Department Application
Silver Award

AN 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.

THENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	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	Durham University
Department	Department of Engineering
Focus of department	**STEMM**
Date of application	November 2018
Award Level	**Bronze**
Institution Athena SWAN award	**Date: 2015** **Level: Bronze Renewal**
Contact for application Must be based in the department	
Email	
Telephone	
Departmental website	https://www.durham.ac.uk/engineering

Glossary:

AS	Athena SWAN
BoE	Board of Examiners
BoS	Board of Studies
CPD	Continuous Professional Development
DELTA	Durham Excellence in Learning and Teaching Award
DPPC	Departmental Progression and Promotions Committee
EDI	Equality, Diversity and Inclusion
FPC	Faculty Promotions Committee
HoD	Head of Department
HoS	Head of School
PDRA	Postdoctoral Research Associate
PGCAP	Postgraduate Certificate in Academic Practice
PGR	Post Graduate Researcher
PGT	Post Graduate Taught student
PSS	Professional Support Staff
PVC	Pro Vice Chancellor
UKRI	UK Research and Innovation
REF	Research Excellence Framework
SAT	Self-Assessment Team
SSCC	Staff Student Consultative Committee
TOM	Technical Operations Manager
WAM	Workload Allocation Model
WISE	Women in Science and Engineering (Durham Group)
VC	Vice Chancellor

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Dear Assessment Panel,

I am delighted to support this Athena SWAN application on behalf of the Department of Engineering. I am currently leading the Department through a period of moderate growth in order to improve resilience to staff movements and enhance the balance of academic life within the Department by sharing duties across a larger pool of staff.

We were extremely proud to receive our Bronze Award in 2015 as the School of Engineering and Computing Sciences and since then have maintained an active Self-Assessment Team to ensure the implementation of our Bronze Action Plan.

I am proud that Durham's Engineering programmes consistently recruit a percentage of female undergraduates which is above the sector average but note that it is still far from parity. The Department also recognises that there is a leaky pipeline for the academic retention of female engineers.

We recognise that implementing our Bronze Action Plan has helped us to contribute to turning this around. We have raised Athena SWAN awareness to the highest level of visibility within the Department. Full details of our activities can be found in this application but particular highlights include:

- Improving Postgraduate Research and Taught programme gender balance year-on-year through proactive engagement with potential applicants.
- Supporting female staff progression through training actions such as the Aurora Leadership programme, which has led to improved retention.
- Inviting inspirational female speakers for the Department's prestigious lecture series such as our annual Higginson Lecture and the Ada Lovelace lecture series.
- Engaging all first year engineering undergraduates with gender equality issues through reading Sheryl Sandberg's Lean-In book and writing an essay on gender issues within Engineering.
- Proudly hosting and supporting the WISE group at Durham.
- Fostering a more welcoming and supportive environment, through staff events, such as a summer BBQ, which are praised in our staff surveys.
- Appointing female staff to key posts such as our Director of Research, International Coordinator and Faculty of Science Director for Internationalisation and Engagement of Science.

The new Action Plan builds on these successes whilst also recognising that there are still many additional opportunities to exploit. For example, by strengthening consistency of mentoring and mental health support across the Department; and introducing a role shadowing programme which allows all colleagues to better understand each other's roles. The Action Plan includes a dedicated pillar to support the needs of PSS.

I also firmly believe that there is an opportunity to translate our success with the postgraduate programme gender balance to our undergraduate student-body

through actions which target recruitment as well as outreach to encourage female students to study enabling subjects.

The Department is committed to continuous improvement of our culture and environment to ensure that we grow and further develop as a welcoming and supporting place to work for everyone. It is through this departmental strategic priority that we will help to attract the very best talent pool of staff and students from female and other underrepresented groups to become the new generation of engineers.

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

Yours faithfully,

Head of the Department of Engineering

(526 words)

2. DESCRIPTION OF THE DEPARTMENT

The Department of Engineering at Durham University is a world-class research and teaching institute, currently ranked 5th in UK for General Engineering (Complete University Guide, 2019). It is one of eight departments within the Faculty of Science, and is housed in two inter-connected buildings, comprising office, teaching and research facilities.

The Department of Engineering at the time of this application has 42 academic staff, 20 research staff and 665 students in total. The student profile is dominated by undergraduates (85%), followed by PGR (9%) and PGT (6%) students.

The Department was formed in 2017 after the split of the School of Engineering and Computing Sciences. The Department of Engineering will remain in its existing buildings for the foreseeable future whereas the Department of Computer Science will relocate to new accommodation in 2020/21.

The organisational structure of the Department is shown below in Fig. 1.

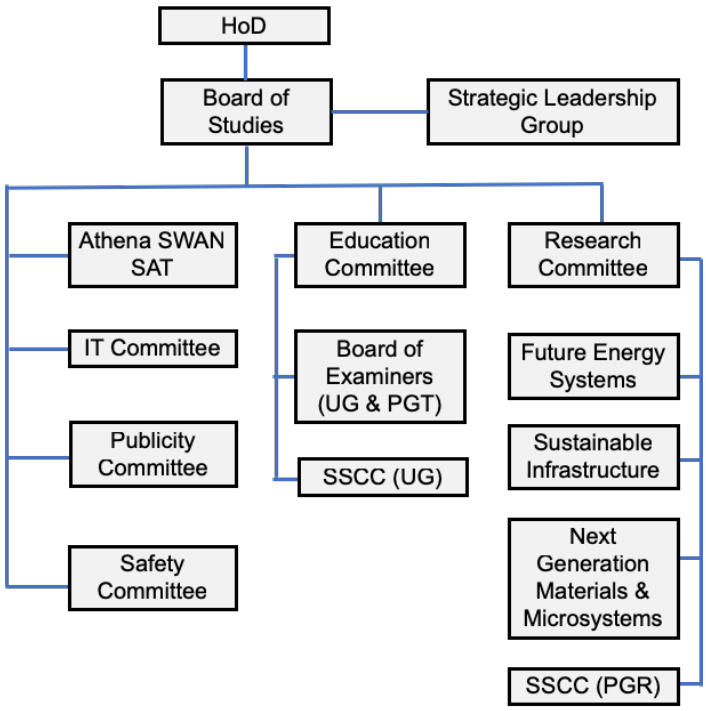


Fig. 1 Department of Engineering Organisation Chart

Members of staff are first and foremost members of the Department, with all academic staff members of the primary decision-making body, the BoS. The BoS includes representatives from other key stakeholder groups, e.g. undergraduate, postgraduate and postdoctoral. Through (Action:2f), we will extend this to include PSS.

PSS staff within the Department work in either Administrative or Technical Roles. The Administrative Team (6 female: 1 male) is led by a male Departmental Manager; and the Technical Team (2 female: 16 males) is led by a female Technical Operations Manager. There are two major technical workshop facilities (Mechanical and Electronic) which support both teaching and research. The majority of Administrative PSS work in an open plan office arrangement.

To help facilitate and foster internal research collaboration, research activities within the Department are grouped under three broad Challenge areas, each of which is led by a Challenge Director: Each member of staff (and PGR student) is a member of at least one Challenge.

i) Future Energy Systems - Formulating innovative solutions to current and future energy related challenges and opportunities from both a UK and global perspective.

ii) Next Generation Materials and Microsystems - Understanding and exploiting the electronic, physical, chemical and biological properties of materials at the nanoscale and upwards.

iii) Sustainable Infrastructure - tackling the challenge of ensuring sustainability and resilience of the infrastructure that underpins our society and economy.

The Challenge Directors are provided with an annual budget for seminars and other development events (£3k) and report on the activities to the Department's Research Committee.

The Department offers popular MEng and BEng undergraduate programmes in General Engineering; giving students the opportunity to start to specialise at the end of their second year. The majority of our students graduate with an MEng degree (typically > 80%). Fig. 2 shows our inspirational students working on the next generation solar race car within the Department. Taught MSc provision has been expanded for 2018/19 with two new courses launched and ambitious plans for student number growth supported by a dedicated International Administrator.

Fig. 2 Students working within the Department on the development the new solar powered race car.

(480 words)

3. THE SELF-ASSESSMENT PROCESS

The SAT was selected to represent all stakeholder groups within the Department. Diversity of membership is monitored by the SAT Chair and HoD.

The SAT has a 60:40 female:male ratio. It was established in 2013, as a School committee and meets once a term. An Engineering Department SAT was formed after the Departmental split. It retained excellent communication with our 'sister' SAT in Computer Science during the demerger process and continues to communicate and share best practice.

The SAT Chair attends meetings with the Institutional AS Forum where departments share progress, best practice and provide feedback on applications. This engagement also helps to identify any modifications which must be applied at an Institutional level. The SAT has benefitted from advice from other successful AS departments within the University, e.g., from Natural Sciences, from Physics (who is also the EDI lead for the Faculty of Science). Each SAT stakeholder group representative holds termly meetings outside of SAT with peers and brings back topics for discussion to the SAT.

The application has also benefited from discussion with members of the EDI team and PVCP for the Faculty of Science. We have dedicated space on our Blackboard System to AS which is accessible to all staff and students, as well as an internal staff drive space for sharing documentation and non-sensitive data. Our action plan is also available both on Blackboard and on our public website.

Our Action Plan, with actions grouped into four Pillars of support has been developed by the SAT, guided by a combination of staff survey analysis, one-to-one discussions between the Chair of AS and staff, as well as observations of best practice both within Durham and outside. The historical data presented in this application (except where stated otherwise) refers to staff and students who were engaged with Engineering related teaching and/or research, or were enrolled on Engineering study programmes whilst it was a joint School.

The Action Plan has been informed by two staff surveys have been carried out (autumn 2016 and summer 2018). In the staff survey questions, respondents were asked to strongly agree, slightly agree, neither agree or disagree, slightly disagree, disagree or strongly disagree with statements. In presenting the data, slight to strong disagreement or agreement is referred to as 'broad' disagreement or agreement respectively. Where gender specific responses are stated, for the avoidance of doubt, it refers to those staff who identify as 'male' or 'female'.

Recognising the widening of the AS Charter in 2015, (Action:4a), makes the Chair of SAT also the Department's Director of EDI and a member of Department's Strategic Leadership Group which meets once every fortnight. This ensures that adherence to the AS Charter through the implementation of our Action Plan remains an underpinning priority for the Department. This also provides an opportunity to embed EDI good practice in all departmental initiatives from the point of inception.

The SAT will continue to meet once a term in order to monitor progress against the action plan, and will meet once a month during the summer. An annual review of SAT membership will be carried out by the SAT Chair, guided by the HoD, to ensure continued diversity of membership whilst factoring in overloading. When a new SAT Chair is appointed (typically every three years) by the HoD, the new postholder will shadow the existing postholder for a 6 month period prior to handover.

A continuing issue for the SAT will be how we can assess impact. Part of this will involve the design of follow-up surveys with more in-depth questioning around areas of significance. Progress and feedback will be reported and collated at every BoS (4 per year) which all academics attend (with representation from every cohort).

(666 words)

4. A PICTURE OF THE DEPARTMENT

4.1. Student data

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

n/a

(ii) Numbers of undergraduate students by gender

The Department offers full-time only, MEng and BEng programmes in General Engineering. Students choose to specialise in the third and fourth (for the MEng) years of the programme and have the opportunity to spend a year abroad at the end of their second year. Specialist streams include Aeronautics, Civil Engineering, Electronic Engineering, Mechanical Engineering and New and Renewable Energy. These courses are dominated by Home/EU fee status students (typically >90%). However, overseas students can join the Department from Shandong University in "2+2" programmes, where they complete the final two years of our MEng programme.

As shown in Fig. 3, over the past five years, the Department's undergraduate cohort has consisted of, on average, 19.2% females; with no significant upward or downward trends evident. This is above the sector average (16.8%) for Engineering and Technology related undergraduate courses. The data is presented together for all undergraduate programmes. For reference, the gender balance of the BEng cohort is slightly higher (26% female, averaged from 2012 – 2017). The BEng programme does not represent a significant early pipeline loss point for female students, with any year-on-year fluctuations dominated by the effect of the relatively small numbers of students graduating from the three-year programme.

From an admissions perspective, as evidenced in Fig. 4, the Department is selective. Admission decisions are made based on assessment of an individual applicant's Merit and Potential with contextual offers made to target groups for widening participation (e.g. applicants from Low Participation Neighbourhoods). The Department has not needed to recruit via Clearing or Adjustment and admits few students who have narrowly missed their offer conditions. The standard offer is A level (or equivalent) grades A*AA including Maths and Physics for both the MEng and BEng programmes. This is reduced by one grade (e.g. to AAA) for contextual offers and by two grades (AAB) for students who have successfully completed the Department's Sutton Trust or Supported Progression courses; supporting widening participation and diversity within the undergraduate cohort.

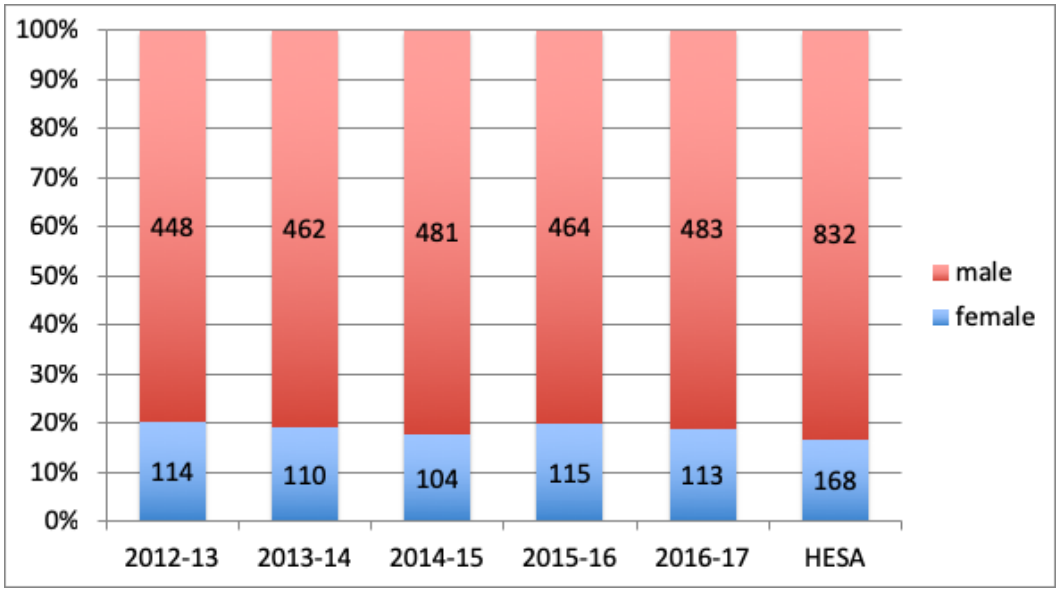


Fig. 3. Undergraduate enrolment numbers by gender from 2012 to 2017; with 2016/17 HESA enrolments for Engineering and Technology UG courses for reference.

Fig. 4 shows that the percentage of females receiving offers for the undergraduate programmes is consistently higher than the percentage of applications received from females. As gender is not taken into account during the selection process, this indicates that the applications from female applicants are stronger. However, at acceptance stage, the percentage of females is consistently lower.

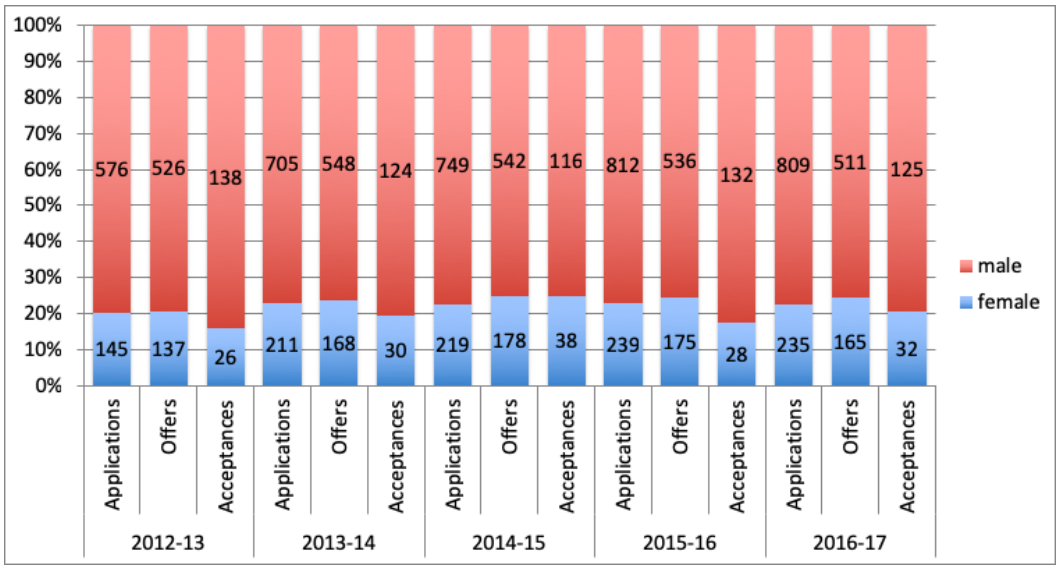


Fig. 4. Undergraduate applications, offers, and acceptances by gender from 2012 to 2017.

Recruitment is key to diversifying our applicant pool. Recruitment events consist of four University-wide Pre-Application Open Days held in June and September. Offer holders are invited to one of three Post-Offer Visit Days in February and March. These events have, historically, formed the Department's primary means of advertising, with potential applicants (and offer holders) receiving course

brochures and newsletters. Visitors also have the opportunity to tour the Department's facilities and watch talks from our academic staff and admissions team. A key part of these days is the opportunity for visitors to meet our existing students; we recruit undergraduate helpers for this purpose and want to showcase our diversity to encourage diversity in our applicant pool. (BronzeAction:2a) introduced monitoring of the gender balance of these helpers with a target of 40:60 female:male ratio to ensure that female applicants had the opportunity to speak to our female students. On reflection, the 40% target has proven ambitious, taking into account the availability of our students in out-of-term Open Days, combined with the need to choose students to represent each year group. Even so, we have averaged 32% female helpers on the Open Days since 2014 and, at least, one member of female staff has been present at every event.

It is too early to conclude whether the dip in female accepts in the 2016/17 data is evidence of a downward trend but, regardless, we will take immediate action to specifically address conversion of females through (Action:3b). This includes, for the first time, enabled by Durham's new real-time Customer Relations Management system, targeted communications to female offer holders with content such as updates on the WISE activities, case studies and other activities held within the Department. This action is informed by the success in targeted communications for recruitment of applicants to PGT programmes, to be described in section 4(iii).

Feedback from staff working with outreach groups has identified an issue with school teachers misunderstanding the nature of Engineering and the work of a Professional Engineer. Through (Action:3d), our staff and students will engage with teachers (including pre-GCSE) through visits to schools, Youtube type primers and attendance at UK teacher conferences to demystify Engineering and the activities of Professional Engineers; ensuring that female students are receiving correct advice to enable them to pursue suitable routes for the study of Engineering at University level.

Although, (BronzeAction:2a) has not had a demonstrable impact on our recruitment, we firmly support the idea of appropriately representing the diversity of our undergraduate cohort during Open Days and (Action:3f) continues this monitoring, albeit with a revised gender balance target.

Attainment trends for undergraduates are shown in Fig. 5. Notably, there has been year-on-year growth in the percentage of females achieving a first class degree since 2014/15; with female students now outperforming male students.

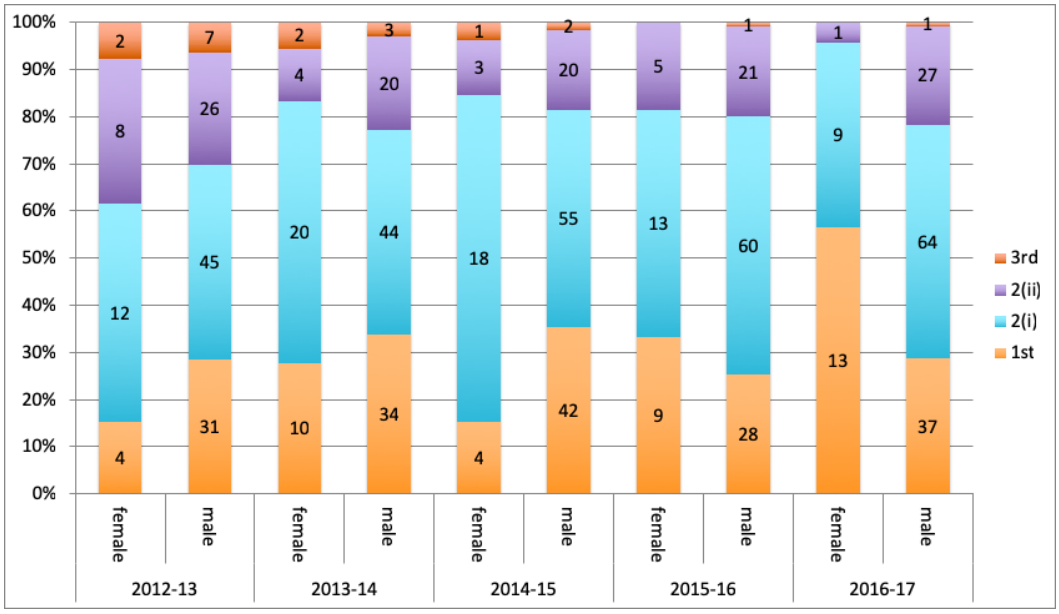


Fig. 5. Undergraduate degree classification by gender from 2012 to 2017.

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

The Department offers taught postgraduate MSc programmes in New and Renewable Energy, Electronic and Electrical Engineering, Advanced Mechanical Engineering and Civil Engineering. The latter two courses have been launched during 2017/18 for 2018 entry. Increased numbers on these PGT programmes is an underpinning factor in the University's academic growth strategy for Engineering.

In contrast to the UG programmes, the historical enrolments on the Department's PGT courses have been small, as shown in Fig. 6. However, we have seen growth in the percentage of females enrolling on the PGT programmes and we are pleased to have achieved near gender parity on these courses. This success can be attributed to direct marketing engagement with the (majority overseas fee status) applicants by the Department's International Coordinator and PGT Programme Directors. In 2017, to aid the expansion of the PGT programmes, the Department appointed a dedicated International Officer to support the recruitment activities. Overall, the recruitment PGT activities, with success evidenced in Fig. 7, highlight the benefits of targeted communications with offer holders, which we will continue to do through (Action:3b). Fig. 8 which, when viewed in conjunction with Fig. 6, shows PGT attainment and evidences, in the past four years, a 100% completion rate for female students.

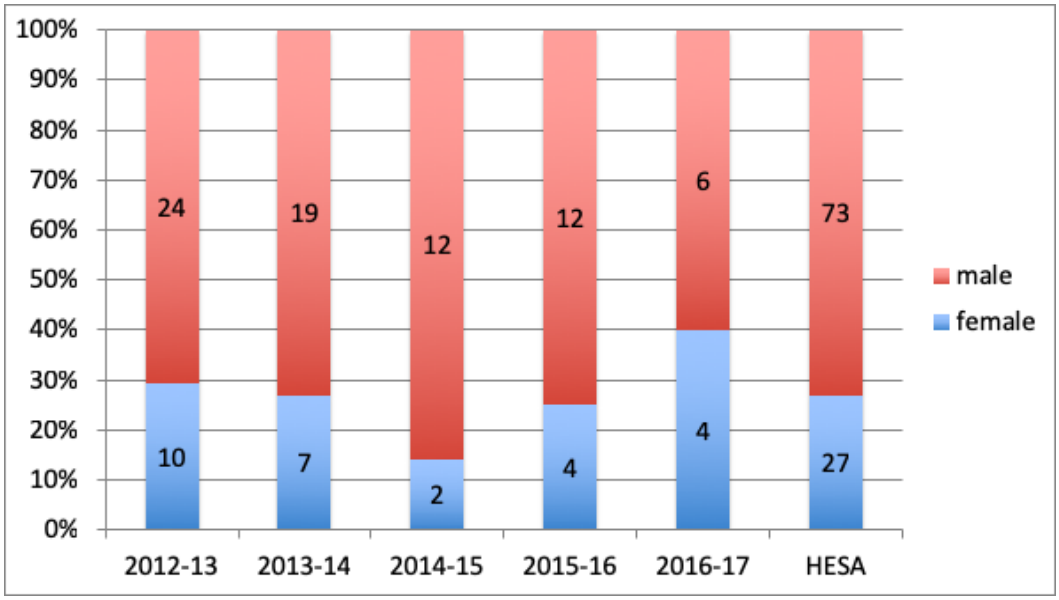


Fig. 6. Postgraduate Taught enrolment numbers by gender from 2012 to 2017; with HESA data for Engineering and Technology PGT courses in 2016/17

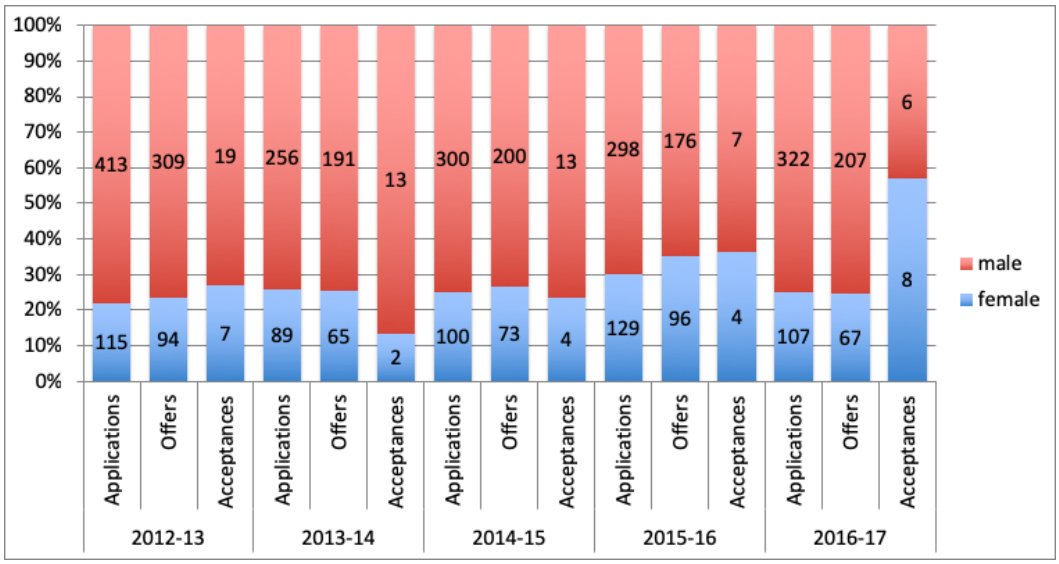


Fig. 7. Postgraduate taught applications, offers, and acceptances by gender from 2012 to 2017.

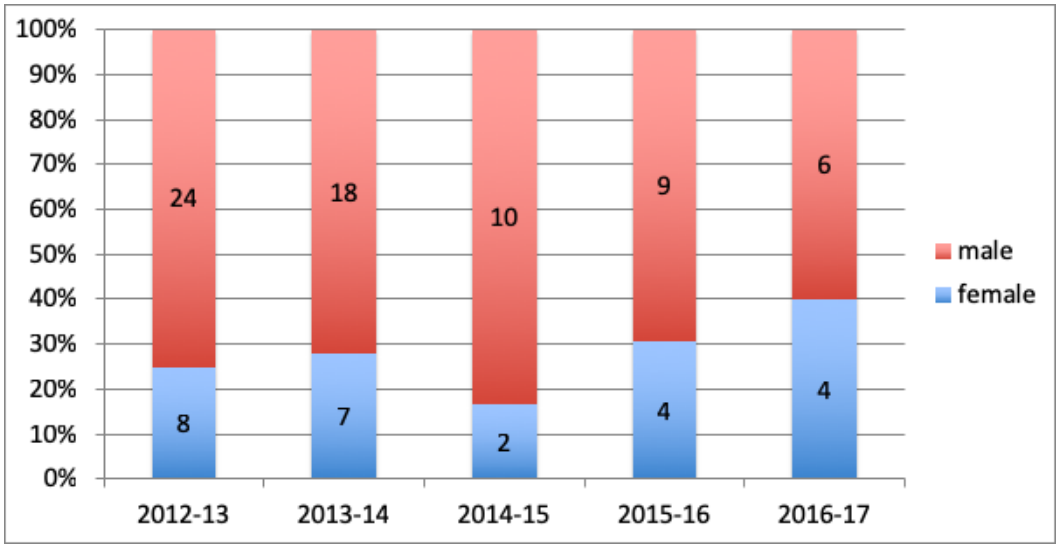


Fig. 8. Postgraduate taught degree attainment by gender from 2012 to 2017. The PGT programmes are 1-year courses and hence a direct academic year comparison can be made with the enrolment data shown in Fig. 6.

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

In our Bronze award application, we identified an issue with the gender balance of our postgraduate research degree programmes. (BronzeActions:4e,g) aimed to address the gender imbalance. This positive impact can be seen in Fig. 10 which shows the PGR enrolment data. Since our Bronze award, we have seen growth in the percentage of females registering on these courses; with levels moving above the HESA average for the sector. We have increased the visibility of our PGR programmes to Durham UG students through 'Demystifying PhD' type recruitment events in autumn each year. This is important because, in order to retain UG students for PGR studies, they need to choose not to take up industry job offers in a climate where Engineers are in high demand. Fig. 11 shows the successful conversion of female applicants into acceptances.

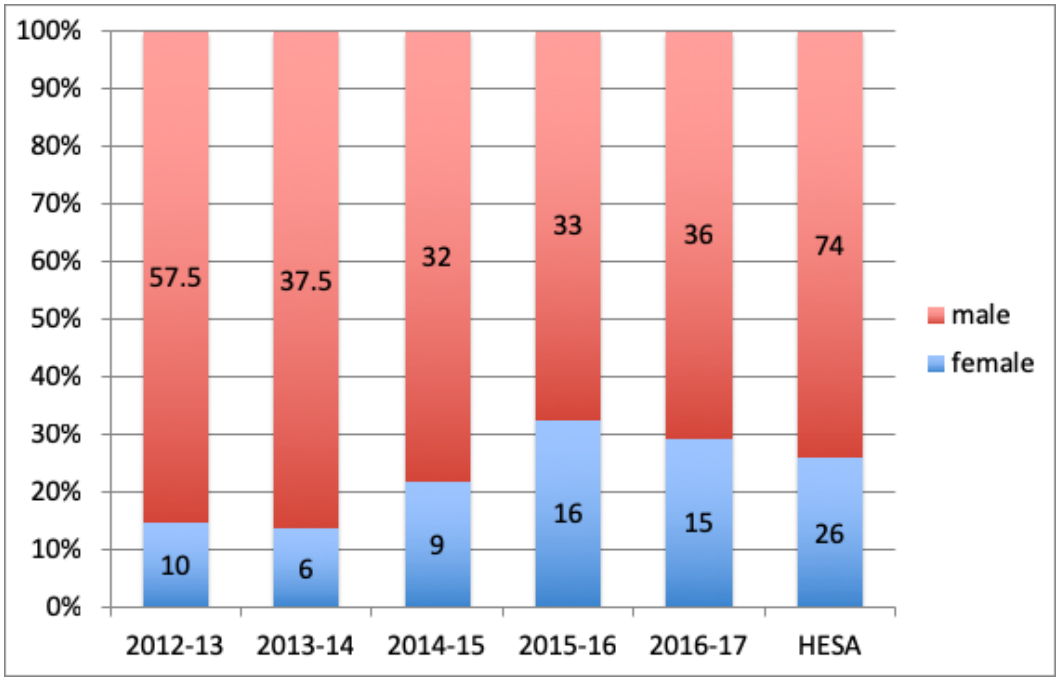


Fig. 10. Postgraduate Research enrolment numbers by gender from 2012 to 2017 and HESA data for 2016/17 for Engineering and Technology PGR degrees.

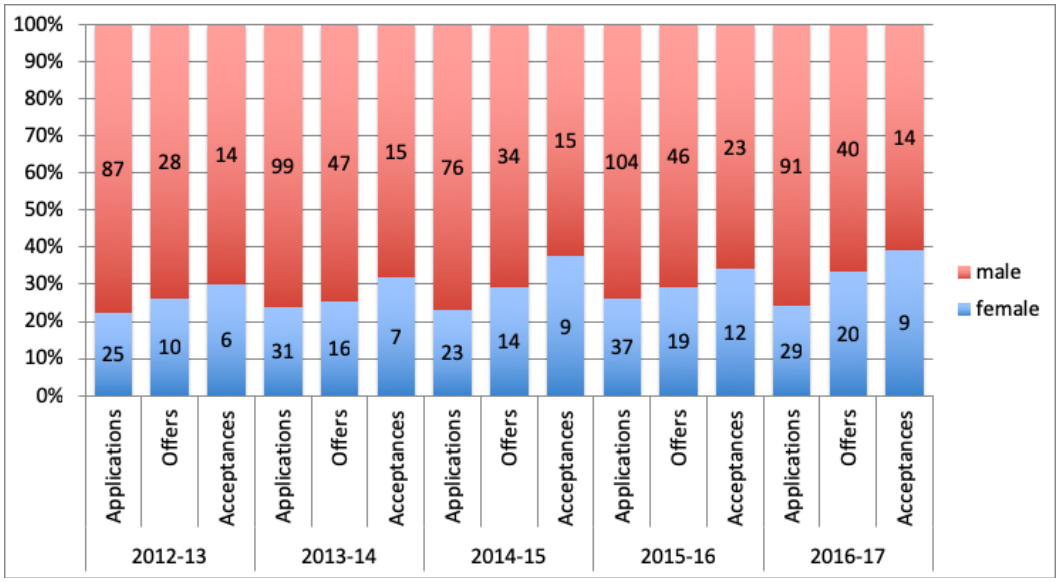


Fig. 11. Postgraduate Research applications, offers, and acceptances by gender from 2012 to 2017.

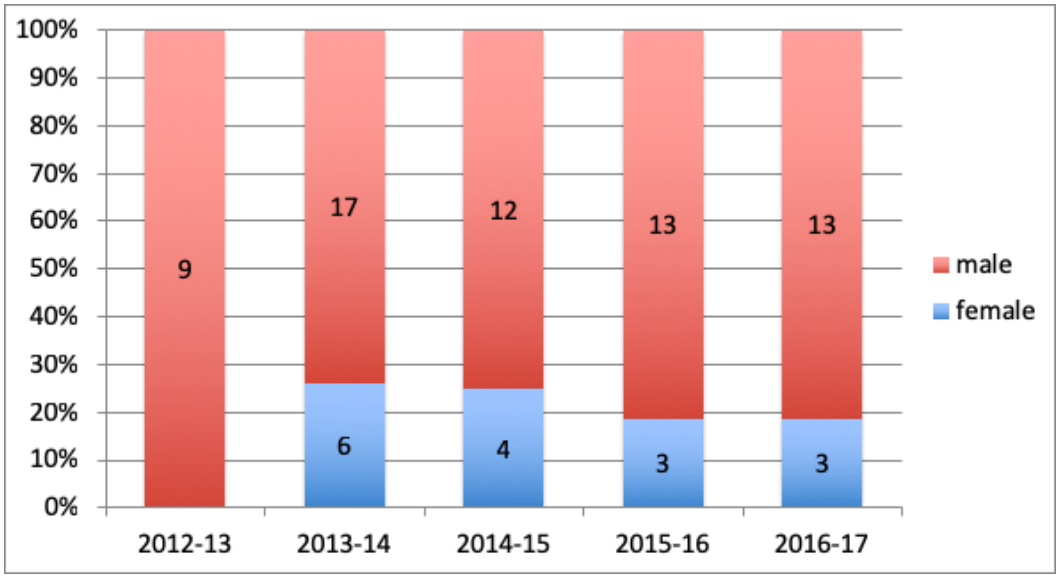


Fig. 12. Postgraduate Research degree attainment by gender from 2012-2017.

Fig. 12 shows the PGR degree attainment by gender. It is difficult to compare cohort trends directly due to differences in the length of PGR programmes. However, with improved gender balance (and hence larger numbers of female PGR students) we will continue to monitor for differences in completion rates (Action:3l).

(v) Progression pipeline between undergraduate and postgraduate student levels

For the Department's EPSRC Doctoral Training Allowance (DTA) and other internally funded positions, competitive internal selection processes are led by the Director of Postgraduate Studies supported by a panel of selectors. The uptick in the percentage of our female undergraduate students achieving first class degrees opens up the potential pool of female applicants holding the strongest achieved grades at the point of application, which plays a significant role in the selection and offer process within the Department. Where two equally qualified applicants are in competition for internal PGR funding, preference has been given to the female applicant. There is some evidence, with potential supervisors aware of this positive action, that they are more likely to encourage a female applicant to apply for a funded position; leading to a positive feedback system for addressing gender disparity at this crucial point in the academic pipeline.

In addition to the DTA studentships, the Department holds iCASE and other industry funded studentships, receives EU funding for students, e.g. through H2020 Innovative Training Networks and ERDF as well as active links with overseas funding bodies (e.g. in Mexico and China). It is also involved with existing Centres for Doctoral Training.

To encourage applications at PGR level, (Action:3i) addresses the invitation of Durham PGR alumni to give talks to our UG cohort such that they are able to better understand the benefits of a PhD within both industry and academia.

4.2. Academic and research staff data

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

Fig. 13 shows that the majority of Research-only staff are employed on Grade 7 contracts; with females on these contracts having increased since 2013/14 to ~ 20%. This is still below the percentage of female PGR students within the sector and the transition of female PhD graduates into postdoctoral researchers is a clear loss point in the career pipeline. The percentage of female academic, combined research and teaching staff is lower still (Fig. 14) and the transition to academic positions represents a second loss point. Through changes to the recruitment processes outlined in the next section, combined with action plan developments to make the Department appear more welcoming and supportive to all staff, we aim to address these losses.

Too few teaching-only staff are employed within Engineering to identify and comment on any gender imbalance trends.

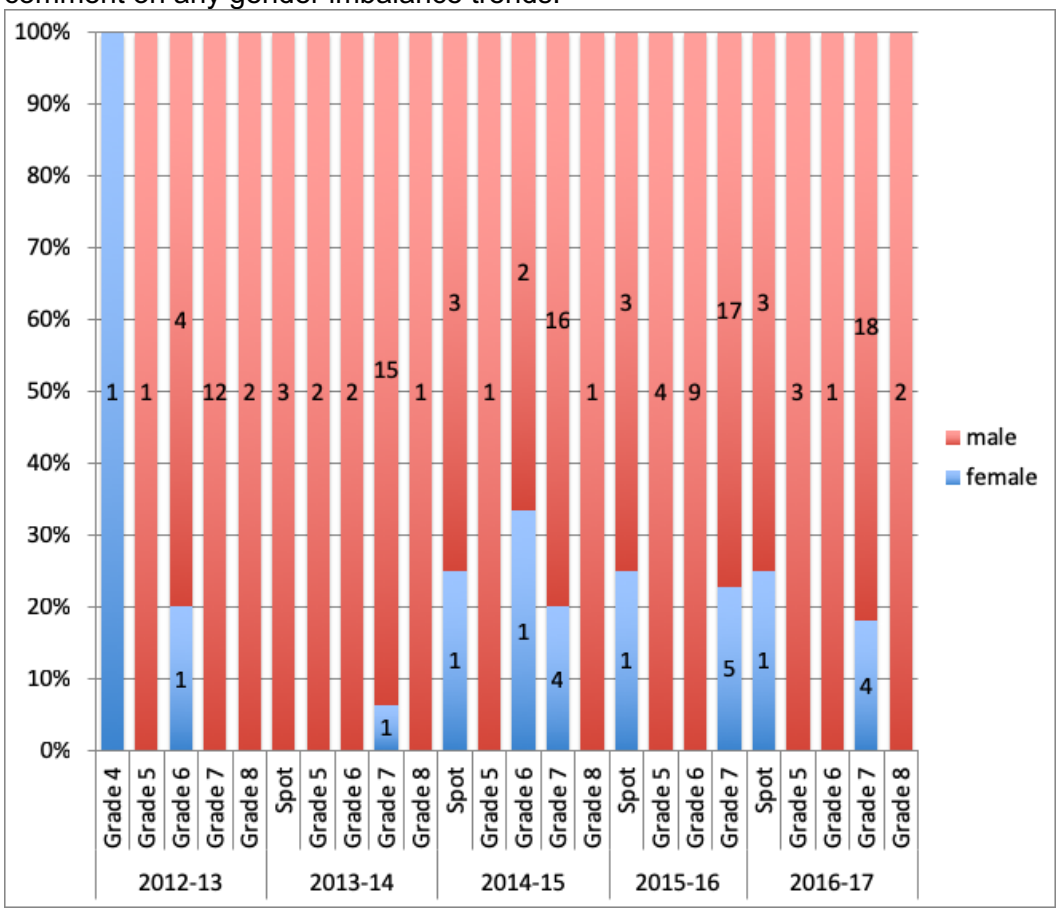


Fig. 13. Research staff breakdown by grade and gender for 2012 to 2017. Spot salary is used for fixed salary positions funded by external bodies (e.g. EU Marie Curie Early Stage Researchers).

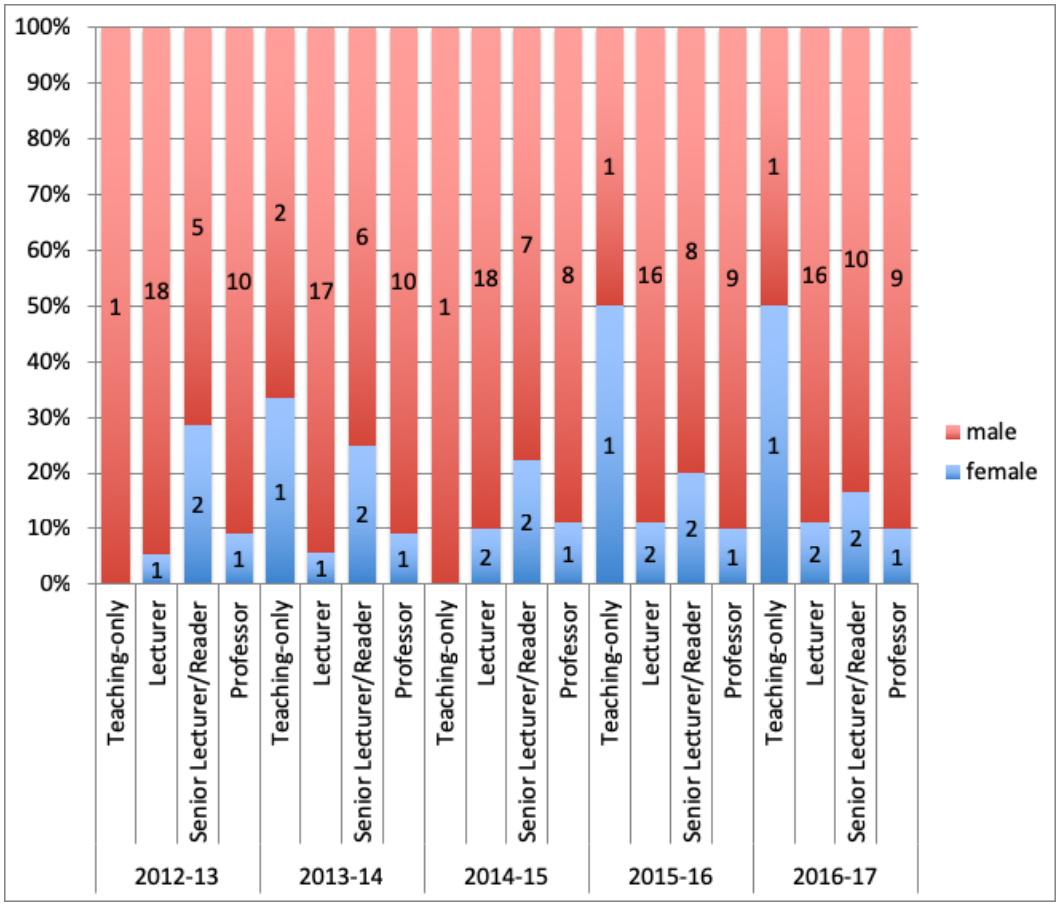


Fig. 14. Academic and teaching-only staff breakdown by grade and gender for 2012 to 2017.

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

The Department does not use zero-hour contracts for academic and research staff. Research staff are employed using time limited research funds (e.g. from UKRI grants) and are on fixed-term contracts or open-ended contracts (subject to funding). Funding is sought by Academic Line Managers to enable staff to remain on these contracts and, where this is not successful, staff join the University's Internal Redeployment register; having early access to upcoming positions. Academic staff are recruited onto open-ended/permanent contracts. There is no evidence of a gender disparity within the Department, e.g. groups of female (or male) academics or researchers being employed for long periods on rolling contracts. However, we will continue to monitor this through consultative groups (Action:1f).

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

During the academic years from 2012/13 to 2016/17, 9 members of Engineering academic staff (all male) have left the Department's payroll; distributed evenly across grades 8 to 10. Reasons for their departure typically include retirement or taking up a promotion opportunity at another institution. In this period, the retiring staff have typically chosen to take a phased approach by moving to a part-time contract in the first instance.

(1800 words)

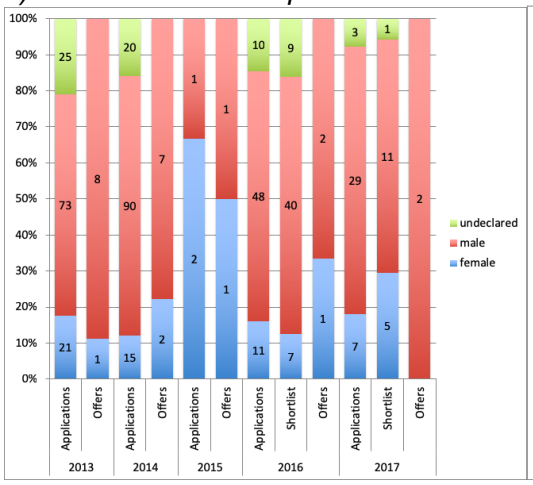
5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

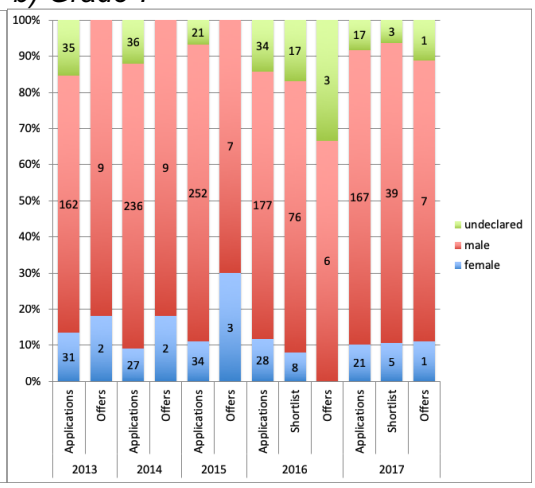
(i) Recruitment

Fig. 15, below, shows the recruitment data, by grade, for Engineering academic positions (including postdoctoral research).

a) Grades 4 – 6 and spot



b) Grade 7



c) Grades 8 - 10

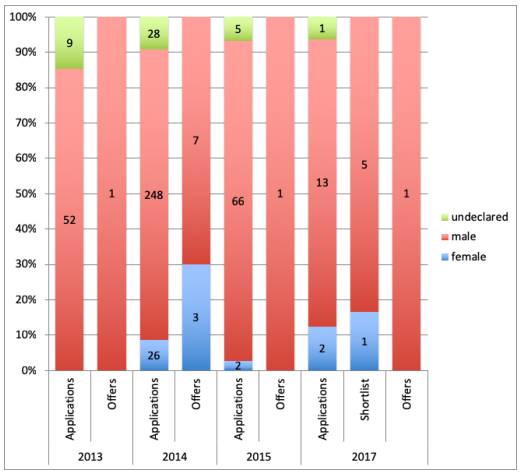


Fig. 15 Applications, offers and acceptances by gender and grade to Engineering Academic and Research posts. Note that shortlisting data was not recorded prior to 2016 and no Grade 8 – 10 posts were advertised in 2016. Spot salary is used for fixed salary positions funded by external bodies (e.g. EU Marie Curie Early Stage Researchers).

It is evident from the data, particularly Fig. 15c) which primarily covers academic posts, that a priority for the Department must be to recruit more female academic staff to address a key input to the 'leaky pipeline'. The Department aims to attract, recruit and retain the best national and international staff. Recruitment to academic

(and all other posts) within the Department is strictly carried out in accordance with the Equality Act 2010.

The University recruitment process for open-ended academic posts was substantially modified in 2017/18; introducing the concept of an annual recruitment campaign where all posts are advertised in autumn each year with the aim of filling positions in time for the following academic year. The Department website has a dedicated section covering academic recruitment and includes images which illustrate our existing staff diversity and highlight our inspirational role models.

Job descriptions are worded to avoid gender bias and checked by the University HR team before sign-off by the Deputy VC and Provost. Addressing (BronzeAction:2h) each job description includes a statement which welcomes applications from women and minority groups.

Selection is carried out by a Departmental selection committee which oversees the search process, longlisting and shortlisting stages. The search process is reported on before longlisting with confirmation that the applicant pool is sufficiently diverse. One member of the selection committee is tasked with monitoring diversity. To encourage diversity, committee members typically contact potential female applicants directly. If diversity is not achieved at this stage then posts may be re-advertised. Shortlisting is guided by a REF-like assessment of two pieces of written work (published or submitted since 2014). At every stage of the recruitment process, the selection committee considers gender and diversity balance; taking positive action for the strongest female and minority applicants. The shortlisting recommendations of the selection committee are used to invite candidates to interview.

The recruitment to fixed term Research positions, differs from the process described above in that such vacancies are advertised throughout the year (to align with the availability of funding). Gender and diversity balance are considered during the shortlisting stage.

For all posts, a separate interview panel (which may include members of the search committee) is convened to make the final recruitment recommendation. The University recommends that at least two female staff are present on all interview panels (University rules state that at least one female staff must be present).

It is too early to assess trends in the new recruitment approach. As an institution, this has led to an increase in the proportion of academic staff from 34 to 38%, which is predominantly down to recruitment in 2017/18 in which, for 90 academic hires, 47% were female. However, of the six Engineering academic posts available, two female candidates were offered positions but both declined. We were determined to find out the underlying reasons behind why they declined and asked for feedback. We discovered that, in both cases, it was due to work life balance (a commute and change of country). Therefore, we will address conversion of applicants by advertising the work life balance opportunities and publishing case studies of how our staff have been supported through their careers on the Departmental website (Action:4d). Also, (Action:4j) explores more flexible recruitment options to allow progression into academic posts, e.g. via Fellowships, to allow applicants time to establish their research activities in Durham.

(ii) Induction

All new staff attend a University-wide induction course. Within the Department, a member of academic staff is the champion for staff induction and early career professional staff development. They provide the member of staff with a handbook for new staff, explain their role and answer questions. The Department runs a Research and Teaching Mentor scheme that supports both new (and longstanding) staff members. The Induction Champion identifies the new staff member's Teaching and Research Mentors and ensures that the new member of staff is introduced to key members of staff.

The Research and Teaching Mentors support the new member of staff through their probationary period (1 year for academic positions). This includes assistance with grant writing and mentoring for Durham's PGCAP programme. All new academic staff are expected to complete the PGCAP programme unless they have an equivalent qualification from another institution. The PGCAP is delivered through the Durham Excellence in Learning and Teaching Award (DELTA) pathway. The new member of staff is introduced formally at the first BoS following their appointment.

Department specific training is delivered through a term-time, weekly continuous professional development (CPD) slot which is timetabled such that all staff are able to attend. The member of staff responsible for staff induction also coordinates the CPD sessions.

Feedback from staff indicates that there is inconsistency in the effectiveness of the Mentor system and Induction processes. To address this, (Actions:1a,b) introduce regular training for Mentors and clearly define the expectations associated with the role. To improve integration of the new staff member into the Department, (Action:1e) introduces the concept of probationary administrative role shadowing; where the new staff shadow a couple of existing major administrative roles in their first year (e.g. shadow to the Chair of the BoE and Admissions Tutor). (Action:4e) moves the handbook online and includes case studies so that staff can know how they would be supported by the Department in various scenarios. (Action:4i) monitors the effectiveness of these actions.

(iii) Promotion

In our Bronze Award application, we recognised that the progression of our female staff was a key issue. Our actions (BronzeActions:1a,g,i) have shown impact through the promotion of one female member of academic staff to Senior Lecturer, another to Reader (both now Associate Professor) and another to Professor in the most recent cycle.

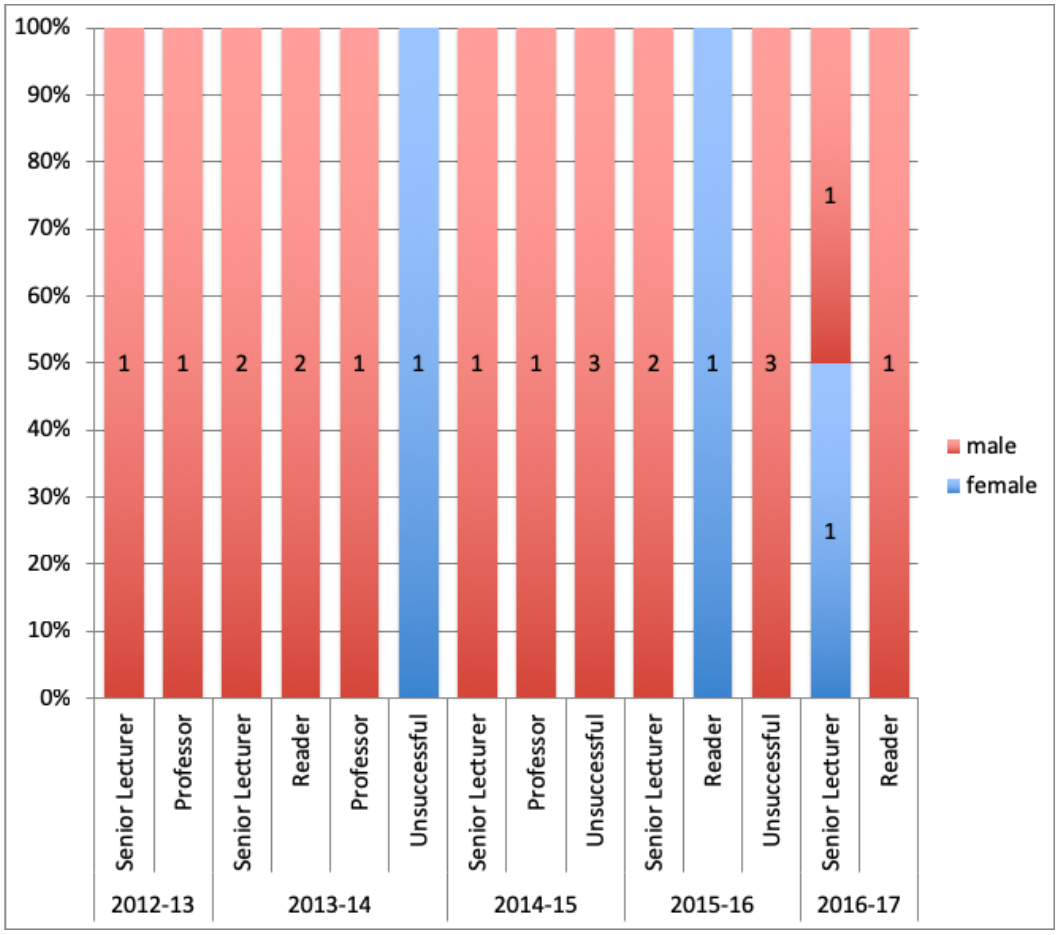


Fig. 17. Promotions by year and gender within Engineering.

As shown in Fig. 17, the historical success rate for applicants who have been put forward for promotion was high. However, the Department (and University) has recently moved from an 'apply for promotion when ready' approach to an 'apply annually' approach via submissions of CVs to a Departmental Progression and Promotions Committee (DPPC). This change was enacted to ensure that all staff are considered and promoted when they meet the University's progression criteria; supporting female staff who may be less willing to put themselves forward. A second, more minor change, is that the University now uses the Assistant Professor, Associate Professor and Professor titles; removing the Reader level. Staff who focus on Teaching or Research only are recognised with a bracketed suffix, e.g. Associate Professor (Teaching). The title changes do not affect PDRAs but such staff, if they have been employed for more than 24 months, also submit CVs for consideration.

The CVs, which are based on a University-wide prescribed format, include details of staff achievements in research and teaching (as appropriate) as well as their wider collegiate activities. Special circumstances (e.g. maternity leave, career breaks and/or part-time working) can be highlighted. Staff are able to seek advice from their Teaching, Research Mentors, Challenge Directors and/or HoD (or other colleagues as needed) when preparing their CVs. The DPPC reviews the submitted CVs and identifies staff to be put forward to the next stage for Faculty Progression Committee (FPC) consideration. DPPC diversity balance is

monitored at a Departmental level whereas FPC is monitored at an institutional level.

Staff who are not put forward for further consideration are invited to meet with the HoD to discuss their application, with a focus on how they can strengthen their CV for subsequent promotion rounds; identifying any additional support that the Department might offer to assist with this. There is a mechanism for staff to 'self-sponsor' consideration of their CV by the FPC. Staff who are unsuccessful at the FPC stage receive written feedback on their application.

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

No gender trends are evident in the exclusion of staff from REF submission. In RAE2008, 32 staff were submitted, one male academic who would have been eligible was not selected. In REF2014, 32 staff were submitted; with three males and one female academic not selected. However, the REF rating process for research outputs is being applied to inform both recruitment and promotions procedures at Durham. It is therefore crucial that such a process is robust and impartial. (Action:1i) aims to identify if there is a gender (or other) bias in the output rating process for Engineering.

We note that the Department's AS actions, and impact, will form a key part of our submission to the REF2021 Environment section and provide another mechanism for staff to engage with the REF process.

5.2 **Key career transition points: professional and support staff**

(i) Induction

PSS staff within the Department fall into either the Technical or Administrative support category. The induction needs differ substantially between these support areas due to the differences in the roles carried out (e.g. office-based vs laboratory/workshop based). The Department Manager and Technical Operations Manager (TOM) lead the induction process, with the TOM handing over to the Head of the Mechanical or Electronics workshop as appropriate. The induction process includes introducing the new member of staff to relevant people within the Department. They are taken through Health and Safety requirements and flexible working (e.g. flexi-time for administrative support staff), allocated a mentor and guided through aspects of their new role. Any additional training needs are identified, and the new staff member is enrolled on appropriate courses (Actions:2d,h). When a new member of staff arrives, an email is sent to all staff to notify them of the new staff member's name and role.

(ii) Promotion

The procedure for PSS promotion is that the staff member applies for a formal role regrading. In the first instance, the staff member would discuss the regrading with their line manager who raises the request with the HoD for approval. The HoD submits a regrading case to the Faculty PVC who passes a revised role description to HR for HERA role evaluation. Due to a University-wide restructuring programme of PSS, there has been a moratorium on regrading. This was lifted during the summer of 2018 to address business critical cases. During this time, three members of Departmental staff were put forward for regrading (2 females: 1 male). One female member of staff was successful. Prior to this, one member of PSS staff (male) had applied for regrading in the past 5 years. The lack of promotion opportunities has been identified as a demotivating factor for PSS in

our staff surveys and consultations. However, to address this, Departmental regular 'appreciation' reviews are to be implemented in (Action:2b).

5.2. Career development: academic staff

(i) Training

Through Durham's DELTA pathway, training of all newly appointed academic staff begins soon after arrival with enrolment on Durham's PGCAP course as part of their probationary agreement (unless they are holding an equivalent qualification from another institution). Successful completion of the two compulsory modules (Learning and Teaching in Higher Education and Student learning as a basis for reflexive practice) lead to Fellowship of the HEA. The staff member's departmental Teaching Mentor provides guidance on the assignments and input into the assessment procedures. After this, staff are able to choose to complete additional modules which focus on specific aspects of teaching or research. This leads to a Postgraduate Certificate in Academic Practice.

DELTA pathway courses are also open to postdoctoral staff and postgraduate students; aimed at those who intend to pursue an academic career. This leads to Associateship membership of the HEA.

Durham University offers a plethora of in-person and online training courses covering Health and Safety, Digital Skills, EDI awareness (BronzeActions:3a,b), stress management and recruitment procedures. For example, the HR course includes mandatory training for chairs of interview panels. Members of interview panels must undertake online training. This ensures that all panel members are up to date with protocols and procedures during recruitment activities. Participation in centrally bookable training courses is logged. HR staff carry out checks that the courses have been completed by all panel members prior to interview. Mandatory Health and Safety course participation is monitored by the Department's TOM. Across all recorded training courses there is no evidence of a significant gender disparity. However, these records do not always include attendance on Department specific training courses delivered via the CPD programme described earlier. (Action:1h) will link the Central University Training records to the Departmental CPD courses to ensure accurate records of attendance are maintained.

As part of our (BronzeAction:1a), we committed to send one female member of academic or postdoctoral staff per annum to the Aurora Leadership programme. To date, two members of staff have attended the course with one researcher booked to participate in 2018 (continued in (Action:1d)). For leadership development, which is open to all staff, the HR department offers Future Leaders' and Leading Research programmes. Following on from (BronzeActions:3a,b), our staff survey shows that 71% of staff (all categories) have received EDI and unconscious bias training. We are pleased that this is up from the pre-2015 survey figure of <20%. It still falls short of our target of 100% uptake but this can be attributed to misalignment between the timing of the (typically) annual training course versus the start dates of new staff.

(ii) Appraisal/development review

Research staff have the opportunity to formally discuss their role, achievements and any training needs through Durham's formal Annual Development Review process. The reviewer is a member of academic staff who is not the direct line

manager (BronzeAction:1b). Reviewers undertake an online ADR training course, created by Durham HR, prior to holding review discussions.

As described earlier, academic staff who are not put forward for promotion by the DPPC are given one-to-one development advice by the HoD. The changes to the promotion system have led to the removal of the ADR process for academic staff from 2017/18 onwards. The defunct academic ADR process also included the submission and discussion of a Personal Research Plan which described the Reviewee's research plans over a several year timeframe.

In response to the staff survey statement, "My department provides me with a helpful annual appraisal", 54% of academic staff showed broad agreement. Based on the written feedback, it is evident that staff want an improved appraisal system to help develop their careers. To address this, (Action:1c) reintroduces the Personal Research Plan to be discussed with the Research Challenge Directors annually, informed by discussions with Research Mentors and is supported by (Action:1a) which reinforces the role definitions of Mentors.

(iii) Support given to academic staff for career progression

Career progression within Durham, via the promotion process, takes into account a range of factors which are clearly defined through the role expectations for postdoctoral and academic staff; assessed by Department and Faculty Progression Committees, as described earlier. The Department's WAM is used to ensure that academic staff members receive a balanced teaching and administrative load such that they are able to devote sufficient time to delivering excellent research either through managing existing grants or developing funding proposals. Both Department and Faculty leadership type positions are available for staff looking to progress their career. For example, staff can express their interest to the HoD in taking on Director roles within the Department as they become available through (typically) three-year post rotation. Faculty level vacancies are advertised to staff.

Postdoctoral staff are supported through their line manager and (separate) ADR reviewer. The line manager and ADR reviewer are able to recommend training courses that would assist with career progression. One key aspect is involvement with funding applications: either for a personal fellowship or as a named Researcher Co-Investigator, e.g. within a UKRI proposal. The Department recognises that our postdoctoral staff play a crucial role in assisting the delivery of undergraduate projects, PGR supervision and training as well as producing high quality research outputs. As described earlier, they have access to early career training (sharing many courses with newly appointed academics) and are encouraged to apply for academic posts within the Department (on a competitive basis). Careers advice can be obtained through Durham's Careers and Enterprise Centre, Line Managers, Mentors and Challenge Directors (Action:1f) establishes a Research Staff Consultative Committee aimed at discussing the ongoing needs of Postdoctoral Researchers.

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

Engineering at Durham aims to equip our students with the skills necessary to become leaders in either industry or academia. The Durham undergraduate and postgraduate taught programmes include a substantial research and development project. This is worth 50% of the final year marks on the MEng programme (33% for the BEng programme). Students are given access to our state-of-the-art

research laboratories and computational modelling tools; meet with their academic supervisor on at least a weekly basis in term time; and interact closely with, or are partially supervised by, PhD students and postdoctoral researchers. The final report is in the form of a 10-page journal paper. The student experience aligns very closely with that of postgraduate research and provides an opportunity for each student to make an informed decision about whether a career route in academia is appropriate for them.

To illustrate this support, below is a quote from a recent BEng and PGT graduate:

> "My experience as an undergraduate and postgraduate in the Department of Engineering at Durham University has been nothing but pleasant as a female engineer. I have felt overwhelming respect from my peers and academics in the department. The Department has presented me with opportunities, such as being an SSCC representative for three consecutive years, representing my year and attending quarterly meetings to discuss and resolve student feedback. The two R&D projects I undertook were fascinating and pushed my technical and innovative abilities with fantastic support from the project supervisors. My second year design project, which comprised of four female engineers out of a total of six, was successful enough to reach the Engineers Without Borders finals in London where we presented our project to a panel of judges."

Our Director of Postgraduate Studies leads an annual workshop which outlines the types of PhD projects available within the Department and explains the application process (Action:3i). Undergraduate and PGT students are welcomed alongside PGR students in Department Challenge Seminars where they are able to learn about the state-of-the-art in research carried out within the Department and from external speakers. By embedding the students within the research ethos of the Department we aim to give them a better appreciation of all aspects of academia; and encourage applications to our PhD programmes.

Many of the visiting recruiting companies choose to include recent Durham graduate representatives. Consultations with WISE suggest that their members would benefit from exposure to the experiences of established graduate and postgraduate alumni Engineers. In (Action:3h), we will work with the alumni office to connect better with our successful graduates inviting them back to describe how they have progressed in their career. This is also an opportunity to identify inspirational female graduate role models to give general talks but also to engage directly with WISE.

PhD students receive support via their supervision and review teams. Regular review team meetings are not only to monitor progress with respect to the PhD but to check that development needs are being met through appropriate training, journal paper publishing and conference attendance.

The PGR students (along with UG and PGT) are represented on the Department's Staff Student Consultative Committee and receive funding to carry out internal networking events where they are able to share best practice. They, along with the postdocs, gain experience of presenting their research at the Department's Annual Research Day event and at internal seminars.

We have also provided training for our undergraduate students in raising awareness of EDI issues, as companies are also starting to proactively embrace and promote diversity. In 2015, the Department incorporated EDI learning into the undergraduate curriculum (BronzeAction:3d) by providing a copy of Sheryl Sandberg's "Lean In: Women, Work and the Will to Lead" to first year undergraduates, from which they were asked to write an essay on the subject of

Women in Engineering. This initiative garnered positive publicity for the department and university in social media and in local news, and generated a lot of discussion surrounding EDI amongst the staff and the students. In 2017, a survey was taken to review the effectiveness of 'Lean-In' and the essay, with the following survey question:

> "*Did you find the L1 Lean-In essay to be an effective way of introducing the topic of gender balance in engineering?" (Y / neutral / N)*

Unfortunately, the responses were mixed, as is shown in Table 1 below.

Gender	Y	neutral	N
male	77 (31%)	70 (28%)	101 (40%)
female	26 (37%)	22 (31%)	22 (31%)
other	1	1	1
not stated	6	0	9
TOTAL	110 (35%)	93 (23%)	113 (41%)

Table 1. Number of responses for Yes (Y), neutral, and No (N) from Engineering undergraduates in Levels 1, 2, and 3 from Lean-In survey, along with percentages.

Overall, the majority of students did not find the essay to be an effective way of introducing the topic. The free-text comments from the survey were more telling, however, of what the students did not like about the EDI essay, and are summarised in Fig. 18.

POSITIVE (16 comments)	
ESSAY WAS GOOD	(11 comments)
BOOK WAS GOOD	(3 comments)
CREATES AWARENESS / IS USEFUL	(2 comments)
NEGATIVE (100 comments)	
BOOK NOT APPROPRIATE / DID NOT LIKE BOOK / BOOK COULD BE BETTER	(31 comments)
DID NOT LIKE ESSAY / TOOK A LOT OF TIME / WASTE OF TIME	(28 comments)
ESSAY SHOULD BE RELEVANT TO ENGINEERING	(3 comments)
QUESTIONING EFFECTIVENESS / MIGHT CREATE RESENTMENT OR NEGATIVE TAKE ON THE ISSUE	(23 comments)
SUPERVISORS / ADVISORS DID NOT ENGAGE / UNDERMINED ESSAY	(4 comments)
WAS NEGATIVELY AFFECTED BY THE ESSAY	(1 comment)
ESSAY WAS POORLY INTRODUCED	(1 comment)
SUGGESTIONS (27 comments)	
PERHAPS LECTURE / DISCUSSION / QUIZ / INTERACTIVE / OR OTHER INSTEAD	(22 comments)
SHORTER ESSAY / MORE REFERENCES / ALTERNATE REFERENCES / MARK THE ESSAY	(5 comments)

Fig. 18 Summary of free-text comments from Lean-In survey.

The comments raised issue with the essay itself (having to write an essay), along with a general dislike of the book. Some students even commented on staff not engaging or disliking / undermining the essay. Suggestions from the students on alternative approaches for initiating EDI discussions included (interactive) lectures or other references. (Action:3e) reviews the replacement to the Lean-In essay task.

Around this time, Rolls-Royce had also approached the Department of Engineering, looking to get involved with AS activities in the University. With

undergraduate training in mind, the AS SAT and Rolls-Royce organised a seminar on *Diversity in the Workforce*, whose aim was to give the students a company's perspective on diversity (specifically, why it is important to Rolls-Royce). The seminar was advertised as optional (since it was the first roll-out) to the Year 2 undergraduates, as they are beginning to look for summer internships, and diversity could be a potential question the students could raise with a company during an interview. Of the 153 second-year students, 42 attended (12 female). Two (male) speakers from Rolls-Royce (one engineer, one HR) gave the seminar with the intention of providing an interesting / informative talk. A survey was subsequently given to the students who attended, asking the question:

> "*If you attended the Rolls-Royce "Diversity in the Workforce" seminar, did you find it interesting?"*
> *(Y / neutral / N)*

The responses were generally positive, as is shown in Table 2 below.

Gender	Y	neutral	N
male	20 (*77%*)	0	6 (*23%*)
female	10 (*100%*)	0	0
other	1	0	0
not stated	4	1	0
TOTAL	35 (*83%*)	1 (*2%*)	6 (*14%*)

Table 2. Number of responses for Yes (Y), neutral, and No (N) from 2nd year Engineering undergraduates from Rolls-Royce Diversity seminar survey, along with percentages.

It is of course noted, however, that the results may be skewed since the students who attended the seminar all opted to attend but, based on this positive feedback, we will continue to engage with industry to share best practice in EDI through (Action:3m). This aligns with Durham's recently awarded EPSRC Inclusion Matters award (Northern Power: Making Engineering and Physical Sciences Research a Domain for All in the North of England).

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

There is no evidence of a gender related imbalance within the Department in terms of grant application success or award value. However, we will continue to monitor this with guidance from the consultative groups formed through (Action:1f).

Staff are expected to submit at least one grant application per annum, as Principal Investigator, of a value >£100k. This expectation is outlined during the induction procedures and within the staff handbook. Faculty CPD Research Grant Writing workshops are run, twice yearly, by colleagues who have experience of UKRI panels. Engineering staff are invited to attend, and all early career staff attend these workshops during their probation period.

The Departmental Mentoring system provides a Research Mentor who is able to give direct guidance and assistance during the formation of research proposals. All external applications are peer-reviewed (by someone who is not a Co-Investigator) prior to submission. Durham's Research and Innovation Services (RIS) provides support for grant costings and advice on compliance with funding body regulations. RIS staff are available to meet face-to-face within the Department at least twice a week and also offer to read through and comment on applications to check readability from a non-expert perspective. To assist in the early development of proposals (e.g. for network formation or for exploratory experiments), the University offers a seedcorn funding pot which can be accessed, typically up to a value of £15k per proposal. One-to-one support is provided by Durham's Research Development Team. The Department (or University for major applications) arranges mock-panel interviews. These procedures and support opportunities are available to academic staff as well as PDRAs and PGR students who are seeking Fellowship type funding.

Each member of academic staff, PDRA and PGR student is a member of at least one of the Department's Research Challenges and, as well as their Research Mentor, is able to seek advice from their Research Challenge Director or Deputy Director. These colleagues not only support the applicants during the submission stages but are available to advise on peer-review responses as well as the best strategy to take in the event of an unsuccessful funding outcome.

5.3. Career development: professional and support staff

i) Training

Relevant training courses delivered by the University for PSS are identified with the support of the Department's Manager and/or the Technical Operations Manager. This can include day-release for the study of qualifications. (Action:2d) ensures that the Department's CPD programme is accessible to PSS staff and will enable bespoke courses to be created which better align with Departmental needs. Although, there is no evidence of gender imbalance in the training records for PSS, there is evidence in those records, backed up by staff consultation, that engagement with non-compulsory CPD courses could be strengthened.

ii) Appraisal/development review

The ADR is currently carried out for all staff by a line manager using a PSS specific form. This can be used to identify training needs as well as recognition of contribution (e.g. recommending exceptional contribution points). The completed ADR is reviewed by the HoD to ensure oversight. (Action:2a) builds on changes already implemented for Academic staff and Researchers (BronzeAction:1b) and changes the reviewer to a person other than the Line Manager to ensure independent appraisal to support development. (Action:2c) introduces an academic buddy system - "coffee with a colleague" for PSS with role shadowing to improve understanding of each other's roles and encourage intersectoral sharing of best practice. An annual 'appraisal/acknowledgement' discussion with the Line Manager will be implemented in (Action:2b).

iii) Support given to professional and support staff for career progression

Career progression for PSS requires either role re-evaluation as described earlier or a reposting to a higher-grade position which is typically elsewhere within the University. The Department supports staff in developing their skills through

identification of training opportunities and (Action:2a) should ensure that PSS feel more empowered to request career advancing training.

5.4. Flexible working and managing career breaks

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

There have been no cases of maternity or adoption leave within the Department (academic or PSS) since our Bronze Award. For PSS staff, temporary technical or administrative staff are recruited to cover the position during the leave period.

Consultation with research and academic-related staff who have taken maternity cover prior to this suggests a picture of plentiful support being available if it is asked for. A key priority for academic staff is to ensure that their research group is supported during the period of leave and teaching commitments are covered. A formal framework of how this is achieved does not exist but instead can be customised to the needs of the individual who is taking leave, in consultation with the HoD, their Research Challenge Director and Mentors.

This provision can include the recruitment of contract teaching fellow staff to cover for teaching commitments. PGR students supervised by the member of staff all have (at least) a second supervisor who takes over lead supervision during the leave period. PDRAs will typically be supervised by a grant Co-Investigator but where there is not a Co-Investigator available then another member of staff will be nominated to manage the PDRA. Administrative commitments are taken over by a Deputy (where one exists) or another member of staff who would shadow the staff member prior to them taking leave.

For staff who carry out manual handling and/or chemical processing then a risk/COSHH assessment is carried out, taking into account the pregnancy, with additional protection or handling procedures put in place to avoid risk to the mother or unborn child.

Whilst the Department supports bespoke arrangements which can be tailored to the needs of the individual, we note that the disadvantage of using such a bespoke approach to Maternity/Adoption cover is that it means that other staff members may be unaware of the provision that is available. Furthermore, due to the small number of Maternity and Adoption Leave cases within the Department, this unawareness could lead to uncertainty about the level of support that they will encounter. Example case studies made available on the Department website, as described previously, will improve awareness and reduce uncertainty (Action:4d).

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

During the leave, the Academic staff member may choose to use Keeping in Touch days to meet with their research group and provide guidance/steering. The PSS staff member, for example, could use the KIT days to keep up to date with any procedural or equipment changes within the Department during their leave period.

The Department does not currently offer a quiet space/ feeding area to support staff before, during and after maternity, adoption, paternity or parental leave. (Action:4c) addresses this.

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

On return, the staff member will meet with the HoD, their Challenge Directors and other staff who have been covering for them to ensure that they have a full awareness of what has happened in their absence. To help the transition back to work, academic staff are able to apply for a full term of research leave to coincide with the end of their leave period. This enables them to focus on their research activities (i.e. supervision, paper writing, grant delivery and proposal development) without teaching and administrative load. For PSS staff, on return, they are briefed about any procedural or equipment changes by their line manager and given necessary training where required.

(iv) Maternity return rate

There have been no requests for maternity leave since our Bronze Award submission in 2015.

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

Since our Bronze Award submission, three male permanent academics and one researcher (all Grade 8) took paternity leave. Two of the male academics also took Shared Parental Leave; one of them also chose to take a period of research leave on return, which mirrors the provision for Maternity leave returners described in 5.4(iii). There have been no requests for adoption leave in this period.

(vi) Flexible working

In the first instance, flexible working is discussed with the Line Manager and/or HoD before a formal request is made. The Department has two people working part-time (both female) as a result of formal flexible working contract changes. Administrative PSS staff have 7 hours flexitime per month with one administrative PSS staff member having agreed a formal flexible working arrangement. Technical PSS staff do not have flexitime arrangements due to their involvement with laboratory teaching but two members of staff (both female) have changed their working hours (from 8am to 4pm) and another (also female) is released one day per week (in term time) to attend a college training course.

Academic staff can also arrange flexible working through timetabling requests which they are reminded about by the HoD. prior to the annual deadline. These can be used, for example, to limit teaching to before 5pm to aid with pick up from out-of-school clubs. Seven staff (1:6 female:male) currently have such an arrangement in place. These can be combined with part-time requests. Informally, flexible working arrangements have also been arranged for postgraduate students and postdoctoral staff. In our survey, 73% of staff broadly agreed that their Line Manager is supportive of requests for flexible working.

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

Part-time working patterns approved formally by a flexible working request (as opposed to a timetabling request) represent permanent changes to contractual conditions. The return to a full-time working procedure is the same as that described previously for flexible working approval. The change is first discussed with the HoD and/or Line Manager before a formal request is submitted.

5.5. Organisation and culture

(i) Culture

As a result of our AS efforts and Bronze actions, 80% of staff in our survey broadly agreed that they understood the reasons for taking action on gender equality. To demonstrate our complete engagement with the AS Charter, each action point on the Action Plan is mapped to one or more of the Charter's principles.

The Department promotes the AS Charter principles to our students through innovative activities such as a 1st year essay on Sheryl Sandberg's Lean-in book and our support of WISE; to our staff at Board of Studies Meetings having engaged with those staff members through surveys, focus groups and one-to-one meetings with the AS Coordinator.

Our meetings are scheduled within core hours and the Department supports inclusive, staff events such as an annual BBQ and winter party.

We acknowledge the additional intersectional issues for female staff who also identify as LGBT and the department sent a delegation to the Durham Pride Event 2018 in support of them and our other LGBT colleagues.

As described earlier, our recruitment procedures consider gender balance and our advertising is intended to promote the Department's many opportunities for women. Through our Action plan, we are ensuring consistency of support for staff through a well-defined mentoring system; we are introducing role shadowing and other cross cutting academic-PSS actions such as a PSS inclusive BoS (Action:2f).

The Chair of the SAT is to become the Department's newly created Director of Equality, Diversity and Inclusion and is a member of the Strategic Leadership Group to ensure that change can be enacted.

There are two major social gatherings every year sponsored by the Department and organised by members of the AS SAT: a Summer BBQ held in July, and a Winter Party held in December. The Summer BBQ starts at 1pm for lunch, and tickets are sold to staff and students with all proceeds going to a local charity. The Winter Party is held in the afternoon at 3pm. The earlier time is to accommodate those with caring responsibilities who need to leave early. Both gatherings have great attendance by both staff and students. 67% of staff expressed broad agreement with the statement "I value the work-related social events organised by the Department".

A regular social gathering exists to facilitate networking and relaxation amongst the postgraduate students and researchers. Every month there is an 'Engineering after Hours' networking / social event with pizza and drinks, which has been sponsored by the Research Challenges within the Department. While this event is organised by postgraduates and PDRAs, others are also welcome to attend.

(ii) HR policies

The HoD has top level oversight of any ongoing processes related to equality, dignity at work, bullying, harassment, grievance and disciplinary processes. The HoD is supported by HR who provide a representative to attend meetings; ensuring alignment between Departmental processes and University procedures. Some processes can be carried out by line managers, also with support from an HR representative. The most up-to-date policy information is available for consultation, by all parties involved, on the Durham HR website. It is important

that all staff, especially those with management responsibilities, are aware of these policies and the need to remain up to date beyond their induction period. (Action:1b) addresses ongoing staff awareness of HR policies.

(iii) Representation of men and women on committees

The BoS is the main Departmental Committee where all academic staff are members and there are student and research staff representatives. The membership of the post-split major Departmental Committees is given in Table 3.

Although, female numbers on the committees are low, there is representation in key roles on all of the major committees except IT Management. Committee overload is monitored through the Workload Allocation Model and members are identified by the HoD (typically as a result of their administrative role).

Committee	Females	Males
Strategic Leadership Group	2 (29%)	5 (71%)
Research Committee	1 (25%)	6 (75%)
Education Committee	2 (11%)	16 (89%)
Athena SWAN SAT	9 (60%)	15 (40%)
Publicity Committee	2 (29%)	5 (71%)
IT Management Committee	0 (0%)	6 (100%)
Safety Committee	4 (24%)	13 (76%)

Table 3. Membership by gender of major Department of Engineering committees

(iv) Participation on influential external committees

Staff are encouraged to join external committees through their Mentors, Challenge Directors, the Head of Department and/or Line Managers. They can report such committee work on their promotion CVs or during the ADR process. In response to the survey statement, "I am encouraged and given support to represent my department on external and internal committees", 61% of staff were in broad agreement. (Action:1g) aims to recognise committee work on the WAM.

(v) Workload model

As part of our AS actions, the Department has operated a WAM with the aims of:

- Achieving as fair a distribution of workload as possible
- Providing all staff with opportunities to demonstrate the management and academic leadership skills that may be required in future promotion applications
- Providing effective management of the Department

The WAM is transparent to the staff in the Department and is used by the Deputy HoD, with HoD oversight, to aid teaching, research and administration allocation. It operates through a system of ‘credits’, which are awarded on the basis of various aspects of teaching load, administrative roles, and research activity. The model is detailed and uses a sets of scaling factors to acknowledge, for example, the increased workload involved in teaching a course for the first time, or in the assessment of courses on which large numbers of students are registered. Research credits are given for numbers of researchers supervised.

In designing the WAM, great care has been taken to ensure that it does not disadvantage staff who are in early career stages or who have taken career breaks. In particular, it is recognised that successful senior academics can build significant research groups, and that the staff who have not had the opportunity to do this should not be penalised by having to take on more teaching and administration. For this reason, the credits awarded for research supervision are on a sliding scale and reach a maximum with the 3rd researcher supervised. It is flexible in its operation in two important ways:

- The Deputy HoD has the ability to apply different scaling factors for staff in special circumstances (in a way that is not apparent to other staff viewing the WAM). To ensure staff are aware of this mechanism, we will publicise anonymised case studies as part of (Action:4d).
- Staff who are asked to take on a large load in one year can be compensated by a reduced load in the following year.

The new CV promotion application process takes into account all aspects of the performance of each member of staff. Academic promotion criteria include, as well as the expected research and teaching standards, an expectation of successful and diligent fulfilment of administrative positions. For example, the criteria for promotion to Associate Professor include: *"Significant contribution to leadership activities that support the administrative functioning of the Department, Faculty or University and/or which support the development of the Discipline."*. This is important from a gender perspective because it gives credit for work which is often disproportionately picked up by female academics at an institutional level.

For promotion to Professor, sustained excellence in the provision of leadership for administrative functioning is required. The HoD has the responsibility to provide suitable opportunities for all staff, and at all levels, to fulfil these criteria. This is achieved through the WAM and the promotion feedback processes described earlier. In allocating administrative duties, the HoD will meet with the member of staff to discuss the new role and agree on any other tasks which they might want to release in order to balance their load. Rotation of senior management roles (e.g. Director of Education, Director of Research, Director of Impact, Director of Postgraduate Studies, Chair of Board of Examiners) typically occurs every 3 years with the gender balance of the senior roles monitored by the HoD.

Although, the WAM is not formally monitored for gender bias, and committee overloading, it is used by staff as an evidence base during workload discussions and negotiations. 79% of academic staff were in broad agreement with the statement that "the WAM facilitates the equitable distribution of Departmental tasks and duties".

(vi) Timing of departmental meetings and social gatherings

The core hours in the Department are 9am to 5pm. Meetings are arranged at times such that their business should be completed within those hours. Committee meetings are scheduled to start in the early afternoon, at 1.30pm in order to ensure, for example, they are finished before parents have to pick up children. Apart from those on Research Leave, all members of academic staff are expected to carry out teaching duties. The teaching timetable operated by the university extends from 9am to 6pm, Monday to Friday. Staff are able to request flexible timetabling as described earlier. These are requested one academic year in advance due to the complexities of the University teaching timetable creation. Where circumstances change within the academic year, cases are dealt with on an individual basis and may require informal swapping of timetable slots with colleagues.

(vii) Visibility of role models

The Department organises three flagship public lectures per annum (Higginson, Gareth Roberts and Ada Lovelace) and considers gender balance during speaker nomination. These lectures are typically attended by staff and students and the Department is keen to use them as an opportunity to invite talks from outstanding female STEM role models. In the past 3 years, two Higginson speakers have been female; and one of the Roberts' speakers. Notably, this included the AS Charter founder, Professor Dame Julia Higgins in 2018. All of the Ada Lovelace speakers are female and the lecture is scheduled to coincide with International Women's Day (Action:4h).

The Department hosts Durham's WISE group (Action:3g) and supports their meetings by providing space and refreshments. In the action plan, following on from consultation with WISE, we aim to invite more mid-career female industrial engineers (especially Durham alumni) to give talks on how they have progressed through promotions and companies (Action:3h).

Departmental marketing materials include the website and course brochures. For promotional images, we use images of our students and staff. Gender balance is usually representative of our profile. The materials also include role models to encourage applications from underrepresented groups. The Department website was updated by the Marketing and Communications Department in 2018 and has led to a refreshed image base for promotional materials.

As shown earlier, in priority areas, e.g. female recruitment into academic posts, the website showcases existing female and other minority group role models. We recognise that we have a specific duty to support female BAME staff and students due to the additional challenges they may face due to their intersectionality of race and gender. We are therefore particularly keen to find ways to celebrate the success of our female BAME staff.

However, monitoring and oversight of the gender and diversity balance of our marketing materials could be improved, as currently responsibility is spread between several people, (Action:3a) addresses this.

(viii) Outreach activities

The Department undertakes a wide range of outreach activities. Activities range from the formal and credit-bearing, such as the "Engineering into Schools" undergraduate modules, through to informal, family orientated activities such as the university's "Celebrate Science" festival where the Department runs hands-on activities open to the general public. The Department's Outreach coordinator is in charge of delivery and has oversight of the gender balance of staff and students involved with the activities.

Staff and students are encouraged to participate in outreach activity, and this is recognised in the WAM. Members of staff are able to highlight their outreach activities in the departmental ADR and/or other promotions processes. Activities are logged semi-formally by the department, however, and usually publicised on the departmental website as a news item. Typically, ⅓ of student demonstrators are female and the staff delivery teams are similarly balanced. Student demonstrators are paid directly for their outreach work.

Of particular note from a gender-balance perspective, the Department has delivered Headstart and Dragonfly programmes that have been run since they were first conceived. Motivated A-level students apply for places on the 1-week residential course, and following on from the Headstart week, an additional "dragonfly day" sees female participants from the Headstart programme lead activities for female 1st year GCSE students, with departmental support. The Department has decided to discontinue the Headstart programme from 2019 but will continue to organise the Dragonfly day (Action:3j). Instead of Headstart, a Sutton Trust school will be run. The first Engineering Sutton Trust school was held in 2018; it targets participants from Low Participation Neighbourhoods. Typically, 33% of the participants are female.

For female GCSE students (~25 per annum), one of our female academics runs the Inspire programme which is a three-day residential course. These events target female students at a critical point in the "leaky pipeline" as they are engaged before making A level choices that have the potential to rule out scientific or engineering careers.

Our intelligence from these events indicates that there is a misalignment between the realities of the work of a professional engineer and the perceptions of school teachers. This is concerning because it might put off female students from pursuing A levels (or equivalent) in areas which would enable them to pursue Engineering at university. (Action:3d) addresses this by increasing the Department's engagement with school teachers.

In addition, as part of our widening participation agenda, the department runs a Supported Progression programme for students from the North of England typically who live in low participation neighbourhoods and do not have a family history of going to university. Successful completion of the Supported Progression and Sutton Trust programmes leads to a guaranteed (and reduced) offer for entry onto our Engineering undergraduate courses.

(7458 words)

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Individual 1: Female Professor

I left the Water Industry in London to start a PhD in Newcastle University's Civil Engineering Department in 1998. It was a good time for me to be a PhD student as I could combine my passion for research with parental caring responsibilities. After my PhD I worked as a University funded researcher for a year before being lucky enough to get a lectureship at Durham University in 2005. By this stage I no longer had any parental caring responsibilities. I started a family in 2007 after completing my probation at Durham. I was promoted to Senior Lecturer in 2010, then to Professor in 2018. I now have 3 children aged 11, 8 and 6.

During my first pregnancy in 2007, we were not fully engaged with Athena SWAN. However, supporting my research became an important issue when I was awarded a £1M 5-year Challenging Engineering Fellowship in 2008. I had received substantial mentoring support for this from one of the leading female academics within the Department. Throughout each of my maternity leaves, I have a significant improvement in Departmental support of female academics and a vast improvement in the culture of the Department leading up to our Bronze AS Award

which we got in 2015. I can directly attribute this to action points in our action plan. For my second maternity leave in 2010, the Department helped me to persuade EPSRC to extend my Fellowship for the period of my maternity leave even though this was not EPSRC policy at the time. The Department also ensured that my part-time FTE status was both taken into account in our fledgling Workload Allocation Model and timetabling arrangements were made so that I could carry out at least one of my research days at home. After my third maternity leave the Department encouraged me to take two terms of sabbatical leave which allowed me to visit a US colleague with my family for the summer/Michaelmas term of 2015, despite my having taken sabbatical leave three years before. This research visit is what allowed me to build on my fellowship research and take a more strategic lead in my field which led to a noticeable improvement in the impact of my publications. In addition, around 2014 my HoD asked me to be AS lead and sent me on the Aurora leadership course. This opportunity led to two things. Firstly I developed the necessary skillset to be a leader within the Department not just outside the Department and I learnt about every aspect of Departmental strategy. And secondly, through our University mentoring scheme, I was able to ask Prof Judith Howard to become my mentor. I had been encouraged and coaxed by my HoD to engage within the Department at a leadership level since my promotion to SL in 2009 and it was the crucial skills I developed in being AS lead that had previously been missing to make it to the next level of promotion. Both of these developmental factors led me to understand more and ultimately want to be more involved in Departmental, Faculty and University leadership meetings as I became interested in taking a more proactive role in shaping our research culture.

I am now Director of Research and very much enjoying working on a 1:1 basis with all of our staff. Having handed over AS leadership to others, I remain passionate about gender balance and diversity issues and their important role in maintaining and enhancing a creative and (work life) balanced approach to research.

Individual 2: Male Associate Professor

I have been an academic in the Department of Engineering for six years, joining as a lecturer in January 2012. However, I am in the unusual position of having experienced the Department from all academic angles: I studied for my MEng and PhD degrees here.

Having completed my PhD in 2011, I spent only nine months as a postdoctoral researcher in the Department before taking up a permanent lectureship. Moving into full-time academia so quickly after completing my PhD produced its own challenges which were alleviated by support provided by the Department.

Following the end of the 2011/2012 academic year, the HoD encouraged me and another recent starter to each complete a short secondment to another institution. I spent three weeks working with experts in TUDelft, Netherlands, and this provided a great opportunity to reach out to another institution and spend time focused on research, something otherwise easily neglected in the busy term-time schedule of an early-career academic.

The Department also provided a mentor to provide a combination of advice, support and critical feedback on teaching and research. The combination of mentoring and reciprocal lecture observations with colleagues allowed me to develop quickly my own style of teaching. This led to me being awarded the Department's 2013 teaching prize after my first full academic year. Post-probation, I have taken up teaching mentor roles for two academic staff and have been able to use my experience to provide support and guidance where needed. Mentoring has also provided an opportunity for reflection on my own work, thereby allowing me to continue my own development beyond the early-career mentoring system.

Once established in my role, I became the Programme Director for the MSc in New and Renewable Energy and, later, the Chair of the Taught Postgraduate Board of Examiners. After engaging in training provided through the University and with a thorough handover provided by outgoing post-holders, these roles gave the opportunity to engage closely with students and, in particular, work to manage their expectations of themselves and the Department.

Whilst expecting my first child in 2017, I was concerned how I would balance my workload with childcare responsibilities. Before the birth, the Department supported my application to limit my teaching hours to before 4pm. Having this flexibility has allowed me to share the nursery run with my wife, in turn allowing both of us to return to work. My wife and I shared parental leave, with me taking six months from February. I was worried how this might affect my return to work however the Department encouraged me to apply for research leave to start after my return. This is allowing me to re-engage with my research and develop new ideas and proposals.

(1048 words)

7. FURTHER INFORMATION

N/A

(Total word count 11978)

ACTION PLAN: Application 2018

Action	*Owner*	*Timescale*	*Success Indicator*	*AS Charter Guiding Principles*
Pillar 1. Supporting academic and research staff in their career development, progression and promotion				
a) Review of the role definitions for Teaching and Research Mentors	Director of EDI guided by SAT discussion	Completed by February 2019; reviewed in May 2020.	Two revised role definitions created. Consistency of support improved and reflected in 2020 staff survey. Target: >75% of academic and research staff are broadly agree with the statement 'my department provides me with useful mentoring opportunities'.	1,2
b) Monitored formal training of Mentors and Line Managers within the Department's CPD programme	Mentoring and CPD coordinator	Implemented by May 2019 academic year following recommendation from Action 1a). Reviewed annually.	Mentors and Line Managers are kept up to date with policies, procedures and development opportunities for staff. Records are kept of training. Target: 100% of mentors and line managers have received training.	1,2
c) Introduction of Academic and Research staff mid-year review with Challenge Director and/or Research Mentor to focus on individual research progress and plans	HoD	Commenced 2018/19 academic year Reviewed annually.	Staff discuss their research progress and plans outside of the annual promotion system. Target: One review discussion per annum.	1,2

Action	*Owner*	*Timescale*	*Success Indicator*	*AS Charter Guiding Principles*
d) Continued promotion of leadership training for female academics via the Aurora programme.	Director of EDI	Commenced already Reviewed annually.	Target: One member of female academic or research staff attend Aurora training course per annum.	1-4
e) Leadership 'internships' for newly appointed academic staff	HoD	Commenced for new staff by October 2019. Reviewed annually.	Each new member of staff has the opportunity to shadow major administrative roles in their first year (e.g. Chair of Board of Examiners and Admissions Tutor). Roles defined and engagement measured in Probation Agreements. Target: 2 roles shadowed per member of new staff during their probation period.	1-3
f) Establish regular Consultative groups with Research Staff and Female Academic Staff to provide a better understanding of how well the Action plan is supporting their career development. Carry out exit interviews.	Director of EDI	Implemented in February 2019; meeting every 6 months.	Discussions lead to further refinement of the Action plan in support of research staff and female staff. Target: A total of 4 consultative group meetings held per annum.	1-10

Action	*Owner*	*Timescale*	*Success Indicator*	*AS Charter Guiding Principles*
g) Encouragement of staff to become involved with external committees and advisory bodies through recognition on the WAM	Deputy HoD	Implemented for 2019/20 WAM by July 2019. Reviewed annually.	Improved baseline data of staff involvement on external committees and advisory bodies with the aim of quantitative evidencing of increased involvement.	1
h) Timetabled Continuous Professional Development programme within Engineering to cover local training needs (including EDI) with staff attendance recorded via the University's Central Training record system. Specific sessions for new staff to help with induction.	Mentoring and CPD Coordinator	Implemented October 2018. Content reviewed annually.	Majority staff engagement with the Department's CPD programme achieved and evidenced. Target: > 60% of staff regularly attend the Department's CPD programme.	7, 9, 10
i) Carry out research to explore whether there is any gender (or other) bias evident in the REF paper rating process.	Director of EDI	Completed by July 2020	Target: report produced with respect to Engineering outputs. Comparisons drawn with other Science Faculty departments.	3 - 5

Pillar 2. Supporting Professional Support Services Staff in their career development, progression, promotion and integration into the Department				
Action	***Owner***	***Timescale***	***Success Indicator***	***AS Charter Guiding Principles***
a) Ensure that a member of staff, other than the direct line manager, carries out the Annual Development Review	HoD	Implemented by January 2019.	Staff are able to raise concerns and suggestions for their career development without being concerned about a potential conflict of interest from their line manager. This improves their willingness to request support for career development opportunities. Assessed via staff surveys. Target: > 75% of PSS broadly agree with the statement 'My Department provides me with a helpful annual appraisal.'	1
b) Introduce a mid-year 'appreciation' discussion with the Line Manager which focuses on the positive contribution of the PSS staff member.	Administrative Manager / Technical Operations Manager	Implemented by August 2019. Reviewed annually.	Staff survey results and focus groups show that PSS staff feel appreciated and that the value of their work is recognised. Target: > 75% of PSS broadly agree with the statement 'My Department values the full range of an individual's skills and experience'.	1

c) Development of an academic 'buddy' system. Each member of PSS staff is 'twinned' with a member of academic staff. Role shadowing days will be formalised.	Director of EDI	Implemented by October 2019. Reviewed annually.	Improved understanding of the work of PSS by academics (& vice versa). Focus group discussions provide evidence of a less divided, collegial culture. Target: 100% PSS have an academic buddy identified with whom they meet at least once per quarter.	1
d) Develop Departmental CPD courses which are relevant to the needs of PSS	Director of EDI	Implemented by January 2020. Reviewed annually.	PSS benefit from local training courses which are tailored to Departmental operating needs. Target: 2 bespoke local 1-day training courses developed.	1
e) Review opportunities for PSS remote working	Administrative Manager / Technical Operations Manager	Review completed by October 2019.	Protocols put in place for PSS staff to complete some aspects of their work from home. Improving flexible working opportunities for PSS. Target: 1 protocol produced.	1
f) Create an inclusive Board of Studies with PSS representation	HoD	Implemented by June 2019.	PSS invited to attend Board of Studies meetings and/or send a representative. Target: at least 1 PSS representative present at each BoS	1

g) Establish regular consultative groups with PSS staff to provide a better understanding of how well the Action plan is supporting their career development. Carry out exit interviews.	Director of EDI	Implemented in February 2019; meeting every 6 months.	Discussions lead to further refinement of the Action plan in support of PSS. Target: A total of 2 consultative group meetings held per annum.	1

Pillar 3. Supporting the diversification of the Department's student cohorts, increasing visibility of minority group role models and promoting progression to academic careers.				
Action	***Owner***	***Timescale***	***Success Indicator***	***AS Charter Guiding Principles***
a) Active monitoring of all Departmental promotional and website materials to ensure diversity is promoted and appropriately represented.	Director of EDI	Implemented from January 2019.	Applications from minority groups are maintained or increased. Target: Female UG, PGT and PGR ratios maintained (or increased to) 5% above HESA benchmarks.	1-3, 5, 7, 9, 10
b) Targeted promotional materials for underrepresented groups, particularly female applicants, e.g. presenting the activities of WISE.	UG and PG Admissions Tutors with guidance from Director of EDI and WISE President	Implemented for undergraduate and postgraduate offer holders by March 2019 in time for offer reply deadlines.	Applications from female applicants, and other underrepresented groups are maintained or increased. Target: Female UG, PGT and PGR ratios maintained (or increased to) 5% above HESA benchmarks.	1-3, 5, 7, 9, 10

c) Annual Staff Student Consultative Meeting to focus on support for female students within the Department	Chair of SSCC	Implemented by June 2019	Discussions lead to further refinement of the Action plan in support of female students.	1-3, 5
d) Targeted presentations to school teachers (especially pre-GCSE) to dispel myths about the role of Professional Engineers; ensuring that girls have support to pursue enabling subjects.	Outreach Coordinator and UG Admissions Tutor	Implemented by June 2019	Department of Engineering staff regularly visit (target 4 events per year) Schools and Teachers Conferences raising visibility of Durham Engineering.	1-3
e) Review of Athena SWAN engagement in L1 Academic Adviser sessions and the recommendation of a successor activity to the Lean-In essay.	L1 Tutor and Director of Education with input from Director of EDI	Implemented by December 2018	Alternative activity to Lean-In essay is implemented for all first-year students.	1, 2, 9
f) Continue to target open day helper gender balance aiming for 35:65 Female:Male. Continue to have at least one member of female staff present at all Open Day events.	Admissions Tutor	Already commenced,	Balance achieved.	1-3

g) Continuation of Departmental support for Women in Science and Engineering at Durham	Director of EDI		Department continues to provide space and support for at least 1 WISE meeting per term. Continued discussions with undergraduate and taught postgraduate student cohort and good WISE attendance figures. Regular input to SAT.	1-4
h) Invite mid-career Durham alumni (especially females) to give talks on how they have progressed through engineering.	Director of EDI	From March 2019	One invited speaker per term.	1
i) Continue to run annual 'demystifying' PhD event for students to encourage applications inviting one female PhD student to give a talk on their work.	Director of Postgraduate Studies	Ongoing, with female speaker from November 2018.	Event runs annually and one female PhD student gives a talk at each event.	5
j) Carry out a review to recommend a replacement for the Headstart Dragonfly day	Outreach Coordinator	July 2019	One replacement activity identified and implemented.	1
k) Approach potential donors to establish female encouraged Engineering bursaries, e.g. for PhD students.	Director of EDI	July 2020	At least one scholarship opportunity made available.	5

l) Monitor PGR student completion rates for gender imbalance.	Director of EDI	October 2019 Reviewed annually. AWAITING STATS	Completion rates monitored with action taken if appropriate.	5
m) Continue to engage with industry to share best EDI practice	Director of EDI	December 2018 Review annually.	One joint industry – Department of Engineering EDI related event run per annum.	1

Pillar 4. Supporting and promoting the welcoming working environment for all: aiding recruitment and retention				
Action	***Owner***	***Timescale***	***Success Indicator***	***AS Charter Guiding Principles***
a) Formation of a Director of EDI position to act as a point of contact for both staff (including admin and technical) and students and also discussion within SAT.	HoD	Approved by Engineering BoS in December 2018.	Role created.	8

b) Development of a core, “early responder”, team of mental health aware staff who are able to support colleagues in stress and life challenge management through enhanced awareness of options; directing staff to appropriate support routes.	Director of EDI	Trained team in place by October 2019; with annual refresher training.	An Engineering mental health support group formed and identified on website.	1
c) Provision of a dedicated room suitable for expressing milk and resting, e.g. during migraine attacks.	HoD/ Director of EDI	October 2021 when Computer Science colleagues move to a new building.	One room identified and refurbished. Staff use the room.	5

d) Development of case studies (anonymous if need be) to show how staff have been supported through flexible working, part time transitions, maternity leave, etc. Published on the website. Including demonstration of support for same-sex couples taking adoption/maternity leave.	Director of EDI	March 2019; with case studies reviewed for relevance annually.	Staff engage with the case studies and are shown to be more aware of work-life balance policies and procedures in the 2020 staff survey (versus 2018 benchmark data).	5
e) Transfer of the Staff Handbook to a webpage so that HR related information remains up to date.	Mentoring and CPD Coordinator	March 2019 Quarterly content review.	Handbook transferred to the website.	5
f) External seminar coordinators to update the Director of EDI with achieved, and proposed, speaker gender balance at the end of each term.	Seminar coordinators from each Research Challenge	December 2018	Director of EDI receives termly updates to monitor seminar speaker gender balance. Target: >20% female speakers.	1, 3

g) Continue to organise at least two Departmental 'bonding' events per annum (currently summer BBQ and winter party).	Director of EDI	December 2018 ongoing	Majority (>50%) staff attendance at each event.	1,9
h) Continue to support the prestigious Ada Lovelace lecture series within the Department; inviting inspiration female speakers with a career in STEM.	Director of EDI	Ongoing.	One event held per annum.	5, 9
i) Design of further staff surveys in 2020 and 2022 to continue to gauge staff views on the progress against the action plan.	Director of EDI	July 2020 and July 2022.	Staff surveys issued and results analysed by SAT. Target: > 75% staff response rate.	9
j) Lobby institution to develop more flexible posts for academic appointments, e.g. research fellow	HoD	June 2020	Lobbying carried out leading to more flexible posts advertised. Target: increased numbers of female academic staff.	1-6