



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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
<i>Recommended word count</i>		
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	Lancaster University	
Department	School of Computing and Communications	
Focus of department	STEMM	
Date of application	28/4/2017	
Award Level	Bronze	
Institution Athena SWAN award	Date: 2014	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr Yehia Elkhatib	
Email	y.elkhatib@lancaster.ac.uk	
Telephone	01524510386 / 07870570318	
Departmental website	http://www.lancaster.ac.uk/scc/	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

I am writing to enthusiastically express my support for the School's Athena SWAN Bronze Award application.

It is clear to me that addressing issues of gender equality and balance in the School should be a top priority: female students are under-represented in the School, even compared to disappointing national averages. The number of female academic staff in the School is woefully low: when I became Head of School in 2014, we had just 2.5FTE female (teaching and research) academics, and the School had never had a full-time female Professor. Unfortunately, this demonstrates that the School has not in the past put sufficient thought and effort into gender issues. I believe we are now committed and have a clear plan for changing this.

Since 2016, we have renewed our efforts towards an Athena SWAN Bronze application. To support this, I created a new Athena SWAN Director role, a key leadership role within the School, which sits on the School's Management Team. Because of my personal interest, I took this role myself initially. In July 2016, we formally instituted a Self-Assessment Team (SAT), with a formal Terms of Reference and reporting line to the Head of School, composed of 15 enthusiastic individuals representing all aspects of the School, from undergraduates to senior Professors.

We have taken some steps to improve gender balance. In 2015/16, the School defined a new 10 Year Strategy – Equality, Diversity and Inclusion is core to this. The strategy sets out concrete objectives for the future (which align with the SWAN action plan) and recognizes some of the steps we have already taken. For example, two years ago, we created a new Distinguished Seminar Series: 50% of the speakers have been female. We have revamped our recruitment processes, updating our job ads to proactively encourage female applicants. We have since recruited three new female academic staff and, in the next year, I expect to see our first two female Professors. The School has become more proactive in providing development support for staff, actively seeking out opportunities to provide secondments, mentoring and coaching.

I am now seeing a slow but steady culture shift within the School, wherein equality and gender considerations are becoming embedded. We still have a long way to go, but I see our Athena SWAN action plan as a key step forward in committing us to action in the short, medium and long term. This application sets out a number of key objectives and associated actions. These objectives are very ambitious and are deliberately designed as stretch goals. In discussion with School members, it was felt that we should set ourselves ambitious objectives rather than more modest goals because it forces us to think about gender balance in a completely different way rather than simple incremental improvements. We are aiming for a step change in our gender balance, accepting that this will be difficult to achieve, but being ready for the challenge.

Prof. Jon Whittle, Head of School of Computing and Communications (until March 31, 2017)

I can confirm that the information presented in the application (both qualitative and quantitative) is honest, accurate and true. I am very pleased to fully endorse the Athena SWAN initiatives instigated by Prof. Whittle. I am extremely fortunate in that due to Jon's personal commitment and stewardship, I am not only aware of the need for this action plan, but also have a roadmap closely linked to our wider departmental strategy. I'm committed to helping promote a diverse, inclusive and fair working environment: I will be putting measures in place, including appropriate senior level governance, and dedicated resources to implement the proposed measures effectively.

I will ensure that the SAT transitions to being an effective implementation advisory group. The group will be chaired by a senior academic, initially myself. One of my early priorities is a deep review of our taught programme, so now is the ideal time to align this with Athena SWAN – a linkage I will personally ensure. I will set aside a dedicated budget to support enhanced training and related events.

I am confident that with such a deep programme of changes we will be able to nurture the needed step change in our equality and diversity.

Prof. Adrian Friday, Head of School of Computing and Communications (from 1st April, 2017)

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2. DESCRIPTION OF THE DEPARTMENT

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

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

The School of Computing and Communications (SCC) is a leading research-intensive computing department in the UK. In the last REF, SCC was ranked 12th in the country by overall GPA and 7th by 3*/4* outputs. SCC currently ranks 31st in NSS by overall subject ranking. In the main league tables, it currently ranks 29 (Guardian), 16 (CUG), and 23 (Times). For the last two years, SCC has been 1st in the UK for graduate employability. The School is based in the iconic InfoLab21 building, opened in 2006, which houses academic and support staff as well as the Knowledge Business Centre (KBC). The KBC is formally part of SCC and leads on business engagement, as well as providing co-location spaces to 15 start-up companies.

Figures 1-2 give the total number of academic, professional and support staff by gender. Academic staff includes research-only (R) and teaching and research (T&R) academic staff.

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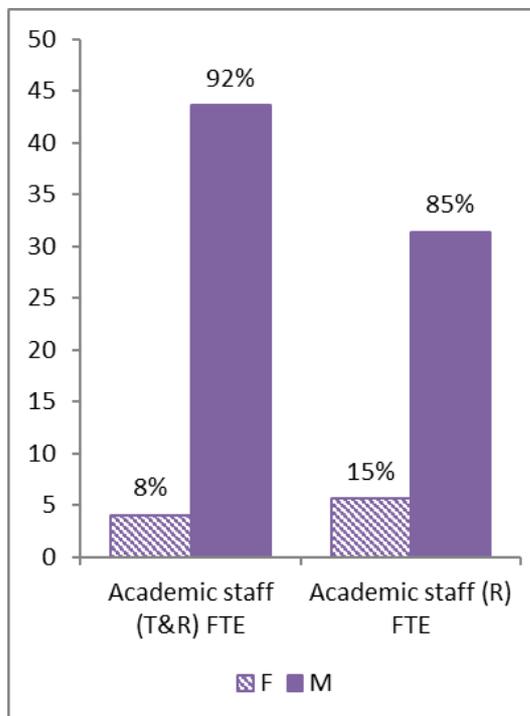


Figure 1: Academic staff by gender as of 1/1/17

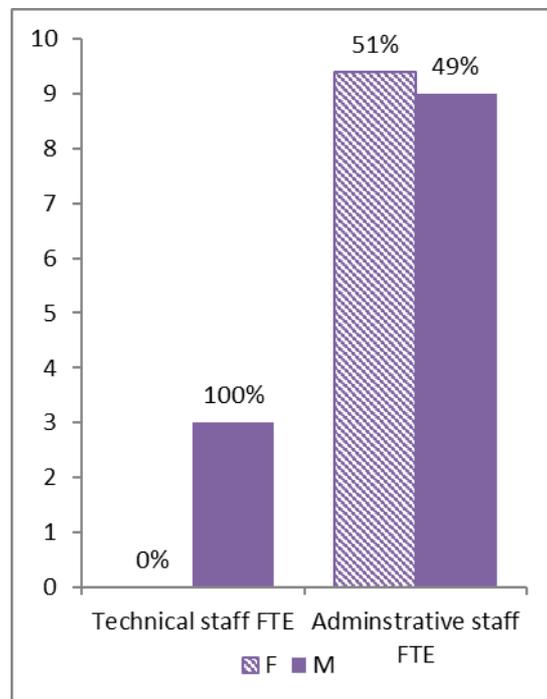


Figure 2: Professional and support staff by gender as of 1/1/17

Academic (T&R) staff in the School are organized into 8 Groups across sub-disciplinary boundaries: software engineering, distributed systems, pervasive systems, interactive systems, communication systems, computer networking, security, and data science. In addition, the School has highlighted three key growth areas as part of its strategy, which cut across these groups: data science, cybersecurity and digital health. The School has a long and well-regarded reputation for interdisciplinary research, which underpins everything that the School does – almost all academic staff engage with researchers in other disciplines.

Each of the 8 groups has a designated Group Lead who reports directly to the Head of School (HoS). The School is managed through a Management Team, which consists of the 8 Group Leads as well as Directors for key functions within the School: Student Recruitment, UG Studies, PG Studies, Research, Athena SWAN, International Partnerships, and IT Systems. This is underpinned by a number of academic service roles, including, for example, Outreach Director, Student Experience Champion, PhD Tutor, Part I Tutor, Part II Tutor, MSc Course Directors, etc. The Management Team meets monthly, chaired by the HoS, and is the main decision-making body in the School. The Management Team is supported by Committees, which take decisions on issues within their area of responsibility. These include Teaching Committee, Staff-Student Committee, Health and Safety Committee, and Athena SWAN SAT. The School holds two all-hands staff meetings per term as well as an annual Courses Review, which all teaching staff are expected to attend.

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Table 1: Numbers of UG and PG students by gender as of 1/12/16.

	M	F	F%	TOTAL
Undergraduate students	368	27	7%	395
Postgraduate students	147	42	22%	189
Total students	515	69	12%	584

Table 1 gives the numbers of UG and PG students (taught and research) by gender. The School currently runs three main undergraduate programmes (Computer Science, Software Engineering, and IT for Creative Industries) and four MSc programmes (Data Science, Cybersecurity, Computer Science, Wireless Communications). This is in addition to a number of joint honours programmes. The School runs two PhD programmes (Computer Science and Communications Systems).

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3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

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

SCC's Self-Assessment Team (SAT) was formed in July 2016. A Terms of Reference (ToR) was approved by the School's Management Team, with the stated purpose "to prepare SCC's Athena SWAN Bronze submission, targeted for April 2017. Beyond this, the SAT will continue to operate with the purpose of supporting the implementation of the actions in the submission." Since July, the SAT has met monthly in a face-to-face meeting. SAT members have worked together in representative staff/student sub-groups between meetings. The ToR specifies a reporting protocol: "The SAT reports to the SCC Management Group via the SAT Chair, who sits on the Management Group. The SAT also reports to the SCC community through various bodies, including the SCC staff meeting, staff-student committee, teaching committee, and others as appropriate." The SCC staff meeting and staff-student committee have a standing agenda item on Athena SWAN.

SAT members (Table 2) were selected on a volunteer basis. In total, there are 15 SAT members (8 M, 7F), including 2 UG students, 3 PhD students, 2 academic (R) staff, 5 academic (T&R) staff (1 Lecturer, 2 Senior Lecturer, 2 Professor) and 3 professional staff. Six members can be considered 'senior' staff: Head of School, Head of Business Partnerships and Development, Departmental Officer, Director of UG Studies, and Part II Tutor. The SAT is divided into sub-groups representing 'constituencies': academic (R), academic (T&R), professional support staff, business development staff, UG students, and PG students. These sub-groups were used to assign tasks related to data collection, analysis, action planning and writing. Care was taken to ensure that SAT members had the time and approval of their managers to participate in the SAT. Academic (T&R) staff were given duty allocation in the School's workload allocation model. PhDs were expected to get approval and support from their supervisors.

The SAT worked closely with the Faculty of Science and Technology's (FST) Athena SWAN Equality, Diversity and Inclusion (ED&I) officer as well as the University's ED&I Advisor and the University's Athena SWAN lead. The SAT also set up a partnership with the Lancaster Environment Centre, which currently has a Bronze award. Both SATs shared best practice and advised each other.

Table 2: SAT Members

Name	Gender	FT/PT	Sub-group	Description
Amy Fleming	F	FT	UG student	Interested in User Experience, Computer Science in Primary Education and passionate about increasing the number of females in STEM subjects.
Corina Sas	F	FT	Academic (T&R), Senior Lecturer	Senior lecturer and Director of undergraduate teaching. She balances this demanding role with a full teaching and research

				portfolio.
Elisavet Christou	F	FT	PhD student	Born in Greece. Lived and worked in the UK since 2009. Has an 8-month-old daughter.
Gillian Balderstone	F	FT	Administrative Staff (Departmental Officer)	Departmental Administrator within the School.
Helena TendeDez	F	FT	UG student transitioning into PhD student	Volunteered as a student ambassador for the School and worked on projects to improve student experience.
Jon Whittle (SAT Chair)	M	FT	Academic (T&R), Professor and Head of School	Has two-and-a-half-year-old twin girls, born within a month of when he took over as Head of School!
Mahmoud El-Haj	M	FT	Academic (R)	Senior Research Associate working on multidisciplinary research. Has previously worked in universities and companies in UK and the Middle East.
Mike Hazas	M	FT	Academic (T&R), Senior Lecturer	Also Part II Director. Has a giggly one-year-old, and cannot imagine how life would have been without shared parental leave.
Miriam Sturdee	F	FT	PhD student	Previously worked in design, marketing, publishing and film industry. Interested in applying interdisciplinary techniques within computing, public engagement and outreach.
Nic Hart	M	FT	PhD student (former Academic (R))	A father of two girls, a software engineer and manager, and a veteran of 30 years in Data Networking industry.
Pete Sawyer	M	FT	Academic (T&R), Professor	His partner is a lecturer at Aston University so when she is in Aston, Pete looks after their young daughter.
Stewart Kember	M	FT	Business development, Graduate Academy Manager	Software engineer and technical lead for digital knowledge exchange projects, managing computing graduates on R&D projects with small businesses.
Sophie Beck	F	FT	PhD student	Mature PhD student and mother. Works on the role of values in supporting equality and diversity in computer

				science education.
Steve Fish	M	FT	Head of Business Partnerships and Development	A biochemist and bio-economy pioneer, leading engagement and enterprise in SCC, whilst keeping pace with an energetic eight-year old son.
Yehia Elkhatib	M	FT	Academic (T&R), Lecturer	Parent of two, and partner is a part-time researcher outside Lancaster. Has first-hand experience of juggling childcare and academic demands.

The SAT team followed a structured process (see Table 3), based around the concept of ‘journey mapping’ each constituency. A ‘journey map’ outlines key stages of typical and atypical journeys for constituent group members. For example, a ‘journey map’ for an academic staff member would include the stages of job hunting, job application, shortlisting, interview, job offer, first day on the job, first 6 months, probationary review, etc. These maps turned out to be a useful tool for structuring discussions around key issues. The process followed, including the timeline adopted, is given in Table 3. Each constituency representative carried out a focus group, lasting one hour, with 3-6 people from that constituency. A staff survey was circulated, consisting of 41 questions asking about the School’s attitude towards, support for, and culture towards ED&I. The survey had a 48% response rate.

Table 3: Month-by-month SAT process

Month	Tasks	Outcomes
July	Kick-off SAT meeting. Background information on Athena SWAN. Exercise for members to get to know each other.	Terms of Reference and Project Plan approved
August-September	Sub-groups develop ‘journey maps’ for their constituency.	Journey maps documented
October	Sub-groups map quantitative data to the journey maps to identify issues and formulate objectives.	First version of objectives documented, taking into account quantitative data
November	Sub-groups carry out focus groups with members of their constituency. Staff survey circulated.	Second version of objectives documented, taking into account qualitative data
December	Sub-groups identify actions related to the objectives.	First version of four-year action plan
January	First draft of submission, developed collaboratively.	Draft
February	Draft discussed in	Draft 2

	Management Team meeting. Feedback from University ED&I Committee/Reps.	
March	Draft discussed in staff meeting and session for non-staff; circulated by email for comment.	Draft 3
April	Final draft incorporating feedback from University Athena SWAN team, the SAT members, and staff from SCC and other departments.	Draft 4

Future of the SAT

The SAT will continue to operate and meet monthly. The SAT will have primary responsibility for monitoring the implementation of the action plan. The SAT Chair will continue to serve on the School's Management Group and will report regularly to the Management Group on progress towards implementing the action plan. The SAT Chair will also have six-weekly one-to-one meetings with the Head of School where actions and plans for implementation will be discussed. As most actions fall outside the remit of the SAT, the Head of School will be responsible for directing the appropriate Committee to action such cases. The SAT will be formally renamed Equality, Diversity and Inclusion Committee (ED&I) and will report on a regular basis at staff meetings and staff-student meetings both on implementation of the action plan and broader issues of ED&I. The SAT will deliver an annual report assessing progress to-date on the action plan. This will be circulated to the entire SCC community for comment and will also be reported to the FST and University ED&I Committees. The SAT will identify any budgetary needs to implement the action plan and the SAT Chair will present these to the Head of School.

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4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

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

n/a

- (ii) Numbers of undergraduate students by gender

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

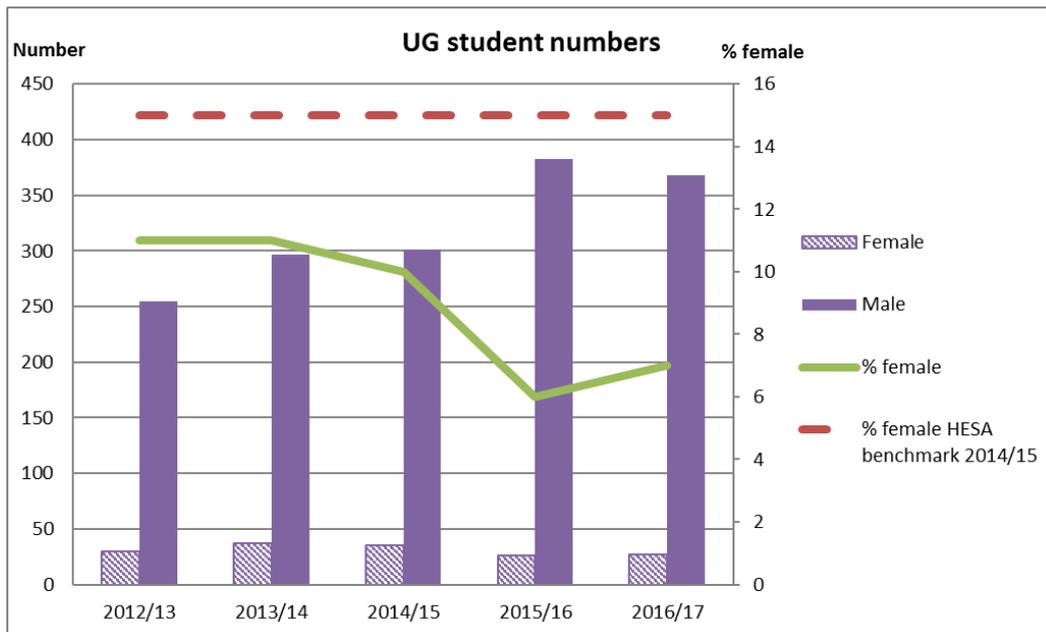


Figure 3: Total UG Student Numbers by gender compared to national benchmark (benchmark data only available for 2014/15). There are no part-time students.

SCC's percentage of female students falls below the 2014/15 national average (Figure 3) and is steadily declining, with a significant drop after 2014/15.

Key finding: Interdisciplinary programmes attract higher numbers of female students

Our most popular programme with female students has been IT for Creative Industries, an interdisciplinary degree focusing on the design aspects of computing (Table 4). Recent years have seen a drop in enrolments in this programme, correlating with the overall drop. Evidence suggests this is due to a weak curriculum. Falling enrolments mean that the School recently took the decision to lay down the programme. This is likely to lead to a further fall in the percentage of female students unless alternative interdisciplinary programmes are created.

Action 1.1.1: Carry out a review of our UG Curricula to make the content and pedagogy more attractive to female students. In particular, create one or more interdisciplinary degree programmes.

Data from focus groups suggests the student culture within SCC is male-dominated, with students not aware of the historical importance of women in computing.

Action 1.1.2: Consider introducing a 'history of computing' series of lectures in UG 1st year

Action 1.1.3: Consider including ED&I material in 1st year compulsory UG course

Key finding: Growth in UG enrolments has been mainly men

Table 4: UG student numbers by programme (BSc are standard 3 year programmes; MSci is a 4 year Integrated Masters)

Programme	2012/13			2013/14			2014/15			2015/16			2016/17		
	Female	Male	% F												
BSc Hons Computer Science	6	112	5%	11	147	7%	10	152	6%	11	212	5%	12	208	5%
BSc Hons Computer Science (Study Abroad)	0	4	0%	0	5	0%	0	4	0%	1	4	20%	0	2	0%
MSci Hons Computer Science	6	42	13%	6	53	10%	8	61	12%	2	61	3%	2	72	3%
MSci Hons Computer Science Innovation	2	16	11%	2	13	13%	1	7	13%	1	6	14%	1	1	50%
TOTAL	14	174	7%	19	218	8%	19	224	8%	15	283	5%	15	283	5%
BSc Hons Information Technology for Creative Industries	6	17	26%	6	24	20%	7	27	21%	3	24	11%	4	21	16%
MSci Hons Information Technology for Creative Industries	6	3	67%	11	8	58%	8	9	47%	6	16	27%	6	15	29%
TOTAL	12	20	38%	17	32	35%	15	36	29%	9	40	18%	10	36	22%
BSc Hons Software Engineering	1	13	7%	0	14	0%	0	21	0%	1	39	3%	0	27	0%
MSci Hons Software Engineering	0	6	0%	0	10	0%	0	14	0%	1	18	5%	2	22	8%
TOTAL	1	19	5%	0	24	0%	0	35	0%	2	57	3%	2	49	4%

SCC experienced a sharp rise (27%) in overall student numbers between 2014/15 and 2015/16 (Figure 3). This fell back slightly in 2016/17 as SCC increased its entry requirements to focus on higher quality students. SCC is on a growth trajectory. However, when we have experienced growth, it has been predominantly male. Steps need to be taken therefore to ensure that as we grow, gender balance grows accordingly.

Action 1.2: Develop a strategic marketing plan, aligned with our growth strategy, which gears marketing and recruitment activities towards attracting female students.



Figure 4: Applications, Offers, Acceptances and Registrations by gender (benchmark data not available).

Key finding: Application numbers from female students are too low

Figure 4 shows that the percentage of female applicants is low, ranging 10-13%. Even if this percentage was maintained through to registrations, they would still be lower than the national average percentage of female students. A key part of the action plan, therefore, needs to be a push towards increasing the number of female student applications. This will be achieved through Action 1.2.1 and Action 1.7 above, and also:

Action 1.3: Hire a researcher to document how other institutions have significantly increased the numbers of female applicants.

We will also build on our very successful outreach programme in schools (see Section 5viii). Much of our outreach activity is already tailored towards women. For example, we ran a Girls in Computing event last year. We will place renewed emphasis on these activities:

Action 1.4: Tailor a subset of Outreach activities around 'Girls in Computing'

Key finding: The conversion rate for female students is lower than that for males

The female percentage remains relatively stable from applications to offers to acceptances, but there is a drop from acceptances to registrations (Figure 4). Over a 5 year average, the male conversion rate (i.e., % converted from offer to registration) stands at 27% compared to 20% for females.

Action 2.1: Target mailshots to female applicants with offers to encourage enrolment at Lancaster

The School puts a lot of effort in keeping conversion rates high, holding around six Open Days/Visit Days per year, with half of these targeted towards students holding offers. In surveys, our current students consistently cite the friendly atmosphere of Visit Days as major reasons for choosing Lancaster. We are aware, however, that Visit Days offer few opportunities for highlighting female role models. This is difficult to achieve due to the very low numbers of female academics.

Action 2.2: Introduce a policy to increase the presence of female role models at School UG Visit Days.

Key finding: The % female enrolments for BTEC entry route is significantly lower than for A-level.

SCC receives applicants mainly from two entry routes: A-level students and BTEC students. Table 5 shows a marked difference in gender profile, with 4% female students for BTEC and 11% for A-level. Our intake is currently 1/3 A-level and 2/3 BTEC, although our longer term strategy is to reverse this proportion and focus more on A-level intake. By doing so, we should see an increase in the number of female students.

Action 3.1: Monitor and analyse the effect on gender balance of modifications to entry requirements.

2016/17 Year of entry

Entry qualification	Female	Male	% Female
Combination: A level / BTEC	1	30	3%
General: A level	28	217	11%
General: BTEC	11	246	4%
Grand Total	40	493	

Table 5: Entry route by gender

Key finding: the number of female students is higher on joint major programmes and in minor programmes.

As well as our main degree programmes, SCC also has joint major programmes. Non-SCC modules (i.e., joint majors) have a greater proportion of female students (Figure 5). In addition, Lancaster University has a minor programme which allows 1st year students to take up to 1/3 of their modules in a different department. There is a higher proportion of 1st year female non-SCC students (i.e., minors) (Figure 6).

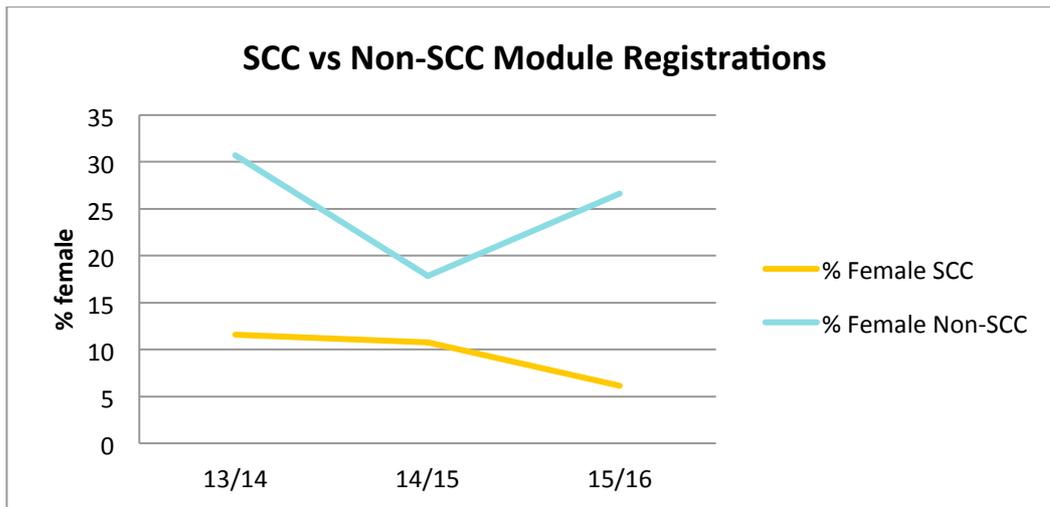


Figure 5: SCC vs Non-SCC Module Registrations by Gender

Action 1.5.1: Promote elective minor modules in Part I to non-SCC students.

Action 1.5.2: Promote Joint Degrees at Open/Visit Days.

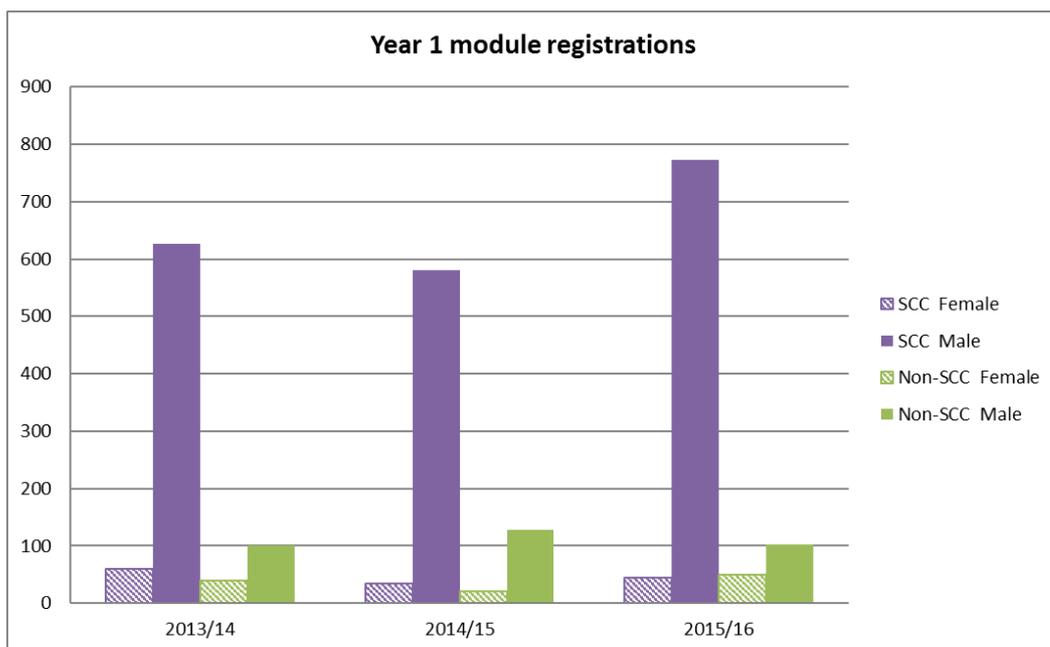


Figure 6: Male/Female Students registered on 1st year modules

Key finding: Female UG students are less likely to withdraw than male UG students.

Female students are less likely to withdraw (Table 6). However, completion rates could be improved across the board.

Action 3.1: Monitor and analyse the effect on gender balance of modifications to entry requirements.

In addition, given the variety of reasons why students withdraw, better support should be put in place to advise and mentor students. This can be done through SCC's

academic advisor system, which pairs each student with an academic advisor. Another element is to offer better mentoring through dedicated mentoring programmes.

Action 3.2: Increase effectiveness of the academic advisor system.

Action 3.3: Increase engagement with the University’s mentoring programme for students

	Female		Male	
	Number	%	Number	%
2009/10	8	80%	72	76%
2010/11	7	88%	57	64%
2011/12	13	76%	67	69%
2012/13	12	92%	69	63%
2013/14	5	50%	67	63%

Table 6: Percentage of UG students completing degree by gender

There is no marked difference in attainment between male and female students (Figure 7).

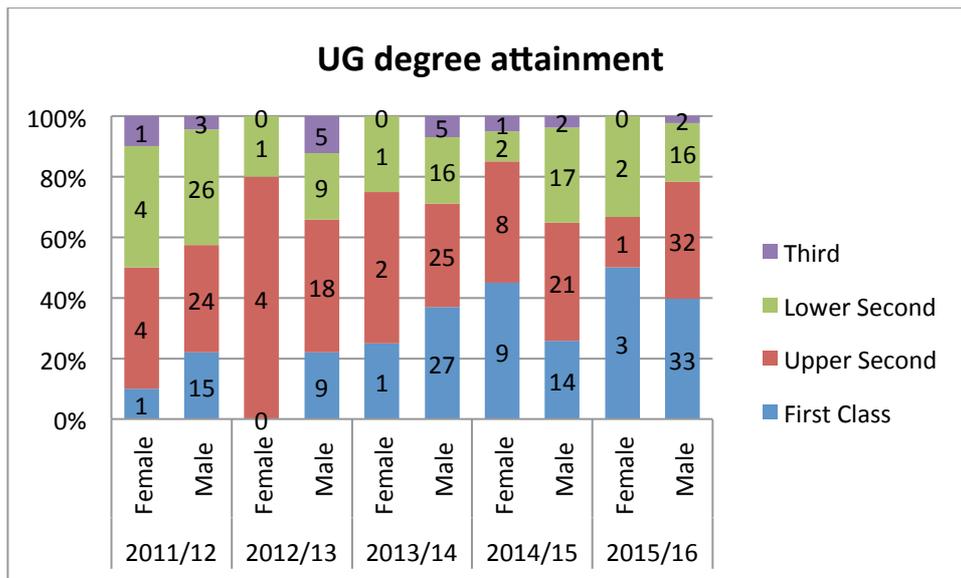


Figure 7: UG Degree attainment by gender

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

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

The School offers four taught postgraduate Masters programmes: Computer Science, Data Science, Cybersecurity and Wireless Communications (Figure 8 and Table 7).

For MSc Computer Science, the gender balance is relatively stable, between 33-40% female in the last three years. The total student numbers are, however, very small. For

MSc Data Science, the ratio of female students is increasing. However, given its interdisciplinary nature, one might expect higher numbers of female students. MSc Cybersecurity is a disappointing case, with a marked drop in the proportion of female students (taking the PT and FT scheme together) from 31% two years ago to only 9% this year. In particular, the PT MSc Cybersecurity has very few female students (one per year). The MSc is taught in block mode (full time teaching in one week blocks), designed to fit into the schedules of those working full-time. Block mode is a success in terms of overall student numbers but almost all PT students on the course are male.

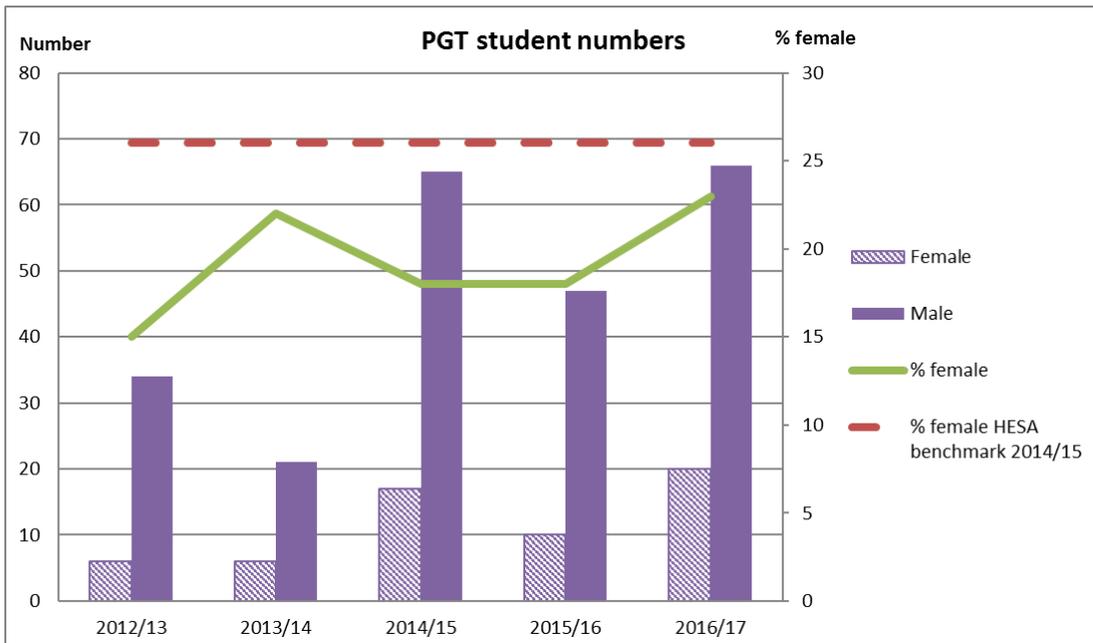


Figure 8: PGT student numbers by gender (benchmark data only available for 2014/15)



Figure 9: Applications, Offers, Acceptances, Registrations for PGT programmes

Table 7: PGT student numbers by programme.

Programme	Mode of study	2012/13			2013/14			2014/15			2015/16			2016/17		
		Female	Male	% F	Female	Male	% F									
MSc Computer Science	FT				1	4	20%	2	4	33%	2	3	40%	3	5	38%
MSc Cyber Security	FT	3	5	38%	2	4	33%	4	8	33%	2	7	22%	2	20	9%
MSc Cyber Security	PT	0	7	0%	1	6	14%	1	8	11%	1	11	8%	1	13	7%
MSc Data Science	FT							10	39	20%	5	24	17%	14	28	33%
MSc Communication Systems	FT							0	6	0%	0	2	0%			
E-Business and Innovation	FT	29	28	50%	29	29	50%							24	17	59%
TOTAL		32	40		33	43		17	65		10	47		44	83	
YEAR TOTAL			72			76			82			57			127	

Key Finding: The percentage of female applicants at PGT is growing but is only recently comparable with the national level in this discipline.

Figure 9 shows that even if the gender balance remained constant from application to registration, SCC would still only be around the national average for number of female students. Historically, SCC has not had much of a recruitment strategy for PGT, with most resources directed towards UG. However, this is changing, with a recognition that more attention to PGT recruitment is needed. SCC recently defined a 5-10 year strategy for PGT; however, to date, gender has not been factored into this strategy.

Action 4.1: Update the SCC PGT Strategy to include consideration of gender balance and to include recruitment activities targeted to female applicants.

Key finding: The percentage of female students at registration is slightly below that at application stage.

Figure 9 shows that, apart from 2014/15, the gender balance of accepted offers is comparable with that of applications. However, there is a slight fall in female registrations, illustrating the need for a refreshed conversion strategy. In the last year, we have started a new conversion activity, whereby potential students with offers are contacted ahead of time and put in touch with current students. We will continue this activity with a focus on encouraging conversion of female students with offers.

Action 4.2: Develop conversion activities, dove-tailing with existing activities, which positively encourage female students with offers to register.

Key finding: Female students are more likely to complete our PGT programmes

There is a higher percentage of female students completing SCC's PGT programmes in three of the last five years (Table 8). Our aim is to increase completion rates to 98% for both genders. Our focus groups showed that PGT withdrawals are often due to financial or personal hardship. The focus groups also showed that the PGT students in the School do not necessarily feel part of a community: a strong community can provide a peer support network thus reducing withdrawals.

Action 5.1: Create a student-led support group for PG students.

Action 5.2: Create a SCC access fund to provide financial support in the case of hardship for PG students.

Table 8: PGT degree completion rates.

	Female		Male	
	Number	%	Number	%
2009/10	7	88%	35	92%
2010/11	4	100%	54	98%
2011/12	6	100%	33	89%
2012/13	7	100%	22	100%
2013/14	6	100%	15	95%
2014/15	13	93%	50	94%

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

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

The School has a thriving PhD programme (Figures 10, 12). For the last five years, SCC has been leading the HighWire Centre for Doctoral Training (CDT), which is an interdisciplinary PhD with design and management (Figure 11).

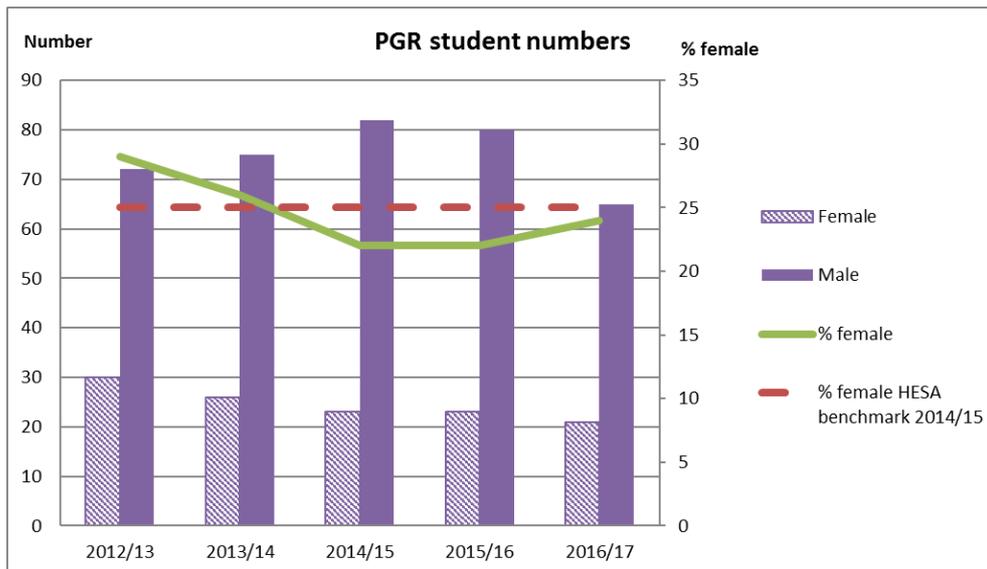


Figure 10: PGR student numbers by gender (only benchmark data for 2014/15 is available).

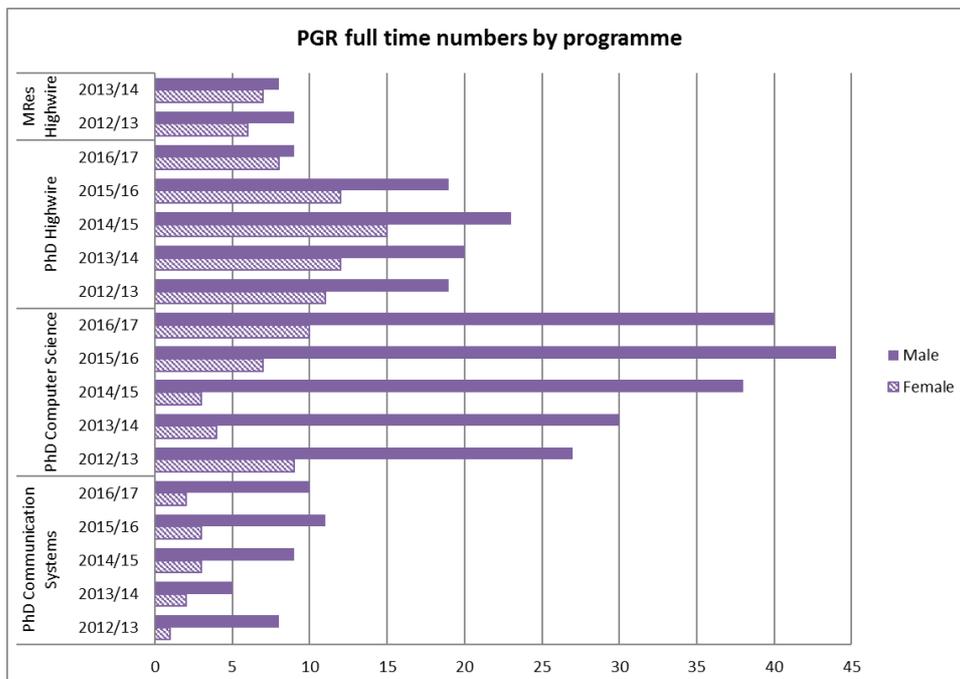


Figure 11: PGR full time numbers by programme and gender.

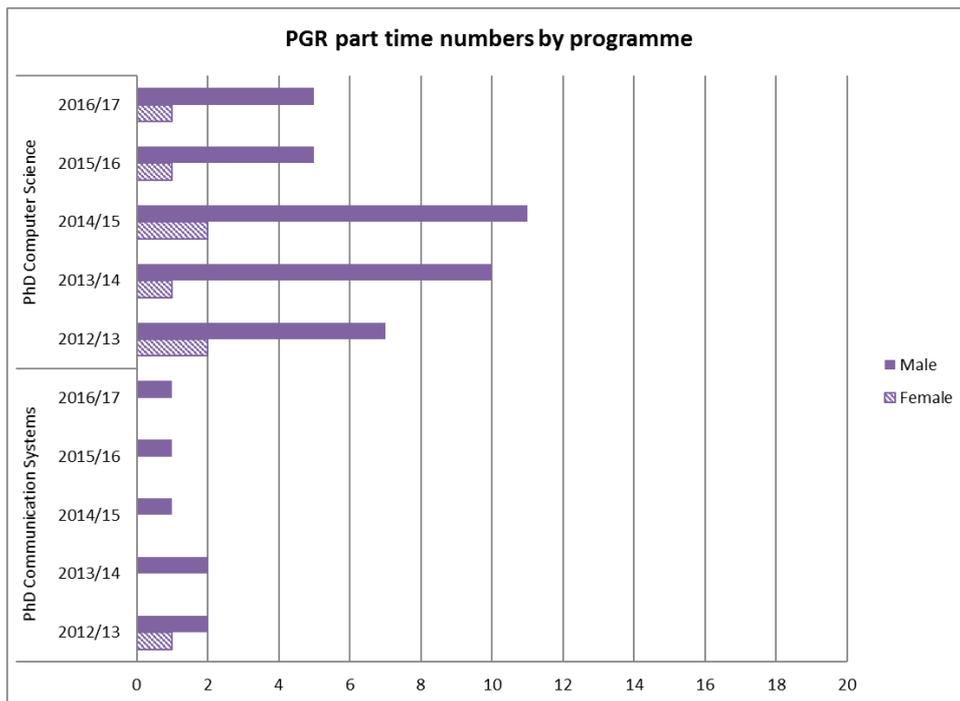


Figure 12: PGR part time numbers by programme and gender.

Key finding: Interdisciplinary CDTs attract higher proportions of female students

The proportion of female students on the HighWire programme is high – at 37-47% female. HighWire students make up 20% of the overall PhD cohort. Unfortunately, HighWire is no longer accepting students, as funding has ended, leaving a gap in interdisciplinary CDTs.

Action 6.1: Apply for 4 interdisciplinary CDTs in the next five years

CDTs are by nature interdisciplinary. However, many of our PhDs have a strong interdisciplinary element – and this should be promoted more actively.

Action 6.2: Refresh PhD marketing materials to emphasise interdisciplinary aspects

The gender balance at application has remained consistent over the last four years, ranging from 23-27% female (Figure 13). The ratio of offers to applications does not differ significantly between female and male applicants. In most years, the percentage of female registrations is above the percentage of applications, suggesting no gender bias in considering PGR applications. However, we will monitor this in the future.

Action 6.3: Monitor PGR acceptance rates by gender

Key finding: No gender difference in PGR completion rates, but completion rate could be increased across the board.

Historically, the percentage of PGR students who complete within four years has been lower than desired (Figure 14). In recent years, we have tightened up our assessment and progression procedures for PGR, which appears to have had a

positive effect. There is no evidence that female students are less likely to complete within four years; however, continued effort to improve our completion rates would benefit both male and female students.

Action 7.1: Create a PhD committee to monitor completion rates and supervision quality

Our PGR focus group raised the issue of lack of discipline-specific career development support for students.

Action 7.2: Create bespoke development programme for PGR students and research-only staff

Action 10.11: Offer staff and students the opportunity to develop a personal career development plan

Action 10.2: Create a £5K coaching fund for PGR students and staff

Another aspect of training is teacher-training for PGR students. PGR students typically act as Teaching Assistants (TAs) on UG modules. We will create a formal training programme for TAs which will improve the quality of teaching as well as enhancing PGR students' skills.

Action 11.2: Develop and run a formal TA training programme

We will also provide employability support through the business engagement staff in the School to support career paths for PGR students.

Action 11.10: Extend employability support to PGR students and research-only staff



Figure 13: PGR pipeline from applications to registrations by gender.

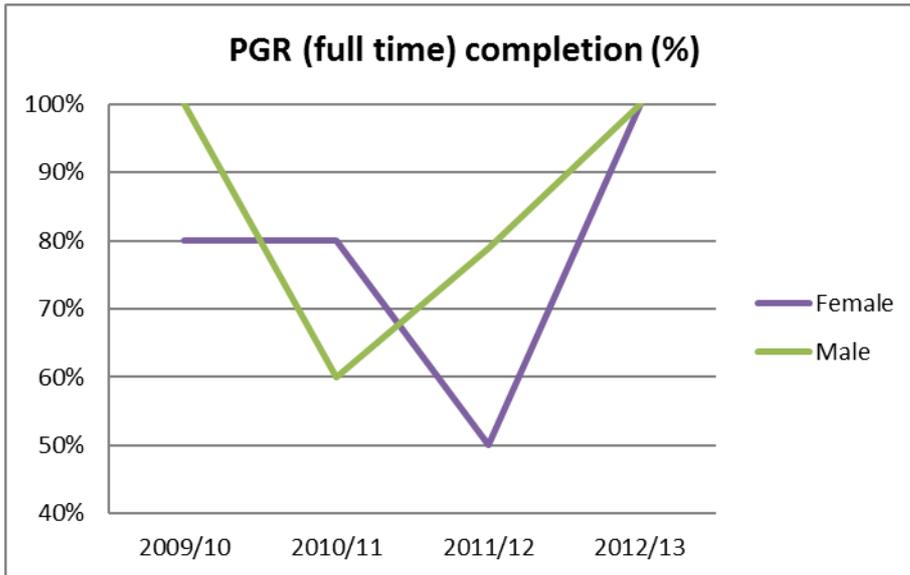


Figure 14: PGR completion rates by gender.

[342]

(v) Progression pipeline between undergraduate and postgraduate student levels

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

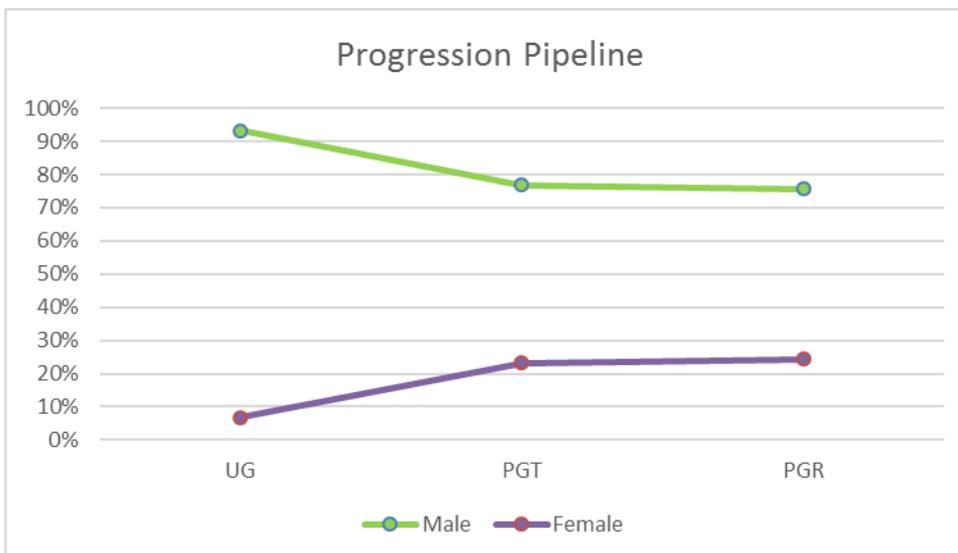


Figure 15: Progression pipeline from UG to PGR

Figure 15 does not suggest any gender-related barriers to progression from PGT to PGR.

[14]

4.2. Academic and research staff data

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

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

SILVER APPLICATIONS ONLY

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

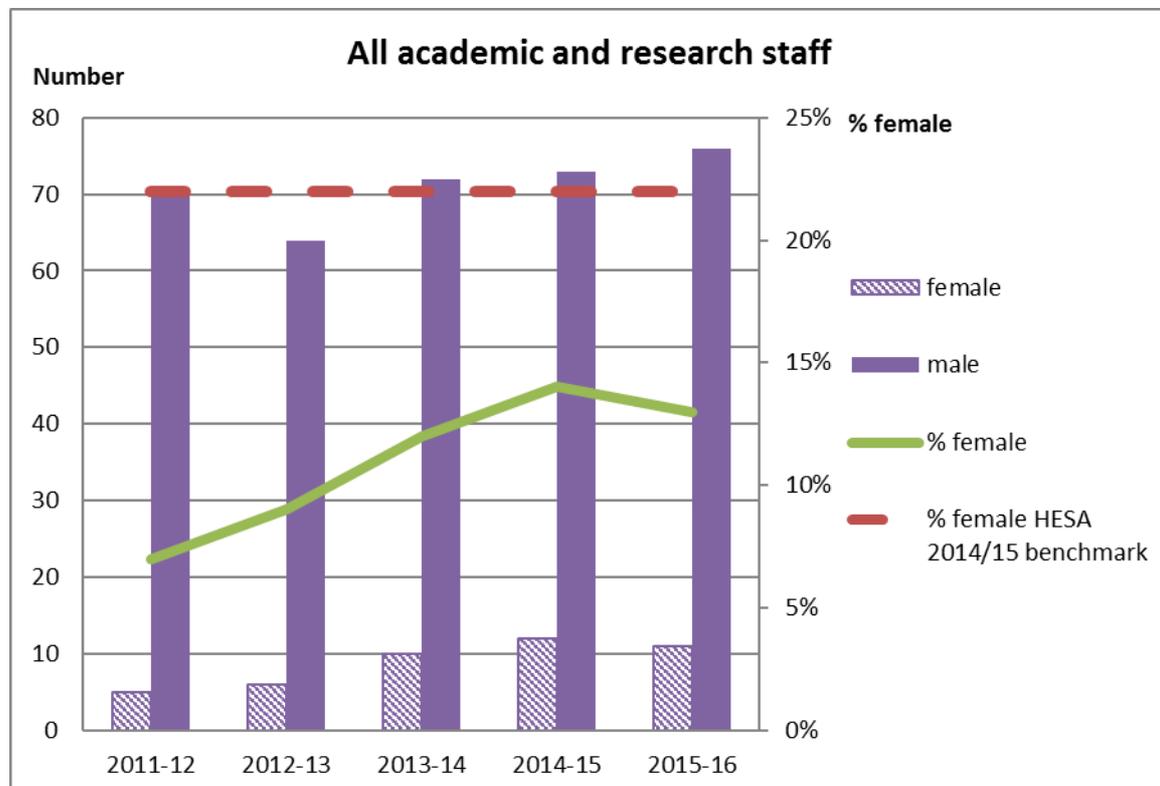


Figure 16: Academic staff by gender, including T&R, research-only and teaching-only academic staff. (Only benchmark data for 2014/15 is available)

Key finding: The proportion of female academic staff is well below the national average, with particular issues for T&R staff

The trend in the proportion of female academic staff has been upward in the last five years (Figure 16); however, this upward trend has come largely from research-only staff (Figure 17), whereas for T&R staff, the percentage of women has remained largely stable (Figure 18).

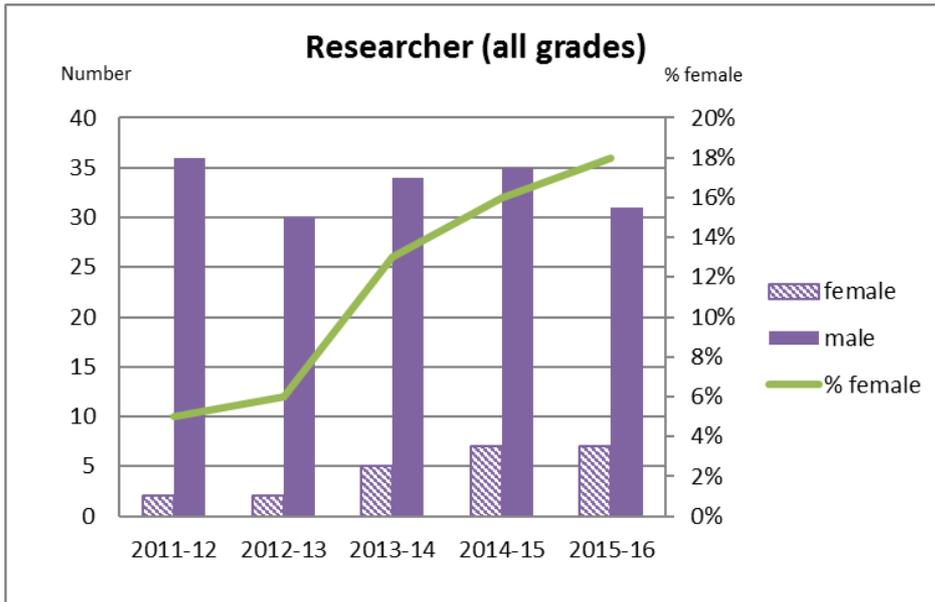


Figure 17: Research-only staff by gender.

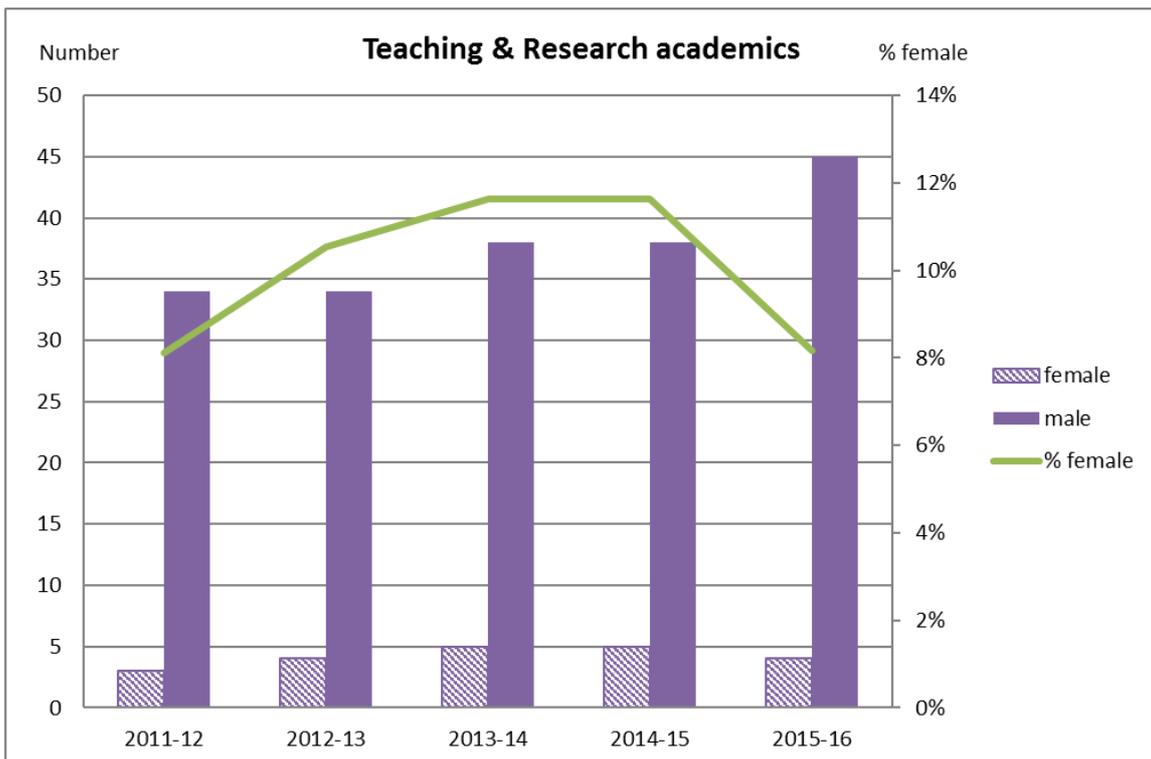


Figure 18: Teaching and research academic staff by gender.

The numbers of T&R women academic staff are small – a maximum of five over the last five years (Figure 18, Table 9). Note that the single female Professor was a 0.2FTE contract awarded on a fixed term basis as a special case.

Table 9: Academic staff by grade, contract function and gender. T&R roles are Lecturer and above.

Year	Category	Grade	Male	Female	GRAND TOTAL	% of female
2011-12	Research	6P	18	1	19	5%
		7P	11	1	12	8%
		8P	5	0	5	0%
		9P	2	0	2	0%
	Lecturer	7	2	0	2	0%
		8	7	0	7	0%
	SL/Reader	9	12	3	15	20%
	Prof		13	0	13	0%
TOTAL			70	5	75	7%
2012-13	Research	6P	12	0	12	0%
		7P	14	1	15	7%
		8P	2	0	2	0%
		9P	2	1	3	33%
	Lecturer	7	5	1	6	17%
		8	5	0	5	0%
	SL/Reader	9	13	3	16	19%
	Prof		11	0	11	0%
TOTAL			64	6	70	9%
2013-14	Research	6P	15	4	19	21%
		7P	15	0	15	0%
		8P	3	0	3	0%
		9P	1	1	2	50%
	Lecturer	7	8	1	9	11%
		8	5	1	6	17%
	SL/Reader	9	13	2	15	13%
	Prof		12	1	13	8%
TOTAL			72	10	82	12%
2014-15	Research	6P	19	4	23	17%
		7P	14	2	16	13%
		8P	2	1	3	33%
		9P				
	Lecturer	7	7	1	8	13%
		8	5	1	6	17%
	SL/Reader	9	14	2	16	13%
	Prof		12	1	13	8%
TOTAL			73	12	85	14%
2015-16	Research	6P	17	3	20	15%
		7P	11	3	14	21%
		8P	3	1	4	25%
		9P				
	Lecturer	7	8	1	9	11%
		8	7	0	7	0%
	SL/Reader	9	16	2	18	11%
	Prof		14	1	15	7%
TOTAL			76	11	87	13%

Key finding: The percentage of women falls from PGT to research-only staff and from research-only staff to academic T&R staff.

There is a ‘leak’ in the pipeline from PGR student to research-only staff and from research-only to academic T&R staff (Figure 19).

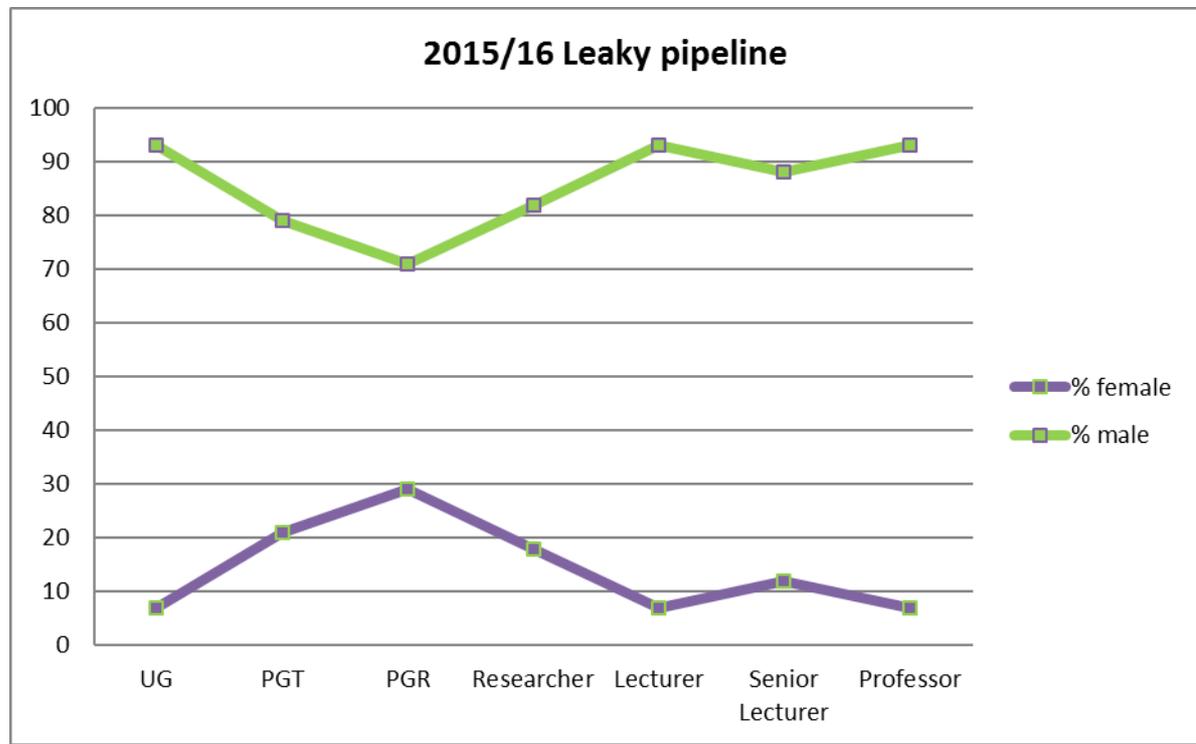


Figure 19: Pipeline from UG student to Professor by gender.

Focus groups with PGR students and research-only staff back up this data. Interviewees experienced: (i) a lack of stability in research-only posts due to fixed term contracts; (ii) a lack of development guidance, and (iii) difficulties due to the location of Lancaster. The University does offer development opportunities for research staff, but the School offers little in the way of discipline-specific development and training programmes for researchers – although it does offer a lot in the way of informal opportunities, which may not always be labelled (and therefore recognized as) training.

Action 10.9: Create and run a School-specific development and training programme

Point (iii) above is the most difficult to address. Overcoming such barriers is often achieved by knowing ‘insider tips’ and/or having up-to-date information. The former can be provided by a mentor; the latter by a line manager.

Action 10.1: Increase engagement with University mentor-match scheme for research-only staff

Action 10.4: Add to Performance and Development Review (PDR) guidelines information/discussion about flexible working options, support with childcare, etc.

[262]

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

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

Almost all of our T&R academic staff (i.e., Lecturer and above) are on permanent contracts (Figure 20). SCC does not have any staff on zero hours contracts. The majority of our fixed term contracts are held by research-only staff working on external grants with time-limited funding.

The School has procedures in place for: (i) proactively seeking funding to extend fixed term contracts; (ii) consulting with staff on redundancy and/or redeployment; (iii) extending fixed-term contracts to permanent contracts where appropriate.

Any fixed-term contract extended beyond four years is eligible for a case to transfer to permanent status. Cases are decided by a Faculty-level committee, the Fixed Term Review Group (FTRG), which meets termly.

Key finding: A minority of cases for transfer from fixed term to permanent status are successful, and there have been no cases submitted by women in the last five years.

There have been no cases from women brought forward in the last five years (Table 10). Reasons for this are unclear but could be related to the lack of awareness of development opportunities and, in particular, the process for transfer to permanent status. The relatively high number of unsuccessful cases in Table 10 is somewhat out of SCC's control as FTRG makes these decisions, but a decision to continue as fixed term is often made on the basis that the researcher is not yet self-sustaining in terms of grant funding – again, suggesting better development support could be provided. Note that 'permanent' status is still reliant on availability of external funding.

Action 7.2: Create bespoke development programme for research-only staff

Table 10: Research cases considered for transfer to permanent status, 2011/12-2015/16.

No. of successful cases (transfer to permanent)		No. of unsuccessful cases (continue as fixed term)	
M	F	M	F
4	0	15	0

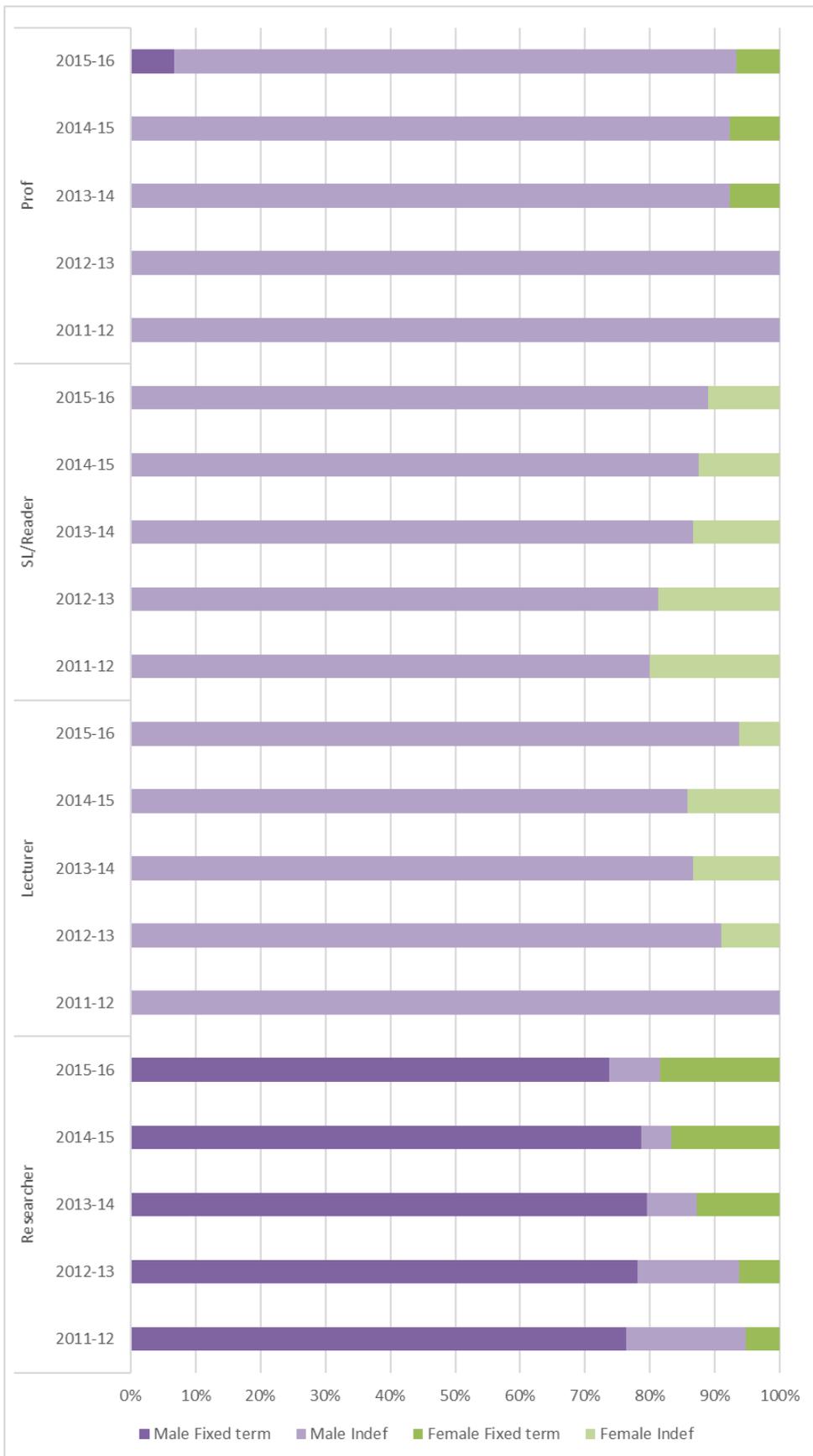


Figure 20: Academic staff by contract and gender.

[252]

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

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

Table 11: T&R Academic Leavers 2013/14 to 2015/16.

Professors	3 Leavers (2M, 1F)	2M due to early retirement; 1F due to end of fixed-term contract
Senior Lecturer/Reader	2 Leavers (1M, 1F)	Both resignations to take up academic posts elsewhere
Lecturer	4 Leavers (3M, 1F)	All resignations to take up posts elsewhere – two remained in academia, and two left academia

Table 12: Academic (R) Leavers 2013/14 to 2015/16.

Grade 6P	28 Leavers (23M, 5F)	16 (13M, 3F) end of contract, 12 (10M, 2F) resignations
Grade 7P	15 Leavers (13M, 2F)	12 (10M, 2F) end of contract, 3 (3M, 0F) resignations
Grade 8P	2 Leavers (2M, 0F)	End of contract
Grade 9P	2 Leavers (1M, 1F)	End of contract

Tables 11 and 12 summarize the academic leavers in the last three years. Personal circumstances often play a large part in decisions to leave – in particular, difficulties in partners finding employment in the area. Also, as a highly ranked Department, staff are often approached by other Universities. For the latter, we proactively encourage staff to apply for internal promotion where necessary as well as supporting retention cases. For the former, this is a more difficult problem to manage. The geographical location of the University means that employment opportunities for partners can be limited.

Another reason that can cause difficulties is availability of childcare. Although the University has an excellent pre-school centre, it is heavily oversubscribed and staff often struggle to get places for their children that fit in with their schedule.

Action 10.4: Add to PDR guidelines information/discussion about flexible working options, support with childcare, etc.

Data on reasons for leaving is currently anecdotal, especially for research-only staff.

Action 10.3: Introduce exit interviews for staff

Focus groups with our research-only staff once again reveal multiple concerns about the stability of research-only jobs, especially those on fixed-term contracts. Furthermore, there are clear issues related to dual-career situations experienced by

both research-only and T&R staff. Annual PDRs are one way of working through current and future problems. PDR completion rates are high for T&R academic staff but lower for research-only staff. In addition, a PDR will only be effective at providing support if PDR reviewers are appropriately trained.

Action 10.5: Revise process for encouraging research-only staff to engage with PDRs

Action 10.6: Ensure all PDR reviewers have PDR training

Given the size of the School – and projected growth – it is no longer possible for one Head of School to provide support to all staff. The introduction of the Group Lead structure three years ago has helped with this, but, as the Group Leads are critical in providing appropriate and relevant support to academic staff, development support for Group Leads to ensure they are effective in this role should also be provided.

Action 10.7: Introduce bespoke training programme for Group Leads

[315]

4=[2389]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

5.1. Key career transition points: academic staff

(i) **Recruitment**

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

Figure 21 gives the break down by gender for all academic posts including % female applicants, shortlisted candidates, and appointments. We do not have data on offer versus acceptance rates. Figures 22-27 give a further break down by junior and senior academic T&R posts and junior and senior research-only posts.

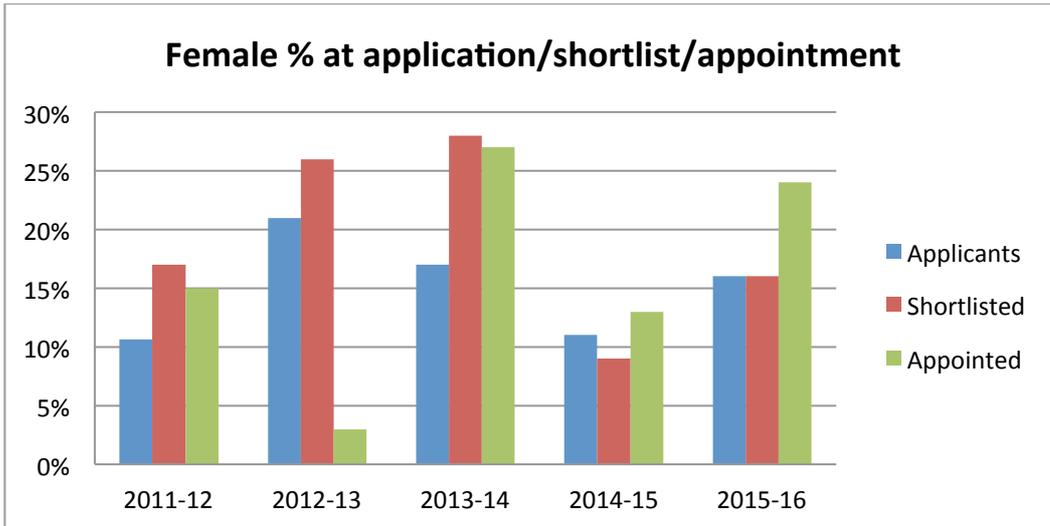


Figure 21: Applicants/Shortlisted/Appointments by gender for all academic posts.

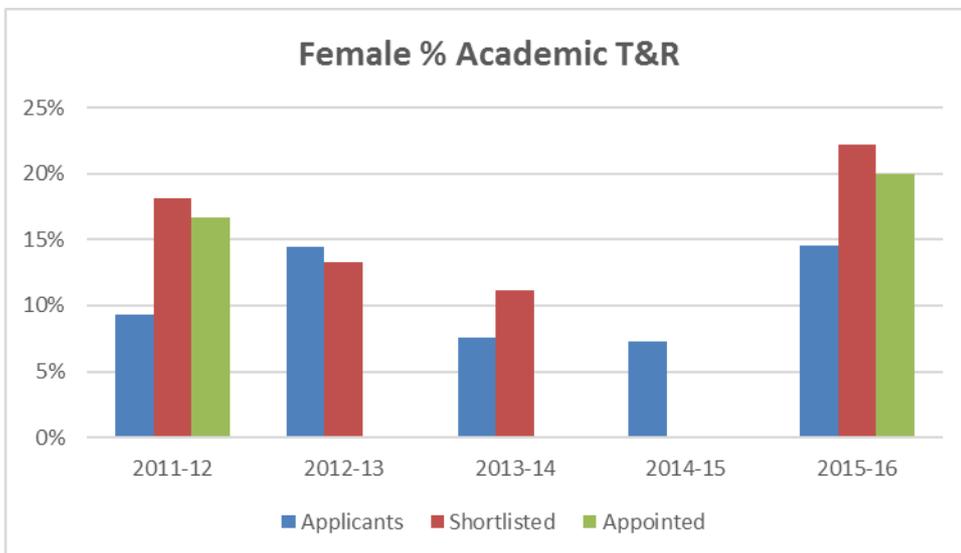


Figure 22: Applicants/Shortlisted/Appointments by gender for all T&R posts.

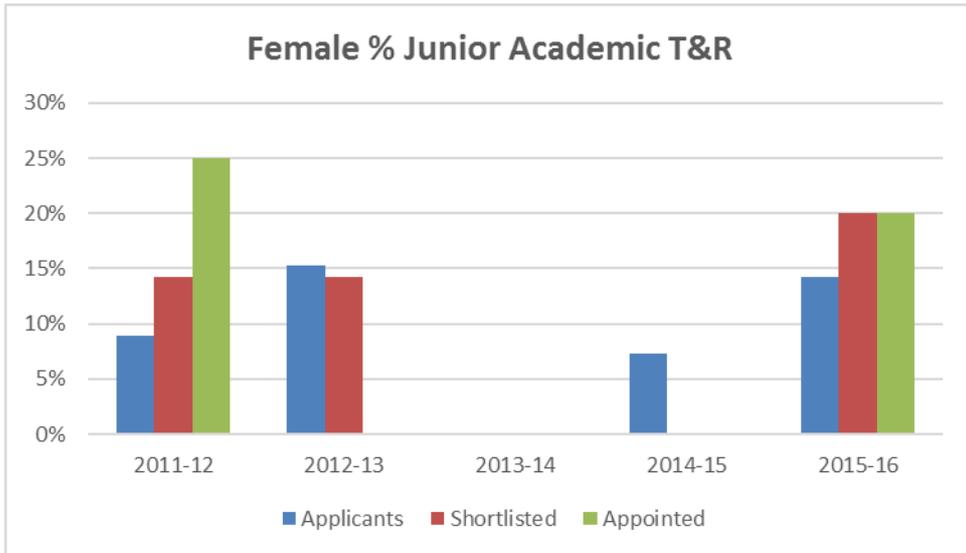


Figure 23: Applications/Shortlisted/Appointed for junior (Lecturer) T&R posts.

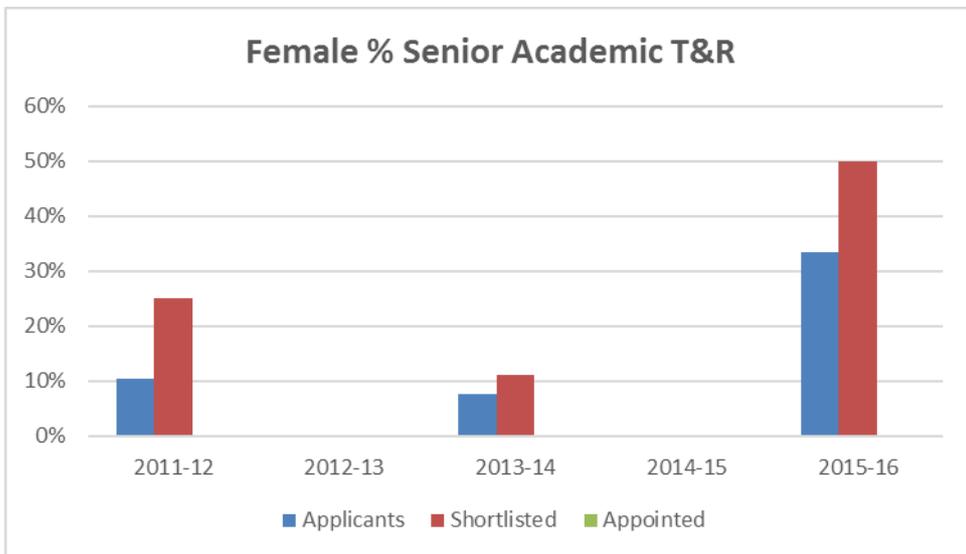


Figure 24: Applications/Shortlisted/Appointed for senior (Senior Lecturer and above) T&R posts.

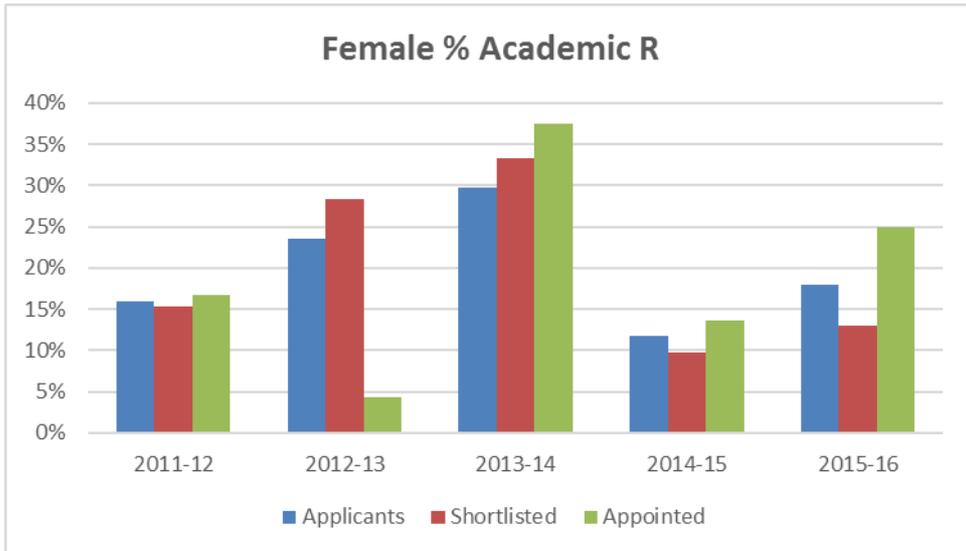


Figure 25: Applicants/Shortlisted/Appointments for all academic Research-only posts.

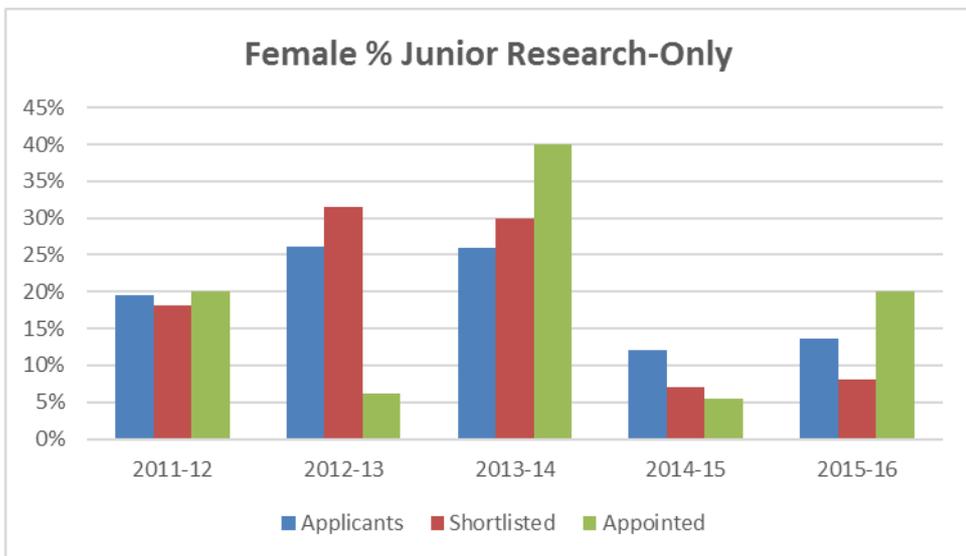


Figure 26: Applicants/Shortlisted/Appointments for junior research posts (grade 6P).

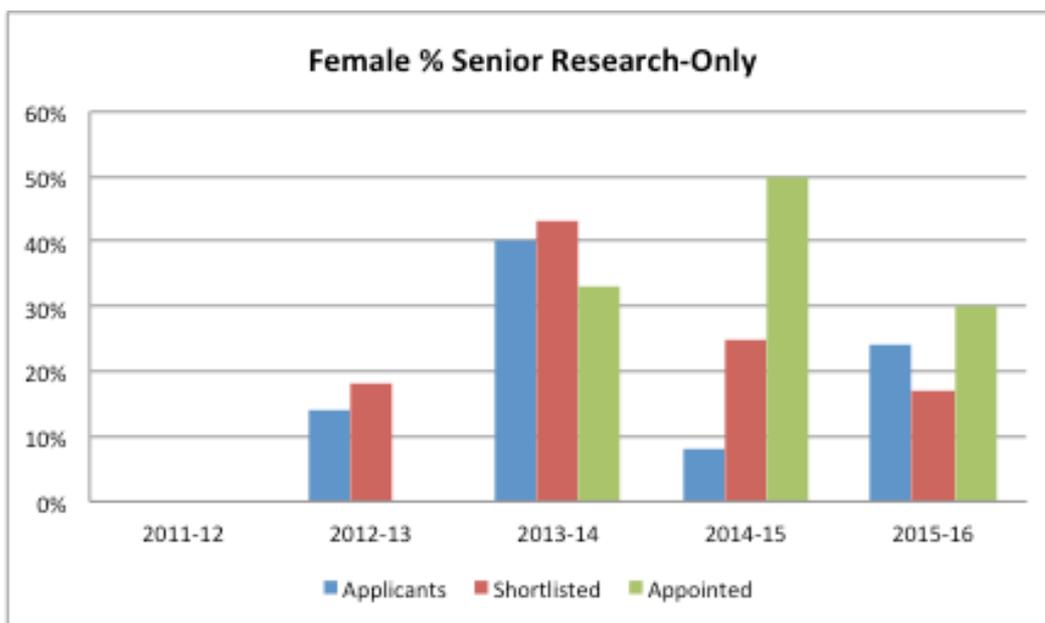


Figure 27: Applicants/Shortlisted/Appointed for Senior Research posts (grade 7P and above).

Key finding: Until recently, the School has experienced a significant period of time without any women T&R appointments.

Overall the percentage of women appointed is greater than the percentage of women applicants except 2012-13 (Figure 21), and, since 2014-15, the percentage of women appointed is greater than the percentage of women shortlisted. For T&R (Figure 22), there were no female appointments between 2012/13 and 2014/15. The situation in 2011/12 and 2015/16 is better with the proportion of women appointed higher than applicants. The relatively strong performance on female appointees is therefore predominantly accounted for by research-only positions.

In the last two years, the School has made significant changes to its recruitment processes to improve T&R gender balance. All T&R academic posts now have a formal search committee and the Chair is given guidelines to proactively attract female candidates; however, guidance is given verbally. Gender is considered explicitly at shortlisting. These steps have resulted in improvements – 4 new female academic staff joined in 2016/17. An offer to a female Professor is pending. Figure 28 shows how the School perceives our attempts at positive action. 83% of staff agree that we already take positive action; however, only 45% strongly agree.

Action 9.1: Document guidance for all search committee chairs on proactive strategies for attracting female applicants.

The recruitment changes have so far been limited to T&R positions, not research-only.

Action 8.1: Ensure all recruitment panellists have taken ‘Recruiting the Best’ training

Action 8.2: Mandate unconscious bias training for all panel chairs and Group Leads

Action 8.3: Monitor compliance of on-line diversity training

Action 8.4: Revise wording of staff job adverts to promote ED&I practices

Action 8.5: Prepare interviewee welcome pack outlining support for childcare, families, carers, etc. within SCC

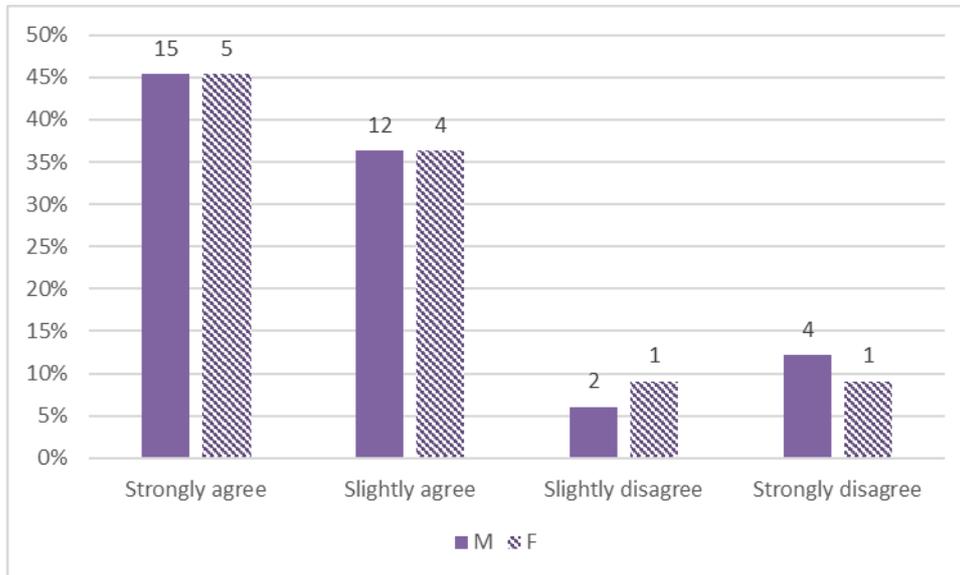


Figure 28: My department takes positive action to encourage women and men to apply for posts in areas where they are under-represented (e.g., encouraging appropriately qualified colleagues of both sexes to apply for posts; including images of female and male staff in recruitment materials; including a statement in job adverts that applications are welcomed from under-represented groups). [Staff Survey Q14]

Key finding: The percentage of women applicants (<15%) is below the national average for percentage of female academic staff (23%)

Appointing women into T&R roles, in particular, remains a huge challenge. Our focus groups felt that SCC job advertisements, whilst already containing a statement on ED&I, do not foreground enough the support for ED&I considerations.

Action 8.4: Revise wording of all staff job adverts to promote ED&I principles

Experience shows that the sub-discipline of computing has a noticeable impact on the numbers of female applicants – subjects like HCI typically attract larger numbers compared to (e.g.) computer networking. Whilst gender balance should not drive School recruitment strategy, different sub-disciplines require different levels of proactivity in attracting female candidates.

Action 9.2: New academic post requests to include a plan for attracting female applicants

[407]

(ii) Induction

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

The School has improved its induction processes in the last twelve months. Ahead of their arrival, new appointees are given a School contact for pre-arrival queries. On their first day, a member of staff provides a tour and introductions, and accompanies them to HR for completion of formalities. If the new member of staff is academic T&R staff or is appointed to a support role, a School-wide email announcement is made welcoming the new starter and announcing their office location.

Each October and January, we hold an induction event for new T&R academic staff where key members of the School's Management Team present relevant information to new starters. In October 2016, 7 out of 8 new academic staff attended the induction. In January 2017, all 3 new staff attended. The event is combined with opportunities for social gathering to which a wide spectrum of other SCC members are invited.

Informal feedback from the induction events shows that the events are very well received. As a result, we will extend the induction events to all new starters. We will also update our SCC staff handbook to reflect new information that came to light as part of the induction events.

Action 10.8: Open up induction events to all new starters

Action 10.13: Update School handbook to include ED&I policies

Within one month of starting, a probationary agreement is agreed with the new appointee. The probationary agreement sets out the criteria for completion of probation along with the School's expectations with respect to (e.g.) workload and access to resources. As a new member of academic staff progresses through their probationary period, their progress is reviewed at (for a typical 3-year period) 6, 12, 24 and 33 months.

All new members of T&R academic staff are assigned to one of the School's groups, typically that which most closely matches their research interests. Many line management roles for T&R academic staff are devolved from the HoS to group leads and it is the group lead that is responsible for monitoring academic staff progress throughout the probationary period.

Complementing the group lead's formal reporting role is a separate mentoring role that is assigned to another senior member of academic staff, normally not from the same group. The mentor's role is to help the new member of academic staff settle in and develop within their new role. Mentors meet with their mentee regularly to discuss research, teaching and any professional or other issues that may occur. Mentors are typically not provided for research-only staff – there is a University scheme for this but uptake is low. Both the focus group with research-only staff and the staff survey (Figure 29) illustrate that more mentoring opportunities could be provided for research-only staff.

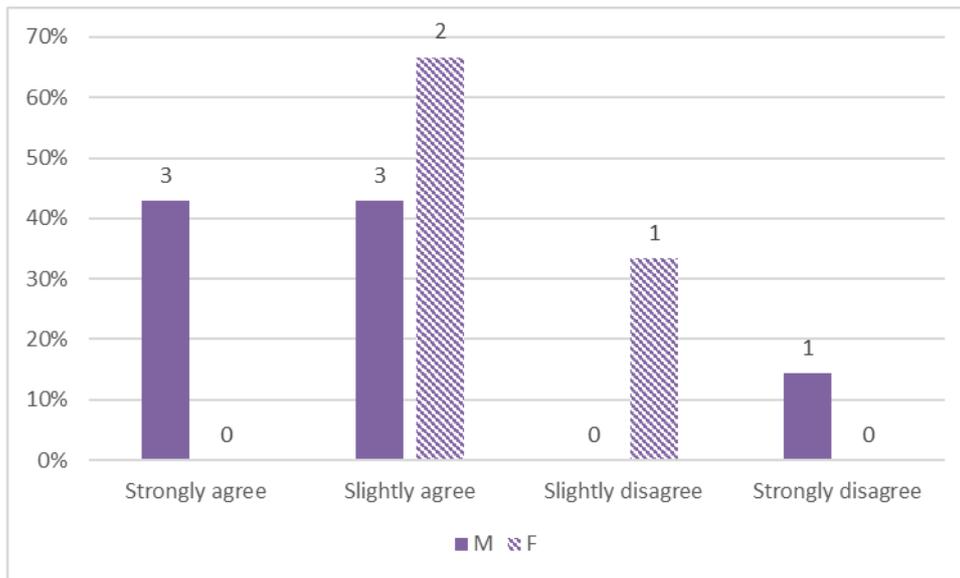


Figure 29: My department provides me with useful formal or informal mentoring opportunities (as mentor or mentee). [Staff Survey Q8, research-only staff]

Action 10.1: Increase engagement with University mentor-match scheme for research-only staff

In our focus groups, some female academic staff have highlighted how difficult it is to be assigned a female mentor – many, although not all, female staff request this. Given the very low number of senior female academics in the School, it is impossible to assign female mentors in all cases requested without overburdening senior female staff. We intend to address this by broadening our pool of potential mentors through our alumni.

Action 11.8: Create an alumni ambassador program

[504]

(iii) Promotion

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

Promotions at Lancaster for T&R academic staff are handled on an annual cycle, managed centrally. For research-only staff, promotion is via regrading, and decisions are taken by the Faculty Job Evaluation and Review Group (JERG).

There is an internal process within SCC to support T&R academic promotion cases. A few months before the deadline, the Head of School meets with Group Leads to proactively identify potential cases. Cases are identified based on evidence collected in annual PDRs and an annual research performance review. Simultaneously, all academic staff are made aware of the promotion deadlines and invited to put themselves forward for promotion. Once a list of potential applicants has been agreed, Group Leads and the Head of School provide feedback and support on cases.

Most of the T&R promotion cases in the last five years were for male staff (Table 13). All cases were successful. Nothing can be read into the small number of female cases, as there has been very few female T&R academic staff during this period.

Table 13: T&R Academic Promotions Cases 2011/12 - 2015/16. (Note: there are two Lecturer grades at Lancaster: grades 7 and 8).

Promotion to	Male successful	Female successful	Male unsuccessful	Female unsuccessful	Total
Chair	2	0	0	0	2
Reader	6	0	0	0	6
Senior Lecturer	3	1	0	0	4
Grade 8 Lecturer	5	0	0	0	5
					17

Key finding: The School has very few research-only promotion cases

During the same period, there were only two promotion cases for research-only staff, one to grade 7 and one to grade 8. Both were for men and both were successful. This low number of cases reflects the fact that the great majority of research-only staff are employed on fixed-term contracts associated with external research funding. Such posts are graded when approval for them is sought. Hence, promotion of research-only staff tends to happen when a researcher applies for and is (re)appointed to a new research post that is graded at a level higher than the one they are currently on (or, more commonly, have just completed).

Nevertheless, two cases in five years is a surprisingly low number. The reason may be that putting researchers forward for promotion to JERG is left to PIs, who may not be fully aware of the process and criteria. Figures 30-31 illustrate that research-only staff may not all understand the promotions criteria and process.

We will therefore introduce a School process for research-only staff.

Action 10.12: Introduce annual cycle for research-only staff promotions to proactively encourage applications

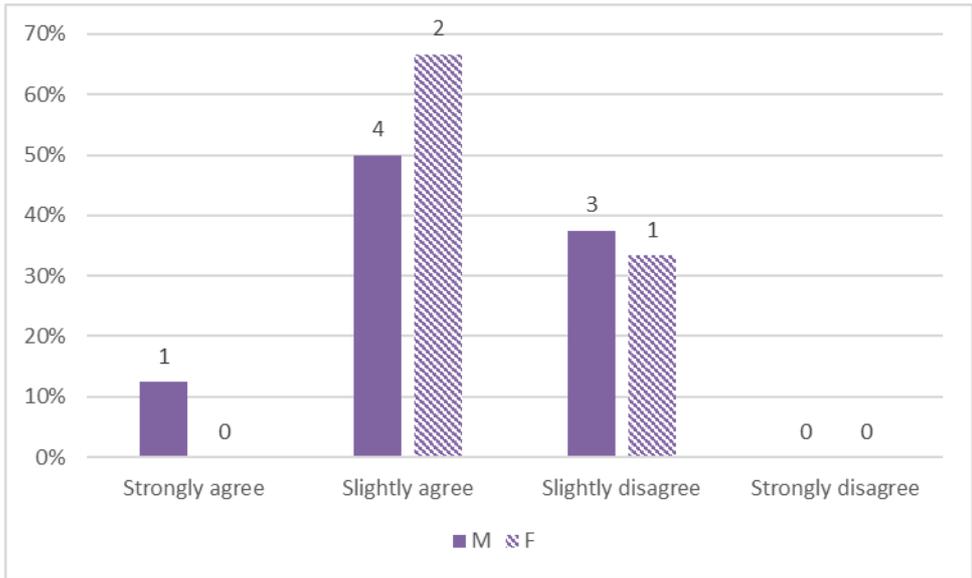


Figure 30: I understand the promotion process and criteria in my department. [Staff Survey Q5, research-only staff]

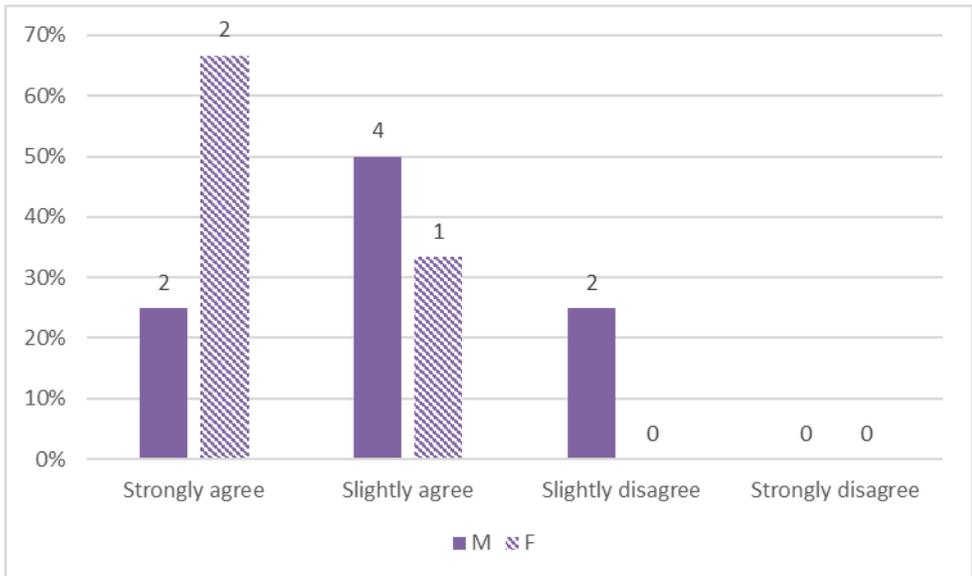


Figure 31: I am actively encouraged to take up career development opportunities. [Staff survey Q6, research-only staff]

[348]

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

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

Table 14: REF2014 Eligible and Submitted Staff by Gender.

REF 2014	M	%	F	%	Total
Total eligible	41	89%	5	11%	46
Included	32	89%	4	11%	36
% included from eligible	78%		80%		78%

Table 15: RAE2008 Eligible and Submitted Staff by Gender.

RAE 2008	M	%	F	%	Total
Total eligible	37	93%	3	8%	40
Included	33	92%	3	8%	36
% included from eligible	89%		100%		

Tables 14 and 15 provide data on eligible and submitted staff, by gender, for REF2014 and RAE2008. The percentages of included staff are higher in both cases for women.

[29]

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5.2. Key career transition points: professional and support staff

(i) Induction

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

(ii) Promotion

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

5.3. Career development: academic staff

(i) Training

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

As part of their academic probationary agreement, all members of T&R academic staff are required to gain a teaching qualification and gain membership of the Higher Education Academy (HEA). To this end, the University runs a PG Certificate in Academic Practice (PGCAP) and has introduced an Atlas programme for more experienced staff. The University also runs a Supporting Learning Programme

(SLP), which is aimed at postgraduate students and research-only staff who wish to or who are expected to teach.

The University is committed to the Concordat to Support the Career Development of Researchers. As part of this, a Research Development Programme (RDP) was established in 2015 and provides a structured development route for T&R academic and research-only staff.

Most training at Lancaster is handled centrally, through Organisation and Educational Development (OED). OED offers courses in (e.g.) recruiting staff, grant writing, IT skills, management and leadership. These are voluntary courses; PDRs include discussions around which (if any) of these courses would be appropriate for staff. There are also mandatory trainings as described elsewhere.

SCC also runs in-house training for discipline-specific topics. In the last three years, these have included, for example: a career development session for PhDs and researchers, a strategic thinking session for early career academics, and sessions on grant writing.

Key finding: Uptake of central training in SCC is relatively low; there is a desire for SCC-specific training

Voluntary training organised centrally is not heavily accessed by SCC staff. Over the last five years, there were 209 instances of SCC staff registering for non-compulsory training sessions (18% F, 82% M) over 90 courses. In the recent University staff survey (2016), SCC scored below the University average on questions related to training: e.g., only 49% of staff felt supported by their line manager in accessing training. Compulsory courses, however, are generally well-received: a 2015 survey of the PGCAP programme across the Faculty revealed that 86% of respondents felt the programme was satisfactory or better.

The lack of uptake of training may be due to lack of awareness, lack of time (due to other commitments), or lack of relevance to the discipline. The latter has come through as a theme in focus groups. It is not clear if lack of awareness/time are contributing factors, but the 2016 staff survey does illustrate a desire for better training, with 63% of staff satisfied with how much learning and development they participate in.

In particular, there is still a significant number of staff who have not taken training in equality and diversity (cf. Action 8.3); a majority have not taken unconscious bias training (cf. Action 8.2). See Figures 32 and 33.

The action plan includes a number of actions related to training, targeted at staff at all levels: **Action 7.2 (researchers), Actions 8.1-8.3 & 10.6 (academic staff), Action 10.7 (senior academic staff), and Action 11.2 (Teaching Assistants).**

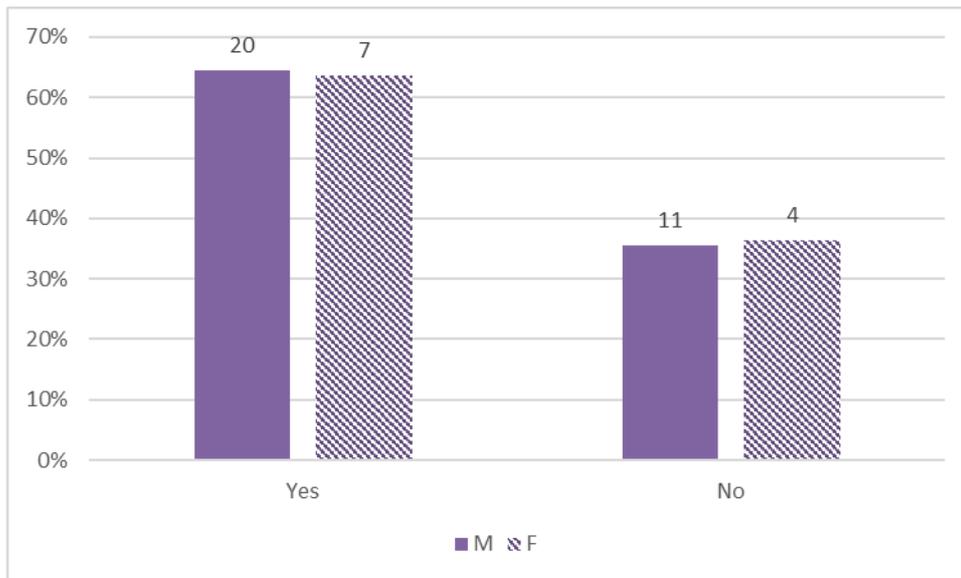


Figure 32: I have undertaken training in equality and diversity. [Staff survey, Q19]

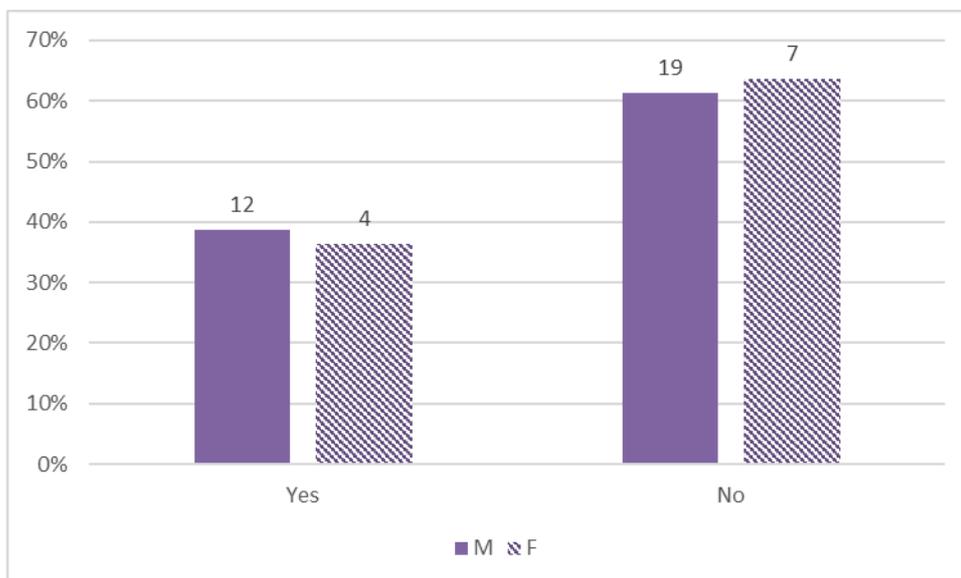


Figure 33: I have undertaken training in understanding unconscious bias.

[454]

(ii) **Appraisal/development review**

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

The University mandates that all members of staff on contracts of more than 12 months' duration undergo an annual PDR. Uptake by academic staff over the last five years was 1 female and 2 male. Line management for every member of staff is clearly defined. For T&R academic staff, the line manager is the Group Lead, who conducts the PDR. The HoS carries out PDRs for Group Leads. For research-only staff, the PI carries out the PDR.

The School has a discipline-specific PDR framework, which sets out expectations, with targets, for research, teaching and leadership. These targets are tailored to individual circumstances.

Key finding: PDR Training completion rates are low

Key finding: PDR completion rates are high for T&R staff but lower for research-only staff

Whereas almost all academic staff have PDRs, the level of engagement for research staff is not as good. This is largely because PDRs are handled by PIs and some PIs are better at development support than others.

Action 10.5: Revise process for encouraging research-only staff to engage with PDRs

Action 10.6: Ensure all PDR reviewers have PDR training

[147]

(iii) [Support given to academic staff for career progression](#)

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

Career development needs are discussed in PDRs. T&R staff get a reduced teaching load during their probationary period (50% in year one, 75% in year two) to support them settling in to the new role. New T&R staff are typically given a small budget of £3.5K to support conference travel and training needs. The School also has a research budget, devolved to Groups, to which staff can apply for research monies (e.g., conference travel).

Postdoctoral researchers are usually funded by external grants, which will provide funds for career development and training needs. PIs also discuss long term career planning with researchers: this often results, for example, in researchers taking on limited teaching or student supervision duties to bolster the teaching side of their CVs. However, we have recognised elsewhere a lack of discipline-specific training for these researchers.

Action 7.2: Create bespoke development programme for PGR students and research-only staff

[137]

(iv) [Support given to students \(at any level\) for academic career progression](#)

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

The University offers has a well-established and active Careers service. In addition, FST provides a range of activities intended to enhance students' employability, particularly at PGR level through the FST Graduate School. The School runs its own annual Careers Fair (although in 2016, this was combined with FST's).

Within the School, UG curriculum includes a 15 credit, 10-week core module (Professional Issues and Research Methods) designed to enhance students' employability. It includes a large component in career planning as well as the development of transferable skills. The research methods element of the module is intended primarily to prepare students for their final-year project, but does give students an insight into life as a researcher.

The School views soft skills, team working and awareness of practice as key to student career progressions. Placements/internships are an important element of some of our degrees, and are available as an extra-curricular option to all students. 4th year UG students on MSci programmes undertake a 10-week placement.

Every UG student is assigned a member of academic staff as academic advisor. The student retains the same advisor throughout their degree, and they meet on an individual basis every term. The advisor offers a range of advice, including course options and academic support, but also career advice. A key role of the advisor is to provide the student with a reference for future employment. Uptake of the academic advisor system, however, is low, with students and staff not necessarily seeing the benefits.

Action 3.2: Increase effectiveness of the academic advisee system

The conventional one-year full-time MSc programmes also include project work with most students opting to do a project attached to one of the School's research groups, working alongside PhD students and research staff.

For PGR students, a range of support is offered by School and Faculty. This support takes two primary forms: research training modules, and access to travel funds.

The School has a dedicated Business Partnerships and Enterprise (BPE) team, and through them we have established strong relationships with local employers. The BPE team also provides the matching of placement companies with students.

Through the BPE team, SCC also offers 2-3 months full-time paid summer internship opportunities from July to September. Part-time internships are also available all year round at varying durations to fit around students' academic requirements. Between 2012/13 and 2014/15, 57 students took advantage of the scheme, 8 of whom were female (14%). Most of these students were undergraduates.

In the last two years in the Times/Sunday Times Good University Guide, SCC was ranked 1st for Graduate Prospects out of all 103 CS departments in the UK. In the future, we aim to build on this strong support for employability provided at UG to other staff levels.

Action 11.10: Extend employability support to PGR students and research-only staff

[445]

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

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

All T&R academic staff are expected to write research grant applications. All grant applications are reviewed by two colleagues before sign-off from the Head of School. A range of support is offered to staff in the preparation of grants: (i) costings are done by a central team (RSO); (ii) guidance on research impact is provided by the BPE team; (iii) prior successful grants are shared with staff; (iv) where relevant, mock panels are arranged to prepare staff for (e.g.) RCUK interviews. The School offers tailored support for EPSRC First Grants, which are a key way for early career staff to obtain funding. First Grant applications go through rigorous internal review, which involves feedback from at least three members of academic staff. The School offers a PhD studentship as match for First Grant applications. A similar scheme is run for Fellowship applications. For large grants (>£1M), the University is often willing to provide matched funds on a case by case basis. Senior staff in RSO also provide dedicated support for large grants that includes, for example, scheduling meetings and project management. There are effective channels for sharing best practice: many senior academic staff serve on EPSRC College or other review panels and routinely run workshops to feed back their experience. These strategies have been effective in supporting staff to write grant applications: in 2015-16, 81% of T&R academic staff submitted at least one grant application as PI. The School has significantly increased its research income as a result – in 2015-16, it rose from £4M to £9.5M.

Support is provided to staff once a grant is successful. Both successful and unsuccessful grants are counted in the School's workload model. SCC has an in-house post-award team (4 staff) who provide project management support for funded grants, thus reducing the workload of academic staff.

At all stages, the School's Group structure is a key mechanism for providing support to staff. Each T&R academic receives feedback and comment from their Group Lead. This is especially true in the case of unsuccessful grants.

Research-only staff are only expected to write grants if they are at very senior grades (8P and above). The School currently has very few at this very senior grade. Nevertheless, many research-only staff contribute to grant writing through their PI, which is an important career development opportunity.

[384]

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5.4. Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

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

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

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

5.5. Flexible working and managing career breaks

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

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

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

For T&R academic staff, on notifying the HoS of an intent to take parental or adoption leave, a conversation takes place with the HoS. The HoS uses the conversation to begin planning to cover the staff member's teaching, research, administrative and other commitments, and to explore ways in which the staff member's research may be sustained during the period of leave. For teaching and administrative duties, the aim is to ensure continuity and, depending on timing, this may involve adjustments to other staff members' duty allocations. Where necessary, it is done in consultation with all the affected staff.

For research, the HoS and Director of Research will ensure that the School's obligation to the staff member's research students and research project funders are fulfilled.

For professional and support staff, the HoS will work with HR to arrange for additional temporary staff to be employed or seconded from elsewhere in the University for the period of leave.

For research-only staff, the cover may be harder to arrange from a fixed budget but the PI will be expected to work with the funding agency to make any necessary adjustment to the workplan.

In all cases, any medical appointments are generally covered by flexible working.

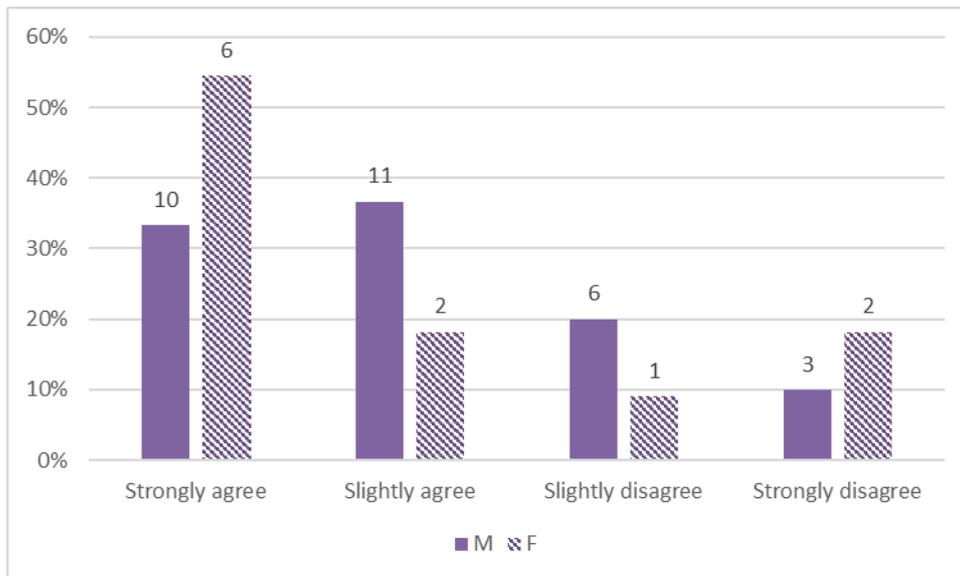


Figure 34: My department has made it clear to me what its policies are in relation to gender equality (eg on discrimination, parental leave, carer's leave, flexible working). [Staff survey, Q22]

Although the above conversations take place, there is no formally documented policy in place in SCC. Figure 34 illustrates that although 66% of staff are clear on policy, 34% are not. We will create a clear policy and disseminate it to staff through the interview welcome pack, staff inductions, PDRs and regular mailshots to staff.

Action 11.4: Formalize a framework for support before, during and after maternity/paternity/shared parental leave/flexible working

Action 8.5: Prepare welcome pack for interviewees on support for childcare, families, carers, etc. available within SCC

Action 10.4: Add to PDR guidelines information/discussion about flexible working options, support with childcare, etc.

Action 10.8: Extend induction event beyond T&R academic staff

In particular, the opportunity to develop personal career development plans, designed for longer-term career planning, will include discussion of parental leave where appropriate.

Action 10.11: Offer staff and students the opportunity to develop a personal career development plan (PCDP)

[280]

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

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

Academic T&R staff are encouraged to apply to the University's Maternity / Adoption Research Support (MARS) fund to help prevent or minimise disruption

to their research during the period of their leave. To be eligible, the staff member must hold a funded research project and be supporting one or more Research Associates and PhD students. Awards up to £10,000 can be made, based on the availability of funds and an assessment of the application by the Faculty. MARS has been operating since 2015. Since then, there has been one (successful) application in SCC from a male member of staff taking shared parental leave. Another application is about to be submitted. Supervision of Research Associates or PhD students is covered by either co-supervisors (in the case of joint supervision) or a member of staff working in a similar research area (in the case of single supervision).

For professional staff, temporary help can be obtained, although this requires Faculty approval.

The School maintains contact with staff on leave through the usual channels (e.g., email announcements). This helps to maintain a connection between staff members and the School as well as to ensure they do not miss important career opportunities.

[197]

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

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

The University has its own Pre-school centre, one of the leading childcare establishments in the area with consistently outstanding Ofsted results. The centre offers flexible bookings of full or half days and has early morning slots. It is open all year round and is promoted in our recruitment literature. LU offers vouchers for the Centre as part of its flexible benefits service. These benefits are not exclusive to the centre and staff can use the service to pay for other establishments including pre and after school care for school age children. Enrolment to the flexible benefits scheme occurs on an annual basis, and is advertised through a University mail-shot to each member of staff. In addition, the University Sports Centre offers multi-activity sports camps for school age children throughout the school summer holiday period.

HR contact staff members before their scheduled return to check whether their plans for return date have changed. This is also an opportunity to begin a conversation with the HoS if the staff member wants to change any other aspect of their plans, such as their FTE.

Although the University childcare is excellent, places can be limited, and a few staff have experienced difficulty getting a place. SCC has limited control over this but will provide a list of registered childcare facilities in the area as part of its welcome pack.

Action 8.5: Prepare welcome pack for interviewees on support for childcare, families, carers, etc. available within SCC

In addition, SCC will introduce core hours of 10am-3pm to allow for parents who need to collect/drop off children. These core hours will be applied to all Departmental meetings (some already comply). We already allow T&R academic staff to adjust teaching schedules to fit in with parenting responsibilities.

Action 11.1: Introduce core hours of 10am-3pm

Staff often experience difficulties with childcare during school holidays. The University does not have a formal policy on children at work, although its official line is that children should not be brought to work unless it is part of an officially organised work placement or school visit. This can make it difficult for some staff. We will work with HR to propose an SCC policy on children-at-work, which could be adopted by the University.

Action 11.13: Work with HR to develop a children-at-work policy

We will also introduce an annual Take Your Daughters and Sons to Work Day. This will serve to alleviate childcare issues (albeit for a single day) but also introduce staff's children to computing.

Action 11.3: Introduce an annual Take Your Daughters and Sons to Work Day

[380]

(iv) **Maternity return rate**

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

Since August 2011, four members of staff have taken maternity leave, all being research-only staff (three at grade 6P and one at 7P). All members of staff returned to work after their period of maternity leave.

[36]

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

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

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

Table 17: Paternity and Shared Parental Leave since August 2011.

Gender	Leave	Grade
M	Paternity & Shared Parental Leave	T&R academic (Senior Lecturer)
M	Paternity	Research-only, grade 7P
M	Paternity	T&R academic (Lecturer)
M	Paternity	T&R academic (Professor)
M	Paternity	T&R academic (Lecturer)
M	Paternity	T&R academic (Lecturer)

Since August 2011, 6 members of staff have taken paternity / shared parental leave (Table 17). In most cases of paternity leave, fathers take one week of paternity leave at full pay. Fathers often combine a week of paternity leave with annual leave and the School is flexible in supporting this. Last year, we had our first case of shared parental leave: this was planned well ahead of time in conversation with the HoS and a mutually agreeable arrangement was put in place. The staff member applied for and received MARS funding to support a research intern during the period of leave. The School is about to see its second case of shared parental leave – again, this has been well planned in discussion with the HoS.

There has been no adoption leave within the School.

[135]

(vi) **Flexible working**

Provide information on the flexible working arrangements available.

SCC is fully supportive of the University’s Flexible Working policy and there have been several recent instances of staff, including two female and one male academic staff, gaining approval to reduce their working hours or working staggered hours to accommodate personal circumstances. The negotiated variation to a staff member’s contract may be for a fixed period or permanent. In all cases, the situation is regularly reviewed with the line manager and is adapted as necessary to support the staff member.

With regards to teaching, staff are able to specify hours and/or days when they would prefer not to teach, e.g. after 5pm, and timetabling accommodates this. Although SCC is supportive of flexible working, 25% of staff think that PT or flexible working staff are disadvantage when it comes to career development opportunities (Figure 35) and 21% think line managers are not supportive of requests (Figure 36). A formal framework/policy on flexible working, distributed to both line managers and staff, will make clear that flexible working should be promoted and supported.

Action 11.4: Formalize a framework for support before, during and after maternity/paternity/shared parental leave/flexible working

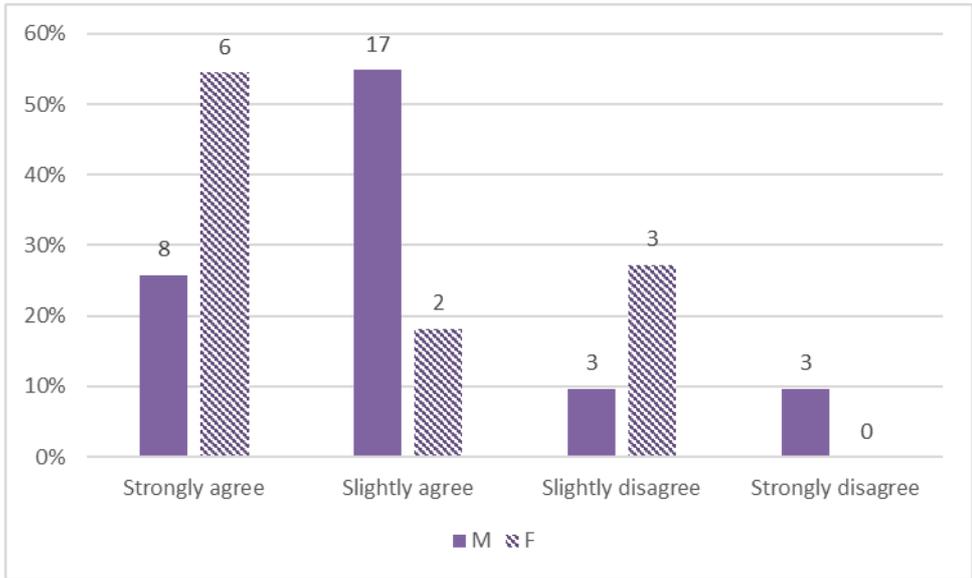


Figure 35: Staff who work part-time or flexibly in my department are offered the same career development opportunities as those who work full-time.

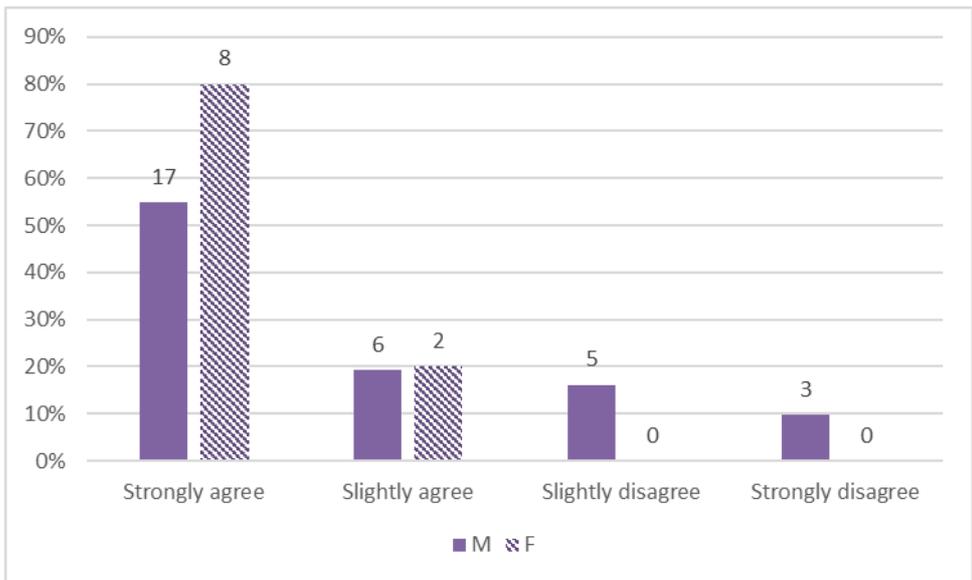


Figure 36: My line manager/supervisor is supportive of requests for flexible working (eg requests for part-time working, job share, compressed hours).

[170]

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

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

For staff to transition back to a full-time role, a written case needs to be approved by the Faculty Dean. This has been done successfully for one member of academic staff who (at her request) increased her hours to take on a specific service role.

[45]

5.6. Organisation and culture

(i) Culture

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

Between July and November 2016, SCC carried out a staff survey asking about the School's attitudes to equality, diversity and inclusion (Figure 37). The survey received a response rate of 48%, 65% of those coming from men. The survey included 41 questions about a range of topics, namely: Promotion Practices, Workplace Culture, Management Commitment, and Social Responsibility.

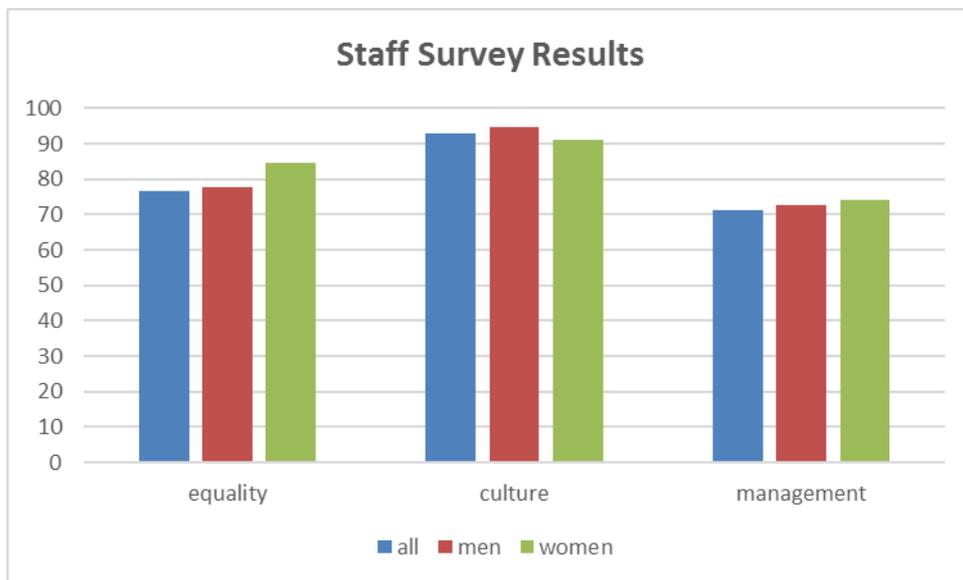


Figure 37: Percentage who agree or strongly agree with groups of questions by gender. All questions were phrased in such a way that 'agree' or 'strongly agree' is considered a good thing.

The Equality section consists of 14 questions about the School's general attitude to gender equality: e.g., equal and fair treatment of men and women, and fairness in the application promotions criteria. The Culture section consists of 3 questions about the School's culture: e.g., use of stereotypes, and response to inappropriate language and behaviour. The Management section consists of 6 questions about the attitude of the School's Management Team towards equality and fairness: e.g., communication of policies, attitude towards positive action, and line manager support. There were also 2 questions on training (see below).

Overall, the sections resulted in 76%, 93% and 71% positive agreement respectively. In particular, the questions related to culture score very highly. This appears to indicate that, whilst the School has underrepresentation of women at all levels, this is not due to inherent cultural factors; rather the evidence shows that the School is proactively trying to address the underrepresentation and this has been well communicated to staff.

There is no significant difference in responses between men and women. Responses from women were in stronger agreement for the Equality questions.

The two remaining questions asked about training – in particular, whether respondents had taken equality and diversity training, and unconscious bias training. Of those who responded, 62% had taken equality and diversity training, and only 35% had taken unconscious bias training. These trainings are clearly integral to the plans laid out in this application and so we aim to increase the percentage of staff who take the training.

Action 8.2: Mandate Unconscious Bias training for all panel chairs and all Group Leads

Action 8.3: Monitor compliance of on-line diversity training

One theme that has come up repeatedly in focus groups is that as the School has grown, it has become increasingly difficult to get to know everyone in the School. Part of the reason for this is the lack of good social areas in the building currently. As part of our growth plans, we are lobbying the University for a new building and so will include plans for appropriate social areas in these. A social area can lead to community cohesion and also help to address many issues raised in this application by promoting informal dissemination of information.

Action 11.7: Create a common/social area in SCC

[404]

(ii) HR policies

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

The School has a dedicated senior HR partner responsible for providing detailed advice to the School management team. The HoS meets with the HR partner every six weeks to discuss any on-going HR cases and/or changes in HR policy. Changes to HR policy are disseminated to the management team at monthly management meetings and, where appropriate, at twice-termly staff meetings. The HR partner also has a team of HR professionals who provide assistance on a case-by-case basis. For example, in recent years, HR has provided advice on equality in the workplace, managing long-term sickness, and performance improvement procedures. The School Officer is also very aware of HR policy and works closely with the Faculty HR advisor as well as attending regular training events.

Fortunately, cases of bullying, harassment, grievance and disciplinary procedures are very rare in the School. Cases are first brought to the attention of the line manager who then raises it with the HoS as and when necessary. The aim is always to resolve cases informally before applying formal procedures. This is

usually successful – there have been an isolated small number of cases in the past few years, which have all been handled informally (sometimes with the support and assistance of the Faculty Dean).

SCC’s aim is that ED&I is considered at all levels of School business. The staff survey shows a perception that staff are treated irrespective of gender (Figure 38); however, this is currently difficult to verify due to a lack of data on (e.g.) gender: committees are presented with data on recruitment, student attainment, staff training, etc., but gender is not currently highlighted as part of this data. We will work towards including gender data in all business intelligence so that ED&I can be formally a part of all decision making.

Action 11.6: Monitor gender in all business intelligence data

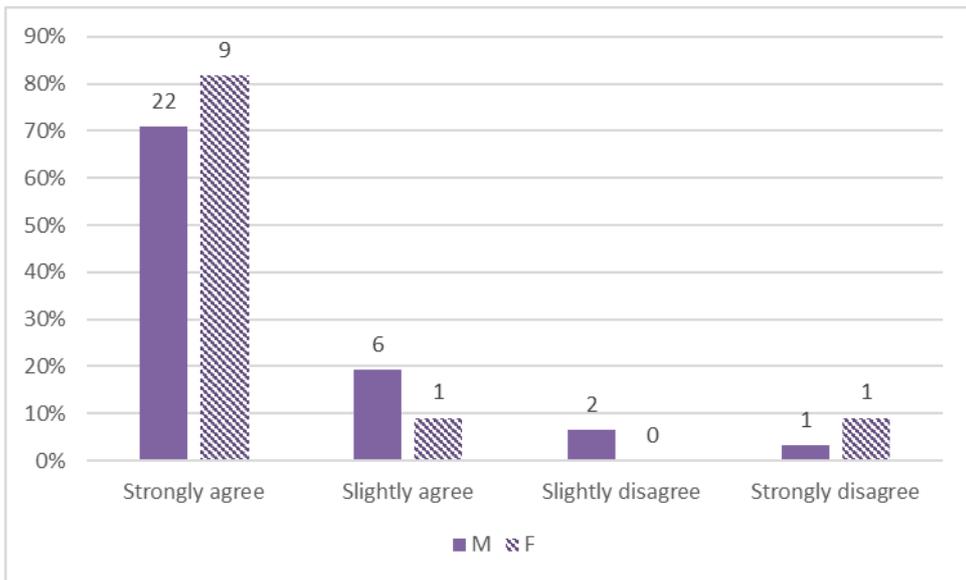


Figure 38: In my department, staff are treated on their merits irrespective of their gender (e.g. both women and men are actively encouraged to apply for promotion and take up training opportunities). [Staff survey, Q1]

[296]

(iii) Representation of men and women on committees

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

Table 18: School committee membership by type and gender. Most influential committees marked by an asterisk.

Committee	Committee Chair Gender	Academic (M/F)		Non-Academic (M/F)		How selected	Meeting frequency
Management Team*	M	13	1	0	1	Directors of Operations and Group Leads; appointed by HoS in response to EOI	1 per month
Promotions and Research Performance Committee*	M	10	0	0	0	Group Leads; appointed by HoS after consultation with staff in relevant group	2 per year
Teaching Committee*	F	14	1	2	2	Chaired by Director of UG Studies; attended by all those in teaching-related service roles	1 per term
Staff-student committee	F	4	1	1	2	All teaching staff invited; student reps (16M/5F) chosen via EOI	1 per term
Athena SWAN	M	3	1	5	6	Volunteer basis	1 per month
Health and Safety committee	M	4	1	0	2	Director of IT Systems, IT Manager, Security Manager, School Officer, Head of School, Director of UG Studies, Director of Recruitment	1 per term

The Management Team is the main decision-making body in the School and consists of Directors of Operations (e.g., Research, UG Studies, PG Studies, Recruitment, etc.) as well as the Group Leads. The Group Leads meet separately twice a year as the Promotions and Research Performance committee, the purpose of which is to monitor research performance of T&R academic staff and to provide support in promotions cases.

The paucity of female membership of committees reflects the under-representation of women at all academic levels within the School. Avoidance of overloading our few female academics with committee work is considered to outweigh the desirability of having female representation on all committees.

[108]

(iv) Participation on influential external committees

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

The majority of committees external to the School that staff are active in are Faculty and University committees. Membership of these is also typically *ex officio*, e.g. the Director of UG Studies sits on the Faculty UG Teaching Committee.

Senior management in SCC do take proactive steps to encourage women to apply for management roles in the Faculty and University, again being careful not to overload female staff. In the last two years, we have supported senior female academics to take on roles such as Theme Leader for a University Institute and Director of Research Enhancement, a new Faculty level position. Indeed, the School actively supports these kinds of opportunities as a key part of career development. The School is, for example, over-represented at Faculty in terms of the number of Associate Deans compared to other Faculty Departments: currently, the Faculty has six Associate Dean (or similar) roles; three of these are filled by SCC staff.

A number of influential committees and service roles outside of the University are / have been held by female members of research and academic staff. These include Editorial Boards and conference organising and Programme Committees. Promoting PhD student and research staff profiles and helping them learn how to perform service roles within the research community is a key role of supervisors and PIs, and is recognised as such within SCC. Within SCC, at least 2 of our current grade 6 female members of research staff have been mentored by their (male) PIs to the point where they are regularly invited to serve as members of major conference programme and organising committees alongside peers who are often senior international academics. In addition, all of our female academic staff currently serve major roles in national and international programme committees or boards, including one as a Director of Computing At School regional centre, and one as Track Chair for the top conference in her discipline.

83% of staff agree that they are given opportunities to represent the School externally (Figure 39).

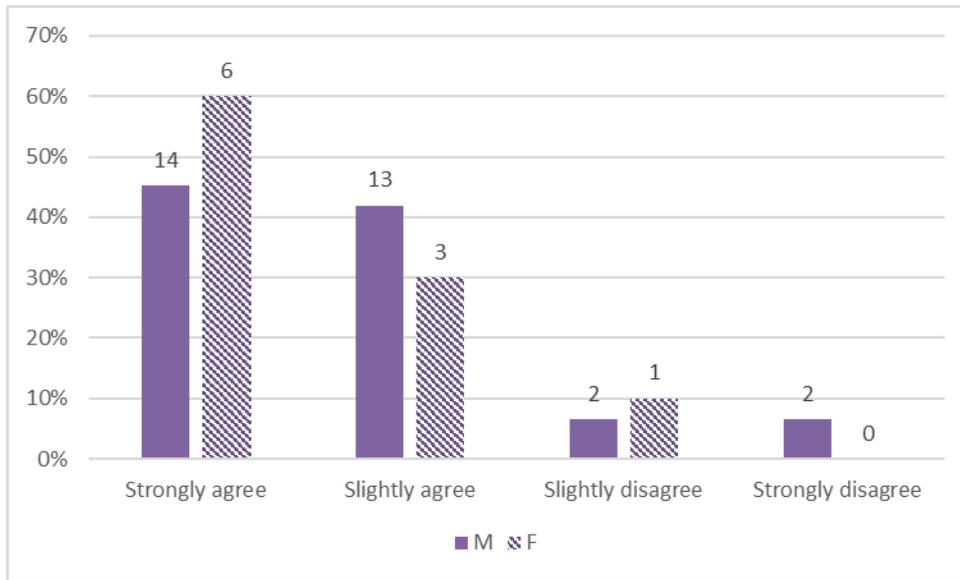


Figure 39: I am encouraged and given opportunities to represent my department externally (e.g. as chair or speaker at conferences, or on external committees) and/or internally (e.g. on school, faculty or university committees or boards). [Staff survey, Q7]

[334]

(v) **Workload model**

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

The workload model currently provides credit for teaching, student supervision (UG and PG), research (funded and unfunded), research impact, and service. The workload model is monitored annually by Faculty to ensure compliance to Faculty and University policies. The workload model is fully transparent and is visible to all academic staff. Athena SWAN activity is explicitly counted in the model, both for the SAT Chair and members.

Until now, no conscious effort was made to use the workload model to monitor gender bias. Figure 40 shows that 75% of staff think workload is allocated fairly irrespective of gender, although 15% disagree. Notably, all female staff strongly agree that work is allocated fairly.

Action 11.14: Monitor workload allocation model for gender bias

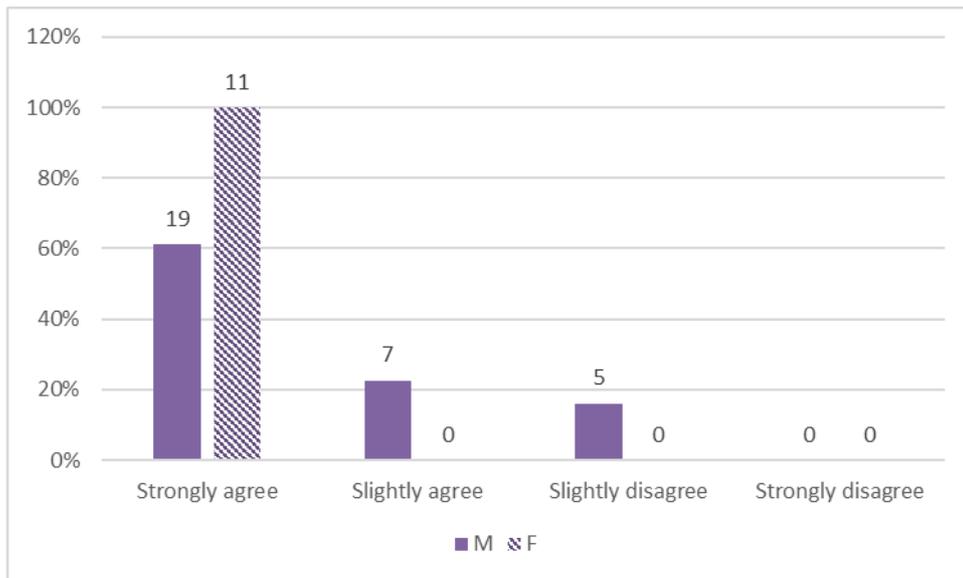


Figure 40: In my department, work is allocated on a clear and fair basis irrespective of gender. [Staff survey, Q2]

[111]

(vi) **Timing of departmental meetings and social gatherings**

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

The School has a calendar of events and meetings that are distributed by the School office at the beginning of the academic year. However, there are currently no core hours approved as School policy. Social gatherings (such as the annual Christmas lunch) are advertised well in advance, making it easier for staff to make appropriate childcare arrangements if needed, and staff commitments are taken into account in the scheduling. There is some consideration to schedule meetings within core hours (Figure 41) but this is not a formal policy yet.

Action 11.1: Introduce core hours of 10am-3pm

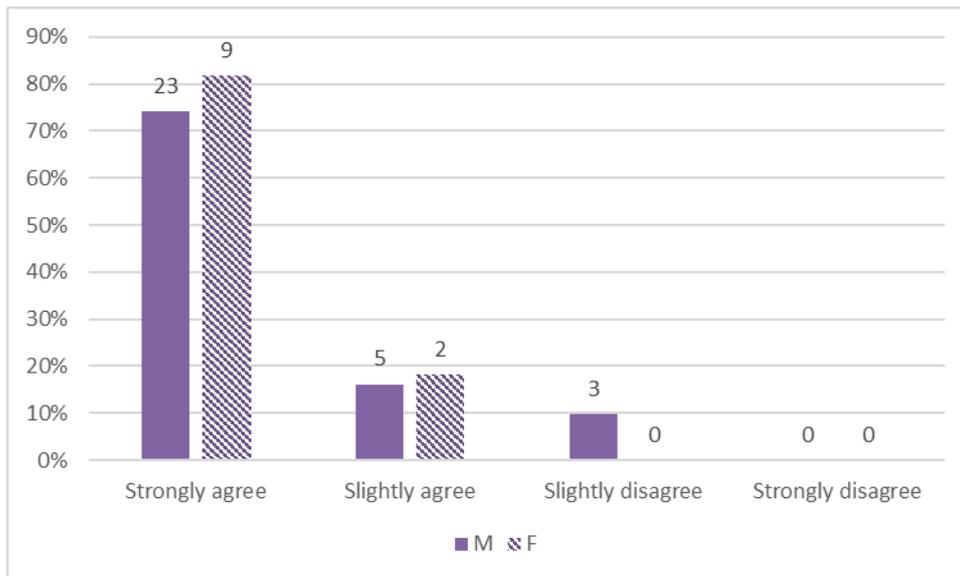


Figure 41: Meetings in my department are completed in core hours (for example 10am-4pm or similar) to enable those with caring responsibilities to attend. [Staff survey, Q12]

[89]

(vii) Visibility of role models

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

It is a challenge for the School to provide visible female role models given the under-representation of women at all levels – although only 10% of staff believe that the School does not use women as visible role models (Figure 42). There are key areas where we have introduced policies to maintain a healthy gender balance. Our Distinguished Seminar Series has had 50% female speakers every year since it was introduced (three years ago). We have taken steps to increase the visibility of female role models at Applicant Visit Days. Given very few female academic staff, we have not focused on female staff representation, instead focusing on our Student Ambassador program, which provides around 10 current students to take applicants on tours, etc. during visit days. When this program was first introduced (two years ago), all student ambassadors were male. We now make a conscious effort to proactively engage female students and the gender balance over the last three visit days has been 20% female.

Action 2.2: Introduce a policy to increase the presence of female role models at School UG Visit Days

Action 10.10: Ensure 50/50 male/female speakers at Distinguished Seminar Series

In publicity materials, both printed and online, considerable effort is made to write text and select images that reflect the diversity we promote. This includes

all facets of diversity, including gender and race. For example, the department’s Undergraduate Admissions landing page currently features two male and six female students. One potential issue is that the images in our publicity materials are dominated by women and therefore do not represent the actual gender balance of the School.

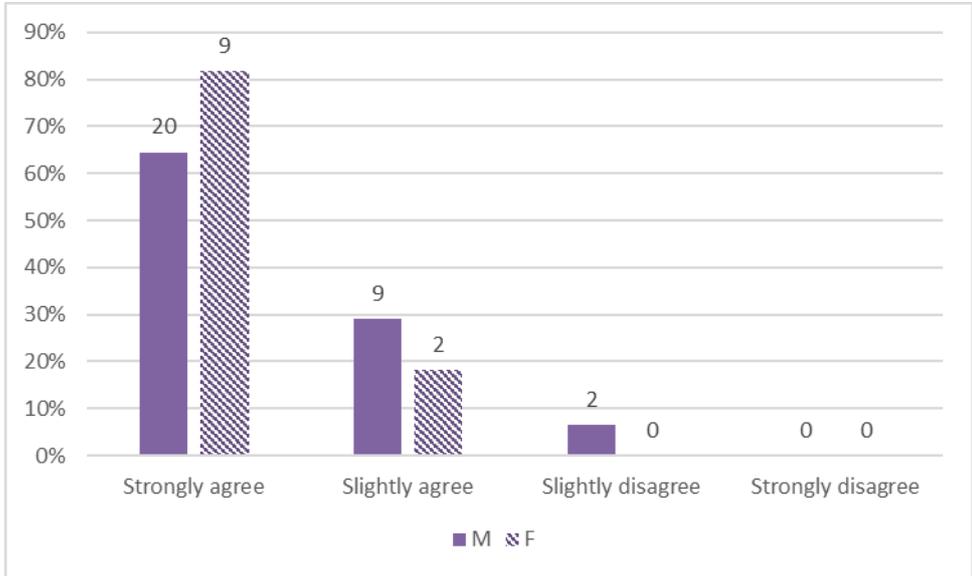


Figure 42: My department uses women as well as men as visible role models (eg in staff inductions, as speakers at conferences, at recruitment events). [Staff survey, Q29]

[240]

(viii) Outreach activities

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

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department’s activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

The School has several activities related to outreach and engagement. The School is a Computing at School (CAS) Regional Centre, which aims to support the new Computer Science national curriculum in schools. These activities are run by a PT female academic (CAS Director) who coordinates an externally funded team of two female staff. Credit is given in the workload allocation model for the CAS Director. There is also a separate Outreach team, coordinated by an Outreach Director, consisting of four academic staff. The Outreach team runs a wider programme of activities, including an Honorary Teachers Program, working with teachers from schools in the local area. All members of the Outreach team are male – this is down to the lack of female academic T&R staff in the School. All Outreach team members receive credit in the workload model.

Much of our outreach activity revolves around the use of the BBC micro:bit, a lightweight computing device designed to introduce children to programming. The micro:bit was developed by a consortium of companies as well as SCC and last year was given out for free to one million Year 7 children in the country. It comes with a range of educational materials. As one of the micro:bit developers, we routinely plan workshops and other outreach/engagement activities around it.

SCC runs Code Clubs in local schools. Undergraduates attend weekly Code Clubs in primary schools, teaching students Computing outside of a classroom environment. The clubs have been very popular every year and we always get more schools than undergraduate helpers. This year, 3 out of the 5 students running Code Club are female.

In 2016, a female member of staff organised a “Girls in Computing” day for 72 local Year 8 girls aged 13-14. The School fully funded the event. The day was run by 100% female staff: lecturers, local teachers, a female PhD student and two female undergraduates. We had 2 female speakers: alumna Dr. Lucy Rogers and an 11-year-old programmer from Preston. For many of the female school pupils, seeing female role models is extremely important to them, especially one close to their age.

In 2017, the School successfully won a bid from Faculty to run the Girls in Computing event again, this time aiming for a younger audience. 60 Year 5 students, aged 10-11, will come to the University on 22nd March. Again, the organisation and running of the event is completely by women. 2 female members of staff are running workshops, as are 3 female local teachers and 3 female undergraduate students will assist.

We are lucky to have many female PhD students on hand to help at outreach events. Despite a low percentage of female undergraduates, when asking undergraduate students to help run these events, we get many women volunteers. Therefore, we are able to run most events with 50:50 male to female ratio.

[473]

5=[6153]

7. FURTHER INFORMATION

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

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

8. ACTION PLAN

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

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

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

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



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As a School, we have collaboratively set objectives which define targets for key problem areas uncovered during data analysis. Each of these objectives will be achieved by carrying out a set of actions, given in Table 19, and referenced in the text elsewhere in this submission.

Objectives

- O1. Raise the % of female UG applicants to 35%
- O2. Raise the conversion rate for offers to female UG applicants to that of male applicants
- O3. Reduce UG student non-completion rates to 10% (for both genders)
- O4. Raise the % of female students on our PGT programmes to 35%
- O5. Increase the PGT completion rate for both genders to 98%
- O6. Raise the % of female PGR students to 35%
- O7. Increase PGR on-time submission rates from 95% per annum
- O8. Raise the % of female research-only staff to 35%
- O9. Achieve a 50/50 male/female proportion in new T&R academic hires
- O10. Reduce the number of academic staff leaving due to 'dual career' problems to zero
- O11. Increase the % of staff and PG students receiving career and development support to 70%

Actions are split into three categories: Recruitment (of staff and students), Retention (of staff and students), and Development (of staff and students). Figure 43 illustrates this diagrammatically. Figure 43 also sets out priorities, which are reflected in the deadlines set in Table 19. The priorities have been defined to: (i) make the actions realizable, by not expecting the School to achieve everything at once; and (ii) focus on a small number of objectives which will have maximum impact. The priorities are reflected in the timeline – actions related to highest priority objectives generally take place in the first two years; medium priority in the third year; and lowest priority in the fourth year.

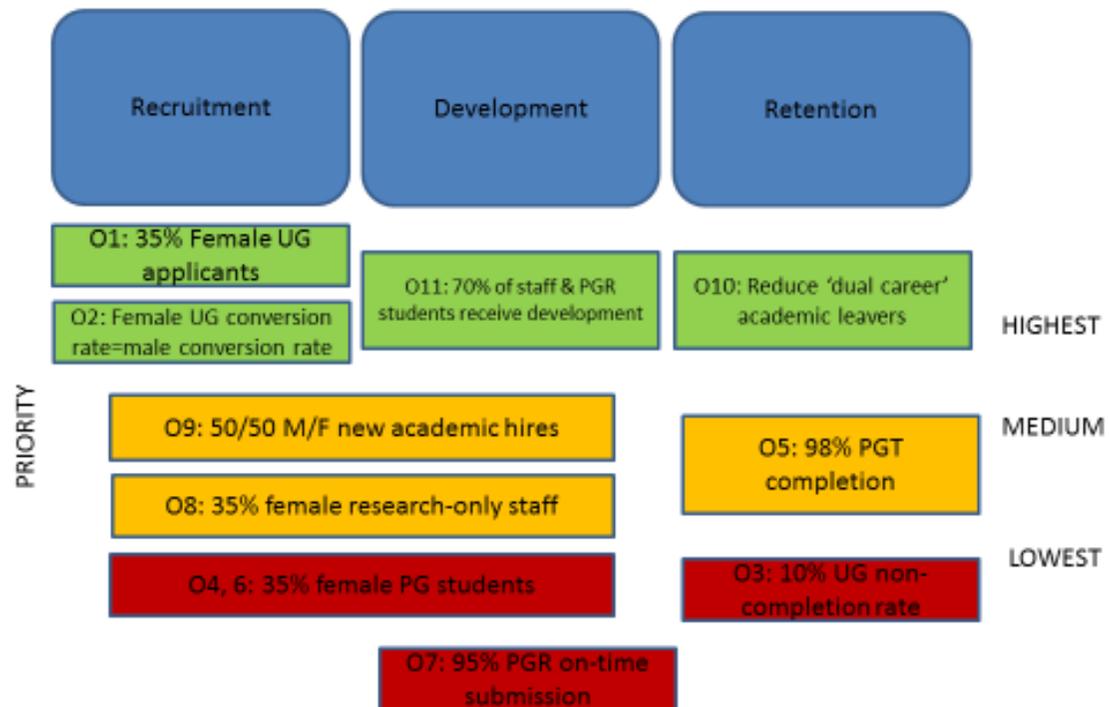


Figure 43: Objectives split by recruitment, development and retention, with priorities.

Table 19 presents the actions, structured according to the objectives above. In each case, actions are categorized according to which objective they primarily contribute to. However, it is recognized that many actions will contribute to multiple objectives and so this is reflected in the table. The action plan runs for the four year period for from Aug 1 2017 – Jul 31 2021.

Table 19: Four Year Action Plan

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
Objective 1: Raise the % of female UG applicants to 35%							
1.1.1	Carry out a review of our UG Curricula to make the content and pedagogy more attractive to female students. In particular, create one or more interdisciplinary degree programmes.	Focus groups demonstrated that our UG curricula may not be attractive to female students. Data analysis shows an increased % of female students in interdisciplinary courses.	Proposal for new curricula approved	Jun 2018	Director of Curricula	Survey of potential female applicants and current female students shows 80% find curricula attractive	O3
			First students enrol on existing degree programmes with new content	Oct 2019			
			First students enrol on new degree programme	Oct 2020			
1.1.2	Consider introducing a 'history of computing' series of lectures in UG First Year.	The history of computing is dominated by women; yet, current UG students do not realize this. Focus groups suggested this as a way to raise awareness and change culture.	Course approved and running	Oct 2019	Director of Curricula	100% of Year 1 UG students take history of computing (sub)module	O3, O4
1.1.3	Consider including ED&I material in 1 st	A culture change is needed where women in	Course approved and running	Oct 2019	Director of Curricula	100% of Year 1 UG students	O3, O4

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
	Year UG course.	computing are respected and celebrated. ED&I training should therefore start with 1 st year undergraduates				take ED&I training as part of a Year 1 course (e.g., alongside Ethics in Computing)	
1.2	Develop a strategic marketing plan, aligned with our growth strategy, which gears marketing and recruitment activities towards attracting female students.	Data shows % female applicants low	Marketing plan developed and approved by Management Team	Jun 2018	Director of Recruitment	% female UG applicants at 35% by 2020	O2
1.3	Hire a researcher to document how other institutions have significantly increased the numbers of female applicants.	SAT meetings demonstrated some lack of awareness of best practice measures for increasing participation of women in computing.	Document on strategy for increasing female undergraduates based on best practice elsewhere presented to Management Group	Dec 2017	EDI Officer	% female UG applicants at 35% by 2020	
1.4	Tailor a subset of Outreach activities around 'Girls in Computing'.	SCC has already run a number of 'Girls in Computing' events as part of its Outreach/CAS activities. These will be increased and given greater prominence and budget increased.	Regular outreach activities targeted at girls and communicated widely	Programme of events agreed by Management Team annually	Director of Outreach	3 girls specific events run annually	

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
1.5.1	Promote elective minor modules in Part I to non SCC students.	Minors are an opportunity to introduce more female students to computing if majors with higher proportions of female students are targeted. Currently, minors are offered but SCC does not very actively promote its modules to other majors.	Proactive minor marketing plan approved by Management Team	Jun 2018	Director of UG Studies	25% of students in Part I are Minors	O4
1.5.2	Promote Joint Degrees at Open/Visit Days.	Despite heavy activity at Open Days promoting computing majors, SCC does not currently promote joint computing minors in other departments' open day talks/events. % female students is higher for our joint major programmes.	Recruitment plan agreed for promoting joint majors at other department's events/talks	Jun 2018	Director of Recruitment	At least 4 other disciplines covered	O4
Objective 2: Raise the conversion rate for offers to female UG applicants to that of male applicants							
2.1	Target mailshots to female applicants with offers to encourage enrolment at Lancaster.	Mailshots already go out to all applicants with offers and shows success in increasing conversion rates. Aim to target female applicants.	Mailshot pack ready for distribution	Jan 2018	Director of Recruitment	Mailshot delivered to 100% of female applicants with offers	
2.2	Introduce a policy to increase the presence of female role models	Data shows conversion from offer to acceptance for females at 20%	Document a policy encouraging female Student	Aug 2017	Director of Recruitment	Staff/students supporting visit days at 50%	

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
	at School UG Visit Days.	compared to 27% for males.	Ambassadors at Open Days and student demos/talks from female students. Include senior female role models at Open Days where appropriate, recognising the need not to increase workload for female staff members. Highlight commitment to EDI/Athena SWAN, with reports on activities to support female students, during Visit Day talks			female	
Objective 3: Reduce UG student non-completion rates to 10% (for both genders)							
3.1	Monitor and analyse the effect on gender balance of modifications to entry requirements for A-level and BTEC.	Analysis of 3 years of student data shows a higher non-completion rate for weaker BTEC students. In 2017, we modified our entry requirements to accept only BTEC students with a good maths/science background. We also	Monitoring of %BTEC/A-level students and changes in non-completion rates. Monitoring of any effect of these changes on gender equality.	Monitoring report produced and discussed regularly at Management Team meetings from Jan 2018	Director of Recruitment	66/33 split of A-level and BTEC UG students by 2020	

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
		increased our A-level entry requirements. The aim is to improve overall student quality but also improve non-completion rates, which have stemmed from BTECs. Data shows that we should expect an increase in % female students by moving away from BTEC towards A-levels.					
3.2	Increase effectiveness of the academic advisee system.	Data shows high rates of non-completion for UG students due to welfare-related issues. Data also shows a lack of uptake of the academic advisee system, meaning that students are not getting career development support they need.	A monitoring system for uptake of academic advisee system. New guidelines for advisors with School-specific guidance. New communication plan for communicating the system and its benefits to students.	Oct 2018	Director of UG Studies	75% of academic advisee meetings take place	
3.3	Increase engagement with University's mentoring programme for UG/PGT students.	The University has a mentoring scheme for UG/PGT students, matching students with working professionals. But uptake from SCC is low. Focus groups with UG	Academic advisor pack to include details on mentoring. Communication plan for raising awareness of mentoring scheme among students,	Oct 2018	Director of UG Studies	20% of SCC students participate in mentoring scheme	

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
		students show a lack of development support.	including dissemination at induction events.				
Objective 4: Raise the % of female students on PGT programmes to 35%							
4.1	Update the SCC PGT Strategy to include consideration of gender balance and to include recruitment activities targeted to female applicants.	% female applicants at PGT is 22-27% over the last 5 years. National benchmark data for female registered students is 26%.	New strategy approved by Management Team	Dec 2017	Director of PG Studies	40% female applicants at PGT	
			Strategy implemented	Jun 2018			
4.2	Develop conversion activities, dove-tailing with existing activities, which positively encourage female students with offers to register.	% female students at registration slightly below that at application stage.	Revised conversion activities in place	Dec 2017	Director of PG Studies	Gender balance at registration at least as high as at application	
Objective 5: Increase the PGT completion rate for both genders to 98%							
5.1	Create a student-led support group for PG students.	Focus groups show lack of SCC-specific support for career development and community at PG level. Completion rates at PG (PGR in particular) are not as high as they should be.	New academic service role created to build community of PG students with regular events/meetings (topics defined by students themselves)	Oct 2017	PG Community Role	At least 3 events/meetings per annum. 75% of students attend at least one event/meeting	O7

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
5.2	Create a SCC access fund to provide financial support in the case of hardship for PG students.	Completion rates for PG (PGR in particular) are lower than they should be. Many cases are due to financial difficulties.	Allocated £5K of School budget to hardship fund.	Aug 2017	Head of School	At least 5 students supported per annum	O7
			SCC web page developed with resources on how to manage financial difficulties including SCC hardship fund and links to University resources	Aug 2018	Director of PG Studies		
Objective 6: Raise the % of female PGR students to 35%							
6.1	Apply for 4 interdisciplinary CDTs in the next five years.	Proportion of female students is higher on interdisciplinary PhD programmes.	4 CDT or equivalent applications in the next five years	[Timing dependent on external calls]. 2 applications in 2018-19; 2 applications in 2020-21	Director of Research	2 CDTs or equivalent programmes funded	
6.2	Refresh PhD marketing materials to emphasise interdisciplinary aspects.	Proportion of female students is higher on interdisciplinary PhD programmes. Many of our PhDs are interdisciplinary but this is not widely known.	Prospectus and web emphasises interdisciplinarity for PGR	Jan 2019	PhD Tutor	Content updated	
6.3	Monitor PGR	No current evidence to	Monitoring report	Monitoring	PhD Tutor	Clearly	

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
	acceptance rates by gender.	indicate that men are more likely to accept offers than women, but intelligence on why PGR students accept offers at Lancaster is useful.	regularly presented to Management Group	system in place by Oct 2018		identified differences between male/female students in offer acceptance rates	
Objective 7: Increase PGR on-time submission rates to 95% per annum.							
7.1	Create a PhD committee to monitor completion rates and supervision quality.	PhD completion rates are historically low. Supervision quality is inconsistent. Students often experience work- and non-work related difficulties. PhD Tutor currently monitors these difficulties. However, it is difficult to take corrective measures due to lack of a formal committee.	PhD Committee formed, chaired by PhD tutor, to include regular monitoring of students progress and survey of students to (e.g.) assess quality of supervision. Include PGR rep.	Oct 2017	PhD Tutor	PGR completion on-time rates sustained at 95% over three year period	O7
7.2	Create bespoke development programme for PGR students and research-only staff.	Focus groups show lack of SCC-specific support for career development and lack of awareness of opportunities available (e.g., lack of knowledge about transfers to indefinite status, career pathways, etc.).	New academic service role created to define and coordinate training/development programme	Oct 2017	Head of School (delegate to new role once created)	At least 3 events/meetings per annum. 75% of PGR/research staff attend at least one event/meeting	O8
			Development programme defined	Jan 2018			

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
			Research staff /students handbook produced as resource with opportunities	Oct 2018			
Objective 8: Raise the % of female research-only staff to 35%							
8.1	Ensure all recruitment panels haven taken 'Recruiting the Best' training.	All panellists should be aware of best recruitment practices including understanding of the Equality Act.	Compliance checked when post is approved	Process for checking compliance in place by Oct 2017	Departmental Officer	100% of panellists have taken training	O9
8.2	Mandate Unconscious Bias training for all panel chairs and all Group Leads.	Some evidence from focus groups that notion of 'culture fit' is a key criteria for recruitment panel decisions.	Group training sessions provided	Jan 2018, Apr 2018, July 2018, November 2018	Departmental Officer	100% of panel chairs have taken training	O9
			Compliance checked when post is approved	Dec 2018			
8.3	Monitor compliance of on-line diversity training.	All new staff are currently required to complete this online training in the first 3 months of employment. This is monitored through annual PDRs but currently compliance data is not reported centrally (e.g., to Management Group).	Web-based system developed for compliance checking	Oct 2019	Director of Systems	100% of staff have taken diversity training	O9
8.4	Revise wording of all staff job adverts to promote ED&I	We already include a statement that we follow Athena SWAN principles	All job adverts to include examples of ED&I activities to	Template produced by Oct 2017	ED&I Officer	100% of job ads with revised wording and	O9

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
	principles. We will take advice from the University ED&I committee on best practice in job ad wording.	and practices. However, the adverts do not typically 'sell' the positive aspects of ED&I practices in SCC – i.e. they are not proactively promoted.	actively encourage female applicants. Standard template for all job ads produced.			ED&I statement	
8.5	Prepare welcome pack for interviewees on support for childcare, families, carers, etc. available within SCC and the University.	Interviewees currently do not get this information systematically, although it may be given as part of informal conversations.	Pack produced and distributed as standard to all interviewees, including research-only staff	Oct 2017	Departmental Officer	100% of interviewees receive pack	O9
Objective 9: Achieve a 50/50 male/female proportion in new T&R academic hires							
9.1	Document guidance for all search committee chairs on proactive strategies for attracting female applicants.	Data shows low % female applications to academic positions.	Documented strategy, approved by the Management Team, which could include (e.g.) sending job ads to Women in Computing mailing lists, reaching out directly to potential female candidates, contacting senior female academics in the areas to ask for potential female candidates, etc.	Jan 2018	Head of School	100% of academic positions follow the strategy	O8
9.2	New academic post requests include a plan	Different sub-areas of computing tend to attract	Post requests are currently approved at	Oct 2017	Head of School	100% of new post requests	O8

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
	for attracting female applicants.	different proportions of female applicants: the more technical the area, the fewer female applicants. Therefore, new posts should be approved taking into account the likelihood to attract female applicants.	Faculty or University level, but go via the Head of School. All such requests to include a statement on diversity, with historical data on female applicants and a plan to increase where appropriate.			include a diversity plan	
Objective 10: Reduce the number of academic staff leaving due to 'dual career' problems to zero/Objective 11: Increase the % of staff and PG students receiving career and development support to 70%							
10.1	Increase engagement with University mentor-match scheme for research-only staff.	Focus groups with research-only staff show clear lack of support in career development. T&R staff already receive a School mentor. The University has a mentor-match scheme for staff but uptake in SCC is low. For SCC, mentoring is more effective when the mentor is from the same (or similar) discipline.	Pool of SCC mentors created and maintained; all research-only staff given information on how to access scheme, including highlighting during PDRs	Scheme fully operational by Oct 2019	Director of Research	40% of research-only staff enrolled in scheme	O8, O9
10.2	Create a £5K pa coaching fund for PGR students and staff.	The School has already funded a few individuals to have one-to-one coaching and this has proved very	Guidelines and criteria for allocation of funds approved (coaches can be	Aug 2018	Head of School	10 coaching provisions per year	O8, O9

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
		successful. Expanding this program would offer much needed development support for PGR students and staff.	contracted through the University and cost approx. £500 for 3 initial sessions)				
10.3	Introduce exit interviews for staff.	Anecdotal data indicates that many staff leave due to 'dual career' or family-related issues. However, SCC currently has no systematic way of gathering reasons for leaving; such data could inform retention strategies.	Exit interview process defined (in collaboration with HR)	Oct 2018	Head of School	100% of leavers offered exit interviews or surveys; 65% response rate	
10.4	Add to PDR guidelines information/discussion about flexible working options, support with childcare, etc.	Flexible working options exist but are handled on an ad-hoc, case by case basis. By including an opportunity for discussion in a PDR, line managers can be more aware of potential future issues and offer support to prevent problems.	Explicit section of the PDR form to provide opportunity to discuss work adjustments to support healthy work environment; any issues to be discussed in Management Team so that proactive support can be provided	Jul 2018	Head of School	Increased uptake of flexible working options; monitored at School level	
10.5	Revise process for encouraging research-	Data shows that uptake of PDRs by non-academic and	Revised process to increase engagement	Process approved by	Head of School	90% of research-only	

<i>Id</i>	<i>Action definition</i>	<i>Rationale</i>	<i>Key output/milestone</i>	<i>Deadline</i>	<i>Person responsible</i>	<i>Success criteria</i>	<i>Additional Objectives supported</i>
	only staff to engage with PDRs.	T&R academic staff is high, but is lower among research only staff. PDRs are an opportunity for managers to provide support to research-only staff that may pre-empt issues. Currently, research-only staff are informed about PDRs by email and through their line manager.	with PDRs for research-only staff	Jan 2018; first implementation of new process by Jul 2018		staff have PDRs	
10.6	Ensure all PDR reviewers have PDR training.	Currently, SCC reports PDR completion rates to the University but not training rates.	PDR training rates monitored and reported	Jul 2018	Departmental Officer	90% of PDR reviewers have taken training	08, 09
10.7	Introduce bespoke training programme for Group Leads.	Group Leads were introduced in 2014 and take on line management and mentoring roles, but have usually not been offered training, which is typically limited to Head of School. By cascading training to all management levels, better support and mentoring will be provided throughout the School.	Training Programme introduced (via Faculty)	Programme operational by Oct 2017	Head of School	All Group Leads have had training	08, 09
10.8	Extend induction events beyond T&R	SCC currently holds induction events twice a	Revised induction materials to take into	Materials revised by Jan	Departmental Officer	All new staff invited to an	08, 09

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	academic staff.	year for new T&R academic staff. Other staff get one-on-one inductions from the line manager, but the induction events (introduced in 2016) have been shown to be effective.	account different staff groups	2018. First all-staff induction in Oct 2018		induction event	
10.9	Create and run a School-specific development and training programme.	The School currently offers a range of discipline-specific development opportunities (e.g., grant writing advice, visits from EPSRC, career talks). However, these are arranged on an ad-hoc basis and are not planned/advertised on an annual cycle.	Annual, planned development programme, organised (e.g.) as a series of "How to..." events, focusing on particular topics such as "How to win your First Grant", "How to become an IEEE Fellow", "How to ace that academic interview", etc.	Schedule of events by Mar 2018	Director of Research	Average attendance of 20 people per event	
10.10	Ensure 50/50 male/female speakers at Distinguished Seminar Series.	Three years ago, the School introduced a new Distinguished Seminar Series for very high profile speakers. One aim was to provide senior female role models. We have achieved 50% female speakers to date. Originally for staff	Programme of speakers agreed and advertised at the start of each academic year; expand the series to create more of a community-building opportunity by	Currently in place; continue to monitor 50/50 male/female speakers	Distinguished Seminar Series Coordinator	50/50 male/female speakers	08, 09

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		and PGR students, the event has been opened up to UG/PGT students and is now regularly attended by 100 people.	adding social gathering opportunities				
10.11	Offer staff and students the opportunity to develop a personal career development plan (PCDP).	Focus group data shows a lack of career development support, especially for PGR students and research-only and non-academic staff. Use of PCDPs will help individuals think through their longer-term needs.	PCDP process and guidelines approved	Jul 2019	Head of School	40% uptake of PCDPs for research-only academic staff and non-academic staff	
10.12	Introduce annual cycle for research-only staff promotions to proactively encourage applications.	Too few research-only promotion cases; due to lack of awareness among researchers and PIs of the procedures.	New process implemented	Dec 2017	Head of School	Survey of research-only staff shows 90% aware of promotion criteria and process	O11
10.13	Update School handbook to include ED&I policies.	School handbook is out-of-date. Focus groups have given positive feedback on induction events but would also welcome a refresh of the handbook. This is an opportunity to clearly document School ED&I policies and guidance.	Handbook updated	Jun 2018	Departmental Officer	Survey of usefulness of handbook at induction events shows majority positive	O8, O9
Contributes to all objectives							

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11.1	Introduce core hours of 10am-3pm.	Core hours are informally in operation in some areas, but have not been implemented school-wide.	Website created with core hours policy and FAQ	Sep 2017	Departmental Officer	All regular departmental meetings (staff meeting, committee meetings) take place within core hours	
11.2	Develop and run a formal TA training programme.	TAs (typically PGR students or research-only staff) are a key contributor to SCC teaching. Currently, they get some training but no formal programme. A formal programme will provide better career support and development.	Formal programme in place, mandatory for TAs	Jan 2017	Director of UG Studies	90% of TAs have taken programme	
11.3	Introduce an annual Take Your Daughters and Sons to Work Day.	This is one way to show children what computer science is all about.	One event organized annually	Dec 2019	Head of School	Participation by 50% of staff with children	
11.4	Formalize a framework for support before, during and after maternity/ paternity/ shared parental leave/flexible working.	SCC fully supports maternity/ paternity/ shared parental leave as well as flexible working. However, these are managed on a case-by-case basis and there is no documented framework describing expectations of line managers before,	A framework documented on SCC website, giving details on (e.g.) MARS funding for parental leave, policy on workload adjustments, etc.	Oct 2018	Departmental Officer	Survey of staff shows 90% believe SCC supports parental leave and flexible working	

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		during and after leave.					
11.5	Appoint additional admin staff (partial FTE) to support Athena SWAN actions.	We are proposing an ambitious plan of actions, which will need additional admin resources to implement. The University is currently undergoing an admin review and SCC will use this as an opportunity to argue for additional resources.	Additional 0.5FTE admin support in the School Office	Review completes Jan 2018; aim is to influence this review with additional SCC support	Head of School	Additional 0.5FTE support added	
11.6	Monitor gender in all business intelligence data.	Monitoring of gender data is currently patchy. A lot of data is available on a central University system for (e.g.) Athena SWAN applications but gender data is not routinely integrated when decisions are made in staff meetings, Management Team, committee meetings.	All committees include gender breakdown in data analysis: e.g., student recruitment data, exam boards, module choices, staff training data, etc.	Incremental introduction over period Jan 2018-Dec 2020	Athena SWAN SAT Chair	All committees consider gender data in decision making	
11.7	Create a common/social area in SCC.	SCC currently has limited common areas for informal gathering – there are kitchens on each floor but these do not tend to be used for informal social gathering. A common area would improve sense of	Room designated as common area	Jul 2021	Space Committee Chair	Common area regularly frequented by staff and students	

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		community and share best practice/advice informally.					
11.8	Create an alumni ambassador program.	Recruit (female) role models from alumni and solicit their support in promoting computing for females at all levels.	Termly meetings (physical or virtual) of alumni ambassador and planned series of events	Jun 2020	Head of School	6 alumni ambassadors recruited	
			Create new academic service role, Alumni Director, to coordinate	Oct 2019			
11.9	Engage Industrial Advisory Board (IAB) on gender equality.	Solicit expertise from industrial advisors on curriculum content, recruitment, etc. to increase % female student applicants.	IAB Terms of Reference modified to include focus on gender equality	IAB Terms of Reference modified by Nov 2017; report from IAB on gender equality by Nov 2018; action plan augmented by Nov 2019	Director of Business Partnerships and Enterprise	Report from IAB	
11.10	Extend employability support to PGR students and research-only staff.	SCC is ranked #1 in the country in terms of employability at UG level. This is in large part due to support provided by the Knowledge Business Centre (KBC). Historically, the Graduate Academy	Placements and networking opportunities provided to PGR students and research-only staff	Plans approved by Dec 2018	Director of Business Partnerships and Enterprise	Support provided to 40% of PGR students and research only staff	

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		provided support to PhD students as well but funding ended. New funding opportunities offer the possibility to re-open this support to PGR students and research-only staff.					
11.11	Create a Women@InfoLab group.	Follow best practice, e.g., Women@CL at the Cambridge Computer Lab, in creating a community/support group for female computer scientists.	Women@InfoLab termly meetings	First meeting by Jul 2019	Athena SWAN SAT Chair	Grow membership by 10% per year	
11.12	Extend distribution of HoS newsletter to UG students and potential UG students.	The HoS personally writes a weekly newsletter (during term time), distributed to the SCC community, including PGT students. This has proved to be an effective way of building community spirit. Extending distribution to (potential) UG students could improve completion and conversion rates.	Weekly newsletter, including UG-specific aspects, distributed weekly during term time	Jan 2018	Head of School	Weekly newsletters distributed	
11.13	Work with HR to develop a children-at-work policy.	Lancaster University does not have a formal policy on children at work. This leads to a lack of clarity for staff.	Policy documented on University website	Oct 2020	Head of School	Policy adopted by HR	

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11.14	Monitor workload allocation model for gender bias on an annual basis.	There is no evidence of gender bias in our workload allocation model. We wish to maintain this record and ensure it matches staff perceptions.	Gender statistics produced as part of workload allocation model (currently, hours allocation per academic staff member is made available to all staff; we will produce aggregate male/female data)	Aug 2017	Head of School	No evidence of gender bias in published aggregate data	