



**University of Nottingham**

**Faculty of Engineering**  
**Gold Award**  
November 2019

**This is a REDACTED document**

**Redaction statement:**

Data are presented in graphs and tables. Numbers and % are both included, however, some data where there are small numbers (generally <5-10) have been redacted and the lines indicating % have been removed in places. The % values are provided in the data tables, for reference.

Other references within the submission that identify individuals such as board memberships and case studies have also been removed.



<b>Name of institution</b>	University of Nottingham	
<b>Department</b>	Faculty of Engineering	
<b>Focus of department</b>	STEMM	
<b>Date of Gold application</b>	30/11/2019	
<b>Date of current Silver award</b>	<b>2014 – November 2019</b>	
<b>Institution Athena SWAN award</b>	<b>Date:</b> April 2018	<b>Level:</b> Silver
<b>Contact for application</b> <small>Must be based in the department</small>	Dr Leah Ridgway	
<b>Email</b>	Leah.Ridgway@nottingham.ac.uk	
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An additional 1000 words has been authorized by Advance HE for this submission as confirmed in the email below. The use of additional words is indicated in the word count section.

Thu 24/01/2019 17:11

Athena Swan <Athena.Swan@advance-he.ac.uk>

RE: Extended word limit request - Faculty of Engineering, University of Nottingham

To: Athena Swan; Leah Ridgway

Action Items + Get more apps

Dear Leah,  
Thank you for your email. We are happy to grant the Faculty of Engineering an extra 1000 words for their November 2019 submission, as per the guideline below (online at: <https://www.ecu.ac.uk/equality-charters/athena-swan/apply-award/word-count-guidance/>) Please include this email in your submission as confirmation and state in the submission where the additional words have been used.

**Faculty applications**

Faculty applicants (i.e. an applying unit which is made up of component departments) are eligible for an additional word allowance of up to 1000 words. These applicants must present data for their component departments separately, and the additional word allowance is granted to allow them to analyse and reflect on any departmental or discipline-specific differences, and to demonstrate how Athena SWAN principles (and impact for Silver applications) are embedded in each constituent unit.

Best wishes,

Annie

**Annie Ruddlesden**  
Equality Charters Adviser

Word Count	Recommended	FoE
		<b>14,000</b>
1. Letter of endorsement	500	477
2. Description of the department	500	499
3. Self-assessment process	1,000	660
4. Picture of the department	2,000	3,074*
5. Supporting and advancing women's careers	7,000	7,740*
6. Case studies	1,500	1221
7. Further information	500	133
Additional Words Granted * Indicates where these are used.	1,000	

This submission incorporates feedback from our unsuccessful 2018 Silver renewal application, including enhanced evidence of staff consultation and intervention impact.

We have made excellent progress with our 2018-2022 AP, which we reviewed and updated for 2019-2023.

#### Icons:

##### ACTION



Concrete steps we will take in the future, motivated by the analysis in this report

##### IMPACT



Measurable improvement in gender equality resulting from earlier Athena SWAN actions

##### BEACON



Actions we have taken to disseminate good practice to others and providing role models

#### Data:

- **Headcount** used throughout.
- From 2019/20, datasets will update to more correctly reflect gender (rather than sex). Pre-2019 we use HESA framework labels "male" and "female".
- Within the Student Departmental analysis, "All HE" benchmarking refers to HESA codes for courses offered and "Russell Group" provides a comparison with courses offered within this group.

<b>ABBREVIATIONS:</b>	
<b>ABE</b>	Department of Architecture and Built Environment
<b>ADC</b>	Annual Development Conversation (replaced PDPR in 2019)
<b>AG</b>	Athena Group
<b>AMB</b>	Advanced Manufacturing Building
<b>AP</b>	Action Plan
<b>APM</b>	Administrative, Professional and Managerial job family
<b>APVC</b>	Associate Pro-Vice Chancellor
<b>CEE</b>	Department of Chemical and Environmental Engineering
<b>CE</b>	Department of Civil Engineering
<b>CPD</b>	Continuing Professional Development
<b>DbD</b>	Diversity by Design
<b>DL</b>	Distance Learning
<b>EDI</b>	Equality, Diversity and Inclusivity
<b>EEE</b>	Department of Electrical and Electronic Engineering
<b>ESE</b>	Education & Student Experience
<b>FEB</b>	Faculty Executive Board
<b>FEDIB</b>	Faculty Equality, Diversity and Inclusion Board
<b>FEPS</b>	Department of Foundation Engineering and Physical Sciences
<b>FMB</b>	Faculty Management Board
<b>FoD</b>	Faculty Operations Director
<b>FoE</b>	Faculty of Engineering
<b>FPVC</b>	Faculty [of Engineering] Pro-vice Chancellor
<b>FSS/FSS2019</b>	Faculty Staff Survey / Faculty Staff Survey 2019
<b>HEU</b>	Home and European Union
<b>HoD</b>	Head of Department
<b>HoRG</b>	Head of Research Group
<b>HR</b>	Human Resources
<b>HRBP</b>	Human Resources Business Partner
<b>LCF</b>	Learning Community Forum
<b>M3</b>	Department of Mechanical, Materials and Manufacturing Engineering
<b>NAA</b>	Nottingham Advanced Award
<b>OS</b>	Overseas (International)
<b>PDPR</b>	Personal Development and Performance Review (Replaced by ADC in 2019)
<b>PGR/PGT</b>	Postgraduate Research/Postgraduate Taught
<b>PVC</b>	Pro-Vice Chancellor
<b>R&amp;KE</b>	Research and Knowledge Exchange
<b>R&amp;T</b>	Research and Teaching Job Family
<b>RG</b>	Russell Group
<b>SAT</b>	Athena Self-Assessment Team
<b>T&amp;L</b>	Teaching and Learning
<b>TS</b>	Technical Services Job Family
<b>UG</b>	Undergraduate
<b>UoN</b>	University of Nottingham
<b>UKRI</b>	UK Research and Innovation
<b>WLP</b>	Workload Plan
<b>WP</b>	Widening Participation (students)

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Word count: 477



17/09/2019

**Athena SWAN Charter**

Advance HE

First Floor, Napier House

24 High Holborn

London

WC1V 6AT

Dear Panel,

I offer my strongest support to this application for an Athena SWAN Gold award. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Faculty/Departments.

Since our first Silver renewal in 2014, the Faculty has continued to progress towards our goals. We have grown through introduction of new programmes and expansion of our Foundation Programme. We widened entry criteria; no longer requiring Physics A-Level, and using established best practice on open days with women staff and students - part of our 2014 AP, resulting in growth of women undergraduates from 25% (689) in 2014, to 28% (915) in 2018.

I am delighted we now have two of our departments headed by women colleagues, both internal appointments, whom we have developed over time through leadership training, coaching and mentorship.

We have long recognised that diversity is key to maintaining our highest performance standards. I am proud of our recent efforts to encourage gender diversity in recruitment, working in partnership with *Diversity by Design* we piloted a new approach in recruitment for posts in Civil Engineering which is now being rolled out across UoN and wider. Impact has been significant, even at this development stage:

- 7% increase in women applicants compared to recruitment for similar roles the previous year;
- 40% of candidates shortlisted were woman, compared to zero for roles in the department the previous year;
- Ultimately two women appointed.



I am proud to lead an EPSRC Inclusion Matters project, STEMM-CHANGE which develops our methodologies further, to make it freely available to the wider sector. I have led investments supporting wellbeing - discussed further in this application.

Promotion has been a focus; we implemented work ensuring all colleagues are pro-actively supported to apply, including workshops and focused conversations encouraging applicants. Since 2014, we have supported 14 promotions to Associate Professor from women. One area needing further work is women's promotion to Professor. I believe that support we have put in place already, in our AP, and in growing our pipeline of outstanding candidates, will result in at least seven women promoted to professor by 2022. In 2018, we appointed a new woman professor, and offered professorial positions to two women who ultimately did not accept.

We have worked particularly hard with TS colleagues, an area of significant challenge. I represent UoN for the Technician Commitment and Chair the Technical Managers committee which provides access to events, networking and mentoring. We run a programme for Technicians supporting visits to other organisations to receive training on state-of-the-art equipment, or to facilitate discussions in specific development areas.

I believe our differentiation comes from our people. It is my role to develop a culture that supports everyone to achieve their best, and enables everyone to thrive. For us to be truly successful our environment needs to be diverse, inclusive and supportive.

A handwritten signature in black ink, appearing to read 'Sam Kingman'.

Professor Sam Kingman  
Pro-Vice-Chancellor  
Faculty of Engineering

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Sam.kingman@nottingham.ac.uk

[nottingham.ac.uk/engineering](https://nottingham.ac.uk/engineering)

## 2. DESCRIPTION OF THE FACULTY

Our vision is to be a top ranked Faculty of Engineering. Delivering this, we focus on how we differentiate the experience we offer. Our differentiator is our people. Effective recruitment, retention, development and recognition of students and staff is central to our mission.



Figure 1 - Students in Coates Area

EDI is the heart of our work. We commit to providing a supportive and inclusive environment, enabling everyone to perform. In 2016, we were the first Faculty to appoint a full-time EDI Officer – now UoN policy.

Everyone has clear management, working in teams within a network. Departments have responsibility for T&L. Research is organised cross-faculty with 22 research groups (three led by women) linked to five Engineering-led UoN priorities. A single set of procedures and policies apply to all.



		Total	Women	Men	Female %
<b>Students</b>	Foundation	196	51	145	26%
	UG	3285	915	2370	28%
	PGT	456	130	326	29%
	PGR	503	129	374	26%
<b>Academic Staff</b>	R&T	214	32	182	15%
	R	299	64	235	21%
	T	64	12	52	19%
<b>Support Staff</b>	APM	126	91	35	72%
	TS	146	10	136	7%

Figure 2 – 2018 Faculty Population

FPVC leads, supported by FoD, and APVCs responsible for ESE, and, R&KE portfolios (prior to her 2018 promotion, APVC for R&KE was a woman).

FEB leads strategy; chaired by FPVC: attended by APVCs, HoDs, and Faculty Managers. EDI has been a standing agenda item since 2015.

FMB involves a sub-set of FEB with responsibility for operational/financial decisions supporting delivery.

*“Having worked in a variety of sectors I am able to compare, and I would recommend the university as an employer due to the variety of areas you could work in. Over the last few years I have seen an improvement in staff welfare.”*

*- TS Colleague*

Our supportive culture results in many long-term staff.

Length of time employed in FoE		Women
Less than 6 months	9%	11%
6 months – 1 year	5%	8%
1 – 3 years	21%	24%
3 – 5 years	11%	15%
5 – 10 years	23%	22%
More than 10 years	30%	20%
PNTS	1%	

Figure 3 - FSS2019 Responses (n=450 (50%), F=143)

**COMPLETED ACTIONS:**

- Strategy for long-term investment in people and infrastructure (detailed throughout).

**IMPACT:**

- FSS positive satisfaction scores:

	"I am happy working in the FoE"			"I would recommend the FoE as a good place to work"		"The FoE supports me in doing my job to the best of my abilities"		
	2014	2016	2019	2016	2019	2014	2016	2019
R&T <i>includes R/T&amp;L contracts</i>	74%	74%	<b>78%</b>	68%	<b>77%</b>	62%	62%	<b>69%</b>
APM	74%	76%	<b>82%</b>	72%	<b>84%</b>	68%	70%	<b>76%</b>
TS	64%	72%	<b>70%</b>	72%	<b>70%</b>	52%	62%	<b>64%</b>

*Further actions to improve satisfaction presented throughout.*

Committees are Faculty level, with representation from Departments and Research Groups. Management for research/teaching staff is via HoRG/HoD respectively. APM/TS work cross-faculty.

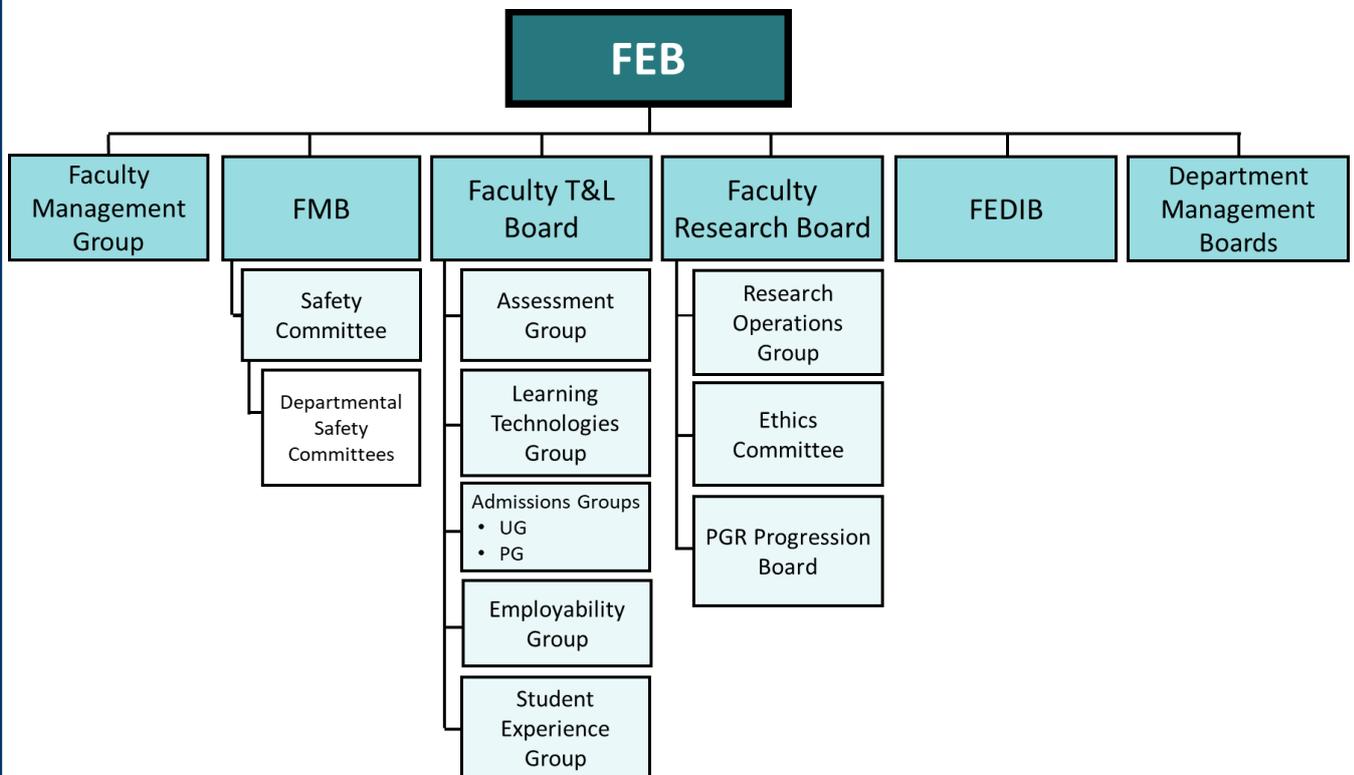


Figure 4 - Faculty Management Structure

FoE has three main locations: Coates, ABE, and Jubilee (1km away). Our geography presents challenges; we foster cohesion through technology, hot-desk facilities, and timetabling, enabling cross-site working.

UoN's China and Malaysia campuses enable student exchange and collaboration opportunities.

2016 refurbishments created dedicated spaces supporting "Juice", a programme of wellbeing activities for staff, coordinated by our Wellbeing Activities Officer (appointed 2019).

FoE organises staff summer and Christmas socials during working hours.

These contribute to continually improving staff satisfaction. FSS2019 response rates by gender and ethnicity are representative of our population.



#### COMPLETED ACTIONS:

- Biennial FSS collects feedback and identifies improvement areas.
- £400,000+ investment refurbishing environment and staff spaces.
- Appointment of Faculty EDI Officer and Wellbeing Activities Officer.
- Active promotion/participation in Juice and Virgin Pulse Challenge.

#### IMPACT:

- FSS response rates shows good engagement:
  - 2014: 42%
  - 2016: 70% (n = 548)
  - **2019: 51% (n = 450)**
- Improved FSS scores: "I am happy in my local area of work":
  - 2016: 75%
  - **2019: 80%**
- Improved FSS scores: "I am happy working in FoE":
  - 2014: 68%
  - 2016: 70%
  - **2019: 78%**
- Improved FSS scores: "I would recommend FoE as a good place to work":
  - 2016: 68%
  - **2019: 77%**
- Staff engagement with Juice:
  - 710 bookings in past 6 months
  - Four regular classes at multiple sites
- 82% of participants in 2019 Virgin Pulse Challenge walked 10k steps per day (34% before challenge).





Figure 6 – Left: Coates Area. Right: ABE

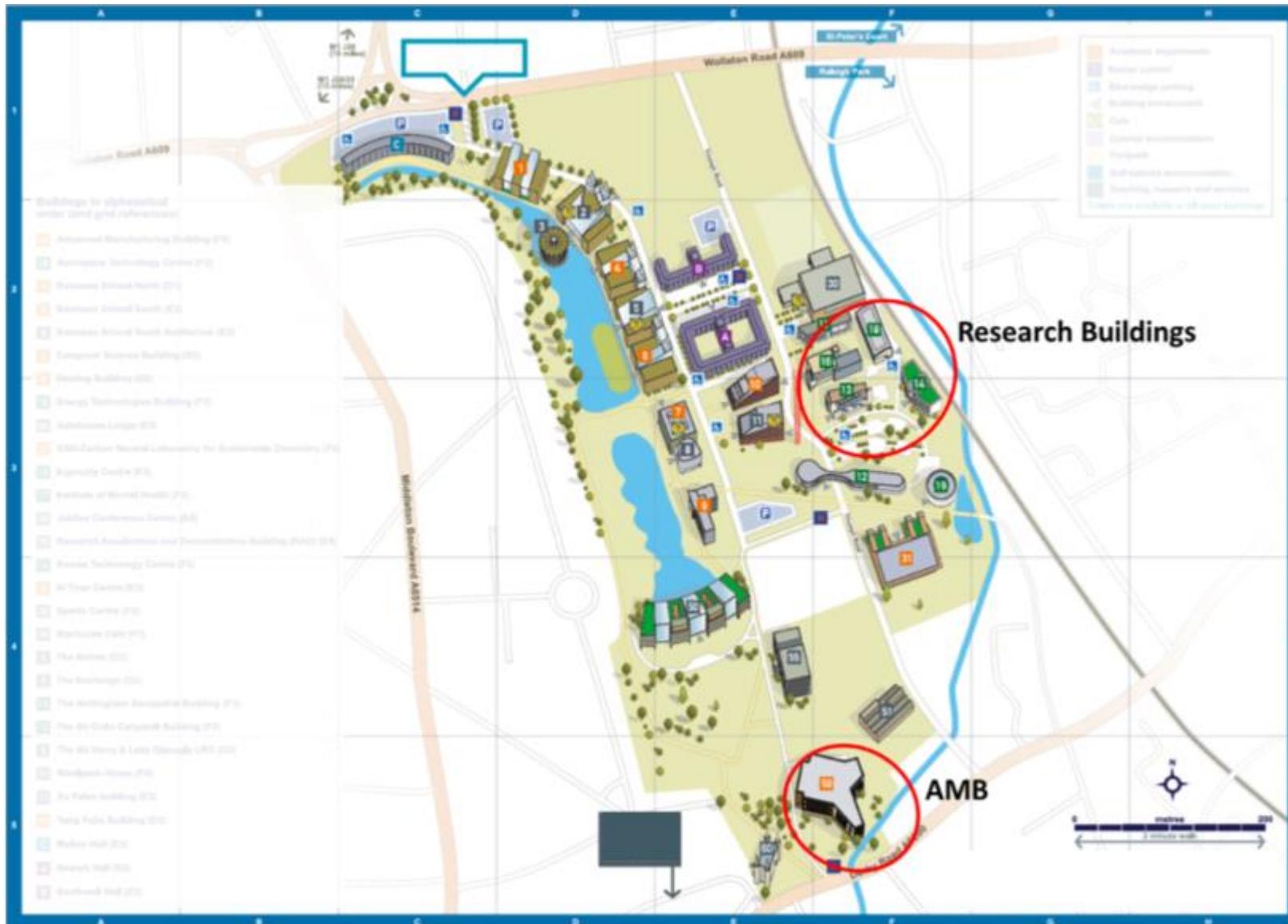


Figure 7 - Jubilee Campus



Figure 8 - Left: AMB. Right: Research Buildings

Word count: 499

### 3. THE SELF-ASSESSMENT PROCESS

#### (i) a description of the self-assessment team

FEDIB leads EDI work across FoE, including ownership of Athena and AP.

Composition of FEDIB ensures representation across job families, genders, levels, disciplines, nationalities, students and other characteristics. This diversity supports greater intersectionality than the previous AG.

FEDIB members volunteer or are nominated by their manager to ensure diverse representation. FEDIB maintains an “open-door” - encouraging engagement and ensuring underrepresented groups have a voice. FEDIB is 70% women, but with improved gender balance compared to the former AG (78%: 18F:5M).



#### COMPLETED ACTIONS:

- 2014AP AG expansion includes all job families and students.
- 2019 FEDIB expansion targeted greater involvement of men.
- FEDIB responsible for Athena supporting all protected characteristics and intersectionality (previous structure solely Athena).

#### IMPACT:

- FEDIB more representative with greater reach across FoE.
- EDI embedded more clearly in wider FoE decision making.
- Many AP items specifically target APM/TS.
- Greater consideration of intersectionality and trans/gender expansive experiences in identifying actions.

FEDIB is a Faculty committee with allowance within the WLP, ensuring members have dedicated time to engage and progress objectives.

Members are passionate and are often members for many years. FEDIB Co-Chairs maintain active oversight of the group’s composition, ensuring there are no representation gaps when membership changes.

*<This table has been redacted>.*

*Figure 9 - FEDIB*

To overcome challenges around engaging students, FEDIB implemented mechanisms to capture student views without placing significant demands on their time through **AP 1.3 LCF Feedback**.



- ❖ **AP 1.1 Annual Review: FEDIB Membership**
  - FEDIB membership reviewed annually
  - To improve embedding of EDI, senior staff will sponsor AP sub-groups, ensuring high-level awareness of Athena and buy-in.
  
- ❖ **AP 1.2 Gender Balance of FEDIB**
  - FEDIB gender balanced reviewed annually.
  - No replacement of leaving female members if representation from their job family / area is covered by another existing member.
  - If replacement needed, male staff member is nominated.
  
- ❖ **AP 1.3 LCF Feedback**
  - Faculty Education & Student Experience Department Support Manager attends FEDIB meetings – continuing to feedback any issues from our student LCF meetings as a standing agenda item.
  - Work with LCFs to find student views on how their voices and input should feed into FEDIB and evaluate if current processes are supporting best possible engagement with students.

(ii) an account of the self-assessment process

In 2010, Faculty AG was established - meeting quarterly at minimum, building on work of separate Department AGs. Following a 2018 UoN structures review, the AG merged with FEDIB.

FEDIB meets six-weekly, steering EDI work Faculty-wide. Athena is a standing agenda item and is FEDIB's priority in submission year.

All Faculty committees consider EDI, reporting to FEDIB. As Co-Chair, the PVC links FEDIB and FEB ensuring Faculty leadership are fully engaged in realising our EDI objectives.

Our AP is split into sections with sub-groups responsible for progression and reporting to FEDIB:

1. Representation & Knowledge Exchange
2. Supporting Our Students
3. Supporting Our Staff
4. Career Development & Support

**AP 1.1** provides each sub-group a senior sponsor, ensuring greater input to FEB.

Sub-groups provided reflective narratives for this submission, engaging relevant people for information and comment, with lived experiences contributing to our assessment and AP. Sub-group activities align with FEDIB's six-weekly cycle.

FEDIB and sub-groups utilise collaborative online tools (e.g. Microsoft Teams) to share information, communicate progress and coordinate outside of meetings. This enables flexible and effective work across locations, improving dialogue whilst reducing email volume.

Our biennial FSS collects anonymous feedback and identifies areas for further improvement. **AP 1.4 Faculty Staff Survey** and **1.5 Faculty Staff Survey – Question Review**, ensures FSS remains relevant and supports progress tracking.

Following FSS2019 focus groups explored key themes arising from the survey:

- Belonging;
- Career Development and Training;
- Communication;
- Workload.

These groups contributed to AP development, including actions in this document.



❖ **AP 1.4 Faculty Staff Survey**

- Faculty Staff Survey in Jan 2021, 2023.
- Line managers asked to remind staff about survey.
- Computer made available for TS staff to increase response rate of staff who do not use a computer as part of their regular responsibilities.
- Follow up focus groups will purposefully include any groups identified as under-represented in FSS respondents.

❖ **AP 1.5 Faculty Staff Survey – Question Review**

- Review questions before each survey period to ensure questions remain relevant.

Feedback is received from PGR students on FEDIB, via LCFs for UG/PGT, and from the UoN Student EDI Board. Anonymous feedback can be submitted via FEDIB webpages.



We ensure that we share and learn from best practice through active participation in UoN's Athena network. Additionally, FEDIB Co-Chairs attend other Faculty's FEDIBs (including School of Health Sciences, and Business School) enabling sharing of best practice.

Representatives from FoE provided support for Athena applications from School of Health Sciences, School of Medicine, School of English, and School of Politics.

During the development of this application, guidance, feedback and support has been received from:

Externally:

- School of Physical Sciences - Aston University;
- The John Innes Centre.

Internally:

- Department of Chemistry;
- Department of Physics;
- School of Life Sciences;
- UoN PVC for EDI.

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

FEDIB continues meeting on a six-weekly basis, reporting progress to FEB. Sub-group leads are responsible for reporting their group's actions (owned by named individual roles) to FEDIB. Sub-groups continue to engage and consult with relevant people identified across FoE and UoN.

FEDIB shares progress through:

- Disseminating information in teams/areas of work;
- Webpages;
- Faculty Fora;
- Posters.

❖ **AP 1.6 FEDIB Web/Poster Content Updates**

- FEDIB web/poster content reviewed and updated every six months to ensure currency.
- Accurate group membership/contact information maintained
- News/events are timely.

❖ **AP 1.7 FMB Blogs**

- To increase understanding of strategy and improve transparency and information sharing, FMB members will write quarterly blog posts on a topic of their choice.

Committee role allocation is discussed with individuals during ADC, ensuring workload is manageable. Sub-groups membership ensures active sharing of knowledge and expertise and supports succession planning.

**Word count: 660**

## 4. A PICTURE OF THE FACULTY.

### 4.1. Student data

In 2016, market challenges plus introduction of new computer systems, negatively impacted our offer rates. Since then, we have proactively worked with our UoN admissions team - ensuring we respond agilely, aiming to improve our work towards gender parity.

All departments perform above the national gender average for their discipline. We will further improve through continuing to learn from our best practice, from others, and through deep and pro-active understanding of our data.

All undergraduates study full-time.

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

### Foundation Engineering & Physical Sciences

FoE provides a one-year Foundation Certificate with 80-95% of students progressing onto our UG courses.

From 2016, entry requirements increased by one grade (ABC/BBB A-level equivalent), resulting in fewer applications. In 2017/18, FEPS significantly increased staff and student numbers - staffing is the most gender balanced in FoE -(36%F:64%M).

Female population and acceptance rates have increased since 2015. Women's acceptance rates are slightly lower but improving. Faculty best practice insights continue to be implemented: **AP**

#### 2.1 Learning from Our Own Success in UG Admissions.

#### COMPLETED ACTIONS:

- Recruitment materials expanded - incorporating wider image variety (2014AP).
- FEPS follows FoE Open Day best practice with women staff/students present (majority of student ambassadors are women).
- In 2014/15, entry criteria reviewed. Accepted entry qualifications broadened:
  - Access to HE/BTEC courses outside of Engineering included, allowing applications from more diverse groups.

#### IMPACT:

Since 2015:

- Growth in women students.
- Offer rates similar by gender.
- Growth in women's acceptance rates.





### ❖ AP 2.1 Learning from Our Own Success in UG Admissions

- Faculty Admissions Group asks each Department to share insights into their successes. Different Departments have tried their own discipline specific interventions, so providing opportunity for inter-disciplinary evaluation and learning.
- Shared best practice ensures continual improvement in and focus on improving gender balance in student population. Presented at Faculty Admissions Group.
- Continued research into what works at other universities and pilot in FoE.
- Focus groups with our current students to better understand why they chose to study at Nottingham, in particular with students from minority groups.

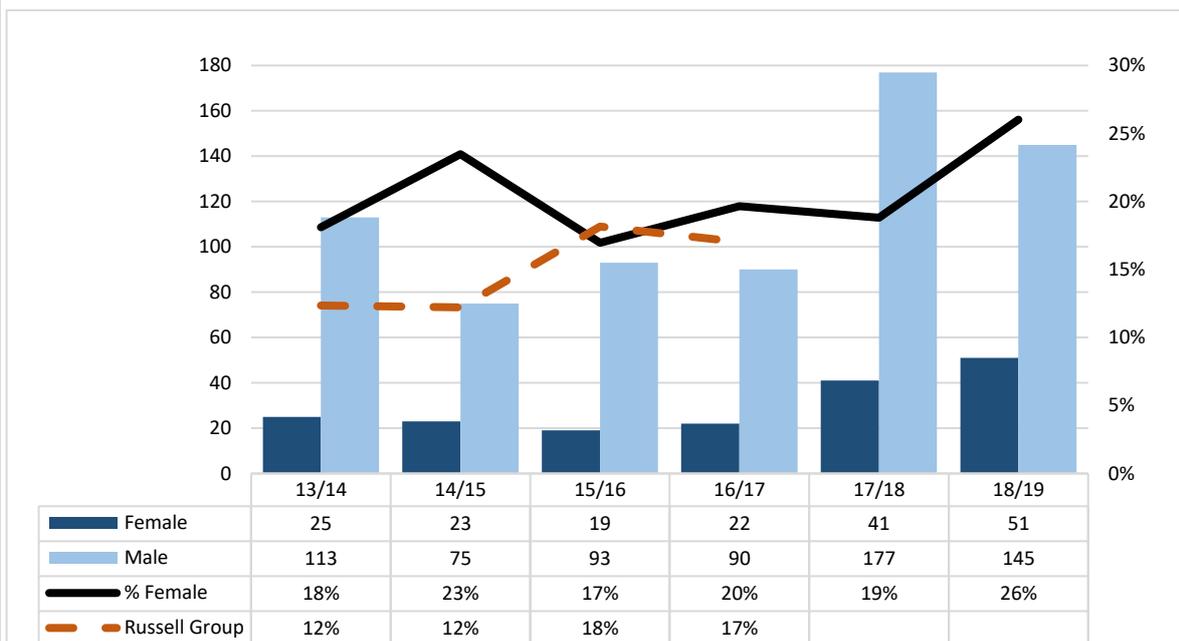


Figure 10 - FEPS Population

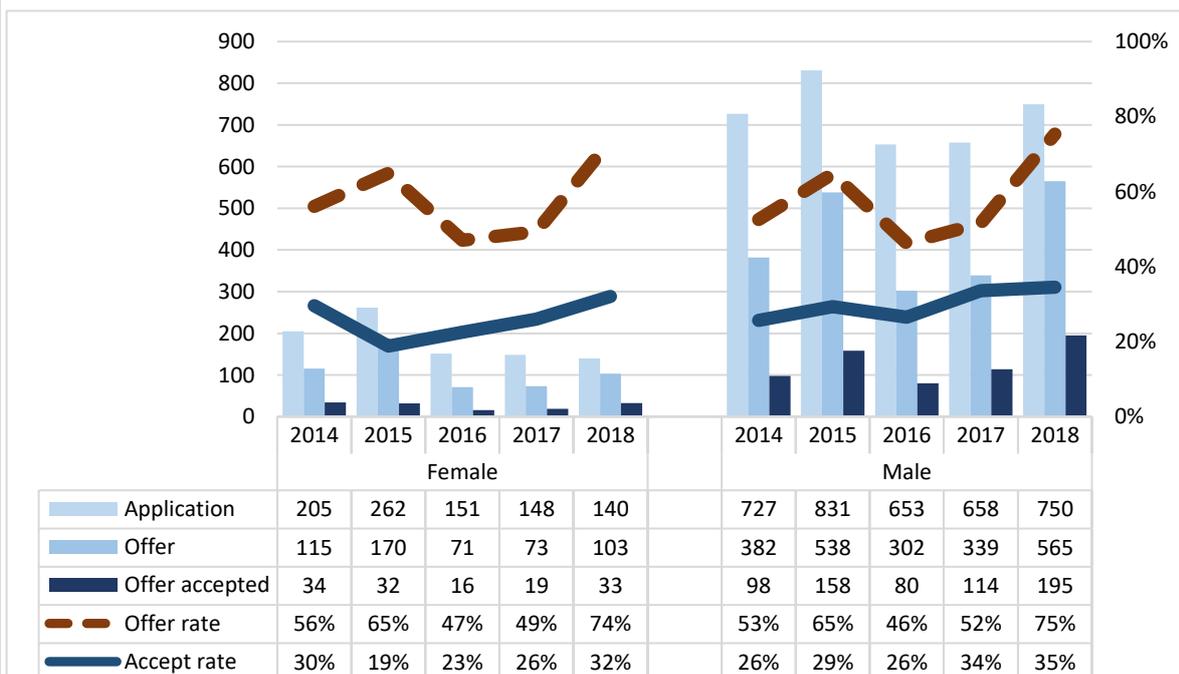


Figure 11 - FEPS Applications

(ii) Numbers of undergraduate students by gender

**Overview**

Programmes are three-year BEng/BArch or four-year masters MEng/MArch with professional accreditation. All offer industrial placement year and/or campus mobility in China/Malaysia.



Figure 12 - Ambassadors and Staff at Recruitment Activities

Faculty Admissions Group oversees admissions and shares best practice, proactively reviewing departmental data to identify, understand and improve applications/offers/acceptance differences. Marketing highlights our foundation year: **AP 2.3 Retention of WP Applicants via FEPS** improves retention.



- ❖ **AP 2.2 EDI Reporting for UG Admissions**
  - Annual EDI report for Applications/Offer/Accepts for each Department produced for Faculty Admissions Group.
  
- ❖ **AP 2.3 Retention of WP Applicants via FEPS**
  - WP applicants applying for year 1 who fall below our offer grades are referred to FEPS.

Meeting our 2014AP target, women undergraduate numbers have increased annually. We have maintained our 28%F population since 2015/16 (while increasing numbers by 500).



We expanded entry criteria for all courses (excluding Architecture - arts subjects preferred): Mathematics is the only required A-level (39%F in 2018). A-Level Physics is no longer included – instead we consider a range of science-based qualifications, resulting in a larger pool of eligible applicants because fewer women study A-level Physics (22%F in 2018). This pipeline issue is recognised by Engineering professional institutions.

A key challenge is improving our percentage of women undergraduates. All Departments target exceeding RG benchmarks by 2023: **AP 2.1 – 2.9**.



### COMPLETED ACTIONS:

- Only require A-level Mathematics (previously Mathematics AND Physics).
- Recruitment materials reviewed annually, ensuring diverse images: showcasing women/BME students.
- “Future Engineer” features women role models.
- Faculty Admission Group established Open Day best practice: women staff and/or student ambassadors present (WLP used to ensure women not overloaded). Implemented within all Departments.
- Admissions Tutors complete unconscious bias training.

### IMPACT:

- Growth of women undergraduates.
- Grew to, and maintained 28%F population (ambitious 2014AP target).
- All Departments have %F above national averages.

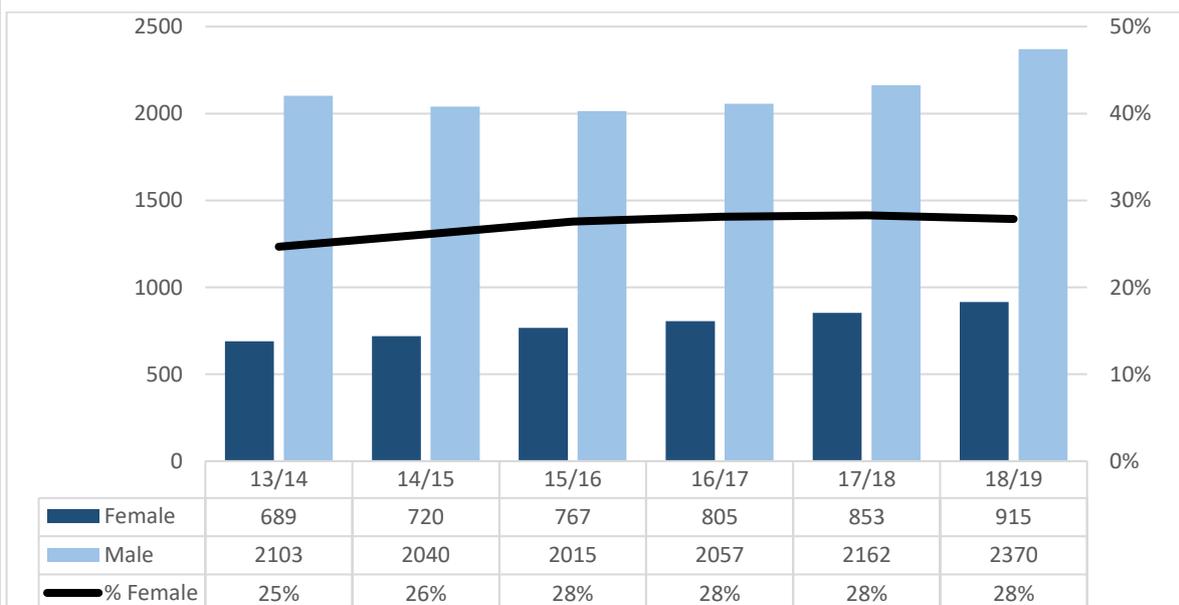


Figure 13: Faculty UG Population



“Future Engineer” profiles students discussing their courses with posters prominently displayed around FoE. This inspired “Future Pharmacist” (Faculty of Science).

FEDIB actioned additional, bespoke, unconscious bias training for Admissions Tutors with continuing support: **AP 2.14 Unconscious bias training for UG Admissions**



❖ **AP 2.4 Unconscious bias training for UG Admissions**

- Expand unconscious bias training for Admissions Tutors with annual review by the Faculty Admissions Group.
- Ensuring new Admissions Tutors complete training and maintaining 100% completion.



Open Day best practice includes student ambassadors providing diverse role-models to visitors, giving tours and answering questions. Post-visit feedback forms report open days are crucial in students deciding to accept offers.

## Architecture & Built Environment:

Most students study Architecture, ≈20 each year study Architectural Engineering. In 2014/15 female numbers exceeded males for the first time, which continues.

Offer/accept rates are approximately equal with differences due to Architecture's portfolio/A-level Art requirements.

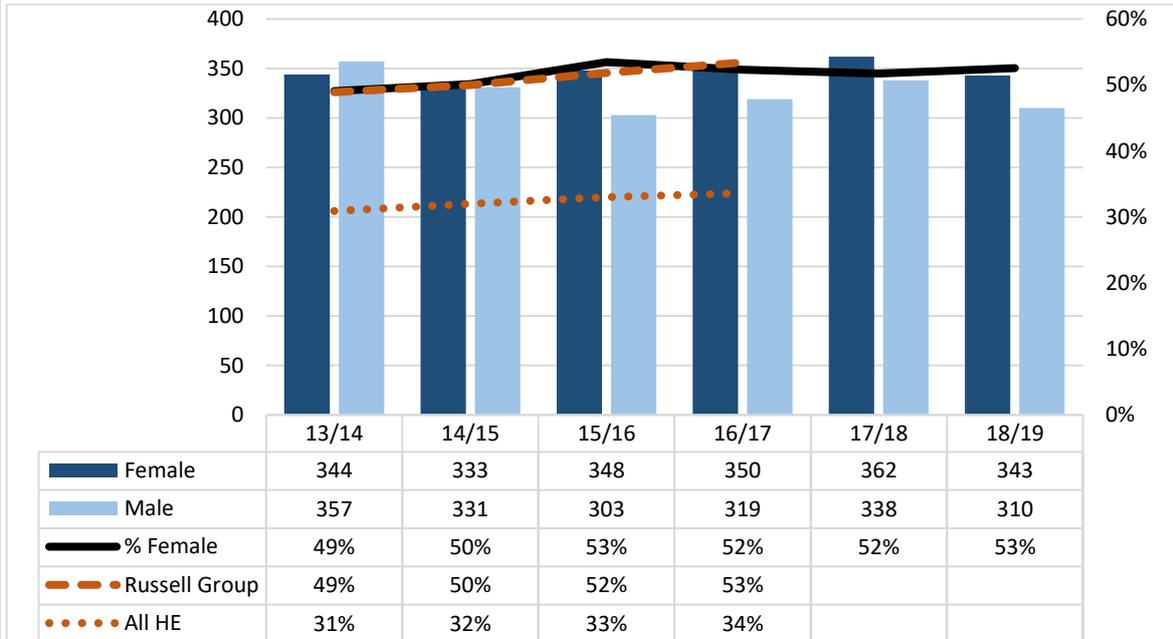


Figure 14 - ABE UG Population

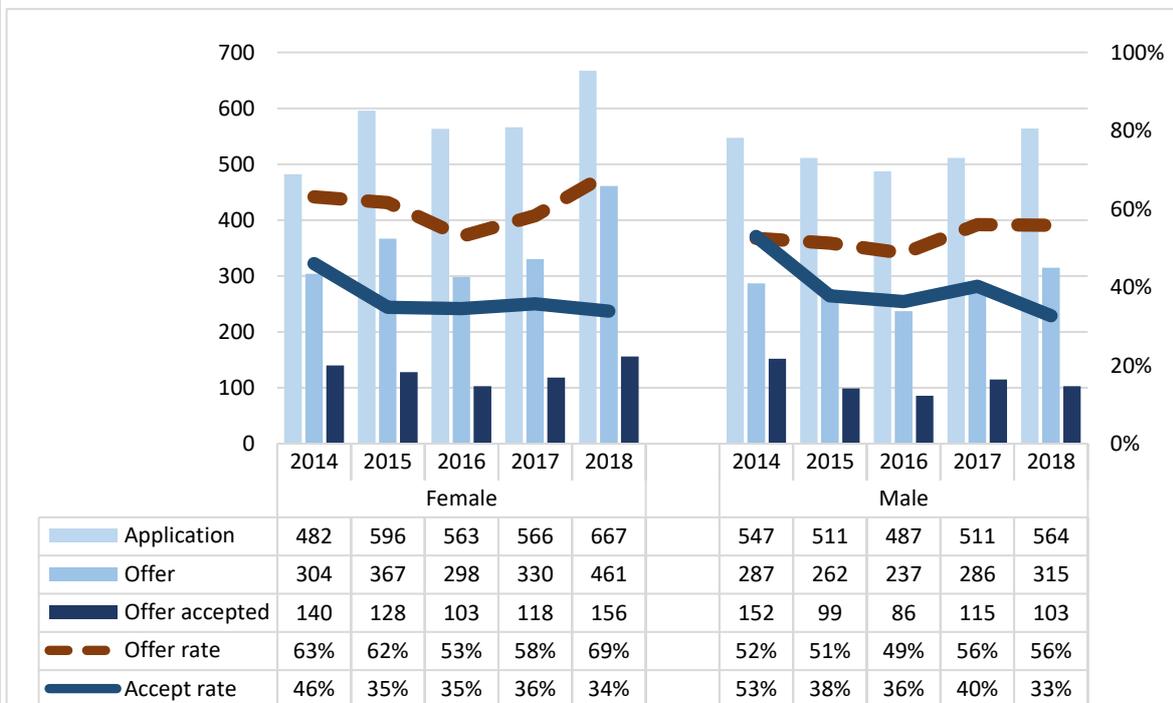


Figure 15 - ABE UG Applications

## Civil Engineering:

Since 2015, women's population remains between 20% and 24%. We have increasing numbers of applications/offers and maintain comparable numbers of offers/accepts for all.

Women staff numbers are at an all-time high - our messaging during open days reinforces civil engineering is open to everyone.

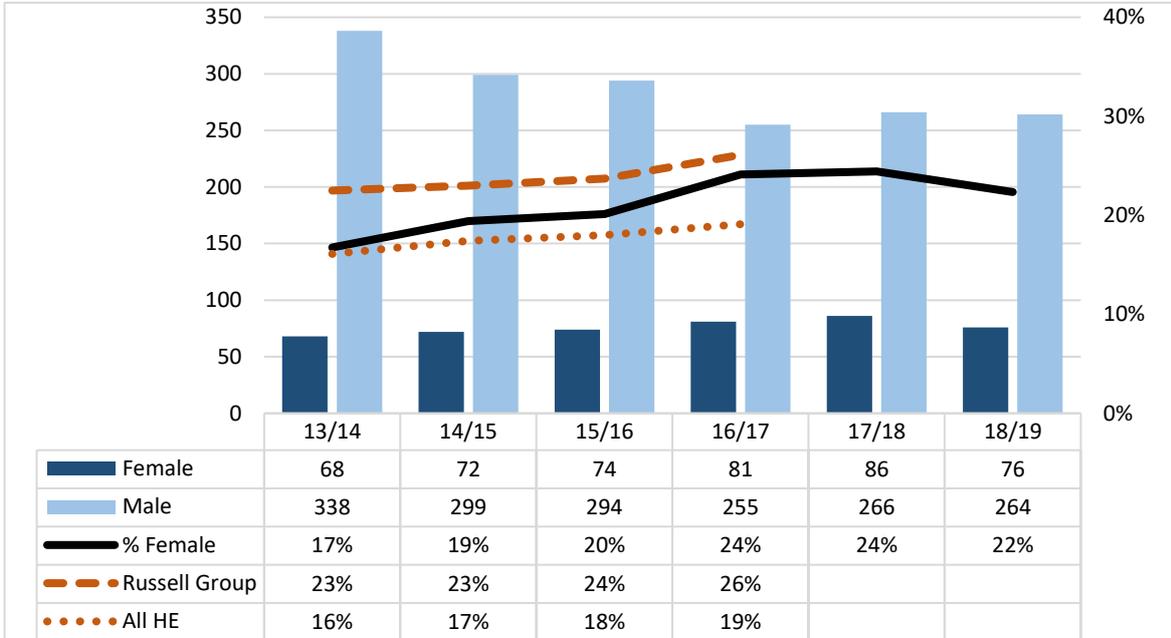


Figure 16 - CE UG Population

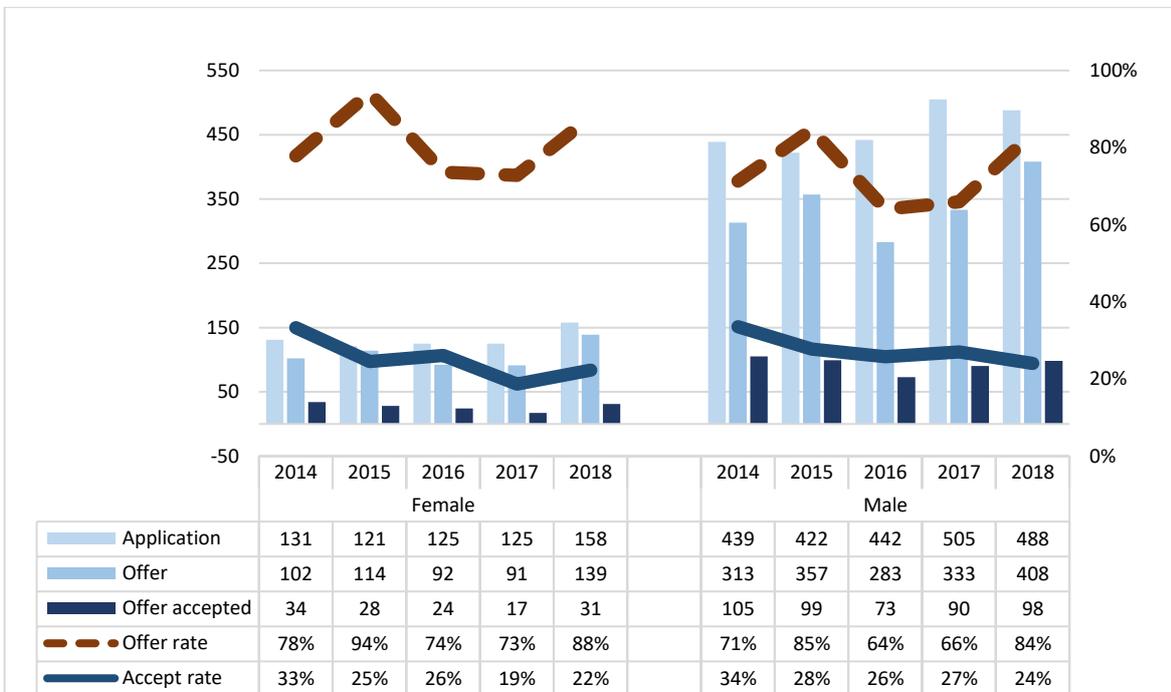


Figure 17 - CE UG Applications

## Chemical & Environmental Engineering:

Since 2014, our %F has increased, and remained above 30% since 2015/16. High proportions of women study degrees including Environmental Engineering (compared to purely “Chemical Engineering”) - 2018: “Chemical **and** Environmental Engineering” course is 28%F/17%M.

Open Days incorporate student society presentations led by women since 2014, providing visible role-models.

### ❖ AP 2.5 CE – Environmental Engineering Marketing

- Environmental Engineering courses profiled in marketing materials.

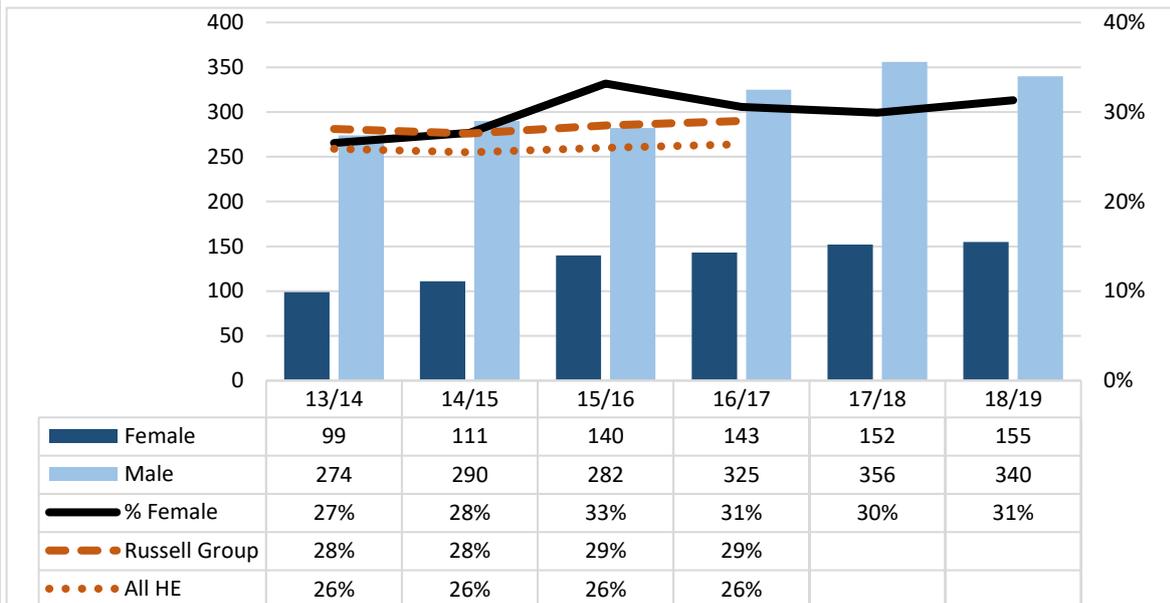


Figure 18 - CEE UG Population

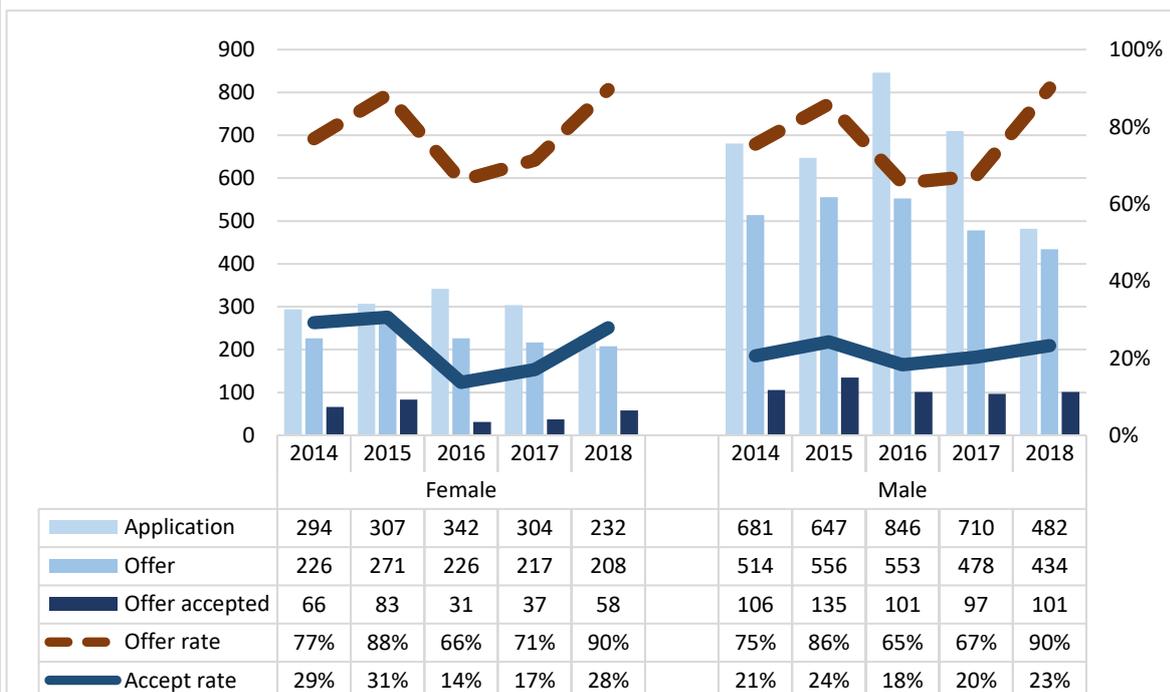


Figure 19 - CEE UG Applications

## Electrical & Electronic Engineering:

Since 2016/17, with introduction of a refreshed course structure with more project-based work, %F continues to increase. Women's numbers have increased steadily since 2015/16 but offer/accept rate trends are unreliable due to comparatively small numbers. Fluctuations in acceptance rates will be reviewed and acted upon: **AP 2.2 EDI Reporting for UG Admissions.**

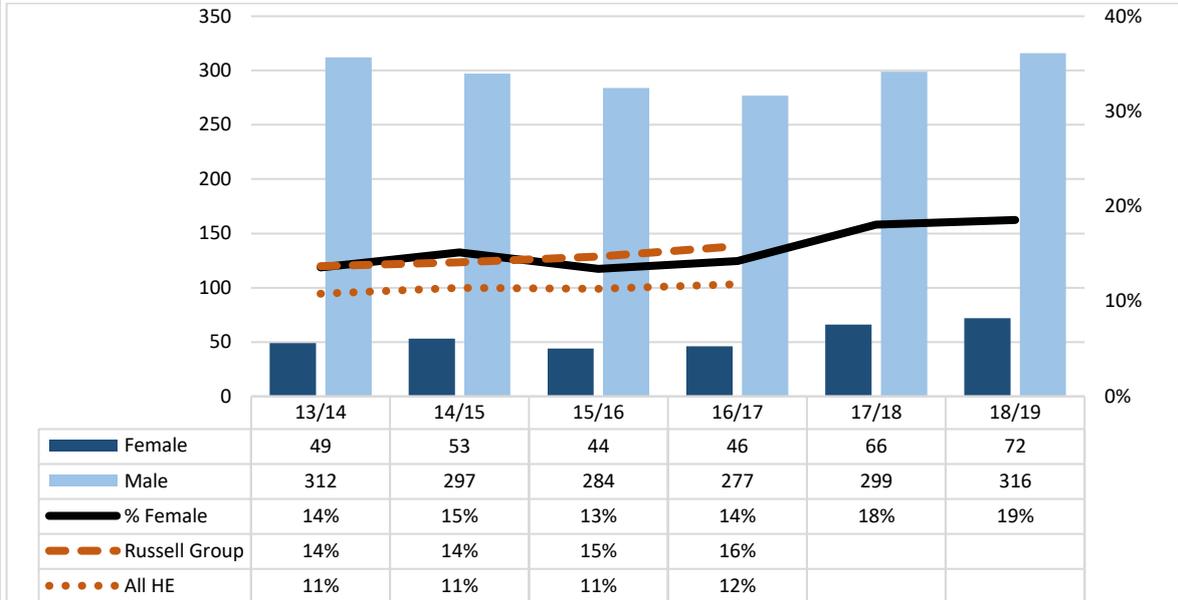


Figure 20 - EEE UG Population

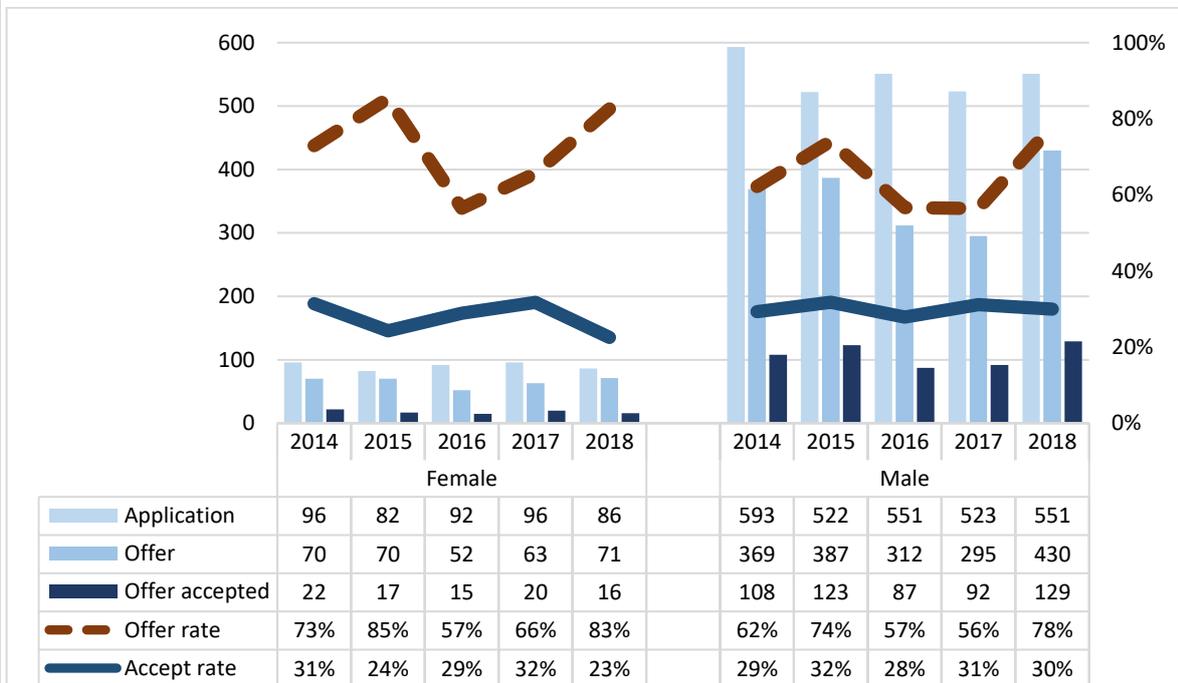


Figure 21 - EEE UG Applications

## Mechanical, Materials & Manufacturing Engineering:

M3 includes Product Design and Aerospace Engineering (from 2016/17) alongside Mechanical Engineering.

%F has increased steadily since 2013/14. Offer rates fell in 2016–17 before recovering, coinciding with increased entry requirements for MEng courses. Offer rates are comparable between genders but accept rates for women are higher from 2015 as Aerospace increased capacity.

Inclusion of women industrial placement students in marketing informs best practice.

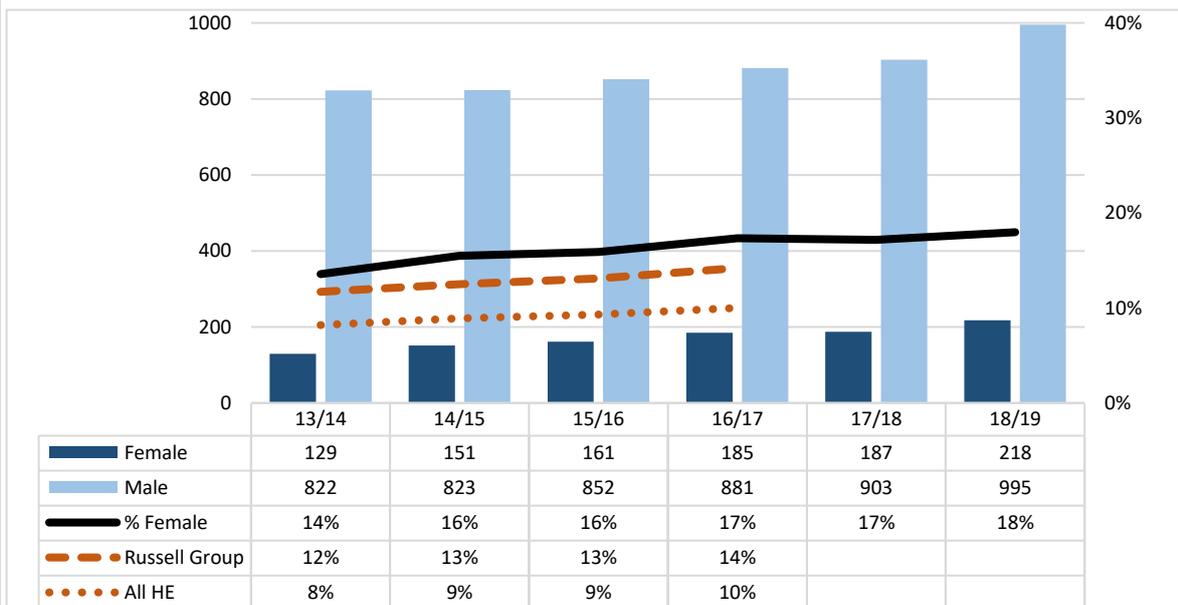


Figure 22 - M3 UG Population (benchmarking data includes all disciplines delivered in M3)

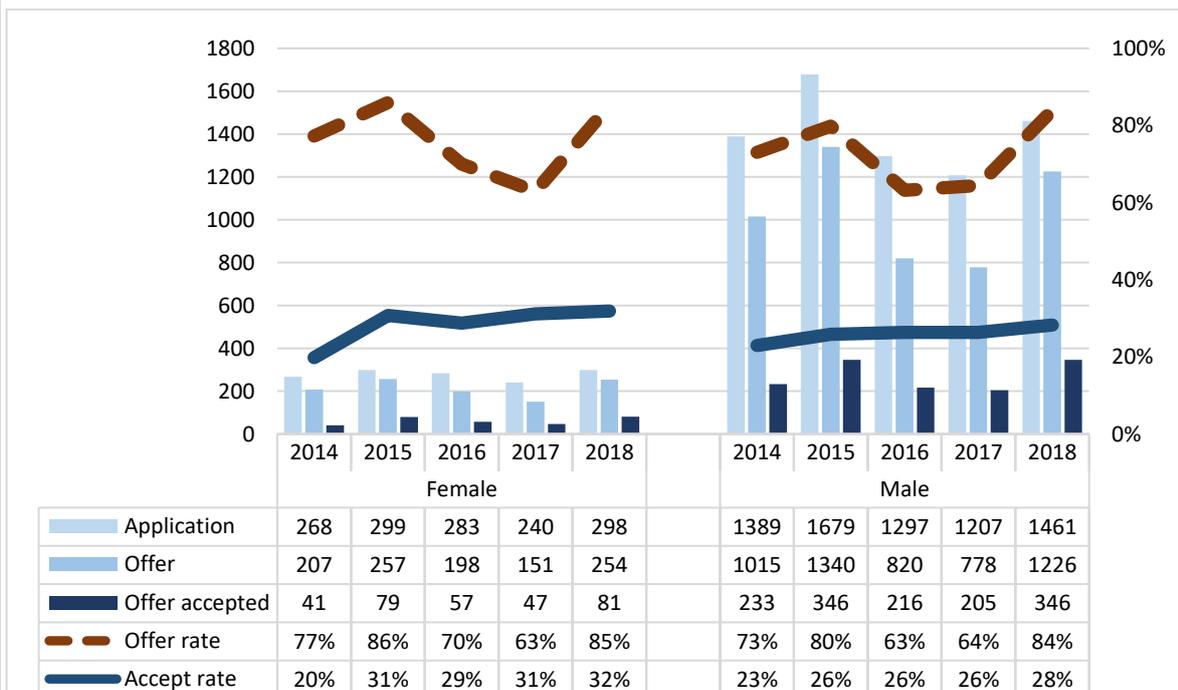


Figure 23 - M3 UG Applications

## Faculty Outcomes:

Since 2013, awards of 1<sup>st</sup> and 2:1 degrees have increased with outcomes comparable by gender. The same proportion of men and women achieved 1<sup>st</sup>s from 2017/18.

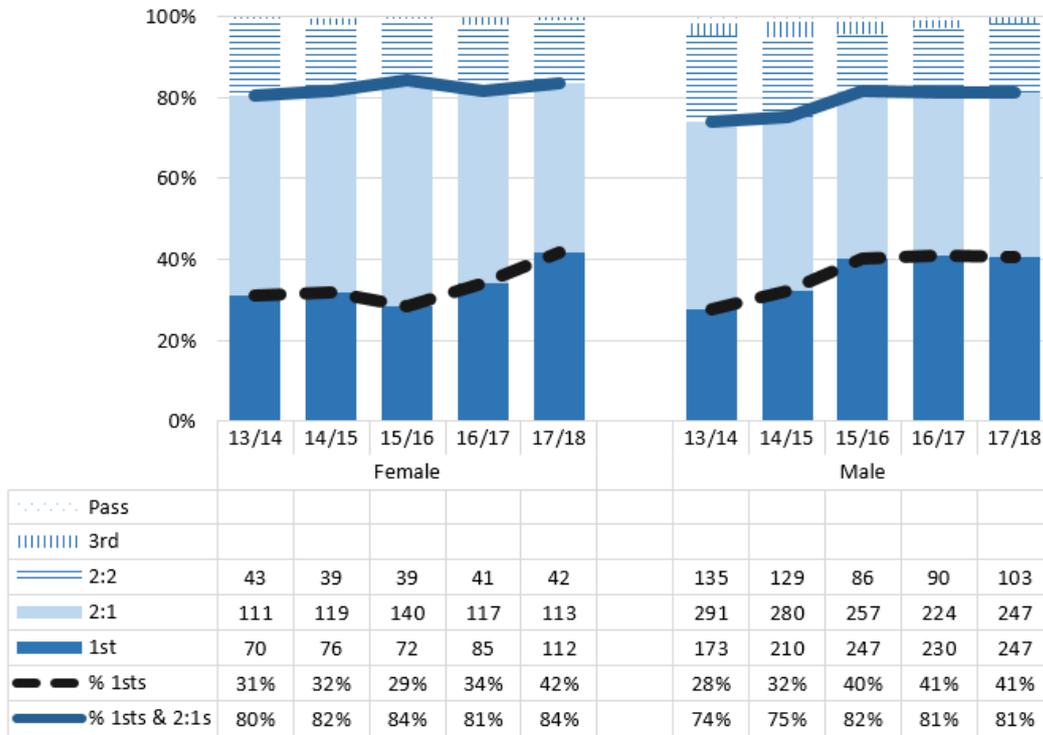


Figure 24 - Faculty UG Degree Outcomes

Pass classifications have been eradicated and 3<sup>rd</sup>s have been reduced.

Dedicated support has been provided by FoE Welfare Team since 2016/17. Convenient and timely access to this resource has improved student performance.

### COMPLETED ACTIONS:

- Introduction of FoE Welfare Team:  
Three staff based within FoE; providing an easily accessible, local contact point for support.

### IMPACT:

- Fewer students graduating with 3<sup>rd</sup>/Pass classifications.

Since 17/18:

- Increased percentage 1<sup>st</sup> class degrees for women. Now equal with men.
- All students graduated with 3<sup>rd</sup> or higher.

We are mindful of future challenges potentially affecting degree outcomes, including changes to module weightings for examinations/coursework. In addition to the standard QA processes for reviewing new/updated modules, EDI is considered: **AP 2.6 – AP 2.9 UG Degree Attainment.**

Work from our degrees was shared with the RAEng and Science Council, informing best practice in assessment delivery by engineering institutions, and disseminated by UoN's TEF Educational Excellence team.



- ❖ **AP 2.6 UG Degree Attainment – Understanding our Data**
  - Analyse UG degree attainment at Department level to identify issues and highlight best practice (including investigation if BEng/MEng split has an impact on M/F attainment).
  - Undertake analysis for BME students.
  
- ❖ **AP 2.7 UG Degree Attainment – Knowledge Exchange**
  - Knowledge sharing event to allow Departments to discuss challenges and share best practice to develop actions to support underperforming groups.
  
- ❖ **AP 2.8 UG Degree Attainment – Actions to Address the Degree Awarding Gap**
  - Following AP2.6 & AP2.7, actions to support underperforming groups in place by September 2022.
  - Review and reflection of actions and impact within Faculty and learning points shared to further improve.
  
- ❖ **AP 2.9 UG Degree Attainment – Updated Programmes**
  - Standing EDI item on agenda of FETLB at start of academic year where outcomes of the previous session reviewed.
  - Investigate if changes to course structures have an impact on attainment – especially changes in module weightings for coursework/exams.

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

**Overview:**

We offer:

- 29 MSc (one DL);
- 3 MArch;
- 3 PGCert (two DL).

ABE/EEE offer “and Entrepreneurship” variants with the Business School. Entry requirements range from 55% - 60% UG equivalent.

Most PGTs are International students; HEU students generally take integrated MEng courses (financial/industrial benefits).

Updated marketing incorporates more diverse imagery (2014AP).

Most recruitment is via agents, with complex market and political conditions, resulting in fluctuating applications/accepts/enrolments (all Departments). Acceptance rates have increased since 2016 and are comparable by gender.

Women’s acceptances have increased most in:

- M3:
  - 2016: 50%F/46%M
  - **2018: 70%F/59%M**
- Intra-Faculty:
  - 2016: 46%F/51%M
  - **2018: 65%F/61%M**

Small changes in female numbers, and changes in male populations, cause large %F variations. %F in most departments have reduced since 2017. **AP 2.10 – AP 2.13** seeks improvement.

In 2019, FoE invested £120k improving facilities for our PGTs; creating a common room, with study space, kitchen and social area.



Figure 25 - Faculty PGT Students

Departmental Admissions Tutors meet at Faculty Admissions Group; reviewing data, sharing challenges and best practice (e.g. streaming taster lectures to expand audiences).

Converting offers to enrolments is a sector-wide challenge (students accept offers from several universities). **AP 2.11 PGT Admissions – Working with Agents** to **AP 2.13 Supporting Our PGT Students** identifies information students value.



- ❖ **AP 2.10 Learning from Our Best Practice in PGT Admissions**
  - Faculty Admissions Group ask each Department to share insights into their successes, presented at Faculty Admissions Group.
  - Student EDI data presented annually, with actions in place for underperforming Departments using AP 2.11 – 2.13.
  - Sharing of best practice for supporting students with caring responsibilities to investigate if PGT courses can be made more flexible.
  
- ❖ **AP 2.11 PGT Admissions – Working with Agents**
  - Work with agents to review and update materials provided to applicants to understand what information students (particularly women students) value, so we can include this material.
  
- ❖ **AP 2.12 PGT Numbers – Learning from our Students**
  - PGT Student Experience Directors (new roles for 2019/20) meet with their students and feedback what information our students value in deciding where to study.
  - Information passed on to Faculty Admissions Group and Engineering Marketing Team.
  
- ❖ **AP 2.13 Supporting Our PGT Students**
  - PGT Student Experience Directors meeting with their students and feedback what support students value and how we can improve.
  - Anonymised Information shared at Faculty Student Experience Group.

## Architecture & Built Environment:

Offering five MSc, three MArch and one PGCert qualification, numbers have decreased since 2013. Female population has been constant since 2016; male population has increased, while acceptance rates for all have steadily grown.

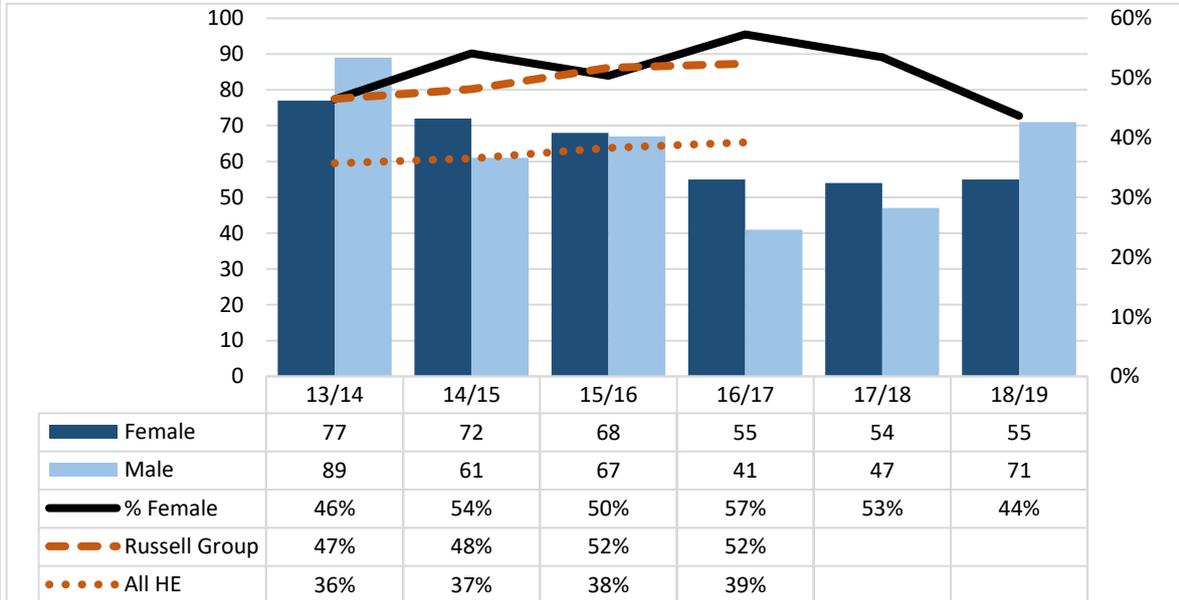


Figure 26 - ABE PGT Population

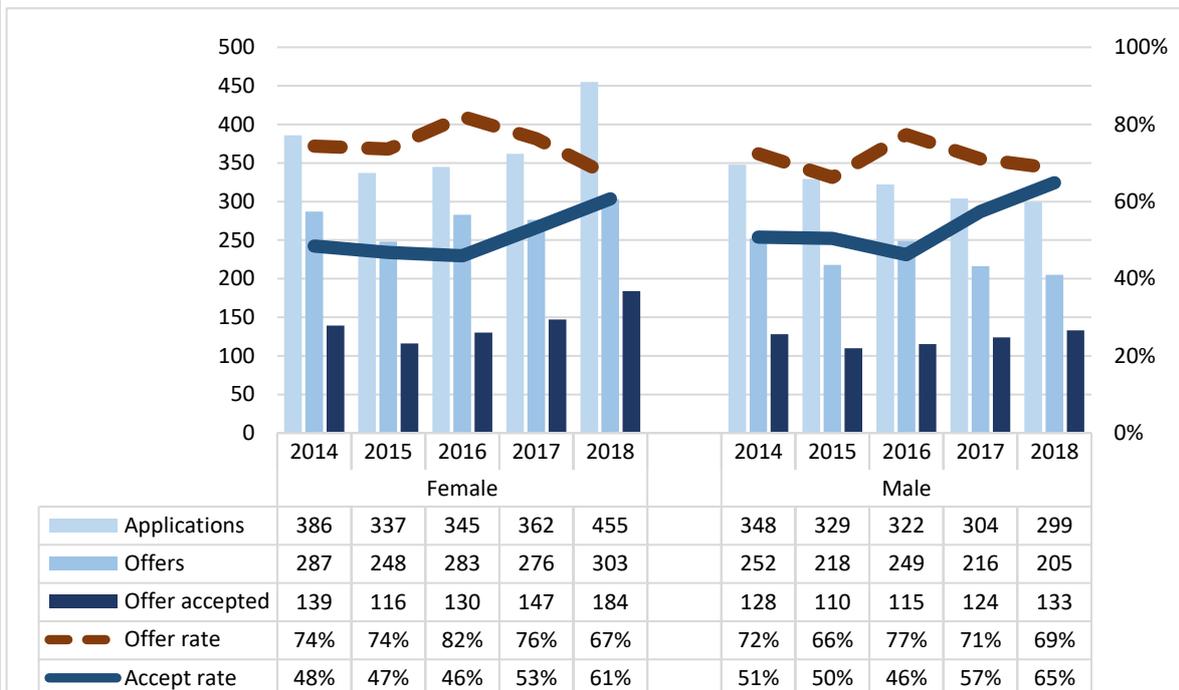


Figure 27 - ABE PGT Applications

## Civil Engineering:

%F fluctuates but remains above UG levels. Accept rates for men are approximately constant, whilst increasing for women. Since 2016 offer/accept rates are higher for women.

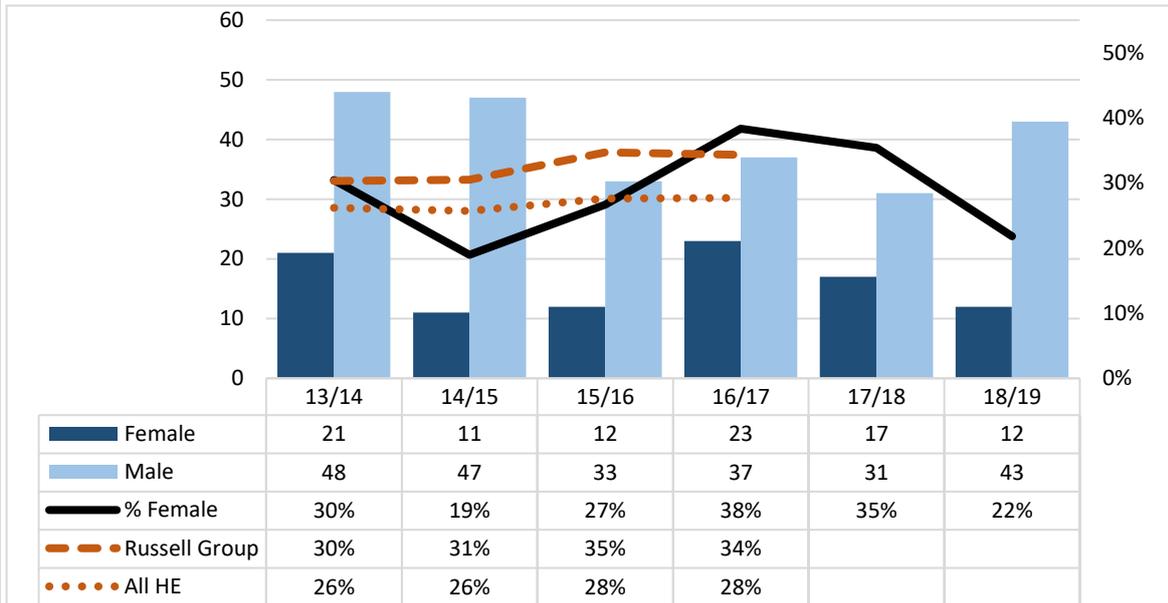


Figure 28 - CE PGT Population

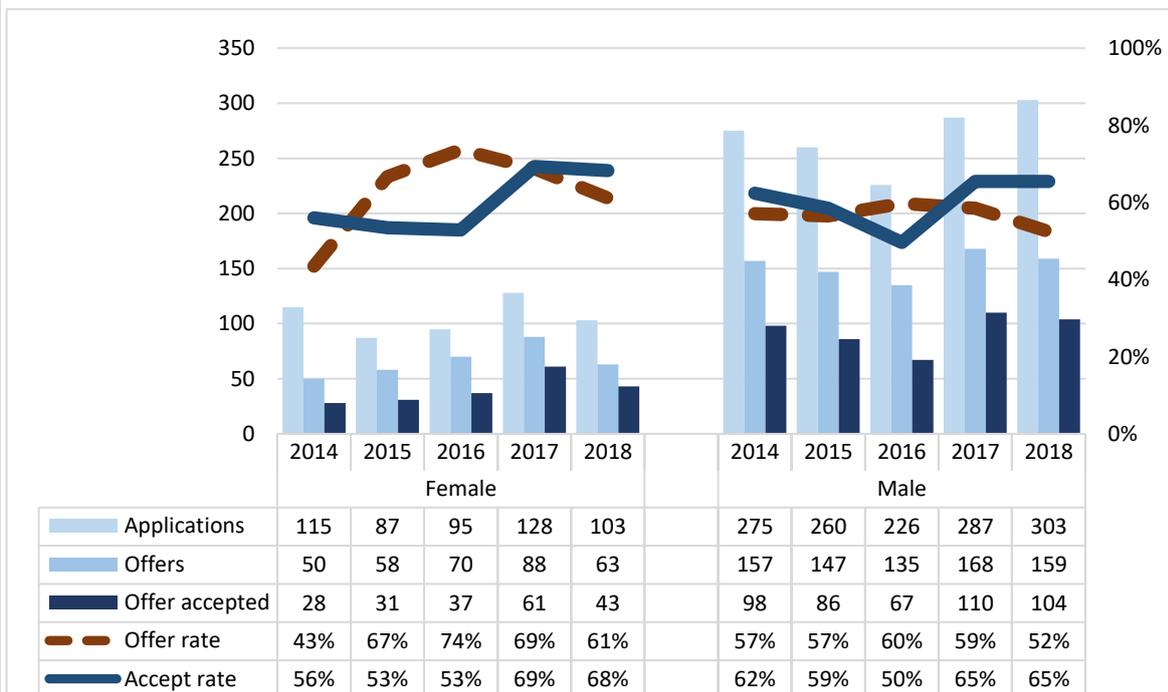


Figure 29 - CE PGT Applications

## Chemical & Environmental Engineering:

From 2014 courses placed greater emphasis on design components, which we believe appealed to a wider audience. Women's applications/offers/accepts continue to increase.

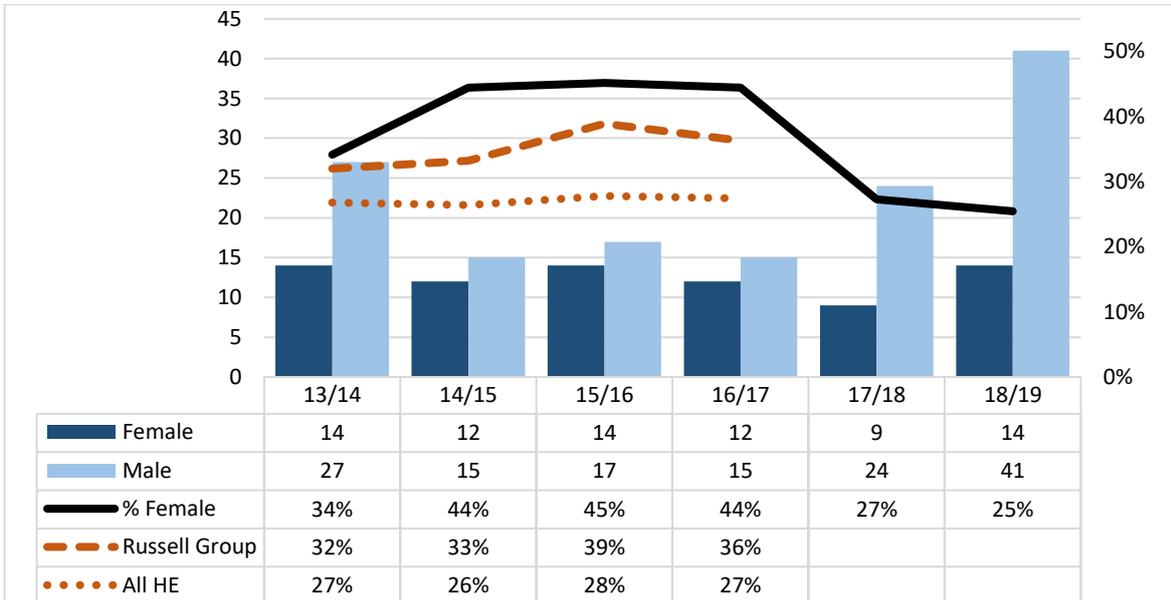


Figure 30 - CEE PGT Population

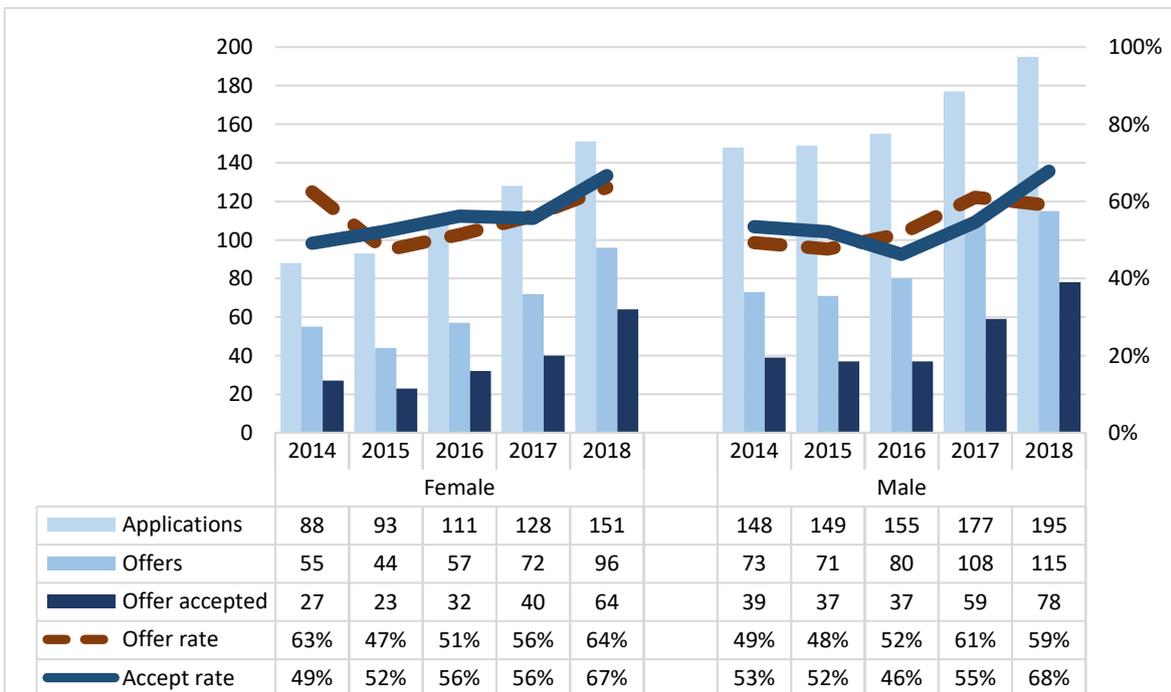


Figure 31 - CEE PGT Applications

## Electrical & Electronic Engineering:

Offers ten MSc courses (including 2-year Extended Project MSc). Entry requirements increased in 2014 from UG degree of 50% to 55% resulting in fewer enrolments. Male number variations impact percentages; women's population is relatively stable.

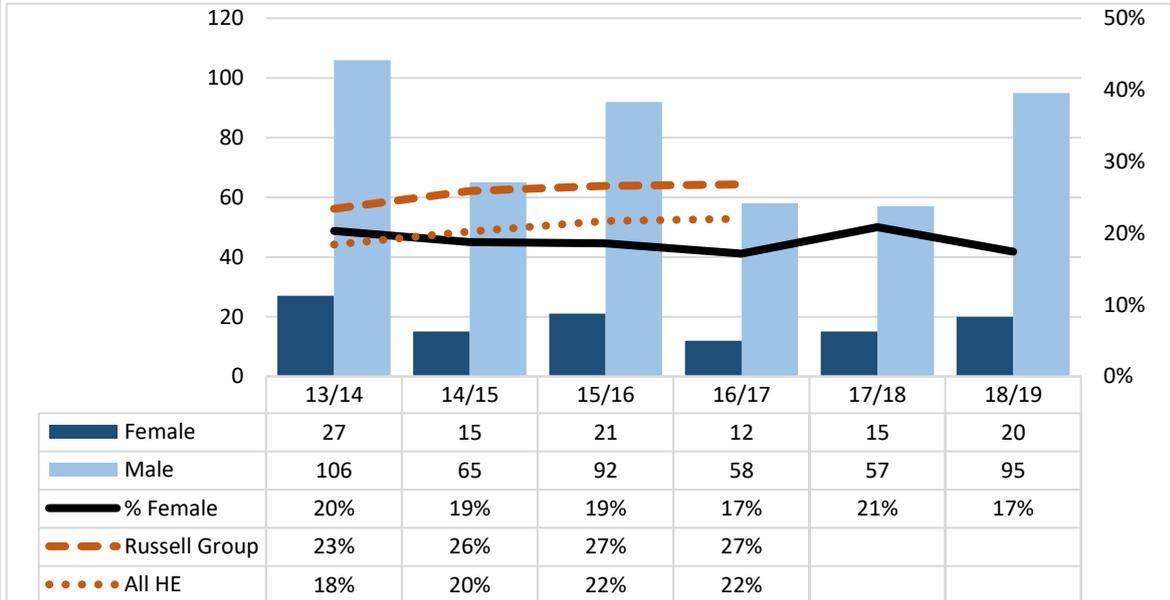


Figure 32 - EEE PGT Population

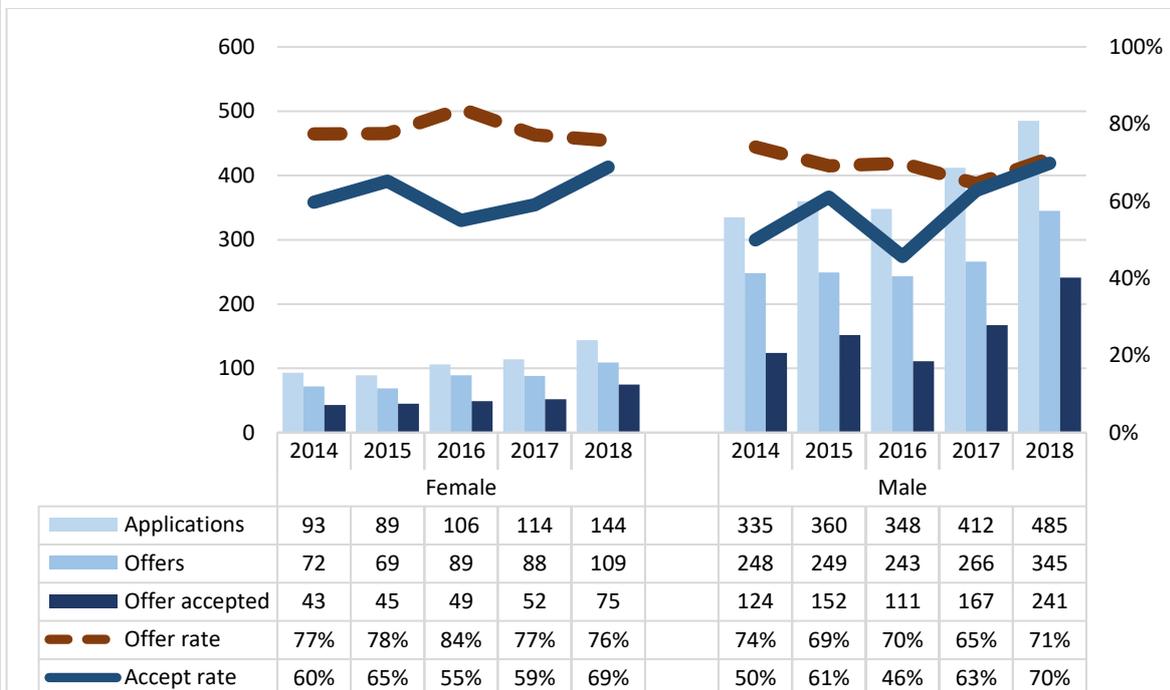


Figure 33 - EEE PGT Applications

## Mechanical, Materials & Manufacturing Engineering:

Providing seven on-campus MSc courses, and DL courses (Human Factors: two PGCert, one MSc). The range of subjects contributes to above benchmark %F: **AP 2.14**. Offers to women are higher than men.

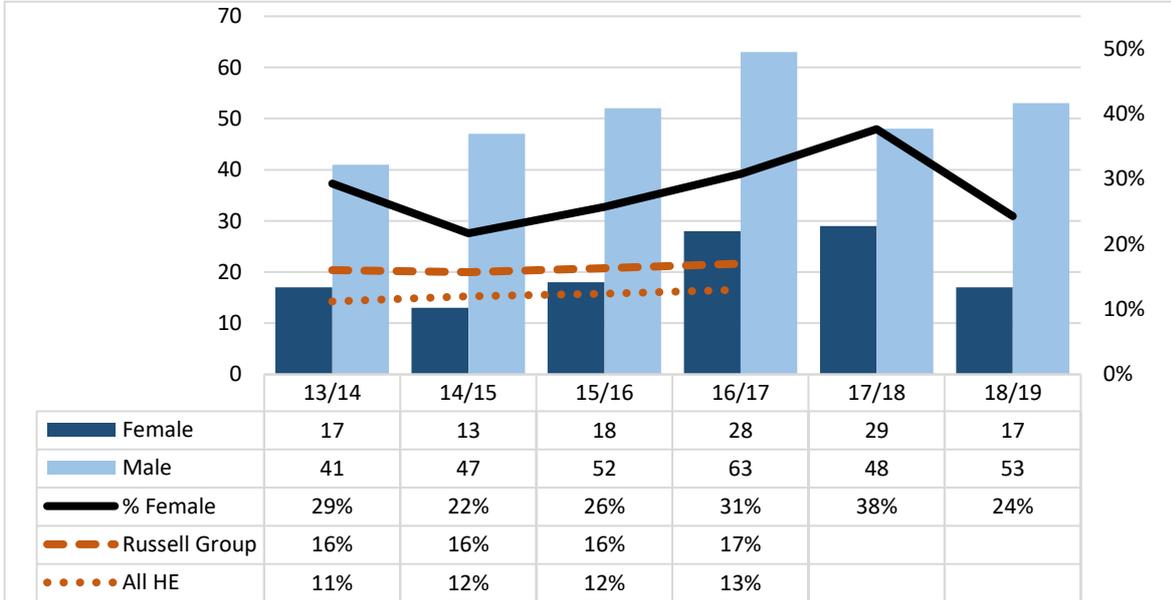


Figure 34 - M3 PGT Population

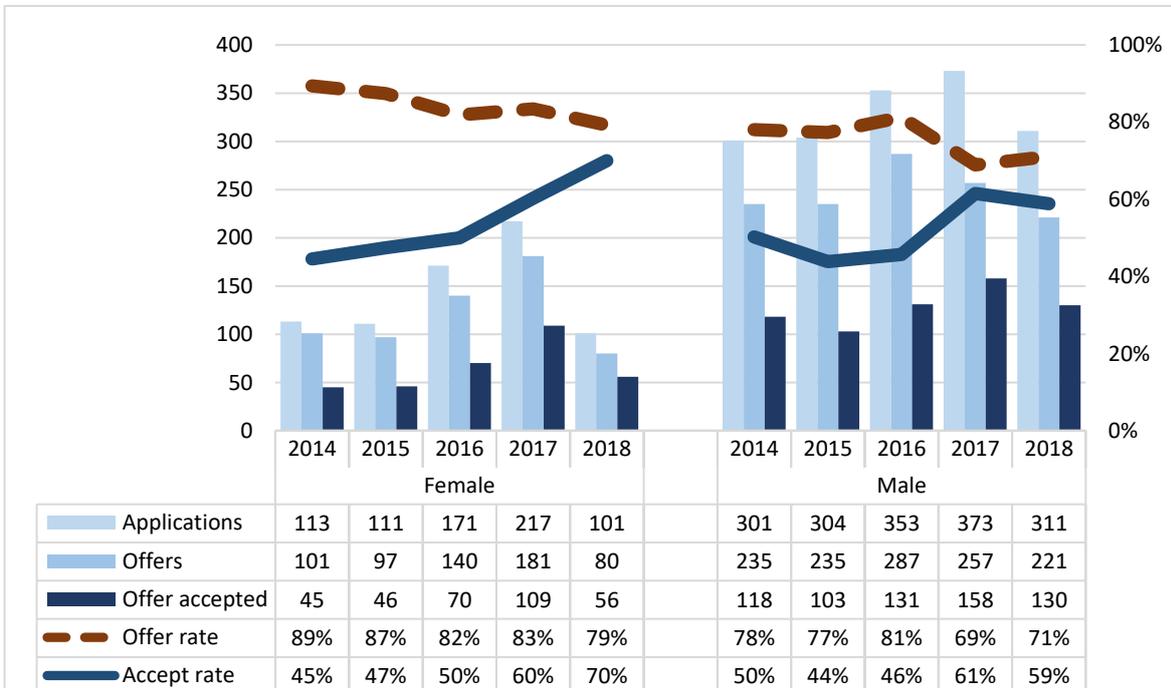


Figure 35 - M3 PGT Applications

## Faculty Based:

These programmes have large %F populations:

- Bioengineering (2018/19: 8F:10M – 44%F)
- Sustainable Energy (2018/19: 4F:13M – 24%F).

Numbers are small: **AP 2.14 Faculty Based MSc Programmes** provides growth opportunities.

### ❖ AP 2.14 MSc Programmes Marketing

- Multidisciplinary and design/environment focussed courses highlighted on webpages.
- Future Engineer case study of women on intra-faculty programmes.
- Exploration of what women value most about these programmes (and Human Factors in M3 which has a large female cohort) to inform curriculum updates in our “traditional” MSc courses to make them more appealing to a wider range of students.

Figure 36 - Intra-Faculty PGT Population

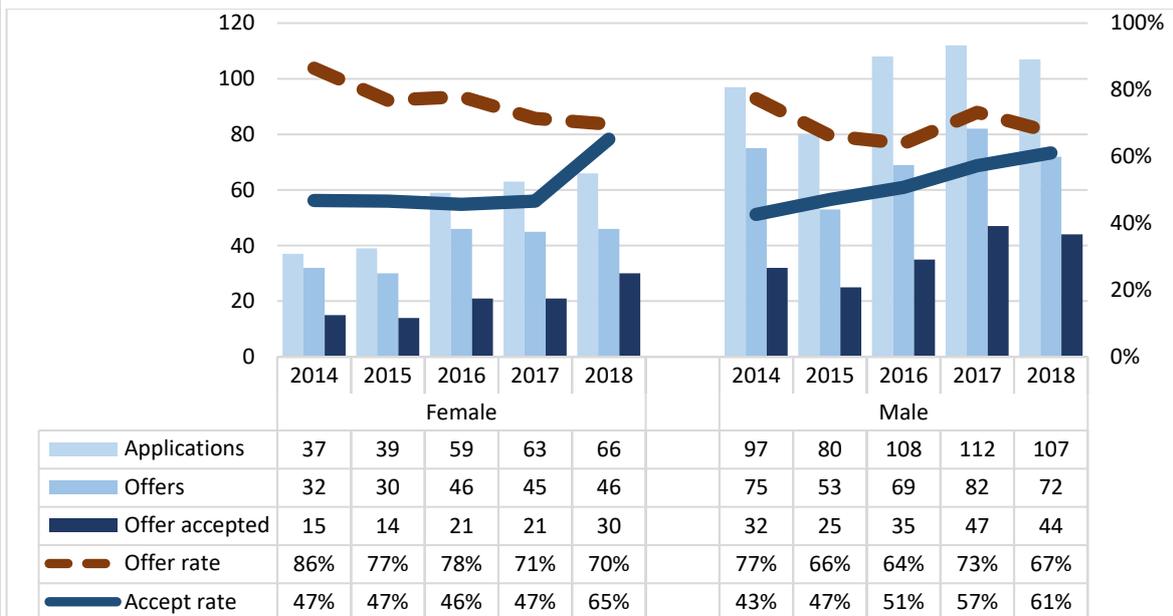


Figure 37 - Faculty Based PGT Applications

## Study Mode & Completion Times:

Most study full-time on campus. Due to visas, all part-time students are HEU.

DL courses have higher proportions of women; these are Human Factors courses, an area with more women than other M3 disciplines. DL provides flexibility, however, can be impractical for specialist laboratory access. **AP 2.10** investigates improving flexibility.

	Attendance Status	Gender	13/14	14/15	15/16	16/17	17/18	18/19
Full-time	On campus	Female	142	127	119	133	126	136
		Male	282	233	241	222	222	334
		%F	34%	35%	33%	38%	36%	29%
Part-time	On campus	Female						
		Male						
		%F	36%	20%	38%	31%	30%	14%
	DL	Female						
		Male						
		%F	42%	33%	40%	44%	46%	33%

Figure 38 - PGT Population by mode of study and attendance status

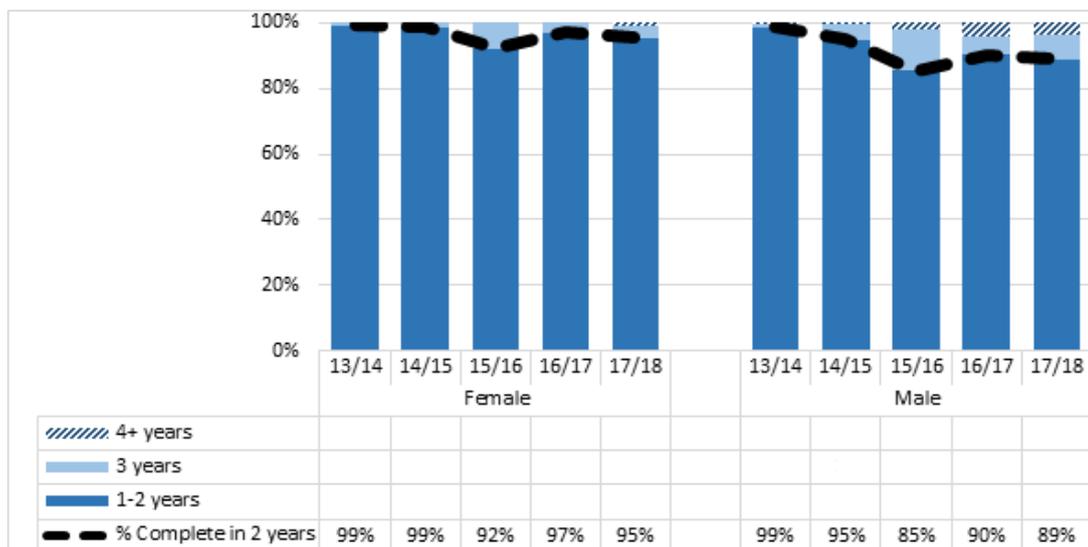


Figure 39 - PGT completion times

Most students complete within two years, with rates slightly higher for women.

A key challenge is the increase in students taking 2+ years. Improved pastoral support provided by the Welfare Team helps students understand extenuating circumstances policies and support available. Students are encouraged to complete on time, but only if in their best interests.

A significant minority arrive after welcome week. **AP 2.16 PGT Online Induction – Annual Updates** improves awareness of support, working to improve completion times.



❖ **AP 2.15 PGT Completion Times**

- Analyse PGT completion times at Department level to highlight any issues to empower Departments to target additional support for their PGT Students.

❖ **AP 2.16 PGT Online Induction – Annual Updates**

- Welcome week and induction materials are available online through module pages in Moodle and publicised via University social media channels, Graduate School welcome programme and PGT Course Directors.
- These are annually reviewed and updated.

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

PGRs (like all researchers) are members of both FoE and their research group. Our market is challenging, competing with industry for top graduates. All students are on-campus, most study full-time where the percentage of women has remained approximately constant. Part-time students are mostly industrially funded.



Figure 40 - PGR Annual Showcase. SAT member Jan winning best poster 2018

Our %F PGRs is equal to our %F undergraduates - we are proud of maintaining our pipeline.

Our key challenge is growing our stable %F PGRs: **AP 2.17 – AP 2.19.**

❖ **AP 2.17 EDI Reporting for PGR Admissions**

- Annual EDI report on PGR students presented to Faculty Research Board for consideration including on the Faculty Research Excellence Scholarships.
- Faculty Research Board Chair responsible for ensuring all members have completed unconscious bias training each year (ensuring continued completion allowing for committee role rotation).

❖ **AP 2.18 PGR Numbers – Learning from our Students**

- PGR Student Experience Group feedback what information our students value in deciding where to study.

❖ **AP 2.19 PGR Recruitment**

- Monthly Faculty PGR recruitment bulletin sent to all staff with reminders of funding opportunities.
- Ensure that Faculty PGR programmes are continued to be represented at Faculty careers events to publicise research as a career.

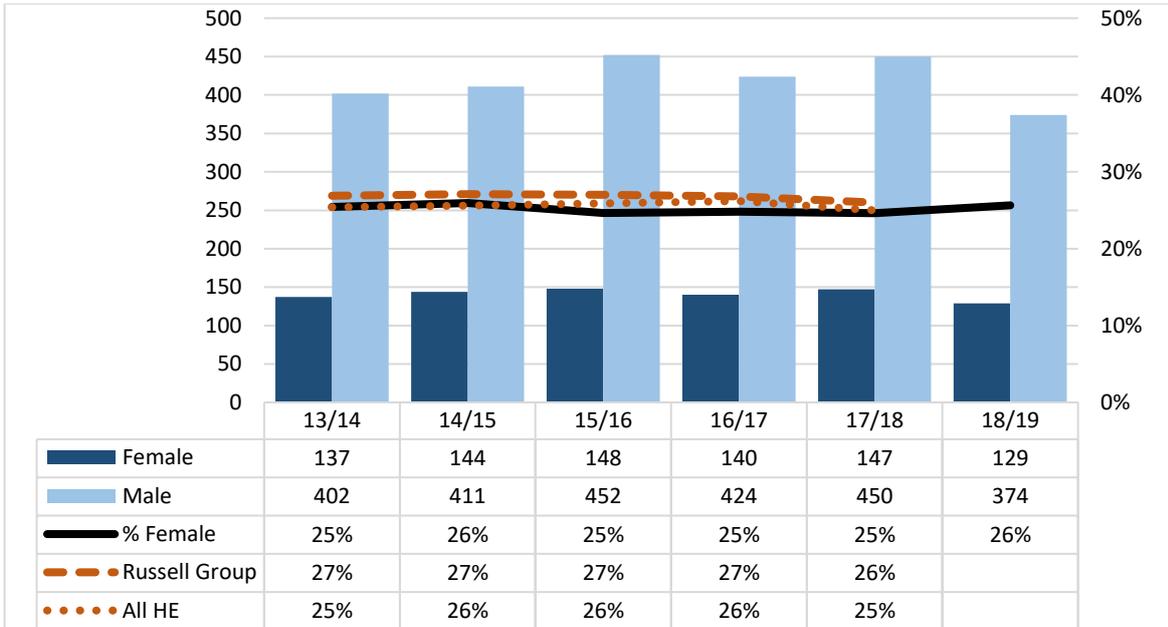


Figure 41 - PGR Student Population

Offer rate trends are similar by gender, however women have higher offer rates. We have increased women accepting offers since 2014 (following Athena submission) by updating marketing materials and our conversion process.

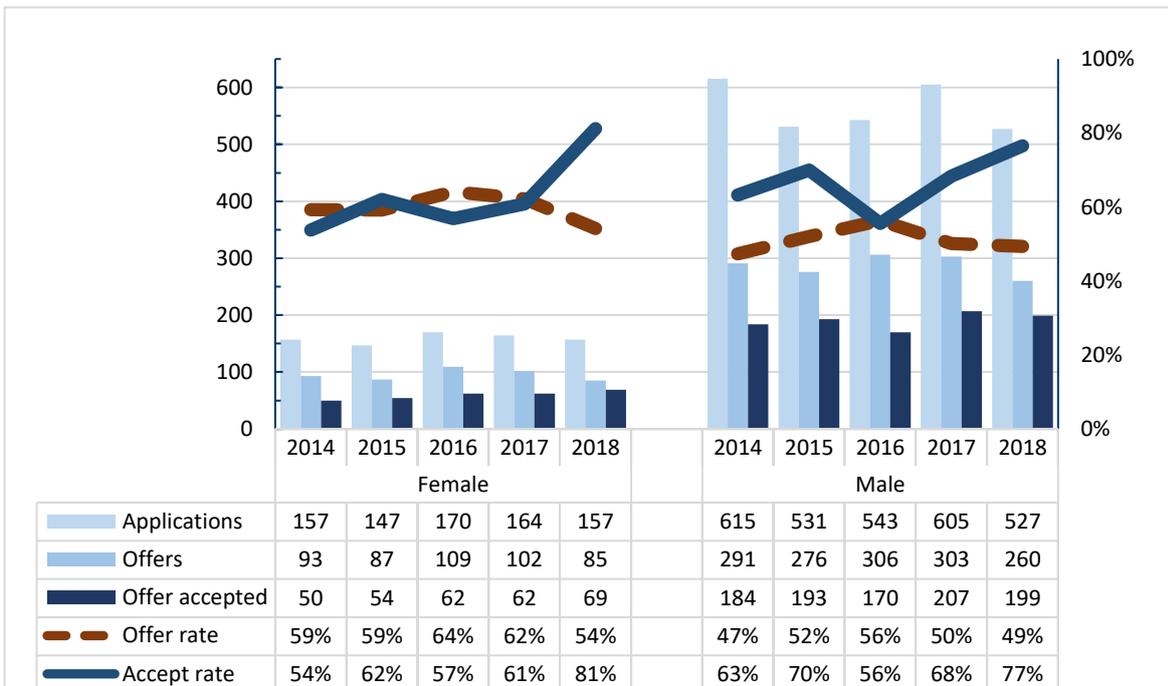


Figure 42 - PGR Applications



### COMPLETED ACTIONS:

- Diversified marketing images.
- Annual FoE R&KE Brochure showcases women PGRs.
- PGR offer holders emailed highlighting facilities, support and opportunities to ask questions, encouraging acceptances.

### IMPACT:

Since 2014:

- Women accepting PGR places increased.
- 27% increase in women's accept rate (14% male increase).
- Women PGR numbers stable in volatile market.

### Study Mode & Completion Times:

		13/14	14/15	15/16	16/17	17/18	18/19
Full-time	Female	132	138	144	138	144	139
	Male	375	383	418	397	419	390
	%F	26%	27%	26%	26%	26%	26%
Part-time	Female						
	Male						
	%F	16%	18%	11%	7%	9%	5%

Figure 43 - PGR Students by Study Mode



In 2015, 6 months paid maternity leave was introduced for all UKRI and UoN funded students to enable more women to study full-time. In 2019, UoN adopted this policy.

FEDIB contributes to long-term PGR strategy - led by the PGR Recruitment Director and overseen by Faculty PGR Student Experience Group. Our strategy actively considers gender balance of scholarships, and all members of scholarship panels have completed unconscious bias training.

Several initiatives encouraging undergraduates to consider research careers have been introduced, including:

- From 2018/19, five annual Faculty PGR bursaries for high performing (UG 1<sup>st</sup> /MSc Distinction) students;
- Improved marketing materials;
- Research experience through N-SERP.

We celebrate PGR contributions within our R&KE brochure; containing case studies and Research Showcase winners.

Our data evidences progression towards gender equality for PGR entrants as we have increased the number of women at UG level and every stage of the pipeline.

	2009	2010	2011	2012	2013		2009	2010	2011	2012	2013
	Female						Male				
■ % Within 3.5 Years	20%	27%	23%	26%	9%		17%	29%	25%	23%	22%
●●●● % Within 4.5 Years	88%	75%	74%	75%	76%		80%	81%	85%	82%	88%

Figure 44 - PGR Completion Times

Accuracy of completion reporting was improved in 2019; recording year of entry and tracking students through their studies based on their annual FTE. Several 4-year PhD courses within FoE negatively impact our data and recording continues even if students interrupt (e.g. maternity leave): **AP 2.20 PGR Completion times.**

Most students complete within 4.5 years. However, a key challenge is women are less likely to complete within this timescale. The 2013 data indicates significant reduction in %F completing within 3.5 years. We seek to understand and improve: **AP 2.21 Supporting PGR Students – Welfare Team.**



❖ **AP 2.20 PGR Completion times**

- Annual EDI report on completion times across the Faculty.
- Report produced by Faculty contains completion time data adjusted to take into account periods of leave (including caring leave and extenuating circumstances).
- Actions put in place in conjunction with AP 2.21 to support students.
- Reminders to staff on support available to PGR students via the Welfare Team.

❖ **AP 2.21 Supporting PGR Students – Welfare Team**

- Anonymous data on uptake of Engineering Welfare Team services by PGR students produced.
- Feedback on awareness of Engineering Welfare Team amongst PGR students and asking about PGR student needs via raising at PGR Experience Group meeting.
- Engineering Welfare Team information publicised to PGR students via student bulletins, posters in Engineering & Science Graduate Centre and PGR Experience Group Meetings for reps to disseminate.

(v) Progression pipeline between undergraduate and postgraduate student levels

See also: Section 4.1.(iv)

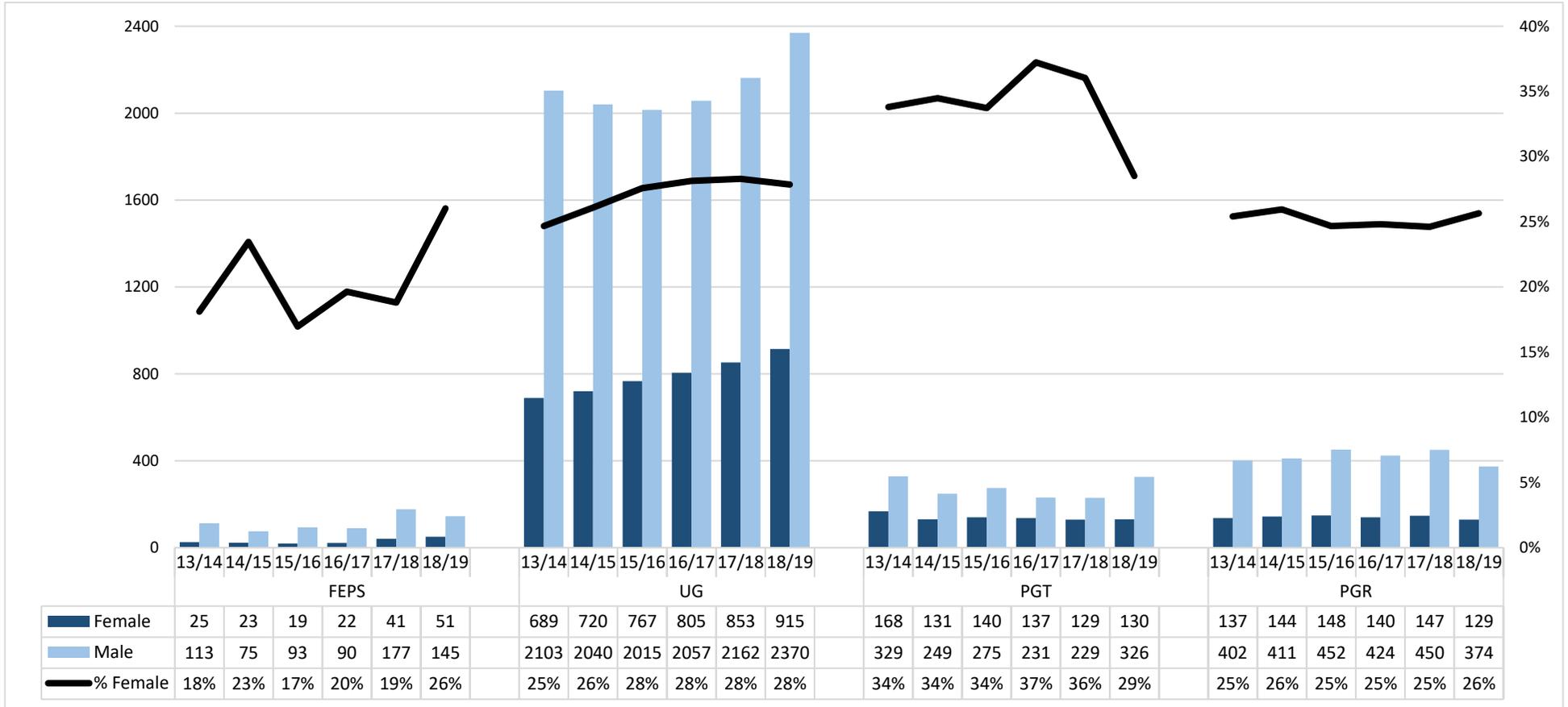


Figure 45 - Student Pipeline

Whilst we have increased our women UG population, we develop highly employable graduates because of the industrial/vocational emphasis and placement year opportunities. Consequently, many UG students opt for employment over PG study.

HEU students transition directly from MEng to PGR when pursuing research careers. The majority of PGT students are International, some continue onto PGR courses, but often change universities.

Since 2014, numbers of women PGTs have remained stable and %F is higher than our %F UG. Positively, %F for new PGR student intakes are higher than the total population:

- 2017/18: 26%
- 2018/19: 27%

These factors make trends difficult to identify because each population is mostly new students. We advise all our entry requirements and processes clearly, engaging with the widest possible audience.

Our key focus is continually improving female numbers at each stage of our pipeline.

**AP 2.23 Welfare Support for Low Engagement Groups** reduces pipeline leaks at all stages.



❖ **AP 2.23 Welfare Support for Low Engagement Groups**

- Engineering Welfare Team to produce anonymised EDI report of service users annually.
- Low involvement groups to identified and consider how to raise awareness and target these students by discussion with student LCF reps and Students' Union.

## 4.2. Academic and research staff data

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

Academics are employed at levels 4 – 7 on R, R&T or T&L contracts.

FoE pioneered an approach for R&T colleagues to choose from three pathways, all including research and teaching, with a balance, or a focus on one area (R&T, R&T-R, R&T-T).



Level	Title
4	Research/Teaching Assistant
5	Assistant Professor
6	Associate Professor
7	Professor

Figure 46 - Job Levels and Titles

Promotion is via UoN process, recognising achievement across:

- Research & Scholarship
- Teaching & Learning
- University Service & Citizenship



In 2013, FoE introduced standard objectives for researchers, providing consistency and fairness while recognising disciplinary differences. Following positive feedback from staff, this expanded to all roles from 2014.

FEB review objectives, ensuring they remain appropriate, prior to the ADC period. Discussing objectives during ADC allows colleagues to benchmark performance and identify development areas.

## Research:

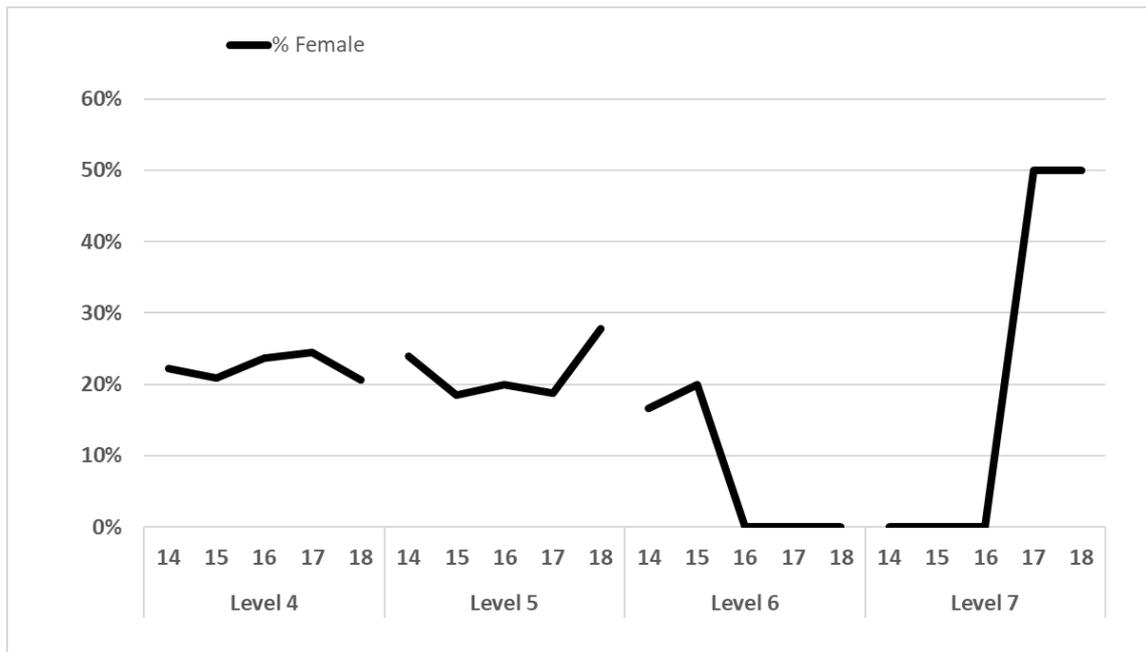


Figure 47 - Research Pipeline

Most researchers are R-4 where female numbers are approximately constant. We increased women at R-5 through supporting women in promotion and improved recruitment practices.

We have few R-6 researchers and no women – a key challenge. In 2017, we appointed our first research-only woman professor (transferring from R&T). While we have few staff at R-5 to R-7, we have women on R&T-R pathways (providing greater job security while recognising their research focussed activity).

Six Anne MacLaren Fellows, awarded to outstanding early career women in STEM, are based in FoE. Fellowships include:

- Three years' independent research funding ≈ £40,000-48,000;
- Links to a permanent academic post;
- £75,000 research expenses;
- £5,000 annual childcare funding;
- Mentoring, career development and networking with fellowship community;
- Campus mobility in China/Malaysia.

We recognise supporting and retaining researchers is a sector-wide challenge and that we cannot change the nature of research funding. Instead we provide career development for researchers.

- The N-SERP Programme enables supervisory experience through summer placements.
- The 'Engineering Research Futures' programme – driven by researchers based on support they value. Following a 2017 pilot, produced: **AP 3.2 Research Staff Promotion Workshops**.
- In 2018, we updated researcher ADC guidance, increasing awareness of career development opportunities including: **AP 3.1 Teaching Experience for L4 Research Staff** for HEA accreditation (15% are Associate Fellows).

**AP 3.1 – AP 3.2** provides support for researchers applying for R&T-5 posts - improving development and retention.



❖ **AP 3.1 Teaching Experience for L4 Research Staff**

- Improve opportunities, and awareness of opportunities, for Research staff to gain teaching experience by discussing this as part of ADC and career development.

Including:

- Contribution to teaching courses at the Graduate School
- Encourage staff to take the Associate Teachers' Programme (ATP), which with 30 hours teaching a year, leads to Associate Fellowship of the Higher Education Academy.

❖ **AP 3.2 Research Staff Promotion Workshops**

- Continuing annual Faculty Promotions Workshop event for Research Staff, modelled on R&T promotions workshop best practice.

❖ **AP 3.3 Supporting New Staff as PGR Supervisors**

- Spread FTE supervision evenly between newer and established supervisors.
- Monitor FTE levels per research group and identify where individuals are under or overloaded with supervision.
- Enforcing cap on PGR FTE.

## R&T:

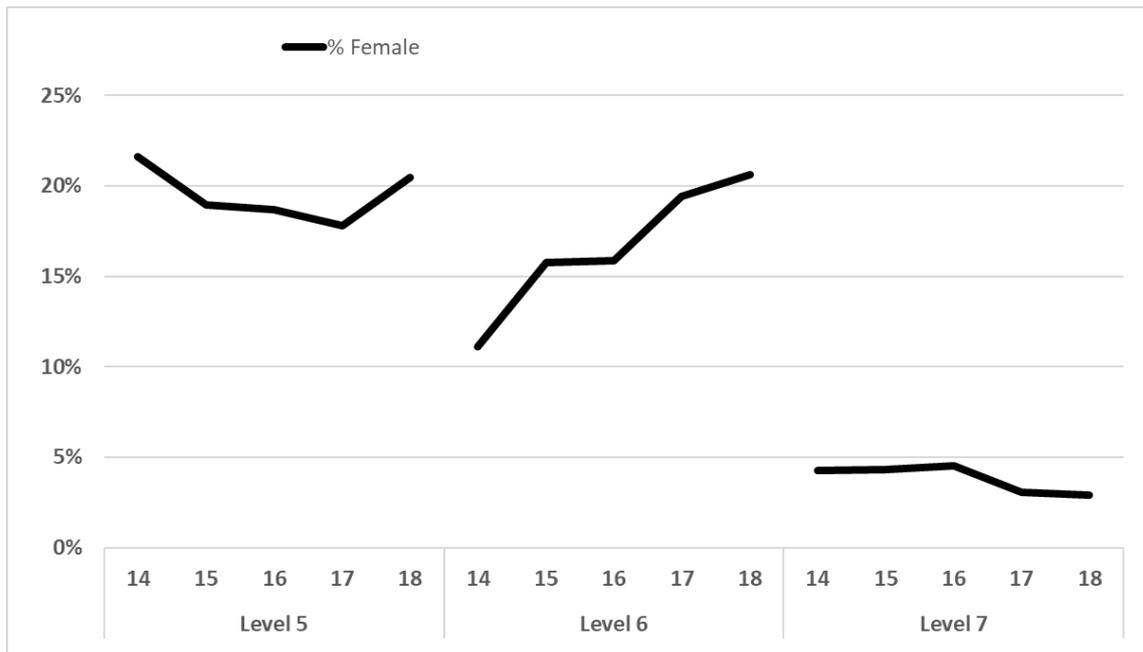


Figure 48 - R&T Pipeline

R&T starts at L5 (where most roles are recruited). R&T-6/7 appointments are largely via promotion. We increased our percentage of women at R&T-5&6 from 21% to 26%.

We have a small reduction of R&T-5 women, balanced by R&T-6 increases. In 2018 we began replenishing our pipeline at R&T-5, implementing lessons from our DbD pilot - subsequently used within two other UoN faculties and STEM-Change collaborators.

Our key challenges are; to continue increasing our gender balance at R&T-5; and low numbers of R&T-7 women.

Given time, work to improve numbers of R&T-6 women will improve R&T-7 gender balance as staff progress in their careers, alongside **AP 3.11** and **AP 3.12**.



- ❖ **AP 3.7 Continuing Diversity by Design**
  - Further rollout of evidence-based questions for recruitment over academic CV submission / other recommendations from pilot.
- ❖ **AP 3.11 Supporting L6 Women in Preparation for Promotion to L7**
  - Link to development courses available to staff to be included in ADC emails and raised at ADC.
  - WLP analysis and action, ensuring that women at L6 are not disproportionately admin loaded, allowing them time to develop other areas of their careers.
  - Group mentoring for women offered by UoN PVC for EDI – woman professor in engineering (promoted to UoN role).
- ❖ **AP 3.12 Supporting Women in Promotion to L7 – Pre-Application**
  - Faculty PVCs invite staff considering applying for promotion to level 7 for pre-application meetings, providing guidance and feedback to strengthen applications.
- ❖ **AP 3.13 Senior Role Shadowing – Academic Staff**
  - Senior Role Shadowing offered to all academic staff with emphasis on applications from under-represented groups.

We succeeded in increasing the numbers of R-5 and R&T-6 women through supporting promotion and improved recruitment practices.



#### COMPLETED ACTIONS:

- Improved recruitment process using DbD method.
- Managers explicitly discuss development towards promotion with **all staff** during ADC, ensuring everyone is encouraged to plan their career trajectory.

#### IMPACT:

- Increase in R-5 women:
  - 2014: 24%
  - **2018: 28%**
- Replenished pipeline of R&T-5 women (following promotions to R&T-6):
  - See Figure 48
- Increase in R&T-6 women:
  - 2014: 11%
  - **2018: 21%**
- Not relying on individuals putting themselves forward for promotion, provides greater support for women and underrepresented groups.

## T&L:

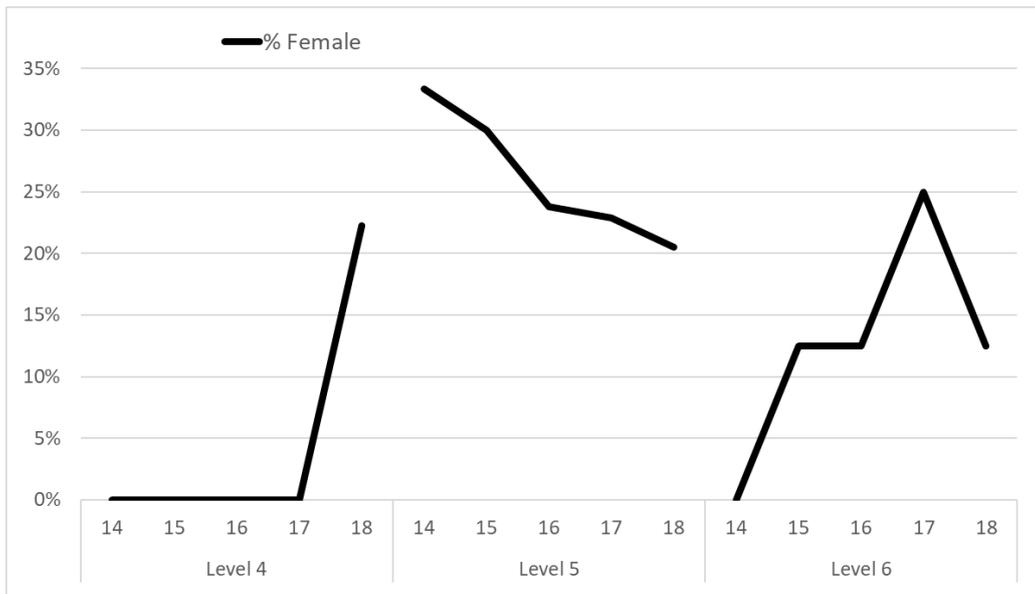


Figure 49 – T&L Pipeline

All departments have T&L staff; however, the majority are in:

- ABE: Professional Practitioners working part-time in Faculty/industry;
- FEPS: A teaching department.

Totals are small. At T&L-5 the percentage of women is now in line with the R&T population, female numbers are stable with an increasing number of males. T&L-6 women have increased, however in 2018 increasing males resulted in reduced %F.

Our key challenge is numbers of women are static, while numbers of men have grown.

## Full/Part-time:

Relatively few work part-time, and numbers are relatively stable. Our culture enables part-time working at all levels for all genders. The gender split of part-time staff at L4 is approximately even. Above L4 more men work part-time; because our disciplines attract large numbers of men, we see greater variation in working patterns.

Teaching staff are the largest group employed part-time (mostly in ABE) due to the nature of their role, however a lower percentage of women work part-time for this group than in overall numbers.

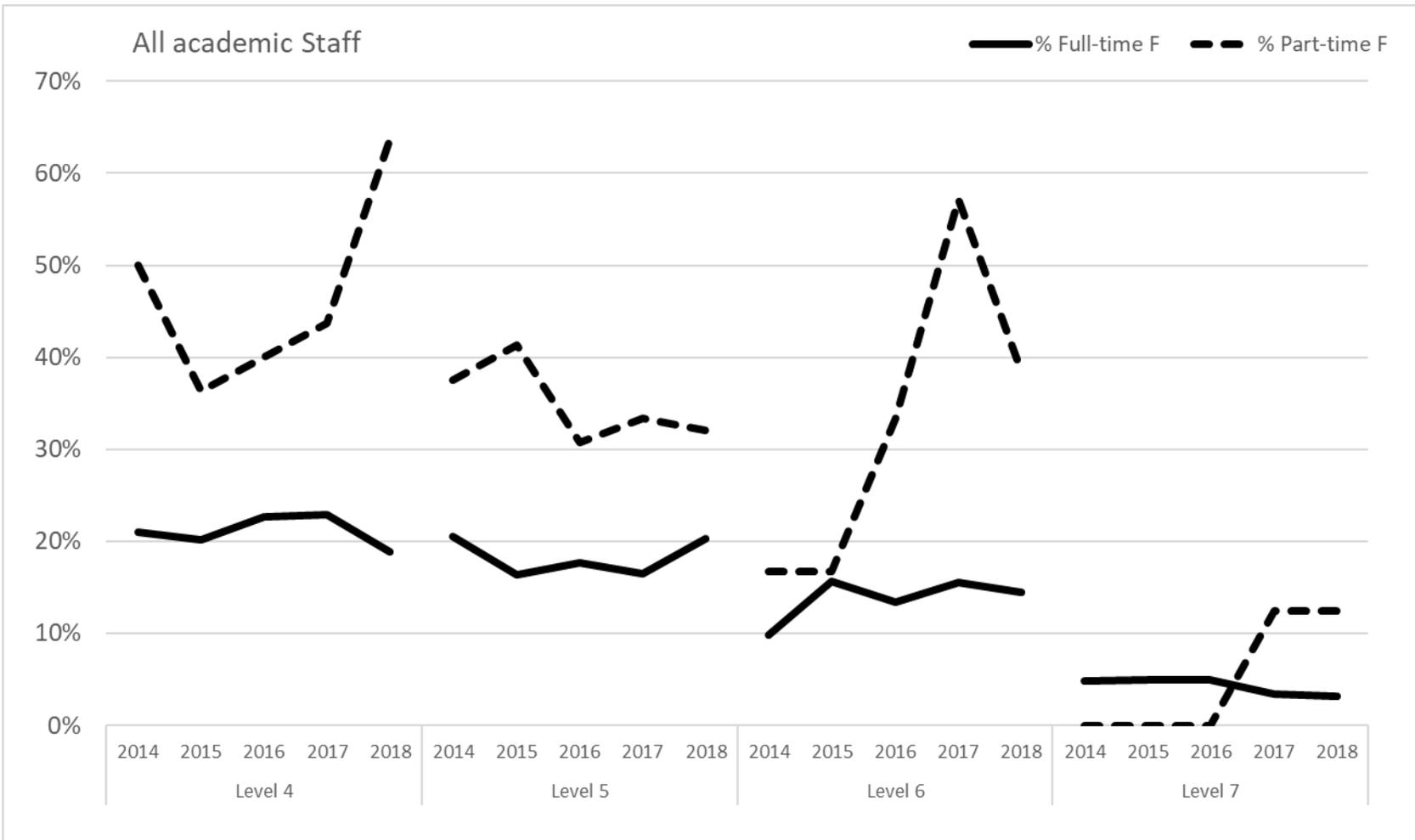


Figure 50 - % of full-time staff female and % of part-time staff female

(ii) Where relevant, comment on the transition of staff between technical and academic roles.

We have parity of esteem between job families within FoE. The FPVC is UoN's Technician Commitment sponsor, leads Faculty TS Strategy and the University "Vision for Technical Talent".

*See: Section 5.4*

Technicians' contributions are recognised through the TS job family including progression leading up to level 7.

TS Strategy incorporates specialisms including Technical Teaching Fellow, recognising the diversity of roles.

Career development and support is provided as standard – training is considered within ADC and TS has a ring-fenced training budget within FoE.

The career pathway within TS means no staff transitioned to academic roles.

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

We have no staff on zero-hours contracts.

New researchers are recruited onto fixed-term contracts, moving to permanent contracts after four years continuous employment. R&T staff are not usually appointed as fixed-term unless providing cover for long-term leave (i.e. maternity cover). Fixed-term teaching contracts are in the minority and used for long-term cover (2018: 13 fixed-term, 51 permanent).

We strive for continuity of employment for everyone via redeployment if no follow-on contract is available for the current role (usually due to external funding). Colleagues are supported by their manager and HR upon entering redeployment.

Staff on the redeployment register receive online notifications of available posts. Vacancies are advertised to redeployees for 5 days before being released externally. Staff are guaranteed an interview if they meet essential role criteria and offered the post before others if successful.

Most staff entering redeployment are researchers ending fixed-term contracts. Career development is provided for researchers to build their careers, giving the best opportunities for future success.

	% Successful
Research	18%
R&T	13%
Teaching	50%

*Figure 51 - Redeployment Data*

If staff successfully secure roles outside redeployment they are recorded as 'unsuccessful'. Continuity of employment is therefore likely to be higher than indicated.

## Research:

Fixed-term contracts fluctuate due to project funding; we have more fixed-term contracts than 2014 due to growth. While there is fluctuation, percentages of men and women on fixed-term contracts are now equal.

	Fixed-Term			Permanent			% Staff employed Fixed-term	
	F	M	Total	F	M	Total	F	M
2014	41	151	192	18	56	74	69%	73%
2015	46	177	223	15	58	73	75%	75%
2016	58	188	246	13	49	62	82%	79%
2017	51	158	209	15	54	69	77%	75%
2018	50	183	233	14	52	66	78%	78%

Figure 52 – Researchers fixed-term contracts, all levels

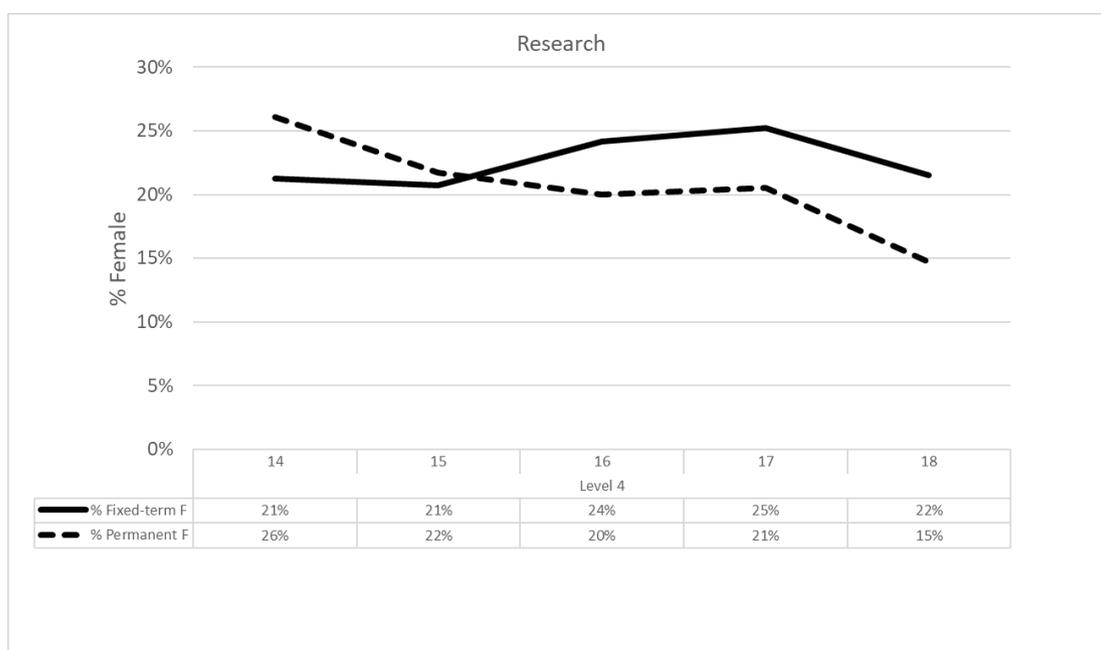


Figure 53 - Researchers Fixed-term/Permanent by Level (L4 shown separately for clarity)

## R&T:

No women are fixed-term. Since 2014 we have reduced the low number of fixed-term contracts in-line with our aspirations as our Faculty grows.

	% Staff employed Fixed-Term	
	F	M
2014	0%	5%
2015	0%	5%
2016	0%	5%
2017	0%	3%
2018	0%	2%

Figure 54 - R&T Fixed-term, All Levels



### T&L:

We have reduced numbers of T&L-5 fixed-term contracts for all. Numbers are low; fixed-term contracts are only used in specific circumstances (i.e. maternity cover).

	% Staff employed Fixed-Term	
	F	M
2014	17%	39%
2015	18%	33%
2016	0%	31%
2017	10%	20%
2018	17%	21%

*Figure 55 – T&L fixed-term contracts, all levels*

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

		12/13	13/14	14/15	15/16	16/17	17/18	18/19	Total
<b>R</b>	Female								89
	Male								296
	% F	22%	28%	20%	19%	21%	30%	14%	23%
<b>T&amp;L</b>	Female								7
	Male								17
	% F	0%	43%	20%	40%	0%	50%	13%	29%
<b>R&amp;T</b>	Female								7
	Male								58
	% F	25%	11%	14%	7%	0%	13%	10%	11%

Figure 56 - Academic Leavers

**Research:**

Researchers have a higher turnover (absolute numbers). Due to grant funding - many leave at end of contracts.

Our key challenge is a sector-wide: improving continuity of employment for our researchers. We target reducing numbers of women leavers: **AP 3.4 Redeployment Meetings Review**, important because most leavers are R-4.

❖ **AP 3.4 Redeployment Meetings Review**

- Review materials and resources signposted during initial redeployment meeting to ensure funding options are covered (e.g. bridging & other funding for researchers).

**R&T:**

We have excellent retention. No R&T-6 women have left since 2016 and no R&T-7 women have left since 2014 (N.B. one R&T-7 woman promoted to UoN role).

**T&L:**

We have small numbers of leavers; usually due to fixed-term employment covering teaching for a colleague on leave.



### Exit Surveys:

Performed by HR, with set questions to understand departure motivations. Due to the small number of women leavers, trends are difficult to discern. Responses indicate most (all genders) move for “career prospects/development opportunities”. No staff selected “Felt bullied/harassed/discriminated against” as a departure reason.

		L4	L5	L6	L7
Research	Female				
	Male				
	% F	23%	22%	50%	0%
T&L	Female				
	Male				
	% F		50%	18%	
R&T	Female				
	Male				
	% F		10%	14%	8%

Figure 57 - Leavers 2013-2018 by level and gender

**Word count: 3074**

Additional words used within this section

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

All leaders complete additional unconscious bias recruitment training and unconscious gendered language is minimised in advertisements using specialist software.

All adverts state:

*"[UoN] strongly endorses Athena SWAN principles, with commitment from all levels of the organisation in furthering women's careers. It is our mission to ensure equal opportunity, best working practices and fair policies for all".*

*"[UoN] has always been a supportive, inclusive, caring and positive community. We warmly welcome those of different cultures, ethnicities and beliefs – indeed this very diversity is vital to our success, it is fundamental to our values and enriches life on campus. We welcome applications from UK, Europe and from across the globe."*

In 2017, FoE piloted the Diversity by Design (DbD) process for two posts; supporting growth and addressing diversity. Designed to attract a diverse field of applicants, particularly in relation to gender. Changes included:

- Rewriting marketing materials - improving inclusivity;
- Redesigning role profiles – incorporating our Behaviours for Success framework;
- CVs removed - candidates describe how they met essential criteria for roles/team;
- Biographical data - not available to shortlisters;
- Candidates not requested to attend dinner before interviews;
- Teaching/research presentation determined continuation to final stage;
- Decisions made using skills-based criteria throughout, eliminating bias.

The successful initiative resulted in appointing two women.



We are looking for an Assistant Professor in the Department of Civil Engineering whose expertise lies in experimental soil element testing and/or numerical and constitutive modelling.

We believe that diverse teams deliver the highest quality teaching, research and student experience. To achieve the Faculty's vision of being top ranked in all areas for Research and KE as well as Education and Student Experience, we are seeking applications from high quality people whose backgrounds, experience and identity broadens and enhances the diversity of our existing team. Faculty is committed to creating opportunities for people traditionally under-represented in Engineering.

You will be able to carry out the academic duties to the highest standard and to evidence how, through your personal experience and background, you will be able to:

- Plan and deliver high quality taught modules in geotechnical engineering
- Conduct original research
- Supervise researchers and final year students
- Create a bold strategy for your research and show how it will benefit from, and bring benefit to, your colleagues in geotechnical research

We are looking for an innovative thinker who can evidence:

- Potential to be published in international journals of the highest quality
- Enthusiasm for interactive teaching
- They can work well in a team and interact with existing research in the team to create greater insight into the complex challenges that soil mechanics faces
- They are a caring and approachable person who is student centred in their approach and can support students in the modern University environment
- Their ability to contribute positively to the collegiate activities of the Department - open days, outreach activities etc.

Our application process is designed to allow you to bring your experiences and background to life

Figure 58 – New Style DbD Advert (278 words included in Section word count)



#### COMPLETED ACTIONS:

- DbD pilot for post in CE
- Improved recruitment process using DbD (aimed to increase R&T-5 women, replenishing pipeline following promotions to R&T-6).

#### IMPACT:

- Women's applications increased 7% (versus previous year).
- Women shortlisted (38%) - no women shortlisted for any roles in CE in previous year



We shared details of our pilot across UoN - supporting wider rollout. In 2019, two other Faculties utilised our process, and it is being used to recruit APM and TS roles supporting EDI work across UoN.

Updated role profiles for all posts became operational in October 2019. Updated mandatory training for interview panellists will be complete by April 2020; staff cannot participate in panels without training.

No interview panels are single-gender, which will continue.



❖ **AP 3.5 Uptake of New Training for Interview Panellists**

- Ensure all staff sitting on interview panels have completed new training prior to April 2020 deadline.
- Faculty Performance & Business Systems Manager sends reminder emails to anyone who has sat on panels in the 2018/19 session who has yet to complete training in Jan, Feb and Apr 2020.

❖ **AP 3.6 Reviewing Effectiveness of New Role Profiles**

- HRBP collects feedback from line managers and successful applicants on the job application process with new role profiles.
- Feedback passed to central HR team and UoN EDI Board.

DbD prompted deep reflection on our process - recruitment of women has improved significantly. Figure 59 illustrates improvement in women's shortlist/offer rates between 2015-2017, and 2018-2019.



**COMPLETED ACTIONS:**

- Following DbD pilot:
  - Constructive reflection on recruitment processes.
  - Rollout of updated adverts and shortlisting criteria.

**IMPACT:**

- Increase in women's shortlist rates:
  - R-5:  
2015-17: 17%  
**2018-19: 29%**
  - R&T-5:  
2015-17: 17%  
**2018-19: 23%**
- Increased success for L7 women:  
<Data redacted>

	Shortlist rate		Offer rate			Shortlist rate		Offer rate	
	2015 - 2017	2018 - 2019	2015 - 2017	2018 - 2019		2015 - 2017	2018 - 2019	2015 - 2017	2018 - 2019
<b>R&amp;T-4</b>						<b>R-4</b>			
<b>F</b>	24%	<b>18%</b>	36%	<b>75%</b>		24%	<b>22%</b>	38%	<b>35%</b>
<b>M</b>	20%	<b>11%</b>	35%	<b>13%</b>		19%	<b>20%</b>	29%	<b>30%</b>
<b>R&amp;T-5</b>						<b>R-5</b>			
<b>F</b>	17%	<b>23%</b>	38%	<b>37%</b>		17%	<b>29%</b>	100%	<b>15%</b>
<b>M</b>	19%	<b>18%</b>	31%	<b>28%</b>		15%	<b>18%</b>	24%	<b>33%</b>
<b>R&amp;T-6</b>									
<b>F</b>	21%	<b>22%</b>	0%	<b>25%</b>					
<b>M</b>	23%	<b>25%</b>	36%	<b>33%</b>					
<b>R&amp;T-7</b>									
<b>F</b>	0%	<b>50%</b>	0%	<b>67%</b>					
<b>M</b>	24%	<b>83%</b>	10%	<b>33%</b>					

Figure 59 – Recruitment by Level/Family (N.B. R&T4 are T&L Contracts)

L4&5 women have higher shortlist/offer rates than men. L6&7 are small numbers but demonstrates improved women's shortlist/offer rates.

Our key challenges:

- Continued momentum with the roll-out of our improved recruitment process;
- Improve the shortlist/offer rates for women at R&T-6/7.

❖ **AP 3.7 Continuing Diversity by Design**

- Further rollout of evidence-based questions for recruitment over academic CV submission / other recommendations from pilot.

❖ **AP 3.8 Improving Diversity in Placement of Job Adverts**

- Work with Marketing Team and HR to investigate how we can advertise jobs to reach a wider, more diverse audience.
- Pilot will include roles from all job families.

(ii) Induction

FoE has a single induction procedure; mandatory for all new starters. Staff attend:

- University Welcome Event, including policy/process information;
- Faculty induction presentation - held every four months.

Everyone receives a Faculty Staff Handbook - including safety, finance, HR and systems information. This is frequently updated and available on our intranet.

Induction feedback is collected (via: optional feedback form, department/research coordinators, managers and FSS communication questions): **AP 3.9 Evaluating Effectiveness of Induction.**

❖ **AP 3.9 Evaluating Effectiveness of Induction**

- Collect feedback from staff after 1 year in role as part of ADC to evaluate the usefulness of induction.
- Use feedback to improve induction process and resources.

**COMPLETED ACTIONS:**

- FSS questions allow evaluation of induction and communication.

**IMPACT:**

- Improvements since 2014 in comfort requesting support.
- High awareness of information locations.

Many neutral respondents indicated in free text they had never needed this.

I feel comfortable requesting support from my line manager				I know where to find HR policies and information			
2014	2016	2019		2019			
		F	M	F	M		
76%	78%	82%	80%	82%	80%		

Faculty induction checklist ensures induction is consistent and comprehensive:

*Pre arrival:*

- One month: office/desk space/IT set up.
- Two weeks: line manager sent induction checklist.
- One week: new starter receives Staff Handbook in welcome email.

*Post arrival (within 5 weeks):*

- Induction checklist returned to Faculty team, ensuring induction is complete/ADC goals set.
- Mentor(s) assigned, providing additional support/guidance including Research and/or Teaching mentors.

### (iii) Promotion

Staff are encouraged to engage and plan through ADC. FoE introduced mid-term meetings, providing additional support and opportunities for reflection. Career trajectory discussions encourage planning and promotion applications. ADC is not directly linked to promotion but supports development and progress.

*See Section 5.3.(ii)*

Staff considering promotion applications are asked to meet with their manager. Managers are specifically reminded by FPVC to explicitly discuss promotion with under-represented groups.

Promotion criteria were reviewed – minimising impact of measures that may be adversely affected by periods of leave or part-time working:

- Removal of emphasis on numbers of publications;
- Clear recognition of both CIs and PIs on grants;
- Manager training to avoid unconscious bias in promotion advice and decisions.

Since 2017, Faculty promotion workshops for R&T/T&L colleagues are led by FPVC with contributions from recently promoted staff. In 2018 we expanded; introducing workshops for Researchers (with specific guidance on applying to R-5), improving support within this pathway. In 2018, Faculty of Arts adopted our Promotions Workshop format.

*“Faculty promotions workshop and mentoring from my manager was incredibly helpful navigating the promotions process.”*

*- R&T Colleague*



#### COMPLETED ACTIONS:

- Reviewers explicitly discuss promotion with **all staff** during ADC.
- Since 2017, Faculty Promotion Workshops include recently promoted staff, sharing experiences and answering questions.
- Faculty Promotions Group provide feedback to all applicants prior to UoN deadline, allowing stronger applications.

#### IMPACT:

- Increased women promotion applications to L5:
  - 2014-2016:  
0F: <10M
  - **2017-2019:**  
**27%F**
- Pipeline leak in R&T-6 addressed:
  - 16 female promotions successful - 89% (72%M)
  - Increased R&T-6 women:  
2014: 11%  
**2018: 21%**

	F	M
"I understand the criteria and procedure for promotion"	72%	74%
"The Faculty rewards performance fairly with respect to gender"	70%	78%

Figure 60 - FSS2019 Responses

We have similar responses by gender, but aim to equalise: **AP 3.10 Information Sharing – ADC Process.**



#### ❖ AP 3.10 Information Sharing – ADC Process

- HR information on new ADC process is linked from Faculty EDI webpages.
- ADC Presentation at Faculty Forum.
- Information presented that ADC is about development and training, allowing promotion planning – providing the separation that ADC is not promotion, but supportive of promotion.

Faculty Promotions Group reviews applications, ensuring consistency and providing feedback to strengthen applications before formal submission. Career breaks and reduced working hours are accounted for through a "Periods of leave or part-time working" section. Guidance states:

*"When considering an application for promotion from a part-time member of staff, care should be taken to account for the fact that reduced hours are worked. The reasons for any discontinuity in service and achievement, for example owing to maternity leave or family-related career breaks, will be taken into consideration as part of [UoN's] Equal Opportunities Policy."*

Due to small numbers, promotions data is presented with average success rate.

	Level 5		Level 6		Level 7	
	F	M	F	M	F	M
6-year average success rate (2014 to 2019):	67%	79%	89%	72%	-	71%

Figure 61 – Academic staff promotions to levels 5, 6 and 7 (FT and PT)

From 2017, we improved numbers of women applying to L5. While 67% of these were successful, our next step is improving support pre-application to equal male success rates: **AP 3.2 Research Staff Promotion Workshops**.

At L6, female success rates are higher than males (F:89%, M:72%). Our 2014AP, actioned explicit discussion of promotion in ADC, encouraging women to apply - successfully unblocking this pipeline.

The shortage of women applying to L7 is a challenge. Our population of L6 women are relatively junior; applications will increase as women progress and our actions increasing recruitment of L6 women delivers.

In 2019, three men applied to L7 from a pool of 50 (6%). Comparison with the female population (13) is not meaningful (i.e. less than one application). Applications will increase as female representation grows alongside: **AP 3.11 Supporting L6 Women in Preparation for Promotion to L7** and **AP 3.12 Supporting Women in Promotion to L7 – Pre-Application Support**.

Senior leaders provide targeted one-to-one support to women: **AP 3.12 Supporting Women in Promotion to L7 – Pre-Application Support** and **AP 3.13 Senior Role Shadowing – Academic Staff**.

12% of our staff work part-time compared to 3% of promotion applications. Positively, more women have applied over 2017-19 than 2014-2016. **AP 1.8 Success Stories – Part-time Staff Promotion** improves understanding.

❖ **AP 1.8 Success Stories – Part-time Staff Promotion**

- Publish success story of part-time staff promotion on Faculty EDI webpages.

	Part-time		Full-time	
	F	M	F	M
6-year average success rate (2014 to 2019):	80%	100%	85%	73%

Figure 62 - Part-time/Full-time Promotions by Gender (all Levels)

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

Since 2008, we have reduced M-F return rate differences:

- REF2014: 0.5%
- RAE2008: 17.5%

(N.B. ABE was not part of FoE in 2008)

UoAs return rates differ between disciplines across the sector. Female exclusion percentages were slightly higher for both, however only small numbers of women were eligible.

In REF2021 all eligible staff will be submitted. Faculty activities support staff, continuing as **AP 3.14 REF Returns**.

All research-active staff are encouraged to complete a Personal Research Plan: supporting planning and prioritising activities over the medium-long term. Plans form a basis for discussions around strategy with HoRG, ADC reviewer, and when receiving support from the Engineering R&KE Team. Plans are not formally assessed and are separate to, but supportive of, ADC.

		% Returned		
		M	F	M-F Difference
RAE2008	Engineering*	88.0%	70.5%	17.5%
REF2014	15 General Engineering	87.5%	87.0%	0.5%
	16 Architecture, Built Environment and Planning	58.3%	33.3%	25%

Figure 63 – RAE2008 & REF2014 Returns (\*ABE was not part of FoE in 2008)



#### ❖ AP 3.14 REF Returns

- All eligible staff will be included in the REF 2021 submission in line with REF guidelines.
- All staff encouraged to complete a Personal Research Plan to aid career development.
- Dedicated team in place to support staff in development of impact case studies.
- Faculty funding in place to support production of 4\* outputs; funding designed to be accessible to all including those with care responsibilities and part-time staff.
- Workshops and roadshows will continue to take place and advertised via email to all staff to ensure all informed of REF strategy.
- University REF steering group has agreed principles to recognise holistic contribution to REF submission, avoiding explicit reference to number of outputs associated with each individual where possible.

## 5.2. Key career transition points: professional and support staff

This section details key information relating to APM/TS further to 5.1.

### (i) Induction

#### COMPLETED ACTIONS:

- FSS questions, allow evaluation of induction and communications.

#### IMPACT:

- Improvements since 2014 in comfort requesting support.
- Good awareness of information locations.

Many neutral respondents indicated in free text they had never needed this.

	I feel comfortable requesting support from my line manager				I know where to find HR polices and information	
	2014	2016	2019		2019	
			F	M	F	M
APM	81%	78%	82%	84%	80%	78%
TS	70%	76%	72%	72%	70%	64%

Our key challenge is improving experiences in TS – there are specific challenges and FSS scores are lower than other families. Improving communications is challenging – many do not regularly use computers. The quarterly hardcopy Faculty TS Newsletter launched in 2019 targets this group with copies in staff rooms (also available electronically).

Tackling “support from line manager” responses we:

- Implemented additional training for TS managers in 2019, covering supporting staff and unconscious bias training
- Uptake was 100%

**AP 3.15 Engagement with University strategy for TS & Technician Commitment** seeks improvements.

#### ❖ AP 3.15 Engagement with University Strategy for TS & Technician Commitment

- Formation of a TS Staff Network.
- TS Network information included in induction materials.
- Increase engagement of technical staff in the personal development process, through conversations with line managers, TS Network and existing TS Newsletter.

(ii) Promotion

APM/TS roles are put forward for role regrading subject to business need rather than promotion. Regrading panels meet tri-annually. All staff are contacted in advance of process opening, providing time to work with managers.

Regrading centres on required growth of the role, for example - increases in complexity/scope. All cases are agreed by FMB, ensuring consistency.

	APM		TS	
	F	M	F	M
6-year Average Success Rate (2012/13 to 2017/18):	89%	100%	100%	98%

Figure 64 – APM & TS Regrading Outcomes

Due to the nature of regrading, we focus on helping staff develop skills that can be used in support of regrading, or for other roles if colleagues wish to progress this way.

FSS2019 perceptions do not match success rate data:

- 95% overall successful
- TS: 100% women successful

	APM		TS	
	F	M	F	M
"I understand the criteria and procedure for regrading"	62%	62%	66%	64%
"The Faculty rewards performance fairly with respect to gender"	74%	78%	56%	70%

Figure 65 - FSS2019 Responses

During focus groups, TS women discussed regrading and reward producing **AP 1.9 Sharing Success Outside of Promotion & Regrading** and **AP 1.10 Success Stories – Regrading**.

- 
- ❖ **AP 1.9 Sharing Success Outside of Promotion & Regrading**
    - Anonymised success rates for Faculty staff through the Nottingham Recognition (Bonus) Scheme shared every 6 months.
    - Email will also contain reminders about the Scheme and how to nominate people.
  - ❖ **AP 1.10 Success Stories – Regrading**
    - Publish success stories of regrading for TS and APM staff on Faculty EDI webpages to provide more insight into the process.

**AP 3.16 APM/TS Regrading** provides additional support.



❖ **AP 3.16 APM/TS Regrading**

- Email announcement to APM/TS staff of when regrading opens with information on the application process with promotion of success stories and resources.
- To raise awareness and support for long-term career development in these job families, communications about regrading will highlight the support in the Career Development Hub (online resource provided by Central Professional Development Team).

### 5.3. Career development: academic staff

#### (i) Training

UoN's Central Training portal allows everyone to identify and book training. FSS2019 responses for training were similar by gender.

	F	M
"I know where to find information on training and development opportunities"	80%	78%
"Training available supports the needs of my current role."	72%	72%
"Training available supports my future career aspirations."	72%	70%

Figure 66 - FSS2019 Average Scores for Academic Staff

UoN's Graduate School offers training supporting postgraduates and early career researchers. UoN's Leadership and Management Academy (LMA) supports leaders from all job families and levels developing their skills. The LMA portal includes tailored information on career development for all job families, including:

- Core role summaries;
- Information on accessing relevant training;
- Skills development guidance;
- Policies;
- Professional organisations.

#### COMPLETED ACTIONS:

- Following LMA launch, managers encouraged applications from women to leadership programmes.

#### IMPACT:

- Women from across FoE completing leadership programmes:
  - 2016/17: 60
  - 2017/18: 50

Greater numbers than men.

Significant increases from pre-2016 (Leadership & Management: Figure 67).

UoN Florence Boot Programmes specifically support women at all levels through training and networks.

Addressing leadership potential in FoE, we financed five cohorts on the Engineering Future Leaders Programme as part of the LMA. Each course has higher female representation than faculty populations. The success of our Future Leader's Programme led to the format being adopted as part of UoN's development portfolio.

Enhanced training and managers encouraging applications resulted in increases in women undertaking leadership courses from 2016.

*“The Future Leaders Programme was a great experience and improved my confidence. The 360° feedback really helped me tackle “imposter syndrome.”*

*- R&T Colleague*

Applications for external courses are considered by FMB via a standard form. Faculty’s CPD Fund (£50K pa) supports staff courses/qualifications where no internal provision exists.

UoN provides funding to Faculties for the Strategy and Steering Conference Fund, enabling attendance at conferences where costs cannot be met from other sources. For example, this can fund childcare.

		% F
Equality Diversity and Inclusion	F	39%
	M	
Health and Safety	F	21%
	M	
Interpersonal & Communication Skills	F	61%
	M	
IT & Information Skills	F	60%
	M	
Leadership & Management	F	52%
	M	
Teaching & Learning	F	29%
	M	
PDPR	F	36%
	M	
Research Environment & Context	F	33%
	M	
Research Methods & Approaches	F	23%
	M	
Well-being	F	75%
	M	

*Figure 67 - Faculty Staff Undertaking Central Training Courses with percentage female averages (courses with more than 10 participants each year)*

Training data cannot be split by job family; however female participation is high.

The range of courses offers opportunities, (but also from discussions with colleagues/FEDIB), challenges - staff are not always sure which are most useful: **AP 4.1 – 4.3.**



❖ **AP 4.1 Improving Training Uptake**

- Data on staff completing central training sources recorded and reported on in Faculty split by job family and level.
- Understand how many staff are engaging and if there are underrepresented groups we can target for greater awareness of courses.

❖ **AP 4.2 Recommended Training Courses**

- Production of a list of courses, which our staff have found particularly helpful published on EDI webpages to encourage greater uptake.
- ADC reviewers made aware of this list and highlighted to staff.
- Recommended courses asked for via Faculty newsletter and FEDIB members.

❖ **AP 4.3 Men's Engagement with Well-being Courses**

- Work-life balance is included as part of the ADC framework. We will highlight the well-being courses offered by Professional Development to all staff and men in particular.

(ii) Appraisal/development review

For 2019/20 UoN introduced a new annual review process – ADC, replacing PDPR. ADC separates development and reward, encouraging reflection and career development dialogue.



**COMPLETED ACTIONS:**

- Following FSS2016, FEB addressed staff feedback on annual review process by introducing mid-term meetings for all, improving continuous reflective dialogues.

**IMPACT:**

- Ongoing development supported throughout the year (rather than once annually).
- Recorded meetings bi-annually.
- Framework ensures staff are supported.

100% of staff have an annual meeting with their manager (or nominee). Meetings review the previous year, then set mutually agreed objectives for the year ahead. Prior to meetings, staff receive a copy of their WLP with allocated roles and distribution of teaching/research activities and a job family specific form to complete.

Reviewers add comments post-meeting, which both agree prior to submitting.

ADC encourages two-way dialogue throughout the year, providing opportunity to discuss:

- Development needs;
- Career aspirations;

- Promotion;
- Objectives and workload;
- Work/life balance.

In 2017, FoE were first in UoN to require interim meetings - reviewing and updating goals while supporting ongoing dialogue.

FoE standard objectives were developed to ensure equitable treatment across a large Faculty. These are categorised objectives with three subcategories to match individual career pathway.

FSS2014 and FSS2016 asked questions on PDPR, eliciting strong feelings, contributing to development of ADC. Low scores were equal by gender – identifying dissatisfaction with the system, rather than bias. FSS2016 showed improvement in satisfaction from FSS2014.

FSS2019 contained a new question “Faculty rewards performance fairly with respect to gender” – scoring: 60%F/62%M.

FSS2019 questions focussed on training, rather than annual review due to the new ADC process pending.

**COMPLETED ACTIONS:**

- 2015: Introduction of R&T career pathways allowing for specialisms:
  - R&T balanced
  - R&T-R
  - R&T-T
- 2017: Introduction of Faculty standard objectives for greater clarity and fairness

**IMPACT:**

- FSS improved responses:

I understand what is expected of me in my role			Performance metrics allow me to be fairly appraised		
2014	2016	2019	2014	2016	2019
78%	78%	82%	58%	56%	60%

Responding to our 2018 submission, **AP 4.4 Faculty Standard Objectives – Scaling** ensures guidance is clear.

❖ **AP 4.4 Faculty Standard Objectives - Scaling**

- Update guidance for Faculty standard objectives used for ADC to make clear that these should be scaled for part-time staff and those returning from career breaks.

Mandatory training will be completed by all reviewers before first meetings in 2020. FPVC provides guidance to reviewers around setting of goals and productive conversations in Engineering-specific contexts.

There is an optional course for reviewees (Figure 67 - 36%F). Since 2016/17, support has been provided via roadshows, online, and email: **AP 4.6 ADC – Training for Staff**.



❖ **AP 4.5 ADC – Staff Feedback**

- Review questions asked on ADC in Faculty Staff Survey to ensure they continue to be relevant and collect feedback on process to feedback to centre and UoN EDI Board.

❖ **AP 4.6 ADC – Training for Staff**

- Collect data on Faculty staff attending ADC training for reviewees (central course) to ensure staff better understand the process.
- If uptake is low we will interrogate the reasons why and decide if more support can be offered locally.

(iii) Support given to academic staff for career progression

Staff are prompted to discuss career plans during ADC. Discussion of aspirations ensures longer-term support to achieve teaching, research and leadership goals.

*See Section 5.1 for further support.*

The Graduate School programmes empower postgraduates and early-career researchers to develop skills required in their careers through training, placements and public engagement opportunities. Support and training for staff includes learning effective supervision of PGRs and examining theses. There is devoted webspace for researchers including information on opportunities such as “Writing Retreats” and leadership programmes.

*“I’ve benefited from both FoE’s and UoN’s training and development opportunities. Faculty writing retreats have enabled me to significantly advance the progress of a first-authored paper and to ring fence time to writing in an environment where I knew I would not be disturbed.”*

*- Research Colleague*

**AP 4.7 Career Support for T&L Staff** details specialist support.



❖ **AP 4.7 Career Support for T&L Staff**

- Faculty PGCHE Advisor identified as key contact in induction materials / staff handbook for T&L Staff.
- UoN HEA Fellows Network information included in induction materials / staff handbook.
- Include category of T&L in FSS2021 onwards so that we can evaluate training resources for this group.

The LMA provides coaching and 360° feedback. Any colleague can request coaching/mentoring.

All new starters receive mentors – **Section 5.1.(ii)**

FoE offers senior role shadowing – **Section 5.6.(viii).**

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

FoE has a UG peer-mentoring scheme, where year 2+ students support newer students. Mentors receive training; providing employability skills. Large proportions of women become mentors.

	17/18			18/19		
	Total	Women	%F	Total	Women	%F
FEPS			28%			25%
ABE			64%			86%
CEE			27%			27%
CE			40%			39%
EEE			11%			33%
M3			36%			45%
<b>Total:</b>	<b>129</b>	<b>46</b>	<b>36%</b>	<b>86</b>	<b>38</b>	<b>44%</b>

Figure 68 - UG Student Mentors 2017-2019

Peer-mentoring is a 10-credit NAA module. NAA is a co-curricular award: 30-credits taken over a degree. Modules cover a range of areas including:

- Employability;
- Outreach;
- Languages.

FoE has specialist Careers and Employability Services. Students make appointments for individual guidance and help with CVs (women make requests inline with Faculty populations). The service organises larger events including discipline specific careers fairs (promoting postgraduate study alongside employers) and “Thinking about a PhD”.

In 2015, the annual “Women in Engineering” careers event was introduced. FPVC launches each event which includes employer led ‘discipline-matched’ group discussions. Approximately 60 students attend each event (including 1-2 men).

In 2018 and 2019, with Faculty financial support, students established a Women’s Engineering Society chapter and attend their annual conference.

In 2014, FoE financed the launch of N-SERP (Nottingham Summer Engineering Research Placement) scheme, providing undergraduates research experience. N-SERP participants work with academics on research projects with access to specialist facilities. Participants receive bursaries and training in research and presentation skills. N-SERP concludes with a poster presentation and prize giving (see also: Section 4.2.(i)).

	2014	2017	2018	2019
<b>F</b>	-	-	9	6
<b>M</b>	-	-	27	22
<b>Total</b>	28	38	36	28

Figure 69 - N-SERP Numbers

**AP 2.24 N-SERP Numbers** increases engagement.

❖ **AP 2.24 N-SERP Numbers**

- Advertise N-SERP scheme through Department UG Senior Tutors to encourage applications from UG students, in particular from women.
- Investigate collecting more demographic data from applicants to understand how many BME students participate and how we can build upon this number.

Additional support activities and resources include:

- Annual Postgraduate Engineering Research Showcase;
- Specialist UoN PhD student Careers advisor - supporting transition to post-doctoral position;
- “Postgraduate Placements Nottingham” gives PhD students opportunities to complete paid, part-time placements with employers.

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

The Engineering R&KE Team (19 staff) support research throughout project lifecycles. Six staff provide one-to-one support for grant applications with expertise across all main funding bodies.

Frequent E3R (Enhancing Excellent Engineering Research) sessions provide support with development and delivery of research plans. Sessions are delivered by team members, experts from across UoN, and senior academics, providing insights into writing successful proposals.

Three Senior Research Operations Officers work closely with academics preparing grant submissions to meet criteria, including: costings; facilitating peer review; supporting impact; providing bespoke strategic advice and targeting individuals for opportunities.



The Engineering Research Handbook is an online resource for staff at all career stages. Sections include:

- Training;
- Funding sources;
- Proposal development and submission;
- Research strategy planning;
- Managing awards;
- Research dissemination.

Internal peer review provides constructive feedback to strengthen applications. Reviewers have clear criteria for scoring proposals and structuring feedback.

A specific handbook section focuses on learning from unsuccessful proposals. The team offer opportunities reviewing unsuccessful applications, understanding feedback, considering alternative funding sources and re-submission support. Individual contacts work closely with research groups and encourage active discussion of proposals at the earliest opportunity to maximise success.

#### 5.4. Career development: professional and support staff

See also: Section 5.3 – Career development: Academic Staff

FoE strive for parity of opportunity and esteem across job families and most career development and training opportunities are open to all.

##### (i) Training

See also Section 5.3.(i) – Training is offered across job families: Figure 67 includes APM/TS.

	APM		TS	
	F	M	F	M
“I know where to find information on training and development opportunities”	84%	80%	74%	68%
“Training available supports the needs of my current role.”	72%	76%	62%	62%
“Training available supports my future career aspirations.”	70%	74%	60%	60%

Figure 70 - FSS2019 Average Scores APM/TS Staff

Following FSS2019 where comments indicated improvements were needed, all TS received small group EDI training.

The Engineering Future Leaders Programme is open to all job families with first participants from TS in 2017 and APM in 2018. **AP 4.8 Leadership Courses for APM/TS** supports growth.

#### COMPLETED ACTIONS:

- FMB encouraged APM/TS applications for the Future Leaders Programme.

#### IMPACT:

- Engineering funded Future Leaders Programme – first APM/TS participants alongside academics:
  - 2017: TS
  - 2018: APM

#### ❖ AP 4.8 Leadership Courses for APM/TS

- Line managers highlight the LMA courses available for staff at all levels as part of ADC to encourage uptake in these job families.

All staff can submit applications for external courses, considered by FMB. Where no internal provision exists, Faculty’s CPD Fund supports training.

(ii) Appraisal/development review

**See Section 5.3.(ii) – ADC is for all staff**

ADC was developed in conjunction with FoE TS/APM staff working group (all genders), co-creating the new process with HR.

*“I think there is some way to go in understanding performance and rewards. We have complex jobs that are not easily distilled in metrics and targets. At least the PDPR process is changing [to ADC].”*

*- APM Colleague*

**AP 4.5 ADC – Staff Feedback** and **AP 4.6 ADC – Training for Staff** apply to all job families.

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

*See also: Section 5.3 – Career Development: Academic Staff*

*See also: Section 5.6.(iii) – Technician Commitment*

*See also: Section 7 – Pipeline for APM/TS Staff*

Commencing 2008, our 4-year Trainee Technician Programme, leads to an Engineering Management HNC. Managers, a separate mentor and college assessor provide support and feedback. Early-career technicians develop practical expertise while providing invaluable support to staff and students.

FPVC leads a Faculty-wide graduation celebration for each cohort.

**AP 1.11 Success Stories – Trainee Technicians** and **AP 1.17 Outreach for TS** raises awareness of careers.

**COMPLETED ACTIONS:**

- Commencing 2008, our Trainee Technician Programme provides training and routes to qualifications for early-career technicians.

**IMPACT:**

- Average, nine trainee technicians at any time.
- <Numbers of women – data redacted>





❖ **AP 1.11 Success Stories – Trainee Technicians**

- Publish case studies of our trainee technicians to Faculty EDI webpages, including showcasing women.

❖ **AP 1.17 Outreach for TS**

- Development of outreach resources and information to include apprenticeships in TS in addition to UG study.

ADC provides long-term career planning, training and development. Regrading (Section 5.2.(ii)) discussion informs career goals. **AP 3.17 Supporting and Retaining APM/TS Staff** builds upon this.



❖ **AP 3.17 Supporting and Retaining APM/TS Staff**

- Line managers explicitly discuss career development and long-term goals as part of ADC with reminder emails in advance of ADC from Faculty HRBP.
- Provide additional encouragement, and support for APM/TS women to apply for higher-level roles.

When secondments or “acting-up” (temporary additional responsibilities) opportunities are available, managers discuss these with staff and Faculty HRBP.

The LMA portal includes specialist information on career development for all job families. Coaching and mentoring is available to all staff. **AP 3.18 APM/TS Career Development Needs** further develops provision.



❖ **AP 3.18 APM/TS Career Development Needs**

- Hold focus group following FSS2021 to understand what career development resources our APM/TS staff value.
- Provide feedback to central Professional Development team to help in the development of new courses.



UoN TS Strategy development was led by Engineering, recognising additional specialist TS support resources were needed.

In addition to the TS newsletter, a dedicated UoN webspace launched in 2018, with top-level links to Professional Development. Including:

- **Professional Registration:** With Engineering Council signposting.

- **Associate Teacher Programme:** Recognising contributions to teaching, supporting student laboratories for 30+ hours annually can gain Associate HEA Fellowship.
- **Technical Skills & Conference Fund:** Dedicated budget supporting attendance at courses/conferences, developing skills and expertise.
- **Changemaker Placement Programme:** From 2019 as part of STEMM-Change, underrepresented groups, have priority access to leadership shadowing and placements at other organisations. Funding covers: travel, subsistence, accommodation and caring costs incurred.

**AP 3.19 – AP 3.22** centres development for TS.

**AP 3.23 Senior Role Shadowing – APM/TS Staff** supports everyone.



- ❖ **AP 3.19 Increasing Representation of Women in TS**
  - Continued leadership and support of the National Technician Commitment by celebrating our technicians through staff profiles and signposting to career planning tools.
- ❖ **AP 3.20 TS Strategy - Teaching Recognition**
  - Implement clear career progression routes for all technical staff, including development of “Technical Tutor/Technical Teaching Fellow” role as a specialist role within the TS Job Family to ensure skilled, teaching focused TS roles with a clearly defined career path and associated development opportunities.
- ❖ **AP 3.21 TS Strategy – Research Recognition**
  - Develop and communicate clear and consistent guidance on the inclusion of technical services staff as authors on research papers to ensure full and appropriate recognition for all contributions, aligned to the University’s Publication Framework.
  - Recognise technicians as an integral part of the research community by including statements in all appropriate Unit of Assessments to REF 2021.
- ❖ **AP 1.13 Success Stories – Changemaker Placement Programme**
  - Publish case studies of our technicians taking part in the Changemaker Placement Programme to Faculty EDI webpages.
- ❖ **AP 3.22 STEMM-Change – Changemaker Programme**
  - Record numbers of Faculty staff taking Changemaker programme.
  - Publicise Programme through TS Newsletter and line managers/ADC.
- ❖ **AP 3.23 Senior Role Shadowing – APM/TS Staff**
  - Senior Role Shadowing offered to all APM/TS staff with emphasis on applications from under-represented groups.

## 5.5. Flexible working and managing career breaks

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

FoE EDI webpages help staff find information easily, providing links to HR policies.

FEDIB produced the “Extended Leave Checklist” (shared with UoN AG) covering all types of leave, ensuring everyone understands procedures and cover arrangements. A minimum of two meetings between staff and manager (one prior, one post leave) is recommended.

Colleagues are encouraged to advise their manager as soon as possible - ensuring an individual-centric approach to health and safety, planning and support before, during and after leave.

In addition, FoE’s “Maternity Checklist” specifically for pregnancy (e.g. health and safety in laboratories) provides a timeline of actions and reasoning, ensuring safety and awareness of policies.

FoE’s “Maternity Liaison” provides confidential friendly advice supporting staff during pregnancy, return to work and shared parental leave (SPL). The Liaison does not give formal advice but provides personal and local guidance.

In 2019, following positive Maternity Liaison feedback, we introduced FoE “SPL Liaison”, helping colleagues navigate the new provision and encourage uptake: **AP 4.10 Paternity/Shared Parental Leave Liaison** expands roles.

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

Ten Keeping in Touch (KIT) Days are available during leave. Staff receive pro-rata salary for each day which may be used singly or in blocks. KIT activities are agreed between staff and manager, usually work-based activities, but also potentially:

- Conference attendance;
- Training activities;
- Team meetings;
- Return to work support planning with manager.

The “KIT Record Form”, provides a discussion template for preferred contact during leave, including:

- Contact frequency;
- Contact method;
- Notifications of team events.

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

*"I worked full-time after returning to work from my two maternity leaves. I agreed informal flexible working and teaching timetable adjustments which enabled me to do the school drop-off twice a week and pick-up once a week.*

*Although these adjustments were relatively small they made all the difference to me being able to balance the demands of being a mum and an academic, as well as enabling me to manage my well-being alongside a demanding research and leadership portfolio, over the ten years whilst my children were at primary school"*

Our standard return to work procedure ensures equitable treatment of staff, including a meeting to discuss:

- Adjustments to workload or working pattern;
- Consideration of teaching and administration load reduction for one/two semesters – supporting return to active research;
- Priority for Faculty funded PhD scholarships;
- Priority for summer placements students through N-SERP;
- Mentoring allocation;
- Conference and training care funding.

All Faculty buildings (or nearby buildings) have a private family room with lockable door, providing a dignified space for breastfeeding etc. Staff can request door blinds for their office to ensure privacy.

Special Leave is available for anyone dealing with unexpected or sudden problems, including domestic, personal and family issues (including when severe weather impacts childcare).

Upon return to work, staff can apply for flexible working or job share (see Section 5.5.(vi)).

To support families UoN provides:

- On-campus day nursery (50 places);
- University Play Centre;
- University Play Scheme (during school holidays);
- Toy Library.

A salary sacrifice Nursery Tax Scheme is available using UoN provision. The scheme is available for other registered childcare provision through vouchers from UoN employee benefits.

#### (iv) Maternity return rate

We have a small number of staff each year who take maternity leave, so return status covers all job families. Most return and remain employed within FoE.

Benefits of providing enhanced maternity support are being realised. Maternity leave numbers and retention rate have increased. We anticipate retention will improve further due to our support provided.



Maternity Return Status	2011	2012	2013	2014	2015	2016
Total Maternity Leave						
Did Not Return						
Left 0-6 Months after return						
Left 12 to 18 Months after return						
Left 18 Months + after return						
Not Yet A Leaver						
<b>Retention Rate</b>	50%	50%	67%	60%	80%	83%

Figure 71 - Proportion of staff in post after return from maternity

Fixed-term staff returned after maternity, then left at end of contract.

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

Prior to 2015, paternity leave package was; two weeks Statutory Paternity Pay (SPP). Staff with 12+ months employment received one-week normal salary, followed by SPP.

Post 2015, SPL allows parents up to 50 weeks leave and 37 weeks pay split how they choose, provided they have 26 weeks employment (additional to statutory maternity and paternity leave).

Statutory Shared Parental Pay (SShPP) is at the standard rate, or 90% of weekly salary (if this is the lesser).

Enhanced SShPP provides additional benefits for staff with 12+ months employment who intend to return after leave. Leave entitlements are:

- 6 weeks: full salary (inclusive of SShPP);
- 16 weeks: half salary plus SShPP (not exceeding full pay);
- 15 weeks: SShPP;
- Up to 13 weeks unpaid.

Each parent has up to 20 Shared Parental Leave in Touch (SPLiT) days (in addition to KIT days available during maternity). Activities follow KIT guidance.

While numbers dip in 2017, more staff are taking parental leave including paternity. We will continue our upwards trend, encouraging colleagues to take their leave.

No APM/TS have taken SPL: **AP 4.9 Parental/Adoption Leave** and **AP 1.44 Success Stories – Parental Leave** ensure these groups understand entitlements.



❖ **AP 4.9 Parental/Adoption Leave**

- Policies on parental leave and contact information for Parental Leave Liaisons and their role provided on EDI webpages with case studies and reviewed annually.

❖ **AP 1.14 Success Stories – Parental Leave**

- Publish success stories of staff taking Parental Leave on Faculty EDI webpages.
- Include APM/TS job families to improve uptake.

❖ **AP 4.10 Paternity/Shared Parental Leave Liaison**

- FEDIB will identify additional staff who could act as Paternity/Shared Parental Leave Liaison and develop documentation to mirror Maternity Liaison role.

(vi) Flexible working

Many staff have informal flexible working arrangements, the exception being TS due to the nature of roles. FSS2019 captured this for the first time. FoE will introduce new routes to more flexible working for APM/TS (as a pilot initially) in 2020.

	APM	R&T	TS
I do not have flexible working arrangements.	49%	31%	81%
I have <b>formal</b> flexible working arrangements.	12%	13%	6%
I have <b>informal</b> flexible working arrangements.	39%	56%	13%

Figure 72 - FSS2019 Self-reported Flexible Working

After six months, staff can request flexible working resulting in permanent contract change. Documentation includes; application form, process flowchart, deadlines, and manager guidance.

Flexible working case studies are published on FoE EDI webpages.

UoN has a Job Share Policy with guidance for staff and managers.

**AP 4.11 Recording Flexible Working** improves data.

❖ **AP 4.11 Recording Flexible Working**

- Faculty will capture data on formal requests for flexible working sent to HR.

Timetabling adjustment forms are completed annually by staff, indicating unavailability for teaching (e.g. due to caring responsibilities). Part-time staff can request a specific day(s) or number days they are unavailable. Forms are approved by HoDs. In 2017/18, we began capturing data: **AP 4.12 Recording Timetable Adjustments**.

2017/18	47
2018/19	47

Figure 73 - Timetable Adjustment Requests

*“As a disabled member of staff, timetabling adjustments and flexible working have been a great help enabling me to keep doing the job I love. My Department have worked with me to find solutions that work for everyone.”*

❖ **AP 4.12 Recording Timetable Adjustments**

- All Departments to report annually to Faculty APVC for Education and Student Experience on requests for timetable adjustments and approval rates.
- FEDIB Receives annual report.

To understand perspectives on flexible working, FSS2019 included a follow up question.

	APM	R&T	TS
I am happy with my existing working arrangements or I cannot perform my role with flexible working.	34%	59%	34%
I would like the opportunity to work flexibly and my role would allow this.	66%	41%	66%

Figure 74 - "If you do not have flexible working arrangements, would you like to have flexible working arrangements?"

FSS2019 and focus groups indicated many want greater flexibly. Mirroring a UoN priority - we will support the current policy: **AP 4.13 Flexible Working Uptake** and **AP 1.15 Success Stories – Flexible Working**.

FSS2019 feedback to staff included signposting to further information.

❖ **AP 4.13 Flexible Working Uptake**

- Provide better information to ensure staff are aware of the process for applying for both flexible working and timetable adjustments to improve uptake.
- Clear examples provided of reasons flexible working and timetable adjustments granted provided on EDI webpages.

❖ **AP 1.15 Success Stories – Flexible Working**

- Publish success stories of staff with flexible working and manager perspective on Faculty EDI webpages.

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

Whilst our formal policies do not explicitly reference this transition, colleagues are encouraged to discuss career plans with their manager, and the "Return to Work" section of FoE's "Extended Leave Checklist" guides discussion.

Requests to change contractual hours and/or patterns of work are carefully considered. If a request is refused, the manager must explain why. The Faculty HRBP is a local contact who can advise managers on supporting staff wishing to increase hours.

❖ **AP 4.14 Transition from part-time to full-time work**

- Faculty will follow the "Return to Work" section of our "Extended Leave Checklist" for staff returning to full-time from part-time work after career breaks.

## 5.6. Organisation and culture

### (i) Outreach activities

See also: Section 5.6.(iii) – Beacon Activity - NUASt

#### Schools:

Staff across all job families support outreach. Events cover activities from careers talks given in schools, to on-campus full-day laboratory experiences. Citizenship allocation in our WLP incorporates outreach.

The Faculty Outreach and Schools Liaison Officer manages and records incoming requests from secondary schools.

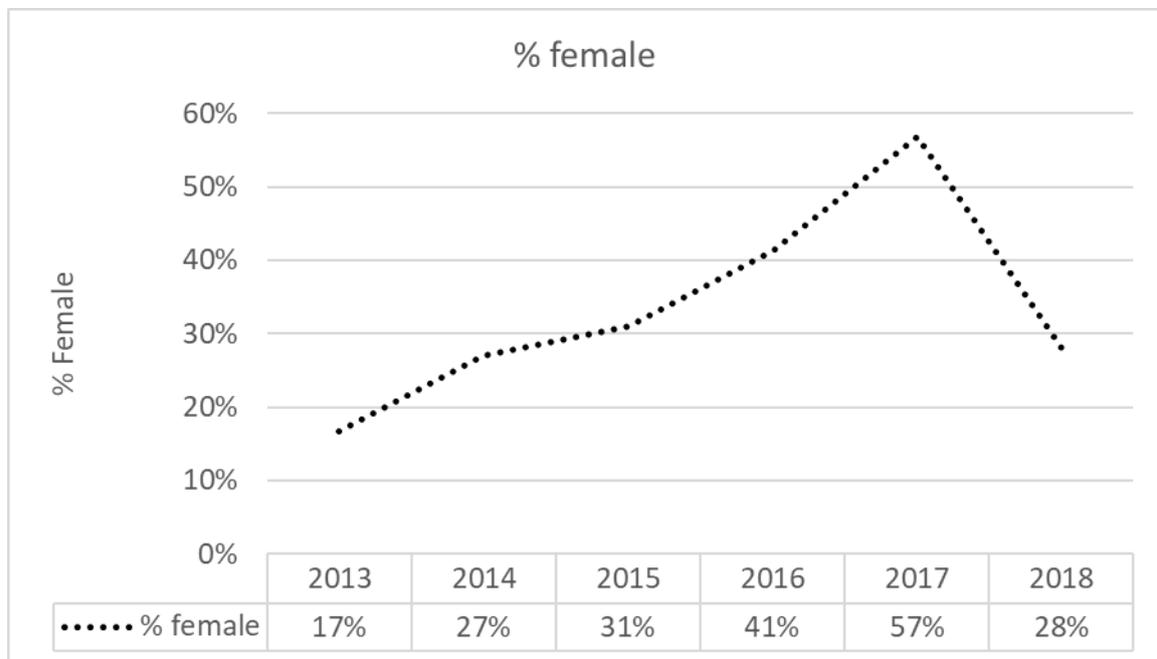


Figure 75 - Faculty staff engagement with secondary school outreach

The number of women engaging in outreach is low (except 2017). %F is higher than our population, however Figure 75 only captures requests direct to FoE from schools: **AP 1.16**

#### Outreach Recording.

##### ❖ AP 1.16 Outreach Recording

- Faculty Staff Survey will ask question on if staff have completed outreach activities in the past year to improve our data quality on requests outside the FoE Outreach and Schools Liaison Officer.

Staff also undertake outreach via UoN's WP Team - providing activities on and off-campus for all ages. To reach more pupils we share resources, allowing sessions to be repeated.

Student Ambassadors support outreach via the "Inspiring Young People" NAA module.

*“Being a Student Ambassador has given me the opportunity to not only motivate younger generations towards STEM subjects but has helped me understand the important role STEM careers play within our society.”*

The Engineering Christmas Lecture commenced in 2011, inspiring interest in STEM, and showcasing the exciting and diverse world of engineering. Interactive activities before the lecture give “hands-on” tasters, with Faculty of Science contributions highlighting the interdisciplinary nature of engineering.

FoE supports a range of events, including:

- Primary Science Fairs;
- Big-Bang East Midlands;
- Caterpillar Taster Days (Electronic Engineering);
- CREST Awards (Multidisciplinary).



Figure 76 - Crest Awards and Caterpillar Taster Events

FoE delivers sessions for two summer schools:

- **Nottingham Potential**  
High achieving pupils from Midlands State Schools - priority for applicants from adverse backgrounds;
- **Sutton Trust Summer Schools**  
UK-wide state school applicants.

We raise aspirations within our local communities by providing activities for three Nottingham IntoUniversity centres.

FEPS provides an integrated foundation year for all UG courses, with high progression rates and comparable degree outcomes to year 1 entrants (30% WP cohort in 2017).



Figure 77 - Engineering Christmas Lecture

## Public Engagement:

Wonder is UoN's annual family weekend with free activities for all ages across the Faculty.



Figure 78 – Wonder

In partnership with Nottingham City Council, ABE was pivotal in establishing the Dinosaurs of China Exhibition which attracted 125,000+ visitors, starting in summer 2017 for four months. Dinosaurs of China was aimed at families with events alongside exhibits. Students were directly involved in exhibition design.



Figure 79 - Dinosaurs of China

We contribute to the “Pint of Science Festival”, presenting research in an accessible way in informal atmospheres.



Figure 80 - Pint of Science Nottingham

FoE’s e-Racing Team use motorsport as a vehicle for research with students and staff working collaboratively. High-performance challenges public perceptions of electric vehicles on an international stage.

Staff work with a local primary school, building and racing an electric kit car in the national IET Formula Goblin competition.



Figure 81 - 2019 Formula Goblin Entrant

Since 2009, ABE staff and students spend two weeks each summer building novel design crèches in South Africa.



Figure 82 - 2019 SA Team

## (ii) Visibility of role models

Women have high profiles across FoE. Including:

- Many women teaching our students;
- Leading biannual staff Women in Engineering lunch for networking;
- Working with external national/international companies and funding councils.

### Events:

FoE's careers team run annual Women in Engineering events incorporating talks from successful women engineers in Faculty and industry for students.

Research groups organise their own speakers, which are not formally recorded: **AP 1.18 Data Collection Policy for External Speakers** and **AP 1.19 External Speakers** ensures accurate data and improved representation.

High profile speakers include:

- Dame Ann Dowling - RAEng President;
- Julia King - Baroness Brown (alumni);
- Nina Skorupska – CEO, Renewable Energy Association.

#### ❖ **AP 1.18 Data Collection Policy for External Speakers**

- FEDIB will investigate and form a data collection policy for external speaker demographics, ensuring this complies with GDPR.

#### ❖ **AP 1.19 External Speakers**

- We will capture EDI data of external speakers for taught courses and research seminars.
- Annual report presented to FEDIB and FEB.

### Publicity Materials:

FoE's Marketing Team guidelines ensure images reflect our diverse population. Undergraduate materials make greater use of people, whilst postgraduate marketing prioritises images of engineering applications - Figure 83. Our annual R&KE Brochure always focuses on diversity in gender and ethnicity in images and case studies.

### Website:

Our website displays the Athena Chartermark on the homepage. Images highlight women and people of colour. In 2017 we added an "Equality and Diversity" section, providing a gateway for everyone. Women in Engineering is part of our EDI space, recognising intersectionality. **AP 1.8 – AP 1.15 Success Stories** showcase a range of role models.





- ❖ **AP 1.8 Success Stories – Part-time Staff Promotion**
  - Publish success story of part-time staff promotion on Faculty EDI webpages.
- ❖ **AP 1.11 Success Stories – Trainee Technicians**
  - Publish case studies of our trainee technicians to Faculty EDI webpages, including showcasing women.
- ❖ **AP 1.12 Success Stories – TS**
  - Publish case studies of our technicians to Faculty EDI webpages, including showcasing women and minority groups.
- ❖ **AP 1.13 Success Stories – Changemaker Placement Programme**
  - Publish case studies of our technicians taking part in the Changemaker Placement Programme to Faculty EDI webpages.
- ❖ **AP 1.14 Success Stories – Parental Leave**
  - Publish success stories of staff taking Parental Leave on Faculty EDI webpages.
  - Include APM/TS job families to improve uptake.
- ❖ **AP 1.15 Success Stories – Flexible Working**
  - Publish success stories of staff with flexible working and manager perspective on Faculty EDI webpages.

### Future Engineer:

Following investment improving FoE buildings, Future Engineer posters promote role models to our students, highlighting support from the Careers Service. 23 students feature (eight women - higher proportion than student population). Positioned in major campus thoroughfares, we inspired Faculty of Science campaigns.

**AP 1.20 Future Engineer** expands to postgraduates.

- ❖ **AP 1.20 Future Engineer**
  - Extend “Future Engineer” poster and online profiles to include PG students.




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# Civil Engineering

Postgraduate Taught Masters



[nottingham.ac.uk/go/apply](http://nottingham.ac.uk/go/apply)

Figure 83 - Civil Engineering UG and PGT brochures

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**THE TIMES**  
**GOOD UNIVERSITY GUIDE**  
**2017**

“ They increased my prospects so I was able to get my placement ”

Manam, BEng Architectural Environment Engineering, undertook a summer placement in Egypt

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**THE TIMES**  
**GOOD UNIVERSITY GUIDE**  
**2017**

“ The products I've worked on will be used in military defence and aerospace ”

Louise, MEng Mechanical Engineering, undertaking a year in industry with Abaco Systems

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**THE TIMES**  
**GOOD UNIVERSITY GUIDE**  
**2017**

“ My QUEST scholarship is a great opportunity that allows me to undertake summer placements with Network Rail and gives me great experience in civil engineering ”

Serena, MEng Civil Engineering, QUEST scholar and finalist in the UK-wide Ford prize for Women in STEM Study Competition

FUTURE ENGINEER



UK | CHINA | MALAYSIA

**THE TIMES**  
**GOOD UNIVERSITY GUIDE**  
**2017**

UNIVERSITY OF THE YEAR FOR GRADUATE EMPLOYMENT

Start your journey to becoming a

# Future Engineer

“ My summer internship with an international consultancy was made possible because of the University's strong industrial links ”

Grace, MEng Civil Engineering



Discover Grace's story

Contact the Careers & Employability Service and industrial placement teams at [nottingham.ac.uk/futureengineer](http://nottingham.ac.uk/futureengineer)

FUTURE ENGINEER

Figure 84 - Examples of posters around the Faculty

### Make it as Me:

Launched for GCSE results 2019 encouraging teenagers to consider what engineers “look like”. Students and alumni feature on webpages and video with the #MakeItAsMe message.



Facebook	1,673
YouTube	319
LinkedIn	1231
Instagram	867
Webpage	246

Figure 85 – Interactions after 1 day



Figure 86 - #MakeItAsMe

(iii) Beacon activity

Additional to activities throughout this document, our leadership is also highlighted by:

### Technician Commitment:

In 2017, UoN was a founder for the National Technician Commitment; a framework for recognising and supporting development of TS through:

- **Visibility**  
Ensuring all technicians and their contributions are visible within and beyond UoN.
- **Recognition**  
Supporting recognition through professional registration.
- **Career Development**  
Enabling progression through clear career pathways.
- **Sustainability**  
Ensuring future sustainability of technical skills.
- **Impact**  
Regularly assessing impact of actions.

In 2015 UoN hosted the inaugural HE Technicians Summit, bringing together technicians from across the UK to network and learn. UoN hosts biennially.

### STEMM-CHANGE: Uncovering Barriers to Inclusivity and Transforming Institutional Culture:

FoE lead the EPSRC Inclusion Matters Project (2018-2020), delivering a toolkit of embedded interventions and methodologies, making significant, measurable differences to EDI in STEMM.

Focussing on researching, innovating and embedding; the project commits to finding lasting solutions, challenging current thinking, and creating tools for embedding diversity. STEMM-CHANGE involves seven universities (UK and OS), two businesses, and four professional institutions.

Informed by research across UoN, the interdisciplinary project includes; Engineering, Psychology, English, Medicine and Physics.

Using linguistic analysis, we identify and challenge language used in job adverts and recruitment materials from different institutions.

In collaboration with DbD, we developed recruitment processes recognising the value different staff bring to our workplace, actively creating diverse teams. The methodology has been used successfully in FoE, Faculties of Arts and Science recruitment, and at other organisations including Newcastle University (Section 5.1).

Another strand designs programmes embedding cultural understanding in-house. Incorporating large-scale reverse mentoring for 120 people from under-represented groups, with participation from at least 40 senior leaders at UoN and partners.

*"The reverse mentoring scheme offers a unique opportunity for HE leaders to gain a deep understanding of the perspectives, issues and challenges faced by staff who are less well represented in the organisation"*

*- Faculty Technician's Commitment Officer*

The Change-Maker placement scheme improves career progression for technicians enabling under-represented groups to receive funding for secondments to universities/industry, broadening skills and experiences.

At the end of STEMM-CHANGE, we will deliver electronic tools and training programmes eliminating as far as possible bias in recruitment for use worldwide.

*"We will create an open access, national 'EDI Library' enabling easy access to EDI policies, data, literature and research.*

*This is a living resource, informed by our research, that will provide a road-map for organisations wanting to effect transformational change."*

*- FPVC*

The goal is ensuring EDI becomes "business as usual". Using UoN as a test bed, with our partners we will train more than 50 senior managers and 250 colleagues using new methodologies.



Figure 87 - Diversity of TS Roles



## Trans inclusivity:

FoE hosted events developing trans inclusive workplaces. Open to all across UoN, we received positive feedback for staff confidence and awareness of trans experiences.

Celebrating International Trans Day of Visibility, in March 2020 FoE runs a day of workshops open to students, staff and external guests.

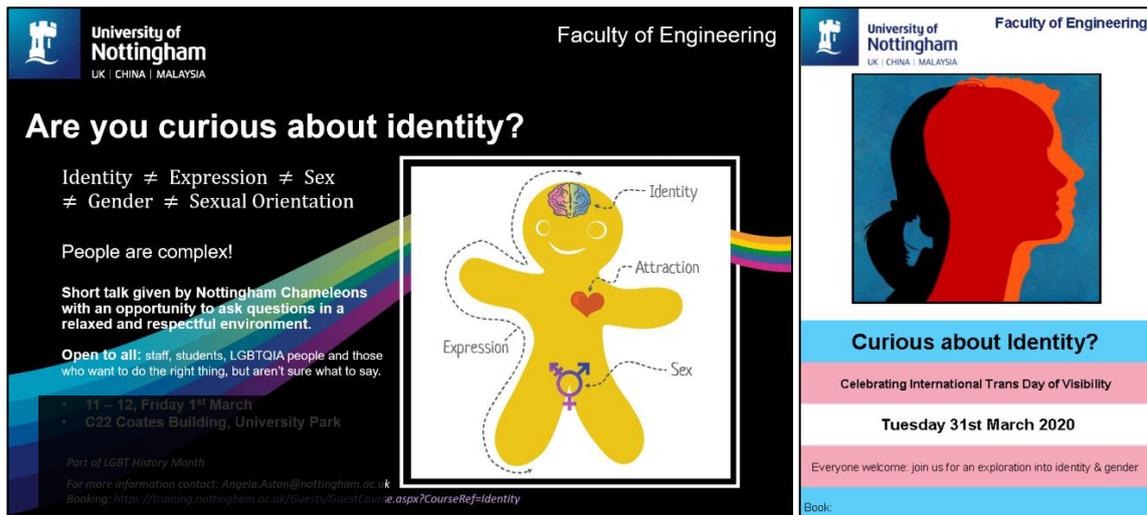


Figure 88 - Trans Inclusivity Flyers



## Nottingham University Academy of Science and Technology (NUAST):

Opened in 2014 in partnership with UoN, NUAST offers specialist curricula for secondary pupils in STEM subjects, offering GCSEs, BTECs and A-levels alongside traditional subjects.

Throughout the year, NUAST students undertake enrichment days within FoE, supporting development of academic skills, raising aspirations and easing the school-university transition.

(iv) Culture

*"I thoroughly enjoy working for Engineering. I have worked for an Engineering Faculty at another RG institution and the difference is massive. Nottingham is more inclusive, far friendlier, much more supportive. The senior staff are much more accessible and initiatives like Juice and the Future Leaders Programme really bring colleagues together."*

- APM Colleague

FEDIB meets every 6 weeks considering EDI and sharing best practice across FoE and the wider University. Athena is a standing item and the Athena Lead is an attendee.

FEDIB's vision is:

*"To create a faculty culture of equality, diversity and inclusion, where these values are fully embraced and where all feel valued working in an environment of mutual respect."*

In addition to EDI items from other FoE committees, anyone can raise items for FEDIB via members. Student EDI feedback is collected via Faculty LCFs (UG/PGT/PGR).

FEDIB escalates matters to FEB (Athena lead attends FEB when appropriate) and/or UoN EDI Committee.

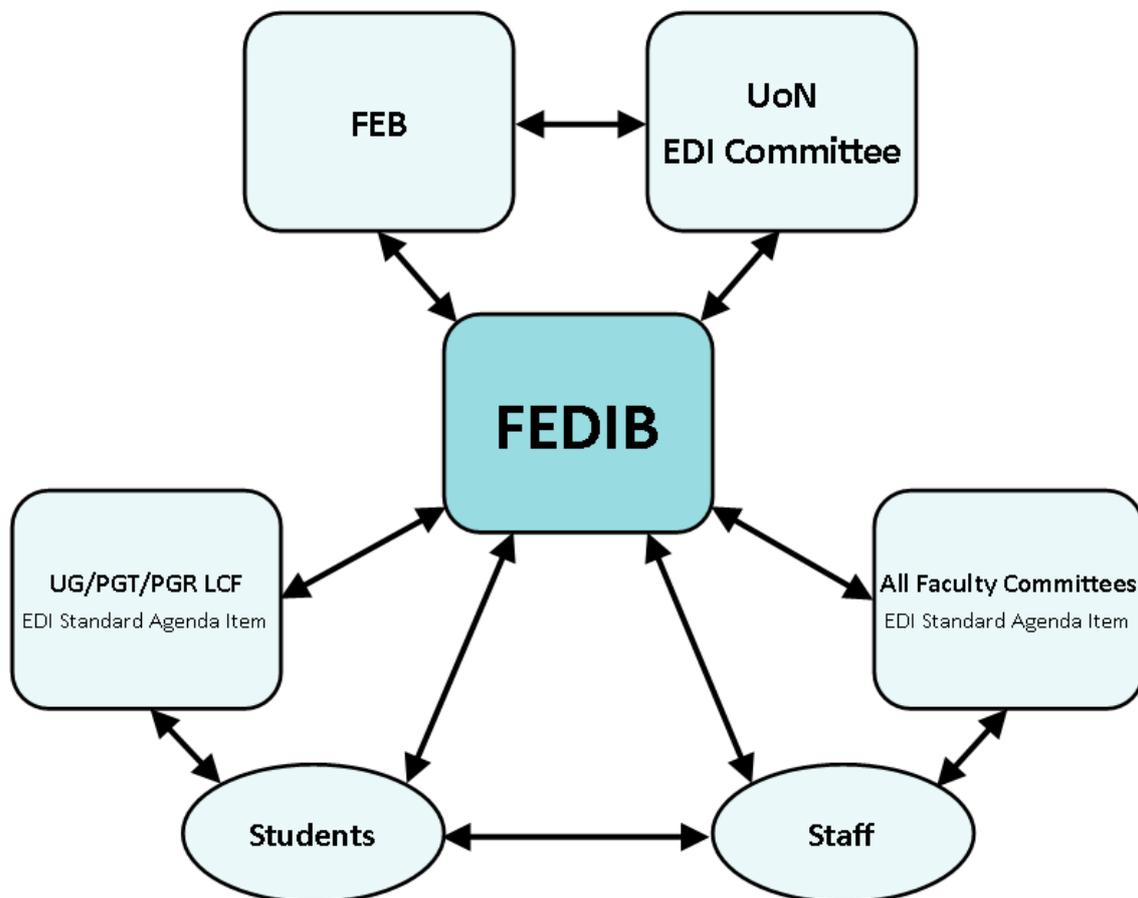


Figure 89 – EDI Communication flow

FEDIB organises open-to-all (including students) social events and training on range of issues, including:

- Unconscious bias;
- Disability;
- Equality impact assessments.

Past events include:

- Women in Engineering Day;
- One World (international community celebration);
- Ada Lovelace Day;
- Curious About Identity?

Departments and research groups hold annual away days facilitating reflection and planning.

*“Teaching-wise we hold a very positive engagement day outside of term time, a whole day when the entire staff of the course are together, about 50 people, to coordinate what’s going to happen on the course in next year, and reflect on what happened last year.”*

*- R&T Colleague*

Additional to FEDIB events, FoE run programmes of welcome activities for students including information from student services (e.g. welfare) and opportunities to sign up to FoE schemes (e.g. peer mentoring).

#### **FSS:**

Biennial FSS questions are reviewed to account for progress and address new challenges (e.g. questions on perceptions of welfare and inclusion added in FSS2019 reflecting our evolution). Anonymised results are considered by FEDIB and reviewed by FEB.

FEDIB produce feedback by job family which is circulated to staff, highlighting key issues, trends and resources.

*See Section 7 - FSS for splits by gender/job family.*

FSS2019 responses were similar across genders for APM and R&T. TS were less content overall, and while we have a small number of women in TS, we recognise our culture can be improved.

*See Section 5.4(i) Training.*

Since 2018, FEDIB TS representation increased from one to four colleagues across all levels. Contributions are reflected positively in numerous TS AP items.

We held focus groups for each job family following FSS2019 to better understand experiences. The report was presented to FEB to reflect upon, and actions from this are included in our AP.





Where questions were asked previously, scores were mostly improved in FSS2019. Specific issues within TS have been actioned by training, improved communication and specific actions for TS developed working with these colleagues.

Our key challenges from FSS match challenges across UoN; performance, communication, regrading and WLP. Our actions within this document work to improve understanding and awareness while providing feedback to UoN. The updated ADC process should improve “Faculty rewards performance fairly” – free text comments indicated unhappiness with former PDPR system.

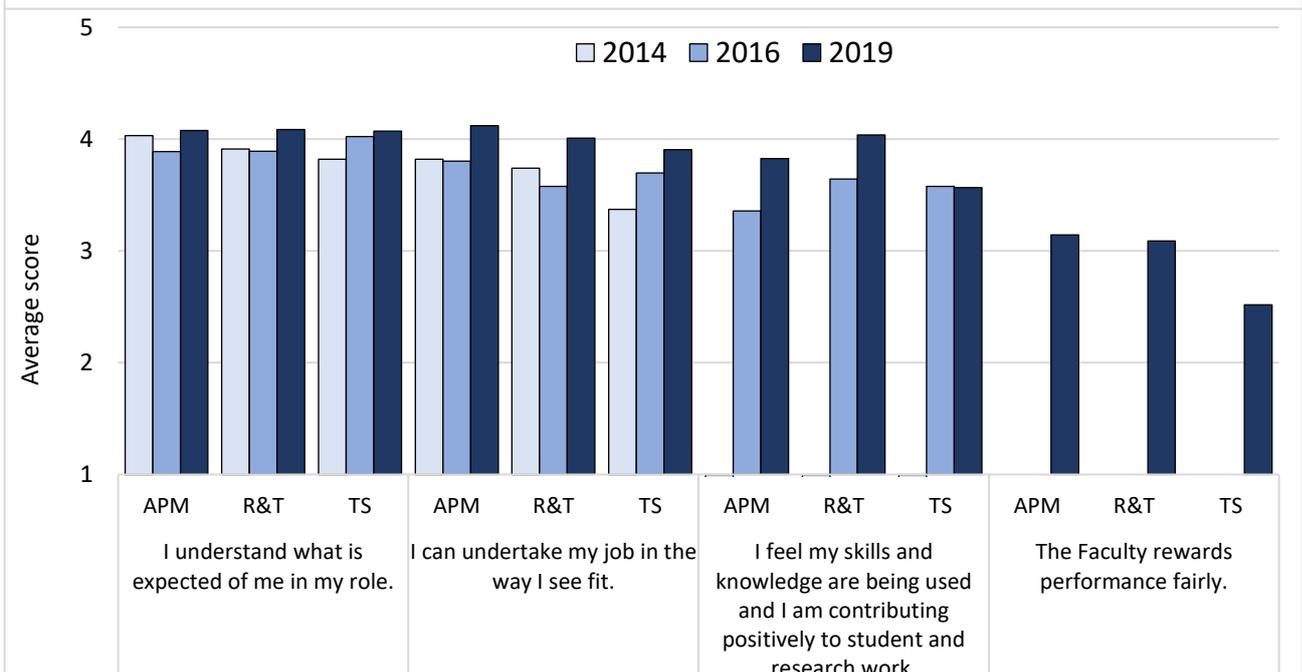
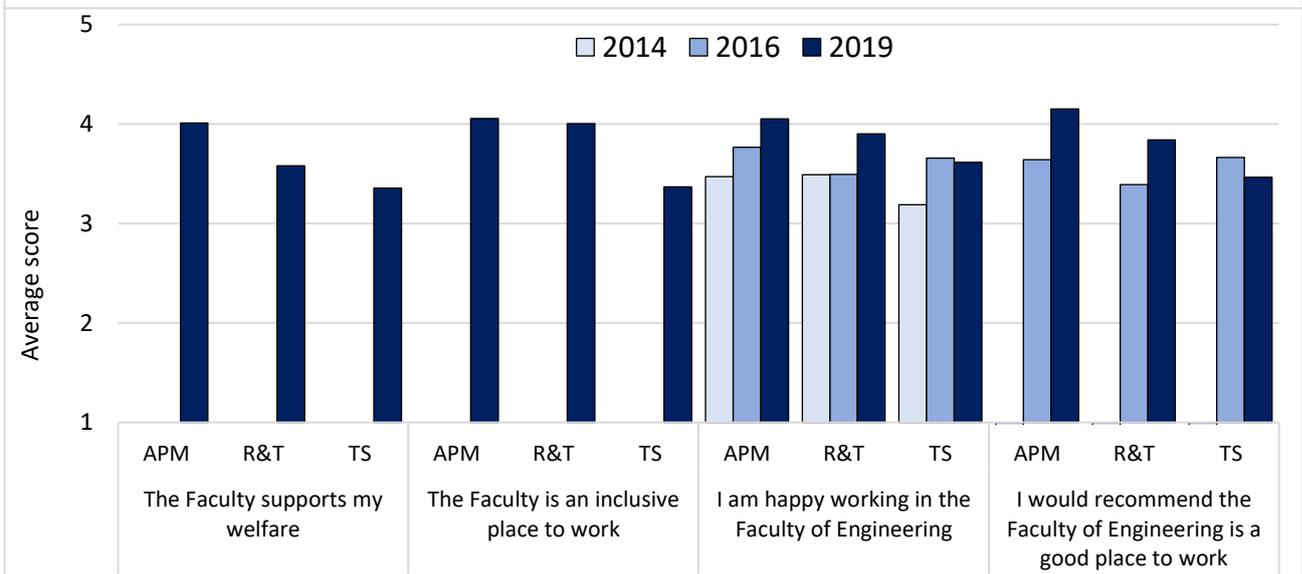
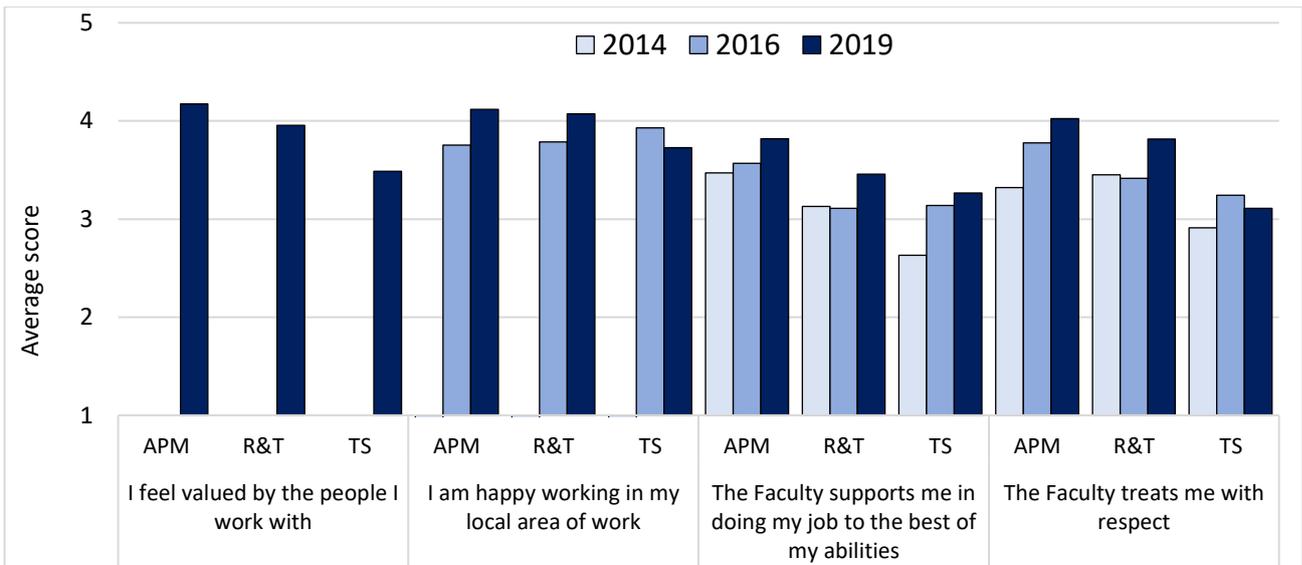


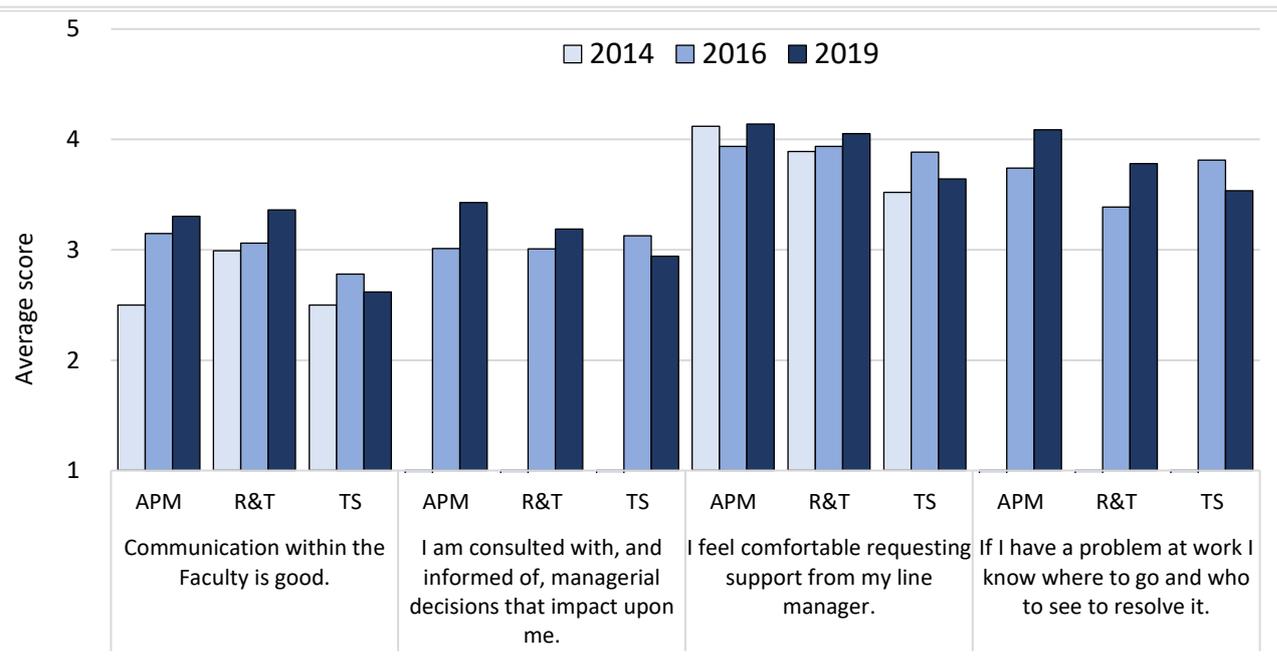
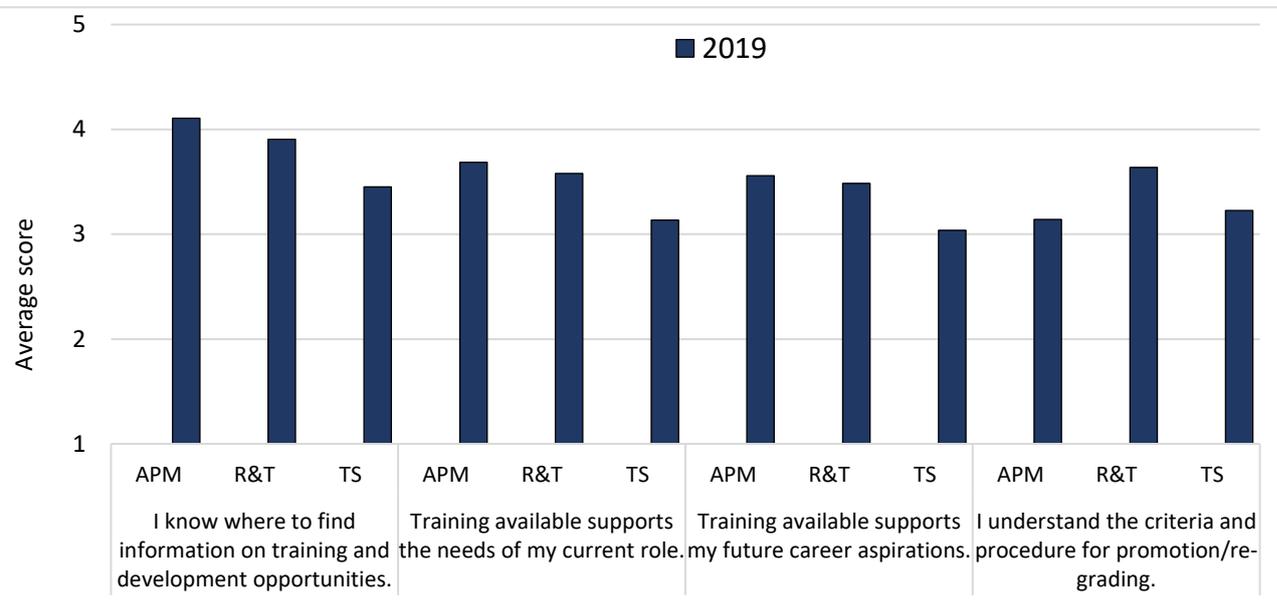
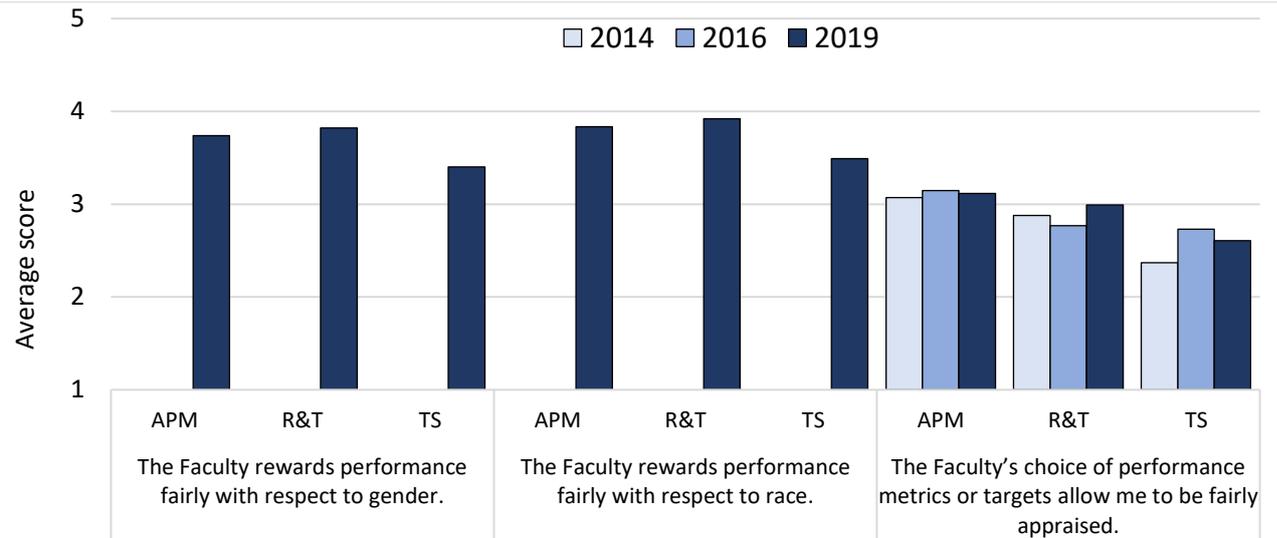
❖ **AP 1.4 Faculty Staff Survey**

- Faculty Staff Survey in Jan 2021, 2023.
- Line managers asked to remind staff about survey.
- Computer made available for TS staff to increase response rate of staff who do not use a computer as part of their regular responsibilities.
- Follow up focus groups will purposefully include any groups identified as under-represented in FSS respondents.

❖ **AP 1.5 Faculty Staff Survey – Question Review**

- Review questions before each survey period to ensure questions remain relevant.





Introduced in 2019, Engineering Staff Awards, recognise contributions to our Faculty and wider community. Winners are presented with certificates and awards made by our TS apprentices at our Summer Party.

Staff can nominate anyone with a short supporting paragraph. From 60 nominations, individuals (50%F nominations) and 6 teams were put to a Faculty vote. All nominees received a thank you from FPVC recognising their contribution. The final individual winners were 77% F and two teams led by women.



❖ **AP 1.21 Faculty Staff Awards**

- Faculty Staff Awards commenced in July 2019 and will take place annually.

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

Core hours are 10am – 4pm (includes FEB/FMB). If representatives from international campuses participate, meetings start at 9am due to the +7/8-hour time difference in consideration of their working hours. **AP 1.22 Core Hours Recording** investigates perceptions.



❖ **AP 1.22 Core Hours Recording**

- Faculty Staff Survey will ask question on if staff agree that core hours are adhered to improve our data quality.
- Baseline established in FSS2021.
- Actions in place reminding everyone of core hours if required.
- Recording of responses in FSS2023 to establish improvements.

Away days are published in advance, allowing carers to attend.

During term-time, monthly Faculty Fora allows dissemination of strategy, information and allows staff feedback. Fora are recorded and available to all - supporting colleagues unable to attend. **AP 1.7 FMB Blogs** (action from focus groups) trails new communications.



❖ **AP 1.7 FMB Blogs**

- To increase understanding of strategy and improve transparency and information sharing, FMB members will write quarterly blog posts on a topic of their choice

FoE holds and funds two main social events in July and December within core hours. Everyone is welcome.



Figure 90 - Event Flyers

### Christmas Party:

Previously an evening event in Nottingham city. In response to feedback, since 2016 the venue is University Park from 12.30pm – 4.30pm in a larger venue allowing more attendees. Event includes meal and entertainment.

### Summer BBQ:

Held at a hall of residence on University Park from 12.45pm – 5pm including BBQ and games, this informal event allows staff to attend and leave when they wish. We ensure the event is not during Ramadan so everyone can enjoy lunch.

FoE provides funding for students via our Student Experience Fund, allowing students to decide the events they value.

### (vi) HR policies

Our HRBP is now based 50:50 between Faculty:HR (HR is 1 mile away). This update provides a local, single point of contact, improving access and support (previously 100% based in HR).

FPVC has bi-monthly meetings with HRBP, discussing HR strategic matters. HRBP is a member of FMB. HRBP has monthly one-to-ones with HoDs providing updates on policies, initiatives, and discussing local HR.

HRBP maintains a database, capturing and monitoring all formal HR cases including bullying, harassment, grievances, disciplinaries, and performance bonuses.

Monthly HR meetings include the Faculty APVCs, HRBP and FOD, with contributions from Head of HR. Any increased activity in EDI areas are covered, with plans addressing items discussed.

All new HR policies are emailed to key managers in FoE and cascaded to Operational Managers with responsibility for updating their teams.

Information provision is also facilitated by Faculty Fora, and HR hold regular Roadshows which staff are encouraged to attend.

## (vii) Workload model

FoE introduced its own WLP 5+ years ago (before UoN had a WLP) to improve transparency and assist planning. This was built on best practice from across Departments who each had methods for workload allocation. In 2017/18 we adopted the UoN model.

The underlying ethos driving WLP is facilitating open and transparent views of workload.

The WLP allocates activities under:

- Research;
- Teaching;
- Leadership & Management (incorporates Athena);
- Citizenship, Scholarly Development & CPD;
- PGR Supervision;
- Individual.

The “Individual” category allocates time for maternity/paternity/secondments – protecting staff time.

Workload is notional hours employed, allowing equitable allocation of work. Part-time staff available hours are scaled.

Athena Lead receives 100 Leadership hours in a standard year and 450 hours in submission year (recognising elevated workload) – best practice shared with UoN AG.

R&T expectations are approximately 50% research, 50% teaching/administration unless they are “research focussed” or “teaching focussed” pathways where workload split is weighted accordingly.

Workload is allocated by HoD and/or Director of ESE working with colleagues, ensuring rotation of duties provides development opportunities whilst utilising individual strengths.

WLP activities are part of promotion criteria, with explicit sections on T&L and “University & Academic Service” considered alongside research achievements.

The WLP portal enables colleagues to view their current and previous WLP. This shows hours allocated to categories and anonymised charts of allocation in their Department.

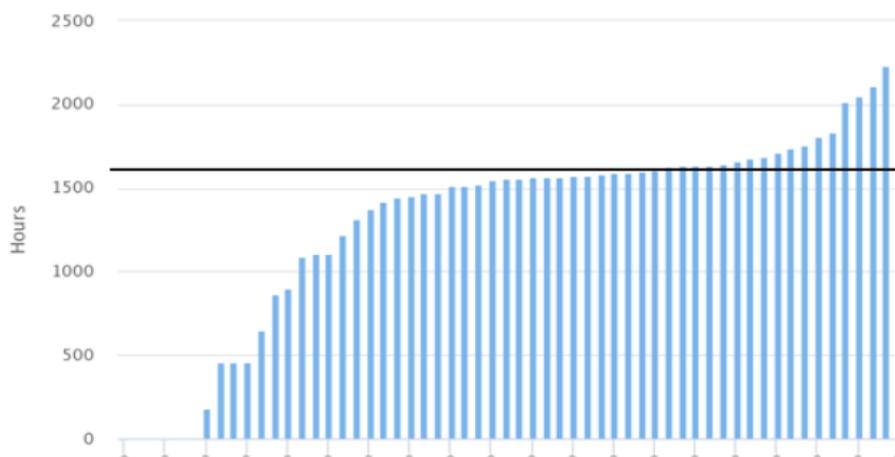


Figure 91 - Departmental Workloads Example – aiding transparency – line shows 100% in WLP

Teaching preparation time for early-career staff is doubled in the first three years allowing growth into roles. Maximum citizenship hours are allocated to support early-career staff in completing their Postgraduate Certificate in Higher Education with the UoN School of Education.

The WLP includes analytics, with improving data quality allowing us to identify trends. FEB receives an annual EDI report (including women, part-time, disabled and BME staff), ensuring allocation is fair and transparent. Progress has been made to reduce the number of women and BME staff with high workloads.

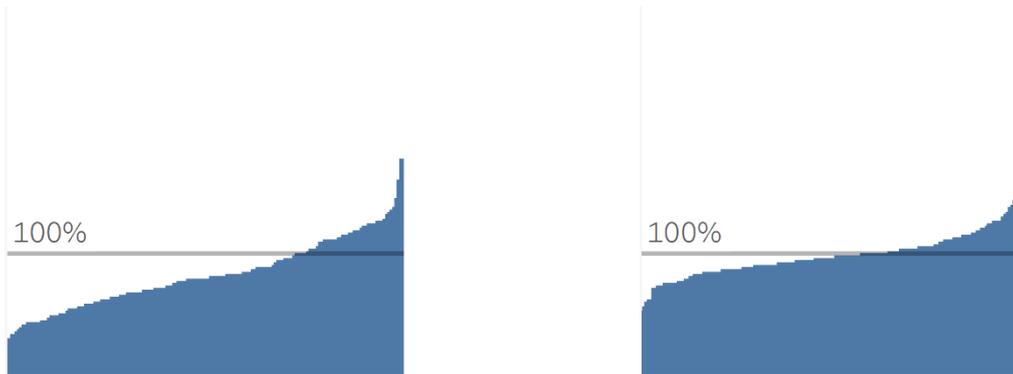


Figure 92 - Faculty WLP distributions. Left: 17/18. Right: 18/19. 100% WLP indicated.

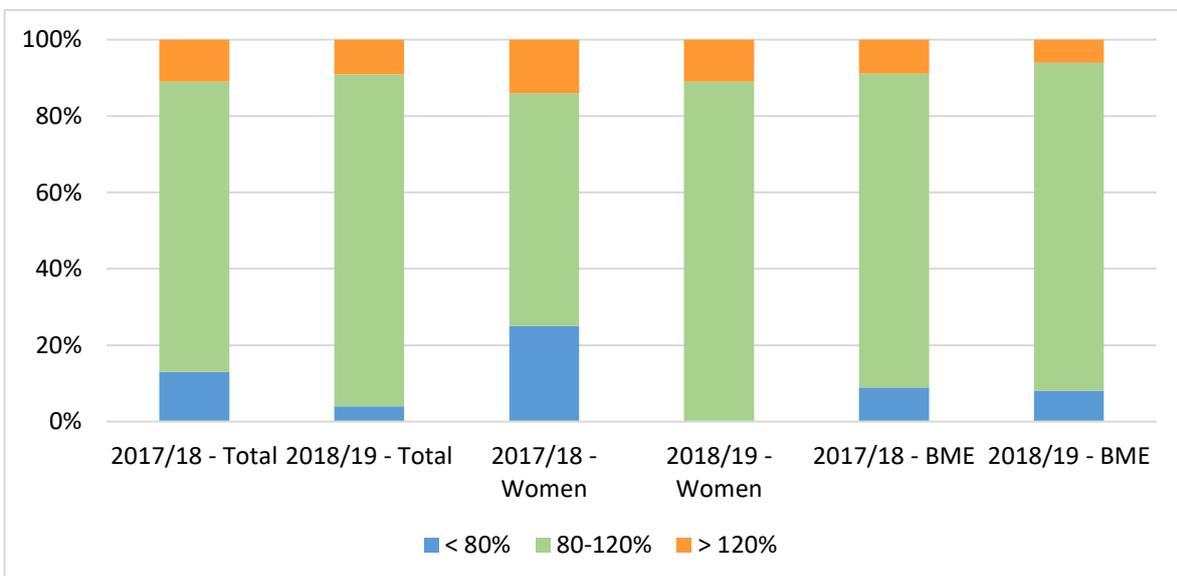


Figure 93 - WLP Loading EDI Analysis (part-time & disabled staff not shown due to small samples)

When staff are >130% loaded, HoD must confirm with the individual beforehand. **AP 4.15 WLP – EDI Reporting** improves processes, **AP 4.16 WLP – >130% Loading** works to eliminate this (improving on UoN policy).



- ❖ **AP 4.15 WLP – EDI Reporting**
  - Annual EDI report for WLP produced and presented to FEDIB.
  - Data by Departments presented to FEB so HoDs can take action to reduce disproportionately high loading of under-represented groups.
  
- ❖ **AP 4.16 WLP – >130% Loading**
  - WLP data split by Departments to understand how many (if any) staff are >130% loaded.
  - HoDs to ensure that no staff are >130% loaded for more than 3 years by redistributing workload where needed.
  - Following this, HoDs to ensure no staff are >130% loaded for more than two years by 2023.

The WLP provides categories of Leadership and Management, capturing strategic level work. Analysis for 2018/19 shows Leadership hours are proportional to the M/F Faculty split and individual Departments.

	Actual Hours with WLP	%		No. of Staff with Faculty	Proportion Hours Based on Faculty Staff Split	%
F	8558	16.5%	F	49	9041	17.4%
M	43284	83.5%	M	232	42801	82.6%
Total	51842		Total	281	51842	

Figure 94 - 2018/19 L&M roles within the WLP

Average PhD supervision hours are lower for women. This is due to increases in numbers of women in the Faculty who are early-career staff, therefore supervising fewer PGRs.

	15/16	18/19
<b>F</b>	44	36
<b>M</b>	72	70

Figure 95 – Average PhD Supervision Hours/Staff



- ❖ **AP 4.17 WLP – PhD Supervision Hours**
  - Annual data on PhD Supervision hours by gender included in WLP EDI Report.
  - As we achieve greater staff gender balance, we will ensure that this figure remains fair.

FSS2019 sought feedback on WLP (a topic evoking strong feelings) for the first time. Staff are split on perceptions of the WLP. Figure 93 shows that women have similar allocation hours, but FSS2019 indicated very few strongly agreed, suggesting perception issues.

Focus Groups explored the WLP - reporting misunderstandings about hours allocated in the framework.

Addressing this, FEDIB's FSS2019 feedback to colleagues included signposting to WLP information and policies.

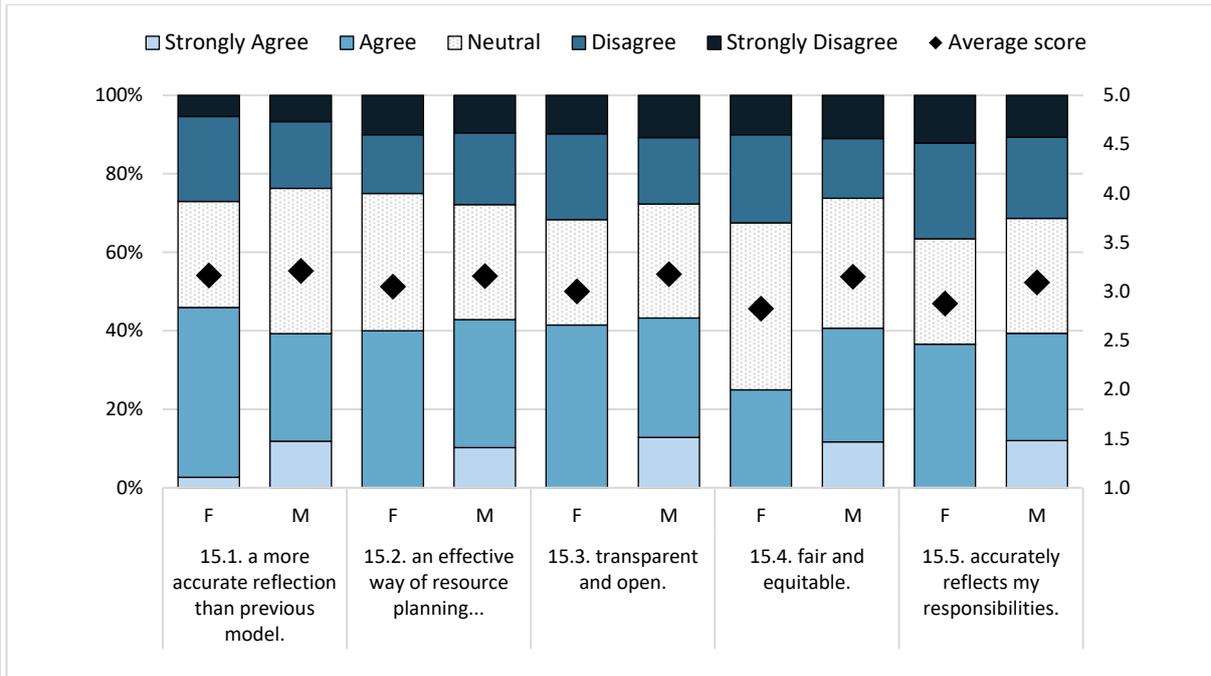


Figure 96 - FSS2019 Responses for "The WLP is..."

While there are limitations to what FoE can control due to adoption of the UoN model, **AP 4.18 WLP Feedback** ensures views are heard.

❖ **AP 4.18 WLP Feedback**

- Faculty Staff Survey will continue to ask questions on WLP.
- Feedback anonymised data and comments to the central WLP team and UoN EDI Board.
- Investigate in more detail with colleagues their views by inviting them to further focus group to provide feedback to WLP team, particularly seeking input from women.



(viii) Representation of men and women on committees

**COMPLETED ACTIONS:**

- Ongoing career development and support (Section 5.3).
- Mentoring of L6 women by FEB members.

**IMPACT:**

- First two women HoDs: M3 and FEPS.
- Both worked in FoE for 5+ years, evidencing development of in-house talent.

FoE committee membership is defined by role. HoDs decide on representatives for most committees based upon staff expertise and individual workload, avoiding “committee overload” (gender irrespective).

Commencing 2018, FEDIB completes an annual census of committees, reporting to FEB. This resulted in allocation of women to committees that previously had no representation from women (e.g. H&S Committee). Faculty Management Group and FMB are a mix of job families. Safety Committee is mostly TS, whilst T&L Board, Research Board and Departmental Management Boards (DMBs) are mostly academics: **AP 4.19 Committee Membership Census.**

❖ **AP 4.19 Committee Membership Census**

- Annual Committee Membership Census expanded to include job family and level.
- Review and revision of committee memberships to ensure a greater gender balance (FEB ultimately responsible)
- Review takes into account operational restrictions and avoiding “committee overload” or tokenism.

Analysis of committee gender splits requires care due to small numbers. All committees include women. FEB has six women members (higher than Faculty %F population). This will increase as our increased numbers of women progress in their careers to higher levels associated with senior committee membership. We seek to improve, while being proud that women are represented within our most senior committees: **AP 3.13 Senior Role Shadowing – Academic Staff, AP 3.23 Senior Role Shadowing – APM/TS Staff.**

FEB	% F
2017	19%
2018	25%
<b>2019</b>	<b>38%</b>

Figure 97 - FEB

T&L boards have closest gender parity. Research boards have varying degrees of representation but populations are proportional to female population (2018 woman chair was promoted to UoN PVC).

Membership of DMBs is based upon Departmental roles. From 2019, all DMBs include women.

FEDIB was re-formed in 2019, incorporating the former FoE AG. The percentage of women increased as we welcomed more self-nominated colleagues from APM (larger %F population).

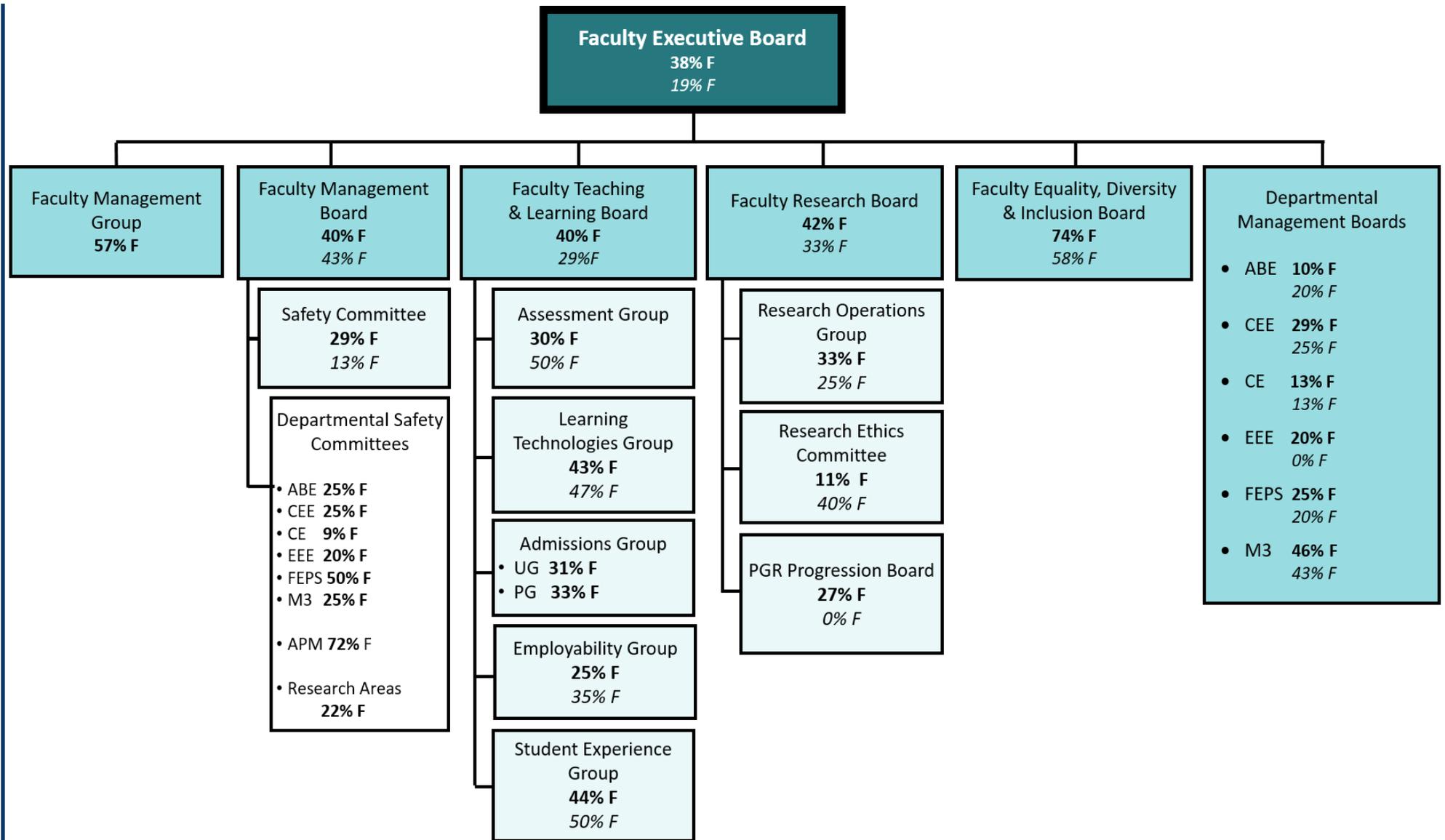


Figure 98 - Faculty Committees and gender breakdown. Bold = 2019 membership. Italic = 2018 membership

(ix) Participation on influential external committees

Staff are encouraged to participate in influential external committees through:

- ADC recognising external committees within leadership;
- Increased WLP hours for external committee participation;
- Informal mentorship, shadowing and support from Faculty leaders.

The annual Research Group Strategy Review captures external committee representation and HoRGs support individuals engaging in these roles. When specific calls for applications to external committees are made, calls are cascaded, and senior leadership encourage individuals to apply. Where criteria for roles promotes women (or other under-represented groups) to apply, they are actively encouraged.

**AP 3.13 Senior Role Shadowing – Academic Staff** supports staff gaining experience.

Taking up appointments is encouraged providing there is no conflict of interest. External committee appointments, applications and planning are part of ADC discussions to support colleagues: **AP 4.21 External Committee Membership Recording** and **AP 4.20 External Examiner Appointments**.

❖ **AP 4.20 External Examiner Appointments**

- Annual EDI report to FEB on External Examiner posts held by staff analysed with respect to gender.
- If low participation groups identified, managers will discuss how to support this activity with individuals.

❖ **AP 4.21 External Committee Membership Recording**

- FSS2021 will ask staff if they are members of influential external committees.
- Baseline data established.
- External committee membership raised during ADC.

**Word count: 7740**

Additional words used within this section

**Word count: 1221**

## 6. FURTHER INFORMATION

While care should be taken as numbers of men in APM, and women in TS is small, FoE supports career development and progression for all.

### APM Pipeline:

Roles are predominantly held by women. Representation of women at L5/6 has improved, we will strengthen career development and support.

The pipeline narrows between L3/4 (Team Leader/Manager roles). We recognise that this is often the point women may choose to take leave for caring responsibilities, hence the need for long-term career planning: **AP 3.17 Supporting and Retaining APM/TS Staff, AP 3.18 APM/TS Career Development Needs.**

### TS Pipeline:

We appointed our first woman at the (then) highest grade in 2016 and made improvements in representation of women at L4. The national average for women technicians (all levels) is 9%.

**AP 1.11 Success Stories – Trainee Technicians, AP 1.12 Success Stories – TS, AP 1.17 Outreach for TS, AP 3.15 Engagement with University Strategy for TS, AP 3.19 Increasing Representation of Women in TS** all target attracting and retaining women in TS.

#### ❖ **AP 3.17 Supporting and Retaining APM/TS Staff**

- Line managers explicitly discuss career development and long-term goals as part of ADC with reminder emails in advance of ADC from Faculty HRBP.
- Provide additional encouragement, and support for APM/TS women to apply for higher-level roles.

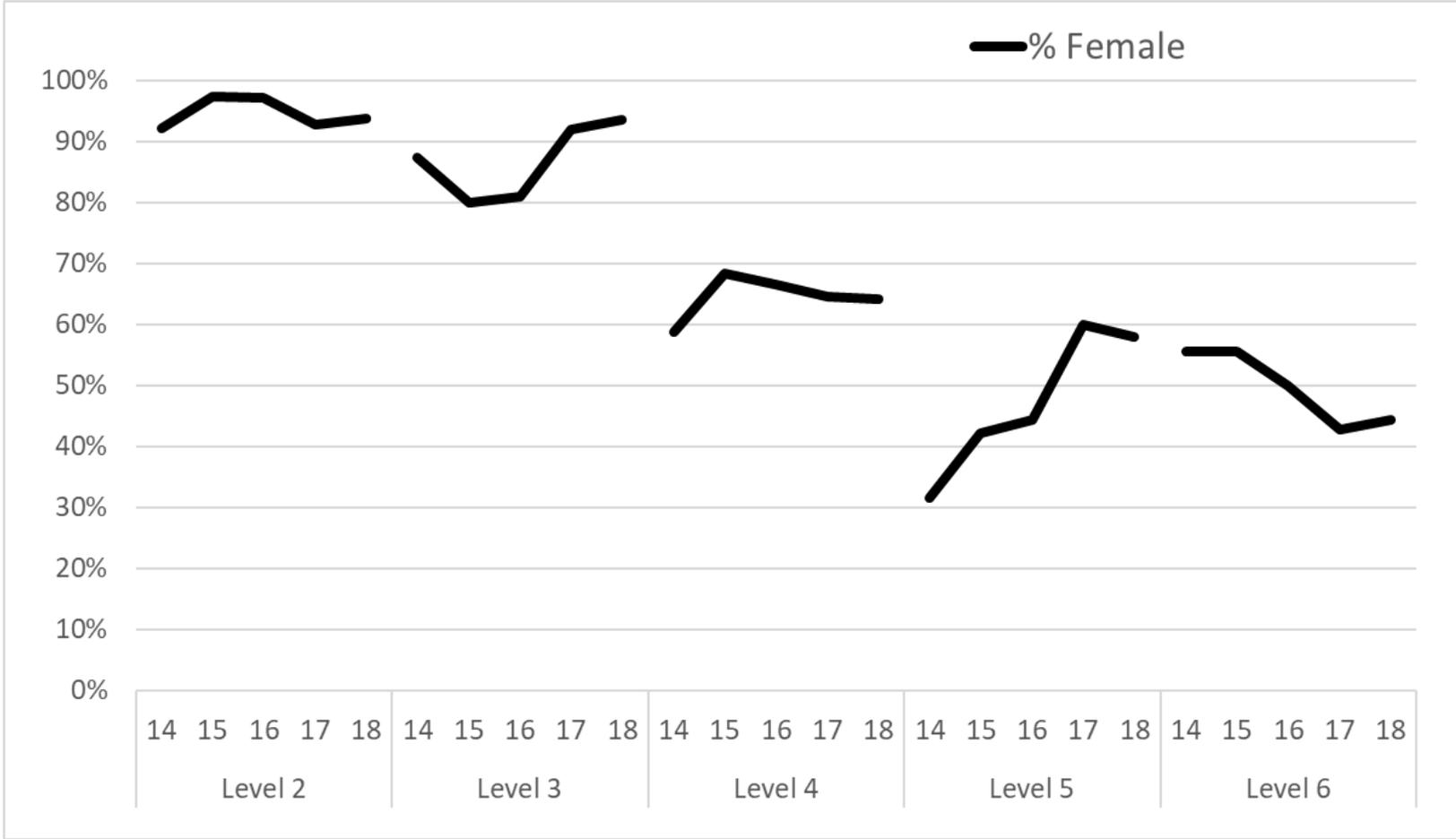


Figure 99 - APM Pipeline

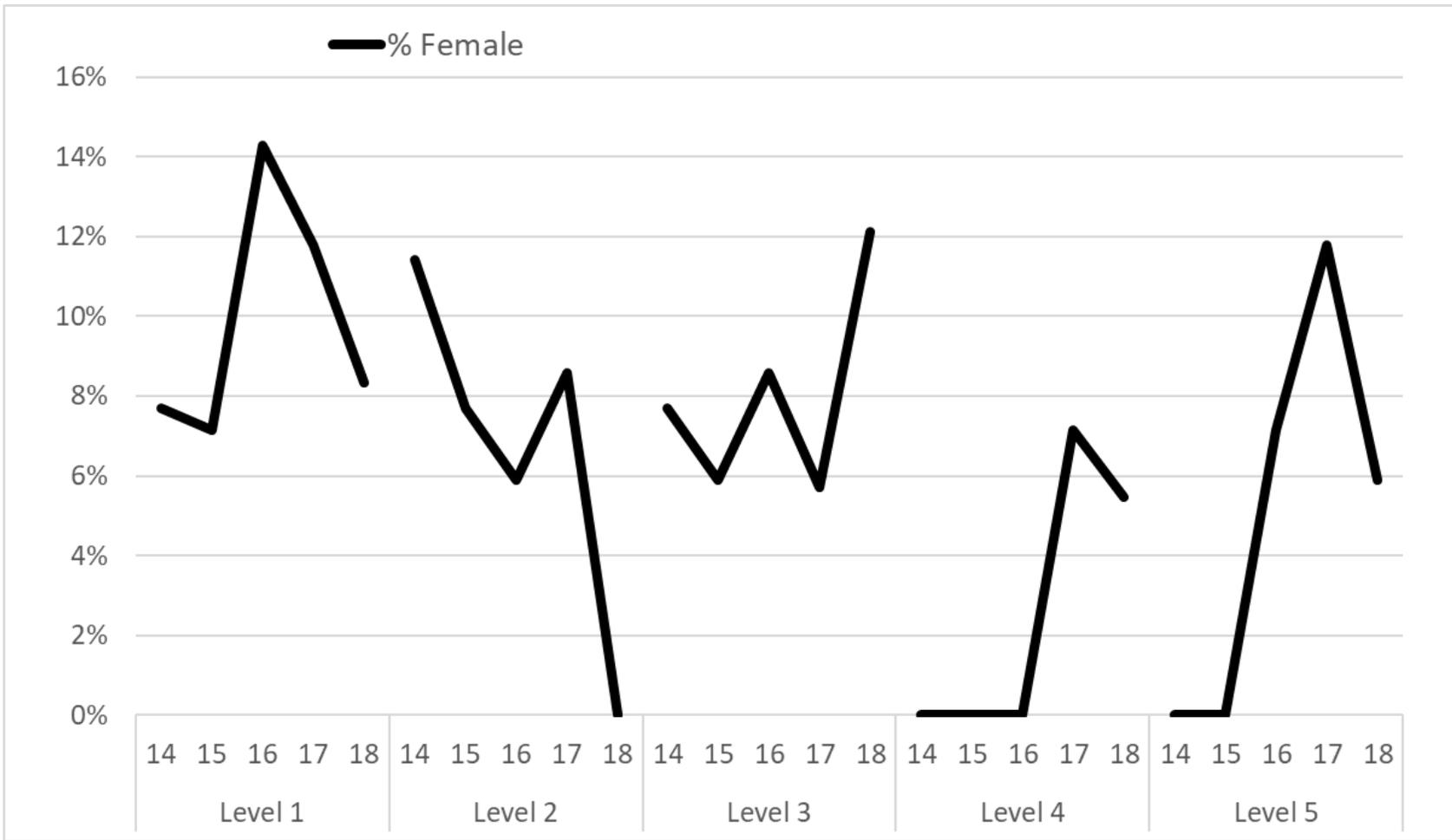
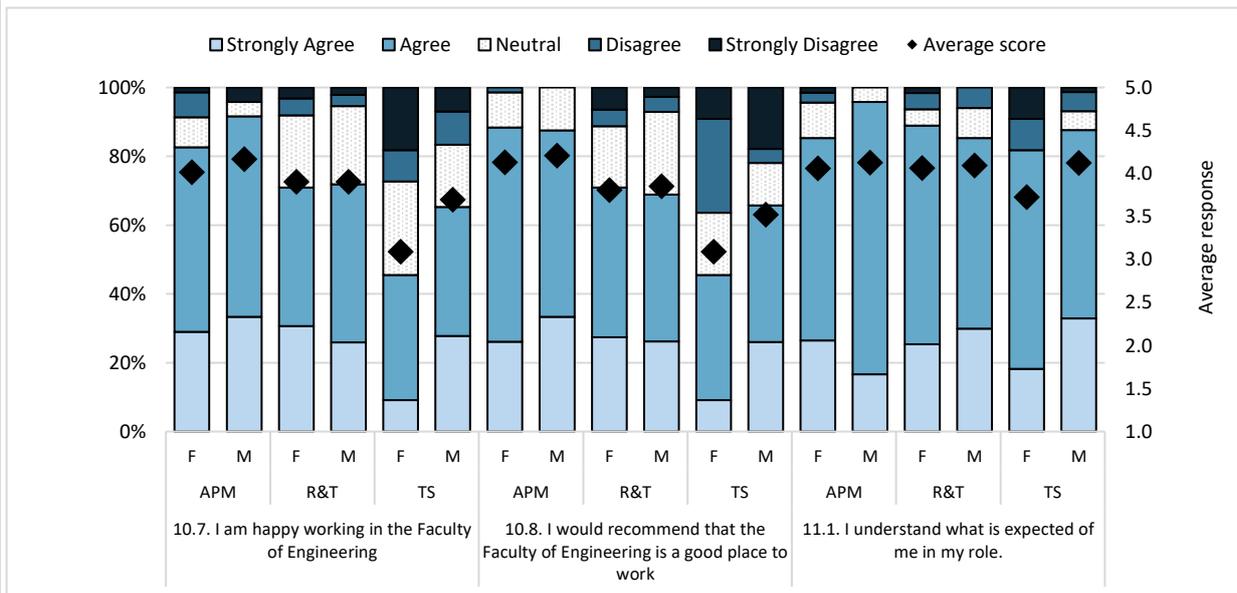
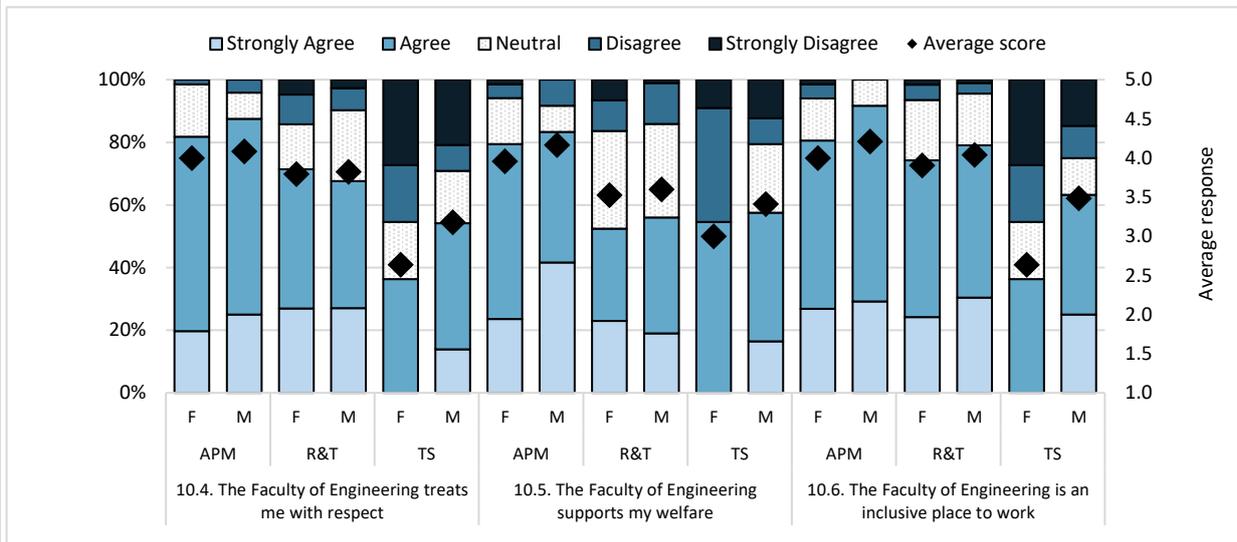
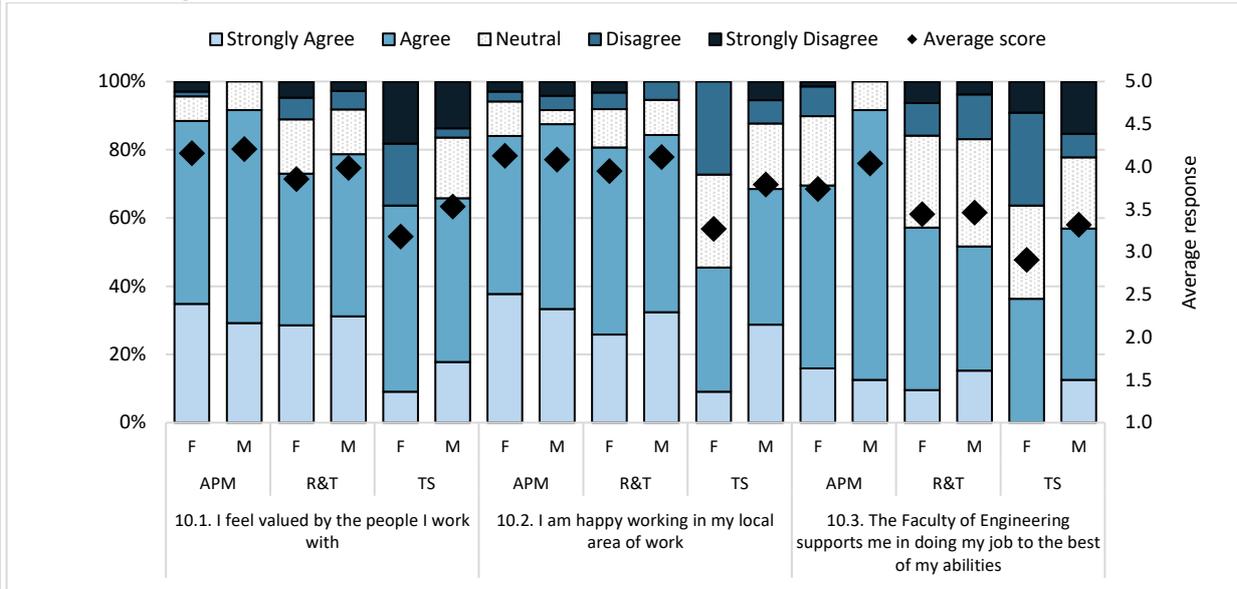
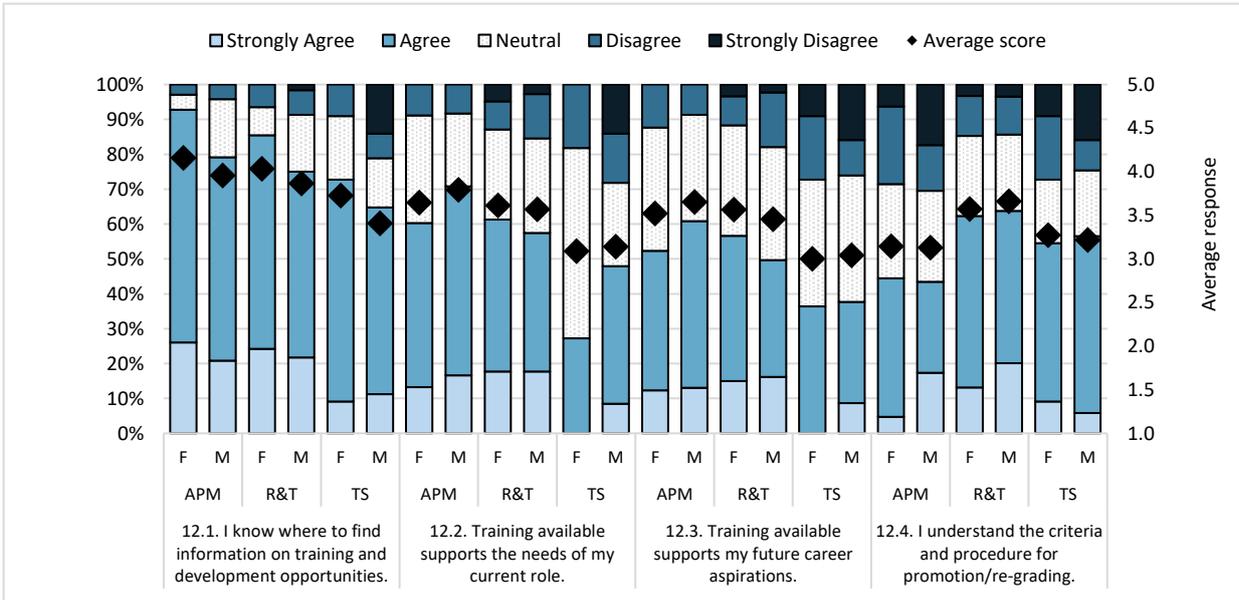
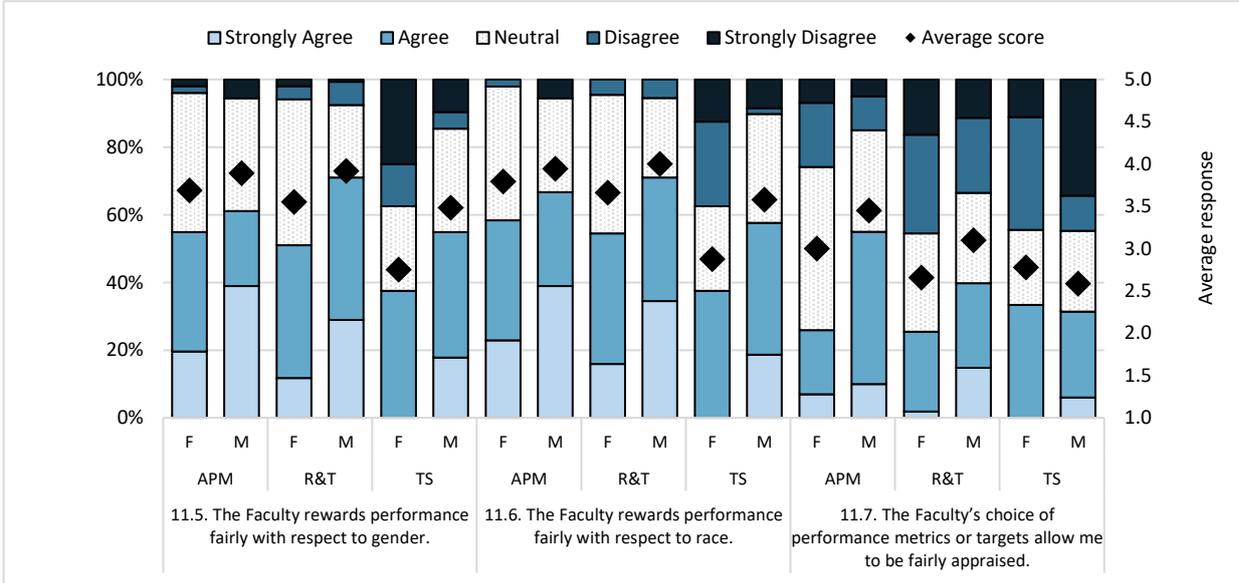
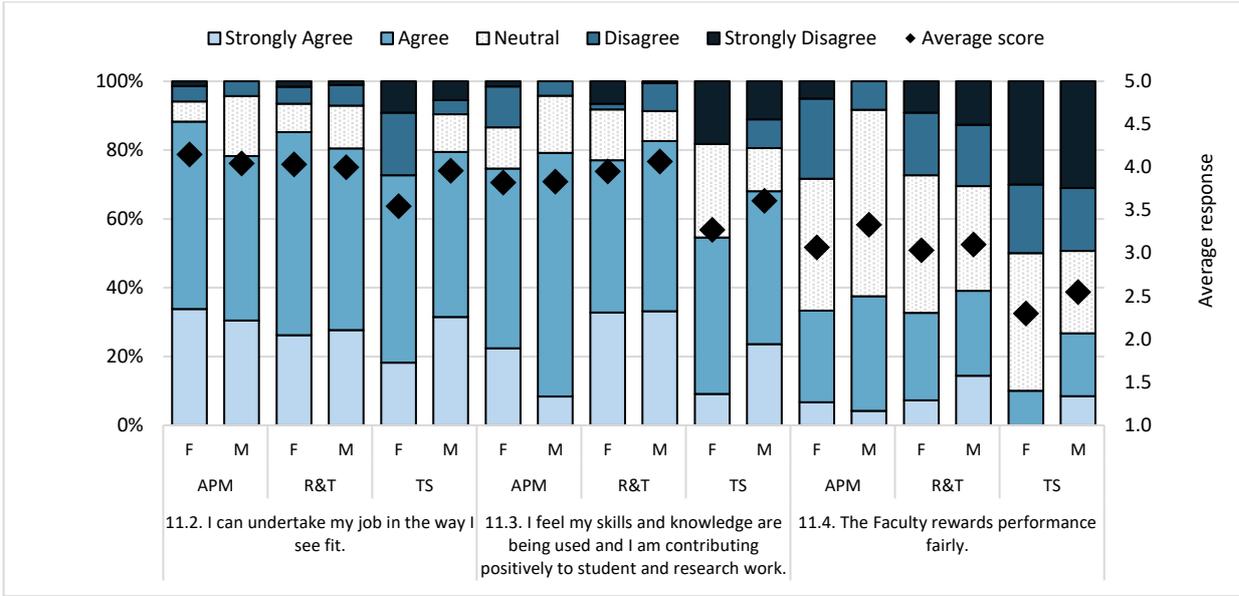


Figure 100 - TS Staff Pipeline

## FSS2019 by Gender:





Focus groups discussed issues identified in FSS2019, contributing towards actions addressing these concerns (detailed throughout this document).

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## **7. ACTION PLAN**

	Planned Action / Objective	Rationale	Person Responsible	Timeframe		Key Outputs & Milestones	Success Criteria
				Start	End		
<b>RESPRESENTATION &amp; KNOWLEDGE EXCHANGE</b>							
<b>1.1</b>	<b>Annual Review: FEDIB Membership</b> <ul style="list-style-type: none"> <li>FEDIB membership reviewed annually.</li> <li>To improve embedding of EDI, senior staff will sponsor AP sub-groups, ensuring high-level awareness of Athena and buy-in.</li> </ul>	We want to ensure that FEDIB has broad, representative membership and to allow for role rotations.	FEDIB Chair	OCT 2019	Annual review: OCT	FEDIB membership reviewed annually in October.  All AP subgroups have a senior staff member (APVC/HoD/HoRG) sponsor their work.	FEDIB has members from R&T/APM/TS job families in proportion with Faculty population by 2023.  FEDIB has at least 2 PGR members each year (recognising progression of members after completing PhDs)
<b>1.2</b>	<b>Gender Balance of FEDIB</b> <ul style="list-style-type: none"> <li>FEDIB gender balanced reviewed annually.</li> <li>No replacement of leaving female members if representation from their job family / area is covered by another existing member.</li> <li>If replacement needed, male staff member is nominated.</li> </ul>	FEDIB is 73% women, higher than other Faculty committees (but also contains more APM colleagues than other committees).  We want to be mindful of this number and ensure it does not become higher.	FEDIB Chair	OCT 2021	Annual review: OCT	FEDIB membership reviewed annually in October.	FEDIB gender balance becomes 60% F by 2022.  FEDIB gender balance becomes 50% F by 2023.
<b>1.3</b>	<b>LCF Feedback</b> <ul style="list-style-type: none"> <li>Faculty Education &amp; Student Experience Department Support Manager attends FEDIB meetings – continuing to feedback any issues from our student LCF meetings as a standing agenda item.</li> <li>Work with LCFs to find student views on how their voices and input should feed into FEDIB and evaluate if current processes are supporting best possible engagement with students.</li> </ul>	We recognise that our UG students have very intensive timetables during term time and PGT students are particularly hard to engage because of their short time with us.	Faculty Student Experience Team Manager	DEC 2019	Annual review: DEC	Matters arising for UG/PGT/PGR Students is a standing item on FEDIB meetings.  Matters arising addressed.  Actions and responses are reported from FEDIB back to originating LCF. Annual question asked at LCFs if groups feel EDI matters arising have been addressed to their satisfaction.	LCFs agree that all EDI matters arising have been addressed to their satisfaction each December from 2020. <ul style="list-style-type: none"> <li>If not all matters are addressed to LCF satisfaction, work with students/LCFs, making collaborative plans to improve.</li> <li>Work forms part of annual review in December.</li> <li>Meet target above by 2022.</li> </ul>

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				Start	End		
1.4	<b>Faculty Staff Survey</b> <ul style="list-style-type: none"> <li>Faculty Staff Survey in Jan 2021 and 2023.</li> <li>Line managers asked to remind staff about survey.</li> <li>Computer made available for TS staff to increase response rate of staff who do not use a computer as part of their regular responsibilities.</li> <li>Follow up focus groups will purposefully include any groups identified as under-represented in FSS respondents.</li> </ul>	The Faculty Staff Survey has been useful to FEDIB and enabled us to provide feedback both to staff and management. We want to continue with a survey every 2 years to hear voices of staff and track our progress.	Faculty Strategic Intelligence Analyst	JAN 2021	JAN 2023	Faculty Staff Survey held in 2021 and 2023.	Increased response rate each time for all staff families: <ul style="list-style-type: none"> <li>2019 response rates: APM: 73%, TS: 56%, R&amp;T: 44%</li> <li>2021 response rate targets: APM: 75%, TS: 60%, R&amp;T: 50%</li> <li>2023 response rate targets: APM: 77%, TS: 65%, R&amp;T: 55%</li> </ul>
1.5	<b>Faculty Staff Survey – Question Review</b> <ul style="list-style-type: none"> <li>Review questions before each survey period to ensure questions remain relevant.</li> </ul>	Want to ensure questions remain relevant while allowing progress tracking.	FEDIB Chair	SEP 2020	Biennial review: SEP 2022	Review of questions conducted before each survey period in SEP 2020 and 2022	Staff Survey questions remain relevant – measured by engagement in AP 1.4.
1.6	<b>FEDIB Web/Poster Content Updates</b> <ul style="list-style-type: none"> <li>FEDIB web/poster content reviewed and updated every six months to ensure currency.</li> <li>Accurate group membership/contact information maintained</li> <li>News/events are timely.</li> </ul>	With the establishment of FEDIB the Athena/Women in Engineering web content has been merged into these webpages to reflect the Faculty's broader EDI vision and to ensure we are responsive to the intersection of gender with race/disability. We want to keep this content up to date and relevant.	AP Section 1 Lead	JAN 2020	Ongoing  6 monthly Review	FEDIB web content standing item on FEDIB meeting agenda for review every 6 months.  Women in Engineering / FEDIB web content reviewed and updated every six months.	Engagement measured in website views.  Baseline visit numbers established in Jan 2020.  Year-on-year increases in web page views as content grows.  Use engagement data to understand what most views look for, and use this to then expand upon content that is useful to visitors.

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1.7	<b>FMB Blogs</b> <ul style="list-style-type: none"> <li>To increase understanding of strategy and improve transparency and information sharing, FMB members will write quarterly blog posts on a topic of their choice.</li> </ul>	<p>Provide a means for senior management to communicate their goals and shared strategies for the Faculty to create a stronger sense of community and “belonging to something bigger” amongst staff.</p> <p>Staff can access a blog at their own convenience.</p> <p>By having one blog for all FMB members will help to 1) spread the workload and 2) make the posts more readily accessible</p>	FMB Chair	AUG 2020	Ongoing	<p>Blog created in Aug 2020.</p> <p>At least 1 blog post per quarter.</p> <p>Visits to page recorded to measure engagement with materials on the page.</p>	<p>300 page views by August 2021. 1000 page views by August 2023.</p> <p>Improved score in FSS2021 and FSS2023 for: “I am consulted with, and informed of, managerial decisions that impact upon me”</p> <ul style="list-style-type: none"> <li>FSS2019 responses: APM: 70%, R&amp;T: 64%, TS: 58%</li> <li>FSS2021 response targets: APM: 72%, R&amp;T: 66%, TS: 62%</li> <li>FSS2023 response targets: APM: 75%, R&amp;T: 69%, TS: 69%</li> </ul>
1.8	<b>Success Stories – Part-time Staff Promotion</b> <ul style="list-style-type: none"> <li>Publish success story of part-time staff promotion on Faculty EDI webpages.</li> </ul>	We want to celebrate the achievements of our staff and highlight that success is most definitely possible through “non-traditional” working patterns.	AP Section 1 Lead	SEP 2021	DEC 2021	Story published on EDI webpages.	<p>Increase in applications for promotion from part-time staff from:</p> <ul style="list-style-type: none"> <li>3 in last 5 years, to</li> <li>10 for 2019 – 2024.</li> </ul>
1.9	<b>Sharing Success Outside of Promotion &amp; Regrading</b> <ul style="list-style-type: none"> <li>Anonymised success rates for Faculty staff through the Nottingham Recognition (Bonus) Scheme shared every 6 months.</li> <li>Email will also contain reminders about the Scheme and how to nominate people.</li> </ul>	With the introduction of the Nottingham Recognition Scheme alongside ADC, we want to recognise and celebrate excellence outside of the promotions and regrading process.	Faculty Operations Director	MAY 2020	NOV 2023	Email sent every 6 months to all Faculty staff with the numbers of staff recognised within the Nottingham Recognition Scheme.	<p>Faculty Staff Survey reports improvements in: “The Faculty Rewards Performance Fairly”</p> <ul style="list-style-type: none"> <li>FSS2019 responses: APM: 62%, TS: 52%</li> <li>FSS2021 response targets: APM: 64%, TS: 55%</li> <li>FSS2023 response targets: APM: 67%, TS: 60%</li> </ul> <p>No question should have significant differences by gender.</p>

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1.10	<b>Success Stories – Regrading</b> <ul style="list-style-type: none"> <li>Publish success stories of regrading for TS and APM staff on Faculty EDI webpages.</li> </ul>	We will expand our staff profiles to include successful regrading cases to celebrate success and provide more insight into the process for colleagues.	AP Section 1 Lead	JAN 2020	FEB 2020	Minimum 1 APM and 1 TS story published on EDI webpages.  Information from a manager’s point of view published on EDI webpages to demystify the process.	Increase in responses for FSS2021 and FSS2023 for “I understand the criteria and procedure for regrading” each survey.
1.11	<b>Success Stories – Trainee Technicians</b> <ul style="list-style-type: none"> <li>Publish case studies of our trainee technicians to Faculty EDI webpages, including showcasing women.</li> </ul> See also: AP 1.17, AP 3.8	We will expand our staff profiles to include our trainee technicians to showcase the work they do and highlight careers in TS.	FEDIB TS Reps	FEB 2021	APR 2023	Stories published on EDI webpages.  Inclusion of 1 woman.	Increase in number of women trainee technicians applications from 2021 levels.  Two women trainee technicians employed by 2023.
1.12	<b>Success Stories – TS</b> <ul style="list-style-type: none"> <li>Publish case studies of our technicians to Faculty EDI webpages, including showcasing women and minority groups.</li> </ul>	We will expand our staff profiles to include our technicians to showcase the work they do and highlight careers in TS.	FEDIB TS Reps	DEC 2020	MAY 2021	Stories published on EDI webpages: <ul style="list-style-type: none"> <li>Minimum of 1 woman technician.</li> <li>Minimum of 1 BME technician.</li> </ul>	Increased applications for TS roles from women and BME groups from 2014-2018 levels for 2019-2023 range.
1.13	<b>Success Stories – Changemaker Placement Programme</b> <ul style="list-style-type: none"> <li>Publish case studies of our technicians taking part in the Changemaker Placement Programme to Faculty EDI webpages.</li> </ul>	We will expand our staff profiles to include our technicians taking part in the Changemaker Programme to raise awareness of this training opportunity.	Faculty Technician Commitment Officer	DEC 2021	MAR 2022	Stories of 5 Engineering Staff published on EDI webpages and shared on UoN TS pages.	Engineering staff taking part in Changemaker placement programme is proportional to staff eligible (applications from minority groups are prioritised)
1.14	<b>Success Stories – Parental Leave</b> <ul style="list-style-type: none"> <li>Publish success stories of staff taking Parental Leave on Faculty EDI webpages.</li> <li>Include APM/TS job families to improve uptake.</li> </ul>	We want to raise awareness of Parental Leave Liaison roles and share success stories to improve uptake.	AP Section 1 Lead	APR 2022	JUN 2022	Stories published on EDI webpages: <ul style="list-style-type: none"> <li>Maternity</li> <li>Paternity</li> <li>Shared Parental Leave</li> </ul> Inclusion of TS/APM staff	Increase in staff taking parental leave for 2019-2023 compared to 2014-2018. <ul style="list-style-type: none"> <li>2014-2018 rates: Maternity: 43, Paternity: 64, SPL: 3</li> </ul> Increase in APM/TS taking leave for 2019-2023 compared to 2014-2018: <ul style="list-style-type: none"> <li>2014-2018 rates: Maternity: 9, Paternity: 12, SPL: 0</li> </ul>

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1.15	<p><b>Success Stories – Flexible Working</b></p> <ul style="list-style-type: none"> <li>Publish success stories of staff with flexible working and manager perspective on Faculty EDI webpages.</li> </ul>	We want to celebrate the achievements of our staff and highlight that success is most definitely possible through “non-traditional” working patterns.	AP Section 1 Lead	DEC 2019	FEB 2020	Stories published on EDI webpages.	<p>Increase in numbers of staff reporting flexible working, measured by FSS for “I have formal flexible working arrangements”:</p> <ul style="list-style-type: none"> <li>FSS2019 responses: APM: 12%, R&amp;T: 13%, TS: 6%</li> <li>FSS2021 response targets: APM: 15%, R&amp;T: 15%, TS: 9%</li> </ul> <p>Increase in numbers of staff reporting flexible working, measured by FSS for “I have informal flexible working arrangements”:</p> <ul style="list-style-type: none"> <li>FSS2019 responses: APM: 39%, R&amp;T: 56%, TS: 13%</li> <li>FSS2021 response targets: APM: 42%, R&amp;T: 60%, TS: 20%</li> </ul>
1.16	<p><b>Outreach Recording</b></p> <ul style="list-style-type: none"> <li>Faculty Staff Survey will ask question on if staff have completed outreach activities in the past year to improve our data quality on requests outside the FoE Outreach and Schools Liaison Officer.</li> </ul>	Our current outreach data only records staff taking part through the Faculty Outreach and Schools Liaison Officer.	Faculty Strategic Intelligence Analyst	JAN 2021	FEB 2023	From 2021, FSS will have question on participation in outreach activities.	Data recorded on how many staff participated in outreach in the last year in FSS2021.
1.17	<p><b>Outreach for TS</b></p> <ul style="list-style-type: none"> <li>Development of outreach resources and information to include apprenticeships in TS in addition to UG study.</li> </ul> <p>See also: AP 1.11, AP 3.8</p>	Low numbers of women in TS apprenticeships we want to improve the numbers applying and broaden the pipeline from the start by highlighting TS as a career pathway.	FEDIB TS Reps	JUN 2020	SEP 2023	Materials developed for Apprenticeship Outreach by January 2021.	Increase in percentage of women applying for apprentices from 18% in 2017 to 20% in 2023.
1.18	<p><b>Data Collection Policy for External Speakers</b></p> <ul style="list-style-type: none"> <li>FEDIB will investigate and form a data collection policy for external speaker demographics, ensuring this complies with GDPR</li> </ul> <p>See also: AP 1.19</p>	<p>Currently there is no system of recording EDI data on external speakers.</p> <p>We want to collect a range of demographic information on our external speakers, but want to do this in a way which is compliant with GDPR.</p>	Faculty Performance & Business Systems Manager	JAN 2020	MAR 2020	Faculty data collection policy for external speakers produced.	Optional demographic information sheet developed with instructions circulated to Department and Research Coordinators.

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1.19	<b>External Speakers</b> <ul style="list-style-type: none"> <li>We will capture EDI data of external speakers for taught courses and research seminars.</li> <li>Annual report presented to FEDIB and FEB.</li> </ul>	We want to understand the demographic data of our external speakers to ensure there are a range of role models shown.	Faculty EDI Officer	APR 2020	Ongoing	First annual EDI report on external speakers presented in August 2021.  Annual report in 2022 and 2023.	Increased number of women invited as external speakers from 2020 baseline levels by 2022.
1.20	<b>Future Engineer</b> <ul style="list-style-type: none"> <li>Extend “Future Engineer” poster and online profiles to include PG students.</li> </ul>	Build on the success of the UG “Future Engineer” campaign to inspire students to consider PG study and a research career.	Engineering Marketing Manager	MAR 2022	Ongoing	Posters and online content produced showcasing PG Students displayed as part of Future Engineer Campaign.  Annual review of content in June to ensure content remains relevant.	Gender balance of 50% in Future Engineer Profiles by 2023.  Increased numbers of applications for PG study from UoN UG students by Jun 2023.
1.21	<b>Faculty Staff Awards</b> <ul style="list-style-type: none"> <li>Faculty Staff Awards commenced in July 2019 and will take place annually.</li> </ul>	<p>The Engineering Staff Awards recognise contributions to our Faculty and wider community.</p> <p>We will continue with these to celebrate our staff</p>	Research & KE Director	MAY 2020	Annual Event: JUL	Staff Awards take place in July 2020, 2021, 2022, 2023.	<p>Improved FSS responses for “I feel valued by the people I work with”:</p> <ul style="list-style-type: none"> <li>FSS2019 responses: APM: 84%, R&amp;T: 78%, TS: 70%</li> <li>FSS2021 response targets: APM: 86%, R&amp;T: 80%, TS: 74%</li> <li>FSS2023 response targets: APM: 88%, R&amp;T: 82%, TS: 78%</li> </ul>
1.22	<b>Core Hours Recording</b> <ul style="list-style-type: none"> <li>Faculty Staff Survey will ask question on if staff agree that core hours are adhered to improve our data quality.</li> <li>Baseline established in FSS2021.</li> <li>Actions in place reminding everyone of core hours if required.</li> <li>Recording of responses in FSS2023 to establish improvements.</li> </ul>	<p>Core hours are 10 – 4. We want to get staff feelings on if these are adhered to.</p> <p>We can use the FSS2023 to establish a base line and understand if there are differences by job family or full-time/part-time staff.</p>	FEDIB Chair	JAN 2021	JAN 2023	FSS2021 onwards asks question if staff feel core hours are adhered to.	<p>FSS2021 responses same with respect to full-time/part-time staff.</p> <p>Improvement in FSS2023 from baseline established in FSS2021 for all job families.</p>

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<b>SUPPORTING OUR STUDENTS</b>							
<b>2.1</b>	<b>Learning From Our Own Success in UG Admissions</b> <ul style="list-style-type: none"> <li>Faculty Admissions Group asks each Department to share insights into their successes. Different Departments have tried their own discipline specific interventions, so providing opportunity for inter-disciplinary evaluation and learning.</li> <li>Shared best practice ensures continual improvement in and focus on improving gender balance in student population. Presented at Faculty Admissions Group.</li> <li>Continued research into what works at other universities and pilot in FoE.</li> <li>Focus groups with our current students to better understand why they chose to study at Nottingham, in particular with students from minority groups.</li> </ul>	We want to further learn from our own Departments' best practice to see if we can expand this: <ul style="list-style-type: none"> <li>ABE have 50/50 split on UG courses</li> <li>CE have improved their UG F student numbers since 2013 from below national average to above Russell Group average.</li> <li>CE and EEE have seen increasing numbers of UG applications from women.</li> <li>M3 have women industrial placement students in UG marketing materials.</li> </ul>	Faculty Admissions Group Chair	SEP 2019	Ongoing  Annual Review: SEP	EDI is standard agenda item on Faculty Admissions Group.  Documented Faculty Admissions Group best practice guidelines with these to be applied to all Departments.  Focus groups of students held annually in November.  Focus group report shared with Faculty Admissions Group and Marketing.	FEPS percentage women above UG average by 2023.  Increase in female UG numbers to 30% Faculty average by 2023.  Increase from 2018 levels in all Departments by 2023.
<b>2.2</b>	<b>EDI Reporting for UG Admissions</b> <ul style="list-style-type: none"> <li>Annual EDI report for Applications/Offer/Accepts for each Department produced for Faculty Admissions Group.</li> </ul>	Want to be proactive and monitor any EDI trends so that understanding and actions where appropriate can be taken in addition to sharing best practice.	Faculty Strategic Intelligence Analyst	AUG 2020	Ongoing  Annual Review: AUG	EDI report for Faculty Admissions Group produced each year in August.	Actions to address any issues in place for September 2020.  Review and reflection on actions provided by Departments by August 2021.

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2.3	<b>Retention of WP Applicants via FEPS</b> <ul style="list-style-type: none"> <li>WP applicants applying for year 1 who fall below our offer grades are referred to FEPS.</li> </ul>	We want to increase our WP students and this measure improves the accessibility of our UG courses by offering a Foundation Year option, rather than rejecting applicants.	FEPS Admission Tutor	SEP 2020	Ongoing  Annual review: AUG	During applications cycle, all students who meet the following conditions will be passed on for consideration of alternative offer: <ul style="list-style-type: none"> <li>Are WP flagged;</li> <li>Do not meet year 1 entry requirements;</li> <li>Do meet FEPS entry requirements.</li> </ul>	Increase in percentage of applications received by FEPS from WP students.  Alternative offers in place in all Departments by 2022 admissions cycle.
2.4	<b>Unconscious bias training for UG Admissions</b> <ul style="list-style-type: none"> <li>Expand unconscious bias training for Admissions Tutors with annual review by the Faculty Admissions Group.</li> <li>Ensuring new Admissions Tutors complete training and maintaining 100% completion.</li> </ul>	All Departments have higher % F UG populations than the national average for the discipline, however we would like to improve this further.	Faculty Admissions Group Chair	JAN 2020	Ongoing  Annual Review: JUL	Additional unconscious bias training provided each summer to Admissions Tutors.	Maintain 100% completion rate of unconscious bias training for UG Admissions Tutors at each yearly review in July.
2.5	<b>CE – Environmental Engineering Marketing</b> <ul style="list-style-type: none"> <li>Environmental Engineering courses profiled in marketing materials.</li> </ul>	CEE degrees with Environmental Engineering have greater %F populations. Ensuring these courses are prominently displayed in marketing materials will help increase numbers of women in the Faculty.	CE Admissions Tutor	SEP 2020	DEC 2020	Environmental Engineering courses profiled in marketing materials by December 2020.	Increase in CEE %F population at Department level from 31% in 2018/19 to 35% by 2021/22.

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2.6	<p><b>UG Degree Attainment – Understanding our Data</b></p> <ul style="list-style-type: none"> <li>Analyse UG degree attainment at Department level to identify issues and highlight best practice (including investigation if BEng/MEng split has an impact on M/F attainment).</li> <li>Undertake analysis for BME students.</li> </ul> <p>See also: AP 2.8</p>	<p>We want to ensure that degree outcomes are not different with respect to gender. The numbers of women graduating with a 2:2 remained static while at the same time an increased number of men are graduating with a 2:1. We want to understand the reasons for this better so that we can provide support where needed.</p> <p>We suspect that BEng/MEng (BArch/MArch) split in cohorts is significant (students on MEng/MArch courses have to obtain a year 2 average of 55% at the first attempt to progress so tend to be stronger academically), but we wish to conduct a quantitative and qualitative analysis.</p>	Faculty APVC for Education & Student Experience	APR 2020	Ongoing  Annual Review: JUL	<p>Exam Boards receive annual EDI report commencing June 2020.</p> <p>Established trends of M/F degree attainment for each Department and BEng/BArch and MEng/MArch courses.</p>	Reports from Departments on EDI trends with problems and best practice by July 2021.
2.7	<p><b>UG Degree Attainment – Knowledge Exchange</b></p> <ul style="list-style-type: none"> <li>Knowledge sharing event to allow Departments to discuss challenges and share best practice to develop actions to support underperforming groups</li> </ul>	We have a large and diverse Faculty so will provide more opportunities for knowledge sharing to support all students.	Faculty APVC for Education & Student Experience	JUL 2021	JUL 2021	Forum event to share best practice and challenges in July 2021.	As measured by AP 2.8
2.8	<p><b>UG Degree Attainment – Actions to Address the Degree Awarding Gap</b></p> <ul style="list-style-type: none"> <li>Following AP2.6 &amp; AP2.7, actions to support underperforming groups in place by September 2022.</li> <li>Review and reflection of actions and impact within Faculty and learning points shared to further improve.</li> </ul>	Taking action to address any identified degree awarding gaps in the Faculty.	Faculty APVC for Education & Student Experience	SEP 2022	SEP 2023	<p>Actions to support underperforming groups in place by September 2022.</p> <p>Review and reflection on actions provided by Departments by July 2022.</p> <p>Second phase of actions put in place by September 2022 and review by September 2023.</p>	<p>No difference in degree outcomes by gender (i.e. percentages of men and women receiving each degree class is equal by 2023).</p> <p>Reduced percentage of men receiving 3<sup>rd</sup> class degrees from 2% in 2018 to 0.5% in 2023.</p>

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<b>2.9</b>	<b>UG Degree Attainment – Updated Programmes</b> <ul style="list-style-type: none"> <li>• Standing EDI item on agenda of FETLB at start of academic year where outcomes of the previous session reviewed.</li> <li>• Investigate if changes to course structures have an impact on attainment – especially changes in module weightings for coursework/exams.</li> </ul>	When course structures change, we want to ensure that no one student group is impacted negatively.	Faculty APVC for Education & Student Experience	JUL 2021	Ongoing  Annual Review: JUL	FETLB receive historic data trends on degree outcomes for all Departments for comparison with new structures in July 2021. FETLB receive EDI report on degree outcomes for all Departments annually in July.  Established trends of M/F degree attainment in updated courses compared to previous ones.	If variations found, action plan put in place to support student groups affected by Directors of T&L in Departments by September 2021.  Review and reflection on actions provided by Departments by June 2022.  Second phase of actions put in place by September 2022 and review by September 2023.  No difference by gender for any updated course structure with annual review to ensure this is maintained and expanded to other minority groups.
<b>2.10</b>	<b>Learning from our Best Practice in PGT Admissions</b> <ul style="list-style-type: none"> <li>• Faculty Admissions Group ask each Department to share insights into their successes, presented at Faculty Admissions Group.</li> <li>• Student EDI data presented annually, with actions in place for underperforming Departments using AP 2.11 – 2.13.</li> <li>• Sharing of best practice for supporting students with caring responsibilities to investigate if PGT courses can be made more flexible.</li> </ul>	We want to further learn from our own Departments' best practice to see if we can expand this	Faculty PGT Admissions Chair	JUL 2021	Ongoing  Annual Review: JUL	EDI is standard agenda item on Faculty Admissions Group.  PGT Annual EDI report presented to Faculty Admissions Group in July. Actions in place to improve any Departments with falling %F applications/ offers/ accepts by September 2021.	Increase in Faculty female PGT population to 35% by 2023 with increases from 2018 levels in all Departments.
<b>2.11</b>	<b>PGT Admissions – Working with Agents</b> <ul style="list-style-type: none"> <li>• Work with agents to review and update materials provided to applicants to understand what information students (particularly women students) value, so we can include this material.</li> </ul>	%F population fluctuates due to challenging market conditions. We want to ensure our marketing materials are as good as we can make them.  Most PGT recruitment is undertaken by overseas agents; we want to review what information applicants are provided and ask what is most useful to them in choosing a PGT course.	Faculty PGT Admissions Chair	SEP 2020	SEP 2023	Review of PGT marketing materials complete by 2021.  Updated materials completed by 2022.	Increase in applications for all Departments by 2023 from 2019 levels.

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<b>2.12</b>	<b>PGT Numbers – Learning from our Students</b> <ul style="list-style-type: none"> <li>PGT Student Experience Directors (new roles for 2019/20) meet with their students and feedback what information our students value in deciding where to study.</li> <li>Information passed on to Faculty Admissions Group and Engineering Marketing Team.</li> </ul>	We want to learn from our own PGT students about why they chose to study at Nottingham and build on our strengths.	PGT Student Experience Group Chair	JUN 2022	OCT 2022	Summary document from each PGT Student Experience Director.  Document shared with PGT Admissions Group and Marketing Team.	Increase in applications for all Departments by 2023 from 2019 levels.
<b>2.13</b>	<b>Supporting Our PGT Students</b> <ul style="list-style-type: none"> <li>PGT Student Experience Directors meeting with their students and feedback what support students value and how we can improve.</li> <li>Anonymised Information shared at Faculty Student Experience Group.</li> </ul>	We want to learn from our own PGT students about what support they value and what more they would find helpful.	PGT Student Experience Group Chair	JUL 2021	OCT 2022	Summary document from each PGT Student Experience Director by October 2021.  Document shared with appropriate team(s) to improve support by October 2021.	Response for “Have you considered, for any reason, leaving your postgraduate course” in the Postgraduate Taught Student Survey reduced from 2019 levels by 2022.
<b>2.14</b>	<b>MSc Programmes Marketing</b> <ul style="list-style-type: none"> <li>Multidisciplinary and design/environment focussed courses highlighted on webpages.</li> <li>Future Engineer case study of women on intra-faculty programmes.</li> <li>Exploration of what women value most about these programmes (and Human Factors in M3 which has a large female cohort) to inform curriculum updates in our “traditional” MSc courses to make them more appealing to a wider range of students.</li> </ul>	We have small numbers but high %F for our intra-faculty Bioengineering and Sustainable Energy Programmes. This presents an opportunity to grow our female PGT population.	Engineering Marketing Manager	APR 2022	NOV 2023	Intra-faculty MSc courses highlighted on webpages by July 2022.  Future Engineer case studies complete by September 2022.	Growth in applications from women to intra-faculty MScs: <ul style="list-style-type: none"> <li>66 in 2018 to</li> <li>100 in 2023</li> </ul> Maintain 30 %F populations for intra-faculty MScs in challenging market from 2019 – 2023.
<b>2.15</b>	<b>PGT Completion Times</b> <ul style="list-style-type: none"> <li>Analyse PGT completion times at Department level to highlight any issues to empower Departments to target additional support for their PGT Students.</li> </ul> See also: AP 2.13	There has been a small increase in the numbers of PGT students taking more than 2 years to complete.  We want to ensure that all students are aware of the support that is available if they are struggling.	PGT Student Experience Group Chair	DEC 2019	Ongoing  Annual Review: FEB	PGT completion times analysed by Departments with challenges and best practice highlighted by February 2020.  PGT Course Directors to put in action plan to further support students by September 2020.	98% of PGT students complete within 2 years by 2023 with no gender differences.

	Planned Action / Objective	Rationale	Person Responsible	Timeframe		Key Outputs & Milestones	Success Criteria
				Start	End		
<b>2.16</b>	<b>PGT Online Induction – Annual Updates</b> <ul style="list-style-type: none"> <li>Welcome week and induction materials are available online through module pages in Moodle and publicised via University social media channels, Graduate School welcome programme and PGT Course Directors.</li> <li>These are annually reviewed and updated.</li> </ul>	We have a significant minority of PGT students arriving late who miss welcome week – so want to make more available online for them to ensure that they are aware of support available.	Faculty Student Experience Team Manager	JUN 2020	Ongoing  Annual Review: JUN	All induction materials updated on Moodle in advance of welcome week in September 2020  Materials updated annually in June.	Responses for “I was given appropriate guidance and support when I started my course” in the Postgraduate Taught Student Survey increased from 2019 levels by 2022 and again between 2022 and 2024.
<b>2.17</b>	<b>EDI Reporting for PGR Admissions</b> <ul style="list-style-type: none"> <li>Annual EDI report on PGR students presented to Faculty Research Board for consideration including on the Faculty Research Excellence Scholarships.</li> <li>Faculty Research Board Chair responsible for ensuring all members have completed unconscious bias training each year (ensuring continued completion allowing for committee role rotation).</li> </ul> <p>See also: AP 2.18, AP 2.19</p>	Our PGR female student numbers are stable in a difficult market. Faculty competes with industry for the best students so this is a challenging pipeline to improve.	PGR Recruitment Director	JUL 2021	Ongoing  Annual Review: OCT	Completion of unconscious bias training is promoted as part of the standing EDI agenda item for Faculty Research Board.  EDI report on PGR presented annually to Research Board commencing July 2021.  Actions put in place if data shows decrease in women applications/ offers/ accepts.	All Faculty Research Board members maintain 100% completion of unconscious bias training – formally checked and recorded in July each year.  Increase in Faculty female PGR population to 30% by 2023.
<b>2.18</b>	<b>PGR Numbers – Learning from our Students</b> <ul style="list-style-type: none"> <li>PGR Student Experience Group feedback what information our students value in deciding where to study.</li> </ul>	We want to learn from our own PGR students about why they chose to study at Nottingham and build on our strengths.	PGR Recruitment Director	SEP 2021	DEC 2021	Summary document from PGR Recruitment Director produced.  Document shared with PGR Admissions Tutors and Marketing Team to improve our information.	As measured by AP 2.19

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<b>2.19</b>	<p><b>PGR Recruitment</b></p> <ul style="list-style-type: none"> <li>Monthly Faculty PGR recruitment bulletin sent to all staff with reminders of funding opportunities.</li> <li>Ensure that Faculty PGR programmes are continued to be represented at Faculty careers events to publicise research as a career.</li> </ul>	We will make efforts to improve our PGR recruitment through a number of channels which aligns with our Faculty strategy to increase quality of applicants.	PGR Recruitment Director	DEC 2019	SEP 2022	<p>Continued presence of PGR study option at Faculty Careers Events.</p> <p>PGR recruitment bulletins sent monthly to all staff.</p> <p>PGR programme information stand at Faculty careers events from September 2019.</p>	<p>Increase in %F PGR applications from 23% in 2018 to:</p> <ul style="list-style-type: none"> <li>25% by 2021</li> <li>26% by 2023</li> </ul> <p>Increase in PGR applications from current UoN students from 2019 levels by 2023.</p>
<b>2.20</b>	<p><b>PGR Completion times</b></p> <ul style="list-style-type: none"> <li>Annual EDI report on completion times across the Faculty.</li> <li>Report produced by Faculty contains completion time data adjusted to take into account periods of leave (including caring leave and extenuating circumstances).</li> <li>Actions put in place in conjunction with AP 2.21 to support students.</li> <li>Reminders to staff on support available to PGR students via the Welfare Team.</li> </ul>	Most students complete within 4.5 years, but this percentage is lower for women. We want to ensure these students are supported in a timely way.	PGR Student Experience Board Chair	SEP 2021	SEP 2023	<p>Students who cross 4 years registration time or who submit an annual report that shows unsatisfactory progress, will have meeting with their supervisor.</p> <p>Information sent to Supervisors reminding them of support available so they can better support their students.</p>	<p>Percentage of women and men completing within 4.5 years is equal by gender by 2023.</p> <p><i>Future aspiration:</i> 98% of students complete within 4.5 years by 2025.</p>

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				Start	End		
<b>2.21</b>	<b>Supporting PGR Students – Welfare Team</b> <ul style="list-style-type: none"> <li>Anonymous data on uptake of Engineering Welfare Team services by PGR students produced.</li> <li>Feedback on awareness of Engineering Welfare Team amongst PGR students and asking about PGR student needs via raising at PGR Experience Group meeting.</li> <li>Engineering Welfare Team information publicised to PGR students via student bulletins, posters in Engineering &amp; Science Graduate Centre and PGR Experience Group Meetings for reps to disseminate</li> </ul>	<p>Linked to PGR completion times – we want to raise awareness of support available for students to access these services themselves.</p>	Engineering Student Welfare Manager	SEP 2021	APR 2023	<p>Anonymous usage statistics of PGR students’ interaction with Faculty Welfare Team used to establish baseline by August 2022.</p> <p>Feedback on awareness and specific needs of PGR students by January 2022, with review in January 2023 and January 2024 to assess impact of actions.</p> <p>Information on Engineering Welfare Team published through student reps, posters, emails.</p>	<p>Increased number of PGR students accessing Engineering Welfare Team support from levels established in 2021 by 2023.</p>
<b>2.23</b>	<b>Welfare Support for Low Engagement Groups</b> <ul style="list-style-type: none"> <li>Engineering Welfare Team to produce anonymised EDI report of service users annually.</li> <li>Low involvement groups to identified and consider how to raise awareness and target these students by discussion with student LCF reps and Students’ Union.</li> </ul>	<p>The Engineering Welfare Team established in 2016/17 supports our students and collect anonymised data on which students are accessing the service.</p> <p>If there are groups who are under-represented, is there anything we can do to make the service more accessible and raise awareness?</p>	<p>Engineering Student Welfare Manager</p> <p>Faculty Student Experience Team Manager</p>	JUN 2020	SEP 2021	<p>EDI report produced by August 2020 to identify of any low participation groups relative to student population.</p> <p>Student reps consulted on how to raise awareness and actions based upon these put in place by September 2021. Review of these actions by June 2022. Updated actions put in place by September 2022.</p>	<p>Increase in engagement with Engineering Welfare Team from low participation groups up from 2020 levels by 2023.</p>

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2.24	<p><b>N-SERP Numbers</b></p> <ul style="list-style-type: none"> <li>• Advertise N-SERP scheme through Department UG Senior Tutors to encourage applications from UG students, in particular from women.</li> <li>• Investigate collecting more demographic data from applicants to understand how many BME students participate and how we can build upon this number</li> </ul>	<p>The N-SERP Scheme provides insights into research careers for UG students.</p> <p>We want to increase the number of applicants and placements for under-represented groups.</p>	Education and Student Experience Initiatives Officer	MAY 2020	MAY 2022	Senior Tutors in Departments circulate N-SERP opportunities every May.	<p>Increase in percentage of women on N-SERP <i>from 25% in 2018 to:</i></p> <ul style="list-style-type: none"> <li>• 26% in 2020</li> <li>• 27% in 2023</li> </ul> <p>Increase in number of women on N-SERP scheme each year.</p>

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				Start	End		
<b>SUPPORTING OUR STAFF</b>							
<b>3.1</b>	<b>Teaching Experience for L4 Research Staff</b> <ul style="list-style-type: none"> <li>Improve opportunities, and awareness of opportunities, for Research staff to gain teaching experience by discussing this as part of ADC and career development. Including: <ul style="list-style-type: none"> <li>Contribution to teaching courses at the Graduate School</li> <li>Encourage staff to take the Associate Teachers' Programme (ATP), which with 30 hours teaching a year, leads to Associate Fellowship of the Higher Education Academy.</li> </ul> </li> </ul>	L4 staff report that they find it difficult to apply for L5 R&T roles because they have no teaching experience. We will support those who wish to develop in this area by encouraging them to gain a teaching qualification.	Faculty APVC for R&KE	APR 2020	FEB 2023	Teaching development discussed as part of ADC for all Research Staff.	<p>Raised awareness of ATP Qualification for Research Staff (measured by staff survey in 2021 and 2023).</p> <p>Number of L4 Researchers completing ATP increased by 10% from 2019 numbers by 2023.</p> <p>Increase in number of Staff gaining Associate Fellow HEA status from 15% to 25% by 2023.</p>
<b>3.2</b>	<b>Research Staff Promotion Workshops</b> <ul style="list-style-type: none"> <li>Continuing annual Faculty Promotions Workshop event for Research Staff, modelled on R&amp;T promotions workshop best practice.</li> </ul>	<p>Want to encourage L4 Research Staff to apply for promotion to L5 Research, which better places them to apply for L5 R&amp;T posts.</p> <p>The Faculty Promotions Workshop for R&amp;T staff was well received; we want to provide this support for Research staff.</p>	Faculty APVC for R&KE	JUN 2020	Ongoing  Annual Event: JUN	Annual promotion workshop for Research Staff in June (First event in 2018).	<p>Increase in number of L4 research staff applying for promotion to L5 each year (starting from 6% in 2017).</p> <p>Parity of success rates for women and men applying for promotion to L5 by 2022.</p>
<b>3.3</b>	<b>Supporting New Staff as PGR Supervisors</b> <ul style="list-style-type: none"> <li>Spread FTE supervision evenly between newer and established supervisors.</li> <li>Monitor FTE levels per research group and identify where individuals are under or overloaded with supervision.</li> <li>Enforcing cap on PGR FTE.</li> </ul>	Ensuring transparent and equitable allocation of PhD students will support early career academics establishing their research.	Faculty APVC for R&KE	OCT 2022	Ongoing  Annual Review: OCT	Capture number of Faculty studentships awarded to new staff.	No more than 3:1 difference in distribution of PGR students amongst staff by 2023/24 session between most and least (giving new academics minimum of 3 years to build up to full load).

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3.4	<b>Redeployment Meetings Review</b> <ul style="list-style-type: none"> <li>Review materials and resources signposted during initial redeployment meeting to ensure funding options are covered (e.g. bridging &amp; other funding for researchers).</li> </ul>	We recognise that while this is a sector wide issue, we want to ensure continuity of employment for researchers as far as we can and reduce the number of leavers.	Faculty HRBP	DEC 2019	FEB 2020	Review and update of materials used in redeployment meeting for research staff.  Capture data for staff accessing bridging funding.	Increased number of staff accessing bridging funding from level established in 2020 by 2022.  Reduction in percentage of research leavers from 24% in 2018/19 to 20% by 2022/23.
3.5	<b>Uptake of New Training for Interview Panellists</b> <ul style="list-style-type: none"> <li>Ensure all staff sitting on interview panels have completed new training prior to April 2020 deadline.</li> <li>Faculty Performance &amp; Business Systems Manager sends reminder emails to anyone who has sat on panels in the 2018/19 session who has yet to complete training in Jan, Feb and Apr 2020.</li> </ul>	We have new training following the Diversity by Design process that all interview panellists need to complete.	Faculty Performance & Business Systems Manager	JAN 2020	APR 2020	50% of staff sitting on interview panels complete training by Feb 2020.	All staff sitting on interview panels complete training by April 2020.
3.6	<b>Reviewing Effectiveness of New Role Profiles</b> <ul style="list-style-type: none"> <li>HRBP collects feedback from line managers and successful applicants on the job application process with new role profiles.</li> <li>Feedback passed to central HR team and UoN EDI Board.</li> </ul>	New role profiles for posts become fully operational in Oct 2019. We want to collect feedback and review effectiveness of these.	Faculty HRBP	FEB 2020	AUG 2020	Feedback collected from line managers and staff appointed with the new role profiles.	Feedback passed to central HR team and UoN EDI Board to further improve role profiles by Aug 2020.

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3.7	<p><b>Continuing Diversity by Design</b></p> <ul style="list-style-type: none"> <li>Further rollout of evidence-based questions for recruitment over academic CV submission / other recommendations from pilot.</li> </ul>	<p>We want to expand the best practice from the Diversity by Design pilot to the rest of the Faculty.</p> <p>We are aware that small numbers of applications from women can dramatically change percentages each year, so will measure over a two-year average to improve accuracy of comparisons.</p>	Faculty Operations Director	JAN 2020	AUG 2023	All recruitment to academic posts are completed using best practice guidelines from the Diversity by Design process.	<p>Increase in number of women applying for posts:</p> <ul style="list-style-type: none"> <li>R 4 (16% 2015-17): 18% 2019-21, 20% 2021-23</li> <li>R 5 (5% 2015-17): 6% 2019-21, 8% 2021-23</li> <li>R&amp;T 4 (17% 2015-17): 20% 2019-21, 22% 2021-23</li> <li>R&amp;T 5 (12% 2015-17): 14% 2019-21, 16% 2021-23</li> <li>R&amp;T 6 (13% 2015-17): 15% 2019-21, 17% 2021-23</li> <li>R&amp;T 7 (5% 2015-17): 6% 2019-21, 8% 2021-23</li> </ul>
3.8	<p><b>Improving Diversity in Placement of Job Adverts</b></p> <ul style="list-style-type: none"> <li>Work with Marketing Team and HR to investigate how we can advertise jobs to reach a wider, more diverse audience.</li> <li>Pilot will include roles from all job families.</li> </ul>	We want to try and expand the pool of applicants we have for academic posts by investigating if we can advertise in non-traditional locations.	Faculty HRBP	FEB 2023	NOV 2023	<p>Data compiled on where applicants find out about jobs by April 2023.</p> <p>Investigation into where job adverts could be placed in non-traditional locations by June 2023.</p>	Trial of adverts placed in non-traditional locations to evaluate success by Oct 2023, with conclusions by Nov 2023.

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				Start	End		
<b>3.9</b>	<b>Evaluating Effectiveness of Induction</b> <ul style="list-style-type: none"> <li>Collect feedback from staff after 1 year in role as part of ADC to evaluate the usefulness of induction.</li> <li>Use feedback to improve induction process and resources.</li> </ul>	We collect feedback on induction, but we want to further refine our induction processes.	Faculty HRBP	APR 2021	JUL 2021	Use FSS2019 to establish baseline response for staff who have worked in the Faculty for less than 2 years for question "I understand what is expected of me in my role".  Feedback from staff 1 year in role collected from ADC process in Apr 2021 round.  Feedback used to update induction materials completed by Jul 2021.	FSS2021 and FSS2023 shows improved responses for staff who have worked in the Faculty for less than 2 years for "I understand what is expected of me in my role" question.
<b>3.10</b>	<b>Information Sharing – ADC Process</b> <ul style="list-style-type: none"> <li>HR information on new ADC process is linked from Faculty EDI webpages.</li> <li>ADC Presentation at Faculty Forum.</li> <li>Information presented that ADC is about development and training, allowing promotion planning – providing the separation that ADC is not promotion, but supportive of promotion.</li> </ul>	With the introduction of the new ADC process we want to be sure that staff are aware of how the system will work and ensure they have the information they need.	Faculty Operations Director	DEC 2019	JAN 2021	ADC Information is linked from FEDIB webpages by Jan 2020.  ADC Presentation at Faculty Forum by April 2020.	Improved responses for FSS2021 for "I understand the criteria and procedure for promotion" for men and women to 80%.

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<b>3.11</b>	<p><b>Supporting L6 Women in Preparation for Promotion to L7</b></p> <ul style="list-style-type: none"> <li>• Link to development courses available to staff to be included in ADC emails and raised at ADC.</li> <li>• WLP analysis and action, ensuring that women at L6 are not disproportionately admin loaded, allowing them time to develop other areas of their careers.</li> <li>• Group mentoring for women offered by UoN PVC for EDI – woman professor in engineering (promoted to UoN role).</li> </ul>	<p>Very few women currently apply for promotion to L7, however we recognise that this is in part due to the smaller numbers until recently at L6 (pipeline problem).</p> <p>We want to support this better and staff development more generally by raising awareness of development opportunities and courses such as the Faculty Future Leaders Programme.</p>	Faculty PVC	APR 2020	APR 2023	<p>Development and career planning discussed as part of ADC.</p> <p>WLP analysis shows women have parity of task distribution with men.</p> <p>Group mentoring programme for L6 women in the Faculty.</p> <p>PVC provides additional guidance for FEB to consider L6 women candidates to encourage and support.</p>	<p>All L6 women in Faculty offered group mentoring by 2022.</p> <p>75% of L6 women have participated in Group Mentoring programme by 2023.</p> <p>Five women promoted to L7 by 2023.</p>
<b>3.12</b>	<p><b>Supporting Women in Promotion to L7 – Pre-Application</b></p> <ul style="list-style-type: none"> <li>• Faculty PVCs invite staff considering applying for promotion to L7 for pre-application meetings, providing guidance and feedback to strengthen applications</li> </ul>	<p>Providing pre-application support is key to submitting strong promotion applications.</p> <p>There meetings are already taking place and we want to increase the uptake, particularly amongst women and minority groups.</p>	Faculty PVC	JAN 2020	JAN 2023	Email inviting staff to contact PVCs in advance of promotions cycle each year.	<p>10 staff having pre-application meetings each year.</p> <p>Numbers of women having pre-application meetings increasing each year.</p>
<b>3.13</b>	<p><b>Senior Role Shadowing – Academic Staff</b></p> <ul style="list-style-type: none"> <li>• Senior Role Shadowing offered to all academic staff with emphasis on applications from under-represented groups.</li> </ul>	Providing senior role shadowing for academic staff with Faculty senior management across all job families will help staff identify their development needs and help them with their career planning.	Deputy Faculty PVC	MAY 2020	SEP 2023	Shadowing scheme in place by Sep 2020.	<p>20 staff have taken up senior role shadowing by 2021</p> <p>50 staff have taken up senior role shadowing by 2023</p> <p>Of the above:</p> <ul style="list-style-type: none"> <li>• 30% women staff</li> <li>• 20% BME staff</li> </ul>

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3.14	<p><b>REF Returns</b></p> <ul style="list-style-type: none"> <li>All eligible staff will be included in the REF 2021 submission in line with REF guidelines.</li> <li>All staff encouraged to complete a Personal Research Plan to aid career development.</li> <li>Dedicated team in place to support staff in development of impact case studies.</li> <li>Faculty funding in place to support production of 4* outputs; funding designed to be accessible to all including those with care responsibilities and part-time staff.</li> <li>Workshops and roadshows will continue to take place and advertised via email to all staff to ensure all informed of REF strategy.</li> <li>University REF steering group has agreed principles to recognise holistic contribution to REF submission, avoiding explicit reference to number of outputs associated with each individual where possible.</li> </ul>	<p>Progress has been made in the M-F exclusion rate gap. REF 2014 gap down to 12% from 17% in RAE 2008. For REF 2021 all eligible staff will be returned.</p> <p>The REF2021 rules ensure that selection of outputs is done on a team basis. We are confident that all eligible staff will have the minimum 1 output for submission to REF, and will ensure that selection of other papers is on the basis of objective quality assessment, dissociated from authorship.</p> <p>We are ensuring that within this framework we support staff in making the best possible submission as well as taking into account different requirements that may apply to individuals at different career stages.</p> <p>We are working to ensure that contribution to impact case studies is recognised in annual performance review and promotions processes.</p>	Faculty APVC for R&KE	NOV 2019	DEC 2021	Workshops and roadshows will continue to take place and advertised via email to all staff to ensure all informed of REF strategy.	<p>Balance of genders, job roles and cultural background in selected outputs for submission in REF 2021.</p> <p>High level of engagement with our voluntary personal research plan framework from academic and research staff. Target of 50% of staff complete a personal research plan (measured by FSS).</p> <p>Take up of Faculty funding by range of staff groups and role levels in support of REF with higher than population percentage uptake from women and BME staff.</p>
3.15	<p><b>Engagement with University Strategy for TS &amp; Technician Commitment</b></p> <ul style="list-style-type: none"> <li>Formation of a TS Staff Network.</li> <li>TS Network information included in induction materials.</li> <li>Increase engagement of technical staff in the personal development process, through conversations with line managers, TS Network and existing TS Newsletter.</li> </ul>	<p>The Faculty authored the University Technical Services Strategy.</p> <p>We want to continue to improve the environment for women in TS in the Faculty so that we retain our staff and attract new ones.</p>	Head of Faculty Infrastructure & Technical Services	DEC 2019	MAY 2021	<p>TS Staff Network formed by January 2020.</p> <p>TS Staff Network information included in induction materials by Mar 2020.</p>	Minimum of 9% staff participation in University's Leadership & Management Academy Programmes to be TS staff by May 2021.

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3.16	<p><b>APM/TS Regrading</b></p> <ul style="list-style-type: none"> <li>Email announcement to APM/TS staff of when regrading opens with information on the application process with promotion of success stories and resources.</li> <li>To raise awareness and support for long-term career development in these job families, communications about regrading will highlight the support in the Career Development Hub (online resource provided by Central Professional Development Team).</li> </ul>	<p>When staff within Faculty apply for regrading they are often successful, however few staff are aware of the process and how it works.</p> <p>We want to share success stories of regrading to improve awareness of the process so that staff discuss this as part of their PDPR with their manager.</p>	Faculty Operations Director	FEB 2020	Ongoing  Annual Review: FEB	<p>Communication sent to all APM and TS staff each October, February and May when regrading opens.</p> <p>Information on Career Development Hub highlighted as part of regrading emails.</p>	<p>Improved FSS responses for “I understand the criteria and procedure for regrading”:</p> <ul style="list-style-type: none"> <li>FSS2019 responses: APM: 62%, TS: 64%</li> <li>FSS2021 response targets: APM: 65%, TS: 67%</li> <li>FSS2023 response targets: APM: 70%, TS: 70%</li> </ul> <p>Maintain no significant differences by gender.</p>
3.17	<p><b>Supporting and Retaining APM/TS Staff</b></p> <ul style="list-style-type: none"> <li>Line managers explicitly discuss career development and long-term goals as part of ADC with reminder emails in advance of ADC from Faculty HRBP.</li> <li>Provide additional encouragement, and support for APM/TS women to apply for higher-level roles.</li> </ul>	<p>We have seen improvements in the %F APM and TS staff at L5 in recent years, but the gap in our pipeline is pronounced between and L4 and L5 which we want to address.</p> <p>Once women apply for a post, they are then likely to then be shortlisted and offered a post at both APM L5 and TS L5.</p>	Faculty Operations Director	NOV 2019	APR 2023	<p>All staff discuss career development and long-term goals as part of ADC from April 2020 round.</p> <p>Line managers provide additional encouragement for women to apply for higher-level roles.</p>	<p>Increase in number of women applying for posts:</p> <ul style="list-style-type: none"> <li>APM 5 (34% 2017): 40% in 2023.</li> <li>TS 5 (14% 2017): 20% in 2023.</li> </ul>
3.18	<p><b>APM/TS Career Development Needs</b></p> <ul style="list-style-type: none"> <li>Hold focus group following FSS2021 to understand what career development resources our APM/TS staff value.</li> <li>Provide feedback to central Professional Development team to help in the development of new courses.</li> </ul>	<p>Want to hear the voices of our APM/TS staff in what career development they value the most and provide this feedback to Professional Development to help shape new and existing training provision.</p>	AP Section 3 Lead	ARP 2021	JAN 2023	<p>Focus group held in April 2021.</p> <p>Summary document produced and shared with participants and Professional Development by June 2021.</p>	<p>Improved FSS2023 responses for “Training available supports the needs of my current role”:</p> <ul style="list-style-type: none"> <li>FSS2019 responses: APM: 76%, TS: 64%</li> <li>FSS2023 response targets: APM: 80%, TS: 75%</li> </ul> <p>Improved FSS2023 responses for “Training available supports my future career aspirations”:</p> <ul style="list-style-type: none"> <li>FSS2019 responses: APM: 70%, TS: 60%</li> <li>FSS2023 response targets: APM: 75%, TS: 70%</li> </ul> <p>Responses have no significant differences by gender.</p>

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				Start	End		
<b>3.19</b>	<p><b>Increasing Representation of Women in TS</b></p> <ul style="list-style-type: none"> <li>Continued leadership and support of the National Technician Commitment by celebrating our technicians through staff profiles and signposting to career planning tools.</li> </ul> <p>See also: AP 1.12</p>	<p>Small numbers of women in TS. National average for women in TS is 9% - Faculty at 8% in 2017.</p> <p>We want to highlight careers in technical services through participation in the National Technicians Commitment.</p>	Faculty Technician Commitment Officer	JAN 2020	JAN 2023	<p>Continued engagement with Technician's Commitment.</p> <p>Faculty Technician Commitment Officer presents to FEDIB annually in Jan.</p>	Increased percentage of women working in TS to above national average (9%) by 2023 from 8% in 2018.
<b>3.20</b>	<p><b>TS Strategy - Teaching Recognition</b></p> <ul style="list-style-type: none"> <li>Implement clear career progression routes for all technical staff, including development of "Technical Tutor/Technical Teaching Fellow" role as a specialist role within the TS Job Family to ensure skilled, teaching focused TS roles with a clearly defined career path and associated development opportunities.</li> </ul>	The Faculty authored the University Technical Services Strategy. We want to support and acknowledge the expertise of TS staff by implementing the strategy.	Head of Faculty Infrastructure & Technical Services	FEB 2021	Ongoing  Annual Review: FEB	<p>Technical Tutor/Technical Teaching Fellow role profile drafted by Jun 2021.</p> <p>Annual review each Feb of TS registered for ATP.</p>	Increased number of TS registered on ATP each year.
<b>3.21</b>	<p><b>TS Strategy – Research Recognition</b></p> <ul style="list-style-type: none"> <li>Develop and communicate clear and consistent guidance on the inclusion of technical services staff as authors on research papers to ensure full and appropriate recognition for all contributions, aligned to the University's Publication Framework.</li> <li>Recognise technicians as an integral part of the research community by including statements in all appropriate Unit of Assessments to REF 2021.</li> </ul>	The Faculty authored the University Technical Services Strategy. We want to support and acknowledge the expertise of TS staff by implementing the strategy.	Faculty APVC for R&KE	NOV 2020	DEC 2021	Guidance on inclusion of TS staff as authors on papers to be produced by Jan 2021	100% of UoA REF2021 returns to include a statement recognising the contribution of TS.
<b>3.22</b>	<p><b>STEMM-Change – Changemaker Programme</b></p> <ul style="list-style-type: none"> <li>Record numbers of Faculty staff taking Changemaker programme.</li> <li>Publicise Programme through TS Newsletter and line managers/ADC.</li> </ul>	Specifically for technicians from underrepresented groups, providing senior leadership shadowing and placements of 2-4 days over a number of months. We want to encourage staff engagement.	Faculty Technician Commitment Officer	JAN 2020	NOV 2020	Numbers of Faculty staff taking part in Changemaker Programme recorded.	10 TS in programme by Nov 2020.

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3.23	<b>Senior Role Shadowing – APM/TS Staff</b> <ul style="list-style-type: none"> <li>Senior Role Shadowing offered to all APM/TS staff with emphasis on applications from under-represented groups.</li> </ul>	Providing senior role shadowing for academic staff with Faculty senior management across all job families will help staff identify their development needs and help them with their career planning.	Faculty Operations Director	MAY 2020	SEP 2023	Shadowing scheme in place by Sep 2020.	20 staff have taken up senior role shadowing by 2021 50 staff have taken up senior role shadowing by 2023  Of the above: <ul style="list-style-type: none"> <li>30% women staff</li> <li>20% BME staff</li> </ul>

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				Start	End		
<b>CAREER DEVELOPMENT &amp; SUPPORT</b>							
<b>4.1</b>	<b>Improving Training Uptake</b> <ul style="list-style-type: none"> <li>Data on staff completing central training sources recorded and reported on in Faculty split by job family and level.</li> <li>Understand how many staff are engaging and if there are underrepresented groups we can target for greater awareness of courses.</li> </ul>	We have some data on how much uptake there on staff engage with central training courses, but this is not split by job family or level.	Faculty Strategic Intelligence Analyst	JUN 2020	Ongoing  Annual Review: JUN	Annual report to FEDIB on uptake of training courses split by job family and level, with actions put in place to support lower participation groups.	Greater uptake of development opportunities each year from 2019 benchmark level.
<b>4.2</b>	<b>Recommended Training Courses</b> <ul style="list-style-type: none"> <li>Production of a list of courses, which our staff have found particularly helpful published on EDI webpages to encourage greater uptake.</li> <li>ADC reviewers made aware of this list and highlighted to staff.</li> <li>Recommended courses asked for via Faculty newsletter and FEDIB members.</li> </ul>	Anecdotally, staff are sometimes unsure of which are most helpful to them, so we will ask our staff to highlight particularly relevant/helpful courses and make this available.	AP Section 4 Lead	SEP 2021	Ongoing  Annual Review: SEP	Collection of recommended courses from staff requested and collated at the end of each academic year from 2021.  List of recommended courses published on EDI webpages and information cascaded through line managers with review and update each September.	As measured by AP 4.1.

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				Start	End		
4.3	<p><b>Men's Engagement with Well-being Courses</b></p> <ul style="list-style-type: none"> <li>Work-life balance is included as part of the ADC framework. We will highlight the well-being courses offered by Professional Development to all staff and men in particular.</li> </ul>	<p>Well-being courses have a large percentage of women.</p> <p>We want to increase the number of men undertaking these through the ADC framework because work-life balance and well-being is important to everyone.</p>	Faculty EDI Officer	MAY 2022	MAY 2023	Work-life balance discussed as part of ADC with well-being courses highlighted.	<p>Increase in men completing well-being courses from:</p> <ul style="list-style-type: none"> <li>23% in 2018</li> </ul> <p>to</p> <ul style="list-style-type: none"> <li>30% by 2023.</li> </ul>
4.4	<p><b>Faculty Standard Objectives - Scaling</b></p> <ul style="list-style-type: none"> <li>Update guidance for Faculty standard objectives used for ADC to make clear that these should be scaled for part-time staff and those returning from career breaks.</li> </ul>	<p>Faculty standard objectives help ensure fairness and transparency across a large faculty.</p> <p>We will ensure guidance is clear that these should be scaled for part-time staff and those returning from career breaks.</p>	Faculty Performance & Business Systems Manager	JAN 2020	MAR 2020	Guidance for ADC with Faculty standard objectives updated by Mar 2020.	All staff working part-time and returning from career breaks confirmed to be using scaled Faculty Standard Objectives by Faculty Performance & Business Systems Manager after 2020 ADC round.
4.5	<p><b>ADC – Staff Feedback</b></p> <ul style="list-style-type: none"> <li>Review questions asked on ADC in Faculty Staff Survey to ensure they continue to be relevant and collect feedback on process to feedback to centre and UoN EDI Board.</li> </ul>	<p>The University has implemented a new ADC appraisal framework.</p> <p>We want to hear staff views on the system and feedback to the centre.</p> <p>We have seen improvements for “The Faculty’s choice of performance metrics allows me to be fairly appraised” since 2014, but this remains a challenge.</p>	FEDIB Chair	DEC 2021	Ongoing  Biennial Survey	<p>Feedback on ADC collected via FSS2021 and FSS2023.</p> <p>Feedback passed to centre via FEB.</p>	<p>Improved FSS responses for “The Faculty’s choice of performance metrics allows me to be fairly appraised”:</p> <ul style="list-style-type: none"> <li>FSS2019 responses: APM: 63%, R&amp;T: 60%, TS: 50%</li> <li>FSS2021 response targets: APM: 66%, R&amp;T: 63%, TS: 60%</li> <li>FSS2023 response targets: APM: 70%, R&amp;T: 68%, TS: 68%</li> </ul> <p>Responses have no significant differences by gender.</p>

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<b>4.6</b>	<p><b>ADC – Training for Staff</b></p> <ul style="list-style-type: none"> <li>Collect data on Faculty staff attending ADC training for reviewees (central course) to ensure staff better understand the process.</li> <li>If uptake is low we will interrogate the reasons why and decide if more support can be offered locally.</li> </ul>	<p>Want staff to be better informed about the ADC process.</p> <p>We need to recognise that the ADC experience is different for different job families to ensure all are supported.</p>	Faculty Performance & Business Systems Manager	SEP 2021	APR 2022	<p>Data collected on staff undertaking ADC reviewee courses split by job family.</p> <p>If engagement is low, plan put in place to ensure staff are supported in how to get the best from their ADC by 2022 cycle.</p>	As measured by AP 4.1.
<b>4.7</b>	<p><b>Career Support for T&amp;L Staff</b></p> <ul style="list-style-type: none"> <li>Faculty PGCHE Advisor identified as key contact in induction materials / staff handbook for T&amp;L Staff.</li> <li>UoN HEA Fellows Network information included in induction materials / staff handbook.</li> <li>Include category of T&amp;L in FSS2021 onwards so that we can evaluate training resources for this group</li> </ul>	We have a sizeable minority of T&L staff in Faculty and want to provide information on who key contact in Faculty is, and how to access a broader network of support and expertise.	FEDIB T&L Reps	JAN 2021	JAN 2023	<p>Information included in induction materials / staff handbook.</p> <p>T&amp;L included as category on FSS2021 onwards.</p> <p>Evaluation of how appropriate training and career support is for this group based on FSS responses.</p>	<p>Improved FSS2023 responses for T&amp;L staff for “Training available supports the needs of my current role”</p> <p>and:</p> <p>“Training available supports my future career aspirations”</p> <p>from levels established in FSS2021.</p>
<b>4.8</b>	<p><b>Leadership Courses for APM/TS</b></p> <ul style="list-style-type: none"> <li>Line managers highlight the LMA courses available for staff at all levels as part of ADC to encourage uptake in these job families.</li> </ul> <p>See also: AP 4.1</p>	The Engineering Future Leaders Programme is open to all job families with first participants from TS in 2017 and APM in 2018. We will support this growth through ADC.	Faculty Operations Director	MAR 2021	NOV 2023	Line managers highlight information on LMA courses at ADC from 2021.	Increased numbers of APM/TS staff completing leadership training, (measured by course registrations) by 2023.

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<b>4.9</b>	<p><b>Parental/Adoption Leave</b></p> <ul style="list-style-type: none"> <li>• Policies on parental leave and contact information for Parental Leave Liaisons and their role provided on EDI webpages with case studies and reviewed annually.</li> </ul> <p>See also: AP 1. 14</p>	We want to ensure staff are aware of policies and support around parental leave and encourage uptake.	Faculty EDI Officer	NOV 2019	Ongoing  Annual Review: NOV	Policies and contact information published on EDI webpages by Dec 2019.	<p>Increase in staff taking parental leave for 2019-2023 compared to 2014-2018.</p> <ul style="list-style-type: none"> <li>• <i>2014-2018 rates:</i> <i>Maternity: 43, Paternity: 64, SPL: 3</i></li> </ul>
<b>4.10</b>	<p><b>Paternity/Shared Parental Leave Liaison</b></p> <ul style="list-style-type: none"> <li>• FEDIB will identify additional staff who could act as Paternity/Shared Parental Leave Liaison and develop documentation to mirror Maternity Liaison role.</li> </ul>	We have a named Maternity Liaison in Faculty and want to expand this best practice to include a Paternity/Shared Parental Leave Liaison to encourage more men to take leave.	FEDIB Chair	NOV 2019	APR 2020	Appointment of Paternity/Shared Parental Leave Liaison in Faculty by Dec 2019 with contact information in place by Apr 2020.	As measured by AP 4.9.
<b>4.11</b>	<p><b>Recording Flexible Working</b></p> <ul style="list-style-type: none"> <li>• Faculty will capture data on formal requests for flexible working sent to HR.</li> </ul> <p>See also: AP 1.15, AP 4.12 and AP 4.13</p>	Staff do request formal flexible working from HR however, we need a better recording and reporting structure at Faculty level and separated by job family.	Faculty HRBP	AUG 2021	Ongoing  Annual Review: AUG	FEDIB will receive an annual report on uptake of requested flexible working by job family each August so information can be targeted at lower participation groups.	<p>Increase in requests for formal flexible working from baseline established in 2021.</p> <p>Increase in numbers of staff reporting flexible working, measured by FSS for "I have formal flexible working arrangements":</p> <ul style="list-style-type: none"> <li>• <i>FSS2019 responses:</i> <i>APM: 12%, R&amp;T: 13%, TS: 6%</i></li> <li>• <i>FSS2023 response targets:</i> <i>APM: 18%, R&amp;T: 18%, TS: 12%</i></li> </ul>

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<b>4.12</b>	<p><b>Recording Timetable Adjustments</b></p> <ul style="list-style-type: none"> <li>All Departments to report annually to Faculty APVC for Education and Student Experience on requests for timetable adjustments and approval rates.</li> <li>FEDIB Receives annual report.</li> </ul>	Requests are recorded and staff are granted timetable adjustments, but this is not currently routinely reported on.	Faculty APVC for Education & Student Experience	AUG 2020	Ongoing	FEDIB will receive an annual report on uptake of requested flexible working and timetable adjustments each August.	Increase in timetable adjustment requests from 47 in 2019 to 60 in 2022.
<b>4.13</b>	<p><b>Flexible Working Uptake</b></p> <ul style="list-style-type: none"> <li>Provide better information to ensure staff are aware of the process for applying for both flexible working and timetable adjustments to improve uptake.</li> <li>Clear examples provided of reasons flexible working and timetable adjustments granted provided on EDI webpages.</li> </ul> <p>See also AP 1.15, AP 4.11 and AP 4.12</p>	<p>We have a number of staff who do take up formal flexible working and more who use informal flexible working.</p> <p>We want to provide clear information and guidance to support staff and increase awareness of these adjustments.</p>	AP Section 4 Lead	JAN 2020	JAN 2021	Examples provided of approved reasons for flexible working and adjustment outcomes as guidance for staff on EDI webpages to showcase career success with flexible working by Mar 2020.	<p>Reduction in responses in FSS for “I do not have flexible working, but I would like to work flexibly, and my role would allow this”</p> <ul style="list-style-type: none"> <li>FSS2019 responses: APM: 66%, R&amp;T: 41%, TS: 66%</li> <li>FSS2021 response targets: APM: 50%, R&amp;T: 35%, TS: 50%</li> </ul>
<b>4.14</b>	<p><b>Transition from part-time to full-time work</b></p> <ul style="list-style-type: none"> <li>Faculty will follow the “Return to Work” section of our “Extended Leave Checklist” for staff returning to full-time from part-time work after career breaks.</li> </ul>	We have no formal policies in place to support this, so we will formalise our processes in this situation by using our existing procedures.	Faculty HRBP	MAY 2022	SEP 2022	Extended leave checklist guidance updated, making clear this should be followed when staff return to full time work following career breaks.	Confirmation from HRBP that extended leave checklist has been followed for all staff returning to full-time work by Sep 2022.

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<b>4.15</b>	<p><b>WLP – EDI Reporting</b></p> <ul style="list-style-type: none"> <li>Annual EDI report for WLP produced and presented to FEDIB.</li> <li>Data by Departments presented to FEB so HoDs can take action to reduce disproportionately high loading of under-represented groups.</li> </ul>	<p>With the adoption of the new WLP, data quality is improving and allowing us to discern trends.</p> <p>Reporting shows we have made progress in reducing the number of women with excessive workloads for women and BME staff, but we can do better.</p>	Faculty Performance & Business Systems Manager	JUL 2020	Ongoing	<p>Annual EDI report for WLP produced for each academic year in Jul.</p> <p>Data split by Departments so HoDs are responsible for ensuring that no minority group is disproportionately loaded in their Department by Jul 2022.</p>	<p>No staff &gt;130% for more than 3 years by 2022</p> <p>No staff &gt;130% for more than 2 years by 2023</p>
<b>4.16</b>	<p><b>WLP – &gt;130% Loading</b></p> <ul style="list-style-type: none"> <li>WLP data split by Departments to understand how many (if any) staff are &gt;130% loaded.</li> <li>HoDs to ensure that no staff are &gt;130% loaded for more than 3 years by redistributing workload where needed.</li> <li>Following this, HoDs to ensure no staff are &gt;130% loaded for more than two years by 2023.</li> </ul>	<p>When staff are &gt;130% loaded, HoD must confirm with the individual beforehand. We will improve reporting processes ensuring that no individual is at this level for more than 3 years, and work to reduce this level going forwards.</p>	Faculty Strategic Intelligence Analyst	AUG 2021	Ongoing	Data on numbers of staff who are >130% loaded.	As measured by AP 4.15
<b>4.17</b>	<p><b>WLP – PhD Supervision Hours</b></p> <ul style="list-style-type: none"> <li>Annual data on PhD Supervision hours by gender included in WLP EDI Report.</li> <li>As we achieve greater staff gender balance, we will ensure that this figure remains fair.</li> </ul>	<p>PhD supervision hours show a decrease in the hours per academic for women.</p> <p>This is due to the increase in number of women in the Faculty who are early career staff who supervise fewer PGRs, but we will monitor and aim to equalise supervision.</p>	Faculty Performance & Business Systems Manager	JUL 2020	Ongoing	<p>Annual data on PhD supervision hours by gender included in WLP EDI Report.</p> <p>Monitoring of PhD Supervision hours by gender with actions in place where disparity identified.</p>	Equalise M/F PhD supervision hours per staff member by 2023.

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<b>4.18</b>	<p><b>WLP Feedback</b></p> <ul style="list-style-type: none"> <li>Faculty Staff Survey will continue to ask questions on WLP.</li> <li>Feedback anonymised data and comments to the central WLP team and UoN EDI Board.</li> <li>Investigate in more detail with colleagues their views by inviting them to further focus group to provide feedback to WLP team, particularly seeking input from women.</li> </ul>	<p>While there are limitations to what Faculty can control due to the adoption of the Institutional model, our Performance &amp; Business Systems Manager passes feedback to the central WLP Team.</p>	<p>Faculty Performance &amp; Business Systems Manager</p>	<p>JAN 2021</p>	<p>Ongoing  Biennial survey</p>	<p>Feedback on WLP collected from FSS in 2021 and 2023.</p> <p>Anonymised feedback specific to WLP passed to central team via Faculty Performance and Business Systems Manager</p>	<p>Improvement in all WLP question responses in FSS each survey period.</p> <p>No differences in responses by gender.</p>
<b>4.19</b>	<p><b>Committee Membership Census</b></p> <ul style="list-style-type: none"> <li>Annual Committee Membership Census expanded to include job family and level.</li> <li>Review and revision of committee memberships to ensure a greater gender balance (FEB ultimately responsible)</li> <li>Review takes into account operational restrictions and avoiding “committee overload” or tokenism.</li> </ul>	<p>Commencing 2018, FEDIB completes an annual census of committee membership and reports to FEB.</p> <p>This has resulted in actions for committees that previously had no women (such as the Safety Committee, was tasked and succeeded, in expanding membership).</p> <p>Information to be expanded to include job family and level.</p>	<p>Faculty EDI Officer</p>	<p>AUG 2020</p>	<p>Yearly Review: AUG</p>	<p>Review of committee membership at end of each academic year taking EDI issues into consideration.</p>	<p>Increase in representation on all Faculty committees with a gender balance which is currently not proportional to staff population.</p> <p>Committee membership proportional to staff demographics by 2023.</p>

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<b>4.20</b>	<b>External Examiner Appointments</b> <ul style="list-style-type: none"> <li>Annual EDI report to FEB on External Examiner posts held by staff analysed with respect to gender.</li> <li>If low participation groups identified, managers will discuss how to support this activity with individuals.</li> </ul>	We recognise that holding External Examiner posts is a good career development opportunity and want to understand how our staff engage with respect to gender so we can support underrepresented groups.	FEB Chair	FEB 2022	Ongoing  Yearly Review: MAY	Annual EDI Report presented to FEB in May.  If low participation groups identified, managers will discuss how to support this with individuals.	Increase in women holding external examiner appointments from baseline established in 2022 each year.
<b>4.21</b>	<b>External Committee Membership Recording</b> <ul style="list-style-type: none"> <li>FSS2021 will ask staff if they are members of influential external committees.</li> <li>Baseline data established.</li> <li>External committee membership raised during ADC.</li> </ul>	We do not have data for how many staff participate in influential external committees so we will ask them in the FSS.	FEDIB Chair	JAN 2021	MAR 2023	External committee membership question asked on FSS2021.  Demographic data established by 2021.  Reviewers include discussion of external committee membership in ADC from 2020.	Increase in women holding membership of external committees measured in FSS2023 from baseline established in FSS2021.