Department Application
Bronze and Silver Award

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.

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	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Aberdeen
Department	School of Natural and Computing Sciences
Focus of department	**STEMM**
Date of application	April 2016
Award Level	**Bronze**
Institution Athena SWAN award	**Date:**
Contact for application Must be based in the department	Dr Bruce Scharlau Prof Jan Skakle
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Departmental website	http://www.abdn.ac.uk/ncs/

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

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25 April 2016

I am delighted to support this application for the Bronze Award in Athena SWAN from our School.

As Head of School in an area with few female academic staff (and only two female Professors) I am committed to the Athena SWAN process and I am actively involved as co-lead of the submission. I am open to listening to and acting upon criticism of the School in order that we can make a real difference to the recruitment, retention and progression of women in Natural and Computing Sciences. Having been at Aberdeen since my undergraduate degree I have insight into all levels, observed change and have the desire to ensure the culture is supportive for others coming through.

The SAT has been thoroughly committed to this self-reflection process and it has been an education to us all in analysing our numbers, procedures, practices and structures. Naturally we have been very aware of gender imbalance particularly amongst academic staff but the outcomes of the analysis are sobering and reveal many areas where we need to improve.

Due to the small size of each discipline and the fact that budget and management lies with the School, we submit as the School. However, each discipline has its own flavour and this can be seen at undergraduate level where there is a marked difference between Mathematics and Computing Science in terms of the proportions of students who are female, but the progression to academic positions by women is low across the School and this represents a broad challenge. We need to look at transparency in our workload modelling, better representation of women on School committees without adding to their workloads, and in improving annual reviews. Dissemination of information is a continual challenge and with the changes we are undergoing in structure this is an ideal time to improve the flow of information.

Another challenge is that we need regular data collection *within* the School to ensure consistency; with the University central system (OneSource) going through development this will improve the data we hold – as the name implies it is meant to provide "one source" for all data rather than several different systems.

We note that in the past few years we have improved in terms of the promotion of female staff – and indeed all staff – there is still more to do in this respect to improve the clarity of the promotions system and in particular feedback and contributions. Our Outreach activities have enormous breadth: our survey revealed that we perhaps need to look at the amount being done with more focus in activity and on reward.

Being aware of my potential conflict-of-interest the main lead on the Action Plan was Dr Scharlau, with my input and sign-off. Our Action Plan is well thought through in light of the above analysis and is achievable. We also look forward to further engagement with similar Schools and Disciplines across the UK to address some fundamental problems in recruitment to our disciplines where we must look at the long term, particularly for disciplines such as Computing Science.

On behalf of the School I can confirm we are committed to fully implement our action plans and improve equality, improving the workplace for all, and moving towards planning for Silver and Gold awards.

Prof Jan Skakle
Head of School of Natural and Computing Sciences and Chair in Physics

Glossary

ALM	Academic Line Manager
AS	Athena SWAN
AUWISE	Aberdeen University Women in Science and Engineering (student society)
CAD	Centre for Academic Development
CoPS	College of Physical Sciences
E&D	Equality & Diversity
ECR	Early Career Researcher
ERC	European Research Council
FAE	Framework for Academic Expectations
FTE	Full time equivalent (i.e. fraction of full time role)
H2020	Horizon 2020
HoC	Head of College
HoS	Head of School
HR	Human Resources
ICSMB	Institute of Complex Systems and Mathematical Biology
ITS	IT Services
KPI	Key Performance Indicator
NCS	Natural and Computing Sciences
PDRA/F	Postdoctoral Research Assistant/Fellow
PGR	Postgraduate Research
PGT	Postgraduate Taught
RSC	Royal Society of Chemistry
SAO	School Administration Officer
SAT	Athena SWAN Self-Assessment Team
SL	Senior Lecturer
SMG	School Management Group
SRAS	Student Recruitment and Admissions Service
(S)RF	(Senior) Research Fellow
(S)TF	(Senior) Teaching Fellow
TRO	Technical Resources Officer
UG	Undergraduate

%F is used throughout as the percentage of females in that context. All data have been analysed according to years defined 1st August – 31st July (**data for 2015-16 will not be published until January 2017**). Where numbers are low statistics are unreliable and this is noted; similarly, where the data may identify one individual then this is noted.

We use these terms when discussing employment contracts.
FT   A fixed-term contract post that is nine months or less in duration.
OEFL   Open Ended Contract (funding/activity limited), which is limited in length by the limits of the funding, and apply to posts over nine months in length.
OE   Open Ended Contract ("permanent post")

2. DESCRIPTION OF THE DEPARTMENT

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

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

The School of Natural and Computing Sciences (NCS) was formed in 2007, prior to which it was part of a larger School which included Engineering. The School includes four disciplines: Chemistry, Computing Science, Mathematics and Physics. There are currently 70.5 permanent academic staff (7.9 female), including 1.6 contracted Teaching Fellows (female, covering buy-out of staff), 8.5 technical staff (5.5 female), 2 computing officers (both male), and 6.6 FTE permanent administrative staff (all female).   The School is distributed over 2 buildings, with Mathematics sharing the Fraser Noble building with Engineering and the other three disciplines within the Meston Building, 20 metres across the Academic Square. The School offices are within Meston.

The School lies within the College of Physical Sciences (alongside the Schools of Geosciences and Engineering); the Head of College (HoC) is a Vice-Principal and currently line-manages the three Heads of School (HoS).

The School is managed by the Management Group which consists of the (HoS), Deputy HoS, Directors of Research and of Teaching and the Academic Line Managers (ALMs) for each discipline plus the School Administrative Officer (SAO).   We currently have one additional ALM who oversees the Chemistry research of a large spin-out company; he manages the staff in that area but does not sit on the Management Group.   The HoS meets every week with the ALMs, every week with the Directors, and once a month with the whole Management Group. Each ALM organises staff meetings with their own groups. The introduction of ALMs was a new initiative for the University in 2015 but reflected the existing practice within the School

HoS (now 5 year positions) and ALMs (3 years) are internally advertised and interviewed positions; for HoS the interview panel includes members of Court and the University Senior Management team.

There are clear disciplines aligned with undergraduate entry, but our research themes cross disciplines across the University. Our areas of focus are

- developing from digital economy towards big data analytics, natural language and in agents/argumentation, complex systems and mathematical biology;
- functional materials and medicinal/pharmaceutical Chemistry;
- topology, algebra and analysis.

Students apply for our (discipline) degree programmes, and the University admissions selectors accept undergraduate students onto BSc (or MA) by tariff – not specifically by discipline. Once admitted, students in our disciplines take a broad programme in years 1 and 2 then specialise in their 3rd year onwards, As such we typically teach around 800 FTE

of undergraduate students from across the University. We offer BSc, MChem and MSci as 4 and 5 year undergraduate degree programmes and 6 taught MSc programmes. Two new PGT programmes will commence in 2016 (Financial Mathematics, Mathematical Computing).

Of those who are doing degrees within our School (including Single Honours, Joint Honours, Majors and Minors) we had 511.5 full-time students in 14-15 with 30.7% female, although %F varies by discipline as will be shown.

Our postgraduate population (snapshot) consists of 77 full-time PGR students (excluding those still writing up), with 41.6% female, 5 male part-time PGR students and 56 PGT students (28.6% female).

Word count 542

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
(ii)   an account of the self-assessment process
(iii)   plans for the future of the self-assessment team

(i) The SAT was formed in August 2015 building on the pre-existing E&D group. The group has met monthly. Members include people from across the School over a range of Grades and positions with support from the College Office and an external member from another College. All volunteered save for one male professor who was invited for reasons of balance, seniority and work-life experience.

The University AS coordinator provides guidance on process and links to other SATs and wider University AS initiatives. As the HoS is a co-lead on this application, there is a clear link to and alignment with University Strategy *via* the School planning process, engagement on central committees, links through the "People" strand of the Strategic Plan and quarterly AS-focussed meetings with the Principal.

The SAT lies within the School and reports to the Management Group and onto disciplines. Several members also sit on the University SAT and attend University-level Athena SWAN and Gender Equality groups, allowing cross-fertilisation of ideas and principles. Within the College, an E&D group was initiated in 2013 with Prof Skakle as Chair; the remit of the group includes an overview of SAT progress. All Athena SWAN and E&D activity is reported into the College Executive and Council, to share ideas and issues. A small School steering group consisting of leads, College Registrar and Clerk met more frequently to guide the process and ensure progress.

There are 10 women and 6 men on the SAT (**Table 0** below), plus support (4 female). Whilst the balance is unrepresentative of the School, we have male representation from each discipline and a male co-lead and consideration was given to the different experiences of members.

We will review the SAT membership annually to bring in fresh perspectives and ensure the SAT reflects the diversity of the School; specifically we will include male PDRAs and PhD students in the new SAT and include a member of technical staff [ACTION 1.1]. We have an UG student identified for the next academic year.

Membership of the SAT has been accounted for in our new workload model.

(ii) Data for this application were collated from Registry, HR, Payroll, College and School (in the main) and critically reviewed by the SAT and other relevant parties. This required a significant effort of "cleaning" the data and accounting for inconsistencies. The (anonymised) data were shared with the SAT within SharePoint so that any member could view and interrogate the raw data.

Staff views (PDRA and above) on questions relating to School culture, workload, appraisal and promotions were obtained by an Athena SWAN School survey. The response rate was 77%. Focus & sub-groups met to discuss staff, student, pipeline and survey data and fed back to the SAT. Updates and opportunity for input was given to all *via* the School Newsletter, to the ALMs at regular catch-ups, and also on to the College Executive and College E&D committee. A research student survey is underway. Both surveys will be repeated annually to monitor impression, attitudes of staff and research students with regard to SAT subjects and E&D [ACTION 1.2].

(iii) Going forward, the SAT will meet every 2 months during term time to monitor the action plan, review actions and develop further strategies [ACTION 1.3]. Sub-groups will be formed to deliver the actions with relevant co-opted staff. The action plan will be developed into a diary of actions and annual cycle of business which will be published [ACTION 1.4]. This can then be monitored effectively and actions signed off.

We will review data at the key time points during the year (e.g. after runs of student data, following promotions) and liaise with the School Executive to update SAT information and monitor effects of actions undertaken to improve female representation in the School. Where appropriate, we will incorporate these into our annual planning cycle and into our KPIs (for example, 100% completion of equality and diversity training is already monitored within the KPIs) [ACTION 1.5]. As with other committees, the ongoing actions will be part of the agenda of the meetings enabling the SAT to oversee the process. This will be fed into the School Management Group, when needed, and out into other committees to take forward specific actions.

Financial resource will be from the School operating budget and human resource accounted for in the workload model. We will also work with our other College (and wider) Schools on common themes so that we minimise duplication of effort [ACTION 1.6].

Word count 499

Table 0: Short Biographies of SAT members

Dr Bruce Scharlau (co-lead) (M)	Senior Lecturer (Scholarship) in Computing Science. Focus on creative problem solving and entrepreneurship. Integrates work with married life as the father of two children.
Prof Jan Skakle (co-lead) (F)	Joined the University in 1990 as PhD student and latterly promoted to Chair in Physics in 2013. Appointed Head of School in 2012. Married with one son; recently worked flexibly to accommodate care of a parent.
Dr Nigel Beacham (M)	Lecturer and the Director of Postgraduate Teaching in Computing Science. STEM ambassador raising children's awareness of computing.
Dr Rainer Ebel (M)	Joined the School as Lecturer (2007) and is now Reader (2015) Currently the Local Safety Adviser for Chemistry. Married without children.
Dr Jean-Baptiste Gramain (M)	Appointed in 2011 as Lecturer in Mathematics. Also a PT student, in his third year of a BSc in Marine Biology. Helps raising his infant daughter.
Dr Silke Henkes (F)	Joined as Lecturer in Physics in 2013. Takes advantage of flexibility in working that give her freedom to schedule work, travel and personal life.
Dr Eva Krupp (F)	Joined Chemistry as Lecturer in 2008, promoted to Reader in 2015. Leads a large international research group and is Director of PG Teaching in Chemistry. Has a daughter and a partner with two children.
Dr Abbie Mclaughlin (F)	Came to the University as an RSE Fellow in 2003. Promoted to Reader in 2014 and is Director of Research for Chemistry. Currently works part-time and has two young children.
Dr Francisco (Paco) Perez-Reche (M)	Appointed as Lecturer in "Physics in Life Sciences" in 2012. Works in the area of complex systems and is also regularly involved in outreach activities. Married and has one child.
Dr Andrea Raab (F)	Senior Research Fellow and Director of the Mass Spectrometry Facility within Chemistry. Supervises research active students and has been active in the field of trace elements for 20 years.
Dr Karen Salt (external adviser) (F)	Lecturer in the School of Language, Literature, Music and Visual Culture. Research focuses on the interplay between racial systems and governance structures. Co-lead on her own School's SAT.
Helen Shiells (F)	Second year PhD student in ICSMB (Physics). Graduated BSc in Physics from the University in 2014
Prof Norval Strachan (M)	Joined as Lecturer in 1998 after 10 years in the scientific civil service. Has served as Head of Physics and carries out research in infectious diseases. Married with five children.
Julie Timms (F)	School Administrative Officer (SAO). Joined the SAT on her appointment in January 2016, having previously worked in Geosciences.
Dr Alice Toniolo (F)	Research Fellow in Computing Science. Completed her PhD here in 2013. Research interests in Artificial Intelligence and interdisciplinary applications of dialogue and argumentation.
Rebecca Walker (F)	PhD student & 2015 MChem graduate from the University. Has been part of academic and social committees as an undergraduate, and now a postgraduate representative, on Student-Staff Liaison Committees and as Vice-President of the Chemistry Society respectively.

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words*

4.1. Student data

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

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

The Summer School for Access and part-time Access to Degree Studies Programme provide routes for those whose current qualifications do not reflect their true potential for degree level study. These are aimed at those who may have experienced setbacks in their previous education, as well as those wishing to change direction within their careers or subject area. The format of the Summer School changed in 2014 (6 weeks rather than 10), but not the part-time Access to Degree Studies Programme. Applications are welcome from both school leavers and mature students. The numbers of students attending this access course for degrees solely in NCS are very small (typically 4 per year) and %F varies from 0 – 44%. Larger numbers take the courses intending other degrees. Overall the numbers reflect the UG population numbers (next section)

Table 1 shows the numbers NCS students attending the University's Summer School for Access - we have included additional years to improve significance of interpretation. All students were successful and admitted to UG programmes in NCS. Given the small numbers the %F varies between years but the overall figure of 25% is broadly in line with the overall %F in School UG programmes.

Year	Male	Female	%F
10-11	4	3	43
11-12	4	1	20
12-13	3	1	25
13-14	2	1	33
14-15	5	0	0
TOTAL	18	6	25

Table 1: Summer School for Access students aiming to study UG degree programmes in NCS

(ii)   Numbers of undergraduate students by gender
       Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

69 UG programmes have been offered in the School during 2012-15. Students mainly register for BSc but also for MChem in Chemistry, MA/MSci in Computing Science, MA in Mathematics etc. There are also joint degrees which are 50/50 between two disciplines (such as a BSc in Maths-Physics) and "with" programmes which are 75/25 (such as BSc in Physics with Geology).

Table 2a presents the FTE of male and female UG students for the academic years 11-12 to 14-15, full-time and part-time in the school as a whole and in the different disciplines. Part-time numbers are low (< 3% of total year cohort) and mainly comprise students who transfer to part-time for progression reasons in early years of the programme, resuming as full-time once they have met the progression requirements. In these years there are between 507–600 full-time students with an overall increase in %F full-time UG students from 27.2% in 11-12 to 30.7% in 14-15.

		Full Time			Part Time		
	Year	M	F	%F	M	F	%F
School total	11-12	420.2	156.8	27.2	14	6	30.0
	12-13	432.4	171.0	28.3	14	6	30.0
	13-14	359.2	148.3	29.2	10.5	2	16.0
	14-15	354.3	157.2	30.7	5	3	37.5
Chemistry	11-12	98.7	57.7	36.9	3	3	50.0
	12-13	105.3	53.3	33.6	2	4	66.7
	13-14	85.3	56.0	39.6	3	1	25.0
	14-15	78.7	69.0	46.7	3	2	40.0
Computing Science	11-12	176.2	20.0	10.2	7	2	22.2
	12-13	186.8	30.3	14.0	9	1	10.0
	13-14	149.2	22.8	13.3	4.5	1	18.2
	14-15	144.8	22.7	13.5	1	0	0.0
Mathematics	11-12	73.7	60.7	45.2	1	1	50.0
	12-13	64.0	66.3	50.9	0	0	0
	13-14	51.5	49.2	48.8	1	0	0
	14-15	51.3	44.2	46.2	0	1	100.0
Physics	11-12	71.7	18.5	20.5	3	0	0
	12-13	76.2	21.0	21.6	3	1	25.0
	13-14	73.2	20.3	21.7	2	0	0
	14-15	79.5	21.3	21.1	1	0	0

Table 2a: Overall number (FTE) of UG students registered on all School degree programmes, by year and mode of study, within the disciplines and in the School of NCS. FTE is reported because students on joint degrees with other Schools are "split", 50/50 for joint, 75/25 for "with".

Table 2b provides a snapshot, as comparison, of <u>all</u> UG students taking our year 1 chemistry courses. These are students from across the University (including our own students) and it shows, clearly, the delineation between physical and life sciences, whilst overall preserving a near 50/50 gender ratio.

Course	Title	Male	%M	Female	%F
CM1020	Chemistry for Life Sciences 1	138	38.8	218	61.2
CM1021	Chemistry for Physical Sciences 1	64	68.1	30	31.9
CM1512	Chemistry for Life Sciences 2	94	39.8	142	60.2
CM1513	Chemistry for Physical Sciences 2	169	74.4	58	25.6
Totals		465	50.9	448	49.1

Table 2b: Snapshot headcounts (FTE = 0.125 headcount) for all students who are taking first year chemistry courses in 2015-16. These are clearly delineated between the Life Sciences and Physical Sciences courses.

Table 3 shows the %F students in the different discipline areas, along with the UK HESA values (14/15). These data are also summarised in **Figure 1** which also shows that the overall %F in NCS has increased year on year.

Year	Chemistry	Computing Science	Mathematics	Physics
11-12	36.9	10.2	45.2	20.5
12-13	33.6	14.0	50.9	21.6
13-14	39.6	13.3	48.8	21.7
14-15	46.7	13.5	46.2	21.1
UK average (HESA 14-15)	42.4	14.8	37.8	20.7

Table 3: %F of full-time students in discipline areas from HESA data 2014-15 (JACS F1, F3, G1 and I1).
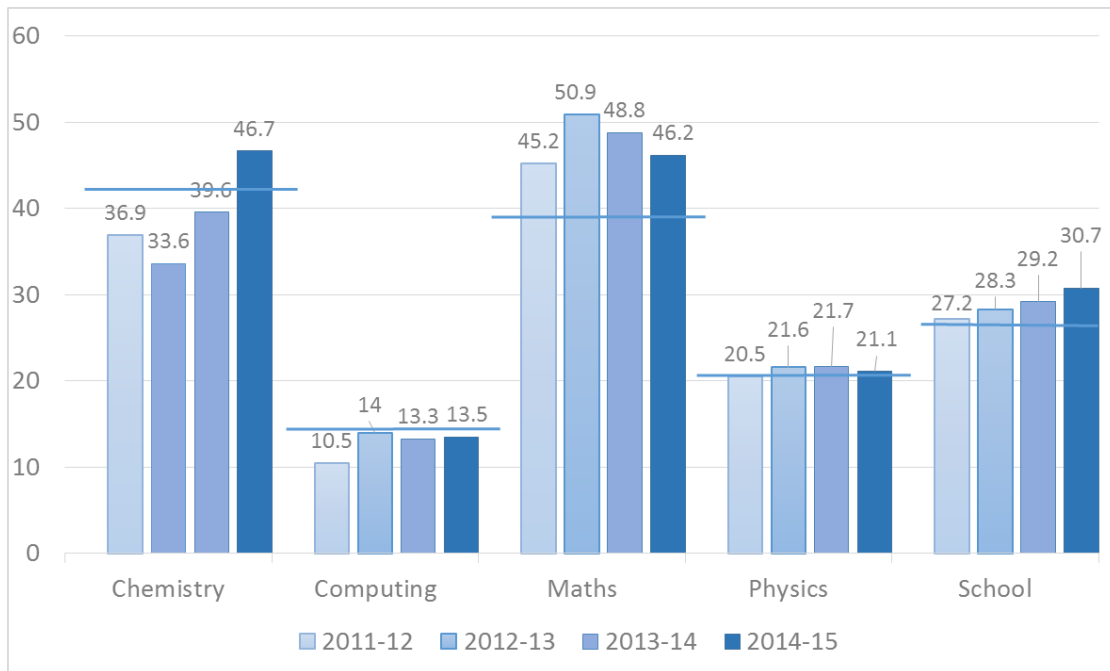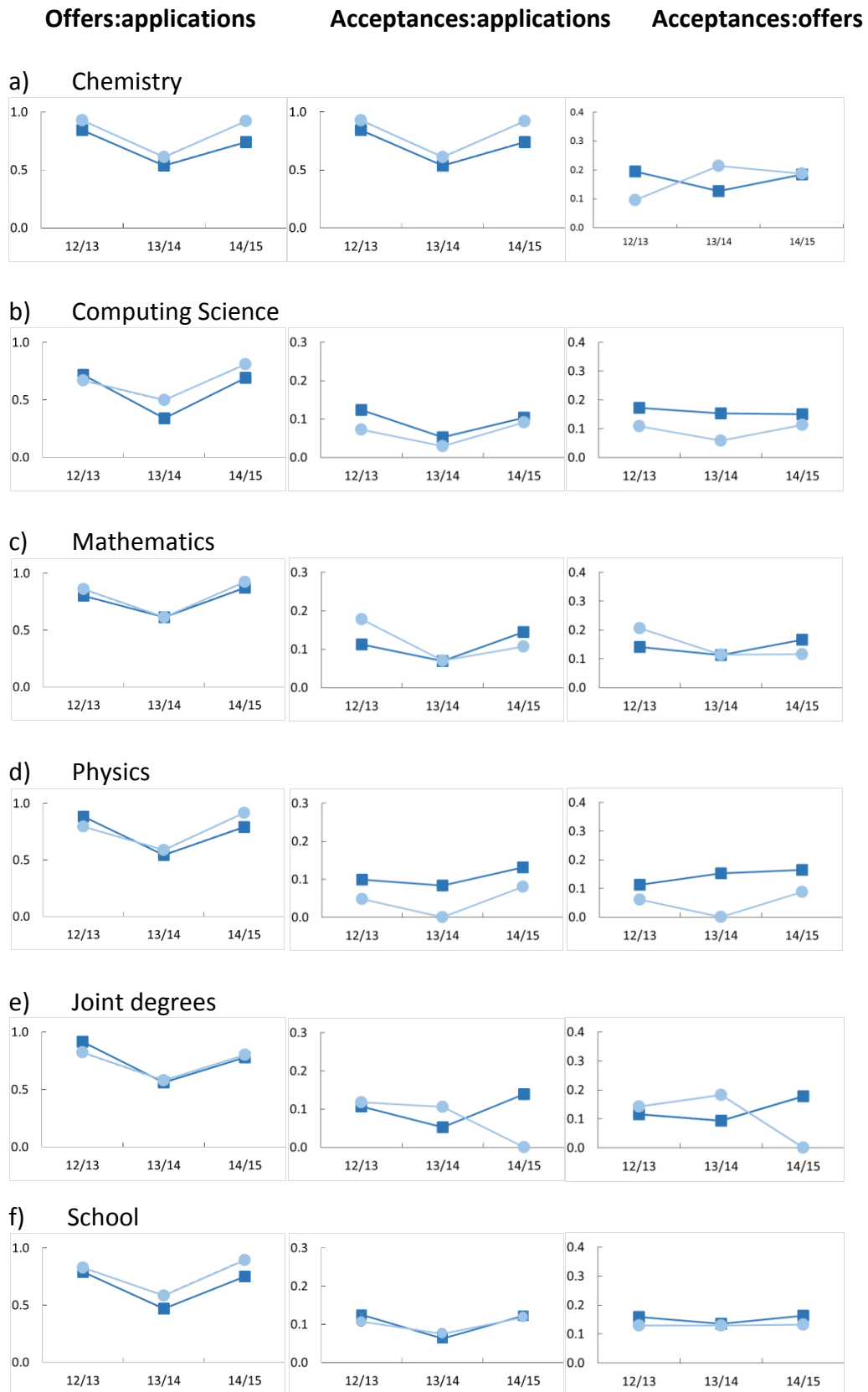
Figure 1: % female UG students by discipline and year. HESA data (14/15) is shown by the horizontal line.

The %F in each discipline are broadly in agreement, if not above, national averages; Chemistry increased significantly in 2014-15. The %F of full-time students studying Mathematics is higher than the national average. There is a variation in %F across the disciplines and fluctuation in the %F numbers for Chemistry. Although in general our %F are in line with national figures, we will strive to increase the proportion of female students, in particular in Computing Science, through a series of actions [ACTION 2.1].

Table 4 presents the numbers of applications, offers and acceptances for the UG student degree programmes for 12-13 to 14-15 by programme; **Figures 2(a-f)** show the ratios of offers-to-applications, acceptances-to-applications and acceptances-to-offers. For "with degrees", e.g. Chemistry with Physics, 100% of the applications, offers and acceptances, respectively, have been assigned to the first discipline, while "joint degrees", e.g. Mathematics and Computing Science have been counted separately.

		Undergraduate degree programmes														
Subject	Year/Tot	Applications				Offers					Acceptances						
		Total	M	F	%F	Total	M	M O:App	F	F O:App	Total	M	M A:Off	M A:App	F	F A:Off	F A:App
Chemistry	12-13	360	225	135	37.6	316	190	84.0	126	93.0	49	37	19.5	16.4	12	9.5	8.0
	13-14	389	236	153	39.3	220	127	53.8	93	60.8	36	16	12.6	10.4	20	21.5	13.1
	14-15	311	183	128	41.0	254	136	74.3	118	92.2	47	25	18.4	13.7	22	18.6	17.2
	Overall	1060	644	416	39.2	790	453	70.3	337	81.0	132	78	17.2	12.1	54	16.0	13.0
Computing	12-13	602	506	96	16.0	428	363	71.7	64	60.0	70	63	17.4	12.4	7	10.9	7.3
	13-14	595	497	98	16.5	217	168	33.8	49	50.0	29	26	15.5	5.2	3	6.1	3.1
	14-15	481	398	83	17.4	342	274	68.8	68	81.9	49	41	15.0	10.3	8	11.8	9.6
	Overall	1678	1401	277	16.5	987	805	57.5	181	65.3	148	130	16.1	9.3	18	9.9	6.5
Maths	12-13	279	152	127	45.5	231	122	80.3	109	85.8	40	17	13.9	11.2	23	21.1	18.1
	13-14	350	195	155	44.3	215	120	61.5	95	61.3	24	14	11.6	7.2	11	11.6	7.1
	14-15	269	138	131	48.6	242	121	87.7	121	92.3	34	20	16.5	14.5	14	11.6	10.7
	Overall	898	485	413	46.0	688	363	74.8	325	78.7	98	51	14.0	10.5	48	14.8	11.6
Physics	12-13	257	198	59	22.9	222	175	88.3	47	79.7	23	20	11.4	10.0	3	6.4	5.1
	13-14	251	203	48	19.3	139	110	54.2	29	60.4	17	17	15.4	8.4	0	0	0
	14-15	197	148	50	25.1	162	117	79.0	45	90.0	23	19	16.2	12.8	4	8.0	8.0
	Overall	705	549	157	22.3	523	402	73.2	121	77.1	63	56	13.9	10.2	7	5.8	4.5
Joint	12-13	64	47	17	26.6	57	43	91.5	14	82.4	7	5	11.6	10.6	2	14.3	11.8
	13-14	76	57	19	25.0	43	32	56.1	11	57.9	5	3	9.4	5.3	2	18.0	10.5
	14-15	46	36	10	21.7	36	28	70.0	8	80.0	5	5	17.9	13.8	0	0	0
	Overall	186	140	46	24.7	136	103	73.6	33	71.7	17	13	12.6	9.3	4	12.1	8.7
Total	12-13	1562	1128	434	27.8	1253	893	79.2	360	82.9	188	141	15.8	12.5	46	12.7	10.6
	13-14	1661	1188	473	28.5	834	557	46.9	277	58.6	111	75	13.5	6.3	36	13.0	7.6
	14-15	1305	903	402	30.8	1036	676	74.9	360	89.6	158	110	16.3	12.2	48	13.0	11.9
	Overall	4528	3219	1309	28.9	3123	2126	66.0	997	76.2	457	326	15.3	10.1	130	13.0	9.9

Table 4: Applications, offers and acceptances for the UG degree programmes in the four different NCS disciplines and across the School (Total).
O:App means ratio of offers to applications, A:Off means ratio of acceptances to offers, A:App means ration of acceptance to applications.

Offers:applications　　　**Acceptances:applications**　　　**Acceptances:offers**

a)　Chemistry

b)　Computing Science

c)　Mathematics

d)　Physics

e)　Joint degrees

f)　School

Figure 2: Ratios of applications, offers and acceptances shown by discipline, joint degree and by School. Light circles are F, dark squares M.

Firstly from **Table 4** the %F of applications is in line with the HESA statistics for %F in each of these disciplines, (see **Table 3)**. While Computing Science attracts the highest number of applications, it has the lowest proportion of female applicants. This is a national problem, as evidenced by the HESA statistics [ACTION 2.2]; we will continue to ensure role-modelling and visibility of women at Open Days and online [ACTIONS 2.3].

Secondly, the large drop in offers across the board in 2013-14 was due to over-recruitment across the University the previous year: in Scotland, home/EU places are capped (for e.g. BSc).

For UG programmes, the offers:applications ratios in general are higher for females, which suggests that females applying are better qualified than males. Scottish Higher results[1] tend to show broadly equal numbers and attainment (A/B) by gender in Maths and Chemistry, whilst in Physics the female numbers are around half but with a clearly higher rate of attainment.

Within disciplines there is variation year-on-year, with the clearest differences as follows:

1) Computing Science: whilst female offers:applications are marginally higher, the acceptance ratios are lower for females.
2) Physics: whilst the offers:applications are similar, the acceptance ratios are lower for females.

This is concerning as it indicates fewer female students applying to these programmes accept their offers. To improve our numbers of (female) acceptances we will take actions to increase the profile and awareness of our disciplines at events and online and particularly ensure visibility of women. [ACTIONS 2.2, 2.3]

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[1] SQA Attainment Statistics by gender, August 2015, http://www.sqa.org.uk/sqa/64717.html

Figure 3 shows the proportions of male and female UG degree classifications for the School.
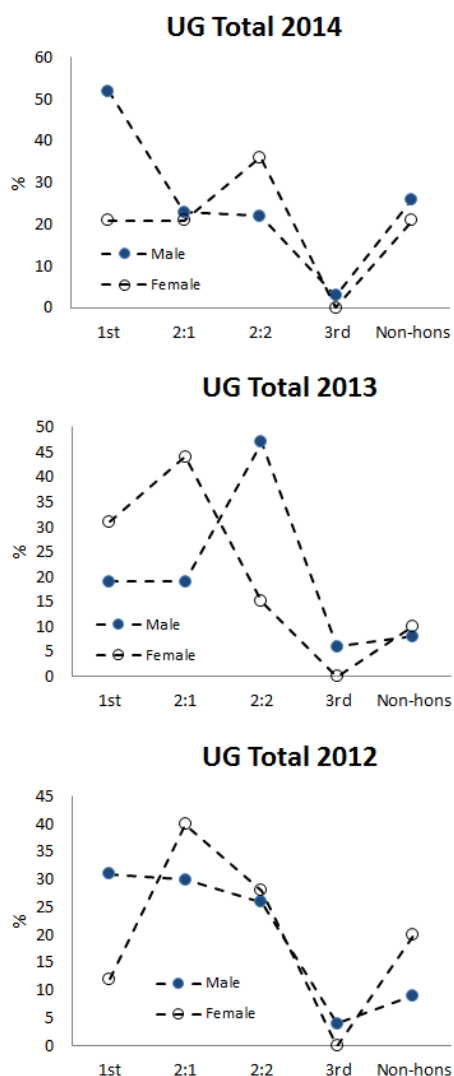
Figure 3: Degree Classification by gender for UG degrees overall.
Open circles female, closed circle male.

There is variation from year to year. In 2013 female students performed better overall, achieving higher degree classifications whereas in 2014 male students performed better overall. To investigate this further we analysed the data by programme.

Due to the small number of students the UG masters and honours degrees were combined. **Table 5a** shows the number/percentages for each programme and the combined numbers/percentages. Degrees such as "Physics with Maths" were counted as the major degree. Joint degrees such as "Maths-Physics" were analysed separately. The number of students on joint degrees are too small to determine any real trends.

Programme	1st class hons		2(i) hons		2(ii) hons		3rd class hons		Unclassified	
	M	F	M	F	M	F	M	F	M	F
Chemistry										
12-13	1(8%)	1(11%)	5(38%)	4(44%)	7(54%)	4(44%)	0(0%)	0(0%)	0(0%)	0(0%)
13-14	4(21%)	3(50%)	4(21%)	3(50%)	8(42%)	0(0%)	2(11%)	0(0%)	1(5%)	0(0%)
14-15	4(40%)	4(44%)	4(40%)	3(33%)	1(10%)	2(22%)	0 (0%)	0(0%)	1(10%)	0(0%)
Computing										
12-13	11(41%)	1(50%)	8(30%)	0(0%)	6(22%)	1(50%)	1(4%)	0(0%)	1(4%)	0(0%)
13-14	7(18%)	0(0%)	14(36%)	4(80%)	14(36%)	1(%)	1(3%)	0(0%)	3(8%)	0(0%)
14-15	10(30%)	0(0%)	9(27%)	0(0%)	12(36%)	3(100%)	2(6%)	0(0%)	0(0%)	0(0%)
Mathematics										
12-13	5(50%)	1(13%)	2(%)	4(50%)	1(10%)	3(38%)	1(10%)	0(0%)	1(10%)	0(0%)
13-14	3(25%)	3(25%)	4(33%)	4(33%)	5(42%)	5(42%)	0(0%)	0(0%)	0(0%)	0(0%)
14-15	2(40%)	0(0%)	1(%)	3(43%)	1(%)	4(57%)	0(0%)	0(0%)	1(%)	0(0%)
Physics										
12-13	4(31%)	1(100%)	3(23%)	0(0%)	4(31%)	0(0%)	0(0%)	0(0%)	2(15%)	0(0%)
13-14	3(30%)	6(75%)	6(60%)	2(25%)	0(0%)	0(0%)	0(0%)	0(0%)	1(10%)	0(0%)
14-15	10(77%)	2(100%)	1(8%)	0(0%)	2(15%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Joint degrees										
12-13	1(17%)	0(0%)	4(67%)	5(71%)	1(17%)	2(29%)	0(0%)	0(0%)	0(0%)	0(0%)
13-14	0(0%)	0(0%)	2(100%)	2(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
14-15	6(55%)	0(0%)	4(36%)	0(0%)	1(9%)	2(100%)	0(0%)	0(0%)	0(0%)	0(0%)
Total										
12-13	22(32%)	4(15%)	22(32%)	13(48%)	19(28%)	10(37%)	2(3%)	0(0%)	4(6%)	0(0%)
13-14	17(21%)	12(36%)	30(37%)	15(45%)	27(33%)	6(18%)	3(4%)	0(0%)	5(6%)	0(0%)
14-15	32(44%)	6(26%)	19(26%)	6(26%)	17(24%)	11(48%)	2(3%)	0(0%)	2(3%)	0(0%)

Table 5a: Degree Classification by gender for UG degrees split into programmes (head count). The percentages are shown in brackets.

The results suggest that there is a difference between the programmes. For Chemistry and Physics the female students tend to perform better than the male students, obtaining more first class marks. For Computing Science and Mathematics, the male students tend to perform better. It is noted that these latter disciplines have lower numbers of female staff than the others. The relatively low %F students in Computing Science may be a factor and this will be investigated [ACTION 2.4].

A separate analysis of numbers taking MChem vs BSc in Chemistry did not reveal any consistent trend (**Table 5b**) as numbers are low overall.

	BSc			MChem		
Year	M	F	%F	M	F	%F
11-12	9	7	44	4	4	50
12-13	12	7	37	2	4	67
13-14	12	3	25	7	2	22
14-15	3	6	67	7	3	30
Total	36	23	39	20	13	39

Table 5b: Numbers/FTE (same) taking BSc (Hons) chemistry vs MChem in each year by gender.

Numbers of men and women on postgraduate taught degrees

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

Our postgraduate MSc/PGCert/PGDip courses over the reporting period are summarised in **Table 6** below:

Programme Name	Mode of Study	Years offered
Advanced Information Systems	F/T	11-12, 12-13
Artificial Intelligence	F/T	11-12, 12-13
Cloud Computing	F/T	11-12, 12-13, 13-14
Electronic Commerce Technology	F/T	11-12, 12-13
Informatics Software Project Management	P/T, D/L	11-12, 12-13, 13-14, 15-15
Information Systems and Data Management	F/T	13-14, 14-15
Information Technology	F/T, P/T, D/L	11-12,12-13, 13-14, 14-15
Postgraduate Certificate in Science (Information Technology)	F/T, P/T	11-12, 12-13, 13-14
Software Entrepreneurship	F/T	14-15
Global Entrepreneurship	P/T	14-15
Chemical Sciences (MSc/PgDip)	F/T	11-12
Oil and Gas Chemistry	F/T	11-12, 12-13, 13-14, 14-15
Analytical Chemistry	F/T	11-12, 12-13, 13-14, 14-15
Mathematics	F/T	11-12, 12-13, 13-14

Table 6: PGT programmes. F/T = full time; P/T = part time; D/L = distance learning. Some have been renamed during the period. **Those in bold** are those currently offered, with 2 new programmes starting in 16-17 (Financial Mathematics, Maths for Computing). We also contribute into PGT programmes led by Geosciences and Engineering.

Table 7 presents the total numbers of male and female students enrolled on PGT programmes over 2010-15 (full and part-time) - a longer period due to small numbers. The number of students fluctuates over the years. The %F fluctuates between 25% and 36%.

Year	Full-Time + Part-Time – All Disciplines			Total
	M	**F**	**%F**	
10-11	45.0	12.0	21.0	57.0
11-12	56.0	22.0	28.2	78.0
12-13	51.3	17.0	24.9	68.3
13-14	36.0	20.7	36.5	56.7
14-15	51.0	19.0	27.1	70.0

Table 7: Male and female student numbers and % female on PGT programmes across all four NCS disciplines (FTE).

Given the small number of students enrolled on the different PGT courses, the numbers are reported in **Table 8** for the programmes in each discipline over a longer time period to better visualise possible trends better.

Subject	**Year**	**Full-Time**				**Part-Time**			
		M	**F**	**%F**	**HESA**	**M**	**F**	**%F**	**HESA**
Chemistry	10-11	4	1	20					
	11-12	14	3	18					
	12-13	13	5	27					
	13-14	8	7	46					
	14-15	14	9	39					
	Overall	**53**	**25**	**32**	43.2				
Computing	10-11	30	9	23		10	1	9	
	11-12	27	15	36		13	3	19	
	12-13	25	4	14		10	5	30	
	13-14	18	8	31		9	5	36	
	14-15	26	7	21		10	3	23	
	Overall	**126**	**43**	**25**	25.7	52	17	25	22.2
Maths	10-11	0	0	-					
	11-12	0	0	-					
	12-13	2	1	33					
	13-14	0	0	-					
	14-15	0	0	-					
	Overall	**2**	**1**	**33**	39.8				
Physics	10-11	0.66	0.99	60		0.33	0	0	
	11-12	1.65	0.99	38		0.33	0	0	
	12-13	1.32	0.99	43		0	0	-	
	13-14	0.99	0.66	40		0	0	-	
	14-15	0	0	-		0	0	-	
	Overall	**4.62**	**3.63**	**44**	25.7	0.66	0	0	29.7

Table 8: Male and female student numbers and % female on PGT programmes for each discipline individually (FTE). Maths ran for one year only with 3 students. A PGT programme involving Physics was a joint initiative with Medical Sciences (Systems Biology) with no more than 8.9 FTE over 10-13. HESA statistics from 2014-15.

The %F for PGT fluctuate for all programmes; Chemistry is notably lower than the national average. To understand choices we will survey PGT students over the next year (two cohorts of students) [ACTION 2.5]

Chemistry has a steady increase in number of female students and in %F (**Table 8**): we note that the PGT coordinator is female. The numbers on Maths and Physics PGT courses are too small to draw any conclusions.

We are conscious that our PGT population is highly international **(Table 9**) compared with UG, and this impacts (positively and negatively) on our ability to recruit female students and this will be taken into account with [ACTION 2.5, 2.6].

	% International (non-EU)
UG	4.0
PGT	58.8
PGR	30.0

Table 9: Amalgamated (snapshot) data of students cleared for admission for 2015/16, international as % of total intake (EU counts as "home")

We will use our students and graduates (home/EU and international) as ambassadors, both directly and using "talking heads" videos in order to present "real life" students and humanise the web-pages. We continually review PGT programmes in the College to ensure fit and viability including looking at part-time (PT) and distance-learning (DL) variants. The survey results will filter into this continuous review and help inform decisions with regard to PT and DL PGT courses [ACTION 2.7].

In comparison to UG students, the numbers of men and women on PGT degrees are small, and therefore the applications, offers and acceptances for the School as a whole is presented. **Table 10a** presents these numbers from 2012-13 – 2015-16 for full- time students; **Figure 4** shows the ratios of offers-to-applications, acceptances-to-applications and acceptances-to-offers for full-time students. **Table 10b** shows the respective data for part-time students. Due to the overall small numbers no ratio figures for part-time students are presented.

	Postgraduate taught degree programmes full-time																	
	Applications				**Offers**					**Acceptances**								
	Total	M	F	%F	Tot	M	M	F	F	Tot	M	M	M	F	F	F		
							O:App		O:App			A:Off	A:App		A:Off	A:App		
12-13	559	425	134	24.0	304	227	53.4	77	57.5	79	60	26.4	14.1	19	24.7	14.2		
13-14	599	449	150	25.0	271	191	42.5	80	53.3	56	43	22.5	9.6	13	16.3	8.7		
14-15	664	501	163	24.5	364	265	52.9	99	60.7	90	63	23.8	12.6	27	27.3	16.6		
Overall	**1822**	**1375**	**447**	**24.5**	**939**	**683**	**49.7**	**256**	**57.3**	**225**	**166**	**24.3**	**12.1**	**59**	**23.0**	**13.2**		

Table 10a: Applications, offers and acceptances for PGT degree programmes for full-time students.
O:App means ratio of offers to applications, A:Off means ratio of acceptances to offers, A:App means ration of acceptance to applications
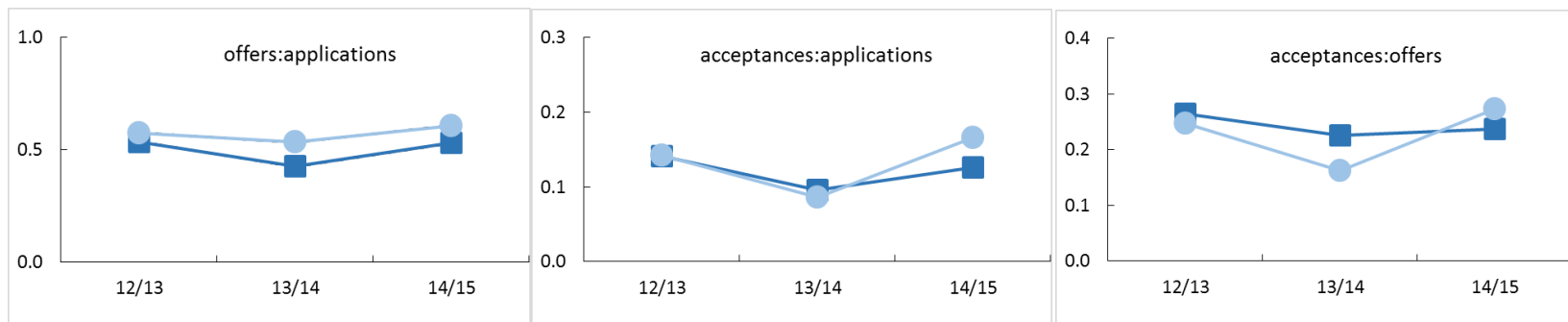
Figure 4: Offers:Applications, Acceptances:Applications and Acceptances:Offers for the postgraduate taught degrees (light blue circles ●: females; dark blue squares ■ : males) for full-time students over the School.

Postgraduate taught degree programmes part-time											
	Applications				Offers				Acceptances			
	Total	M	F	%F	Total	M	F	%F	Total	M	F	%F
12-13	36	25	11	30.6	15	11	4	26.7	7	4	3	42.9
13-14	35	26	9	25.7	15	9	6	40.0	8	5	3	37.5
14-15	30	22	8	26.7	14	7	7	50.0	5	3	2	40.0

Table 10b: Applications, offers and acceptances for the postgraduate taught degree programmes for part-time students.   The ratios are not shown here as the numbers are low.

For the PGT degree programmes, the offers:applications and acceptances:applications ratios are similar for both genders, The conversion rate is similar for females and males at approximately 24%.

Table 11a (overleaf) presents the completions data for PGT programmes in Chemistry and Computing Science, along with the combined figures for 12-13 to 14-15.   We have also presented classifications as these provided additional gender information.
We see a higher %F completing and achieving "distinction" for each of the three years.

Table 11b presents the degree classifications for part-time PGT programmes for 12-13 to 14-15 in Computing. The other disciplines do not offer part-time courses. The numbers of part-time students are so small that they have not been analysed further.

	Distinction		Commendation		Unclassified	
	M	**F**	**M**	**F**	**M**	**F**
12-13	0	0	0	0	0	0
13-14	1	0	0	0	0	0
14-15	1	1	0	0	1	0

Table 11b: Degree classification by gender for PGT degrees in Computing Science (part time).

We will establish a process where completions/achievement data is monitored as part of the Annual Course Review to ensure no bias either way, and look for any correlations with entry qualifications or with country of origin [ACTION 2.8].

	Completion rate		Distinction		Commendation		Unclassified (pass)	
	M	F	M	F	M	F	M	F
Chemistry								
12-13	13(100.0%)	4(100.0%)	2(15.4%)	1(25.0%)	0(0.0%)	1(25.0%)	11(84.6%)	2(50.0%)
13-14	13(100.0%)	4(100.0%)	3(23.1%)	2(50.0%)	0(0.0%)	0(0.0%)	10(76.9%)	2(50.0%)
14-15	8 (88.9%)	7(100.0%)	3(33.3%)	4(57.1%)	2(22.2%)	1(14.3%)	4(44.4%)	2(28.6%)
Overall	**34(97.2%)**	**15(100.0%)**	**8 (22.9%)**	**7 (46.7%)**	**2 (5.7%)**	**2 (13.3%)**	**25 (71.4%)**	**6 (40.0%)**
Computing								
12-13	21(77.8%)	14(93.3%)	3(14.3%)	4(28.6%)	6(28.6%)	4(28.6%)	12(57.1%)	6(42.9%)
13-14	20(80.0%)	3(75.0%)	7(35.0%)	1(33.3%)	5(25.0%)	0(0.0%)	8(40.0%)	2(66.7%)
14-15	16(88.9%)	7(87.5%)	2(12.5%)	2(28.6%)	7(43.8%)	2(28.6%)	7(43.8%)	3(42.9%)
Overall	**57(81.4%)**	**23(85.2%)**	**12 (21.1%)**	**7 (29.2%)**	**18 (31.6%)**	**6 (25.0%)**	**27 (47.4%)**	**11 (45.8%)**
Total								
12-13	26(65%)	15(78.9%)	4(15.4%)	4(26.7%)	4(15.4%)	5(33.3%)	18(69.2%)	6(40.0%)
13-14	33(86.8%)	7(87.5)	10(29.4%)	3(42.9%)	6(17.6%)	0(0.0%)	18(52.9%)	4(57.1%)
14-15	24(88.9%)	14(93.3)	5(.0%)	6(42.9%)	9(36.0%)	3(21.4%)	11(44.0%)	5(35.7%)
Overall	**91(86.7%)**	**38(90.5%)**	**20 (21.7%)**	**14 (35.9%)**	**20 (21.7%)**	**8 (20.5%)**	**52 (56.5%)**	**17 (43.6%)**

Table 11a: Completions rate and degree classifications by gender for PGT degrees (full time). There are no Physics PGTs in the School. There was one Mathematics male PGT student in 13-14 who completed and received a Commendation.
Note: the degrees on offer have changed to some extent over the years, particularly in Computing Science.

(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.

Table 12a shows the FTE studying PGR degrees in the School. The total number of students fluctuates whilst the %F remains almost constant at <30% before jumping by 10% in 14-15. We will update our review procedures to monitor the numbers and hence establish if any actions are required. [ACTION 2.5].

Year	Full-Time + Part-Time – All Disciplines			Total
	M	**F**	**%F**	
10-11	59.7	24.8	29.4 %	84.5
11-12	55.0	22.8	29.3 %	77.8
12-13	55.0	25.3	31.5 %	80.3
13-14	49.3	21.3	30.2 %	70.6
14-15	46.3	32.3	41.1 %	78.6

Table 12a: FTE male and female students and % female enrolled on PGR programmes across all four NCS disciplines: additional years presented to avoid any short-term conclusions.

Table 12b breaks the data down into disciplines for further analysis and reveals the small part-time numbers (<5% of the total year cohort) which are male-dominated and mainly comprise students who transfer to part-time for medical or financial reasons.

Subject	Year	Full-Time			HESA	Part-Time	
		M	F	%F		M	F
Chemistry	10-11	21	15	41.6		2	0
	11-12	17	14	45.2		2	0
	12-13	20	15	42.9		3	0
	13-14	18	13	41.9		2	0
	14-15	20	18	47.4	40.1	1	0
Computing	10-11	18	3	14.3		3	0
	11-12	20	3	13.0		4	0
	12-13	22	2	8.3		4	0
	13-14	16	2	10		2	0
	14-15	15	6	28.6	24.5	1	0
Maths	10-11	13	2	13.0			
	11-12	10	2	16.0			
	12-13	4	3	42.9			
	13-14	3	3	50.0			
	14-15	3	3	50.0	26.4		
Physics	10-11	7	4	36.0		0	0
	11-12	8	3	27.0		1	0
	12-13	9	4	30.8		3	0
	13-14	11	3	21.4		3	1
	14-15	7	5	41.6	24.3	3	0
SCHOOL	10-11	59	24	28.9		5	0
	11-12	55	22	28.6		7	0
	12-13	55	24	31.6		10	0
	13-14	48	21	30.4		7	1
	14-15	45	32	41.6		5	0

Table 12b: Male and female student numbers and % female on PGR programmes for each discipline individually and School totals. The HESA averages (2014-15) are presented as comparison.

Analysis can be difficult where there are small numbers and comparison with national averages is tentative. However chemistry has the highest numbers and consistently high %F which sits above National Average.   Computing has a low %F though with an increase in 14-15 (albeit from a low baseline). The drop in Maths numbers in 12-13 (alongside staff leaving) coincidentally results in a more balanced profile. Numbers in Physics remain steady over the years, but %F varies. Survey results will be key to understanding "local" issues [ACTION 2.5].   In general the School increase in %F in 14-15 looks to be a fluctuation rather than a trend.

In comparison to UG students, numbers of men and women on PGR degrees are small, and therefore applications, offers and acceptances data for the School as a whole is presented. **Table 13a** presents these numbers for PGR programmes for 12-13 to 14-15 for full-time students; **Figure 5** shows the ratios for these students. **Table 13b** shows the respective data for part-time students.

	Postgraduate research degree programmes full-time																
	Applications				Offers					Acceptances							
	Total	M	F	%F	Tot	M	M O:App	F	F O:App	Tot	M	M A:Off	M A:App	F	F A:Off	F A:App
12-13	198	149	49	24.0	72	46	30.9	26	53.1	34	21	45.7	14.1	13	50.0	26.5
13-14	215	176	39	25.0	60	49	27.8	11	28.2	34	27	55.1	15.3	7	63.6	17.9
14-15	376	273	103	24.5	108	72	26.4	36	35.0	44	28	38.9	10.3	16	44.4	15.5
Overall	789	598	191	24.2	240	167	27.9	73	38.2	112	76	45.5	12.7	36	49.3	18.8

Table 13a: Applications, offers and acceptances for PGR degree programmes for full-time students.
O:App means ratio of offers to applications, A:Off means ratio of acceptances to offers, A:App means ration of acceptance to applications
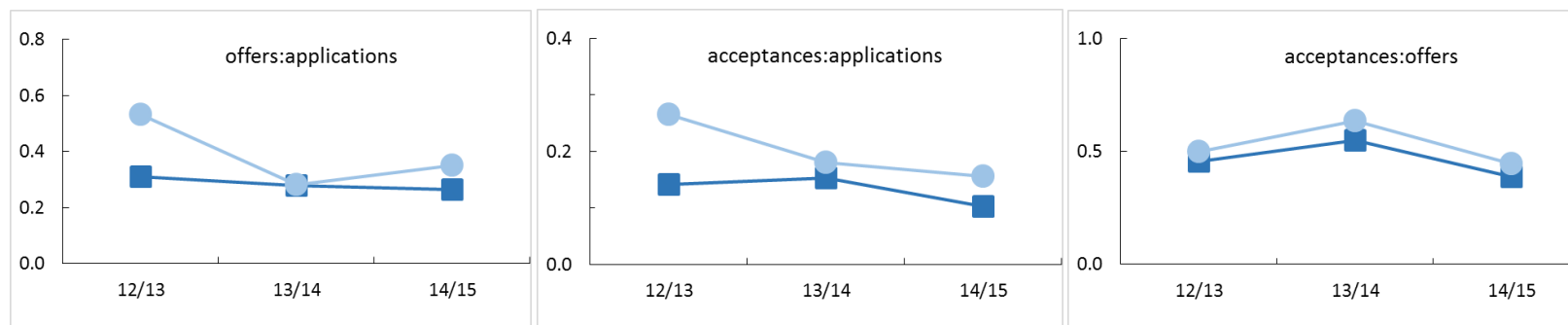
Figure 5: Offers:Applications, Acceptances:Applications and Acceptances:Offers for the postgraduate research degree programmes (light blue circles ●: females; dark blue squares ■ : males) for full-time students

Postgraduate research degree programmes part-time								
	Applications			Offers			Acceptances		
	M	F	Total	M	F	Total	M	F	Total
12-13	7	0	7	4	0	4	4	0	4
13-14	1	4	5	1	2	3	0	2	2
14-15	5	2	7	1	0	1	0	0	0

Table 13b: Applications, offers and acceptances for the postgraduate research degree programmes for part-time students. Due to the small numbers of part-time students (some years 0) the relevant ratios could not be calculated.

For PGR, the offers:applications and acceptances:applications ratios are slightly higher for females, implying that females applying to the PGR programmes may be better qualified. The conversion rate (i.e. acceptances:offers ratio) is broadly similar for both genders.   We will analyse entrance qualifications here too to check for bias and/or correlations [ACTION 2.8].

Table 14 shows School PGR completion statistics which have been analysed based on start-date (with completion dates thus within the analysis period 2011-15).   Overall the M/F completion rates are similar and comparing the totals from 2008-10 female students tend to complete sooner. However the number of students completing within four years, is low and we will to work to increase rates overall as timely completion can affect future career opportunities [ACTION 2.9].

Subject	Year	Registered		Completed		Writing up	
		M	F	M (%M)	F (%F)	M	F
Chemistry	08-09	16	6	14 (87.5)	6 (100.0)	0	0
	09-10	7	7	6 (85.7)	7 (100.0)	0	0
	10-11	10	3	7 (70.0)	2 (66.7)	0	1
	11-12	7	5	4 (57.1)	2 (40)	2	3
	12-13	9	6	0 (0.0)	0 (0.0)	6	6
	Overall	**49**	**27**	**31 (63.3)**	**17 (63.0)**	**8**	**10**
Computing Science	08-09	5	2	3 (60.0)	2 (100.0)	1	0
	09-10	6	2	4 (66.7)	2 (100.0)	0	0
	10-11	13	1	10 (76.9)	0 (0.0)	2	1
	11-12	4	2	1 (25.0)	1 (50.0)	3	1
	12-13	5	3	0 (0.0)	0 (0.0)	4	3
	Overall	**33**	**10**	**18 (54.5)**	**5 (50.0)**	**10**	**5**
Maths	08-09	5	1	3 (60.0)	0 (0.0)	0	0
	09-10	5	1	5 (100.0)	1 (100.0)	0	0
	10-11	2	-	1 (50.0)	-	0	-
	11-12	1	-	0 (0.0)	-	1	-
	12-13	1	1	0 (0.0)	0 (0.0)	0	1
	Overall	**14**	**3**	**9 (64.3)**	**1 (33.3)**	**1**	**1**
Physics	08-09	2	2	1 (50.0)	2 (100.0)	0	0
	09-10	2	2	2 (100.0)	2 (100.0)	0	0
	10-11	4	2	2 (50.0)	1 (50.0)	1	0
	11-12	4	1	3 (75.0)	1 (100.0)	1	0
	12-13	8	2	3 (37.5)	2 (100.0)	4	0
	Overall	**20**	**9**	**11 (55.0)**	**8 (88.9)**	**6**	**0**
Total	08-09	28	11	21 (75.0)	10 (90.9)	1	0
	09-10	20	12	17 (85.0)	12 (100.0)	0	0
	10-11	29	7	20 (68.9)	3 (42.9)	3	2
	11-12	16	8	8 (50.0)	4 (50.0)	7	4
	12-13	23	12	3 (13.0)	2 (16.7)	14	10
	Overall	**116**	**49**	**69 (59.4)**	**31 (63.3)**	**25**	**16**

Table 14: Male and female student numbers (head count) registered for and completing research degrees for each discipline. We have started at 2008-09 to give completions (after 3 years) within reporting period. The completion rate in % is shown in brackets. The number of male and female students currently writing up are also shown.

Progression pipeline between undergraduate and postgraduate student levels

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

Figure 6 shows the %F at each level, by discipline, compared with national figures.
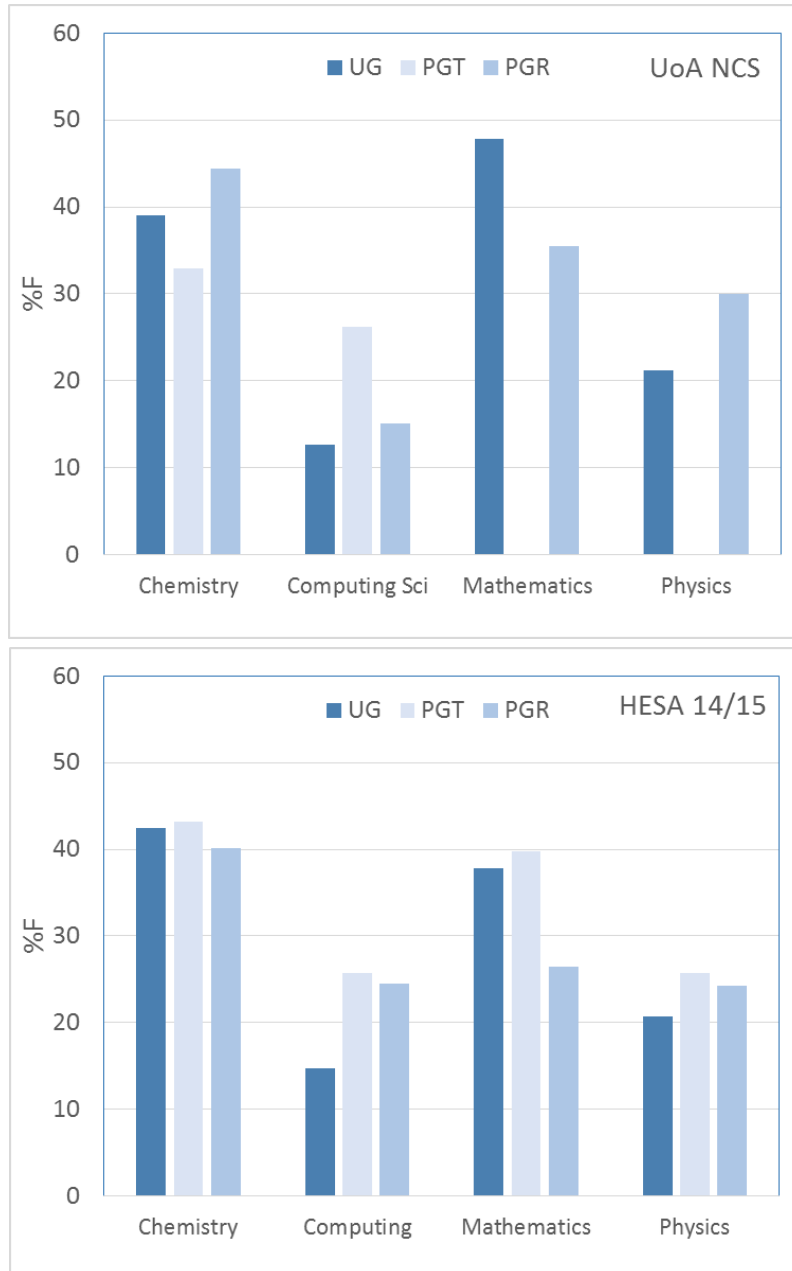
Figure 6: Progression data for each discipline presented as %F (calculated from FTE) of UG, PGT and PGR students in NCS. Data is taken from **Tables 2a, 8 and 12b** (due to small numbers in PGT and PGR data amalgamated over the years 11-12 to 14-15) and nationally (HESA statistics, 2014-15) PGT are not shown where numbers are too low to be meaningful. Mathematics and Physics have no PGT Programmes.

The overall trends show that we are broadly in line with HESA figures in most departments apart from Chemistry where we have lower PGT but higher PGR %F. The

UoA does not hold data of which of the PGT and PGR students came up from UG in Aberdeen.

At UG level there is no indication that females are obtaining better degrees than males (or *vice versa*). For PGT, we see a better performance by females, with a high proportion of females achieving "distinction" for each of the years that data were analysed.

It is encouraging that %F increases for Computing Science between UG and PGT, bringing the total closer to the HESA PGT values, but the drop to PGR is concerning.

The UoA does not hold data for progression of UG students to internal PG study: we will investigate this through our PG survey [ACTION 2.5].

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.

The data in **Figures 7a-7c** show the School data according to Grade and responsibilities (research, teaching or both). These reflect the three career "tracks": Research, Teaching & Scholarship, and Teaching & Research. It is possible to move between these as a career develops; there is no "Reader" equivalent in Teaching & Scholarship. Data has not been split (full-time/part-time) due to small numbers in the latter category.

The proportions at each Grade change very little over the time period. The number of teaching-only staff is low but **Figure 7b** shows evidence for promotions to Grade 7 (2 to 3.8) and to STF (from 0 to 2) in the time period (and will be shown explicitly in section 5). This does not take into account Chairs on the "Teaching and Scholarship" track, as there is no distinction made in the centralised data. We believe it is good to promote the opportunities in this track [ACTION 3.1], conversely we do not wish there to be a perception of a two-tier system of Chairs.   An Institutional change in the past year to rename (Senior) Teaching Fellows (Grades 7-8) to (Senior) Lecturers (Scholarship) has occurred to improve parity between the two tracks. The impact will be monitored [ACTION 1.2].

The major bottleneck is the progress from Research Fellow (RF) (Grade 6) to a more senior position as Lecturer or to a higher research-only/teaching-only position. On analysing our current staff complement we note ~7 of our current staff had progressed from RF at Aberdeen to Lecturer of which 3 are female and 4 male. We will highlight their route through online staff profiles, alongside those who have gained lectureships elsewhere [ACTION 3.2]. In addition we will further promote the opportunities to gain fellowships which can be held here and provide suitable mentorship [ACTION 3.3]. We will also publicise promotion procedures to Grades 5 & 6 research staff [ACTION 3.4].
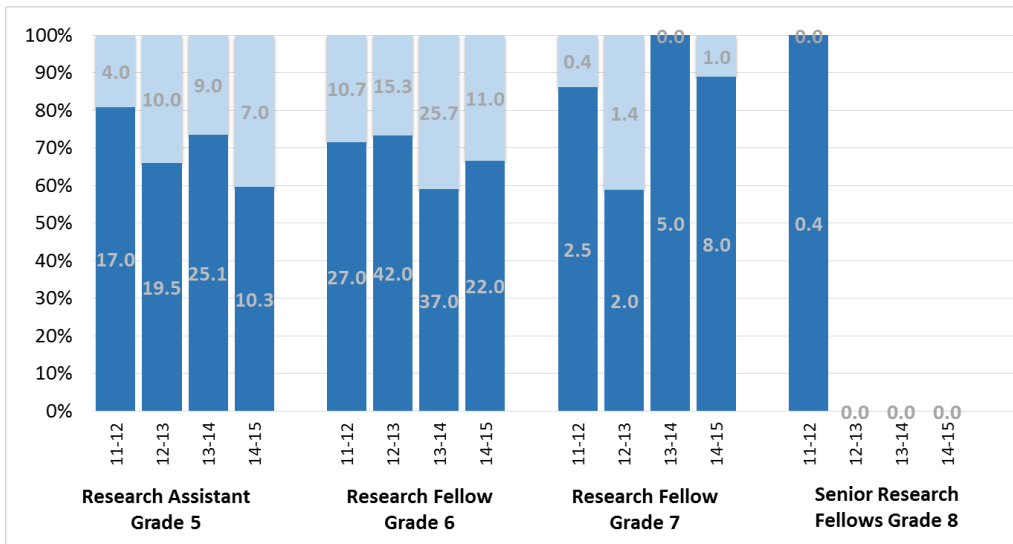
Figure 7a: Staff data for research staff: % of totals plotted in each category, with actual FTE in each as superimposed numbers. Light is female, dark is male.
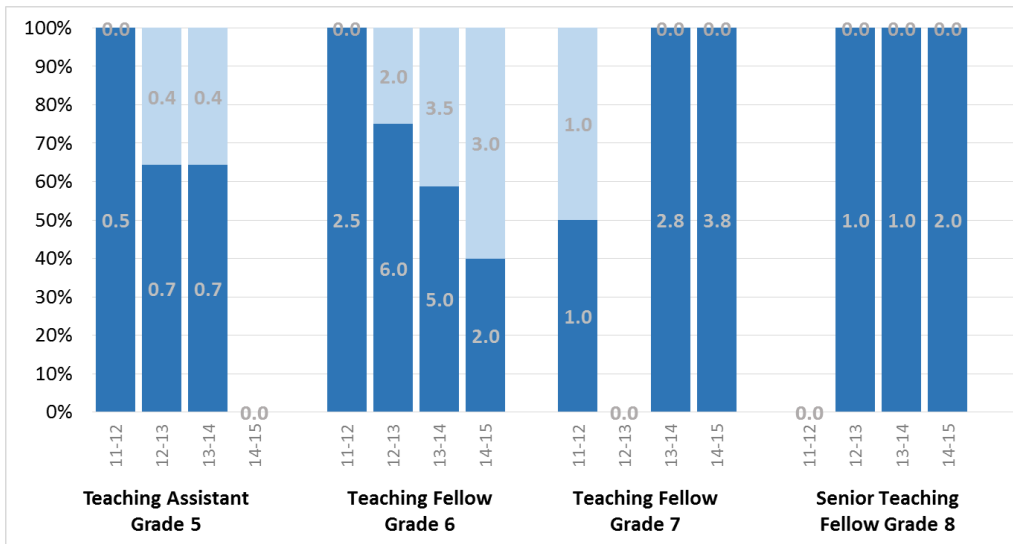

Figure 7b: Staff data for teaching staff: % of totals plotted in each category, with actual FTE in each as superimposed numbers. Light is female, dark is male.
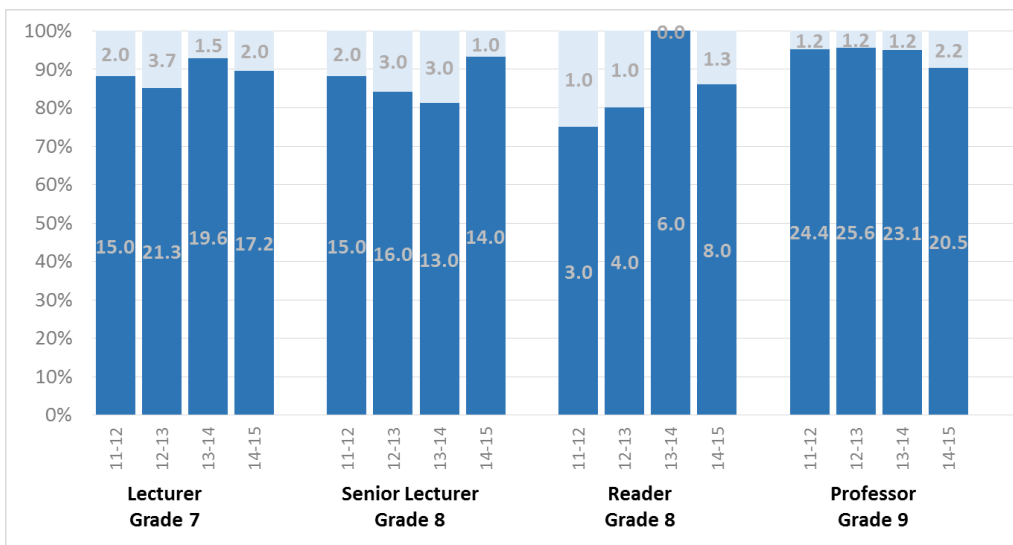
Figure 7c: Staff data for teaching & research staff: % of totals plotted in each category, with actual FTE in each as superimposed numbers. Light is female, dark is male.

Figure 8 shows the breakdown by discipline for all academic staff. The %F has remained broadly constant. **Table 15** shows average complement over the four years in each discipline and comparison with HESA statistics. Whilst there are female staff in each discipline it is evident that the proportions are lower than national averages. This is the clear pipeline issue: moving from PDRA positions to lectureships and this will be discussed in Section 5.2[iii].
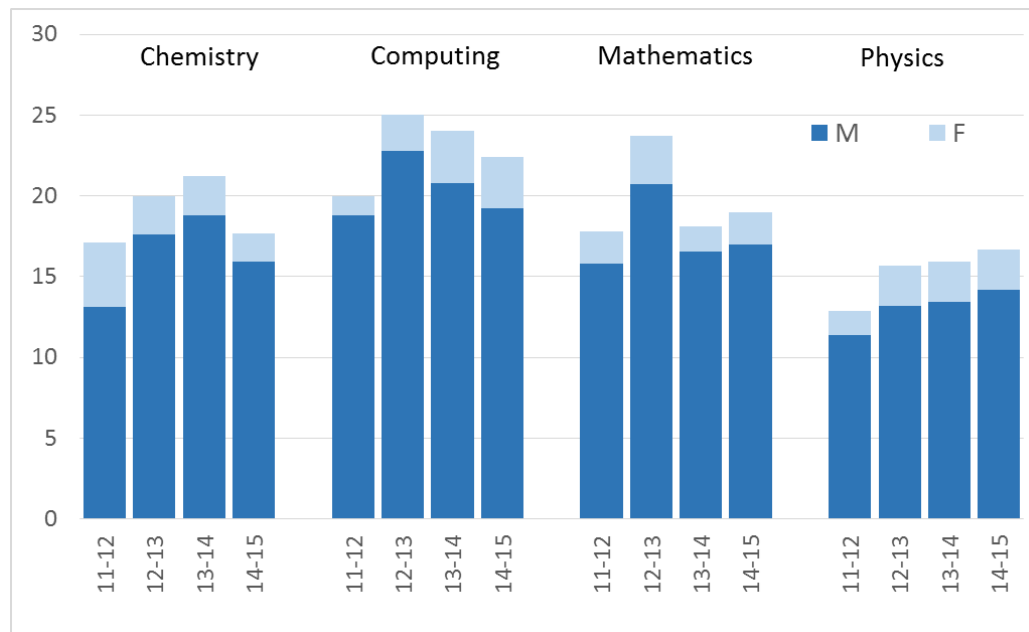
Figure 8: FTE of male and female academic staff in each discipline by year and by gender.

	Male		Female	
Discipline in NCS	No.	%	no.	%
Chemistry	16.4	85.9	2.7	14.1
Computing Science	20.4	89.0	2.5	11.0
Mathematics	17.5	89.3	2.1	10.7
Physics	13.0	85.0	2.3	15.0
TOTALS	**67.3**	**87.5**	**9.6**	**12.5**
HESA figures 2014-15				
(113) Chemistry	410	73.0	130	27.0
(119) Electrical, electronic and computer engineering	415	85.6	70	14.4
(121) IT, systems sciences & computer software engineering	675	77.8	200	22.2
(122) Mathematics	290	77.1	80	22.9
(114) Physics	500	81.3	105	18.7
TOTALS	**1875**	**78.9**	**515**	**21.1**

Table 15: Proportions of academic staff by FTE as a snapshot, compared with HESA snapshot figures. The equivalence in Computing Science is difficult as the HESA categories do not map directly.

(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.

Data are presented in **Table 16a** for all academic staff (Lecturer to Professor) over 4 years due to low numbers in some categories.

Zero-hours contracts are used only to employ PhD students as demonstrators/tutors or for summer project work. In these cases the expected hours are indicated to the PhD student. As this overlaps with PhD analysis the data have not been analysed here.

As stated in the glossary, the University does not used "fixed-term contracts" except for short-term positions (<9 months, e.g. maternity cover). Here we present OE vs OEFL data.

	Year	OE M	OEFL M	%M OEFL	OE F	OEFL F	%F OEFL
Professor	11-12	24.3	0.1	0.4	1.2	0	0.0
	12-13	25.3	0.3	1.2	1.2	0	0.0
	13-14	22.8	0.3	1.3	1.2	0	0.0
	14-15	20.3	0.2	1.0	2.2	0	0.0
Reader	11-12	3	0	0.0	1	0	0.0
	12-13	4	0	0.0	1	0	0.0
	13-14	6	0	0.0	0	0	
	14-15	8	0	0.0	0.8	0	0.0
Senior Lecturer	11-12	15	0	0.0	2	0	0.0
	12-13	16	0	0.0	3	0	0.0
	13-14	13	0	0.0	3	0	0.0
	14-15	14	0	0.0	1	0	0.0
Lecturer	11-12	15	0	0.0	2	0	0.0
	12-13	19.2	0.3	1.5	1	0.5	33.3
	13-14	19.2	0.3	1.5	1	0.5	33.3
	14-15	16.2	1	5.8	2	0	0.0

Table 16a: Data for academic staff across the School by contract type (OE/OEFL as in glossary) and by gender. OE M = open-ended male, OE F = open-ended female, OEFL M = open-ended (funding limited) male, OEFL F = open-ended (funding limited) female, %X OEFL is the percentage of staff at that grade on open-ended (funding limited) contracts.

The majority of Lecturers and above are employed on an open-ended basis. Those who are not consist of Grade 9 on fractional contracts (part-retired) and some appointed as Summer School lecturers.

Data for research and for teaching staff are given in **Table 16b**. Grades 6 and 7 are amalgamated here due to low numbers. In contrast with **Table 16a** almost all research staff are employed on activity-limited contracts.

At time of writing we have 4.8 FTE teaching fellows on OE contracts; fewer now are OEFL and are covering buy-out of staff e.g. employed on spin-out activity part-time.

	Year	OE M	OEFL M	%M OEFL	OE F	OEFL F	%F OEFL
Senior Research	11-12	0	0		0	0	
Fellow	12-13	0	0		0	0	
	13-14	0	0		0	0	
	14-15	0	0		0	0	
Research Fellow	11-12	1	28.5	96.6	2.2	8.9	80.2
	12-13	0	44	100.0	1	15.7	94.0
	13-14	0	42	100.0	2	23.7	92.2
	14-15	0	30	100.0	1	11	91.7
Research Assistant	11-12	0	17	100.0	0	4	100.0
	12-13	0	19.5	100.0	0	10	100.0
	13-14	0	25.1	100.0	0	9	100.0
	14-15	0	10.3	100.0	0	6	100.0
Senior Teaching	11-12	0	0		0	0	
Fellow	12-13	1	0	0.0	0	0	
	13-14	1	0	0.0	0	0	
	14-15	2	0	0.0	0	0	
Teaching Fellow	11-12	3.5	0	0.0	0	1	100.0
	12-13	2.5	3.5	58.3	0	2	100.0
	13-14	2.8	5	64.1	0	3.5	100.0
	14-15	1.8	4	69.0	0	3	100.0
Teaching	11-12	0	0.5	100.0	0	0	
Assistant	12-13	0	0.4	100.0	0	0.7	100.0
	13-14	0	0.7	100.0	0	0.4	100.0
	14-15	0	0		0	0	

Table 16b Data for teaching and research staff across the School by contract type and by gender. OE M = open-ended male, OE F = open-ended female, OEFL M = open-ended (funding limited) male, OEFL F = open-ended (funding limited) female, %X OEFL is the percentage of staff at that grade on open-ended (funding limited) contracts.

The main issue (here and across the sector) is that OEFL contracts are the "norm" for PDRA/Fs.

The School follows the University's Avoidance of Redundancy Policy, in which any member of staff who has been employed for >9 months and is at risk of redundancy is made aware of redeployment opportunities and is offered support. The timeline is shown in **Table 17** below.

Process	What is offered, what happens	Time prior to EOF
Alert to PI/Line Manager	PI/Line Manager reminded that contract is due to finish to allow time to apply for future funding, provide support and guidance.	1 year
Placed on redeployment register	Allows candidate to apply for redeployment vacancies two weeks ahead of advert. If candidate meets 100% of essential criteria, interview is guaranteed ahead of non-redeployment candidates.	5-6 months
Initial meeting with HoS & HR Redeployment Coordinator (Trade Union rep may attend)	Process explained (including above). Discussion of ambitions and any funding available. Opportunities for "Training funding" from the school explained and discussion of training needs. Place on Self-marketing workshop. Offer of mentoring on CVs, interview skills.	5-6 months
Second meeting with HoS and HR	Update on funding, if appropriate. Offers above reiterated. Explanation of process going forward. Explanation of redundancy letter. Advised of closure of IT account on last day of service. Discussion of honorary status, if appropriate	4 months
Case made	Case is made for redundancy, seen by candidate, heard then by Redundancy Dismissal Panel convened by SVP	3-4 months
Notice given	Letter/email to candidate outlining redundancy and payment	3 months
End of contract	Termination date	0 months

Table 17: Avoidance of Redundancy process; the timeline is set by the end of funding (EOF) and the process can be terminated at any stage, should the EOF date change.

Within the process, the workshop receives excellent feedback. In addition, over the past 15 months the School has offered mentoring for e.g. interviews, CVs and other skills. Of the 5 who have taken this up, 3 have been female and 2 male. We will ensure this practice is clearly and consistently offered by embedding the Table above into our procedures.

(iii) Academic leavers by Grade and gender and full/part-time status
Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Table 18 shows all leavers by year, category and contract type: **Figure 9** shows reasons for leaving amalgamated due to low numbers. There are no data presented for part-time staff as the numbers are so low.

Grade, post	Year	M H/C	M leavers	F H/C	F leavers	Turnover rate M %	Turnover rate F%
9, Professor	11-12	29	2	2	0	7	0
	12-13	31	2	2	1	6	50
	13-14	29	2	2	0	7	0
	14-15	25	2	3	0	8	0
8, Reader	11-12	3	0	1	0	0	0
	12-13	4	0	1	0	0	0
	13-14	6	0	0	0	0	0
	14-15	8	0	1	0	0	0
8, Senior Lecturer	11-12	15	0	2	0	0	0
	12-13	16	1	3	0	6	0
	13-14	13	0	3	0	0	0
	14-15	16	0	1	0	0	0
7, Lecturer	11-12	15	0	2	0	0	0
	12-13	22	1	5	1	5	20
	13-14	22	2	2	0	9	0
	14-15	21	0	2	0	0	0
Total OE staff	11-12	62	2	7	0	3	0
	12-13	73	4	11	2	5	18
	13-14	70	4	7	0	6	0
	14-15	70	2	7	0	3	0
OE – per year		**69**	**3**	**8**	**1**	**4**	**6**
6-8 Research Fellow	11-12	32	5	14	3	16	21
	12-13	45	2	19	1	4	5
	13-14	42	5	30	3	12	10
	14-15	30	9	13	9	30	69
5 Research Assistant	11-12	18	4	5	2	22	40
	12-13	23	1	10	0	4	0
	13-14	30	4	9	1	13	11
	14-15	11	8	6	1	73	17
6-8 Teaching Fellow	11-12	4	0	2	0	0	0
	12-13	8	1	4	2	13	50
	13-14	9	2	4	1	22	25
	14-15	3	0	3	0	0	0
5 Teaching Assistant	11-12	1	0	0	0	0	0
	12-13	6	1	6	2	17	33
	13-14	8	0	7	0	0	0
	14-15	8	0	7	0	0	0
Total OEFL staff	11-12	55	9	21	5	16	24
	12-13	82	5	39	5	6	13
	13-14	89	11	50	5	12	10
	14-15	52	17	29	10	33	34
OEFL – per year		**70**	**11**	**35**	**6**	**15**	**18**
TOTAL		**553**	**54**	**171**	**27**	**10**	**16**

Table 18: Leavers per year, by Grade and as a proportion of total staff (by gender)
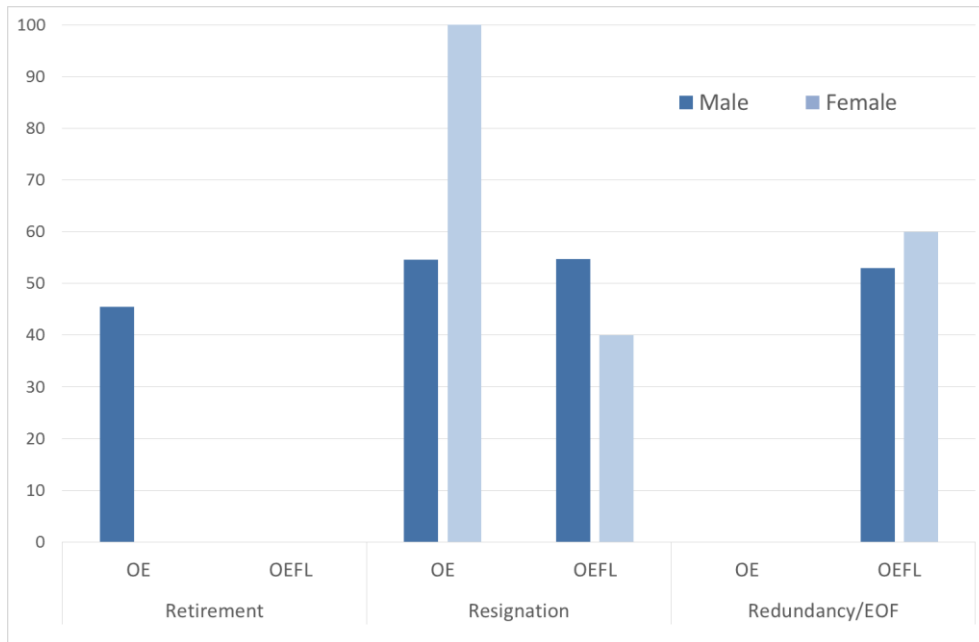
Figure 9: %leavers type by contract type (OE vs OEFL) over the years 2011-15. F (light) and M (dark). Redundancies associated with end of funding (EOF)

Between the periods of 2011-15, there is no significant difference (given overall numbers) in the proportion of staff leaving (M 10%, F 16%). More staff employed on OEFL contracts leave during 2011-15, than those on OE contracts, but this is due to type of contract. There does not seem to be a statistical significant difference between the numbers of females and males leaving. The bottleneck previously identified to reach an OE position is the main problem here.

We have relatively low churn in OE ("permanent") staff. A quarter have been retirements – a number have gone to other posts, partly due to a large exodus of mathematicians around 2012 (>5 staff). Both female academic staff who left moved with partners (from maths).

In terms of the staff on OEFL (fixed-term) contracts, there is a mix between those who resign before end of contract and those who go to end of the contract (redundancy). More women are in the latter category, for varied reasons: many have partners in Aberdeen and thus are limited by geography and, in many cases, influenced by the oil industry.

One question which the SAT believed important for our staff survey was how many OEFL (fixed-term) contracts our OE (permanent) staff had been on prior to their being made permanent. The aim was to explore the transition between PDRA and Lecturer, but also to look at trends in recruitment. **Figure 10** shows the response from the survey.
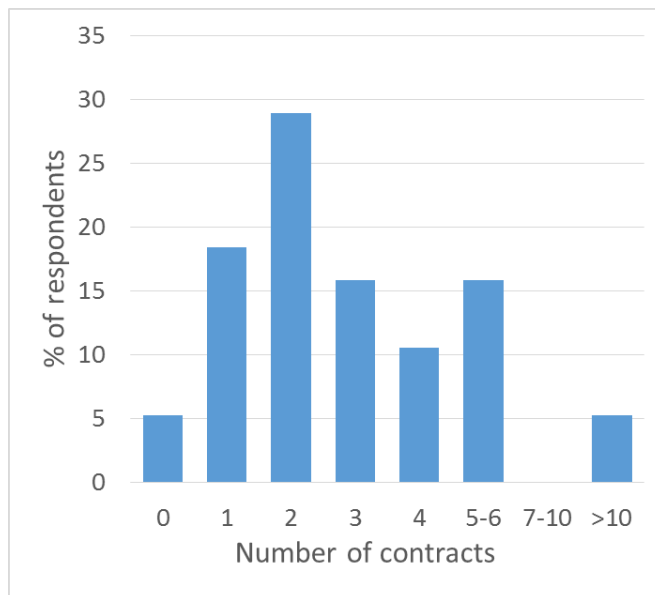
Figure 10: Number of "fixed-term" contracts survey respondents had been on prior to being made "permanent" (open-ended) staff.

It is noted that the majority have had 1-3 contracts prior to a permanent position. Whilst some had more than 10, an equal number had 0.

We have not presented the data by gender to maintain confidentiality but anecdotally women are more likely to fall into two categories:
1) Less likely to persist with frequent short-term fixed contracts and seek a permanent job (outside academia).
2) More likely to keep on fixed-term contracts due to their partner's work situation.

This is a key transition stage, and we will investigate this further through a School focus group and will liaise with the University A/S coordinator to investigate and benchmark this across the institution [ACTION 3.5].

Word count 743

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.

Recruitment data are presented overleaf in **Table 19**.

As would be expected the number of male applicants outweighs the female applicants at all Grades where there are sufficient numbers to observe. In general a higher %F were shortlisted although the differences narrowed in 2013-14. This tends to be in line with the anecdote that "women only apply when they are sure" and thus more will fully fit the job specification. The success rates are equal within significance.

The shortlisted/applications ratio is higher for female applicants, whereas the offers/shortlisting shows %F to be, on the whole, lower, except in 13-14 where the overall number of offers was lower. It is noted however that the numbers decrease as we go from applicants to offers, and thus the difference may not be statistically significant.

In the first two years, the rate of acceptances (appointments/offers) was higher from males than from females. Anecdotally, we know that a number of applicants felt unable to move to Aberdeen because of their partner's job.

Withdrawals from the process were also analysed. These tended to be people who had applied to several places and received another offer during the process: there were higher male withdrawals at Grades 5 and 6, mirroring the proportion of applications.

For all posts a shortlisting panel is convened and then taken forward for interviews. Candidates are interviewed where possible on campus, alternatively *via* Skype. For academic posts applicants are invited to give a short talk on their research and/or teaching (dependent on role). All School staff are invited to attend and provide feedback and discussion. Applicants are normally hosted by the department and introduced to the University with tours of campus plus the opportunity to visit research groups.

	Applications		% of total		Shortlisted		Shortlisted/ Applications (%)		Offers		Offers/ Shortlisted (%)		Appointments		Appointments / Applications (%)	
11-12	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
8	**1**	**1**	**50**	**50**	**1**	**0**	**100**	**0**	**1**	**0**	**100**		**1**	**0**	**100**	**0**
7-8	196	41	83	17	19	9	10	22	10	3	53	33	7	1	4	2
6	111	36	76	25	26	14	23	39	12	6	46	43	9	4	8	11
5-6	29	7	81	19	11	5	38	71	5	1	46	20	5	0	17	0
5	37	12	76	25	13	1	35	8	5	0	39	0	4	0	11	0
ALL	**374**	**97**	**79**	**21**	**70**	**29**	**19**	**30**	**33**	**10**	**47**	**35**	**26**	**5**	**7**	**5**
12-13																
8	13	0	100	0	2	0	15		1	0	50		1	0	8	
7-8	89	24	79	21	13	6	15	25	4	1	31	17	4	0	5	0
7	35	7	83	17	1	1	3	14	1	1	100	100	0	0	0	0
6	107	60	64	36	28	23	26	38	11	4	39	17	5	3	5	5
5-6	78	54	59	41		15	26	28	5	4		27	5	3	6	6
5	33	22	60	40	9	3	27	14	2	0	22	0	2	0	6	0
ALL	**355**	**167**	**68**	**32**	**73**	**48**	**21**	**29**	**24**	**10**	**33**	**21**	**17**	**6**	**5**	**4**
13-14																
8	0	0			0	0			0	0			0	0		
7-8	289	48	86	14	18	3	6	6	6	2	33	67	5	1	2	2
7	1	4	20	80	0	0	0	0	0	0			0	0	0	0
6	85	26	77	23	21	4	25	15	5	0	24	0	3	0	4	0
5-6	61	18	77	23	7	2	12	11	2	1	29	50	2	1	3	6
5	67	35	66	34	22	12	33	34	2	1	9	8	2	1	3	3
ALL	**503**	**131**	**79**	**22**	**68**	**21**	**14**	**16**	**15**	**4**	**22**	**19**	**12**	**3**	**2**	**2**

Table 19: Recruitment data for all Grades analysed by year and by gender.

Note: no grade-7-only posts were advertised in 2011-12.

Panels are composed as in **Table 20** below (including internal appointments):

Post	Convenor	Panel requirements
Research staff (PDRA/F)	PI	3 people minimum, at least one female
Teaching staff (TF/STF)	HoS or ALM	3 people minimum, at least one female
Lecturer/Senior Lecturer	HoC or nominee	Usually 5 people, at least 2 female, at least one from another School/College.
Reader/Chair	Principal or nominee	Usually 8 people including (fully) external advisers if possible, a lay member of Court, gender balanced.
ALMs	HoC	HoS, other member of staff
HoS	Principal or nominee	Usually 8 people including a lay member of Court, gender balanced.
HoC	Principal or nominee	Usually 8 people including a lay member of Court, gender balanced.

Table 20: Composition of interview panels for posts within the School and those which have direct (management) impact on the School.

There is a requirement for all academic posts for 50/50 interview panels (this is normally maintained at no lower than 40%F). All staff must complete online equality and diversity modules: one is for all staff, the other for those involved in teaching (including PhD students).

This year unconscious bias training was introduced for promotion panel members and School training sessions will be arranged for all recruiting staff to attend. The effect will be evaluated by monitoring %F shortlisted [ACTION 4.1].

Our base problem is attracting female applicants. On comparison with our own PDRA numbers, the female applicant numbers for Grades 7-8 are broadly 10-20% lower (by discipline). We will establish search committees for each post who will review the gender balance applying (as consistent with the pool in the area) and assist in identifying potential candidates [ACTIONS 4.2]

Another action is to produce a set of "Frequently Asked Questions" for all interviewees regarding the local area, covering places to live, schooling, commuting and other points. Some of these are asked at interview but often time-limited. [ACTION 4.3].

(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.

All new Lecturers on probation (normally 3 years) are assigned a senior colleague from their own discipline as a mentor.   Recently formal mentor training has been offered and since 2012 the HoS has had annual meetings with probationers to assist with making a three-year plan with annual milestones and to introduce new staff to the promotion criteria as early as possible.   Probationary staff have a reduced teaching load (50% in year one, 75% year two, then full) and given priority in funding for PhD studentships and for inclusion on the University's Researcher Development Programme (which is run by our Centre for Academic Development, CAD).   There are days for e.g. PI training, mentoring and grant writing.

All new staff attend the University welcome and induction (1 day) and new academic staff attend a 2-day course: Lecturing and Teaching in Higher Education: attendance is monitored.   This is supplemented by a range of courses run by CAD and ITS which cover our systems and processes, exam setting, marking and invigilation, personal tutoring, writing research proposals, PhD supervision and examination, and innovative teaching practices.

Training is reviewed at probation meetings or during annual review, where future training needs are also identified. There is some dissatisfaction with training on offer, and some lack of awareness.   There is no formal monitoring of ITS and CAD courses and this will be developed alongside capturing feedback from those who have attended .

Additionally ALMs provide local support to new academics. By August 2016 we will have revised our induction/information manual in line with the new ALM structures [ACTION 4.4].

(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.

Figure 11 illustrates the promotion procedure for staff grades 5-8.   Grade 9 (Chair) includes 5 automatic "on-scale" annual increments (points 50-54); off-scale increments are applied for annually through HoC and then the Principal.

Table 21 shows the typical make-up of the Promotion Panel, roles, and a snapshot of the gender make-up from the current round.
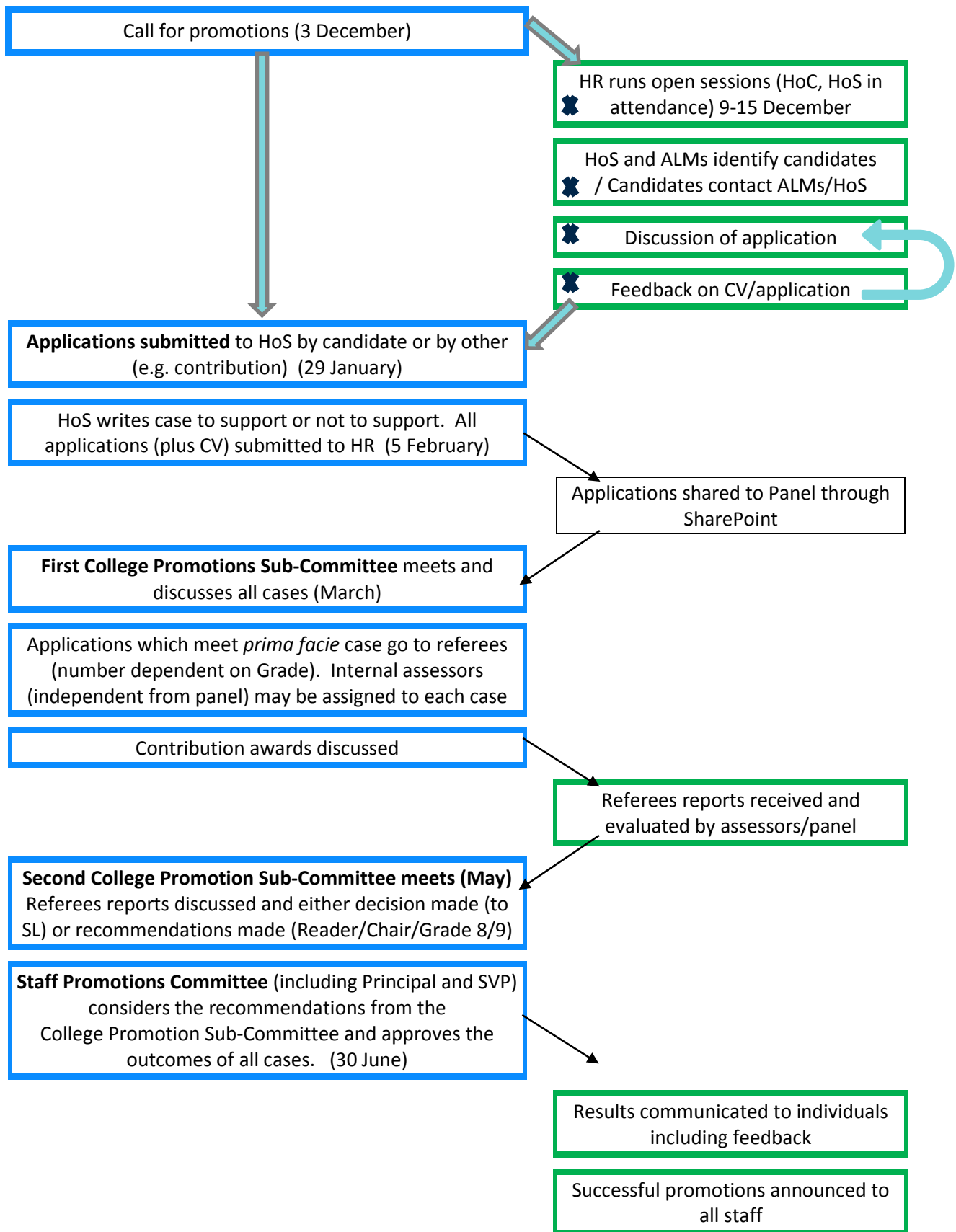
Figure 11: Promotions procedure including typical dates (from 2015-16 schedule). The left hand track is the formal route, the right hand indicates process which supports this. The boxes with ✖ indicate that it is possible to apply without engaging with these parts.

Member	Specific role	
Head of College	Chair	M
Head of School (Geosciences)	Spokesperson for applications	M
Head of School (Engineering)	Spokesperson for applications	M
Head of School (NCS)	Spokesperson for applications	F
College Director of Research		M
College Director of Teaching		M
Vice-Principal 1	Moderation between panels	M
Vice-Principal 2	Moderation between panels	F
Staff member from College		F
Staff member from College		F
Staff member from College		M
Role-analyst 1	Neutral – analysis against role descriptors	M
Role-analyst 2	Neutral – analysis against role descriptors	M
HR partner	Advice on process (non-voting)	F

Table 21: Make-up of College Promotion Sub-Committee, with indicative gender make-up based on 2015-16 panel. (%F = 36) Staff members are selected by HoC to provide suitable balance (experience, knowledge, area) to the panel. HR Adviser also in attendance (F).

To avoid identification of the low numbers of female academic staff, we have presented these data as a composite of Grades Reader/Chair, and Senior Lecturer/STF/SRF (8) (**Table 22a**). We have also presented 5 years of data to allow more solid analysis. For the contributions data, the numbers are low so they are amalgamated by year and gender (**Table 22b**).

	Submitted		Successful		Successful	
Grade applied for	Male	Female	Male	Female	%M	%F
10-11						
Chair 9/Reader 8	1	2	1	2	100	100
SL/STF/SRF 8	4	2	4	2	100	100
7	1	0	0	0	0	-
6	2	1	2	1	100	100
11-12						
Chair 9/Reader 8	5	0	4	0	80	-
SL/STF/SRF 8	4	1	2	1	50	100
7	2	0	0	0	0	-
6	0	1	0	1	-	100
12-13						
Chair 9/Reader 8	4	2	4	1	100	50
SL/STF/SRF 8	4	0	3	0	75	-
7	6	1	6	1	100	100
6	0	1	0	1	-	100
13-14						
Chair 9/Reader 8	6	3	3	3	50	100
SL/STF/SRF 8	4	0	4	0	100	-
7	5	1	5	1	100	100
6	0	0	0	0	-	-
14-15						
Chair 9/Reader 8	3	1	1	1	33	100
SL/STF/SRF 8	2	1	1	1	50	100
7	6	3	6	3	100	100
6	0	2	0	2	-	100
TOTALS						
Chair 9/Reader 8	19	8	13	7	68.4	87.5
SL/STF/SRF 8	18	4	14	4	77.8	100.0
7	20	5	17	5	85.0	100.0
6	2	5	2	5	100.0	100.0
OVERALL	59	22	46	21	78.0	95.5

Table 22a: Promotions applications and successes by year, Grade and gender. %success rate by "eligibility" is not given as numbers are low for female staff.
Notes: Grade 6 is primarily promotion within technical and admin Grades to the academic-related Grade, and also includes RA promotion to RF. Grade 7 is primarily promotion within RF/TF Grades.

Male applicants have a 78% success rate in promotions compared to 95.5% for female applicants. A decreasing success rate for male applications is seen as Grade applied for increases (although numbers applying are fairly consistent at each level).   Eligible population is difficult to determine, but compared to overall academic staff ratios (%F = 12.5) the %F applying is higher (%F = 27%) which is encouraging.

Within the School we have taken an active approach to encourage and support promotion applications, in partnership with HR. It is notable that success rates generally are high.   Staff are encouraged to speak to the HoS and/or ALM about the application. Whilst sometimes staff are advised to wait and given advice on how to enhance their roles,   70% of staff reported having been supported and encouraged to apply for promotion. 30% of those respondents who had not applied cited lack of confidence. Embedding discussions on promotions into Annual Reviews will aim to increase confidence [ACTION 4.5].

Those sitting on promotion panels must complete online training and this year, mandatory sessions on unconscious bias were implemented.

The gender differences echo those seen elsewhere; often male applicants seek feedback from the process, whereas female applicants will seek encouragement and feedback prior to making an application, even when it is encouraged by the line manager.

We note that of those who were unsuccessful in their promotion applications (14), 6 have not reapplied and 6 were promoted on their next application (includes M&F applicants).

There is still a perception of opacity in promotions: whilst the survey results indicated that 70% of staff felt they had a good understanding of the promotion process and criteria, 41% felt it was not transparent or fair.   It is noted that ALMs have little training or experience on the promotions panel (around 5 School staff have served on the panels over 2012-2015) and we will increase awareness of the processes and requirements [ACTION 3.4]. Feedback on unsuccessful applications was felt to be poor (~40% of respondents) [ACTION 4.6].

Contributions	Submitted		Successful		Successful	
	Male	Female	Male	Female	%M	%F
10-11	4	0	3	0	75	-
11-12	5	0	4	0	80	-
12-13	10	1	7	1	70	100
13-14	4	1	2	1	50	100
14-15	3	1	2	1	67	100
OVERALL	26	3	18	3	69.2	100

Table 22b: Contribution applications and successes by year and gender. Grades not given as numbers are low.
"Contributions" are applied for where someone may have delivered something exceptional but time-limited (a one-off contribution) or sustained high performance in an area, just not at the level of promotion (consolidated award). They can be applied for as part of a promotion application or stand-alone. Staff can also nominate others for contribution awards.

For contributions, male success rate is 69.2% compared with 100% for female applicants. There is a low number of applications for contribution awards: on reflection there is a

lack of clarity. We will work to raise awareness of what contribution awards mean [ACTION 3.4].

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

In RAE2008, we submitted in Units of Assessment (UoA) Pure Mathematics, Chemistry and Computing Science, and some staff were submitted elsewhere. 59 staff were eligible and 48 were submitted: 1 F and 10 M were not submitted due to a threshold for number/quality of papers. 15% of the submission was female, in line with the overall staff profile. 81% of men and 83% of women were submitted.

In REF2014 we submitted in 3 UoAs, Chemistry (UoA 8), Pure/Applied Mathematics (UoA 10) and Computing (UoA 11). Overall 62.3 staff of 67.3 eligible[2] were submitted of which 7 were female: 92% of men and 100% of women were submitted.
All non-submissions were again due to number/quality of papers with an 11 point boundary (3332).
Two members of staff had special circumstances (maternity leave) and hence reduced submission requirements.

As we move towards REF2020 – which likely will have more stringent requirements - we need to ensure support for all staff [ACTION 4.7]. Capability (supportive) procedures have been invoked to assist setting and monitoring targets alongside providing some informal mentoring and training, as one example.

5.2. Career development: academic staff

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

Training is not internal to the School except in specific cases – e.g. Open Access and achieving HEA Membership in the past year. Induction and some other training is described in section 5(ii) below. All courses run by CAD and ITS involve feedback so as to improve. Courses are advertised to staff through e-mail shots and the School Newsletter.

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[2] *Note: The numbers are inconsistent with other figures in this report as a small number of staff from outwith the School were included for strategic submissions.*

Staff training is part of the Annual Review Process. As well as discussing training already attended, future training needs are identified and collated by the SAO for report to HR, and discussed with ALMs. As this is not an assessment process, we do not record training carried out but take-up of training needs to be encouraged. This may be easier to do with the new ALM system where the information can be anonymised at review stage and we will embed a full annual collation of training. [ACTION 4.8].

Mandatory E&D training (one for all staff, and one for all involved in teaching) is monitored. Reports on uptake go to College Executive. Unconscious bias training has been introduced for those on promotion panels and we see the benefit of this being rolled out to all staff and then to students.

ALMs now attend a series of one-day workshops including finance, management, HR processes and leadership. These have been well-received given they are new, and feedback will lead to future improvement. We will push for this training to be open to deputies for succession planning and to better prepare staff at that level.

HoS have training similar to ALMs and further includes e.g. legal training, H&S, financial planning and further HR procedures.

For senior staff (usually Reader or equivalent upwards), the University has run an International Leadership Development Programme (ILDP). This ran up to 13-14 and had %F ~50. Over 2011-14 six staff from the School attended, 4 male and 2 female. We currently support one member of staff (Reader) on the Aurora Women in Leadership Programme.

(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.

There is a mandatory annual review process for all staff (100% uptake). Staff have the opportunity to reflect on progress in the previous years, discuss aspirations, identify priorities and training needs for the following year. Training needs are fed back to the HoS and HR so that appropriate generic training can be arranged, or mentors or other support put in place (e.g. interview preparation, reviews of CV, inclusion of staff onto suitable committees).
Staff performing reviews (~10 across the School) receive training by HR or *via* online training video.
Across the school, the annual review process is not perceived as useful (survey, focus groups, informal and formal feedback) despite the change to the process two years ago. It is generally seen as a chance to catch up on issues, but as there is no direct link to promotion its place is not clear. More discussion is in the next section.

(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.

Formally, annual reviews are the primary focus of support and the promotion process also involves encouragement and identifying "gaps" for development.   Individuals who are performing at the appropriate level are encouraged to apply by senior colleagues, ALM or HoS. We will ensure promotion is discussed as part of the Annual Review process [ACTION 4.5].

As described elsewhere, those on probation are encouraged to make three year plans and also be prepared for subsequent promotion: the process and the forms, which give guidelines, are flagged.

Advice on career progression is generally handled through the line managers, i.e. PIs for postdoctoral researchers and the Careers Service. We will set up and train "Postdoc Champions" (as a new part of the ALM structure) to provide more general and impartial career advice at an early stage. [ACTION 3.3].

Local mentoring occurs and there is a College and a University-wide mentoring scheme available for all staff which is currently being refreshed with new training sessions and the appointment of mentoring coordinators in each School. Staff have the option of requesting the gender of their mentor if they wish.   The University has recently engaged with the Aurora leadership programme (see 5.2(i)) with two of our staff (female) being trained as Aurora mentors.
71% of staff surveyed indicated they were aware of the mentoring schemes though only 19% indicated that they had had a mentor. The take-up and awareness of coaching was far lower and this needs further dissemination [ACTION 3.3].

The SAT had additional benefits in linking staff of all grades and providing a new network across the School. Part of our consideration of setting up a "junior network" for female staff is to support female postdoctoral researchers; we also wish to offer support to all PDRAs. This will be discussed by a focus group, with mechanisms for support identified and networks set up with liaison with HoS [ACTION 4.9]. A Senior Women's Network for general discussion meets every 2 months at College Level (includes HoS).

(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).

Each UG student is assigned a Personal Tutor who meets with them according to a University-wide schedule to provide support across a range of issues. This includes a level of pastoral care alongside a programme of awareness around four "Graduate Attributes":
• Academic Excellence

- Critical Thinking & Effective Communication
- Learning and Personal Development
- Active Citizenship

These are also part of our curriculum design and each module must contain at least three elements. Personal Tutors help to make the link, so that students understand what they should be getting from the courses. Students can also seek support from course lecturers and coordinators on all issues. Disciplines also support specific employability skills within honours years. We have strong links to the Careers Service who give talks within disciplines and supply information on graduate careers and postgraduate opportunities (including our own past graduates).

All honours degrees include at least one major project or dissertation which allows students one-to-one contact with an academic supervisor and their research group. This provides direct opportunity for such discussions: e.g. in Physics the project module starts with a Careers Talk which includes information on postgraduate study to encourage discussions between student and supervisor. The School also leads an honours course on "Science and Society" which introduces concepts in research.

The uptake on Personal Tutoring has been disappointing to date, with fewer than half of the tutees attending meetings. This is in contrast to the previous Advising System, which included curriculum choice and was thus mandatory.

We believe the low uptake is partly due to the assignment of tutees to any academic within the School which was the initial policy, but this has been revised and in our School we will be assigning tutees by (major) discipline for academic year 2016/17. We will monitor the effects [ACTION 4.10]. We will introduce a system to check tutorial groups, particularly in Computing and Physics, to ensure female students are not isolated. [ACTION 4.11]

The Student Association (SA) elects School Convenors, but the uptake and engagement is variable and whilst one year we had good feedback and help from our Convenor (2012-13) there has been little engagement since – the SA often has difficulty gaining nominees. The SA is undergoing a refresh of its own structures and through our School Director of Teaching we will work with the SA in improving the student experience and participation [ACTION 4.12].

Similarly our NSS results have been variable as our student responses fall below the threshold to be published. Overall we have improved on areas such as Student Feedback but there is criticism of the Personal Tutor system which, as above, we will be changing from 2016/17.

We have also had engagement with AUWISE through supporting events and we will extend our engagement in the future. Our (future) UG rep on the SAT is also in AUWISE [ACTION 4.12].

All PhD students are required to have two supervisors or supervisor/assessor and this can also engender mutual support and team working. A review structure (**Table 23**) was developed to ensure every student had advice from outwith the supervision team, experience of *viva* exams and regular checks on generic and discipline-specific skills training. Other general training is available from ITS and CAD.

Timeline	Action	Information
0-3 months	Induction	Research in the College and in Disciplines, Students Association, Teaching and Demonstrating, Personal Development Plans, Science Communication, Collaboration, Student Support, Equality and Diversity, IT and Library skills, Writing skills.
6 months	Progress report	Supervisors report
9-11 months	Annual report	~20 page report, viva and assessment*
18 months	Progress report	Supervisors report
21-23 months	Annual report	~20 page report, viva and assessment*
30 months	Progress report	Supervisors report
36 months +	Thesis	Progress reports continue until submission/viva.

Table 23: Timeline of progress monitoring for PhD students. Students comments are incorporated at all stages and feedback – all of which is seen by the Graduate School and HoS for action if required. At points marked *, decisions may be made to resubmit/reassess or complete for a lower degree (MSc/MPhil) if progress is deemed unsatisfactory.
Courses such as "handling large documents" are recommended for those in year 3, for example.

(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.

Support at all stages is given by colleagues in the discipline, primarily, and Research Financial Services (RFS) and the research accountants for the College.

All staff on probation have mentors who can assist them with the process of research grant writing, particularly on the EPSRC First Grant Scheme which is a crucial part of the probationary period. The mentor, colleagues and ALMs all ensure the probationer gets appropriate support and advice: feedback indicates that this is appreciated (>90%).

All proposals require internal review which helps to coach colleagues, shape and strengthen proposals and there is a College process whereby all Research Council grants follow an internal procedure (intention to submit) to ensure procedures are followed.

We have in the past year appointed a School Director of Research to look at activities across the School, and hold an accessible file of all grant applications to share practice, as well as highlighting successful proposals and sources of funding in our School Newsletter.   Our first research away day, organised by the Director, occurred on Feb 2016, where the aim was not only to share and inform research activity across the School, but also to share experiences with funders and best practice.

The College operates an incentivisation scheme for those who have been unsuccessful in Research Council grants, where they can show some funding can help improve a grant application for submission elsewhere. A PhD "50/50" funding scheme for ECRs has been available since 2013 – thus if 50% funding can be obtained, the College/School will match. There is no evidence of gender bias in these schemes.

The College also has Horizon2020 funding open to all to support H2020 and European Research Council bids. Funds can be used to support visits to project partners, attending/hosting project workshops and attending EU network events. Two staff have benefitted (one female) in the past 2 years.

In the School we also have good examples of commercialisation activities (working with industrial partners, spin-out companies and major commercial activities), and connections are made through dissemination of this activity and/or on the advice of HoS. In this we have support from the University's Research and Innovation (R&I) team, and for spin-out activities one member of the team is specifically assigned.

5.3. 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.

There is a combination of University Level and local support. We will make the policies more visible [ACTION 4.13].

The University offers coaching and mentoring to support members of staff who are planning for or returning from maternity, paternity or adoption leave. Two members of staff in the School have taken advantage of this since it commenced with positive feedback. Shared parental leave is also available and has been used by one member of staff. Support is also available through one-to-one contact (through ALM/HoS) particularly in the early days of pregnancy, in preparing the member of staff and e.g. flagging nursery care.

Cover arrangements are made in the same manner as a sabbatical period (by other staff), and we explicitly do not move teaching (such that the person on leave does it on return) - it is covered during the leave period.

(ii) Cover and support for maternity and adoption leave: during leave
Explain what support the department offers to staff during maternity and adoption leave.

Keeping in touch days (KITs) (communicated by HR and through one-to-one contact as above) are at the behest of the person on leave and these have been used to assist with phased return to work. All who have taken maternity leave have used KITs.

(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.

Support on return is and has been provided in each department peer-to-peer; at present no specific funding is granted. Rather, we expect that returners apply for, and be granted, a 3-6 month period of "in-house sabbatical leave" following periods of maternity leave which would allow for transparent and formalised reduced teaching and admin loads. We will ensure this continues to be communicated to all staff, (including our general sabbatical leave policy).
Staff returning can work flexibly or move to a fractional contract reverting to full-time when desired.

The University has an on-site nursery, about 150m from the Meston Building: last year a new building for the nursery was opened with expanded capacity. There are also many local private nurseries. A childcare voucher scheme exists for nursery and other child care including after-school. We have a private room in Meston which can be used for

breast-feeding, and this will be refurbished with a fridge/microwave and a comfortable chair [ACTION 4.14].

One issue identified is that returning part-time can create external funding issues and we will work with funding bodies around this issue.

Survey results indicate that whilst most who had taken leave did not feel that it had negatively affected them, 23% had mixed feelings. Most (63%) felt their responsibilities were not covered when they were off – this reflects a mixture between short-term leave and those on externally-funded research contracts where the project is effectively stalled during maternity leave.

(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.

Numbers are small so not tabulated. From 2012 to 2015, 5 staff took maternity leave with time periods ranging from 95 to 337 days. This included TFs and RFs, and all returned to work, some initially part-time by choice (0.4 to 0.8 FTE). Two members of staff (RFs) are currently on leave, with both having their contracts extended appropriately.

(v) Paternity, shared parental, adoption, and parental leave uptake
Provide data and comment on the uptake of these types of leave by gender and Grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Due to low numbers we have presented an additional year of data, **Table 24**. Paternity leave is encouraged by peers/ALMs and all take the opportunity. Shared parental leave is relatively new and 91% of survey respondents were aware of the changes (we currently have one person taking this opportunity).

Grade	5			6			7			8			9	Totals
Year	P	M	R	P	M	R	P	M	R	P	M	R	R	
11-12		1		2						1		1	1	6
12-13		1.2		1			2			1				5.2
13-14	1		1F	2			1							5
14-15		1	1M	4		1M					1			8
Totals	1	3.2	2	9	0	1	3	0	0	2	1	1	1	**24.2**

Table 24: Numbers by Grade and type, per year, of those staff taking leave.
P = paternity, M=maternity, R=Parental.
*1 member of staff currently on shared parental leave, one on maternity leave

(vi)   Flexible working
Provide information on the flexible working arrangements available.

The University holds all formal records of applications for flexible working. Informal requests are currently not formally recorded; this will commence in late 2016 within the School, in consultation with ALMs.

Within the School we accommodate flexible working without submission of formal requests, commonly around childcare (for both M & F staff) and for elder care. It is very common for staff on academic contracts to adjust their diaries to allow for this and we ask simply that the ALM be informed (for occasional changes) or discussions with HoS (for more consistent schedule changes).   Staff (including PDRAs) were asked as part of the survey whether they believed flexible working was supported, and 83% believed it was. In addition staff felt empowered (>90%) to set their own work schedules and 42% felt that they worked flexibly in some way.   Staff who have asked for flexible working reported that these had been granted either totally (77%) or "sometimes" (33%).
Class timetables are made in consultation with central timetabling so caring can be accommodated by changing e.g. lecture times. We ensure staff committing to e.g. 3-6 pm labs and weekend work do so on a voluntary/cooperative basis: the workload model will be adjusted to recognise and accommodate these [ACTION 4.15].

Any formal changes (e.g. to part-time contract) require approval from the HoS. In the past, increases in contract were agreed within the College; at present, these must be approved by the University Restructuring Committee (but are agreed).

(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.

We have very few examples within the School in the past three years (and more) to enable analysis. Where we have had staff returning on a part-time basis, this has continued though we have accommodated different FTE (e.g. one example moving from 0.4 to 0.6 FTE, another of a 0.6 FTE taking on a 0.8 FTE position through job-sharing to maintain the 0.6).
We have also used job-sharing in two cases to accommodate wishes for part-time working and this can be used to support return to work, where possible.

5.4. 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.

As the disciplines within the School are small, team working and teaching is the norm throughout, with key research themes in each discipline forming a focus for collaboration and, in general, working together. This can pose problems for the "lone researcher" and is something to be aware of and to support.

Each discipline has a tea-room and for School social events we use the larger areas in Meston or Fraser Noble. The two buildings do lead to separation but the impending move of the School office to be closer to Fraser Noble will provide a better focus and integration for all activities. The four Heads of Discipline work well together to share practice and experience and to rationalise, where possible.

There are clear web pages for E&D issues and family-friendly policies but our staff do have difficulty finding these, not least because one comes under "governance" and the other under "HR". We will link these to our School pages [ACTION 4.13].

We asked a series of questions in our survey to understand how the School was perceived. 64% described their working environment as supportive but only 29% felt it was inclusive; 23-27% believed their area to be "cliquey" and "competitive". "Inclusive" was interpreted more widely than as a diversity issue: criticism was focussed on restructuring within the University in the past year (a long VS scheme) and we will run a survey in eighteen months to reflect on changes and how these have impacted. More specific detail will be added to the questions to explore the issues we have found from this survey [ACTION 1.2].

96% reported they did not feel that they were treated unfavourably, the remainder split between unfavourable treatment due to age, ethnicity and gender (none under sexual orientation or religion/belief). As these three characteristics are deemed the "visible characteristics" this is something which must be explored further through raising awareness [ACTION 4.13].

22% of staff were unaware of initiatives promoting E&D, despite the training being mandatory for all staff and AS activity being reported in the School Newsletter. 59% of staff were unaware of AS at the time of the survey; as the survey went out under the AS banner this was surprising. 77% said they had not been involved in any initiatives. Again, dissemination of information needs to be broader and going forward the SAT will do more to promote the activities and initiatives of the group, as the personal approach is more likely to engage others. AS actions will be placed on all staff meeting agendas and we have an AS drop-in day for all staff to engage with the action plan [ACTION 5.1].

We have been working on a document on inclusive language which is an intersectional problem; indeed the document which is most helpful is one from Stonewall which advises on making gendered assumptions. We will distribute this to all staff once it is agreed. However we do need to use gender to promote women in science, challenging the assumption that all historical scientists are male, or that papers are written by "he". This will be included in our advice, broadening out to advise on Eurocentricity in teaching (both role-modelling and approaches) [ACTION 5.2].

A clear need raised by staff is a fund for those incurring additional child or elder care for conference attendance and other business travel. This affects both M&F staff. We will provide a fund to mitigate some of these additional expenses and advocate for a consistent approach across the University [ACTION 5.3].

(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.

This is monitored and the School currently has >80% uptake rate on the Diversity in the Workplace (all staff) and >74% on the Learning and Teaching Module.   There has been some confusion due to (a) some staff (& PhD students) not understanding which they should complete and (b) the test not "registering" some completions. From this year completion will be monitored as part of the annual review process [ACTION 4.8].

There are clear policies delivered by HR and the HoS is required to hear any formal complaints relating to bullying and harassment (or HoC if it were the HoS). HR are present at such meetings to ensure consistency of approach and assist in e.g. drawing up a "script".   A harassment advisers network is in place across the University to provide support to those who feel that they are experiencing bullying or harassment in the workplace. Informal complaints are also covered in the policy.

There can be a problem in dissemination of information as frequently staff work from the familiar policy which has been used before but we have an HR partner for the School and dedicated HR staff assigned the College to ensure correct procedures are followed. In serious cases, more senior HR staff will advise. In essence, it is the HoS working alongside HR that monitors applications of procedures and advises other managers [ACTION 4.13]. The recent introduction of training for ALMs will assist in ensuring a further level of consistency.

We will update the induction manual regularly online to ensure up-to-date policies are flagged within the School and not just on the HR web-site [ACTION 4.4].

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.

Due to the size of the School, most formal departmental committees consist of all academic staff within the discipline plus a clerk from the School office. HoS is a 5 year term, ALMs 3 years (or by negotiation). Staff are selected for committees broadly, some by roles (e.g. Safety reps on Safety committee, TFs on Teaching Committee) and others to provide breadth. Membership of the smaller committees regularly rotates.

The main committees are in **Table 25** below. Staff/Student Liaison committees are not included as these change each half-session. Students volunteer through the Student Association.

Committee	Number members	%F
School Management Group	9	22
School HoDs (ALMs) meeting	6	33
School Safety Committee	8	37.5
Chemistry Staff Meetings	22	18
Chemistry Research Committee	8	12.5
Chemistry Teaching Committee	9	22.2
Chemistry Postgraduate Committee	8	50
Chemistry Safety Committee	10	30
Computing Staff Meetings	20	10
Computing Research Committee	20	10
Computing Teaching Committee	7	14
Mathematics Staff Meetings	16	6
Mathematics Teaching Committee	6	0
Physics Staff Meetings	18	16
Athena SWAN SAT	16	62.5

Table 25: Proportion of women in School Committees by headcount (note clerks not included in numbers, SAO is). The (approx.) %F in each discipline is given by the proportions in the "Staff Meetings" (highlighted) as all staff are included.

The University has a policy of 50%F on hiring panels for all academic staff and this is followed for academic appointments and promotion panels (College level).
We are conscious of committee burden and the inclusive nature of our committees means that the gender balance within the School is reflected, hence %F is low. As a first set of actions:
- The Management Group will be expanded for a fuller "School Executive" which will meet every two months and we will include more female representation, seeking representation from PDRAs, technical and admin staff [ACTION 5.4].

- On reshaping the SAT following submission, we will increase the %M involved [ACTION 1.1].
- Within each discipline committee, we will monitor representation to ensure that committees at least represent the balance of all staff and move to include appropriate representation from e.g. PDRAs/students when possible and where not already done [ACTION 5.4].

As part of our staff survey we asked whether they had been invited to join School or University committees, with a 50/50 response. We also asked whether staff had nominated themselves for a place on a committee; of those that had (30%), 2% had been unsuccessful. There is usually a need for volunteers for committees and this is something we would look at during Annual Reviews [ACTION 4.8].

(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?

Under our Annual Review procedures, CVs are reviewed and we expect all staff to be encouraged to participate externally, particularly on panels, editorships, committees for Professional Bodies and conference committees. If Heads (School/Disciplines) are sent requests for memberships of committees, we seek to encourage appropriate individuals and often further encouragement is needed for female staff.

One sticking point is childcare and this has been raised: [ACTION 5.3] is relevant here too (section 5.4.i)

(v) Workload model

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

The workload model was based on a local "Framework for Academic Expectations" (FAE) which looked at normal expectations under 6 headings: Teaching (load), Research (funding, outputs and PGRs) and Administration (local, University and External). Now we have moved to an institutional working week of 37.5 hours, and a transparent expectation of 40/40/20% for most staff, 85/0/15% for Scholarship-track staff, 0/85/15% for Research-only (Teaching/Research/Admin).

We are thus currently refreshing the previous model (a points-based system) to this hours-based system, such that 40% = 660 hours p.a. and thus for teaching and administration can be monitored and workloads rebalanced. FTE is, naturally, taken into account. The current version shows no gender bias with female staff distributed across

the "spectrum", but needs more work to ensure total transparency and staff buy-in (this is underway) [ACTION 4.15].

Whilst the mapping from this to annual review and promotion is not explicit, as agreed by the Trade Union, the headings do map onto the lead promotion framework of research, teaching and admin and all are discussed in broadly the same terms.

Our staff survey asked what was valued and the results indicated that whilst research and teaching were highly valued (70%), other activities such as outreach, public engagement and personal development were less so (<50%). This may reflect the focus of the FAE on teaching, research and administration and we need to ensure these are all equally valued through the workload model.

Our staff survey showed that some staff do not see the model as being transparent or indeed fair (18%). Many – 44% - are either unaware that there is one or what it actually is, partly because of the switch from the University model to a local one; our action is to engage staff in the understanding of our local model [ACTION 4.15].

(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.

As per University policy, all essential meetings are held between 10am and 4pm, and also taking into account availability. By essential we mean that it would be disadvantageous for the individual not to be present, either individually or for the team. It is possible for meetings to be held outside these hours by mutual agreement of all members.
Occasionally run over of meetings will occur and we need to ensure that main business is covered early.   Locally this is not an issue (we control the start time) but e.g. Senate has recently been moved to earlier start due to regular run-over.

Social events and seminars are summarised in **Table 26:** Most of these run within the core hours save for Mathematics seminars, but these are agreed with staff. This will be monitored.

Event description	Normal timing
Chemistry Seminars	12-1 on Wednesdays
Chemistry Tea Club (organised by PG)	10.15 on Thursdays
Computing Science Seminars	Normally 2-3 on Wednesdays
Computing Science Coffee socials	Following seminars (normally 3-4)
Maths Seminars	Various days, 4-5
Maths socials	Before seminars, 3-4
Physics Seminars	11-12 on Thursdays
(ICSMB – within Physics – seminars)	3-4 on Wednesdays
Other examples	
Leaving events	Friday lunchtimes
Graduation Socials (2 dates per year)	Lunchtime, between graduations
Fresher's week pizza events	12-1 or 1-2
Chemistry summer barbecue	Afternoon following exams
Christmas meals	Lunchtimes / evenings, consensus

Table 26: Summary of seminars and social events within the School.

Lectures for wider audience (such as the Potter lectures, RSC events) have to be run either late in the working day or in the evening for the intended audience (across the region) to be able to attend. There is no compulsion for attendance by staff in these instances.

(vii)   Visibility of role models

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

An inspection of our website shows the representation of a range of gender, nationality and age. Recently the College promoted International Women's Day (IWD) and Girls in Science and this promoted women within the School from Professor to PhD students for STEMM outreach. We aim to follow this up with a School-based social media campaign. Physics ran a series of Facebook profiles of Women in Physics running up to IWD. Our School Group have initiated a series of posters to raise awareness of (not-so) famous female scientists and mathematicians. These are currently fully drafted and being followed up to post around the School [ACTION 2.3].

(viii)   Outreach activities

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

The University-held data for Outreach is minimal and thus we will ensure everyone reports their activity to the School [ACTION 5.5]. Staff reported feeling undervalued for outreach work; it is clear that much of what happens is not known and thus this loop can be closed by monitoring activities.

We have appointed Outreach Coordinators in some disciplines and will broaden this to all. Our local request for information (by e-mail-shot) revealed a large range of activities, summarised in **Table 24:** the data are not comprehensive thus current analysis can only be anecdotal. There is no evidence of women disproportionately being involved in these activities, however, the message we receive is that ALL staff are swamped with requests for Outreach and thus we need to develop a more coordinated approach [ACTION 5.5].

Word count 5949

Table 27 (below): Summary of School involvement in Public Engagement and Outreach Events in period 2011-2015.

Type Audience	Formal/structured
Public (general)	• International Women's Day events (annual) • Borders Bus Stop Tour 2013 (Digital economy information sharing) • The Joking Computer – (up to present) – exhibit at Aberdeen/Dundee Science Centres • Quarterly CodeTheCity two-day events
Public (adult)	• Café Scientifique (local talks at Waterstones bookshop) • Café Connect (2011, Conservation research) • Café Sci (2012, Digital Innovation) • Café Med (local talks at Suttie Centre)
Public (school)	• Maths Challenge (annual, Secondary Schools) • S6 days: Physics (optics, quantum mechanics). • S6 days: Chemistry (spectroscopy 2d, prescribed practical activities 6d) • Spectroscopy in a suitcase (local schools and tours)
Student	• AU Science Magazine – articles around Women in Science supported by School. • Gaudie: student magazine – features in IWD week (with input from School)
School	• CityLab • RSC Analyst competition (S4/5) (every second year) • Physics CPD for teachers (annual) – mechanics, optics, advanced higher projects. • Flashes and Bangs (Chemistry tour of Highland Schools, annual). Also other schools. • Cells to Cellphones (Computing tour of Highlands, 2011) • RSE lab weekend on fragrances (annual)
Pupil	• Online chat competition "I'm a Scientist, get me out of here" (2015)
	Informal
Public (general)	• Weekly computing club (Physics) • BrightClub (2013-14) – stand-up comedy which informs of research, two examples. • Northern Lights tech conference (annual) • Two-day Global Service Jam (CS, annual) Quarterly CodeTheCity (two-day civic events)
Public (adult)	• PechaKucha events (2014,15) (digital risks)
Public (school)	• Chemistry demo (Albyn, 2014) • Physics talks (several schools, 2012-15) • Weekly After School Computing Club (term time) • TechMeetUp (monthly)
School	• After School Computing
	• Maths tutoring for exceptional young mathematicians

/continued over

	One-offs
Public (general)	• Huntly Hairst 2014, stalls at local Mart on Social Media. • Orkney Science Festival Family Fun Day (2014) – Social Media stall. "Science in the Quad" (at Robert Gordon School)
Public (adult)	• 100 Years of Relativity (3 lectures, 1F) (2015)
Public (school)	• SpeedScience, Arbroath (2011) • Girls in STEM day (2014) • Beaver Scouts talk (to help with IT badge, 2012) • Digital Countryside, (Primary schools, 2013) • Science is for Everyone (2015 – organised by Aberdeen Science Grrl).
School	• "Energy, Technology, Environment" lectures in Portree, Skye (2011) • Chemistry School Science Show (2014) • Chemistry Christmas Lecture (primary) (2014) • Association for Science Education Scotland Annual Conference (2015) (teachers)
	Festivals
	TechFest (annual – general public and specialised events for schools) MayFest (annual) British Science Festival (annual but in Aberdeen 2012) NSEW (annual) Green Man Festival (2014) – Social Media Stall ESRC Festival of Social Sciences (2014)

6. FURTHER INFORMATION

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

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

As well as attending ECU/AS events locally and nationally, we have for a while engaged with our own professional bodies in looking at AS and general E&D issues. For example, Prof Jan Skakle and Prof Joerg Feldmann (formerly ALM of Chemistry) attended an AS Good Practice" event at the Royal Society of Chemistry (RSC) in June 2014. Dr Scharlau attended a SICSA (Scottish Informatics & Computer Science Alliance) AS meeting in 2014 & June 2015. Prof Skakle has attended several meetings run by the Institute of Physics (IoP) including their launch of the "Gazing at the Future" document in May 2015.

We have also referred to material produced by our professional bodies and other key influencers in considering our data, developing actions and some of these were also presented to the College Executive such that e.g. the "Gazing at the Future" document be shared by the College Graduate School.

These documents include:
- CASE: Improving Diversity in STEM (May 2014)
- Leadership Foundation for Higher Education: Gender and Higher Education Leadership: Researching the Careers of Top Management Programme Alumni
- Royal Society: Mothers in Science: 64 ways to have is all (June 2011)
- Royal Society: Parent, Carer, Scientist (Feb 2016)
- RSC and IoP: Mapping the Future (March 2011)
- IoP: Gazing at the Future (May 2015)
- IoP: The Career Paths of Physics Graduates (May 2012)
- ECU: Know Your Numbers: Equality in Higher Education 2014 (Dec 2014)

In producing this document, we have created a number of summarised charts, tables and figures which will be used going forwards as "Standard Operating Procedures" alongside existing policy documents as they provide a clear and simple explanation. These have not been explicitly presented as Actions, since they simply dovetail onto existing practice, but it is noted that this process has been extremely useful in focussing these.

Word count 298

Total word count = 11235 /11500

7. ACTION PLAN

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

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

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

Preface:

Priorities (H: High, M: Medium, L: Low given in Item column)

Locally we use the following as codes for each discipline and for brevity these are used in the Action Plan.

CM	Chemistry
CS	Computing Science
MA, MX	Mathematics, Mathematical Sciences
PX	Physics

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	Timeframe End	Person responsible	Success criteria and outcome	Ref
1	**Actions involving SAT**							
1.1 (H)	Rebalance SAT membership across a wider range of staff (academic, technical and support), and students (PDRA, UG and PGT)	Diverse, and balanced staff and students at SAT will result in better decisions	Review of membership. New members identified by HoS, SA, ALM Reappoint committee members.	May 16 Nov 16	Annually	SAT, HoS, Student Association, AUWISE, ALM	Rebalanced SAT to 12 members to include 4 of 5 categories by Dec 16, and also matches the gender balance of the school (currently 25-30%)	3(i)
1.2 (M)	Annual staff survey to be conducted and revised	Revise annual School survey on gender and equality issues, career progression, work-life balance, involvement in decision making, and overall job satisfaction	Annual staff survey established Review results and amend questions accordingly Publish the results.	Aug 16 Sept 16 Dec 16	Annually	SAT sub-group	At least 85% of staff participation in survey each year. (baseline 77%)	3(ii)
1.3 (M)	Regularise SAT meetings and progress reviews	Ensure AS plan is followed	Calendar entries in diaries for meetings. Review action plan.	June 16 Quarterly	Sept 16 Quarterly	SAT initially	The meetings go ahead with the correct attendees.	3(iii)
1.4 (M)	Create cycle of business and diarise action plan	Allows timeline of actions to be followed and monitored	Published diary of actions. Published cycle of business	Apr 17 Apr 17	Annual Annual	Steering Group	Published document available in June each year	3(iii)

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	End	Person responsible	Success criteria and outcome	Ref
1.5 (H)	Ensure local data is kept & maintained for E&D monitoring purposes	We found some inconsistencies in the data provided during this process, but believe that a better baseline will improve decision making in the future	Database specified Database built Database operational Baseline data collected and audited First audit	July 16 Dec 16 Mar 17 Dec 16 Dec 17	Ongoing	SAO to lead with School Office	Database set up and mechanism in place to report to SMT and to the SAT. Annual audit shows no errors	3(ii)
1.6 (H)	Account for SAT membership in workload model	SAT work is currently not formally recognised	SAT work added to the workload model. Staff and supervisors informed of the change.	May 16	Sept 16	HoS, ALMs	SAT members have an allocation of at least 5 days included in their workload model.	3(iii)
2	**Actions regarding Students (UG and PGT)**							
2.1 (M)	With help of female students, investigate reasons why computing science is less attractive to some women than others	Explore how to attract more female students to computing science.	Focus group of key SAT members established. Informal coffee morning/meeting to chat with students undertaken with support from AUWISE. Plan and implement of suggested actions/initiatives based on feedback from female students.	Sept 16 Dec 16	Annually	SAT to identify focus group members. SAT Co-Leads to engage with AUWISE SAT to review actions and make revisions as necessary.	Focus group active and well attended. At least an annual 5% Increase (baseline 9%) in acceptances of offers from female students to computing science until we reach 50%	4.1(ii)

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	End	Person responsible	Success criteria and outcome	Ref
2.2 (M)	Benchmarking our recruitment activities against other institutions	We want to continuously improve our recruitment and retentions	Identify focus group of SAT members to manage action. Identify institutions to benchmark against. Engage with CS/PX at benchmarking institutions to share best practice Create a plan for improvement	June 16 Sept 16 Dec 16 Mar 17	Annually	Focus group of SAT members in liaison with UG course co-ordinators Marketing for research Coordinators in CS and PX	Results of the benchmarking and an action plan.	4(ii)
2.3 (M)	Improve online, physical and social media showcasing, with a special emphasis on women.	Provide role models to attract more female applications in the school.	Appropriate social media accounts set up & content agreed, reps identified. Posters made and printed. Web pages are updated on quarterly schedule Prepare an annual marketing plan	May 16 July 16 Mar 17	June 16 Aug 16 Annually	SAT to coordinate Social media reps Central web page support Marketing support and open day coordinators	Increase at least by 5% per year the number of applications by female students (baseline 29%) by 2019 for undergraduate degrees Marketing plan is run and followed	4(ii), 4(iii)
2.4 (L)	Explore why fewer women obtain firsts in CS/MX	Gender bias is unacceptable	Analyse pass rates by gender down to course level in computing science & mathematics Develop further actions.	June 16 Dec 16	Dec 16	SAO and admin team to SAT. CS staff and identified support	Analysis done, issues identified and action taken	4.1(ii)

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	Timeframe End	Person responsible	Success criteria and outcome	Ref
2.5 (H)	Survey PGT and PGR students	Explore student choices to better attract more female students	Develop a list of new actions to undertake which should improve the acceptance of female PGT students; in particular in CM Develop further actions. Implement actions	Sept 16 Dec 16 June 17	Sept 17	AS leader to coordinate survey with AS coordinator. SAT to analyse results	The numbers of female PGT (baseline 27.1%) and PGR (baseline 41.1%) students to increase by 5% To meet and exceed HESA discipline averages	4.1(iii)
2.6 (M)	An increasing range of bursaries and scholarships for women and other under-represented groups are available	We can encourage a wider range of students at all levels of study	Agree with Alumni development office and others options for E & D bursaries and scholarships	June 16	ongoing	HoS and ALMs with Development Trust	2 new bursaries and/or scholarships by 2018) and then increase their number by one a year on a rolling 5 year average.	4.1(iii)
2.7 (M)	Exploring why Part-Time and Distance Learning PGT programmes are less attractive to women	Explore PT and DL options in PGT in order to see if this hinders the take up of degrees by female students.	Develop a list of actions. Implement the actions.	July 16	Annually	Graduate School Staff in discipline SRAS PT and DL coordinator	Issues identified and actions taken where appropriate. Numbers of PT and DL female PGT students to increase at least by 3% (baseline of 25% in CS) by 2018.	4.1(iii)
2.8 (M)	Monitor degree classifications by gender and entry qualifications (PGT, PGR and also UG)	Checking no bias (either way) by gender and any correlations with entry	Report to School created and template for report developed. Analyse data for gender bias.	Sept 16	Ongoing	SAO to lead	Monitoring of gender bias is possible.	4.1(iii)

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome	Ref
				Start	End			
2.9 (L)	Analyse PGR completion data over longer time	Explore the data to see if trends are visible so that we can help those in need.	Develop a list of new actions to undertake in the following year	July 16	Dec 16	SAO/admin team PGR coordinators ALL supervisors.	Issues identified and actions taken where appropriate.	4.1(iv)
			Implement the actions	Jan 17	June 17		Increase completions by at least 5% (baseline 60%) by the end of 2019	
3	**Improved dissemination of information on available training**							
3.1 (H)	Highlight availability of Chairs in Teaching and Scholarship	Enable greater diversity of types of Professorships among staff	Awareness of teaching and scholarship promotions & increasing promotion of staff to such posts	Sept 16	Ongoing	All senior managers HR HoS	Where appropriate, at least one staff member each year preparing themselves for applying for Chairs on the Teaching and Scholarship track	4.2 (i)
3.2 (M)	Highlight 'Aberdeen path' from PhD via PDRA to lectureship	Staff survey shows that there is a belief that it's not possible to move from OEFL to OE within Aberdeen	Role models on a webpage Establish a mentoring programme by the role models. More people pursuing careers in Aberdeen Develop a database of fellowships which can be held in Aberdeen	May 16 May 17	Ongoing	School Management Group to coordinate.	Future survey (1.2) reveals increased knowledge of the Aberdeen path option and feeling more confident	4.2 (i), 5.1 (ii)

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	End	Person responsible	Success criteria and outcome	Ref
3.3 (H)	Provide mentoring for PDRAs ("post-doc champion") & staff especially for females	Staff survey evidence shows that the take-up of available support is less than expected across the school,	Make up communication plan and checklist of available mentors Communicate via ALMs and PIs, head technician, SAO. Monitor numbers of staff taking up support	Sept 16	ongoing	SAT with HR, then ALMs, PIs and all staff	Improved understanding and satisfaction by at least 4% with mentoring (baseline 14%); evidenced by annual survey (4.5)	4.2(i-iii), 5.2 (iii)
3.4 (M)	Policies on promotion and contribution awards	Gaining more clarity, confidence and understanding of processes esp. for Grade 5-6 staff	Annual workshop on the process	Sept 16	Annually	ALMs and SAT and HR partners	Future survey (1.2) reveals increased understanding and confidence levels (baseline 70%/ 24%) of at least 10% by staff as show by 4.5	4.2 (i)

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	Timeframe End	Person responsible	Success criteria and outcome	Ref
3.5 (L)	Focus groups formed on repeated Fixed Term contracts	Understanding of limitations and aspirations behind the numbers with the understanding that we prefer people move to open ended contracts sooner.	Data collected and actions developed	May 16	Dec 16	SAT devolving to focus group	There is a plan available	4.2 (ii)
	Benchmark data across institution	We need to have more data to see if there is a genuine trend	Data collected and analysed	Apr 17	Apr 20	University A/S coordinator	A report containing UoA benchmarking is available to A/S SATs	
4	**Improvement in career development and support across the School**							
4.1 (H)	Unconscious bias training for all staff	Increased awareness of unconscious bias	A schedule of training sessions is set up	Sept 16	March 20	E&D Advisor	At least 50% staff have taken unconscious bias training by 2019.	5.1(i) 5.2(i)
4.2 (H)	Active search teams for lectureships and above	Provide a level playing field for all staff.	Actively and provide mentoring opportunities to all potential staff. Provide mentors who are aware of women in academia issues.	June 16	Ongoing	HoS and ALMs with HR	Increase in female applications; by at least 5% (baseline 14%) (note: we are unlikely to be hiring many new staff in next 2 years)	5.1 (i)

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	End	Person responsible	Success criteria and outcome	Ref
4.3 (H)	Ensure job adverts and further particulars clearly articulate School commitment to gender equality.	Promoting our commitment to gender equality to potential employees	Production of an FAQ Review and update.	May 16 June 17	Annually	Coordination by HoS and HR. ALMs for local info New staff	Increase of at least 5% in number of applications (baseline 14%) and in particular from women so that by 2020 the %F matches our PDRA %F (baseline 25%)	5.1 (i)
4.4 (M)	Revised manual for induction and staff information	The staff survey showed that (New) staff were not always aware of structures and practices.	Manual is revised Manual is available Increased prominence in induction materials	Dec 16 Jan 17	July 17	ALM initially	Increased satisfaction of at least 10% shown in the staff survey with staff about induction and information (baseline 32%) (when taking up posts at UoA)	5.1(ii)
4.5 (H)	Promotion discussions within Annual Reviews, highlight esp. Grade 5-6 promotions	Requested by staff, Lower Graded staff tends not to apply for promotion – unaware/scared of process and it should be transparent to all staff.	Produce an "Annual Review checklist" to ensure coverage of this topic within the process.	Nov 16	Annually	HR, HoS, Reviewer	Improve clarity of expectations, make reviews more meaningful, encourage engagement as seen by at least 5% more contribution award (baseline 29 in total) and promotion applications (baseline 81 in total) by 2018.	4.1 (i), 5.1 (iii), 5.2 (ii-iii)

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	End	Person responsible	Success criteria and outcome	Ref
4.6 (H)	Feedback on promotion applications	Staff survey responses highlight the poor feedback from the promotion round	Produce guidance for delivering feedback on promotions	June 16	Annually	ALMs	Future survey (1.2) reveals increased satisfaction of at least 10% about feedback from promotions (baseline 43%)	5.1(iii)
4.7 (M)	REF workshops and personal reviews, plus time allocation for paper writing	Often lack of clarity around expectations Support for paper writing	Objectives met during annual reviews. Cases made for allowing time for strong paper submission.	May 16	Dec 19	Directors of Research	At least a 2% increase in staff submissions for REF 2020	5.1.(iv)
4.8 (M)	More staff taking internal training within UoA (included in checklist see 2.1)

Engage staff with the workload model | Staff need to understand how their outputs meet the workload model, and the importance of E&D training

Feeling ownership, understanding of principles | Extend discussions during annual review and probation review to include attendance of training, discussion of the workload model

Update the review process
Update the workload model
Implement personal training plans | June 16

Dec 16

March 17

June 17 | ongoing | ALM initially HR via Staff surveys SAO to coordinate database | Future survey (1.2) reveals increased satisfaction of at least 10% about (baseline 46%) training as part of their annual review and probation procedures All staff have training plans. | 5.1. (ii-iii), 5.2 (i- iii) |

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	End	Person responsible	Success criteria and outcome	Ref
4.9 (H)	Create junior networks	We need to create a link between PDRAs and lecturers, and in particular female PDRAs	Focus group Junior networks established Review how networks are operating	Sep 16 June 17 Jun 18	Apr 17 annually	Postdoc rep with academic rep on SAT SAT	Group established. Group still active. Feedback positive.	5.2 (iii)
4.10 (M)	Monitor effects of assigning tutees to tutors by discipline	We need to know that this does help improve the student experience	Reports on tutee attendance returned to the SAT.	Sept 16	ongoing	Senior Personal Tutor plus HoS	Improved tutee attendance by at least 10% at personal tutor meetings with annual report on the outcome of the project returned to the SAT.	5.2(iv)
4.11 (M)	Monitor tutorial groups	Ensure that there are no isolated females in tutorial groups	Process for monitoring tutorial groups	Sept 16	Ongoing	ALM and SAO	No isolated females in tutorial groups	5.2(iv)
4.12 (L)	Liaise with Student Association and AUWISE engage with both reps	We need input from students and the key reps	Inclusion of students in committees	Dec 16	Ongoing	Director of Teaching, Student Association Education President, and AUWISE	Students are on committees and an increase of NCS in student activities	5.2(iv)

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	Timeframe End	Person responsible	Success criteria and outcome	Ref
4.13 (M)	Policies on E&D, harassment, part-time options, sabbatical leave, and flexible working	Staff survey showed that these policies are not completely understood esp. with regard to maternity / paternity leave	Web-page updated, guidelines produced and available on web-page, where required write school guidelines Review, update and republish	June 16 Sept 16	Sept 16	SAO reporting to SAT	Future survey (1.2) reveals increased support and confidence levels in the next staff survey. Web-page considered useful by staff as shown by 1.2	5.3(i) 5.3(iii) 5.3(vi) 5.4 (ii)
4.14 (H)	Updating private breast-feeding facilities	Improved comfort for nursing mothers	Refurbished facilities	Sept 16	Dec 16	HoS, estates	The work is completed.	5.3(iii)
4.15 (H)	Engage staff with the workload model	Staff currently feel the workload model is not transparent (18%) or doesn't exist (44%).	New workload model is developed with input from all staff Model refreshed annually	May 16 May 17	Aug 16 Annually	HoS/ALMs with input from all staff SAO	Increase by at least 10% in understanding and satisfaction with workload model as shown by staff survey (baseline 25%)	5.4(v)
5	**Organisation and culture**							
5.1 (H)	Promote AS principles and activities and engage staff widely	It is part of the School's strategic plan	Run AS and E&D drop-ins Ensure E&D and AS on committee agendas Webpage content compiled. Establish Athena SWAN webpage on NCS website.	Sept 16 May 16	Ongoing Sept 16	SAT and ALMs AS coordinator, SAT rep, Website coordinator	Better awareness as measured through 1.2 At least 80% of reported of awareness in the staff survey (1.2) by 2018	5.4(i)

Item	Planned Action/objective	Rationale	Key outputs and milestones	Timeframe Start	End	Person responsible	Success criteria and outcome	Ref
5.2 (M)	Updated document on inclusivity	Helps understanding of issues and gives advice	Prepare and agree document	Ongoing	July 16	E&D group via HoS	Increased awareness as measured through 1.2	5.4(i)
5.3 (H)	Explore establishing a fund for child or elder care for staff away on business travel.	The extra expense of care by staff makes time away more challenging.	A new policy is created and piloted. A mechanism for application is established.	Sept 16	June 17	SAT initially	A budget is established for this by 2018	5.4(i) 5.4(iv)
5.4 (H)	We will increase the diversity of School executive and committees to reflect the staff compliment	Committees & executive reflect at the moment predominantly the permanent academic staff	Review of membership. New members identified by HoS, SA, ALM Reappoint committee members.	June 16	ongoing	HoS, ALM	Increase the %F on school executive so that it reflects the school gender balance by 2018 (currently 25-30%)	5.4(iii)
5.5 (L)	Manage and coordinate out-reach activities	To enable staff of whom activity is requested to check who else has done similar/same activity to improve out-reach with less work for each; No coordination of out-reach activities so far	Sub group to work with PERU identified and formed. Recommendations for the way forward. Evidence of reuse by previous work	Sept 16 Mar 17 Mar 18	Ongoing	School office, ALM	Evidence of reuse of outreach activities	5.4(viii)

LANDSCAPE PAGE

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