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

Name of institution	University of Sussex	
Department	**School of Engineering and Informatics**	
Focus of department	**STEMM**	**AHSSBL**
Date of application	April 2018	
Award Level	**Bronze**	~~Silver~~
Institution Athena SWAN award	**Date:**	**Level:**
Contact for application Must be based in the department	Prof. Ian Wakeman	
Email	I.J.Wakeman@sussex.ac.uk	
Telephone	01273 678364	
Departmental website	**http://www.sussex.ac.uk/ei/**	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

Actual word count: 505 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.

UNIVERSITY OF SUSSEX

Equality Charters Manager
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

May 2018

Dear Athena SWAN Panel

As a member of the School of Engineering and Informatics Athena SWAN self-assessment team, and Head of School, it gives me great pride to endorse the School's application for the renewal of the Athena SWAN Bronze award.

Prior to my current role, I was Acting Head of Life Sciences, which was the University's first School to achieve a silver award. We are using best practice in Life Sciences as a model for improving the environment of female, and indeed all members of staff in Engineering and Informatics; the good work on achieving our Bronze award in 2014 has been maintained and enhanced as we detail in this application.

The UK has the lowest percentage of female engineers in Europe, and this is reflected in the small numbers of female engineering students and staff in higher education both nationally and at Sussex. The gender distribution within the computing subject area is equally one-sided. Through engaging with Athena SWAN we have started to address this gender imbalance, and have made a strong commitment to provide ongoing support to females at all career stages. The University's planned growth in student/staff numbers provides us with an opportunity to take positive action to encourage more females into the School.

The whole School has been involved in the development of this application. The process has been enlightening, revealing how our working environment and practices have both enabled and restricted involvement and achievement for those, male and female, with caring and other family commitments.

The resulting dialogue identified the need to ensure better communication of opportunities and entitlements, and to implement best practice in areas such as behavioural standards and female-focussed outreach. This is reflected in our action plan, which builds on our previous plan, focussing on enhancing individuals' opportunities and maximising their potential – and thus the success of the School. For example, our *Equality in Engineering* group, founded by a second-year female mechanical engineering student, organizes a series of lectures featuring female engineers at various career stages. I actively encourage all students and staff to attend. I take a keen interest in the advancement of women within the School and am particularly proud that Anna Barnett has been promoted to Professor of Space Science; at 33 Anna is the University's youngest professor.

The Self-assessment team, led by Elizabeth Rendon-Morales and Spyros Skarvelis-Kazakos, is a dynamic group of staff who have contributed Sections, analyses of data and ideas to this application. Elizabeth and Spyros are at the early stages of their academic careers, and I have personally supported them. The SAT has ensured that gender equality has been discussed at every level.

The university and its Schools and Departments including those in non-STEMM subjects are committed to the goals of Athena SWAN, allowing my School to link into a number of valuable initiatives, e.g. academic promotion workshops.

With increasing numbers of female staff, the School is fully committed to progressing beyond Athena SWAN Bronze.

I confirm that the application is an honest, accurate and true representation of my School.

Yours faithfully

Jonathan Bacon
Head of School, Engineering and Informatics

Actual word count: 505 words

Professor Jonathan Bacon
Head of School, Engineering & Informatics
CI-158, Chichester 1 | University of Sussex | Brighton BN1 9QJ | United Kingdom
T +44 (0)1273 678489 | J.P.Bacon@sussex.ac.uk
www.sussex.ac.uk/ei

2. DESCRIPTION OF THE DEPARTMENT

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

Actual word count: 455

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 Engineering and Informatics consists of two Departments: Engineering & Design (E&D), and Informatics (Inf). The School is managed as a single unit and is therefore entered for this award as a single entity. Since April 2017, Professor Jonathan Bacon has been Head of School (HoS).

The School of Engineering and Informatics has 60 academic staff, 13F (21.7%) and 47M (78.3%); 92% on permanent contracts, 8 teaching fellows, 26 research staff, 13.5 technical staff, and 17 professional services staff[1]. The School's student population registered in the academic year 2016 - 17 comprised 1254 undergraduates (722 Engineering and 532 Informatics), 120 MSc students, and 114 PhD students. The two Departments are of similar size and composition.

We run BSc, BEng, MEng, MComp, MSc and PhD degrees: Automotive Engineering; Robotics and Autonomous Systems; Electrical and Electronic Engineering; Mechanical Engineering; Product Design; Digital Communications; Computer Science; Artificial Intelligence; Digital Media and combinations of IT and Engineering with Business Management. We also teach two Foundation Year courses in Engineering, and Computing: 60-80% of Foundation students progress to one of our undergraduate degrees.

We have 10 research groups / centres:

- Advanced Communications and Mobile Technology
- Creative Technology
- Data Science
- Dynamics, Control and Vehicle
- Evolutionary and Adaptive Systems
- Foundations of Software Systems
- Industrial Informatics and Signal Processing
- Sensor Technology
- Space-Science Research
- Thermo-Fluid Mechanics.

All academic staff, research staff and PhD students are members of one of these groups – although cross-group collaboration and PhD student supervision is common. A characteristic feature of the School is its interdisciplinary focus, and most staff are involved in interdisciplinary teaching/research. Professor Margaret Boden OBE, is an internationally renowned cognitive scientist and role model, holding many academic leadership roles over the years, including Vice-President of the British Academy and the Royal Institution. Professor of Space-Science, Anna Barnett, is the youngest Professor on campus.

[1] Note that throughout the document "academic staff" will be used to refer to Lecturers, Senior Lecturers, Readers and Professors, "teaching staff" will refer to teaching fellows and senior teaching fellows on teaching-only contracts, while "research staff" will refer to research technicians, research fellows and senior research fellows on research-only contracts.

In the 2014 REF, we entered 30 staff to the General Engineering and Computer Science and Informatics UoAs. This comprised 63% of eligible male staff and 75% of eligible female staff. Currently (April 2018), 46% of female staff who are eligible to be PIs are investigators on open research grants, compared with 47% of male staff.

The School Management Team (SMT) comprises the HoS, HoDs, chairs of the School committees responsible for research, teaching & learning, doctoral students and student experience, plus the School Administrator. Currently, only one of the eight SMT members is female; this imbalance is being addressed by the HoS actively encouraging women to take on senior leadership roles. Each Department has a Board of Studies, chaired by the HoD and composed of degree and module convenors plus student representatives. Currently, 6 of the 23 degree course convenors are female, as are 8 of the 31 student representatives.

Actual word count: 455

3. THE SELF-ASSESSMENT PROCESS

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

Actual word count: 383 + table

Describe the self-assessment process. This should include:

(i) A description of the self-assessment team

The School Self-Assessment Team (SAT) was established in 2013 comprising 7 members. Membership has changed over the years and the SAT now comprises 13 members (6F; 7M). It has a male and a female co-chair.

Table 4: Members of the Engineering and Informatics self-assessment team (SAT)

Name	Job Title and Department	Role type	F/M	Personal and professional profile	AS role or perspective
Dr Elizabeth Rendon-Morales	**Lecturer in Electrical and Electronic Engineering (E&D), Co-chair and Coordinator of the Self-Assessment Team**	Academic Fixed-term. Full-time.	F	Parent of one year-old child, took maternity leave and received return-to-work support. Recently appointed as Lecturer with flexible working arrangements. An important female role model in engineering - acutely aware of the barriers facing women in STEMM	Joint leader of the School's Athena SWAN application. Leads the School's Women in Engineering Network. Involved in outreach activities to encourage girls to pursue careers in engineering.
Dr Spyros Skarvelis-Kazakos	**Lecturer in Power Electronics (E&D), Co-chair and Coordinator of the Self-Assessment Team**	Academic Permanent. Full-time	M	Father of two children, had two periods of paternity leave. Benefits from informal flexible working arrangements and intends to apply to formalise these. Married to a female engineer who took a career break to care for their children. Committed to overcoming the challenges for women in STEMM.	Joint leader of the School's Athena SWAN application. Member of the University SAT.
Professor Jonathan Bacon	**Professor of Neuroscience, Acting Head of School**	Academic. Permanent. Part-time.	M	Joined the university as a biologist in 1984. In 2015-2016, he was Acting Head of the School of Life Sciences. Under his leadership, the School was awarded Athena SWAN Silver in April 2016. Has 3 children and is in the process of partially retiring.	Champions AS at the highest levels. Provided support to female initiatives such as Robogals and Equality in Engineering (see Section 5.6.viii) aimed at promoting a better student gender balance.
Professor John Carroll	**Professor of Computational Linguistics (Informatics)**	Academic. Permanent. Part-time.	M	Worked at Sussex for 20 years and is a past Head of Department. His wife has a chronic illness, and he requested flexible working to provide her daily care; the request was approved and he has changed to 0.5FTE with an adjustable working pattern.	Faculty member

Name	Job Title and Department	Role type	F/M	Personal and professional profile	AS role or perspective
Professor Maziar Nekovee	**Professor of Engineering, Head of Department (E&D)**	Academic Permanent. Full-time	M	Recently-appointed Professor coming from Samsung, where he was Head of Communications Research. Has twin boys aged 12, and benefits from flexible working arrangements.	Faculty member
Professor Ian Wakeman	**Professor of Informatics, Deputy Head of School**	Academic Permanent. Full-time	M	Parent of two children, joined the university in 1995. Head of Department of Informatics from 2016 to 2017, and deputy Head of School from 2018. In 2013 to 2016, he ran TribeHive, now InCrowd Sports, which now has almost 50 employees. He is deeply committed to equality in all areas.	Faculty member
Dr Julie Weeds	**Lecturer in Computer Science (Informatics)**	Academic. Permanent. Full-time	F	Mother of 7-year old twins, has benefitted from part-time working, flexible working patterns and a general ethos within the School where academic staff manage their own hours. Also benefitted from mentoring and coaching for early career researchers.	Faculty member
Dr Kate Howland	**Lecturer in Interaction Design (Informatics)**	Academic. Permanent. Full-time	F	Parent of one child (2 years). Took 39 weeks' maternity leave and returned to work full-time. Mentor for the University's Women in STEM mentoring circle and has received one-to-one coaching funded by the School. Oversees Outreach and Widening Participation activities for Informatics, and has been involved in a number of outreach initiatives to promote computing to	Oversees Outreach and Widening Participation activities for Informatics, and has been involved in a number of outreach initiatives to promote computing to children, including setting up the Sussex Robogals society, which encourages girls to pursue STEM careers

Name	Job Title and Department	Role type	F/M	Personal and professional profile	AS role or perspective
				children, including setting up the Sussex Robogals society, which encourages girls to pursue STEM careers	
Dr Silvia Butera	**Post-Doctoral Research Fellow in Semiconductor Detector Physics (E&D)**	Academic. Fixed-term. Full-time	F	Emerging researcher in material science. Benefited from advice and support from an experienced academic in the School, and high quality mentoring. The School has a culture of continually encouraging young researchers to advance their careers; it actively supports her in the preparation and submission of Research Fellowships.	Research Fellow
Professor Anna Barnett	**Professor of Space Research (E&D)**	Academic. Permanent. Full-time	F	Joined Sussex in 2013 as Lecturer B, promoted to Senior Lecturer (2015), Reader (2017), and Professor (2018). Director of the Space Research Group and, at 33 years old, the youngest Professor at Sussex, of any gender. In 2016, she was awarded the Philip Leverhulme Prize in Engineering (for her work on compound semiconductors) and the University of Sussex Emerging Research Award (for her work on spacecraft guidance, navigation, and control instrumentation).	Faculty member
Alasdair Mackay	**HR Advisor**	Professional Services. Permanent. Part-time		Joined the University in 2005, having worked in HR in both the public and charity sectors. Provides HR-related support to Line Managers and employees. Works part time under a flexible-working arrangement.	Provision of staff data and information about employment policies.
Luke Scott	**School Research &**	Professional Services.		Joined the University in 2007, having previously	Professional Services

Name	Job Title and Department	Role type	F/M	Personal and professional profile	AS role or perspective
	Enterprise Coordinator	Permanent. Full-time		worked for the NHS. Provides administrative support to PhD students from a range of backgrounds and has received training on cultural awareness and global communication. Has a two year old child, and benefits from flexible-working arrangements.	
Lucy Macpherson	**Head of School's Co-ordinator**	Professional Services. Permanent. Full-time		Joined the University in 2017	Provides admin support to the SAT

(ii) an account of the self-assessment process

The team meets monthly to assess progress and update on important issues, using the University Study Direct site, box-repository and emails to track progress and direct efforts between meetings. Athena SWAN is a standing agenda item at School and Departmental meetings, (three times per year), to communicate SAT developments and encourage good practice. The co-chairs are members of the University SAT where best practice is shared and School action plans are aligned to the University plan.

While quantitative data were being collected, two surveys – one for students and one for staff - were developed and sent out in November 2017. Members of the SAT met with representatives from other Schools who were preparing Athena SWAN submissions to exchange information and participated in the launch of the University's Athena SWAN network, bringing together individuals involved in Athena SWAN initiatives across the University to share best practice. This included helpful meetings with Professor Louse Serpell from Life Sciences and Jackie Rymell, Head of the Equality, Diversity and Inclusion Unit.

Monthly meetings were supplemented by frequent email exchanges. A cloud storage repository was also created for Athena SWAN information and documents. The co-chairs met weekly from October to April to collect information, analyse data and co-ordinate the initial draft of the application.

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

The SAT team will continue to meet every two months, in order to:

1. implement our action plan, and monitor progress;
2. keep abreast of new University-wide equality initiatives, ensuring that our action plan aligns with these and that they are disseminated appropriately throughout the School;
3. share issues/good practice with the University SAT;
4. identify new action points.

The SAT Co-chair position will continue to be formally recognised within the workload model.

Athena SWAN and equality and diversity issues will remain a standing item at all Department and School meetings so that staff can be made aware of any new initiatives (in addition to staff-wide email updates).

A School Athena SWAN webpage (http://www.sussex.ac.uk/ei/internal/general/anthenaswan) was developed in 2015 (as part of the previous Action Plan). The webpage collates all relevant information/policies in a single location which is updated regularly (**A1.1**)[2].

Resulting/relevant actions

A1.1: Update Athena SWAN website monthly;

Actual word count: 383 + table

[2] Note that action points referenced in the application are displayed in the attached action plan.

4. A PICTURE OF THE DEPARTMENT

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

Actual word count: 2016 (excluding Tables & Figures)

4.1. Student data

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

Relevant data are shown in Table 4.1.1 and Figures 4.1.1 and 4.1.2.

Year	Engineering and Design			Informatics		
	Female	Male	Female %	Female	Male	Female %
National[3] 2015/16	610	4265	12.5%	260	1895	12.1%
Sussex 2014/15	3	39	7.1%	8	70	10.3%
Sussex 2015/16	7	63	10.0%	16	103	13.4%
Sussex 2016/17	15	59	20.3%	22	97	18.5%

Table 4.1.1: Numbers of males and females on foundation courses (full-time)

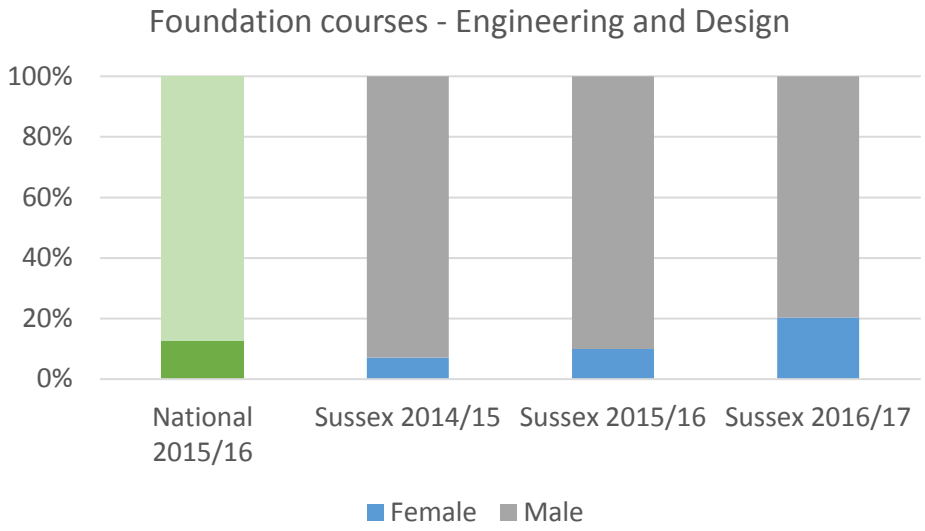


Figure 4.1.1: Number of females and males on foundation courses (full-time) – Engineering and Design

[3] Note: the "National" student data provided throughout section 4.1 for benchmarking purposes were provided by the Higher Education Statistics Agency (HESA) through their Heidi Plus platform.

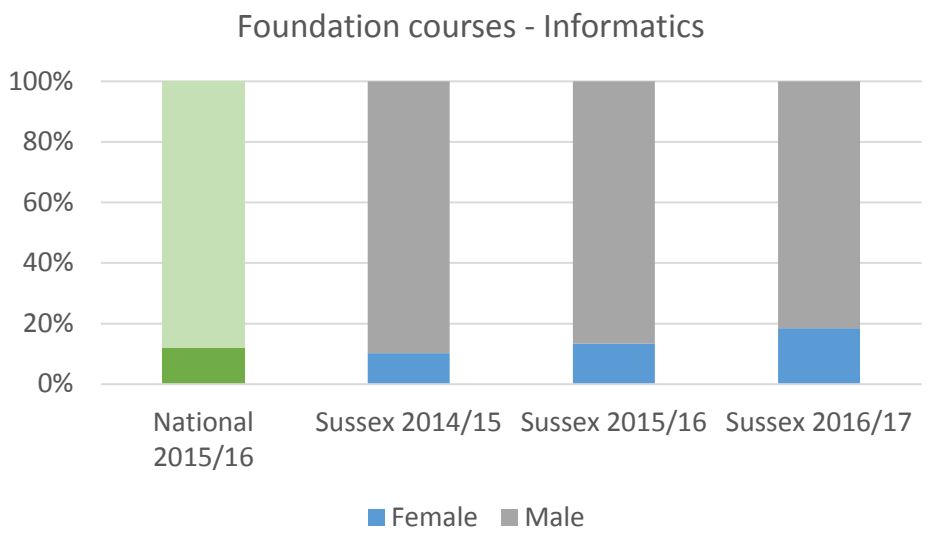


Figure 4.1.2: Number of females and males on foundation courses (full-time) - Informatics

While low student numbers prevent strong inferences about trends (Table 4.1.1, Figures 4.1.1 and 4.1.2), the percentage of women has steadily increased in each Department and is higher than the national average. We aim to consolidate this very promising trend in female recruitment by monitoring foundation-level recruitment activities, in order to inform best practice for School-wide student recruitment (**A2.1**).

In addition, we shall monitor non-completion rates at all levels of study, to identify any factors which are biased against females. Unfortunately, exit surveys only provide limited information, so we shall consider more suitable alternatives (**A2.2**).

Resulting/relevant actions

A2.1: Monitor the increasing trend in recruitment of female students in foundation courses, transferring best practice School-wide;

A2.2: Consider whether exit surveys by non-completing Foundation students are appropriate, and what alternatives could be used;

(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.

Overall undergraduate student numbers are shown in Table 4.1.2 and Figures 4.1.3 and 4.1.4. Note, all students are full-time because the School does not offer part-time courses.

Year	Engineering and Design			Informatics		
	Female	Male	Female %	Female	Male	Female %
National 2015/16	16055	82865	16.2%	9535	54635	14.9%
Sussex 2014/15	64	449	12.5%	61	370	14.2%
Sussex 2015/16	78	540	12.6%	74	405	15.4%
Sussex 2016/17	104	618	14.4%	76	456	14.3%

Table 4.1.2: Undergraduate male and female numbers

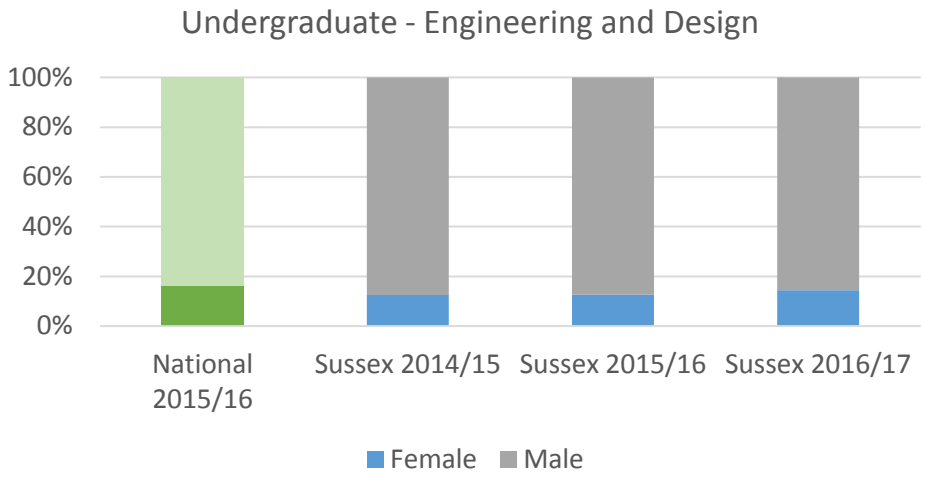


Figure 4.1.3: Undergraduate female and male numbers - Engineering and Design

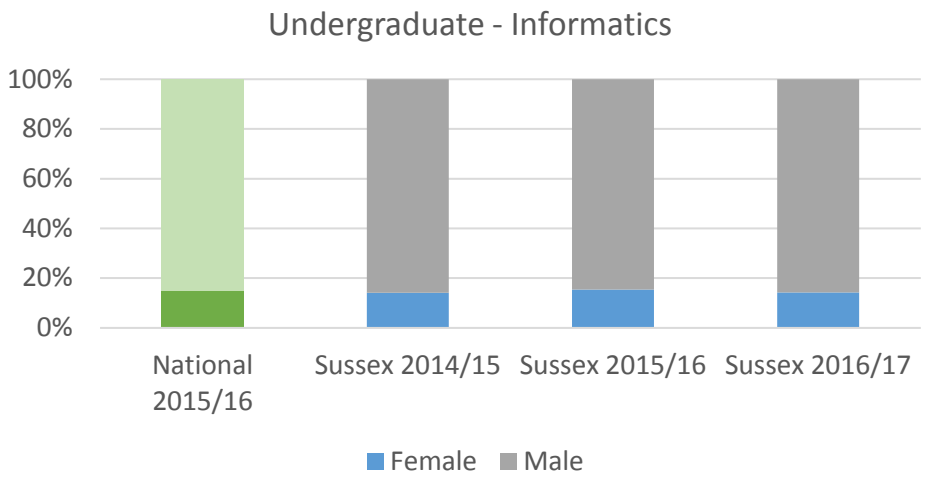


Figure 4.1.4: Undergraduate female and male numbers - Informatics

The percentage of female students in the last three years has increased in Engineering but is still slightly below the national average. Informatics shows a more static picture, very close to the national average.

We aim to put in place additional initiatives for supporting female students, further to those described in Section 5.6(viii) **(A2.3)**.

	Degree	Female	Male	Female %
Engineering and Design	Electrical	16	99	13.9%
	Mechanical	35	325	9.7%
	Automotive	2	43	4.4%
	Design	30	29	50.8%
	Computer	1	6	14.3%
	Foundation	13	58	18.3%
	TOTAL E&D	**97**	**560**	**14.8%**
Informatics	Computer Science	19	217	8.1%
	CS and AI	15	86	14.9%
	GAME	4	33	10.8%
	Other Computing	36	110	24.7%
	TOTAL Informatics	**74**	**446**	**14.2%**

Table 4.1.3: Undergraduate male and female numbers by course in 2017/18 (***NOTE***: these are Student Record System snapshot numbers, not reportable HESA data)

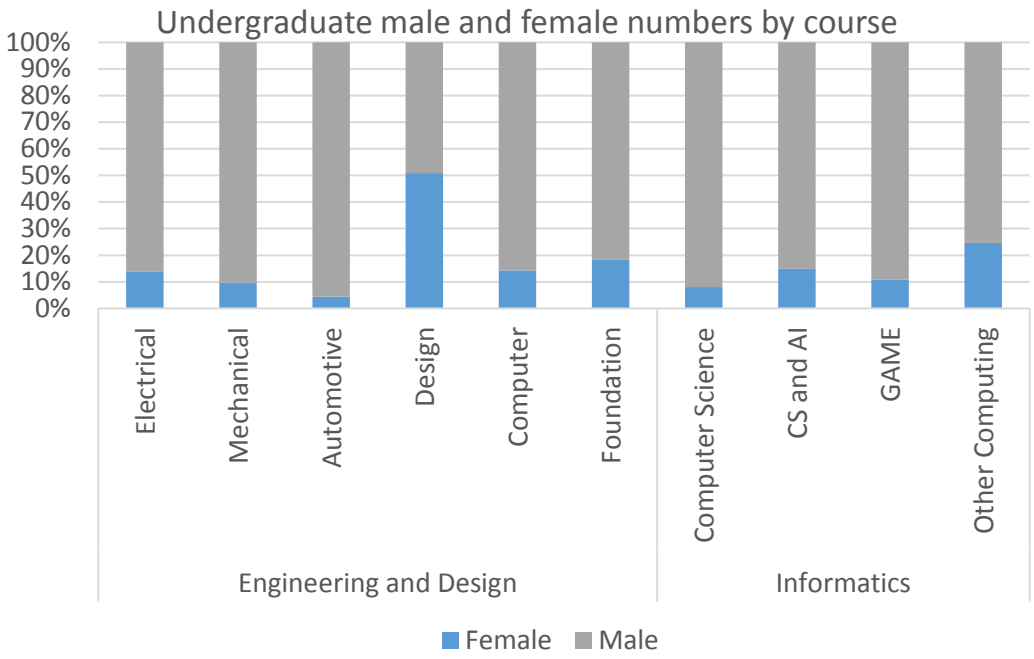


Figure 4.1.5: Undergraduate male and female numbers by course

Ratios of course applications to offers and acceptances by gender for undergraduate degrees are shown in Table 4.1.4 and Figures 4.1.6 and 4.1.7.

Engineering and Design												
UG	**2014/15**			**2015/16**			**2016/17**			**2017/18**		
	F	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**
Applications	129	996	11.5%	180	1134	13.7%	186	1153	13.9%	213	1272	14.3%
Offers	107	779	12.1%	139	919	13.1%	149	920	13.9%	180	1,026	14.9%
Acceptances	40	275	12.7%	52	355	12.8%	66	365	15.3%	81	422	16.1%
Offers per application	83%	78%		77%	81%		80%	80%		85%	81%	
Acceptances per application	31%	28%		29%	31%		35%	32%		38%	33%	
Acceptances per offer	37%	35%		37%	39%		44%	40%		45%	41%	
Informatics												
UG	**2014/15**			**2015/16**			**2016/17**			**2017/18**		
	F	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**
Applications	81	556	12.7%	111	669	14.2%	123	787	13.5%	153	1001	13.3%
Offers	66	449	12.8%	88	530	14.2%	96	557	14.7%	121	757	13.8%
Acceptances	27	195	12.2%	35	236	12.9%	43	262	14.1%	49	291	14.4%
Offers per application	81%	81%		79%	79%		78%	71%		79%	76%	
Acceptances per application	33%	35%		32%	35%		35%	33%		32%	29%	
Acceptances per offer	41%	43%		40%	45%		45%	47%		40%	38%	

Table 4.1.4: Ratio of course applications to offers and acceptances by gender for undergraduate degrees

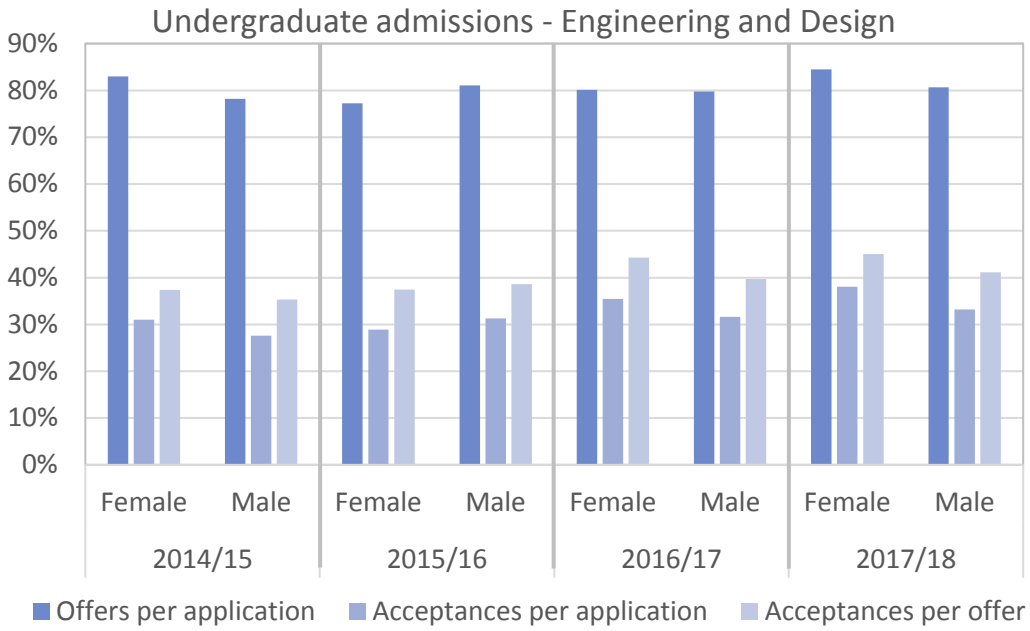


Figure 4.1.6: Undergraduate degree admissions by gender – Engineering and Design

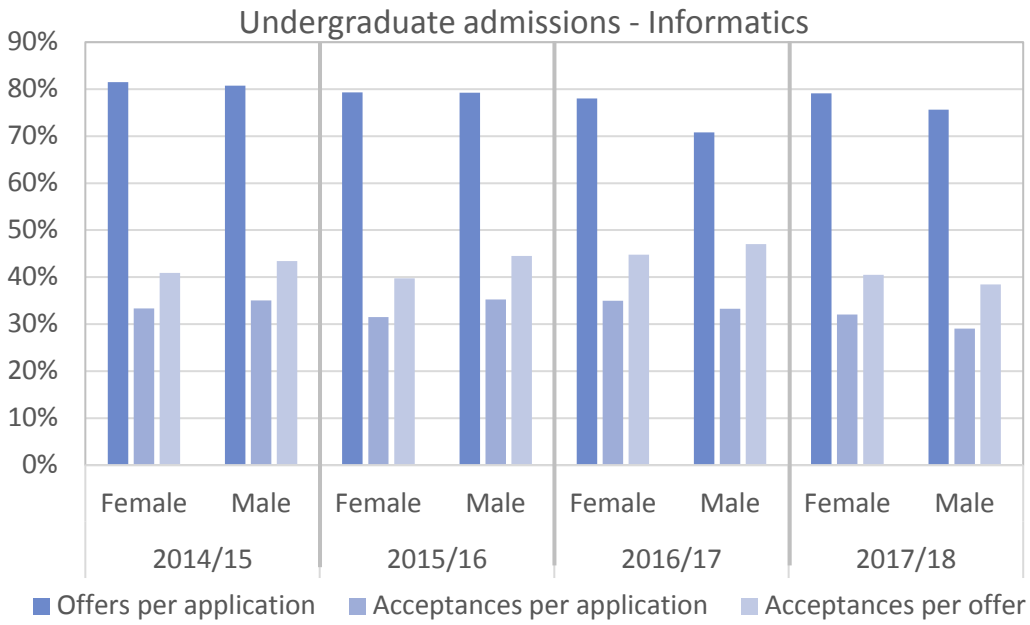


Figure 4.1.7: Undergraduate degree admissions by gender – Informatics

For each Department, the percentages of females at the various stages of the application process are similar and have remained stable over the last four years.

In 2016, female staff participation in open days and applicant visit days was between 30-40% (up from 18-23% in the previous application), which may be having a positive effect on conversion. However, as only about 20% of our teaching staff are female, the School recognises the need to strike a balance between female representation at such

events and staff work-life balance, particularly as most of these events take place at weekends (see also Section 5.6.v and 5.6.vi). We are monitoring female staff representation at admissions events, as part of the analysis on staff work-life balance **(A2.4)**.

A University-wide survey of undergraduate "acceptors" and "decliners" showed that 20.7% of those surveyed who had declined an offer to study Informatics at Sussex were female, and 24.6% of those surveyed who had declined an offer to study Engineering at Sussex were female. An initial analysis of reasons for declining a place did not identify any gender-related issues; however, we shall continue to monitor the survey results. (**A2.5**).

Tables 4.1.5 and 4.1.6 and Figures 4.1.8 and 4.1.9 show the data associated with the degree classification by gender. Over 80% of female students gained a first or upper second class degree in Informatics and over 40% in E&D in 2016/17. Female Informatics students have been consistently obtaining a proportionately higher percentage of first and upper second class degrees relative to male students. This is not the case for E&D students and needs to be investigated (**A2.6**).

Engineering and Design												
	2014/15				**2015/16**				**2016/17**			
	F	***F %***	**M**	***M %***	**F**	***F %***	**M**	***M %***	**F**	***F %***	**M**	***M %***
1st	4	13.8%	25	86.2%	4	11.8%	30	88.2%	2	4.3%	45	95.7%
2(i)	7	15.2%	39	84.8%	5	13.9%	31	86.1%	4	9.1%	40	90.9%
2(ii)	2	8.3%	22	91.7%	3	16.7%	15	83.3%	6	15.4%	33	84.6%
3rd (includes passes)	1	11.1%	8	88.9%	2	13.3%	13	86.7%	1	6.3%	15	93.8%
Unclassified (Ordinary + aegrotat)	0	0.0%	1	100.0%	1	50.0%	1	50.0%	1	14.3%	6	85.7%
Total	**14**		**95**		**15**		**90**		**14**		**139**	

Table 4.1.5 Degree classification by gender – Engineering and Design

Informatics												
	2014/15				**2015/16**				**2016/17**			
	F	***F %***	**M**	***M %***	**F**	***F %***	**M**	***M %***	**F**	***F %***	**M**	***M %***
1st	3	12.0%	22	88.0%	5	20.8%	19	79.2%	5	17.2%	24	82.8%
2(i)	6	14.0%	37	86.0%	8	18.2%	36	81.8%	2	7.4%	25	92.6%
2(ii)	0	0.0%	17	100.0%	2	13.3%	13	86.7%	2	8.0%	23	92.0%
3rd (includes passes)	4	19.0%	17	81.0%	2	18.2%	9	81.8%	0	0.0%	11	100.0%
Unclassified (Ordinary + aegrotat)	0	0.0%	3	100.0%	0	0.0%	5	100.0%	0	0.0%	2	100.0%
Total	**13**		**96**		**17**		**82**		**9**		**85**	

Table 4.1.6 Degree classification by gender – Informatics

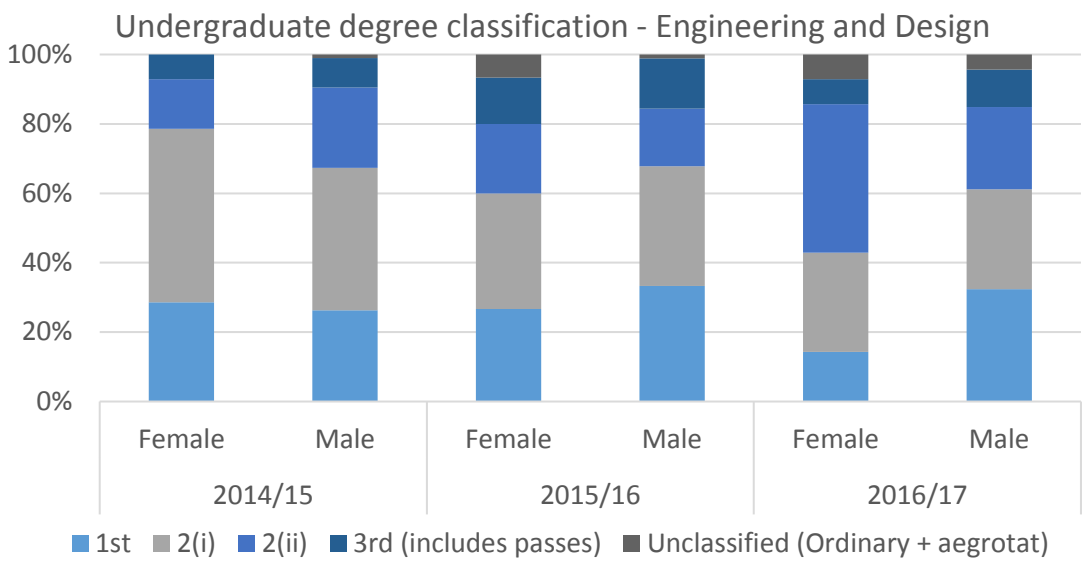


Figure 4.1.8 Degree classification by gender – Engineering and Design

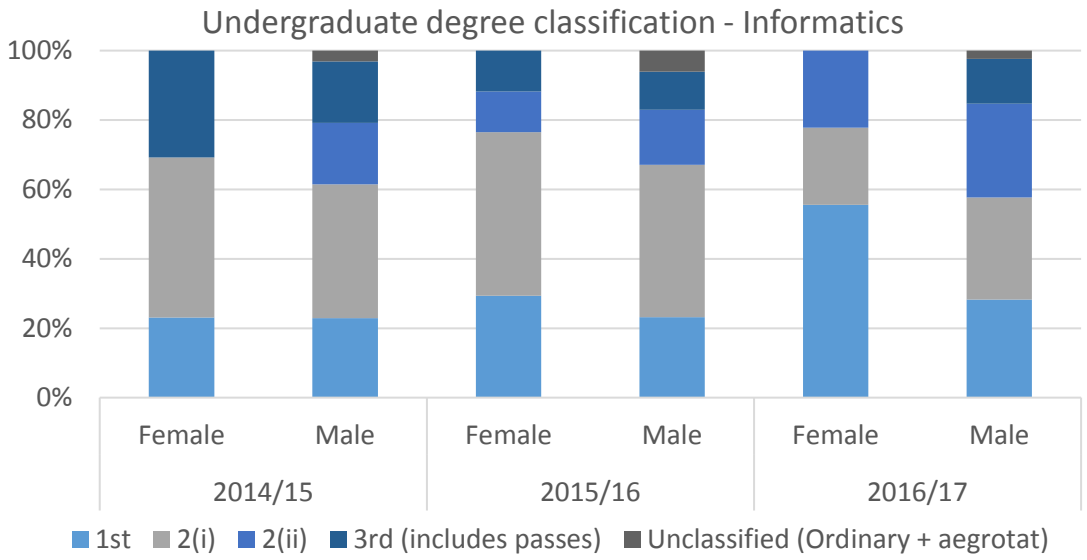


Figure 4.1.9 Degree classification by gender – Informatics

Resulting/relevant actions

A2.3: Introduce and support more female student activities;

A2.4: Ensure appropriate female representation at applicant visit and open days;

A2.5: Monitor the University's annual survey of undergraduate "acceptors" and "decliners" for any gender related issues;

A2.6: Investigate the reasons behind the marked lower degree classification of female students in E&D in 2016/17;

(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.

Ratios of course applications to offers and acceptances by gender for postgraduate taught degrees are shown in Table 4.1.7 and Figures 4.1.10 and 4.1.11.

Engineering and Design												
PGT	**2014/15**			**2015/16**			**2016/17**			**2017/18**		
	F	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**
Applications	121	465	20.6%	101	346	22.6%	83	362	18.7%	108	403	21.1%
Offers	91	350	20.6%	69	244	22.0%	50	269	15.7%	81	265	23.3%
Acceptances	58	222	20.7%	35	156	18.3%	25	140	15.2%	52	158	24.6%
Offers per application	75%	75%		68%	71%		60%	74%		75%	66%	
Acceptances per application	48%	48%		35%	45%		30%	39%		48%	39%	
Acceptances per offer	64%	63%		51%	64%		50%	52%		64%	60%	
Informatics												
PGT	**2014/15**			**2015/16**			**2016/17**			**2017/18**		
	F	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**
Applications	152	336	31.1%	160	289	35.6%	172	369	31.8%	205	402	33.8%
Offers	121	249	32.7%	138	215	39.1%	136	261	34.3%	160	303	34.6%
Acceptances	60	158	27.5%	71	130	35.3%	79	166	32.2%	86	200	30.1%
Offers per application	80%	74%		86%	74%		79%	71%		78%	75%	
Acceptances per application	39%	47%		44%	45%		46%	45%		42%	50%	
Acceptances per offer	50%	63%		51%	60%		58%	64%		54%	66%	

Table 4.1.7: Ratio of course applications to offers and acceptances by gender for postgraduate taught degrees

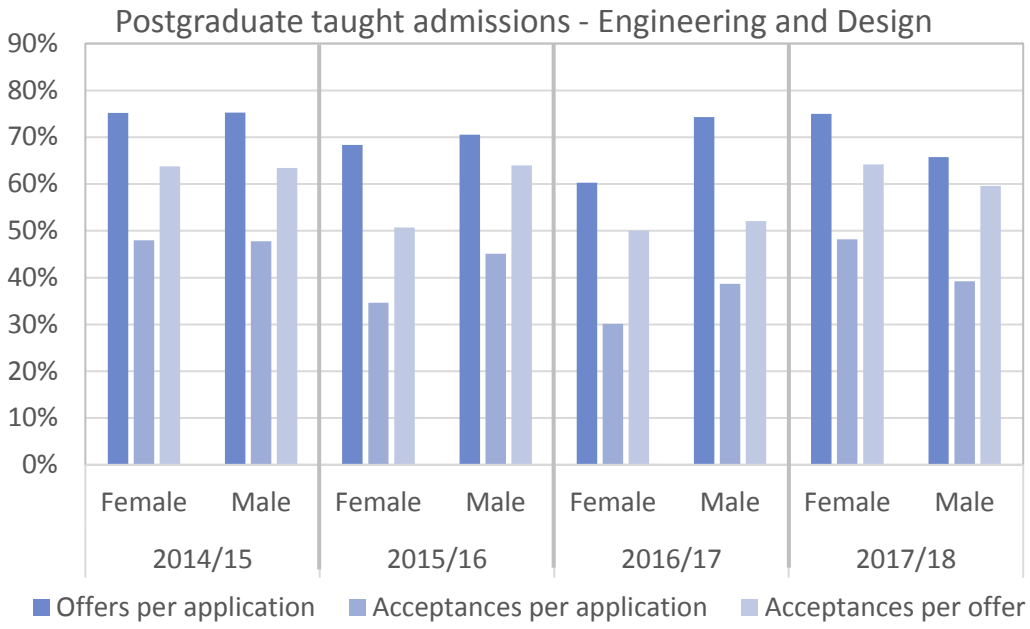


Figure 4.1.10: Postgraduate taught degree admissions by gender – Engineering and Design

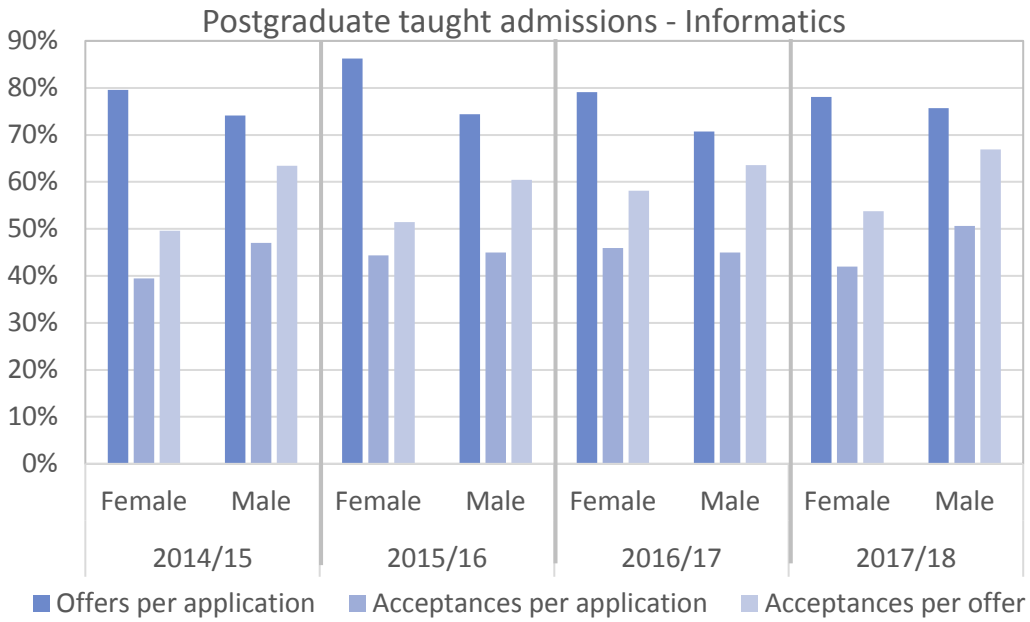


Figure 4.1.11: Postgraduate taught degree admissions by gender – Informatics

For Informatics, female applicants are more likely to be offered a place than males, over the four survey years. Because we take no account of gender when making these offers, we presume that female applicants are better-qualified. We see, however, that female applicants are less likely to accept an offer for a place. In contrast, we detect no consistent trends in Engineering and Design.

Relevant data for full-time (FT) postgraduate taught (PGT) students are shown in Table 4.1.7, and Figures 4.1.12 and 4.1.13.

Year	Engineering and Design			Informatics		
	Female	Male	Female %	Female	Male	Female %
National 2015/16	4020	11540	25.8%	2290	5370	29.9%
Sussex 2014/15	7	58	10.8%	22	95	18.8%
Sussex 2015/16	6	42	12.5%	29	80	26.6%
Sussex 2016/17	11	34	24.4%	36	81	30.8%

Table 4.1.8: Postgraduate male and female numbers completing taught courses (full-time)

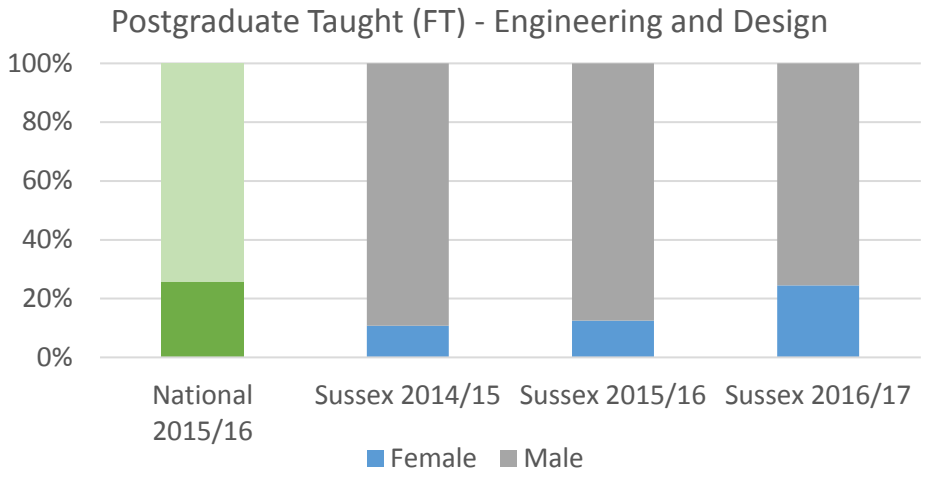


Figure 4.1.12: Postgraduate male and female numbers completing taught courses (full-time) – Engineering & Design

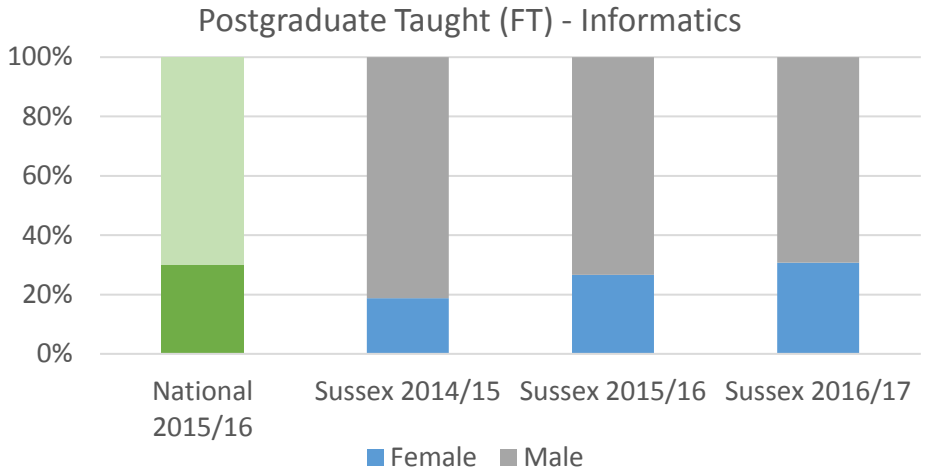


Figure 4.1.13: Postgraduate male and female numbers completing taught courses (full-time) – Informatics

For E&D and Informatics, there is a positive trend in the proportion of females on FT PGT courses over the four survey years, which brings the gender ratios very close to or above the national average.

Relevant data for part-time (PT) postgraduate taught (PGT) students are shown in Table 4.1.8, and Figures 4.1.14 and 4.1.15.

Year	Engineering and Design			Informatics		
	Female	Male	Female %	Female	Male	Female %
National 2015/16	1615	7155	18.4%	970	3240	23.0%
Sussex 2014/15	0	0	N/A	7	27	20.6%
Sussex 2015/16	0	2	0.0%	6	17	26.1%
Sussex 2016/17	0	4	0.0%	8	9	47.1%

Table 4.1.9: Postgraduate male and female numbers completing taught courses (part-time)

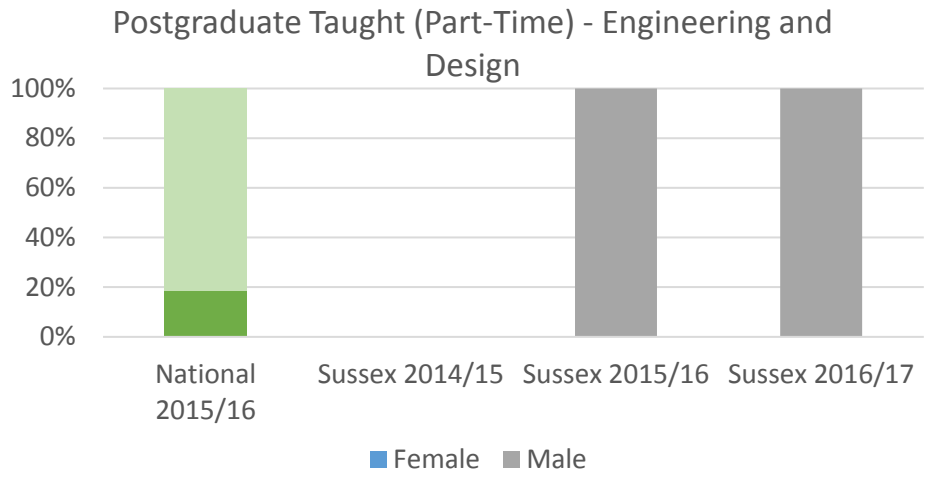


Figure 4.1.14: Postgraduate male and female numbers completing taught courses (part-time) – Engineering & Design

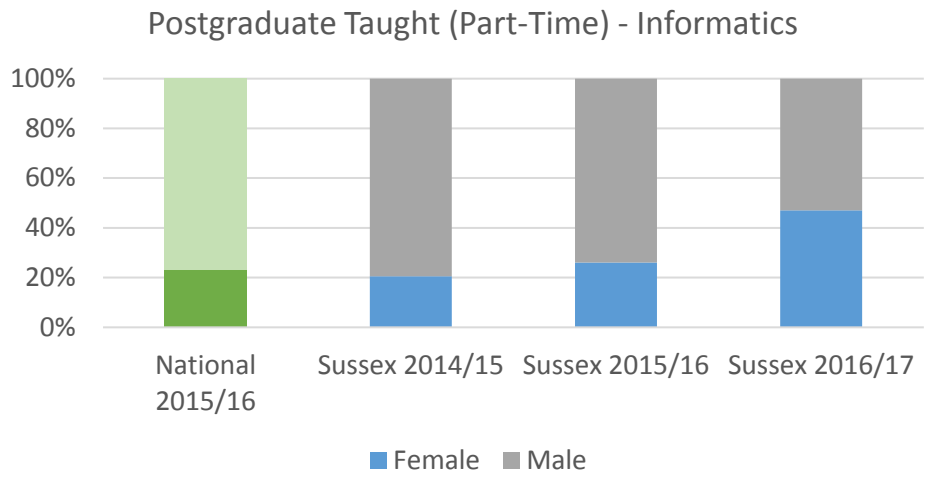


Figure 4.1.15: Postgraduate male and female numbers completing taught courses (part-time) – Informatics

Student numbers on part-time PGT E&D courses are very small, so no firm conclusions can be drawn. However, in Informatics, the proportion of female students on PGT courses has increased significantly and in 2016/17 was twice the national average. We will continue to improve arrangements for part-time students by minimising the number of days they must attend campus, and ensuring hours are suitable for carers where possible (**A2.7**).

Engineering and Design												
	2014/15				2015/16				2016/17			
	Female	*F %*	Male	*M %*	Female	*F %*	Male	*M %*	Female	*F %*	Male	*M %*
Distinction	9	34.6%	17	65.4%	6	24.0%	19	76.0%	6	28.6%	15	71.4%
Merit	7	33.3%	14	66.7%	12	40.0%	18	60.0%	11	36.7%	19	63.3%
Pass	6	27.3%	16	72.7%	4	28.6%	10	71.4%	12	57.1%	9	42.9%
Total	**22**		**47**		**22**		**47**		**29**		**43**	
Informatics												
	2014/15				2015/16				2016/17			
	Female	*F %*	Male	*M %*	Female	*F %*	Male	*M %*	Female	*F %*	Male	*M %*
Distinction	2	25.0%	6	75.0%	3	20.0%	12	80.0%	3	33.3%	6	66.7%
Merit	1	3.8%	25	96.2%	2	15.4%	11	84.6%	2	14.3%	12	85.7%
Pass	4	18.2%	18	81.8%	0	0.0%	17	100.0%	2	12.5%	14	87.5%
Total	**7**		**49**		**5**		**40**		**7**		**32**	

Table 4.1.10 Postgraduate taught degree classification by gender

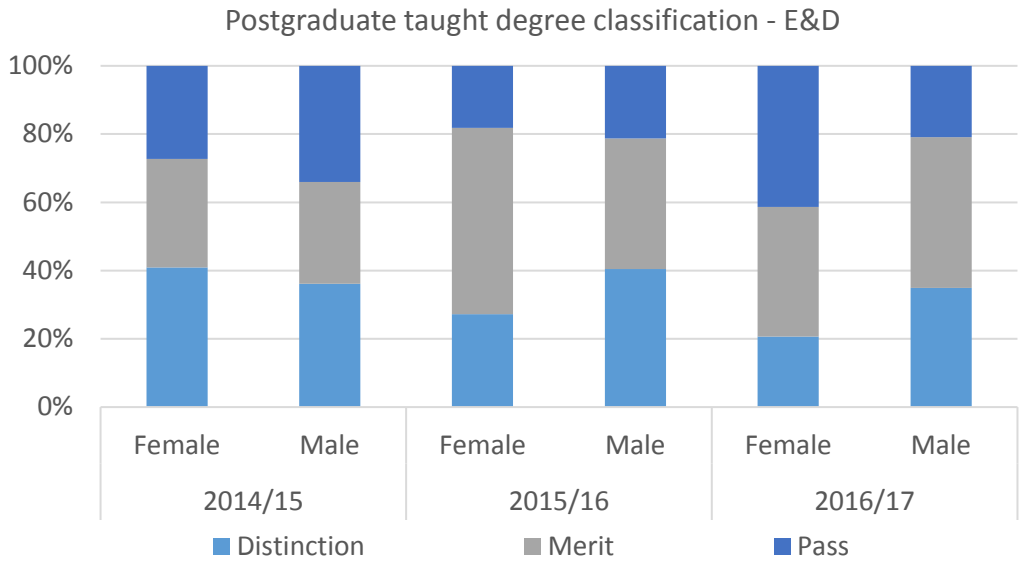


Figure 4.1.16 PGT degree classification by gender – Engineering and Design

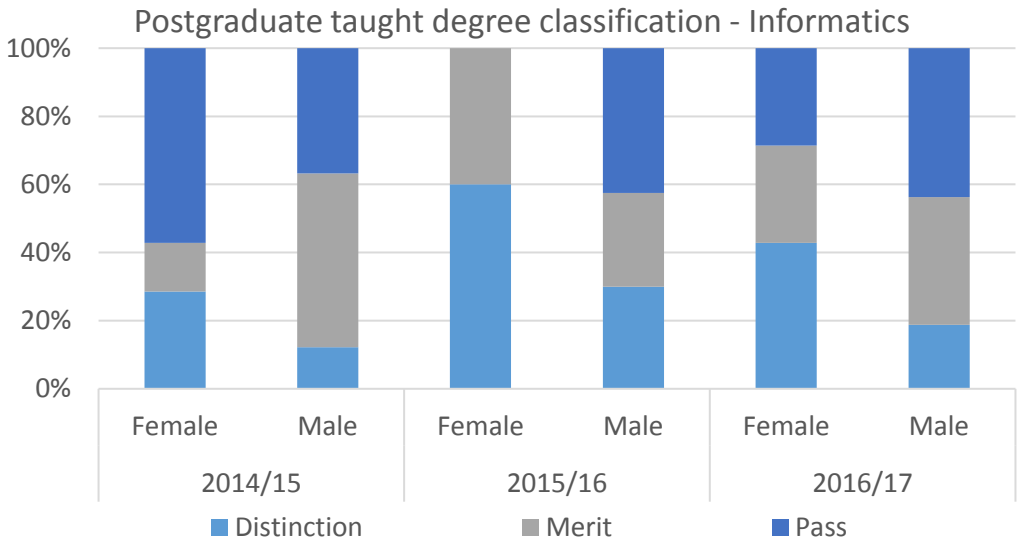


Figure 4.1.17 PGT degree classification by gender – Informatics

Females outperform males in Informatics PGT degree classification, but in E&D we see the opposite trend over the past two years (**A2.8**).

Resulting/relevant actions

A2,7: Continued consideration of the possibility of concentrating teaching on part-time courses to specific days of the week;

A2.8: Investigate why women do relatively poorly in Engineering and Design PGT courses;

See also **A2.2 – A2.5** above.

(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.

Ratios of course applications to offers and acceptances by gender for postgraduate research degrees are shown in Table 4.1.11 and Figures 4.1.18 and 4.1.19.

Engineering and Design												
PGR	**2014/15**			**2015/16**			**2016/17**			**2017/18**		
	F	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**
Applications	20	121	14.2%	25	167	13.0%	20	149	11.8%	18	70	20.5%
Offers	4	20	16.7%	3	17	15.0%	2	14	12.5%	4	7	36.4%
Acceptances	4	15	21.1%	3	15	16.7%	1	10	9.1%	3	7	30.0%
Offers per application	0.20	0.17		0.12	0.10		0.10	0.09		0.22	0.10	
Acceptances per application	0.20	0.12		0.12	0.09		0.05	0.07		0.17	0.10	
Acceptances per offer	1.00	0.75		1.00	0.88		0.50	0.71		0.75	1.00	
Informatics												
PGR	**2014/15**			**2015/16**			**2016/17**			**2017/18**		
	F	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**	**F**	**M**	**F %**
Applications	21	84	20.0%	40	112	26.3%	26	66	28.3%	33	65	33.7%
Offers	4	14	22.2%	4	22	15.4%	1	11	8.3%	8	12	40.0%
Acceptances	3	11	21.4%	3	21	12.5%	1	11	8.3%	8	10	44.4%
Offers per application	0.19	0.17		0.10	0.20		0.04	0.17		0.24	0.18	
Acceptances per application	0.14	0.13		0.08	0.19		0.04	0.17		0.24	0.15	
Acceptances per offer	0.75	0.79		0.75	0.95		1.00	1.00		1.00	0.83	

Table 4.1.11: Ratio of course applications to offers and acceptances by gender for postgraduate research degrees

In each Department, fluctuations of these small numbers from year to year reveal no clear trend in the female-male differences in likelihood of receiving an offer, or the likelihood of accepting the offer.

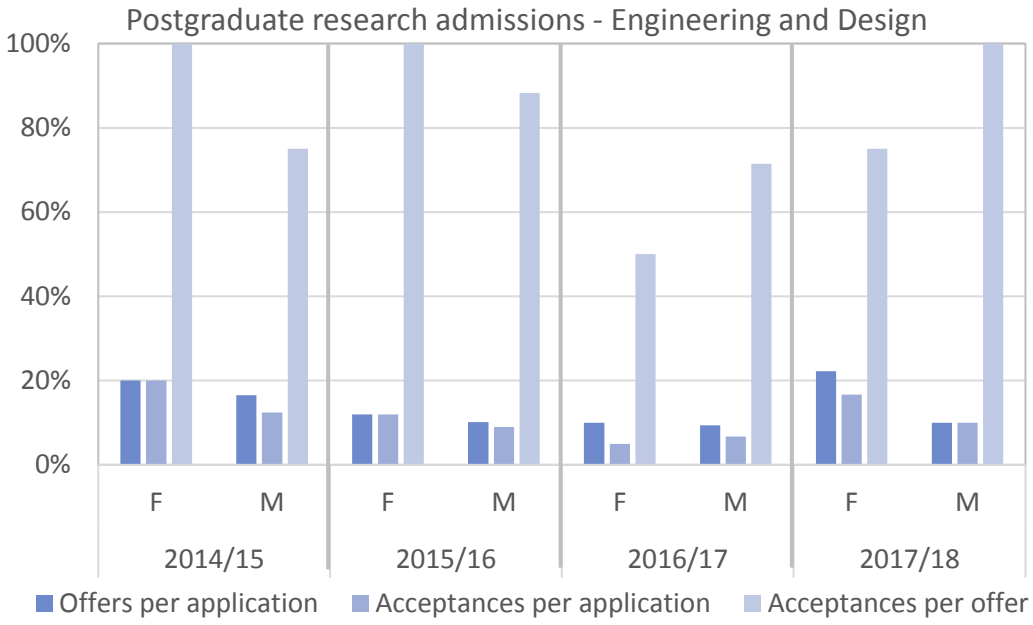


Figure 4.1.18: Postgraduate research degree admissions by gender – Engineering and Design

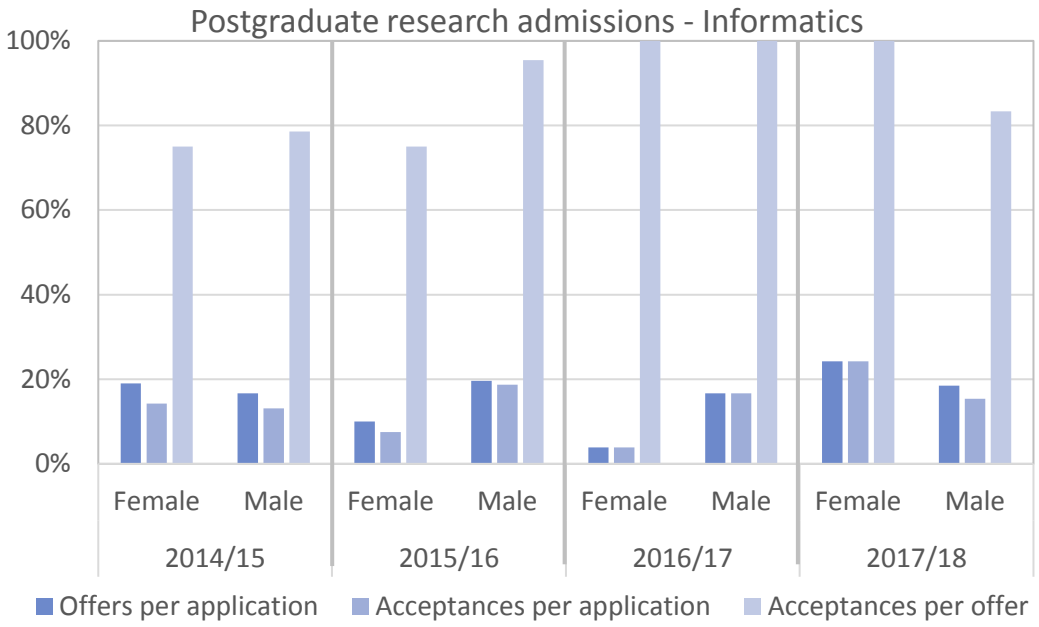


Figure 4.1.19: Postgraduate taught degree admissions by gender – Informatics

Relevant data for full-time postgraduate research (PGR) students are shown in Table 4.1.12, and Figures 4.1.20 and 4.1.21.

Year	Engineering and Design			Informatics		
	Female	Male	Female %	Female	Male	Female %
National 2015/16	3310	9600	25.6%	1095	2940	27.1%
Sussex 2014/15	3	30	9.1%	5	27	15.6%
Sussex 2015/16	4	27	12.9%	5	32	13.5%
Sussex 2016/17	2	28	6.7%	3	34	8.1%
*Sussex 2017/18***	*3*	*29*	*9.4%*	*8*	*34*	*19.0%*

Table 4.1.12: Postgraduate male and female numbers on research degrees (full-time)

** Data for 2017/18 were extracted from a different "point in time" database for the current year, which does not allow us to distinguish between FT and PT PGR students. Therefore, these data include both FT and PT PGR students and are correct as of April 2018.

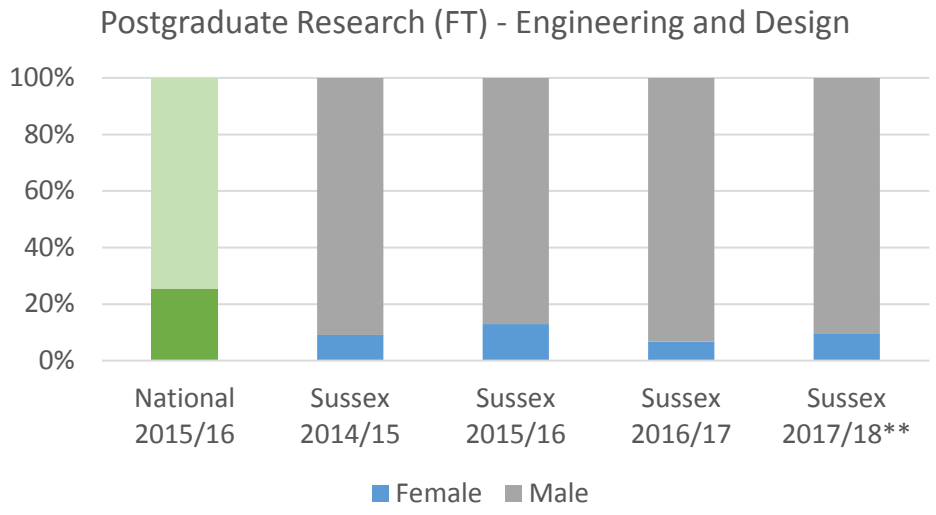


Figure 4.1.20: Postgraduate male and female numbers on research degrees (full-time) – Engineering & Design

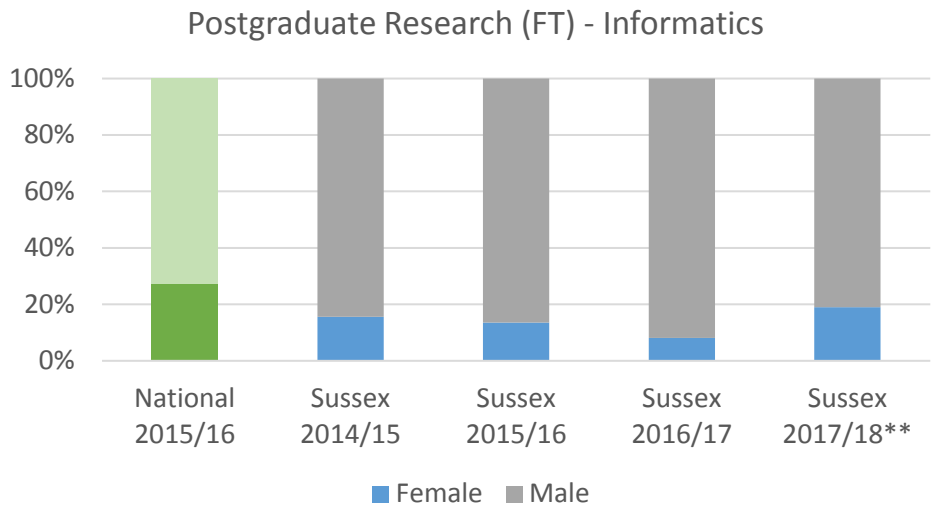


Figure 4.1.21: Postgraduate male and female numbers on research degrees (full-time) - Informatics

Relevant data for part-time postgraduate research students are shown in Table 4.1.13, and Figures 4.1.22 and 4.1.23.

Year	Engineering and Design			Informatics		
	Female	Male	Female %	Female	Male	Female %
National 2015/16	295	1265	18.9%	185	670	21.6%
Sussex 2014/15	0	7	0.0%	1	3	25.0%
Sussex 2015/16	0	7	0.0%	0	4	0.0%
Sussex 2016/17	0	6	0.0%	0	5	0.0%

Table 4.1.13: Postgraduate male and female numbers on research degrees (part-time)

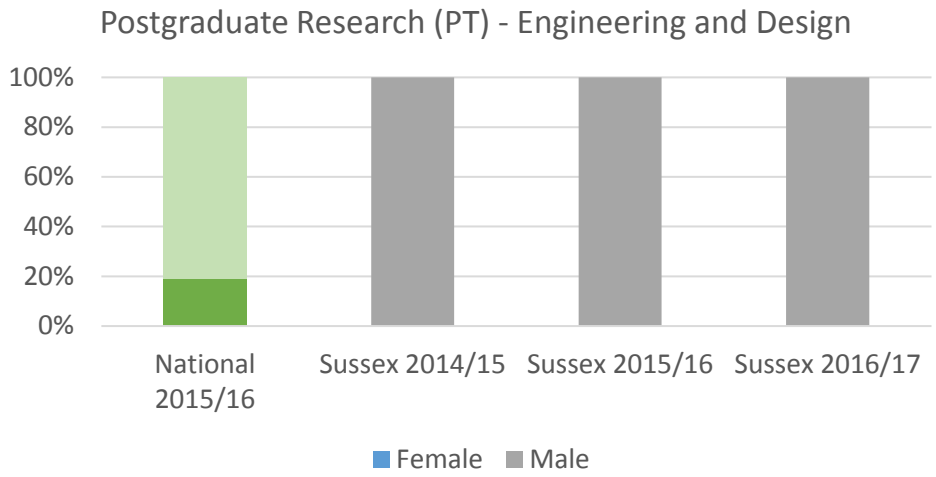


Figure 4.1.22: Postgraduate male and female numbers on research degrees (part-time) – Engineering & Design

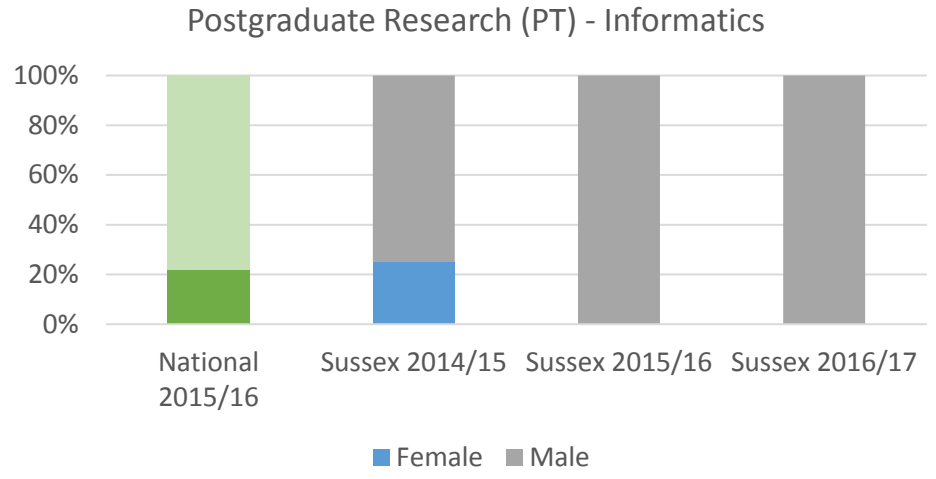


Figure 4.1.23: Postgraduate male and female numbers on research degrees (part-time) – Informatics

In each Department, there is no discernible trend in the female-male ratio of PGR students, but we note that female representation in E&D and Informatics was below the national average in 2015/16.

Additional initiatives may strengthen the "pipeline" between UG/PGT and PGR (see Section 4.1(v)), and we shall also investigate ways of increasing female student numbers. In addition, PGR funding for female students will be considered. The School funds doctoral scholarships each year and we shall continue to ensure that the allocation of these is gender equitable (**A2.9**).

Resulting/relevant actions

A2.9: Investigate why the female-male PGR ratios are lower than the national average**.**

(v) Progression pipeline between undergraduate and postgraduate student levels

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

We have examined the pipeline between UG and PGT/PGR and note the following:

- The culture of the School and the experience of female students in the undergraduate levels is key to their decision on whether to stay at Sussex for further study. This reinforces the need for supporting our female UG students (see Section 5.3(iv)).
- It is encouraging that female Informatics UG students have better results, which puts them in a better position for further study, but the situation is the opposite in E&D. This will be addressed (see Action **A2.6**).
- Our Athena SWAN student survey found that 60% of female respondents believe that women are less likely to have a successful career in STEMM. This is likely to discourage our female UG students pursuing further study, but it is not clear whether this is a national problem or whether it is linked to the culture of our School. We plan to address this with the measures described in Section 5.3(iv).

4.2. Academic and research staff data

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

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

The staff numbers and percentages in the School of Engineering and Informatics classified by role type, gender, grade and year (from 2014 to 2017) are shown in Table 4.2.1.

Calendar year	Academic and teaching staff, by grade	Female number	Female %	Male number	Male %	Total Count
2014	Grade 7 - Teaching Fellow	1	13%	7	88%	8
	Grade 8 - Teaching Fellow	2	67%	1	33%	3
	Grade 9 – Senior Teaching Fellow	0	0%	1	100%	1
	Grade7-9 Research Fellow	3	17%	15	83%	18
	Grade 8 - Lecturer B	3	33%	6	67%	9
	Grade 9 - Senior Lecturer/Reader	3	12%	22	88%	25
	Grade 10 - Professor	1	13%	7	88%	8
	Total	**13**	**18%**	**59**	**82%**	**72**
2015	Grade 7 - Teaching Fellow	0	0%	5	100%	5
	Grade 8 - Teaching Fellow	1	33%	2	67%	3
	Grade 9 – Senior Teaching Fellow	0	0%	1	100%	1
	Grade7-9 Research Fellow	3	11%	24	89%	27
	Grade 7 - Lecturer A	1	100%	0	0%	1
	Grade 8 - Lecturer B	1	9%	10	91%	11
	Grade 9 - Senior Lecturer/Reader	5	21%	19	79%	24
	Grade 10 - Professor	2	17%	10	83%	12
	Total	**13**	**15%**	**71**	**85%**	**84**
2016	Grade 7 - Teaching Fellow	0	0%	3	100%	3
	Grade 8 - Teaching Fellow	1	50%	1	50%	2
	Grade 9 - Senior Teaching Fellow	0	0%	1	100%	1
	Grade7-9 Research Fellow	5	21%	19	79%	24

Calendar year	Academic and teaching staff, by grade	Female number	Female %	Male number	Male %	Total Count
	Grade 7 - Lecturer A	1	33%	2	67%	3
	Grade 8 - Lecturer B	2	13%	13	87%	15
	Grade 9 - Senior Lecturer/Reader	6	25%	18	75%	24
	Grade 10 - Professor	2	17%	10	83%	12
	Total	**17**	**20%**	**67**	**80%**	**84**
2017	Grade 7 - Teaching Fellow	1	20%	4	80%	5
	Grade 8 - Teaching Fellow	0	0%	2	100%	2
	Grade 9 – Senior Teaching Fellow	1	50%	1	50%	2
	Grade7-9 Research Fellow	4	15%	22	85%	26
	Grade 7 - Lecturer A	3	50%	3	50%	6
	Grade 8 - Lecturer B	2	13%	14	88%	16
	Grade 9 - Senior Lecturer/Reader	4	18%	18	82%	22
	Grade 10 - Professor	4	25%	12	75%	16
	Total	**19**	**20%**	**76**	**80%**	**95**

Table 4.2.1: Staff numbers and percentages in the School of Engineering and Informatics by role type, gender, grade and year

These data are given by headcount (not FTE) and by calendar year. The overall percentage of female staff is 19% over the reporting period (2014-2017); this is not significantly different to the current national average for engineering & technology of 20%[4].

We note a pleasing increase in the proportion of female professors in the School over the reported period. Although, we do not have the complete promotion data for 2018 yet, the percentage of female professors has currently risen to 25%.

[4] This figure is calculated from HESA data (published Feb 2017) for all full-time academic staff in the engineering & technology cost centre group employed in 2015/16.

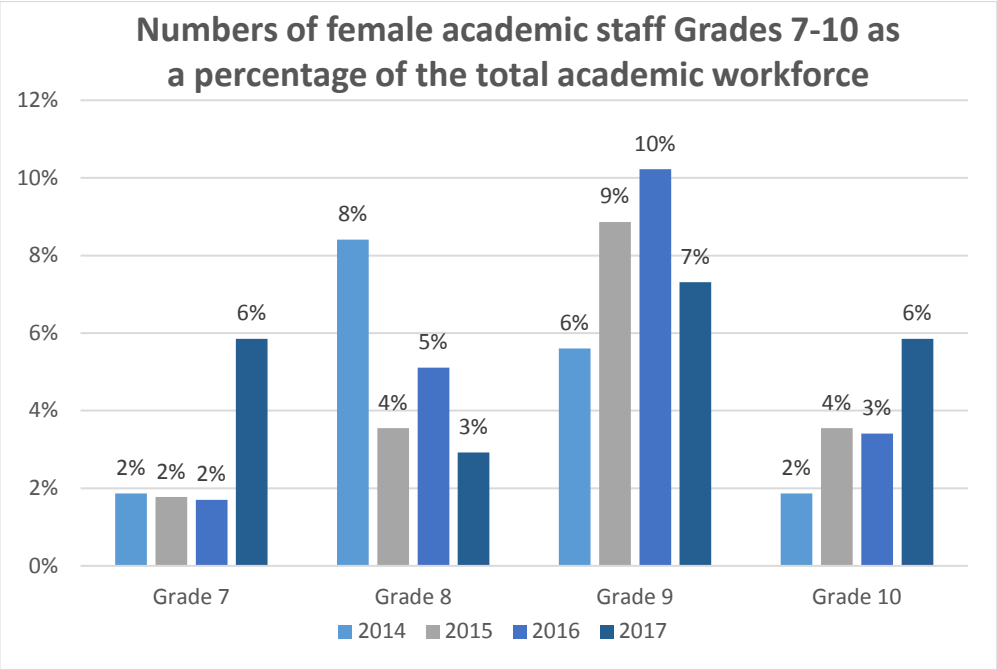


Figure 4.2.1: Numbers of female academic staff Grades 7-10 as a percentage of the total academic workforce

We acknowledge that we have a long way to go in increasing numbers of female academic staff, but the data in Figure 4.2.1 does show two encouraging trends:

- an increase in numbers of female staff at Grade 10 over the four year period
- a high representation of female staff in Grade 9, as a percentage of the School workforce. It is pleasing to see a strong representation at this grade, because these individuals are poised for promotion to Grade 10, where they are in the best position to influence the culture of the School; this augers well for the future.

We are committed to increasing the proportion of female staff to significantly above national norms, and a number of initiatives for doing so are outlined in Section 5.

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

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

Data representing the female / male ratios of academic and research staff on fixed-term and open-ended contracts is shown in Table 4.2.2

Year	Female					Male				
	Open-ended		Fixed-term		Total	Open-ended		Fixed-term		Total
	#	%	#	%	#	#	%	#	%	#
2014	8.9	**71%**	3.7	**29%**	12.5	38.2	**65%**	20.2	**35%**	58.4
2015	10.2	**77%**	3.0	**23%**	13.2	46.2	**66%**	23.8	**34%**	70.0
2016	12.2	**69%**	5.5	**31%**	17.7	51.0	**74%**	18.3	**26%**	69.3
2017	12.2	**64%**	7	**36%**	19.2	52.5	**70%**	22.9	**30%**	75.4

Table 4.2.2: Female vs male ratio of academic and research staff on fixed-term and open-ended contracts

Contract type (open-ended or fixed-term). The proportion of male and female staff on fixed-term contracts is around 30 % over the reported period. The main reason for this is the increased number of Research Fellows who are externally funded through research projects.

Proportions of male and female staff on open-ended contracts were roughly similar, 70% and 69% respectively on average throughout the four years.

The University has discontinued zero-hours Associate Tutor contracts. It has moved staff onto new Doctoral Tutor contracts, which are not zero-hours and these individuals are included in the fixed-term staff data.

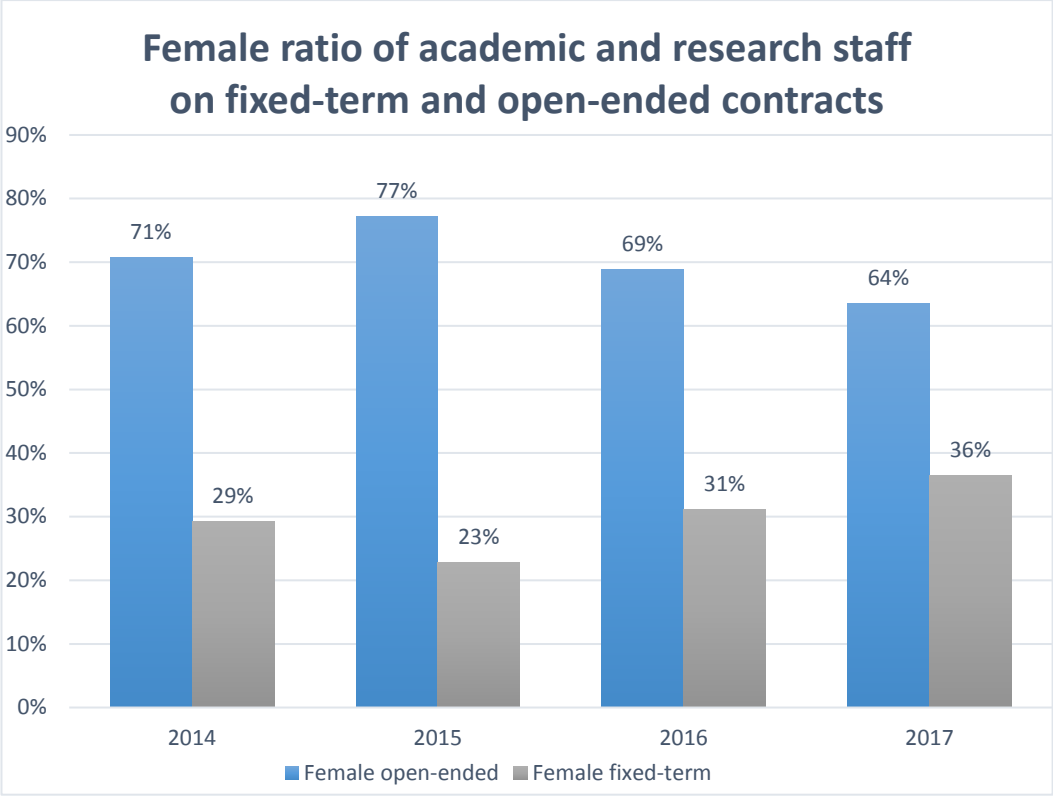


Figure 4.2.2: Percentages of female staff on open-ended and fixed-term contracts, by year

Figure 4.2.2 shows a small increase in the percentage of female staff on fixed-term contracts as opposed to open-ended contracts over the 4-year period. Further analysis of this data compared to male data is needed.

Staff with over 1 year's service who are nearing the end of a fixed-term contract can join the University's redeployment register and are matched to vacancies across the University. If they meet the minimum requirements for any vacancy, they are considered ahead of external applicants.

The University has recently implemented a policy to move established, independent research fellows on fixed-term contracts onto open-ended contracts; the School strongly supports this policy and has put forward members of staff to whom this applies (**A2.10** and **A2.11**).

Resulting/relevant actions

A2.10: Every year, the HoS and HoDs to consider whether it would be appropriate to move research staff onto an open-ended contract;

A2.11: PIs to discuss career aspirations with their research fellows (RF) at appraisals and regularly in between, and mentor RFs who are aiming to secure an open-ended academic position.

(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 4.2.3 shows the number of staff leavers by gender and grade over the 4 year reporting period

Calendar Year	Research staff, by grade	Female number	Female %	Male number	Male %	Total Count
2014	Grade 6 - Research Technician	0	0%	4	100%	4
	Grade 7 – Research Fellow I	1	25%	3	75%	4
	Grade 7 – Teaching Fellow I	0	0%	3	100%	3
	Grade 8 – Research Fellow II	0	0%	1	100%	1
	Grade 8 - Lecturer B	0	0%	1	100%	1
	Grade 9 - Senior Lecturer/Reader	0	0%	2	100%	2
	Grade 10 - Research Professor	0	0%	0	0%	0
	Total	**1**	**7%**	**14**	**93%**	**15**
2015	Grade 6 - Research Technician	0	0%	1	100%	1
	Grade 7 – Teaching Fellow I	1	50%	1	50%	2
	Grade 7 – Research Fellow I	2	29%	5	71%	7
	Grade 8 – Teaching Fellow	1	20%	4	80%	5
	Grade 8 – Research Fellow II	0	0%	3	100%	3
	Grade 8 - Lecturer B	2	0%	0	0%	2
	Grade 9 – Senior Research Fellow	0	0%	0	0%	0
	Grade 9 - Senior Lecturer/Reader	0	0%	2	100%	2
	Grade 10 - Research Professor	0	0%	0	0%	0
	Total	**6**	**27%**	**16**	**73%**	**22**
2016	Grade 6 - Research Fellow	0	0%	1	100%	1
	Grade 7 – Teaching Fellow I	0	0%	2	100%	2
	Grade 7 – Research Fellow I	1	10%	9	90%	10
	Grade 8 – Teaching Fellow	0	0%	2	100%	2
	Grade 8 – Research Fellow II	1	50%	1	50%	2
	Grade 9 - Senior Research Fellow	0	0%	1	100%	1
	Grade 9 - Senior Lecturer/Reader	0	0%	1	100%	1
	Total	**2**	**11%**	**17**	**89%**	**19**
2017	Grade 6 - Research Fellow	1	100%	0	0%	1
	Grade 7 - Research Fellow	2	13%	13	87%	15
	Grade 7 – Teaching Fellow I	0	0%	2	100%	2
	Grade 8 – Research Fellow II	0	0%	0	0%	0
	Grade 8 - Lecturer B	0	0%	1	100%	1
	Grade 9 - Senior Lecturer/Reader	0	0%	0	0%	0
	Grade 10 - Research Professor	0	0%	0	0%	0
	Total	**3**	**16%**	**16**	**84%**	**19**

Table 4.2.3: Number of staff leavers by gender and gender over the 4 year reporting period

The majority of staff turnover is in research roles, since most of these are funded externally through fixed-term contracts. Over the four year period there was proportionately a much higher male than female turnover (on average 85% of leavers were male).

Currently, there is no formal mechanism for collecting data on academic leavers by grade and gender and full/part-time status. Instead we have chosen to use our annual staff survey as a barometer of the engagement of our staff. As we have a consistently high survey return rate and as the question responses and free-text comments that we receive are reviewed at SAT meetings, we consider this a better mechanism for capturing the mood of our staff. We aim to design a mechanism for receiving feedback from leavers, in order to be able to investigate the reasons for leaving and if these are gender-related (**A2.12**).

A2.12: Design a mechanism for receiving feedback from staff leavers.

Actual word count: 2016 (excluding Tables & Figures)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

Actual word count: 7,109 excluding Tables and Figures

5.1. Key career transition points: academic staff

(i) Recruitment

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

Recruitment of staff Job application and success rates by gender and grade

The University's policy is to advertise its vacancies to ensure they attract a diverse pool of applicants. All advertisements include a statement of the University's commitment to equality, and are checked by HR. Generic job descriptions and person specifications have been developed and graded by HR to ensure they are free from bias and comply with job evaluation and equal-pay requirements. Any search firms which are appointed to assist in recruitment are asked to take positive action to identify potential female and minority ethnic candidates and encourage them to apply.

Managers are instructed to shortlist and select candidates on the basis of meeting the criteria set out in the person specification. Selection decisions (with reasons) are

recorded at each stage of the process. HR is consulted on salaries before they are offered in order to ensure a consistent and fair approach to pay.

In its staff development programme, the University offers a one-day workshop each term on "Recruiting and Selecting Staff". The workshop is delivered by the University's employment lawyers and has a strong equality and diversity focus. The School requires all potential Appointing Panel members to attend the workshop. Furthermore, Appointing Panels must include at least one member of each gender.

The University's jobs website includes the logo for the University's Athena Swan Bronze Award and a link to "Working at Sussex" which provides information about the University's nursery, childcare vouchers, holiday sports activities for children, and a further link to the University's family-friendly policies, such as flexible working. We plan to include this information in the '*Further Particulars*' for each job advertised in the School, along with a statement emphasising our commitment to equality and diversity (**A3.1**).

The pathway from application to appointment is broadly similar for both women and men: the percentage of applicants who are subsequently shortlisted and interviewed is 28% for both women and men during the four year reporting period (Table 5.1.1.). 14% of those appointed were women and 86% were men. This suggests that more efforts should be concentrated on increasing the number of female applicants for posts.

It is worth noting that since 2015 more female candidates are applying to Research Fellow positions, as research income has increased within the School.

Resulting/relevant actions

A3.1: Ensure that the "further particulars" draws attention to the University's family friendly policies and facilities and flexible working arrangements.

	Grade	Female			Male			Total		
		Appointed	Interviewed	Applied	Appointed	Interviewed	Applied	Appointed	Interviewed	Applied
2014	Grade 7- Teaching Fellow	0	0	0	5	5	8	5	5	8
	Grade 7- Research Fellow	0	0	1	4	7	26	4	7	27
	Grade 7- Lecturer A	0	0	9	7	8	29	7	8	38
	Grade 8 - Lecturer B	1	1	9	2	9	52	3	10	61
	Grade 10 - Professor	1	1	6	4	13	33	5	14	39
	Total 2014	**2**	**2**	**25**	**22**	**42**	**148**	**24**	**44**	**173**
	%	**8%**	**5%**	**14%**	**92%**	**95%**	**86%**	**14%**	**25%**	**100%**

2015	Grade 7-Teaching Fellow	0	0	0	1	1	2	1	1	2
	Grade 7-Research Fellow	2	5	18	9	11	43	11	16	61
	Grade 7 - Lecturer A	1	3	7	4	16	57	5	19	64
	Grade 8 - Lecturer B	0	0	8	3	14	85	3	14	93
	Total 2015	**3**	**8**	**33**	**17**	**42**	**187**	**20**	**50**	**220**
	%	**15%**	**16%**	**15%**	**85%**	**84%**	**85%**	**9%**	**23%**	**100%**
2016	Grade 7-Teaching Fellow	2	3	6	4	6	7	6	9	13
	Grade 8-Teaching Fellow	0	0	1	1	1	2	1	1	3
	Grade 7-Research Fellow	2	4	13	7	16	47	9	20	60
	Grade 7 - Lecturer A	0	0	3	2	7	32	2	7	35
	Grade 8 - Lecturer B	1	2	2	0	9	12	1	11	14
	Total 2016	**5**	**9**	**25**	**14**	**39**	**100**	**19**	**48**	**125**
	%	**26%**	**19%**	**20%**	**74%**	**81%**	**80%**	**15%**	**38%**	**100%**
2017	Grade 7-Research Fellow	0	3	10	6	14	52	6	17	62
	Grade 8 - Lecturer A	1	3	5	0	4	14	1	7	19
	Grade 8 - Lecturer B	0	0	3	4	11	36	4	11	39
	Total 2017	**1**	**6**	**18**	**10**	**29**	**102**	**11**	**35**	**120**
	%	**9%**	**17%**	**15%**	**91%**	**83%**	**85%**	**9%**	**29%**	**100%**
TOTAL during four years reporting period 2014 – 2017		**11**	**25**	**101**	**63**	**152**	**537**	**74**	**177**	**638**
% compare with grand total		**11%**	**25%**	**16%**	**12%**	**28%**	**84%**	**12%**	**28%**	**100%**

Table 5.1.1: Job application and success rates by gender and grade in the School of Engineering and Informatics

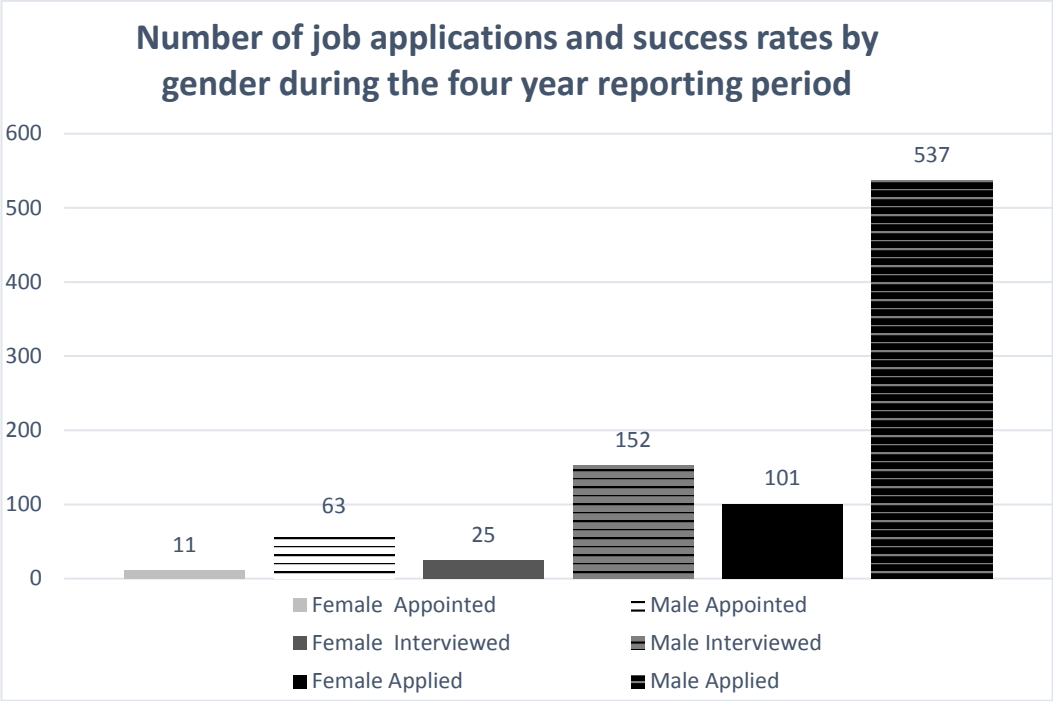


Figure 5.1.1: Job application and success rates by gender in the School of Engineering and Informatics

(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 induction process for new staff includes a number of practical issues (keys, ID cards, parking permits, etc.), but also information on the University's family-friendly policies, the appraisal process, reasonable adjustments for disabilities, expectations regarding working arrangements, and helping the staff member to book staff development courses. Within the School, induction includes meetings with each member of the SMT for induction in the areas for which they are responsible and assignment of a mentor. The mentor meets with them regularly to discuss research, teaching and administration issues.

New academic staff members are typically employed with a three year probationary period. During this time, an annual meeting is held for the staff member, their mentor, the HoS and relevant HoD, to ensure that they are on track to fulfill the requirements of their probationary period. New staff members produce a detailed plan for promotion, which is discussed and reviewed yearly against the relevant promotion criteria.

Staff without 3 years' teaching experience complete a Postgraduate Certificate in Higher Education (PGCertHE) as a condition of probation. Time is allocated for this in their workload.

Resulting/relevant actions

A3.2: SAT coordinator will continue to determine whether existing support mechanisms are followed and adequate or require modification.

A3.3: SAT coordinator will measure the effectiveness of the induction process annually as part of Staff survey questionnaire.

(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.

Table 5.1.2 and Figure 5.1.2 show the totals and percentages of applications for promotion and success rates separated by gender and grade.

	Grade	Number of Applications for Promotion		Number of Successful Applications	
		Female	Male	Female	Male

2014	Grade 9 – Senior Lecturer/Reader	0	3	0	2
	Total 2014	**0**	**3**	**0**	**2**
	%	**0%**	**100%**	**0%**	**100%**
2015	Grade 9 – Senior Lecturer/Reader	2	1	2	0
	Total 2015	**2**	**1**	**2**	**0**
	%	**67%**	**33%**	**100%**	**0%**
2016	Grade 8 – Research Fellow I to II	0	1	0	1
	Grade 8 – Teaching Fellow	0	1	0	1
	Grade 9 - Senior Teaching Fellow	1	0	1	0
	Grade 9 – Senior Lecturer/Reader	0	1	0	0
	Grade 10 - Professor	1	1	1	0
	Total 2016	**2**	**4**	**2**	**2**
	%	**33%**	**67%**	**50%**	**50%**
2017	Grade 9 – Senior Lecturer/Reader	0	1	0	1
	Grade 10 - Professor	2	2	1	2
	Total 2017	**2**	**3**	**1**	**2**
	%	**40%**	**60%**	**33%**	**67%**
GRAND TOTAL (2014 – 2017)		**6**	**11**	**5**	**6**
%		**35%**	**65%**	**45%**	**55%**

Table 5.1.2: Applications for promotion and success rates by gender and grade

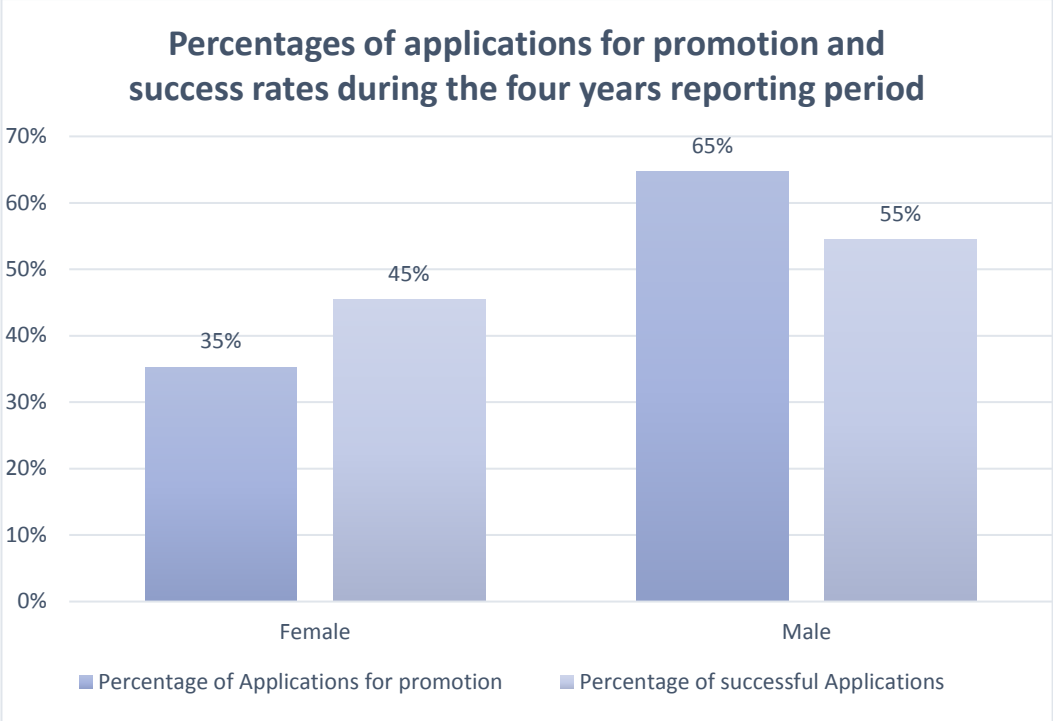


Figure 5.1.2: Percentage of applications for promotion and success rates by gender and grade

Over the four-year period, 11 promotion applications were from males, while six were from females. Five of the six women were successful (compared with six of eleven men). In 2015 the percentage of female applications (67%) is higher than men (33%), with 100% female success rate. The overall percentage of female staff in the School is 18.25%. Applications from female staff increased since 2015, largely a result of University initiatives, such as promotion workshops, which the School encourages staff to attend.

A female senior teaching fellow who applied in 2016 via the newly-introduced teaching career pathway was successful. She was supported by her mentor and the HoS and found the process straightforward.

In 2017, a female Reader was successful in being promoted to Professor. She received mentoring from a Pro-Vice-Chancellor in preparing her application and was also supported by her Head of School and Head of Department. It is worth noting that the applicant had experienced a very difficult family situation since her promotion to Reader seven years prior. The University of Sussex makes specific provision for taking into account such personal circumstances in the promotions process. Although the quality thresholds for the specific level of promotion remain the same, it is acknowledged that such circumstances may lead to reduced productivity and/or outputs. In submitting a statement of personal circumstances, the applicant felt that the process was handled in a very professional manner.

In terms of promotion processes, Heads of School receive information on the annual promotion round and circulate this to all academic staff. Each HoS is asked to ensure that all eligible staff who they consider ready for promotion put forward an application, making a special effort for staff who may be reluctant to put themselves forward.

The staff survey in December 2017 (see question Q4) noted that almost 60% of staff reported that they fully understand the promotion process, criteria and procedures associated. The current HoS has written to all staff this year about this process, enclosing the criteria for promotion.

Full guidance on the promotion process and criteria is available on the University website. Discussion of promotion issues is also part of the yearly annual appraisal (see Section 5.3.ii). For academic staff still in their probationary period, these discussions take place during an annual probation meeting with the HoS, their HoD and their mentor (Section 5.3.iii).

Successful promotions are announced to all staff in the School by email, and at School and departmental meetings. Unsuccessful candidates are given feedback and, if appropriate, encouraged to apply in the following round.

To encourage eligible applicants to apply for promotion, in addition to the University promotion workshops, the School held a joint Academic Promotions Workshop with the School of Mathematics and Physics, led by the Pro-Vice-Chancellor of Teaching and Learning. The workshop included a presentation by a recently-promoted female Professor and will take place during November/December each year as the main period for applying is January. Although open to all, female staff are particularly encouraged to attend, and we will investigate the impact of this initiative via a focus group and staff survey (**A3.4**).

In September 2014, the University revised its academic promotions process to give clearer guidance on the evidence required to support a submission and to encourage applicants to make explicit any personal circumstances that may have impacted on their work achievements, for example, periods of maternity/paternity leave or caring responsibilities. Furthermore, as of March 2014, a specific promotion pathway for teaching fellows was introduced.

Within the School, we have complemented these University initiatives by ensuring that the promotion criteria are widely publicised (**A3.5**) and discussed at all appraisals **(A3.6**).

Resulting/relevant actions

A3.4: SAT coordinator will measure the effectiveness of the promotion process annually as part of Staff survey questionnaire and via a focus group;

A3.5: SAT coordinator will continue acting as point of contact for encouraging all female staff members to attend the Academic Promotions Workshop and publicise the promotion criteria and process to staff at relevant meetings in addition to the customary email announcement.;

A3.6: HoS to remind appraisers, via SMT, to ensure that promotion opportunities are discussed with each member of staff during appraisal.

(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.

	Female			Male		
	% Submitted	REF Eligible Headcount	Submitted Headcount	% Submitted	REF Eligible Headcount	Submitted Headcount
E&D	*50.0%*	2	1	*76.5%*	17	13
Informatics	*71.4%*	7	5	*55.0%*	20	11
School	***66.7%***	**9**	**6**	***64.8%***	**37**	**24**

Table 5.1.3: Staff numbers submitted to REF, versus those that were eligible, by gender

Table 5.1.3 shows a similar proportion of female and male staff were submitted in the latest REF exercise across the School. This indicates that the REF process was free of gender bias.

By comparison, in the 2008 Research Assessment Exercise (RAE)) exercise, we entered a total of 30 members of staff to the same UoAs as in the RAE, comprising 63% of the eligible male staff and 75% of the eligible female staff, similar proportions to the REF exercise.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

(ii) Promotion

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

5.3. Career development: academic staff

(i) Training

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

The University's Staff Development Unit (SDU) offers a number of learning and development opportunities in areas such as Equality and Diversity, Health and Safety, Information Technology, Management Development, Personal Development and Effectiveness, Research Development, and Teaching and Curriculum Development.

These courses are regularly advertised via the university website in addition to termly emails from the SDU.

A number of courses focus specifically on equality and diversity, covering such topics as trans awareness (introduced in 2018), cultural awareness, unconscious bias, reasonable adjustments for stress/mental health issues, disability awareness, putting equality legislation into practice, and dealing with diversity dilemmas. The University introduced online equality and diversity training for all staff in September 2017 and is planning to introduce on-line unconscious bias training in September 2018. As some of these courses have recently been introduced, the HoS and SAT coordinator will encourage all staff to attend equality and diversity training, particularly unconscious bias training (**A3.7**).

The information reported in the 2017 staff survey indicate that 71% of the staff have participated in the "Equality and diversity" training either online or attending a workshop and 60% have received "Understanding unconscious bias" training. Uptake is similar across genders. Precise numbers provided by SDU are provided in Tables 5.3.1 and 5.3.2.

Course title	Year	No. of attendees	Female	Male	% Female
Leadership Programme	2014-15	2	1	1	
	2015-16	1	0	1	
	2016-17	1	0	1	
	Total:	4	1	3	**25%**
Recruiting and Selecting Staff	2015-16	4	1	3	
	2016-17	2	0	2	
	2017-18	2	1	1	
	Total:	8	2	6	**25%**
Management Essentials - 1 day course	2015-16	2	2	0	
	2016-17	2	0	2	
	2017-18	1	1	0	
	Total:	5	3	2	**60%**
Coaching Skills for Managers	2015-16	1	0	1	
	Total:	1	0	1	**0%**
Appraising academics - the Sussex Scheme	2015-16	1	0	1	
	2016-17	4	2	2	
	Total:	5	2	3	**40%**
	2016-17	1	0	1	

Putting Equality Law into Practice - a guide for managers	Total:	1	0	1	**0%**
	OVERALL TOTAL:	**24**	**8**	**16**	**33%**

Table 5.3.1: Number of attendees from the School in the Management Development group of courses, by gender

The School contacts female staff members who are eligible for each University-wide initiative (described below) on an individual basis and encourages them to take part (**A3.8**).

Media training: The University provides training on blogging and Twitter including the online academic journal 'The Conversation', which is an independent source of news and views, sourced from the academic and research community. This makes academics more aware about the importance of promoting their work and making it accessible to a non-specialized audience.

Mentoring: the University has separate mentoring schemes for female STEMM post-docs and academic staff in their probationary period. The University post-doc scheme supports the development of cross-disciplinary mentoring circles for women and has been established since 2015. The second scheme will offer one-to-one mentoring for staff in their probationary period and is being piloted by the Brighton and Sussex Medical School.

Two female staff from Engineering and Informatics have participated in the mentoring circles scheme since 2016 and one of them commented as follows:

> "Being part of the mentoring scheme has allowed me to offer support to a range of colleagues who I would not otherwise have met and has been very rewarding. I have been surprised at the commonality of experiences across subject areas and have reflected on my own approaches to tackling challenges whilst helping others to develop strategies for moving forward. I have also been able to improve my own mentoring skills and apply them in other contexts such as supervising doctoral students and researchers."

In March 2017, the Mentoring Task Group (MTG) was established by the University's Athena SWAN SAT to develop a University mentoring framework, supporting resources and make recommendations to the University, especially with regard to workload allocation models and resource/infrastructure to support mentoring. In February 2018, the University officially launched its "Mentoring at Sussex" framework to provide guidance to mentors and to promote the practice across Schools.

In 2017 the HoS promoted mentoring to new faculty members in Engineering and Informatics **(A3.9)** especially focusing on women in their first academic positions. These initiatives are appreciated, as our staff survey (Q7) suggested that 58% of staff agreed that the School provided useful mentoring opportunities (as mentor or mentee).

Course title	Year	No. of attendees	Female	Male	% Female
	2014-15	2	2	0	

Masterclass for Women in Science	2015-16	1	1	0	
	Total:	3	3	0	**100%**
Unconscious Bias	2014-15	7	2	5	
	2016-17	2	1	1	
	Total:	9	3	6	**33%**
Senior Women's action learning sets	2014-15	2	2	0	
	2015-16	3	3	0	
	2017-18	1	1	0	
	Total:	6	6	0	**100%**
Dynamic Diversity	2014-15	1	1	0	
	2016-17	1	1	0	
	Total:	2	2	0	**100%**
Cultural Awareness and Global Communication	2015-16	1	1	0	
	2016-17	1	1	0	
	Total:	2	2	0	**100%**
Bullying and Harassment Workshop	2015-16	5	1	4	
	Total:	5	1	4	**20%**
Disability Awareness	2015-16	1	1	0	
	2016-17	3	2	1	
	Total:	4	3	1	**75%**
ECU Workshop on BAME Student Attainment	2016-17	1	0	1	
	Total:	1	0	1	**0%**
Diversity in the Workplace (e-learning) **	*2017-18*	*212*	*40*	*172*	
	Total:	*212*	*40*	*172*	***19%***
	OVERALL TOTAL:	**244**	**60**	**185**	**25%**

Table 5.3.2: Number of attendees from the School in the Equality and Diversity group of courses, by gender

*** The Diversity in the Workplace (e-learning) course is also offered to Doctoral and Associate Tutors, which are not counted as full academic staff.*

***Action Learning Sets**:* The University has, to date, set up twelve action learning sets, where members meet on a regular basis with a facilitator in order to work through work-related issues in a collaborative manner. Currently, there are no female staff from the School taking part in an action learning set: all staff will be notified when a new set is created, and female staff will be particularly encouraged to participate (**A3.8**).

Leadership Programme: The University runs a one-year Leadership Programme for senior staff, which comprises six full day workshops. Attendance is via nomination by the Head of School: between 2014 and 2017, 3 male and 1 female senior staff from the School have attended the course. At each call for nominations, the HoS actively ensures that senior women eligible to attend are put forward (**A3.10**).

We plan to continue conducting focus groups with women who have participated in each of the above initiatives to determine what was most helpful, and what could be

improved (either in terms of content, structure, or career stage at which it would be most beneficial) (**A3.11**).

Resulting/relevant actions

A3.7: Encourage all staff to attend equality and diversity training;

A3.8: All eligible female staff will be contacted individually about career support ;

A3.9: HoS to put forward a Mentoring lead;

A3.10: HoS will continue supporting female staff eligible for the Leadership Programme on an annual basis;

A3.11: Focus group of female staff who have taken part in career transition support initiatives to determine benefits of each one and look at ways of improving support for women at key career points.

(ii) Appraisal/development review

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

All staff take part in a compulsory yearly appraisal. Training for both appraisers and appraisees is provided by the University's Staff Development Unit, and the School requires all appraisers to attend. Guidance for both appraisers and appraisees is available on the University website, with a specific document devoted to equality and diversity issues within appraisals (Table 5.3.1). Appraisers are assigned to staff, but HoS will offer an alternative appraiser if a member of staff requests this.

The appraisal process takes into consideration a wide range of responsibilities and activities, including teaching, course preparation, and examining; research and scholarship; administrative responsibilities; external activity and additional tasks/responsibilities (adapted as necessary for teaching and research staff). In response to the staff survey (**Q3**), over 60% of staff felt that the annual appraisal process considered the full range of skills and experience.

The appraisal form also explicitly addresses issues of career development opportunities, aspirations, goals, and promotion.

Resulting/relevant actions

A3.12: HoS will continue to follow up the application of the Appraisal/development review procedure annually

A3.13: SAT coordinator will continue monitoring the Appraisal/development review annually in the survey and focus groups;

(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.

The Mentoring Circle scheme has been set up especially for post-doctoral researchers and it is part of the broader mentoring University scheme described in Section 5.3 (i). The scheme supports the development of cross-disciplinary mentoring circles for women and has been consolidated since 2015 and established as a permanent scheme.

This is an excellent opportunity for female postdocs to learn about career pathways from senior academics. A female member of the SAT team is a newly appointed Lecturer who has previously benefited from this scheme. From her experience she said that the scheme is a way to learn a lot from inspiring mentors and helped her to understand the opportunities the University provides for career development and progression.

The criteria for **promotion** of teaching and research staff covers a full range of activities in the areas of teaching and curriculum design, research (evidenced by publications and grant applications), and service (including pastoral and outreach activities). Expectations in these areas vary according to the academic title in question, and specific promotion pathways exist for research, teaching and research, and teaching staff.

Networking opportunities are afforded by termly Departmental and School meetings, research group meetings and seminars, and yearly Department-wide research awaydays. Occasionally, the School runs a work-in-progress seminar in which a researcher presents their current research. School research coffee gatherings, and other social events, also take place termly: their start time is varied to enable attendance by the maximum number of people.

When asked if "my school provides me with useful networking opportunities" (**Q7**) only a third of staff agreed. However, it is unclear whether this refers to networking opportunities within the School, more broadly, or indeed both. In order to determine how best to increase networking opportunities, we will run a focus group to further investigate this issue (**A3.14**).

Resulting/relevant actions

See A2.10 – A2.11 and A3.4 – A3.13

A3.14: Focus group to understand what types of networking opportunities would be most beneficial to female staff.

(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).

Our undergraduates are supported by a variety of mechanisms. The Director of Student Experience oversees support within the School, and each student has an academic adviser with whom they meet in regularly timetabled slots (in addition to email contact). For personal, health or financial issues, support is provided by the University's Student Life Centre which employs a number of male and female advisors. The University's Student Support Unit offers support to students with disabilities.

The allocation of academic advisors is based on best fit between the student's specific degree course and the advisor's expertise, rather than by gender. This has been confirmed by the 2017/18 Athena SWAN student survey (**Q13**), where only 30% of female students agreed that "being able to choose an academic advisor / supervisor who is the same gender as me is / would be beneficial", while 36% disagreed.

In spite of that, we have revised induction materials at UG and PGT level to inform students that they may request another advisor (including requesting an advisor of the same gender). These cases are dealt with on an individual basis so that staff workloads remain manageable. In addition to this, we have nominated one female and one male member of academic staff who can offer pastoral support to students. This will benefit students who would like to remain with their advisor/supervisor but might nonetheless wish to talk to a staff member of the same gender about certain issues.

The School has a number of student representatives at each level of study (UG, PGT and PGR). After an initial training course, the representatives attend Departmental/School meetings and relevant student union meetings. In 2017/18, there were 8 female and 23 male student representatives in the School. This is higher than the average percentage of female students at any level of study across our Departments, suggesting that female students feel confident in taking up leadership roles within the School. However, it is essential to monitor student representative ratios to make sure that they match or exceed the overall student population ratios (**A3.15**).

Informatics also runs a Peer Assisted Learning (PAL) scheme, in which 2nd and 3rd year undergraduates are employed to run regularly timetabled study sessions on modules that they have previously taken. The PAL sessions provide particular help and support to first year students as they learn computer programming skills. Students apply for these jobs on a competitive basis. In 2016/17, there were 5 male and 1 female PAL tutors, (in line with female/male percentages in the student population). We will also keep these numbers under review to ensure that female students continue to be well represented (**A3.15**).

The University supports the REDS Programme (Respect, Equality, Diversity and Safety), which takes a values-driven approach to creating positive cultural change on Sussex campus and within the University of Sussex community. Currently in its pilot year, the project has seen a diverse group of 40 students and staff members trained up as REDS Facilitators.

USIDE, the University of Sussex Informatics, Design and Engineering Society, is our student society. The society is very active in putting on events for students, supported by the School, and a number of its officers are female students.

The Robogals society has been set up to act as a chapter of Robogals (www.robogals.org), a multi-national, student-run organisation that promotes female participation in engineering. In 2018 the School's Robogals team won an award for innovation at the Robogals national conference in Aberdeen. The Equality in Engineering (EinE) society was set up by a second-year female Mechanical Engineering student. It organises talks from elite engineering firms such as ARUP, GE, Dyson, Rolls Royce, etc. and encourages them to hire more Sussex students. The University also hosted a free beginner's coding course in early 2018 for all female Sussex University students, provided by CodeFirst:Girls - a social enterprise which aims to redress the gender imbalance in the technology sector.

In order to support students to pursue a further degree, the University wide Junior Research Associate (JRA) scheme was set up in 2008 to provide paid research experience to promising students during their 2nd year summer holiday. Since its inception, the School has had 29 male and 4 female JRAs, which indicates that we should be more proactive in encouraging female students to apply. As part of a more general commitment to supporting promising female students to pursue further study, the SAT will contact all lecturers once per term, asking them to identify promising female students at UG and PGT level. These students will then be contacted with information on relevant schemes/awards, for example, the JRA for 2nd year students, the Anita Borg Google Memorial Scholarship for all levels of study (for which we will offer individual mentoring), and other scholarships offered by our Professional Statutory Bodies (**A3.16).** We will also continue to encourage UG and PGT students to attend research seminars within the School (**A3.17**).

Resulting/relevant actions

A3.15: Monitor the student representative and PAL schemes to ensure that female students continue to be well represented as tutors;

A3.16: The SAT will contact lecturers once per term, asking them to identify promising female students, who will then be sent information on applicable;

A3.17: To promote research seminars to final year UG and PGT students.

(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.

Staff applying for funding are required to name two 'critical friends' who will support them during the outline and final stages of writing a proposal. Where programmes of funding include an interview stage, mock interviews with experienced PIs from the School are arranged. In addition, all staff have a personal mentor who can assist with proposal ideas, writing and follow-up if unsuccessful.

The School has organised special events and away days covering activities such as proposal writing, how to find funding opportunities and a 'speed networking' event to stimulate interdisciplinary research. New members of faculty also get support in the form of a PhD Studentship funded by the School when they first join and receive high levels of support for new investigator grants. Additional School support is also agreed on a case-by-case basis for larger grant initiatives.

SILVER APPLICATIONS ONLY

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.

In 2015 the University updated its Maternity Guide (available online) which provides a summary of key information. It gives advice on expectations and support before starting maternity leave, during leave, and after return to work, including information on maternity pay, shared parental leave, pensions, flexible working patterns, keeping in touch days, and childcare available at the University. An Adoption Guide explains the corresponding support, rights and benefits for staff who are considering adoption. Similarly, a guide to taking shared parental leave is also available.

These guides form the first line of support and make clear that staff members can request a meeting with an HR Adviser in confidence at any point. Once a staff member has notified their line manager of their pregnancy, the manager follows the 'Support for maternity leave: Checklist for managers', which was recently updated following feedback from staff.

In the initial meeting the manager checks that the staff member is aware of the Maternity Guide and relevant policies and makes arrangements for a Health and Safety risk assessment. During the pregnancy the manager keeps in regular contact and offers support with any issues that emerge as well as discussing plans for maternity cover. For faculty maternity leave, this involves appointing fixed-term teaching staff as cover, rather than asking another faculty member to take on additional workload.

Closer to the start of maternity leave, the manager makes sure the staff member is aware of the University's Flexible Working Policy and Shared Parental Leave Policy and discusses this with them. At this point they also discuss handover, accrual of annual leave, use of Keeping In Touch (KIT) days, and, if appropriate Shared Parental Leave (SPLT) days, as well as agreeing a plan for communication during leave.

Staff going on leave are informed that the School's SAT coordinator acts as an additional point of contact for staff taking maternity leave, allowing the School to gather feedback to determine whether it is necessary to modify existing support mechanisms or implement new ones. Feedback from one member of School staff taking leave during the reporting period resulted in helpful modifications and clarifications to the University-wide managers' checklist. (**A3.18**).

Table 5.5.1. shows the number of staff in the School taking maternity leave during the last three years.

Grade	2014-15	2015-16	2016-17	2017-18
Grade 10 – Professor	0	0	0	0
Grade 9 – Senior Lecturer/ Reader	0	0	0	0
Grade 8 – Lecturer	0	1	0	0
Grade 7 - Research Fellow	0	0	1	0
Grade 7 - Teaching Fellow	0	0	0	0
Total	**0**	**1**	**1**	**0**

Table 5.5.1: Numbers of staff taking maternity leave

Resulting/relevant actions

A3.18: SAT coordinator will continue acting as an additional point of contact for women taking maternity leave;

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

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

The School encourages staff on maternity and adoption leave to make use of KIT and SPLT days where appropriate, and the line manager keeps in contact in line with the staff member's wishes. In addition, the School set up a 'maternity buddy' scheme in 2015, where women going on maternity leave are supported by women who have already done so (**A3.19**). There is a limited number of staff in the School going on leave, so there was no appropriate 'buddy' when the first member of staff went on leave during this period. This member of staff was, however, able to act as buddy to the next person to go on leave, which involved brief email contact during leave, and several informal meetings on return to work to discuss experiences and exchange advice. The feedback from this member of staff was that the scheme was very positive as these meetings helped her to remain in touch with work activities and more easily adapt to re-entering the work environment.

Resulting/relevant actions

A3.19: SAT coordinator will continue collecting feedback on the 'maternity buddy'.

(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.

Within the School, each Department has processes for allocating workloads which take into account partial hours, sabbaticals and shared teaching, etc., and we use this to provide support for academics on return from maternity or adoption leave. The allocation of work is a manual process, and accommodations are determined on a case-by-case basis for a part-time return or, in the case of full-time return, a reduced teaching load to support the restarting of research activity. One member of Informatics faculty returned to work following maternity leave in the reporting period, and was given a reduced teaching load, including no teaching in her first term back. This member of staff was also supported by the Head of Department in requesting a change to her teaching timetable in the subsequent term, to accommodate childcare arrangements.

This member of staff, and a member of Engineering research staff who also returned from maternity leave during the reporting period, were both supported in making successful bids to the University's Research Development Fund (RDF) to kick-start their research on their return. The RDF particularly encourages and prioritises bids from staff returning from parental leave. This funding and support allowed one female staff member to carry out pilot work that was instrumental to her success in recently being awarded an external research grant by the EPSRC.

The School benefits from the University's on-site purpose-built nursery and membership of childcare voucher / tax-free childcare schemes.

Resulting/relevant actions

A3.20: Continue to support faculty returning from maternity leave with a reduced teaching load**.**
A3.21: Continue to support all research active staff returning from maternity leave with applying to internal funding scheme to help with restarting research.

(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.

During the reporting period two academic staff have taken maternity leave, and both have subsequently returned to full time work. The School is pleased to have a 100% maternity return rate and will continue to look for ways to ensure return to work is supported fully.

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

(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.

Eight members of staff, from across Grades 5-10, have taken paternity leave of two weeks on full pay during the reporting period. The timing of such leave has been flexible, to best provide the needed support.

Grade	2014-5	2015-16	2016-17	2017-18
Grade 10 – Professor	1	0	0	0
Grade 8/9 – Lecturer / SL / Reader	1	2	1	1
Grade 7 – Lecturer / Research Fellow	0	0	2	0
Grade 7 – Technician	0	0	0	1
Grade 5 – Professional Services	0	1	0	0
Total	**2**	**3**	**3**	**2**

Table 5.5.4: Numbers of staff taking Paternity Leave

No members of staff have applied to take adoption, shared parental or parental leave during the last four years, however, we will make concerted efforts to ensure that all individuals who might be eligible for such leave are aware of relevant procedures (**A3.22**).

Resulting/relevant actions

A3.22: Ensure staff are kept aware of the most up to date equality and diversity policies.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Flexible working

The University has a Flexible Working Procedure, detailed on the university web page devoted to *Family-friendly policies*. Managers are supported in dealing with formal flexible working requests by CIPD-qualified HR Advisers. In addition to these formal requests, a number of academic staff within the School request informal modifications to their timetables from the HoS or HoDs to balance work and caring commitments.

More generally, the culture within our School supports flexibility in work practices, with an understanding that, apart from duties which require academic staff to be on campus, they can choose to work from home when necessary and/or schedule their work around caring responsibilities.

In 2018 the University became 'flexible by default' when recruiting staff. Feedback from Athena SWAN focus groups last year, and the University's first gender pay gap report, highlighted flexible working as a key issue and the new approach has been designed in response.

The University's family friendly policies are available on the School website in the Athena SWAN section. However, results from survey (**Q25**) shows that 35% of staff agreed that they are still not familiar with gender equality policies including flexible working.

Applications for flexible working

We had formal requests for flexible working during the reporting period. Table 5.5.4 shows the number of staff making flexible working requests. Five male staff and one female staff grade 7 who returned from maternity leave; all of the requests were approved.

Grade	2014-15	2015-16	2016-17	2017-18
Grade 10 – Professor	0	0	1M	0
Grade 9 – Senior Lecturer	1M	0	0	0
Grade 7/8 - Technician	0	1M	0	1M
Grade 7 – Research Fellow	0	0	1F	0
Grade 6 – Professional Services	0	0	1M	0
Total	**1**	**1**	**3**	**1**

Table 5.5.4: Numbers of staff taking flexible working request

(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.

During the four-year reporting period, we did not have any staff members who returned after a career break to work part-time and then transition to full-time. However, the School is pleased to offer such an option to any staff who request this.

5.6. Organisation and culture

(i) Culture

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

The School is generally perceived as being female-friendly and inclusive. In informal discussions with staff, almost all noted the support they receive from colleagues, and flexibility in working arrangements which allows them to balance their work responsibilities with personal commitments.

Our student and staff surveys conducted in December 2017 aimed to explore the culture within the School. Our student survey suggested that the majority of students (>75%) felt that any complaints about offensive behaviour would be dealt with effectively by a tutor/supervisor (**Q10**). In addition, only 10% of the female students felt that they would not be able to raise such issues with their tutor/supervisor (**Q9**), compared to 25% three years ago. However, less than half of female students felt that the School's policies on acceptable/unacceptable behaviour were clear (**Q8**), despite the induction materials being revised, and we therefore plan to publicise these policies regularly (**A3.23**). Another issue raised in the survey responses is the lack of access to role models for female students (25%), compared to male students (<10%). Finally, some student responses called for equal, gender-agnostic treatment, rather than focusing on female and minority group students.

In the staff survey, over 70% of respondents of all genders agreed that images which stereotype women were not viewed as acceptable within the School (**Q14**), but there was a lack of clarity around School policies on unacceptable behaviour (**Q13**), with only 40% of non-males suggesting that this was clear (as opposed to 76% of males). Still, this is a slight improvement against the 27% of females reported three years ago. Moreover, non-male staff feel much less than male staff that there is equal pay (30%, **Q10**), equal opportunities for internal/external representation (45%, **Q6**) and career opportunity encouragement (45%, **Q5**). Finally, there was a non-negligible portion of staff (15%) who feel that staff are not treated on their merits irrespective of gender (**Q1**). This is more significant among the non-male staff (25%).

The School has started to consider issues relating to trans students and staff, for example the introduction of gender-neutral toilets.

Resulting/relevant actions

A3.23: Advertise regularly and more visibly relevant information on what is considered to be unacceptable behaviour, and what to do if students and staff encounter it within the school;

A3.24: Investigate the reasons behind staff survey responses suggesting that non-male staff feel that they have less opportunities;

A3.25: Continue running staff and student surveys annually to determine effectiveness of all Athena SWAN initiatives;

A3.26: Clearly and regularly advertise promotion criteria and monitor the fairness and transparency of the new promotion process;

(ii) HR policies

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

The University bullying and harassment policy recognizes that everyone has the right to dignity at work, which includes protection from bullying and harassment or exposure to

any conduct which causes them to be alarmed or distressed. In addition, the University has recently introduced a Relationships policy and a statement on violence. The School monitors these issues every year in the Athena SWAN survey.

When a member of staff or group of staff members reports that the behaviour of a colleague is inappropriate, they are encouraged to raise the matter with their line manager, HoS, or the Athena SWAN leads.

A3.27: SAT members will continue having a regular Agenda point at the School and Departmental meetings, and communicate via email, webpage and posters the policy for equality, dignity at work, bullying, harassment, grievance and disciplinary processes;

(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.

Engineering and Informatics School Committees	**2014/15**				**2015/16**				**2016/17**				**2017/18**			
	F		**M**		**F**		**M**		**F**		**M**		**F**		**M**	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Senior Management Team	3	**38%**	5	63%	3	**33%**	6	67%	3	**33%**	6	67%	1	**9%**	10	91%
Research Degree Committee	2	**22%**	7	78%	2	**22%**	7	78%	1	**13%**	7	88%	1	**13%**	7	88%
Research Committee	4	**27%**	11	73%	4	**27%**	11	73%	3	**20%**	12	80%	4	**20%**	16	80%
Student Experience Group	11	**38%**	18	62%	8	**32%**	17	68%	8	**24%**	26	76%	10	**27%**	27	73%
Health, Safety & Environment Committee	2	**13%**	14	88%	2	**13%**	14	88%	2	**10%**	19	90%	2	**10%**	19	90%
Undergraduate Exam Board	5	**38%**	8	62%	5	**36%**	9	64%	5	**33%**	10	67%	4	**27%**	11	73%
Postgraduate Exam Board	4	**31%**	9	69%	4	**29%**	10	71%	3	**20%**	12	80%	2	**17%**	10	83%
Student Progress Committee	4	**67%**	2	33%	4	**57%**	3	43%	3	**50%**	3	50%	2	**33%**	4	67%
Teaching and Learning Com.	5	**50%**	5	50%	5	**50%**	5	50%	4	**31%**	9	69%	4	**27%**	11	73%
Athena SWAN Self-Assessment Team	4	**33%**	8	67%	4	**33%**	8	67%	3	**27%**	8	73%	5	**42%**	7	58%
Totals	44	**34%**	87	66%	41	**32%**	90	69%	35	**28%**	112	76%	35	**24%**	122	78%

Table 5.6.1: Male and female representation on committees

Table 5.6.1 shows that women are represented on all committees within the School, and in some cases, the percentage of women on these committees either reflects or exceeds the percentage of female staff within the School. Still, most percentages are steadily decreasing throughout the period (except the Athena SWAN SAT), which will be addressed by reviewing committee membership annually and providing incentives to female staff to participate (**A3.28**).

Committee membership is determined largely by role. For example, the Senior Management Team comprises the HoS, HoDs, and the various School directors (e.g.

Director of Doctoral Studies), while the Undergraduate Exam Board will consist of academic staff with a role in undergraduate teaching, such as course convenors. HoDs take care to avoid staff 'committee overload' by appropriate recognition of committee duties in the workload models (see Section 5.6[v] below).

A3.28: Review committee membership annually and discuss and agree possible incentives for female staff to participate;

(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?

As shown in Table 5.6.1, females are represented on decision-making committees. Several positions of responsibility are currently, or were recently, held by females (for example, HoS, HoD, School Director, Head of Research Group).

Senior female staff hold positions on influential committees at University level, of which Senate, Court, the OFFA Steering Group and the Academic Promotions, Advancements and Titles Committee, are examples. Substantial committee duties are formally recognised in the workload model, which helps to protect female staff from committee overload.

(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.

Historically, the two departments in the School have operated different but not dissimilar workload models. Workload allocation is managed by the deputy Head of School and the two HoDs against common policies across the School, striving for gender neutrality in allocation. Workload in Informatics is based on a percentage model, where a full workload is 100%, and all duties have a defined percentage. Teaching modules range from 11% to 28% per term, depending on number of students, contact hours, assessments and allocated tutorial assistance. Administrative roles are ranked similarly. Workloads are distributed by the HoD using a formula of roughly 40% research, 40% teaching and 20% administration for teaching & research faculty, and 20% scholarship, 60% teaching and 20% administration for teaching fellows. The workload model is fully transparent.

From the academic year 2018/19, the university is rolling out a new workload management system derived from the Simitive[5] product WAMS. Engineering and Design are one of the initial users of this new process. A full workload is allocated across 1650 hours rather than percentages and will be allocated by the HoD against a

[5] http://www.simitive.com/workload-management.html

similar model as above. A common tariff for roles has been agreed by the university at a similar granularity to the existing Informatics model. We expect Informatics to move to the university model for 2019/20

Information from appraisals is fed into the workload allocation process and the HoD takes considerable care whenever possible to allocate duties to individuals which are beneficial to their careers. New starters have a workload of 75% in their first year, 90% in the second year and a full load thereafter. Where staff are returning to work from extended sick leave or from maternity leave, the workload is reduced. For maternity leave, the load is reduced to 75%, with no teaching in their first term, and a 90% load in the second year after leave. In return from sick leave, the workload is allocated in accordance with the risk assessment. The model is transparent in that allocated duties are first agreed with the HoD and then visible across the department. Administrative roles are generally taken on for a period of three years, with the option to extend the responsibility if agreed with the HoD and HoS.

In each Department, pastoral duties such as personal tutoring are taken into account in the workload model and shared equitably among staff irrespective of gender. Furthermore, they are recognised in the University's promotion criteria in the context of service to the Department, School and University. Such service is a requirement for promotion, up to and including Professorial level.

In the staff survey (**Q2**), 50% of non-male staff agreed that work is allocated on a clear and fair basis (compared to 69% of male staff).

(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.

Departmental meetings and social gatherings are generally held in the core hours of 10am to 4pm Monday to Friday. There are some exceptions to the rule, either by necessity or to promote broader external attendance.

Open days and applicant visit days frequently need to take place on Saturdays, and staff participate according to their personal circumstances.

More ad-hoc meetings are organised by email agreement or Doodle polls, allowing flexibility to accommodate participants, including participation by Skype if staff cannot be on campus.

Finally, School and Departmental level social gatherings, such as the HoS's Festive Season mulled wine and mince pie event, are typically held at lunchtime, while smaller social gatherings (e.g. research group socials) are arranged at the participants' convenience.

Resulting/relevant actions

A3.29: Continue to monitor timings of School meetings and social gatherings to ensure they are held within core hours unless a different timing is unavoidable.

(vii) Visibility of role models

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

The School's publicity materials have been updated since the last Bronze award, with emphasis on presenting a gender-balanced picture. This has had a positive impact on staff perception of visible role models, as evidenced by the staff survey, where 70% of staff (irrespective of gender) felt that the School uses women and men as role models (**Q24**).

The newly introduced Women in Science and Technology Seminar Series was set up in 2017/18, to provide strong visibility of role models throughout the School. The objective of the seminar series is to hear from distinguished speakers about their career pathway and professional work. At the time of this application three talks have been organised with great success. Events are advertised via the University website, School website, posters, leaflets and social media, plus emails from the SAT coordinator and the HoS, to encourage attendance.

The School encourages female staff who would like to attend conferences relating to Women in STEMM. This year two members of staff have been funded by the School to attend the Women in STEMM Conference 2018.

To enhance the visibility of role models, the School funds outreach activities such as Soapbox Science Brighton. In the previous two years, two female staff have been selected from a competitive pool of South East researchers, to share their work in STEMM engineering with both locals and tourists. These two academics have received funding from the School.

(viii) Outreach activities

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

The School runs on-campus activities with 200-300 pupils a year through our outreach programme, run in conjunction with the University Widening Participation team. The activities typically attract more male than female pupils. We started collecting data in 2015/16, when approximately 27% of pupils participating were female. In 2016/17, 31% of pupils participating were female.

Widening Participation and Outreach activities are co-ordinated by a member of faculty in the School, with a male member of faculty taking this role for one year and a female for two years within the reporting period. We began collecting data on the gender of staff involved in running outreach activities on campus in 2014, when 31% were female. In 2016/17, 32% of staff participating were female.

Staff are encouraged to take part in outreach activities through payment for preparation and development time into their 'incentive accounts' (personal funds that can be spent on research and teaching activities). Postgraduates and undergraduates who provide assistance for outreach activities are also paid an hourly rate for their time.

We have updated a number of our activities to make sure they are attractive to all pupils. For example, we previously ran a Behavioural Robotics session that involved programming robots to respond to light, but in 2017 we designed a new 'social robotics' session that has been very successful in recruiting female school pupils (32 F and 19 M attendees this year).

In addition to staff-led-activities, we also encourage students to run their own outreach and engagement events. Robogals Sussex are a student society who run outreach activities with young people, with a particular aim of encouraging girls to pursue STEMM subjects in education and as a career. Since recruiting 6 students to found the society in 2014 the School has continued to support the student team by providing funding and equipment and supporting them in running workshops. The committee membership changes each year, and currently has three female students in the lead roles of President, Schools Officer and Secretary. The society has run 30 workshops on and off campus and reached over 1000 young people over the reporting period and is a great asset to the School. In 2018 the School's Robogals team went to the national Robogals conference and won an award for Innovation. The Equality in Engineering Society also engage in outreach activities and Open Days – the Engineering second year student who founded the society was shortlisted for Ricardo's "Most Promising Female Engineer of the Year Award 2018".

Staff running and co-ordinating outreach activities	**2014/15**			**2015/16**			**2016/17**		
	M	F	Total	M	F	Total	M	F	Total
Faculty	2	3	5	3	2	5	6	3	9
Postgraduate/ undergraduate helpers	9	2	11	8	3	11	7	3	10
Total	11	5	16	11	5	16	13	6	19

Table 5.6.2: Staff participation in outreach activities on campus

Resulting/relevant actions

A3.30: WP school lead will continue to collect data on outreach activities within the School;

A3.31: Continue supporting female-focused outreach activities.

Actual word count: 7,109 excluding Tables and Figures

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.

7. FURTHER INFORMATION

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

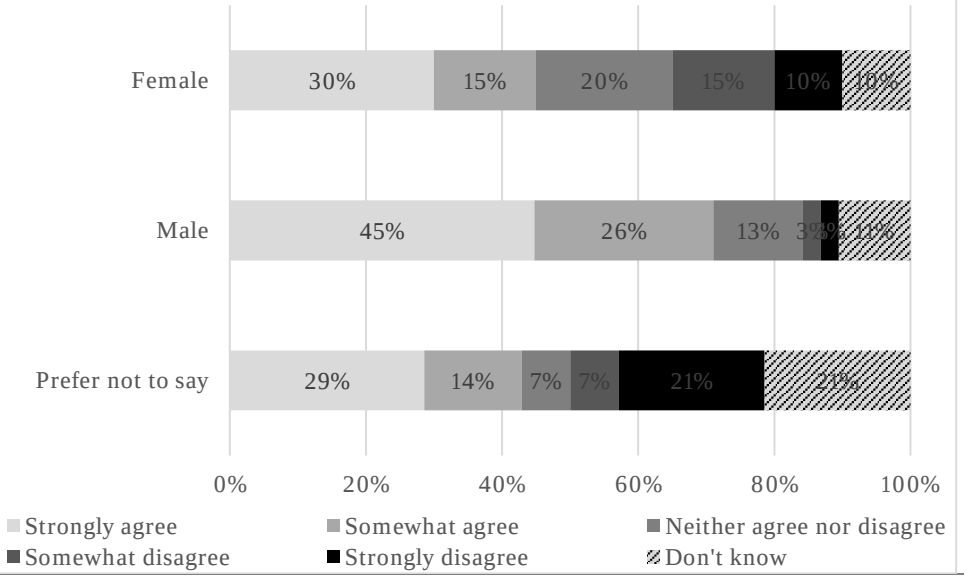
Actual word count: 27 words + Table

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

(i) Student and Staff Surveys

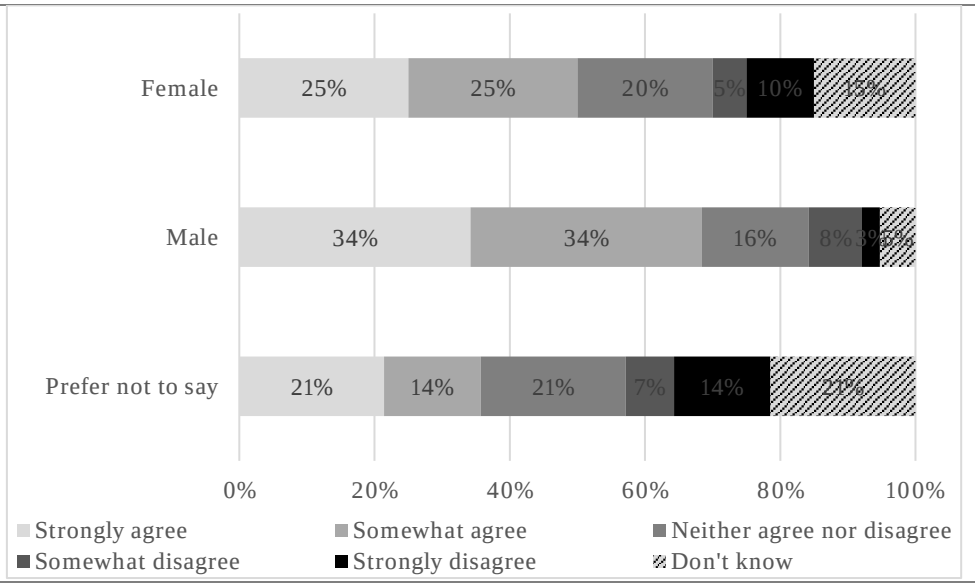
We conducted a survey for staff (based on the HE STEM staff culture survey) and also for students. Results are shown in Tables 7.1 and 7.2, respectively.

Table 7.1: Summary of staff survey data[6]

Q1. In my School, 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).	

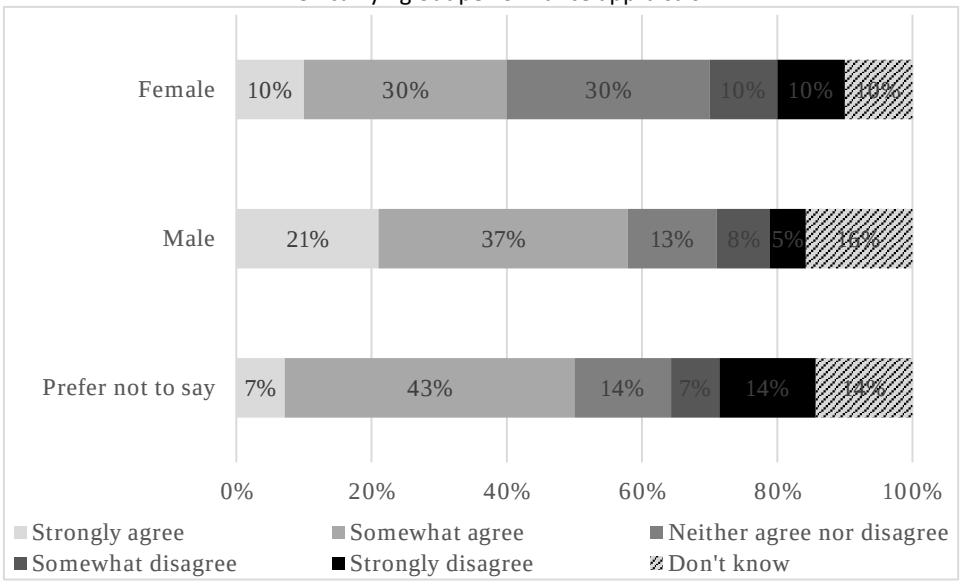
[6] Questions 12, 17, 23, and 27 asked for additional comments on the preceding sections. As they were optional, responses have not been included in the table.

Q2. In my School, work is allocated on a clear and fair basis irrespective of gender.

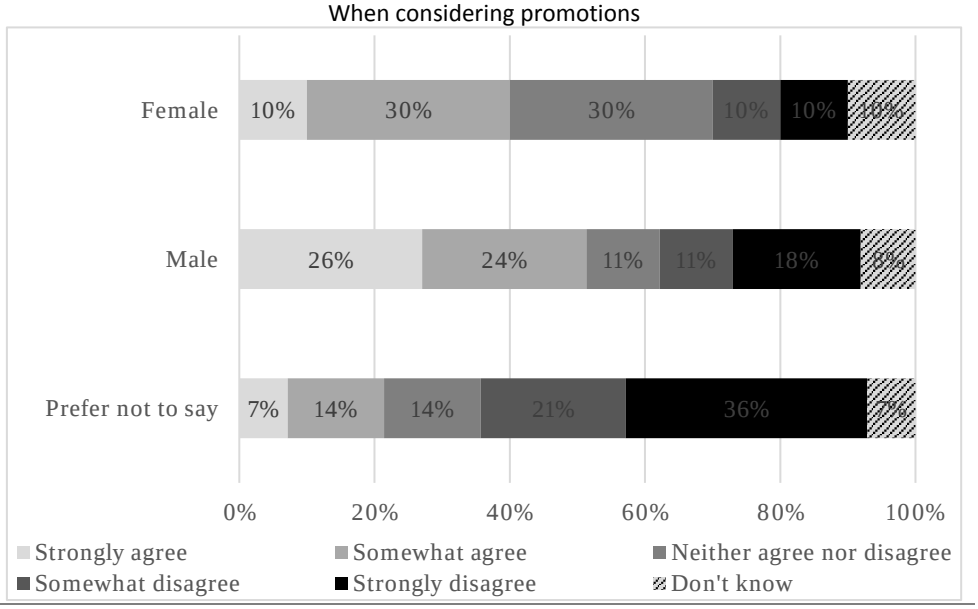


Q3. My School values the full range of an individual's skills and experience (e.g. research, pastoral work, outreach work, teaching, administration and technical support):

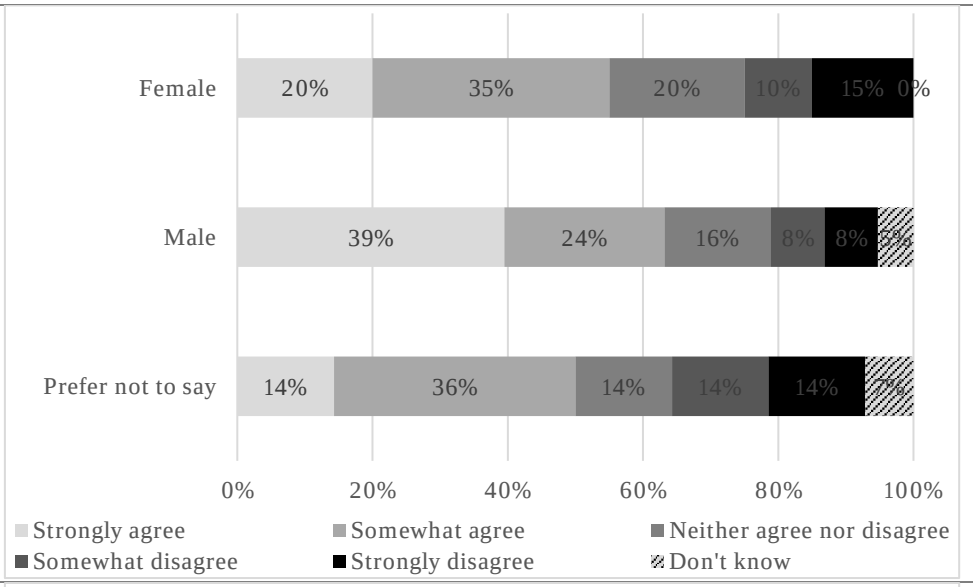
When carrying out performance appraisals



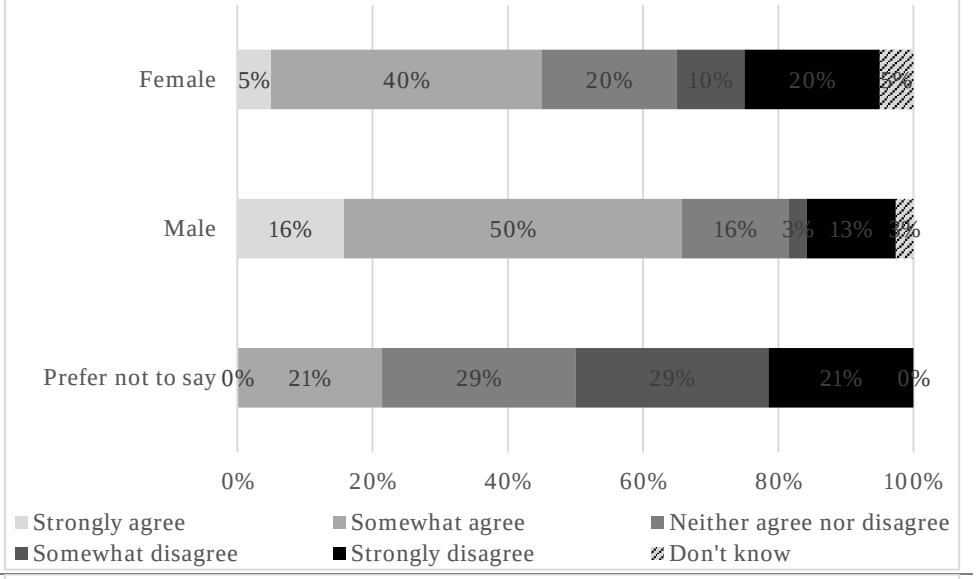
When considering promotions



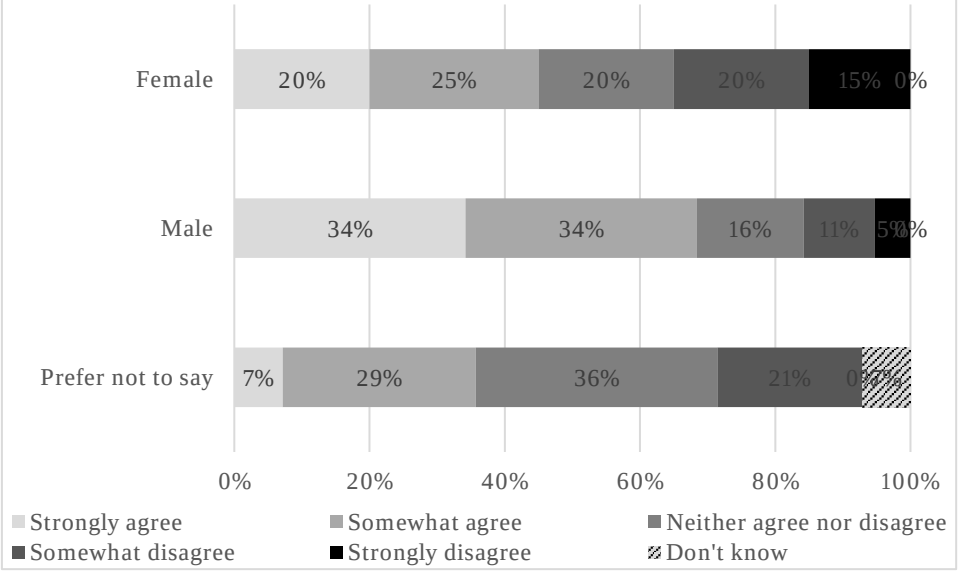
Q4. I understand the promotion process and criteria in my School.



Q5. I am actively encouraged to take up career development opportunities.

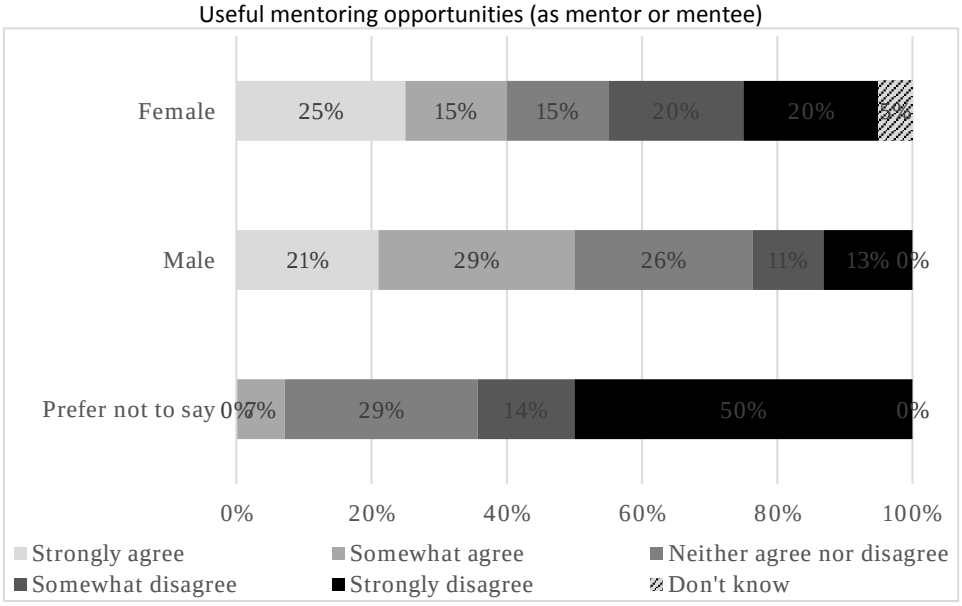


Q6. I am encouraged and given opportunities to represent my School externally and/or internally (e.g. on committees or boards, as chair or speaker at conferences).

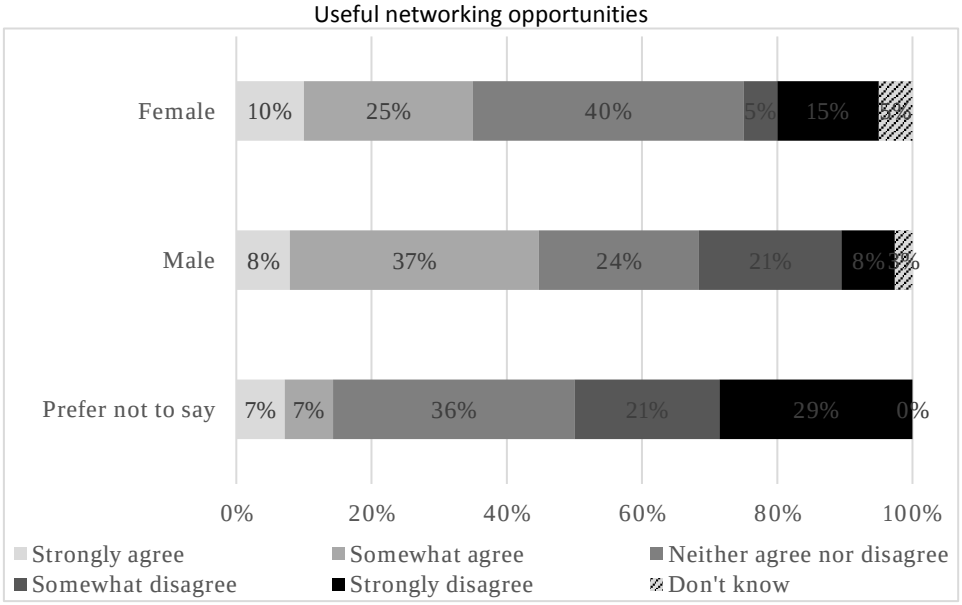


Q7. My School provides me with:

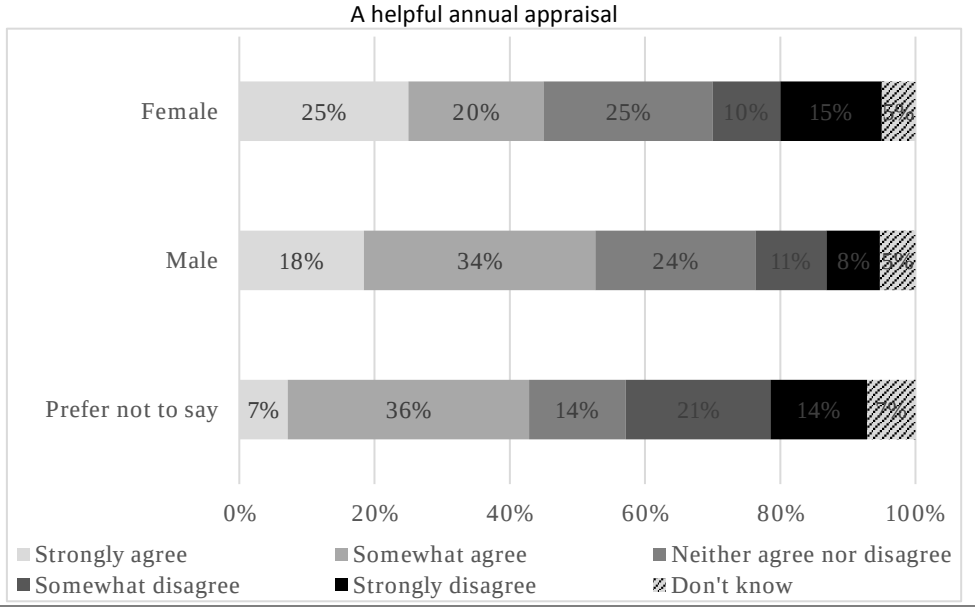
Useful mentoring opportunities (as mentor or mentee)



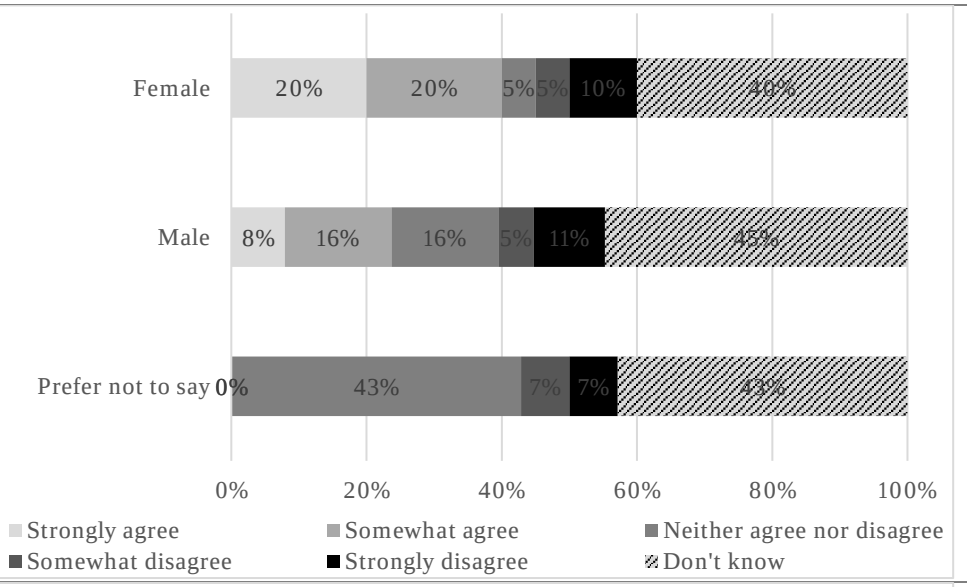
Useful networking opportunities



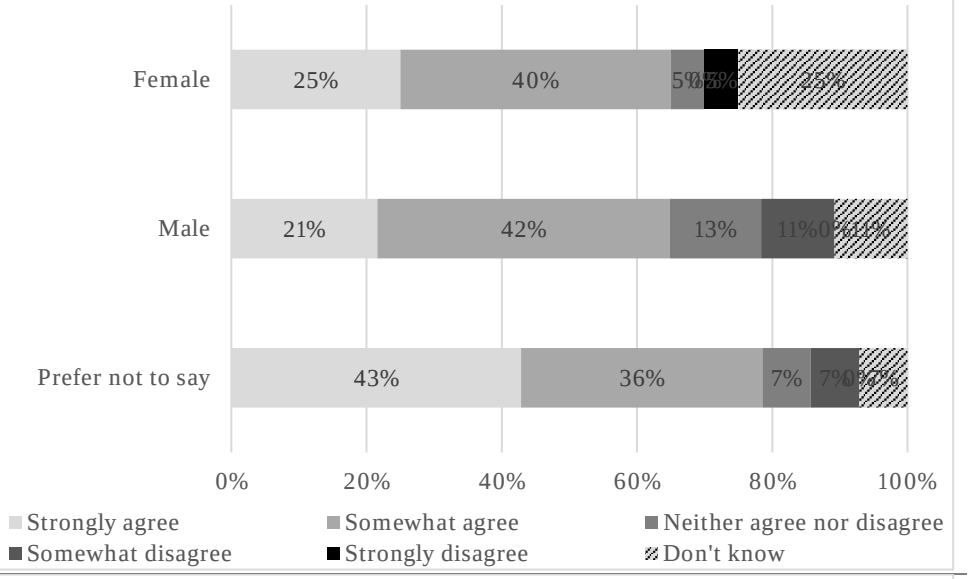
A helpful annual appraisal



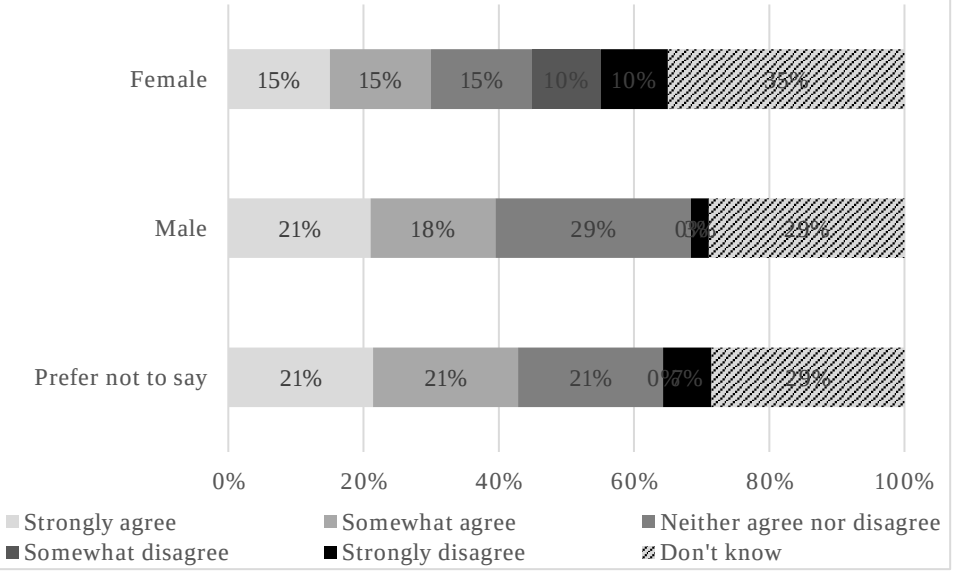
Q8. Staff who work part-time or flexibly in my School are offered the same career development opportunities as those who work full-time.



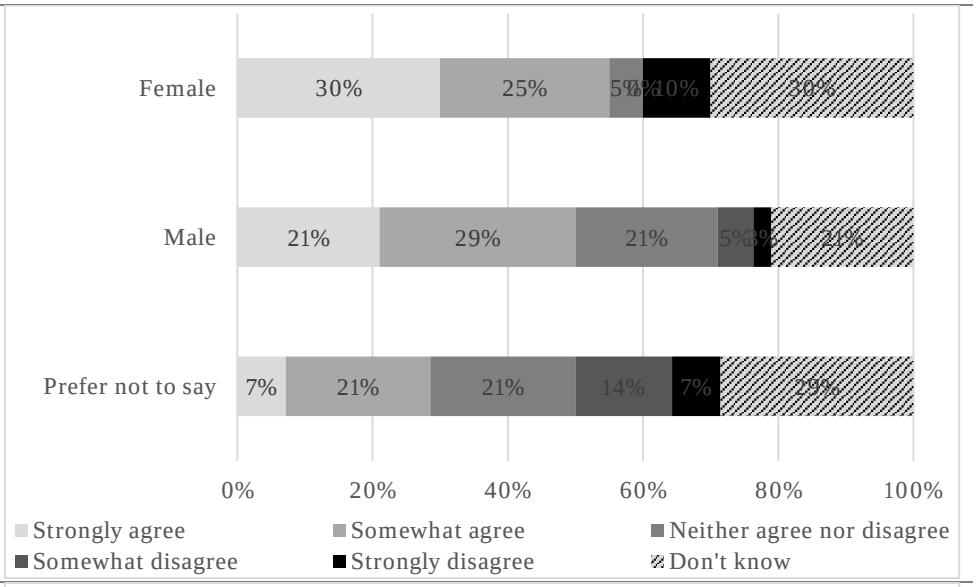
Q9. Meetings in my School are completed in core hours to enable those with caring responsibilities to attend.



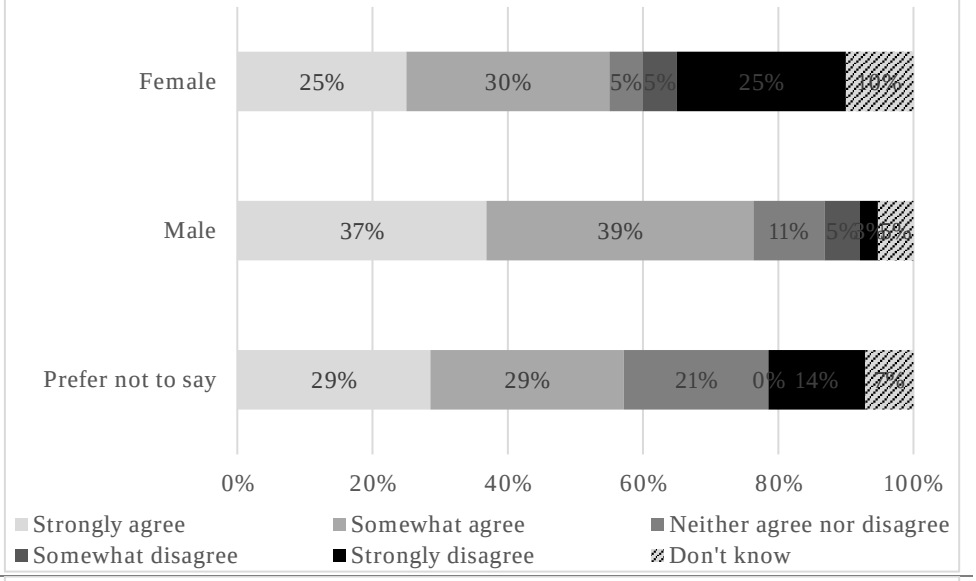
Q10. I believe that in my School, men and women are paid an equal amount for doing the same work or work of equal value.



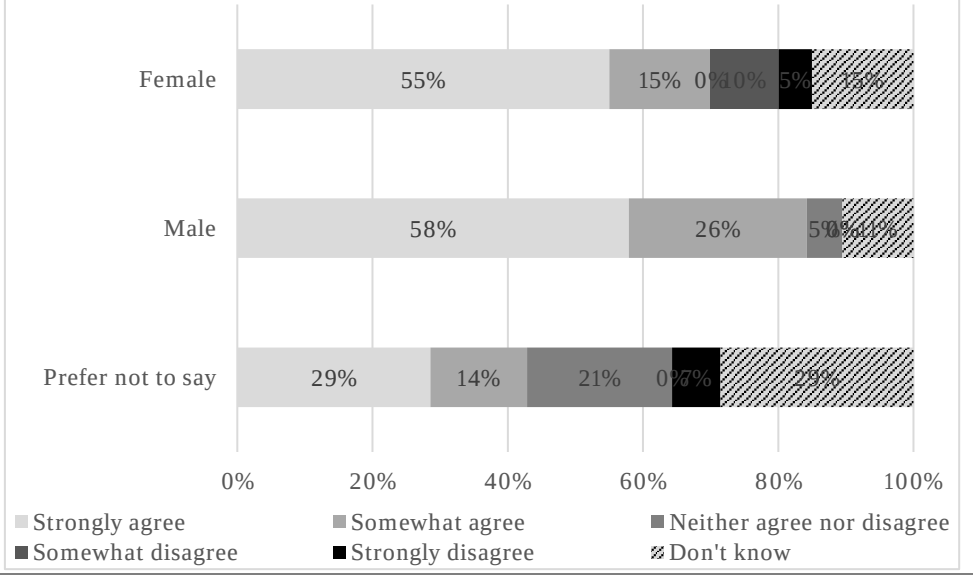
Q11. My School takes positive action to encourage women and men to apply for posts in areas where they are under-represented (e.g. encouraging appropriately qualified colleagues of both sexes to apply for posts; including images of female and male staff in recruitment materials; including a statement in job adverts that applications are welcomed from under-represented groups).



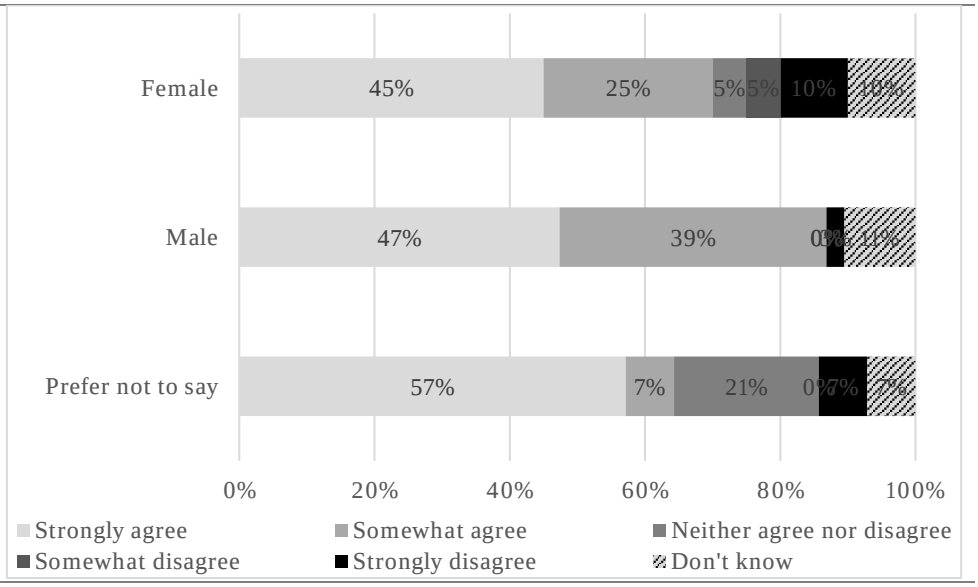
Q13. My School makes it clear that unsupportive language and behaviour are not acceptable (e.g. condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype women or men or focus on their appearance).



Q14. Inappropriate images that stereotype women or men are not acceptable in my School (e.g. in calendars, newspapers and magazines; on computers and mobiles).

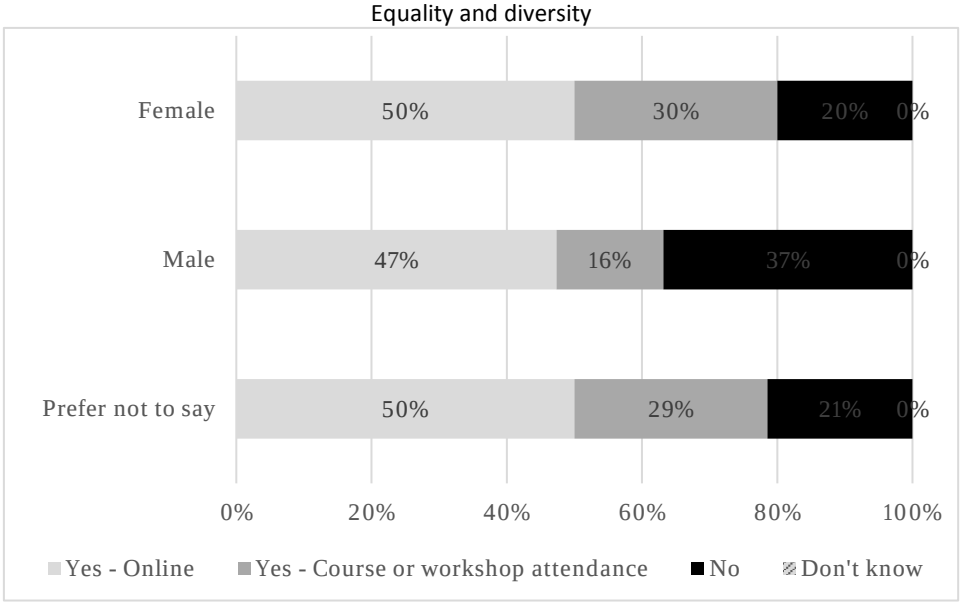


Q15. Work related social activities in my School such as staff parties, team building or networking events, are likely to be welcoming to both women and men (e.g. consider whether venues, activities and times are appropriate to both women and men).

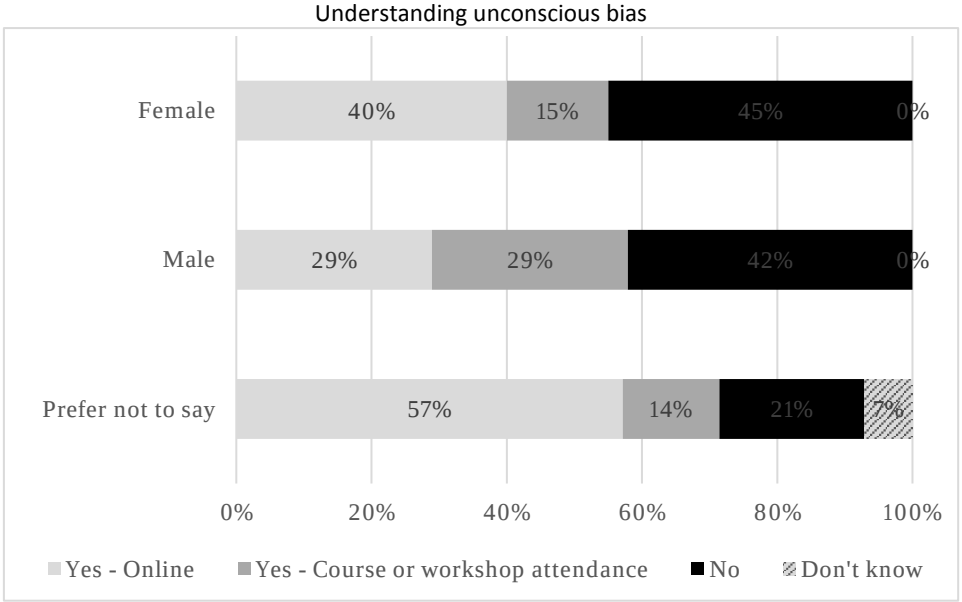


Q16. I have undertaken training in:

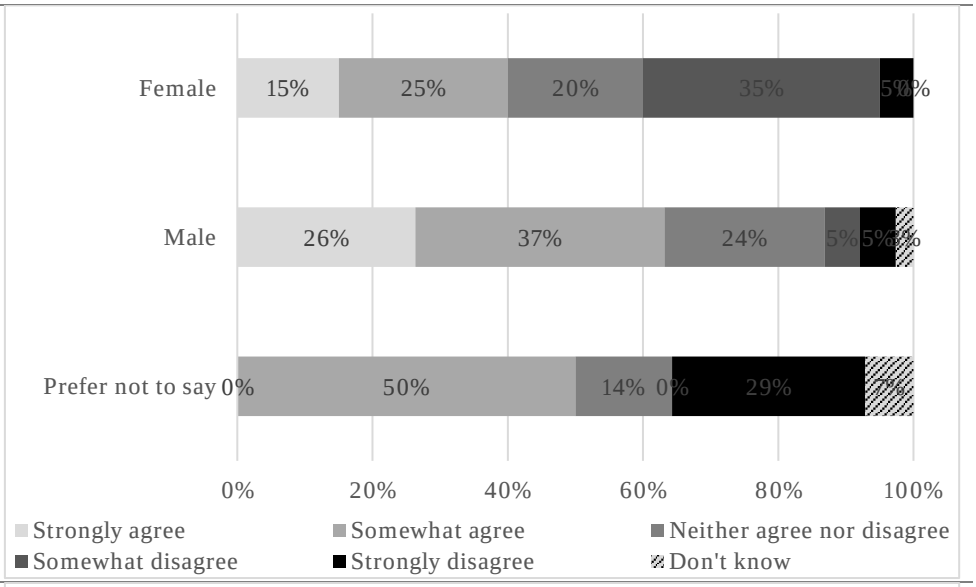
Equality and diversity



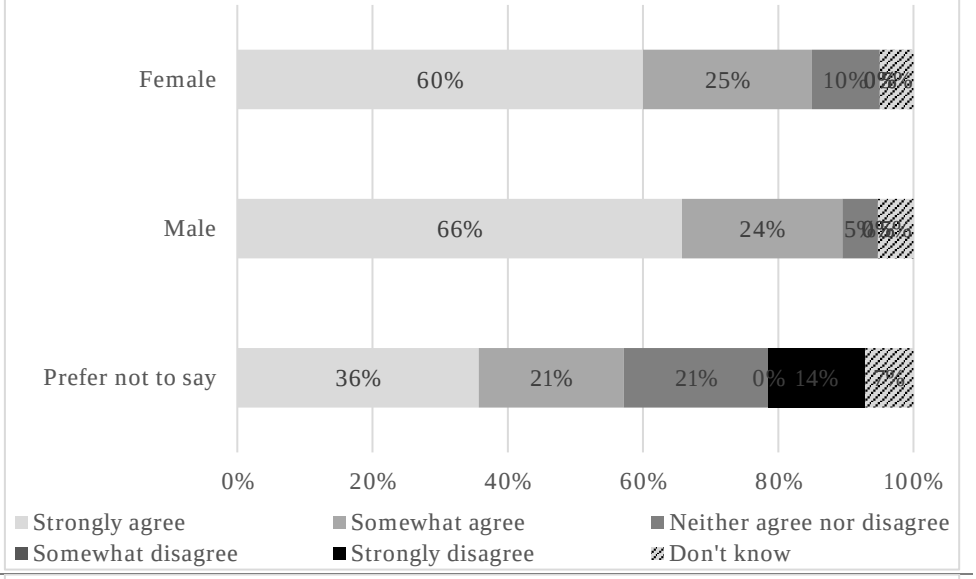
Understanding unconscious bias



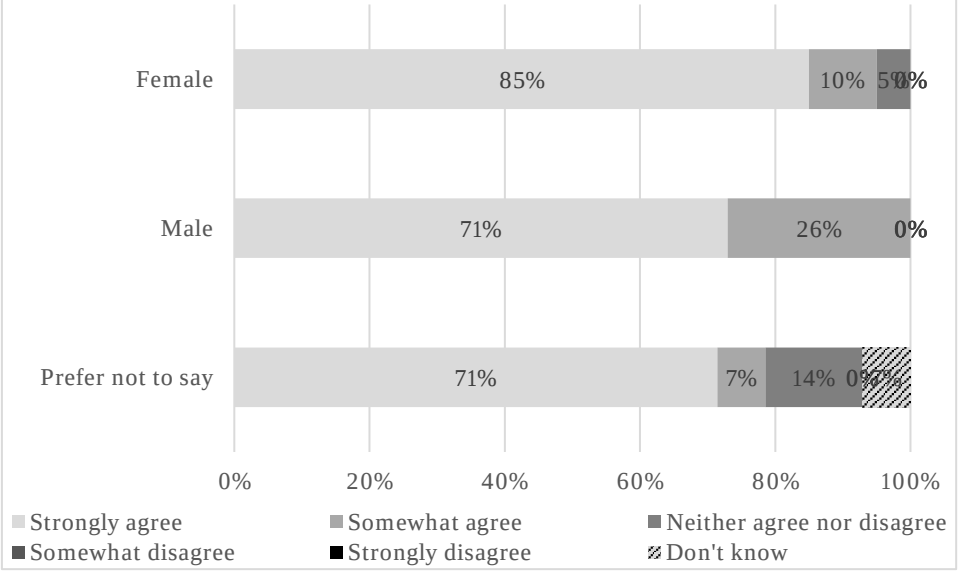
Q18. My School has made it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carer's leave, flexible working).



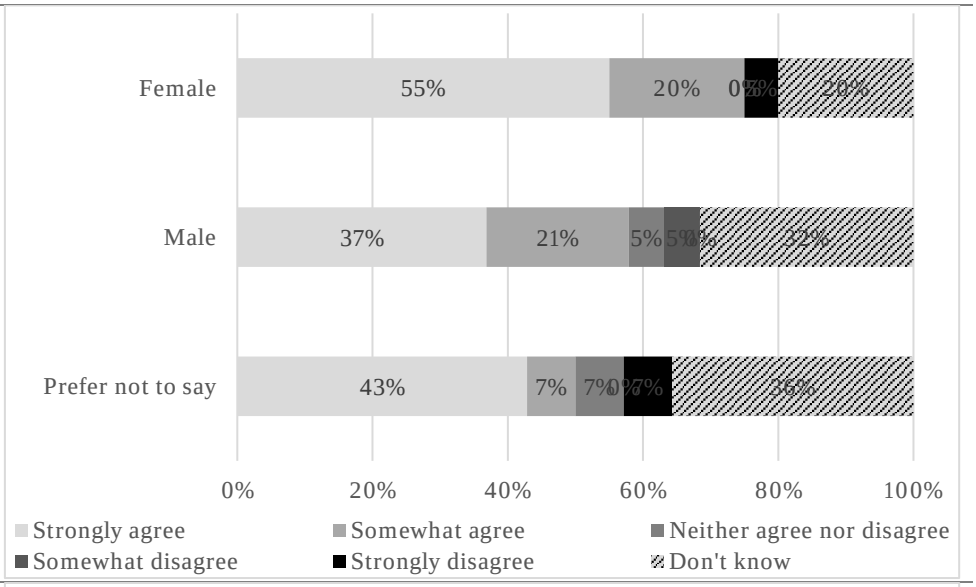
Q19. I understand my School's reasons for taking action on gender equality.



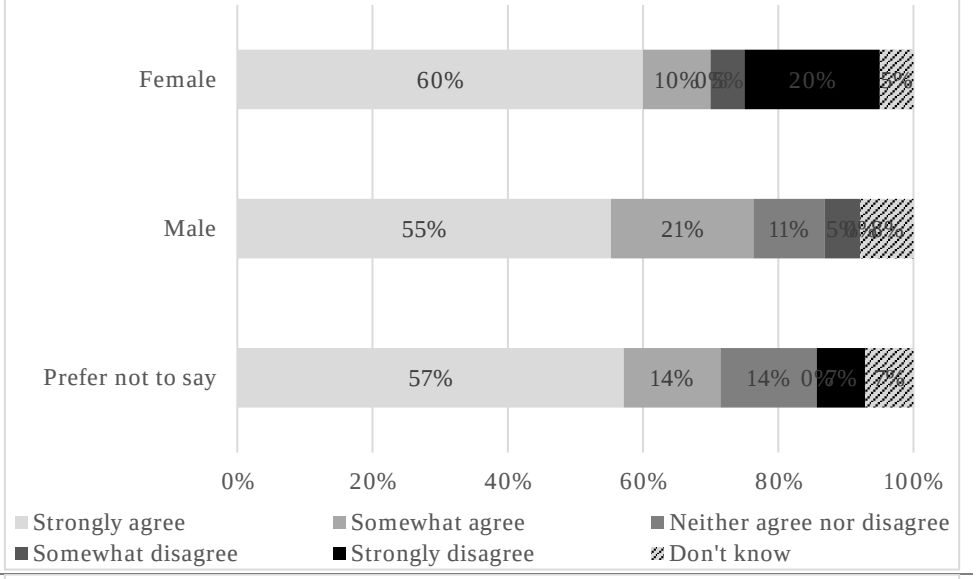
Q20. I understand why positive action may be required to promote gender equality.



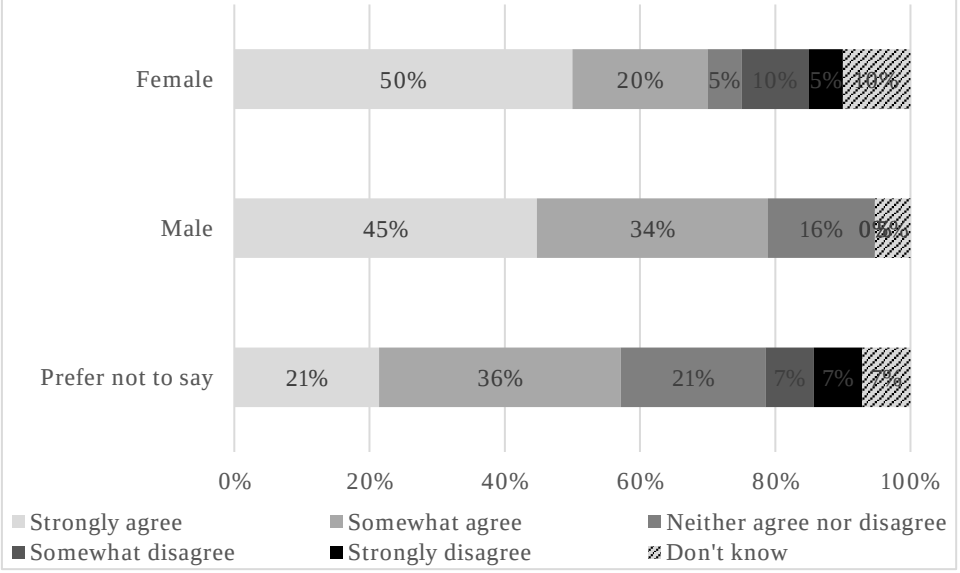
Q21. My line manager/supervisor is supportive of requests for flexible working (e.g. requests for part-time working, job share, compressed hours).



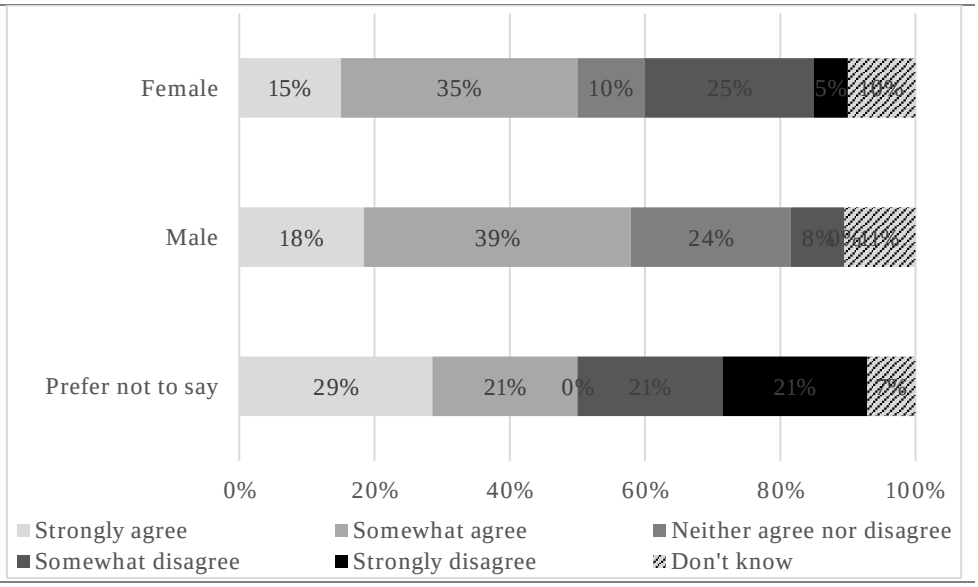
Q22. I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour.



Q24. My School uses women as well as men as visible role models (e.g. in staff inductions, as speakers at conferences, at recruitment events).

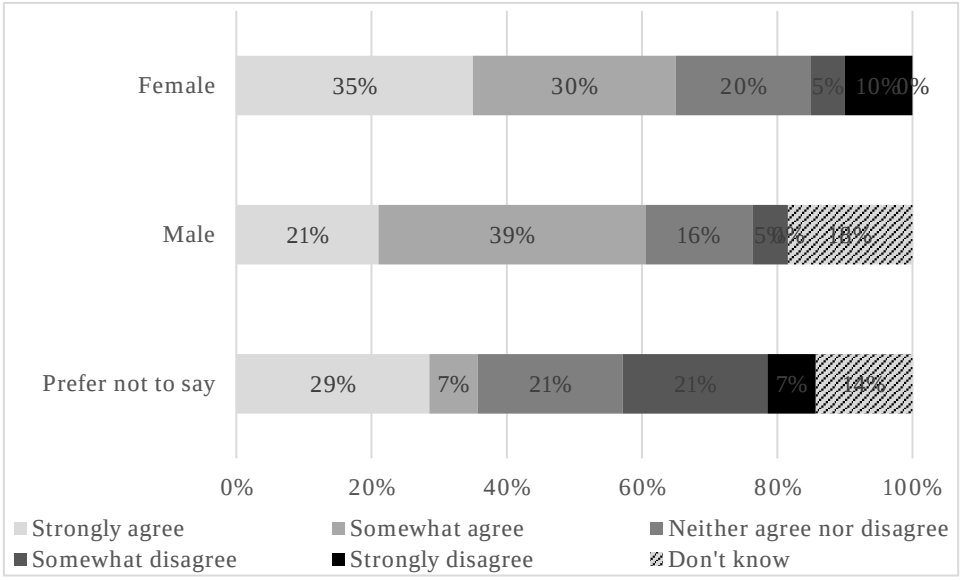


Q25. I am kept informed by my School and/or Institution about gender equality matters that affect me (e.g. changes to maternity/paternity leave entitlements, flexible working opportunities, gender equality legislation).



Q26. I feel that my School is a great place to work.

For women



For men

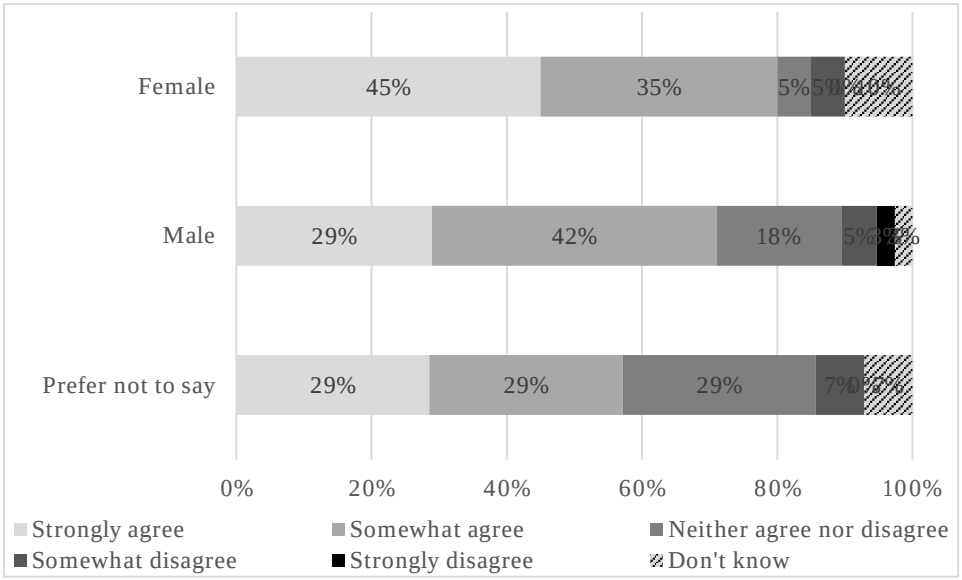
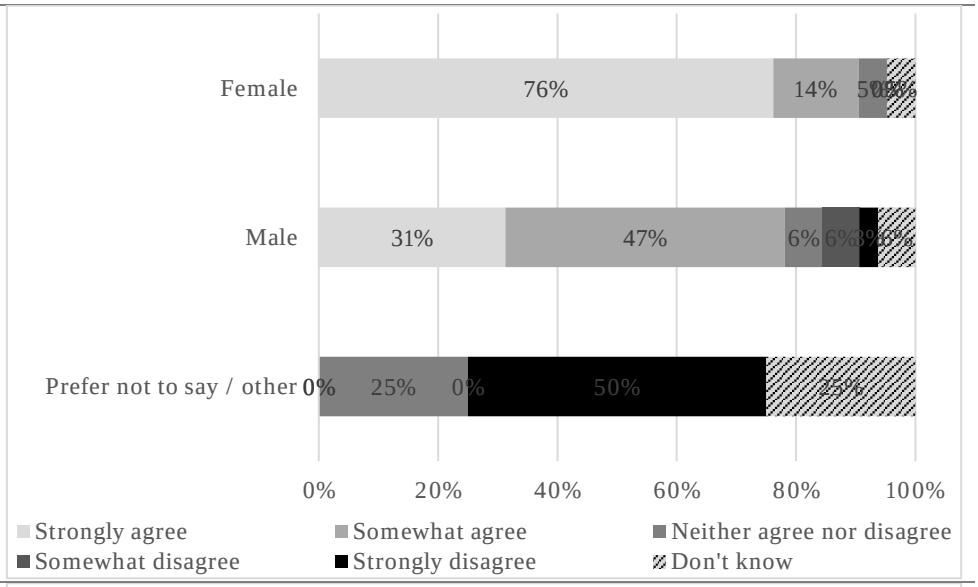
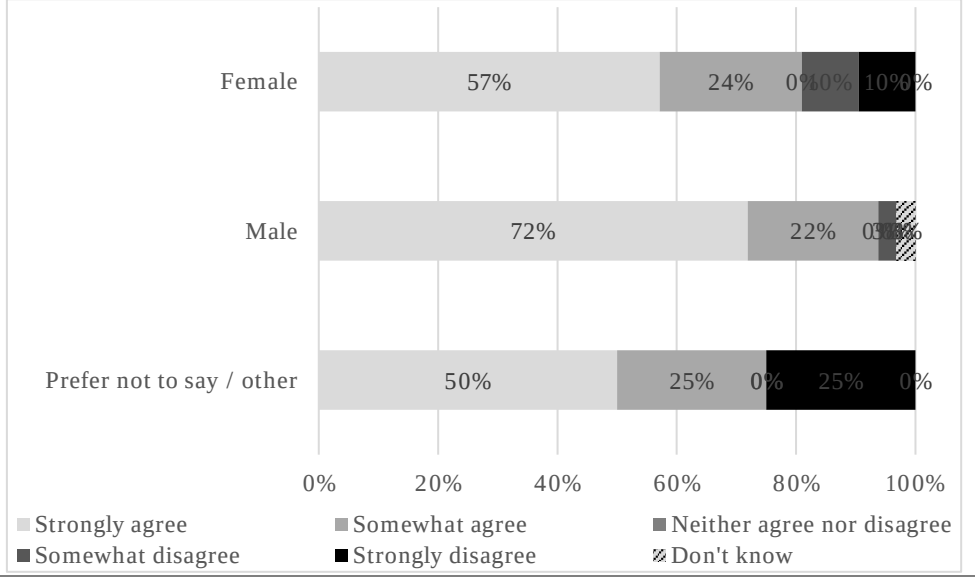
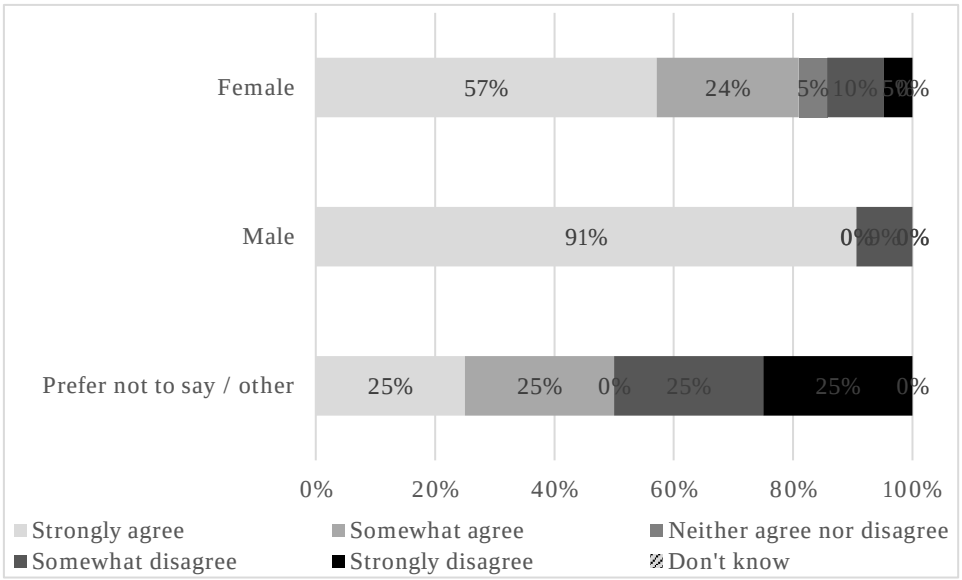
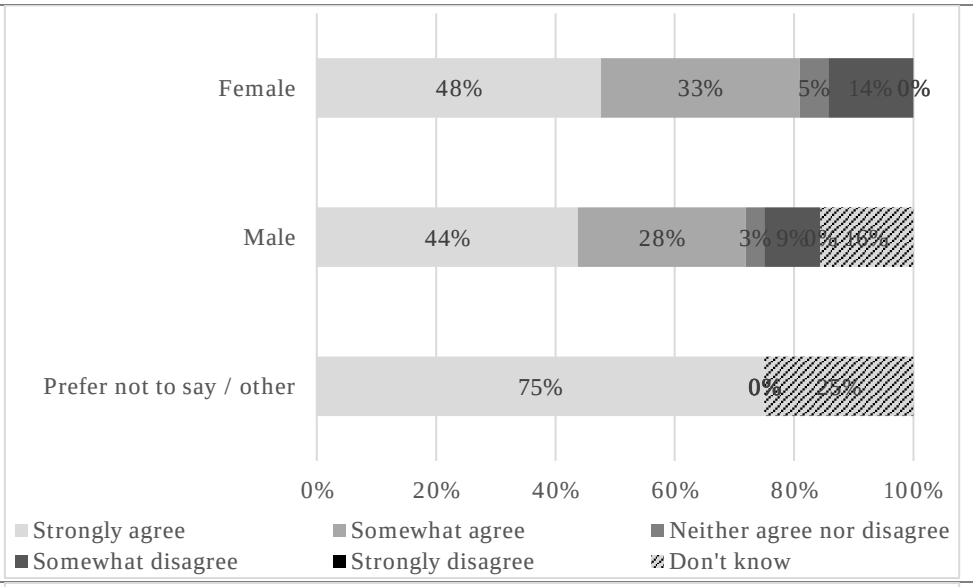


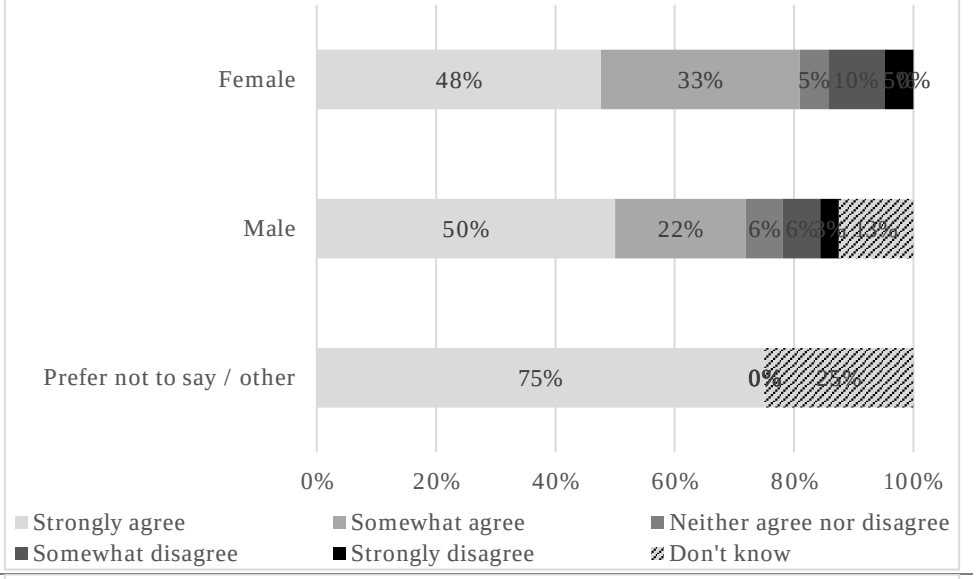
Table 7.2: Summary of student survey data

Q1. I understand my School's reasons for taking action on gender equality.	
Q2. I think this School is an equally good place to study for both males and females.	
Q3. In my School, I am treated with respect by students of the opposite sex.	

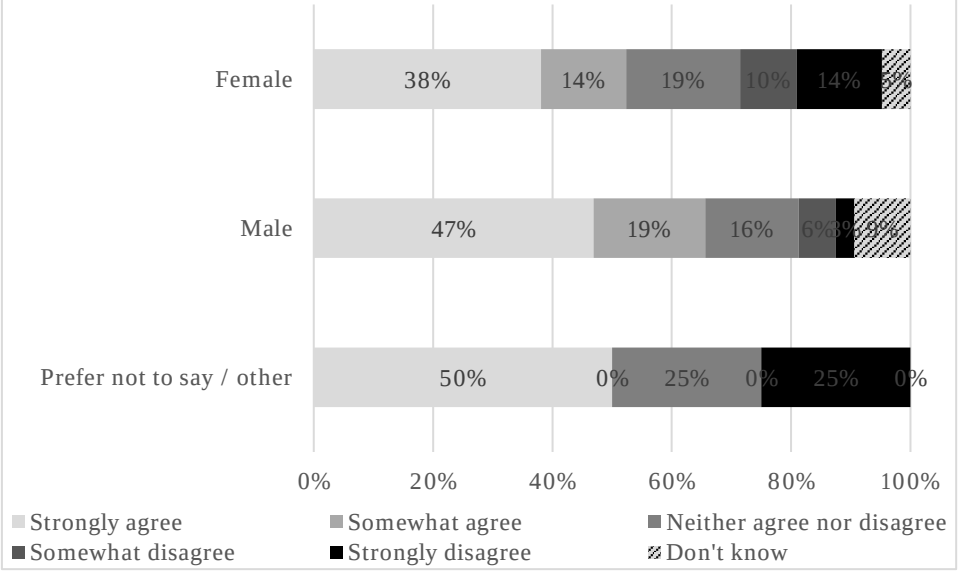
Q4. My School takes positive action to encourage applications from, and acceptances by, female students (e.g. by including images of female and male students in publicity materials/School webpages; ensuring there are female students for female applicants to talk to on Open Days).



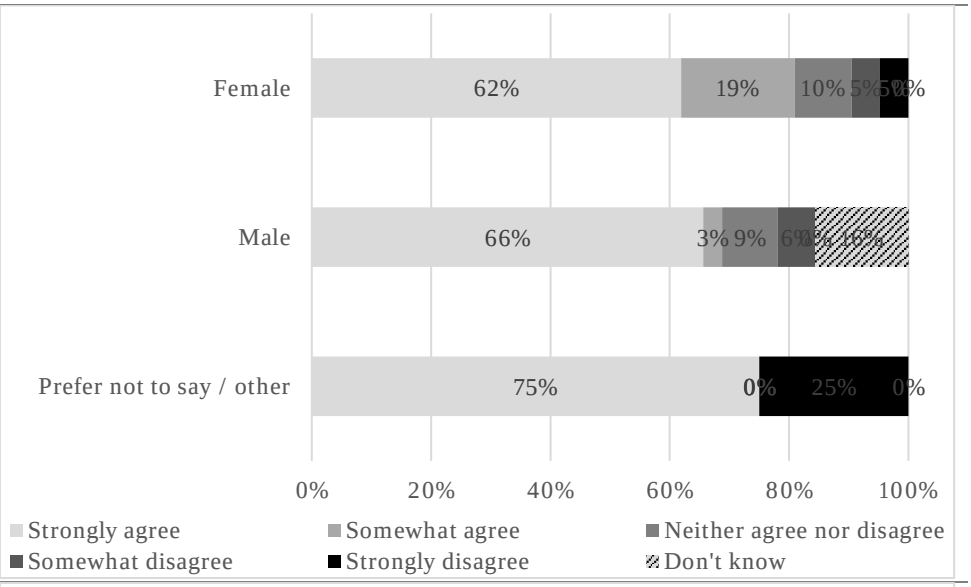
Q5. Information about my School reflects the contribution of both women and men to its work (e.g. School webpages; student prospectuses; images on the walls of the school; information about the achievements of men and women in its subject area).



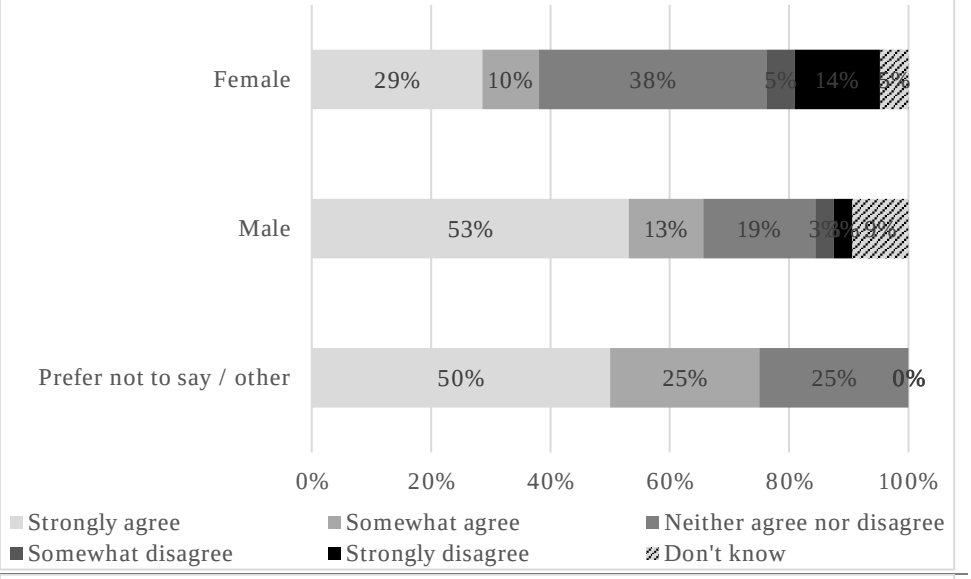
Q6. I have access to role models I can identify with in my School (e.g. both women and men are used as visible role models in Open Days, student inductions and networking events; visiting speakers and lecturers include both genders).



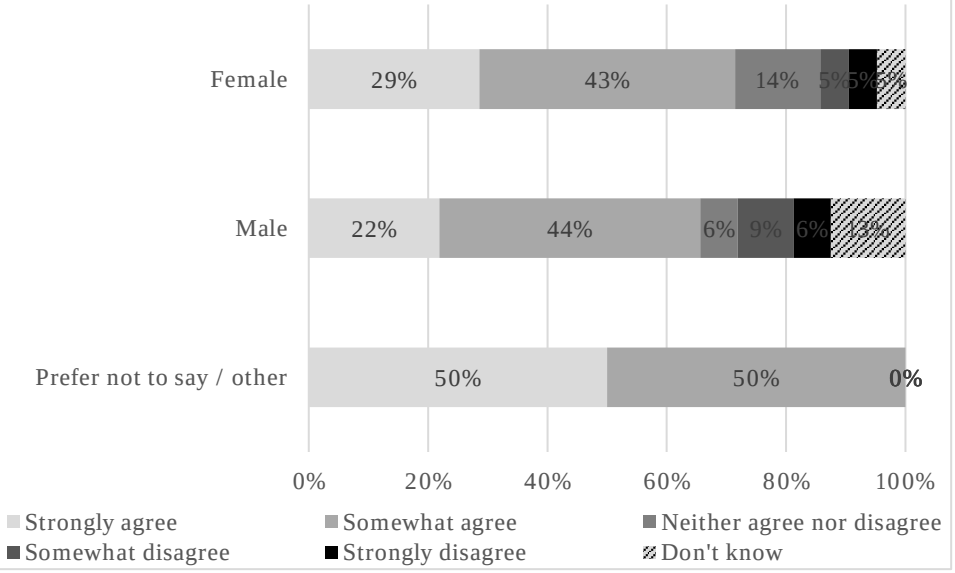
Q7. Social activities in my School, such as School parties or networking events, are likely to be welcoming to both male and female students.



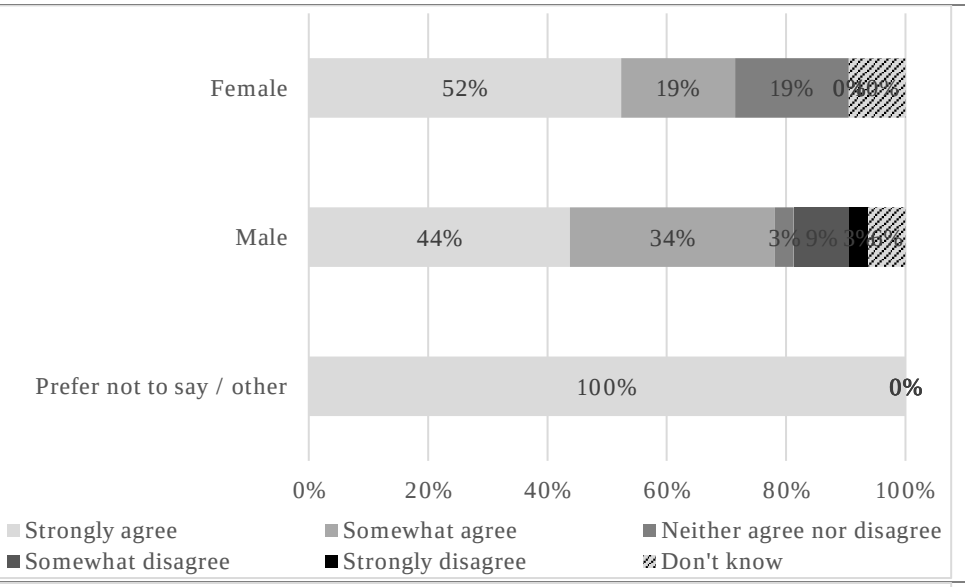
Q8. My School makes it clear that unsupportive language and behaviour are not acceptable, whether between staff or students (this includes condescending or intimidating language, ridicule, overly familiar behaviour, jokes / banter that stereotype women or men, or focus on their appearance).



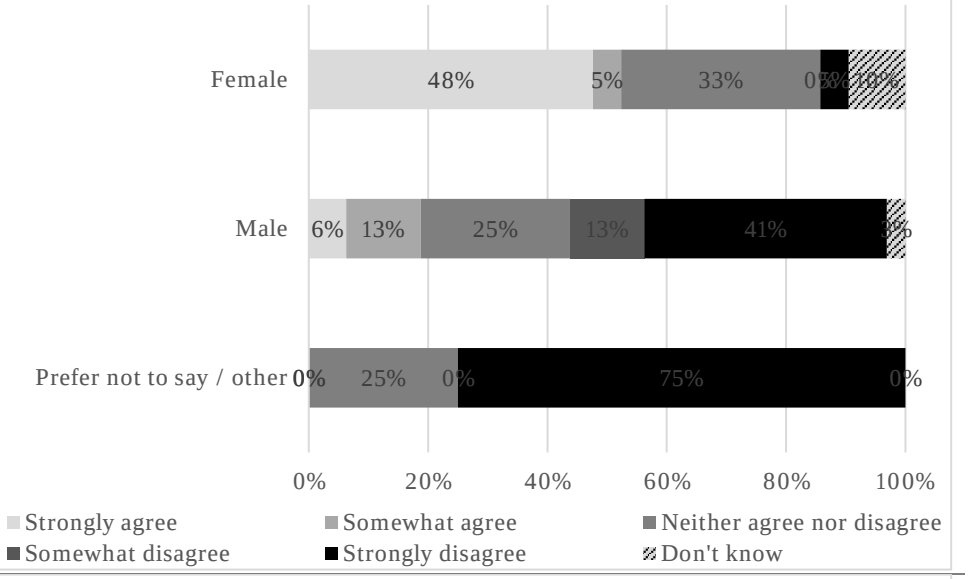
Q9. If images that make me uncomfortable or reinforce stereotypes were present in my School, I would feel able to raise this as an issue with a tutor / supervisor.



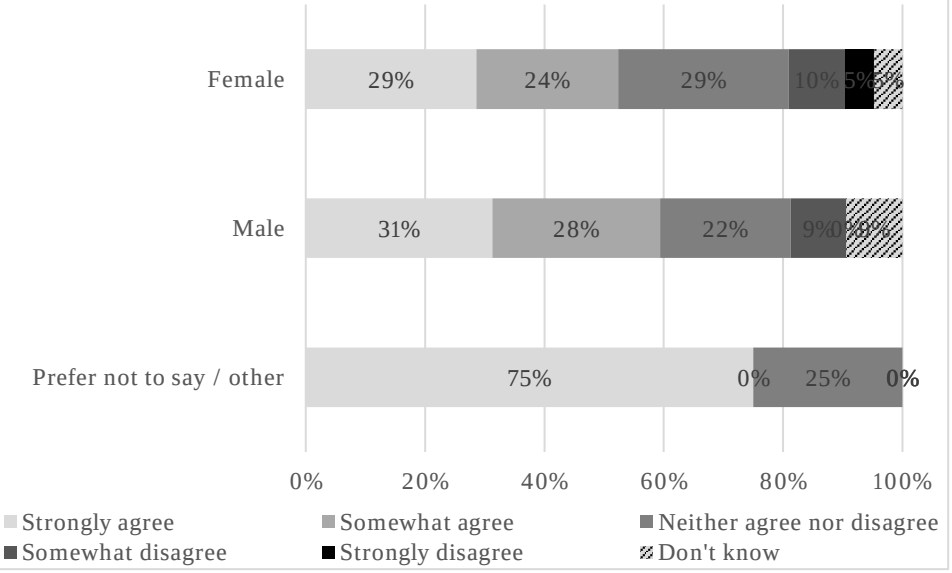
Q10. I am confident that my tutor / supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour.



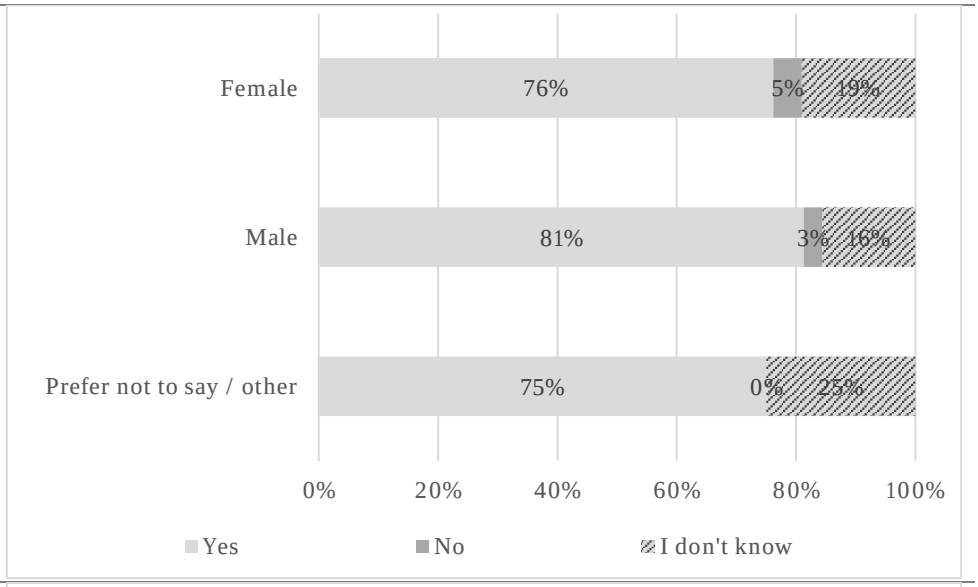
Q11. I feel that being able to choose an academic advisor / supervisor who is the same gender as me is / would be beneficial.



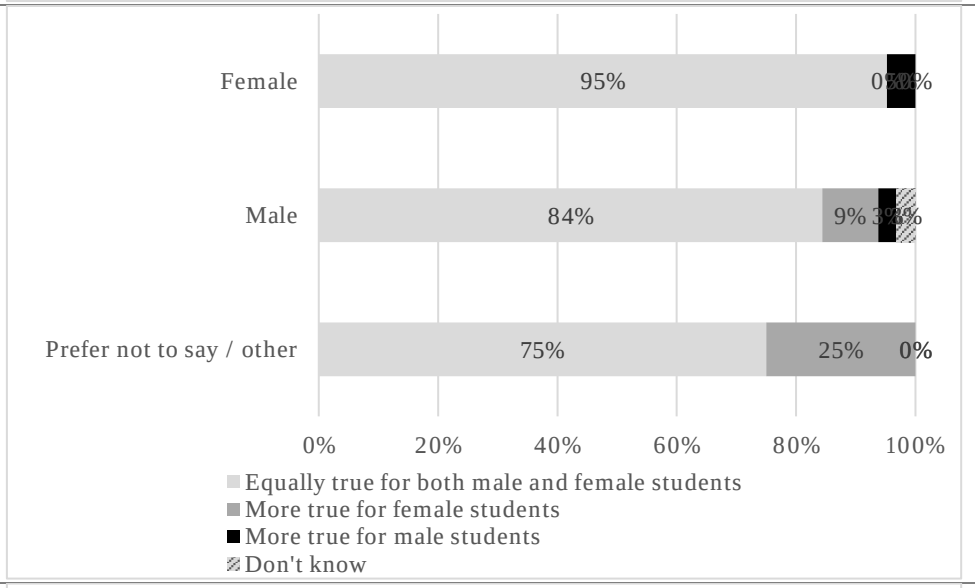
Q12. My School offers me advice, coaching, mentoring and / or other support to help me to progress from study to a STEM (Science, Technology, Engineering, Maths) career or postgraduate research degree.



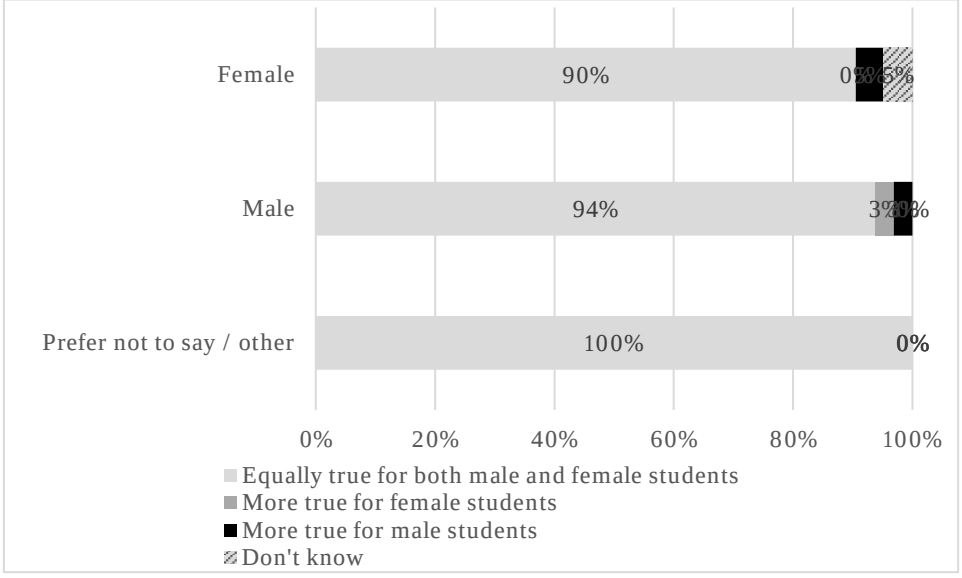
Q13. After I complete my qualification, I intend to pursue a career or further qualification in a STEM subject.



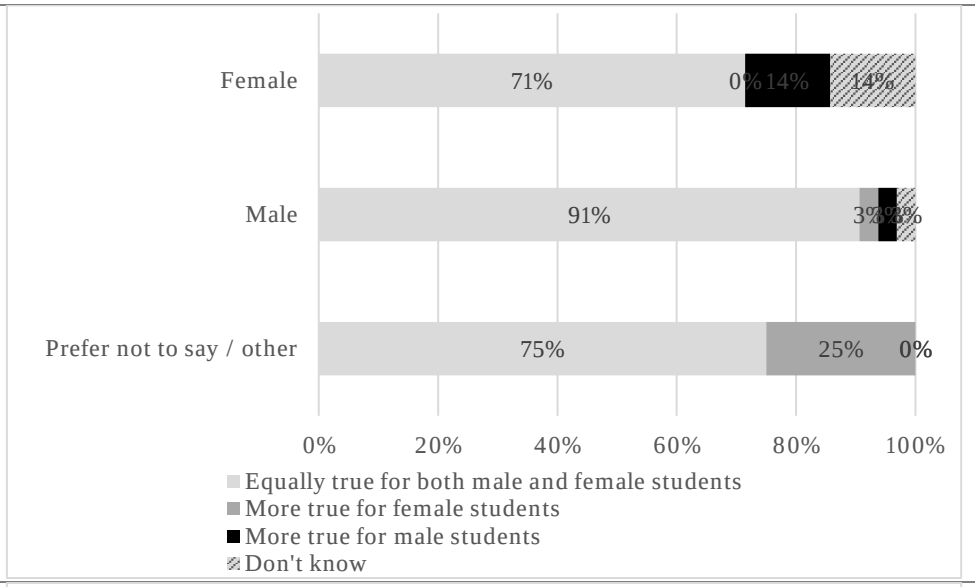
Q14. In my School, the lecturers/academic staff are helpful to students when they need to ask for assistance with their work.



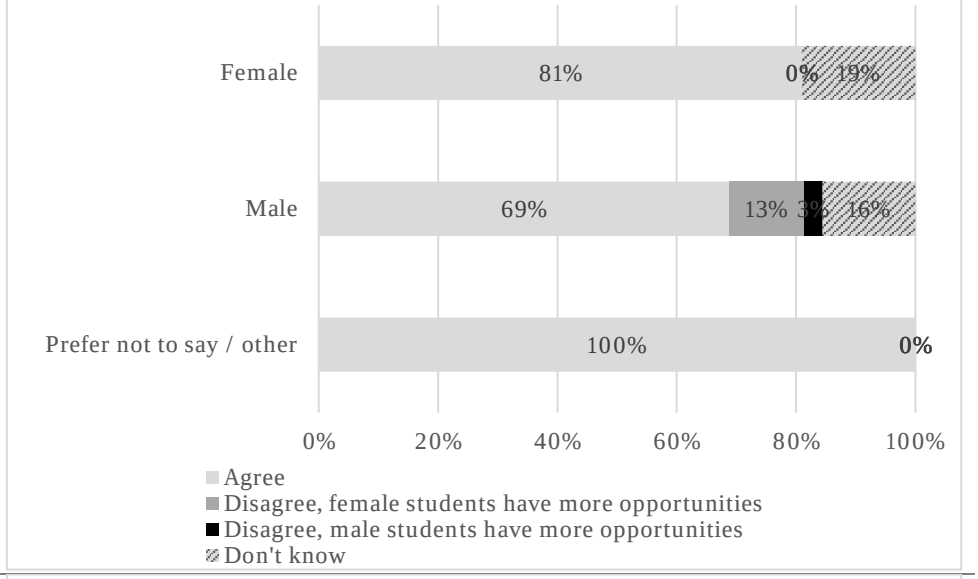
Q15. In my School, academic staff lead by example in treating both female and male students with equal respect when teaching and supervising.



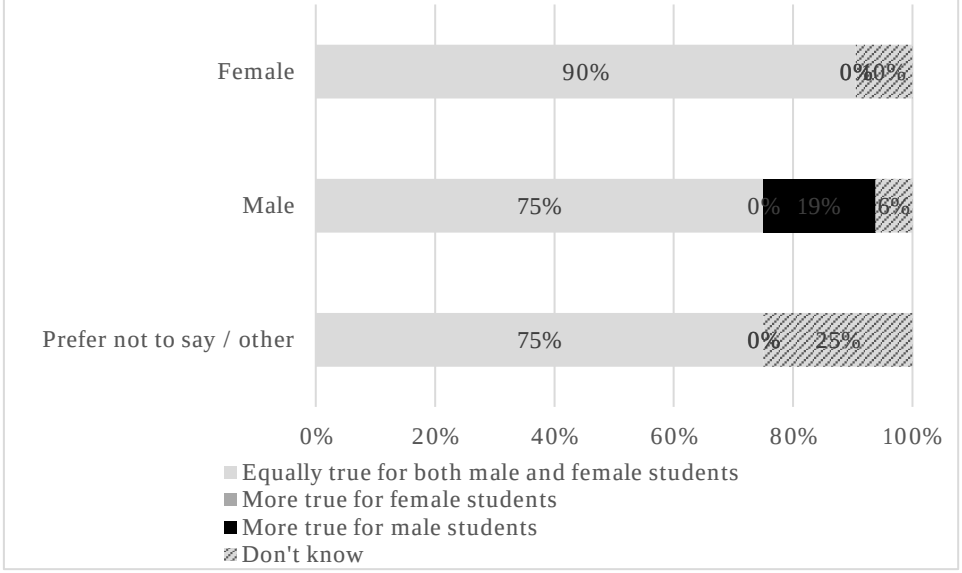
Q16. In my School, female and male students have equal opportunities to contribute in tutorials and seminars.

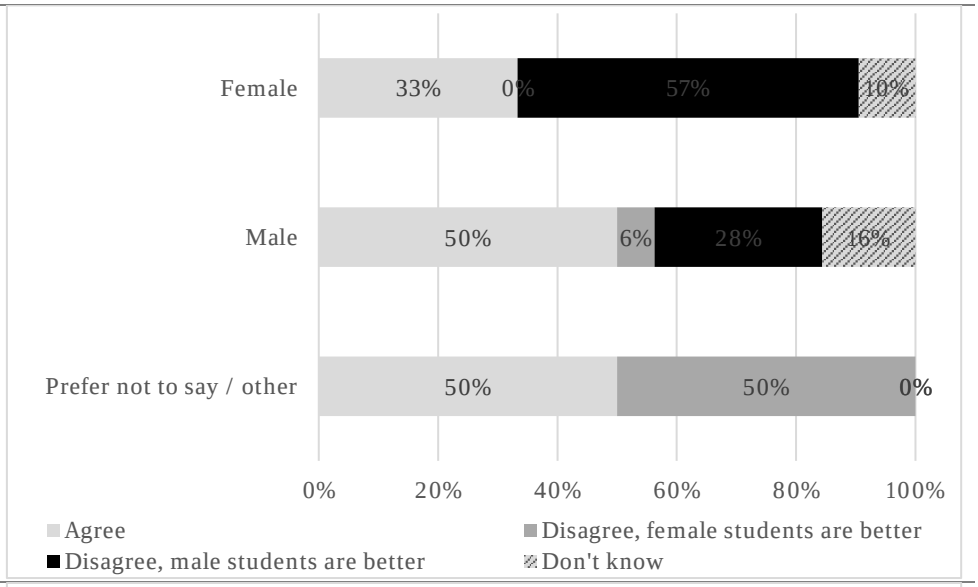
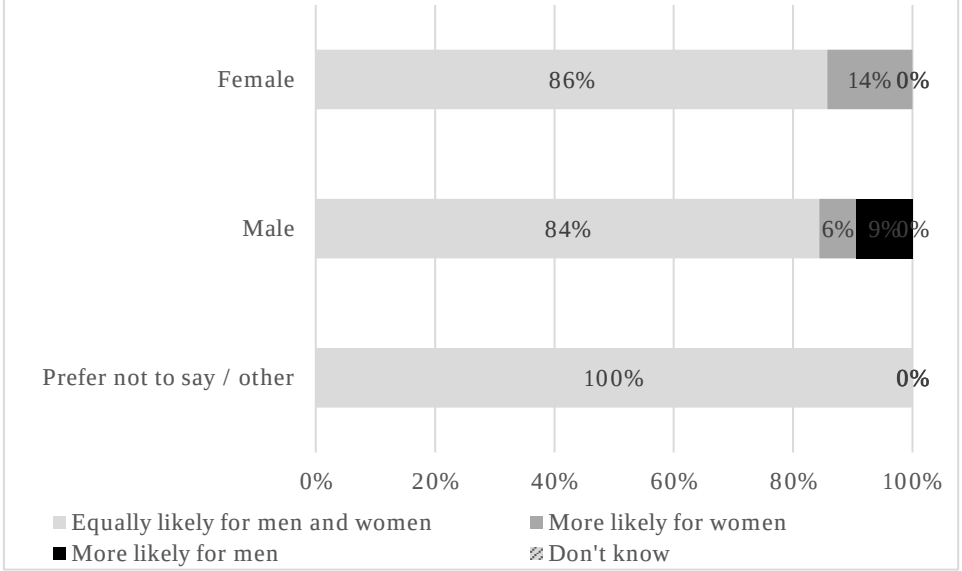


Q17. In my School, male and female students have equal opportunities to take the lead in group activities / team working activities.



Q18. Students are given equal opportunities to represent the School both externally and internally (committee meetings, open days, school outreach etc).



Q19. I think that female and male students are as good as each other at STEM subjects.	
Q20. How likely do you think it is for men and women to have a successful career in STEM?	

Actual word count: 27 words + Table

Total word count: 10,495

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.

Table 6.1: Athena SWAN Bronze Action Plan

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A1.1	Inform the wider public of the School's support for the Athena SWAN principles, as well as relevant events and activities.	Update Athena SWAN webpage monthly.	Monthly from May 2018	Designated SAT member	**1**	Webpage being up to date with >1 entry being <1 month old.
A2.1	Increase in female numbers on foundation courses is not reflected in UG and PG student numbers.	Monitor and try to understand the increasing trend in females on foundation courses. Review and consider how best practice can be effectively transferred to other courses.	31 Dec 2018 Autumn 2019	Foundation course convenor, monitored by designated SAT member	**2**	Increase in UG/PGT/PGR female student numbers to reflect national benchmark.
A2.2	Non-completing student exit surveys do not necessarily reflect the true picture, there is a need to consider alternatives or improve them.	Consider whether exit surveys by non-completing students are appropriate, and what alternatives could be used. Introduce new measures of gaining feedback from non-completing students	By 31 Dec 2018 October 2019	Course convenors	**3**	A more effective process is in place, which provides meaningful information from at least 50% of exiting students.
A2.3	Female student-driven activities are key to improving the culture of the School, thus its reputation.	Introduce and support more female student-driven activities like EinE, Robogals.	Summer 2020	HoS	**3**	Increase in female student-led activities by at least one per year.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A2.4	Female staff and student role models are key to attracting more female applicants. Given the low female ratios, this may have a disproportionate effect on female participants at applicant visit and open days, so care must be taken.	Ensure appropriate female representation at applicant visit and open days, without overburdening our female staff and students.	For 2020/21 AVD/OD programme	AVD/OD organiser, monitored by SAT	**3**	A reduction in the gap between male/female participants at AVDs and ODs by 50%.
A2.5	There is a need to monitor why female students come and don't come to Sussex, to gain insights on how things can be improved.	Monitor the University's annual survey of undergraduate "acceptors" and "decliners" for any gender related issues.	Commencing with 2019/20 intake survey	SAT to gather data from Marketing	**5**	Zero decliners claiming gender-related issues. Acceptors stating female-friendly nature of School as impacting on their decision.
A2.6	UG degree outcomes for Female students in E&D are not as good as their male colleagues. This must be addressed.	Investigate the reasons behind the lower degree classification of female UG students in E&D and address them. Review and assess if the underlying issues have been addressed. If there is still disparity, introduce positive actions for supporting female students to get better grades. Review and assess if the further actions had an effect.	Autumn 2018 Autumn 2019 Autumn 2020 Autumn 2021	UG course convenors with SAT	**4**	Equal/equivalent female-male UG student performance.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A2.7	Concentrated sessions for part-time PGT courses make it easier for carers and mature students to attend.	Continued consideration of the possibility of concentrating teaching on part-time courses to specific days of the week.	Autumn 2020	Timetabling, monitored by designated SAT member	**2**	PT PGT teaching timetable concentrated to no more than two days / week.
A2.8	Male PGT students outperform females in E& D. This must be addressed.	Investigate why women do relatively poorly in Engineering and Design PGT courses. Review and assess if the underlying issues have been addressed. If there is still disparity, introduce positive actions for supporting female students to get better grades. Review and assess if the further actions had an effect.	Autumn 2018 Autumn 2019 Autumn 2020 Autumn 2021	PGT course convenors with SAT	**4**	Equal/equivalent female-male student performance.
A2.9	Low female PGR numbers in both E&D and Informatics.	Investigate why the female-male PGR ratios are lower than the national average and consider introducing PGR funding ring-fenced for female applicants. Our director of doctoral studies is considering this. Assess the impact of positive actions (ring-fenced PGR funding).	Summer 2018 review every SAT meeting	School R&E Coordinator	**5**	Female-male PGR ratios are equal to the national average.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A2.10	Research fellow are generally employed on fixed-term contracts with limited job security. This is a particular issue for staff with dependants.	Every 6 months, the HoS and HoDs to consider each research fellow on a fixed-term contract and decide whether it would be appropriate to move them onto an open-ended contract.	From September 2018	HoS/HoD	**3**	A reduction in the proportion of women on fixed-term vs open ended contracts from 36%:64% to 30:70% by September 2021
A2.11	Lack of awareness of career progression for research staff.	PIs to discuss career aspirations with their research fellows (RF) at appraisals and regularly in between, and mentor RFs who are aiming to secure an open-ended academic position.	Spring 2019 appraisal round onwards	All PIs, reminded by SAT	**2**	At least 80% of PIs to report that this is being done.
A2.12	No mechanism exists for collecting data on staff leavers.	Introduce a mechanism (form/survey) for receiving feedback from staff leavers. Review the mechanism to assess that meaningful feedback is being received. Investigate reasons for leaving and follow-up any that are gender related.	Summer 2018 Annually Spring 2020	HR Adviser, monitored by SAT	**2**	Feedback provided by at least 50% of leavers.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A3.1	Relatively low proportion of female:male applicants for academic posts.	Design and introduce new text for the "further particulars" of jobs advertised in the School, detailing our commitment to equality and diversity, drawing attention to the University's family friendly policies and facilities and flexible working patterns. Ensure that the "further particulars" for each job advertised in the School contains the new text.	Autumn 2018 Ongoing, reviewed annually	HR Adviser, monitored by SAT	**5**	Future recruitment data shows ratios of female applicants increase by 5% per year.
A3.2	Supporting female staff should start from induction.	Review the School-level induction brochure/material provided to new staff. SAT coordinator will continue acting as point of contact for new members of staff so as to determine whether existing support mechanisms are followed and adequate or require modification.	Spring 2019 Every time a new staff member is recruited	School HR advisor, monitored by SAT	**4**	Introduction of Athena SWAN survey question on induction.
A3.3	There is a need to monitor the effectiveness of induction.	SAT coordinator will measure the effectiveness of the induction process annually as part of Staff survey questionnaire.	Annually	SAT coordinator	**3**	Athena SWAN survey responses on induction at least 80% positive.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A3.4	25% of female staff surveyed said that they “somewhat disagreed” or “strongly disagreed” that they understood the promotion process and criteria (compared with 16% of male staff).	SAT coordinator will measure the effectiveness of the promotion process annually as part of Staff survey questionnaire and via a focus group. Review and assess if the suggestions from the focus group have been followed up. If focus group / survey is still less than 80% positive, derive further actions. Review and assess if the further actions had an effect.	Autumn 2018 Autumn 2019 Autumn 2020 Autumn 2021	SAT coordinator	**3**	Athena SWAN survey responses on promotion at least 80% positive (“somewhat agree”/”strongly agree”).
A3.5	Active encouragement of staff to seek promotion is essential, since Athena SWAN survey responses suggested that female staff are less likely to pursue promotion.	SAT coordinator will continue acting as point of contact for encouraging all female staff members to attend the Academic Promotions Workshop and publicise the promotion criteria and process to staff at School and departmental meetings in addition to the customary email announcement.	Summer 2021	SAT coordinator	**2**	Statistics show 50% increase in female promotion applications by 2021.
A3.6	Lack of follow-up mechanism to ensure that promotion discussions actually take place during appraisal.	HoS to remind appraisers that promotion opportunities must be discussed with each member of staff during appraisal. Line managers to be asked to confirm that this has occurred.	Spring 2019 appraisal round	Line managers to report to SAT	**2**	At least 80% of line managers report that promotion was discussed during appraisal.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A3.7	More female than male staff have undertaken EDI training (80%F and 63%M surveyed said that they had undertaken online or face-to-face EDI training).	HoS to encourage all staff to undertake the EDI elearning and attend other equality and diversity training, particularly unconscious bias training.	Dec 2019	SAT coordinator	**3**	90% of staff indicating that they have received EDI training, in the Athena SWAN survey.
A3.8	Lack of awareness of career support initiatives e.g. media training.	All eligible female staff will be contacted individually about career support initiatives that are relevant to them, providing information about the initiative and encouraging them to take part.	Summer 2018 onwards	HoS / HoD or deputies	**2**	80% positive response in the Athena SWAN survey.
A3.9	40% of females and 24% of males disagree with the statement “My School provides useful mentoring opportunities”.	HoS to put forward a Mentoring lead who will take the strategic oversight and monitoring of mentoring activity for new faculty members and postdocs within the School.	Autumn 2019	HoS	**4**	A Mentoring lead is in place, 80% positive responses in the Athena SWAN survey.
A3.10	Lack of female leaders in the School.	HoS will continue supporting female staff eligible for the Leadership Programme on an annual basis.	Summer 2018	HoS	**5**	At least two female staff proposed for the LP per year.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A3.11	30% of females disagreed that they were actively encouraged to take up career development opportunities (compared with 16% of males).	Focus group of female staff who have taken part in career transition support initiatives to determine benefits of each one and look at ways of improving support for women at key career points. Review and assess if the suggestions from the focus group have been followed up. If focus group / survey is still less than 80% positive, derive further actions. Review and assess if the further actions had an effect.	Autumn 2018 Autumn 2019 Autumn 2020 Autumn 2021	SAT	**2**	80% positive response in the Athena SWAN survey.
A3.12	25% of women and 19% of men disagreed that the School provided them with a helpful annual appraisal. Oversight of appraisal schemes is necessary.	HoS will follow up the application of the Appraisal/development review procedure annually.	Every time appraisal process has concluded	HoS	**2**	70% positive response in the Athena SWAN survey.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A3.13	20% of females and 13% of males surveyed disagreed that the School valued the full range of an individual's skills and experiences when carrying out appraisals.	SAT coordinator will run focus groups to explore this issue in more detail. Review and assess if the suggestions from the focus group have been followed up. If focus group / survey is still less than 80% positive, derive further actions. Review and assess if the further actions had an effect.	Summer 2018 Summer 2019 Summer 2020 Summer 2021	SAT coordinator	**3**	80% positive response in the Athena SWAN survey.
A3.14	Only 35% of females surveyed agreed that "My School provides me with useful networking opportunities" (compared with 45% of males).	Focus group to understand what types of networking opportunities would be most beneficial to female staff.	Summer 2019	Designated SAT member	**1**	60% positive response from females in the Athena SWAN survey.
A3.15	Currently, gender ratios in student reps and PAL are both in line with student population, but improvement (or at least maintenance) is needed.	Monitor the student representative and PAL schemes to ensure that female students continue to be well represented as tutors. Review ratios and if they are still low, derive positive actions (e.g. incentives) for female participation.	Autumn2019 Summer 2020	Designated SAT member	**4**	50:50 ratios in student rep / PAL schemes.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A3.16	There is a need to support promising female students to pursue further study – only 4 females (29 males) have participated in the University-wide Junior Research Associate (JRA) scheme	The SAT will contact all UG and PGT lecturers once per term, asking them to identify promising female students, who will then be sent information on schemes which apply to them, such as the JRA; the annual Google/Anita Borg Memorial Scholarship. Where appropriate, mentoring will be provided.	Autumn 2018	School R&E Coordinator	**3**	Twice as many nominees, compared to three years ago.
A3.17	Low attendance of UG and PGT students at research seminars.	Promote research seminars to final year UG and PGT students.	Summer 2018	School R&E Coordinator	**2**	Attendance of at least 10 students to research seminars on average.
A3.18	Central oversight of maternity return support mechanisms is necessary, as this is a key point in the career of female staff.	SAT coordinator will continue acting as an additional point of contact for women taking maternity leave so as to determine whether existing support mechanisms are considered adequate or require modification or the addition of new mechanisms. Review Staff survey to identify any possible negative comments or issues, which point to inadequate maternity return support	Ongoing Autumn 2020	SAT coordinator	**5**	All those taking maternity leave report good support throughout the process.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
A3.19	The "maternity buddy" scheme is valuable and must be maintained and improved, by broadening the pool of suitable staff.	SAT coordinator will continue collecting feedback on “maternity buddy” scheme and consider collaborating with other STEM Schools to broaden the pool of ‘buddies’.	Spring 2020	SAT coordinator	**4**	All pregnant staff matched with a "buddy" at the start of their maternity process.
A3.20	Returners from maternity leave need an adjusted workload to allow them to re-engage with their research.	Continue to support faculty returning from maternity leave with a reduced teaching load.	Summer 2018	HoS / HoD or deputies	**4**	Each female staff returning from maternity to have a reduced teaching load.
A3.21	As 3.20 above.	Continue to support all research active staff returning from maternity leave with applying to internal funding scheme (Research Development Fund) to help with restarting research.	Summer 2018	HoS / HoD or deputies	**4**	All research-active female staff member returning from maternity to receive research support.
A3.22	40% of females disagreed that “My School has made it clear to me what its policies are in relation to gender equality” (compared with 10% of men).	Ensure staff are kept aware of the most up to date equality and diversity policies, including family-friendly policies by: 1. an annual email at the start of the autumn term, 2. email updates as policies change.	Autumn 2018	SAT coordinator	**3**	70% of women surveyed to agree that the School has made them aware of EDI policies.
A3.23	30% of females surveyed disagreed that “My School makes it clear that unsupportive language and behaviour are not acceptable” (compared with 8% of males).	Develop guidance on unacceptable behaviour, and what to do if students and staff encounter it within the School.	Summer 2020	School Office, reminded by the SAT	**5**	Zero incidents reported.
A3.24	Female staff feel that they have less opportunities. This is an issue in the School's culture that was brought	Investigate the reasons behind staff survey responses suggesting that female staff feel that they have less	Autumn 2018	Designated SAT member	**5**	Equal responses in Staff survey across genders.

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
	up in the staff survey, thus needs to be addressed.	opportunities. Identify possible mitigating actions. Review next Staff survey to confirm if this perception is still there.	Spring 2019			
A3.25	Athena SWAN staff and student surveys provide invaluable data on the culture of the school.	Continue running staff and student surveys annually to determine effects of all Athena SWAN initiatives.	Annually	SAT coordinator	**3**	Surveys taking place, receiving at least 100 responses (or more than 60% of staff).
A3.26	Raise awareness in the promotion processes, so that eligible staff do not miss out.	Clearly and regularly advertise promotion criteria and monitor the fairness and transparency of the new promotion process.	Annually	HoS / HoD	**3**	No eligible staff to miss out the opportunity to apply for a promotion due to lack of awareness.
A3.27	Raise awareness to enhance the culture of the School.	SAT members will continue having a slot of time during the School and departmental meetings, and communicate via email, webpage displayed poster and focus groups the policy for equality, dignity at work, bullying, harassment, grievance and disciplinary processes.	Every School/Dept meeting	SAT coordinator	**5**	Have zero incidents reported.
A3.28	Female staff must be represented across the School and in important committees.	Review committee membership annually and discuss and agree possible incentives for female staff to participate.	Autumn 2018	HoS	**2**	Have 80% of Gender-equitable committees by 2020.
A3.29	It is very difficult for staff with childcare duties to attend meetings outside normal working hours.	Continue to monitor timings of School meetings and social gatherings to ensure they are held within core hours	6-monthly	HR Advisor	**1**	As much as possible, no obligatory meetings to

Item	Issue / need identified	Description of Action	Timescale	Responsibility (incl. job title)	Priority (1 Low - 5 High)	Success Criteria and Outcome
		unless a different timing is unavoidable.				be held outside core hours.
A3.30	WP data help provide visibility on the impact of outreach activities, which contributes to gender-equitable recruitment.	WP school lead will continue analysing and collecting data of the outreach activities within the School.	Summer 2018	Designated SAT member	**3**	Increase by 50% the gender-equitable recruitment by 2020.
A3.31	Female-focused outreach activities are very important for gender-equitable recruitment.	Continue supporting female-focused outreach activities such as Robogals, EinE, Women in Science and Technology seminar series, and other new initiatives. Monitor female participation in these events.	Spring 2020	HoS / HoD and Designated SAT member	**4**	Female-focused outreach initiatives are maintained or increased.

LANDSCAPE PAGE

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE  and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly. To insert a landscape page, please copy from the first red marker down to here and paste into the document where the landscape page is required.