Department Application
Bronze Award

School of Science and Engineering

University of Dundee

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Our application
Word limit	**10,500+1,000 extra words**	**11115**
Recommended word count		
1. Letter of endorsement	500	519
2. Description of the department	500	606
3. Self-assessment process	1,000	813
4. Picture of the department	2,000	3343
5. Supporting and advancing women's careers	6,000	5834
6. Case studies	n/a	n/a
7. Further information	500	n/a

Name of institution	University of Dundee
Department	School of Science & Engineering
Focus of department	**STEMM**
Date of application	May 2018
Award Level	**Bronze**
Institution Athena SWAN award	**Date:** Nov 2017 **Level:** Bronze
Contact for application Must be based in the department	Dr Iain R. Murray
Email	irmurray@dundee.ac.uk
Telephone	01382 384155
Departmental website	www.dundee.ac.uk/scienceengineering

GLOSSARY

AD - Associate Dean

AD(I) - Associate Dean (Internationalisation)

AD(L&T) - Associate Dean (Learning & Teaching)

AD(QA) - Associate Dean (Quality Assurance)

AD(R) - Associate Dean (Recruitment)

AHSSBL - Arts, Humanities, Social Sciences, Business & Law

AP - Action Plan

ARP - Annual Review Procedure (promotion)

AS - Athena SWAN

ASEG - Athena SWAN Executive Group

ASPC - Athena SWAN Project Coordinator

A&R - Academic and Research

ASSG - Athena SWAN Steering Group

BCS - professional body for Computing (formerly British Computing Society)

BME - Black or Minority Ethnic

CAHID - Centre for Anatomy and Human Identification

CASE - College of Art, Science & Engineering (pre-2015 structure)

CASS - College of Arts & Social Sciences (pre-2015 structure)

CLS - College of Life Sciences (pre-2015 structure)

CMDN - College of Medicine, Dentistry & Nursing (pre-2015 structure)

DLHE - Destinations of Leavers from Higher Education (graduate survey)

DLP - Developing Leaders Programme

DUSA - Dundee University Students' Association

E&D - Equality & Diversity

ECU - Equality Challenge Unit

ECAM - Early Career Academic Mentoring

ED&I - Equality, Diversity and Inclusion

EIA - Equality Impact Assessment

FPE - Full Person Equivalent

FT - Full-time

FTE - Full-time Equivalent

GAP - Gender Action Plan

HE - Higher Education

HEA - Higher Education Academy

FHEA - Fellow of the Higher Education Academy

HEFCE - Higher Education Funding Council for England

HEI - Higher Education Institute

HEIDI - Higher Education Information Database for Institutions

HESA - Higher Education Statistics Agency

HR - Human Resources

ICE - Institute of Civil Engineers - professional body for Civil Engineers

KIT - Keeping In Touch

LGBT - Lesbian, Gay, Bisexual & Transgender

LRCFS - Leverhulme Research Centre for Forensic Science

L&T - Learning and Teaching

MyDundee - Virtual Learning Environment used by all staff and students for information storage/exchange

OPD - Organisational and Professional Development

OSaR - Objective Setting and Review

PAP - Previous Action (from earlier Action Plan)

PDM - Professional Development Mentoring

PDRA - Postdoctoral Research Assistant

PG - Postgraduate

PGCert THE - Postgraduate Certificate in Teaching in Higher Education

PGT - Postgraduate Taught

PGR - Postgraduate Research

PI - Principal Investigator

PS - Professional Services

PT - Part-time

RAE - Research Assessment Exercise (2008)

REF - Research Excellence Framework (2014)

RO - Research Only

SA&D - School of Art & Design

SAT - Self-Assessment Team/s

SDEN - School of Dentistry

SEG - School Executive Group (within SSEN)

SESW - School of Education & Social Work

SFC - Scottish Funding Council

SHUM - School of Humanities

SLS - School of Life Sciences

SM - School Manager (PS role)

SMED - School of Medicine

SMG - School Management Group (within SSEN)

SMP - Statutory Maternity Pay

SNHS - School of Nursing & Health Sciences

SSEN - School of Science & Engineering

SSS - School of Social Sciences

STEMM - Science, Technology, Engineering, Mathematics & Medicine

T&R - Teaching & Research

T&S - Teaching & Scholarship

TRAM - Teaching, Research and Academic Mentoring

UB - Unconscious bias

UG - Undergraduate

UoD - University of Dundee

VS - Voluntary Severance

WLB - Work-Life Balance

WLM - Workload Model

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.

School of Science and Engineering
University of Dundee

Dean: Professor Iain W. Stewart, MA PhD FRSE FIMA

16 May 2018

Equality Charters Manager,
Equality Challenge Unit,
7th Floor, Queens House,
55/56 Lincoln's Inn Fields,
London WC2A 3LJ.

Dear Dr Gilligan.

I write to enthusiastically endorse the School of Science and Engineering (SSEN) Athena SWAN (AS) Bronze Award application.

My taking post in 2016 coincided with the University of Dundee's restructure from colleges to schools. The newly-formed SSEN includes three existing AS award-holding groups and, to cement our new School together, all three groups elected to pursue our AS activities together under the wider School umbrella. This was also a timely opportunity to solidly embed AS into our recruitment, reporting and management structures.

I am personally committed to gender equality as Dean. I initially chaired the SAT myself and in 2017, via open recruitment, an experienced academic, Dr Iain Murray, was appointed to the role of AS Lead in SSEN and assumed the Chair - this role was allocated 0.5 FTE in the four months prior to the application submission and 0.1 FTE mid-cycle to ensure that AS work is facilitated and recognised. To ensure a direct line to SSEN's Senior Management Team from both Academic & Research and Professional Services perspectives, my School Manager and I both sit on the SAT.

To maintain and strengthen collaboration across SSEN, we widened the SAT membership to ensure all individual disciplines are represented. We have maintained excellent progress on our original Action Plans (now a single, realigned School Action Plan) and have embedded 65 out of 88 actions into our processes e.g. E&D is now on all committee agendas. Surveys show 98% of SSEN staff are both aware of University E&D policies and think the University respects people equally irrespective of their gender, and we attribute these results to the impact of our previous AS Action Plan.

The AS process has benefited the School by raising awareness of gender issues and promoting a supportive environment, strongly signalling to applicants and the wider community that we are an inclusive place to work and study, irrespective of gender. I have appointed budget-holding Public Engagement Co-ordinators in each discipline who are delivering outreach events which showcase gender role models; this will help redress gender imbalances in all disciplines.

UNIVERSITY OF DUNDEE – Dundee DD1 4HN

http://www.dundee.ac.uk/scienceengineering/

The University of Dundee is a Scottish Registered Charity, No. SC015096.

Dean: Professor Iain W. Stewart, MA PhD FRSE FIMA

We still have more to do: SSEN has six disciplines, most of which have entrenched gender imbalances across their wider communities both in favour of females (CAHID) and of males (particularly Physics, Civil Engineering, Mechanical Engineering and Computing). AS actions will help deliver the culture changes that are required.

Through a revised pre- and post-promotion process in SSEN we have recently promoted three female academics (two Senior Lecturers, one Reader) and three male academics (one Senior Lecturer, two Professors). I personally met with all staff applying for promotion before and after application and initiated an action planning process for any staff whose application was unsuccessful. Through this and other support described in our 2018-2022 AS Action Plan, we aim to address remaining imbalances across the full spectrum of job families within SSEN.

I confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

My senior management team and I wish to thank Dr Murray and the SAT for their ongoing commitment to the AS process.

Yours sincerely,

Professor Iain W Stewart
Dean, School of Science and Engineering

Data Notes:

1. Internally sourced staff numbers - All staff data shown are a snapshot taken annually on the 31st July and are presented as Full Person Equivalent (FPE). In line with statutory requirements we currently record and report sex as "female" or "male". In this application we refer to "sex" as "gender".

2. Staff Excluded from All-Analysis - All non-salaried, non-graded, non-professor staff members (Associate, Honorary and Temporary).

3. Comparator Higher Education Institute Data - HESA data† extracted from the HEIDI plus database and are comprised of the Scottish HEIs listed and use the JACS and Cost Centre mapping as follows. Comparators were selected on the basis of being the closest match geographically and to our own subject areas:

Comparators	HESA JACS Principal Subject (Students, Leavers)	HESA Cost Centre Mapping (Staff)
Heriot-Watt University	(F3)Physics	(12) Physics
The Robert Gordon University	(F4)Forensic & archaeological science	(19) Civil engineering
The University of Aberdeen	(F5)Astronomy	(20) Electrical, electronic & computer engineering
The University of Edinburgh	(G1)Mathematics	(21) Mechanical, aero & production engineering
The University of Glasgow	(G91)Others in mathematical sciences	(24) Mathematics
The University of St Andrews	(G4)Computer science	(25) IT & systems sciences, computer software engineering
The University of Strathclyde	(G5)Information systems	(114) Physics
	(G92)Others in computer sciences	(118) Civil engineering
	(I1)Computer science	(119) Electrical, electronic & computer engineering
	(I2)Information systems	(120) Mechanical, aero & production engineering
	(I3)Software engineering	(121) IT, systems sciences & computer software engineerin
	(I6)Games	(122) Mathematics
	(I9)Others in computer sciences	
	(H1)General engineering	
	(H2)Civil engineering	
	(H3)Mechanical engineering	
	(H6)Electronic & electrical engineering	
	(H7)Production & manufacturing engineering	
	(H9)Others in engineering	
	(J5)Materials technology not otherwise specifi	

In our comparator charts, we present rounded HESA data extracted from HEIDI plus averaged over a 5-year period from 2011/12 to 2015/16 for:

- University of Dundee, School of Science and Engineering (SSEN)
- Average of comparator institutions **including** University of Dundee School of Science and Engineering data ("Comparator(s) (Including Dundee)")
- Average of comparator institutions **excluding** University of Dundee School of Science and Engineering data ("Comparator(s) (Excluding Dundee)")

† HESA Staff Record [2011/12 - 2015/16]
Copyright Higher Education Statistics Agency Limited
Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

Our internal data extraction and reporting methods are as consistent as possible with HESA protocol. However, there are inevitably differences. Rounding and removal of low numbers data (by HESA) also introduce differences in data reported. Differences are particularly apparent at small %, where a small difference can result in a relatively large difference in values. We believe both internal and external data to be accurate and reliable.

HESA reporting period is 2011/12 to 2015/16 (the most recent available 5-year window), whereas internally reported reporting period is 2012/13 to 2016/17 (also the most recently available data)

(unless otherwise stated). Differences in time window may also result in difference between calculate average values, again particularly obvious when numbers are small.

UoD uses terminology "Teaching & Scholarship" for contracts referred to by HESA as "Teaching Only" and terminology "Professional Services" for staff referred to by HESA as "Non Academic".

4. Student numbers
- We use HESA Standard Registration Population (SRP) for the Athena SWAN data set. The HESA SRP has been derived from the reported HESA Student Record and comprises all registered higher education and further education student instances awarded a qualification or HE provider credit in the period 1st August to 31st July. The HESA SRP excludes certain students from its count, such as those who are writing up and any students that have dormant statuses (HESA defines these students are not being taught by providers).
- In line with data provided by partner bodies such as UCAS and with statutory requirements, we currently record and report gender as "female" or "male".

5. School Mapping - UoD has nine academic Schools: five STEMM Schools - School of Dentistry (SDEN), School of Life Sciences (SLS), School of Medicine (SMED), School of Nursing & Health Sciences (SNHS) and School of Science & Engineering (SSEN) and four AHSSBL Schools - School of Art & Design (SA&D), School of Education & Social Work (SESW), School of Humanities (SHUM) and School of Social Sciences (SSS).

6. Staff Affiliation Mapping - Academic & Research (A&R) and Professional Services (PS) Staff are aligned to either a STEMM School or an AHSSBL School or one of the Professional Services Directorates. Data for PS staff is not presented separately in this application, but is being collected to inform future applications.

7. Discipline Staff Mapping - As the SSEN disciplines existed as CAHID, Computing and EPM for most of the reporting period, the staff data has been mapped in this way and cannot be broken down into the current six disciplines across the reporting period. Thus, the discipline-level staff data (where presented) is for the three "old" disciplines (as they existed under the pre-2015 UoD structure and as the Athena SWAN award-holding groups). Future data will be collected by discipline centrally (AP 4.2.1). From July 2016, CAHID has included LRCFS.

8. Contract Type Data - All of the A&R staff in SSEN have contracts which are either:
- **Research Only (RO)** e.g. employees who do academic research and publish in their field of expertise, including postdocs;
- **Teaching & Research (T&R)** e.g. who teach in the University's UG and PG degree programmes and do academic research in their field of expertise;
- **Teaching & Scholarship (T&S)** e.g. who teach in the University's UG and PG degree programmes and contribute to practice-based research in teaching or in their field of expertise.

9. A&R Staff Grade Mapping - Grades used for AS across UoD are as follows:
- **AS06 -** Research Assistants/Associates/Officers/Nurses, Support Technicians & Counsellors
- **AS07** - Postdoctoral Research Assistants (PDRAs), Fellows & Lecturers (Grade 7)
- **AS08** - Lecturers (Grade 8) & Senior Research Fellows
- **AS09** - Senior Lecturers and Readers
- **AS10** - Professors

We do not present AS06 data. There were three AS06 A&R staff (aggregate) in SSEN over the reporting period and none in July 2017.

10. UoD Survey (2015) Data - There were 1982 respondents. From the School of Science and Engineering there were 118 respondents: 33F:75M and 10 gender identity not reported or withheld. We report responses from SSEN staff only. Survey conducted by Capita Surveys and Research.

11. UoD Survey (2017) Data - There were 1873 respondents. From the School of Science and Engineering there were 112 respondents: 40F:64M and 8 gender identity not reported or withheld. We report responses from SSEN staff only. Survey conducted by Capita Surveys and Research.

12. SSEN Staff Survey (2017) Data - There were 54 respondents: ▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇
▇▇▇▇▇▇▇▇. Survey conducted by SSEN.

13. Ordinary degrees - This category also includes unclassified awards in our figures i.e. students who exited with an award below an Ordinary degree.

14. PGT awards - UoD changed its regulations regarding the awarding of Distinctions and Merits in PGT programmes in 2015, which has resulted in a notable increase in the number of these awards in 2016/17.

15. PGR numbers - The reported numbers do not include students who are registered as writing up. The Applicant Journey data reports only those applying to the university centrally, and so is incomplete as students can also register directly with disciplines for PGR. CAHID students who began a PGR programme while CAHID was part of SLS have remained registered with SLS, and so are not reported in the SSEN data.

16. Leavers Data - Leavers data excludes tutors and is recorded annually on 31st July for the previous year. % turnover is calculated using leavers' data and the snapshot of staff numbers. Snapshot of staff numbers does not account for starters in that year; this could result in over-inflation of (in particular) fixed-term leavers. Expiry of contract may be recorded as a reason for leaving for both fixed-term and open-ended staff; for open-ended staff, this is likely to be due to the ending of an open-ended contract with time limited, external funding. Additionally, our reporting methodology can lead to artificially high turnover for part-time staff - if part-time, temporary staff are not in post on 31 July then they do not appear in our snapshot of current staff numbers but, if they leave, they will appear in the leavers' data for that year.

17. Recruitment Data - These are extracted from University of Dundee (UoD) e-recruitment system and always include core funded academic staff. Any vacancies which are not managed through this system are not included. Occasional exceptions may be PDRA positions associated with research grants. The recruitment year runs from 1st August until 31st July. Appointments might not be recorded until the staff member has taken up post, which could take several months after completion of the recruitment process. "Other" includes transsexual applicants, applicants who have withheld gender information and applicants where gender is unknown.

18. Promotions Data - In line with UoD promotions procedure nomenclature, we present here data disaggregated to show promotions to "Senior Lecturer or Researcher Grade 9" and to "Reader" separately (these are combined elsewhere to "AS09"). Since 2014, it has been possible to apply for promotion to any grade above current appointment. Therefore, success rates can exceed 100% when

promotions awarded exceeded application to that level. (e.g. a Senior Lecturer could apply for promotion to Personal Chair but be awarded promotion to the lower position of Reader).

19. Research Excellence Framework (REF) Data - As Category B staff were not eligible in Research Assessment Exercise (RAE2008) and (following the introduction of a more restrictive definition) UoD only submitted one Category C individual to REF2014, our commentary and comparisons have been confined to Category A staff. The definition of Category A staff differed between the two assessments, with Teaching Only staff eligible for submission in RAE2008 but not in REF2014.

20. Equality & Diversity (E&D) Training Data - E&D data are cumulative values and are collected at different snapshot dates to other data sets; therefore totals will not match our overall staff numbers. Some non-completion figures will relate to new starts.

21. Objective Setting & Review (OSaR) Data - Staff with the following job categories (Tutor, Secondment, Temporary, Agency and Manual staff, not in supervisory roles, who operate to specified and understood standards in their roles) will not have annual OSaR meetings but the Dean ensures that they are aware of the University vision, values and aims. Honorary and Associate staff are exempt from the OSaR process.

22. Maternity Leave Data - Only maternity staff records that had a matching record in the Core Staff dataset for that academic year have been included to ensure consistency in reporting.

23. Paternity Leave Data - Only paternity staff records that had a matching record in the Core Staff dataset for that academic year have been included to ensure consistency in reporting.

24. Flexible Working Data - Only flexible working applications that had a matching record in the Core Staff dataset for that academic year have been included to ensure consistency in reporting.

2. DESCRIPTION OF THE DEPARTMENT

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.

See Data Notes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

The School of Science and Engineering (SSEN) had 191 members of staff (31%F:69%) and 1759 students (31%F:69%) (July 2017, **Table 2.1**).

| | July 2017 | | | |
| | Female | | Male | |
	Number	%	Number	%
Academic & Research	32	24%	104	76%
Professional Services	27	49%	28	51%
Total Staff	**59**	**31%**	**132**	**69%**
Access & Foundation	53	38%	86	62%
Undergraduate	374	29%	907	71%
Postgraduate Taught	98	37%	165	63%
Postgraduate Research	25	33%	51	67%
Total Students	**550**	**31%**	**1209**	**69%**

Table 2.1 - Summary of SSEN staff and students, July 2017

Staff five-year average %F was within 2% of comparators (**Figure 2.1**). There were 136 Academic & Research (A&R) staff (24%F:76%M), with gender balance aligned with comparators (**Figure 2.2**) and 55 Professional Services (PS) staff (49%F:51%M) whose proportion of females was below comparators (**Figure 2.3**). We address the under-representation of females through the specific actions set out in this application.
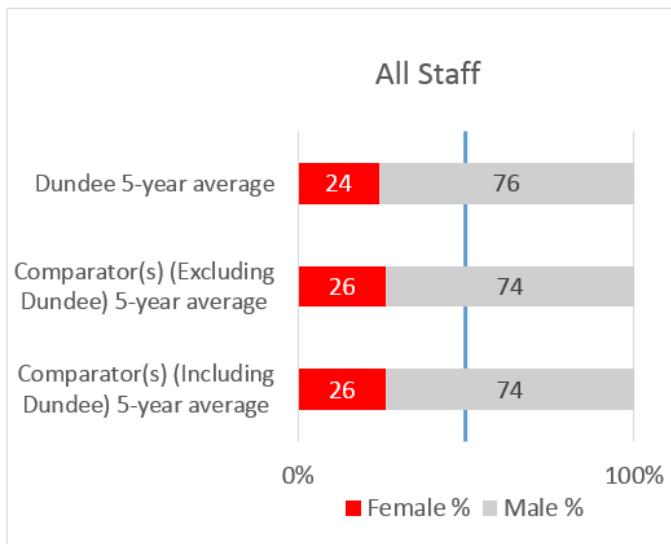
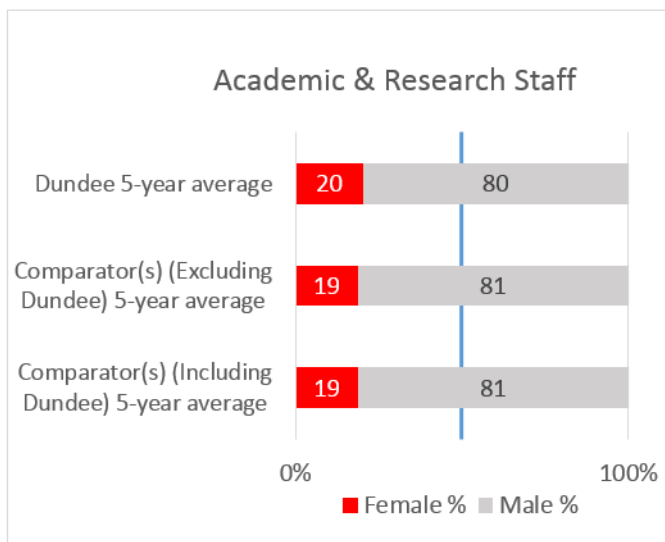**Figure 2.1 - Comparator data - SSEN all staff, 5-year averages**

Figure 2.2 - Comparator data - SSEN Academic & Research staff, 5-year averages
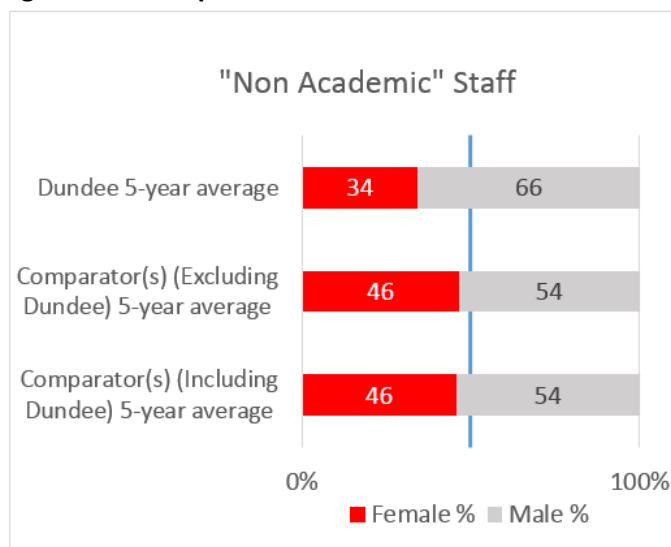

Figure 2.3 - Comparator data - SSEN "Non academic" staff (known at UoD as Professional Services staff), 5-year averages

SSEN had 1620 students (31%F:69%M, 2016/17)), a slight overall increase in %F since the start of the reporting period (29%F:71%M in 2012/13). 5-year average %F was slightly above comparators (28%F Dundee:23%F comparators excluding Dundee (**Figure 2.4**)).

All Students

	Female %	Male %
Dundee 5-year average	28	73
Comparator(s) (Excluding Dundee) 5-year average	23	77
Comparator(s) (Including Dundee) 5-year average	24	76

0%   100%
■ Female % ■ Male %
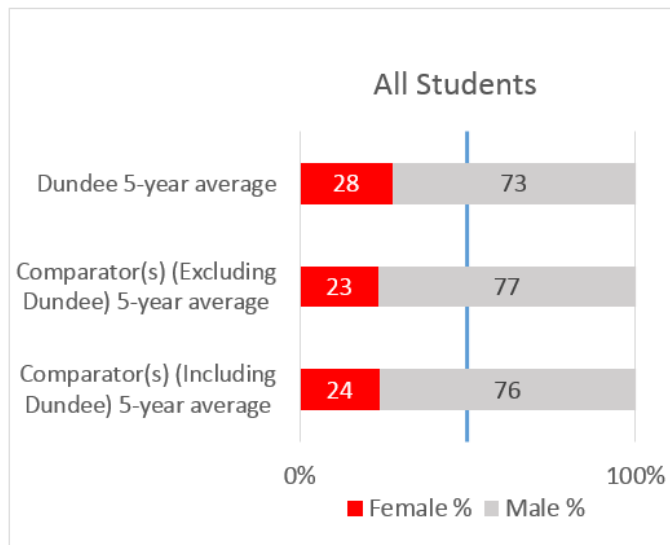
Figure 2.4 - Comparator data - SSEN all students, 5-year averages

We disaggregate these figures later and highlight how our disciplines contribute to the overall numbers and how the positive differences arise and indicate actions to correct the large gender imbalances in some of our disciplines.

Pre-August 2015 UoD operated a college structure. The College of Art, Science & Engineering (CASE) included the School of Computing, School of Engineering, Physics & Mathematics (EPM) and the Centre for Anatomy and Human Identification (CAHID) as separate entities. Under this structure, all units which now comprise SSEN successfully applied for their first Athena SWAN (AS) Awards (2014/2015) (**Figure 2.5**).
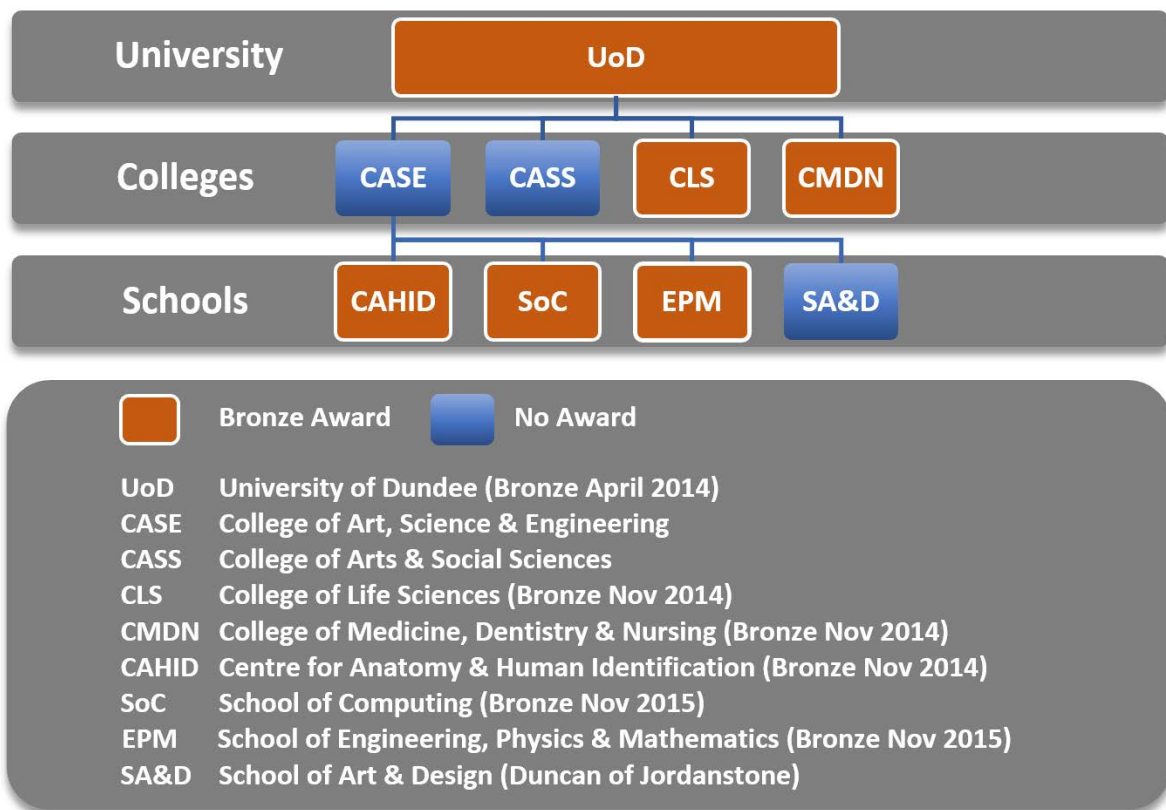
Figure 2.5 - UoD pre-2015 structure and Athena SWAN status

In 2015, the UoD restructure led to the nine academic schools (five STEMM and four AHSSBL) (**Figure 2.6**) plus eleven professional services directorates.

Our data are re-mapped according to the post-2015 structure unless otherwise indicated. Whole-school data is presented first, with analysis of individual disciplines' contributions presented where relevant; detailed discussion has been challenging, despite the expanded word limit.
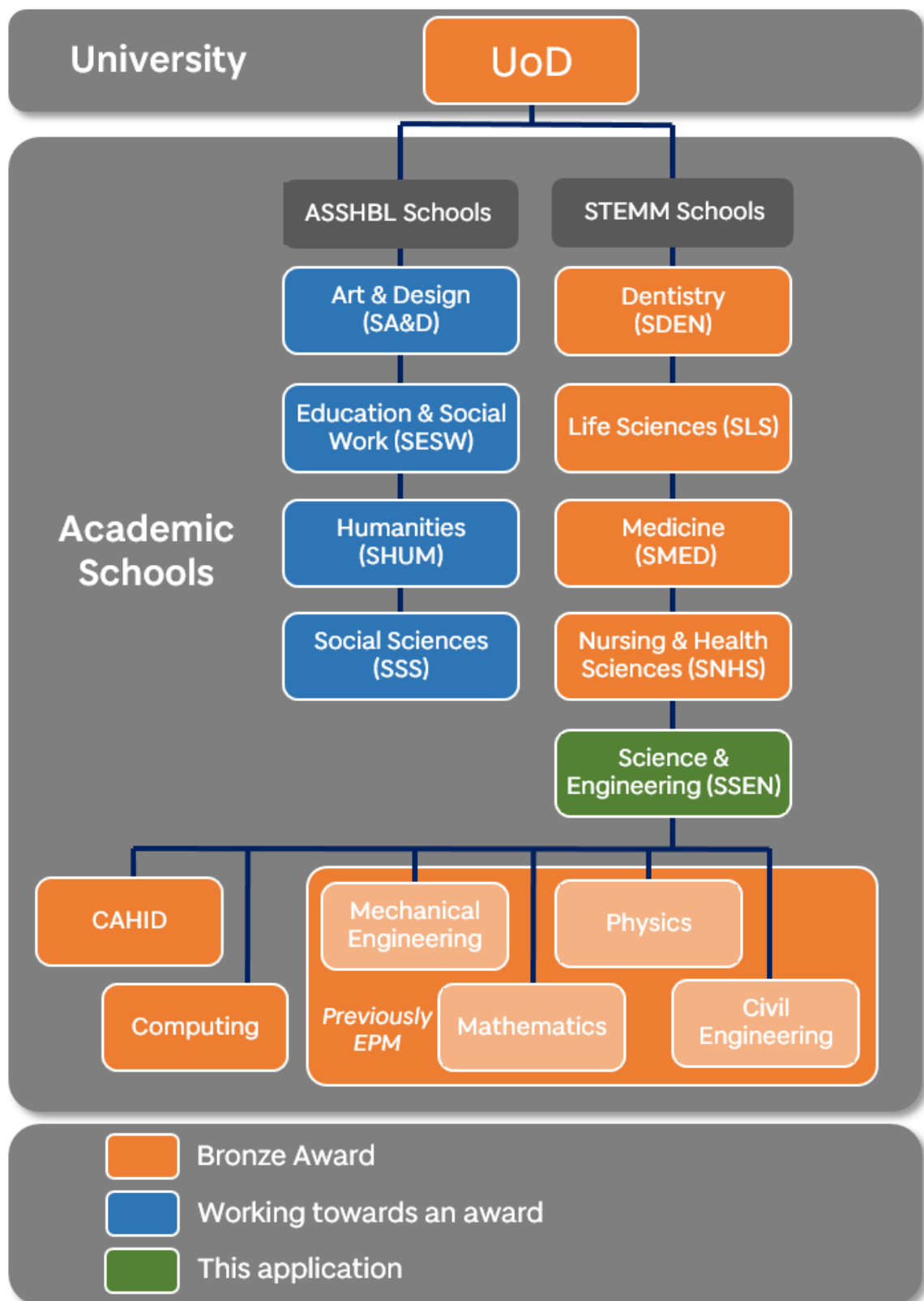
Figure 2.6 - UoD post-2015 academic Schools and Athena SWAN Award status (see Data Notes 5, 7)

SSEN is a STEMM school, comprising the six disciplines of CAHID, Civil Engineering, Computing, Mathematics, Mechanical Engineering and Physics. In July 2016, the Leverhulme Research Centre for Forensic Science (LRCFS) was created within CAHID; for AS purposes, we report CAHID&LRCFS data together.

SSEN occupies buildings with bespoke facilities on one compact campus in the centre of Dundee (**Figure 2.7** and **Figure 2.8**).

Figure 2.7 - SSEN Locations - Fulton Building (*centre* - School administration, all of Civil Engineering, Mechanical Engineering and Mathematics plus part of Physics) and (*clockwise from top left*) Queen Mother Building (Computing), Ewing Building (part of LRCFS, some Physics laboratories and Computing's Satellite Receiving Station), Fleming Building (part of LRCFS) and Harris Building (Physics)

Figure 2.8 - CAHID rooms in the Matthew Building (*left, centre*) and Medical Sciences Institute (*right*)

SSEN operates a research-led teaching model; approximately 65% of staff effort is on research and 35% on teaching; both are equally valued. A strong inter-disciplinary research portfolio across SSEN benefits our teaching at undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) levels.

Following restructure, our AS award-holding groups committed to progress future AS work collectively as a School and ECU reissued the AS awards under the realigned names: Computing and EPM (plus CAHID). The restructure did not cause large changes in A&R or PS staff numbers; gender balance was unaffected. Most A&R and technical staff were largely unaffected; most administration staff from the former schools were integrated into one School Office.

The restructure made AS and Equality, Diversity and Inclusion (ED&I) more visible. For example, SSEN now has an academic E&D/AS lead (0.1 FTE), who chairs the School AS Self-Assessment Team (SAT) and the new Dean, Prof. Iain Stewart, was committed to gender equality and to building on the solid foundations laid under the former Dean, Prof. Fordyce Davidson. The restructure provided an opportunity to weave AS into all internal management and reporting structures (**Figure 2.9**).
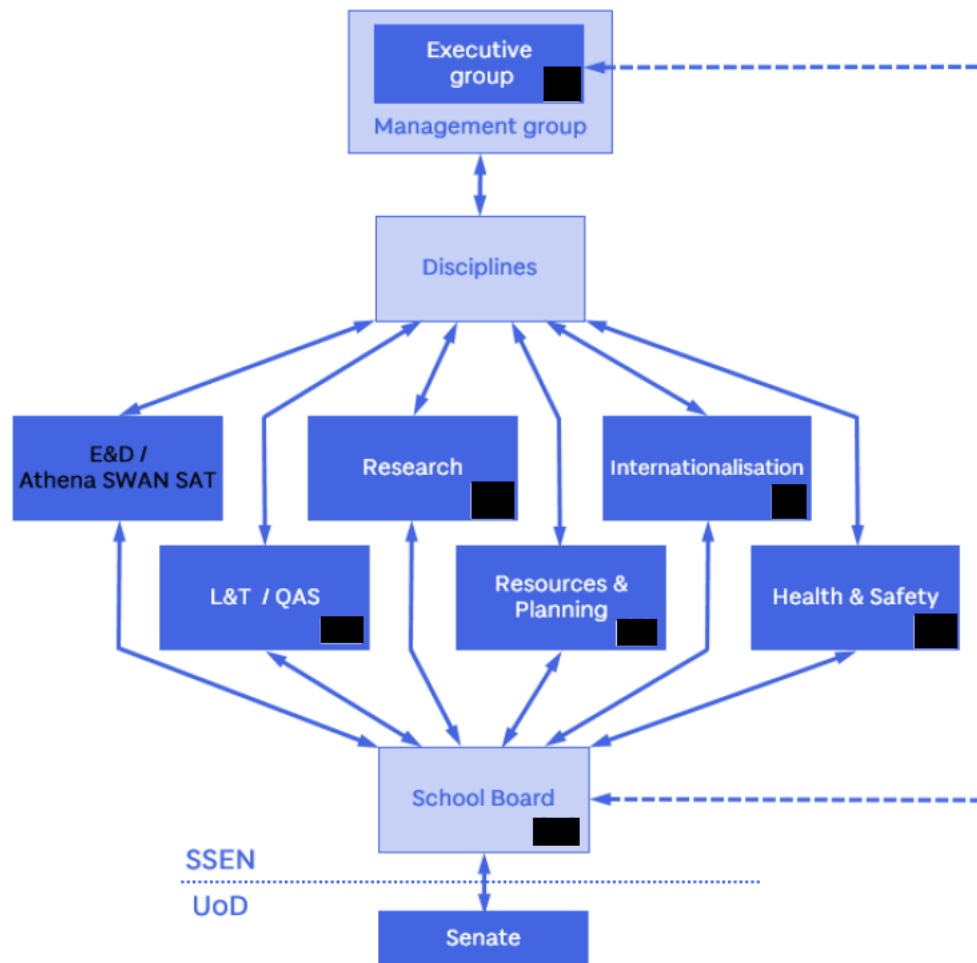
Figure 2.9 - SSEN Internal Management and Reporting Structures. Numbers in brackets indicate individuals from the SAT who are members of the listed School committee (Mar 2018). Note: Management Group consists of the Executive Group plus the Discipline Leads. For a gender breakdown of all committees, see Figure 5.6.10 and Figure 5.6.11 in Section 5.6(iii).

AS/ED&I is a standing item on all agendas, facilitating excellent information flow; SAT members are present on all committees except Research and Internationalisation. To correct this, the new AD(Research) (appointed April 2018) who chairs the Research committee, will join the SAT and we will invite a member of Internationalisation committee to join.

2018-22 Actions	
AP 2.1	AD(R) and a member of Internationalisation Committee to join E&D/AS SAT.

Female leadership in SSEN is visible - School Executive Group (SEG) comprises: the Dean ▮, School Manager (SM) ▮, four Associate Deans (ADs) ▮▮ the School Management Group (SMG) comprises the SEG plus Discipline Leads ▮▮ .

AS is firmly embedded in SSEN culture (see especially **Section 3**, **Section 5.6(i)**) and as a result, awareness of AS (**Figure 2.10**) and perception of gender equality is high (**Figure 2.11, Figure 2.12**).

Figure 2.10 - Awareness of Athena SWAN in the School (from SSEN Staff Survey 2017)

Figure 2.11 - Perception of respect for gender equality (SSEN staff responses to UoD Staff Surveys)

"The University demonstrates a genuine commitment to equality, diversity, and good working conditions for all."

SSEN Staff Survey

Figure 2.12 - Quote from female respondent to SSEN Staff Survey

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

SSEN's award-holding group SATs were formed prior to their original AS applications (**PAP 7, PAP 8, PAP 9**). The SATs merged into one E&D/AS SAT committee in 2017, which is chaired by the SSEN AS/E&D Lead.

The SAT has fifteen members ███████ who are representatives of key areas across SSEN, an HR Officer and the Athena SWAN Project Co-ordinator (ASPC) (**Table 3.1**). Two members of the UoD E&D office ██████ also attend in an advising role. Membership is usually determined by role; where not, we advertise opportunities widely across SSEN.

All SAT members are AS champions (**PAP 6, PAP 14**) and act as conduits of information to and from their disciplines/communities. The group includes the Dean and School Manager, which ensures AS matters are communicated at the highest management levels and members also sit on other key SSEN groups (**Figure 2.9, Figure 5.6.9, Figure 5.6.10**).

Progress on Previous Action Plan	
PAP 7, 8, 9	**Plan for discipline/School SAT meetings and membership**
	SAT meetings now scheduled as part of School calendar and membership is reviewed annually.
PAP 6, 14	**Inform staff of AS activity / increase awareness**
	SAT members feedback directly to their communities. There is AS information on the UoD website. AS items can be included in SSEN/UoD staff newsletters.

Title, Name, Gender Identity	Role in the Department/A&R or PS staff or student	Role on Department SAT	Full-time (FT)/Part-time (PT) at UoD Work - Life Balance Experience
	Technical Manager (PS)	Represents Technical staff	
	School Manager (PS)	PS link to SEG, author, development of AP	
	UoD AS Coordinator (A&R)	Advising, authoring, AP development aligned to UoD AS strategy	
	Lecturer (Mathematics) (A&R)	Represents discipline of Mathematics	
	Postgraduate student	Represents postgraduate students	

Title, Name, Gender Identity	Role in the Department/A&R or PS staff or student	Role on Department SAT	Full-time (FT)/Part-time (PT) at UoD Work - Life Balance Experience
	Lecturer (Mechanical Engineering) (A&R)	Represents discipline of Mechanical Engineering	
	Lecturer (CAHID) (A&R)	Represents discipline of CAHID, AP monitoring and development	
	Human Resources Officer (PS)	Represents Human Resources, policy advisor	
	Lecturer (Computing), SSEN E&D/AS Lead (A&R)	Chair, lead author, represents discipline of Computing	
	School Student President	Represents undergraduate students	

Title, Name, Gender Identity	Role in the Department/A&R or PS staff or student	Role on Department SAT	Full-time (FT)/Part-time (PT) at UoD Work - Life Balance Experience
	Senior Lecturer (Civil Engineering) (A&R)	Represents discipline of Civil Engineering	
	Senior Lecturer (Computing) (A&R)	School Disability Lead, consideration of intersectionality	
	Reader (Computing) and AD Learning & Teaching (A&R)	Represents Learning & Teaching, authoring and feedback on application	
	Lecturer (Physics) (A&R)	Represents discipline of Physics, authoring and feedback on application	
	Professor (Mathematics) and Dean of School (A&R)	Represents School Executive, authoring, action planning, A&R link to SEG	

Table 3.1 - Membership of E&D/SAT Committee (** these staff are external to SSEN; ‡ personal data not disclosed)

(ii)   an account of the self-assessment process

Pre-restructure, award holding SATs typically met six times/year (**PAP 10, PAP 11**).

Progress on Previous Action Plan	
PAP 10, 11	**Action Plan Implementation and monitoring of progress**
	Actions are reviewed at each SAT meeting and reported to School Board if applicable. School progress reviewed annually as part of UoD AS review.

The combined SSEN SAT has continued this frequency. In addition to AS business, agendas also cover wider E&D business and benefit from input from the E&D office.

The original three Action Plans (APs) were merged into a combined AP, realigned to SSEN's reporting and management structures (see **Previous Action Plan** and references to previous actions (**PAP**) within the text). SSEN's new structure meant that many actions originating from one discipline have now been enacted across SSEN.

Of the 88 actions in the Previous Action Plan, 65 have resulted in changes which have become standard procedure or policy at discipline, School or Institution level, and two have been resolved/concluded. The remaining actions, which did not complete or reach their target (for reasons we identify below), have been carried over to the 2018-2022 AP.

Progress on actions is reported at each SAT meeting and a formal report is made annually which is circulated to UoD ASSG and to SSEN School Board (**AP 3.1**). SAT reports to UoD institution-level AS via AS Executive Group (UoD ASEG) and AS Steering Group (UoD ASSG) via minutes and membership: the Dean, SSEN AS Lead, Mathematics AS Lead and ASPC are members of all groups (**PAP 13**). ASSG (chaired by UoD Vice-Principal (Provost)/AS Institutional Champion) minutes are reported back to SSEN via School Board and SAT. ASEG is an operational group of UoD AS leads which meets every 8-10 weeks to facilitate communication, troubleshoot and share and develop best practice.

Progress on Previous Action Plan	
PAP 13	**Maintain links with Athena SWAN groups in the wider university community**
	AS representatives participate in cross-institution AS groups.

2018-22 Actions	
AP 3.1	Annual AS report prepared for SSEN School Board by SAT.

We wish to further engage SSEN staff with the AS agenda to continue changing our culture and will raise awareness of AS (see also **5.6(i)**) through increased engagement (**AP 3.2**):

- at least one SAT meeting/year open to all staff
- SSEN activities reported on UoD AS website
- weekly staff e-newsletters regularly feature AS/E&D
- AS will be showcased in a future Staff Away Day

2018-22 Actions	
AP 3.2	Use appropriate publicity and open SAT to encourage participation from all SSEN staff and students in AS activities.

AS staff and student surveys are typically conducted every two years. Actions and impacts are discussed at SAT and School Board. UoD's biennial staff survey (**PAP 5**) contains many AS/E&D questions. Reponses are analysed by SAT and in the wider school and actions are implemented. Relevant results are reported at appropriate points in this application. SSEN's findings are discussed at ASEG and ASSG as part of our institutional AS activity.

Progress on Previous Action Plan	
PAP 5	**Regular staff survey to monitor Athena SWAN and E&D-related issues** University conducts a biennial Staff Survey (which includes AS/E&D questions) and additional AS surveys.

As well as a thorough formal consultation process within SSEN involving staff surveys, multiple discussions at School Board, SAT, SEG, wide circulation and input to drafts from colleagues across the school, SAT members' open-door policy means that there have been many informal face-to-face suggestions communicated via SAT members which have been incorporated into this application and AP.

We produced this application through a combination of formal methods such as SAT meetings, working groups, and individual contributions, and have achieved this though flexible and co-operative working across the School.

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

SSEN SAT will continue to meet approximately six times/year. Membership will be reviewed annually, ensuring turnover and appropriately representative membership. (**AP 3.3**) Where it is not possible for a member to attend in person (or remotely, for example via Skype), we encourage deputising. This broadens our consultation expertise and experience pool and supports succession planning and distribution of workload.

2018-22 Actions	
AP 3.3	Review SAT membership annually to ensure appropriate turnover, gender balance and representative membership.

Workload of AS Lead is credited with continuous 0.1 FTE in the workload model (WLM); SSEN will continue to support this. Workload of other members of SAT is allocated under each member's "Valuing People" contribution.

The SAT and wider School will monitor progress against our 2018-2022 AP, with the intention to apply for a Silver Award as we progress and benefit from the impact of AS actions.

4. A PICTURE OF THE DEPARTMENT

4.1. STUDENT DATA

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

See Data Note 4

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

Three disciplines participate in DUAL Summer School, an entry route for students whose qualifications fell short due to personal mitigating circumstances. Mathematics runs one version for intending Mathematics students, and another for students requiring more elementary numeracy skills. The gender balance reflects the UG cohorts to which we recruit; basic Mathematics is mainly taken by Nursing students (UoD SNHS) which has a predominantly female cohort; we do not control recruitment to this course.
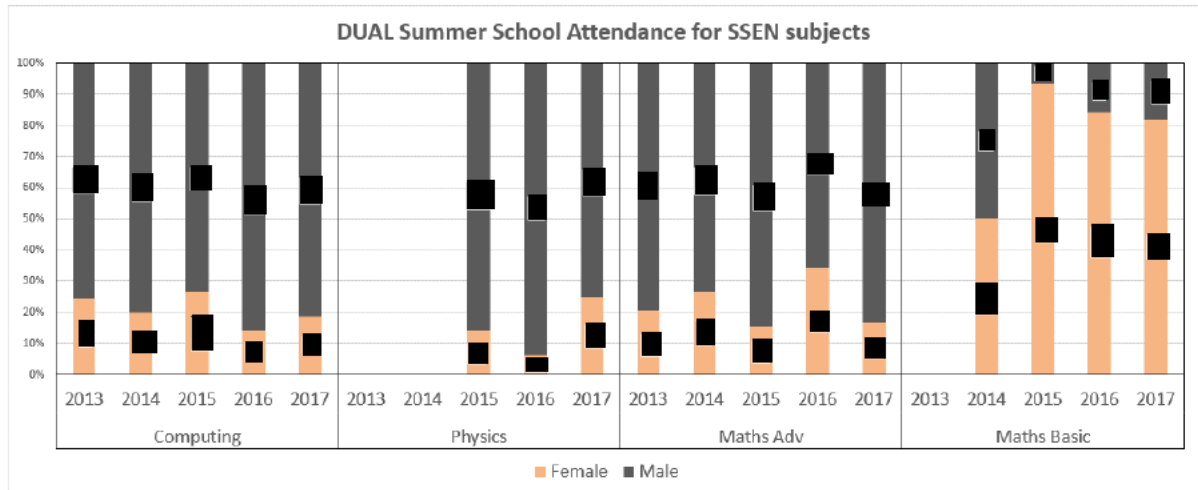
Figure 4.1.1 - Numbers of students attending the DUAL Summer School (SSEN subjects), 5 years

		2013		2014		2015		2016		2017	
		Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
Computing	Female		24%		20%		27%		14%		19%
	Male		76%		80%		73%		86%		81%
	Total		100%		100%		100%		100%		100%
Physics	Female						14%		6%		25%
	Male						86%		94%		75%
	Total						100%		100%		100%
Maths Adv	Female		21%		27%		15%		34%		17%
	Male		79%		73%		85%		66%		83%
	Total		100%		100%		100%		100%		100%
Maths Basic	Female				50%		88%		84%		82%
	Male				50%		13%		16%		18%
	Total				100%		100%		100%		100%
TOTAL	Female		22%		27%		32%		44%		41%
	Male		78%		73%		68%		56%		59%
	Total		100%		100%		100%		100%		100%

Table 4.1.1 - Numbers of students attending the DUAL Summer School (SSEN subjects), 5 years

Computing is our only discipline using FEI articulation routes. Articulation students were predominantly male (**Figure 4.1.2, Table 4.1.2**) reflecting the gender balance on the HND feeder programme.
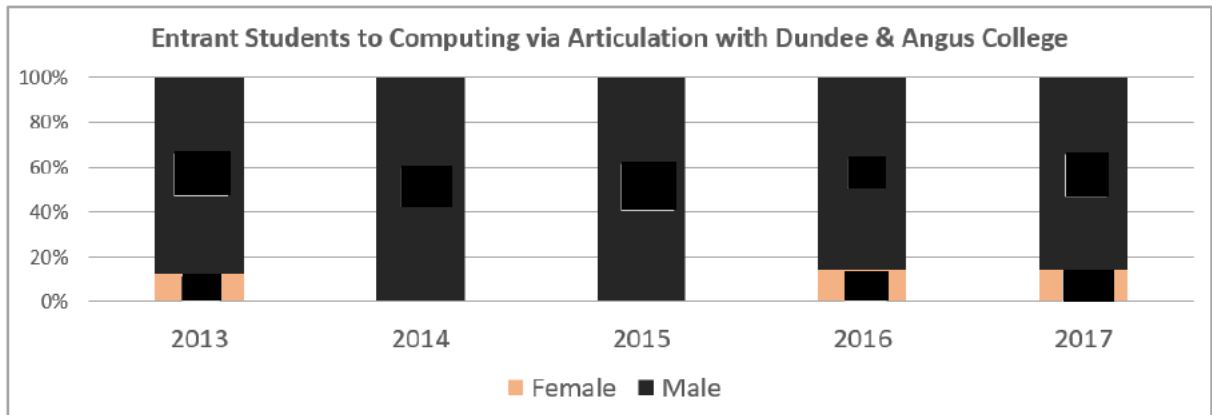
Figure 4.1.2 - Students entering Computing via articulation from Dundee & Angus College

	2013		2014		2015		2016		2017	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female		13%		0%		0%		14%		14%
Male		88%		100%		100%		86%		86%
Total		100%		100%		100%		100%		100%

Table 4.1.2 - Students entering Computing via articulation from Dundee & Angus College

Computing's 2015 AP included actions (**PAP 23, PAP 24**) to introduce AS to the College to improve the gender balance of this cohort. This remains an important action which we carry forward (**AP 4.1.1**).

Progress on Previous Action Plan
PAP 23, 24   **Introduce Athena SWAN to feeder FE Colleges/female staff to give guest seminars**
No progress has been made due to restructuring and staff changes at Dundee & Angus College - action carried forward (**AP 4.1.1**).

2018-22 Actions
AP 4.1.1   **Promote Athena SWAN in our feeder Further Education Institutions (FEIs).**

In 2017, SSEN participated in UoD's new "Gifted & Talented Programme". A-level students predicted to achieve AAB, who passed an SSEN assessed programme and who subsequently applied through UCAS were made unconditional offers.

Four SSEN disciplines participated (**Figure 4.1.3, Table 4.1.3**). 32 applicants participated (12F:20M, 38%F) and all passed. 15 formal applications and unconditional offers were made (█████ 34%F). There was a slight decrease in proportion of female applicants compared with participants. We will monitor whether these students matriculate in the 2018/2019 cycle and monitor future cohorts to ensure there is no bias at any stage of this process. We will consider if other disciplines could benefit from this entry route.

2018-22 Actions	
AP 4.1.2	Monitor gender balance on Gifted & Talented programme.
AP 4.1.3	Consider if other disciplines could benefit from participation in the G&T programme.
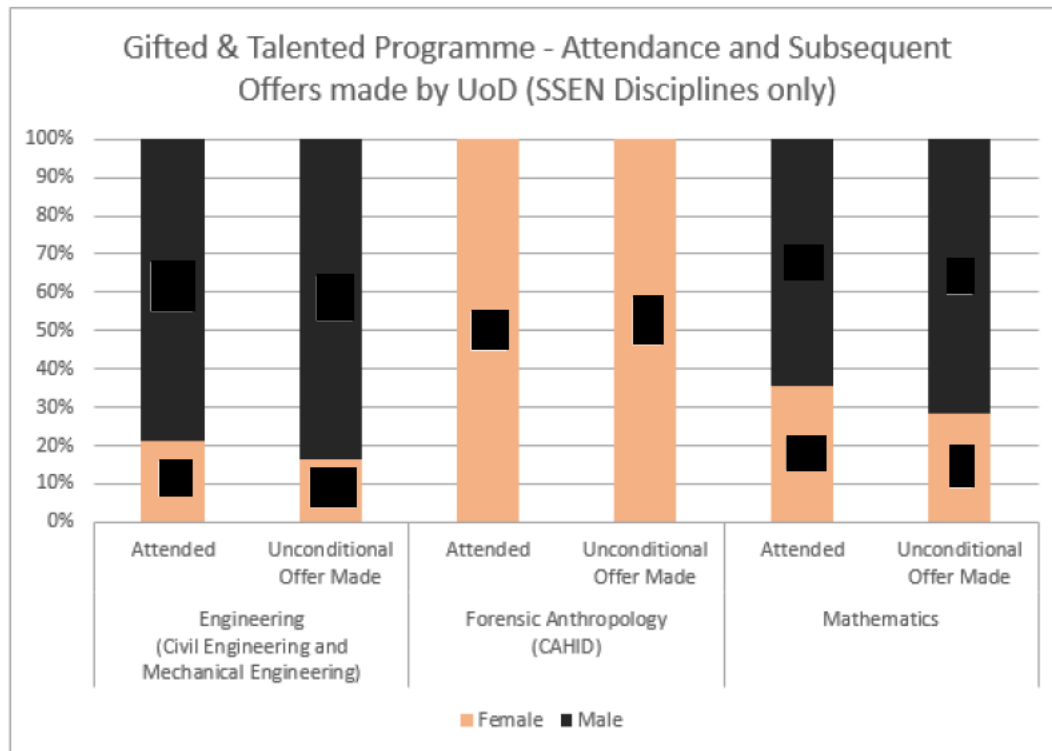
Figure 4.1.3 - G&T Programme 2017 - Attendance and Subsequent Applications (Civil and Mechanical participated together as "Engineering")

		Engineering		Forensic Anthropology		Mathematics	
		Number	**%**	**Number**	**%**	**Number**	**%**
Attended	Female	█	21%	█	100%	█	36%
	Male		79%		0%		64%
	Total		100%		100%		100%
Offered	Female	█	17%	█	100%	█	29%
	Male		83%		0%		71%
	Total		100%		100%		100%

Table 4.1.3 - G&T Programme 2017 - Attendance and Subsequent Applications

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.

See Data Notes 4, 13

WHOLE SCHOOL - ALL UNDERGRADUATE STUDENT NUMBERS

Over the last five years, SSEN has recruited 5,736 UG students (**Figure 4.1.4, Table 4.1.4**); the gender balance (30%F:70%M) was better than comparators (**Figure 4.1.5**).
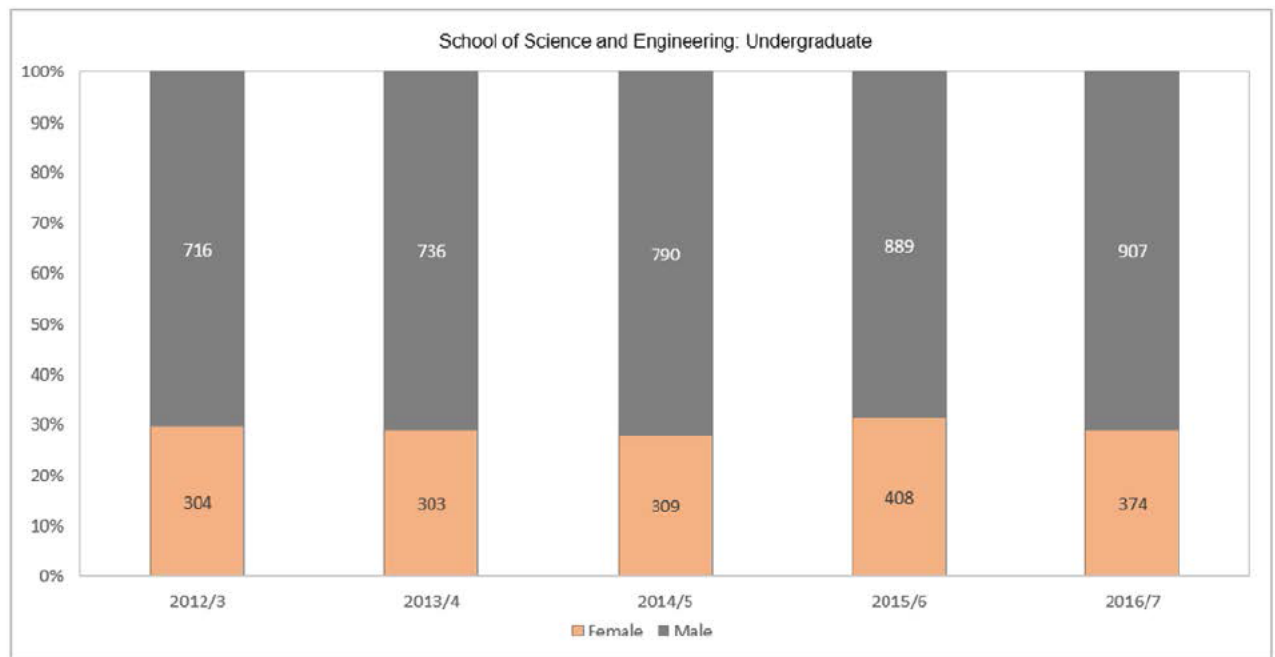
Figure 4.1.4 - Whole School, All UG students, 5 years

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	304	30%	303	29%	309	28%	408	31%	374	29%
Male	716	70%	736	71%	790	72%	889	69%	907	71%
Total	**1,020**	**100%**	**1,039**	**100%**	**1,099**	**100%**	**1,297**	**100%**	**1,281**	**100%**

Table 4.1.4 - Whole School, All UG students, 5 years
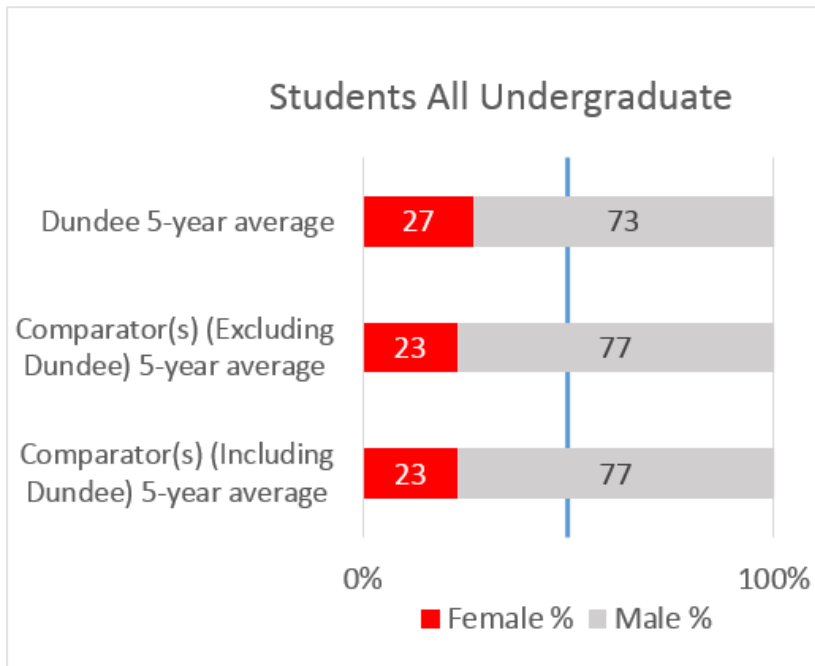
Figure 4.1.5 - Comparator data, Whole School, All UG students, 5-year averages

The Scottish Funding Council (SFC) has identified five subjects with a severe gender imbalance (defined as more than 75% of one gender) including Computing and Engineering (>75%M). Two additional disciplines within SSEN also have a severe gender imbalance - Physics (>75%M) and CAHID (>75%F), with Mathematics the only SSEN discipline not in this category. SFC's ambition for 2030 is for overall UG gender balance of 50%±2.5%, with no subject having an imbalance outside 50%±25% (**Figure 4.1.6**).
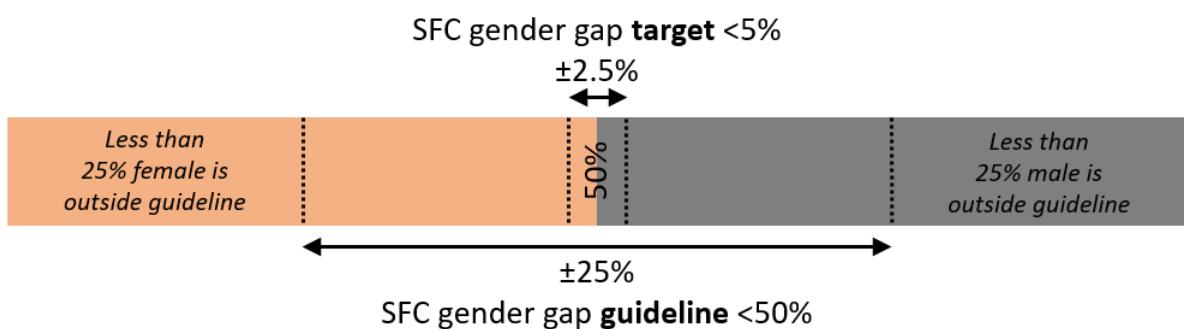
Figure 4.1.6 - SFC gender gap guidelines

UoD's Gender Action Plan (GAP) aims to further improve gender balance across UoD, and we state the SFC guideline of 50%±25% as *our minimum target* for *each discipline* within SSEN.

WHOLE SCHOOL - FULL-TIME UNDERGRADUATE STUDENT NUMBERS

>98% of UG were full-time (**Figure 4.1.7, Table 4.1.5**). Gender balance (25%F) was slightly better than comparators (**Figure 4.1.8**). We wish to address this very large under-representation of females (**AP 4.1.4**); underlying the School data are discipline-specific issues which we discuss in later sections.

2018-22 Actions	
AP 4.1.4	Improve gender balance on all UG programmes by increasing applications from people of under-represented genders.
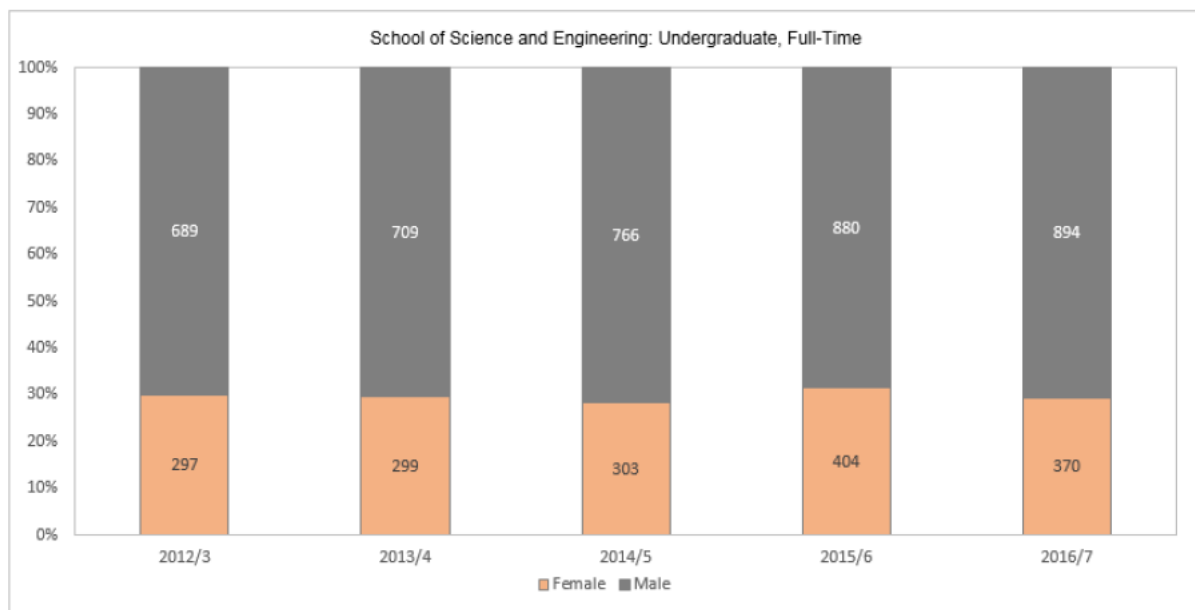
Figure 4.1.7 - Whole School, Full-time UG students, 5 years

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
Female	297	30%	299	30%	303	28%	404	31%	370	29%
Male	689	70%	709	70%	766	72%	880	69%	894	71%
Total	**986**	**100%**	**1,008**	**100%**	**1,069**	**100%**	**1,284**	**100%**	**1,264**	**100%**

Table 4.1.5 - Whole School, Full-time UG students, 5 years
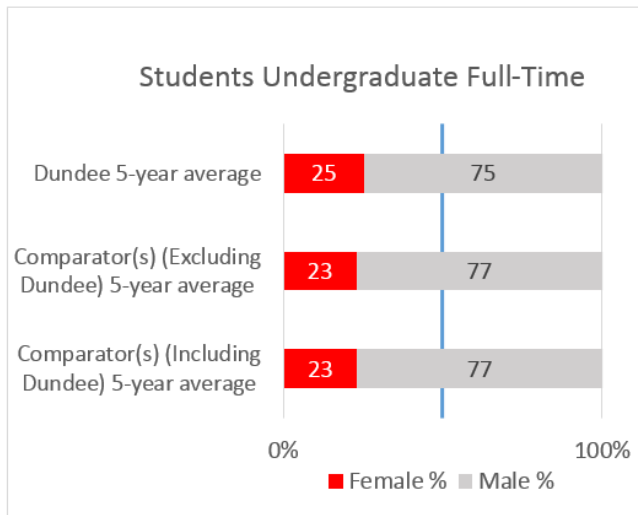
Figure 4.1.8 - Comparator data, Whole School, Full-time UG students, 5-year averages

WHOLE SCHOOL - PART-TIME UNDERGRADUATE STUDENT NUMBERS

SSEN does not recruit to part-time UG routes, so we present no part-time recruitment or comparator data. Students may register as part-time to retake failed module(s) or due to other extenuating circumstances, paying reduced fees, thus supporting student retention.

Between ▮ and ▮ (11 to 29%F) UGs were part-time annually (**Figure 4.1.9, Table 4.1.6**) (5-year average, 19%F). This under-representation of females suggests we are not disadvantaging female progression on full-time routes.
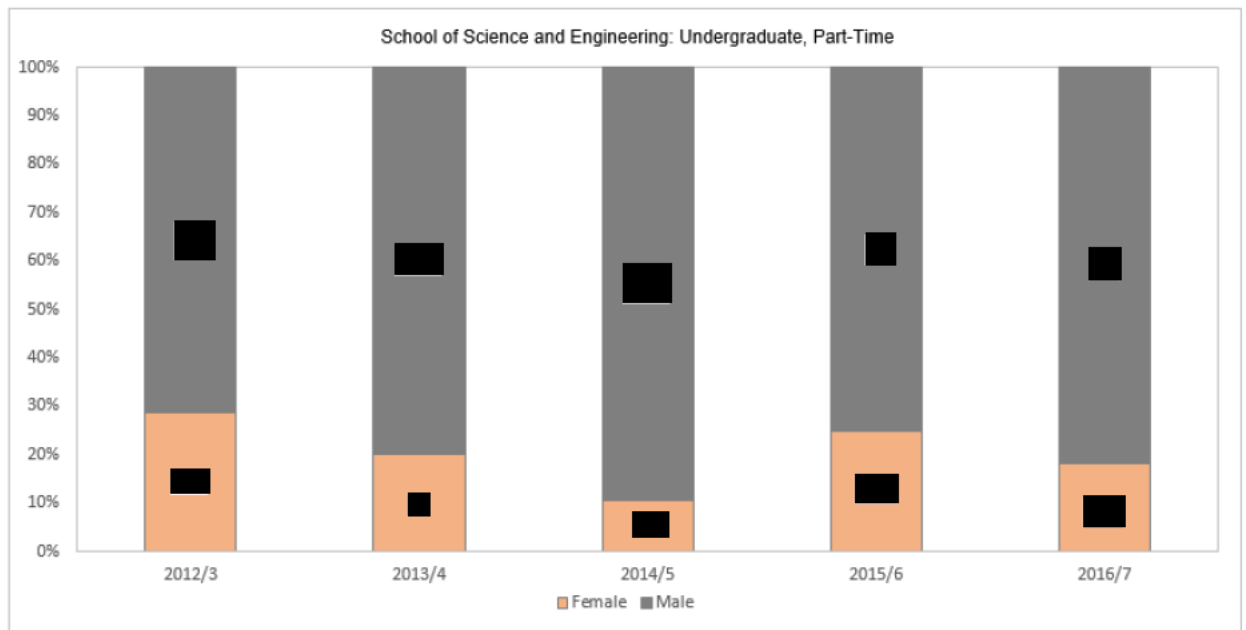
Figure 4.1.9 - Whole School, Part-time UG students, 5 years

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	▮	29%	▮	20%	▮	11%	▮	25%	▮	18%
Male		71%		80%		89%		75%		82%
Total	▮	**100%**	▮	**100%**	▮	**100%**	▮	**100%**	▮	**100%**

Table 4.1.6 - Whole School, Part-time UG students, 5 years

As part-time UGs comprise <2% of total UGs, we present discipline-level analysis for *"all"* *students* (not separated by full-time/part-time).

COMPARISON BY DISCIPLINE - UNDERGRADUATE STUDENT NUMBERS

Some disciplines had large gender imbalances (**Figure 4.1.10 (b) (c) (e) (f)**), skewed towards male (86-96%M). Mathematics was more balanced, though %F has declined in the last two years. Notably, CAHID **(a)** was skewed towards female (average 82%F) across all student cohorts and staff; we attribute this in large part to CAHID's high-profile female leadership and female participation has gathered momentum over recent years.

We aim to improve gender balance overall (**AP 4.1.4**). By-discipline analysis has suggested specific actions:

- some programmes within disciplines attract more applicants from under-represented genders, so we will promote these (**AP 4.1.5**) and consider creation of new ones (**AP 4.1.6**)

- many professional bodies recognise national gender imbalances in their disciplines, and have initiatives to tackle this, which we will adopt (**AP 4.1.7**).

2018-22 Actions	
AP 4.1.5	Identify specific UG programmes which attract more applicants from under-represented genders and improve publicity for those programmes.
AP 4.1.6	Investigate creation of new UG programmes which could attract more applicants from the under-represented genders.
AP 4.1.7	Support and participate in relevant sector-wide gender initiatives.

(a) CAHID: Undergraduate

(b) Civil Engineering: Undergraduate

(c) Computing: Undergraduate

Figure 4.1.10 - All UG students, 5 years - (a) CAHID (b) Civil Engineering (c) Computing

(d) Mathematics: Undergraduate

	2012/3	2013/4	2014/5	2015/6	2016/7
Male	55	58	56	85	100
Female	69	62	60	58	73

(e) Mechanical Engineering: Undergraduate

	2012/3	2013/4	2014/5	2015/6	2016/7
Male		148	205	254	279
Female		11	17	27	36

(f) Physics: Undergraduate

	2012/3	2013/4	2014/5	2015/6	2016/7
Male	79	64	73	66	70
Female	11	10	10	11	14

Figure 4.1.10 - All UG students, 5 years - (d) Mathematics (e) Mechanical Engineering (f) Physics

(a)	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	130	81%	119	80%	128	81%	155	81%	164	85%
Male	31	19%	30	20%	30	19%	37	19%	29	15%
Total	161	100%	149	100%	158	100%	192	100%	193	100%

(b)	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	32	14%	29	14%	14	9%	18	12%	20	14%
Male	204	86%	182	86%	146	91%	129	88%	120	86%
Total	236	100%	211	100%	160	100%	147	100%	140	100%

(c)	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	24	14%	32	14%	34	13%	37	13%	38	13%
Male	153	86%	194	86%	227	87%	258	87%	265	87%
Total	177	100%	226	100%	261	100%	295	100%	303	100%

(d)	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	69	56%	62	52%	60	52%	58	41%	73	42%
Male	55	44%	58	48%	56	48%	85	59%	100	58%
Total	124	100%	120	100%	116	100%	143	100%	173	100%

(e)	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	■	4%	11	7%	17	8%	27	10%	36	11%
Male	■	96%	148	93%	205	92%	254	90%	279	89%
Total	■	100%	159	100%	222	100%	281	100%	315	100%

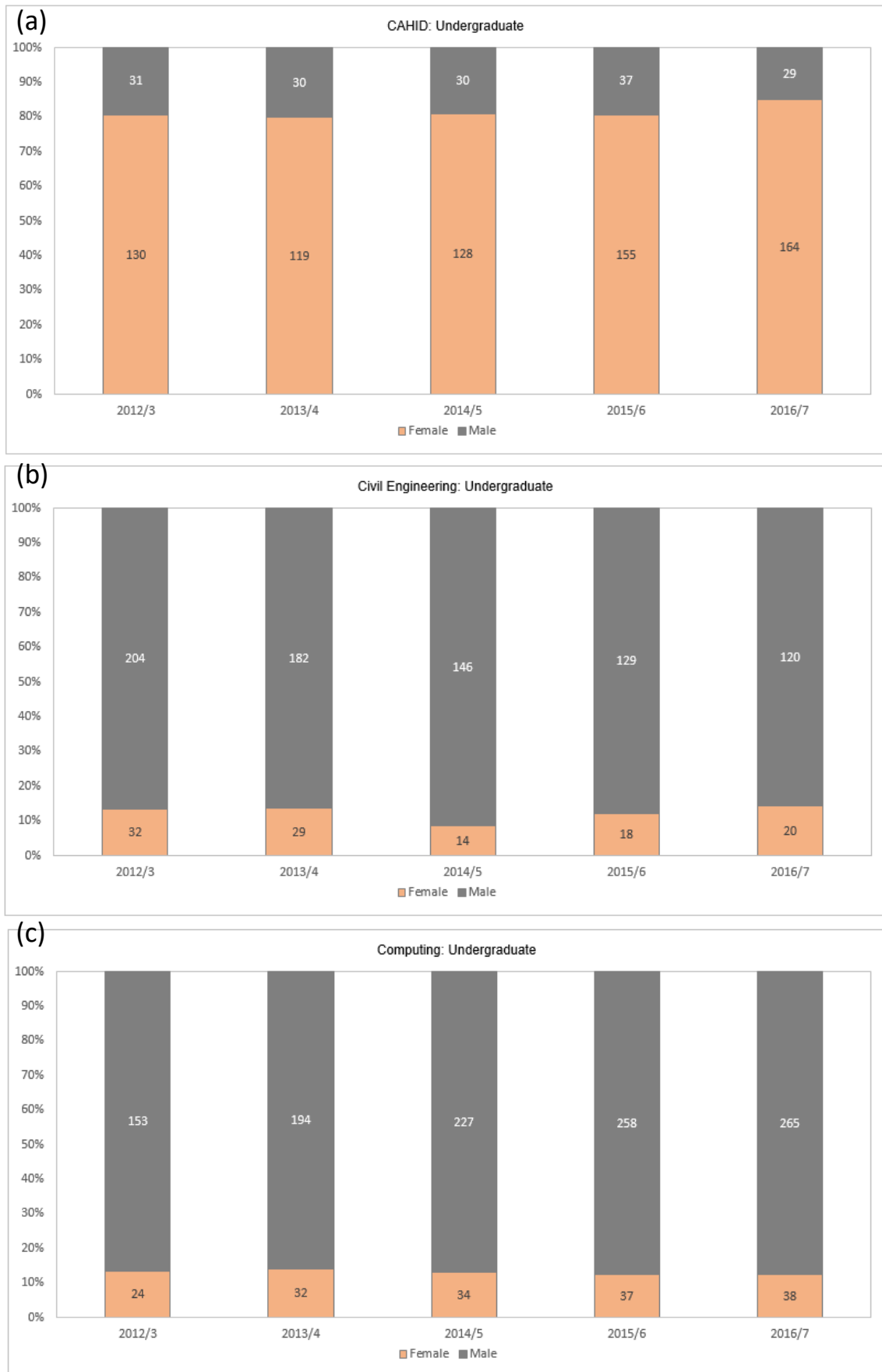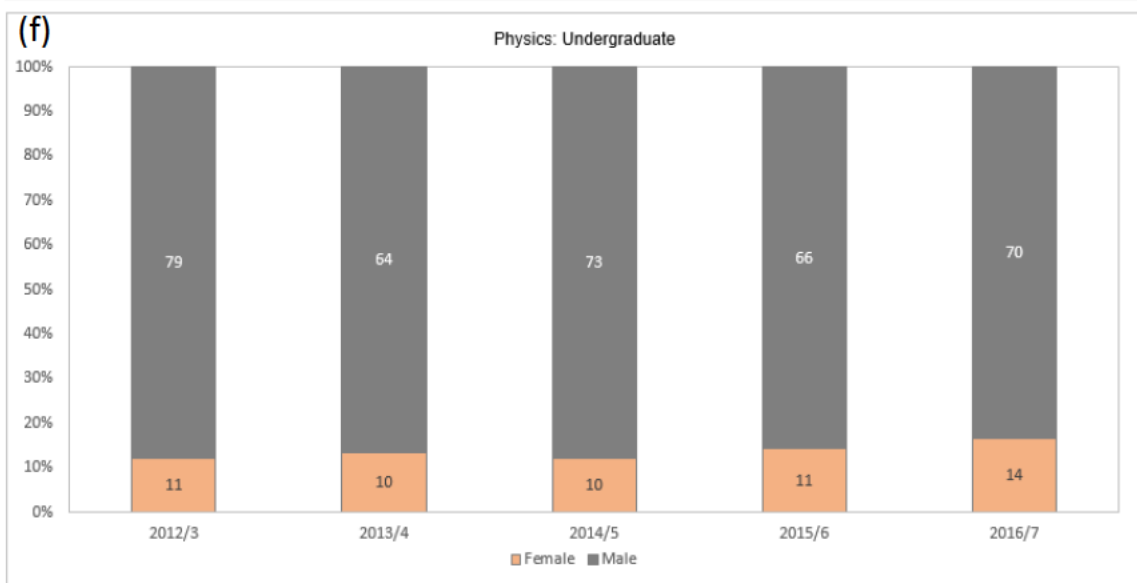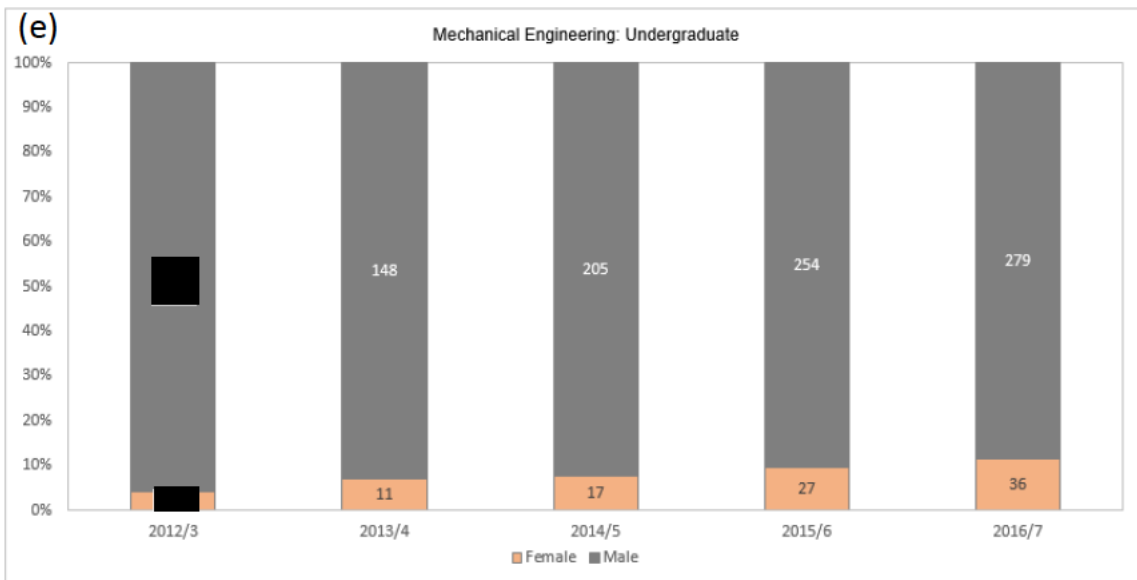| (f)	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	11	12%	10	14%	10	12%	11	14%	14	17%
Male	79	88%	64	86%	73	88%	66	86%	70	83%
Total	90	100%	74	100%	83	100%	77	100%	84	100%

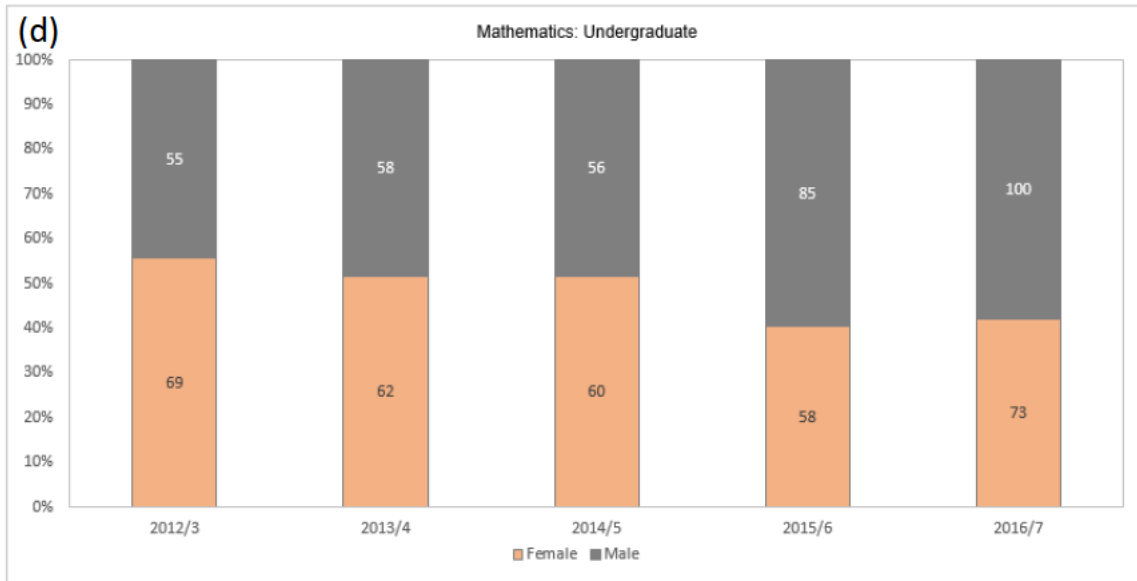Table 4.1.7 - All UG students, 5 years - (a) CAHID (b) Civil Engineering (c) Computing (d) Mathematics (e) Mechanical Engineering (f) Physics

WHOLE SCHOOL - UNDERGRADUATE APPLICANT JOURNEY

Applicants were approximately 20%F each year (**Figure 4.1.11, Table 4.1.8**). Proportions of offers, acceptances and matriculations were largely balanced or slightly favoured females (**Figure 4.1.12, Table 4.1.8**). We will continue to monitor this, but believe we have no biases in our overall processes. Analysis of individual disciplines (not presented) indicated applications aligned with eventual matriculated numbers and no concerning discipline-specific issues. Actions thus focus on increasing applications from under-represented genders (**AP 4.1.4**).
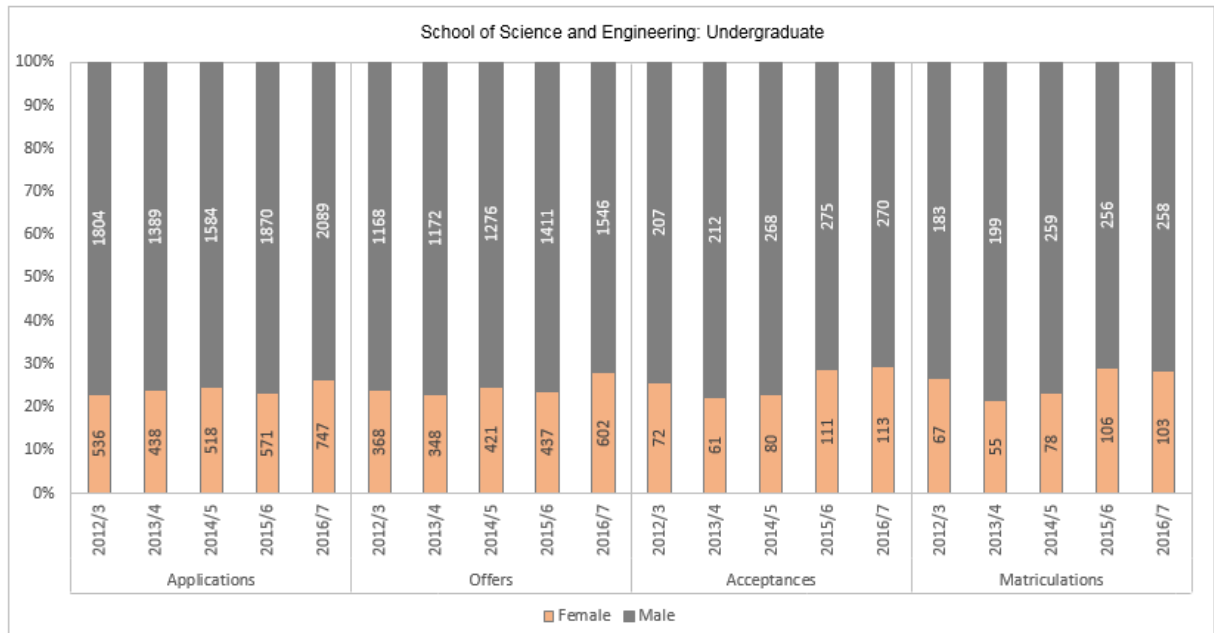
Figure 4.1.11 - Whole School applicant journey, all UG students, by year, 5 years
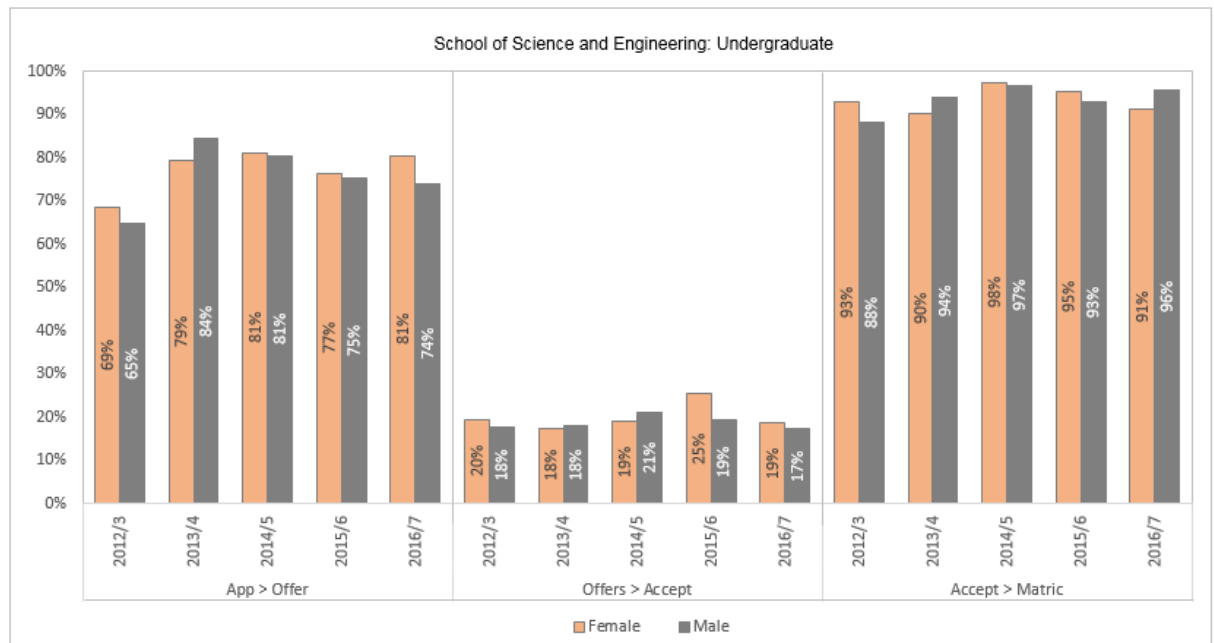
Figure 4.1.12 - Whole School applicant journey, all UG students, by stage, 5 years

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	536	23%	1,804	77%	438	24%	1,389	76%	518	25%	1,584	75%	571	23%	1,870	77%	747	26%	2,089	74%
Offers	368	24%	1,168	76%	348	23%	1,172	77%	421	25%	1,276	75%	437	24%	1,411	76%	602	28%	1,546	72%
Acceptances	72	26%	207	74%	61	22%	212	78%	80	23%	268	77%	111	29%	275	71%	113	30%	270	70%
Matriculations	67	27%	183	73%	55	22%	199	78%	78	23%	259	77%	106	29%	256	71%	103	29%	258	71%
Applications > Offers	69%		65%		79%		84%		81%		81%		77%		75%		81%		74%	
Offers > Acceptances	20%		18%		18%		18%		19%		21%		25%		19%		19%		17%	
Acceptances > Matriculations	93%		88%		90%		94%		98%		97%		95%		93%		91%		96%	

Table 4.1.8 - Whole School applicant journey, all UG students, 5 years

WHOLE SCHOOL - UNDERGRADUATE DEGREE ATTAINMENT

All degree examinations are marked anonymously (UG and PGT), and examination boards since 2016 have also been conducted anonymously, aiming to combat any conscious or unconscious bias.

As the student ratio is 28%F:72%M, we would expect awards within each degree classification to be around 28%F (**PAP 30, Figure 4.1.13, Table 4.1.9**).

Over the reporting period, males achieved a higher proportion of Firsts most years; however, females achieved a higher proportion of Firsts *plus* Upper Seconds each year. 27% of Firsts were awarded to females (aligned with student gender ratio); 35% of Seconds (including 39% of Upper Seconds) were awarded to females. Numbers of Thirds were usually small. The gender ratio for Ordinary degrees (which also includes unclassified awards - see **Data Note 13**) was also aligned with the student ratio (28%F) (**PAP 33**).

Students usually revert to full-time study to complete their programme, so the number graduating part-time over the reporting period was small (█████); all obtained Ordinaries.

We do not believe awards procedures are gender-biased, but will continue to monitor the gender balance of degree classifications and take corrective action if necessary (**AP 4.1.8**).

	Progress on Previous Action Plan
PAP 30	**Monitor gender balance in degree classifications**
	Data sources now allow this to be monitored easily; we will continue to do so (**AP 4.1.10**)
PAP 33	**Investigate reasons for high percentage of Ordinary degrees (in EPM)**
	This was found to be due to the number of students going into teaching, for which an Ordinary is the minimum requirement.

	2018-22 Actions
AP 4.1.8	Analyse discipline-level awards data in detail to evaluate for gender biases, and take corrective action where necessary.

School of Science and Engineering, Undergraduate Degree Awards

Legend: □ Ordinary Degree ■ Third Class Honours □ Lower Second Class Honours ■ Upper Second Class Honours ■ First Class Honours
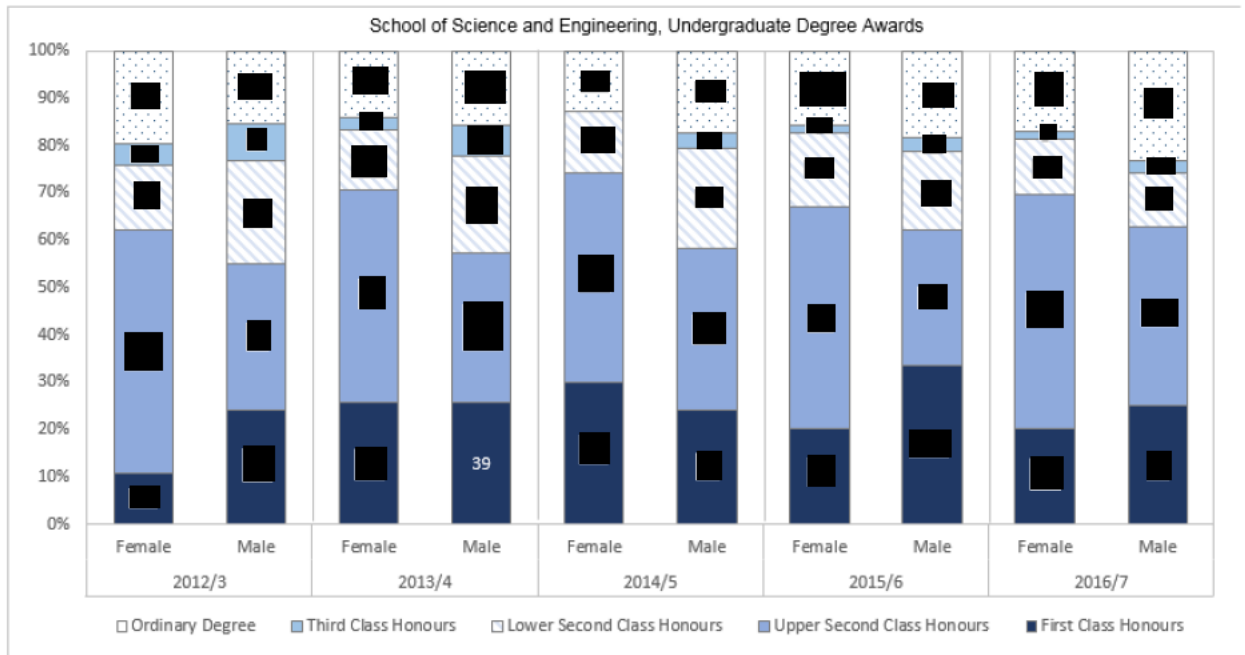
Figure 4.1.13 - Whole School, Degree attainment, All UG students, 5 years

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
First Class Honours		11%		24%		26%		26%		30%		24%		20%		34%		20%		25%
Upper Second Class Honours		52%		31%		45%		32%		44%		34%		47%		28%		49%		38%
Lower Second Class Honours		14%		22%		13%		20%		13%		21%		16%		17%		12%		11%
Third Class Honours		5%		8%		3%		7%		-		3%		2%		3%		2%		3%
Ordinary Degree		20%		16%		14%		16%		13%		17%		16%		18%		17%		23%
Total		**100%**		**100%**		**100%**		**100%**		**100%**		**100%**		**100%**		**100%**		**100%**		**100%**

Table 4.1.9 - Whole school, Degree attainment, All UG students, 5 years

COMPARISON BY DISCIPLINE - DEGREE ATTAINMENT

Disciplines had small graduating cohorts (**Figure 4.1.14, Table 4.1.10**); no single factor contributed strongly to the SSEN profile. However, underlying the SSEN profile we note in:

(a) CAHID in 4/5 years, females outperformed males at First/Upper Second.

(b) Civil Engineering and **(c)** Computing in 4/5 years, females had a higher proportion of Firsts than males.

(d) Mathematics, females were under-represented in Firsts.

(e) Mechanical Engineering and **(f)** Physics (**PAP 32**) numbers were very small, with no trends.

We will monitor degree awards at both School and discipline level (**AP 4.1.8**).

Progress on Previous Action Plan
PAP 32   **Monitor Physics grade distribution**   Data is being monitored, but graduate numbers are low.

Figure 4.1.14 - Degree attainment, All UG students, 5 years - (a) CAHID (b) Civil Engineering (c) Computing

(d) Mathematics, Undergraduate Degree Awards

(e) Mechanical Engineering, Undergraduate Degree Awards
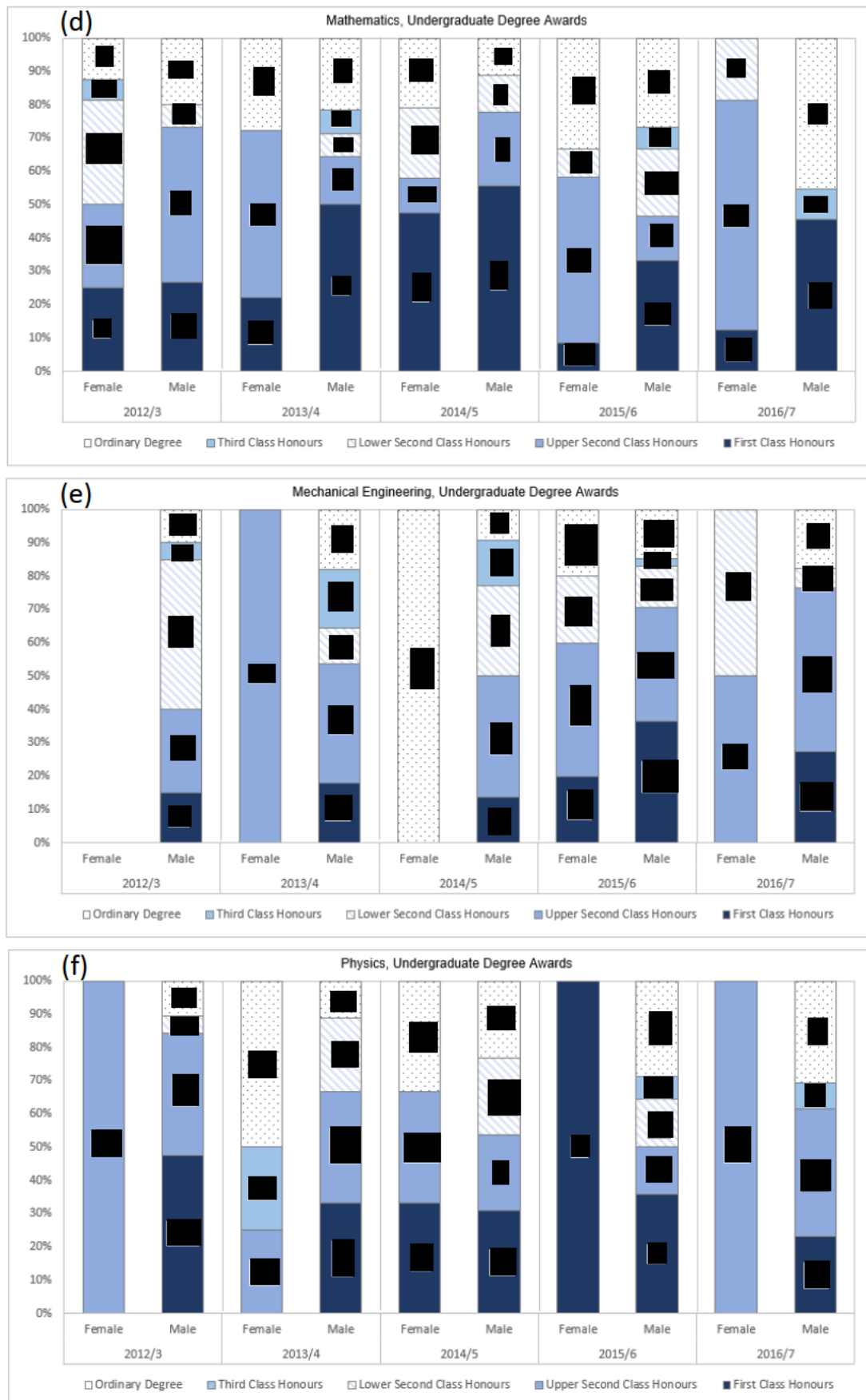
(f) Physics, Undergraduate Degree Awards

Figure 4.1.14 - Degree attainment, All UG students, 5 years - (d) Mathematics (e) Mechanical Engineering (f) Physics

(a)

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
First Class Honours		5%		18%		18%		-		14%		25%		21%		31%		21%		17%
Upper Second Class Honours		62%		9%		55%		57%		67%		50%		59%		31%		38%		50%
Lower Second Class Honours		10%		18%		18%		43%		14%		-		12%		23%		10%		33%
Third Class Honours		2%		9%		-		-		-		-		-		-		3%		-
Ordinary Degree		21%		45%		9%		-		6%		25%		9%		15%		28%		-
Total		100%		100%		100%		100%		100%		100%		100%		100%		100%		100%

(b)

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
First Class Honours		25%		19%		47%		27%		75%		19%		-		30%		20%		13%
Upper Second Class Honours		50%		28%		27%		33%		25%		40%		25%		28%		40%		48%
Lower Second Class Honours		-		22%		20%		20%		-		26%		25%		26%		-		17%
Third Class Honours		25%		19%		7%		4%		-		2%		-		2%		-		4%
Ordinary Degree		-		11%		-		16%		-		12%		50%		15%		40%		17%
Total		100%		100%		100%		100%		100%		100%		100%		100%		100%		100%

(c)

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
First Class Honours		-		33%		50%		21%		33%		26%		43%		32%		40%		27%
Upper Second Class Honours		-		33%		17%		21%		50%		38%		14%		34%		60%		33%
Lower Second Class Honours		-		22%		17%		42%		-		18%		29%		11%		-		12%
Third Class Honours		-		-		-		-		-		-		14%		2%		-		-
Ordinary Degree		100%		11%		17%		17%		17%		18%		-		20%		-		29%
Total		100%		100%		100%		100%		100%		100%		100%		100%		100%		100%

(d)

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
First Class Honours		25%		27%		22%		50%		47%		56%		8%		33%		13%		45%
Upper Second Class Honours		25%		47%		50%		14%		11%		22%		50%		13%		69%		-
Lower Second Class Honours		31%		7%		-		7%		21%		11%		8%		20%		19%		-
Third Class Honours		6%		-		-		7%		-		-		-		7%		-		9%
Ordinary Degree		13%		20%		28%		21%		21%		11%		33%		27%		-		45%
Total		100%		100%		100%		100%		100%		100%		100%		100%		100%		100%

(e)

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
First Class Honours		-		15%		-		18%		-		14%		20%		37%		-		27%
Upper Second Class Honours		-		25%		100%		36%		-		36%		40%		34%		50%		49%
Lower Second Class Honours		-		45%		-		11%		-		27%		20%		12%		50%		6%
Third Class Honours		-		5%		-		18%		-		14%		-		2%		-		-
Ordinary Degree		-		10%		-		18%		100%		9%		20%		15%		-		18%
Total		-		100%		100%		100%		100%		100%		100%		100%		100%		100%

(f)

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
First Class Honours		-		47%		-		33%		33%		31%		100%		36%		-		23%
Upper Second Class Honours		100%		37%		25%		33%		33%		23%		-		14%		100%		38%
Lower Second Class Honours		-		5%		-		22%		-		23%		-		14%		-		8%
Third Class Honours		-		-		25%		-		-		-		-		7%		-		-
Ordinary Degree		-		11%		50%		11%		33%		23%		-		29%		-		31%
Total		100%		100%		100%		100%		100%		100%		100%		100%		100%		100%

Table 4.1.10 - Degree attainment, All UG students, 5 years - (a) CAHID (b) Civil Engineering (c) Computing (d) Mathematics (e) Mechanical Engineering (f) Physics

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

WHOLE SCHOOL - ALL POSTGRADUATE TAUGHT - STUDENT NUMBERS

Overall PGT %F increased slightly over the reporting period (**Figure 4.1.15, Table 4.1.11**). The 5-year average (31%F) was above comparators (**Figure 4.1.16**), but needs further improvement (**AP 4.1.9**).

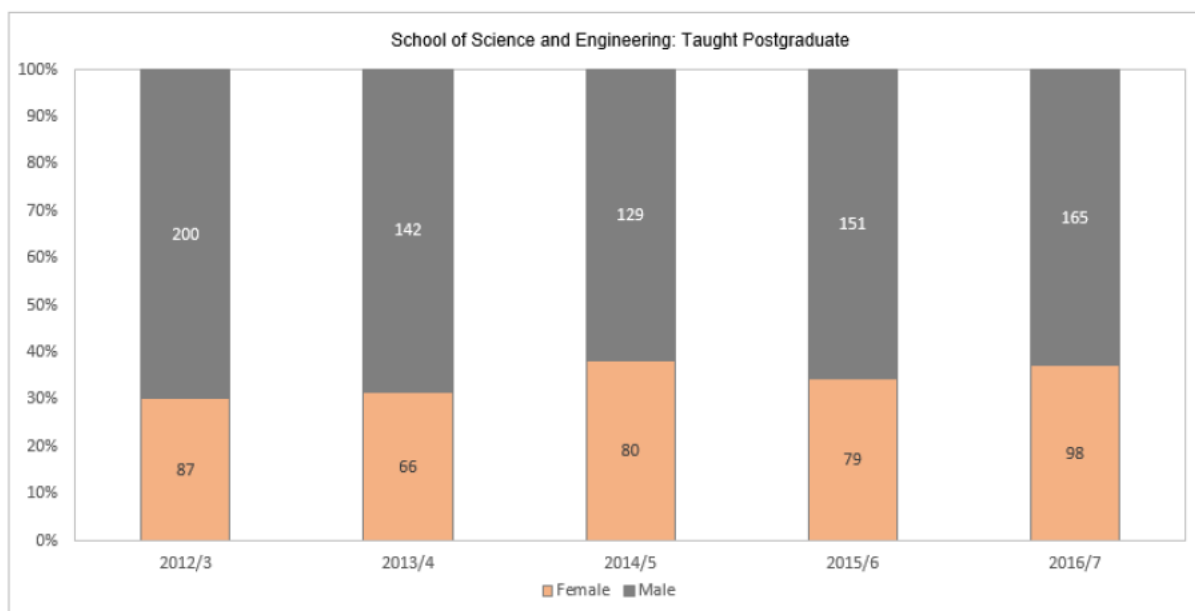| 2018-22 Actions	
AP 4.1.9	Use focus groups to understand the reasons for the improving PGT gender balance and improve it further.

Figure 4.1.15 - Whole School, All PGT Students, 5 years

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	87	30%	66	32%	80	38%	79	34%	98	37%
Male	200	70%	142	68%	129	62%	151	66%	165	63%
Total	287	100%	208	100%	209	100%	230	100%	263	100%

Table 4.1.11 - Whole School, All PGT Students, 5 years

Students Postgraduate Taught All

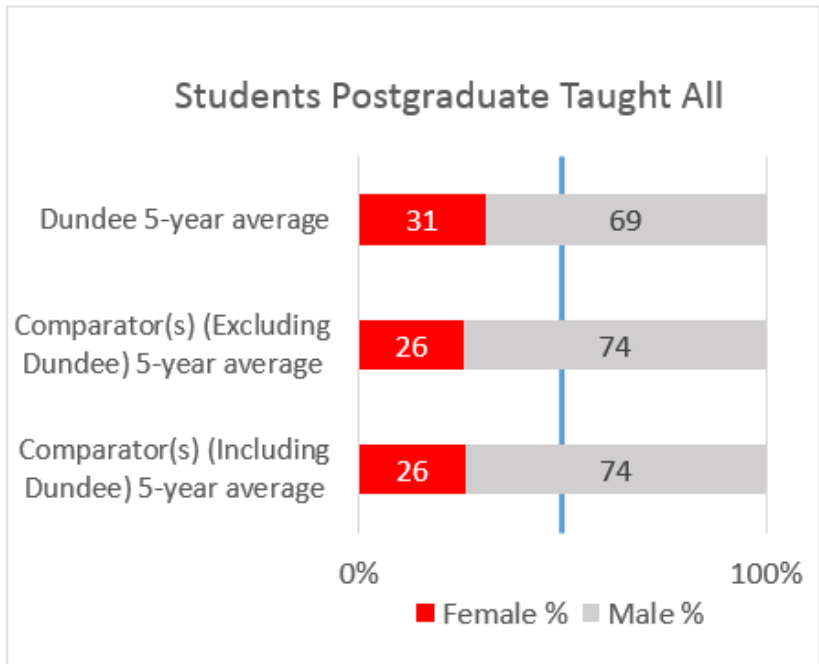|	Female %	Male %
Dundee 5-year average	31	69
Comparator(s) (Excluding Dundee) 5-year average	26	74
Comparator(s) (Including Dundee) 5-year average	26	74

Figure 4.1.16 - Comparator Data, Whole School, All PGT students, 5-year averages

WHOLE SCHOOL - FULL-TIME POSTGRADUATE TAUGHT - STUDENT NUMBERS

78% of PGT students were full-time in 2016/17; %F increased over the reporting period (**Figure 4.1.17, Table 4.1.12**), largely due to a high proportion (and increasing numbers) of female PGT students in CAHID. The 5-year average (34%F) was above comparators (**Figure 4.1.18**) but still needs improvement, which will be through discipline-specific actions below.
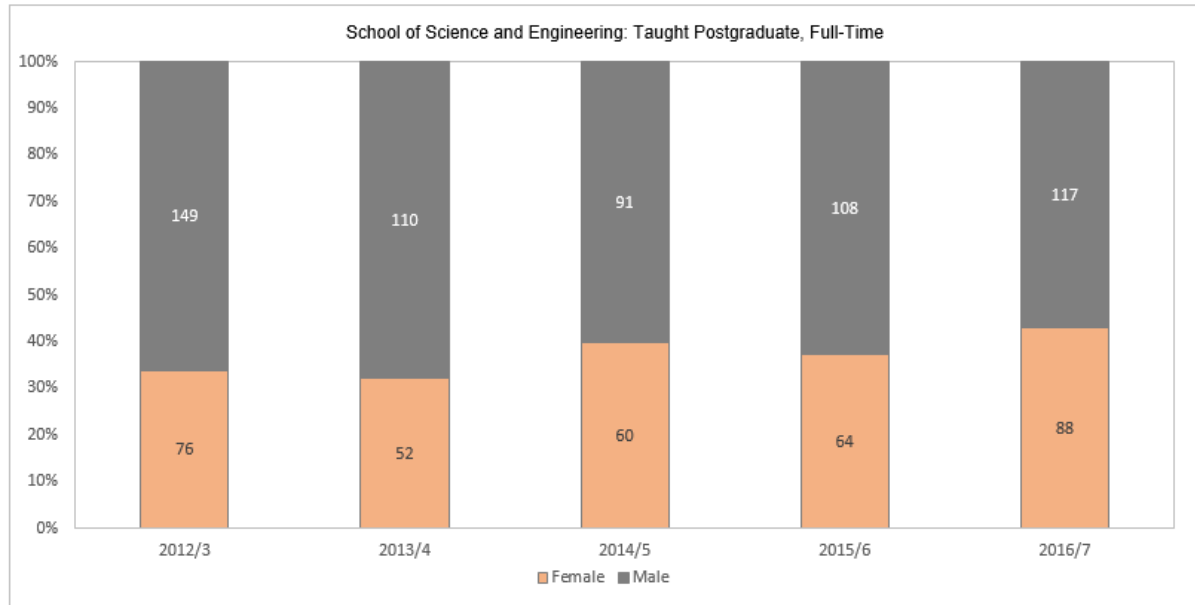

Figure 4.1.17 - Whole School, Full-time PGT students, 5 years

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
Female	76	34%	52	32%	60	40%	64	37%	88	43%
Male	149	66%	110	68%	91	60%	108	63%	117	57%
Total	**225**	**100%**	**162**	**100%**	**151**	**100%**	**172**	**100%**	**205**	**100%**

Table 4.1.12 - Whole School, Full-time PGT students, 5 years
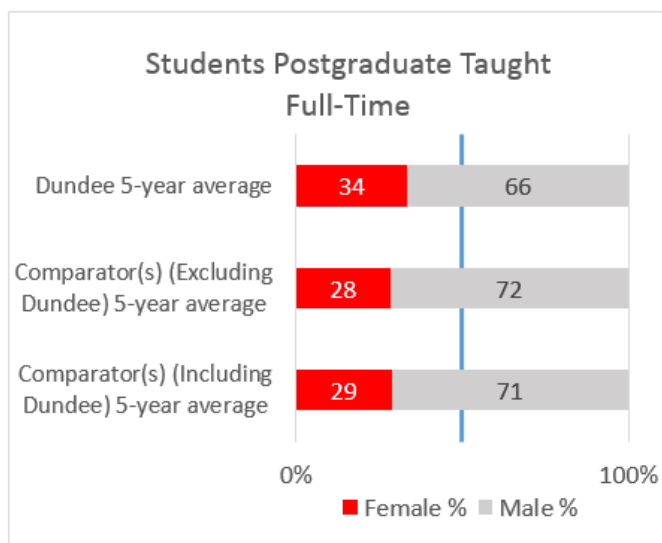

Figure 4.1.18 - Comparator Data, Whole School, Full-time PGT students, 5-year averages

WHOLE SCHOOL - PART-TIME POSTGRADUATE TAUGHT NUMBERS

Computing and CAHID were the only disciplines offering part-time PGT; CAHID numbers were small █ , hence data and actions predominantly relate to Computing. In 2016/17, 17% of students were female, down from 34% in 2014/15 (**Figure 4.1.19, Table 4.1.13**) mostly due to an increase in male applicants (13M in 2014/15, 22M in 2015/16 and 2016/17). 5-year average (24%F) was above comparators (**Figure 4.1.20**).

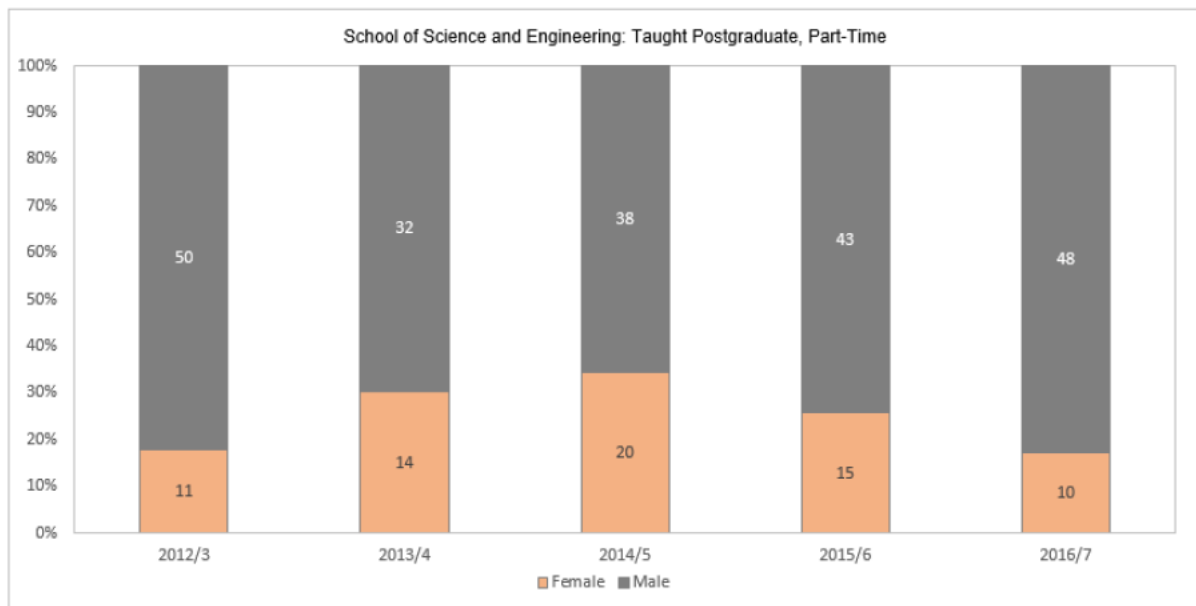| 2018-22 Actions	
AP 4.1.10	Hold focus groups to understand the reasons for overall increasing percentage of females on full-time PGT courses (particularly within CAHID) and the decreasing proportion of part-time females studying Computing PGT courses.

Figure 4.1.19 - Whole School, Part-time PGT students, 5 years

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
Female	11	18%	14	30%	20	34%	15	26%	10	17%
Male	50	82%	32	70%	38	66%	43	74%	48	83%
Total	61	100%	46	100%	58	100%	58	100%	58	100%

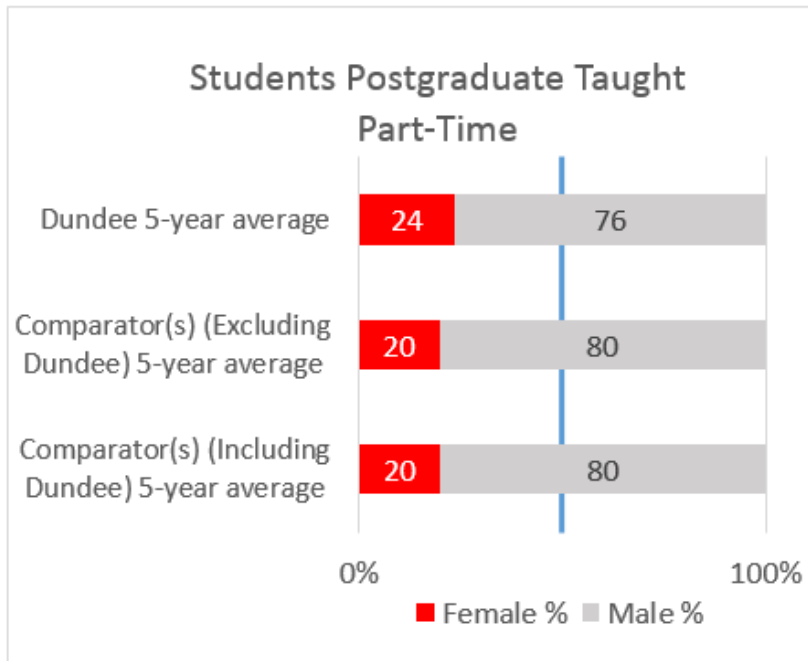Table 4.1.13 - Whole School, Part-time PGT students, 5 years

Figure 4.1.20 - Comparator data, Whole School, Part-time PGT students, 5-year averages

COMPARISON BY DISCIPLINE - POSTGRADUATE TAUGHT - STUDENT NUMBERS (FULL-TIME AND PART-TIME)

Gender balance within disciplines was generally better than at UG level (**Figure 4.1.21, Table 4.1.14**), with only Computing lying outside the SFC's 50% maximum gender gap.

Only CAHID and Computing had part-time PGT students during the reporting period; only ██ (████) of 204 PGT CAHID students were part-time. Hence only combined (FT *and* PT) discipline data are presented.

As at UG level, we aim to improve our gender balance overall:

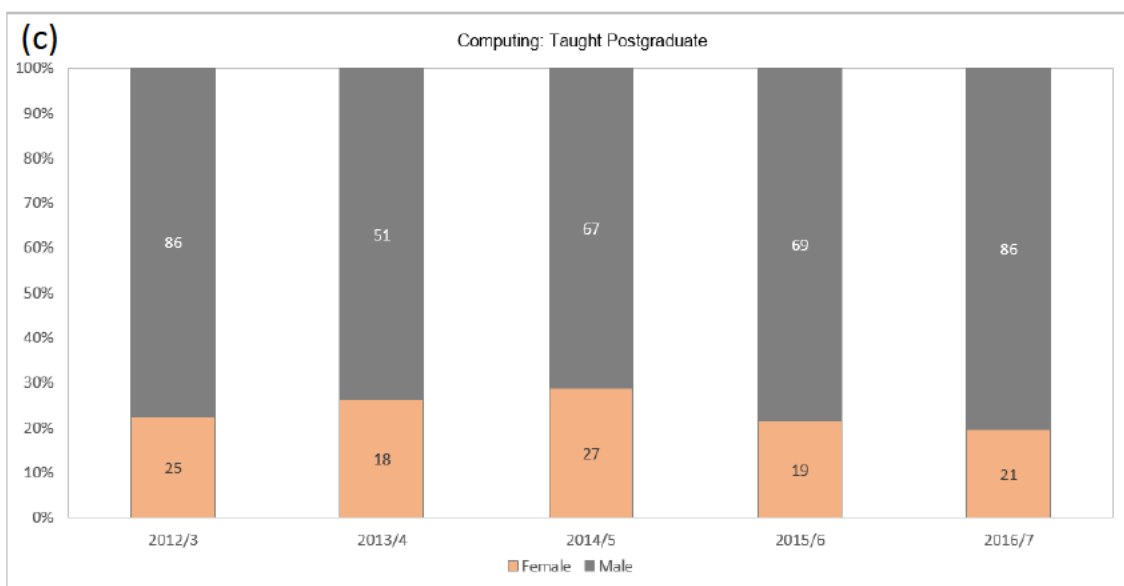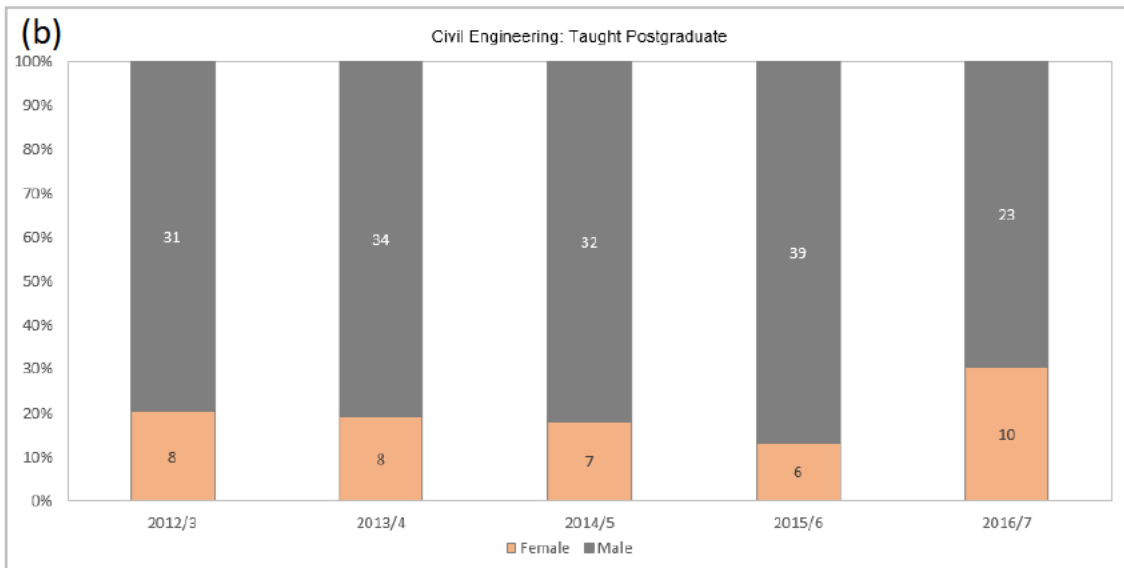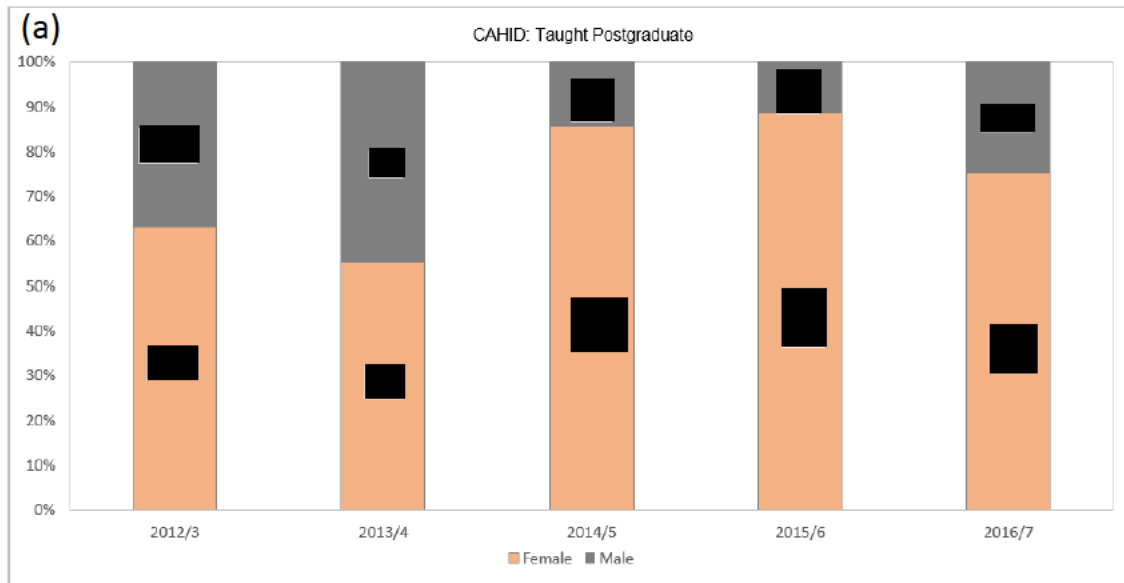| 2018-22 Actions	
AP 4.1.11	Improve gender balance on all PGT programmes by increasing applications from people of under-represented genders.

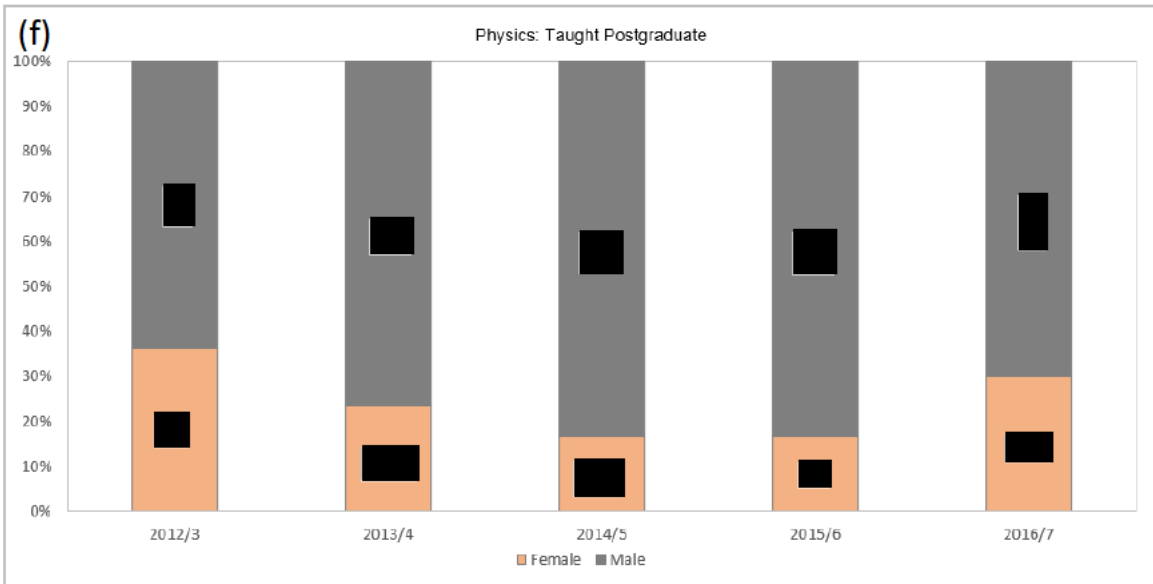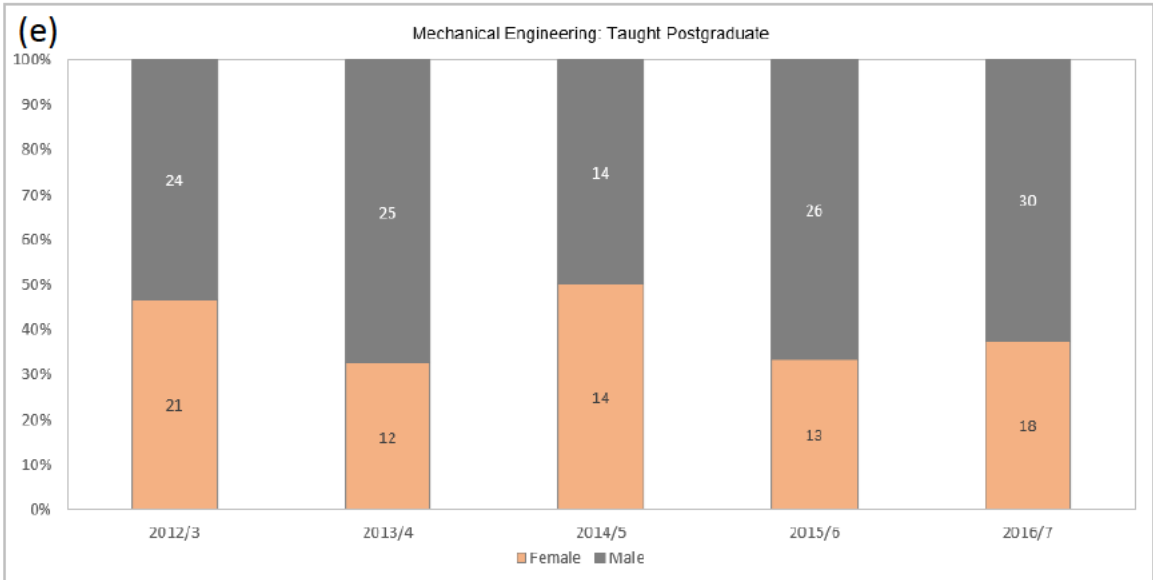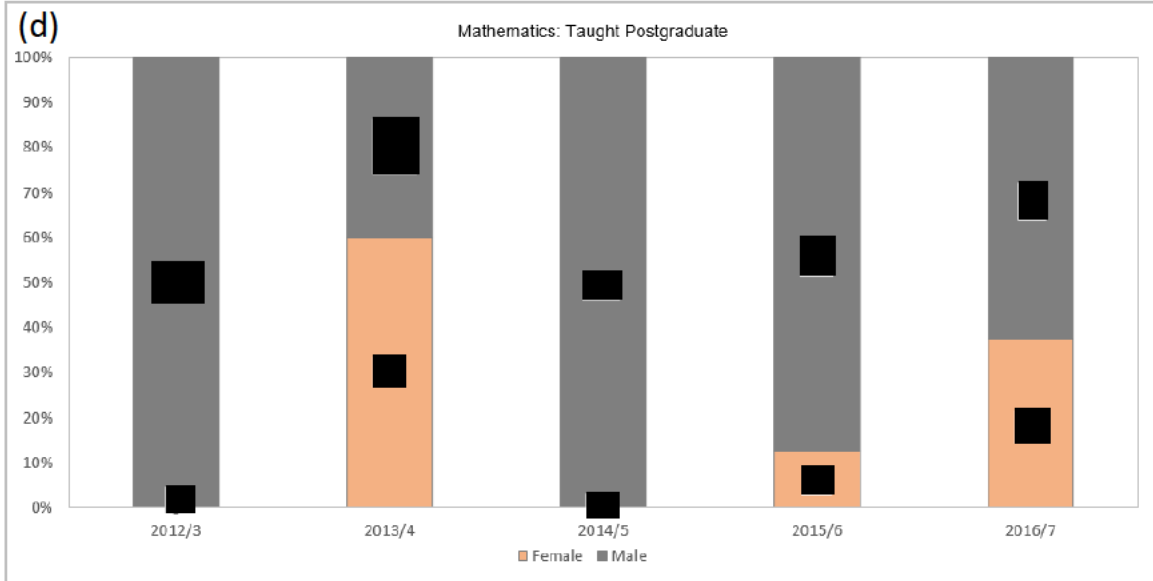**Figure 4.1.21 - All PGT students, 5 years - (a) CAHID (b) Civil Engineering (c) Computing**

(d) Mathematics: Taught Postgraduate

(e) Mechanical Engineering: Taught Postgraduate

(f) Physics: Taught Postgraduate

Figure 4.1.21 - All PGT students, 5 years - (d) Mathematics (e) Mechanical Engineering (f) Physics

(a)

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	19	63%	21	55%	[redacted]	86%	[redacted]	89%	43	75%
Male	11	37%	17	45%	[redacted]	14%	[redacted]	11%	14	25%
Total	30	100%	38	100%	[redacted]	100%	[redacted]	100%	57	100%

(b)

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	8	21%	8	19%	7	18%	6	13%	10	30%
Male	31	79%	34	81%	32	82%	39	87%	23	70%
Total	39	100%	42	100%	39	100%	45	100%	33	100%

(c)

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	25	23%	18	26%	27	29%	19	22%	21	20%
Male	86	77%	51	74%	67	71%	69	78%	86	80%
Total	111	100%	69	100%	94	100%	88	100%	107	100%

(d)

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	[redacted]	-	[redacted]	60%	[redacted]	-	[redacted]	13%	[redacted]	38%
Male		100%		40%		100%		88%		63%
Total	[redacted]	100%	[redacted]	100%		100%		100%		100%

(e)

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	21	47%	12	32%	14	50%	13	33%	18	38%
Male	24	53%	25	68%	14	50%	26	67%	30	63%
Total	45	100%	37	100%	28	100%	39	100%	48	100%

(f)

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	9	36%	[redacted]	24%	[redacted]	17%		17%	[redacted]	30%
Male	16	64%		76%		83%		83%		70%
Total	25	100%	[redacted]	100%	[redacted]	100%	[redacted]	100%	[redacted]	100%

Table 4.1.14 - All PGT students, 5 years - (a) CAHID (b) Civil Engineering (c) Computing (d) Mathematics (e) Mechanical Engineering (f) Physics

WHOLE SCHOOL - ALL POSTGRADUATE TAUGHT - APPLICANT JOURNEY

Proportions of female applicants (4/5 years) and offers (each year) rose since the start of the reporting period (**Figure 4.1.22, Table 4.1.15**).

Females were usually slightly more successful than males at other stages, with higher conversion of female applicants than males (**Figure 4.1.23**).

Comparison by discipline (data not presented) indicates no gender biases in applicant journey. Like UG, the challenge remains in recruitment (**AP 4.1.11**).
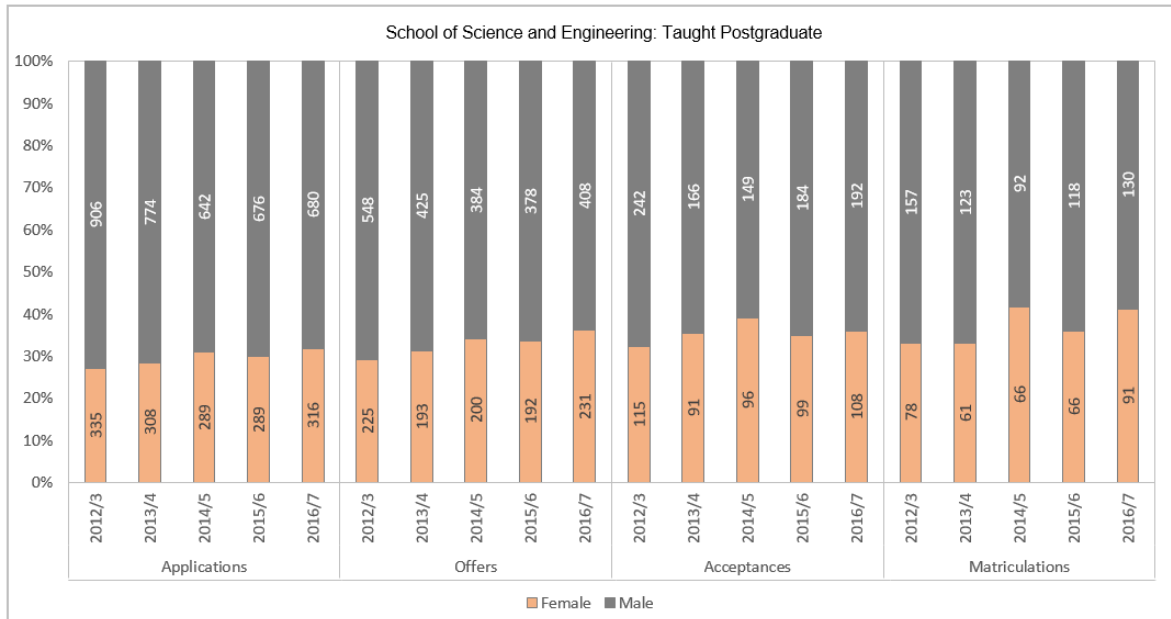
Figure 4.1.22 - Whole School, Applicant Journey, Postgraduate Taught, by year, 5 years
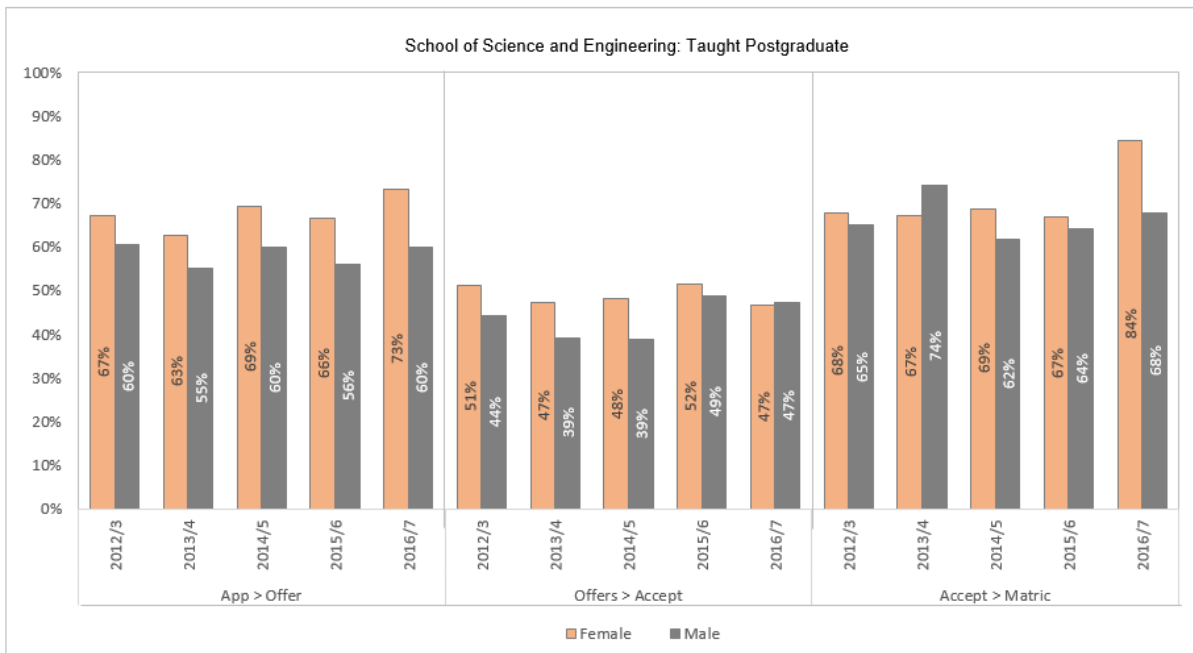

Figure 4.1.23 - Whole School, Applicant Journey, Postgraduate Taught, by stage, 5 years

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	335	27%	906	73%	308	28%	774	72%	289	31%	642	69%	289	30%	676	70%	316	32%	680	68%
Offers	225	29%	548	71%	193	31%	425	69%	200	34%	384	66%	192	34%	378	66%	231	36%	408	64%
Acceptances	115	32%	242	68%	91	35%	166	65%	96	39%	149	61%	99	35%	184	65%	108	36%	192	64%
Matriculations	78	33%	157	67%	61	33%	123	67%	66	42%	92	58%	66	36%	118	64%	91	41%	130	59%
Applications > Offers	67%		60%		63%		55%		69%		60%		66%		56%		73%		60%	
Offers > Acceptances	51%		44%		47%		39%		48%		39%		52%		49%		47%		47%	
Acceptances > Matriculations	68%		65%		67%		74%		69%		62%		67%		64%		84%		68%	
Applications > Matriculations	23%		17%		20%		16%		23%		14%		23%		17%		29%		19%	
Offers > Matriculations	35%		29%		32%		29%		33%		24%		34%		31%		39%		32%	

Table 4.1.15 - Whole School, Applicant Journey, Postgraduate Taught, 5 years

WHOLE SCHOOL - ALL POSTGRADUATE TAUGHT - DEGREE ATTAINMENT

Excepting 2013, percentage Distinctions plus Merits awarded each year was higher for females than males (**Figure 4.1.24, Table 4.1.16**) although differences represent small numbers of students. In 2016/17, a higher proportion of all students graduated with Merit, due to revised UoD regulations making it easier to achieve this award; we will monitor the ongoing effect:

2018-22 Actions	
AP 4.1.12	Monitor PGT awards by discipline, particularly following change in regulations, and ensure males are adequately supported.
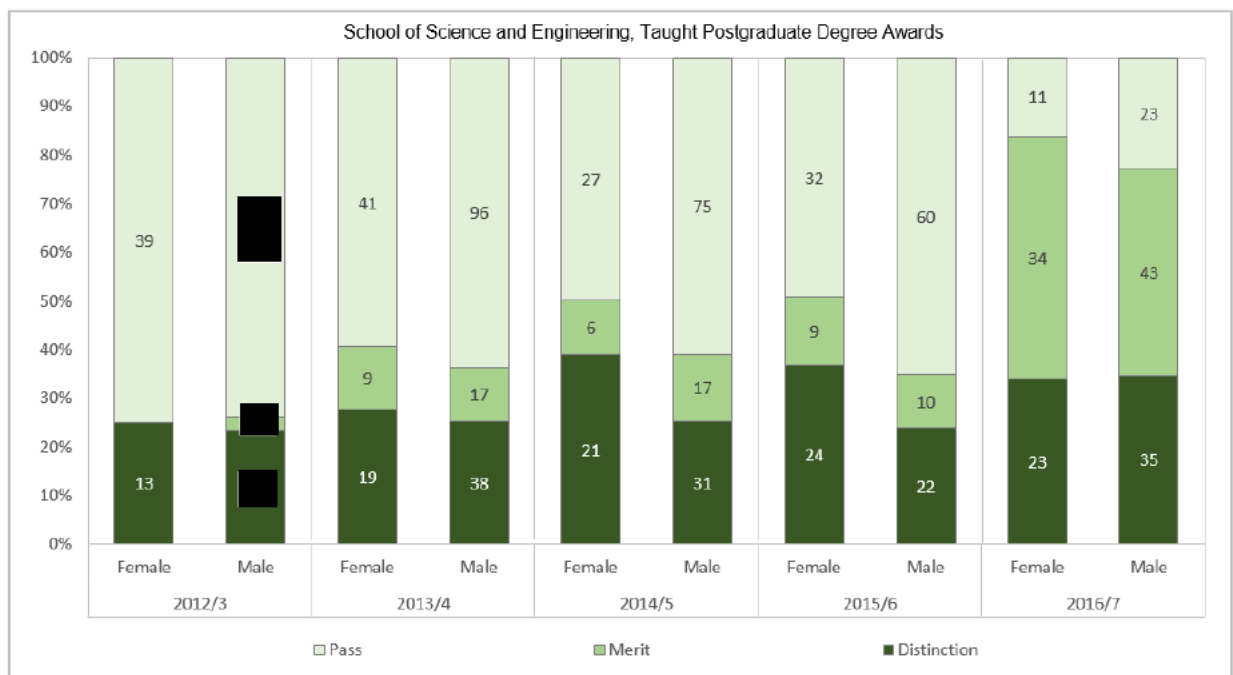
Figure 4.1.24 - Whole School, PGT Degree attainment, All students, 5 years

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
Distinction	■	25%	■	23%	19	28%	38	25%	21	39%	31	25%	24	37%	22	24%	23	34%	35	35%
Merit	■	-	■	3%	9	13%	17	11%	6	11%	17	14%	9	14%	10	11%	34	50%	43	43%
Pass	■	75%	■	74%	41	59%	96	64%	27	50%	75	61%	32	49%	60	65%	11	16%	23	23%
Total		100%		100%	69	100%	151	100%	54	100%	123	100%	65	100%	92	100%	68	100%	101	100%

Table 4.1.16 - Whole School, PGT Degree attainment, All students, 5 years

Analysis by discipline (data not presented) did not reveal gendered trends, except for Civil Engineering where females consistently out-performed males achieving Merit/Distinction.

(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.

<div style="background:#1a6b6b; color:white; text-align:center; font-weight:bold; padding:8px;">See Data Notes 4, 15</div>

WHOLE SCHOOL - ALL POSTGRADUATE RESEARCH - STUDENT NUMBERS

%F increased over the reporting period from 19%F to 33%F, although this fell from 36% in 2015/16 (**Figure 4.1.25, Table 4.1.17**). We are encouraged by the positive change (**PAP 29**), but more is required (**AP 4.1.13, AP 4.1.14**). 5-year average (26%F) was slightly above comparators (**Figure 4.1.26**).

Progress on Previous Action Plan	
PAP 29	**Monitor gender balance in PGR application process** This is now done in SSEN as well as UoD admissions, and will continue.

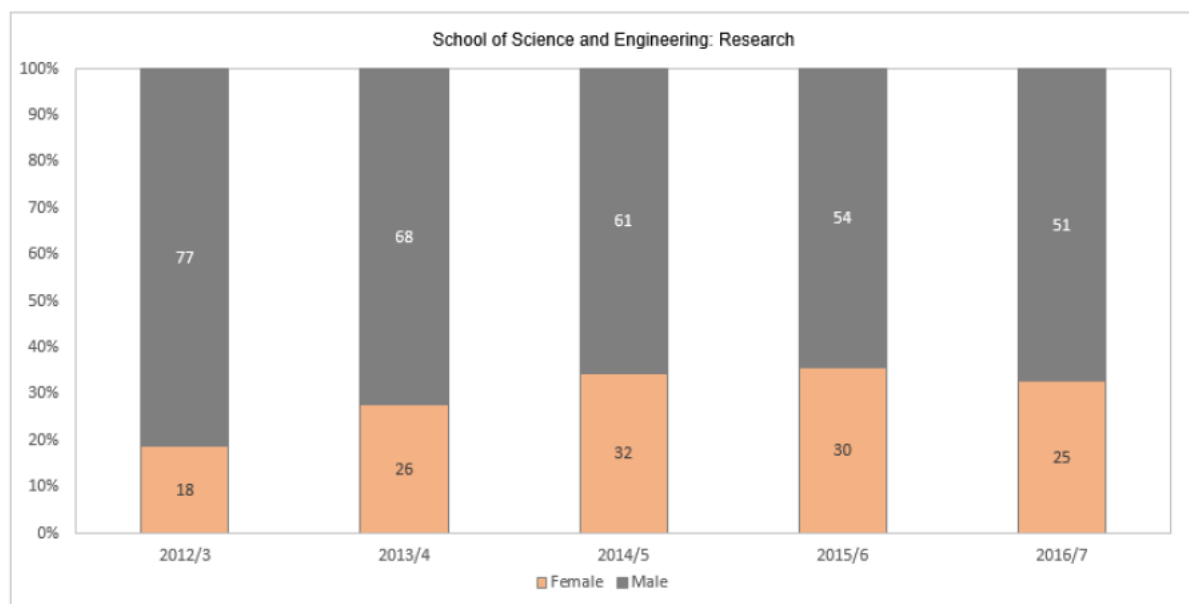| 2018-22 Actions	
AP 4.1.13	Use surveys and focus groups to understand the reasons for the increase in the proportion of female PGR students, and attempt to improve it further.
AP 4.1.14	Improve gender balance on all PGR programmes by increasing applications from under-represented genders.

Figure 4.1.25 - All PGR Students, Whole School

|	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	18	19%	26	28%	32	34%	30	36%	25	33%
Male	77	81%	68	72%	61	66%	54	64%	51	67%
Total	95	100%	94	100%	93	100%	84	100%	76	100%

Table 4.1.17 - All PGR Students, Whole School
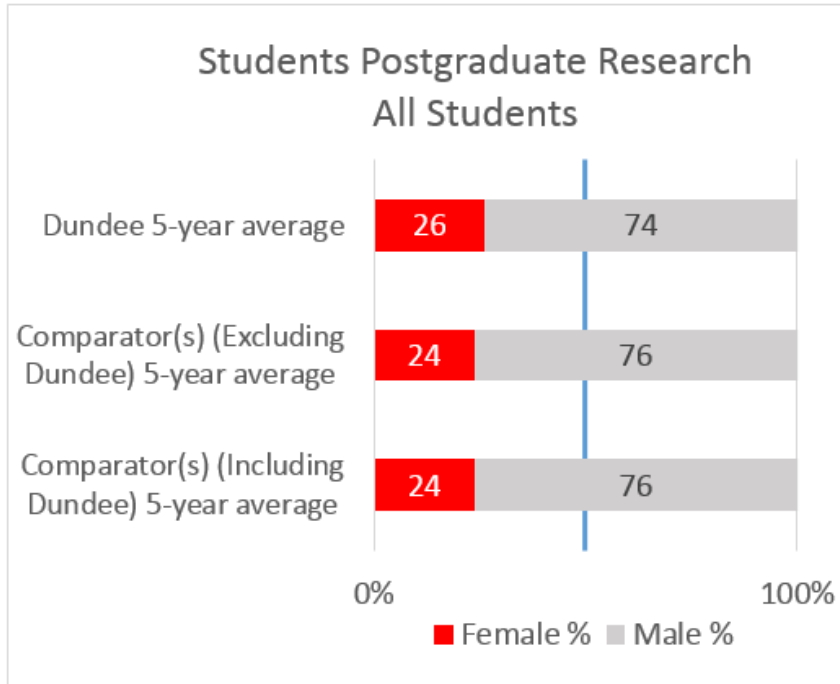
Figure 4.1.26 - Comparator Data, Whole School, All PGR students, 5-year averages

WHOLE SCHOOL - FULL-TIME POSTGRADUATE RESEARCH - STUDENT NUMBERS

77% of PGR students were full-time. In 2016/17 there were 62 full-time students (32%F:68%M) (**Figure 4.1.27, Table 4.1.18**); 5-year average (27%F) was above comparators (**Figure 4.1.28**).
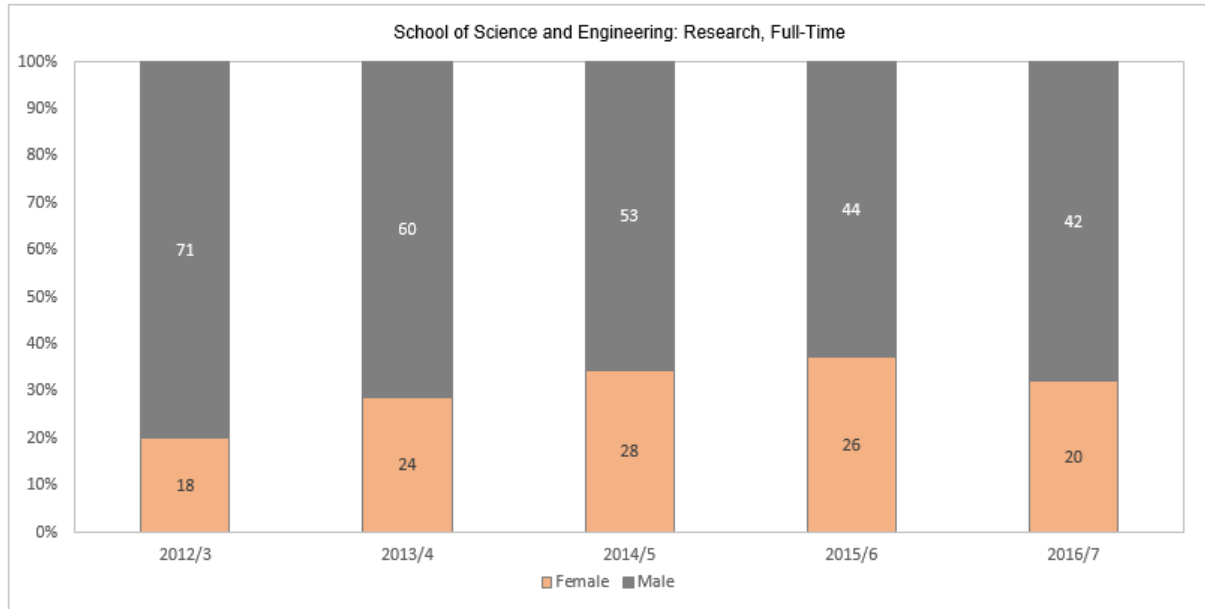
Figure 4.1.27 - Full-time PGR students, Whole School, 5 years

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	18	20%	24	29%	28	35%	26	37%	20	32%
Male	71	80%	60	71%	53	65%	44	63%	42	68%
Total	**89**	**100%**	**84**	**100%**	**81**	**100%**	**70**	**100%**	**62**	**100%**

Table 4.1.18 - Full-time PGR students, Whole School, 5 years
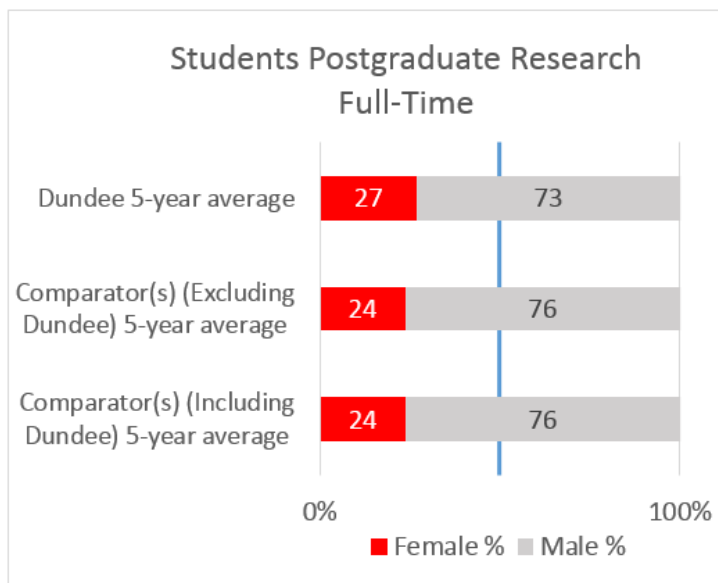
Figure 4.1.28 - Comparator Data, Whole School, Full-time PGR students, 5-year averages

63

WHOLE SCHOOL - PART-TIME POSTGRADUATE RESEARCH - STUDENT NUMBERS

Although numbers are small, the proportion of part-time students who are female rose from 0% to around 30% (**Figure 4.1.29, Table 4.1.19**). This was due solely to part-time females recruited to CAHID&LRCFS (all other PT students (in Computing and Mechanical Engineering) were male).

Five-year average (17%F) was slightly below comparators (23%F) (**Figure 4.1.30**) but does not agree with our AS data set (30%F). We believe both figures are reliable but the comparator data method is affected by rounding and this particularly affects small numbers (see **Data Note 3**).
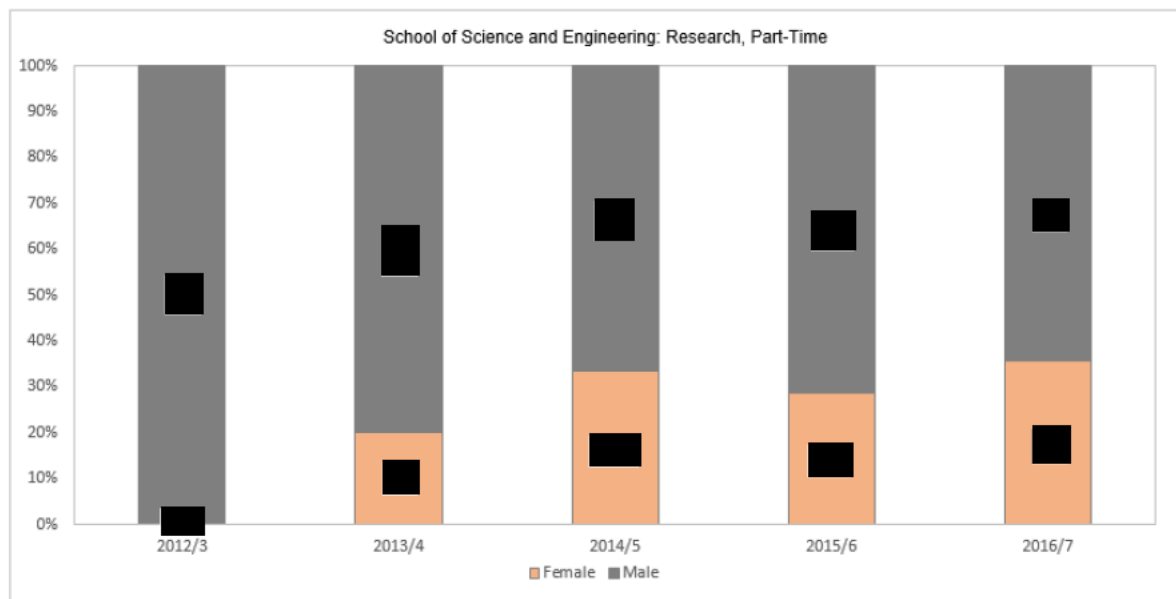
Figure 4.1.29 - Part-time PGR students, Whole School

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	█	-	█	20%	█	33%	█	29%	█	36%
Male		100%		80%		67%		71%		64%
Total	█	100%	█	100%	█	100%	█	100%	█	100%

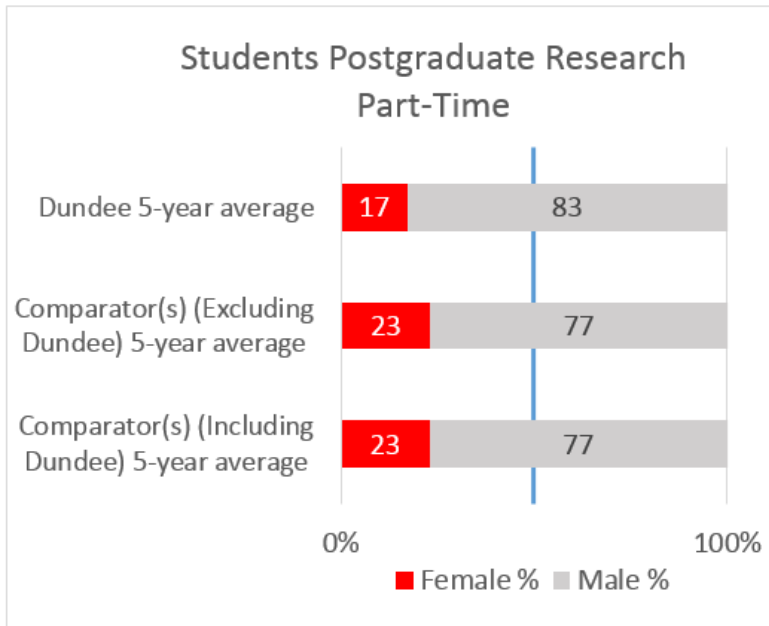**Table 4.1.19 - Part-time PGR students, Whole School**

Figure 4.1.30 - Comparator Data, Whole School, Part-time PGR students, 5-year averages

COMPARISON BY DISCIPLINE - POSTGRADUATE RESEARCH - STUDENT NUMBERS

Analysis by discipline (data not presented) indicated Civil Engineering and Physics PGR had proportions of females within 2% of PGT, indicating a fairly stable pipeline. Also:

CAHID & LRCFS:

- Attracted a higher proportion of males into PGR (59%F:41%M) than to PGT (70%F:30%M) or UG (82%:18%M), with 17 PGR students in 2016/17 (76%F:26%M); 8 (47%F:53%M) were part-time. This may be an example of early-career females being less inclined to undertake lab-based work (discussed and actioned in **4.2(i)**).

Computing:

- Had 11%F (average), no females in 2016/17 and no part-time females any year. We are encouraged that two full-time female PhD students started in Autumn 2017.

2018-22 Actions	
AP 4.1.15	Use focus groups to improve the number of females accepting PGR offers in Computing.

Mechanical Engineering:

- %F increased from 6% 2012/13 to 50% 2016/17, mostly due to falling male numbers (██████ ██) attributed to reductions in PGR funding hitting what had been a very predominantly male cohort.

2018-22 Actions	
AP 4.1.16	Use focus groups to understand why Mechanical Engineering has lost male PGR students.
AP 4.1.17	Improve the gender balance in Mechanical Engineering PGR by recruiting more females.

WHOLE SCHOOL - ALL POSTGRADUATE RESEARCH - APPLICANT JOURNEY

Female applications were consistently low relative to male applications (22-30%F) (**Figures 4.1.31, Figure 4.1.32, Table 4.1.20**). In most years and at most subsequent stages of the applicant journey, females tended to be more successful than males, resulting in a higher proportion of female matriculations than applications. Therefore, once female applicants are in the cycle we have confidence that our processes do not disadvantage them. Our priority remains to increase applications from females (**AP 4.1.11**).
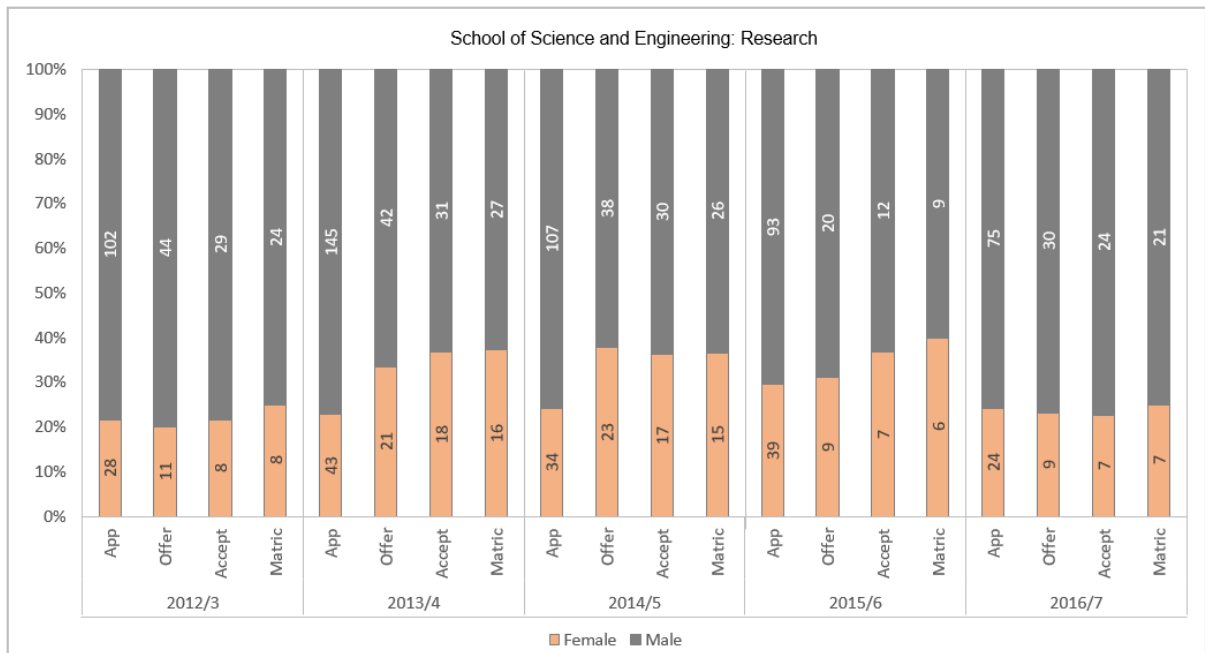

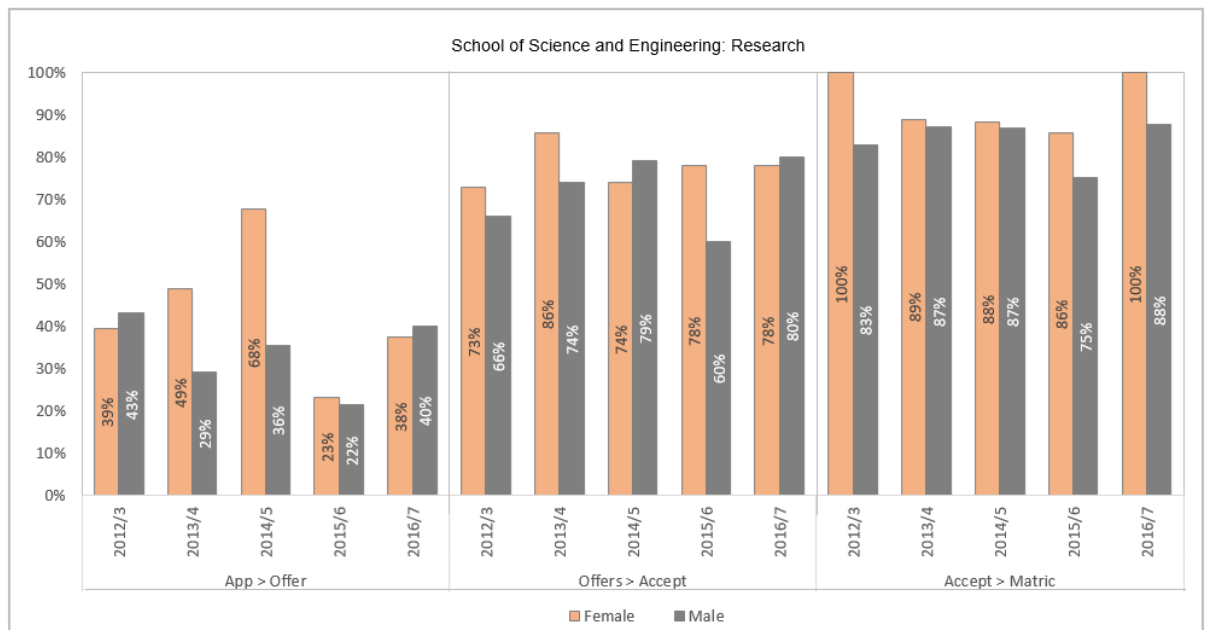**Figure 4.1.31 - Whole School, Applicant journey, All PGR students, by year, 5 years**

Figure 4.1.32 - Whole School, Applicant journey, All PGR students, by stage, 5 years

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	28	22%	102	78%	43	23%	145	77%	34	24%	107	76%	39	30%	93	70%	24	24%	75	76%
Offers	11	20%	44	80%	21	33%	42	67%	23	38%	38	62%	9	31%	20	69%	9	23%	30	77%
Acceptances	8	22%	29	79%	18	37%	31	63%	17	36%	30	64%	7	37%	12	63%	7	23%	24	77%
Matriculations	8	25%	24	75%	16	37%	27	63%	15	37%	26	63%	6	40%	9	60%	7	25%	21	75%
Applications > Offers	39%		43%		49%		29%		68%		36%		23%		22%		38%		40%	
Offers > Acceptances	73%		66%		86%		74%		74%		79%		78%		60%		78%		80%	
Acceptances > Matriculations	100%		83%		89%		87%		88%		87%		86%		75%		100%		88%	
Applications > Matriculations	29%		24%		37%		19%		44%		24%		15%		10%		29%		28%	
Offers > Matriculations	73%		55%		76%		64%		65%		68%		67%		45%		78%		70%	

Table 4.1.20 - Whole School, Applicant journey, All PGR students, 5 years

COMPARISON BY DISCIPLINE - POSTGRADUATE RESEARCH - APPLICANT JOURNEY

Analysis by discipline (data not presented) showed variation from year to year in each stage of the applicant journey apart from the applicant stage where applications from males predominated in all disciplines except for CAHID. Mechanical Engineering historically had the greatest under-representation of females (AP 4.1.17).

In Computing, female applicants were in 4/5 years slightly more successful at being made an offer than males, but we lost females at the acceptance stage (AP 4.1.18).

2018-22 Actions	
AP 4.1.18	Use focus groups to improve the number of females accepting PGR offers in Computing.

WHOLE SCHOOL - ALL POSTGRADUATE RESEARCH - DEGREE ATTAINMENT

Over the reporting period, 131 PGR students graduated (data not presented); gender balance (28%) is aligned with PGR overall. Detailed data about PGR degree attainment, duration of study and non-completion is only available post-restructure (**Table 4.1.21**). We are recording this for the future (**AP 4.1.19**). Females completed in a slightly shorter time than males on average, indicating good support for females.

2018-22 Actions	
AP 4.1.19	Record detailed information about PGR graduates and non-completions, and monitor for gender biases.

	2015/16						2016/17					
	Female			Male			Female			Male		
	Number	%	Years of PGR study (average)	Number	%	Years of PGR study (average)	Number	%	Years of PGR study (average)	Number	%	Years of PGR study (average)
Graduated PGR Full-time		10%	4.0		90%	4.4		32%	3.8		68%	4.3
Graduated PGR Part-time		-	-		100%	9.4		-	-		100%	7.7
Stopped PGR while Full-time		100%	1.4		-	-		20%	8.4		80%	4.3
Stopped PGR while Part-time		-	-		-	-		-	-		100%	1.8
Started PGR Full-time		33%	-		67%	-		22%	-		78%	-
Started PGR Part-time		50%	-		50%	-		33%	-		67%	-

Table 4.1.21 - PGR graduates, non-completions and new starts, 2 years; averages indicate the duration of study prior to graduation or to withdrawal

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

See Data Notes 4, 15

Analysis of retention/progression between UG levels across the reporting period showed that SSEN was slightly below the UoD average; AD(L&T) is addressing this issue. However, there were no gender imbalances in these data.

To ensure that we take account of personal circumstances when making award and progression decisions, SSEN now operates a mitigating circumstances procedure at all levels of study (**PAP 31**). Students are invited to submit written details of circumstances which may have detrimentally affected their performance. Submissions are graded on a case-by-case basis by a committee of SM and discipline staff; the E&D Lead also attends all such meetings to monitor equality issues. The relevant exam board is then informed anonymously of the committee's recommendations and the examiners can offer benefit of the doubt in borderline cases, resits as first attempt or other outcomes. 127 (42%F:58%M) applications were received in 2015/16 and 235 (41%F:58%M) in 2016/17, and we are encouraged that females are making proportionately more use of this procedure.

Progress on Previous Action Plan

PAP 31	**Ensure family circumstances do not affect degree progression**
	A mitigating circumstances procedure is now implemented across all disciplines and programmes at all levels.

An analysis of UoD graduates returning to PG study in SSEN was performed (data not presented); key findings were:

UG to PGT Pipeline

59 SSEN UG (11F:48M, 19%F:81%M) returned to PGT study in SSEN during the reporting period. A further 38 (15F:23M, 39%F:61%M) came to SSEN (mostly Computing) following a UoD undergraduate degree outside SSEN. The proportion of female students in the returning cohort (SSEN UG to SSEN PGT) (19%) was thus less than in the UG graduating cohort (31%F), indicating that we are losing females at this stage. In contrast, graduates recruited from UoD schools *outside* SSEN had a higher proportion of females (39%F) than SSEN returners (19%F).

2018-22 Actions	
AP 4.1.20	Use surveys to identify reasons why a smaller proportion of SSEN female graduates than in the graduating cohort return to PG study.
AP 4.1.21	Use surveys to identify reasons why a larger proportion of non-SSEN female graduates come to SSEN for PG study, compared to SSEN female graduates.

UG to PGR Pipeline

24 SSEN undergraduates (8F:16M, 33%F:67%M) returned to PGR study in SSEN during the reporting period; the proportion of female returners was similar to that in the graduating cohort (31%F), suggesting the pipeline does not leak at this point.

PGT to PGR Pipeline

33 SSEN PGT students (12F:21M, 36%F:64%M) returned to PGR study in SSEN during the reporting period; female representation (36%F) was similar to the graduating cohorts (34%F), indicating no leak at this stage.

Destinations of Leavers from Higher Education (DLHE) data (6 months post-graduation) analysed (**PAP 59**) for the graduating cohorts by gender (**Figure 4.1.33, Table 4.1.22**) showed:

- higher proportion of females than males proceeded to further study (average 7% more)
- lower proportion of females than males proceeded to graduate-level work (average 8% less)
- higher proportion of females than males proceeded to non-graduate-level work (average 19% more)
- the unemployment rate by gender is variable

7% more of our female graduates proceeded to further study elsewhere than chose to stay in SSEN (10% below cohort average). We believe the data reflect students undertaking postgraduate study strategically choosing a different institution from their undergraduate studies to broaden their experience and we encourage this.

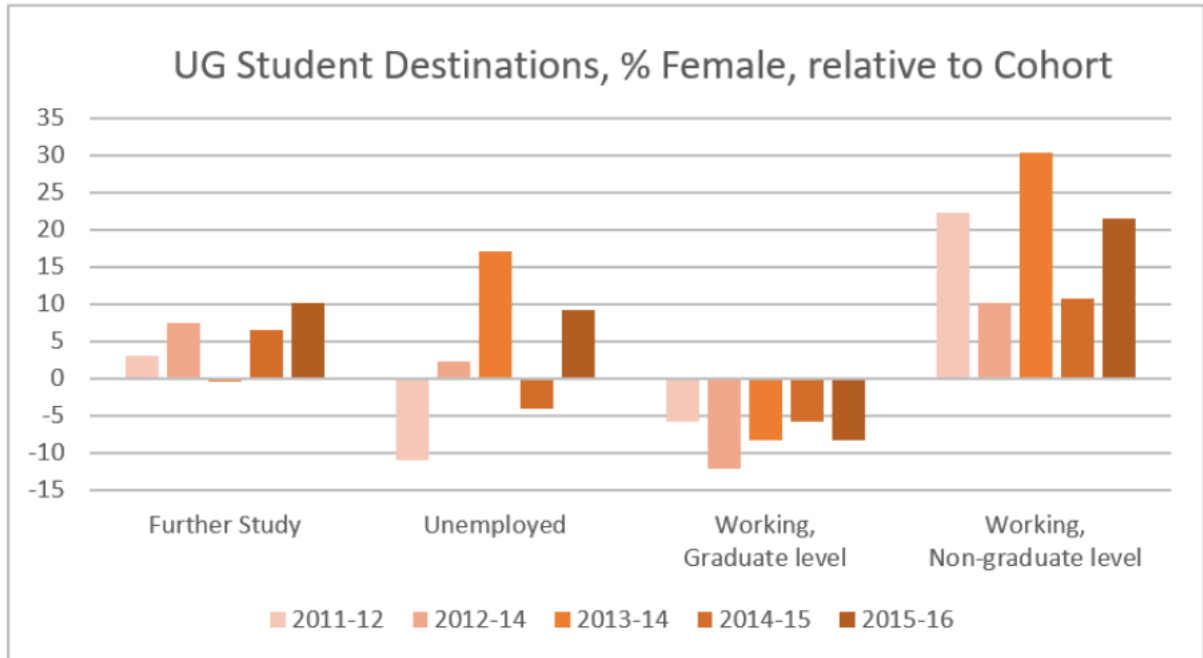| Progress on Previous Action Plan	
PAP 59	**Monitor career progression of students** DLHE data is now analysed, but we need to understand the underlying reasons for destination choices (**AP 4.1.22**).

Figure 4.1.33 - UG Destinations, Females as a % of graduating cohort, relative to cohort

	2011-12	2012-14	2013-14	2014-15	2015-16
Further Study	13.1	7.4	-0.5	6.5	10.1
Unemployed	-11.1	2.2	17	-4	9.1
Working, Graduate level	-5.9	-12.1	-8.3	-5.8	-8.3
Working, Non-graduate level	22.2	10.2	30.3	10.7	21.5
Cohort	27.8	33.1	33	34.8	26.6

Table 4.1.22 - UG Destinations, Females as a % of graduating cohort, relative to cohort

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.

See Data Notes 1, 2, 3, 7, 8, 9

All SSEN staff are employed by the School, not by discipline. T&C for all staff in SSEN are the same, irrespective of discipline affiliation. Staff may have roles spanning one, more than one or all disciplines. For historic reasons, available staff data is disaggregated into the three "award-holding groups" (see **Data Note 7**). We analysed and reflected on these data in detail, but present School-level data primarily, referring to influences from individual "award-holding groups" where relevant. Future staff data will be disaggregated by discipline, which allowing us to monitor any specific issues within the new disciplines (**AP 4.2.1**).

2018-22 Actions	
AP 4.2.1	Extract SSEN staff data disaggregated into the six disciplines to monitor for any discipline-related issues.

WHOLE SCHOOL - ALL A&R STAFF

We had 120-160 A&R staff each year (**Figure 4.2.1, Table 4.2.1**). Females were highly under-represented (**Figure 4.2.1, Table 4.2.1**) (18% to 26%F). We currently have 24%F compared to 18%F in 2013 but this is still extreme under-representation across the school except CAHID where females predominated (67%F over the reporting period). We recruited ███ females in 2016/17 (not CAHID) which improved overall gender balance. Notably, Civil Engineering had 100% male staff but we recruited ██████████ autumn 2017 (not shown in presented figures). We will redouble our efforts to improve the gender balance across all disciplines through recruitment (see **Section 5.1** and **AP 5.1.3**).
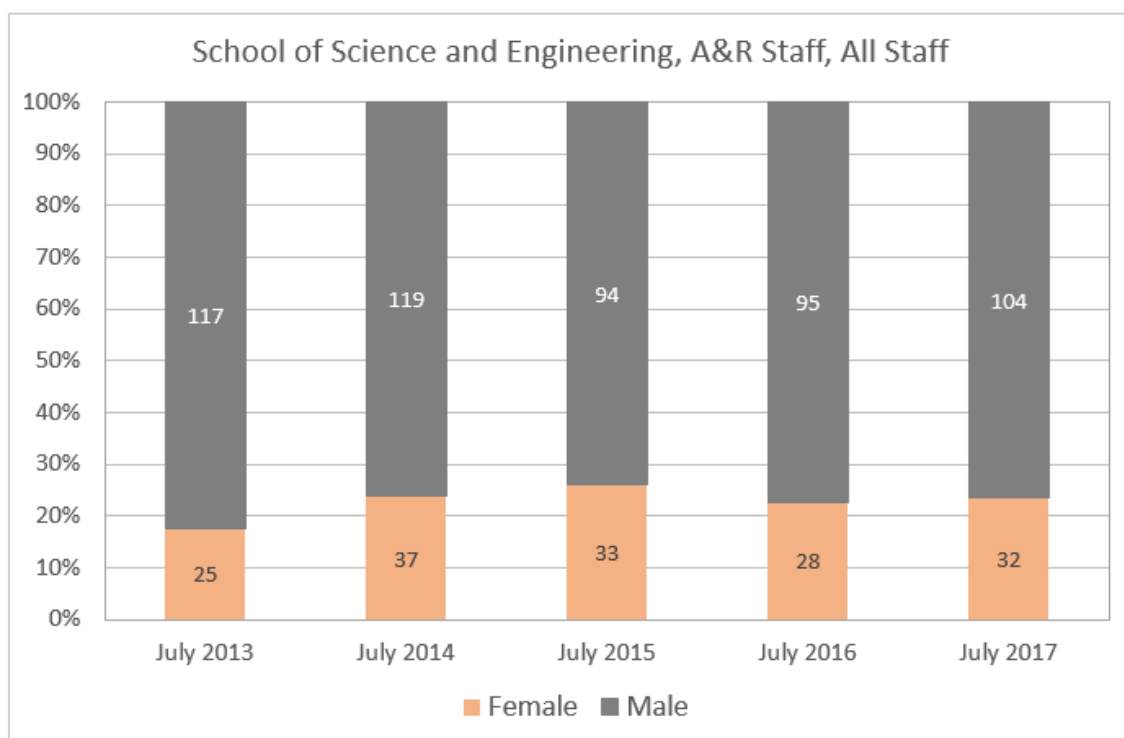

Figure 4.2.1 - All A&R Staff, Whole School, 5 years

	July 2013				July 2014				July 2015				July 2016				July 2017			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	25	18	117	82	37	24	119	76	33	26	94	74	28	23	95	77	32	24	104	76
Overall Staff Total	43	23	147	77	68	32	147	68	62	33	124	67	56	31	123	69	59	31	132	69

Table 4.2.1 - All A&R Staff, Whole School, 5 years

Over the reporting period, the average gender balance at each level of academic staff in SSEN was:

- AS07 = 21%F:79%M

- AS08 = 28%F:72%M

- AS09 = 18%F:82%M

- AS10 = 23%F:77%M

Females were under-represented at each grade, most starkly at AS09 (**Figure 4.2.3, Table 4.2.2**) across the disciplines in all but CAHID (67%M AS09 staff in 2016/17). The largest drop in female representation occurred between AS08 and AS09 (Lecturer to Senior Lecturer). There were ███ female leavers from AS09 (see **Table 4.2.9**). The decreasing proportion of females at AS09 is partially accredited to promotions into AS10 (15F:24M – see section **5.1(iii), Figure 5.1.10**). We will ensure that the transition between AS08 and AS09 in particular is supported.

2018-22 Actions	
AP 4.2.2	Use focus groups of female staff at different grades and contract functions to determine the reasons for "leaks" at grade transitions and take supporting corrective action.

Female representation at AS10 was improved compared with AS09 and is aligned with comparators (**Figure 4.2.4** - rounding of low-n HESA data resulted in artificially deflated female % in comparator data set (see **Data Note 3**)) and has improved over the reporting period as we have gained ███████ professors (including our first female professor in Mechanical Engineering (**Figure 4.2.2**)).

Figure 4.2.2 - Prof. Zhihong Huang, Professor in Mechanical Engineering and Associate Dean (Internationalisation) (AD(I))
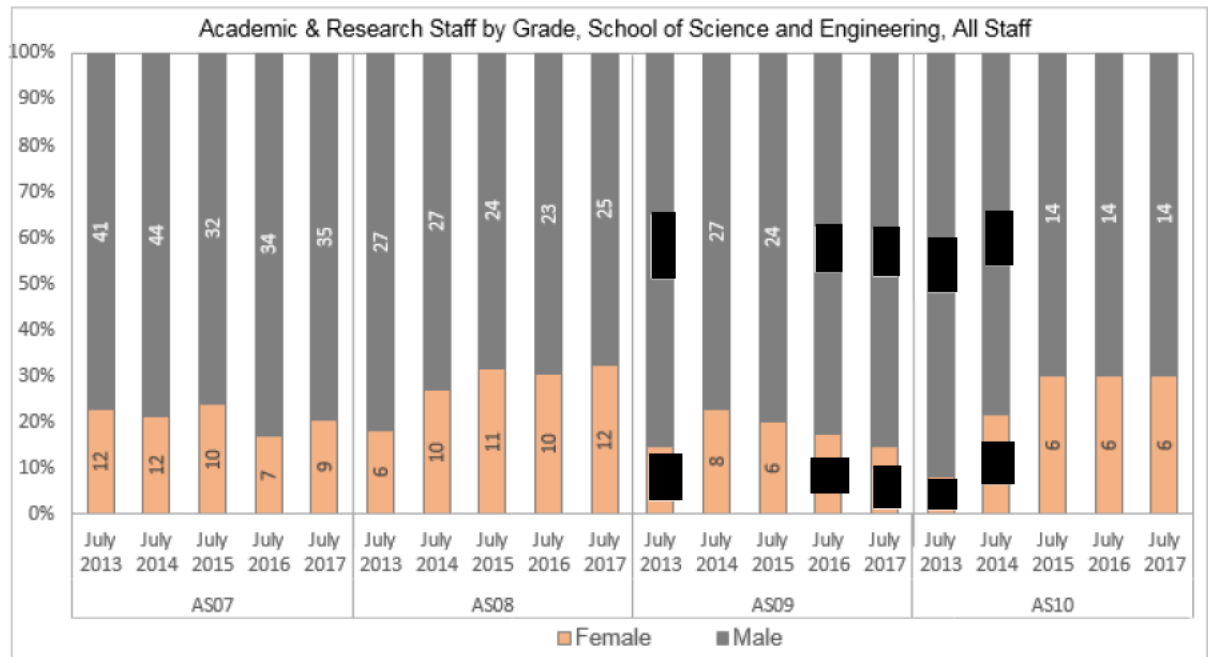
Figure 4.2.3 - All A&R Staff, Whole School, by grade, 5 years

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	AS07		23		77		21		79		24		76		17		83		20		80
	AS08		18		82		27		73		31		69		30		70		32		68
	AS09		15		85		23		77		20		80		17		83		15		85
	AS10		8		92		22		78		30		70		30		70		30		70
Academic & Research Total			18		82		23		77		26		74		23		77		24		76

Table 4.2.2 - All A&R Staff, Whole School, by grade, 5 years
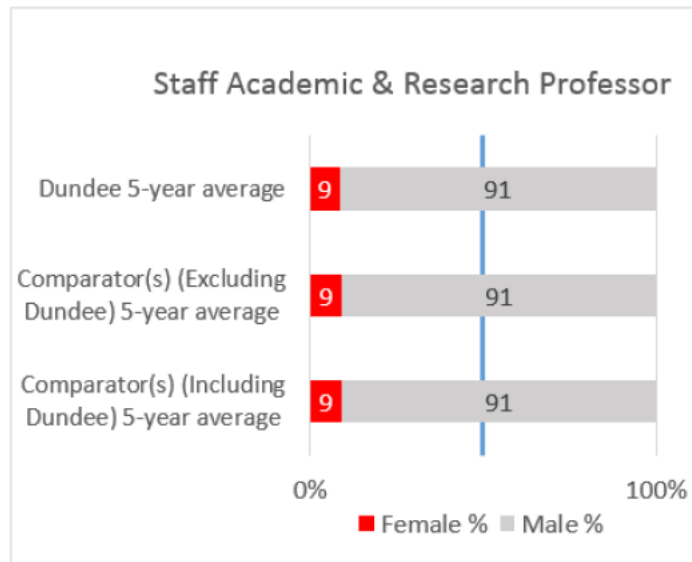
Figure 4.2.4 - Comparator data, A&R Professors (AS10) only, 5-year averages

WHOLE SCHOOL - ANALYSIS BY CONTRACT FUNCTION

A&R staff are employed on Research Only (RO), Teaching & Research (T&R) or Teaching & Scholarship (T&S) contracts. Staff on all contract types are equally valued with the same terms and conditions of employment, promotion criteria, access to training and support etc. Positions are advertised according to SSEN strategy and business needs to deliver teaching and/or research.

Of 136 A&R staff (July 2017), 28% of staff were RO (8%F), 46% were T&R (23%F) and 27% were T&S (42%F) (**Figure 4.2.5, Table 4.2.3**).

We had approximately the same proportion of females on RO (15%F) and T&R (22%F) contracts (slightly better than comparators (**Figure 4.2.6, Figure 4.2.7**)) and a higher proportion of females on T&S contracts (approx. 40%F over the last four years) (below comparators - **Figure 4.2.8** although rounding of low-n HESA data resulted in artificially deflated female % in comparator data set which particularly affected UoD data (see **Data Note 3**)).

The large increase from █ (2013) to 8 (2014) T&S females (and from 12 to 18 T&R females) was mostly through recruitment in response to increasing student numbers.

Research work in SSEN is predominantly lab-based and for legal and health and safety reasons labs are usually open only accessible 9 to 5. Teaching activities also have time constraints, but these are often only on certain days or for parts of the semester. Hence T&S contracts may be more attractive to staff needing greater flexibility in their work-life balance (WLB); this may be why there are more females on this contract type, and we wish to unpick this further:

2018-22 Actions	
AP 4.2.3	Use focus groups to understand the reasons for the greater proportion of females on T&S contracts.
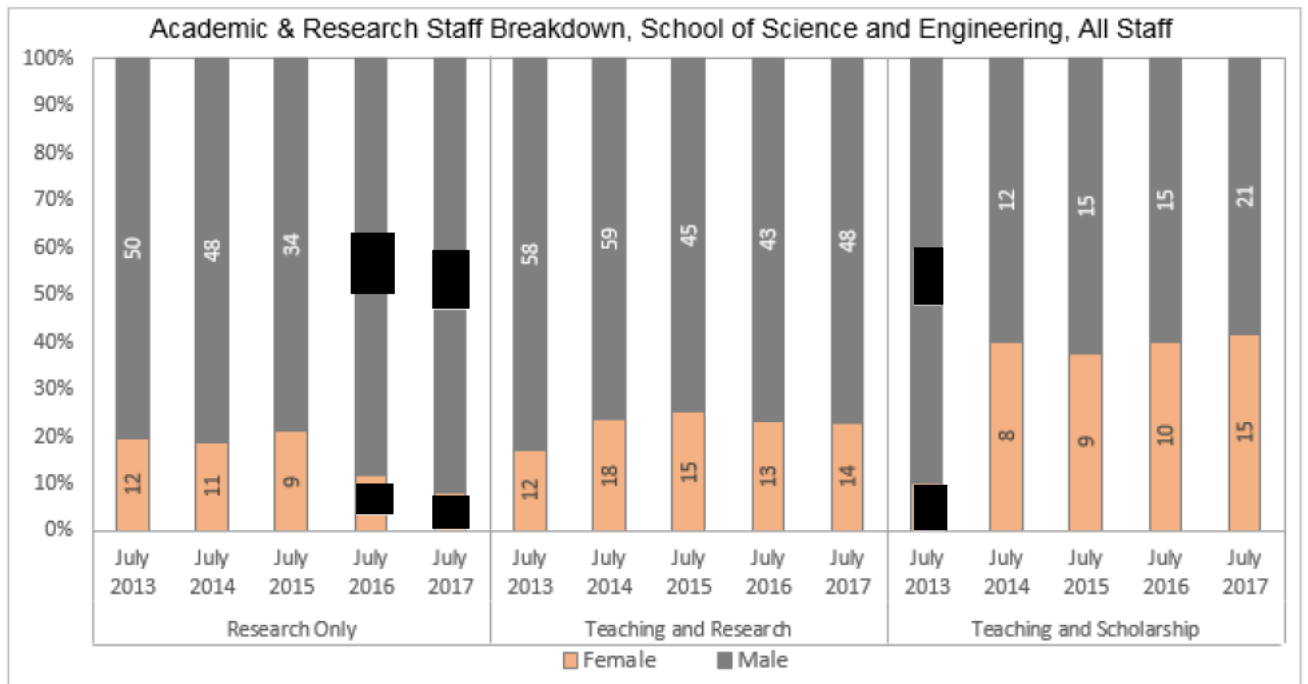
Figure 4.2.5 - All A&R Staff, Whole School, by contract function, 5 years

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	Research Only		19		81		19		81		21		79		12		88		8		92
	Teaching and Research		17		83		23		77		25		75		23		77		23		77
	Teaching and Scholarship		10		90		40		60		38		63		40		60		42		58
Academic & Research Total			18		82		24		76		26		74		23		77		24		76

Table 4.2.3 - All A&R Staff, Whole School, by contract function, 5 years
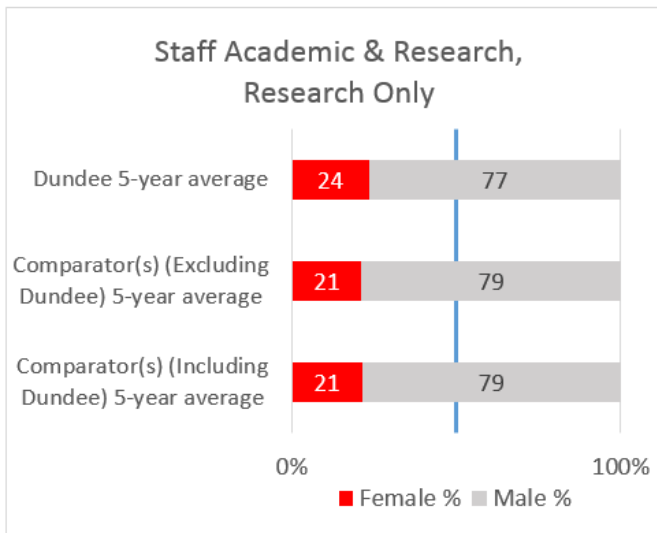
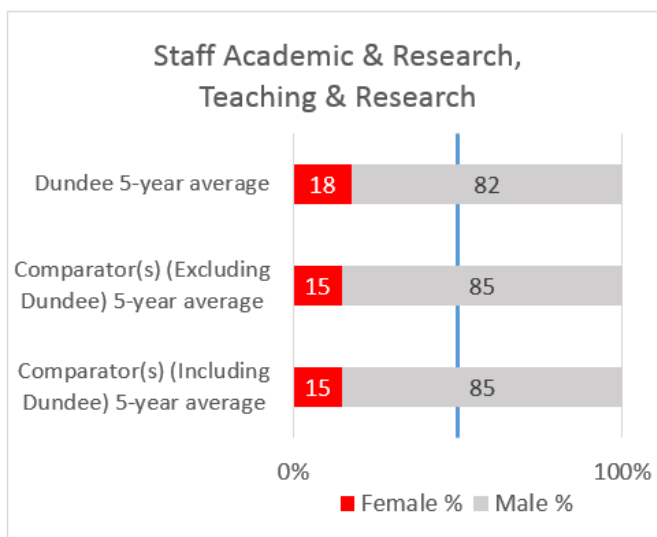**Figure 4.2.6 - Comparator data, A&R staff, RO only, 5-year averages**

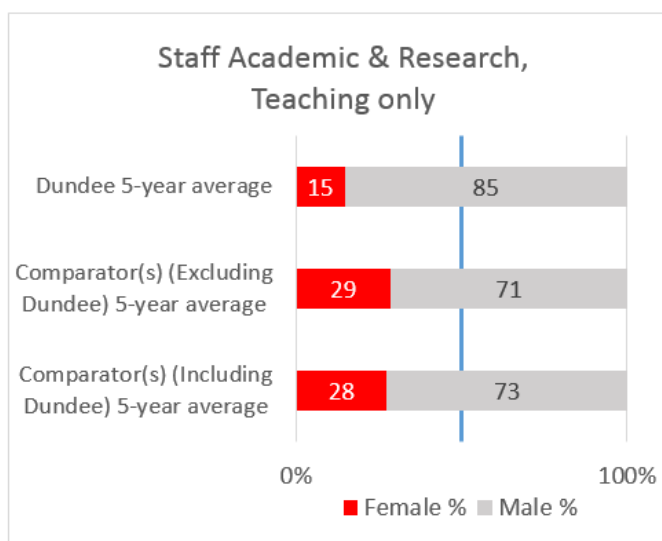**Figure 4.2.7 - Comparator data, A&R staff, T&R only, 5-year averages**

Figure 4.2.8 - Comparator data, A&R staff, T&S only, 5-year averages

WHOLE SCHOOL - ANALYSIS BY MODE OF EMPLOYMENT

Females were marginally under-represented in part-time roles (18%F) compared with full-time roles (24%F) (July 2017, **Figure 4.2.9, Table 4.2.4**), although both were aligned with comparators (**Figure 4.2.10**).

Gender balance of part-time and full-time staff were broadly aligned with the overall staff profile (PT numbers are small), and we believe no-one is being disadvantaging by their FT/PT status. We reaffirm our intention to recruit more individuals from under-represented genders (see **Section 5.1** and **AP 5.1.3**).

Overall numbers of part-time staff have declined (23 to 11 across the reporting period), due to natural turnover and processes; we often use part-time contracts for backfill or in transition to retirement. SSEN supports flexible working and facilitates movement of staff between full-time and part-time employment wherever possible; we do not routinely collect data on these movements (see **5.5(vi)** and **AP 5.5.7**).

There were part-time staff in each discipline, notably a ███████████████ was recruited into CAHID in 2017. Computing had a slightly higher proportion of part-time females (43%F) than full-time (25%F) (July 2017 - █ PS, ██ AS08, ██ AS10).

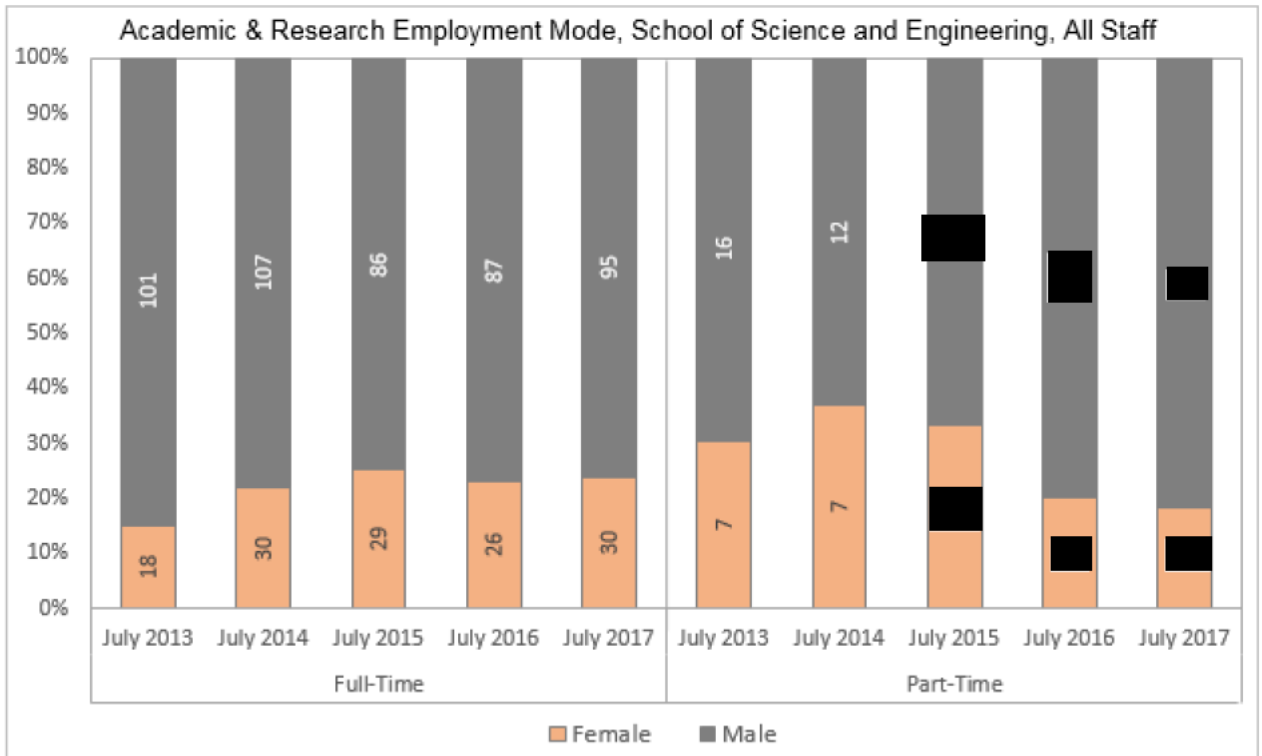We note there have been no recent transitions of technical staff to academic roles in SSEN.

Figure 4.2.9 - All A&R Staff, Whole School, by mode of employment, 5 years

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	Full-Time	18	15	101	85	30	22	107	78	■	25	86	75	■	23	87	77	■	24	95	76
	Part-Time	7	30	16	70	7	37	12	63	■	33	8	67	■	20	8	80	■	18	9	82
Academic & Research Total		25	18	117	82	37	24	119	76	■	26	94	74	■	23	95	77	■	24	104	76

Table 4.2.4 - All A&R Staff, Whole School, by mode of employment, 5 years
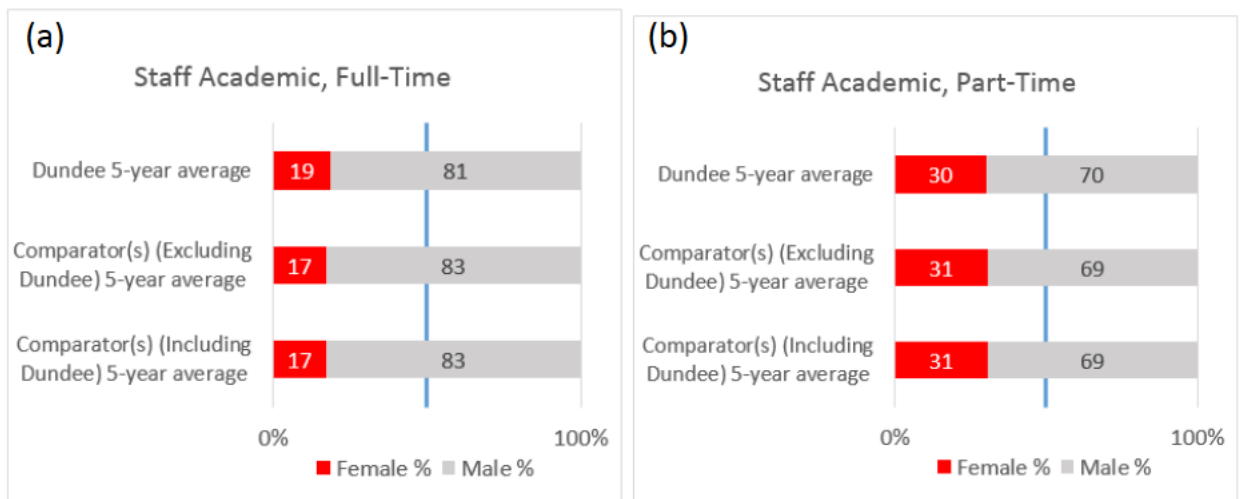

Figure 4.2.10 - Comparator data, All A&R staff, (a) Full-time (b) Part-time, 5-year averages

SILVER APPLICATIONS ONLY
Where relevant, comment on the transition of technical staff to academic roles.

(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.

See Data Notes 1, 2, 3, 7, 8, 9

UoD does not use zero-hour contracts.

A higher proportion of females had open-ended contracts (26%) than females on fixed-term contracts (18%) (2017 data, **Figure 4.2.11, Table 4.2.5**), with slightly lower %F on fixed-term contracts, and slightly higher %F on open-ended contracts than comparators (**Figure 4.2.12**).

Most fixed-term staff (92%, July 2017) were AS07 PDRAs (**Figure 4.2.13, Table 4.2.6**). Fixed-term contracts are also used to cover maternity and other extended periods of leave; for most other posts, the default is to offer open-ended contacts. Fixed-term staff employed for more than four years automatically move onto open-ended contracts via well-defined HR processes. Staff whose funding is due to end are offered a chain of support; three months prior to the end of contract, they meet with their line manager to trigger access to appropriate training, e.g. interview technique and CV building, and supported through the leaving or redeployment process. Staff employed for two years or more are entitled to redundancy benefits.
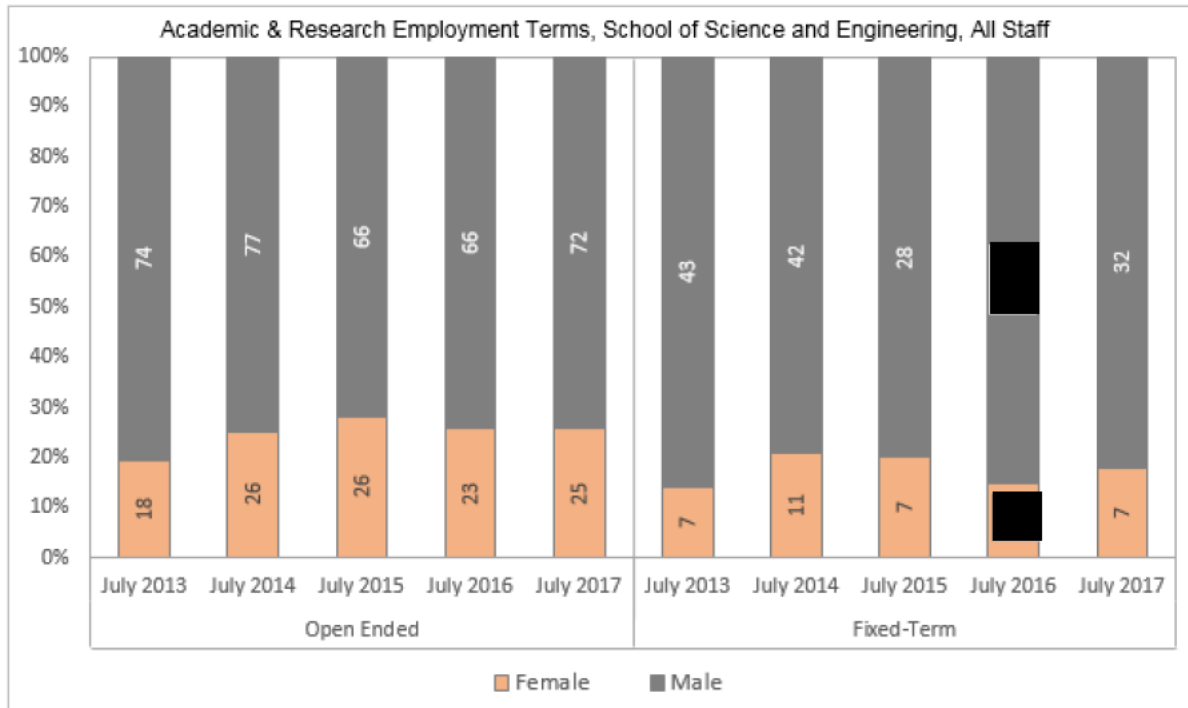
Figure 4.2.11 - All A&R Staff, by terms of employment

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	Open Ended	18	20	74	80	26	25	77	75	26	28	66	72	■	26	■	74	25	26	72	74
	Fixed-Term	7	14	43	86	11	21	42	79	7	20	28	80	■	15	■	85	7	18	32	82
Academic & Research Total		25	18	117	82	37	24	119	76	33	26	94	74	■	23	■	77	32	24	104	76

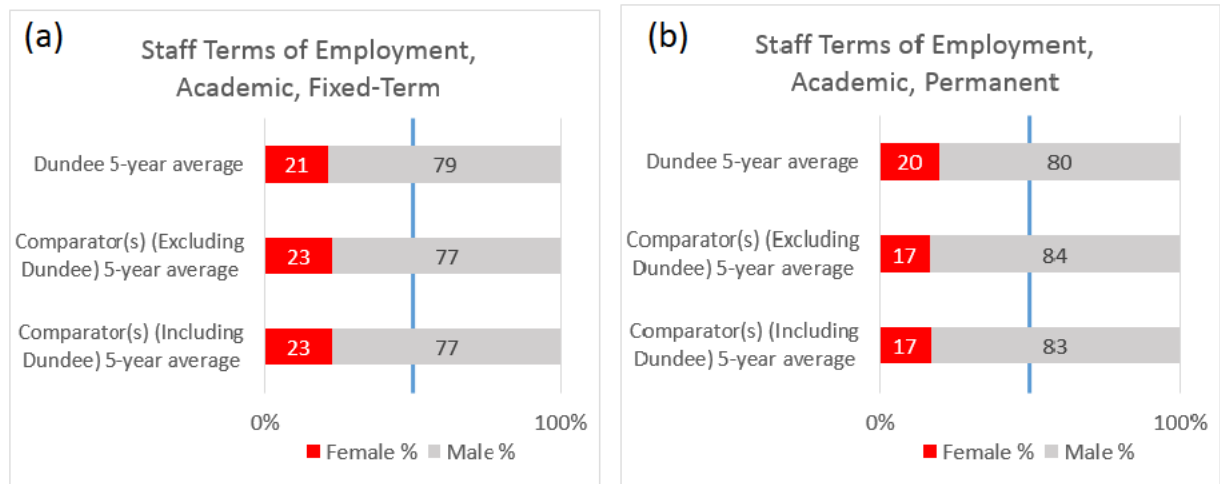Table 4.2.5 - All A&R Staff, by terms of employment

Figure 4.2.12 - Comparator Data, All A&R Staff, By terms of employment - (a) Fixed-term (b) open-ended, 5-year averages
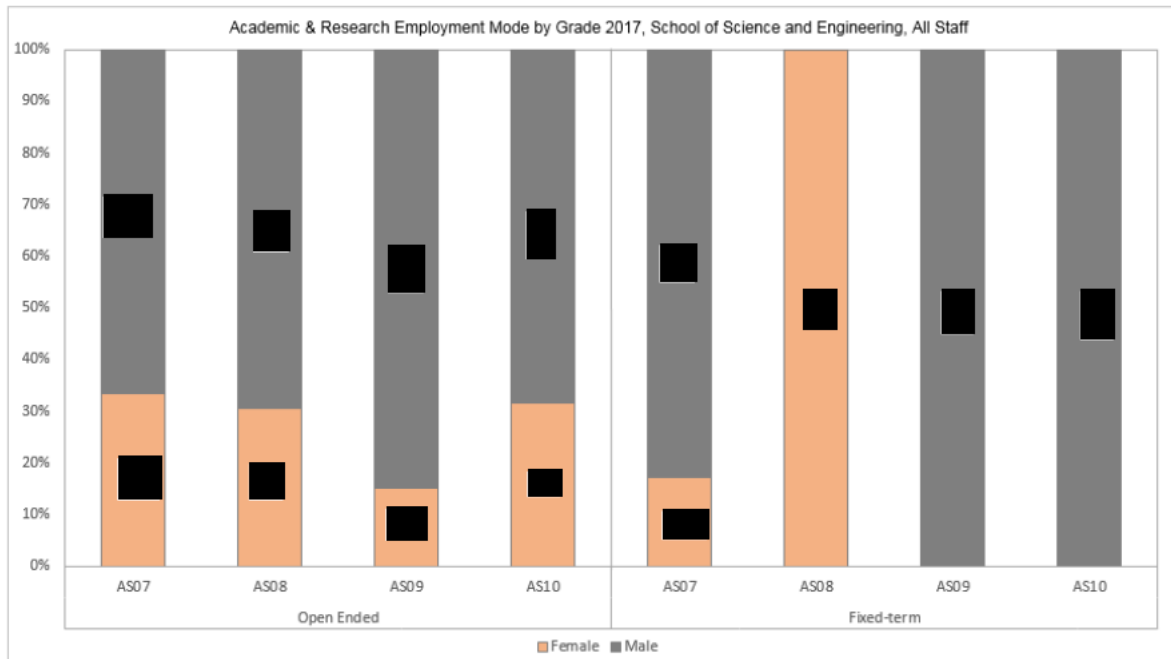
Figure 4.2.13 - A&R staff open-ended/fixed-term, By grade, 2017 only

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Open Ended	AS07		38		63		29		71		27		73		22		78		33		67
	AS08		21		79		29		71		32		68		31		69		31		69
	AS09		16		84		22		78		21		79		17		83		15		85
	AS10		10		90		24		76		33		67		32		68		32		68
Open Ended Total			20		80		25		75		28		72		26		74		26		74
Fixed-Term	AS07		16		84		19		81		23		77		16		84		17		83
	AS08		0		100		0		100		0		100		0		100	100			0
	AS09		0		100		33		67		0		100		-		-		0		100
	AS10		0		100		0		100		0		100		0		100		0		100
Fixed-Term Total			13		87		18		82		20		80		15		85		18		82
Academic & Research Total			18		82		23		77		26		74		23		77		24		76

Table 4.2.6 - A&R staff on open-ended/fixed-term contracts, By grade, 5 years

Gender balances of fixed-term and open-ended staff within award-holding groups were aligned with overall staff profiles, so no discipline-specific actions are required.

Staff (especially males) felt more secure in their jobs than in 2015 (**Figure 4.2.14**). This is likely to be due, at least in part, to the uncertainty in 2015 around restructuring but may also coincide with a slight increase in the number of staff on open-ended vs. fixed-term contracts between 2015 and 2017.

Figure 4.2.14 - Job security (SSEN staff responses to UoD Staff Surveys)

(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.

See Data Notes 1, 2, 3, 7, 8, 9, 16

Gender balance of leavers was aligned with general staff profile, apart from 2016 where a higher than expected number (12) and higher proportion (50%F:50%M) of leavers were female and a low number of males (12) left (**Figure 4.2.15, Table 4.2.7**, see further analysis below).
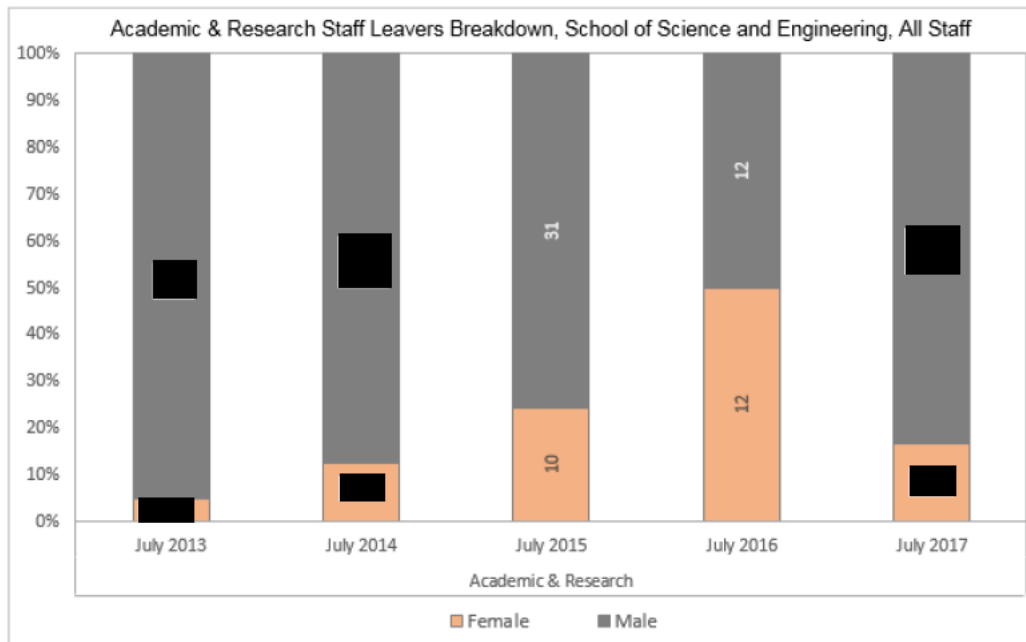

Figure 4.2.15 - A&R leavers, All staff, 5 years

July 2013				July 2014				July 2015				July 2016				July 2017			
Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
■	5	■	95	■	13	■	88	10	24	31	76	12	50	12	50	■	17	■	83

Table 4.2.7 - A&R leavers, All staff, 5 years

Expiry of contract (■ staff, 22%F:78%M) followed by resignation (■ staff, 24%F:76%M) were the most common reasons for leaving (80% of leavers) (**Figure 4.2.16, Table 4.2.8**) - this also applied in 2016.

The next highest reason was severance (■ staff, 23%F:77%M) - VS occurred as part of UoD restructuring in 2014/15. Staff self-nominated; applications were considered individually using a carefully managed and transparent HR-led process, in consultation with trades unions; gender did not influence decisions.

The six redundancies were staff who had come to the end of fixed-term contracts but had more than two years' service, hence were entitled to redundancy payment (see **4.2 (ii)**).

In all cases (except retirement, where there were no females) gender balance of leavers was approximately aligned with the overall staff profile (**Figure 4.2.16**).

Academic & Research Staff Leavers Reason 2013-2017, School of Science and Engineering,
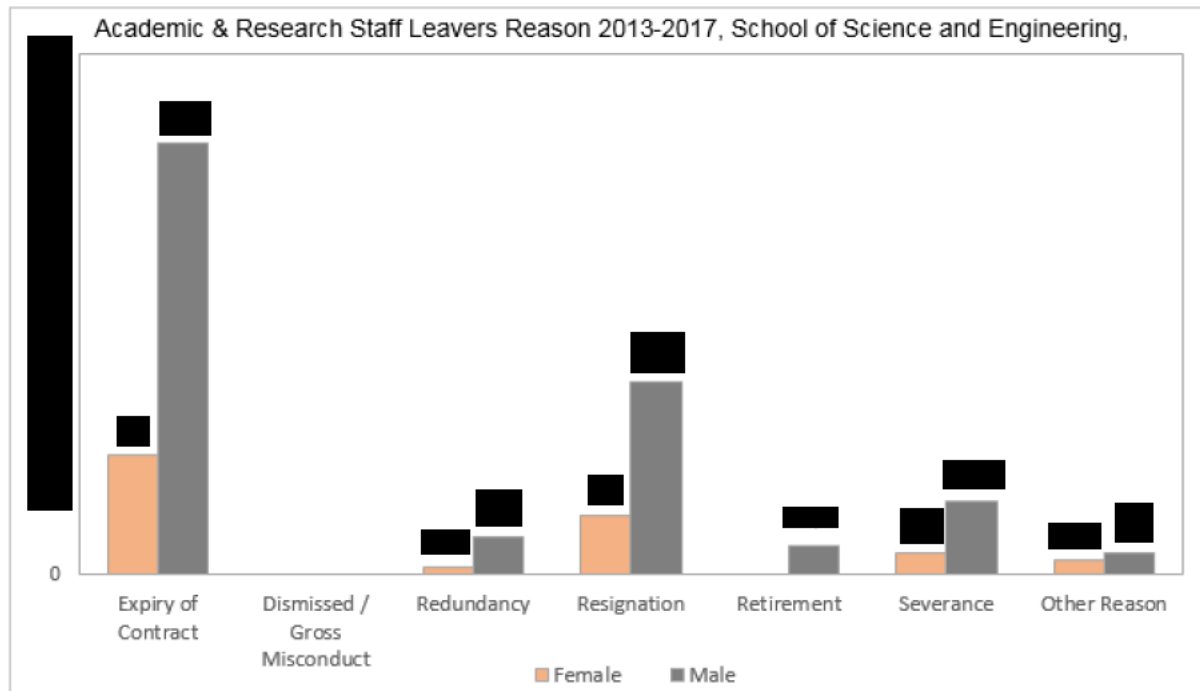
Figure 4.2.16 - A&R leavers, All staff, By reason, aggregate 2013-17 (N.B. this data includes ▮ AS06 leavers – these are typically grant-funded PDRAs on fixed-term contracts)

	Aggregate			
	Female	% Turnover	Male	% Turnover
Expiry of Contract	▮	11	▮	11
Dismissed / Gross Misconduct		-		-
Redundancy		1		1
Resignation		6		5
Retirement		-		1
Severance		2		2
Other Reason		1		1
Academic & Research Total	▮	**21**	▮	**20**

Table 4.2.8 - A&R staff, Leavers and Turnover, aggregate 2013-17 (N.B. this data includes ▮ AS06 leavers - these are typically grant-funded PDRAs on fixed-term contracts)

As to be expected, the majority of leavers due to expiry of contract were AS07 staff, who are largely PDRAs on fixed-term contracts (**Figure 4.2.17, Table 4.2.9**).
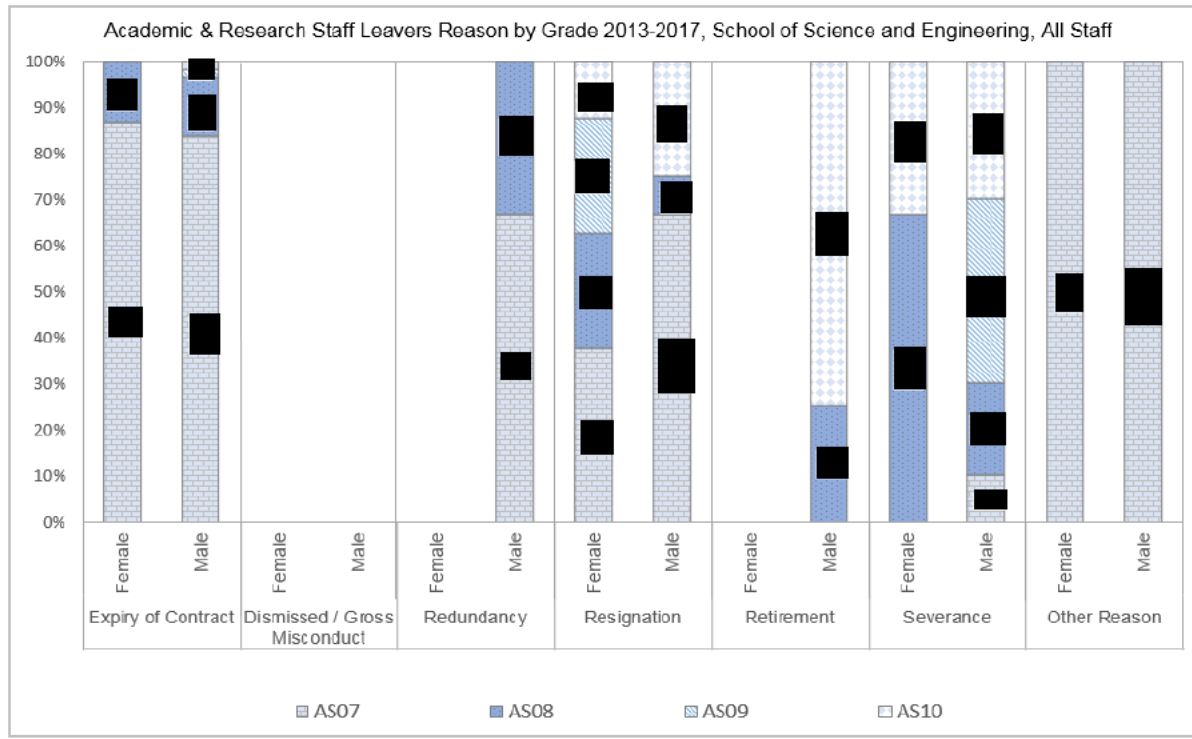
Figure 4.2.17 - A&R leavers, All staff, By grade, aggregate 2013-17

		AS07				AS08				AS09				AS10				Aggregate					
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Total	% of Total
Aggregate Five Years	Expiry of Contract		76		68		33		54		0		20		0		8		56		56		56
2013- 2017	Dismissed / Gross Misconduct		0		0		0		0		0		0		0		0		0		0		0
	Redundancy		0		3		0		8		0		0		0		0		0		3		2
	Resignation		18		24		33		15		100		0		50		46		30		24		25
	Retirement		0		0		0		8		0		0		0		23		0		4		3
	Severance		0		1		33		15		0		80		50		23		11		10		10
	Other Reason		6		4		0		0		0		0		0		0		4		3		3
Academic & Research Total			100		100		00		100		100		100		100		100		100		100		100

Table 4.2.9 - A&R staff, Leavers, By Grade, aggregate 2013

As expected from our monitoring (**PAP 34**), turnover by grade (**Figure 4.2.18, Table 4.2.10**) shows highest turnover at AS07. We wish to ensure that early-career researchers are supported for future progression, so that their experience is not lost from SSEN (**AP 4.2.4**). There were some %turnover spikes in other grades e.g. female AS08s in 2015 and 2016, female AS09s in 2016 and male AS10s in 2015, but these represent small numbers. Five-year aggregated data (**Table 4.2.10**) shows no overall gendered difference in turnover (19%F:19%M).

Progress on Previous Action Plan	
PAP 34	**Research staff turnover** PIs are advised to consider contract extensions where possible; E&D Lead monitors turnover data.

2018-22 Actions	
AP 4.2.4	**Ensure that PDRAs' career progression is supported.**
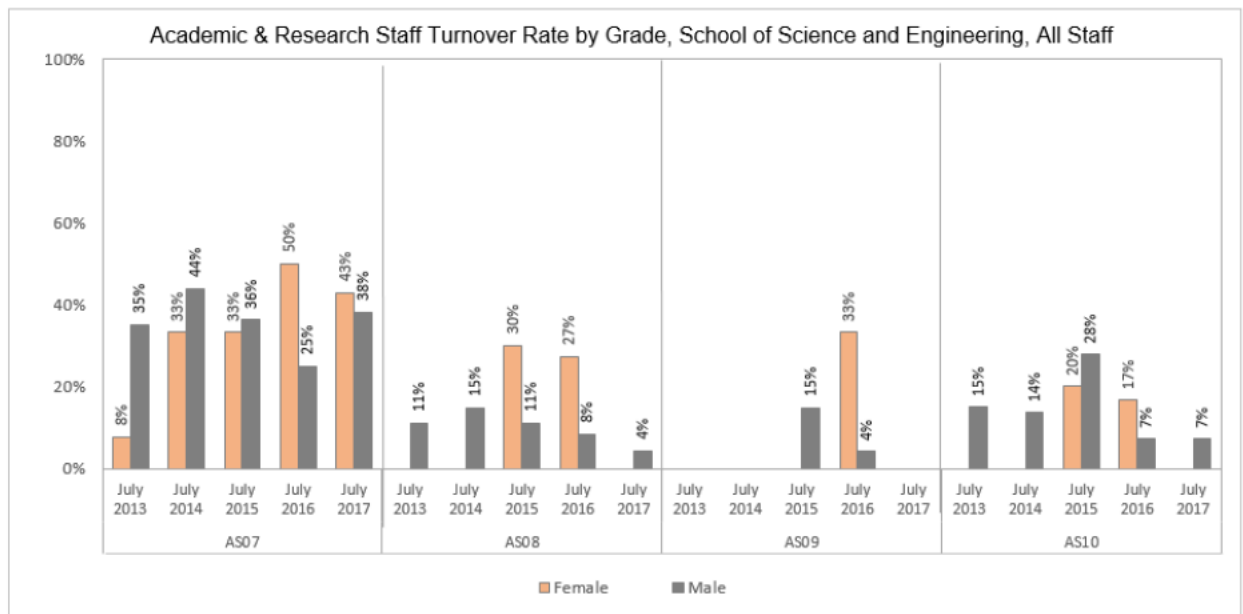
Figure 4.2.18 - A&R turnover, All staff, By grade, 5 years

	July 2013				July 2014				July 2015				July 2016				July 2017				Aggregate			
	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over	Female	% Turn over	Male	% Turn over
AS07		8		35		33		44		33		36		50		25		43		38		31		36
AS08		-		11		-		15		30		11		27		8		-		4		14		10
AS09		-		-		-		-		-		15		33		4		-		-		8		4
AS10		-		15		-		14		20		28		17		7		-		7		10		15
A&R Total		5		19		17		22		23		24		33		13		11		16		19		19

Table 4.2.10 - A&R turnover, All staff, By grade, 5 years + aggregate

Part-time staff turnover at AS07 in particular was higher than for full-time staff (**Figure 4.2.19, Table 4.2.11**) (at other grades, there were spikes in % usually caused by low numbers). This is in part because part-time, temporary contracts are frequently issued to cover medium/long-term staff leave (such as maternity) (see **Data Note 16**).
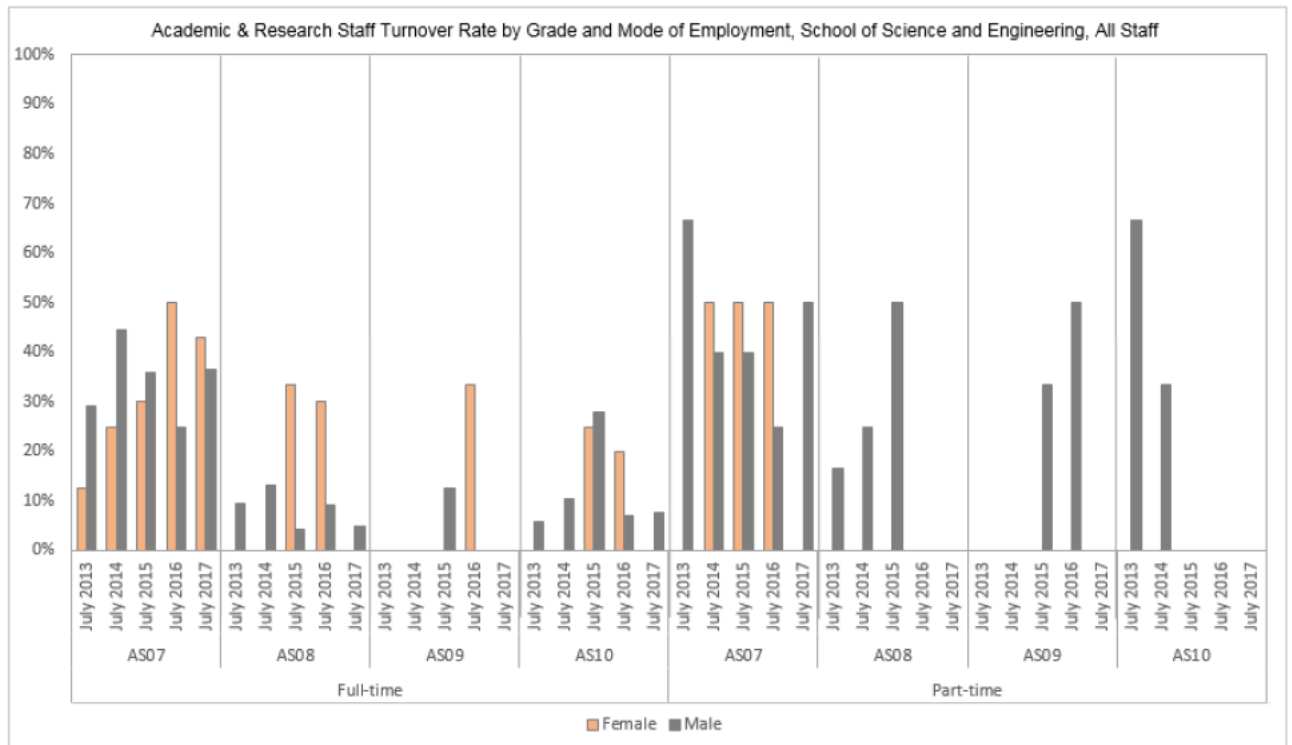

Figure 4.2.19 - A&R turnover, All staff, By mode of employment, By grade, 5 years

		July 2013		July 2014		July 2015		July 2016		July 2017		Aggregate	
		Female	% Turn over	Female	% Turn over Male	Female	% Turn over Male	Female	% Turn over Male	Female	% Turn over Male	Female	% Turn over Male
Full-time	AS07		29	25	44	30	36	50	25	43	37	32	35
	AS08	-	10	-	13	33	4	30	9	-	5	16	8
	AS09	-	-	-	13	-	13	33	-	-	-	9	3
	AS10	-	6	-	11	25	28	20	7	-	8	12	12
Full-time Total		6	14	11	21	24	22	34	12	12	15	19	17
Part-time	AS07	-	67	50	40	50	40	50	25	-	50	31	46
	AS08	-	17	-	25	-	50	-	-	-	-	-	22
	AS09	-	-	-	-	-	33	-	50	-	-	-	17
	AS10	-	67	-	33	-	-	-	-	-	-	-	43
Part-time Total		-	39	33	27	17	42	25	25	-	25	17	33
A&R Total		5	19	17	22	23	24	33	13	11	16	19	19

Table 4.2.11 - A&R turnover, All staff, By mode of employment, By grade, 5 years + aggregate

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.

See Data Notes 1, 2, 3, 8, 9, 10, 11, 17

SSEN recruits and selects according to UoD policy and protocol. Recruitment panelists must complete E&D training; panel chairs must verify this. We encourage all staff involved in recruitment processes to attend unconscious bias (UB) training (**PAP 40, PAP 48**) and will make this mandatory (**AP 5.1.2**).

Progress on Previous Action Plan	
PAP 40, 48	**UB training to ensure diversity in recruitment**
	All staff involved in the recruitment process are encouraged to attended UB training; we are considering making this mandatory.

2018-22 Actions	
AP 5.1.1	Encourage all staff to undertake Unconscious Bias training.
AP 5.1.2	Make Unconscious Bias training mandatory for those participating in SSEN recruiting and selection processes.

All advertisements carry the AS logo and we indicate that we particularly welcome applications from individuals from under-represented groups (**PAP 19, PAP 38, PAP 42**); female and male points of contact are listed. As well as advertising via well-established far-reaching channels, we also advertise via sector-specific channels and minority group networks, and encourage staff to publicise vacancies through their own professional networks. This helps advertisements reach the largest number of people from under-represented groups and encourages applications from a diverse pool.

Progress on Previous Action Plan	
PAP 19, 38, 42	**Diversity in recruitment** Staff involved in recruitment must have undertaken E&D and UB training. All recruitment committees must have both genders represented. All UoD adverts promote AS, use inclusive language, and offer both male and female named contacts.
PAP 39	**Recruitment of staff via case studies** Development of more case studies to support recruitment via website was put on hold due to redevelopment of UoD and SSEN websites - action carried forward (AP 5.1.2b).

However, female applicants remained under-represented at all stages of the recruitment and selection process (applicants were 22%F); we need to increase applications from females using improved advertising and recruitment materials (**AP 5.1.3**) and case studies (**AP 5.1.4**).

2018-22 Actions	
AP 5.1.3	Improve gender balance of staff applicants by continually improving publicity and recruitment materials and wording of job advertisements; continue to monitor the recruitment data to check for biases.
AP 5.1.4	Develop academic staff case studies highlighting under-represented genders, in order to showcase staff gender equality in SSEN.

Panel gender balance is carefully considered. Gender parity is not always achievable, particularly where there is a large gender imbalance in the recruiting discipline. We aim to minimise overload on under-represented senior staff when possible. Panels include subject specialists and, to increase potential for gender diversity, we appoint other individuals with more general subject knowledge, plus a member external to SSEN. Applicants' gender data is collected for ED&I monitoring - recruitment panels are not aware of an applicant's disclosed gender or decision not to disclose so this does not affect short-listing.

There were slight fluctuations in overall success rates of applications of females compared with males (**Figure 5.1.1, Table 5.1.1**), but over the reporting period, there was near gender parity of successful applicants (7%F compared to 6%M). Female applicants were equally, or slightly more, successful at all stages of the application process, except in 2013/14 and 2015/16 which showed a drop between applications and shortlist. Against their norm, over the reporting period CAHID recruited 7F:8M.
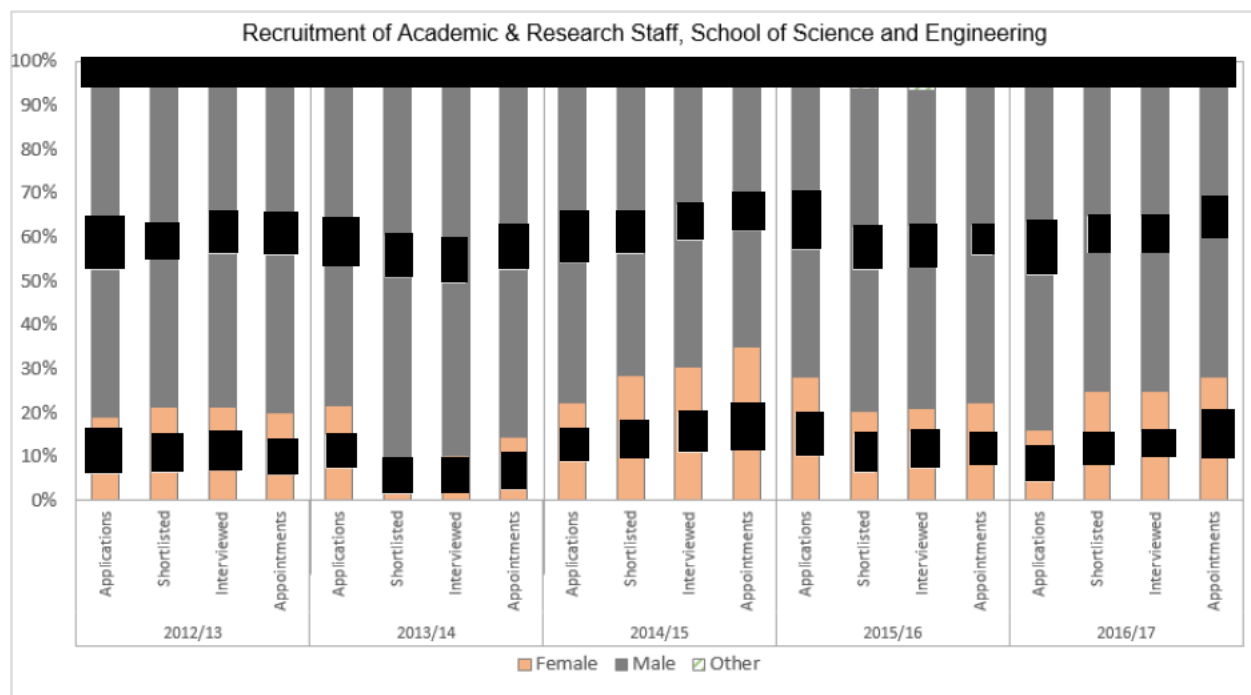
Figure 5.1.1 - Recruitment journey, A&R staff, by year, 5 years

	2012/13						2013/14						2014/15						2015/16						2016/17						Aggregate					
	Female	%	Male	%	Other	%	Female	%	Male	%	Other	%	Female	%	Male	%	Other	%	Female	%	Male	%	Other	%	Female	%	Male	%	Other	%	Female	%	Male	%	Other	%
Number of Vacancies		23						15						18						27						30						113				
Applications		19%		80%		2%		21%		76%		3%		22%		75%		3%		28%		69%		3%		16%		83%		1%		22%		76%		2%
Shortlisted		21%		77%		2%		10%		90%		0%		29%		65%		6%		20%		73%		6%		25%		73%		2%		22%		75%		4%
Interviewed		21%		77%		2%		10%		90%		0%		30%		65%		4%		21%		73%		7%		25%		73%		2%		22%		75%		3%
Appointments		20%		80%		0%		14%		86%		0%		35%		60%		5%		22%		74%		4%		26%		67%		7%		24%		73%		4%
Applications > Shortlisted	21%		18%		20%		11%		27%		0%		27%		18%		43%		14%		20%		47%		25%		14%		25%		19%		18%		33%	
Applications > Interviewed	21%		18%		20%		11%		26%		0%		27%		17%		29%		12%		17%		40%		24%		13%		25%		18%		17%		28%	
Applications > Appointments	8%		8%		0%		5%		9%		0%		13%		7%		14%		4%		5%		7%		8%		4%		25%		7%		6%		10%	

Table 5.1.1 - Recruitment journey, A&R staff, by year, 5 years

Across SSEN (excepting CAHID) we aim to increase our female staff (**AP 5.1.3**), primarily by increasing female applications.

This is particularly difficult at more senior A&R grades, where there were only nine female applicants to AS09 posts and █████ to AS10 (and no appointments). We attribute the very low application numbers to the limited pool of females in the job market in all of our disciplines (inversely for CAHID).

Female applicants were more successful than males at AS08, where we appointed █████ over the reporting period. Through our AP and SSEN practice we will support these new recruits to utilise the mentoring and training available to ensure they have every opportunity to develop and progress their careers. We hope that, in the longer term, these appointments will enable more females to be promoted into AS09 and, eventually, AS10 roles.

Applications to "other grades" roles (usually vacancies where no grade or a grade range was specified in the advertisement) were 22%F. We recruited a number of "Dundee Fellows" (fellows employed to support UoD's research strategy and develop both their research and teaching portfolios) very successfully via a similar approach, and are very encouraged that this method resulted in an increase in female "other grade" appointments (40%F (█████)).

Where possible, we broaden the scope of advertisements by minimising discipline-restricted language to encourage applicants in related areas of work who have appropriate skills or experience, to apply.

2018-22 Actions	
AP 5.1.5	Advertise ungraded or grade-range posts with broad scope (when possible) to try to encourage female applicants, especially for senior posts.

Recruitment pipeline (**Figure 5.1.2, Table 5.1.2**) shows no variation in gender balance between stages at AS07, which has the largest numbers. %F increases across stages at AS08 and "other grades", %F decreases for AS09, but numbers are very small; we conclude there is no gender bias in our pipeline.
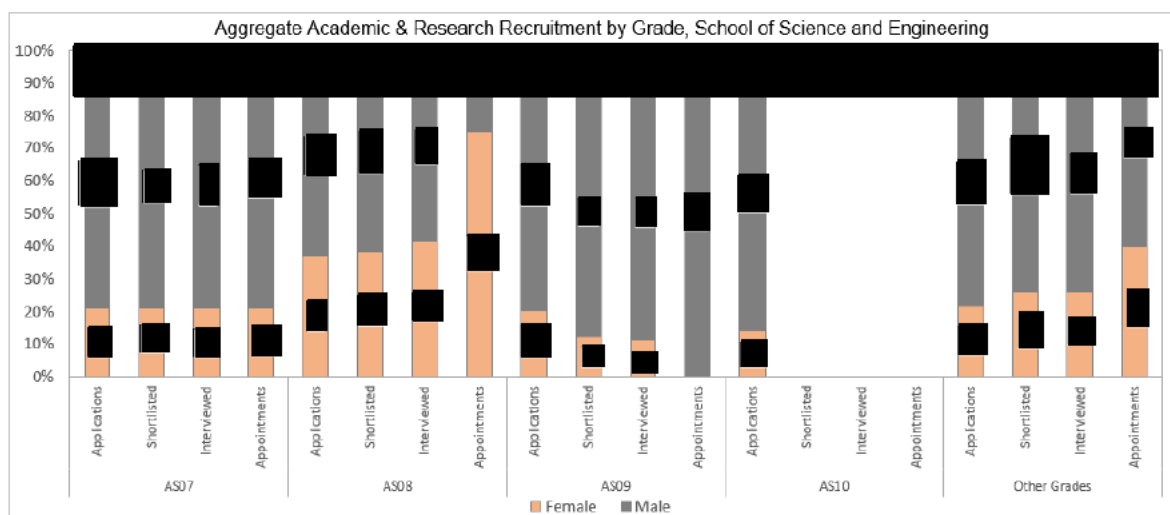
Figure 5.1.2 - Recruitment pipeline, A&R staff, by grade, 5 years

Academic & Research (Grades 7 & Above)		Aggregate					
		Female	%	Male	%	Other	%
AS07	**Number of Vacancies**			87			
	Applications		21%		77%		2%
	Shortlisted		21%		75%		4%
	Interviewed		21%		75%		4%
	Appointments		21%		77%		2%
	Applications > Shortlisted	18%		18%		33%	
	Applications > Interviewed	17%		17%		28%	
	Applications > Appointments	6%		6%		6%	
AS08	**Number of Vacancies**			4			
	Applications		37%		63%		0%
	Shortlisted		38%		62%		0%
	Interviewed		42%		58%		0%
	Appointments		75%		25%		0%
	Applications > Shortlisted	25%		24%		-	
	Applications > Interviewed	25%		21%		-	
	Applications > Appointments	15%		3%		-	
AS09	**Number of Vacancies**			5			
	Applications		0%		77%		2%
	Shortlisted		3%		75%		13%
	Interviewed		1%		78%		11%
	Appointments		0%		100%		0%
	Applications > Shortlisted	11%		18%		100%	
	Applications > Interviewed	11%		21%		100%	
	Applications > Appointments	0%		12%		0%	
AS10	**Number of Vacancies**			1			
	Applications		4%		86%		0%
	Shortlisted		-		-		-
	Interviewed		-		-		-
	Appointments		-		-		-
	Applications > Shortlisted	0%		0%		-	
	Applications > Interviewed	0%		0%		-	
	Applications > Appointments	0%		0%		-	
Other Grades	**Number of Vacancies**			14			
	Applications		22%		76%		2%
	Shortlisted		26%		74%		0%
	Interviewed		26%		74%		0%
	Appointments		40%		60%		0%
	Applications > Shortlisted	19%		15%		0%	
	Applications > Interviewed	19%		15%		0%	
	Applications > Appointments	13%		5%		0%	

Table 5.1.2 - Recruitment pipeline, A&R staff, by grade, 5 years

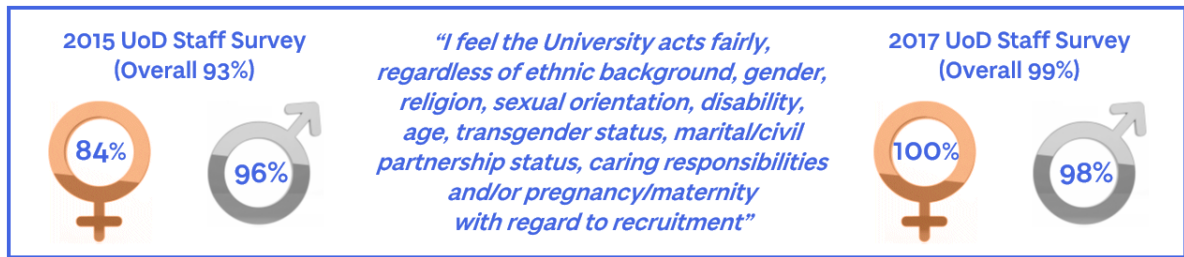SSEN staff perceived UoD acts fairly in recruitment and this is improving (**Figure 5.1.3**).

2015 UoD Staff Survey (Overall 93%) — 84% / 96%

"I feel the University acts fairly, regardless of ethnic background, gender, religion, sexual orientation, disability, age, transgender status, marital/civil partnership status, caring responsibilities and/or pregnancy/maternity with regard to recruitment"

2017 UoD Staff Survey (Overall 99%) — 100% / 98%

Figure 5.1.3 - Fairness of recruitment with respect to protected characteristics (SSEN staff responses to UoD Staff Surveys)

(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. Approx. 320 (could be edited down further to approx. 250)

See Data Notes 1, 2, 3, 8, 9, 10, 11

New staff are welcomed by UoD, SSEN and (where appropriate) their discipline, and provided with an Induction Pack containing the staff handbook and other useful information. They are encouraged to attend OPD's "Welcome Event" (see **5.3(i)**). SSEN uptake has been low - in 2015/16 and 2016/17, ▮ staff ▮▮▮▮▮▮▮▮▮▮▮) participated; improvement is needed:

2018-22 Actions	
AP 5.1.6	Increase participation in UoD Welcome event by ensuring all staff are pre-registered to attend the first available event after taking post and that participation is facilitated by ensuring no overlapping work commitments.

The Dean hosts an annual Welcome Event for new staff, enabling new staff to meet existing staff informally. This was held in August 2017 with 43 new staff invited (15F:28M); attendance was not recorded but feedback from attendees was positive (e.g. **Figure 5.1.4**).

> "It was lovely to mingle with new staff and put names to faces and quite informative."
> *Informal feedback*

> "I thought it was very positive that new staff from all areas of the school and job types were invited together."
> *Informal feedback*

Figure 5.1.4 - Quotes from two attendees at Dean's Welcome

Discipline-level induction includes a health & safety briefing relevant to the area of work, facility orientation and personal introductions to relevant people. Formal welcomes/introductions are made at discipline and School Board meetings.

OPD's Welcome Event is evaluated, but other parts of induction are not; to address this shortcoming:

2018-22 Actions	
AP 5.1.7	Induction within School and discipline to be recorded and evaluated by questionnaire or similar method.

During induction, staff are informed that E&D training is mandatory and should be completed as soon as possible (**PAP 56**); awareness is correspondingly high (**Figure 5.1.5**).

Progress on Previous Action Plan	
PAP 56	**Provide training for new staff**
	During induction, new staff are informed about compulsory E&D training and availability of OPD courses.

2015 UoD Staff Survey
(Overall 97%)
100% 96%

"I am aware of the University's policy on Equality and Diversity"

2017 UoD Staff Survey
(Overall 98%)
100% 97%

Figure 5.1.5- Awareness of UoD E&D policy (SSEN staff responses to UoD Staff Surveys)

New staff receive an Object Setting and Review (OSaR) meeting within three months of taking post, where training needs are identified. Workloads are adjusted to help "settling in" e.g. reducing teaching load and allocation of extra time to develop new teaching materials.

All new AS07 A&R staff are supported by an in-school mentor (**PAP 44**). Staff report this is very helpful; we will extend mentoring (**AP 5.1.8**).

Progress on Previous Action Plan	
PAP 44	**Review networking and mentoring programmes to ensure range of options offered to staff**
	Mentoring schemes are available, but uptake is low (**AP 5.1.8**).

2018-22 Actions	
AP 5.1.8	Offer all new staff (A&R and PS) the support of a mentor within the School to help them to settle in and to navigate their new environment.

Lab tutors on fixed-term contracts to cover specific taught modules during semester-time all receive focussed induction relevant to their role including introductory E&D training (**PAP 55**). We developed this good practice ahead of the newly-introduced UoD policy and will now expand E&D training (**AP 5.1.9**).

Progress on Previous Action Plan

PAP 55

Face-to-face training for all lab tutors

All SSEN lab tutors must attend a formal training session, which includes coverage of E&D issues delivered by E&D Lead.

2018-22 Actions

AP 5.1.9   All lab tutors to undertake mandatory E&D training (five online modules).

(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.

<div style="background:#2e7a7f;color:white;text-align:center;font-weight:bold;">See Data Notes 1, 2, 3, 8, 9, 12, 18</div>

A&R staff promotions are obtained via the Annual Review Procedure (ARP); we have added further procedures to ensure that the process has no gender biases (**PAP 35**).

Progress on Previous Action Plan

PAP 35	**Ensure promotion process does not disadvantage women**
	Various procedures are now in place, including OSaRs, and the School monitors the data.

Above UoD requirements, the Dean offers a meeting with all ARP applicants. This supported staff (████) towards successful applications in 2017/18 cycle. The Dean also meets with staff following unsuccessful applications, providing feedback from the promotions panel, offering guidance, identifying key areas of strength and developing support strategies towards a future application.

Career aspirations, promotion and support needs are discussed during OSaRs (**PAP 36, PAP 37, PAP 43**). CVs are reviewed to identify gaps that could hinder future promotion and plans to gain necessary experience are made.

Progress on Previous Action Plan

PAP 36, 37, 43	**Encourage and support staff promotion**
	Discussion of promotion is now part of annual OSaRs for all academic staff.

Over the reporting period, 80% of promotion applications were successful, with lowest success (68%) at AS08 to AS09 (**Table 5.1.3**).

There were ████ applications for promotion from part-time staff ████); █ was successful. The proportion of eligible full-time female and male staff applying decreased over time and was very low in 2014 and 2015, possibly due to uncertainty around the restructure and the introduction of a new ARP system (see below), but the reduction was mainly due to the eligible pool increasing.

Following actions to increase awareness and encourage staff to apply, female applications recovered slightly in 2016/17 (**Table 5.1.4**); we attribute this to elevated awareness and improved support processes including promotions workshops (**Figure 5.1.6, Figure 5.1.7, Figure 5.1.8**).

Figure 5.1.6 - Awareness of UoD promotion process (SSEN Staff Survey)

Figure 5.1.7 - Transparency of UoD promotion process (SSEN Staff Survey)

Figure 5.1.8 - Transparency of UoD promotion process (SSEN Staff Survey)

2018-22 Actions	
AP 5.1.10	Encourage and support all staff, and in particular part-time staff, to apply for promotion.
AP 5.1.11	Support staff whose promotion application was unsuccessful.

ARP criteria/procedures were revised in 2014 (**Figure 5.1.10, Table 5.1.3, Table 5.1.4**). The main changes were:

- removal of some constraints, increasing the eligible staff pool four-fold
- self-nomination (previously manager-nominated only)
- the option to apply from any grade (AS07 and above) to any other.

This resulted in little change in applications each year (**Table 5.1.3**) but successful female promotions decreased by >15% in the new scheme, while successful male promotions rose by >15% (although numbers were small and there was near gender parity in awarded promotions overall (78%F:80%M)). Analysis by-year (**Table 5.1.4**) showed that the proportion of successful applications from females rose to 100% for 3/5 years before falling to 50% in 2016/17; the

proportion of successful applications from males also rose to 100% in 2014/14 before falling to 75% in 2016/17. While females were as likely as males to be promoted overall, there is a possible gender bias in the new scheme:

2018-22 Actions	
AP 5.1.12	Conduct focus groups to learn why there has not been an increase in promotion applications under the new scheme; examine promotion data in detail to find reason for apparent gender bias in the new scheme and take corrective action.

In 2015, we had a successful promotion resulting in our first T&S professor ████████, a transition some had thought unlikely (**Figure 5.1.9**).

> "T&S staff have a reduced ability to be promoted - senior lecturer and that is it."
> *SSEN Staff Survey*

Figure 5.1.9 - Quote from female respondent to SSEN Staff Survey
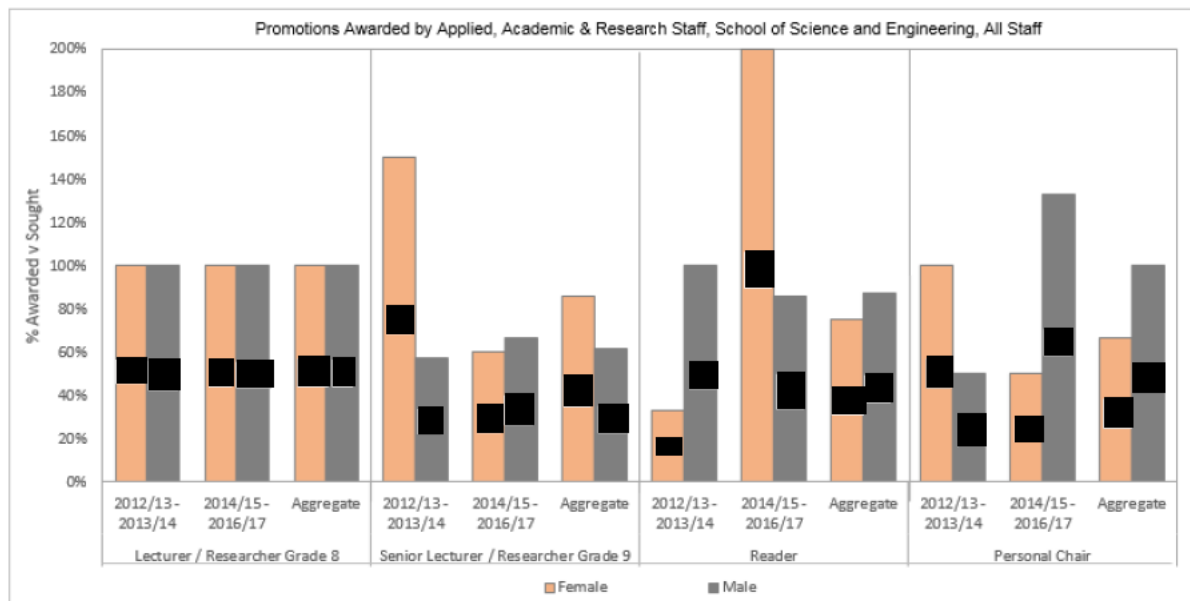
Figure 5.1.10 - Promotions Awarded, Old procedure (2012-14) New procedure (2014-17) and Aggregate, by grade (note that staff may be promoted to a different grade than the one that they applied for, which explains why some %s are >100%)

		2012/13 - 2013/14 Old Method, Academic Only		2014/15 - 2016/17 Current Method, Academic & Research		Aggregate	
		Female	Male	Female	Male	Female	Male
Promotion to Lecturer or Researcher Grade 8 2014/5 onwards	Sought						
	Awarded						
	Eligible						
	% Sought	100.0%	-	3.8%	0.9%	10.7%	3.5%
	% Awarded v Eligible	100.0%	-	3.8%	0.9%	10.7%	3.5%
	% Awarded	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Promotion to Senior Lecturer or Researcher Grade 9 2014/5 onwards	Sought						
	Awarded						
	Eligible						
	% Sought	7.7%	8.4%	13.2%	5.0%	10.9%	6.4%
	% Awarded v Eligible	11.5%	4.8%	7.9%	3.4%	9.4%	4.0%
	% Awarded	150.0%	57.1%	60.0%	66.7%	85.7%	61.5%
Promotion to Reader	Sought						
	Awarded						
	Eligible						
	% Sought	25.0%	2.8%	1.4%	3.2%	4.8%	3.1%
	% Awarded v Eligible	8.3%	2.8%	2.8%	2.7%	3.6%	2.7%
	% Awarded	33.3%	100.0%	200.0%	85.7%	75.0%	87.5%
Promotion to Personal Chair	Sought						
	Awarded						
	Eligible						
	% Sought	8.3%	4.0%	4.0%	1.2%	4.6%	1.7%
	% Awarded v Eligible	8.3%	2.0%	1.3%	1.6%	2.3%	1.7%
	% Awarded	100.0%	50.0%	33.3%	133.3%	50.0%	100.0%
Total	Sought						
	Awarded						
	Eligible						
	% Sought	15.4%	7.7%	4.7%	2.4%	6.8%	3.4%
	% Awarded v Eligible	13.5%	5.3%	3.3%	2.1%	5.3%	2.7%
	% Awarded	87.5%	69.2%	70.0%	88.2%	77.8%	80.0%

Table 5.1.3 - Promotions Awarded, Old procedure (2012-14) New procedure (2014-17) and Aggregate, By grade

		2012/13		2013/14		2014/15		2015/16		2016/17		Aggregate	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Promotion to Lecturer or Researcher Grade 8 2014/5 onwards	Sought												
	Awarded												
	Eligible												
	% Sought	-	-	100.0%	-	10.0%	0.0%	0.0%	2.6%	0.0%	0.0%	10.7%	3.5%
	% Awarded v Eligible	-	-	100.0%	-	10.0%	0.0%	0.0%	2.6%	0.0%	0.0%	10.7%	3.5%
	% Awarded	-	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	-	-	100.0%	100.0%
Promotion to Senior Lecturer or Researcher Grade 9 2014/5 onwards	Sought												
	Awarded												
	Eligible												
	% Sought	50.0%	35.7%	33.3%	15.4%	0.0%	0.0%	5.9%	7.0%	19.0%	3.2%	10.9%	6.4%
	% Awarded v Eligible	100.0%	14.3%	33.3%	15.4%	0.0%	0.0%	5.9%	5.3%	9.5%	1.6%	9.4%	4.0%
	% Awarded	200.0%	40.0%	100.0%	100.0%	-	-	100.0%	75.0%	50.0%	50.0%	85.7%	61.5%
Promotion to Reader	Sought												
	Awarded												
	Eligible												
	% Sought	75.0%	6.3%	0.0%	0.0%	0.0%	6.8%	0.0%	1.4%	4.0%	1.3%	4.8%	3.1%
	% Awarded v Eligible	25.0%	6.3%	0.0%	0.0%	3.7%	6.8%	0.0%	1.4%	4.0%	0.0%	3.6%	2.7%
	% Awarded	33.3%	100.0%	-	-	-	100.0%	-	100.0%	100.0%	0.0%	75.0%	87.5%
Promotion to Personal Chair	Sought												
	Awarded												
	Eligible												
	% Sought	0.0%	0.0%	12.5%	7.4%	7.4%	1.3%	0.0%	1.2%	3.8%	1.1%	4.6%	1.7%
	% Awarded v Eligible	0.0%	0.0%	12.5%	3.7%	3.7%	1.3%	0.0%	1.2%	0.0%	2.2%	2.3%	1.7%
	% Awarded	-	-	100.0%	50.0%	50.0%	100.0%	-	100.0%	0.0%	200.0%	50.0%	100.0%
Total	Sought												
	Awarded												
	Eligible												
	% Sought	40.0%	13.2%	19.0%	10.0%	3.5%	2.4%	1.5%	2.8%	7.4%	1.5%	6.8%	3.4%
	% Awarded v Eligible	30.0%	7.5%	19.0%	8.3%	3.5%	2.4%	1.5%	2.4%	3.7%	1.1%	5.3%	2.7%
	% Awarded	75.0%	57.1%	100.0%	83.3%	100.0%	100.0%	100.0%	85.7%	50.0%	75.0%	77.8%	80.0%

Table 5.1.4 - Promotions Awarded, By grade, By year, 5 years (Old procedure in blue)

(iv)   Department submissions to the Research Excellence Framework (REF) I've moved stuff around in this section but what story are we telling?

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.

See Data Note 19

Research Assessment Exercise (RAE) 2008

Computing submitted ████ (19.7%F), EPM submitted ████ (3.6%F) - these were the Schools with the lowest proportion of females submitted by UoD (CAHID was not a separate entity in 2008). Eligibility was based on the guidance document; the eligible staff pool for RAE2008 was not recorded, so we are unable to compare with REF2014.

Research Excellence Framework (REF) 2014

A greater proportion of females (94%) than males (71%) were submitted to REF2014 (only one eligible female was not submitted), indicating the very high calibre of our female researchers (**Table 5.1.5**).

REF2014	Female (T&R)			Male (T&R)		
School	Submitted (#)	Eligible	Submitted (%)	Submitted (#)	Eligible	Submitted (%)
SSEN	15	16	93.75%	39	55	70.91%

Table 5.1.5 - Submissions to REF 2014 from SSEN disciplines

For REF2014, we operated within UoD's REF Code of Practice. All staff involved in the selection/appeals process completed E&D training.

Decisions on submission to REF2014 were based on internal assessment of output quality with allowances for career breaks and personal circumstances.

REF review led to establishing an Annual Research Review process within all Schools, to monitor individual and collective progress towards REF2021; staff assessed as below standard meet with AD(R) who offers support accordingly.

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?

See Data Notes 10, 11, 20

A wide range of training courses are available through UoD's Organisational and Professional Development (OPD) programme; opportunities are widely publicised across SSEN (**PAP 45, PAP 50**). Staff can book most courses independently, although some require manager nomination. OPD records attendance and gathers feedback following each course, to monitor effectiveness and inform subsequent provision.

Progress on Previous Action Plan

PAP 45, 50   **Identify development opportunities / Availability of OPD training**

Suitable courses have been identified and individual training needs are addressed at OSaRs.

We identified 23 courses directly relevant to the AS agenda; on those courses, female participation was higher than male, despite fewer female staff in SSEN (**Table 5.3.1**). The OPD "Welcome Event" is discussed in **5.1(ii)**; training related to Object Setting and Review (OSaR) process is discussed in **5.3(ii)**.

	2014/15		2015/16		2016/17	
	Number	%	Number	%	Number	%
Female	19	63%	12	63%	11	50%
Male	11	37%	7	37%	11	50%
Total	**30**	**100%**	**19**	**100%**	**22**	**100%**

Table 5.3.1 - OPD training places taken by CASE/SSEN staff, 3 years (from thirteen selected courses, not including Welcome for new staff)

SSEN uptake of some key training was low e.g. HR for Managers (███), Unconscious Bias (███) and Conducting OSaRs (███) despite targeting (**PAP 47**). The nomination-only Developing Leaders Programme (DLP) was attended by ██. █ participated in the (Dean-nominated) Aurora Leadership Programme (**PAP 68, PAP 69**).

Progress on Previous Action Plan	
PAP 47	**Ensure managers are trained to give OSaRs**
	OPD courses are available for both managers leading OSaRs and staff, but uptake is low and promotion needs to continue.
PAP 68, 69	**Mentor female leaders for committees / widen range of staff on committees**
	There has been more female uptake of management courses than males.

Training needs are addressed at OSaRs (**5.3(ii)**) but a very low and declining proportion of staff reported receiving the training agreed at OSaR (**Figure 5.3.1**).

2015 UoD Staff Survey
(Overall 50%)

50%   42%

"Have you received the training, learning and development, as identified at your OSaR?"

2017 UoD Staff Survey
(Overall 38%)

33%   36%
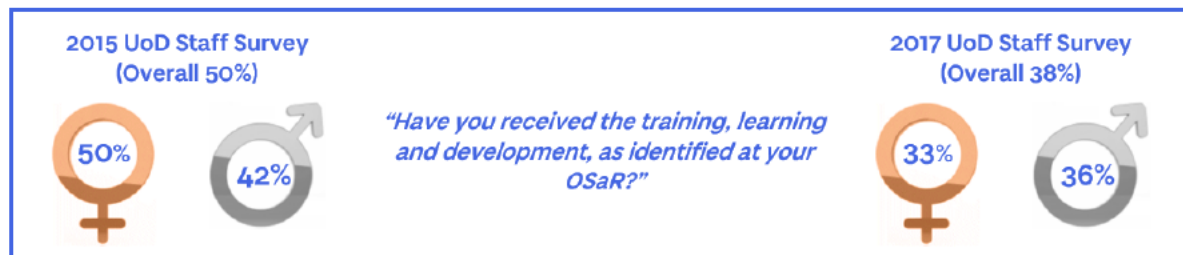
Figure 5.3.1 - Uptake of training agreed at OSaRs (SSEN staff responses to UoD Staff Surveys)

We wish to increase uptake of all these training opportunities:

2018-22 Actions	
AP 5.3.1	Increase uptake of OPD courses, particularly Unconscious Bias, OSaR-related and management-related courses.
AP 5.3.2	Promote availability of Developing Leaders and Aurora programmes to relevant staff to increase uptake.
AP 5.3.3	Facilitate uptake of the training identified at OSaRs by scheduling time for it, and introducing mid-cycle checks.

Some disciplines hold internal training (e.g. for new software) which can be made available to staff across SSEN, space permitting. Staff are encouraged and supported to attend external workshops, conferences and training courses to enhance their skills. Staff were generally satisfied with their level of training (**Figure 5.3.2**) and evaluation of its benefits is improving (**Figure 5.3.3**).
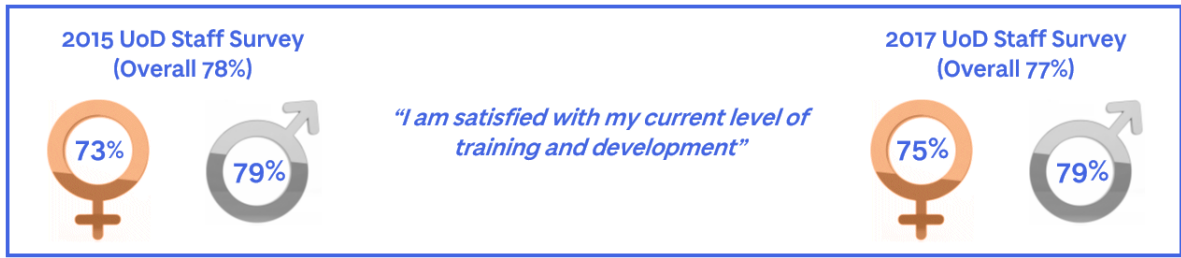
Figure 5.3.2 - Satisfaction with training and development (SSEN staff responses to UoD Staff Surveys)
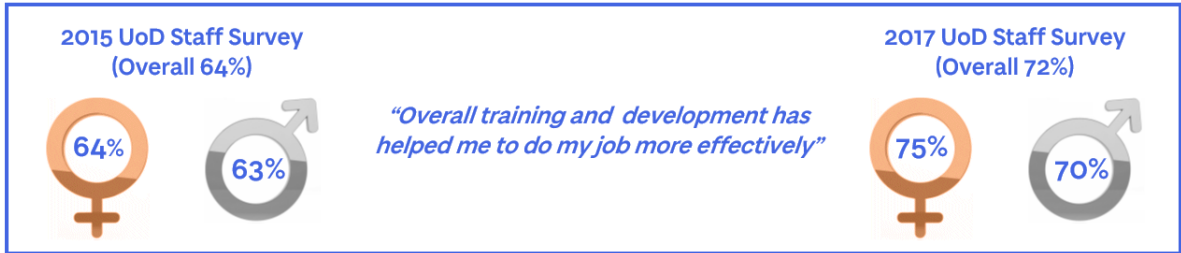
Figure 5.3.3 - Benefits of training and development (SSEN staff responses to UoD Staff Surveys)

E&D training (five online modules) is mandatory for all UoD staff, but uptake (February 2018) remains poor (67% completed, below UoD average (72%)) (**Figure 5.3.4, Table 5.3.2**).
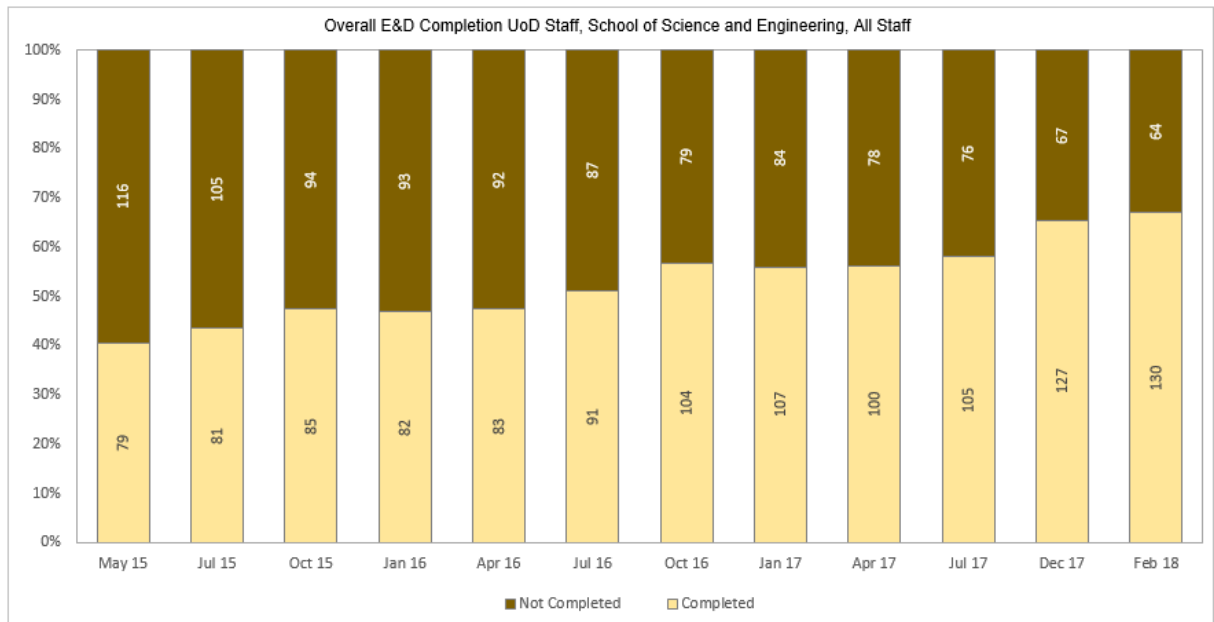
Figure 5.3.4 - Completion of E&D training, all staff, 3 years

	Academic & Research								Professional Services							
	Female				Male				Female				Male			
	Completed	%	Not Completed	%	Completed	%	Not Completed	%	Completed	%	Not Completed	%	Completed	%	Not Completed	%
May 15		61		39	32	33	64	67		58		42	7	22	25	78
Jul 15		70		30	32	34	62	66		66		34	7	23	23	77
Oct 15		66		34	38	40	56	60		73		27	8	29	20	71
Jan 16		66		34	38	41	55	59		71		29	8	28	21	72
Apr 16		69		31	37	40	56	60		76		24	8	28	21	72
Jul 16		79		21	44	46	51	54		67		33	7	25	21	75
Oct 16		82		18	53	54	45	46		63		37	9	33	18	67
Jan 17		74		26	55	53	48	47		69		31	9	32	19	68
Apr 17		80		20	53	54	45	46		74		26	10	31	22	69
Jul 17		78		22	55	55	45	45		74		26	12	39	19	61
Dec 17		76		24	73	70	32	30		63		37	12	41	17	59
Feb 18		81		19	73	71	30	29		63		37	12	41	17	59

Table 5.3.2 - Completion of E&D training, all staff, by contract function, 3 years

More females than males completed; A&R engaged more than PS staff (**Figure 5.3.5**, **Figure 5.3.6**). Targeted efforts by SSEN (**PAP 54**) increased male academic completion July-December 2017; professors were individually reminded by School management to complete training, then target their senior staff. Low male PS completion (**Figure 5.3.6**) relates to our predominantly male technicians who have recently been provided with PCs and allocated time to complete this training.

Progress on Previous Action Plan	
PAP 54	**Completion of E&D training modules - target >90% completion.** SSEN overall currently 67% completion - ongoing action across School.
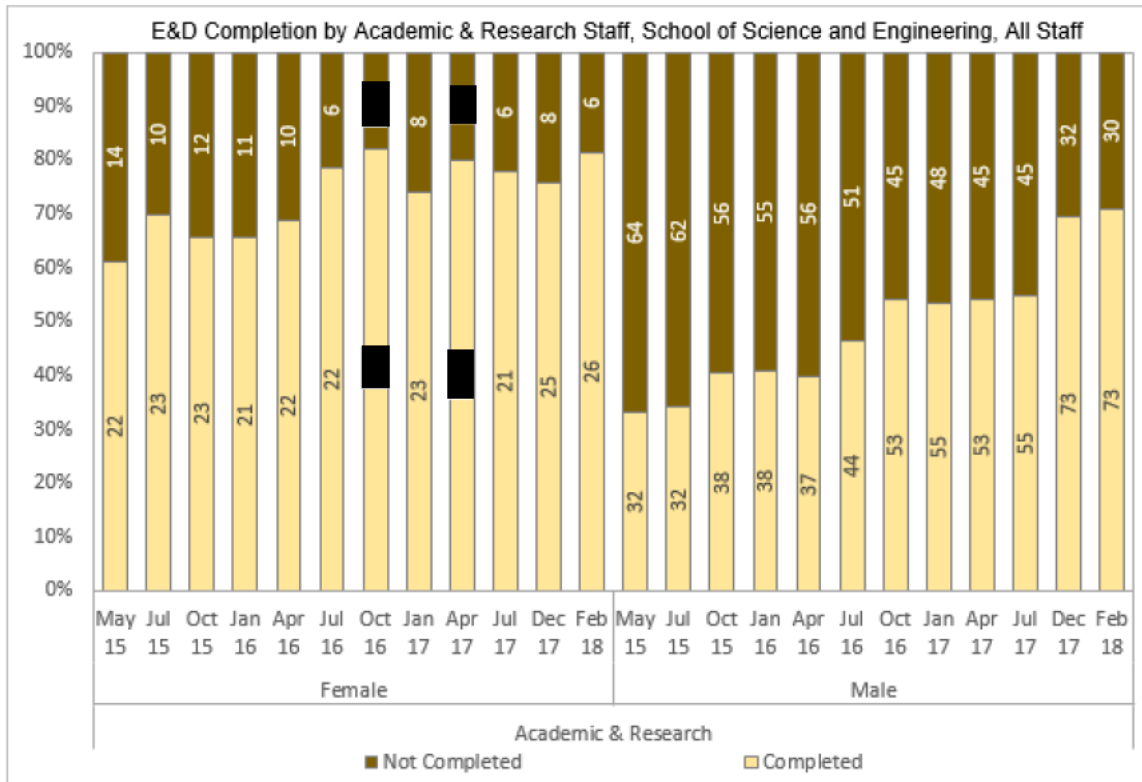
Figure 5.3.5 - Completion of E&D training, A&R staff, 3 years
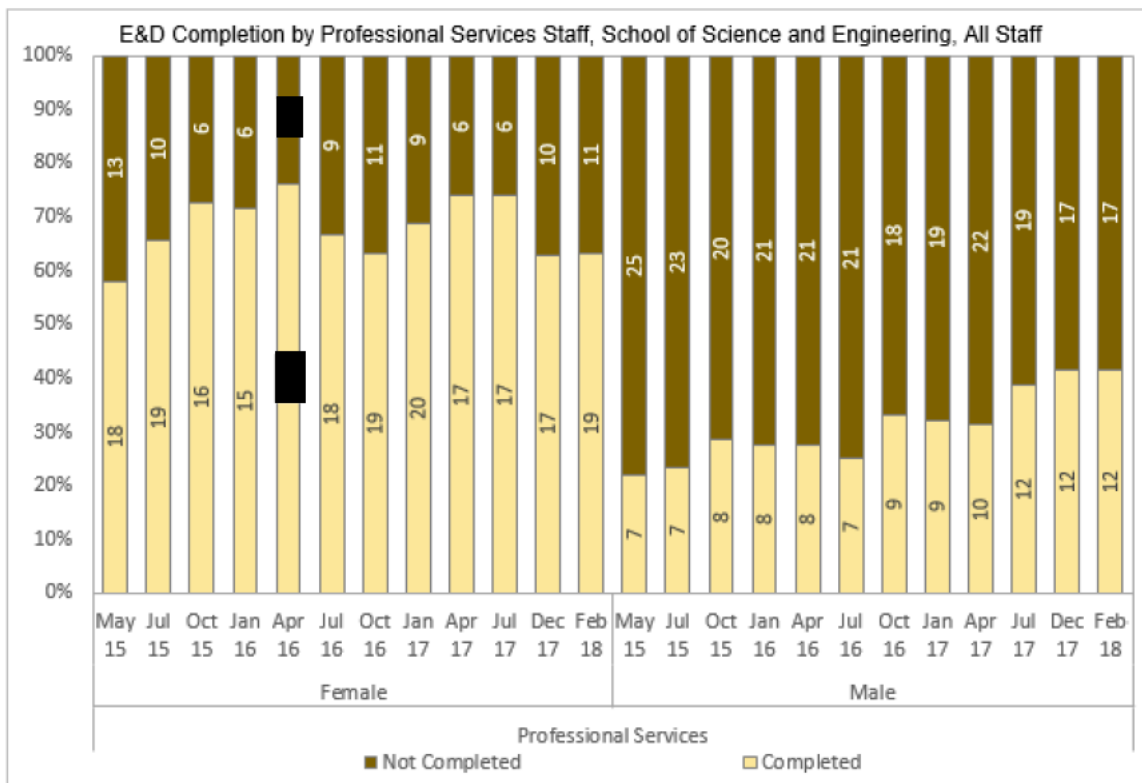
Figure 5.3.6 - Completion of E&D training, PS staff, 3 years

(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.

<div style="background-color:#1a5c5c; color:white; text-align:center; font-weight:bold;">See Data Notes 10, 11, 21</div>

Objective Setting and Review (OSaR) is UoD's annual staff appraisal. Staff are entitled to a minimum of one face-to-face meeting annually with their line manager. OSaR supports career development and promotion by reviewing past performance and agreeing future objectives. Factors obstructing performance can be discussed, and training and development activities recommended. PDRAs are eligible for OSaR, but most receive regular reviews with their line managers and find them unnecessary.

OSaR completion declined over the reporting period, with a very low rate in 2014/15, probably due to restructuring (**Figure 5.3.7, Figure 5.3.8, Table 5.3.3, Figure 5.3.9, Table 5.3.4**). Analysis by grade (data not presented) indicated 95% of AS10s, 59% of AS09s, 30% of AS08s and 29% of AS07s completed their OSaR in the most recent cycle (2016/17). To increase completion, the Dean instigated new processes for the 2017/18 cycle to ensure that completion is prompt and non-completion is followed up; early indications are that this has had some impact (**AP 5.3.4**). Increased completion of OSaR-related training should give OSaRs greater perceived usefulness (**AP 5.3.1**) and increase uptake of training needs identified at OSaRs (**AP 5.3.3**). We will target lower grades more, as their uptake is lower and potential benefits are greater.

2018-22 Actions	
AP 5.3.4	Increase OSaR completion rates across all SSEN staff, especially at lower grades.

We present OSaR data for all staff and A&R staff separately.
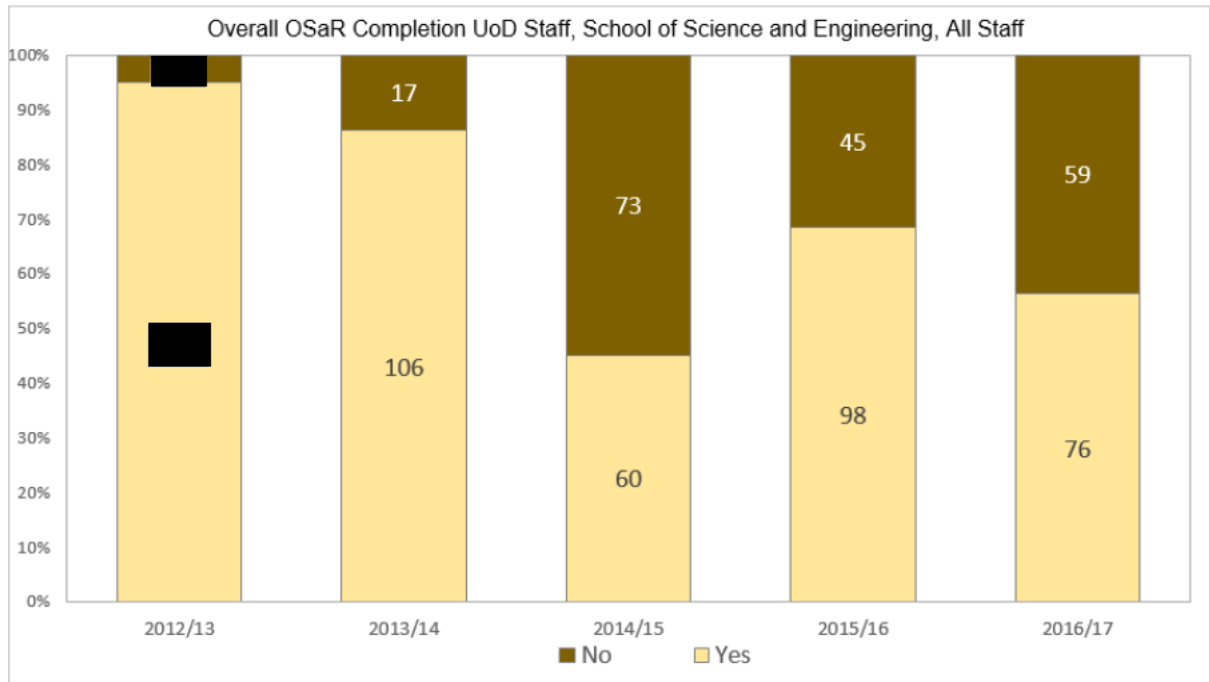
Figure 5.3.7 - OSaR completion, all staff, 5 years
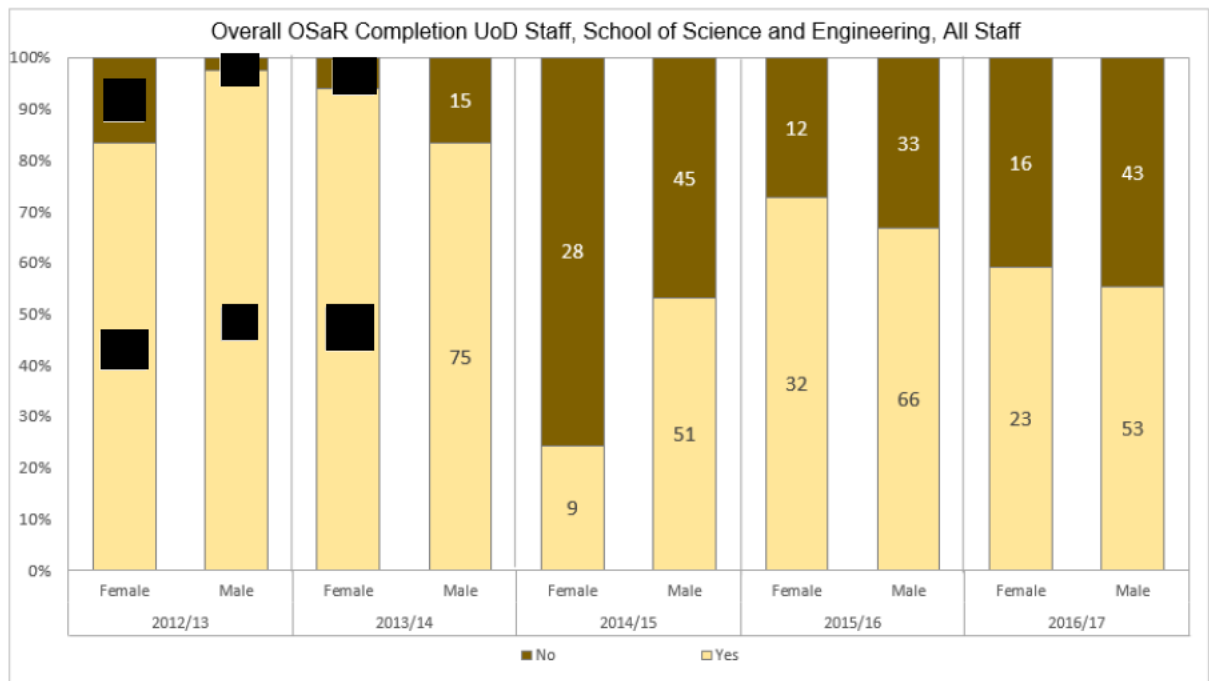
Figure 5.3.8 - OSaR completion, all staff, by gender, 5 years

		2012/13				2013/14				2014/15				2015/16				2016/17			
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
All Staff	Yes		83		96		94		83		24		53		73		67		59		55
	No		17		3		6		17		76		47		27		33		41		45
All Staff Total			100		100		100		100		100		100		100		100		100		100

Table 5.3.3 - OSaR completion, all staff, 5 years
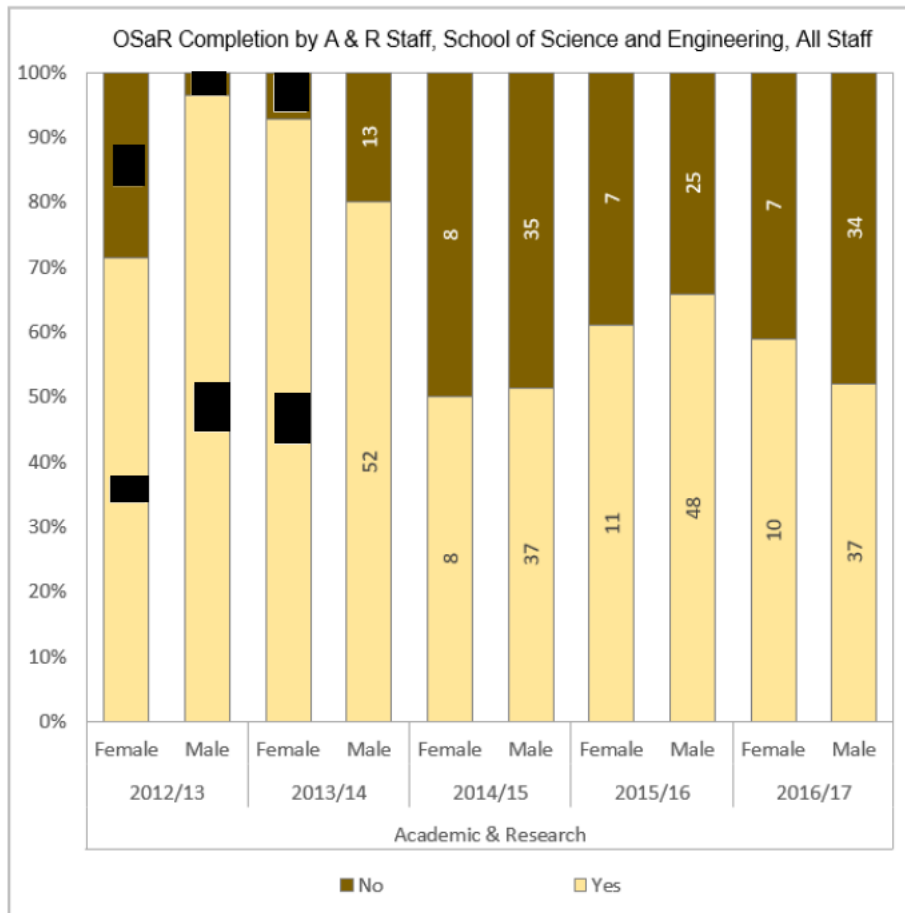
Figure 5.3.9 - OSaR completion, A&R staff, 5 years

		2012/13				2013/14				2014/15				2015/16				2016/17			
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
Academic & Research	Yes		71		96		93		80		50		51		61		66		59		52
	No		29		4		7		20		50		49		39		34		41		48
Academic & Research			100		100		100		100		100		100		100		100		100		100

Table 5.3.4 - OSaR completion, A&R staff, 5 years

Staff perceptions of OSaR were not uniformly positive (**Figure 5.3.10**). A higher proportion of males than females reported agreeing objectives; for females this declined slightly since 2015 (**Figure 5.3.11**). A very low and declining proportion of staff reported receiving the training agreed at OSaRs (see **Figure 5.3.1**); this is in part due to the timing of the survey close to the start of the OPD cycle, but we must ensure staff are facilitated to undertake any agreed training.
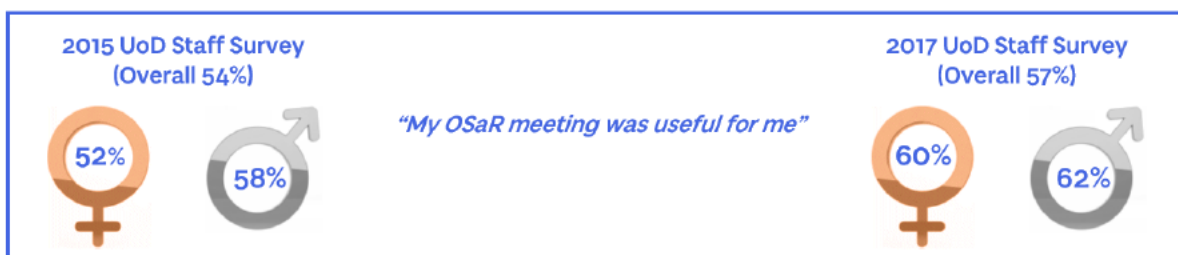
Figure 5.3.10 - Usefulness of OSaRs (SSEN staff responses to UoD Staff Surveys)

2015 UoD Staff Survey
(Overall 77%)

2017 UoD Staff Survey
(Overall 76%)

76%
77%

"Did you agree clear objectives as part of your OSaR?"

68%
84%
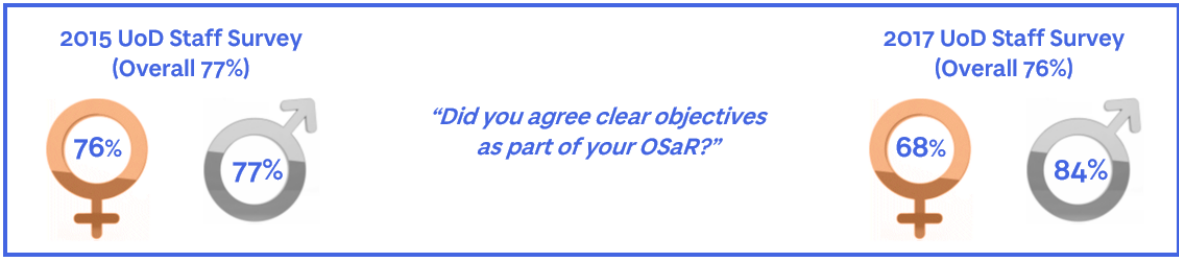
Figure 5.3.11 - Agreement of objectives at OSaRs (SSEN staff responses to UoD Staff Surveys)

(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.

See Data Notes 10, 11, 12

UoD is committed to supporting and developing the careers of academic staff, although only 64% recognise opportunities for career development (**Figure 5.3.12**); UoD is considered fair with respect to protected characteristics and career development (**Figure 5.3.13**). In addition to OPD courses (**Section 5.3(i)**), the University operates the Teaching, Research and Academic Mentoring (TRAM) scheme (formerly Early Career Academic Mentoring (ECAM)). ECAM had about 35 mentors and mentees per year (disaggregation by School is not available); in 2017-18, TRAM had 35F:37M mentors (█████ from SSEN) and 26F:28M mentees (█████ from SSEN).

2015 UoD Staff Survey (Overall 61%)
61%
63%

"I feel there are opportunities for career development for me at the University"

2017 UoD Staff Survey (Overall 64%)
59%
69%

Figure 5.3.12 - Opportunities for career development (SSEN staff responses to UoD Staff Surveys)

2015 UoD Staff Survey (Overall 83%)
84%
96%

"I feel the University acts fairly, regardless of ethnic background, gender, religion, sexual orientation, disability, age, transgender status, marital/civil partnership status, caring responsibilities and/or pregnancy/maternity with regard to career progression"

2017 UoD Staff Survey (Overall 96%)
92%
98%
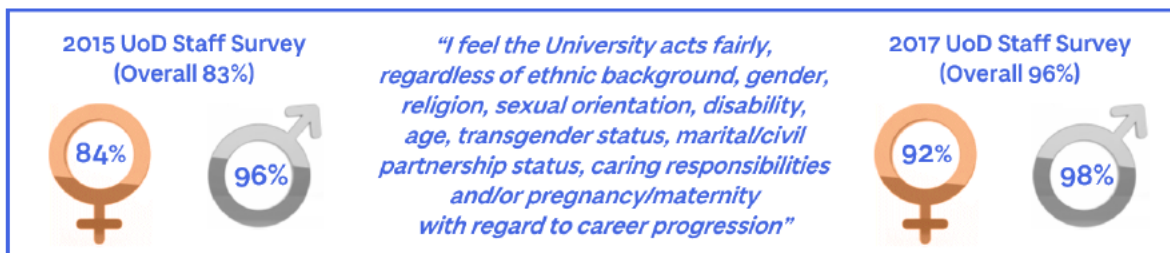
Figure 5.3.13 - Fairness of career progression with respect to protected characteristics (SSEN staff responses to UoD Staff Surveys)

In 2017 UoD launched its Professional Development Mentoring (PDM) scheme for all staff (PS and A&R) in January 2018. Participation data are not yet available but it was widely promoted in SSEN.

UoD policy is that every probationary A&R member of staff has a mentor. Partnerships usually last until the staff member passes probation. In SSEN, we ensure that mentoring can continue, or be taken up again at a later date, if required.

Despite publicity, the SSEN Staff Survey (prior to the start of PDM) indicated a low awareness, particularly by males, of mentoring schemes for academic staff (**Figure 5.3.14**).

2017 SSEN Staff Survey (Overall 63%)

47% 72%

"I am aware that the University offers a mentoring scheme for academic staff"

Figure 5.3.14 - Awareness of UoD mentoring scheme (SSEN Staff Survey)

2018-22 Actions	
AP 5.3.5	Publicise mentoring schemes for new and existing staff to raise awareness and participation.

Peer review is used to develop teaching skills, and participation in our seminar programmes (**PAP 2, PAP 51**) is encouraged to gain experience in presenting and for peer learning.

Progress on Previous Action Plan	
PAP 2	**Support development of presentation skills and encourage discussion of research at all career stages** All disciplines now run a seminar programme and PhD student conference annually.
PAP 51	**Peer support for teaching staff** Formal peer review processes are in use across the School.

We encourage academics to complete PGCert THE accredited by Higher Education Academy (HEA) to earn Fellow status; currently, 8 staff are FHEAs.

We have many examples of supporting career development by enabling individuals to gain "out-of-role" experience e.g. a PS member was supported in temporary redeployment to Business Transformation, a researcher worked in School Office on redeployment from another school, a female researcher was seconded to a lecturer post in Civil Engineering.

We will introduce new opportunities for staff to shadow senior roles through various mechanisms such as a formal job share for a short period of time, not necessarily within the School.

2018-22 Actions	
AP 5.3.6	Introduce a staff shadowing/job share scheme.

Managers are expected to provide supportive feedback to their staff. However, the UoD Staff Survey 2017 question showing the largest gender imbalance related to feedback on performance (**Figure 5.3.15**); we clearly need to improve this, particularly for females (**AP 5.3.7**).

2018-22 Actions	
AP 5.3.7	Conduct focus groups to determine the reasons for poor performance feedback for females, and improve feedback for all.

2015 UoD Staff Survey (Overall 77%)

70%   81%

"My manager provides me with feedback about my performance"

2017 UoD Staff Survey (Overall 72%)

51%   85%
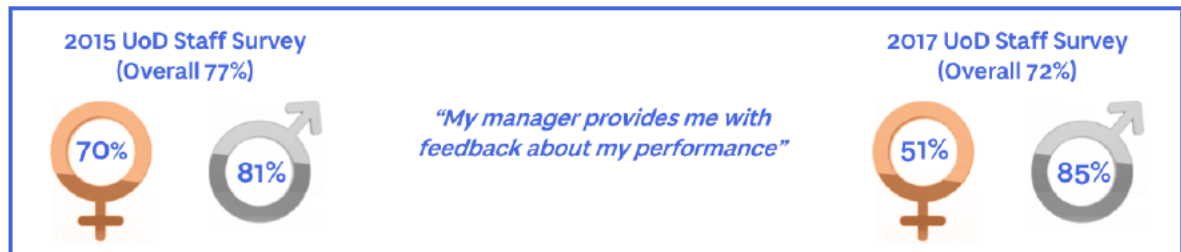
Figure 5.3.15 - Performance feedback from managers (SSEN staff responses to UoD Staff Surveys); this question produced the largest gender imbalance in our survey responses (34%).

(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).

SSEN comprises technical disciplines and most graduates aim for a professional or academic career. SSEN actively helps students progress and prepare for employment, providing tailored support from sources within SSEN, within and outside UoD.

All disciplines have staff-student liaison meetings at least twice/semester which are minuted by School Office staff (**PAP 1**) and student societies have formal support from SSEN (**PAP 27**); student societies monitor their own gender balance (**PAP 77**).

Progress on Previous Action Plan	
PAP 1	**Ensure staff are aware of issues raised by the student community** All disciplines now have regular staff-student meetings as standard procedure.
PAP 27	**Support student societies** School L&T budget has supported several student societies on a "matched funding" basis.
PAP 77	**Review gender-neutrality of student societies** Societies are asked to review gender balance of committee and membership.

External speakers are invited into all disciplines and meet students at different points in their academic careers e.g.

- CAHID students have developed the AHID Careers Conference, to create awareness of employability and allow potential employers to share information about skills requirements.
- The cross-disciplinary Hololens Augmented Reality project involving CAHID and Computing has greatly enhanced student CVs.
- In Civil Engineering, industry speakers inform Level 1 students about skills and requirements to become an engineer.
- In Mechanical Engineering, employability skills are embedded in Level 3 modules, ensuring students are aware of employers needs prior to entering their final year.
- Physics hold open Careers Sessions for Levels 1-4 whereby employers speak to students regarding the many possible careers paths for physicists.

UoD's Careers Service provides excellent employability advice via award-winning careers modules open to all students; they are also actively involved with SSEN and deliver a range of tailored talks to students in all disciplines, including a CV workshop, interviews and an annual careers fair. Some sessions are extra-curricular, others are embedded into the curriculum at relevant points for specific disciplines. Recording of the audiences (headcount/gender) at these events has been uneven across SSEN, but the gender data that we have reflects the balance in the hosting disciplines.

2018-22 Actions	
AP 5.3.8	All disciplines to record audience and speaker data for careers talks.
AP 5.3.9	Use questionnaires to measure impact of careers talks within programmes.

Employing students to demonstrate/assist as lab tutors is a positive method of consolidating learning and enhancing CVs.

To encourage a return to PG study, most DLs give talks about MSc and PhD programmes and UoD organises an annual PG Study Fair.

All PGR students have bi-annual Thesis Monitoring Committee meetings with two academics (not their own supervisors) where progress is reviewed and targets for (at least) the next six months are discussed (**PAP 3**); this ensures that any issues are addressed promptly.

Progress on Previous Action Plan	
PAP 3	**Support for individual students.**
	Every UG and PGT student has an advisor of studies; each PGR student has biannual meetings with a Thesis Monitoring Committee.

Most disciplines hold an annual PhD Conference, where PhD students present to their peers, giving practice in presenting their research work.

Average unemployment rate among graduates was 8.2% (30%F) (**Figure 5.3.16, Table 5.3.5**), slightly above UK national average of 7.2% across all STEM disciplines. A larger proportion of our female graduates than males proceeded to further study, but a lower proportion went into graduate-level work than males each year (**Figure 5.3.16**) and hence on average on a lower salary. The UK Government's Longitudinal Earnings Outcome (LEO) data shows that females earn less than males from graduation onwards in nearly all subjects, with Engineering, Computing and Mathematics showing some of the largest gender differences, so our graduates are not atypical. We want to understand the reasons for this, and attempt to redress the balance:

2018-22 Actions	
AP 5.3.10	Use alumni surveys to understand why a greater proportion of our graduates are unemployed compared to the national average.
AP 5.3.11	Use alumni surveys to understand why a greater proportion of female leavers go into non-graduate level employment compared to males.
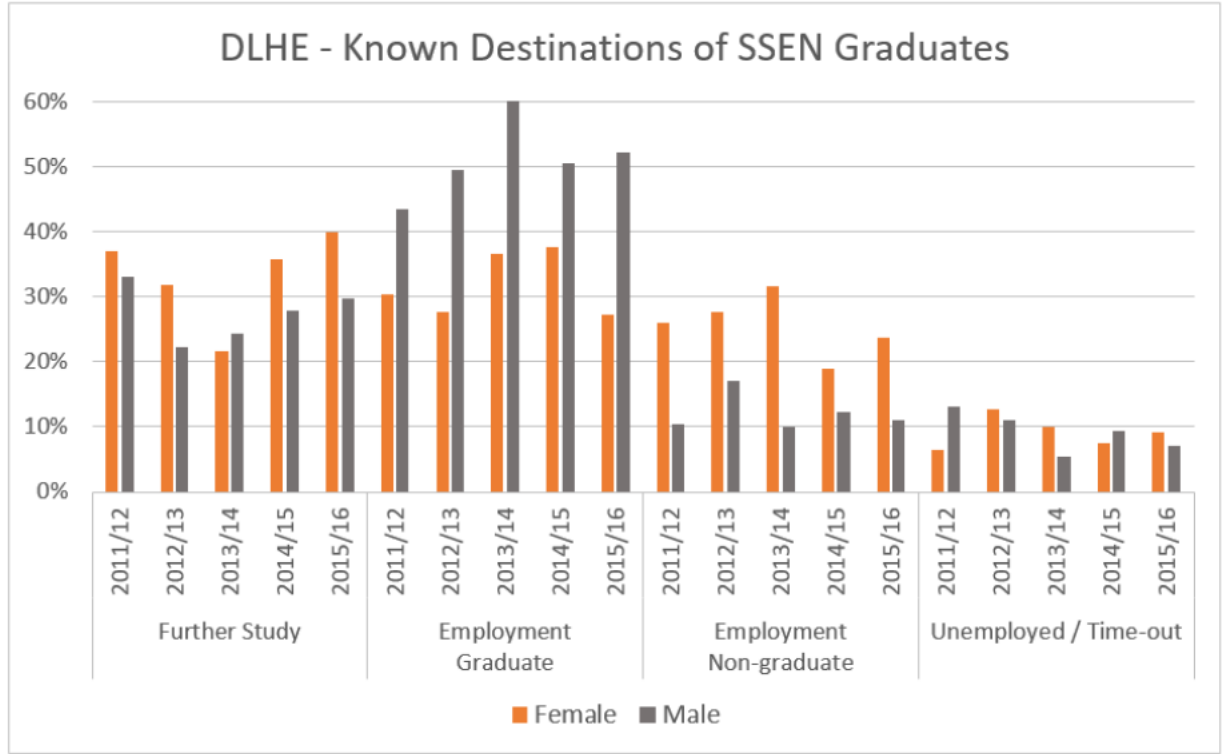
Figure 5.3.16 - Known Destinations of SSEN Graduates from DLHE surveys, as proportions of total females/males in cohort, by destination, 5 years

	2011/12				2012/13				2013/14				2014/15				2015/16			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Further Study		37%		33%		32%		22%		22%		24%		36%		28%		40%		30%
Employment - Graduate		30%		43%		28%		49%		37%		60%		38%		51%		27%		52%
Employment - Non-graduate		26%		10%		28%		17%		32%		10%		19%		12%		24%		11%
Unemployed / Time-out		7%		13%		13%		11%		10%		5%		8%		9%		9%		7%
Total		100%		100%		100%		100%		100%		100%		100%		100%		100%		100%

Table 5.3.5 - Known Destinations of SSEN Graduates from DLHE surveys, as proportions of total females/males in cohort, by destination, 5 years

(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.

SSEN's Research Committee offers peer review of grant applications, allowing these to be scrutinised by other academics for critical feedback and advice. DLs offer advice on the matching of a proposed project to the discipline's research portfolio. Financial advice to support applications is provided by UoD's Research and Innovation Services (RIS).

Following unsuccessful applications, DLs liaise with staff to offer direct support to the applicant to contextualise the feedback and provide guidance for writing and presentation of future submissions. This process could be improved (**Figure 5.3.17**) - 51% of responders had applied for research grants during the previous 12 months (27%F:73%M) - 71% (20%F:80%M) of the respondents who had applied reported feeling supported by SSEN. Only 21% (33%F:67%M) of unsuccessful respondents had been offered support following their application.

2017 SSEN Staff Survey
(Overall 71%)

60%

75%

"I felt supported by the University/School when applying for research grant funding"

Figure 5.3.17 - Support for staff applying for research grant funding (SSEN Staff Survey)

2018-22 Actions	
AP 5.3.12	Improve support for staff following unsuccessful grant applications.

5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT 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?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels 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.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

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

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

<table>
<tr><td>See Data Notes 12, 22</td></tr>
</table>

UoD has a number of institutional policies to support maternity/paternity/adoption leave. Guidance for before, during and after leave is available via "Maternity and Adoption: Manager's Checklist".

SSEN Staff Survey indicated that ███████████ had taken a career break for maternity/paternity/adoption in the previous three years. However, despite raising awareness (**PAP 86**), staff indicated low awareness of many existing facilities and policies designed to support such leave and childcare (**Figure 5.5.1, Figure 5.5.2, Figure 5.5.3**); this needs improving (**AP 5.5.1**).

Progress on Previous Action Plan

PAP 86	**Raise awareness of maternity/adoption leave options** Promoted by School Board, but awareness still low - action carried forward (**AP 5.5.1**)

2018-22 Actions

AP 5.5.1	Improve publicity for all existing maternity and childcare policies and facilities to raise awareness for all staff.

2017 SSEN Staff Survey
(Overall 33%)

50%   25%

"I am aware that the University offers 'keeping in touch days' (KIT days) for members of staff on maternity/adoption leave"

Figure 5.5.1 - Awareness of KIT days (SSEN Staff Survey)

2017 SSEN Staff Survey (Overall 52%)

69% 45%

"I am aware that the University has a childcare voucher scheme"

Figure 5.5.2 - Awareness of childcare voucher scheme (SSEN Staff Survey)

2017 SSEN Staff Survey (Overall 34%)

46% 28%

"I am aware that breast feeding/expressing facilities are available in the University"

Figure 5.5.3 - Awareness of breastfeeding/expressing facilities (SSEN Staff Survey)

When a member of staff indicates they are planning to take maternity/paternity/adoption leave, they meet with a member of HR to discuss all of the options open to them. This will include discussing their role, adjustments necessary to be made to their role prior to the leave period, options for using accrued annual leave and thoughts about duration of leave, return to work date and consideration of returning on a more flexible basis. Entitlements in relation to pay are also discussed if the member of staff is unclear about this; some funders offer extensions to funding.

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

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

<div style="background:#2a5560;color:#fff;text-align:center;font-weight:bold;">See Data Note 22</div>

UoD offers paid maternity/paternity/adoption leave in addition to Statutory Maternity Pay (SMP), and up to ten Keeping In Touch (KIT) days (however, see **Figure 5.5.1**).

When a staff member is on maternity leave, their role is typically backfilled, for example by hiring short-term staff to cover the maternity period, and funds are ring-fenced for this purpose.

UoD is below the sector average on the duration of full-pay maternity leave available; we will lobby UoD to increase this, and consider whether the School might fund it:

2018-22 Actions	
AP 5.5.2	Encourage UoD to consider increasing the length of full-pay maternity leave available to match sector benchmark; alternately, SSEN to consider funding this additional leave.

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

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

<div style="text-align:center; background:#1f5a5f; color:white; font-weight:bold;">See Data Notes 10, 11, 22</div>

UoD Managers' Checklist states the need to plan for a return to work in a managed and supportive way including re-orientation, re-balancing of workload, any necessary arrangements for breastfeeding, consideration of development activities to minimise career disruption to career and support in relation to ARP. Accrued leave can be taken flexibly or carried forward to the next cycle if agreed.

Breastfeeding/expressing facilities are available to SSEN staff in several rooms across the campus.

2018-22 Actions	
AP 5.5.3	Minimise disruption to career following a break for maternity/paternity/adoption leave.

SSEN staff reported that UoD respects people irrespective of caring responsibilities (**Figure 5.5.4**).

2015 UoD Staff Survey (Overall 92%) 90% 93%

"The University respects people equally irrespective of their caring responsibilities"

2017 UoD Staff Survey (Overall 98%) 95% 100%

Figure 5.5.4 - Belief that UoD respects people irrespective of caring responsibilities (SSEN staff responses to UoD Staff Surveys)

(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.

Rates of maternity leave were low (**Figure 5.5.5, Table 5.5.1**). Most mothers returned to work at least for the first three months. Our retention rate at eighteen months post-return have climbed to 50% (**Figure 5.5.6, Table 5.5.2**); however, this remains poor. We asked some mothers their reasons for leaving; ███████ that nursery costs were too high and took a career break to look after their children, and ██████ moved to another institution. We need to explore this further and offer additional support to encourage mothers to stay:

2018-22 Actions	
AP 5.5.4	Use interviews with female staff following maternity to offer appropriate support to keep staff in post.
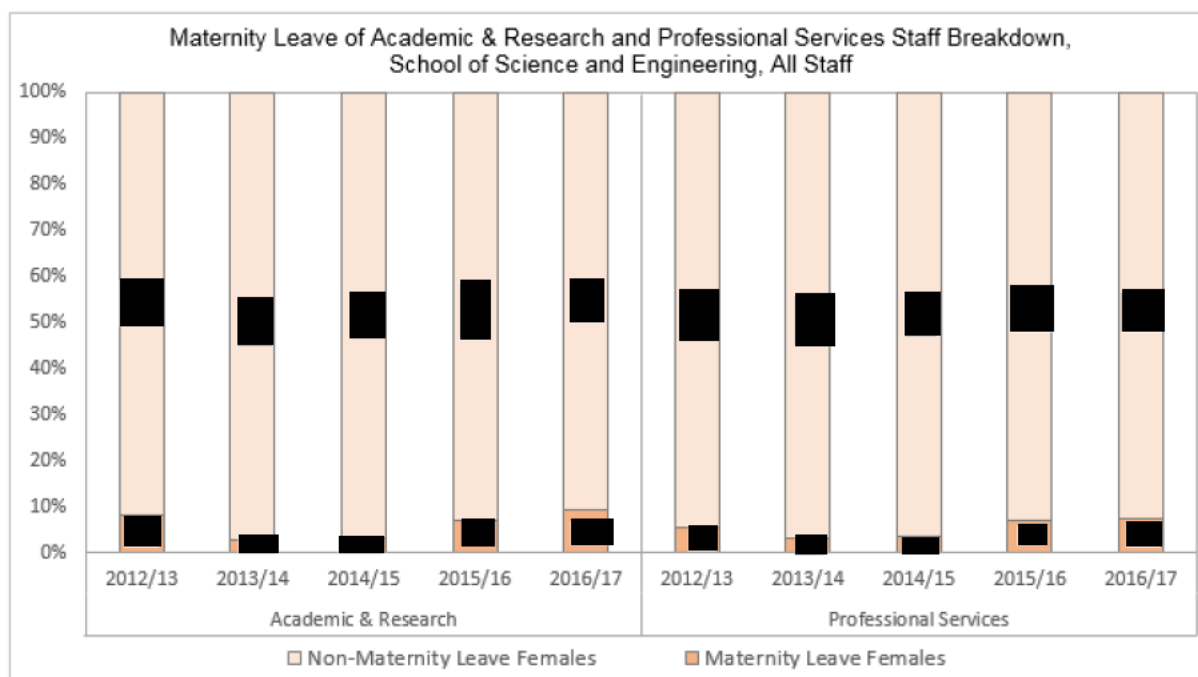
Figure 5.5.5 - Maternity leave, 5 years

	2012/13			2013/14			2014/15			2015/16			2016/17		
	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total
Academic & Research			8%			3%			3%			7%			9%
Professional Services			6%			3%			3%			7%			7%
Overall Staff Total			7%			3%			3%			7%			8%

Table 5.5.1 - Maternity leave, 5 years
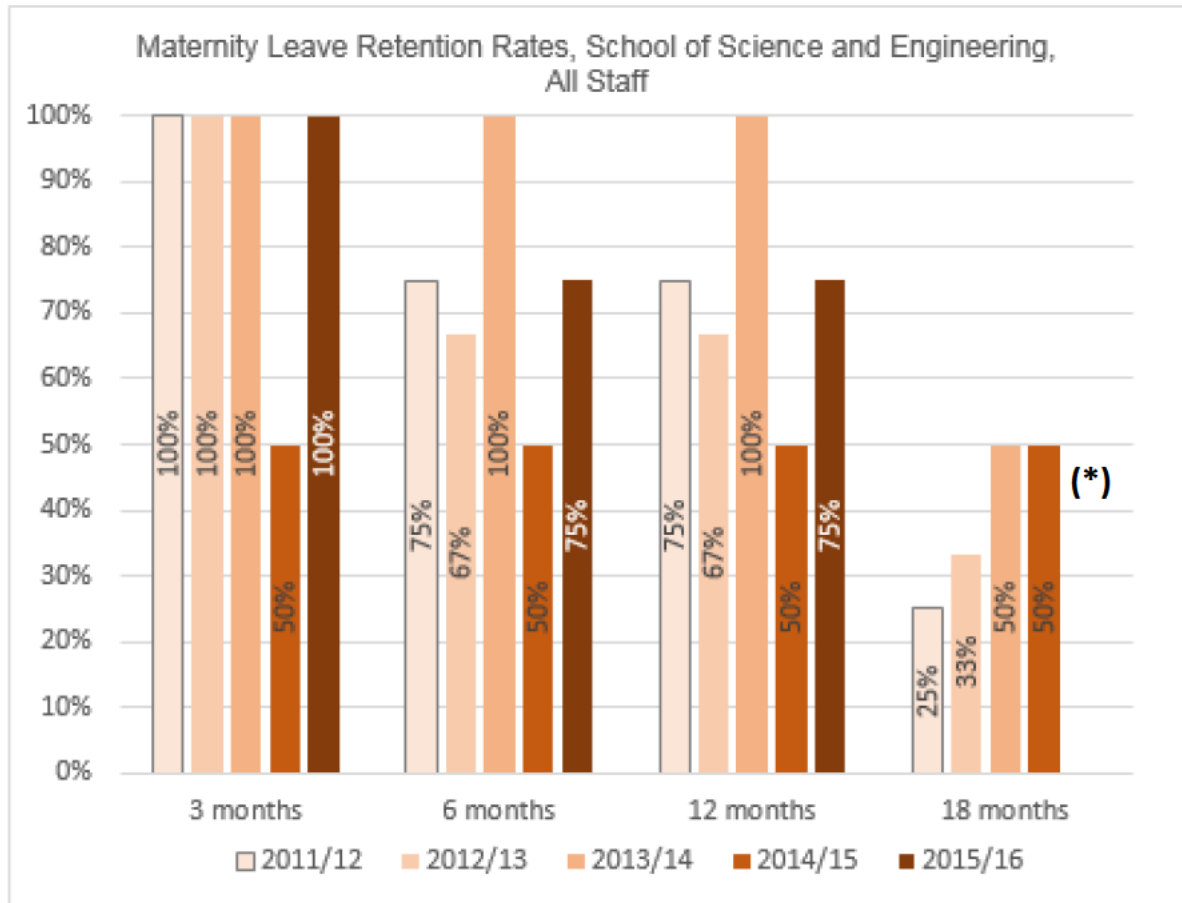
Figure 5.5.6 - Retention rates post-maternity, 5 years (* 2015/16 18 month data is not complete as reporting period has not ended yet)

	Individuals returning from Maternity Leave	Proportion of returners still employed at			
	Instances	3 months	6 months	12 months	18 months
2011/12		100%	75%	75%	25%
2012/13		100%	67%	67%	33%
2013/14		100%	100%	100%	50%
2014/15		50%	50%	50%	50%
2015/16		100%	75%	75%	(*) 75%
Total		93%	73%	73%	47%

Table 5.5.2 - Retention rates post-maternity, 5 years (* 2015/16 18 month data is not complete as reporting period has not ended yet)

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

130

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.

See Data Note 23

Reported rates of paternity leave in SSEN were low (█ A&R staff, █ PS staff, over the last three years (since we began recording) (**PAP 81**).

Progress on Previous Action Plan	
PAP 81	**Increase awareness and uptake of maternity/adoption/parental leave etc.**
	There has been some improvement - action ongoing (AP 5.5.5, AP 5.5.6)

Staff are entitled to two weeks paternity leave, but as it has no impact on pay and is short-term, academics often take it within the flexibility of their contract and do not officially record this. Reported numbers therefore under-represent paternity leavers.

We have raised awareness of support available to take paternity leave and the requirement to report taking of leave; in the 2017/18 session, █ staff have requested teaching cover for paternity leave in-session, which was arranged by AD(L&T).

2018-22 Actions	
AP 5.5.5	**Improve publicity for paternity leave support, encourage reporting and improve recording of paternity leave.**

We had █ shared parental leavers. As of 2018, shared parental pay (previously statutory pay only for partners) will be paid at occupational rate for both parties; we hope this will increase uptake:

2018-22 Actions	
AP 5.5.6	**Publicise new support for shared parental leave and monitor for increase in uptake.**

(vi)   Flexible working

Provide information on the flexible working arrangements available.

Flexibility is inherent in A&R and senior PS contracts, which have no fixed working hours. For staff with fixed hours, we operate either paid overtime or time-off-in-lieu arrangements.

UoD supports flexible working wherever possible, through a suite of policies including part-time working, job sharing, voluntary reduced working time, working from home, career breaks and leaves of absence; there are examples of most of these being taken up by SSEN staff (e.g. the Dean's Personal Assistants job share). Performance is not measured through attendance.

Recording of flexible working has been low despite previous actions (**PAP 82, PAP 83, PAP 84, PAP 85**) and needs improvement, together with publicity about flexible working policies (**AP 5.5.7**).

Progress on Previous Action Plan	
PAP 82	**Record flexible working** There has been some improvement - action ongoing (AP 5.5.7)
PAP 83, 84, 85	**Training, information and monitoring of flexible working** OPD courses are available, but uptake needs to be improved (AP 5.3.1); E&D Lead duties include monitoring of flexible working.

2018-22 Actions	
AP 5.5.7	Increase publicity for flexible working arrangement policies, and improve reporting and recording of uptake; promote part-time working as a potential choice (long- or short-term) for both new and existing members of staff.

UoD Timetabling Policy (revised 2018) supports flexible working. Although it assumes that teaching staff are available 9am-6pm Monday-Friday during semester, staff wishing to reduce their availability (such as a non-teaching day, or no classes before 1000) for any reason can apply to the AD(L&T) to authorise an exception. This information is fed into the start of the timetabling process annually; exceptions can be made later if emergency situations arise.

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

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

UoD provision to support career break transitions include phased return, reduced hours on full pay, temporary changes to working hours and flexible use of accrued holidays; HR provides guidance to staff and managers.

Career breaks are uncommon; when they do occur, we support staff individually:

- ████████████████ supported through phased return from long-term sickness personally by the Dean, ensuring their transition back to work and reintegration was as smooth as possible.
- ████████████ reduced FTE for a period of two years due to family commitments and then increased to 1.0FTE in two incremental stages; the reduction in FTE was covered by buying in specialist temporary teaching backfill so that other colleagues were not over-committed.

Although we are committed to offering support, only 27% of respondents to the SSEN Staff Survey (10%F:90%M) were aware that support and advice for transition between part-time and full-time working arrangements was available.

2018-22 Actions	
AP 5.5.8	Publicise support and advice for transition between part-time and full-time working arrangements to raise awareness.
AP 5.5.9	Publicise transition support available after a career break to raise awareness.

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.

<div style="background-color:#2a5560; color:white; text-align:center; padding:10px;">

See Data Notes 10, 11

</div>

SSEN's culture is shaped by UoD's core purpose "to transform lives, locally and globally, through the creation, sharing and application of knowledge" which we achieve through our core values (**Figure 5.6.1**).

Figure 5.6.1 - University of Dundee core values, from the University's "Values into Action" documentation

SSEN staff have high awareness (**Figure 5.6.2**) and commitment (**Figure 5.6.3**) to these values, with an increase in female commitment since 2015 (**Figure 5.6.3**).

2015 UoD Staff Survey (Overall 86%)
88% 85%

"I am aware of the University's Vision and Values"

2017 UoD Staff Survey (Overall 86%)
93% 84%

Figure 5.6.2 - Awareness of Vision and Values (SSEN staff responses to UoD Staff Surveys)

Figure 5.6.3 - Commitment to UoD Values (SSEN staff responses to UoD Staff Surveys)

Staff have high awareness of AS (98%, **Figure 2.7**) and perceive high respect for gender equality within UoD (98%, **Figure 2.9**).

AS activity strongly supports the core value of "Valuing People", and feelings of being valued (**Figure 5.6.4**) and trusted (**Figure 5.6.5**), particularly for females, have improved since 2015:

Figure 5.6.4 - Feelings of being valued by UoD (SSEN staff responses to UoD Staff Surveys)
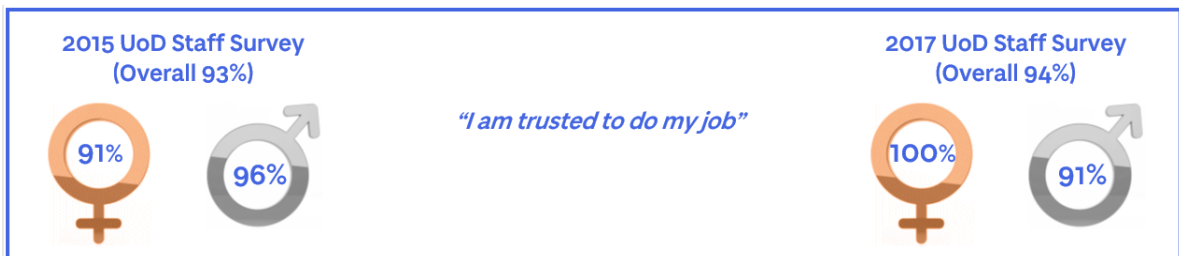
Figure 5.6.5 - Feelings of being trusted (SSEN staff responses to UoD Staff Surveys)

SSEN "Away Days" for all staff take place every six months. A recent event included a "Valuing People Workshop". Early actions include:

- Development of SSEN blog: a sharing/discussion platform for wide-ranging topics, including personal career stories from across SSEN.
- School Board meetings will be "themed" to cover main priority areas, including AS.
- 6-monthly lunchtime meetings for discipline staff with SEG: enhancing communication.
- Guided tours around SSEN buildings (**Figure 2.7, Figure 2.8**) providing an opportunity to network and understand more about activities across SSEN.

2018-22 Actions	
AP 5.6.1	Schedule an annual School Tour Day and invite staff to sign up for specific building/facility visits, to provide staff with an opportunity to learn about the activities that take place across SSEN and facilitate more inter-disciplinary working.
AP 5.6.2	Monitor participation in, and feedback on, activities designed to improve feelings of being valued.

UoD communication was not judged as particularly effective (51% overall in 2017 UoD staff survey) and SSEN staff rated it even worse (**Figure 5.6.6**).

2015 UoD Staff Survey (Overall 38%) — 35% / 40%

"On the whole, communication in the University is effective"

2017 UoD Staff Survey (Overall 39%) — 38% / 40%
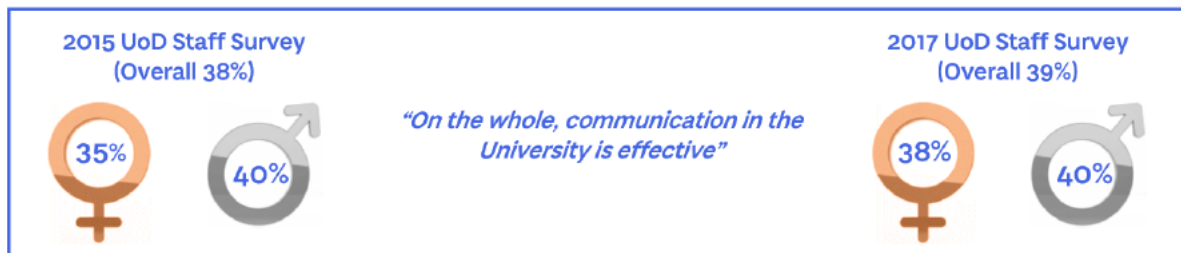
Figure 5.6.6 - Communication effectiveness within UoD (SSEN staff responses to UoD Staff Surveys)

We believe communication is critical to further increasing perception of value and we consider this an urgent action. We have instigated a Working Group on Communications which has representation from all staff categories. Recommendations already underway include:

- Emailed "Weekly News Bulletin" providing an opportunity for all staff to communicate news, including AS requests and updates, promote forthcoming School events and welcome new staff
- Dean and SM meet regularly with administrative and technical staff to aid two-way communication
- Committee minutes including AS available via MyDundee

2018-22 Actions	
AP 5.6.3	Continue to improve communications with staff and monitor effectiveness of SSEN and UoD communication strategies.

Staff and students are supported to participate in ED&I activities and groups across UoD, such as the Disabled Staff Network, the LGBT+ Staff Network and Stonewall activities, DUSA LGBT+ Society and Equate Scotland's Interconnect initiative - current Institution Interconnect Champion is from Civil Engineering; previous champion was from Computing. Members act as conduits of information; sharing of best practice informs SSEN strategy and practice, ensuring an inclusive and

supportive environment for all, supported by the integration of AS within SSEN reporting structure (**Figure 2.9**); this is perceived by most staff (**Figure 5.6.7**).

2015 UoD Staff Survey
(Overall 89%)

85%

90%

"I believe the University is committed to equality of opportunity for all of its staff"

2017 UoD Staff Survey
(Overall 91%)

83%

95%
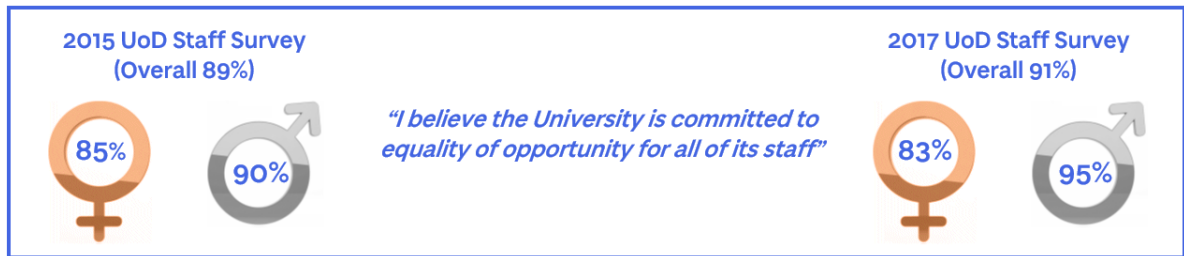
Figure 5.6.7 - Belief in equality of opportunity within UoD (SSEN staff responses to UoD Staff Surveys)

(ii)   HR policies

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

See Data Notes 10, 11

UoD has a suite of policies related to ED&I, dignity at work, bullying, harassment, grievance and disciplinary processes. SSEN HR Officer advises the Dean and SM of updates. This is then cascaded to other staff. Training on policies for managers is available, but uptake was low (**Section 5.3(i), Table 5.3.1**) and needs improvement (**AP 5.3.1, AP 5.6.4**). Implementation and awareness of UoD's flexible working policies are discussed in **Section 5.5(vi)** and **5.6(v)**. New School policies now require an Equality Impact Assessment (EIA) to be carried out; AS Lead has recently undergone training in conducting these.

2018-22 Actions	
AP 5.6.4	Continue to ensure that all staff are aware of changes in HR policies that are relevant to them and those they manage.

SSEN staff reported low levels of discrimination and bullying, both of which are decreasing (**Figure 5.6.8, Figure 5.6.9**); we aim for further decreases.

2018-22 Actions	
AP 5.6.5	SSEN 'zero tolerance' policy for cases of discrimination, bullying and harassment to be publicised; ensure that all staff are aware of procedures for reporting discrimination and bullying.

2015 UoD Staff Survey (Overall 9%) 12% 7%

"Have you felt discriminated against at work in the last 12 months?"

2017 UoD Staff Survey (Overall 1%) 3% 0%
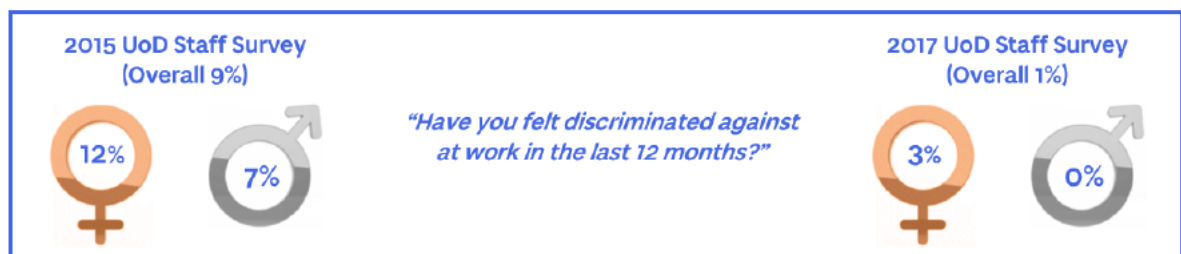
Figure 5.6.8 - Discrimination at work (SSEN staff responses to UoD Staff Surveys)

2015 UoD Staff Survey (Overall 8%)

12% 4%

"Are you being harassed or bullied at work?"

2017 UoD Staff Survey (Overall 1%)

0% 2%
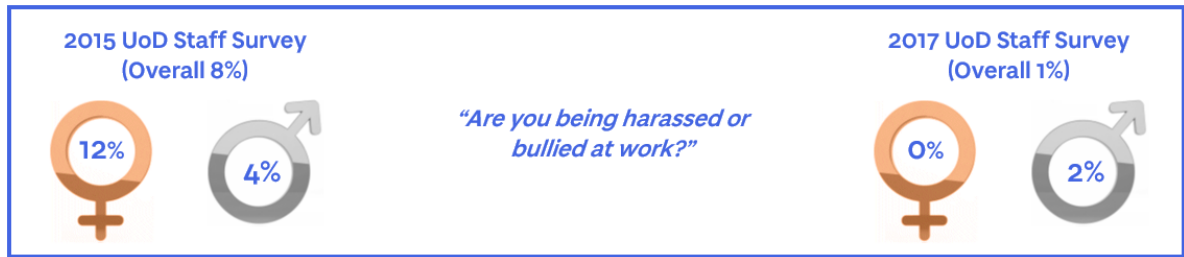
Figure 5.6.9 - Bullying at work (SSEN staff responses to UoD Staff Surveys)

(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.

A new School committee structure (**Figure 2.9**) was set up following UoD's restructure (August 2015). Gender balance has not changed greatly over that period. We present (**Figure 5.6.10, Figure 5.6.11**) a snapshot of membership in December 2017.

SSEN - School Internal Committees, Full Membership
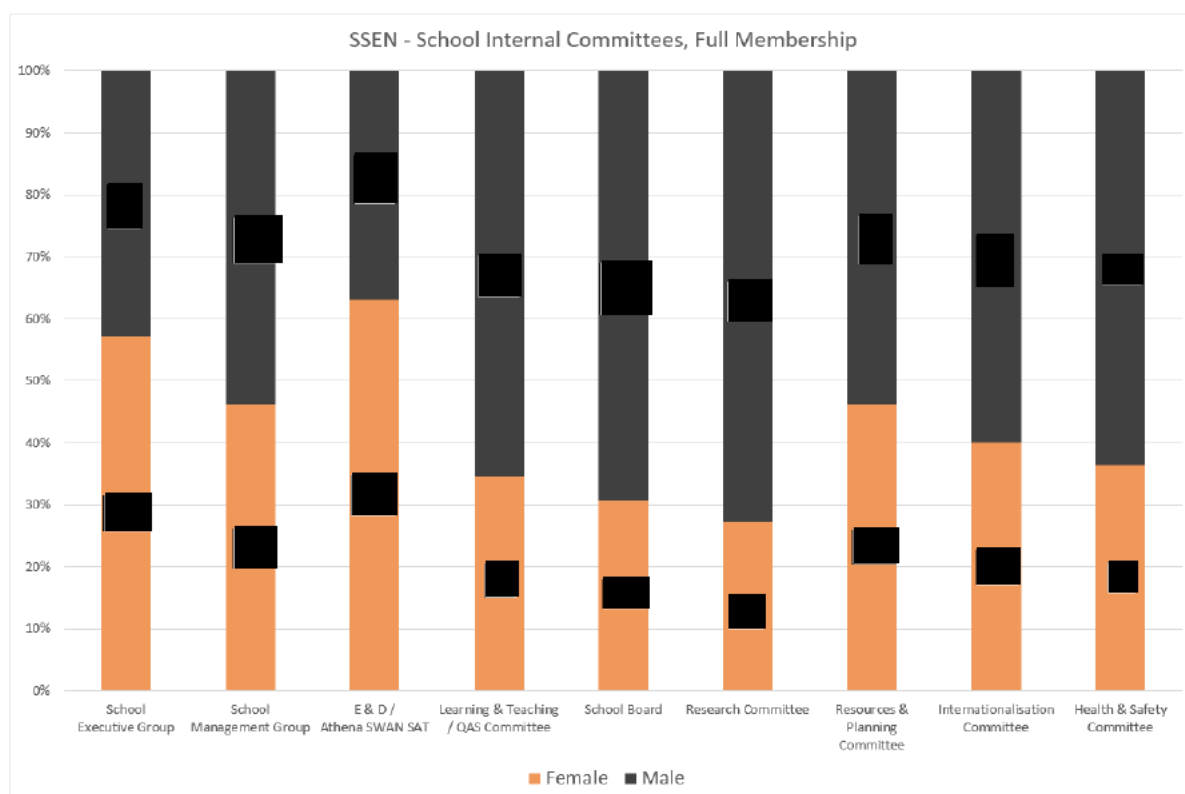
Figure 5.6.10 - Full membership of SSEN internal committees; figures include non-SSEN staff and student reps on these committees (December 2017)

SSEN staff on SSEN internal committees, by committee, by contract function
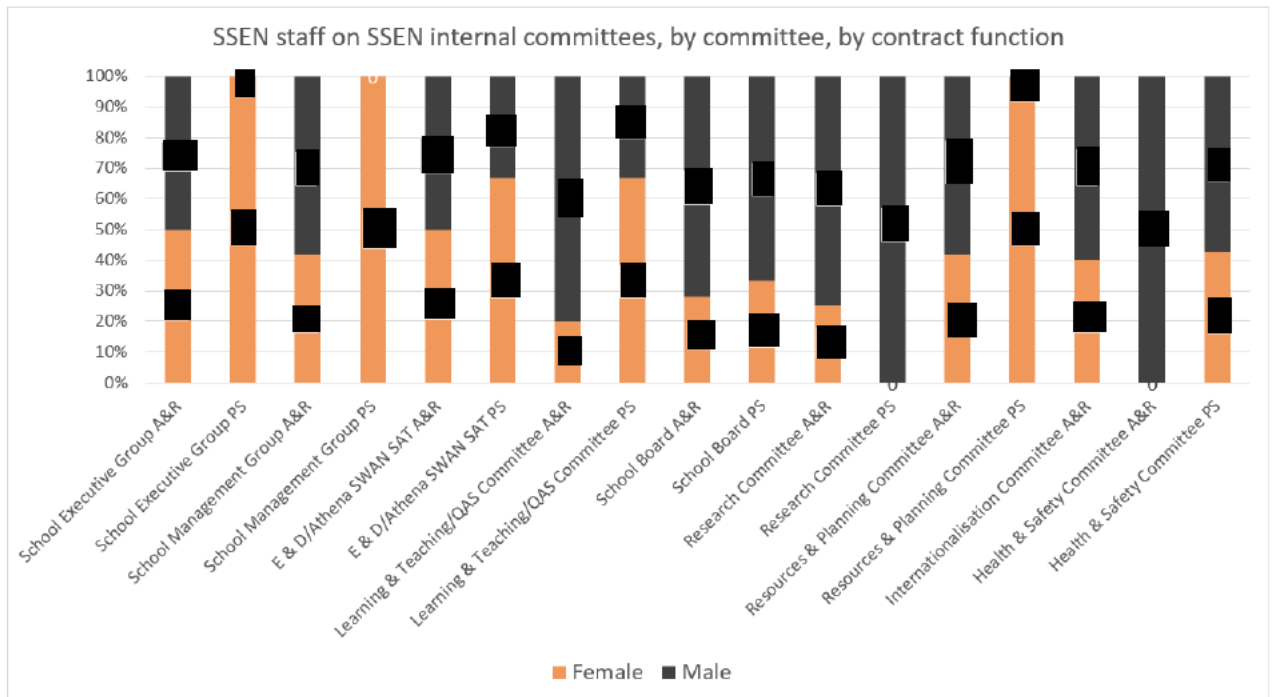
Figure 5.6.11 - SSEN staff on SSEN internal committees, by committee, by contract function (December 2017); there are no PS staff on the Internationalisation Committee

School Executive Group (SEG) and School Management Group (SMG) are the most influential committees; School Board is the largest. Membership is largely according to role and, where not, we advertise widely across SSEN. Membership was skewed towards males on most committees, reflecting staff balance across SSEN. Membership of all committees and boards is reviewed annually, paying regard to population diversity (**PAP 15, PAP 16, PAP 64, PAP 65, PAP 70**).

Progress on Previous Action Plan	
PAP 15, 16, 64, 65, 70	**Discipline SMT membership / Industrial Advisory Board / committee membership**
	All School and discipline committees and boards review membership annually with regard to diversity of members.

There were 144 roles across all nine committees, which were spread between 62 A&R staff (17F:45M) plus 15 PS staff (9F:6M). These A&R staff were on an average of 1.97 committees, with females on an average of 2.24 committees and males on 1.87. PS staff were on an average of 1.60 committees, with females on an average of 1.56 committees and males on 1.67. Females made up 27% of the A&R staff on these committees, but held 31% of the roles; females made up 60% of the PS staff on these committees, and held 58% of the roles.

Thus, we conclude that A&R females undertook a larger proportion of committee work than A&R males, while PS males and females take on similar proportions.

141

2018-22 Actions	
AP 5.6.6	Ensure that SSEN committee workload is fairly distributed between female and male staff.

Some committee roles have specific allocation in the WLM; others have allocation within the "Valuing People" category in the WLM (**Section 5.6(v)**).

2018-22 Actions	
AP 5.6.7	Monitor the WLM allocation for committee work within the School as the new WLM is rolled out.

(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?

An AS audit (2018) revealed most senior staff participate in external committees, some in more than ten. Academics are given the freedom to use their judgement to participate in external activities they feel will benefit their development and SSEN. In collaboration with line managers, SSEN facilitates participation by allowing time away. If associated workload is considerable this is formalised via the WLM.

Activities include participation in committees of the Scottish Parliament, The Royal Society and other learned societies, chairing national science committees and advisory boards (national and international) as well as conference organising committees.

These activities (and others such as external examining) are recognised in ARP. However, of the respondents to the SSEN Staff Survey who indicated they participated in external committees, only 23% thought that this work was recognised and rewarded. We do not routinely collect information on participation, and are concerned that some activities are unrecognised:

2018-22 Actions	
AP 5.6.8	Develop a better understanding of external committee workload across the School and how this is reflected in the WLM.
AP 5.6.9	Clarify the rewards mechanisms for participation on external committees.

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.

See Data Notes 10, 11, 12

In 2015 a consultation (with input from AS) resulted in a new, UoD-wide academic WLM (**PAP 71, PAP 72, PAP 73, PAP 74**). This was tailored to each School and piloted in SSEN using 2016/17 activities. The SSEN WLM captures activities and roles relating to teaching, research, commercial activity and non-grant funded public engagement (PE). It includes a set of standard roles, including the E&D/AS lead, which were each allocated 0.1FTE, with an increased allocation during award submission periods.

SEG and SMG review the data so that adjustments can be made for staff who are under/over workload. Feedback from staff has been sought to inform revisions to WLM. Currently, WLM applies to A&R Staff only.

Progress on Previous Action Plan

PAP 71, 72, 73, 74	**Revise WLM and use to manage workload**
	New UoD WLM is being implemented in SSEN and will be used manage workload balance of staff, including load for AS/E&D/outreach duties.

2018-22 Actions

AP 5.6.10	Use the WLM to even out workload across the staff and monitor perceptions of long hours culture.

Staff reported feeling that they have to work extra to cover their workload (**Figure 5.6.12**), although this has improved slightly since 2015 and is now more gender-balanced, with an improvement for males. Fewer staff (especially females) reported feeling stressed at work (**Figure 5.6.13**) and worrying about work out-of-hours (**Figure 5.6.14**). Nearly half of respondents to SSEN Staff Survey (**Figure 5.6.15**) thought long hours were part of SSEN culture (**Figure 5.6.16**). We hope that implementation of WLM will facilitate an evening-out of workloads and reduce perceptions of overloading.

2015 UoD Staff Survey (Overall 82%) — 70% / 85%

"I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload"

2017 UoD Staff Survey (Overall 73%) — 72% / 73%
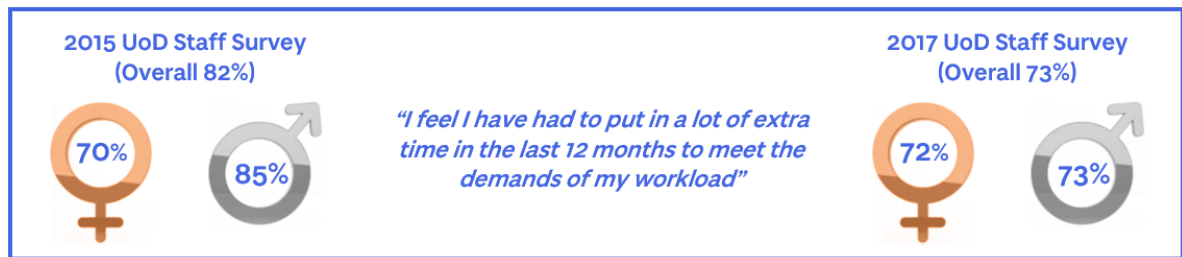
Figure 5.6.12 - Extra time to meet workload in SSEN (SSEN staff responses to UoD Staff Surveys)

2015 UoD Staff Survey (Overall 95%) — 100% / 92%

"I feel stressed at work"

2017 UoD Staff Survey (Overall 92%) — 93% / 91%
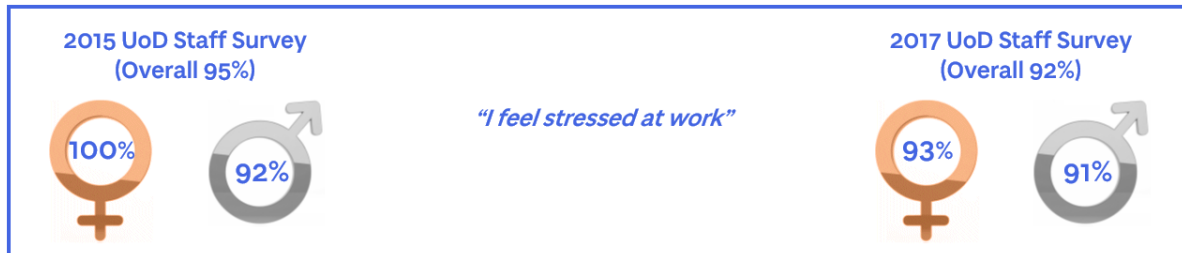
Figure 5.6.13 - Worrying about work outside working hours (SSEN staff responses to UoD Staff Surveys)

2015 UoD Staff Survey (Overall 77%) — 77% / 76%

"I often worry about work outside my working hours"

2017 UoD Staff Survey (Overall 69%) — 63% / 76%
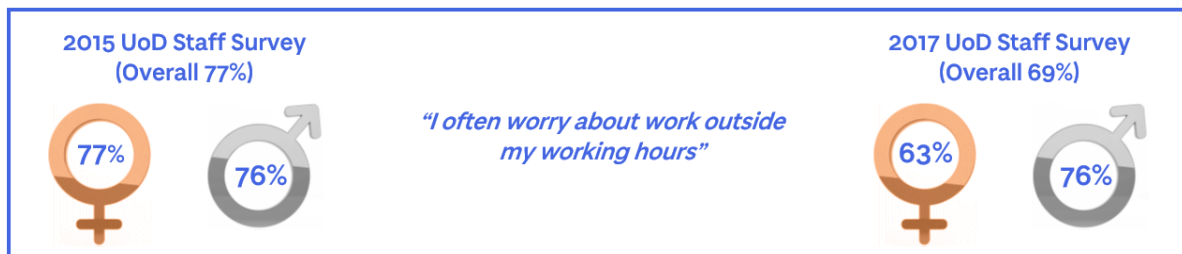
Figure 5.6.14 - Worrying about work outside working hours (SSEN staff responses to UoD Staff Surveys)

2017 SSEN Staff Survey (Overall 46%) — 41% / 47%

"There is a culture of working long hours in my School"

Figure 5.6.15 - Long hours culture in SSEN (SSEN Staff Survey)

"The culture of working hours varies a lot within the school."
SSEN Staff Survey

"It has become impossible to do teaching, research, admin and have a happy family. I work longer than normal hours on weekdays, and still don't have the time to spend weekends with family."
SSEN Staff Survey

Figure 5.6.16 - Quotes from male respondents to SSEN Staff Survey

145

SSEN Staff Survey found only a partial awareness of UoD's work-life balance policies (**Figure 5.6.17**) despite raising awareness (**PAP 57**), but a similar number thought that UoD provided good support for work-life balance (**Figure 5.6.18**) and that they had a good WLB (**Figure 5.6.19**).

Progress on Previous Action Plan
PAP 57 **Inform staff about WLB opportunities** Information about WLB policies was provided via School Board and website.

2017 SSEN Staff Survey
(Overall 61%)

76%   59%   *"I am aware that the University has a suite of work-life balance policies"*

Figure 5.6.17 - Awareness of UoD WLB policies (SSEN Staff Survey)

2015 UoD Staff Survey
(Overall 51%)

52%   53%   *"The University provides good support to help me balance my work and personal commitments"*

2017 UoD Staff Survey
(Overall 63%)

68%   59%

Figure 5.6.18 - UoD support for WLB (SSEN staff responses to UoD Staff Surveys)

2015 UoD Staff Survey
(Overall 53%)

45%   58%   *"I feel I have a good work-life balance"*

2017 UoD Staff Survey
(Overall 65%)

63%   68%
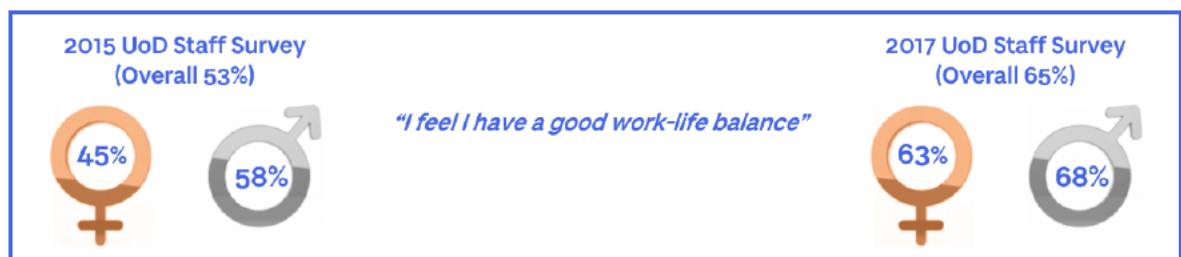
Figure 5.6.19 - Personal perception of WLB (SSEN staff responses to UoD Staff Surveys)

(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.

See Data Note 12

To facilitate caring responsibilities (particularly childcare arrangements at the start and end of the day), guidance is given that seminars and important meetings should be scheduled between 1000 and 1600 (ideally 1500), and that organisers consult with colleagues for the most suitable times for individual meetings (**PAP 75**).

Progress on Previous Action Plan
PAP 75 **Family-friendly meeting times** Recommended times for all meetings is 1000-1500.

As a result, School Board meetings were moved from 1600 to 1400. School-level meetings are usually scheduled well in advance and widely promoted via published calendars to maximise attendance.

SSEN Staff Survey respondents (**Figure 5.6.20, Figure 5.6.21, Figure 5.6.22**) reported finding meeting times convenient (females especially), and most (though fewer) found seminar and social gathering times convenient (**Figure 5.6.23**) although females rated social gathering times less convenient than males.

2017 SSEN Staff Survey
(Overall 83%)

94% 81%

"Meetings in my School are arranged at times which are convenient to me"

Figure 5.6.20 - Convenience of meeting times (SSEN Staff Survey)

2017 SSEN Staff Survey
(Overall 69%)

76% 72%

"Seminars in my School are arranged at times which are convenient to me"

Figure 5.6.21 - Convenience of seminar times (SSEN Staff Survey)

2017 SSEN Staff Survey (Overall 70%)

71%   78%

"Social gatherings in my School are arranged at times which are convenient to me"

Figure 5.6.22 - Convenience of social gathering times (SSEN Staff Survey)

"I would like more social occasions outside core working hours (e.g. evenings and weekends)."
SSEN Staff Survey

"Most social events are on evenings, and thus hard to make for people with childcare responsibilities."
SSEN Staff Survey
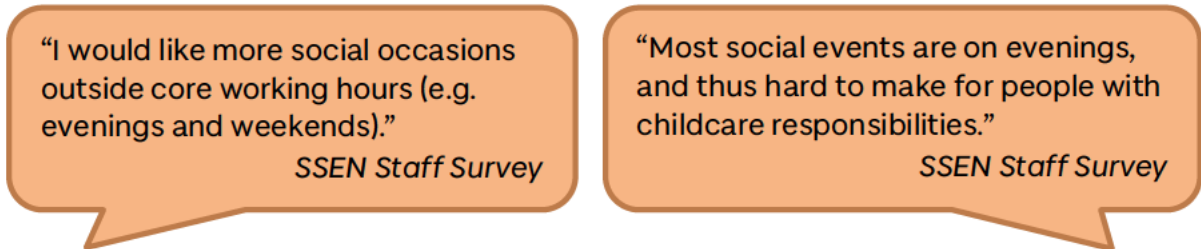
Figure 5.6.23 - Conflicting quotes from female respondents to SSEN Staff Survey

One unintended consequence of compressing meetings hours is to have more meetings during lunchtime, which is unpopular with some. There is also more potential for clashes with teaching, which cannot be re-scheduled. Together, these support the case for more out-of-hours events, particularly for social events. Within SSEN, these tend to be few in number, but are usually well attended and held late on Friday afternoons; we are happy to revise as necessary to ensure maximum participation.

2018-22 Actions	
AP 5.6.11	Survey staff to identify the most appropriate times for meetings and social gatherings.

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.

All SSEN disciplines offer a seminar series of (usually research-related) talks, typically given by prominent external speakers (**PAP 46, PAP 79**). Organisers consider gender balance when creating programmes, and record genders of speakers and chairs (CAHID have no chair for their seminars) (**Table 5.6.1**).

Progress on Previous Action Plan	
PAP 46, 79	**Increase visibility of role models via seminar series and public engagement** Seminar organisers monitor gender balance of speakers and invite high-profile speakers from under-represented genders in their disciplines; marketing and public engagement activities use appropriate role models.

	Speakers				Chairs				Audience			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
CAHID		33%		67%		-		-		-		-
Computing		22%		78%		48%		52%		28%		72%
Civil Engineering		22%		78%		35%		65%		-		-
Physics		17%		83%		6%		94%		-		-

Table 5.6.1 - Gender of speakers, chairs and audience for SSEN seminar series

Computing have also recorded gender of audiences at seminars since 2015 (**PAP 61**).

Progress on Previous Action Plan	
PAP 61	**Research seminar series** Gender gap target is 50% ± 10% - we are still outside this target - ongoing action (**AP 5.6.13**)

Generally, gender balance of speakers reflected those of the disciplines concerned, though CAHID attracted a higher proportion of males than in their staff and student profile. We wish to increase gender diversity in particular in disciplines with the largest imbalances in their staff and student profiles.

2018-22 Actions	
AP 5.6.12	**All disciplines to record gender balance of seminar speaker, chair and audiences.**
AP 5.6.13	**Increase proportion of under-represented genders in speakers, especially in Computing, Civil Engineering, Mechanical Engineering and Physics.**

SSEN publicity uses suitable images of females and males in published material (including webpages and marketing materials (**AP 4.1.11**)) and promotes the visibility of women's achievements via press releases and internal communications (**PAP 26, PAP 41**). SSEN Staff Survey indicated 97% of staff (92%F:100%M) believed that there was gender balance in publicity materials.

Progress on Previous Action Plan	
PAP 26	**Increase visibility of females in student recruitment materials/web pages** Marketing staff use appropriately gendered images and non-gendered language in all published material including webpages.
PAP 41	**Advertising material for staff recruitment** Advertising materials highlight role models for under-represented genders.

Since 2017, all UoD publicity materials have used a custom font - Baxter Sans Serif - named after UoD's founder and equality pioneer, Mary Ann Baxter (1801-1884), used for survey data in this application.

We are encouraged that female SSEN students currently have many prominent roles within UoD community, including SSEN School President, DUSA Vice-President (Academia) and editor of DUSA's magazine "The Magdalen". The Physics Society committee is 50%F including the President and Vice-President.

(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.

As most SSEN disciplines have ingrained gender imbalances nationally, a shift in societal misconceptions and gender stereotyping is required to contribute to rebalancing gender profile; outreach and PE activities have a major part to play. We already undertake PE activities locally and beyond (**PAP 18, PAP 78**), but plan to do more, particularly events aimed at school children (the younger the better) (**AP 5.6.14**).

Progress on Previous Action Plan	
PAP 18, 78	**Promote STEM subjects in local secondary schools**
	Some events have already taken place, but more need to take place - ongoing action (**AP 5.6.14**)

2018-22 Actions	
AP 5.6.14	**Increase the amount of Public Engagement activity carried out by SSEN staff, particularly that targeted at school-age children.**

To support this, a PE Co-ordinator was appointed in each SSEN discipline in 2017, to act as a contact point for staff and external colleagues, and to offer discipline-related guidance for PE. AD(R) convenes the PE Group, which has an allocated budget. A colleague from External Relations advises the group. We need to increase awareness of PE Co-ordinators and the support offered:

2018-22 Actions	
AP 5.6.15	**Public Engagement Co-ordinators to raise awareness of their role and to record and monitor gender balance of staff participating in outreach activities.**
AP 5.6.16	**Increase the amount of public engagement activity which showcase the role of under-represented genders.**
AP 5.6.17	**Improve SSEN support for Public Engagement activities.**

Of the respondents to the SSEN Staff Survey, 52% (59%F:50%M) had been involved in outreach activities in the previous twelve months. Of those, 54% (33%F:73%M) felt supported by SSEN in these activities, but 46% (66%F:27M%) did not, suggesting a gender imbalance in support.

UG and PG students from all disciplines participate in all Visit/Open Days, which also include a talk from UoD's InterConnect Champion. Students are recruited through personal contact from staff, and are encouraged to use skills learned to enhance their CVs (**PAP 20, PAP 21, PAP 25**).

Progress on Previous Action Plan	
PAP 20, 21, 25	**UG student recruitment.**
	Open/Visit Days include female and male staff and student ambassadors, and an InterConnect talk.

PE is recognised in ARP criteria and workload allocation. Further recognition is via awards: UoD created the Stephen Fry Awards for Excellence in PE with Research in 2012; SSEN staff have participated in the winning team twice and been commended four times.

Recent examples of PE are:

- CAHID 'Year of Anatomy' to celebrate the 130th uninterrupted occupation of the Cox Chair of Anatomy, presently held by a female.
- CAHID's annual contribution to Women in Science Festival. Last year's event "Trailblazing Women" took science into the local community.
- Computing holds an annual Strathmore Trophy competition for teams of secondary school pupils on a computing-related topic.
- Female Computing students are encouraged to apply to the Lovelace Colloquium, a prestigious one-day conference run by BCSWomen (part of BCS); several of our students have presented.
- Mechanical Engineering assisted in setting up the Biomedical Engineering section at Dundee Science Centre, which included talks to primary and secondary pupils about engineering in medicine and demonstrated the beauty of engineering in different applications.
- Some Physics student project summaries are published in the Dundee Courier during National Science Week; students have also created YouTube videos targeted at Higher Physics pupils.
- At least ▮ SSEN staff ▮ CAHID, ▮ Computing) have spoken about their research on **BBC Breakfast** in the last 12 months ▮▮▮▮▮
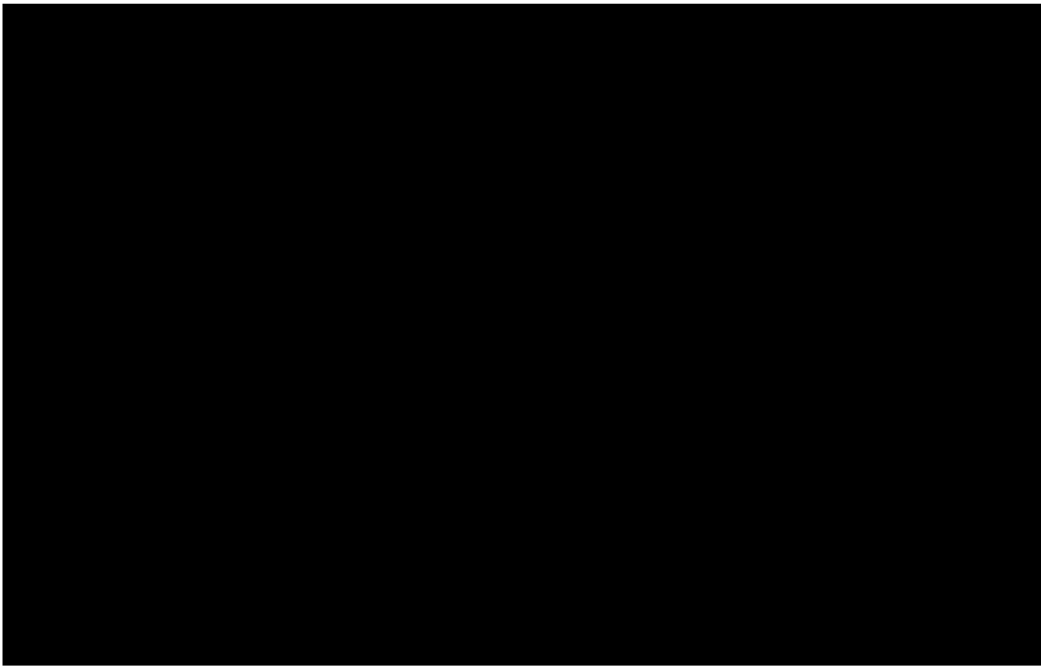
7.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

No further comments.

8.   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).

See the awards handbook for an example template for an action plan.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
Section 2. Description of the department								
AP 2.1	AD(R) and a member of Internationalisation Committee to join E&D/AS SAT.	Research and Internationalisation committees currently have no representation on E&D/AS SAT. The Research role was due to turnover, while the Internationalisation role was a missing role. We will ensure that there is representation from all SSEN committees on the SSEN E&D/AS SAT, so that AS activity filters into all aspects of SSEN activity.	Invite AD(R) and member of Internationalisation Committee to join.	School	School AS Lead	Jul-18	Aug-18	All SSEN committees have ongoing representation on E&D/AS SAT.
Section 3. The self-assessment process								
AP 3.1	Annual AS report prepared for SSEN School Board by SAT.	Circulating the annual AS report to School Board will help to reinforce and support communication between SAT and the School Board, which in turn should lead to further integration between the two. It will also demonstrate the ongoing SSEN AS activities to the School Board.	SAT will collate data on School AS activities and present the report to School Board annually.	School	School AS Lead	Prepare report from Oct-18 and annually thereafter	Present report Mar-19 and annually thereafter	Report presented annually to School Board.
AP 3.2	Use appropriate publicity and open SAT to encourage participation from all SSEN staff and students in AS activities.	Currently we hold at least one open SAT meeting per year (to which all staff are invited), we maintain an SSEN subsection of the UoD dedicated AS section on its website which highlights School AS activities and AS/E&D items regularly feature in SSEN staff e-newsletters. In order to continue changing our culture, we will ensure that SSEN staff and student engagement with AS activity increases. Increased engagement may also lead to new ideas and actions being developed. We will therefore continue to encourage engagement through these actions.	Hold an open meeting at least annually, to which all staff are invited, with recorded attendance.	School	School AS Lead	Hold meeting between Oct-18 and Dec-18 and annually thereafter	Repeat annually	Open meeting is attended by staff not usually involved in AS meetings.
			Publicise AS activities through SSEN newsletters.	School	School AS Lead	Oct-18	Jul-22	SSEN AS activity is highlighted regularly in School newsletter
AP 3.3	Review SAT membership annually to ensure appropriate turnover, gender balance and representative membership.	We will ensure that the SSEN SAT membership continues to have appropriate turnover, gender balance and appropriate representation from across the whole School.	Membership to be reviewed in consultation with the Dean and appropriate members to be recruited.	School	School AS Lead	Sep-18 and annually thereafter	Oct-18 and annually thereafter	AS SAT membership reflects gender balance and is representative of the School.
Section 4. A picture of the department								
4.1. Student data								
AP 4.1.1	Promote Athena SWAN in our feeder Further Education Institutions (FEIs).	This action has not progressed from the previous Computing Action Plan due to changes in FEI staffing and structure. Students in the FEI feeder Computing programmes were predominantly male, influencing the gender balance of the cohort studying in SSEN. We aim to increase the number of females on our programmes and therefore will work with FEIs to improve representation of females on their programmes.	Discuss Athena SWAN with relevant individuals in feeder FEIs and suggest: • female SSEN staff to give guest seminars at FEI articulation events • encourage FEIs to promote and monitor gender balance on their programmes • encouraging FEIs to apply for AS awards	Computing	Computing AS Lead	Sep-18 and annually thereafter	Jan-19 and annually thereafter	Increasing female participation, from 7% to 15% by 2022, in FEI programmes and feeding through our articulation routes.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 4.1.2	Monitor gender balance on Gifted & Talented programme.	In 2017, all CAHID attendees were female, while Engineering and Mathematics were predominantly attended by males. This was the first year of the programme running and we will monitor attendance annually, so that gender imbalances can be addressed if required.	Collect data on gender balance of Gifted & Talented programmes from Gifted & Talented representatives in each relevant discipline.	Disciplines participating in Gifted & Talented programme	AS Leads of disciplines participating in Gifted & Talented programme	Jul-18	Sep-18, reviewed annually	Record of gender data collected for Gifted & Talented Programmes.
			If the gender data collected shows a gender imbalance across disciplines then review publicity material for the Gifted & Talented programme so that it also appeals to under-represented genders in each participating discipline.	Disciplines participating in Gifted & Talented programme	AS Leads of disciplines participating in Gifted & Talented programme	Jul-18	Sep-18, reviewed annually	If required, future publicity materials are aimed at under-represented genders in each discipline, resulting in more gender-balanced Gifted & Talented cohorts.
AP 4.1.3	Consider if other disciplines could benefit from participation in the G&T programme.	As an access course, G&T offers another route for applications and recruitment. Disciplines not currently participating in the programme may benefit from the potential to improve gender-balance in their courses via targeted recruitment for the G&T programme.	Discuss potential benefits of targeted recruitment with Discipline leads in conjunction with G&T Leader	Disciplines not currently participating in G&T programme	Computing and Physics AS Leads	Start consultation Jan-19	Decision on whether to progress Dec-19	Other School Disciplines may take up the G&T programme, with a view to target recruitment for G&T at their under-represented genders.
AP 4.1.4	Improve gender balance on all UG programmes by increasing applications from people of under-represented genders.	Many of our disciplines had gender imbalances, with Mechanical Engineering, Physics, Computing and Civil Engineering having high proportions of males, while CAHID had a high proportion of females. We aim to ensure that none of our subjects has a gender imbalance. Identifying reasons why students of under-represented genders are attracted to their disciplines and increasing the public presence of under-represented genders in the disciplines will help us to address these gender imbalances.	Conduct focus groups with UG students from under-represented genders to understand what attracted them to their disciplines.	All disciplines	All Discipline AS Leads	Sep-18	Dec-18	Results from focus groups have been analysed and feedback from under-represented genders used to inform our UG publicity and admissions process by focusing on those factors which are likely to attract under-represented genders in each discipline.
			Liaise with Student Recruitment to ensure male and female representation from each participating disciplines at all recruitment events - this will showcase our gender balance and encourage questions from visitors who might have been inhibited from asking someone of a particular gender.	All disciplines	Dean	Jul-18	May-19, reviewed annually	Each discipline is represented by at least 1F and 1M member of staff and 1F and 1M student ambassador at all recruitment events.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
			Liaise with Student Recruitment to ensure under-represented genders are highlighted in outward-facing publicity materials.	All disciplines	Dean	Jul-18	Dec-19, reviewed annually	All publicity material contains counter-stereotypical imagery and highlights under-represented genders, audited annually.
			SSEN Public Engagement team to promote SSEN as an exceptional place for people of any gender, by ensuring that high-profile publicity for SSEN includes representatives from both genders.	All disciplines	School AS Lead, School PE Lead	Jul-18	Ongoing	Record instances of media outputs for both males and females, audited annually.
AP 4.1.5	Identify specific UG programmes which attract more applicants from under-represented genders and improve publicity for those programmes.	Existing data showed that some specific programmes within SSEN disciplines attract more applicants from under-represented genders (e.g. Applied Computing, Biomedical Engineering). By identifying reasons for their appeal to under-represented genders, we will aim to implement changes in other programmes, where appropriate, to make them more appealing to under-represented genders.	Conduct focus groups with students of under-represented genders to determine reasons for appeal in those programmes which attract more applicants from under-represented genders.	All disciplines	All Discipline Leads, Student Recruitment Liaison and Marketing & Communications Manager	Jan-19	Sep-19, reviewed annually	Results from focus groups have been analysed and data used to inform our UG publicity and admissions process.
AP 4.1.6	Consider creation of new UG programmes which could attract more applicants from under-represented genders.	As described (AP 4.1.5), some specific programmes attract more applicants from under-represented genders (most pronounced in Mechanical Engineering programmes). We aim to continue improving our overall gender balance and the development of new UG programmes which are likely to be successful in attracting applicants from the under-represented genders will help us to achieve that.	Mechanical Engineering to consider new programmes combined with Life Science and Medicine, as they may attract more female applicants.	Mechanical Engineering	Mechanical Engineering Discipline Lead	Start consultation Jul-19	Decision on whether to progress Dec-19	Report on consideration and development of new modules and/or programmes which have the potential to attract more applicants from under-represented genders.
AP 4.1.7	Support and participate in relevant sector-wide gender initiatives.	The poor gender balance in most of our disciplines is apparent nationally in those disciplines; this is recognised by many of the professional bodies in these areas, some of which have initiatives to redress the balance. We will contribute to these sector-wide initiatives to support them and to help address our own gender imbalances.	Civil Engineering to support and participate in Institute of Civil Engineers (ICE) gender initiatives.	Civil Engineering	Civil Engineering Discipline Lead	Jul-19	May-20, reviewed annually	Civil Engineering implements ICE gender-initiative actions as required and as appropriate.
			Computing to support and participate in BCS gender initiatives.	Computing	Computing Discipline Lead	Jul-19	May-20, reviewed annually	Computing implements BCS gender initiative actions as required and as appropriate.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 4.1.8	Analyse discipline-level awards data in detail to evaluate for gender biases, and take corrective action where necessary.	Over the reporting period, most disciplines showed a slight imbalance in the proportion of males and females achieving each classification of degree each year. In CAHID, females out-performed males at First/Upper Second in 4/5 years; in Civil Engineering and Computing, females had a higher proportion of Firsts than males in 4/5 years; in Mathematics, females were under-represented in Firsts. We will address these imbalances by identifying the reasons for award imbalances and taking corrective action where necessary.	Each discipline to discuss potential reasons for any imbalance in their particular subjects, to raise awareness of the imbalance and take corrective action where necessary.	School, All disciplines	AD(L&T), all Discipline Leads	Sep-19	Sep 20, reviewed annually	Balanced proportions of males and females achieving each degree classification each year.
AP 4.1.9	Use focus groups to understand the reasons for the improving PGT gender balance and improve it further.	Over the reporting period, there was an increase in percentage of females on SSEN PGT programmes (31%). Understanding why the PGT gender balance is improving will help us to both maintain and then improve it.	Conduct focus groups with current PGT students to understand why gender balance is improving by identifying reasons why those students choose to come to SSEN to study PGT. This same focus group will also be asked questions related to their choice of FT or PT study (see AP 4.1.10)	All disciplines	All Discipline AS Leads	Jan-19	Jan-20	Results from focus groups have been analysed and used to develop actions to ensure continued improvement in overall PGT numbers towards gender balance from 31% to 40% by 2022.
AP 4.1.10	Hold focus groups to understand the reasons for overall increasing percentage of females on full-time PGT courses (particularly within CAHID) and the decreasing proportion of part-time females studying Computing PGT courses.	Our gender profile for PGT students is changing - full-time PGT female:male ratio is rising while part-time ratio is falling - we aim to understand the reasons for the increasing percentage of full-time female PGT students with a view to incorporating best practice elsewhere where gender balance is getting poorer, such as in part-time female PGT students; we also want to understand the reasons why females are increasingly less likely to study PGT part-time and wish to counter this.	Within the focus group formed for AP 4.1.9, ask current female PGT students why they came to study PGT at SSEN, and why they choose their particular method of study i.e. FT or PT and what factors were important to them when considering this choice.	All disciplines	All Discipline AS Leads	Jan-19	Jan-20	Results from focus groups analysed and actions developed to counter the falling number of female part-time PGT students, as well as to incorporate examples of good practice into other PGT courses where gender balance is getting poorer.
AP 4.1.11	Improve gender balance on all PGT programmes by increasing applications from people of under-represented genders.	Across the reporting period, CAHID PGT gender profile was strongly female (average 73%F). We aim to improve the proportion of males on CAHID PGT programmes.	Target male PGT applicants by making male PGT role models within CAHID more visible by creating case studies of male PGTs and displaying/circulating them prominently within the School, publicity materials and website.	CAHID	CAHID Discipline Lead	Jan-19	May-20, reviewed annually	Proportion of males on CAHID PGT programmes increases from 27% to 35% by 2022.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
		Across the reporting period, Computing PGT gender profile was strongly male (average of 77%M). We aim to improve the proportion of females on Computing PGT programmes.	Target female PGT applicants by making PGT female role models within Computing more visible by creating case studies of female PGTs and displaying/circulating them prominently within the School, publicity materials and website.	Computing	Computing Discipline Lead	Jan-19	May-20, reviewed annually	Proportion of females on Computing PGT programmes increases from 23% to 35% by 2022.
		In addition, the number and proportion of female Computing PGT students increased for the 3 years up to 2014/15, before declining again in 2015/16 and 2016/17; we aim to identify reasons for both the rise and fall and learn from this.	Liaise with Recruitment and Discipline Lead to find out whether any changes in the approach to recruitment, course promotion or public engagement after 2014/15 contributed to the decline in numbers in order to benefit from lessons learned.	Computing	Computing AS Lead	Sep-18	Dec-18	Use any data acquired from analysis to inform future recruitment and promotion to female Computing PGT students.
		Mathematics PGT gender profile was better than UG (38%F in 2016/17) as was Mechanical Engineering (40%F over the reporting period); we aim to both maintain and further improve these better %F ratios by attracting more females to these PGT courses by highlighting female role models involved in these courses.	Target female PGT applicants by making female PGT role models within Mathematics and Mechanical Engineering more visible by creating case studies of female PGTs and displaying/circulating them prominently within the School, publicity materials and website.	Mathematics Mechanical Engineering	Mathematics and Mechanical Engineering Discipline Leads	Jan-19	May-20, reviewed annually	Proportion of females on Mathematics and Mechanical Engineering PGT programmes increases from 38% to 45% and 40% to 50% respectively, by 2022.
		Across the reporting period Physics PGT gender profile was better than UG (28%F for PGT, compared to 13%F for UG). However, overall numbers of males have also been falling; we will hold focus groups to understand the reasons underpinning this. In particular we want to know whether Physics PGT is more attractive to females, or less attractive to males and why.	Conduct focus group with Physics PGT students to identify why Physics PGT is more attractive to females than Physics UG, and whether it is less attractive to males.	Physics	Physics Discipline Lead	Sep-18	Jun-19	Results from focus group are analysed and used to improve Physics UG female recruitment from 28% to 35% by 2022.
AP 4.1.12	Monitor PGT awards by discipline, particularly following change in regulations, and ensure males are adequately supported.	Although there was only a small number of students involved, over the reporting period the percentage of Distinctions plus Merits awarded each year was higher for females than males. We will monitor this and ensure males are adequately supported. In addition, UoD regulations changed in 2016/2017 making it easier to gain a Merit. We therefore also want to monitor the effect of this change.	Monitor PGT award data carefully and investigate reasons for any continuing gender imbalances while increasing support for male students if necessary.	All disciplines	All Discipline Leads	Aug-18	Aug-20	Equal proportions of males and females achieving PGT degrees at each classification level

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 4.1.13	Use surveys and focus groups to understand the reasons for the increase in the proportion of female PGR students, and attempt to improve it further.	Over the reporting period gender balance overall on PGR programmes has increased (from 19%F to 33%F). As the gender balance has improved we want to ensure this improvement is at least maintained at current levels and moving forward we aim to continue increasing the gender balance towards 50/50.	Conduct survey and focus groups with female PGR students to identify reasons for the increase in proportion of female PGR students by asking why they choose to study PGR in SSEN.	All disciplines	School AS Lead	Jan-20	Jun-20	Proportion of female PGR students is improved towards a 50/50 gender balance from 33%F by 2022.
AP 4.1.14	Improve gender balance on all PGR programmes by increasing applications from under-represented genders.	The average gender balance on all PGR programmes over the reporting period was 26%F (and slightly higher than comparators) but could still be improved upon and this is something we aim to achieve. At the applications stage males predominated in all disciplines except for CAHID. Mechanical Engineering had the greatest under-representation of females.	Target female applicants to PGR study by identifying and highlighting case-study PGR females in publicity materials for each of the disciplines, except CAHID which should target male applicants by highlighting case-study PGR males.	All disciplines	All Discipline Leads, Student Recruitment Liaison and Marketing & Communications Manager	Jul-18	Dec-18	Gender balance on all PGR programmes improves from current individual discipline levels, as well as from the current average of 26% overall for SSEN PGR programmes, to 35% by 2022.
AP 4.1.15	Use focus groups to improve the number of females accepting PGR offers in Computing.	Over the reporting period, there was a large imbalance in Computing PGR (11%F average) and females were being lost at the acceptance stage of the applicant journey. Further to AP 4.1.11, we aim to recruit more females to Computing by understanding the reasons for the loss of applicants at the acceptance stage and using this information to increase conversion from offer to acceptance for female applicants.	Conduct focus groups with female PGR Computing students to determine possible reasons for the lack of female applicants accepting offers to study PGR Computing.	Computing	Computing AS Lead	Jul-19	Jul-20	Results from focus groups have been analysed and used to develop actions to counter the loss of female applicants at the acceptance stage, so that conversion rates are equal between females and males.
AP 4.1.16	Use focus groups to understand why Mechanical Engineering has lost male PGR students.	Over the reporting period, gender balance in Mechanical Engineering improved ▇ from 6% F to 50%F, however this was due to falling male numbers ▇ M to ▇ M). This may have been due to reductions in funding but we wish ensure that there are no further underlying reasons.	Conduct focus group with male Mechanical Engineering PGR students to determine possible reasons for reducing numbers of male PGR students.	Mechanical Engineering	Mechanical Engineering AS Lead	Jul-19	Jul-20	Results from focus groups have been analysed and used to develop actions to stem the loss of male Mechanical Engineering PGR students.
AP 4.1.17	Improve the gender balance in Mechanical Engineering PGR by recruiting more females.	The number of female applicants to Mechanical Engineering remains very low and we aim to address this to increase the number of female applicants.	Target female PGR applicants by making female PGR role models within Mechanical Engineering more visible by creating case studies of female PGRs and displaying/circulating them prominently within the School, publicity materials and website.	Mechanical Engineering	Mechanical Engineering AS Lead, Student Recruitment Liaison	Jul-18	Dec-18	Number of females on Mechanical Engineering PGR programmes increases from average of ▇ per year to ▇ per year by 2022.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
			Conduct focus group studies with current Mechanical Engineering PGR students to determine possible reasons for the lack of female applicants by querying the factors that encouraged them into PGR Mechanical Engineering, as well as factors which would have discouraged them.	Mechanical Engineering	Mechanical Engineering AS Lead	Jul-19	Jul-20	Results from focus groups analysed and actions developed to improve the appeal of PGR Mechanical Engineering to all applicants, particularly females.
AP 4.1.18	Use focus groups to improve the number of females accepting PGR offers in Computing.	Applicant journey data for Computing shows that female applicants are less likely than males to accept an offer.	Conduct focus groups with current PGR Computing students to determine possible reasons for the low acceptance of offers by female applicants.	Computing	Computing AS Lead	Sep-19	Dec-19	Data analysis used to develop actions improve the number of female applicants accepting an offer.
AP 4.1.19	Record detailed information about PGR graduates and non-completions, and monitor for gender biases.	SSEN holds detailed data held on PGR students, but reporting currently involves resource-intensive manual activity. We want to record detailed data regularly to ensure a complete and accurate picture of PGR graduates and non-completions that can be monitored for any potential gender bias.	School PGR data to be updated regularly and snapshots taken (at least) annually covering PGR degree attainment, duration of study and non-completion by gender.	School	School Manager	Jul-19	Jul-22	Detailed PGR data available at least annually covering PGR degree attainment, duration of study and non-completion, monitored for any gender bias.
AP 4.1.20	Use surveys to identify reasons why a smaller proportion of SSEN female graduates than in the graduating cohort return to PG study.	Over the reporting period, a smaller proportion of SSEN female graduates returned to PG study (19%F) than was in the graduating cohort (31%F). We want to understand the reasons for this so that we can develop actions to improve the ratio of female SSEN graduates returning to PG study.	Conduct surveys with final year SSEN female graduates to understand their reasons for further study choices	All disciplines	All Discipline PGR Leads	Jul-18	Jun-21	Results from focus groups analysed and actions developed to improve ratio of female SSEN graduates returning to SSEN PG study from 19% to 25% by 2022.
AP 4.1.21	Use surveys to identify reasons why a larger proportion of non-SSEN female graduates come to SSEN for PG study, compared to SSEN female graduates.	Over the reporting period a large proportion of females coming to SSEN for PG study were non-SSEN graduates (39% non-SSEN graduates compared to 19% SSEN graduates). We consider this a positive indication of SSEN appeal to external graduate applicants and aim to understand the reasons for this so that we can develop actions to maintain the levels of non-SSEN females coming to SSEN to study, while also aiming to improve the ratio of returning female SSEN graduates.	Conduct surveys with new SSEN female PGR students to understand their reasons for choosing PG study in SSEN.	All disciplines	All Discipline PGR Leads	Jul-18	Jun-19	Data analysis used to develop actions improve the ratio of female SSEN graduates returning to PG study.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 4.1.22	Use alumni surveys to gather more detailed information on graduates' career choices.	DLHE data showed 8% fewer female graduates than males were in graduate-level employment and 19% more females than males were in non-graduate level employment; 7% more females than males were going on to PG study. We want to understand the reasons for these crucial career choices to help us improve careers information so that our students are supported to make the best choice.	Send surveys to recent alumni to find out where they are now, the careers decisions that they made and how these were informed by careers events at UoD.	School	School AS Lead	Jul-18	Jun-19	Analysis used to inform future approaches to organisation, delivery and effectiveness of career events, to ensure that our graduates are aware of all opportunities available to them.
4.2. Academic and research staff data								
AP 4.2.1	Extract SSEN staff data disaggregated into the six disciplines to monitor for any discipline-related issues.	Previous staff data were disaggregated by the three old award-holding groups, we would like to update and re-align this data for the new structure of six disciplines.	Liaise with HR officer to ensure the required staff data (including gender, grade, contract function and mode of attendance) is recorded for each discipline.	School	School AS Lead, ASPC	Jul-18	Dec-18	Staff data available to reflect the new six-discipline structure, updated and monitored annually.
AP 4.2.2	Use focus groups of female staff at different grades and contract functions to determine the reasons for "leaks" at grade transitions and take supporting corrective action.	There were are no RO females at grade AS08 and there was a drop in female T&R staff between grades AS08 and AS09. We aim to understand the reasons underpinning this, such that we can effectively address the issue by taking appropriate corrective action.	Conduct focus groups with female staff to discuss any perceived issues relating to career progression.	School	School AS Lead	May-19	May-20	Report results to SAT, use information to develop further actions to address any issues that are identified
AP 4.2.3	Use focus groups to understand the reasons for the greater proportion of females on T&S contracts, and support progression on this type of contract.	There is a larger proportion of females on T&S contracts compared to RO and T&R contracts. We believe this may be due to the greater WLB flexibility offered by T&S contracts, but need to understand this to improve %F on all contract types. We aim to remain alert to the fact that males may become disadvantaged if this type of contract is more desirable.	Use focus groups to find out why there are greater proportions of females on T&S contracts than on RO and T&R contracts.	School	Line Managers	May-19	May-20	Results from focus groups analysed and actions developed to improve the gender balance on all contract types towards a 50/50 balance.
AP 4.2.4	Ensure that PDRAs' career progression is supported.	In 2017, 86% of RO staff were at grade AS07; most of these were PDRAs. Due to the nature of their contracts, there is a high turnover of PDRAs; while turnover of PDRAs is considered positive, we also want to ensure there are opportunities to retain their expertise within SSEN and to support their future career progression.	Ensure PDRAs are fully supported by the procedures the School has in place for career progression, including training and staff development opportunities, OPD and Leadership courses, and support for promotion applications. Monitor through asking PDRAs directly via email whether they are taking up these opportunities and whether they feel supported in career progression.	School	Line Managers	Jul-18	Dec-18 and annually as part of OSaR cycle thereafter	PDRAs demonstrate levels (>60%) of uptake of career progression and development opportunities, as evidenced by feedback from asking PDRAs

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
			Ensure internal opportunities are highlighted to PDRAs.	School	Line Managers	Jul-18	Dec-18 and bi-annually thereafter (May and December)	Evidence of communication regarding internal opportunities from line managers to PDRAs.
Section 5. Supporting and advancing women's careers								
5.1. Key career transition points: academic staff								
AP 5.1.1	Encourage all staff to undertake Unconscious Bias training.	This is already recommended for staff involved in recruiting/selection; however, this could be more widely applied to include all staff members, in order to equip them for dealing with potential issues of unconscious bias in their everyday work situations.	Publicise Unconscious Bias OPD course and encourage attendance.	School	Dean	Jul-18	Oct-18 and annually thereafter	Uptake in Unconscious Bias training among all staff increases; at least 5 attend/year
AP 5.1.2	Make Unconscious Bias training mandatory for those participating in SSEN recruiting and selection processes.	Unconscious Bias awareness is most important for those involved in recruitment/selection and while it is currently recommended for staff involved in the recruitment/selection process, we will ensure it is mandatory for those involved.	Make Unconscious Bias training mandatory for anyone involved in the recruitment/selection process.	School	Dean	Jul-18	Audit uptake Oct-18 and annually thereafter	All staff involved in recruitment processes will have taken Unconscious Bias training.
AP 5.1.3	Improve gender balance of staff applicants by continually improving publicity and recruitment materials and wording of job advertisements; continue to monitor the recruitment data to check for biases.	Data show that females are currently under-represented across the School; %M in CAHID is low, %F in Civil Engineering, Mechanical Engineering and Physics are low. Therefore we want to maximise the number of under-represented genders applying for our vacancies, and to ensure that all recruitment processes are not subject to gender bias.	Increase representation of under-represented genders in SSEN and discipline publicity and recruitment materials as appropriate. Include female-friendly wording of job advertisements, where appropriate, to maximise applications from females; this can include references to flexible and family-oriented work-life balance policies.	School	School Manager	Jul-18	Ongoing	The number and proportion of female staff applications increases from 22% to 40% by 2022.
AP 5.1.4	Develop academic staff case studies highlighting under-represented genders, in order to showcase staff gender equality in SSEN.	This has been carried over from the previous action plan due to the ongoing UoD website re-design; action required for Silver Award.	Develop academic staff case studies and materials for Athena SWAN website highlighting under-represented genders, in order to showcase gender equality in SSEN.	School	School AS Lead	Jan-19	Jul-19	Case studies for under-represented academic staff in each SSEN discipline are included on the SSEN Athena SWAN website.
AP 5.1.5	Advertise ungraded or grade-range posts with broad scope (when possible) to try to encourage female applicants, especially for senior posts.	Experience has shown that a more gender-balanced pool of applicants results from adverts with a broader range of grade and scope.	Advertise posts as ungraded or with a grade range, where possible.	School	School HR Officer	Jul-18	Jul-19 and consider as vacancies arise; review application trends annually from Oct-19	Posts are advertised as ungraded or with a grade range, where possible. Applications from female applicants increase from 22% to 40% by 2022.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.1.6	Increase participation in UoD Welcome event by ensuring all staff are pre registered to attend the first available event after taking post and that participation is facilitated by ensuring no overlapping work commitments.	New School staff are invited to attend the UoD staff Welcome event run by OPD. SSEN staff participation in the event has been low and we aim to increase awareness, ensuring that staff are encouraged (and given time) to attend, to help orient them into UoD.	Line Managers to encourage participation in the UoD Welcome Event by ensuring new staff are pre-registered for the next Welcome event after taking their post and that participation is facilitated by ensuring no overlapping work commitments.	School	Line Managers	Jul-18	Jul-22, as new appointments are made	100% of new starts attend UoD Welcome Event
AP 5.1.7	Induction within School and discipline to be recorded and evaluated by questionnaire or similar method.	All new staff have a School induction, but this process is not currently systematic ; we do not currently record participation in induction and no evaluation is undertaken to check effectiveness. We will address these issues.	Line Managers to record participation by new staff in School induction, gather feedback using checklist and report to School Office.	School	Line Managers	Jul-18	Jul-22, as new appointments are made	Data is collected on School Induction participation and feedback is evaluated to assess effectiveness of induction processes.
			Introduce an Induction Checklist to be used by all Line Managers during induction process.	School	School Manager	Sep-19	Sep-20	Checklist produced and in use by all Line Managers.
			Staff will be asked whether they participated in/found useful, the School Induction process during their first OSaR or probation meeting and data passed to School AS Lead for reporting.	School	Line Managers, School AS Lead	Oct-18	Sep-19 and annually thereafter	All new staff have participated in School induction and effectiveness feedback is reported.
AP 5.1.8	Offer all new staff (A&R and PS) the support of a mentor within the School to help them to settle in and to navigate their new environment.	Feedback has shown that our new AS07 A&R staff have found the support offered by a mentor to be very helpful - we will therefore widen this support to include all new members of staff.	Mentor to be offered to all new staff during induction.	School	Dean, School Manager	Jul-18	Jul-22, as new appointments are made	All new staff offered support of a mentor; more new staff feel supported in their role, as evidenced by SSEN Staff Surveys.
AP 5.1.9	All lab tutors to undertake mandatory E&D training (five online modules).	Historically, lab tutors were excused from E&D training, but it is now mandated by UoD for all contracted employees and therefore we will ensure that this policy is met within SSEN. This is important in ensuring that all staff members are aware of their rights, roles and responsibilities within the context of E&D in the workplace. The School will facilitate this undertaking by ensuring that lab tutors are allocated time to complete training.	E&D training modules will be undertaken by all lab tutors.	School	Dean, School Manager	Jul-18	Jul-19, reviewed annually	All lab tutors have completed mandatory E&D training modules.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.1.10	Encourage and support all staff, and in particular part-time staff, to apply for promotion.	The proportion of eligible full-time staff applying for promotion fell over the reporting period; this was largely due to a change in eligibility criteria, as the number of applications was steady, when an increase might have been expected. Fewer PT staff applied for promotion than FT staff, with ███ applications from part-time staff over the reporting period. We would like to increase the overall number of staff applying for promotion, the number of PT staff applying in particular. SSEN Staff Survey showed 80% had awareness of the promotion process.	Line Managers to offer support and opportunities as part of OSaR, as required, to strengthen future promotion applications. This will include, for example, time for reviewing applications, highlighting career development opportunities, providing flexibility to undertake career development as required and building promotion discussions/planning into OSaRs.	School	Line Managers	Oct-18, annually in line with the OSaR cycle	Review annually starting in Oct-19	An increase in the number of promotion applications from ███ eligible females and ███ eligible males using the current method, to minimum of 25% of eligible females and males by 2022. Also an increase in the number of part-time staff applying for promotion from ██ individuals to █, eligibility dependent.
			Make promotion criteria and processes clear through School e-mails, newsletters and staff meetings.	School	School Manager	Jan-19 (prior to start of ARP round), and annually thereafter	Jan-19 and annually thereafter	>90% of staff have an awareness of promotion process, as evidenced by Staff Surveys. Promotion discussions are a standard part of all OSaR meetings.
			Develop and publicise case studies of staff journeys to highlight the diverse routes into senior roles.	School	School Manager	Sep-19	Sep-20, update annually	Staff have an awareness of diverse routes into senior roles, as evidenced by Staff Surveys.
AP 5.1.11	Support staff whose promotion application was unsuccessful.	20% of applications for promotion were unsuccessful. In addition to the standard UoD procedures, the Dean will meet with unsuccessful candidates for a debrief and to offer guidance on key areas of strength and to develop strategies for future applications. We aim to continue this additional support, and provide additional methods of support and guidance for future applications.	Dean to meet with unsuccessful applicants to provide a debrief and offer guidance on key areas of strength and development of strategies for future applications.	School	Dean	Jul-18	Oct-18 and annually thereafter after each ARP round	Unsuccessful staff have clear guidance for future promotion applications.
AP 5.1.12	Conduct focus groups to learn why there has not been an increase in the number of promotion applications under the revised scheme; examine promotion data in detail to find reason for apparent gender bias in the new scheme and take corrective action.	The promotions criteria were revised in 2014, which increased the pool of eligible staff and made it easier for individuals to apply for promotion. However, the rate of applications has been unchanged, and we note a relative decrease in the number of females being promoted under the new scheme.	Conduct focus groups across the School to learn what prevents people from applying for promotion to unpick the possible gender bias in the new scheme and take corrective action.	School	Dean	Jan-19	Jan-20, review promotions data in Oct annually	Focus group data analysed and used to inform promotions policy.
5.3. Career development: academic staff								

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.3.1	Increase uptake of OPD courses, particularly Unconscious Bias, OSaR-related and management-related courses.	SSEN staff participation in OPD courses of particular relevance to AS e.g. HR for Managers, Unconscious Bias and Conducting OSaRs was low. As these courses are particularly important to the career development of staff, we would like to increase uptake.	Highlight applicable OPD courses to all staff through SSEN e-newsletters and targeted e-mails; also advise that there is time allocated in WLM to participate in training.	School	School Manager	Sep-18, twice yearly in Sept and Jan	Monitor uptake in Oct annually	Increased uptake, as evidenced by OPD data; ▉ attendances/year (each course)
			Ensure that every OSaR reviewer has undertaken the "Conducting an OSaR" training available through OPD.	School	Discipline Leads	Sep-18	Oct-19, review annually in Oct	All line managers have undertaken the training by 2022, as evidenced by OPD data.
AP 5.3.2	Promote availability of Developing Leaders and Aurora programmes to relevant staff to increase uptake.	SSEN staff participation in these programmes is currently low; we would like to increase staff participation, however they are only available via nomination so it is important to promote the availability of these courses to relevant staff so that nominations can be made.	Line Managers nominate appropriate staff to attend these programmes.	School	Line Managers	Sep-19	Dec-19 and annually thereafter	Increased participation of SSEN staff on these courses.; ▉ attendances/year
AP 5.3.3	Facilitate uptake of the training identified at OSaRs by scheduling time for it, and introducing mid-cycle checks.	Although training may be being advocated during OSaRs, the completion rates of this training have declined. This reported decline may be a result of the Staff Survey being carried out early in the OSaR cycle; however, it is important to ensure that the recommended training is being undertaken.	Line Managers remind staff to register for training as agreed; School to monitor uptake of training recommended at OSaRs.	School	School Manager, Line Managers	Oct-18, in line with OSaR cycle	Dec-18, review uptake annually starting in Dec-19	Increase in uptake of training identified during OSaRs, from 38% to 90% by 2022, as evidenced by School and OPD data.
			Encourage staff to attend OPD courses agreed at OSaRs through new mid-year OSaR follow-up.	School	Discipline Leads, Line Managers	Feb-19, in line with OSaR mid-cycle	May-19 and annually thereafter	Staff attend OPD courses recommended from OSaRs, as evidenced by OPD data.
AP 5.3.4	Increase OSaR completion rates across all SSEN staff, especially at lower grades.	SSEN uses the OSaR process so that Line Managers can formally support staff by having a face-to-face meeting at least annually to discuss past progress and future aspirations. In SSEN, OSaR completion rates have fallen over the reporting period; A&R staff completions were lower than PS staff, and AS07 and AS08 rates were lower than AS09 and AS10 rates, although there was no gender imbalance. We want to increase completion rates. OSaRs are seen as useful by only 60% of staff according to surveys, but as we encourage more people to take the OSaR-related training (AP 5.3.1) then perception of usefulness should increase and completion rates should improve.	Use personal communications from the Dean and School Manager to remind members of staff and Line Managers who have not completed OSaRs in the current cycle that they should do so.	School	Dean, School Manager	Oct-18, in line with OSaR cycle, and annually thereafter	Nov-18, and annually thereafter	Increase in staff completing their OSaRs to target of at least 90% of staff at each grade by 2022, as evidenced by OSaR data.
			Raise awareness of the benefits of OSaRs, particularly with staff at grade AS07 where there is particular problem, with only 29% completing their OSaR in the most recent cycle.	School	Dean, School Manager	Oct-18, in line with OSaR cycle, and annually thereafter	Nov-18, and annually thereafter	Staff are aware of the benefits of the OSaR process as evidenced by 2019 and 2021 Staff Surveys.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.3.5	Publicise mentoring schemes for new and existing staff to raise awareness and participation.	Staff Survey showed low awareness (<65%) of mentoring schemes e g. TRAM; we want to increase awareness. In addition, a new mentoring scheme (PDM) is available which is also open to PS staff, so we will publicise the existence of the new scheme and monitor participation.	Ensure that availability of mentoring schemes is highlighted to all new staff via Induction Checklist; also publicise to existing staff via SSEN e-newsletter.	School	School Manager	Sep-19, as new appointments are made	Dec-19 and thereafter as new appointments are made	Increased awareness of mentoring schemes from 63% to 80% by 2021, as evidenced by Staff Survey.
			Encourage uptake of mentoring schemes as both mentor and mentee through publicity via SSEN e-newsletter.	School	School Manager	Sep-18	Jan-19 and annually thereafter	Increased uptake of mentoring schemes, as evidenced by TRAM and PDM data; at least 12 SSEN staff participate each year.
AP 5.3.6	Introduce a staff shadowing/job share scheme.	Within the School we have examples of staff gaining experience in roles outside of their 'normal' role, which has aided career development. We aim to encourage career development by creating more opportunities for staff to gain experience in other/more senior roles. We believe that introducing a staff shadowing/job share scheme may help to achieve this, as it will present opportunities to experience other roles within SSEN (and possible outside).	Create a shadowing/job share scheme available to all staff, especially those likely to seek promotion in the short term; uptake to be recorded and effectiveness monitored using interviews.	School	Dean, School Manager	Jun-18	Jun-20, monitor uptake from Jun-20 and annually thereafter	A staff shadowing/job share scheme is set up and uptake recorded; effectiveness in encouraging career development amongst staff is monitored.
AP 5.3.7	Conduct focus groups to determine the reasons for poor performance feedback for females, and improve feedback for all.	The 2017 SSEN Staff Survey showed low levels of feedback on performance from managers, particularly to females (51%F:85%M - this was the widest gender imbalance in the survey responses). We want to ensure that staff performance feedback is helpful and effective for all staff.	Conduct focus groups with female staff to understand exactly what type of performance feedback would most benefit them and feed this forward into future performance feedback.	School	Discipline Leads	Focus groups: Sep-19 Corrective action in place by Sep-20	Focus groups: Jan-20	Analysis is used to improve the type and quality of feedback given to staff.
			Train Managers to ensure they use best practice for providing performance feedback.	School	Discipline Leads	Sep-19, in line with OPD programme	Sep-20, repeat and monitor annually	Positive rating of performance feedback improves from 72%, to 85% by 2021, as evidenced by Staff Surveys in 2019 and 2021.
AP 5.3.8	Record audience and speaker data at careers talks in all disciplines	We want to better understand the effectiveness of these career talks in helping career planning; however, recording of this data is uneven across SSEN, so we need to improve our recording of related data so that we can use it to better inform our practices.	Ensure career talk organisers keep a record of audience and speaker data as standard.	All disciplines	All Discipline Leads	Sep-18	Ongoing, reviewed annually	Audience and speaker data is recorded across all disciplines and is monitored for gender balance as part of AS annual review.
AP 5.3.9	Use questionnaires to measure impact of careers talks within programmes.	We want to evaluate the impact of careers talks within programmes, and use the results to better inform the format and content of our future careers events e.g. is it better to have careers talks embedded, or extra-curricular?	Include questions on career event effectiveness in student questionnaires and feedback forms, where relevant.	All disciplines	All Discipline Leads	Sep-18	Reviewed after every event until May-22	Analysis is used to better understand effectiveness of sessions, which can then be used to inform future careers events.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.3.10	Use alumni surveys to understand why a greater proportion of our graduates are unemployed compared to the national average.	According to DLHE survey data, the unemployment rate amongst our graduates is higher than the national average (8.2% vs. 7.2%). We aim to reduce the unemployment rate of our graduates and need to understand the reasons underpinning these data to do so.	Send surveys to recent alumni to find out where they are now, the careers decisions that they made and how these were informed by careers events at UoD.	School	All Discipline AS Leads	Sep-19	Feb 20 and annually thereafter	Analysis is used to inform our understanding of reasons for unemployment among our graduates.
			Use advisory boards and other contacts with prospective employers to ensure our students are leaving with the necessary skills to find employment.	School	Discipline Leads	Sep-19	Sep-21	Advisory Board minutes will evidence the skills and knowledge required to find employment; discipline curricula are modified where necessary to deliver these skills.
AP 5.3.11	Use alumni surveys to understand why a greater proportion of female leavers go into non-graduate level employment compared to males.	According to DLHE survey data, 19% more of our graduating females than males are in non-graduate level employment. We aim to increase the number of our graduates in graduate-level employment and need to understand the reasons underpinning these data to do so.	Send surveys to recent alumni to find out where they are now, the careers decisions that they made and how these were informed by careers events at UoD.	School	All Discipline AS Leads	Sep-19	Feb-20 and annually thereafter	Analysis is used to inform our understanding of reasons for our graduates taking non-graduate level employment.
			Use focus group of female final-year students to gather data about their career plans and underpinning reasons.	School	All Discipline AS Leads	Sep-19	Sep-21	Analysis is used to inform future careers events.
AP 5.3.12	Improve support for staff following unsuccessful grant applications.	The SSEN Staff Survey showed low levels of support for staff whose grant application(s) had been unsuccessful; only 21% of unsuccessful respondents were given support following their application. We want to ensure that staff feel more supported following unsuccessful grant applications.	Liaise with RIS to provide support to those with unsuccessful grant applications.	School	Dean	Sep-19	Repeat after any unsuccessful applications until 2022	Increased levels of support for those with unsuccessful grant applications from 21% to 50% by 2021, as evidenced by Staff Survey.
			AD(R) to meet with unsuccessful applicants to review application and feedback and highlight areas for improvement in future applications.	School	AD(R)	Sep-18	Repeat after any unsuccessful applications until 2022	Increased levels of support for those with unsuccessful grant applications from 21% to 50% by 2021, as evidenced by 2021 Staff Survey; increased levels of success with future applications.
5.5. Flexible working and managing career breaks								

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.5.1	Improve publicity for all existing maternity and childcare policies and facilities to raise awareness for all staff.	The Staff Survey found that awareness of existing schemes was low (33% for KIT days, 52% for childcare vouchers and 34% for availability of breastfeeding/expressing facilities). We will increase awareness and uptake of these schemes.	Include information on maternity/adoption leave and supporting policies (KIT days, childcare voucher scheme and availability of breastfeeding facilities) in Induction Pack/Checklist for new staff and in a maternity/adoption pack for all staff.	School	School HR Officer	Jan-19	Information included by Jan-20	Awareness of existing policies and facilities increases to >65%, as evidenced by 2021 Staff Survey.
AP 5.5.2	Encourage UoD to consider increasing the duration of full-pay maternity leave available to match sector benchmark; alternately, SSEN to consider funding this additional leave.	The University is currently below sector average for duration of full-pay maternity leave and we will encourage consideration of increasing full-pay maternity leave. As an alternative, SSEN itself could consider funding the additional leave.	Collate and present data to relevant University governance committee(s) to encourage matching sector benchmark on maternity pay.	School	School AS Lead	Sep-18	Sep-19	University agrees to increase maternity pay in line with the rest of the sector.
AP 5.5.3	Minimise disruption to career following a break for maternity/paternity/adoption leave.	We aim to ensure that a return to work following a career break for maternity/paternity or adoption leave is as minimally disruptive to staff careers as possible. Any perceived disruption to career is likely to impact on staff, including job satisfaction and maternity return rate. Managers' Checklist for return to work should include consideration of staff development activities to minimise career disruption.	Ensure staff are clear on their career goals prior to taking leave, and confirm these on their return to work.	School	Line Managers	Jan-20	Jan-21	Staff are clear on their career goals prior to taking leave, as well as on return to work and therefore report no feelings of disruption to their career on return from maternity/paternity/ adoption leave, as evidenced by 2019 and 2021 Staff Surveys.
AP 5.5.4	Use interviews with female staff following maternity to offer appropriate support to keep staff in post.	Recently, all staff who have taken maternity leave have returned initially, but half have left after 18 months. We recognise there are a variety of reasons for this, and need to support staff individually so that they can continue their career.	Hold one-to-one interviews with staff returning from maternity and offer individual support to facilitate remaining in post.	School	School Manager	Jul-18	Ongoing, as staff return from maternity leave	18-month retention rate following maternity increases from 50% to 70% by 2022.
AP 5.5.5	Improve publicity for paternity leave support, encourage reporting and improve recording of paternity leave.	Recorded paternity leave has been low ▮ staff over the last 3 years), but we believe that not all paternity leave is officially recorded and that the actual rate is higher. We will ensure that staff are aware of their right to paternity leave, are encouraged to take paternity leave and that recording reflects the true rate of paternity leave uptake. We recognise this will depend on eligibility.	Include information on paternity/adoption leave in Induction Pack/Checklist for new employees; publicise availability of paternity leave to existing staff, and the need to officially report it.	School	School Manager	Jan-19	Information included by Jan-20	Official uptake of paternity leave increases, dependent upon eligibility; awareness of existing paternity schemes increases to >70% by 2021, as evidenced by Staff Surveys.
			Line Managers to encourage official reporting of paternity leave when told informally by their staff; information to be reported to School Office.	School	Line Managers	Jun-18	As required following notification by staff. Uptake reviewed in Oct annually	Rates of reported paternity leave increase, dependent upon eligibility.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.5.6	Publicise new support for shared parental leave and monitor for an increase in uptake.	We had no shared parental leavers during the reporting period. However, a new shared parental pay scheme has been introduced by UoD (2018) which we hope will help increase uptake. We recognise this will depend on eligibility.	New policy to be publicised across SSEN via e-mail and SSEN e-newsletter on a bi-annual basis and uptake recorded.	School	School Manager	Sep-18 and Apr-19	Repeated annually	There is good awareness (>70%)of the new shared parental leave scheme, as evidenced by SSEN Staff Surveys; recorded rates of shared parental leave increase.
AP 5.5.7	Increase publicity for flexible working arrangement policies, and improve reporting and recording of uptake; promote part-time working as a potential choice (long- or short-term) for both new and existing members of staff.	Recorded flexible working has been low, but we believe the actual rate is higher. Overall numbers of part-time staff have declined over the reporting period from 23 to 11, but we see part-time working as a flexible working option when otherwise a member of staff might leave.	Signpost staff to HR flexible working policies on a bi-annual basis via e-mail and SSEN e-newsletter.	School	School Manager	Sep-18 and Apr-19	Repeated annually	Uptake of flexible working arrangements increases; awareness of flexible working policies increases to >50%, as evidenced by Staff Surveys.
			Line Managers encouraged via email from SEG to report instances of flexible working arrangements to the School Office for recording.	School	Dean	Sep-19	Sep-19, annual reminder. Review uptake in Oct annually	Recorded instances of flexible working arrangements within SSEN increase.
AP 5.5.8	Publicise support and advice for transition between full-time and part-time working arrangements to raise awareness.	Staff survey showed that awareness of this support is low (27%) and we want to increase staff awareness.	Signpost staff to HR work-life balance policies on bi-annual basis via e-mail and SSEN e-newsletter.	School	School Manager	Sep-18 and Apr-19	Repeated annually	Increased awareness of the support for full-time/part-time transition from 27% to 50% by 2021, as evidenced by 2019 and 2021 Staff Survey responses.
			Record instances of transitions from FT-PT and PT-FT to explore reasons staff change mode of employment.	School	School HR Officer	Jun-18	Review uptake Oct-19 and annually thereafter	Data available on reasons for staff adjusting their hours, used to inform future policy.
AP 5.5.9	Publicise transition support available after a career break to raise awareness.	The SSEN Staff Survey found that no respondents had taken a career break (other than for maternity/paternity/adoption) in the previous 3 years; this may be because awareness of the support available is low.	Signpost staff to HR work-life balance policies on a bi-annual basis via e-mail and SSEN e-newsletter.	School	School Manager	Sep-18 and Apr-19	Repeated annually	Staff are aware of transition support, as evidenced by 2019 and 2021 Staff Surveys.
5.6. Organisation and culture								
AP 5.6.1	Schedule an annual School Tour Day and invite staff to sign up for specific building/facility visits, to provide staff with an opportunity to learn about the activities that take place across SSEN and facilitate more inter-disciplinary working.	A recent SSEN Staff Away Day resulted in a number of proposals, including this one, which is designed to provide staff with an opportunity to understand more about the activities that take place across SSEN, in order to develop and build on inter-disciplinary relationships and to increase feelings of staff being valued (**AP 5.6.2**).	Schedule an annual School Tour Day and ask staff to sign up for specific building/facility visits, to include specialised facilities and equipment normally out of bounds.	School	Dean	Sep-18	Dec-18 and annually thereafter	Staff have a better understanding of the activities taking place across SSEN, particularly in different disciplines from their own, as evidenced by SSEN Staff Surveys.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.6.2	Monitor participation in, and feedback from, activities designed to improve feelings of being valued.	While staff survey data showed that feelings of being valued have improved (from 46% overall in 2015 to 63% overall in 2017), Valuing People is key to both AS activity and to the UoD Values, therefore we aim to continue to improve the levels of feeling valued amongst staff by introducing a number of activities designed to increased staff feelings of being valued. A "Valuing People Workshop" which took place at a recent SSEN Staff Away Day event developed some actions including: • Development of SSEN blog: to share information and provide a forum for a wide range of topics, including the more personal career stories from across the School. • School Board meetings will be "themed" to cover main priority areas; an AS-themed meeting is proposed. • 6-monthly lunchtime meetings for staff within a discipline with SEG: an opportunity to communicate activities and communicate directly with SEG, which should promote feelings of being valued. • Guided tours around SSEN buildings to provide staff an opportunity to network and understand more about activities across SSEN (AP 5.6.1).	Record data on staff participation in activities (use of blog, attendance at lunchtime meetings, participation in tours etc.) and collect feedback; use this to inform planning of future activities.	School	School Manager	Sep-18	Feedback reviewed after events and collated as part of the AS annual review, beginning in Oct-19 and annually thereafter	Feelings of being valued improve from 63% to 80% by 2021, as evidenced by 2021 Staff Survey.
AP 5.6.3	Further improve communications with staff and monitor effectiveness of SSEN and UoD communication strategies.	Staff survey data showed that SSEN staff did not rate UoD communication to be very effective (39% thought it was effective in 2017); we have set up a Working Group on Communications which has already produced a number of recommendations, including the creation of a weekly SSEN e-newsletter; Dean and SM meet regularly with administrative and technical staff to aid two-way communication; and providing access to committee minutes including AS via MyDundee.	Implement recommendations of Working Group on Communication and monitor effectiveness of SSEN and UoD communication strategies.	School	Dean	In Progress	Review impact of actions Oct annually	Improvement in the positive rating of communication effectiveness from staff from 39% to 65% by 2021, as evidenced by 2021 Staff Survey.
AP 5.6.4	Ensure that all staff are aware of changes in HR policies that are relevant to them and those they manage.	We want to ensure consistency and awareness of the application of HR policies throughout SSEN, as the available training for managers on policy had low uptake ████	Dean and School Manager to liaise with Line Managers via e-mail to ensure increase in uptake of training.	School	Dean, School Manager	In progress	Jan-19 and as required when policies change	Staff will have an awareness of relevant HR policies, as evidenced by Staff Surveys.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.6.5	SSEN 'zero tolerance' policy for cases of discrimination, bullying and harassment to be publicised; ensure that all staff are aware of procedures for reporting discrimination and bullying.	Reported levels of discrimination and bullying are low and decreasing, but we would like to decrease this further as any form of bullying and harassment is unacceptable. We aim to ensure staff are aware that cases of discrimination and bullying will not be tolerated and that staff have a good awareness of the procedures for reporting these issues.	School to issue reminders that cases of discrimination, bullying and harassment will not be tolerated and that staff should report any occurrences; signpost staff to relevant policy documents on a bi-annual basis via e-mail and SSEN e-newsletter.	School	Dean, School Manager	Jul-18	Jul-19 and annually thereafter	Staff are aware that bullying, discrimination and harassment are not acceptable within SSEN, know how to report cases, and cases decrease further ██████, as evidenced by 2021 Staff Survey.
AP 5.6.6	Ensure that SSEN committee workload is fairly distributed between female and male staff.	Females appear to be taking on a larger proportion of roles on SSEN committees, as they make up 27% of the staff on committees, but hold 31% of the roles.	When appropriate (i.e. during turnover or when filling vacant roles), nominate male staff to take on SSEN committee roles until a more even proportion of males and females with roles is achieved.	School	Committee Chairs	Dec-18	Review membership and workload annually starting Dec-19	More males will take on roles in SSEN committees, resulting in females having a more balanced proportion of committee roles.
			Review all committee memberships annually and take action to reverse any continuing trend for female overloading on SSEN committees.	School	Dean, School Manager	Dec-18	Dec-19, reviewed annually	Gender balance on SSEN committees will improve towards a 50/50 balance.
AP 5.6.7	Monitor and correct workload associated with committees as the new WLM is rolled out.	The new WLM recognises staff roles on different committees and so participation may affect staff workload distribution. We want to ensure that fair allocation is given for the time and effort that staff spend fulfilling committee roles.	Review the next cycle of WLM data for staff on SSEN committees to ensure fair allocation was made	School	School Manager	Sep-18	Jan-19, reviewed annually	Staff on SSEN committees are given fair allocation in the WLM for the time spent on committee work.
AP 5.6.8	Develop a better understanding of external committee workload across the School and how this is reflected in the WLM.	Data regarding participation on external committees is not routinely collected and so may be going under-reported in SSEN. We will ensure that this data is collated and reflected appropriately in the WLM so that these career-enhancing opportunities can be supported.	Discipline Leads to compile reports of external committee membership of staff for consideration in workload planning.	School	School Manager, Discipline Leads	Sep-18	Jan-19 and annually thereafter	Data collected annually on the external committee membership of staff across SSEN and participation is recognised in WLM.
AP 5.6.9	Clarify the rewards mechanisms for participation on external committees.	Only 23% of respondents to the Staff Survey felt that the School recognised and rewarded participation on external committees; we will clarify the rewards mechanisms for participation on external committees.	SMG to discuss the reward mechanisms for participation on external committees and the best way to relay this information to staff.	School	Dean	Sep-19	Dec-19	Increased numbers of staff feel that membership of external committees is recognised and rewarded by the School, from 23% to 50% by 2021, as evidenced by Staff Surveys.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.6.10	Use the WLM to even out workload across the staff, and improve perceptions of long hours culture.	73% of respondents to SSEN staff survey reported that they had to work long hours to meet their workload, and 46% believed there is a culture of long hours within the School. We want to ensure that staff workload is manageable, without the need to routinely work long hours.	Use workload model to help balance workload across the School by planning and reallocating workload where necessary.	School	School Manager	Sep-18	Jan-19	Staff workload is more balanced and manageable without the expectation of working long hours, as evidenced by 2019 and 2021 Staff Surveys.
AP 5.6.11	Survey staff to identify the most appropriate times for meetings and social gatherings.	Although "core hours" of 1000-1500/1600 are generally used for meetings, these may not suit all staff. While most respondents to the SSEN staff survey believed that meetings (83%), seminars (69%) and social gatherings (70%) are organised at convenient times, it is important to continue monitoring staff preferences to ensure convenience.	Each discipline to survey staff about which times they prefer to hold meetings/social gatherings.	All disciplines	Discipline Leads	Jan-19	Mar-19, reviewed annually, updated to calendar in place for Sept	Staff are able to attend (as measured by 80% attendance at all meetings) and are happy with timing of meetings, as evidenced by Staff Surveys (target: 80% of respondents agree).
AP 5.6.12	All disciplines record gender balance of seminar speakers, chairs and audiences.	Recording of gender information for seminars is currently incomplete. We want to monitor this data to ensure gender balance in our speakers, chairs and audiences, and require complete data to be able to achieve this.	Discipline seminar organisers to record gender balance of speaker/chair/audiences at all seminars.	All disciplines	Discipline AS Lead	Jun-18	Data collected after every event and reviewed in Oct-19 and annually thereafter	Complete record of gender balance in all seminar series across SSEN.
AP 5.6.13	Increase proportion of people of under-represented genders in speakers, especially in Computing, Civil Engineering, Mechanical Engineering and Physics.	Carried over from PAP, as gender balance target was not reached. The visibility of role models, particularly from under-represented genders, continues to increase, and this is helping to address gender imbalances in staff and student profiles. Computing, Civil Engineering and Physics had 22%, 22% and 17% female speakers over the reporting period and we aim to move this balance more towards 50/50 by selecting appropriate speakers.	Discipline seminar organisers to identify and approach female role models to give talks.	Computing, Mechanical Engineering, Civil Engineering, Physics	Discipline AS Leads	Jun-18	Programmes reviewed annually starting Oct-19	Balance of female role models as seminar speakers in the specified disciplines increases from current levels (17-22%) towards a 50/50 balance.
			Invite speakers to talk about their career as well as their subject, in order to raise awareness career pathways.	All disciplines	AS Lead	Jun-18	All subsequent invitations	All speakers are routinely asked to give info on their career
AP 5.6.14	Increase the amount of Public Engagement activity carried out by SSEN staff, particularly that targeted at school-age children.	This action is ongoing from PAP - to encourage more balanced recruitment. 52% of SSEN survey respondents had taken part in public engagement activity in the previous 12 months - we would like to increase participation, thereby showcasing a wider range of individuals, genders, roles and experiences, especially to children of both genders who will be thinking about potential future careers.	Public Engagement Co-ordinators work with Student Recruitment Liaison and local schools to develop and implement a co-ordinated PE approach across SSEN and UoD, to promote STEMM subjects using appropriate role models, particularly those from under-represented genders in each discipline.	All disciplines	School PE Lead	Jan-19	Jan-22	An increased amount of PE activity by SSEN staff from 52% of staff participating to 65% of staff participating by 2022. Disciplines will have representation from the under-represented gender in that discipline where possible during events and a co-ordinated approach to PE for promotion of STEMM will be implemented.

Action Plan (2018-2022) Action Number	Brief description of overall action	Action rationale/Previous Actions/Outcomes to date (at time of application May 2018)	Specific actions to be taken	Applies to School/ discipline(s)	Action Owner responsible for reporting on and overseeing delivery	Timescale: start date for action/frequency of review cycle	Timescale: end date/ review date	Success Measure
AP 5.6.15	Raise awareness of Public Engagement Co-ordinators role and support available.	A PE Co-ordinator was appointed in each SSEN discipline in 2017, as a contact point for staff and to offer discipline-related guidance for outreach activities. The PE Co-ordinators are members of the SSEN PE Group, which has an allocated budget to finance outreach activities. We want to ensure staff are aware of the availability of the PE Co-ordinators and support for PE activities.	Public Engagement Co-ordinators to promote their role within their discipline and support for staff who wish to undertake PE activities via email and announcements at School Board, and report all PE activity to the School Office for recording.	All disciplines	School PE Lead	Nov-19, every 2 years	Nov-19 and -21	Staff are aware of the PE Co-ordinator's role and feel supported, as evidenced by 2019 and 2021 Staff Surveys.
AP 5.6.16	Increase the amount of Public Engagement activities which showcase people of under-represented genders in SSEN disciplines.	The societal stereotyping of STEMM subjects means that an awareness that all disciplines are inclusive for all people, irrespective of gender, needs to take place prior to application to University - the earlier the better. To tackle this imbalance, we will ensure that people of under-represented genders are showcased in an increasing number of public engagement activities.	Liaise with Public Engagement Co-ordinator to ensure increased visibility of individuals from under-represented genders in each discipline at Public Engagement Events.	All disciplines	All Discipline Leads	Sep-18	Reviewed after every event	Under-represented genders in each discipline are highlighted effectively through PE activities, as evidenced by examples from each discipline.
AP 5.6.17	Improve SSEN support for Public Engagement activities.	Increased PE effort will need to be supported by the School; only 54% of the respondents to the SSEN Staff Survey who reported participation in PE activities had felt supported in that activity. Increased PE participation will be good for the profile of SSEN, and benefits the career development of the staff involved.	School to offer more support for PE activities, specifically: financial support (e.g. for travel and materials), time-off for participation where appropriate and ensuring the backfill of other tasks.	School	Dean	Support rolled out from Jan-19	Support reviewed in line with Staff Survey responses in 2019 and 2021	Staff feel more supported for participation in PE activities, from 54% to 70% by 2021, as evidenced by Staff Surveys.

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
	2(b) The Self-assessment Process			
	Support for Students			
PAP 1	**Ensure staff are aware of issues raised by student community:** • Provide formal and informal methods of interaction between students and staff. (CAHID)	Staff – Student Liaison Group meetings held twice per semester for both undergraduate and taught post-graduate groups. These meeting have a high rate of attendance by teaching staff. Module feedback surveys monitored each semester. Student suggestions regularly acted on with development of 'You Said, We Did' campaign in CAHID led by the CAHID Head of Learning and Teaching.	CAHID student organisation was set up in 2013, still ongoing and active, since Sept 2017 has been known as AHID society. The first CAHID school president was elected in 2013. Staff-student forums held routinely. Student reps from each level of study, for all courses are included in meeting. Director meets with all student reps in each semester.	Now Discipline standard procedure
PAP 2	**Support development of presentation skills and encourage discussion of research at all career stages but especially at key career transitions:** • Regular research seminars for staff and students where PGR students can present their work, at least 6 per year. • PhD students are given the opportunity to present their work at relevant meetings. • Student-led journal Axis providing opportunities for UG and PG (taught and research) students to show their work and develop their skills. (CAHID)	From Feb. 2017 to Nov. 2017 the Centre hosted seminars by 8 postgraduate students (all female). These seminars were well attended. Several staff and students presented abstracts at national and international meetings in 2016 and 2017, however more effective data gathering needs to be implemented to capture these activities.	On average 6 seminars/year were held in the past 5 years. At least ██ male and ██ female PGR students have attended national or international scientific meetings in recent years. Axis journal in place since 2009. Student-led since 2014.	Now School standard procedure
PAP 3	**Support for individual students:** • Each UG student has an advisor. • Each TPG student has a mentor. • Each PGR student has a Thesis Monitoring Committee. All of these are provided by both male and female staff. (CAHID)	All students have an advisor/supervisor. PGR students have regular (approximately biannual) meetings with their Thesis Monitoring Committees. The results are monitored by the CAHID Head of Research and fed back to supervisors. CAHID Head of Research has been added over last 2-3 years, as such the support of research students has greatly improved.	All of these have been in place since 2013 or before. PGR students are monitored by Postgraduate Research Co-ordinator.	Now School standard procedure
PAP 4	**Network opportunities for research students:** • Scotland-wide PGR meetings involving a range of institutions and locations. (CAHID)	Students attend national and international meeting and show positive engagement with the process. CAHID PhD students helped to organize the 3rd Annual Scottish Student Forensic Research Symposium held at Univ. of Glasgow, April 2016. Students attended and presented at the Anatomical Society Conference in Galway July 2017. PG students are also very engaged in the planning of the Anatomical Society Winter Conference to be held in Dundee December 2017.	First joint seminar with Strathclyde held in May 2014, continues to be held annually. A number of PGR students are also involved in Scottish Anatomists Group meetings. Many PGR students participated in the recent Anatomical Society Winter Meeting held in Dundee December 2017, including organising committee, poster and oral presentations.	Now School standard procedure
	Consultation / Updates			
PAP 5	**Regular staff survey to monitor Athena SWAN and E&D related issues:** • First survey will be held in May 2015 (EPM)	Improved awareness of Athena SWAN initiatives, staff satisfaction as measured in this survey or the UoD survey.	Now undertaken at University level.	Now University standard procedure

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
PAP 6	**Inform staff of Athena SWAN activity:** • Regular updates of data on gender balance and Athena SWAN related issues presented to School Board / Operational Committee with the aim to engage staff in delivery of the action plan • Initial information session and engagement of SAT and Head of School (EPM)	Increased staff awareness of Athena SWAN issues, as measured by survey; delivery of actions.	Now undertaken by School AS/E&D Lead.	Now School standard procedure
	2(c) Plans for the Future of the SAT			
	SAT Meetings			
PAP 7	**Plan for discipline SAT meetings:** • Include discipline SAT meetings in the formal calendar of "Dates and Diaries" that is set annually in September. (COMP)	Six quorate meetings of discipline SAT per year.	SAT is now at School level and meeting set by School admin.	Now School standard procedure
PAP 8	**Plan for School SAT meetings:** • Include School SAT meetings in the formal calendar of "Dates and Diaries" that is set annually in September. (COMP)	Six quorate meetings of School SAT per year.	SAT is now at School level and meeting set by School admin.	Now School standard procedure
	SAT membership			
PAP 9	**Plan for SAT membership:** • Annual review of discipline SAT membership diversity • Annual review of School SAT membership diversity (COMP)	Membership conforms to Athena SWAN and University guidance.	SAT is now at School level and membership reviewed annually.	Now School standard procedure
	Action Plan Implementation / Monitoring			
PAP 10	**Action plan implementation:** • Report to School SAT • Report to School Board (COMP)	Priority actions achieved: high: 2015-16 medium: 2016-17 low: 2017-18 Standing Item on SAT Agenda.	School AS/E&D Lead report is standing item on School Board agenda; annual report on progress goes to UoD ASSG.	Now School standard procedure
PAP 11	**Continuation of Discipline SAT and monitoring of progress:** • The CAHID SAT will interact regularly through email and meetings to discuss progress and drive forward the action plan. • New members will be added as needed in response to changes in staffing or responsibilities. (CAHID)	The SAT has met, with all members in attendance, but meetings have not been held as often as would be optimal. Members have interacted through email. More frequent meetings are being arranged. Monitoring of progress is being actively undertaken.	SAT membership currently includes ███████████ ████████████████████████ The SAT is thus currently composed of two academic members, one administrative staff member, one member of technical staff and one student. We are actively trying to recruit another student at postgraduate level.	Now Discipline standard procedure
PAP 12	**Interaction with Discipline SMT:** • Ensure CAHID SMT is aware of progress on the action plan and achieving goals. Identify and overcome any issues impeding progress. • Ensure CAHID SMT is actively involved with AS agenda. (CAHID)	SMT minutes demonstrate active engagement of SMT with AS. N.B. Changes in School admin mean minutes are no longer taken at SMT meetings.	AS and E&D are standing items on CAHID SMT agenda. All measures discussed in SMT will be assessed for their E&D impact.	Now Discipline standard procedure
	Communication			
PAP 13	**Maintain links with Athena SWAN groups in the wider university community:** • CAHID representative will attend UoD AS steering group meetings. • CAHID representative will attend School E&D meetings. • SAT co-ordinator will participate in informal cross-institution Athena SWAN networking group. • SAT will liaise with UoD AS co-ordinator. (CAHID)	Record of attendance at >80% of Athena Swan group meetings achieved.	UoD AS Executive Group meetings were attended in 2015/16/17. CAHID AS co-ordinator, or designee, has attended SSE AS SAT meetings in 2015/16/17. ████████████████████████ attended 2016 AS Annual Lecture. ███████████████████████████████) has had several individual meetings with the UoD AS co-ordinator.	Now Discipline standard procedure

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
	Awareness of Athena SWAN			
PAP 14	**Increase awareness of Athena SWAN within Discipline:** • Publication of Action Plan and progress reports on website. • AS standing item on School board meetings. • Notices of events sent out by email to all staff and students. (CAHID)	According to the 2016 UoD Staff Survey, more than 95% of respondents reported that they were aware of the University's involvement with Athena SWAN. Athena Swan Survey 2016 displayed a good response rate from staff (75%), all of whom were aware of Athena Swan. Poor response rate from students so need to work on student awareness.	Proposed revisions of Action Plan for next application have been posted to Box. AS is a standing item on SSE School Board meetings. E-mail utilized to inform staff and students of events.	Now Discipline standard procedure
	3 Picture of the Department			
	Group Membership			
PAP 15	**Discipline SMT membership:** • Annual review of SMT membership diversity (COMP)	Membership conforms to Athena SWAN and University guidance.	Membership is reviewed annually.	Now Discipline standard procedure
PAP 16	**Industrial Advisory Board membership:** • Annual review of Industrial Advisory Board membership diversity (COMP)	Membership conforms to Athena SWAN and University guidance.	Membership is reviewed annually.	Now Discipline standard procedure
	3(b) Student Data			
	3(b)(i) Numbers on foundation/access courses			
PAP 17	**Gender balance on LS foundation and access courses:** • Monitor gender balance of applications and uptake (CAHID)	Gender balance maintained throughout.	CAHID no longer uses Life Sciences summer school entry route.	No longer required.
	3(b)(ii) Undergraduate Students			
	Undergraduate Student Recruitment			
PAP 18	**Promote STEM subjects in local secondary schools in a gender balanced way:** • This could include taking female student ambassadors along, or highlighting female role models. (EPM)	Increased applications from females in the local area.	Various activities are already taken place, but may not have considered gender balance.	Carried over to new AP - new Outreach Leads to continue promotion and monitor gender balance
PAP 19	**Diversity in recruitment:** • Ensure that staff involved in student recruitment include both male and female staff. • Ensure that materials used showcase diversity. (CAHID)	Documented diversity in all aspects of recruitment. Both male and female academic staff are involved in student recruitment. Both male and female staff participate in University Open Days.	Guidelines in place from 2014.	Now School standard procedure
PAP 20	**Undergraduate student recruitment:** • Include Interconnect talk at Open Days (COMP)	Minimum of one Interconnect talk annually.	The Interconnect Student Champion for UoD is invited to give a talk at Open/Visit Days; the current champion is a ▮▮ Civil Engineering student.	Now School standard procedure
PAP 21	• All applicant visit days to include female staff and student demonstrators to allow 1-1 interaction (COMP)	.Minimum of one female staff and one female student per visit day	Staff and helper data is being recorded.	Now Discipline / School standard procedure
PAP 22	• Investigate gender balance per recruitment source (COMP)	Report on recruitment gender balance at each Discipline Meeting.	Reports given on retrospective data from ARMI; current cycle contains no gender data.	Gender balance of admissions cycles are analysed as standard procedure; gender balance within current cycle may not legally be published
PAP 23	• Introduce Athena SWAN to feeder Further Education Colleges (COMP)	Include Further Education College observer on SAT.	Has not happened due to College re-structuring and staff changes. Carried over to new AP.	Carried over to new AP

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
PAP 24	• Female staff to give guest seminars at Further Education articulation events (COMP)	Annual Athena SWAN seminar at Further Education College .	Has not happened due to College re-structuring and staff changes. Carried over to new AP.	Carried over to new AP
PAP 25	**Female student ambassadors:** • Ensure female student ambassadors take part in Open/Visit days, or can be contacted by e-mail for overseas students, in particular for Engineering and Physics degrees (EPM)	Improved applications and conversion rates of female applicants.	Student ambassadors at Open/Visit Days are recruited so as to always include at least one female and one male.	Now School standard procedure
PAP 26	**Increase visibility of females in student recruitment advertising material/web pages:** • Ensure student recruitment materials / web pages are gender balanced and in particular highlight female role models in Engineering and Physics (EPM)	Increased applications and conversion rates of female applicants.	School Marketing team are preparing web pages and other marketing materials with this in mind, and are reviewing materials periodically.	Now School standard procedure
	3(b)(iii) Postgraduate Taught Students			
PAP 27	**Support Student Societies:** • Support existing UG student societies and encourage the formation of additional student societies for PGT and PGR students in EPM (EPM)	PGT and PGR societies develop programmes of activity, increased activity of UG student society.	School L&T budget has supported at least 6 student societies on a "matched funding" basis; PGT and PGR reps are on these societies but no PGT/PGR societies have been formed.	Now School standard procedure
	3(b)(v) Student Journey			
PAP 28	**Investigate Conversion Factors:** • Investigate which are the most important factors for female students regarding the acceptance of offers (EPM)	Gender specific data on conversion informs "keeping warm" strategies and results in increased conversation rate.	Annual entrant student surveys are done by UoD Admissions; however, gender specific data need to be collected in future.	Now University standard procedure
PAP 29	**Monitor gender balance in PGR application process:** • Collect gender data for PGR applications through t1he different pathways (CAHID)	Research Student Applications 2016: Applications: ▉▉▉▉ Matriculations: ▉▉▉▉ Records now kept by SSEN, at the moment appears to be SSEN wide rather than split by 'Disciplines'	Recruitment for competitive PhD positions is monitored. Individual supervisors have been asked to document enquiries from students with independent funding.	Now School standard procedure
	3(b)(vi) Degree Classifications			
PAP 30	**Gender balance in degree classifications:** • Continue to monitor and analyse gender balance in all UG and TPG degrees. (CAHID)	Degree classification figures.	The ability to monitor this data is now in place.	Now Discipline / School standard procedure
PAP 31	**Ensure that family circumstances do not affect degree progression:** • Exam boards take mitigating circumstances into account. (CAHID)	The gender balance of students leaving with an Ordinary Degree needs to be assessed. Determining if such students have carer commitments will need to be ascertained if possible.	Protocols in place.	Now School standard procedure
PAP 32	**Monitor Physics grade distribution:** • Monitor the grade distribution of female students in Physics; if necessary interview students/lecturers to explore reasons (EPM)	Better gender parity between grades obtained.	Data has been collected, but sample sizes are small.	Ongoing (discipline)

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
PAP 33	**Investigate reasons behind high percentage of Ordinary Degrees:** •Investigate the reasons behind students leaving with Ordinary Degrees and in particular the higher percentage of female students in this category (EPM)	Understand why students graduate with Ordinary degrees. If necessary put support measures in place.	Identified that some students decide to graduate with an Ordinary degree as this is minimum requirement to train as a teacher (although they are encouraged to do Honours as this may be required later e.g. for headteacher); others graduate with Ordinary due to poor academic performance.	Resolved
	3(b) Staff Data			
	3(b)(viii) Staff Turnover			
PAP 34	**Research staff turnover:** • Ensure that all researchers have the same opportunity for contract extension (COMP)	Annual Jun report to SAT of research staff turnover.	PIs have been advised to look at contract extensions for researchers; E&D lead to monitor turnover data.	Now Discipline standard procedure
	4.1(a)(ii) Applications for Promotion and Success			
PAP 35	**Ensure the promotion process does not disadvantage women:** • SMT will review staff all grades to identify candidates for promotion. Staff must now self-nominate. • Line managers will approach and support staff to encourage submission for promotion. • Staff experienced in HERA procedures will provide assistance in identifying appropriate examples of duties and responsibilities for promotion. (CAHID)	This is undertaken by those with line management responsibility and ultimate decision making is with SSEN.	This was initiated during the 2014 promotion round and is now addressed at individual OSaRs.	Now School standard procedure
PAP 36	**Research staff promotion:** • Encouragement to all staff at Annual Review to consider applying for promotion. Discussion at annual Objective Setting and Review process. (COMP)	Confirmation at Objective Setting and Review process of awareness and options for each researcher.	The Dean alerts all academic staff to the promotions round timeframe. Staff are aware of the promotion criteria and that they can self-nominate. The Dean offers an informal discussion with staff who are considering applying. Support/guidance is also given by DLs and promotion is addressed at individual OSaRs. Promotion applications were 50%F:50%M in last round.	Now School standard procedure
PAP 37	**Encourage applications for promotion:** • Increase staff awareness of promotion criteria and the possibility of self-nomination, encourage applications as appropriate (EPM)	Higher number of promotions for female staff.	The Dean alerts all academic staff to the promotions round timeframe. Staff are aware of the promotion criteria and that they can self-niminate. The Dean offers an informal discussion with staff who are considering applying. Support/guidance is also given by DLs and promotion is addressed at individual OSaRs. Promotion applications were 50%F:50%M in last round.	Now School standard procedure
	4.1(b)(i) Recruitment of Staff			
PAP 38	**Research staff recruitment:** • Ensure advertisements promote Athena SWAN and flexible working; use appropriate networks (COMP)	Target of 40:60 application ratio in three years.	2016 - AS statement is now on all adverts from UoD.	Now University standard procedure
PAP 39	**Recruitment of staff:** • Develop more female academic staff case studies and Athena SWAN materials for the website (COMP)	Increase ratio of female:male applications to 40:60 by 2017.	Put on hold pending redevelopment of website.	Carried over to new AP

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
PAP 40	**Unconscious bias training to ensure diversity in selection and recruitment:** • Staff that take part in selection and interview panels and in student recruitment will be made aware of unconscious bias through peer discussion and OPD training. (CAHID)	OPD training in Unconscious Bias has been offered in the past year and advertised to CAHID staff. Members of CAHID SAT have participated in the University's Unconscious Bias Seminar.	Steps have been taken to identify appropriate training that can be offered in an accessible format through OPD. Dean ensures that all staff on interview panels have undertaken unconscious bias training.	Now School/University standard procedure
PAP 41	**Advertising material/web pages for staff recruitment:** • Ensure advertisements for staff positions encourage applications from females and highlight the support mechanisms, which are in place for families and partners • Advertisements already contain generic advice on UoD E&D policy, but no direct links to support for female staff or family friendliness (EPM)	Increase numbers of female applications for positions.	School Marketing team are preparing web pages and other marketing materials with this in mind, and are reviewing materials periodically.	Now School/University standard procedure
PAP 42	**Female mentors for applicants:** • Provide applicants for staff positions with the option of a female member of staff as mentor/informal contact for the application process (EPM)	Increased conversion rate of female applicants for staff positions.	Successfully tested under the Dundee Fellow scheme, which resulted in ▮ out of ▮ female appointments (28%F); however, continuation of mentoring for the whole School would require considerable resource and potentially overload female staff, but we will continue with offering both male and female points of contact.	Ongoing - to put male and female points of contact on all job adverts
	4.1(b)(ii) Support for Staff at Key Career Transitions			
PAP 43	**Support at key career transition points:** • Discussion of promotion opportunities with Senior Lecturers at annual Objective Setting and Review process (COMP)	Confirmation at Objective Setting and Review process of awareness and options for each Senior Lecturer.	This was initiated during the 2016 promotion round and is now addressed at individual OSaRs.	Now School standard procedure
PAP 44	• Review networking and mentoring programmes to ensure range of options offered to staff. (COMP)	Target 90% of all female staff on network or mentor programme by 2018.	▮ female staff currently have mentors, and ▮ in a network.	Ongoing as have not reached target yet
PAP 45	**Identify development opportunities:** • Develop career development plans for different roles within CAHID, and identify what support should be offered at each stage. • Identify gaps in what is currently provided. • Promote mentoring options under new staff probationary and promotions schemes. (CAHID)	There is an active mentoring scheme for new lecturers in CAHID, linked to OSaR/Probation process. Supported by OPD workshop. No gender imbalance in career progression. TRAM mentoring scheme (Dundee, St. Andrews, Abertay, Glasgow School of Art) has been advertised via email on multiple occasions.	Further professionalization of line management is underway through introduction of new HR processes. OSaR process is in place. Mentoring scheme for new lecturers is in place.	Now School standard procedure
PAP 46	**Increase visibility of female role models:** • Invite high profile female seminar speakers in EPM specific subjects, who speak not only about their subject but also their career path • Regular seminar programmes exist in most Divisions (EPM)	Increased number of female seminar speakers, feedback indicates that this is seen as helpful.	Proportion of female seminar speakers and chairs has been increasing; has been 50% in 2017/18.	Ongoing (discipline)
	4.2(a)(i) Promotion and Career Development			
PAP 47	**Ensure line managers are appropriately trained in general management and to give OSaRs:** • Line managers should have basic skills and knowledge relating to HR, conducting OSaRs and in general management. (CAHID)	OPD records demonstrate uptake of training.	Appropriate OPD courses have been identified and some line managers have already attended. New line managers have been made aware of their training requirements.	Now School standard procedure

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
	4.2(a)(ii) Induction and Training			
PAP 48	**Unconscious bias training for staff:** • Unconscious bias training and E&D training for everyone on appointing/promotion committees with a view to rolling out to all staff (EPM)	Staff have completed training, awareness of unconscious bias has increased, as measured by survey.	Completion of E&D training is mandatory for everyone. Completion of unconscious bias training is mandatory for everyone on appointing/promotion committees. In latest staff survey, 44% had completed unconscious bias training.	Now University standard procedure
PAP 49	**Inform line managers and female staff about female specific training and career opportunities:** • The SAT will collect information on female specific training, career opportunities, networking opportunities, Aurora programme, fellowships, grants, and make these available to staff with mentoring or OSaR responsibilities • Line managers promote some opportunities (EPM)	Uptake of opportunities from the circulated list.	Information is circulated by appropriate e-mail lists when available.	Now School standard procedure
PAP 50	**Availability of OPD training:** • Determine which courses teaching staff would attend if courses were provided at more suitable dates. • Request OPD to offer these courses at times when no teaching takes place. (CAHID)	OPD requirements of staff are monitored as part of the OSaR process.	OPD requirements are now addressed at individual OSaRs.	Now School standard procedure
PAP 51	**Peer support for teaching staff:** • Informal teaching lunches to facilitate the exchange of good practice and ideas. • Participation in School-wide Peer Observation of Teaching scheme. (CAHID)	Informal teaching lunches are held on a regular basis with good staff attendance and feedback from staff is good. Establishment of a Staff Coffee Room has improved informal communication between staff. Formal Peer Observation does occur, but uptake is somewhat patchy. Requirement for new lecturers undertaking Associate Module of PGCAPHE to participate in 3 formal peer observations and give/receive feedback.	Teaching lunches were introduced in 2014/15. Peer Observation scheme was introduced in 2014/15.	Now Discipline standard procedure
PAP 52	**Training and development of technical staff:** • Staff are supported and funded to attend relevant meetings including the Institute of Anatomical Sciences. Gaps in skills will be identified and courses or training opportunities will be sourced externally if needed. (CAHID)	Need to assess if each member of technical staff attends at least one IAS meeting and one training opportunity each year. Due to times of these courses running (April and September), this has not been attended in last year (to Sept 2017). Request that IAS run courses at more appropriate times of year.	Members of technical staff have attended courses in plastination (Munich) and potting replenishment (Bristol) in recent years. They have undertaken in-house training in ultrasound (facilitated by Ninewells Dept.). Involved in the Scottish Anatomist Group meetings. In previous years technical staff have attended IAS meetings and attended a specialist course in Spain.	Now Discipline standard procedure
PAP 53	**Improve effectiveness of line managers:** • Provide formal and informal mechanisms for line managers to align their approach to, for example, flexible working. (CAHID)	Record of agreed approach in SMT minutes. Improved consistency demonstrated through improved rating in staff survey. N.B. Changes in School admin mean minutes are no longer taken at SMT meetings.	Line management issues will be discussed in SMT meetings (which all line managers attend).	Now School standard procedure
PAP 54	**Induction and training:** • Schedule completion of equality and diversity training modules for all staff at the Jun away-day (COMP)	Target 90% of staff completed equality and diversity training each September audit point.	Current SSEN completion is still below University average of 72%; recent reminders have resulted in an increase in uptake.	Ongoing across School
PAP 55	• Provide face-to-face training in September for all lab tutors (COMP)	Target 90% of lab tutors completed equality and diversity training each September audit point.	All School lab tutors must attend a compulsory training course; an E&D section is geiven by the E&D Lead as part of this.	Now School standard procedure

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
PAP 56	• Provide face-to-face training in September for any new staff (COMP)	Target 90% of new staff completed equality and diversity training each September audit point.	All new staff to be told of E&D training requirement during induction process.	Now School standard procedure
PAP 57	**Inform staff about work-life balance opportunities:** • Increase staff awareness about the UoD suite of work-life balance policies (incl. maternity/paternity leave, part time working, flexible working) • Provide information at School Board, distribute information with the Objective setting and Annual Review forms • Information is available on UoD website, but staff not necessarily aware of recent changes (EPM)	Higher ratings in the work-life balance questions of the University staff survey.	2017 SSEN Staff Survey showed 61% or respondents were aware - further improvement is needed.	Ongoing across School
	4.2(a)(iii) Support for Female Students			
PAP 58	**Encourage ambition and awareness of career options:** • Provide opportunities to interact with successful female scientists. • Offer internships to explore career options. • Provide careers information. • Showcase achievements of all female scientists in CAHID. (CAHID)	Process for advertising and selecting students for internships has now been formalized, with staff submitting proposals for internships in the January term. AHID society (student-led) run Career Fair Days with support of Department. The last one took place in March 2017.	Department summer internships have been in place since 2013, open to all CAHID students. All students do an individual project working closely with an academic supervisor. Careers seminar held in final year of UG degrees.	Now Discipline standard procedure
PAP 59	**Monitor career progression of students:** • Collect and analyse data on students' careers after graduation. (CAHID)	CAHID is attempting to track career progression by contacting students after they graduate. But in some cases contact information is not available, and this is particularly true for students who left the University some time ago. The Centre will continue to refine its networking to improve contact with former students.	Informal data is available for some year groups.	Now University standard procedure via DLHE survey (6 months after graduation); discipline continues to collect informal data beyond 6 months
PAP 60	**Female students to attend careers events:** • Include the academic world in every careers and work placement events (COMP)	Female PhD student and female early career researcher participating in every set of career events.	Careers events 2015-18 have had equal numbers of male and female presenters; our female graduates have been targetted as presenters with some success.	Now Discipline standard procedure
PAP 61	• Research seminar series (COMP)	Target to reach 40:60 balance by 2018.	Seminar co-ordinators have been recording speaker, chair and audience data since 2014: speakers 20%F:80%M, chairs 50%F:50%M, audience 28%F:72%M.	Now Discipline standard procedure but ongoing as have not reached target yet
PAP 62	**Support networking opportunities:** • Encourage the use of networking opportunities and events to students - in particular, those designed for women as e.g. offered by Interconnect (Equate Scotland), or resource provided by Women in Mathematics (LMS), Women in Physics Group (IoP), STEMNET. (EPM)	Uptake of opportunities, attendees at networking events.	Careers days for the different disciplines exist already - need to monitor gender-specific networking/career information.	Ongoing (School)

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
	4.3(a)(i) Representation on Committees			
PAP 63	**Increase awareness of Discipline activities in wider university and beyond:** • Promotion of CAHID activities likely to be undertaken at both CAHID and School level in new integrated strategy. • Publication of CAHID activities and reports on UoD AS website. • Notify UoD AS co-ordinator of events and achievements that showcase CAHID women in science, for inclusion in publicity. • Actively promote CAHID scientists as role models, as successful female scientists and as authorities in their field, to inspire the next generation. • Actively promote CAHID's best practice in decision-making committees at university level. (CAHID)	Regular showcase of CAHID activities and achievements in all university media, in outreach activities, public engagement and mainstream media. Please see Appendix A for list of events. Need updated Media events.	Links with UoD AS co-ordinator established. Greater integration of reporting of events and achievements to be undertaken. Female CAHID staff feature almost every month in the University's Contact magazine. Wide portfolio of outreach and public engagement activities. Senior female staff sit on most of the key committees in the university.	Now Discipline/School standard procedure
PAP 64	**Committee membership:** • Annual review of committee membership diversity (COMP)	Membership conforms to Athena SWAN and University guidance.	Committee memberships are reviewed annually by discipline and reported to School.	Now School standard procedure
PAP 65	**Female committee representation:** • Monitor gender balance on committees and encourage women to put themselves forward for membership. If appropriate (e.g. for interview panels) female staff from outside the School should be considered to avoid overloading female staff. • General call for committee membership, every year in summer (EPM)	Female membership on committees corresponds to the proportion of females in the School.	Committee memberships are reviewed annually by discipline and reported to School.	Now School standard procedure
	4.3(a)(ii) Fixed and Open-ended Contracts			
PAP 66	**Fixed-term contracts:** • Annual review of female:male ratio of staff on fixed-term contracts (COMP)	Target to reach 40:60 balance by 2018.	DL reviews annually; currently 26%F:74%M across School.	Now Discipline standard procedure but ongoing as have not reached target yet
PAP 67	• Research committee review of options for open-ended contracts (COMP)	Options report produced by December 2015.	Not progressed significantly due to restructure; new School Research Committee to review.	Ongoing (School)
	4.3(b)(i) Representation on Committees			
PAP 68	**Increase pool of female staff available for high-level university panels and committees:** • Identify, mentor and fast-track future female leaders elsewhere in the School or University to serve on recruitment panels for senior posts. (CAHID)	Position on UoD committees is handled at School level.	▉ female staff were put forward for Aurora training but they were not successful; now undertaken at School-level.	Now School standard procedure
PAP 69	**Widen range of staff on decision-making committees:** • Provide opportunities to non-professorial staff to join university-level or key school-level committees. (CAHID)	Opportunities advertised, however outcomes have not been monitored. Non-professorial staff on e.g. Athena Swan University Committees.	▉ female staff ▉ joined Senate this year; several females in CAHID on university level committees.	Now School/University standard procedure
PAP 70	**Committee representation:** • Annual review of committee and working group load for female staff (COMP)	Committee and working group membership reported to workload group annually for inclusion in workload planning.	Committee memberships are reviewed annually by discipline and reported to School.	Now School standard procedure

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
	4.3(b)(ii) Workload Model			
PAP 71	**Revise workload model:** • Replace an outdated workload model with one that reflects the full range of activities and responsibilities. • Extend workload model to include certain non-academic staff to better manage service delivery. (CAHID)	A University-wide workload model is under development and is expected to be in place for the 2017-18 academic year. It does aim to achieve a reasonable work–life balance.	New School workload model is complete and is being rolled out in 2017-18; model does not currently cover PS staff.	Ongoing (School/University)
PAP 72	**Workload model:** • Review rotation of responsibilities and allocation of workload (COMP)	Review of new workload and responsibility model approved by School Board.	Part of new workload model.	Ongoing (School/University)
PAP 73	**Workload balance:** • Monitor the nature of and time spent on activities such as sitting on appointing committees, recruitment and mentoring. • Use data to review workload model (EPM)	Data available, time spent performing activities is accurately represented in workload model.	Part of new workload model.	Ongoing (School)
PAP 74	**Outreach workload:** • Monitor the workload related to outreach activities, and check against allocated quota, adjustment of workload model if necessary. (EPM)	Data available, time spent performing activities is accurately represented in workload model.	Part of new workload model.	Ongoing (School)
	4.3(b)(iii) Timing of Departmental Meetings			
PAP 75	**Family-friendly meeting times:** • CAHID board and larger committee meetings should start between 10am and 3pm. (CAHID)	Key meetings are held within core hours.	School guidelines have been introduced and good practice established for key meetings.	Now School standard procedure
	4.3(b)(iv) Culture			
PAP 76	**Address out-of-hours email culture:** • Explore options for delayed send/delivery until the next working day. • Create position statement from SMT to reinforce good practice, to be distributed by email and through School board meetings. (CAHID)	The email load in evenings and weekends has decreased. Formal discussion of evening/weekend email usage has made it clear to staff that they are not expected to either read or respond to emails out of hours. When restrictions on software do not allow delayed send, the emails typically carry a 'do not read until..' in the header.	The need has been identified and discussed with staff members. Staff members are aware of the out-of-hours email policy and understand they are not expected to read/respond unless they wish to do so.	Now Discipline standard procedure
PAP 77	**Culture:** • Review with students how gender-neutral the Student Society's culture is. (COMP)	Target of zero complaints with respect to culture of events each year.	Student Society (DUCS) reviews gender balance of membership annually.	Now School standard procedure; monitoring carried out by DUCS committee
	4.3(b)(iv) Outreach Activities			
PAP 78	**Outreach:** • Review outreach to ensure high visibility of female-friendly activities (COMP)	Target of over 200 participants in public engagement meetings.	Computing has run many outreach activities within and outside the University, and females are prominent in the delivery of these activities; audience target reached.	Now School standard procedure; monitoring carried out by Public Engagement Co-ordinators

Number	Description / Rationale / Status at time of Application (originating discipline)	Measure of success	Progress / Action	Status
PAP 79	**Share best practice in public engagement showcasing women's achievements:** • CAHID's approach to outreach and public engagement will be promoted to other Schools and FE Colleges. • CAHID learns and follows the good practice of others both within and outwith the University. (CAHID)	CAHID is very active in both internal and external engagement activities, and actively promotes exchange of best practice. Appendix A for list of recent past events Currently planning a full year of engagement activities (Year of Anatomy) to run throughout 2018 and will be run following best practices, in conjunction with the events, marketing, press teams etc.	Close working relationships established with key individuals including UoD public engagement team, marketing team etc.	Now Discipline standard procedure
PAP 80	**Monitor gender balance in uptake of science communication training :** • Record gender balance of staff and students undertaking science communication training. (CAHID)	Science communication training is part of the student curriculum (e.g. poster and oral presentations). Staff are monitored via the OSaR process.	Training is offered to all staff and students.	Now School standard procedure
	4.4(a)(ii) Paternity, Adoption and Parental Leave			
PAP 81	**Increase awareness and uptake of parental leave and other family-related leave options:** • Use formal and informal meetings to Increase awareness. • Informal interviews to check awareness and need for formal leave options. • Line managers will be proactive in offering options such as "keep in touch" days and breast feeding facilities. (CAHID)	Monitoring occurs at OSaR meetings to ensure that awareness is high. Feedback to indicate satisfaction with formal and informal options. Line managers are proactive in highlighting University policies regarding family.	Discussions at SMT and at School Board; SSEN staff survey indicates awareness of these options is still quite low, so further work needed.	Carried over to new AP
	4.4(a)(iii) Flexible Working Applications/Success			
PAP 82	**Record Flexible Working:** • The School will participate in the UoD wide initiative to record flexible working arrangements • Commitment to record data by UoD exists, but requires implementation at School level (EPM)	Detailed data on flexible working recorded routinely.	Detailed data on flexible working is recorded routinely and staff are encouraged to record requests for flexible working.	Now University standard procedure
	4.4(b)(i) Flexible Working			
PAP 83	**Flexible working:** • Provide training for all managers on flexible working policies (COMP)	Evidence of female and male staff requesting flexible working.	OPD courses are available but uptake in SSEN is low.	Ongoing
PAP 84	• Revise flexible working information in handbook and on website. (COMP)	Next staff survey awareness of flexible working to exceed 90%.	Awareness of support for transitioning between full- and part-time was low (25%) in SSEN staff survey; website re-design is pending.	Carried over to new AP
PAP 85	• Appoint work-life balance champion and include this effort in workload (COMP)	Review of new workload and responsibility model approved by School Board.	Part of the role of E&D Lead and hence part of new workload model.	Now School standard procedure
	4.4(b)(ii) Cover for Maternity and Support on Return			
PAP 86	**Support and cover for maternity and adoption leave:** • Raise awareness of additional needs and facilities, for staff, students, visitors and guests (COMP)	Next staff survey awareness of maternity and adoption leave support to exceed 90%.	Awareness tended to be low (25-50%) in SSEN staff survey, so further work needed.	Carried over to new AP
PAP 87	• Investigate funder policy on extensions to funding after maternity leave (COMP)	Information from main funders summarised to all Principal Investigators.	Research councils have provision to compensate University at the end of the grant to cover any additional net costs that cannot be met within the cash limit of paid parental leave.	Resolved
PAP 88	**Staff replacement policy:** • Establish fund to cover staff replacement for long-term leave (e.g. maternity leave) (EPM)	Policy implemented.	This is now dealt with by the University.	Now University standard procedure