Athena Swan Action Plan Lancaster University Engineering Department Bronze Award 2018-2023

Ref.	Action	Rationale	Expected outputs	Period	Assessed	Responsible	Success criteria
Actions having a positive gender impact across department activity							
A1	Termly EDD committee meetings	We need to review EDI issues arising in/affecting the dept. and deliver progress against this AS action plan.	Evaluation of AS actions against success criteria given in this action plan; reports to staff meeting; minutes on share-drive; information exchanges with Faculty and University EDI fora.	From September 2016	After each meeting	EDD Chair	Staff survey indicates confidence in the system >85% agree; Action plan is delivered.
A2	Make EDI presentation to first year students in intro week and put ethics and EDI content into first year tutorials programme.	We need to be clear of our expectations with regards to EDI to all new joiners to the department, and this begins with our 1st year undergraduates.	Presentation timetabled for intro week and tutorial teaching materials developed and used. EDI ethos reinforced.	From October 2017	End of each academic year (ATR meeting)	First year tutor	100% of Year 1 UG students receive EDI training as part of a Year 1 course. ATR report entry.
A3	Set up a Women in Engineering group in the department.	Now we are at around 100 females in the staff and student body, a group should be viable (it hasn't been in the recent past).	Sustainable, vibrant forum for discussion of issues and lobbying of dept. Collect the female voice.	From October 2017	At the end of each academic year	EDD Chair to nominate a champion	Group created; officers elected; 3 meetings per year; voice/opinion input into dept. fora.
A4	Annual AS department review.	We want to report progress against key areas of our AS activity and monitor awareness of AS activity in staff and student cohorts.	Web uploaded report with key statistics and commentary. EDI ethos reinforced. Staff and students surveyed to gauge views on the findings.	Annually in December	At the end of each academic year	EDD Chair	Report on the public web space by 31/12/17; 75% of staff and students surveyed find the report useful.
A5	Run AS staff and student survey every two years.	We need to measure the impact on staff and students of EDI changes made.	Quantifiable feedback from all department members.	December 2018	Biannual	Faculty EDI Advisor	Survey response rate of at least 75% of those surveyed.
A6	Monitor gender in all business intelligence data.	Monitoring of gender data is currently patchy. A lot of data is available on a central University system for (e.g.) AS applications	All committees include gender breakdown in data analysis: e.g., student recruitment data, exam	Incremental introduction over period Jan 2018-Dec 2020	Annually	EDD Chair	All committees consider gender data in decision making.

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		but gender data is not routinely integrated when decisions are made in staff meetings, Management Team, committee meetings.	boards, module choices, staff training data, etc.				
A7	Produce a welcome board for the dept. foyer which shows all staff and their office locations.	We want to improve the visitor 'landing experience' re who we are and where we work within the department. Currently, visitors need access to the internet to see a photo, which isn't very inclusive.	Photos that help visitors put a face and a location to a name; Images that show our staff community and its diversity.	From October 2017	November 2017	Marketing & recruitment officer	Foyer screen with staff photos; increased visibility of female/diversity role models.
A8	Ensure engineering department has a communal space designed into the new building when the specification is drawn up.	The department has no communal area large enough for staff meetings and/or social events. A common area would improve sense of community and share best practice/advice informally.	Room designated as common area	By July 2019	July 2020	Planning team	Common area regularly frequented by staff and students; enhanced sense of community.
Actions having positive impact upon our public engagement activity							
PE1	Approve an academic role-holder for public engagement (PE).	Member of academic teaching staff to champion public engagement activity across department; to encourage participation from staff and students; to ensure that all our PE activity meets minimum EDI expectations of positive messaging around diversity and inclusion through the use of role models.	1.Role holder with time allocation defined in work-load model; 2.Public engagement EDI policy approved and working on the ground. 3.Funding for events requires compliance with the policy. 4.Collection of evidence for REF Impact case studies etc.	From October 2017	At the end of each academic year	Head of Department	Dept. EDI PE policy developed and approved by EDD. All public engagement activity complies with the EDI PE policy. Register of PE activity maintained. Gender statistics of PE events collected and annually reported to EDD.
PE2	Extend funding for schools' liaison officer and extend role to include public engagement with wider community	Continued engagement with local schools is an important aspect of our public engagement; development of outreach activities that integrate/complement the	Local/national schools' community are made aware of department activity, engineering careers more widely and have received positive messaging around female role	Decision by June 2018	June 2018	Head of Department	Role holder in post.

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		national curriculum is required for teacher take-up.	models and exciting engineering career opportunities.				
PE3	Work with Engineering Society officers to communicate our EDI PE policy, its rationale and encourage their compliance with it.

Lobby the student union to roll-out EDI training to all Society officers and to carry out equality impact assessments on club activities. | The Engineering Society is an independent society of the Lancaster University Students' Union, over which the department has no jurisdiction.

We want to ensure that our positive messaging/department ethos around EDI is reinforced by the actions of LUSU and its clubs/societies. | A more joined up approach and raised awareness of the importance of positive and appropriate messaging around EDI and PE.

Raised awareness within the student body of the negative impact that anti-social (laddish) behaviour has on females (eg at social events in which males significantly outnumber females). | Since October 2016 | Continuous | Head of Department and EDD Chair | Engineering Society follow the department EDI PE policy for outreach events that they are involved in. LUSU (students' union) instigate policy change requiring EDI impact assessment on Society events. |
PE4	Ensure all publicity images demonstrate positive diversity and inclusivity message.	We want to ensure that we promote female role models and by extension, our inclusive department ethos, in all outward facing materials.	EDI impact analysis is applied to all proposed marketing materials (written, still and video); consistency in materials used, across all formats.	Ongoing	Throughout the academic year	Marketing & recruitment officer	At least half of the images used in marketing materials depict female staff and students.
PE5	Tailor a subset of public engagement activities around WISE. Allocate dept. budget of £1000 to this activity.	Engineering schools' liaison officer has been involved in successful events, including the Faraday Challenge. We will increase this activity and allocate budget to the delivery (ie to cover transport costs to promote uptake).	1.Increased engagement with girls in our outreach activity. 2. Improved publicity around these events (positive messaging, images for the web). 3. Better data on girls' views on perceptions/barriers around engineering careers.	Programme of events agreed by the EDD committee annually	3 girls' specific events run annually	Schools' liaison officer	30 girls have attended events each year. Positive feedback received (via questionnaire). Data collection on engineering perceptions reported to EDD and used to improve future activity.
PE6	Promote STEM ambassador programme to UG and PG students (local provider STEMFirst).	Involvement with the STEM ambassador scheme brings benefits to students through training and benefits our PE activities through having a supply	1 Increase in the number of STEM ambassadors recruited from the Engineering student body.	From October 2017	Annually	Employability champion	10% of Engineering dept. students are registered as trained STEM ambassadors.

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		of trained ambassadors willing to attend events and activities.	2. Volunteers receive training and development through participation in scheme.				
Actions aimed at increasing the recruitment of female students							
RS1	Develop a strategic marketing plan, aligned with our growth strategy, which gears marketing and recruitment activities towards attracting female UG students.	Data shows % female applicants below benchmark levels. As numbers increase, we need to revisit how we attract females to the dept. and consider all/any approaches to change how we communicate with potential applicants.	1. EDI Impact analysis of introducing offers to candidates with strong maths skills but non-cognate A levels. 2. Consider interviewing all female candidates eligible to receive an offer for BEng (ie extend current MEng policy). 3. Target mailshots to female applicants with offers to encourage enrolment at Lancaster. 4. Increase messaging of one to one tutor system and the option to request a female tutor.	March 2017 October 2017 Spring 2018 Since October 2016	Annually at the close of each recruitment cycle	Director of undergraduate admissions	% of female students increased to a four year target of 25% females.
RS2	Monitor and analyse the effect on gender balance of modifications to our entry requirements as student numbers have been rapidly increasing.	Our recent data is affected by large increases in student numbers and changes to tariff. We want to better understand what impacts our gender balance in insurance and firm offers accepted, at MEng and BEng levels.	Monitoring of the CF and CI offers and acceptances will give us this insight.	From December 2017	Annually	Director of undergraduate admissions	Robust data from which the trend can be discerned; changes made to policy/practice in the light of this.
RS3	Update the PGT Strategy to include consideration of gender balance and to include recruitment activities targeted at female applicants.	Data shows % female PGT applicants below benchmark levels.	Marketing plan developed by marketing committee and approved by Management Team.	March 2017	Annually at the close of each recruitment cycle	Director of postgraduate admissions	% of female students increases each year, reaching the four year target of 25% females.
RS4	Increase the appeal of PGT portfolio by gaining PEI accreditation for all programmes offered.	PEI accreditation of programmes is a gold-standard quality mark. CEng accreditation offers graduates a defined pathway into engineering careers.	1. Review of PGT curricula and fit with PEI professional review requirements;	October 2018	October 2019	Director of Postgraduate teaching	Increased appeal of PGT programmes, increasing recruitment to 25%

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			2. Articulation of where and how professional skills are delivered. 3. Evidencing of UK-SPEC learning outcomes.				females after four years.
RS5	Improve the recruitment (conversion) of females to PGT programmes.	Our PGT recruitment is below benchmark % females.	1.Improve conversion by providing a single point of contact for applicants. 2.Use of personal letters prior to arrival. 3.Open-door policy from programme director.	2018-19 admissions cycle	Annually	Programme directors Postgraduate admissions tutor	PGT conversion at similar levels to undergraduate programmes.
RS6	Increase the numbers of female PhD students through improved web presence and promotion of department industrial collaborations and links with University research centres/institutes.	Our PGR recruitment is below benchmark % females. Employer aligned PhDs offer an attractive route to research study as they offer more certainty of employment, which may have greater appeal to females.	1. Faculty Studentships to be prioritised towards leveraging external funding e.g. by offering 0.5 Faculty Studentship to match 0.5 industry Studentship 2. Increase PGR studentships with Industry: Nuclear CDT to be retained come RCUK CDT renewal exercise in 2018 and partnership in second CDT to be pursued. 3.Incentivise PhD studentships by our international offering and partnerships. 4. Survey female PhD application process decliners.	All four years Nuclear CDT renewal 2018 Other CDT 2018 (timing tbc From October 2017 From 2017 admissions cycle	Annually August 2018 Annually	Director of Research Director of Research	PhD population rises to 25% female Two CDTs awarded Ten new collaborative PhD studentships over four years. Understand why fewer females than males progress PhD applications.
Actions having positive impact upon the development of female students							
DS1	Improve the consistency and adequacy of academic support given to undergraduate students.	Student drop-out rate is higher than faculty average. We want to increase access to support mechanisms to reduce drop-outs by ensuring that all academic staff are aware of recent changes made to central support.	1.Briefing session held for all academic tutors to explain changes to student based services provision and signposting role of tutor. 2. Guidance documents produced for tutors explaining academic tutor role. requirements and expectations around student support.	September 2017 October 2017	September 2017 Annually	First year tutor First year tutor	Drop-outs reduced to below 10%.

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			3. Use attendance and progression data to flag early interventions with struggling students.	Through the year	Through the year	First year administrator	
DS2	Increase the uptake of our undergraduate peer-to-peer mentoring scheme.	We want to encourage all students to engage with the peer to peer system to improve retention and to promote this as a development opportunity for senior students.	1.Nominate an academic staff champion to promote student peer to peer scheme and encourage greater uptake through briefing to first year tutors. 2. Schedule an EDI training session for mentors and mentees. 3. Poll students at the end of each academic year for feedback.	From October 2017	End of each academic year	Director of UG studies	20% of year group participate in scheme.
DS3	Increase number and breadth of female role model case-studies.	We want to promote female role models for engineering careers to increase the awareness of the variety of engineering career pathways.	1.Leverage our industrial links to increase our female engineer role models (career talks to u/g). 2. Develop materials/case studies for web advertising and open days.	Ongoing	End of each academic year	Employability champion	Five different engineering sector female role models (grade/job function/sector) featured on employability web pages.
DS4	Improve the employability of graduates of our engineering PGT programmes.	Focus group and PTES survey findings report shortfalls in employability skills.	1.Review PGT curricula and fit with PEI accreditation requirements. 2.Increase the modular offer through development of modules that can be co-taught to finalist MEng students. 3. Develop a specific professional skills module. 4. Include PGT in public outreach programme of events, offer STEM ambassador training and encourage uptake.	From January 2018 January - May 2018 January-May 2018 From Autumn 2017	May 2018 October 2018 October 2018 August 2018	Chair of postgraduate teaching committee PE coordinator	Three new modules available to MSc by October 2018. All PGT programmes PEI accredited at next accreditation visit (IET 2019; IMechE 2021).

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DS5	Improve the student experience of PGT programme students.	Our focus groups and PTES survey outcomes indicate dissatisfaction with the student experience.	1. Hold all-department welcome event for MSc and MEng in start-up week 2. Integrate MSc into the MEng co-taught cohorts through use of collaborative course-works. 3.Schedule study skills sessions through year to support MSc cohorts (esp. internationals).	From October 2017 Through year October 2017	Annually September 2018 September 2017	Programme Directors Module leaders Programme directors & FST Learning Advisor	PTES survey results rise to 90% overall satisfaction within four years.
DS6	Improve the employability skills of PGR students.	Focus groups and PRES survey results found shortfalls in skills development around employability and professional skills.	1.Promote PEI registration. 2.Develop CPD route for PG and fixed term contract researchers. 3.Support portfolio writing a la HEA scheme. 4.Identify training needs	In place for October 2018	October 2018	Director of Research	PRES survey results rise to 90% overall satisfaction within four years. CPD scheme aligned with PEI requirements.
DS7	Improve the induction, progression and completion rates of PGR.	PGR completion rates are low and we would like to achieve best practice across all PGR supervisors to improve support to all students.	1. Arrange for annual sharing of best practice via training workshops for all academic staff PGR supervisors. 2.Ensure use of dept. guidance documents (Handbook for new PhD students; Progress Review of PhD and MSc by Research Students in Engineering (for students), and Progress Review of PGR Studies and Other PGR Study Matters (for supervisors)). 3. PGR tutor to monitor completion rates for gender bias	July 2018 Since September 2016 Ongoing	July 2018 Annual	PGR Tutor PGR Tutor PGR Tutor	PGR Completion rates rise to 90% within three years & 100% within four years. Gender data reviewed by EDD each year with a view to identifying underlying issues and agreeing actions to address them.
DS8	Develop and run a formal PGR demonstrator training programme.	We want to ensure that PGRs receive EDI training as part of their demonstrator training.	Training session for PGR on EDI expectations.	At the start of each academic year.	Annual	PGR Tutor	All demonstrators have been trained. UG feedback confirms no issues around EDI.

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DS9	Increase PGR involvement with public engagement activities.	Role models for use in PE; Development of communication skills; CPD (public engagement) for use in PEI portfolio	Increased involvement (volunteering) with STEM ambassador scheme; Improved communication skills	October 2017	Annual	PGR Tutor	10% of PGR cohort contribute to PE activity; increased role models.
Actions to improve the recruitment of female staff							
RA1	Increase the number of females applying for our advertised posts	Data shows that we have had little success in attracting females to posts advertised in engineering.	1.All job adverts to include examples of EDI practices and to be written in language compliant with WISE and RAEng guidelines for increasing diversity.	Since September 2017	At post approval stage	Departmental Officer	100% of job ads include revised wording and ED&I statement.
			2.Standard template for all job adverts produced to prompt vacancy holders when drawing up adverts.	December 2017	At end of academic year	EDD Chair	Template available on share-drive.
			3. Document guidance for all search committee chairs on proactive strategies for attracting female applicants.	December 2017	At end of academic year	Head of Department	Guidance document is available via the share-drive.
			4. New academic post requests will be required to include a written plan for attracting female applicants. No plan, no post.	October 2017	At post approval stage	Vacancy-holder	All new posts have an articulated plan to target female applicants 25% of applicants for posts are female.
RA2	Ensure all recruitment panels have taken 'Recruiting the Best' training.	All panellists should be aware of best recruitment practices including understanding of the Equality Act.	Compliance checked when post is approved.	Process for checking compliance in place by Oct 2017	Annually	Departmental Officer	100% of panellists have taken training.
RA3	Mandate Unconscious Bias training for all panel chairs.	All panel chairs should be aware of best recruitment practices around avoidance of unconscious bias.	Group training sessions provided.	Ongoing	Annually	Departmental Officer	100% of panel chairs have taken training.
RA4	Monitor compliance of on-line diversity training.	All new staff are currently required to complete this online	CoreHR training report produced before annual PDR	From May 2018	August each year.	Departmental Officer	100% of staff have taken training

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		training in the first 3 months of employment. This is monitored through PDRs but currently compliance data is not reported centrally (e.g., to Management Group).	round begins and shared with line managers.				
RA5	Prepare welcome brochure for interviewees on support for childcare, families, carers etc. available dept.	Interviewees currently do not get this information systematically, although it may be given as part of informal conversations.	Brochure produced and distributed as standard to all interviewees, including research-only staff.	December 2017	After interviews held	Departmental Officer	100% of interviewees receive brochure.
RA6	Introduce exit interviews for all staff leavers.	We want to capture reasons why staff move on so that we can improve practice if necessary.	Exit interview process defined (in collaboration with HR).	Oct 2018	Annually	Faculty HR partner	100% of leavers offered exit interviews.
Actions to improve the career development of female staff							
DA1	Ensure effective and appropriate training of Group Leads.	Group Leads were introduced in 2016 and take on line management and mentoring roles. Start-up training was offered alongside, and we want to ensure that this is effective and being taken up by all leads.	1.Training Programme fully engaged with (via Faculty) 2.All PDRs include discussion of promotions strategy, the University promotions criteria and a development/training needs analysis.	Since 2017 From May 2018 (PDR round in June/July)	August 2018 August each year	Head of Department	100% of Group Leads have had training and promote all areas of service; staff survey indicates > 85% understand promotion criteria.
DA2	Obtain 1.the promotions committee discipline profile for engineering. 2.and the explicit criteria to be used in assessing periods of time out from the Academic Promotions Committee Working Group.	The working group has been undertaking a review of discipline profiles for promotion cases and also criteria defining how periods of time-out will be taken into account when assessing promotion cases. This information is needed to help candidates prepare their case.	1. Department profile published and made available to all staff. 2. Time-out criteria published and made available to all staff.	October 2017	December 2017	Secretary to APC WG	Discipline profile for engineering published. Time-out criteria and promotions guidance published; staff survey indicates > 85% understand promotion criteria.
DA3	Ensure all PDR reviewers and all mentors have received PDR training; ensure female staff can access a female mentor.	Data shows that currently only a % of PDR reviewers have taken PDR training. Currently, PDR	1.PDR training rates monitored and reported. 2. PDR discussion covers all three T&R contract areas of	By Jul 2018	Annually	Departmental Officer	90% of PDR reviewers have taken training;

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		completion rates are collected but not training rates. We do not have data for mentors so need to collect this.	research, teaching and leadership. 3. Female staff have access to a female mentor.				90% of mentors have taken training; staff survey indicates > 75% have confidence in the PDR system.
DA4	Add to PDR guidelines information/discussion about flexible working options, support with childcare etc.	Flexible working options exist but are handled on an ad-hoc, case by case basis. By including an opportunity for discussion in a PDR, line managers can be more aware of potential future issues and offer support to prevent problems.	Explicit section of the PDR form to provide opportunity to discuss work adjustments to support healthy work environment; any issues to be discussed in Management Team so that proactive support can be provided.	Jul 2018	Annually	Head of Department	Increased uptake of flexible working options; monitored at department level; staff survey > 90% believe department supports parental leave and flexible working.
DA5	Support staff (eg through discretionary funding) to engage in research meetings and networking opportunities.	T&R staff need to be able to engage with their research community to progress ideas and formulate new research avenues.	1. Allocate T&R travel budget 2. Define policy for access to travel funds for all T&R staff for networking meeting attendance.	December 2018	Annually	Head of Department	80% of T&R staff have attended at least one research meeting each year.
DA6	Develop and promote at PDR a department specific HEA facing programme to complement/extend the PG Certificate in Academic Practice	PGCAP is aimed at ECR. CPD to the level of SFHEA will both improve teaching quality and contribute to promotions criteria 'teaching'.	1. Programme developed to refresh staff teaching and so improve NSS 'teaching quality' metrics. 2. CPD available that is aligned with the promotions criteria.	Programme developed for roll-out from summer 2018	Annually	TEF Champion	At least 75% of academic staff to have FHEA or above by 2021.
DA7	Revise process for encouraging research-only staff to engage with PDRs.	Data shows that uptake of PDRs by non-academic and T&R academic staff is high, but is lower among research only staff. PDRs are an opportunity for managers to provide support to research-only staff that may pre-empt issues.	Revised process to increase engagement with PDRs for research-only staff.	Process approved by Jan 2018; first implementation of new process by Jul 2018	August 2018	Head of Department	90% of research-only staff have PDRs.
DA8	Introduce annual cycle for research-only staff promotions to proactively encourage applications.	Too few research-only promotion cases; due to lack of awareness among researchers and PIs of the procedures.	New process implemented.	Dec 2017	Annually	Head of Department	Survey of research-only staff shows > 85% aware of promotion criteria.

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DA9	Update department staff handbook to include ED&I policies.	Staff handbook is incomplete. Focus groups have commented on variability of induction. This is an opportunity to clearly document department ED&I policies and guidance.	Handbook updated.	Jun 2018	July 2018	Departmental Officer	Survey of usefulness of handbook at induction events shows majority positive.
DA10	Formalise a framework for support before, during and after maternity/paternity/shared parental leave/flexible working.	The department fully supports maternity/paternity/shared parental leave as well as flexible working. However, these are managed on a case-by-case basis and there is no documented framework describing expectations of line managers before, during and after leave.	1.A framework documented on engineering dept. share-drive, giving details on (e.g.) MARS funding for parental leave, policy on workload adjustments etc. 2. Lobby the University to offer MARS equivalent to all staff.	Oct 2018	October 2018	Departmental Officer	Survey of staff shows 90% believe department supports parental leave and flexible working.
DA11	Promote Making Professor event and annual AS lecture/networking event.	Both these events encourage the development of female staff and highlight female role models.	All staff encouraged to attend.	AS Lecture Spring each Year Making Professor, September of each year.	Annually	EDD Chair	80% of engineering female staff attend one or both events.
DA12	Include FTE adjustment in workload model for returners from periods away from the department.	Staff returning from periods away (eg maternity, illness etc) require additional time to reconnect with research	Policy developed and added to staff handbook	December 2017	December 2017	HoD	Policy implemented and being used.
DA13	Engage Industrial Advisory Board (IAB) on gender equality.	Solicit expertise from industrial advisors on curriculum content, recruitment, etc. to increase % female student applicants.	IAB Terms of Reference modified to include focus on gender equality.	IAB Terms of Reference modified by Nov 2017; report from IAB on gender equality by Nov 2018; action plan augmented by Nov 2019.	Annually	Chair IAB	Report from IAB.
DA14	Monitor workload allocation model for gender bias.	There is no evidence of gender bias in our workload allocation model, but we will monitor this on an annual basis.	Gender statistics produced as part of workload allocation model.	August 2018	Annually	Head of Department	No evidence of gender bias in published aggregate data.