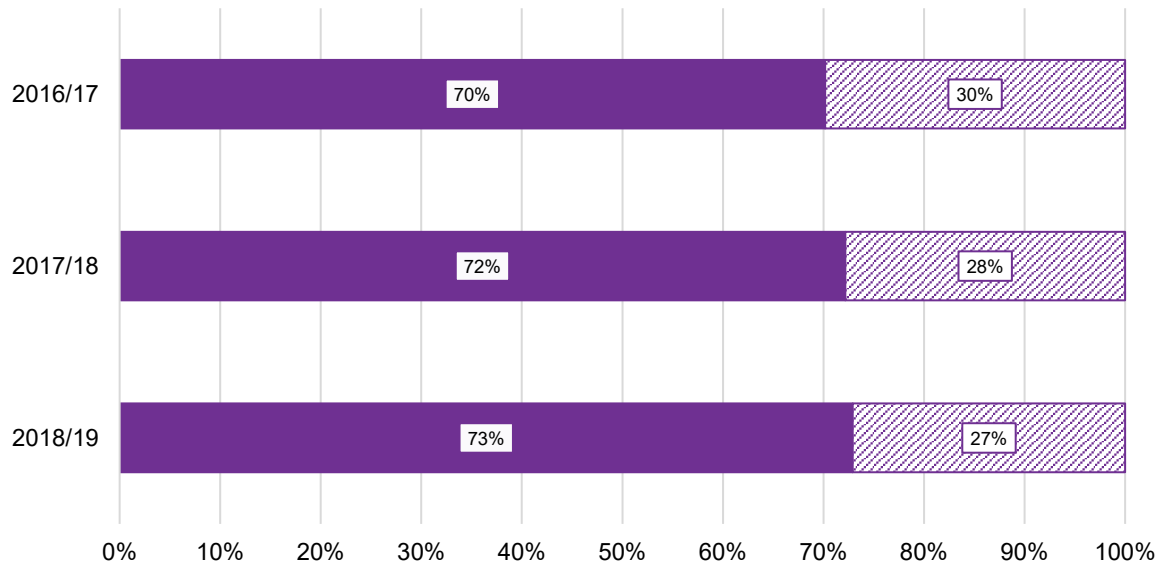
The School has strong student recruitment at high-entry tariffs to our programmes (7 UG MEng / BEng, 5 PGT, 4 CDT and 2 international). In addition, ~45% of students take a year-long industrial placement, available within all our UG programmes. Across the major league tables and NSS the departments are ranked highly, normally in the top 10.

The culture of the School is collaborative and collegiate. Female staff returning from maternity leave are given reduced teaching loads and flexible working is encouraged, but we sometimes lack the policies and procedures to formalise and enhance this culture.

The School has a strong track record of outreach activity, including an annual summer residential event in conjunction with Smallpeice Trust, specifically targeted to be 50:50 gender balanced. The School also has an active branch of the Women’s Engineering Society (WES) who are represented on our SAT and with whom we will work closely to deliver our action plan.

The following graphs and tables show the total number of staff and students and their gender balance for the whole school. As in many engineering disciplines, our overall gender balance is far from 50:50, but the School has made positive progress when more detailed analysis is considered. Our academic staff numbers have grown slightly over the last three years, whereas our PSS numbers have been reduced due to centrally imposed efficiency savings. Figure 2b shows that the total number of female staff (including PSS) has reduced from 71 to 65 from 2016-2019. Figure 2c shows the percentage of female RTE staff in the school (24%) has remained above the HESA benchmark (18%) throughout this period. Figure 2e shows a slight increase in the proportion of female students (from 16 to 18%) and an increase of 40 (or 16%) in the total number of female students. Figure 2f shows a consistently higher % of female students at PGT and PGR level than at undergraduate level.

Figure 2b: AACME Total number of staff by gender:



	2018/19	2017/18	2016/17
Men	175	173	168
Women	65	67	71

Figure 2c: AACME Percent women RTE staff combined for the whole school versus benchmark data

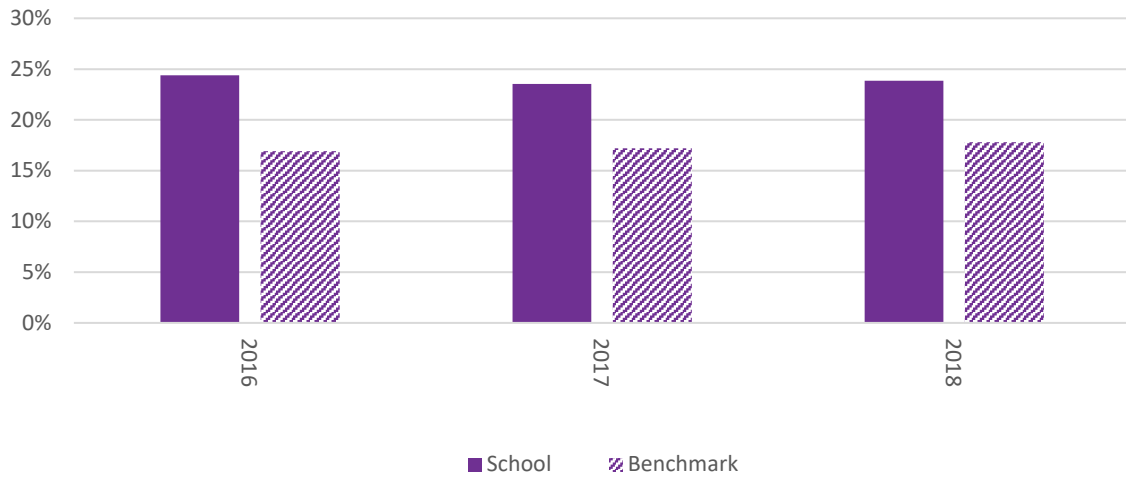


Figure 2d: Total number of staff by job family and gender:

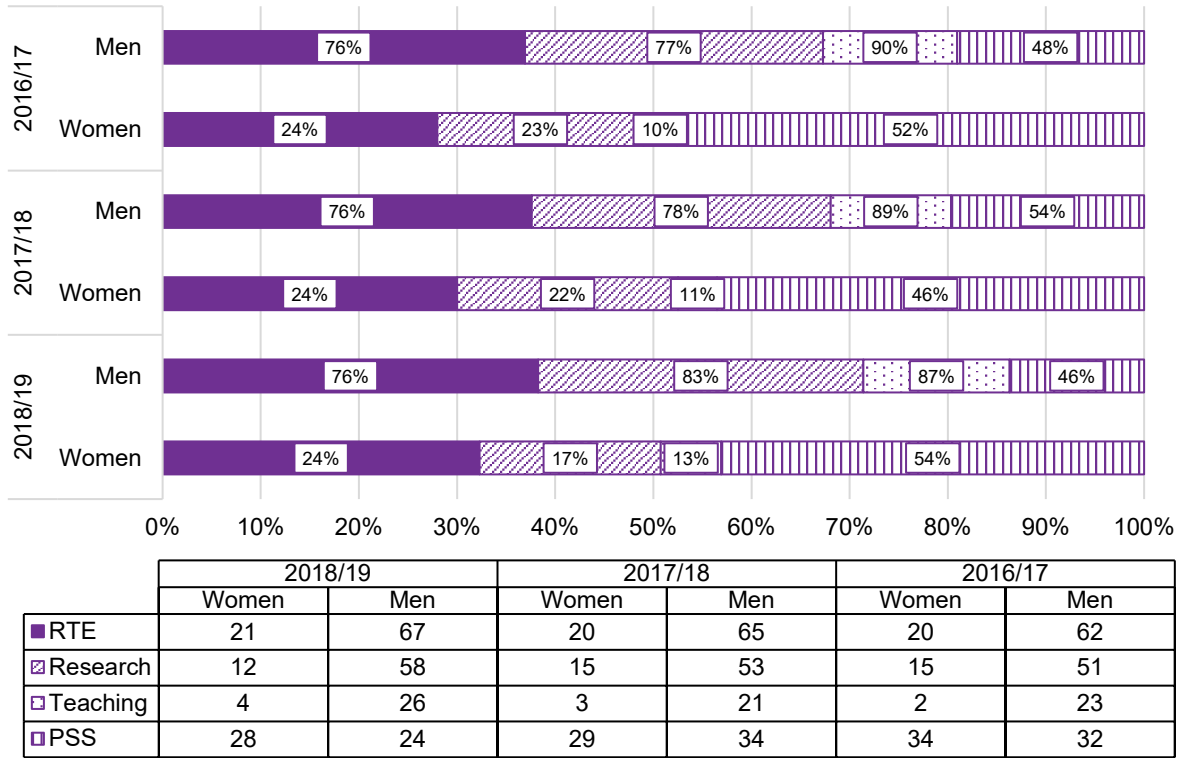


Figure 2e: AACME Total number of all taught students by gender:

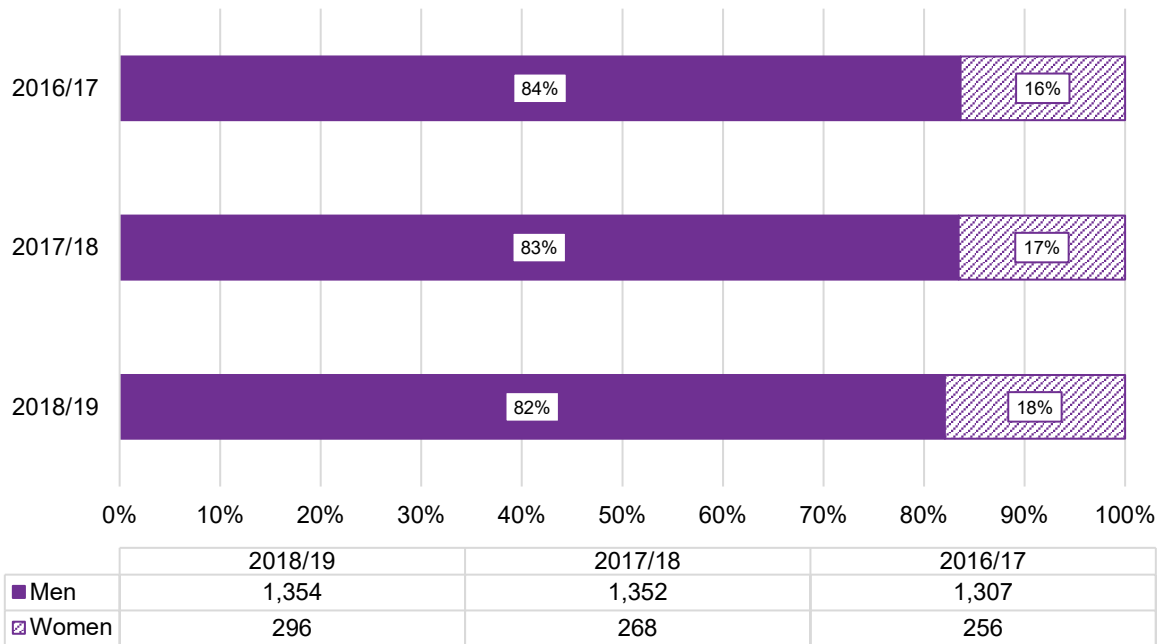
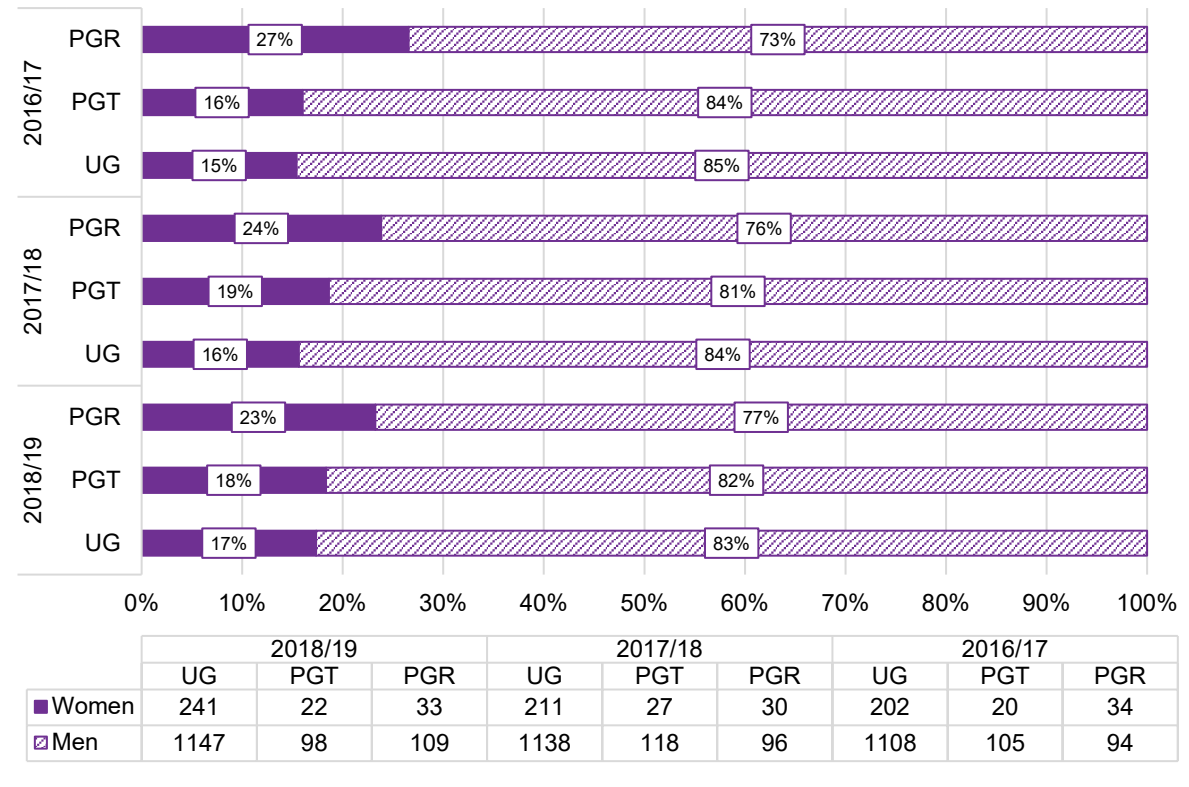


Figure 2f: AACME Total number of students by gender and academic study route:



(Section 2. 590 words)

3. THE SELF-ASSESSMENT PROCESS

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

i. Description of the self-assessment team

Composition

The School SAT includes members from academic and support staff and students from taught and research programmes. Team members were appointed to ensure appropriate balance and representation of gender (8 females and 7 males), job families, seniority and different departments within the School. Currently the technical job family is represented by the Operations Manager.

Resources

Membership is recognised within the workload model (WLM) for academic staff, but the current figures are insufficient (e.g. Chair = 30 hours pa) and will be increased (action 3.iii.b). The workloads for non-academic leads in their SAT role are recognised in their overall task allocation by the OM. Resources are available to the SAT from the School's non-pay budgets to attend conferences or training. The School also funds £2,000 of bursaries for student members of WES to attend relevant events (action 4.1.ii.c).

The team works closely with the University's EDI Planning Officer, Emma Dresser and reports to the University's Athena SWAN Committee chaired by Professor Steve Rothberg (Athena SWAN Champion & Pro Vice-Chancellor, Research). Members of the SAT (normally Martin White or Tom Carslake) attend University Athena SWAN meetings to keep up to date with wider developments on the campus.

The Self-Assessment Team:

Name	Gender	Role	SAT Role	Short self-description
Professor Chris Rielly	Male	Dean of AACME	Chair of SAT, joint lead writer; providing oversight/direction	Married (no children); wife has caring responsibilities for elderly father.
Tom Carslake	Male	OM	Joint lead writer; representing technical and support staff	Married, three children 10-14 years; occasional flexible worker; wife part-time teacher.
Martin White	Male	School Projects Manager	SAT Coordinator; joint lead writer(stats/data); Representing support staff	Married, two grown-up children; works PT 50%; wife retired.
Professor Kambiz Ebrahimi	Male	Professor, AAE	Representing senior academics	Keen advocate of encouraging female students into engineering courses.
Professor Adrian Spencer	Male	Professor, AAE	Representing senior academics	Married, two teenage children; wife works full-time; shared domestic responsibilities

Name	Gender	Role	SAT Role	Short self-description
Dr Fiona Hatton	Female	Lecturer, Materials	Representing lecturers	Early career lecturer; no caring responsibilities
Dr Jingjing Jiang	Female	Lecturer, AAE	Representing lecturers	Early career lecturer; no caring responsibilities
Dr Helen Willcock	Female	Lecturer, Materials	Representing lecturers	Married, one child, 20 months; caring responsibilities are shared
Dr Bjorn Cleton	Male	University Teacher	Representing teaching staff	Married, one child aged 3; occasional flexible worker; wife works part-time
Dr Maria Parsa	Female	Research Fellow, Chemical Engineering	Representing research staff	Single no children; fixed-term contract
Malcolm Newbitt	Male	Student Support Administrator	Representing administrative support staff	Married, no children; wife works FT at university + studies for PhD part-time
Tymele Deydier	Female	PhD student, Chemical Engineering	Representing PhD students	Single, no children; committee member for WES and PhD Social and Support Network
Jennifer Glover	Female	PhD Student, AAE	Representing PhD students	WES Council Member; cohabiting with partner
Naomi Richardson	Female	Undergraduate Student, AAE (WES)	Representing undergraduate students	Final year UG; Chair of WES; living in shared student housing
Emma Dresser	Female	Planning Officer – EDI	Providing University level guidance	Married; benefits from flexible working.

ii. The self-assessment process

The School's Welfare and Communications Committee (WACC) was originally formed in 2014 but was refreshed in 2018, to focus on a new submission for Athena SWAN. The current remit of the group is below, but note the future plans in section 3.iii to change the name and terms of reference:

1. To promote a positive working culture and collegiate environment in AACME, focussing on the gender priorities in our EDI strategy
2. To implement the Action Plan for Athena SWAN and encourage participation from all members of the School
3. To facilitate effective welfare-related communications within the School
4. To provide reports to staff meetings and to the School's SMT.

This group has acted as the SAT for the Athena SWAN submission, meeting bi-monthly to analyse the data collected and to allocate specific people to write certain sections. The SAT also has a wider remit which will include implementing and assessing the actions from the current submission, as the School moves to embed the work already completed and works towards a future Silver Athena SWAN submission.

The process of creating the SAT and writing the Athena SWAN submission has been widely communicated through email, staff meetings and there is a dedicated section on our School Intranet. The SAT organised wide-ranging surveys to all staff and student groups, albeit with mixed response rates as summarised below:

Table 3.ii.a 2018 Staff/Student Survey response rates by group.

Job Family	% Women	% Men	Prefer not to say
RTE + Teaching (surveyed together)	36% (9/25)	24% (22/93)	1
Research	0% (0/12)	12% (7/58)	0
PSS	39% (11/28)	50% (12/24)	3
Staff Total	31% (20/65)	23% (41/175)	4
UG Students	11% (27/241)	6% (66/1147)	3
PGT Students	23% (5/22)	7% (7/98)	0
PGR Students	30% (10/33)	17% (19/109)	0
Student Total	14% (42/296)	7% (92/1354)	3

There are differences in the responses rates by gender across job families (notably amongst PDRAs), but overall, there was a higher response rate from females. These response rates were generally acceptable, except for the Research Staff group, for which the survey was repeated (but without more success). Then we held a separate focus group for Research Staff to discuss issues raised in the survey and to inform our action plan.

The SAT has submitted the Athena SWAN bid to an internal panel of critical friends from across the university, who offered scrutiny, support and valuable feedback, which helped refine our action plan and future thinking. The submission has been signed off by University Human Resource Committee, to ensure the activities are supported and embedded.

iii. Plans for the future of the self-assessment team

The School is developing an EDI Action Plan alongside the Athena SWAN Action Plan. The two documents will deliver a consistent vision and clear message to ensure effective communication to staff and students. The WACC, will review its name and terms of reference to align with the EDI strategy and ensure consistency of vision and action (action 3.iii.a) and will take formal responsibility for delivering the EDI action plan. The previous chair of the WACC was Dr Sara Ronca. When she left (to take a significant promotion in industry), the Dean took personal charge of the SAT to demonstrate leadership and commitment to the self-assessment process. To move this commitment forward, the School will appoint a Director of EDI to Chair the WACC, to drive our EDI and Athena SWAN action plans and to achieve staff support for the objectives (action 3.iii.b).

As well as monitoring actions already implemented or proposed, the WACC (or its new title) will actively seek ways to improve the working culture within the school. It will continue to meet, on a bi-monthly basis and will assess data on gender balance

annually. The group will act as an advisory body to the SMT and will report twice a year on progress towards implementation of the action plans, with dissemination to all staff. The group will include the Dean and OM, to ensure consistency between the objectives of the SAT group and the wider strategy of the SMT.

The School SAT will report progress to the University SAT on an annual basis. The engagement with the University SAT will also be an opportunity to encourage and share best practice with other Schools who are applying for awards.

There will be regular communications via the School intranet and reports to staff meetings to keep staff updated on progress (action 3.iii.c). Communication to students will be through email and Staff Student Liaison Committees. The WACC has strong links with other student representatives and bodies, such as WES; the group will continue to foster these connections to implement actions and develop new initiatives.

Our current SAT membership has representation across departments, staff groups, seniority and gender. In the future, we will offer membership to a wider range of staff to further improve diversity within the group (action 3.iii.d). The normal term for membership of the group is three years; the chair will review group membership for anyone who has completed their term, to determine whether they should begin another term, based on their circumstances, the needs of the group and representation across the School. When members of the group leave the University, replacements will be invited from equivalent roles, ensuring the continued balance of the team.

SAT Team Existing Good Practice:

- Balanced representation across gender, seniority, job families and departments.
- Clear leadership through the Dean of School acting as Chair.
- SAT members contribute directly to writing of the application document.

SAT Team Actions:

3.iii.a. Review name and terms of reference for the WACC (“Welfare and Communications Committee”) to align with Equality Diversity and Inclusion (EDI) Action Plan.

3.iii.b. Appointment of an academic champion as Director of EDI to sit on SMT.

3.iii.c. Publish key objectives, actions and outcomes from the Athena SWAN and EDI action plans

3.iii.d. Offer membership of the Athena SWAN SAT to wider staff groups.

(Section 3. 991 words)

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

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

Loughborough University runs a general science and engineering foundation course, operated by the School of Science. As it is operated by another School and the numbers joining AACME UG programmes are very small, we have not included it in this submission.

(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.

UG Applications, Offers and Acceptance

Note: no part-time (PT) UG courses are offered.

The recruitment pipeline picture is represented by table and figure 4.1.ii.a. This highlights trends in our applications and admissions processes and the uptake of UG study by women. In general, we can see improvements in conversion, which may be linked to positive actions taken to better represent female students at open days and visit days (action 4.1.ii.a&b).

- AAE: The key issue is low numbers of female applications (102 in 2019) and is in part due to the entry requirement of physics ([77% of A-level physics candidates were male in 2019](#)). When split into the Aeronautical and Automotive programmes (Table and Figure 4.1.ii.b), the issue is clearly with Automotive, where only 18 women applied to study this course in 2019. Our actions here need to be in marketing and attracting female applicants to the Automotive course (action 4.1.ii.d). Proportions of offers and acceptances for female AAE students have increased from ~10% to ~14% over the 3 years, but the total number of female students accepting a place (20 in 2019) remains low.
- Chemical Engineering: Results are steadily improving, including conversion. The acceptance improvement from 22% to 33% is positive, but the total number of female acceptances (22 in 2019) remains low.
- Materials: The data show a **30% increase in applications** from women from 2017-2019, during which time, female acceptances have increased from **18% to 45%**. This is a significant improvement and two important factors here are the introduction of the Bioengineering and Biomaterials courses and the increased presence of female staff and students at open days (action 4.1.ii.a&b).

Table 4.1.ii.a: Undergraduate applications, offers and acceptance rates by department and gender (UG recruitment pipeline)

Department	Year of Entry	Gender	Applications		Offers		Acceptance		% Offers from applications	% Acceptances from offer
			No.	%	No.	%	No.	%		
AAE	2017	Women	108	9%	77	9%	18	10%	71%	23%
		Men	1,080	91%	754	91%	165	90%	70%	22%
	2018	Women	126	11%	101	11%	17	10%	80%	17%
		Men	1,060	89%	859	89%	158	90%	81%	18%
	2019	Women	102	13%	82	14%	20	14%	80%	24%
		Men	670	87%	522	86%	127	86%	78%	24%
Chemical Engineering	2017	Women	221	24%	173	27%	28	22%	78%	16%
		Men	689	76%	477	73%	98	78%	69%	21%
	2018	Women	195	27%	148	28%	32	29%	76%	22%
		Men	532	73%	380	72%	80	71%	71%	21%
	2019	Women	133	24%	109	28%	22	33%	82%	20%
		Men	416	76%	280	72%	45	67%	67%	16%
Materials	2017	Women	122	30%	95	30%	12	18%	78%	13%
		Men	282	70%	223	70%	55	82%	79%	25%
	2018	Women	160	42%	133	42%	31	48%	83%	23%
		Men	223	58%	183	58%	34	52%	82%	19%
	2019	Women	156	39%	134	40%	28	45%	86%	21%
		Men	241	61%	203	60%	34	55%	84%	17%

Figure 4.1.ii.a: Percent women in the UG recruitment pipeline by department and year:

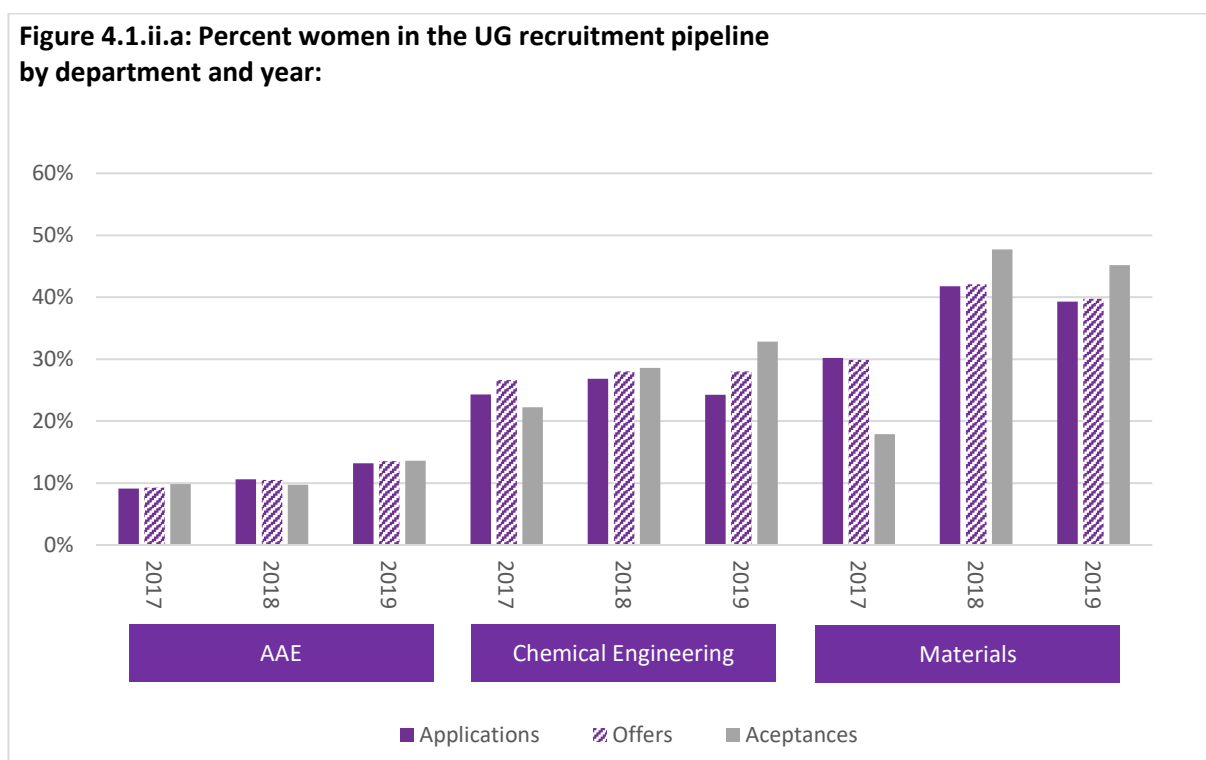
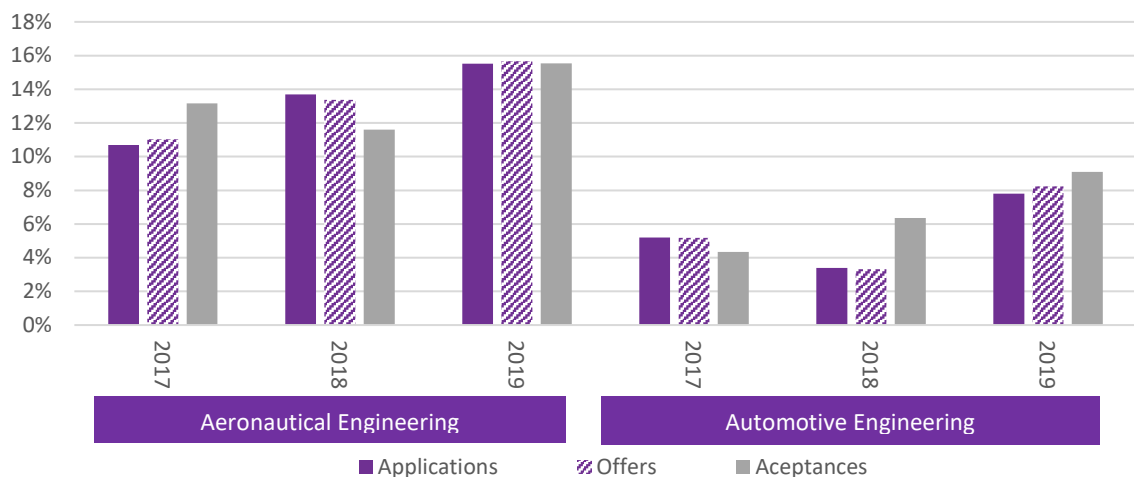


Table 4.1.ii.b: Undergraduate applications, offers and acceptance rates Aeronautical and Automotive Engineering, programme level (UG recruitment pipeline)

Department	Year of Entry	Gender	Applications		Offers		Acceptance		% Offers from Applications	% Acceptances from Offers
			No.	%	No.	%	No.	%		
Aeronautical Engineering	2017	Women	90	11%	64	11%	15	13%	71%	23%
		Men	752	89%	516	89%	99	87%	69%	19%
	2018	Women	114	14%	92	13%	13	12%	81%	14%
		Men	719	86%	596	87%	99	88%	83%	17%
	2019	Women	84	16%	68	16%	16	16%	81%	24%
		Men	457	84%	366	84%	87	84%	80%	24%
Automotive Engineering	2017	Women	18	5%	13	5%	3	4%	72%	23%
		Men	328	95%	238	95%	66	96%	73%	28%
	2018	Women	12	3%	9	3%	4	6%	75%	44%
		Men	341	97%	263	97%	59	94%	77%	22%
	2019	Women	18	8%	14	8%	4	9%	78%	29%
		Men	213	92%	156	92%	40	91%	73%	26%

Figure 4.1.ii.b: Percent women in the UG recruitment pipeline Aeronautical and Automotive Engineering, programme level:



UG Populations

Table 4.1.ii.c shows that the three departments are all close to the relevant benchmark and all have improved the % of female UG students in the last 3 years. The Materials increase to 28% is noteworthy. Our action plan includes specific actions to increase the numbers of female applicants and conversions through Student Open Days. We note that the J5 HESA benchmark pulls in some non-comparable courses to our Materials course. However, in the medium term, we assume that all benchmark figures will improve (as the sector improves its gender balance), so our ambition is to match or improve on the sector benchmarks in all subjects (actions 4.1.ii.a,b,d&e).

Progress has already resulted from the addition of new courses in Biomaterials and Bioengineering. HESA data show that female students represent 66% of the total cohort studying Biological sciences (<https://www.hesa.ac.uk/data-and-analysis/students/what-study>). So, by offering these courses, with broader entry subject requirements, we have opened our courses to more female applicants. In addition, an increased focus on bio-related research within the school, has resulted in recruitment of more female academics.

Chemical Engineering is 5% below its benchmark (H8) and the three-year data show declines in number of male students and a slight increase in females. We need to understand the underlying reasons, so will hold a focus group looking at factors influencing the choice of female Chemical Engineering students (action 4.1.ii.f). Our action plan will focus on increasing numbers of female applicants and conversions. We are in a strong position to do so, as the department has a higher number of female academics than the benchmark (Fig 4.2.i.a) including both HoD and Admissions Tutor who are active role models during Open days. We will also increase the number of female student ambassadors at these events (action 4.1.ii.a&b). We will also review modules within the Chemical Engineering UG programme with developments in areas such as low carbon energy and biotechnology to open the course to more female applicants (action 4.1.ii.e).

For AAE there are two sector benchmarks to consider. The Aeronautical cohort is larger, so H4 (Aerospace Engineering) has been chosen for the AAE's overall comparison, showing that it is slightly below the benchmark (Fig 4.1.ii.c). As individual programmes, table 4.1.ii.d shows that Aeronautical has a higher percentage of women against the H4 benchmark, but Automotive is significantly below the H3 benchmark. Our action plan will focus on marketing the Automotive course to female applicants, improving the gender balance in publicity materials (action 4.1.ii.d) and improving the visibility of female role models and ambassadors at recruitment events (actions 4.1.ii.a&b).



Table 4.1.ii.c: Total number of undergraduate students by department, year and gender compared to sector benchmark

Department	Academic Year	Women		Men		Benchmark (women %)	Benchmark (men %)
		No.	%	No.	%		
AAE	2016/17	57	9%	581	91%	11%	89%
	2017/18	66	10%	599	90%	12%	88%
	2018/19	73	11%	621	89%	12%	88%
Chemical Engineering	2016/17	98	22%	352	78%	27%	73%
	2017/18	100	22%	353	78%	28%	72%
	2018/19	104	23%	345	77%	28%	72%
Materials	2016/17	47	23%	161	77%	32%	68%
	2017/18	45	21%	172	79%	30%	70%
	2018/19	63	28%	161	72%	30%	70%

Figure 4.1.ii.c: Percent women in full time UG study by department and year versus national benchmarks (HESA):

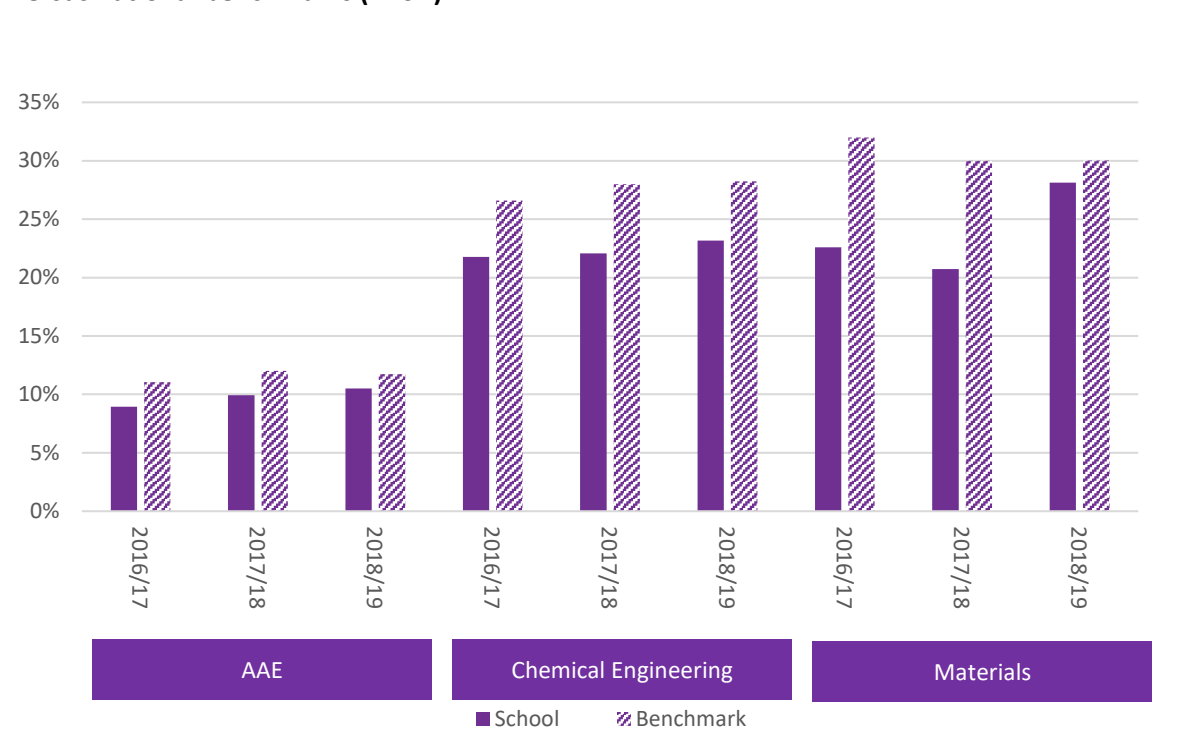
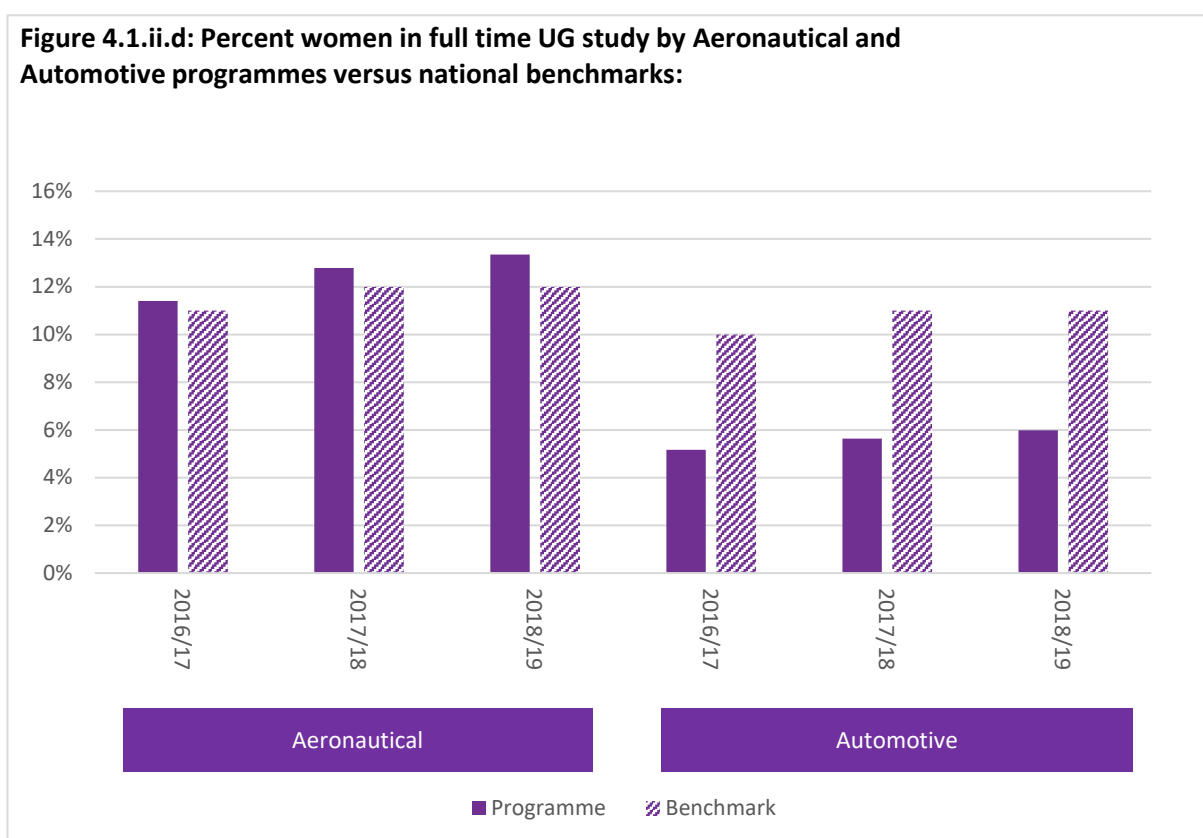


Table 4.1.ii.d: Total number of Aeronautical and Automotive UG students by programme, year and gender:

Programme	Academic Year	Women		Men		Benchmark (women %)	Benchmark (men %)
		No.	%	No.	%		
Aeronautical Engineering. Benchmark = H4 (Aerospace Engineering)	2016/17	44	11%	342	89%	11%	89%
	2017/18	51	13%	348	87%	12%	88%
	2018/19	57	13%	370	87%	12%	88%
Automotive Engineering. Benchmark = H3 (Mechanical Engineering)	2016/17	13	5%	239	95%	10%	90%
	2017/18	15	6%	251	94%	11%	89%
	2018/19	16	6%	251	94%	11%	89%

Figure 4.1.ii.d: Percent women in full time UG study by Aeronautical and Automotive programmes versus national benchmarks:



UG Degree Attainment

If the total of 1st and 2:1 degrees is used (see table 4.1.ii.e), then women outperform men consistently across all courses, although in AAE and Chemical Engineering, the difference is marginal. The difference is greater for Materials, where 100% of women achieved a 1st or 2:1 against ~80% for men. The female Automotive student cohort is very small. The degree attainment figures suggest that they are adequately supported, but we will investigate further through a focus group to find out what additional support we should offer (action 4.1.ii.g).

Table 4.1.ii.e: Degree attainment by department and gender

Department	Academic Year	Gender	1st		2:1		2:2		3rd		U/C	
			No.	%	No.	%	No.	%	No.	%	No.	%
AAE	2016/17	Women	2	25%	4	50%	2	25%	0	0%	0	0%
		Men	29	27%	46	43%	28	26%	4	4%	0	0%
	2017/18	Women	4	40%	4	40%	2	20%	0	0%	0	0%
		Men	45	34%	54	41%	31	23%	3	2%	0	0%
	2018/19	Women	1	8%	9	69%	3	23%	0	0%	0	0%
		Men	41	33%	49	39%	32	26%	3	2%	0	0%
Chemical Engineering	2016/17	Women	9	45%	9	45%	2	10%	0	0%	0	0%
		Men	25	35%	36	51%	10	14%	0	0%	0	0%
	2017/18	Women	5	20%	16	64%	4	16%	0	0%	0	0%
		Men	22	26%	44	52%	16	19%	1	1%	1	1%
	2018/19	Women	10	43%	9	39%	4	17%	0	0%	0	0%
		Men	24	29%	41	50%	15	18%	2	2%	0	0%
Materials	2016/17	Women	9	64%	5	36%	0	0%	0	0%	0	0%
		Men	13	31%	20	48%	9	21%	0	0%	0	0%
	2017/18	Women	5	63%	3	38%	0	0%	0	0%	0	0%
		Men	15	41%	15	41%	5	14%	2	5%	0	0%
	2018/19	Women	3	50%	3	50%	0	0%	0	0%	0	0%
		Men	8	26%	16	52%	4	13%	3	10%	0	0%

UG Existing Good Practice:

- Higher proportion of female staff and student representation (role models) on open days and interview days.
- Since the introduction of Bioengineering and Biomaterials Engineering there has been more than a doubling of acceptances to study in the department of Materials by female UG applicants (45% in 2018-19 up from 18% in 2016-17)

UG Actions:

4.1.ii.a: Increase the visibility of women role models at Open Days and Visit Days.

4.1.ii.b: More involvement and visibility of WES at Open Days and Visit Days (to explain support offered by WES).

4.1.ii.c: Fund bursaries for WES members to attend relevant conferences or events.

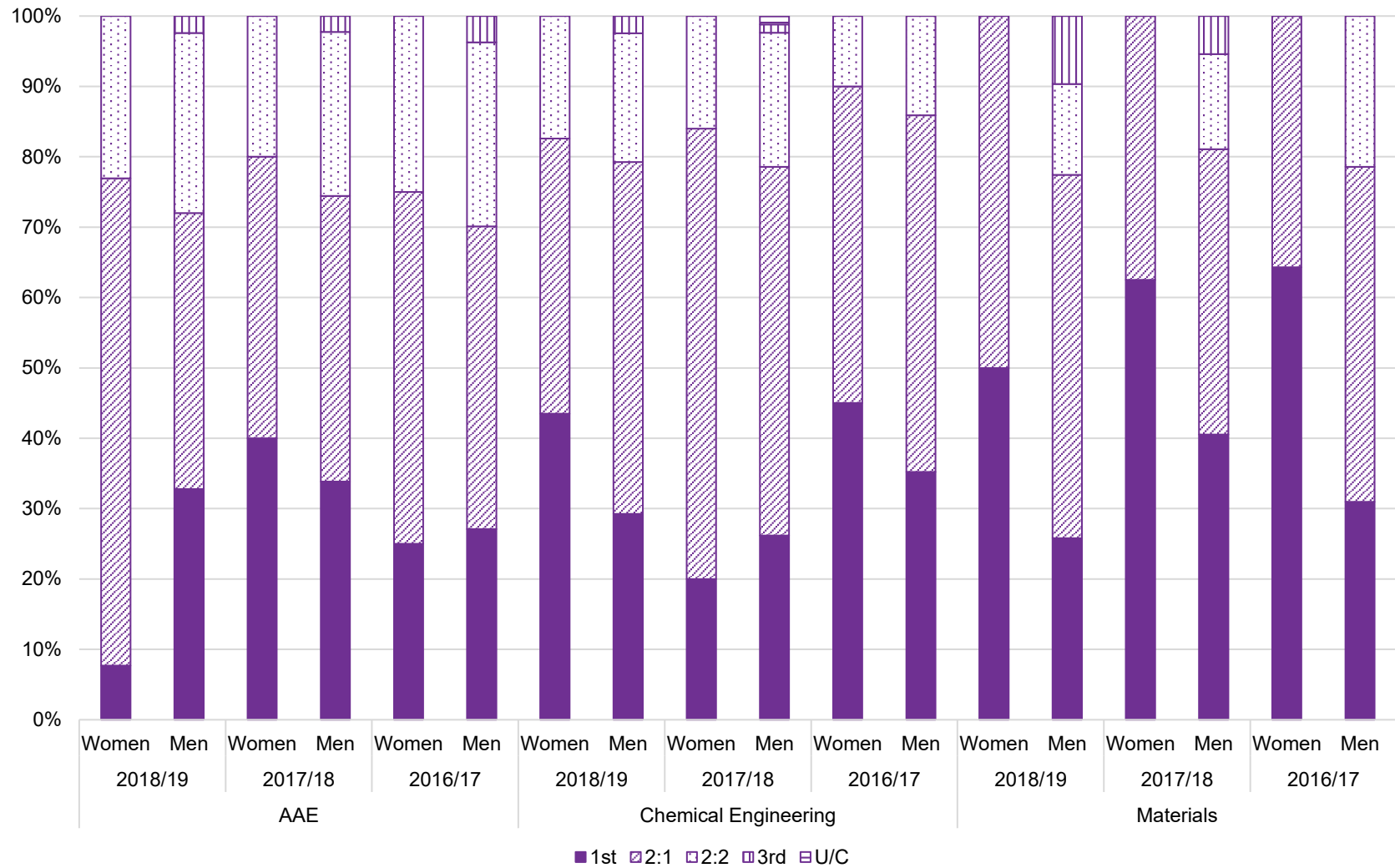
4.1.ii.d: Launch a specific targeted marketing campaign to attract female UG applicants to the Automotive course. Improve gender balance in Automotive marketing materials.

4.1.ii.e: Review of modules within the Chemical Engineering programme with developments in areas such as low carbon energy and biotechnology to open the course to more female applicants.

4.1.ii.f: Hold a focus group to better understand reasons behind Chemical Engineering female student choices.

4.1.ii.g: Undertake further analysis of degree attainment by gender, with focus on support for Auto female students who have a small cohort

Figure 4.1.ii.d: Undergraduate degree attainment by gender, year and department:



(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.

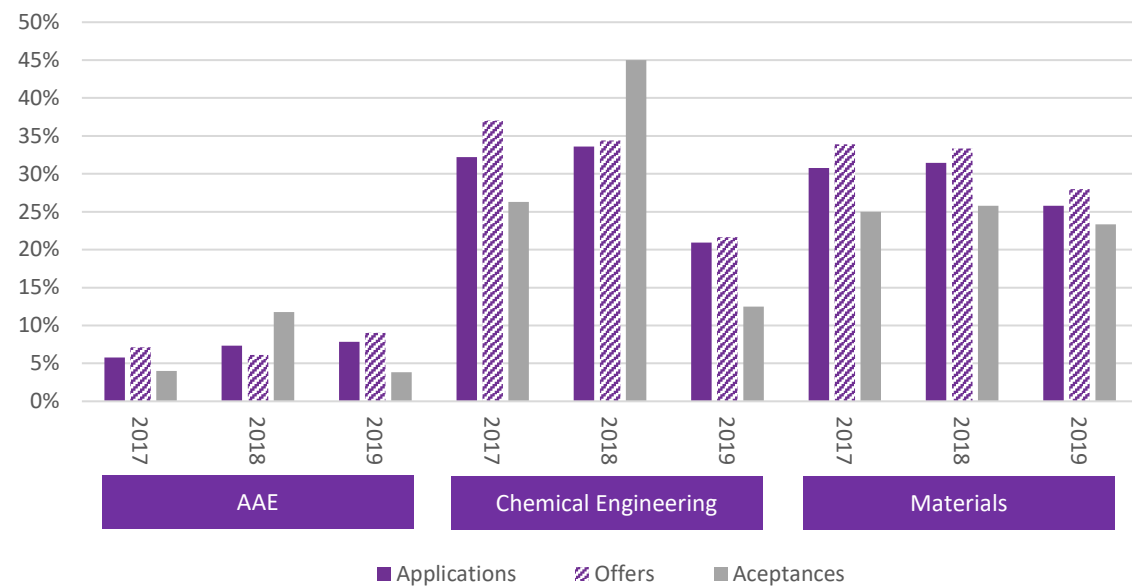
PGT Applications, Offers and Acceptance

- In line with UG courses, female applicants for PGT courses have been marginally more successful than male applicants at receiving offers (for all years except 2018 in AAE), but the gap not significant (Table and Figure 4.1.iii.a).
- Acceptance of offers is lower for female students. From 2019 we have arranged for PGT admission tutors or current students to individually contact offer holders. This allows them to answer questions and encourage potential students to come to Loughborough. We will make these calls gender specific so that female offer holders can talk to current female students (action 4.1.iii.b).

Table 4.1.iii.a: Postgraduate taught applications, offers and acceptance rates by department and gender (PGT recruitment pipeline)

Department	Year of Entry	Gender	Applications		Offers		Acceptance		% Offers from applications	% Acceptances from offer
			No.	%	No.	%	No.	%		
AAE	2017	Women	12	6%	10	7%	1	4%	83%	10%
		Men	195	94%	130	93%	24	96%	67%	18%
	2018	Women	17	7%	8	6%	2	12%	47%	25%
		Men	215	93%	123	94%	15	88%	57%	12%
	2019	Women	19	8%	12	9%	1	4%	63%	8%
		Men	223	92%	121	91%	25	96%	54%	21%
Chemical Engineering	2017	Women	48	32%	40	37%	5	26%	83%	13%
		Men	101	68%	68	63%	14	74%	67%	21%
	2018	Women	42	34%	32	34%	9	45%	76%	28%
		Men	83	66%	61	66%	11	55%	73%	18%
	2019	Women	18	21%	13	22%	1	13%	72%	8%
		Men	68	79%	47	78%	7	88%	69%	15%
Materials	2017	Women	48	31%	39	34%	8	25%	81%	21%
		Men	108	69%	76	66%	24	75%	70%	32%
	2018	Women	50	31%	40	33%	8	26%	80%	20%
		Men	109	69%	80	67%	23	74%	73%	29%
	2019	Women	40	26%	33	28%	7	23%	83%	21%
		Men	115	74%	85	72%	23	77%	74%	27%

Figure 4.1.iii.a: Percent women in the PGT recruitment pipeline by department and year



PGT Populations

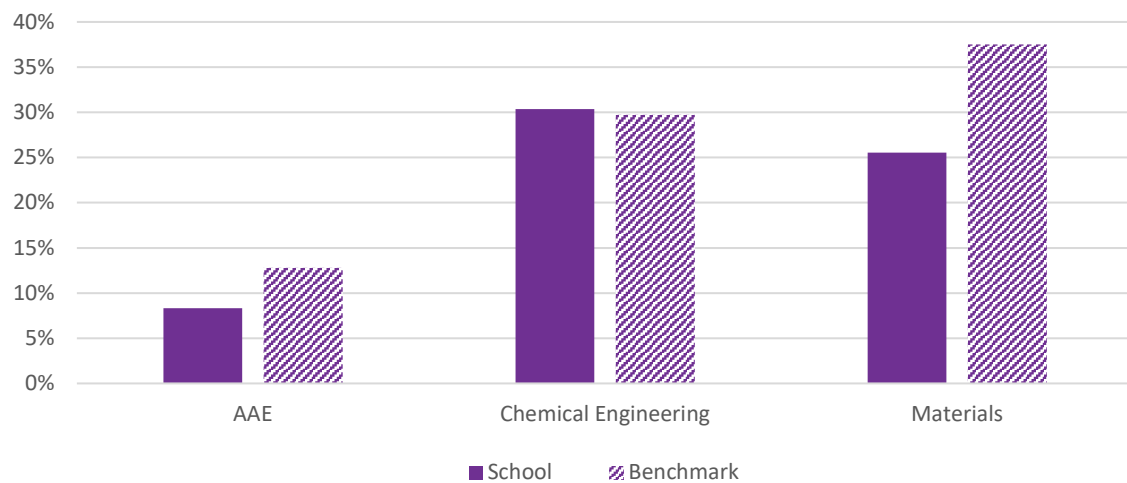
Departmental PGT cohorts are quite small and minor yearly variations can lead to significant % shifts. Therefore, table and figure 4.1.iii.b show totals for 2017-19. The following observations can be made:

- The AAE Automotive Engineering programme is below the benchmark for female students and the total number of female students is small (1 or 2 per year). Our ambition is to at least double this in the next 2 years (action 4.1.ii.d). Many of our students are industry sponsored (~20%), so we will talk to those companies about their plans for improving gender balance to see where we might work with them.
- The proportion of Chemical Engineering female students has improved over the three years and is now above the national benchmark. The department has reviewed its MSc provision and will be launching new programmes in Biotechnology and Biomedical Engineering, so we aim to sustain and improve this gender balance.
- Materials figures are below the J5 benchmark. Following the success of Bioengineering at the UG level, discussions are underway to incorporate more bio-based content at MSc level.
- The school has completed a formal Programme Management Board (PMB) to review all PGT programmes. This board has recommended, and the School will implement, further bio-based, Energy and Environmental courses, as well as modifications to current content, which would open the choice to more female applicants.

Table 4.1.iii.b: Total number of postgraduate taught students by department, year and gender compared to sector benchmark.

Department	Academic Year	Full-time						Part-time			
		Women		Men		Bchmark (women %)	Bchmark (men %)	Women		Men	
		No.	%	No.	%			No.	%	No.	%
AAE	2017-19	5	8%	55	92%	13%	87%	10	9%	98	91%
Chemical Engineering	2017-19	17	30%	39	70%	30%	70%	0	0%	3	100%
Materials	2017-19	23	26%	67	74%	38%	62%	14	19%	59	81%

Figure 4.1.iii.b: percent women on PGT programmes by department versus national benchmarks (2017-2019)



PGT Degree attainment

The number of people attaining PGT degrees by department is small, so it is difficult to draw meaningful conclusions from the data. We will continue to monitor this data on an annual basis to see if any trends emerge in future

Table 4.1.iii.c: PGT Degree attainment by department and gender

Department	Year	Gender	Distinction		Merit		Pass	
			No.	%	No.	%	No.	%
AAE	2017	Women	0	0%	2	100%	0	0%
		Men	5	31%	9	56%	2	13%
	2018	Women	1	100%	0	0%	0	0%
		Men	6	27%	11	50%	5	23%
	2019	Women	1	25%	2	50%	1	25%
		Men	32	59%	16	30%	6	11%
Chemical Engineering	2017	Women	1	25%	3	75%	0	0%
		Men	5	33%	5	33%	5	33%
	2018	Women	0	0%	3	75%	1	25%
		Men	0	0%	6	50%	6	50%
	2019	Women	0	0%	5	83%	1	17%
		Men	1	9%	6	55%	4	36%
Materials	2017	Women	3	43%	4	57%	0	0%
		Men	6	27%	7	32%	9	41%
	2018	Women	3	27%	7	64%	1	9%
		Men	6	25%	15	63%	3	13%
	2019	Women	3	27%	5	45%	3	27%
		Men	11	35%	13	42%	7	23%

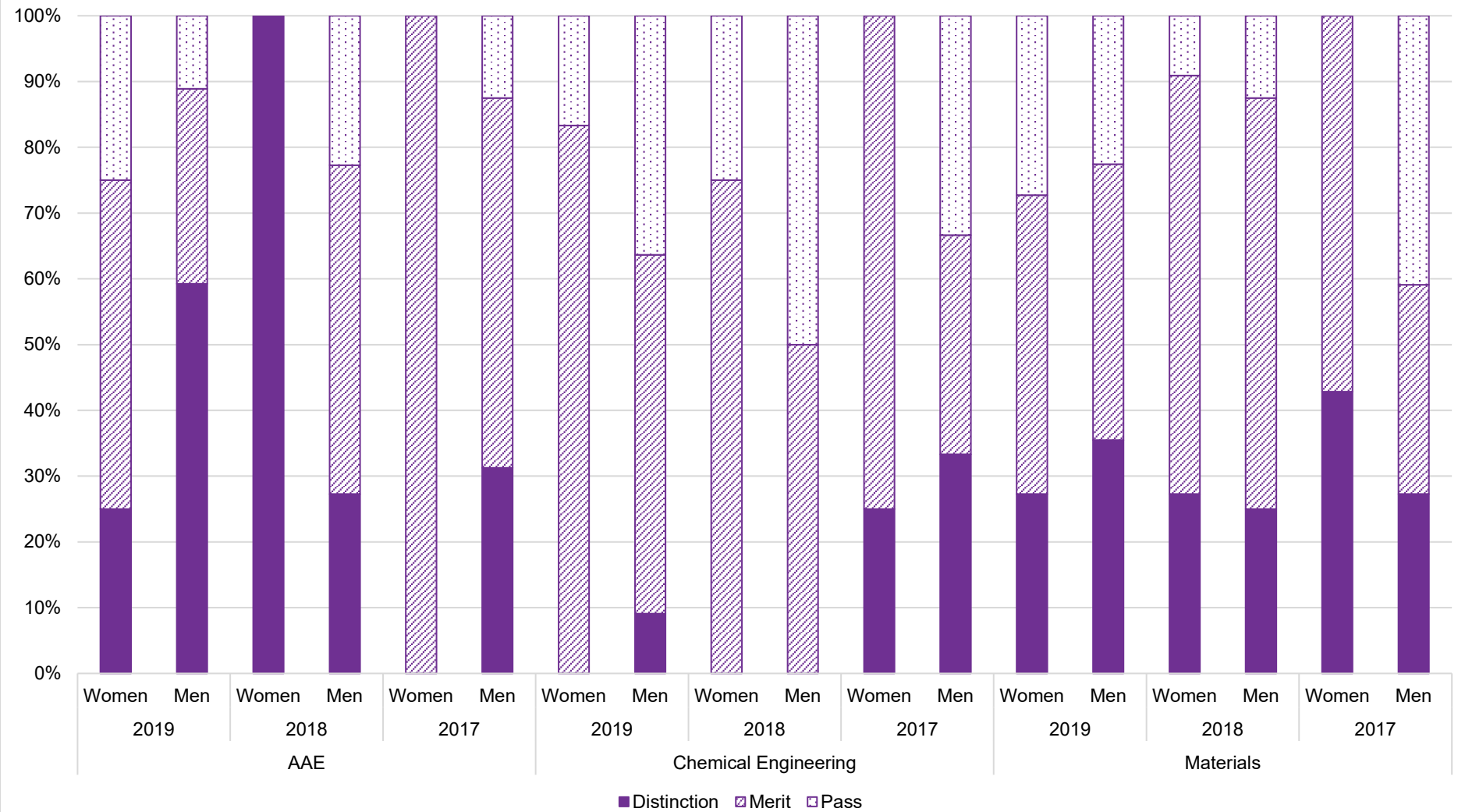
PGT Existing Good Practice:

- PMB has reviewed MSc programmes and the School will offer courses that are open to more female applicants.
- Admissions tutors or student ambassadors make personal contact with offer holders.

PGT Actions:

- 4.1.ii.d: Launch a specific targeted marketing campaign to attract female UG and PGT applicants to the Automotive course. Improve gender balance in Automotive marketing materials (UG and PGT)
- 4.1.ii.g Hold a Focus Group discussion with female Auto Students (UG and PGT)
- 4.1.iii.a: School to implement PMB recommendations for new PGT modules and new programmes for Chemical Engineering and Materials. This would open the courses to more female applicants.
- 4.1.iii.b. Gender specific phone calls to female offer holders

Figure 4.1.iii.c: PGT Degree attainment by gender, year and department



(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.

PGR Applications, Offers and Acceptance

The PGR recruitment pipeline information is shown in figure 4.1.iv.a. In total, there has been an increase in the number of applications over the period. Chemical Engineering shows a consistently higher % of females in applications, offers and acceptances. The % of female acceptances in Materials reached 50% in 2019 (5 total female acceptances). The picture in AAE reflects similar percentages for the AAE UG and PGT recruitment pipelines.

We will review the PGR recruitment marketing and application process to reflect on potential gender bias, seeking views from recent applicants in a focus group. We will introduce a standard advertising template to attract a more diverse group of applicants (action 4.1.iv.a).

The school already implements initiatives to encourage its own UG students who may wish to continue to PGR study. To give students a taste of a research project, the School funds a summer research bursary scheme, offering three-month funded places for penultimate year UG students. Over the last three years, 22 UG students have received a bursary, of which 32% were women, which compares favourably to the average overall population of women UG students of 16%.

Final year undergraduate students also attend a school PGR showcase event to promote PGR applications and studentships, with presentations from the ADR and current PGR students. We will include female student ambassadors and a speaker at this event (action 4.1.iv.b).

PGR Populations

PGR student populations are shown in table and figure 4.1.iv.b. We will analyse full-time study as part time PhD numbers are very small. For full-time study, AAE is around the benchmark. Chemical Engineering was above the national benchmark in 2016-18, largely due to our CDT in Regenerative Medicine, which recruited around 10 students pa. However, there has been a population drop in total numbers of female PhD students from 18 to 12 over the 3 years. Materials has been below the benchmark, but research in biomaterials, led by newly appointed female academics, has improved the gender balance to almost the benchmark in 2018-19, and we aim to further improve on this figure in the coming years.

Table 4.1.iv.a: Postgraduate research applications, offers and acceptance rates by department and gender

Department	Years of Entry	Gender	Applications		Offers		Acceptance		% Offers from Applications	% Acceptance from Offers
			No.	%	No.	%	No.	%		
AAE	2017-2019	Women	50	14%	14	14%	11	13%	28%	79%
		Men	304	86%	84	86%	72	87%	28%	86%
Chemical Engineering	2017-2019	Women	197	40%	35	46%	26	45%	18%	74%
		Men	295	60%	41	54%	32	55%	14%	78%
Materials	2017-2019	Women	44	27%	15	33%	13	38%	34%	87%
		Men	121	73%	30	67%	21	62%	25%	70%

Figure 4.1.iv.a: Women in the PGR recruitment pipeline:

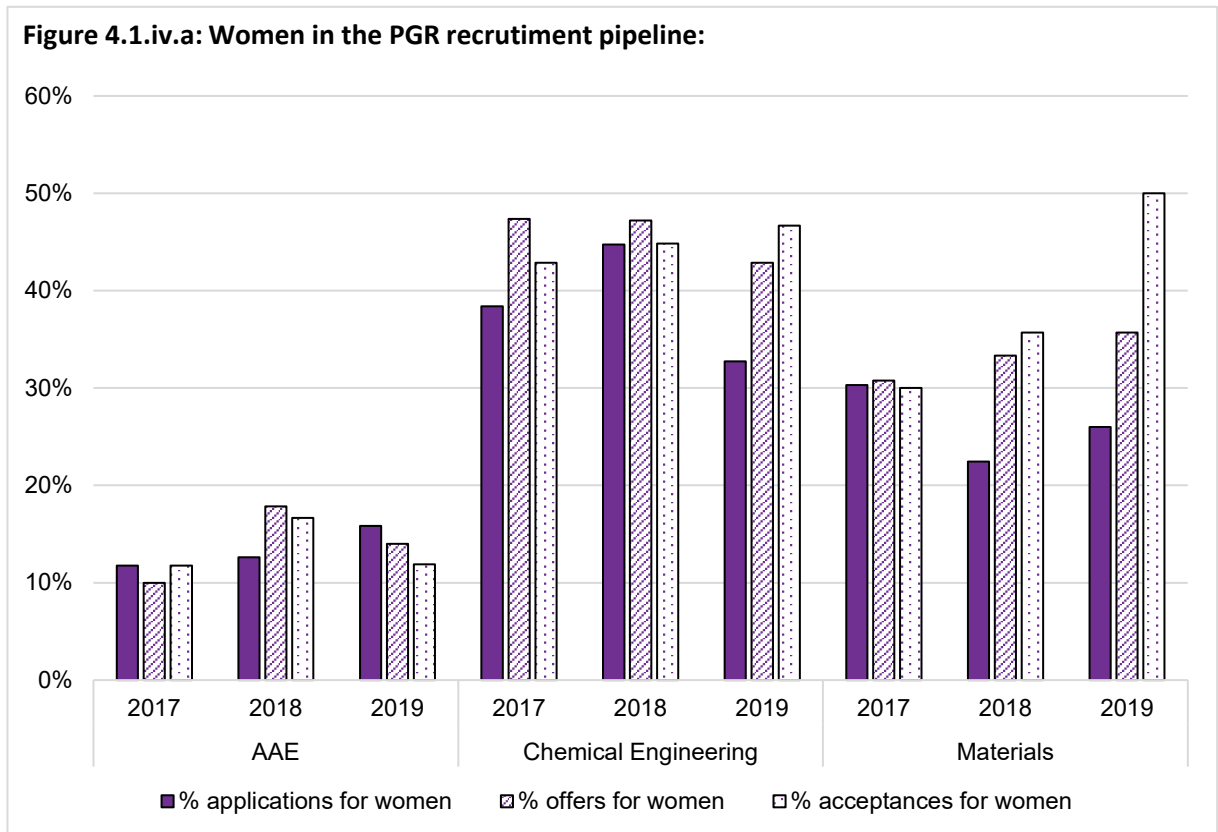
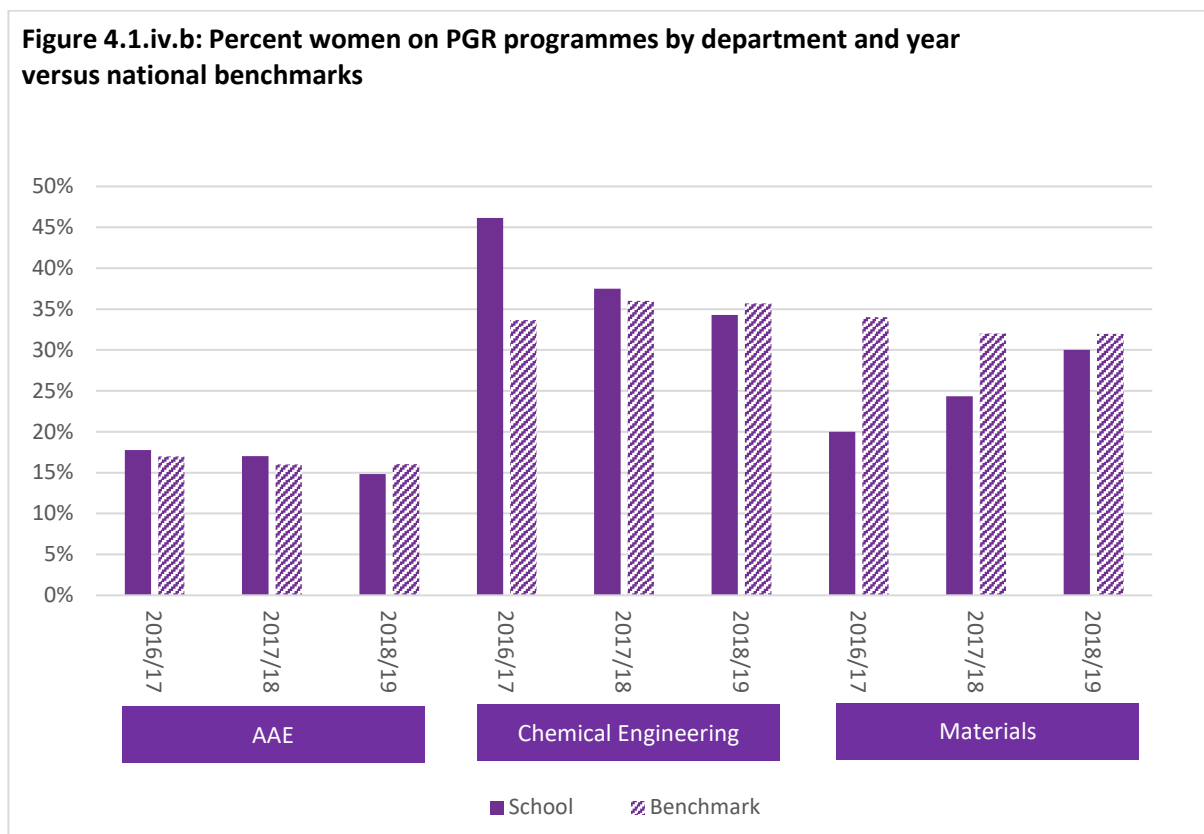


Table 4.1.iv.b: Total number of postgraduate research students by department, year and gender compared to sector benchmark

Dept.	Academic Year	Full-time						Part-time			
		Women		Men		Bchmark (women %)	Bchmark (men %)	Women		Men	
		No.	%	No.	%			No.	%	No.	%
AAE	2016/17	8	18%	37	82%	17%	83%	1	14%	6	86%
	2017/18	8	17%	39	83%	16%	84%	1	14%	6	86%
	2018/19	8	15%	46	85%	16%	84%	0	0%	9	100%
Chemical Engineering	2016/17	18	46%	21	54%	34%	66%	0	0%	1	100%
	2017/18	12	38%	20	63%	36%	64%	0	0%	1	100%
	2018/19	12	34%	23	66%	36%	64%	0	0%	1	100%
Materials	2016/17	7	20%	28	80%	34%	66%	0	0%	1	100%
	2017/18	9	24%	28	76%	32%	68%	0	0%	2	100%
	2018/19	12	30%	28	70%	32%	68%	1	33%	2	67%

Figure 4.1.iv.b: Percent women on PGR programmes by department and year versus national benchmarks



PGR Degree Attainment

From the PhD completion data shown in Table 4.1.iv.c, there is no clear pattern in the time to submit and complete by men or women; the numbers are small and hence the % submitted on time varies. Focus group discussion may provide more insight here (action 4.1.iv.a). It should be noted that the funding period for our PhD students varies between 3 and 4 years, depending on the funding source.

Table 4.1.iv.c: Postgraduate research completion and submission rates by year, department and gender

Department	Year	Gender	Submission Headcount	Proportion Submitted on Time	Average Time to Submission (Years)
AAE	2017	Women	1	0%	4.64
		Men	17	59%	4.07
	2018	Women	2	100%	3.50
		Men	15	40%	4.44
	2019	Women	2	50%	4.32
		Men	14	71%	4.01
Chemical Engineering	2017	Women	3	33%	4.27
		Men	2	50%	3.38
	2018	Women	4	75%	3.92
		Men	6	83%	3.84
	2019	Women	3	100%	3.19
		Men	8	50%	4.69
Materials	2017	Women	9	67%	3.95
		Men	9	78%	4.06
	2018	Women	4	50%	4.64
		Men	6	67%	4.74
	2019	Women	1	0%	5.92
		Men	9	78%	4.04

(v) Progression pipeline between undergraduate and postgraduate student levels

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

A small proportion of our students remain at Loughborough to progress from UG programmes through to an MSc or PhD, partly because our UG students are highly employable with high starting salaries. Our PGT and PGR programmes mainly recruit students from other universities and the proportion of international students is much higher than for our UG degrees.

The figures below indicate there is a slight increase in the proportion of women going onto PGT and PGR degrees, in comparison to UG programmes, which is positive and in line with national benchmarks.

Figure 4.1.v.a: Women student progression pipeline for AAE:

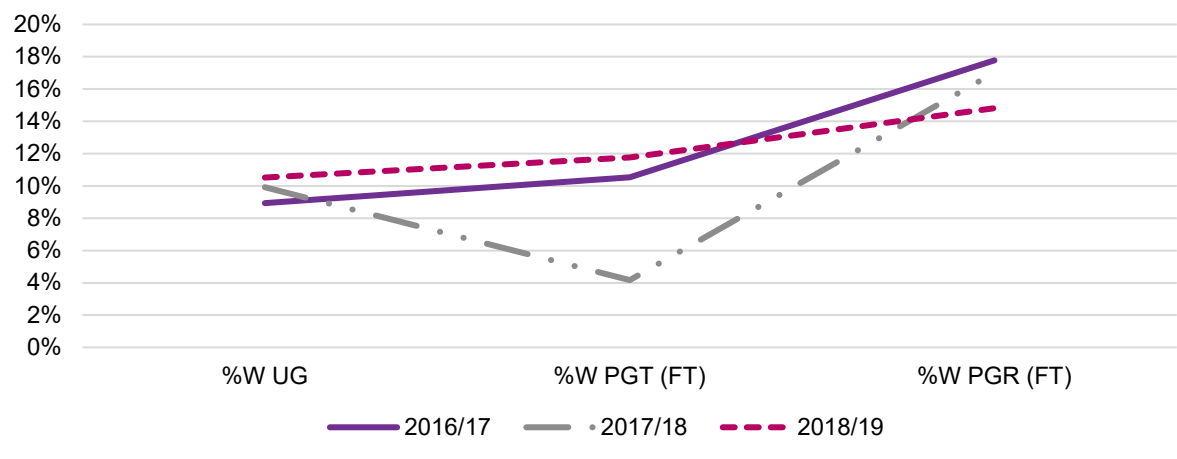


Figure 4.1.v.b: Women student progression pipeline for Chemical Engineering:

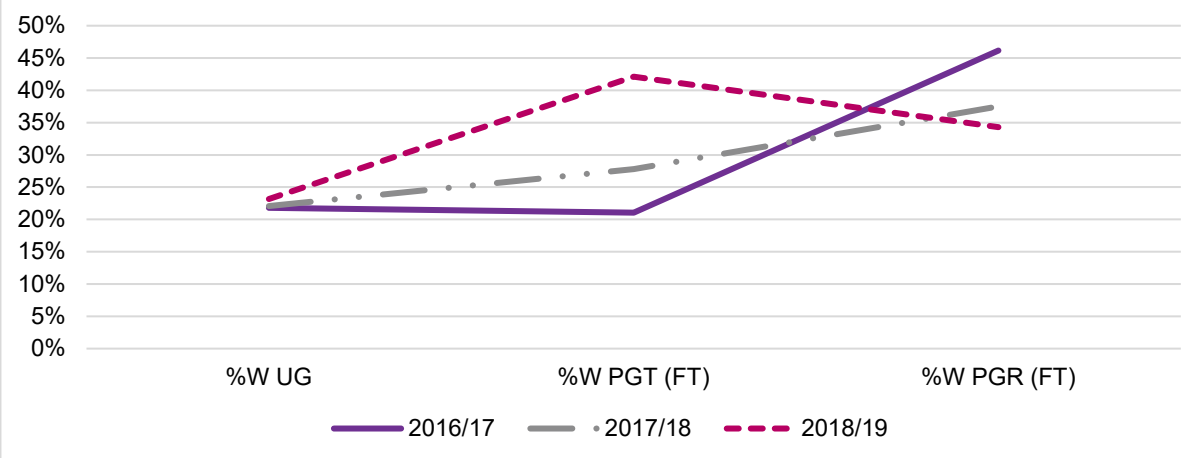
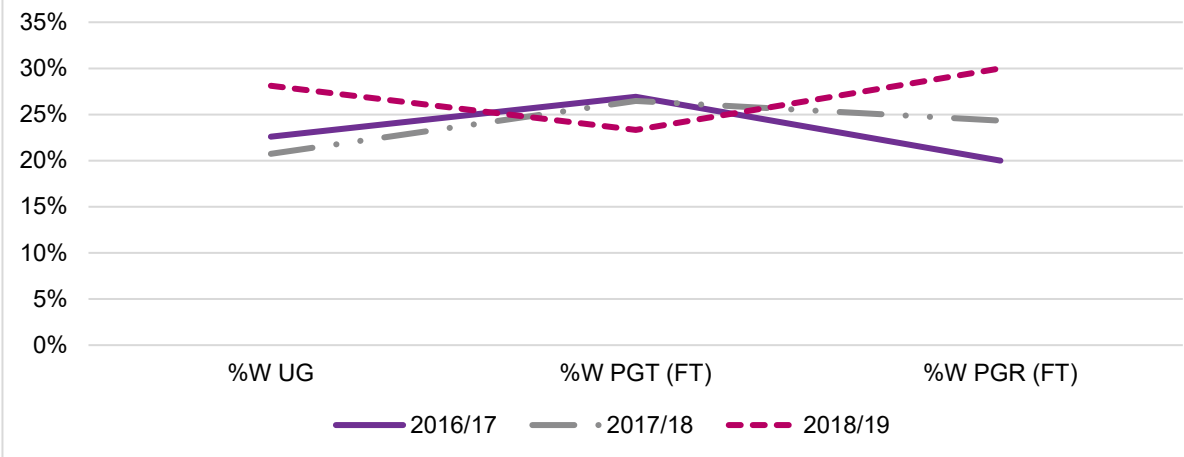


Figure 4.1.v.c: Women student progression pipeline for Materials



PGR Existing Good Practice:

- Increasing research activity in bio-based areas, energy and environment, green fuels. This follows from opening up UG and PGT courses to more female applicants and would provide them with an opportunity to continue into PhD study.
- School summer research bursary scheme to promote PhD study to penultimate year UG students.
- PGR showcase event to promote PhD study.

PGR Actions:

4.1.iv.a: Review our PGR recruitment marketing and application process for its appeal to a diverse range of students.

4.1.iv.b: Involve WES in our PGR showcase event to promote current women PGR students who can offer advice to those considering PGR.

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.

RTE Staff

Figure 4.2.i.a shows that, for the whole School, the % of female RTE staff is more than 6% higher than the sector benchmark. In Materials, the latest figures show 37.5% against a benchmark of 23.5% and in Chemical Engineering the proportion has been consistently above the benchmark. In AAE, the figure is slightly below the benchmark and considerably below the other two departments.

As with much of the sector, the overall pipeline in all three departments shows a downward trend in female % representation during career progression from Lecturer to Professor (figure 4.2.i.b). There is an under-representation of women at Senior Lecturer grade and this feeds through to a low % amongst our professoriate. In Materials and Chemical Engineering, the % of female Readers has improved. In recent years, the School promoted three female academics to Reader and one to Professor.

Table 4.2.i.a shows the RTE staff data in more detail. In relation to the proportion of female staff at Lecturer, Senior Lecturer and Reader levels, some of the gaps at SL level have been caused by recent promotions to Reader. The School has recently made several appointments of early career academics at Lecturer level which is reflected in the figures. However, the figure below shows that the progression from Lecturer to SL remained the most urgent area requiring attention (actions in section 5.1, particularly 5.1.iii.a)

Figure 4.2.i.a Percent women RTE staff by department and combined for the whole school versus benchmark data:

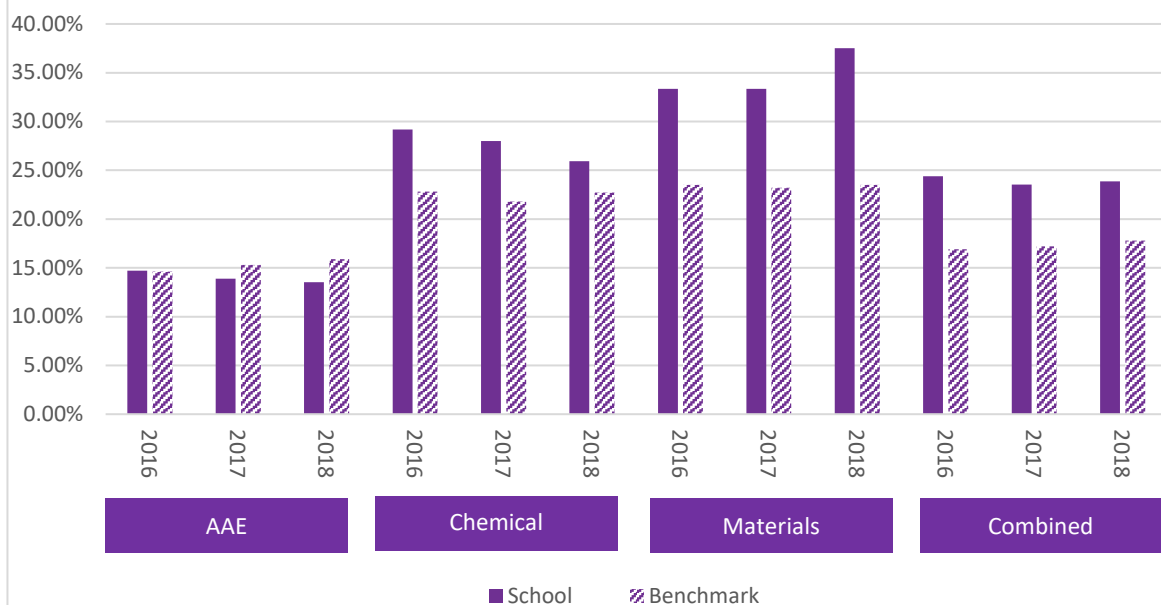
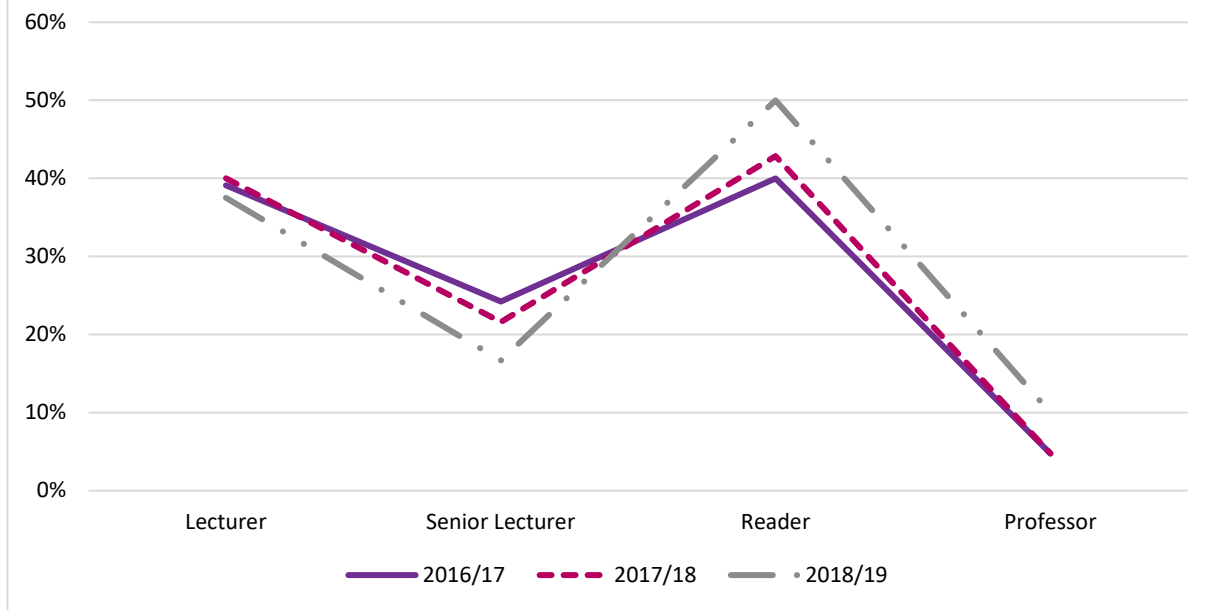


Table 4.2.i.a: Total number of RTE staff split by department, gender and level

Department	Gender	Academic Year	Lecturer		Senior Lecturer		Reader		Professor	
			Number	%	Number	%	Number	%	Number	%
AAE	Women	2016/17	2	22%	3	20%	0	0%	0	0%
		2017/18	2	25%	3	17%	0	0%	0	0%
		2018/19	2	20%	2	12%	0	0%	1	11%
	Male	2016/17	7	78%	12	80%	1	100%	9	100%
		2017/18	6	75%	15	83%	1	100%	9	100%
		2018/19	8	80%	15	88%	1	100%	8	89%
Chemical Engineering	Women	2016/17	4	67%	3	27%	0	0%	0	0%
		2017/18	3	60%	3	25%	1	50%	0	0%
		2018/19	3	43%	2	17%	2	67%	0	0%
	Male	2016/17	2	33%	8	73%	1	100%	6	100%
		2017/18	2	40%	9	75%	1	50%	6	100%
		2018/19	4	57%	10	83%	1	33%	5	100%
Materials	Women	2016/17	3	38%	2	29%	2	67%	1	17%
		2017/18	3	43%	2	29%	2	50%	1	17%
		2018/19	4	57%	2	29%	2	50%	1	17%
	Male	2016/17	5	63%	5	71%	1	33%	5	83%
		2017/18	4	57%	5	71%	2	50%	5	83%
		2018/19	3	43%	5	71%	2	50%	5	83%

Figure 4.2.i.b Women in AACME RTE pipeline



Research-Only Staff

In this staff group, the progression pattern is reinforced, with small numbers of female researchers at the higher grades. Individual departments break down to small numbers (table 4.2.i.c), with most research staff at grade 6; the few grade 7 PDRAs have typically been employed on a series of fixed-term contracts. For grade 6 staff in 2018-19, there were only 9 female researchers across the school. At 16%, this is lower than the % of female UG, PGT or PGR students, confirming this career stage as a significant hole in the “leaky pipeline”. The proportions are lowest in AAE, which also has the largest total number of PDRAs. The low proportion of female PDRAs is a significant issue, as the University now makes new lecturer appointments at grade 7, which requires post-doctoral research experience.

Table 4.2.i.c: Total number of research-only staff split by department, gender and grade

Department	Academic Year		Grade 6		Grade 7	
			F	M	F	M
AAE	2016/17	Number	6	31	0	2
		%	16%	84%	0%	100%
	2017/18	Number	4	31	0	3
		%	11%	89%	0%	100%
	2018/19	Number	5	36	0	3
		%	12%	88%	0%	100%
Chemical Engineering	2016/17	Number	4	5	0	0
		%	44%	56%	0%	0%
	2017/18	Number	1	5	0	0
		%	17%	83%	0%	0%
	2018/19	Number	2	3	0	0
		%	40%	60%	0%	0%
Materials	2016/17	Number	4	7	1	1
		%	36%	64%	50%	50%
	2017/18	Number	4	6	2	2
		%	40%	60%	50%	50%
	2018/19	Number	2	8	2	1
		%	20%	80%	67%	33%

Teaching-Only Staff

We have very few teaching-only staff, so the numbers in this category are too small to draw meaningful conclusions (table 4.2.i.d).

Table 4.2.i.d: Total number of teaching-only staff split by department, gender and grade

Department	Academic Year		Grade 6		Grade 7		Grade 8	
			F	M	F	M	F	M
AAE	2016/17	Number	0	2	1	3	0	0
		%	0%	100%	25%	75%	0%	0%
	2017/18	Number	0	2	1	3	0	0
		%	0%	100%	25%	75%	0%	0%
	2018/19	Number	0	1	1	2	0	0
		%	0%	100%	33%	67%	0%	0%
Chemical Engineering	2016/17	Number	1	3	0	0	0	0
		%	17%	83%	0%	0%	0%	0%
	2017/18	Number	1	2	0	0	0	0
		%	33%	67%	0%	0%	0%	0%
	2018/19	Number	1	1	0	0	0	0
		%	50%	50%	0%	0%	0%	0%
Materials	2016/17	Number	0	0	1	3	0	1
		%	0%	0%	19%	81%	0%	100%
	2017/18	Number	0	0	1	3	0	1
		%	0%	0%	19%	81%	0%	100%
	2018/19	Number	0	0	1	3	0	1
		%	0%	0%	20%	80%	0%	100%

- (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.

The numbers shown in Tables and figures 4.2.ii.a & b reflect the fact that most fixed-term contracts are for research staff, not academic staff. In 2018/19 82% of all research staff were on fixed term contracts against just 4% of RTE staff. The proportions of RTE academic staff on fixed-term contracts is about the same for men and women at 4% each. For research staff the proportion of male staff on fixed-term is higher at 84% against 64% for female staff.

Researchers on fixed-term contracts are generally PDRAs employed on specific time-limited grants. For academics they have occasionally been used for covering absence such as maternity leave. There are no zero-hour contracts within the school.

The University Careers Network has a dedicated Careers Consultant for researchers and provides workshops, events and a mentoring scheme to support these staff as they approach the end of their contracts. From 2020-21 the AACME mentoring scheme will include PDRAs (action 4.2.i.a).

All staff at risk of redundancy, are placed on the University Redeployment Register, allowing them prior access to vacancies and additional support from HR.

Figure 4.2.ii.a: Total percentage of RTE staff by gender and contract type for whole school

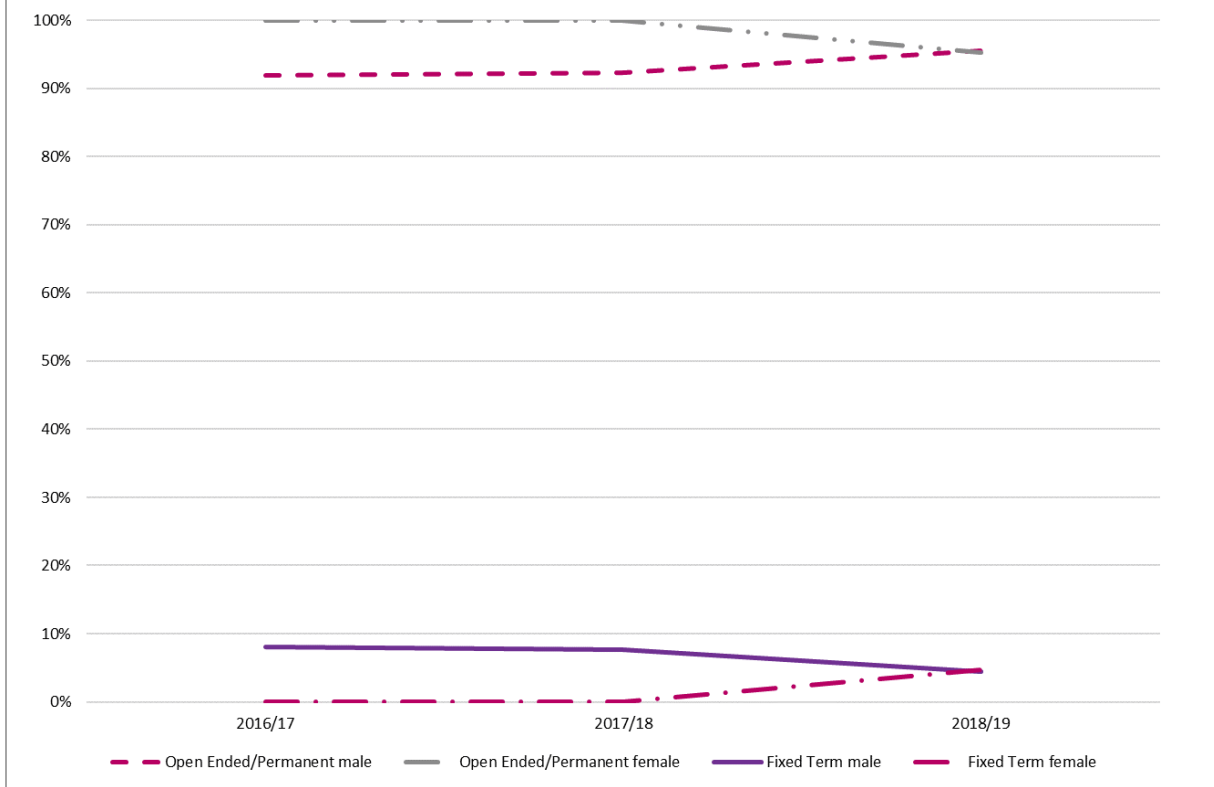


Figure 4.2.ii.b: Total percentage of research only staff by gender and contract type for whole school

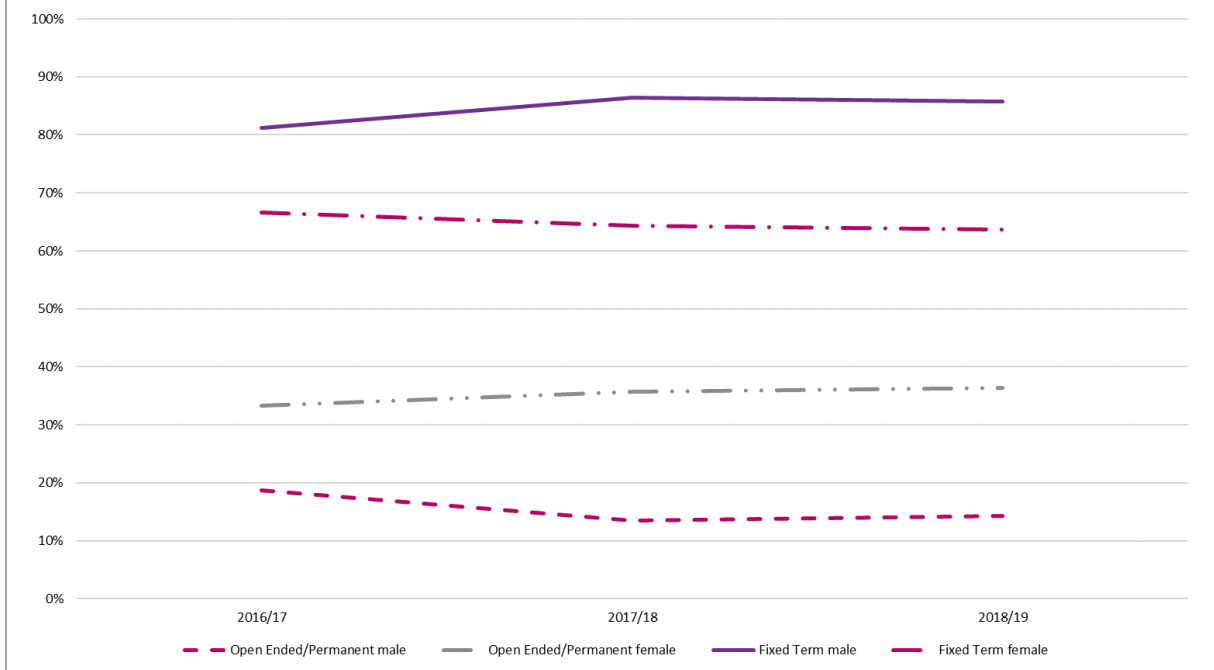


Table 4.2.ii.a: Total number of RTE staff by gender, grade and contract type

Department	Academic Year	Contract		Grade 6		Grade 7		Grade 8		Grade 9	
				F	M	F	M	F	M	F	M
AAE	2016-17	Open Ended / Permanent	Number	1	1	1	6	3	12	0	8
			%	100%	100%	100%	100%	100%	92%	0%	89%
		Fixed Term	Number	0	0	0	0	0	1	0	1
			%	0%	0%	0%	0%	0%	8%	0%	11%
	2017-18	Open Ended / Permanent	Number	1	1	1	5	3	15	0	8
			%	100%	100%	100%	100%	100%	94%	0%	89%
		Fixed Term	Number	0	0	0	0	0	1	0	1
			%	0%	0%	0%	0%	0%	6%	0%	11%
	2018-19	Open Ended / Permanent	Number	0	0	2	8	2	15	1	8
			%	0%	0%	100%	100%	100%	94%	100%	100%
		Fixed Term	Number	0	0	0	0	0	1	0	0
			%	0%	0%	0%	0%	0%	6%	0%	0%
Chemical Engineering	2016-17	Open Ended / Permanent	Number	0	0	4	2	3	9	0	5
			%	0%	0%	100%	100%	100%	100%	0%	83%
		Fixed Term	Number	0	0	0	0	0	0	0	1
			%	0%	0%	0%	0%	0%	0%	0%	17%
	2017-18	Open Ended / Permanent	Number	0	0	3	2	4	10	0	5
			%	0%	0%	100%	100%	100%	100%	0%	83%
		Fixed Term	Number	0	0	0	0	0	0	0	1
			%	0%	0%	0%	0%	0%	0%	0%	17%
	2018-19	Open Ended / Permanent	Number	0	0	3	4	4	11	0	5
			%	0%	0%	100%	100%	100%	100%	0%	100%
		Fixed Term	Number	0	0	0	0	0	0	0	0
			%	0%	0%	0%	0%	0%	0%	0%	0%
Materials	2016-17	Open Ended / Permanent	Number	0	0	3	4	4	5	1	5
			%	0%	0%	100%	80%	100%	83%	100%	100%
		Fixed Term	Number	0	0	0	1	0	1	0	0
			%	0%	0%	0%	20%	0%	17%	0%	0%
	2017-18	Open Ended / Permanent	Number	0	0	3	3	4	6	1	5
			%	0%	0%	100%	75%	100%	86%	100%	100%
		Fixed Term	Number	0	0	0	1	0	1	0	0
			%	0%	0%	0%	25%	0%	14%	0%	0%
	2018-19	Open Ended / Permanent	Number	0	0	3	2	4	6	1	5
			%	0%	0%	75%	67%	100%	86%	100%	100%
		Fixed Term	Number	0	0	1	1	0	1	0	0
			%	0%	0%	25%	33%	0%	14%	0%	0%

Table 4.2.ii.b: Total number of research-only staff by gender, grade and contract type

Department	Academic Year	Contract		Grade 6*	
				F	M
AAE	2016-17	Open Ended / Permanent	Number	0	4
			%	0%	13%
		Fixed Term	Number	6	27
			%	100%	87%
	2017-18	Open Ended / Permanent	Number	0	3
			%	0%	10%
		Fixed Term	Number	4	28
			%	100%	90%
	2018-19	Open Ended / Permanent	Number	0	4
			%	0%	11%
		Fixed Term	Number	5	32
			%	100%	89%
Chemical Engineering	2016-17	Open Ended / Permanent	Number	0	0
			%	0%	0%
		Fixed Term	Number	4	5
			%	100%	100%
	2017-18	Open Ended / Permanent	Number	0	0
			%	0%	0%
		Fixed Term	Number	1	5
			%	100%	100%
	2018-19	Open Ended / Permanent	Number	0	0
			%	0%	0%
		Fixed Term	Number	2	3
			%	100%	100%
Materials	2016-17	Open Ended / Permanent	Number	4	2
			%	100%	29%
		Fixed Term	Number	0	5
			%	0%	71%
	2017-18	Open Ended / Permanent	Number	3	1
			%	75%	17%
		Fixed Term	Number	1	5
			%	25%	83%
	2018-19	Open Ended / Permanent	Number	2	1
			%	100%	13%
		Fixed Term	Number	0	7
			%	0%	88%

* Note: Only Grade 6 is shown because numbers in other grades are too small.

(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.

Tables 4.2.iii.a and b show staff leavers from the past three years. Many are at SSA6 grade and are PDRAs who have come to the end of their fixed-term contracts. The proportion of female researcher leavers is consistent with the populations shown in Table 4.2.i.c. The numbers of academic leavers are small in each department, consistent with the high levels of retention in the School. One of our female readers who left in 2019 achieved a significant post in industry. Other leavers had reached retirement.

The data does not indicate that there is a problem with academic staff leaving the departments. However, to be certain, we will work with HR to implement exit interviews as a standard procedure to evaluate the reasons behind staff leaving in greater depth (action 4.2.iii.a).

Table 4.2.iii.a: Total number of academic leavers by department, year, gender and FT/PT status.

Department	Academic Year	Women Full-time	Men Full-time	Women Part-time	Men Part-time
AAE	2016/17	3	17	1	6
	2017/18	3	10	2	2
	2018/19	3	18	0	5
Chemical Engineering	2016/17	3	5	3	0
	2017/18	0	5	1	2
	2018/19	2	7	0	0
Materials	2016/17	1	4	1	2
	2017/18	3	0	0	2
	2018/19	1	5	0	2

(Section 4. 2,409 words)

Table 4.2.iii.b: Total number of academic leavers by job family/grade, year and gender.

Academic Year	Status	Job Family / Grade	Women	Men
2016/17	Full-time	SSA5		4
		SSA6	6	19
		OT6	1	1
		RT7		1
		ATPROF		1
	Part-time	SSA5	2	4
		SSA6	3	
		ATPROF		1
		SAR5		2
		SAR6		1
2017/18	Full-time	SSA5		2
		SSA6	5	12
		OT6		1
		RT7	1	
	Part-time	SSA5	2	2
		SSA6	1	2
		ATPROF		1
		SSA7		1
2018/19	Full-time	SSA5	1	2
		SSA6	3	25
		SSA7	1	
		RT7		1
		RT8	1	1
		RT8Rdr		1
		ATPROF		1
	Part-time	SSA5		1
		SSA6		4
		RT8		1
		ATPROF		1

Academic and Research Staff Existing Good Practice:

- Female RTE Staff levels are significantly above the national benchmark for the whole School.
- Good retention levels of female RTE staff
- Redeployment register for all staff on fixed term contracts or facing redundancy.
- Dedicated careers support for research staff.

Academic and Research Staff Actions:

4.2.i.a Include PDRAs within the school mentoring scheme

4.2.i.b Improve PDRA uptake of teaching opportunities

4.2.i.c Improve induction for PDRAs and provide regular communication specific to PDRAs

4.2.iii.a Working with HR, implement Exit Interviews for Academic staff and PDRAs.

Note: Female RTE staff at SL level is an issue – see later action 5.1.iii.a. to ensure criteria for promotion to SL are widely publicised and highlighted to probationers.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 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.

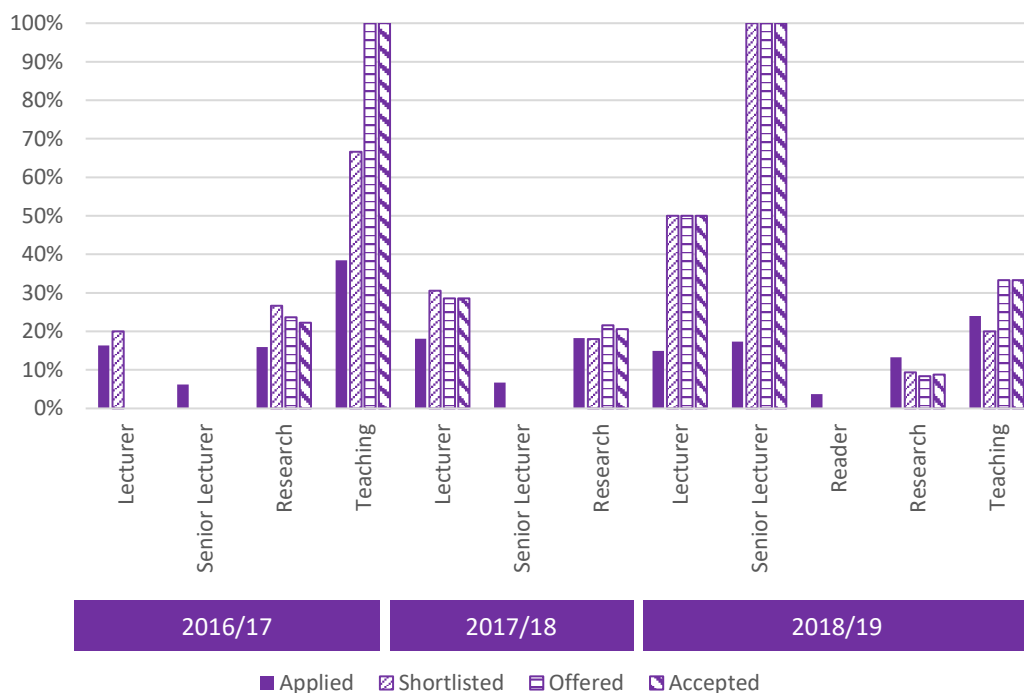
Table 5.1.i.a Proportions of women candidates at each recruitment stage for academic posts. N/A indicates an unsuccessful campaign with no resulting appointment.

School/Dept	Year	Academic Level	Applicants F+M Total	Women Applied	Women Shortlisted	Women Offered	Women Accepted	Appointments F+M Total
AACME recruitment	16/17	Lecturer	145	16%	20%	0%	0%	3
		Senior Lecturer	16	7%	0%	N/A	N/A	0
		Professor	1	0%	N/A	N/A	N/A	0
		Research	216	16%	27%	24%	22%	36
		Teaching	38	39%	67%	100%	100%	1
	17/18	Lecturer	268	18%	31%	29%	29%	7
		Senior Lecturer	130	7%	0%	0%	0%	1
		Research	198	18%	18%	22%	21%	34
	18/19	Lecturer	198	15%	50%	50%	50%	2
		Senior Lecturer	52	17%	100%	100%	100%	1
		Reader	27	4%	0%	N/A	N/A	0
		Professor	2	0%	N/A	N/A	N/A	0
		Research	202	13%	9%	8%	9%	34
		Teaching	49	24%	20%	33%	33%	3

Table 5.1.i.b Success rates for shortlisting, offers and acceptances by gender. N/A indicates an unsuccessful campaign with no resulting appointment.

School/Dept	Year	Academic Level	% Shortlisted from Applied		% Offered from Shortlisted		% Accepted from Offered	
			F	M	F	M	F	M
AACME recruitment	16/17	Lecturer	25%	20%	0%	25%	0%	50%
		Senior Lecturer	0%	20%	N/A	N/A	N/A	N/A
		Professor	0%	100%	N/A	N/A	N/A	N/A
		Research	46%	24%	56%	66%	89%	97%
		Teaching	27%	9%	25%	0%	100%	0%
	17/18	Lecturer	22%	11%	18%	20%	100%	100%
		Senior Lecturer	0%	9%	0%	9%	0%	100%
		Research	24%	25%	89%	71%	88%	93%
	18/19	Lecturer	10%	2%	33%	33%	100%	100%
		Senior Lecturer	11%	0%	100%	0%	100%	0%
		Research	22%	33%	50%	57%	100%	94%
		Teaching	17%	19%	50%	29%	100%	100%

Figure 5.1.i.a: Percent women in the recruitment pipeline - AACME all RTE, Research and Teaching recruitment



The trends that can be observed from the above data set are:

- Several searches at senior levels attract low proportions of female applications. We need actions to ensure our application processes are attractive and welcoming to female applicants (action 5.1.i.a&b)
- Once female applicants have applied, they have generally performed well through the selection process and have been offered and accepted posts. This supports the work we have done to ensure good selection practice.
- Recruiting at Senior Lecturer level is challenging for both genders, but we did successfully recruit a female SL in 2018/19.
- At Professor level, there has been no female recruitment, but in 2019/20 (after this data set) the School promoted two female staff to Reader and has very recently appointed a new female professor.

Recruitment Good Practice:

- All job descriptions include statements regarding the University’s Equality and Diversity Policy, its encouragement of a healthy work-life balance, with a link to family-friendly policies, information about on-campus childcare provision and a statement of commitment to the principles of the Athena SWAN Charter.
- Interview panels consist of at least four people, and single-sex panels are avoided. Panel Members must have completed the ‘Recruitment and Selection’ training (renewable every five years). Although the training includes aspects of gender awareness, we require all staff responsible for recruitment to complete the ‘Unconscious Bias’ course.
- Consideration is given to the circumstances of the applicant when arranging interviews. For example, a recent lectureship applicant made her research presentation by Skype to enable childcare commitments, later attending an interview in person. Skype interviews are offered to all overseas candidates.

Recruitment Actions:

5.1.i.a. Recruitment Advertising. Develop Standard Job Description / Person Specification templates that are more conscious of diversity and use female-friendly language. Use online applications to detect and remove masculine-tone language.

5.1.i.b. Implement gender balanced shortlisting. SMT have made a commitment to long-listing at least one female candidate at each grade in RTE recruitment campaigns and work towards 50% female long-lists over the next 3 years. We will use search committees to specifically and proactively identify female candidates for senior roles. The School is working towards a target of 33% female RTE staff in 5 years' time, based on HESA benchmarking data for our disciplines.

5.1.i.c Require all staff responsible for recruitment to complete the 'Unconscious Bias' course.

(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.

A University induction programme is provided to all new members of staff over a four-week period. This includes HR matters, health and safety, security, finance, school policies (including flexible working) and mandatory courses such as Equality and Diversity training. A formal school induction is carried out by individual line managers.

New lecturers start a 3-year probationary period which is described in section 5.3.iii (Career Progression) and are introduced to training by the Centre for Academic Practice (CAP), leading to Fellowship of the HEA. Research Staff are introduced to training through CAP such as the ROTOR scheme and associate teaching pathway (ATP) as described in section 5.3.iii.

The School Staff Survey (2018) showed staff had a favourable induction experience with 76% of all new staff and 83% of female new staff, agreeing or strongly agreeing that "My initial arrival in the School was a positive experience". Induction, training and the welcome given by colleagues were particularly cited by female staff in the survey.

In addition to the standard University provision, the School supports integration of new staff in various ways:

- New academic staff are invited to give seminars, to participate in research team activities, networking and teaching workshops, to increase visibility and promote collaboration
- Networking is encouraged through informal coffee mornings
- New members of staff are welcomed in Newsletters, the School Research Day booklet, and other methods of communications.

Anecdotal evidence suggests that the seminars and coffee mornings are useful ways to network with colleagues, although their effectiveness can vary depending on attendance. The uptake and effectiveness of these informal induction and networking processes will be captured in future staff surveys (action 5.1.ii.b).

Although the data in this area are positive, 27% male and 17% female staff did not have a positive experience at induction. Whilst the formal induction processes and probation arrangements are robust, there are wider benefits from greater informal support. We will introduce a “buddy” scheme for new staff which will be gender matched. The role of the buddy will be informal and will be to introduce the new member of staff to colleagues, to show them how to do things in the School and who to ask for more help (action 5.1.ii.a).

Table 5.1.ii Selected question from the 2018 ACME staff survey

My initial arrival in the School was a positive experience. 1 = Strongly disagree, 6 = Strongly agree	Gender		
	Male	Female	Prefer not to say
ALL STAFF			
1-3 - Disagree	27%	17%	50%
4-6 - Agree	73%	83%	50%

Induction Existing good practice:

- University induction includes mandatory diversity and unconscious bias training
- Probation advisor assigned to all new lecturers
- New staff members invited to give seminars
- Organization of workshops open to all staff members

Induction Actions:

Note improved induction action for PDRAs (action 4.2.i.c).

5.1.ii.a. For academic staff, introduce buddy scheme where new academics are assigned a ‘buddy’ in their department to help with minor queries.

5.1.ii.b Incorporate questions into the staff survey to evaluate uptake and effectiveness of induction.

(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.

Background and Wider School Commitment

The School shares the University's strategic ambition of becoming an outstanding employer for all staff and has actively contributed to this strategy, e.g. by proactively engaged in reviewing the University processes to set clear criteria for promotion to Senior Lecturer. It is vital that these criteria are challenging and pertinent to the contemporary academic career and the School was particularly keen to recognise the importance of contributions to wider collegiality, administrative, pastoral roles and academic leadership.

In 2016, the School took part in a pilot programme for an annual performance and development review (PDR) process for academics, which has now become the standard procedure for all staff across the University (see section 5.3.ii). The PDR reviews progress across all aspects of the role and makes an early identification of candidates for promotion. This is particularly valuable for women, where evidence suggests that they tend to undervalue their own performance, or readiness for promotion. Again, the School has been proactive in publishing specific, contextualised success criteria for academic staff with indicative examples as part of the PDR.

The School initiated a scheme for Peer Observation of Teaching, designed to encourage good practice, provide peer support and to highlight excellence. Outputs from this process are also used to provide targeted support through the CAP. A student-led Teaching Award scheme was also introduced a few years ago to identify lecturers who provide particularly good support. These wider initiatives encourage staff who perform well and can feed into promotion discussions.

Promotion Data

The data provided below in table 5.1.iii.a shows academic promotion in the last 4 years. In total, 4 out of 18 promotions were female, which is 22% and reflects the overall gender balance of the School's academic staff. In 2017-18, there were 4 female staff promotions, including 2 readers and 1 chair, which was extremely positive. Only 1 female member of staff has been promoted to Senior Lecturer during this time; numbers of staff at this level are small, but this is a key step in creating the pipeline of female staff who can move to the more senior leadership positions in the School.

Table 5.1.iii.a: Numbers of promotions in the School since 2016 by calendar year and grade

Year	Gender	SL	Reader	Chair
15/16	M	3	0	3
	F	0	0	0
16/17	M	5	1	0
	F	0	0	0
17/18	M	0	0	0
	F	1	2	1
18/19	M	2	0	0
	F	0	0	0
Total	M	10	1	3
	F	1	2	1

Promotion Criteria, Process and Transparency

Academic promotion calls are sent out by the Dean twice a year to all academic staff, inviting staff to apply for SL or a personal titles promotion. In addition, the SMT identify any staff who may be eligible for promotion, but who have not yet put themselves forward. Candidates are given 1:1 support in preparing their applications. The process and criteria for promotion are clearly laid out in the HR web pages which are highlighted to staff in these communications. The School adheres tightly to these HR procedures and specifically encourages candidates to make a personal statement for the promotions committee e.g. about how maternity leave or caring responsibilities have affected their work life.

In the 2018 staff survey, staff were asked about whether they felt that the criteria and process for promotion / additional increments were fair and transparent. The results in table 5.1.iii.b show similar figures for Academic Staff and for all staff, suggesting that ~50% of staff (with slight variations amongst gender and job families) did not agree that the process was fair and transparent. Unfortunately, the question conflated two separate issues: the PDR process had been directly linked to financial reward (not promotion) and the criteria were unclear and controversial amongst some staff. It is important that the promotion process is transparent to all staff, including female staff, and that they feel confident in putting themselves forward. This transparency should be emphasised early in their career, such as during their probation with a session on “demystifying promotion” (action 5.1.iii.a).

Table 5.1.iii.b: Staff Survey responses concerning transparency of promotion and reward procedures.

I consider the criteria and processes for promotion/additional increments to be fair and transparent. 1 = Strongly disagree, 6 = Strongly agree	Gender		
	Male	Female	Prefer not to say
ALL STAFF			
1-3 - Disagree	56%	55%	75%
4-6 - Agree	44%	45%	25%
ACADEMIC STAFF ONLY			
1-3 - Disagree	50%	45%	100%
4-6 - Agree	50%	56%	0%

Promotion Existing Good Practice:

- Strong track record in leading on initiatives to support wider HR strategy including PDR process, contextualised criteria for performance ratings, and peer observation of teaching.
- Successful promotion of two female academic staff to Reader and one to Chair.

Actions:

5.1.iii.a. Ensure criteria for promotion to SL, Reader and personal titles are widely publicised and highlighted to probationers early in their career. Build into the probation period or through school workshops a session on “demystifying promotion”.

(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.

In REF2014, 2 members of staff (1 male, 1 female) out of 65 FTE from AACME were not submitted to REF, because of the quality of their papers, assessed through internal and external peer review. In REF2021, all female (and male) members of academic staff will be submitted. Over the past 4 years, the PDR process has supported all academic staff to plan and improve the quality of their publications, allowing 100% submission of eligible staff in 2021.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

(ii) 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.

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?

Loughborough University provides a variety of training courses accessible to all staff members through the Centre for Academic Practice (CAP), Organisational Development (OD) and the Research Office (RO).

Staff are made aware of this service during their induction and are regularly reminded of the opportunities available by OD publicity. Staff will discuss their development needs twice a year with their PDR reviewer, the emphasis being to encourage a high uptake of training to facilitate career progression. Booking on

to training courses is self-service via the OD website and staff can access and review their training and development history using their online account.

Research, Teaching and Enterprise

The RO runs an extensive training and development programme that covers topics such as finding funding, putting together grant applications and ethical processes in research. CAP delivers two schemes by which Academic and Research Staff undertake CPD in learning and teaching, which leads to recognition from the HEA. Recognition of Teaching for Researchers (ROTOR) and the Associate Teaching Pathway (ATP) are described in more detail in section 5.3.iii (Career Progression). Over 20 research staff are enrolled on the two courses and in the last 3 years there has been a doubling in the uptake of training hours. All new academic staff participate in this training, as part of their probation.

Leadership and Management

Training on leadership and management is provided by OD with courses offered in ILM levels 2 and 3. The school also funds Aurora places for female academic staff and offers bespoke development opportunities, including funding external courses. OD offers ILM Level 3 Coaching to all staff, to increase capacity across campus. A newly introduced programme is designed to increase management competencies, at all levels and the University is currently developing a new suite of leadership development opportunities which are available to Academic and PSS (table 5.3.i.b).

Equality and Diversity

In line with the University strategy, all staff must complete an online Unconscious Bias course and attend a half-day course on 'Respecting Diversity', providing an understanding of current equality legislation, expected behaviours and relevant policies and procedures (table 5.3.i.b). It is clear from the figures in this table that the uptake of Unconscious Bias training has been limited. We will enforce the mandatory nature of these course for all staff and expect those in leadership roles to attend a more advanced face-to-face Unconscious Bias workshop (action 5.3.i.a).

Further training

OD offers a range of general programmes to develop all levels of staff (including academic) and will also deliver bespoke sessions in consultation with each School, e.g. we have a planned session on mental health.

Monitoring and evaluation

Registration for training captures gender information and OD sends follow up surveys to capture feedback to improve courses.

Staff surveys at School and University level also provide feedback on available training. Following PDRs and when developing the School's Annual Plan, unmet training requirements are discussed with OD to tailor their provision. From the

School survey, it appears that most staff, especially women, feel they have good access to training opportunities, but opinions are mixed about its effectiveness.

Table 5.3.i.b: AACME Uptake of EDI related courses by gender for RTE staff.

Training course	2017		2018		2019	
	F	M	F	M	F	M
Diversity and Equality training	5	12	4	27	3	17
Unconscious bias training	2	3	4	5	9	17
ILM Level 3 Award in Leadership and Management				1		
ILM Level 5 Award/Certificate/Diploma combined briefing - Leadership		2	1	1	n/a	n/a

Training Existing good practice:

- Strong set of training and development programmes available to staff including gender specific training such as the Aurora Leadership programme.
- Specific budget available within the School to support training.
- Significant increase in training hours undertaken by Research staff

Training Actions:

5.3.i.a Require Unconscious Bias Training for all staff in leadership positions. This includes line managers and all staff who hold academic leadership roles, who should take the advanced workshop.

5.3.i.b. Promote take up of the Aurora women-only leadership initiative amongst staff and fund it accordingly. Also promote the University Women’s Network – Maia and WHEN (Women in Higher Education Network).

(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.

All members of staff, full and part-time, in all job families, have a yearly Performance Development Review (PDR), which may be followed up by an interim meeting.

The PDR allows staff to reflect on the previous year, identifying areas of success or challenge and agree performance and development objectives for the coming year. The reviewee completes an online submission reflecting on the previous year and providing feedback from colleagues and proposed objectives. Online resources guide reviewees through the process, with videos, a checklist and FAQs. During a PDR meeting, reviewers will use the completed pre-work as a basis for discussion and agree SMART objectives with the reviewee. Staff receive a performance rating of either Exceeds Expectations, Meets Expectations or Does Not Meet Expectations and those who have performed exceptionally can be recommended for financial reward. PDR results also feed into the promotions process.

All reviewers are provided with a tailored suite of mandatory training resources prior to completing reviews and this is communicated to them by the Dean. All reviews are moderated by the Dean and SMT and any that are considered unfair or inadequate are challenged.

Individuals can comment on the effectiveness of the process through focus groups in consultation with the OD team. Previous feedback has seen changes in the PDR process to include a better rating system and greater focus on professional growth.

PDR data for the School are shown below: of 214 potential PDRs to be carried out, only 1 was not, due to absence. In our 2018 Staff Survey, academic staff were asked whether they found their PDR useful. The results are below, which demonstrate a positive overall reaction, with female staff in general finding the process more useful.

The 2018 staff survey data were collected when the PDR process was relatively new. The SMT will continue to monitor the effectiveness of PDR for all staff and specifically for female staff. We will also monitor the gender balance of PDR ratings and remain alert to any bias (Action 5.3.ii.a). By requiring all senior staff to attend Unconscious Bias Training (action 5.3.i.a), we will also ensure that those who carry out PDRs have also completed this training.

Table 5.3.ii.b - PDR uptake and resulting awards 2018-19

Take up	Women		Men	
	No.	%	No.	%
All staff	59	98%	154	100%
RTE, Research and Teaching only	30	97%	108	100%
Receiving a Reward (as % of F/M staff)	3	10%	15	14%

Table 5.3.ii.a. Staff Survey data regarding attitudes towards PDR effectiveness

Did you find your PDR useful overall? 1 = Not at all useful, 6 = Very useful	Gender		
	Male	Female	Prefer not to say
ALL STAFF			
1-3 – Not useful	43%	31%	75%
4-6 - Useful	57%	69%	25%

My PDR helped me focus on my career aspirations and how these are met by my current role? 1 = Not at all useful, 6 = Very useful	Gender		
	Male	Female	Prefer not to say
ALL STAFF			
1-3 – Not useful	49%	24%	100%
4-6 - Useful	51%	76%	0%

Was your PDR useful in leading to training or other continuing professional development opportunities? 1 = Not at all useful, 6 = Very useful	Gender		
	Male	Female	Prefer not to say
ALL STAFF			
1-3 - Not useful	62%	47%	100%
4-6 - Useful	38%	53%	0%

PDR Existing good practice:

- Good uptake and buy in to the PDR process.

PDR Actions:

5.3.ii.a. The School Senior Review Group will monitor PDR Effectiveness and ratings including gender analysis.

(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.

All staff, including PDRAs, are supported through the annual PDR process. PDRAs can access formal training in teaching, leading to Associate Fellowship of HEA, and grant writing support. Research staff also access dedicated support through the Careers Network, as described in 4.2.ii.

The CAP has created two new schemes for Research Staff to achieve progression in learning and teaching, including recognition from the HEA. Recognition of Teaching for Researchers (ROTOR) has been designed to fit around researchers' other commitments, whilst the Associate Teaching Pathway (ATP) is a more intensive course designed for researchers with less teaching experience. The courses have enabled 25 PDRAs to gain Associate Fellow of the HEA and 2 to gain Fellowship status in the last 2 years. This is a significant increase on previous years (7 research staff in 2016).

Virtually all early career academic staff appointed by the University serve a three-year probationary period with a dedicated probation advisor. This is a significant investment in this important group of staff and allows the probationer to build up their full academic profile, in research, teaching and enterprise, at a manageable pace and within a supportive framework. All probationers are protected by a significantly reduced teaching load.

To complete academic probation, all staff are required to have achieved Fellowship of Higher Education Academy (FHEA) and if eligible, to have completed the Academic Professional Apprenticeship (APA). CAP provides individual advice and manages varied routes to Fellowship through their Excellence Portfolio.

University Teachers on non-academic probation are expected to achieve at least Associate Fellow of the HEA within their first 12-months and are supported through the CAP's Associate Teaching Pathway.

At School level, a key role is to promote the suite of available support to members of staff which is done through line managers, senior academics and probation advisers. The Dean has also introduced a mentoring scheme to help formalise the support available from senior colleagues to newer members of staff. The School also invests in and proactively supports a range of other schemes above the core provision, including:

- Funding places in the Aurora programme (Advance HE) which is a women-only leadership initiative for mid-career female staff.
- Promoting the new University Women's Network – Maia
- Promoting WHEN (Women in Higher Education Network)
- Annual event "Careers in Academia" for academic staff, focusing on routes to career progression. Promote this to PDRAs (action 5.3.iii.a)
- Women in Engineering networking events.
- Promoting Media Training for academic staff.

All University level training is evaluated through participant feedback. However, the School does not proactively evaluate the effectiveness of its wider support initiatives. Specifically, we should ask female staff about their experience of the support available to them. In our latest staff survey, there were questions about career progression, but they did not specifically target the experience of female staff (action 5.3.iii.c).

Career Support Existing good practice:

- The career support for Academic staff is well documented and demonstrates good quality provision.
- The uptake numbers above are positive, but still represent a small proportion of our PDRA population (e.g. 20 enrolled in 2018-19, but population of ~60 PDRA's).

Career Support Actions:

4.2.i.a. Include PDRA's within the school mentoring scheme (action 4.2.i.a)

5.3.iii.a. Publicise 'Careers in Academia' workshop to postdoctoral researchers

5.3.iii.b. As part of the School mentoring scheme (for academics and PDRA's), share examples of CV's associated with successful promotion applications

5.3.iii.c. Use the Staff Survey or focus group to find out more about the experience of female staff in relation to the career support available to them.

(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).

For all students:

The Careers Network provides a suite of programmes for students including the following:

- Unlock your Personal Best. An exclusive programme for academic, professional and personal growth.
- Lboro Connect - an online community for students and alumni to network and mentor.
- Careers events and 1:1 appointments.
- Finding a Placement
- Help with CV's, applications and mock interviews

The School offers bespoke support for our students including:

- WES is led by 6 female engineering students (four currently from AACME), ranging from UG to PhD. They organise a careers fair, STEM ambassador training, CV workshops and placement talks and celebrate achievements of female students and Engineers. AACME provides £2k per year to subsidise students attending the national WES Conference.

For undergraduate students:

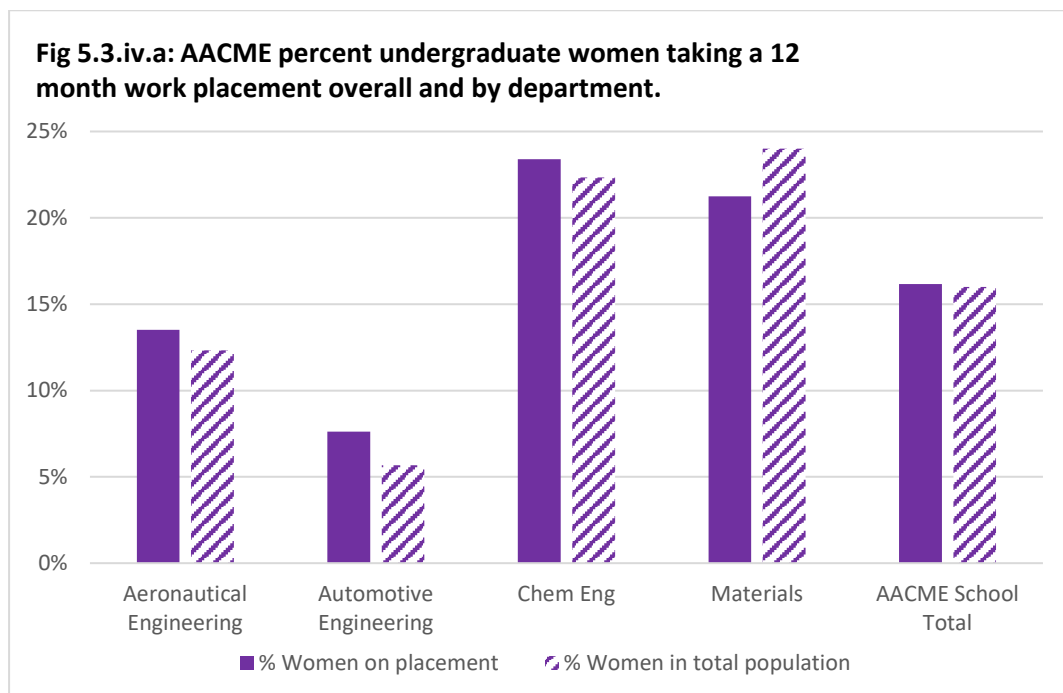
- Placements and Careers Fair (below): AACME runs an annual engineering careers fair, attracting over 80 companies, to allow undergraduate students to network with industry and learn about career opportunities.



- 12 Month work Placements: AACME has a very strong record of supporting students into placements, to give them experience of the workplace and leading to an extra qualification, Diploma of Industrial Studies. For 2017-2019, Table and Fig 5.3.iv.a show that ~45% of all AACME students take a placement and that the % uptake by women is consistent with the departmental populations.
- Women in Aerospace Dinner: The EPSRC Centre for Doctoral Training in Future Propulsion and Power invited all final year female aeronautical engineers to a networking dinner to encourage them to consider postgraduate research and to network with women from industry.
- PGR Showcase Event (see section 4.1.iv plus action 4.1.iv.b).
- Summer research bursary scheme: (see section 4.1.iv) with positive success rates from female students.
- Final year UG and MSc research projects: Students on these courses are required to complete a research project in their final year.

Table 5.3.iv.a: AACME percent undergraduate women on 12-month work placement compared to percent in population (3-year totals 2017-2019)

Programme / Department	Total on placement	Women on placement	% Women on placement	% Women in total population
Aeronautical Engineering	111	15	14%	12%
Automotive Engineering	118	9	8%	6%
Chemical Engineering	124	29	23%	22%
Materials	80	17	21%	24%
AACME School Total	433	70	16%	16%



For PhD students (known as Doctoral Researchers or DRs):

- DR Representatives: represent and champion the views of DRs to those in a position of influence. Currently 2 out of 4 are females (including the lead rep). They work with academic DR Champions (one academic per department) and attend DR Staff-Student Liaison Committee meetings working collaboratively to coordinate school-wide events.
- Annual School Research Day: showcase event for all DRs, attended by all academic and research staff and industrial sponsors, involving student presentations and posters. Intended to develop DR's skills in representing themselves and their research and is regarded as a valuable research career development event.
- Careers in Academia workshop. Organised by student representatives and open to all wishing to investigate a future career in academia, with

speakers from senior School academics (50% female 2018-19), covering topics such as the evolution of their personal role, day-to-day activities, routes into academia, and the extra roles academics may take on.

- Regular monthly seminars with academics from other universities. 2018-19 data showed 36% female speakers (4 out of 11).
- Workshops by Doctoral College and careers network. CV, presentation, report writing workshops.

(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.

Information about research funding opportunities is available through an institutional subscription to Research Professional, with on-line guidance. Dissemination is facilitated through our School Research Development Manager, working with individual members of staff to prepare applications. A School Partnership Development manager performs a similar role for enterprise applications. In addition, the ADR and Departmental Research Directors hold grant-writing workshops and focussed events to target specific funding calls.

The School operates a peer-review scheme in which a senior member of staff and a technical expert provide feedback on proposals at various stages of preparation; advice is provided about formulating a response to reviewers' comments. Writing a substantial grant application (>£100k) is a requirement to pass probation and therefore additional support to ECRs is given by the probation advisor, Dean and ADR. Mock panels with experienced senior staff are arranged to help candidates prepare for externally funded Fellowship or Programme grant interviews.

Costings and final checks of proposals are carried by the RO, starting with an online application system. The Dean gives advice on the level of resources being requested and, where appropriate, will fund a PhD studentship for larger grants and New Investigator Awards; successful awards are recognised in the WLM.

Care is taken to consider the circumstances of applicants, so that bespoke support can be provided by the school. However, we need to understand whether there is a gender gap in success rates for grant applications and provide additional support for female academics, such as using tailored workshops.

Often unsuccessful outcomes are not shared with colleagues and we need to create new opportunities to support disappointed applicants and help them improve future submissions.

Research Grant Support Existing good practice:

- Support and assistance in preparing applications through the RO and RDM
- Peer review of grant proposals at various stages of preparation

Research Grant Support Actions:

5.3.v.a: Analyse success rates across genders and provide additional support for female academics in preparing proposals through externally run workshops and training courses

5.3.v.b: Discuss unsuccessful applications in a supportive way, to alleviate the disappointment, identify what could be done better and set up a stronger foundation for future grant applications

5.4. Silver Submission Only

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

When a member of staff reports that she is expecting a child, the School immediately carries out a risk assessment to ensure that she is not exposed to dangerous chemicals. Lab work is limited accordingly, and support put in place.

Support is offered, such as finding alternative office space for a pregnant colleague when space was limited in a shared office. Flexibility is also offered around assessment, for example, staff on shared modules allowed one pregnant colleague to do their teaching and marking early in the semester in case leave was started earlier than planned.

Unfortunately, in one case, maternity cover was not due to be allocated until the line manager knew how long the pregnant colleague planned to be on leave. This placed unnecessary pressure on the staff member to decide on their return date before leave had started. In future, this should not happen, and maternity cover should be put in place irrespective of return date, in line with HR policy (action 5.5.i.a).

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

While a member of staff is on maternity or adoption leave, their teaching is allocated to colleagues. For support staff, a maternity cover post is normally recruited to cover the work. In some cases, tasks are picked up by other team members if that is more appropriate. Maternity leave and “Keep in Touch” days are organised with line managers, in line with policy and this would apply to academic and support staff.

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

All members of staff have 1:1 meetings with their line manager to discuss return to work arrangements and any concerns that may exist.

Practical implementation of HR policy around return to work often means making specific arrangements, for example to allow expressing at work. An alternative space in the School has been made available to express, but this could be improved by defining a lockable space with access to sink, fridge and sterilisation facilities in the building (action 5.5.iii.a). A lockable fridge is available and can be placed in offices for storage of breastmilk as required.

The School needs to take care to ensure returning to work is carefully managed in terms of workload. Flexible working arrangements are accommodated, wherever possible. In support staff teams this can lead to job sharing, whereas amongst academic colleagues this normally leads to reallocation of teaching and supervision duties. However, anecdotal evidence shows that in one case, due to other staff absences, an academic colleague returned from maternity leave to an increased teaching load which she felt hindered her ability to re-build her research activity to prior levels (action 5.5.i.b).

The School should create a dedicated budget for carers to apply for financial support, for example for childcare costs for lecturers who wish to attend conferences (action 5.5.iii.b).

Table 5.5.iii - Maternity leave uptake – School of AACME

	AD4	MA6	RT7	TE5	Grand Total
2016			2		2
2017	1			1	2
2018		1	2		3
2019					0
Grand Total	1	1	4	1	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.*

Referring to table 5.5.iii above, all the AD4, MA6 and TE5 staff returned from maternity leave and are still with the University. Two of the RT7 staff returned and are still with the university. Of the two RT7 staff who took maternity leave in 2016, both returned from leave but then left the University ~6 months later. In both cases the reasons for leaving were to reduce long commutes and in the

second case to move to a job in industry which more closely matched career aspirations. See action 5.5.i.b in relation to workloads for maternity returners.

(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.

Table 5.5.v - Paternity, Shared Parental and Adoption Leave uptake - AACME

	RT7	RT8	SSA6	Grand Total
2016	2			2
2017	1			1
2018			1	1
2019	1	2	1	4
Grand Total	4	2	2	8

The School promotes the uptake of the leave available to all staff for caring responsibilities. For consistency, our HR business partners provide advice to line managers and staff to ensure that they are aware of the available leave. The figures above demonstrate that there has been uptake of both types of leave over the last 3 years. In 2020, a further 2 members of male RT7 staff have taken paternity leave. Unfortunately, we do not have data on any member of staff who has not taken such leave (action 5.5.v.a)

(vi) Flexible working

All staff can request flexible working arrangements which may include changing working patterns, working from home, altering lunch breaks, flexible retirement, or reducing hours on a temporary or permanent basis. The School is strongly supportive of such requests and starts with the premise that accommodating them is normally beneficial for the organisation and the individual. Significant adjustments are made to support flexible working, including recruiting job share partners and re-allocating workload.

For academic staff, we have adopted an informal approach to flexible working. Staff are encouraged to discuss workloads and working patterns with managers so that action can be taken where needed. Our website (<https://www.lboro.ac.uk/services/hr/new-staff/>) promotes flexible working as a core benefit and the policy is explained as part of induction (see Section 5.b.ii). Flexible working is also supported through the School's guidance for the timing of departmental meeting and social gatherings (see Section 5.6.vi).

The relevant question from 2018 staff survey indicates support across the genders:

Table 5.5.vi.a Selected question from the 2018 ACME staff survey:

There is adequate scope for flexible working in the School 1 = Strongly disagree, 6 = Strongly agree	Gender		
	Male	Female	Prefer not to say
ALL STAFF			
1-3 - Disagree	27%	25%	50%
4-6 - Agree	71%	75%	50%

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

Amongst support staff, if a part-time colleague leaves, the first approach is to ask other part-time colleagues whether they wish to increase their hours to accommodate the workload. This gives an opportunity for staff to increase their hours and retains valuable experience. Change is carefully managed through 1:1 discussion and is reviewed periodically to resolve any issues.

Amongst academic colleagues, part-time staff who would like to revert to full-time work would discuss this with the Dean. These requests can normally be accommodated (dependent on budget) and ongoing discussion is organised to ensure any issues are resolved.

Existing good practice:

- Supportive approach to flexible working requests amongst all job families and significant adjustments made to accommodate flexible working.
- All members of staff have KIT days and 1:1 meetings with their line manager to discuss return to work arrangements and any concerns that may exist.

Actions:

5.5.i.a Early organisation of maternity cover regardless of expected length of absence.

5.5.i.b Careful management of workloads at return to work. Formalise a reduction of administrative and teaching loads.

5.5.iii.a Create a room to allow more comfortable expressing of breastmilk.

5.5.iii.b Put in place financial support for carers, for example for childcare costs when attending conferences.

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 School has a strong commitment to gender equality and to wider aspects of Inclusivity, as demonstrated by the personal leadership of the Dean in this area.

How are you ?
sad? stressed? anxious?
worried? hopeless? angry?
tearful? overwhelmed?
want help?

Your Mental Health First Aiders are

Laura Henry
l.a.henry@lboro.ac.uk
Tel: 222225
Room 22.226

Jessica Kirk
j.kirk@lboro.ac.uk
Tel: 222242
Room 21.141 and 21.142

Rebecca Haggren
r.haggren@lboro.ac.uk
Tel: 222241
Room 21.120

Phil Skiver
p.skiver@lboro.ac.uk
Tel: 222251
Room 22.212

Wenping Cheng Tan
w.chengtan@lboro.ac.uk
Tel: 222252
Chemical Engineering
PHD area Room 670

Steve Trank
s.trank@lboro.ac.uk
Tel: 222212
Room 22.114

There are plenty of different types of support out there, and a Mental Health First Aider can help you access the support you need to feel better.

Mental Health First Aiders are a point of contact if you, or someone you are concerned about, are experiencing a mental health issue or emotional distress. They are not therapists or psychiatrists but they can give you initial support and signpost you to appropriate help if required.

If you have any questions about Mental Health First Aid at Loughborough University please contact **Nadine Skinner**
n.e.skinner@lboro.ac.uk

Training provided by

MHFA England
mhfaengland.org

The School is pursuing a range of policies (listed elsewhere), such as gender balanced shortlisting, unconscious bias training, and flexibility for those with caring responsibilities. The School also has a strong and visible team of mental health first aiders, supporting the overall importance of this area of wellbeing within the School.

This background provides the School with a strong starting point which is evidenced by some of the data from the latest staff survey:

Table 5.6.i.a Selected question from the 2018 AACME staff survey:

Do you feel that the opportunities for all gender of staff in the SCHOOL of AACME are equivalent?	Male	Female	Prefer not to say
Yes	66%	55%	50%
No	7%	5%	25%
Don't know	15%	15%	25%
I have no opinion on this	12%	25%	0%

By comparison, below is the response from the same survey participants for the University as a whole:

Table 5.6.i.b Selected questions from the 2018 ACME staff survey:

Do you feel that the opportunities for all gender of staff at LOUGHBOROUGH UNIVERSITY are equivalent?	Male	Female	Prefer not to say
Yes	59%	65%	50%
No	7%	5%	25%
Don't know	22%	10%	25%
I have no opinion on this	12%	20%	0%

Similarly, these are the data for a wider question about the School work environment for staff in relation to protected characteristics:

Table 5.6.i.c Selected relevant questions from the 2018 ACME staff survey:

The School provides the same work environment for all regardless of their characteristics (gender, ethnicity, religion, disability, sexuality). 1 = Strongly disagree, 6 = Strongly agree	Gender		
	Male	Female	Prefer not to say
ALL STAFF			
1-3 - Disagree	12%	15%	50%
4-6 - Agree	88%	85%	50%

These tables support a generally positive picture of the wider culture of the School. However, they do not explain some of the specific areas of concern which are raised by those who disagree with the statements. The data show that 15% of female respondents and 50% of those who would prefer not to give their gender (at least 2 people) believe that the School does not provide the same work environment for all, regardless of these protected characteristics.

It is essential that the School digs deeper to understand the experience of individuals in the staff survey or elsewhere, who disagree and to look at specific examples of poor practice or poor awareness of the EDI and Athena SWAN principles, which may have coloured their experience. ***To really embed positive principles within the School, it is essential to tackle practical examples of how those principles play out in the contextual experience of individual colleagues.*** This needs further work within the School (action 5.6.i.b).

Existing good practice:

- Strong personal leadership from the Dean on EDI issues at SMT, e.g. presenting to all staff meetings on the Athena SWAN principles, the EDI strategy and delivery of the action plans.
- Gender balanced shortlisting for academic posts and gender balanced interview panels.
- Visible and active Mental Health First Aider Team

Actions:

3.iii.b Appointment of an academic champion (e.g. Director of EDI) at SMT level and continued commitment of the school leadership to the Athena SWAN principles

5.6.i.a Re-Publicise the Athena SWAN principles and what they mean in the School context. Open a wider conversation about EDI within the School.

5.6.i. b Further analysis of staff perceptions of the School Culture to understand individual examples (where appropriate) of poor practice.

(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 policies.

All cases of grievance are dealt with by line managers working closely with HR colleagues. Our HR Partner sits on the SMT and meets regularly with the Dean, the OM and other line managers to discuss specific cases. Changes in policy are cascaded from the Dean or OM to all line managers, who are also actively encouraged to have direct communication with HR. In this way, the application of HR policies is closely monitored and well embedded within the School.

There is also a positive culture in the School and the University, where staff are encouraged to “call out” inappropriate behaviour, as evidenced by the online reporting tool, widely publicised to staff and students as a way to safely report a wide range of incidents. (<https://www.lboro.ac.uk/internal/online-reporting/>)

The data below from the latest staff survey indicate that most staff (75%) feel that the School takes these matters seriously, but that a smaller majority (60%) feel that colleagues are suitably trained. This raises two clear actions: firstly to look in more detail at those cases where staff feel that these issues have not been taken seriously enough (action 5.6.i.b) and secondly, to re-enforce training for line managers and academic leaders on relevant HR policies (action 5.6.ii.a).

Table 5.6.ii. Selected relevant questions from the 2018 ACME staff survey:

I feel the School takes bullying, harassment & discrimination matters seriously 1 = Strongly disagree, 6 = Strongly agree.	Gender		
	Male	Female	Prefer not to say
ALL STAFF			
1-3 - Disagree	24%	25%	50%
4-6 - Agree	76%	75%	50%

I feel that my colleagues are suitably trained to raise awareness of issues and prevent bullying, harassment & discrimination. 1 = Strongly disagree, 6 = Strongly agree	Gender		
	Male	Female	Prefer not to say
ALL STAFF			
1-3 - Disagree	41%	40%	75%
4-6 - Agree	59%	60%	25%

Existing good practice:

- HR partners and advisers are well embedded within the School, offering regular advice to line managers and sitting on SMT to advise those in leadership positions.
- Online reporting tool to encourage a culture of “calling out” inappropriate behaviour

Actions:

5.6.i. b Further analysis of staff perceptions of the School Culture to understand individual examples (where appropriate) of poor practice.

5.6.ii.a Re-enforce mandatory training for line managers and academic leaders on relevant HR policies.

(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 main decision-making committees at the School level are detailed below and are shown in Figure 2a.i. Membership is determined by role and many RTE staff have one or more administrative roles. Vacant roles are advertised, and staff can apply (expression of interest and informal interview). The Dean decides who to appoint, in consultation with the relevant Associate Dean and HoD.

Administrative roles are included in WLM, so staff who hold them have a corresponding decrease in teaching load. Before this self-assessment, gender balance was not specifically considered in choosing committee members (see Figure 2a.i) and does not match the proportion of female RTE staff in the school. We will monitor and improve gender balance and ensure that it is considered in appointing new committee members. Where specific roles lead to a gender imbalance, then other members of staff will be asked to join the committee as a development opportunity (action 5.6.iii.a).

- SMT, as described in Section 2.
- Learning and Teaching Committee (LTC) which oversees all aspects of all taught programmes and experience. LTC membership includes the ADT, Director of Studies (UG & PGT), Programme Directors, the Student Team Manager, the OM and the student Programme Presidents. It has a gender imbalance that should be reviewed (action 5.6.iii.a).
- Research Committee, oversees research activity across the School and includes, the ADR, Research Directors and the Director of Doctoral Programmes. Currently has a good gender balance (44% female).
- Health and Safety Committee, chaired by the Dean, includes the OM, School Safety Officer, Departmental Safety Officers, academic specialist leads, University Health Safety and Environment team members, and Union representatives.

Table 5.6.iii Representation of men and women on committees

Committee	Male Academic	Female Academic	Male Non-Academic	Female Non-Academic
SMT	6	1	1	2
Gender % of Job Type	86%	14%	33%	67%
LTC	10	1	4	2
Gender % of Job Type	91%	9%	67%	33%
Research Committee	5	4	0	0
Gender % of Job Type	56%	44%	0%	0%
Health and Safety Committee	3	3	11	2
Gender % of Job Type	50%	50%	85%	15%

Existing Good Practice:

- Administrative and leadership roles are recognised in the WLM

Actions:

5.6.iii.a Monitor and improve gender balance on committees and ensure that gender balance is considered in appointing new committee members. Where specific roles lead to a gender imbalance, then other members of staff will be asked to join the committee as a development opportunity.

(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?

Staff hold a range of positions on external committees such as EPSRC panels, conference organising committees, advisory boards etc. and through PDR are encouraged to seek opportunities for external engagement. These often relate to an individual's esteem in their field of research and this is recognised within the WLM. We do not have data on the gender distribution of such appointments, but we would assume that they reflect the gender imbalance seen when we look at the more senior academic levels within the School. We will monitor this data in future to check for gender balance. The PDR and staff mentoring processes are used to encourage qualified individuals to put themselves forward for such appointments. Within the University, there are currently 3 members of the school on the University Senate (1 female and 2 male); female candidates are encouraged to stand for election by the Dean.

(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 WLM is administered by the OM. Individual allocations are sent to each member of staff who can check details. The full model is then published for all staff on the School intranet, ensuring full transparency.

Individual workloads are reviewed annually by members of the SMT who carry out PDRs and by the HoDs who allocate teaching load in an equitable way. Staff with particularly heavy leadership, administrative or research loads are compensated by a reduction in their teaching. Staff preparing for a future promotion are supported to apply for a University Fellowship (study leave), giving exemption from normal workload for up to one year.

Workload for new members of staff is adjusted through their probation allowance. Informal adjustments are made for those returning from absence (e.g. maternity leave), but these need to be formalised (action 5.5.i.b).

The current model does not report on gender differences, so we will implement this (action 5.6.v.a).

Existing good practice:

- The WLM allows individual staff to query and amend their workload allocation to ensure accuracy and buy-in.
- The model is fully transparent, with all allowances and individual allocations published to all staff.

Actions:

5.6.v.a Complete gender analysis of the WLM and report on this to SMT.

(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.

School policy states “To support flexible working and the workload of all staff, including those who have external responsibilities, it is preferable that all meetings are scheduled between 10.00am and 4.00pm, avoiding lunch time”. This is not always possible and the latest staff survey results show an even spread between those who strongly agree and strongly disagree with the statement that “Meetings and events are typically held between the hours of 10am-4pm”.

Staff with caring commitments are frequently given flexibility if they cannot attend certain meetings or events. Academic staff with caring responsibilities can request timetabling adjustments, which will be accommodated wherever possible. School Away Days are always held during working hours to allow the maximum number of colleagues to attend.

Since overall workloads remain high for most staff, it is difficult to balance positive policy statements about work-life balance with the lived experience of colleagues on the ground. Therefore, the School should promote pragmatism and flexibility in dealing with individual cases, particularly for those with caring responsibilities. This is more important than generic statements about work-life balance which risk insincerity.

Existing good practice:

- Policy of 10:00-4:00 preference for meetings is in place.
- No teaching on Wednesday afternoons to accommodate School meetings and events.
- Flexibility for individuals, particularly those with caring responsibilities.

(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.

The School’s marketing materials are carefully monitored for gender balance by our marketing team, as evidenced across our web pages:

<https://www.lboro.ac.uk/departments/aae/>

<https://www.lboro.ac.uk/departments/chemical/>

<https://www.lboro.ac.uk/departments/materials/>

We have good visibility of female role models in our promotion of the WES at open days. In 2020, the University ran a fantastic campaign celebrating 100 years

of women Engineers at Loughborough, with keynote speakers such as the PVC(T) Professor Rachel Thomson, FRAEng, and member of the department of Materials, speaking at the main event held in the School. The campaign was also supported by a website (<https://www.lboro.ac.uk/engineering/engineering-centenary/>) with profiles of 24 current female student engineers, of which 9 were from our School.

A discipline specific seminar programme is run in each department. Data from Materials in 2018-19 showed 36% female speakers (4 out of 11), and 8% (1 out of 12) in Chemical Engineering. In addition, we need to collect these data for AAE and act on it as appropriate (action 5.6.vii.a).

We have commented in section 4.1.ii about the importance of visible female role models at open days and visit days and noted actions 4.1.ii.a&b to improve in this area.

Existing good practice:

- Website and marketing materials carefully monitored for gender balance
- Good use of female role models at Open Days and visit days, e.g. WES publicity and the celebration of 100 years of Female Engineers at Loughborough.

Actions:

5.6.vii.a. Capture gender breakdown of all three seminar programmes to assess role modelling in this area. Place expectations on seminar organisers to invite at least 30% female speakers.

(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.

AACME staff participate in a variety of outreach events and have teams of students trained as outreach ambassadors.

Table 5.6.viii.a: Student ambassadors trained to help at outreach events

Students	Organised by	Men		Women	
		Number	%	Number	%
AACME School team of student ambassadors	AAE	25	74%	9	26%
	Chemical Engineering	7	41%	10	59%
	Materials	11	34%	21	66%
	AACME total	42	54%	36	46%
University, School and College Liaison employed student ambassadors	All Schools	62	30%	146	70%
	AACME	12	63%	7	37%

The School aims for a 50:50 gender balance in the teams and has a large pool of helpers to facilitate this. In Table 5.6.viii.a, Chemical Engineering and Materials have 59% and 66% women helpers available, despite population averages being ~22%. AAE have fewer women students (~12%) but have 26% female ambassadors.

Several academic staff participate regularly at outreach events. The proportion of women is higher than the female staff population, between 33% and 100% (see table 5.6.viii.b). This is positive, but outreach is not counted in WLM nor visible in the PDR or promotions process (action 5.6.viii.a).

Table 5.6.viii.b: Outreach events AACME academic staff participation and attendees by gender

Event	Organiser	Staff		Attendees	
		M	F	M	F
Materials summer residential	AACME	5	4 44%	24	15 38%
Yr 4 Primary School Visit	AACME	0	1 100%	32	26 45%
Engineering Experience	University	5	4 44%	108	70 39%
Girls into STEM	University	2	2 50%	n/a	50 100%
Inspiring Minds- Engineering	University	2	1 33%	111	79 42%

Materials runs a summer residential for 40 Year 11 - 12 students with the Smallpeice Trust. We stipulate a 50:50 gender balance of attendees and this (plus content changes) makes it more appealing to female students. Recent attendance has been 38-45% female, much improved from 2014 (only 16% female).

The Chemical Engineering Year 4 school visit “States of Matter” is a fun afternoon of science experiments to engage younger children with engineering principles and stimulate subject interest.

At the University’s “Engineering Experience” event attendees choose experiences from across the engineering schools. Table 5.6.viii.c shows the popularity of AACME subject areas amongst female students. The School provides staff and student helpers to run activities and this is done in a gender balanced way (tables 5.6.viii.a&b).

Table 5.6.viii.c: Popularity of AACME subject areas at University “Engineering Experience” outreach event

Subject	Number of female students attending	% of the 70 female students attending the overall event
Aeronautical Engineering	34	49%
Automotive Engineering	15	21%
Chemical Engineering	22	31%
Materials	32	46%

Outreach Existing Good Practice:

- High proportion of female students recruited as ambassadors to assist at outreach events, allowing target of 50% or higher female student representation to be achieved in most cases.
- High proportion of female staff delivering outreach activities, including specific events targeted at female students in engineering.
- For Materials Residential we stipulate Smallpeice Trust target 50% of places allocated to female students – this has resulted in an increase to 38-45% in female participants, from 16% originally.

Outreach Actions:

5.6.viii.a: Outreach activities of academics and researchers to be acknowledged in WLM and considered in promotion applications.

(Section 5. 5,848 words)

6. FURTHER INFORMATION

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

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

All covered above.

(Section 6. 0 words)

7. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

The actions below have been prioritised in relation to our 3 key objectives which are:

1. Address gender inequality in the taught student population, particularly Automotive.
2. Address gender inequality in academic staff numbers, particularly at Senior Lecturer level
3. Address the recognition of gender imbalance in the culture of our School

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
3. The Self-Assessment Process						
3.iii.a High (objective 3)	Review name and terms of reference for the WACC (“Welfare and Communications Committee”)	The “WACC” terminology is outdated and should be closely aligned to the EDI terminology that we are using for our EDI Action Plan.	The EDI Action Plan is being developed in parallel to this Action Plan. The two documents need to deliver a consistent message to ensure clear communication to staff and students.	June 2020. Annual review and update.	Dean, OM, Director of EDI	To have agreed a clearly defined EDI Strategy that aligns closely with the University strategy and the Athena SWAN Action Plan. The two initiatives should be mutually supportive, even though they have separate specific focus.

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
3.iii.b High (objective 3)	Appointment of an academic champion as Director of EDI.	The Dean currently chairs our SAT. Implementation of the Action Plan needs wider engagement and academic support and an individual to champion this agenda.	<ol style="list-style-type: none"> 1. For this appointment to be approved at SMT. 2. For the appointment to be made. 3. For appropriate time resources to be allocated to this post and to other academics in the SAT through the WLM. 	Discussion during Summer 2020. Appointment to begin from June 2020.	Dean	<ol style="list-style-type: none"> 1. Appointment of an Academic Champion. 2. This will help to achieve the outcome of wider academic and staff engagement with the EDI and Athena SWAN Action plan and objectives.
3.iii.c High (objective 3)	Publish key objectives and outcomes from the Athena SWAN and EDI action plans	Staff need to be aware of the wider objectives of the Athena SWAN bid and to see progress towards achieving its objectives.	The School has a dedicated Athena SWAN section on its Intranet. The Dean is also vocal in his support for the Athena SWAN objectives. However, we need a more coordinated communications plan to engage more people across the School.	<p>Summary of action plans published by June 2020 with ongoing 6 monthly updates.</p> <p>Review after 1 year (June 2021).</p>	Dean, OM, Director of EDI	<ol style="list-style-type: none"> 1. A clearly communicated strategy that is visible to all staff and students. 2. Clearly communicated success stories and progression against our objectives. 3. Clear communication to staff if we achieve the Athena SWAN Bronze Award. 4. In June 2021, achieve feedback from staff that they are aware of our action plans and objectives (e.g. survey).

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
3.iii.d Low	Offer membership of the Athena SWAN SAT or WACC to wider staff group.	Our current SAT membership has been selected to provide representation across departments, staff groups, seniority and gender balance. From this base, we should offer membership more widely in future, to ensure wider staff engagement.	Our current team will remain in place for its term of 3 years. Offer wider membership after that period. Also offer newer members of staff the opportunity to shadow committee members to aid their own development.	Include in new terms of reference in June 2020. No current vacancies, so review as they arise or after 3 years. June 2023.	Director of EDI	Successful rotation of the membership of the WACC / SAT to ensure balance across departments, staff groups, seniority, gender, and also wider engagement.
4.1 A Picture of the Department: Student Data						
4.1.ii.a High (objective 1)	Increase the visibility of women role models at Open Days and Interview Days and allocate workload, as appropriate	Survey data and anecdotal evidence suggests that female applicants may feel isolated if the day is male dominated.	June 2020: Already have some female student ambassadors in all 3 depts. However, attendance at the days may be <i>ad hoc</i> . We have some female staff at Open / Visit Days, but again this is <i>ad hoc</i> . Need to ensure representation through a coordinated approach, particularly in AAE.	Spring 2020 – Summer 2021. Review conversion rates in Spring 2022.	OM, School Projects Manager, with Admissions Teams	Ensure female representation from staff and students at all Open Days and Visit Days. In AAE, this may be a challenge due to low numbers of female staff and large numbers of visit days, so may need greater reliance on female PhD students, who are paid for their time. Successful outcome will be an increase in female applicant conversion rates from application to acceptance by 5% (varying figure in 3 depts).

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
4.1.ii.b High (objective 1)	More involvement and visibility of WES at Open/Visit Days	WES is an active support network for female students in engineering. Potential female UG students should understand what support is available to them if they study here.	Spring 2020: WES has a presence at current Open / visit days, but this is mainly in AAE. Need to broaden this to Materials and Chem Eng. Also need more WES Ambassadors to support this. Fund this through non-pay budgets.	Summer 2020 – Summer 2021	School Projects Manager. Work with WES Chair and Marketing team.	Joint WES / LU Banners at all Open / Visit Days. Script or bullet points prepared for staff explaining what WES offers. Have enough WES Ambassadors to represent WES at all 3 department Open Days / Visit Days in 2020-21.
4.1.ii.c Low (already committed)	Fund Bursaries for WES members to attend relevant conferences or events.	This is part of supporting the wider activities of WES.	This has been committed already in the budget for 2019-20. Needs to be maintained in following financial years. This to be successfully distributed on a competitive basis to students who wish to attend conferences / events.	Feb 2020 – ongoing	OM	£2,000 budget provided from School to WES. Increase in student attendance at relevant WES events.

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
4.1.ii.d High (objective 1)	Launch a specific targeted marketing campaign to attract female UG and PGT applicants to the Automotive course. Improve gender balance in Automotive marketing materials for UG and PGT	The lack of female applicants and students in the Automotive course is a key problem identified by the SAT. Automotive marketing materials are too male oriented, and we should move some of the focus from motorsport to the new areas e.g. greener cleaner powertrains, autonomous vehicles etc.	Much work has already been done in this area. We need to review current marketing collateral being developed as part of our marketing strategy and to explain the strategic importance of gender balance to the marketing team in the context of this action plan. For PGT course, discuss gender balance with industry sponsors of students – potential joint actions	June 2020 – June 2022 (review after 2 years)	School Projects Manager with the university marketing team	Visibly more gender balanced marketing materials in Automotive Engineering. Specific campaigns launched to attract female applicants to Automotive course. This to lead to an improved gender balance in applications to 17-20% (they are currently 8% for PGT and 13% for UG). Aim to at least double the number of female PGT students (currently 1 or 2 per year).

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
4.1.ii.e Low (Objective 1, but already underway)	Review of modules within the Chemical Engineering programmes.	The programme review addresses current and future global issues including clean energy and biotechnology to attract high quality applicants and equip engineers for future industry needs. The proposed new programmes may be more appealing to female applicants.	The revised core programme and 2 new programmes are currently going through the University approval process.	Revisions implemented 2020-21. New programme intake proposed Oct 2021. Assess gender impact in Spring 2022.	Dean, AD(T), DoS, School Projects Manager,	Programme revisions and new programmes operating and recruiting high quality students. This should lead to a better gender balance in the Chem Eng UG population to at least the benchmark. Current Chem Eng female population is 23%. Current benchmark is 28%.
4.1.ii.f Medium	Hold a focus group to better understand reasons behind Chem Eng female student choices.	The Chem Eng UG female Student population is significantly below the HESA benchmark, with no visible improvement in the trend. We need to check our assumptions about the reasons behind this situation and our actions listed above to improve it.	Focus Group with Female UG students who have recently been through the application cycle.	June 2020 – October 2020	OM and School Projects Manager	This focus group should be used to inform our other actions around the Chem Eng UG student population. If successful it will lead to better targeted actions to help improve the gender balance in the Chem Eng UG population to at least the benchmark. Current Chem Eng female population is 23%. Current benchmark is 28%.

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
4.1.ii.g Low	Hold a Focus Group discussion with female Auto Students (UG and PGT)	This is a very small cohort. Whilst degree attainment is positive, a focus group will help to understand the journey of these students through their degree and identify additional support that the School should provide.	Identify additional support required for female students, particularly where cohorts are small (Auto).	October 2020 – October 2021	Projects Manager	Clear understanding of the degree journey and support provided / required for female students in Automotive. Specific actions would follow this investigation.
4.1.iii.a High (Objective 1)	School to implement PMB recommendations for new PGT modules and new programmes for Chemical Engineering and Materials. This would open the courses to more female applicants.	Bio-based content requires Biology as an entry subject. There is a better gender balance in Biology than, for example, Physics. Inclusion of these areas within the PGT programme (current and proposed) could improve the gender balance in Chem Eng and Materials.	Through the PMB the current Chem Eng, Materials and AAE PGT programmes are being reviewed. New modules and programmes are under discussion	October 2021 will be first intake to new or revised programmes. Review PGT population in December 2023 after 3 years.	ADT, DoS, Programme Directors, School Projects manager	To have new Bio and environment related modules on Chem Eng and Materials PGT programmes. Also new interdisciplinary PGT programme. Aim to increase proportion of female applicants and for this to feed into better gender balance in actual PGT populations. Current female % populations are: Mats. 23% vs Bchmrk 36%. Aim to meet benchmark 36%. Chem Eng 42% vs Bchmrk 30% Aim to achieve 50%.

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
4.1.iii.b Low	Phone calls to female PGT offer holders to be gender specific.	We have small numbers of female PGT applications and acceptances. To maximise conversion rates we will pay female current students to call female offer holders.	Female current students to take part in calling female offer holders.	June 2020 – October 2021 (review after 1 year)	OM working with admissions teams	If these calls are successful, they should help to improve conversion rates. We would aim to improve these by ~10%.
4.1.iv.a Medium	Review our PGR recruitment marketing for its appeal to a diverse range of students.	The three-year trend of female PGR students is declining in AAE and Chemical Engineering and the recruitment pipeline picture is variable.	Hold focus groups with current PhD students to discuss their findings of the application process and to inform further actions. Review the process for writing project descriptions considering these findings. Introduce standard advertising template that is diverse in its appeal. Some work has been done in this area (e.g. gender balance in relevant web pages has been improved).	February August 2020 – Aug 2022 (start in new academic year and review after 2 years)	School Projects Manager with the marketing team.	Visibly more gender balanced marketing of PGR opportunities. Improved standard advertising template. This should lead to a 5-10% increase in the proportion of female applicants. Current School average is 25%. Aim for 30-35% female applicants.

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
4.1.iv.b Low	Involve WES in our PGR showcase event to promote current women PGR students who can offer advice to those considering PGR.	Showcasing current women in PGR study will give a better understanding of the opportunities and support available.	WES is already involved with a range of similar initiatives in UG, plans for PGR showcase will incorporate a WES speaker.	April 2020 – Sept 2020	School Projects Manager with the marketing team	WES speaker becomes embedded in this annual event.
4.2 A Picture of the Department: Academic and Research Staff Data						
4.2.i.a Medium	Include PDRAs within the school mentoring scheme	Evidence from the focus group supports the picture that PDRAs would benefit from career support beyond their own supervisor. They can also feel isolated from other larger staff groups.	This was identified in the January 2020 focus group.	May 2020 – May 2021 (review after 1 year)	Dean	To have PDRAs as part of the mentoring scheme, with mentors from within the school. We would measure success of this through improved survey data. Our latest survey data showed poor results e.g. “I am optimistic about my career progression” 60% disagreed.

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
4.2.i.b Medium	Improve PDRA uptake of teaching opportunities	Some PDRAs seek career opportunities as lecturers but need teaching experience to do so.	We need to improve communications with PDRAs to explain how they can be involved in teaching, to improve their future employability as lecturers. We can also approach this through the administrative processes when "bought-in-teaching" requests are made at the start of Semester.	Summer 2020 in preparation for Oct 2020 new academic year. Review after 2 years (October 2022)	OM, working with Teaching support staff and BIT admin.	Latest data indicated very small uptake of teaching by RAs (less than 1FTE equivalent). Success would be to significantly increase this to 5 FTE equivalent.
4.2.i.c Medium	Improve induction for PDRAs and provide regular communication specific to PDRAs	Evidence from the focus groups showed that PDRAs often felt "thrown in at the deep end" and that they were unaware of where to find help and advice at the start of their role and during their time in the School.	We need to remind PDRAs that help / guidance exists for them too. Perhaps flag the OM as a source of advice / help that is outside of their supervisor relationship (see also mentoring action).	April 2020 – April 2022 (review after 2 years)	OM and SMT	Revised Induction programme published and communicated to staff and PDRAs. The survey of research staff showed a mixed picture regarding induction. 20% disagreed with the statement "My initial arrival in the School was a positive experience." Success would be to reduce this to 0% disagreeing after 2 years.

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
4.2.iii.a Low	Working with HR, implement Exit Interviews for RT Academic staff and for PDRAs.	Reasons behind research and academic staff leaving the School are not always understood. This should be addressed across the institution.	Arrange procedure for standard exit interviews across the institution. Use questions that focus on motivation for leaving, including any gender related issues.	October 2020 – October 2023 (review after 3 years as low numbers of leavers).	HR	Generate valuable information to inform why research and academic staff leave, including why female staff leave. Use this to implement actions that would help retain female staff. Due to small numbers, success would be if this process helps retain 2 female staff members in the School in 3 years.
5.1 Supporting and Advancing Women’s Careers: Key Career Transition Points: Academic Staff						
5.1.i.a High (Objective 2)	Recruitment Advertising. Develop Standard JDPS templates that are more conscious of diversity.	The School has a good record of the success of female applicants in the selection process, but we need more female applicants to apply for academic posts.	Design, implement and embed the new template in discussion with HR. Remove Desirable criteria as these may deter female applicants if they do not have them (despite being otherwise well-qualified). Use online aps to detect and remove any use of gendered language.	October 2020 – October 2023	Dean and OM, working with HR	15% increase in female applications for academic posts at all grades.

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
5.1.i.b High (Objective 2)	Implement gender balanced shortlisting.	SMT have made a commitment to long-listing at least one female candidate at each grade in RTE recruitment campaigns and work towards 50% female long-lists over the next 3 years.	We will use search committees to specifically and proactively identify female candidates for senior roles.	August 2020 – August 2023 (Review after 3 years)	Dean and HoDs	The School is working towards a target of 33% female RTE staff in 5 years' time, based on HESA benchmarking data for our disciplines.
5.1.i.c High (Objective 3)	Require all staff responsible for recruitment to complete the face to face 'Unconscious Bias' course.	See action 5.3.i.a for rationale and details				
5.1.ii.a Medium	Introduce Induction Buddy Scheme for new academic staff. Buddies could be gender matched.	To improve the induction and learning experience during the first 3 months. This is a different function from the mentoring scheme.	Scheme can be informal. Designed to help new staff work out the practicalities of starting a career in the School. How to find certain software / systems. Who to ask about what?	July 2020 – Dec 2020. Likely to have several new staff starting.	Dean / HoDs	Talk informally to new members of staff after induction to see if they felt well supported. Future staff survey questions should demonstrate satisfaction with induction processes for new staff (target 80% + agree).

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
5.1.ii.b Low	Incorporate questions into the staff survey to evaluate effectiveness of induction	Currently the effectiveness of the induction process is not captured in the staff survey	Incorporate questions concerning the uptake of induction processes and their effectiveness into survey.	June 2020 Review after next staff survey.	OM	The results from our next staff survey will provide data on both the uptake and effectiveness of our current induction process. Based on this data we can reflect and implement any changes required.
5.1.iii.a. High (Objective 2)	Ensure criteria for promotion to SL and Personal Titles are widely publicised and highlighted to all staff, including probationers early in their career.	It is important that the process is transparent to all staff, including female staff, and that they feel confident in putting themselves forward.	Build into probation period a session on “demystifying promotion”; run workshops for female staff on removing real and perceived barriers to promotion	July 2020 – July 2022. Likely to have several new staff starting. Review after next staff survey.	Dean / HoDs with HR	New members of staff are trained on the process for promotion. Future staff survey questions on this should demonstrate transparency and understanding of this process (target 80%+ agreeing).

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
5.3 Supporting and Advancing Women's Careers: Career Development: Academic Staff						
5.3.i.a High (Objective 3)	Require Unconscious Bias Training for all staff and attendance at an advanced workshop for those in leadership positions.	Data suggests low uptake of this training. We need to understand who has taken the online course or the full training session. The School should make this mandatory for all staff in leadership positions in support of our wider EDI action plan.	Full understanding of School take-up of the online / face to face course. Agreement from SMT to make this mandatory for leadership positions and to define which positions this applies to. Likely to include those who carry out PDRs and those who recruit staff.	Sept 2020 – Sept 2022 (review after 2 years)	Dean, OM and HR.	Policy in place, agreed by SMT. Significant uptake of this course and full completion by those in leadership positions, as defined by SMT.
5.3.i.b Low	Promote take up of the Aurora women-only leadership initiative amongst staff and fund it accordingly. Also promote "Maia" and "WHEN" networks	Leadership training is a crucial part of developing female leadership in HE. The Aurora programme is tailored to support female staff and is supported by the University.	Understand details of the Aurora programme. Dedicate training budget to support it. Publicise it to female academic staff.	July 2020 – July 2022 (review after 2 years)	Director EDI and OM	Take-up of at least 2 female staff from the school per year to attend this course. Ensure that they provide feedback regarding the quality of the course and support it on an ongoing basis if it is effective. 4 female staff joining the "Maia" and "WHEN" networks

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5.3.ii.a Medium	Monitor PDR Effectiveness and Ratings against gender.	We have survey data showing that some female academic staff did not find PDR useful in 2018. We have rating data that should be assessed over time against gender.	Future staff surveys will ask about the effectiveness of PDR for staff and we will compare results to the 2018 data. Similarly, we will conduct further analysis of the PDR rating data to compare gender balance against our staff population.	July 2020 after PDR reward Committees meet. Review over a 3-year period to July 2023.	OM	The Staff survey should show a significant increase (e.g. 15-20%) in the proportion of female staff who find the process useful. The gender analysis of PDR rating data should show no gender influence, if our actions and processes are successful.
5.3.iii.a Medium	Publicise 'Careers in Academia' workshop for postdoctoral researchers.	Career support for PDRAs should be enhanced. Central provision is good but new and the School can offer dedicated provision.	Enhance this this training with academic staff in the School, facilitated by HROD. The event was run in Sept 2019 but should be repeated and promoted. Make PDRAs aware of this support early on (at induction).	September 2020. Annual.	Director of Doctoral Progs with support from careers / HROD.	Tailored session available to PDRAs that generates positive feedback from the attendees.
5.3.iii.b Low	Share examples of CVs associated with successful promotion applications	This will be done as part of the School Mentoring scheme which will be available to academic staff and PDRAs	Assemble successful CVs and redact details as necessary. Locate in a shared workspace that can be accessed by PDRAs and academic staff. Liaise also with Careers service.	October 2020 – October 2021. Review after 1 year	OM School projects Manager and Careers.	Publicise a useful resource for academic staff and PDRAs.

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5.3.iii.c. Low	Use the Staff Survey or focus group to find out more about the experience of female staff in relation to the career support available to them.	There is insufficient evaluation of the wider training and career support available to women.	Develop clear understanding of the effectiveness of career support for women in our School. Respond to this with specific follow up actions.	October 2020 – October 2021. Review after 1 year	School Projects Manager and HR	Through focus group or staff survey, understand more about the experience that female staff have of the career support available to them. Do they lack appropriate support? Or do they lack awareness of the support available?
5.3.v.a Medium	Provide additional support for female academics in preparing proposals through externally run workshops and training courses	We need to understand whether School grant application success rates reflect the national gender gap and to provide tailored support for female academics.	Analysis of success rates. Development of tailored programmes of support through the Research Office and/or internal mentoring.	October 2020 – October 2022 (review after 2 years)	ADR	Tailored workshops or mentoring for female academics in making successful grant applications. This to result in zero gender gap in success rates and a 10% improvement in success rates for female academics.

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5.3.v.b Low	Discuss unsuccessful applications with staff.	Currently, if applications are unsuccessful, the PI/Col are aware, but may not discuss this with senior management in the School. Need to address this in a supportive way, to alleviate disappointment, identify what could be done better and set up a stronger foundation for future grant applications.	Implement regular review (quarterly) of unsuccessful applications. Then implement existing support measures (see section 5.3.v) to improve future applications.	August 2020 – August 2022 (review after 2 years)	ADR	Unsuccessful applications automatically reviewed with staff and the support measures then in place to be implemented, with tailored individual support as part of that package.
5.5 Supporting and Advancing Women’s Careers: Flexible Working and Managing Career Breaks						
5.5.i.a High (Objective 2 & 3)	Early organisation of maternity cover regardless of expected length of absence.	In one case that we know of this was not organised and placed pressure on the member of staff to confirm return dates sooner than was necessary.	Education of line managers regarding good HR practice in this area.	Relevant as soon as another member of staff needs to organise maternity leave.	OM and HR.	Full understanding of HR good practice in this area.

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
5.5.i.b High (Objective 2 & 3)	Careful management of workloads at return to work. Formalise a reduction of administrative and teaching loads.	When returning to work, if teaching loads are too high, then research activity is hard to re-build. This could negatively impact on career progression for academic staff.	Formalise a time-limited reduction of administrative and teaching loads.	August 2020 – August 2021 (review after 1 year)	OM and HR.	Full understanding of HR good practice in this area. Policy implemented and communicated to staff.
5.5.iii.a Low	Create a room to allow more comfortable expressing of breastmilk.	Current facilities are not ideal. A fridge is available, and a lockable room was provided, but in an adjacent building.	Create a dedicated space for expressing. Include, fridge, and sterilisation facilities. This could also be a quiet room for calm relaxation.	July 2020 - October 2020	OM	Members of staff returning from maternity leave and needing to express would be better provided for. This could be evidenced in a future staff survey, or by anecdotal evidence collected from staff.
5.5.iii.b Medium	Put in place financial support for carers, for example when attending conferences.	There is currently no dedicated School financial support for those returning from career breaks or needing flexible working arrangements due to caring priorities.	Create a dedicated budget for carers to apply for financial support. Publicise it to staff via staff briefings and the intranet	August 2020 (start of the new financial year)	Dean and OM	A dedicated budget that has been well publicised. Take up from staff so that the allocated budget is used will demonstrate success.

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5.5.v.a Low	Report on uptake of all types of leave available to all staff for caring responsibilities. Include those who do not take it up.	This data is not currently available.	Assess this through HR and introduce standard annual report.	August 2020 – August 2021	HR Business Partner	Standard report available including non-uptake from staff. This can be used to develop follow up actions if necessary.
5.6 Supporting and Advancing Women's Careers: Organisation and Culture						
5.6.i.a High (Objective 3)	Re-Publicise the Athena SWAN principles and what they mean in the School context	Need to open a wider conversation within the School about EDI issues and the Athena SWAN principles specifically. This will encourage openness and help School management to understand individual staff perceptions of the School culture.	Publish principles and encourage staff to be aware of them and to hold them in mind when completing future staff surveys or providing feedback in other forms. How does the School really do in practice, on the ground in relation to the principles?	July 2020 – July 2022 (review after 2 years)	Director of EDI	Increased staff awareness of the principles. This will be evidenced in a future staff survey, using a question such as: The School has effectively embedded the Athena SWAN principles and improved the EDI culture through implementation of its action plan (target 80% + agree).

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5.6.i. b High (Objective 3)	Complete further analysis of staff perceptions of the School Culture, including HR policy issues of bullying, harassment etc, to understand individual contextual examples where appropriate.	Survey data show that some staff do not feel that the culture of the School supports EDI and that there are training deficiencies in relation to HR policies on bullying, harassment etc.	Hold Focus group looking at Athena SWAN principles and the EDI action plan. Look for examples of where School Culture supports or falls short of the principles.	October 2020 – December 2020 to hold focus groups. The timescale for follow up actions tbc.	Dean, Director EDI and OM	This will provide specific examples (where appropriate) of poor practice, which will give us tangible areas to improve. This allows us to turn principles into real contextual practice.
5.6.ii.a Medium	Re-enforce mandatory training for line managers and academic leaders on relevant HR policies.	In the latest staff survey, over 40% of staff disagreed with the statement “I feel that my colleagues are suitably trained to raise awareness of issues and prevent bullying, harassment & discrimination.”	Ensure that all line managers and those in leadership positions have attended mandatory training on Unconscious Bias, Bullying and Harassment, and Grievance / Disciplinary procedures.	September 2020 – September 2022 (review after 2 years)	Dean and OM	100% completion of mandatory training should be a minimum requirement. By publicising this training, it will also reassure staff that this is taken seriously and will encourage them to raise issues appropriately. Success will be for this figure (currently 40% disagreeing) to fall below 10% in a future staff survey.

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5.6.iii.a Medium	Monitor and improve gender balance on committees and ensure that gender balance is considered in appointing new committee members.	Current membership of decision-making committees has variable gender balance. In some places it is well balanced, but this is by coincidence rather than by design.	All committee memberships to be monitored for gender balance every year. Committee Chairs to consider gender balance when appointing new members. Where specific roles lead to a gender imbalance, then other members of staff will be given the option to join the committee as a development opportunity.	August 2020 – August 2022 (review after 2 years and again after 5 years)	SMT, led by OM	All committee appointments to have been considered in terms of gender balance. This should match the % female RTE staff, so our current target will be 25%, moving toward 33% in 5 years' time in line with our recruitment targets Newer members of staff to have been given the opportunity to shadow committee members to aid their own development.
5.6.v.a Medium	Complete gender analysis of the WLM and report on this to SMT.	This is not currently undertaken.	Gender analysis completed and reported to SMT.	December 2020. Annual.	OM	Meaningful annual report provided to SMT, trends identified, and appropriate actions implemented.
5.6.vii.a Low	Complete gender analysis of the seminar programme and report on this to SMT.	This is not currently undertaken.	Gender analysis completed and reported to SMT.	December 2020. Annual.	ADR and OM	Meaningful annual report provided to SMT, trends identified, and appropriate actions implemented.

Reference and Priority (H, M, L)	Action	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key future outputs and milestones	Timeframe (start / end date)	Person responsible (include job title)	Success criteria and outcome
5.6.viii.a Low	Outreach activities of academics and researchers to be recorded and acknowledged in WLM and considered in promotion applications.	Recognition of this activity when considering work allocation and promotion applications will make it more appealing to female staff members	Outreach activity added to WLM records and discussed as part of PDR	April 2020 – April 2022 (review after 2 years)	OM	20% Increase in number of women staff members available for outreach delivery



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