Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	Brunel University	
Department	Computer Science	
Focus of department	**STEMM**	
Date of application	April 2020	
Award Level	**Bronze**	
Institution Athena SWAN award	**Date:** April 2012	**Level:** Bronze
Contact for application Must be based in the department	Dr Cigdem Sengul	
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Telephone	███████████████	
Departmental website	https://www.brunel.ac.uk/computer-science	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

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

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23 October 2019

Dear Athena SWAN panel,

I am very pleased to give my full support to the Department's application to retain the Athena SWAN Bronze Award that we first obtained in 2016. As a woman at Brunel, I have seen first-hand the progress that the university has made towards increased equity, particularly through a clearer and more transparent promotions process that explicitly maps to our Performance Development Review. As Head of Department, I feel privileged to be able to build upon our commitment to endorse the Athena SWAN agenda since this aligns strongly with our ongoing aspirations to build a happy and equitable academic department.

I have been an active member of the SAT since becoming Head of Department in August 2018 and since joining I have been pleased to see the progress already achieved in relation to our 2016 Athena SWAN Action Plan under the departmental leadership of my predecessors, Professor Martin Shepperd (2013-2016) and Professor Tracy Hall (2016-18). This is set against the background of a period of significant challenge for the department during which we have remained committed to Athena SWAN. To provide a flavour of some of the changes they have ushered in, we have

- Helped to establish the University's Women in Brunel Engineering and Computing (WiBEC) scheme giving all of our women students access to an industry mentor
- Increased the proportion of females from 17% to 30% of the department's permanent academic staff
- Redesigned student group allocation to avoid groups with only one woman student in response to student survey findings
- Redesigned our web pages to highlight some of our women staff and students
- Introduced a new job-sharing policy for departmental leadership roles to encourage more women representation
- Adopted a Workload Allocation Model, and carried out a gender analysis, which led to the Department being a good practice case study for the University.
- Installed additional gender-neutral toilets

We have also seen some positive effects of these changes within the department. Our student survey data shows that students do not feel they are treated differently as a result of their gender. In our staff survey, we have seen significant improvements in perceptions of workload transparency and collegiality. However, we also recognise that we still have much work to do. In particular, women remain underrepresented throughout the department, but particularly at the undergraduate level and within our academic staff, especially at senior levels. Significant effort is needed throughout the talent pipeline to improve the situation. Our self-reflection has highlighted a number of specific areas where we can enhance our practice, and I am committed to supporting the identified actions including reviewing our line management structures, implementing a departmental mentoring scheme drawing upon sector best practice and ensuring that a range of Athena SWAN activities is appropriately recognised through our workload model. We recognise that timelines for this work may be impacted by the effects of the COVID-19 pandemic, which will likely create disruption to both workload and budget, especially during the 2020/21 cycle. We are also particularly mindful of the potential for new ways of working (driven by COVID-19) to have differential impacts according to factors including

gender, caring responsibilities and access to technology and it will be a priority in the coming months to seek to find the best ways to support those who need it. Longer term, we are hopeful that the lessons learned during this difficult period will help us build practices which will be beneficial to supporting flexible working and study.

As a department, we value the self-reflective, evidence-based approach encouraged by the Athena SWAN process in helping us to plan for the future. I am personally committed to supporting the proposed actions laid out in this application and confirm the department will commit resources to this, whatever the results of our Athena SWAN application. I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department.

Yours faithfully

Professor Kate Hone
Head of Department of Computer Science

(Word count: 650)

ABBREVIATIONS

AL	Associate lecturer
ALC	Academic Life Cycle
AS	Athena SWAN
BC	Business Computing
BCS	British Computer Society
BAME	Black/Asian/Minority Ethnic
BRIEF	Brunel Research Initiative & Enterprise Fund
BSI	Business Systems Integration
BURA	Brunel University Research Archive
CEDPS	College of Engineering, Design and Physical Sciences
CPD	Continuing Professional Development
CS	Computer Science
DCS	Department of Computer Science
DS&A	Data Science and Analytics
DSD	Digital Service Design
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusivity
FT	Full-Time
HCI	Human-Computer Interaction
HEA	Higher Education Academy
HoD	Head of Department
HPAs	Hourly Paid Academics
HR	Human Resources
ISM	Information Systems Management
KIT	Keep-In-Touch
PDR	Performance & Development Review
PDRA	Post-doctoral Research Assistant
PgCAP	Postgraduate Certificate in Academic Practice
PGR	Postgraduate Research
PGT	Postgraduate Taught
PT	Part-Time
RA	Research Associate
RAG	Red, Amber, Green
REF	Research Excellence Framework
RSDO	Research Support and Development Office
SAT	Self-Assessment Team
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
SPL	Shared Parental Leave
SPLIT	Shared Parental Leave In Touch
STEM	Science, Technology, Engineering and Mathematics
UG	Undergraduate
UGT	Undergraduate Taught
WAM	Workload Allocation Model
WiBEC	Women in Brunel Engineering and Computing

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

The Department of Computer Science is part of the College of Engineering, Design and Physical Sciences (CEDPS). In 2017, our department moved to a brand new building, Wilfred Brown, and all academics now work in shared offices, typically with 5 or 6 people in each office spread over three floors. There is a small kitchen on each floor where hot drinks can be made. There is a larger coffee room, with seating, on the third floor to prepare meals and eat. There are lounge seating areas in the corridors shared with our UG and PG taught students.

Figure 2.1: Wilfred Brown, our new department building, is situated close to the campus centre.

	Academic Staff	Research-only PDRA	Professional & Support Staff	PGT	PGR	UG	F
Men							
Women							
%W	30%	14%	100%	23%	38%	14%	24%

Table 2.2: Members of the School 2018/19. (PDRA: Post-Doctoral Research Assistant, PGT: Postgraduate Taught, PGR: Postgraduate Research, UG: Undergraduate, F: Foundation). Source: HR CHIME system, snapshot 31st of October, 2019.

The current headcount of permanent members of academic staff ███ (30% of whom are women); ███████████████ ███████████ The Department has three professional and support staff. Other professional staff supporting the Department's activities, e.g., around teaching, are centrally managed by the CEDPS to encourage consistency of processes across the College.

The Head of Department, who is the line manager for all academic staff, is appointed for a four-year term by the College following an open internal advertising round. The current and previous Heads have been women. Named leadership roles within the Department are allocated by the Head, in consultation with the relevant course or research directors, following the circulation of the role

description inviting expressions of interest. Figure 2.4 shows the current high-level management structure of the Department. To encourage more people, especially women, to engage in departmental leadership, the Department also introduced a job share option. This option is currently taken up for the Director of Learning and Teaching post (a man and a woman) and Level-1 co-ordinator (a man and a woman).

We are proud of our teaching and recruit well to our foundation, UG and PG programmes. We have seen a significant increase in intake in recent years, particularly at the foundation and UG level. We perform well in the NSS (2nd quartile for our Computer Science programme, 1st quartile for our Business Computing programme) and graduate outcomes are excellent (graduate-level employment of 80%). WiBEC (Women in Brunel Engineering and Computing), which is a mentoring program by industry experts and alumni, have been running successfully for four years.

Staff are encouraged and supported to undertake research and can join one or more of the six departmental research groups as well as the research institutes across the university. Students and staff present their projects in several departmental events, e.g., the PhD symposium and the "Made in Brunel" to which industry visitors attend.

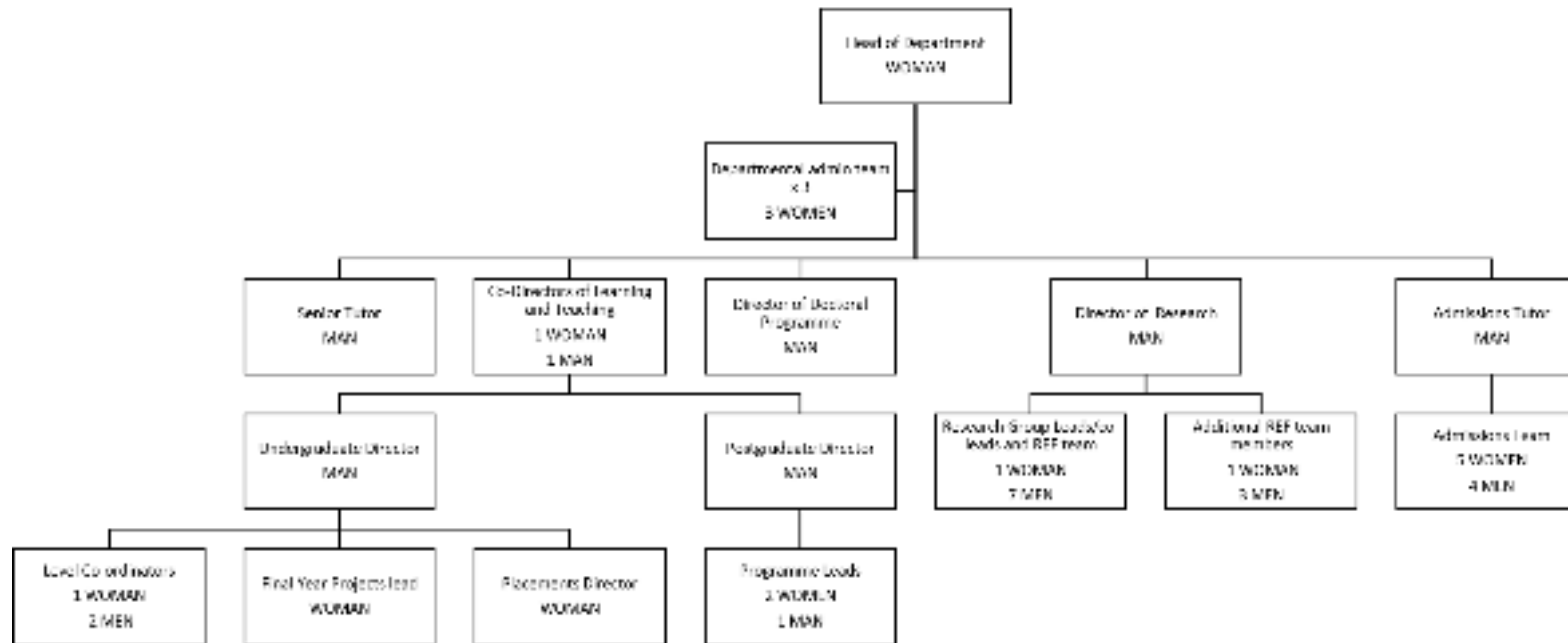

Figure 2.3: PhD Symposium, 2018.

(Word count: 457)

Figure 2.4: The high-level management structure of the Department of Computer Science. 37% of the Women in leadership and management roles in addition to the three women in the departmental admin team.

3. THE SELF-ASSESSMENT PROCESS

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

(i) a description of the self-assessment team

The Department's Self-Assessment Team (SAT) was set-up in 2014. The Athena SWAN (AS) Lead Dr Cigdem Sengul was appointed in January 2020, taking over from Dr Annette Payne, who has been leading the SAT since 2014.

SAT members were appointed either through nomination by the HoD or by an open invitation circulated to staff. The team was set-up to ensure a balance of gender and grades. With the positive response to the HoD's invitation in January 2020, the SAT increased from nine members to fifteen (eight women and seven men). The SAT covers most academic levels, from HoD to associate lecturers, PhD and UG students. The students are either student representatives invited by the SAT chair or have volunteered on circulation of open positions. Three members of the team contributed to the successful Bronze application in 2016.

SAT activities are taken into account in the WAM (Workload Allocation Model) and fall under the working group category. The workload is allocated for the chair and the team members separately following the University guidelines.

Table 3.1 outlines the composition of the SAT, including the external members from the EDI (Equality, Diversity and Inclusivity) office, who provide the team with invaluable advice and enable Athena SWAN-related knowledge sharing across departments in the University.

Name (Gender)	Role	Role in SAT	Description
Cigdem Sengul (W)	Senior Lecturer	Chair. Overall coordination and reporting	
Annette Payne (W)	Lecturer	Previous chair. Data analysis and reporting	
Martin Shepperd (M)	Professor	Staff data analysis and reporting	
Ian Blackman (M)	Senior Lecturer	Staff data analysis and reporting	
Timothy Cribbin (M)	Lecturer	Student data analysis and reporting	
Sara Brown (W)	Student programmes manager	Represents Professional Staff	
Bhaveet Nagaria (M)	PhD Student	PhD student liaison	
Fawzia Zehra Kara-Isitt (W)	PhD Student	PhD student liaison	
	UG Student	Helped with student focus groups and surveys.	
Kate Hone (W)	Professor Head of Department	Athena SWAN champion	

Nour Ali (W)	Senior Lecturer	Will be Athena SWAN student data co-lead	
Faris Alwzinani (M)	Associate Lecturer	Will work on AS communications activities	
Armin Kashefi (M)	Lecturer	Will work on event management	
Alaa Marshan (M)	Associate Lecturer	Will be Athena SWAN student data co-lead	
Isabel Sassoon (W)	Lecturer	Will be Athena SWAN staff data lead	
External SAT Associates at Brunel University			
Sanchia Alasia (W)	University EDI Manager	General manager	
Gulce Ipek (W)	EDI officer	Athena SWAN Coordinator	
Jenny Cook (W)	EDI officer	Data analysis	
Stephen Swift (M)	Senior Lecturer	University Athena SWAN SAT liaison	

Table 3.1: SAT team members.

(ii) an account of the self-assessment process

Taking over the lead role in 2020, Dr Cigdem Sengul worked closely with the writing team, senior members of staff, including the HoD and the EDI team to familiarise herself with the application process.

The SAT meets three times a year on average. Additional meetings were held to organise AS events and student and staff surveys. In the lead up to this application, we have met monthly since October 2018 in smaller working groups. SAT meetings discussed issues, actions, and data analysis, focusing on the following topics: staff promotion, student recruitment, PDRs, women student retention, recruiting more women staff.

AS activities form a permanent agenda item at departmental meetings; student representatives are present at all departmental meetings. We also created several opportunities to discuss and consult with staff to inform our future actions:
- In our annual staff away-days, where we discuss issues addressed in the current action plan.
- Topic-specific focus groups discussing topics mentioned above.
- In 2018, an AS event where all staff heard from gold award holders. All staff brainstormed about how we could make changes using our visitors' examples as inspiration.

Figure 3.2: Example of staff consultation on the away day in 2019. Staff are discussing the AS action plan.

For our students, we conducted an online student perceptions survey in 2018 to better understand their experiences in the Department, views about their course and career choices. We consulted an external survey researcher to create a robust and topical questionnaire. In 2019, we commissioned follow-up interviews with 27 women students to have a more in-depth view of the student experience. This study was administered with the help of the UG student member of the SAT and was analysed using thematic analysis of transcribed verbal feedback.

Also, SAT members have participated in several external gender equality-themed events:

- Prof Martin Shepperd attended the Council of Professors and Heads of Computing conference "CignetS: what do you want from an Athena SWAN for Computer Science community?" (2016).
- Dr Annette Payne attended British Computer Society CignetS events and became a member of the CignetS UK network (2017).
- Prof Kate Hone attended the Council of Professors and Heads of Computer Science Workshop on "Equality, Diversity, Inclusion" and Athena SWAN Workshop (2019).

Figure 3.3 shows the steps taken to prepare this application. Different sections were led by different SAT members. The Action Plan was mutually agreed by the departmental staff and management.

2016

Implementation of the initial Action Plan

- Three SAT meetings (one per term)
- Delegation and commencement of actions
- Women in Brunel Engineering and Computing mentor scheme started

2017

Reviewing and monitoring progress

- Three SAT meetings (one per term)
- Identified data to be collected to monitor the impact of our actions
- Two additional SAT meetings around developing student and staff surveys
- Brunel Voice Survey 2017
- AS workshop on departmental away-day on implementing the core AS principles more effectively

2018

Understanding perceptions and experiences

- Student Perceptions Survey carried out
- Additional meetings to plan an AS event
- AS Event: a brainstorming session with speakers with Gold Awards took place.
- Commit to renewal application in 2019

2019/20

Preparation for renewal

- Four SAT meetings (one per term)
- 8 (2019) + 15 (2020) meetings about renewal application with SAT in smaller groups
- Three data workshops with the EDI Team
- Follow-up interviews with women students to assess the impact of actions
- Brunel Voice Staff Survey 2019
- External reviewer consulted for drafts

Figure 3.3: Self-assessment process outline

SAT work model

The SAT will carry on meeting termly to lead the implementation of the action plan. We will continue our annual review cycle to remove completed actions and revise the action plan if necessary. The SAT lead will coordinate the implementation, delegating tasks to SAT members and beyond as necessary. We will also augment our current data collection and establish systems and templates for surveys, interviews, and focus groups, which will help us monitor the impact of our Action Plan consistently **(Action 1.1).**

COVID-19 measures

Due to the continuing uncertainty, the actions requiring face-to-face meetings have been modified. We have either reprioritised these actions to a later date or planned running a certain number of them online, e.g. surveys and focus. To this end, we will work with the Department and the University, and make use of the IT support in place. We will monitor activities to ensure we follow timelines as closely as possible. Also, we need to monitor the impact of the changes on the way we work, e.g. online teaching, on our student and staff **(Action 1.2).**

SAT sustainability

Six new named SAT roles are created in the WAM to deliver the action plan, each role shared by two people: communication champions, outreach champions, student data leads, staff data leads, and event organisation leads. SAT committee membership will be reviewed annually, and the leadership role will be rotated every 4+1 years to ensure bringing fresh ideas and promote good practice. In their final year, the former lead will support the new lead to transition into their role.

Communications and Reporting

We will take several actions to improve information sharing and visibility in the Department, and publicly, e.g., by creating a communication plan, and updates to the website and marketing material **(Action 1.3).** To make women role models more visible in the Department, we will initiate an Athena SWAN lunch lecture series, which will initially run as online webinars as a response to the ongoing pandemic **(Action 1.4).**

(Word count: 1113)

4.   A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data
(i)   Numbers of men and women on access or foundation courses

Table 4.1 illustrates the data for our Foundation course in Mathematics and Computing. Upon successful completion of the Foundation course, students may progress to Maths or Computing in Brunel, or choose to attend a different institution.
- In the last four years, the percentage of women on the course has remained consistent at around 24%.
- However, the percentage of women progressing to Computing in Brunel has fluctuated, sometimes at half the percentage of men, and in 2017/18 slightly higher. The difference in progression rates of women and men are significant.

Given 60 students per year enter our CS degrees by this route, this course is essential in broadening access to our UG programme. Therefore, we will investigate why women foundation students are less likely than men to progress to computing **(Action 2.1).** The results of our investigation will be used to

create focus groups for further research and will inform **Action 2.2**, aiming to increase the number of women in our undergraduate programmes. Also, the Athena SWAN lunch-time lecture series will be a means to inspire our foundation students to a career in computing and hence, will be advertised at the foundation level **(Action 1.4)**.

Year	Total	Men	Women	%W	Men progressing to computing	Proportion of men progressing	Women progressing to computing	Proportion of women progressing
2015/16				24%		58%		41%
2016/17				25%		56%		29%
2017/18				23%		41%		48%
2018/19				24%		69%		32%

Table 4.1: Number of students progressing to Computing in Brunel from the Foundation course (2015-19).

(ii)   Numbers of undergraduate students by gender

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

The Department runs two programmes leading to degrees in Business Computing (BC) and Computer Science (CS). In common with other computing courses, the data throughout 2015-19 shows:

- Women are underrepresented, but representation is better in BC than CS.
- Women do well in our courses; over 75% in CS and 80% in BC attained good degrees (1st or 2.1), compared to 65% of men in CS, and 68% in BC.

Therefore, the primary imperative for us is to recruit more women to our programmes **(Action 2.2).**

Representation

Table 4.2, Figures 4.3 and 4.4 illustrate the numbers and proportion of students enrolled to BC and CS, along with the percentages of women and BAME students, which include all students that identify as Black, Arab, Asian, Chinese and Mixed heritage. Our BAME population is significantly higher than the national average of 23%. This figure is driven by Brunel's location being close to large BAME populations in West London, Slough and Reading.

Women form a higher percentage on the BC course: The number of men enrolled on BC has fallen over the last four years while the number of women has remained steady, leading to an increase in the percentage of women to 28%. In CS, student numbers have increased steadily, but women's representation has fallen to 12%, 4% lower than the national average.

The percentage of BAME women in BC fluctuated over the period and is comparable to men in 2018/19. The proportion of BAME men has also been decreasing, though their absolute number remains high. The percentage of BAME women in CS is higher than men, and both are well-represented at 71% and 65%, respectively.

We acknowledge that we need to research effective strategies for attracting more women to our courses. To this end, the SAT will appoint Outreach champions, who will be responsible for supporting the Department's outreach activities. The Outreach champions will work together with the Department's Outreach team and University STEM center and lead the organisation of a summer school for girls and their teachers starting from next summer **(Action 2.2)**.

Course	Year	Total	Men	Women	%W	%BAME	% BAME women	% BAME men
BC	2015/16				25%	85%	82%	86%
	2016/17				21%	79%	75%	80%
	2017/18				25%	83%	84%	82%
	2018/19				28%	77%	**75%**	**78%**
CS	2015/16				14%	70%	82%	68%
	2016/17				13%	69%	79%	68%
	2017/18				13%	67%	77%	66%
	2018/19				12%	66%	**71%**	**65%**
Totals across both courses	2015/16				16%	73%	82%	72%
	2016/17				14%	71%	78%	70%
	2017/18				15%	70%	79%	68%
	2018/19				14%	68%	72%	67%

Table 4.2: Numbers of UG students by gender and route (Dec. 1st snapshots, 2015-19). The national benchmark for CS courses is 15-16% women (2015/16-2018/19), overall UK enrolments include 24% BAME.
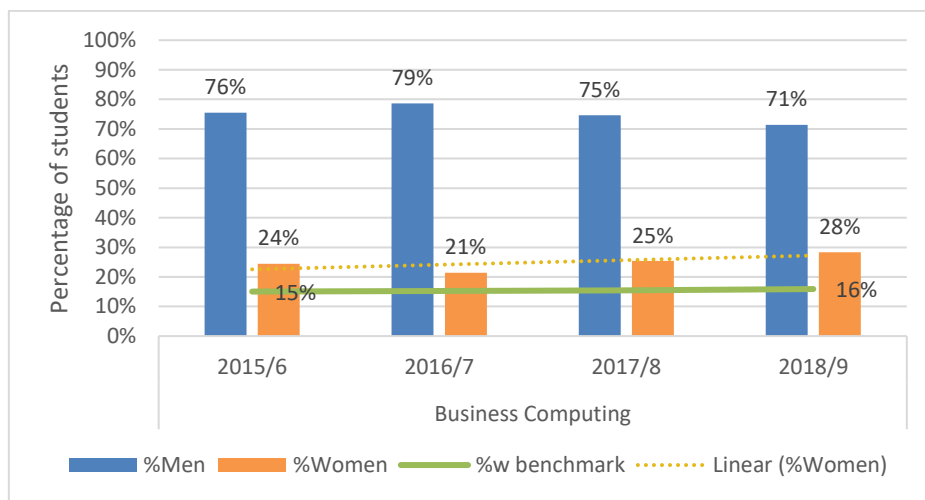

Figure 4.3: Percentage of men and women in BC against the CS national benchmark (2015-19), the linear trendline for %Women.
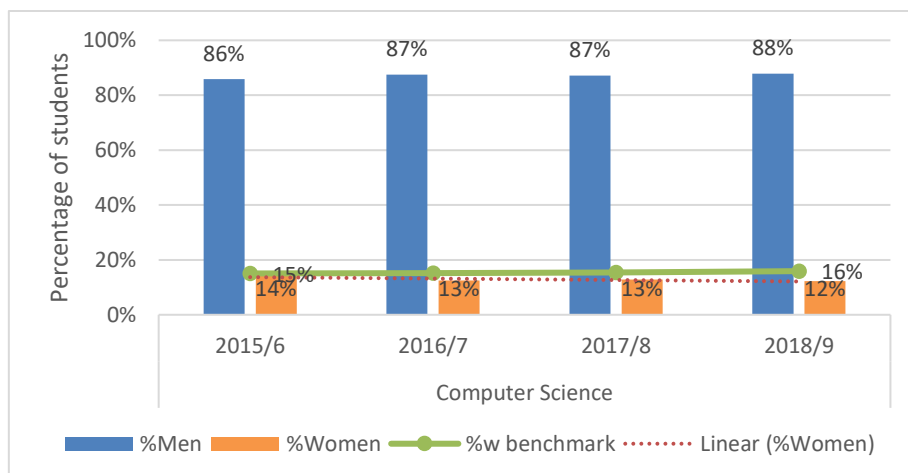

Figure 4.4: Percentage of men and women in CS against the CS national benchmark (2015-19). Linear trendline for %Women.

Recruitment

The departmental admissions team is deliberately balanced for gender (five men and five women academics), and the grade mix reflects the profile of the Department (one associate lecturer, five lecturers, two senior lecturers, two senior staff). Membership of the admissions team is formally recognised in the Workload Allocation Model (WAM).

Our student population is unusual when compared to most other universities in that a significant proportion of the students have studied locally before joining us. Also, large numbers of students live at home while they study. Thus, our recruitment efforts need to appeal to the local student population.

Tables 4.5 and 4.6 present the recruitment data for BC and CS, respectively. For BC, women are more likely to be made offers, accept and enrol to the course. For CS, men and women are equally likely to receive offers, and women are slightly less likely to accept. Women make up only 24% of the BC and 13% of the CS applications. As highlighted above, we need to encourage more women to apply to our courses **(Action 2.2)**.

Business computing									
Year	Gender	Applied	Offered	Accepted	Enrolled	% O/Ap	% Ap/O	% E/Ac	% E/Ap
2015/16	M					56%	31%	78%	14%
	W					67%	29%	80%	16%
	%W								
2016/17	M					67%	22%	65%	10%
	W					73%	27%	78%	16%
	%W								
2017/18	M					60%	28%	68%	11%
	W					66%	35%	77%	18%
	%W								
2018/19	M					63%	24%	64%	10%
	W					72%	32%	74%	17%
	%W								
Total	M					63%	24%	64%	10%
	W					72%	32%	74%	17%
	%W								

Table 4.5: Applications during 2015-19 in Business Computing showing the numbers of men and women who applied, were offered a conditional offer by Brunel, accepted and enrolled and counted in the 1st December Snapshot data. Source: SITS Student data management system.

Computer Science									
Year	Gender	Applied	Offered	Accepted	Enrolled	% O/Ap	% Ap/O	% E/Ac	% E/Ap
2015/16	M					66%	29%	81%	15%
	W					64%	31%	80%	16%
	%W	13%	13%	14%	14%				
2016/17	M					71%	28%	63%	12%
	W					75%	23%	50%	9%
	%W	12%	12%	10%	8%				
2017/18	M					73%	25%	61%	11%
	W					75%	16%	77%	9%
	%W	13%	14%	9%	11%				
2018/19	M					77%	25%	68%	13%
	W					75%	25%	63%	12%
	%W	14%	13%	13%	12%				
Total	M					73%	26%	67%	13%
	W					73%	23%	67%	11%
	%W	13%	13%	12%	12%				

Table 4.6: Applications during 2015-19 in Computer Science showing the numbers of men and women who applied, were offered a conditional offer by Brunel, accepted and enrolled and counted in the 1st December Snapshot data. Source: SITS Student data management system.

Attainment

Table 4.7, Figures 4.8 and 4.9 summarise the attainment of a good degree (1st or 2.1) in BC and CS, respectively. In total, more women than men attain a good degree, while there is a slight decline in the attainment of women. In 2018/19, the proportion of men and women achieving good degrees are comparable and lower than the national average. Therefore, we will investigate how we can support our students, both men and women, better to achieve good degrees. Like many, we had to move teaching and assessment online due to COVID-19 pandemic, and therefore, we will monitor the impact of changes on our students **(Actions 1.2 and 2.3).**

Course/Year		Women			Men			%Women -%Men
		Total	Good Degree	GD%	Total	Good Degree	GD%	
BC	2015/16			80%			61%	21%
	2016/17			100%			61%	39%
	2017/18			100%			82%	18%
	2018/19			64%			61%	3%
	Total			84%			68%	16%
CS	2015/16			87%			66%	21%
	2016/17			77%			72%	5%
	2017/18			69%			66%	3%
	2018/19			68%			61%	7%
	Total			76%			65%	11%

Table 4.7: UG attainment ratio of 'good degrees' (1st or 2.1) in BSc to total conferred by gender and route. National benchmark (2018/19) is 73% for men and 79% for women looking at the percentage of first degree qualifiers obtaining each classification between 2015-19.
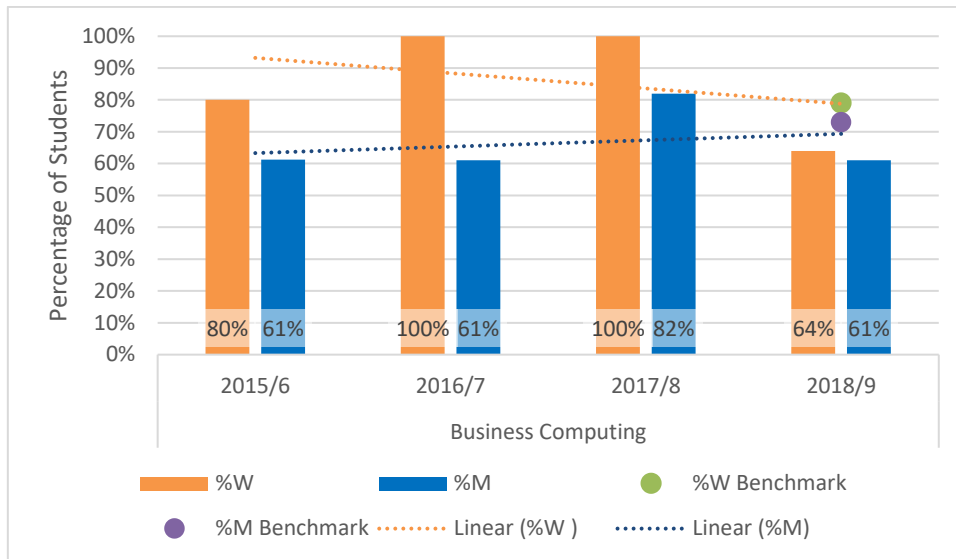
Figure 4.8: Business Computing: Attainment of a 'good' degree (1st or 2.1) in BSc (2015-19). Source SITS data management system. National Benchmarking against the subject Computer Science using HESA Return classification of first degree student classifier dataset.
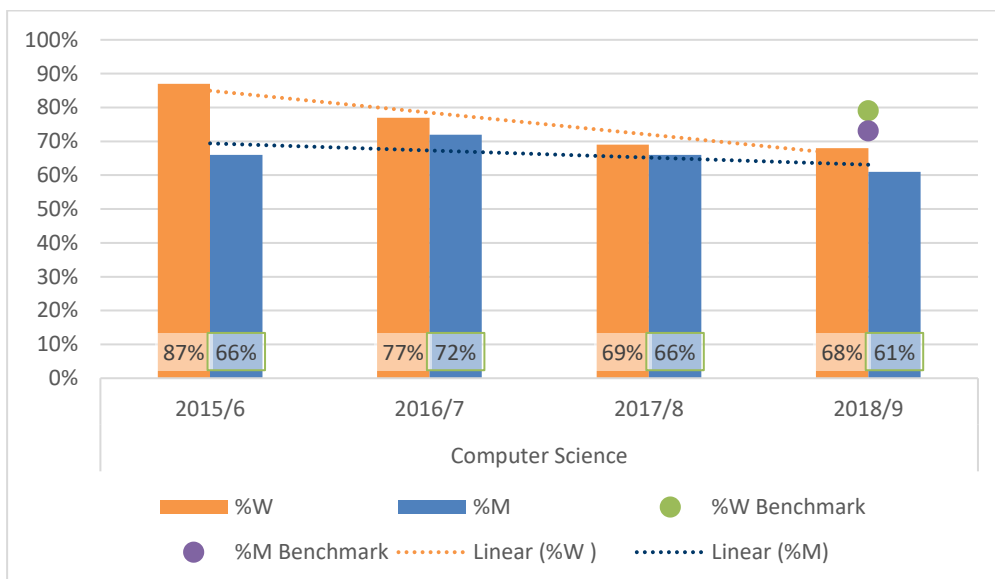

Figure 4.9: Computer Science: Attainment of a 'good' degree (1st or 2.1) in BSc (2015-19). Source SITS data management system. National Benchmarking against the subject Computer Science using HESA Return classification of first degree student classifier dataset.

(iii)   Numbers of men and women postgraduate taught degrees

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

Between 2015-2019, the Department had four Masters programmes: Business Systems Integration (BSI), Data Science and Analytics (DS&A), Digital Service Design (DSD) and Information Systems Management (ISM). BSI was discontinued after 2017/18 and ISM in 2019/20. Therefore, although all four programmes are included in Table 4.10, the analysis in this section focuses on DS&A and DSD.

Course	Year	Men				Women				%W	%BAME
		FT	PT	Total	%PT	FT	PT	Total	%PT		
Data Science and Analytics (DS&A)	2015/16				33%				43%	25%	82%
	2016/17				41%				31%	43%	73%
	2017/18				38%				43%	37%	79%
	2018/19				**29%**				**28%**	40%	65%
Digital Service Design (DSD)	2015/16				n/a				n/a	69%	69%
	2016/17				n/a				n/a	70%	60%
	2017/18				n/a				n/a	47%	79%
	2018/19				n/a				n/a	59%	88%
Overall	2015/16									39%	76%
	2016/17									59%	67%
	2017/18									40%	79%
	2018/19									43%	77%
	Total									45%	75%
Information Systems (ISM)	2015/16				33%				0%	18%	100%
	2016/17				36%				0%	15%	92%
	2017/18				40%				0%	29%	86%
	2018/19				33%				50%	31%	85%
Business Systems (BSI)	2015/16				44%				60%	24%	90%
	2016/17				43%				67%	18%	82%
	2017/18				75%				-	0%	75%
Overall	Total									**38%**	

Table 4.10: PGT numbers by gender, route and study mode (2015-19). ISM and BSI data are presented, but not discussed in detail, as both programmes are discontinued.

Women form 45% of the PGT students: DS&A's women to men ratio was 25:75 in 2015/16 and reached 40:60 in 2018/19. The gender ratio for DSD is historically biased towards women, except for 2017/18. With BSI and ISM, the average gender ratio falls to 38%. Hence, the representation of women is better in the new programmes. Both programs capitalise on our long-standing expertise in the respective fields. We attribute the improvement in gender ratio on DS&A due to Data Science being a growth sector. The Department will continue strengthening its PGT program with a new AI course.

DSD does not have a PT route. In DS&A, the percentage of men and women in PT fluctuate, but, in 2018/2019, the proportions are similar. The Department receives regular extension requests from students during the dissertation period due to caring responsibilities. Therefore, we will introduce an option for staged masters, structured as a 3-year PT programme to support all students **(Action 3.1)**.
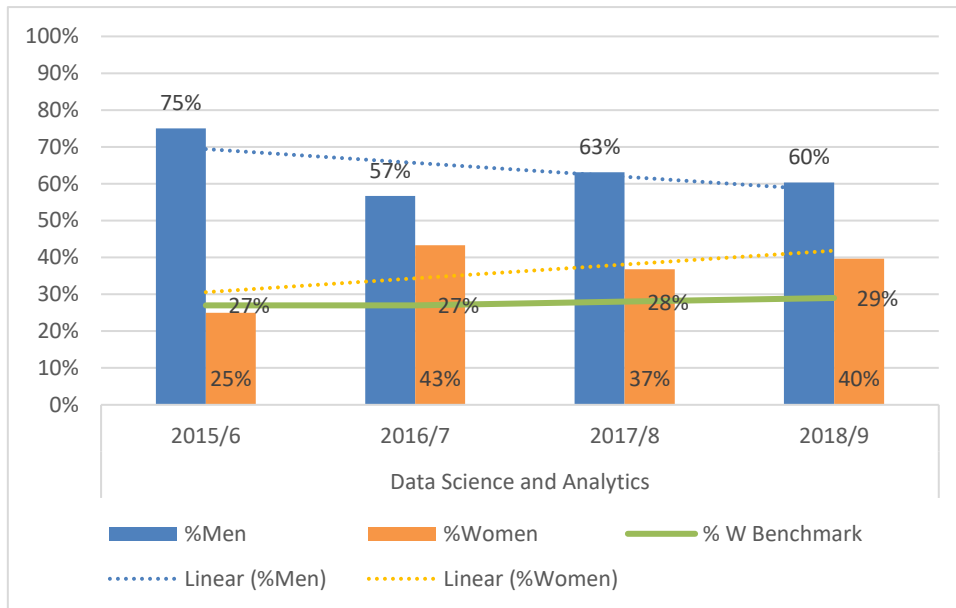
Figure 4.11: Percentage of men and women in DS&A (2015-19). National Benchmarking against the subject Computer Science using HESA Return classification of PGT student classifier dataset.
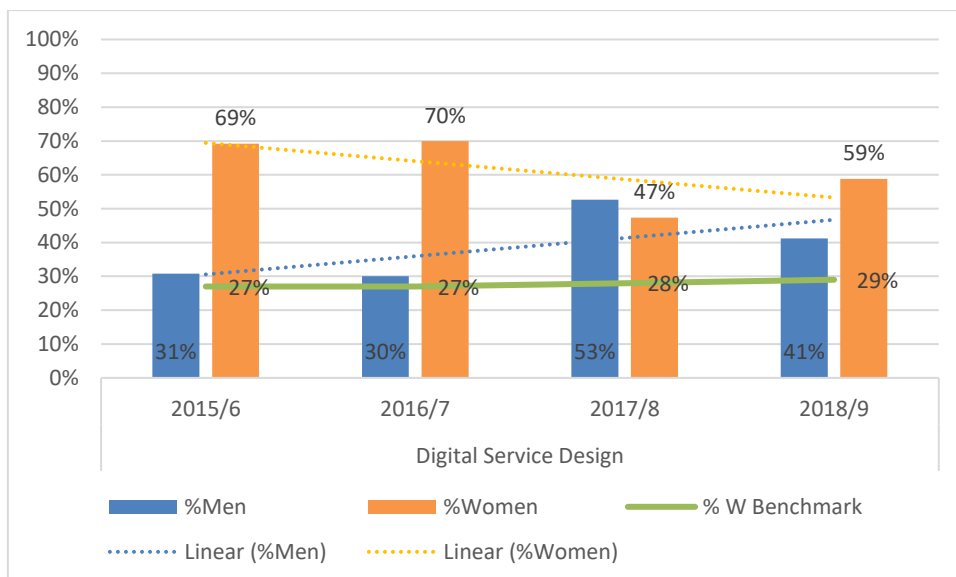

Figure 4.12: Percentage of men and women in DSD (2015-19). National Benchmarking against the subject Computer Science using HESA Return classification of PGT student classifier dataset.

Recruitment

Tables 4.13 and 4.14 show the application data for DS&A and DSD, respectively. Women were slightly more likely to receive offers (73% of men versus 76% of women for DS&A and 77% of men versus 87% of women for DSD). In contrast, men were slightly more likely to accept offers (41% versus 35% for DS&A and 43% versus 37% for DSD).

On average, 33% of applications are from women for DS&A, whereas it is 61% in DSD. We expect to increase the number of women applicants for our PGT programmes in the next years, as the Department has received £15K from Office for Students for a marketing campaign explicitly targeted at underrepresented groups, including women, for the new AI and the revised DS&A programmes.

DS&A									
Year	Gender	**Applied**	**Offered**	**Accepted**	**Enrolled**	% O/Ap	% Ac/O	% E/Ac	% E/Ap
15/16	M					61%	47%	61%	17%
	W					63%	31%	66%	13%
	%W	**31%**	**33%**	**24%**	**26%**				
16/17	M					64%	36%	42%	10%
	W					70%	27%	64%	12%
	%W	**35%**	**38%**	**31%**	**41%**				
17/18	M					74%	38%	46%	13%
	W					80%	37%	55%	16%
	%W	**31%**	**33%**	**32%**	**36%**				
18/19	M					83%	42%	40%	14%
	W					84%	28%	54%	18%
	%W	**34%**	**35%**	**33%**	**40%**				
Total	M					**73%**	**41%**	45%	13%
	W					**76%**	**35%**	57%	15%
	%W	**33%**	**35%**	**31%**	**37%**				

Table 4.13: Recruitment pipeline by gender for DS&A.

DSD									
Year	Gender	**Applied**	**Offered**	**Accepted**	**Enrolled**	% O/Ap	% Ac/O	% E/Ac	% E/Ap
15/16	M					86%	58%	57%	29%
	W					92%	48%	82%	36%
	%W	**64%**	**66%**	**61%**	**69%**				
16/17	M					65%	26%	75%	13%
	W					81%	38%	60%	19%
	%W	**58%**	**63%**	**71%**	**67%**				
17/18	M					79%	52%	83%	34%
	W					88%	50%	40%	18%
	%W	**54%**	**57%**	**56%**	**38%**				
18/19	M					80%	38%	44%	13%
	W					89%	25%	71%	16%
	%W	**67%**	**70%**	**61**	**71%**				
Total	M					**77%**	**43%**	66%	22%
	W					**87%**	**37%**	62%	20%
	%W	**61%**	**64%**	**61%**	**60%**				

Table 4.14: Recruitment pipeline by gender for DSD.

Attainment

Table 4.15 shows the attainment of good degrees (Merit or Distinction) in MSc. Overall men do better in DS&A, although results are not significantly different. The numbers for the DSD are also small; women do better on this programme. As results are not statistically significant, we will continue

assessing attainment for both genders as part of our ongoing monitoring, and revise our action plan accordingly, if any gender issues are identified.

Course		Women			Men		
		Total	Good Degree	GD%	Total	Good Degree	GD%
DSA	2015/16			100%			67%
	2016/17			25%			58%
	2017/18			78%			70%
	2018/19			60%			91%
	Total			**64%**			**72%**
DSD	2015/16						
	2016/17			56%			25%
	2017/18			80%			50%
	2018/19			50%			42%
	Total			**62%**			**39%**

Table 4.15: Proportion of 'good' degrees (Merit or Distinction) over the total number of MS graduates analysed by gender. Data source: SITS University attainment database.

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

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

Table 4.16 shows the percentage of women and BAME students enrolled in PGR. Almost all the students are from overseas. Figure 4.17 shows, approximately a third of the cohort has been women, above the 2018/19 national benchmark of 27%.

Approximately one-third of students study part-time; fewer women choose PT (26% compared to 38%). Therefore, we will investigate if there are any barriers to PT study for women; the results of our investigation will inform our future action plan **(Action 3.2).**

Year	Men				Women				%W	%BAME
	FT	PT	Total	%PT	FT	PT	Total	%PT		
2015/16				27%				22%	32%	66%
2016/17				44%				28%	36%	67%
2017/18				45%				31%	38%	66%
2018/19				41%				19%	38%	68%
Total				**38%**				**26%**	**36%**	67%

Table 4.16: PGR numbers by gender, ethnicity and study mode. National Benchmark for %W is 26-27%. Data from HESA return HEIDI Gold, PGR students headcount data for Subject Computer Science 2015-19.
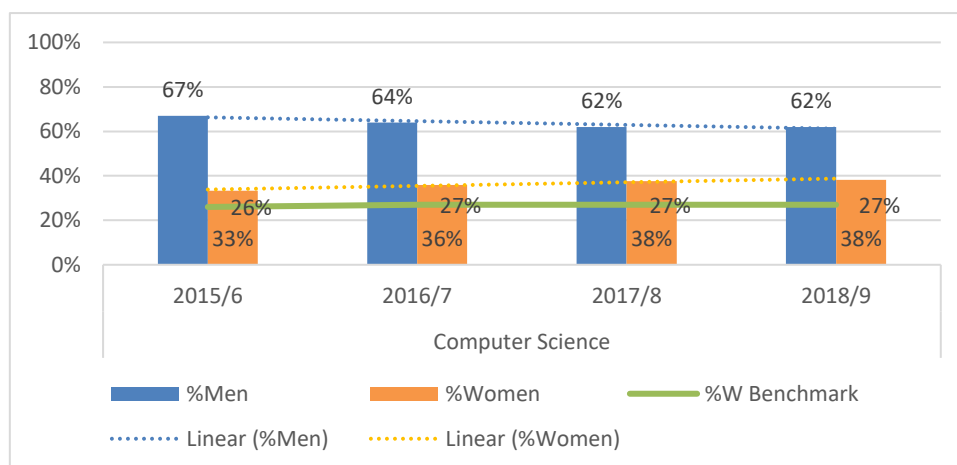
Figure 4.17: PGR numbers by gender against the national benchmark (2015-19).

Recruitment

Year	Gender	Applied	Offered	Accepted	Enrolled	% Offer /Applied	% Accept /Offered	% Enrol /Accepted	% Enrol /Applied
2015/ 16	Men					33%	32%	33%	**3%**
	Women					41%	62%	88%	**22%**
	%W	**36%**	**41%**	**57%**	**78%**				
2016/ 17	Men					44%	65%	85%	24%
	Women					55%	64%	57%	20%
	%W	**30%**	**35%**	**35%**	**27%**				
2017/ 18	Men					30%	86%	83%	**22%**
	Women					89%	88%	71%	**56%**
	%W	**28%**	**53%**	**54%**	**50%**				
2018/ 19	Men					39%	62%	88%	21%
	Women					54%	71%	60%	23%
	%W	**28%**	**35%**	**38%**	**30%**				
Total	**Men**					**35%**	**58%**	**64%**	**13%**
	Women					**51%**	**71%**	**62%**	**22%**
	%W	**32%**	**40%**	**45%**	**44%**				

Table 4.18: PGR recruitment pipeline by gender (2015-19).

Table 4.18 shows that while only 32% of applications come from women, they form 44% of those who enrol. Women are more likely to be offered a place than men (51% vs 35%). However, these statistics vary considerably year to year, e.g., in 2015/16 offers, acceptances and enrolments for men were extremely low, while in 2017/18, the same statistics for women were unusually high. The numbers are small; therefore, we will continue monitoring and revise our action plan if there is a gender bias.

Attainment

Year	Total Completed	Men	Women	%W completing	%W in PGR
2015/16				38%	32%
2016/17				38%	36%
2017/18				38%	38%
2018/19				30%	38%

Table 4.19: PGR completion rates for men and women. The last National Statistics for PGR level of qualification in Computer Science for 2016/17 is 26%.

Table 4.19 shows that the completion rates for women are as expected when we consider the proportion of women in PGR. This proportion is also higher than the national benchmark of 26%.

(v)   Progression pipeline between undergraduate and postgraduate student levels
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.
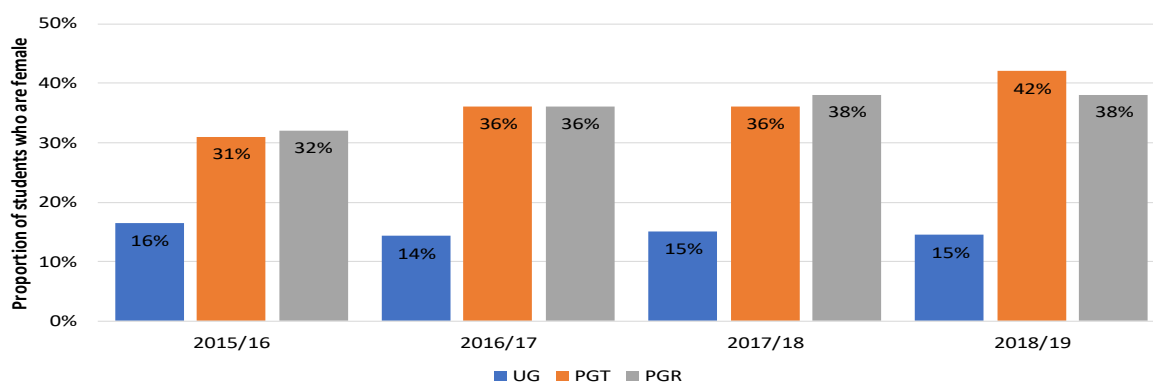
Figure 4.20: Percentage of women in UG, PGT, and PGR programs (2015-19).

Figure 4.20 shows that the number of women at the PGT and PGR levels is much higher than UG. The majority of our students in PGT and PGR either come from other UK universities or overseas and so, our PG gender ratio is mostly independent of the UG ratio.

Progression path	Year	Total	Men	Women	%W	%M /Total Enrolled Men	%W/ Total Enrolled Women
UG-> PGT (DS&A)	2015/16				**13%**	33%	14%
	2016/17				**20%**	23%	7%
	2017/18				**25%**	13%	7%
	2018/19				**20%**	21%	8%
UG -> PGT(DSD)	2015/16				**50%**	25%	11%
	2016/17				**100%**	0%	14%
	2017/18				**100%**	0%	22%
	2018/19				**n/a**	0%	0%
UG->PGR	2015/16				**29%**	7%	5%
	2016/17				**25%**	10%	6%
	2017/18				**29%**	11%	3%
	2018/19				**10%**	21%	4%
PGT->PGR	2015/16				**45%**	16%	**26%**
	2016/17				**61%**	8%	**25%**
	2017/18				**56%**	13%	**28%**
	2018/19				**61%**	12%	**30%**

Table 4.21: Progression pipeline from UG to PGT courses, from UG to PGR, and PGT to PGR.

Table 4.21 shows that a lower percentage of women progress onto PGT and PGR programmes directly from UG, specifically, prominent in the UG->PGR path. While UG women seem to prefer the DSD course, men are more likely to continue with the DS&A. However, women are more likely to progress from PGT to PGR; 26-30% of women in PGR had a Master's degree from Brunel.

Our UG student survey also shows that our students, both men and women, are generally employment driven (Figure 4.22). However, a student focus group also reported that information about academic careers and PhD funding is not readily available. We will do more to promote academic careers to both PGT and UG students via Q&A sessions and disseminate research funding information (**Action 3.3)**.
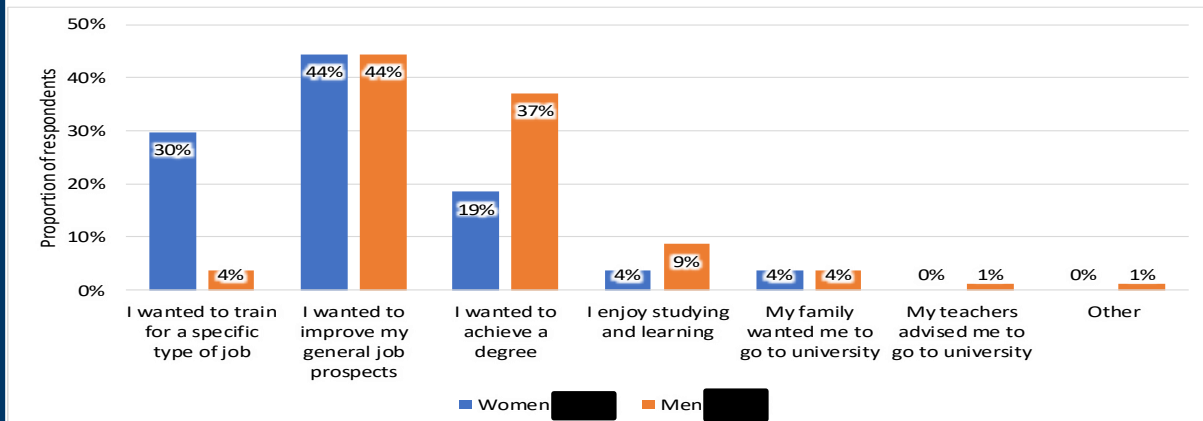
Figure 4.22: Response to "Most important reason for going to University" from the student perceptions survey in 2018; 27 women and 81 men studying CS and BC (Levels 1-3).

4.2 Academic and research staff data

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

The Department has three progression pathways for academic staff: (i) research-only, (ii) research and teaching and (iii) educational academic. The University deems the educational academic route equivalent to the research-and-teaching. Educational academics provide excellence and leadership in learning, teaching and student support; focus on educational innovation and enhancement.

Associate Lecturers and Research Associates are a lower grade than Lecturers. The Associate Lecturer (AL) role was introduced in 2017/18 to provide opportunities for recent PhD students to develop a career in Higher Education. Research Associates are employed on research-only contracts but may undertake teaching duties if they wish to supplement their income. During the period, there were no senior research associates or above in the Department.

Year	Gender	Research-only	Research and Teaching				Educational Academic				
		RA	L	SL	R	P	AL	L	SL	R	P
15/16 Total: 51 %W: 25%	W										
	M										
	Total										
	%W	22%	38%	30%	17%	17%			0%		
16/17 Total: 50 %W: 26	W										
	M										
	Total										
	%W	33%	22%	36%	20%	17%			0%		
17/18 Total: 47 %W: 28%	W										
	M										
	Total										
	%W	29%	25%	42%	25%	17%	0%		0%		
18/19 Total: 47 %W: 28%	W										
	M										
	Total										
	%W	14%	40%	36%	0%	18%	40%			0%	

Table 4.23 Academic Staff Data for 2015-19. L: Lecturer, SL: Senior Lecturer, R: Reader, P: Professor. Data Source HR Systems Northgate and CHIME. Snapshot date 31st October 2018
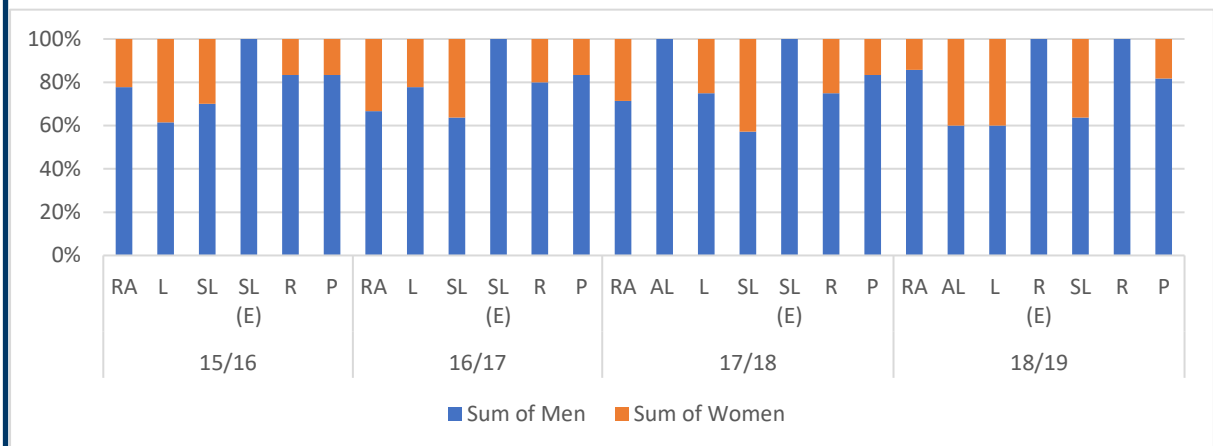
Figure 4.24: Percentage of women at each grade compared to men (2015-2019).

Figure 4.24 highlights there are relatively few staff at each grade leading to variations in the representation of women year by year. While the proportion of women reached approximately 40% for AL, L and SL levels, it falls with increasing seniority. (We plan to address this issue in the 5.1(iii) Promotion Section with **Action 4.3**.)

PT staff are mostly non-academic staff. Of the three academic PT staff, two are women, and all have chosen to go PT as a consequence of flexible retirement. The Department makes effective use of flexible working, and also introduced job-sharing for named leadership roles, which, possibly leads to more staff working FT.

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

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

Table 4.25 shows that fixed-term contracts are mostly RAs and a few AL posts, which are otherwise open-ended. The three fixed-term professorial posts are for staff on flexible retirement, which lasts for a maximum period of 5 years. The staff who have taken advantage of this scheme consider it to be a favourable arrangement.

Year	Gender	Research Only			Research & Teaching			Educational Academic		
		Fixed Term	Open-Ended	% Fixed Term	Fixed Term	Open-Ended	% Fixed Term	Fixed Term	Open-Ended	% Fixed Term
15/16	W			50%			0%			n/a
	M			100%			3%			0%
	%W	13%	100%		0%	28%		n/a	0%	
16/17	W			75%			0%			n/a
	M			100%			7%			0%
	%W	27%	100%		0%	26%		n/a	0%	
17/18	W			100%			0%			n/a
	M			100%			7%			50%
	%W	29%	n/a		0%	30%		0%	0%	
18/19	W			100%			9%			0%
	M			100%			8%			33%
	%W	25%	n/a		33%	29%		0%	50%	**0%**

Table 4.25: Fixed-term and open-ended employment by gender (2015-19). Source: CHIME HR System.

The RA posts are funded by specific research grants with a limited duration. AL posts, introduced in 2017-18, serve as a means of providing a career path for our RAs. As a result of this, several of our researchers have been employed as ALs.

Year	Women	Men	% Women
2015/16			23%
2016/17			33%
2017/18			41%
2018/19			40%

Table 4.26: Hourly-paid academics (HPAs) by gender (2015-19). Source: CHIME HR System.

The hourly-paid academics (HPAs) include Hourly-Paid Lecturers and Graduate Teaching Assistants (GTAs). HPA roles have become more gender-balanced over the years, achieving around a 40:60 ratio of women to men. GTA jobs are popular amongst PGR students because it both generates income and provides teaching experience.

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

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

Year	Gender	Research Only			Research & Teaching			Educational Academic		
		Leavers		% Leaving rate	Staff	Leavers	% Leaving rate	Staff	Leavers	% Leaving rate
15/16	W			100%			0%			n/a
	M			29%			7%			0%
	%W	22%	50%		28%	0%		0%	n/a	
16/17	W			50%			0%			n/a
	M			38%			7%			0%
	%W	33%	40%		32%	0%		0%	n/a	
17/18	W			100%			0%			n/a
	M			100%			7%			0%
	%W	29%	29%		29%	9%		0%	n/a	
18/19	W			50%			18%			0%
	M			0%			19%			0%
	%W	25%	100%		30%	28%		40%	n/a	

Table 4.27: Leavers and leaving rates for staff by career path and gender (2015-19).

During 2015-19, all permanent staff that have left were full-time and came from the full range of grades; however, the numbers for RAs are too small to make any firm conclusions. The leaving rates show no significant difference due to gender. A relatively higher number of staff left in 2018/19, due to redundancies triggered by a university-led restructuring. Since then, we have been able to recruit more people, and aim to improve our ratio of women at senior levels **(Action 4.3).**

Reasons for staff leaving are collected by the HR in exit surveys. The majority of staff decline to complete a survey, impeding meaningful analysis. Nevertheless, exit surveys record 72% cite better career prospects as their reason for leaving. The next most common reason is a career change, including taking up a non-academic position along with retirement. There is no difference by gender apparent; however, the data set is small.

(Word count: 2082)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

5.1. Key career transition points: academic staff

(i) Recruitment

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

Table 5.1 shows the applications to all our vacancies between 2015-19:
- Only 25% of researcher and 19% of academic position applications were from women.
- Women were more likely to be shortlisted for both researcher and academic positions.
- Overall, 45% of women received an offer compared to 62% of men for researcher positions. For academic positions, 50% of women received offers in contrast to 34% of men.

Role Type	Year	Gender	Application	Shortlisted	Offered	Appointed	% Applied Shortlisted	% Shortlisted Offered	% Offered Appointed	% Applied Appointed
Researcher/ Post Doc	2015/16	Women					20%	0%	0%	0%
		Men					5%	100%	100%	5%
		% W	21%	50%	0%	0%				
	2016/17	Women					18%	75%	33%	5%
		Men					23%	81%	44%	8%
		%W	31%	26%	25%	20%				
	2017/18	Women					75%	0%	0%	0%
		Men					9%	67%	100%	6%
		%W	11%	50%	0%	0%				
	2018/19	Women					32%	50%	67%	11%
		Men					21%	50%	72%	8%
		%W	27%	35%	35%	33%				
	Overall	Women					29%	**45%**	55%	7%
		Men					18%	**62%**	65%	7%
		%W	25%	35%	28%	25%				
Academic Staff	2015/16	Women					8%	67%	100%	5%
		Men					8%	23%	0%	0%
		%W	18%	19%	40%	100%				
	2016/17	Women					18%	50%	100%	9%
		Men					9%	23%	33%	1%
		%W	13%	24%	40%	67%				
	2017/18	Women					4%	100%	100%	4%
		Men					2%	50%	100%	1%
		%W	16%	25%	40%	40%				
	2018/19	Women					24%	40%	85%	8%
		Men					10%	44%	38%	2%
		%W	27%	45%	43%	62%				
	Overall	Women					14%	**50%**	92%	7%
		Men					7%	**34%**	41%	2%
		%W	19%	34%	41%	61%				
Total		Women					18%	47%	76%	7%
		Men					9%	46%	55%	2%
		%W	20%	34%	34%	42%				

Table 5.1: Recruitment pipeline for the period 2015-19.
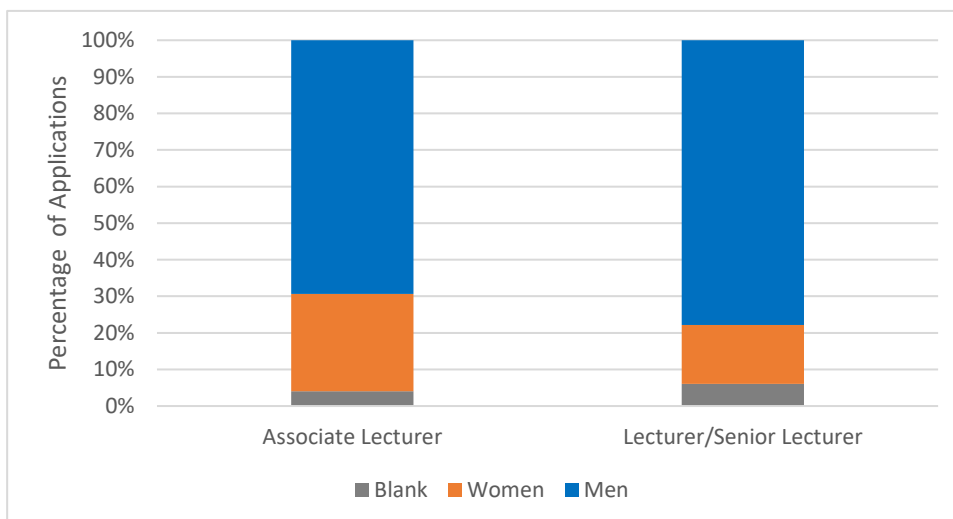
Figure 5.2: Aggregate number of applications for Associate Lecturer, and Lecturer/Senior Lecturer roles (2015-19).

Analysing the applications to AL and L/SL roles separately (Figure 5.2), we observe that more women (███ 1.8 times) and men (███ 3.4 times) apply for L/SL. Women make up 28% of AL and 17% of L/SL applications. According to the European Commission's She Figures 2015 Report[1], the percentage of women holding a PhD in computing-related fields is estimated as 21%, and 16% of those have a PDR role. Therefore, the application levels are reflective of these statistics. However, we still may not be reaching the pool of well-qualified women, which we will address with **Action 4.1**.

Recruitment process
Standard job descriptions are used for all roles (from the HR website) but can be adapted to reflect research/teaching specialisations of the Department. Roles are advertised on the University web site and jobs.ac.uk, and the WISE network. We acknowledge that we still need to do better in encouraging more women to apply. To this end, we will ensure that job adverts use gender-neutral language using suitable tools (such as gender-decoder)[2] and reach out to women-only career networks more **(Action 4.1).**

It is the responsibility of the selection panel chair (HoD, or their nominee) to ensure selection panels have a balanced gender profile representative of the Department. The full panel participates in all stages of the appointment process. The final decision rests with the chair but is always in consultation with the full panel.

As part of our Athena SWAN activity, selection panels consider the diversity of the shortlists compared to the applicant pool. Since August 2018 it has been an explicit aim of panels to shortlist women in proportion to applications received from women but with an aspiration wherever feasible to shortlist 50/50. We have approached this by being more flexible on research/teaching expertise without compromising on the criteria stated in the job description.

Online unconscious bias training is available to all staff. All research and academic staff must complete the University compulsory Equality and Diversity compliance training. Uptake is reviewed at the Department level at least once every two months and for individuals at least once annually as part of PDR. Majority of the panel members should have attended the University's "Recruitment and Selection" training and refreshed Equality and Diversity training every three years. We will make this training compulsory for all the panel members **(Action 4.2)**.
(ii)   Induction

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[1] She Figures 2015 Report, European Commission, DOI:10.2777/744106.
[2] This tool was inspired by a research paper by D. Gaucher, J. Friesen, and A. C. Kay, Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality, Journal of Personality and Social Psychology, 2011, Vol 101(1).

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

At University-level, all new staff must attend a central induction and several compliance training sessions, including E&D, which is monitored centrally and via the PDR process.

Line-managers hold a meeting with the new staff welcoming them to the Department, and discussing with them their responsibilities, including their teaching allocation. Line-managers are trained in effective induction, and HR checklists are used to guide the process. Details of the University's flexible working policy and family-friendly policies are available on the HR intranet. However, staff focus groups highlighted that staff might not be aware of all their entitlements and the Department policies. Therefore, we will improve our departmental induction process and support the new staff better **(Action 5.1).**

The University runs a formal mentoring scheme for probationary academic staff: probation usually lasts for two years and is pro-rata for part-time staff, i.e. up to 4 years. Mentors from the Department undergo training for their role, and the feedback from staff is that the scheme is beneficial but not helpful for discipline-specific issues. A new departmental mentoring scheme, discussed in the next section, will help address this issue **(Action 5.2).**

(iii)   Promotion

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

The University's promotion criteria include:
- Teaching and Learning;
- Research; or Educational Impact (for educational academics)
- Leadership, Management and Collegiality;
- External Impact and Markers of Esteem.

With the COVID-19 pandemic, following the University guidance, the promotion (and also appraisal) criteria will acknowledge how the staff has risen to the challenge of helping get the University through this challenging situation.

Application support

To support staff, the University runs Academic Promotions workshops, including a women-only option. These events are promoted within the Department by e-mail. Ten staff members attended this workshop with two women attending the women-only workshop in the last three years.

The HoD offers advice before an application, on request. Written and verbal feedback is provided to unsuccessful applicants. Any feedback can be used as discussion points at the next appraisal/PDR.

Application and success rates

Table 5.3 presents the promotion data for the Research and Teaching route. All applicants had full-time status.
- The proportion of women applying for promotion have dropped over the last four years, and between 2017-19, no women applied for a promotion at any level.
- When women applied for a promotion, they had a higher likelihood of success than men.
- While success rates were concerning before 2018/19 (under 50% for men, and 33-67% for women), the situation has significantly improved in 2018/19 with 83% applications from men succeeding.

The improvement in success rates is due to candidates taking the offered opportunity to get feedback on their applications from senior department staff.

		To Professor		To Reader		To Senior Lecturer		Overall		
		Men	Women	Men	Women	Men	Women	Men	Women	%W
2015/16	Eligible									30%
	Applied									38%
	Application Rate	**60%**	**100%**	**0%**	**0%**	**25%**	**40%**	**24%**	**33%**	
	Successful									50%
	Success Rate	**33%**	**0%**	**n/a**	**n/a**	**50%**	**100%**	**40%**	**67%**	
2016/17	Eligible									28%
	Applied									33%
	Application Rate	**25%**	**100%**	**14%**	**0%**	**57%**	**100%**	**33%**	**43%**	
	Successful									50%
	Success Rate	**100%**	**100%**	**0%**	**n/a**	**25%**	**50%**	**33%**	**67%**	
2017/18	Eligible									35%
	Applied									0%
	Application Rate	**33%**	**0%**	**38%**	**0%**	**17%**	**0%**	**29%**	**0%**	
	Successful									0%
	Success Rate	**100%**	**n/a**	**33%**	**n/a**	**0%**	**n/a**	**40%**	**n/a**	
2018/19	**Eligible**									35%
	Applied									0%
	Application Rate	**50%**	**0%**	**42%**	**0%**	**33%**	**0%**	**40%**	**0%**	
	Successful									0%
	Success Rate	**100%**	**n/a**	**67%**	**n/a**	**100%**	**n/a**	**83%**	**n/a**	

Table 5.3: Promotion applications for Research & Teaching route (2015-19).

For the Educational Academic route, we only have two promotion examples: One man has been promoted to Lecturer (Education) having entered via the AL route in 2018/19 and a Senior Lecturer in Research and Teaching route (man) switched to the Education route and was promoted to Reader. The Department also supports staff to switch from the Education route to Research and Teaching.

Figure 5.4 shows the average length of service at the time of the promotion application. According to this data, women waited longer than men to apply for promotion. However, we still do not have the complete picture, and hence, will investigate how many years all staff spend at their current grade, the barriers for applying for promotion, and the underlying gender issues. We will also give more guidance to women in a panel of women with promotions experience **(Action 4.3).** A new staff mentoring scheme will include support for all staff to progress to more senior roles **(Action 5.2).**
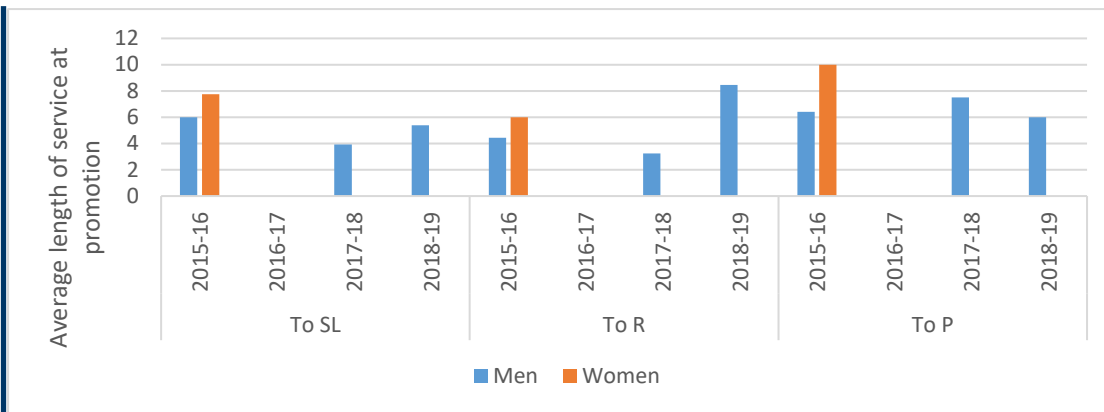
Figure 5.4: Analysis of the average length of service (in years) at the time of promotion (2015-19).

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

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

All staff on standard academic contracts must be returned for REF2021. Hence, there is no scope for unconscious bias in this regard. Nevertheless, we briefly consider two areas where the Department does have scope for decision making: (i) selection of research outputs and (ii) the choice of impact case studies.

Candidate research outputs are nominated directly by staff on Brunel's internal online publications management system. Each academic output is reviewed by at least two reviewers that are subject matter experts and then assessed by a panel. For panel membership, Head of Research invited members and, additionally, several calls for volunteers were also circulated.

The panel is constituted of a mix of academics (two early-career and eight experienced), gender (eight men and two women) and a balance across sub-disciplines. The final decision on outputs is made by three senior members of the panel and the HoD, who have all taken unconscious bias training. Reviewers are also required to attend a REF Equality and Diversity Training, which is a two-hour workshop.

While the REF 2021 submission is not finalised, Figure 5.5 presents an analysis of the Department's outputs for UoA 11 (Computer Science and Informatics) based on contributors' gender in 2014 and 2021, respectively.
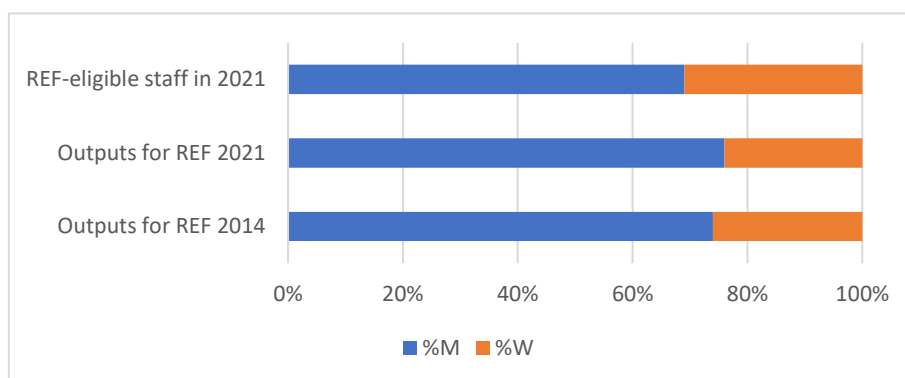
Figure 5.5: Data is based on the University Equality Impact Assessment of the REF submission for Computer Science, snapshot on 24/02/2020.

The data shows that though not significantly different, in 2021, there is a slight drop in representation of women in returned outputs. This result may be explained by the majority of the staff that are in Reader and Professor roles and expectedly more mature in their research, are men. We expect as more women progress to senior roles, this picture may change.

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SILVER APPLICATIONS ONLY

Key career transition points: professional and support staff

(i)   Induction

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

(ii)   Promotion

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

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5.3 Career development: academic staff
(i)   Training

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

Training needs, including the creation of a personal career development plan, and line manager feedback on training effectiveness, are discussed during the annual PDRs (see (ii) below).

Available training and uptake

Figure 5.6 shows the uptake of the training courses offered by the University's Staff Development team as a boxplot comparison for both genders, and Figure 5.7 shows the uptake of training for different categories of courses (data about the same people may be present across categories). In Figure 5.7, we combined all courses with attendance lower than five in the "Other" category. The data shows that:
- ████ women and ██ men took training, achieving a ratio of 36%, which is higher than the academic women to men staff ratio at 30%.
- The boxplot comparison shows that men and women average around two courses, while there are two outliers, where two men took more than eight training courses.
- The gender ratio is also representative of training available at different levels (e.g., appraisal and committee management training apply to senior staff, where the number of women is low).
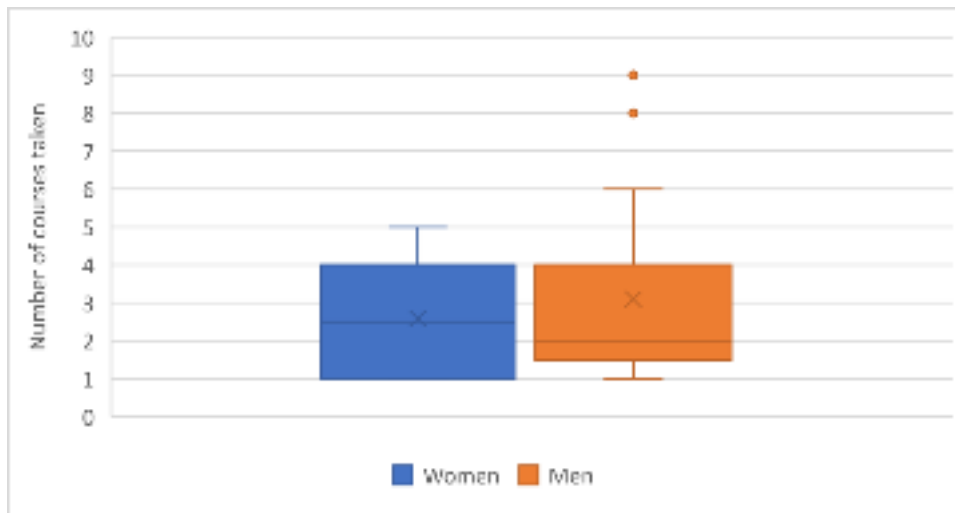
Figure 5.6: The uptake of training courses by both genders (██████████, 2015-19).
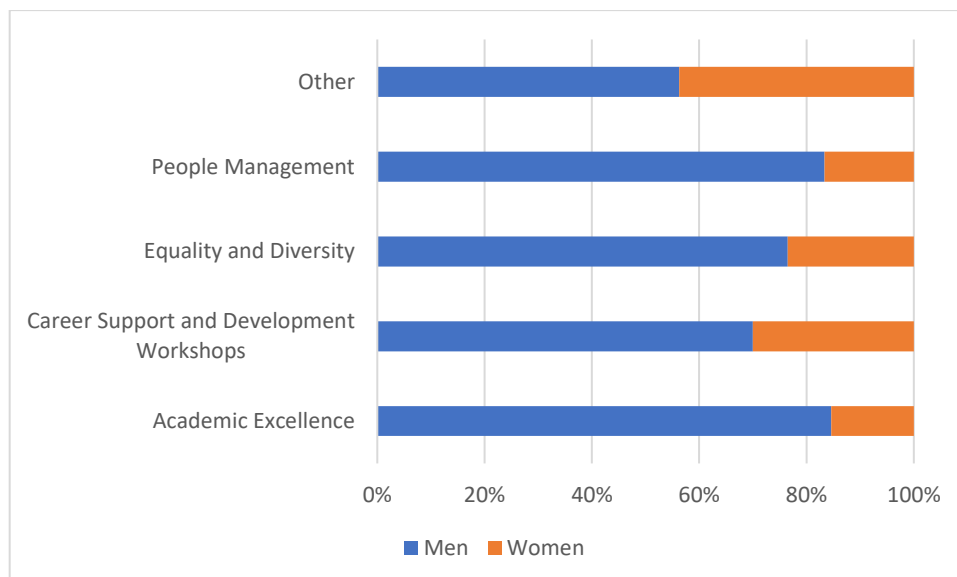
Figure 5.7: The uptake of different types of training courses by both genders (2015-19).

In addition to the University training, in 2019, the Department introduced financial support to attend external training. This training does not cover part-time degrees, or ten or more days off-site, which are covered by the University's Study Leave policy. No requests under this scheme have been received to date.

New academics have to undertake the Postgraduate Certificate in Academic Practice (PgCAP) unless they completed a similar at another UK institution. There is mandatory training for PhD supervision and work-placement tutoring. Research Support and Development Office (RSDO) runs grant writing workshops for early-career academics. These courses are advertised through e-mails and the central Staff Development website.

Training for postdoctoral researchers is provided through the Graduate School's Researcher Development Programme. University also provides access to an extensive set of online training material (Epigeum courses) to support the learning of part-time and off-campus early career researchers.

Finally, we encourage all women in the Department to apply for the Aurora and Springboard development programmes. In the last three years, only one woman has applied for the Aurora programme, which may be signalling that staff feels they cannot commit the time.

Staff perceptions of training

Learning and Development	Total in 2017	Total in 2019	M	W	Academic	Women - Men
Overall learning and development has helped me to do my job more effectively	55%	%62 ↑	**%53**	**%82**	%55	**29**
I feel I am given the same opportunities to develop as other staff	81%	%76 ↓	**%82**	**%73**	%71	**-9**
I am satisfied with my current level of learning and development	75%	%89 ↑	%94	**%91**	%87	**-3**

Table 5.8 Results from the Brunel Voice Staff Survey 2019. 37 Staff participated ██████████████ ███████████████ 76% participation rate), compared to Staff Survey summary in 2017 (████████ ██████████). The table shows the 'combined positive', i.e. the percentage of respondents answering 'Agree' and 'Tend to Agree' (or 'Yes') to positively worded questions or 'Disagree' and 'Tend to Disagree' (or 'No') to negatively worded questions unless otherwise stated in the question text.

Table 5.8 shows that 82% of women feel more effective in their role as a result of their training compared to 53% of men. However, 73% of women feel they have equal training opportunities compared to 82% of men. The results highlight that there may be gender issues in perceived opportunities for training by women, as well as the perceived effectiveness of training by men. Therefore, we will investigate these issues through the PDR process (**Action 5.3)**. Finally, with the COVID-19 pandemic, there will be some disruptions to the available training, which may affect staff differently; we will introduce COVID-19-specific monitoring to be aware of any issues **(Action 1.2).**

(ii)   Appraisal/development review

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

The University's appraisal system was revised in 2014/15 to match the new promotion criteria. As a response to the COVID-19 pandemic, the Department's PDR template will be revised to allow explicit reflection on achievements concerning the changes in activities.

Staff and line managers use the criteria above in the annual PDRs to review and appraise development, identify any issues and establish training needs. PDR participation is mandatory for all, except the probationary staff, which are offered support separately.

While the Research-only staff are appraised by the academics leading their projects, all academic staff are appraised by the HoD. The line managers from the College appraise the professional staff, even when they are co-located in the Department.

PDR training is compulsory for all appraisers and optional for appraisees to ensure that these meetings are as constructive and valuable to both parties as possible. The appraisees complete a reflective form before the meeting, and all the forms are available to the HoD to identify staff training requirements. If staff requests it, progress against PDR targets may be reviewed mid-year.

Results from the Brunel Voice 2019, presented in Table 5.9, highlight some gender issues: these results suggest that women staff members and their line managers are engaging with each other less than men on aspects that directly affect their work, performance and possible progression. We will

investigate and address these gender differences through focus groups. We will also collect best practices in structuring line management from the departments of the same size in the University. As an outcome of this activity, we will re-plan the line management and may introduce division line managers for academic staff. Since the line management for professional staff has been centralised, one way to improve their experience is to look into ways of supporting them in line with the new changes **(Action 5.4).**

Line manager	Total in 2017	Total in 2019	M	W	Academic	Women - Men
My immediate team leader / line manager / supervisor involves me in decisions made that affect me in my own area of work	79%	%78 ↓	%94	**%64**	%81	**-30**
My immediate team leader / line manager / supervisor helps to motivate me to give my best	72%	%70 ↓	**%76**	**%55**	%71	**-21**
My immediate team leader / line manager / supervisor provides me with feedback about my performance	76%	%78 ↑	%94	**%55**	%81	**-39**
My immediate team leader / line manager / supervisor gives me recognition for work done well	85%	%76 ↓	%94	**%64**	%77	**-30**

Table 5.9 Questions related to line manager. Brunel Voice Staff Survey 2019 – Computer Science data, compared to the Staff Survey summary in 2017.

Table 5.10 shows, on the other hand, that PDRs have significantly improved compared to 2017 (84% of staff find it more useful compared to 63%, 71% feel more valued compared to 35% in 2017). However, some areas need attention, e.g., developing a personal development plan. Therefore, we will continue improving the effectiveness of the PDR process by encouraging all staff, appraisers and appraisees, to take PDR training with an emphasis on how to give and receive feedback on performance, and to develop a personal development plan as a result of the PDR. We will also follow up on the PDR reports of the professional staff to be able to support them better **(Action 5.5).**

PDR	Total in 2017	Total in 2019	M	W	Academic	Women - Men
Have you had an individual Probation, Performance Development Review (PDR) or Job Chat in the last 12 months?	80%	%84 ↑	%88	**%73**	%87	**-15**
For those respondents who had a PDR in the last 12 months						
Was this PDR / Job Chat useful for you?	**63%**	**%84 ↑**	%87	%88	%81	**1**
Did you agree clear objectives as part of your PDR / Job Chat?	79%	%81 ↑	%93	**%63**	%81	**-30**
Did the PDR / Job Chat leave you feeling your work is valued by the University?	**35%**	**%71 ↑**	%67	%88	%70	**21**
As part of your PDR / Job Chat did you agree a personal development plan?	**91%**	**%71 ↓**	%73	%63	%70	**-10**

Table 5.10: Questions related to PDR. Brunel Voice Staff Survey 2019 – Computer Science data, compared to the Staff Survey summary in 2017.

(iii)   Support given to academic staff for career progression

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

New Lecturers join the University's Academic Life Cycle (ALC) framework for recruitment, appraisal, probation, development, and performance management. The framework ensures teaching relief

during the first two years of probation -- 25% teaching load in year 1 and 50% in year 2 - to complete their PgCAP programme. The PgCAP programme also includes support from a mentor and an academic practice advisor. For Associate Lecturers, we have had compulsory APEX 2 training, which has been replaced by also PgCAP from 2018/19.

New academics can also apply for a BRIEF (Brunel Research Initiative And Enterprise Fund) award to jump-start their research.

The established lecturing staff benefit from training opportunities described in Section 5.3(i). They are supported to apply for Higher Education Academy fellowships. The APEX (Academic Practice and Professional Excellence) Open provides a route to HEA fellowship and senior fellowship.

Research-only staff are mentored by their research team leaders and given careers advice additionally by their line managers.

Currently, we do not have a departmental mentoring scheme, which we will address with **Action 5.2**.

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

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

All our students are supported in CV writing, making job applications, and developing personal statements by their tutors assigned to them in their first year, and by the careers centre. Careers support is also available to alumni.

We have a policy for all our group work that no group has fewer than two women to avoid women feeling isolated, to which 55% students responded very positively in the women-only student survey carried out ▮▮▮▮▮▮▮▮ in 2018 as part of our AS assessment activities.

"Rather than having one girl in each group project, it is better to have groups with 2/3 girls or no girls. This is to help ensure that females are being listened to and their ideas aren't just brushed off/disregarded because it's a female who said it."

"I love the idea of ensuring that there are at least 2 female students in each group as I know that if I were to be in a group with just males I wouldn't feel as comfortable, and would probably retract and keep myself to myself."

Figure 5.11: Women-only Student Survey, 2018, 20 students.

All students are encouraged to do a graduate-level work placement. The University Placement Center assists students in finding and applying for placements. During these placements, students are encouraged to engage in CPD training and discuss careers and further study with their placement managers and their placement tutors. The percentage of students participating in the placement scheme is given in Figure 5.12. The percentages for BC show more variance as the number of men and

women eligible go on placement are low (█████████████). However, the proportion of women choosing placement is always higher than the overall, except 2017/18 when five women BC students switched from the thick sandwich mode to standard full time, resulting in 0%. In CS, men and women choose placement similarly (37% of men versus 46% of women on average).
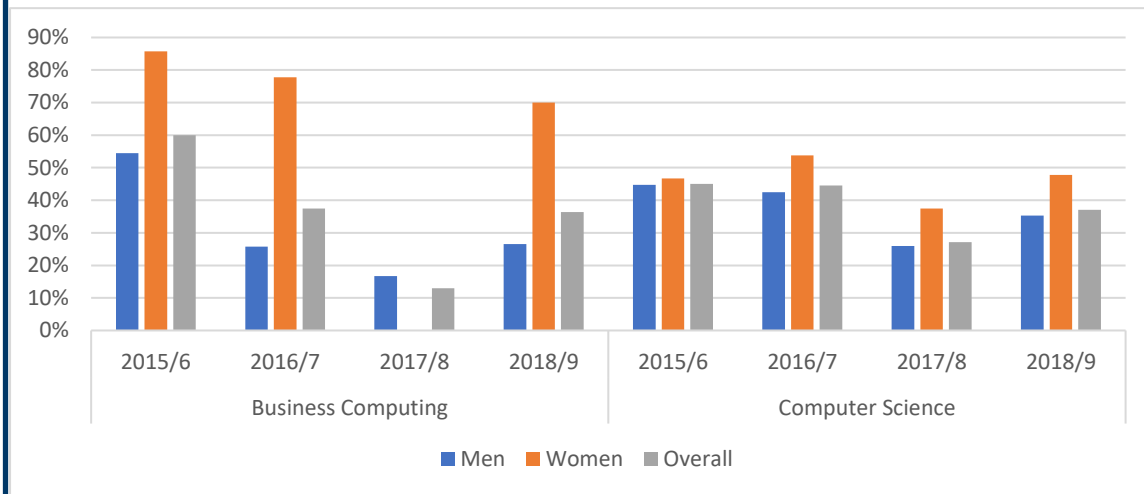
Figure 5.12: The percentage of men, women, and overall in placements (2015-19).

We co-host and support WISE activities for students www.wisecampaign.org.uk/. WiBEC (Women in Brunel Engineering and Computing), which is a mentoring program by industry experts and alumni, has been running for four successful years. 43% of our PGT and 15% of UG women students have participated in receiving career and CPD training by mentors.

"A huge highlight has been the WiBEC program, which has allowed me to gain insight and experience into the industry, which I believe are invaluable for underrepresented groups in computer science." Women students survey (2018)

Figure 5.13: WiBEC mentoring program.

We also encourage all our students to be members of "Innovia" (a society for women, studying STEM subjects at Brunel).

Figure 5.14: Innovia holds regular socials, industrial talks, site and school visits.

Doctoral Researchers are assigned a supervisory team by the HoD or their nominee before an offer is made. The supervisory team consists of Principal and Secondary Supervisors, and the Research Development Advisor, who supports the student's broader development. Recorded supervisory meetings are held every 6-8 weeks. All doctoral researchers use a bespoke training needs analysis tool (based on the Vitae Researcher Development Framework) and their progress against development goals is formally reviewed at least annually in a review meeting. Academic positions are also advertised to our PhD students, and any suitable are strongly encouraged and supported to apply.

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

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

Staff are encouraged to apply for grants in teams and with other staff in their research group. Grant writing skills are honed in University training workshops and through reviews by research leads. The Brunel Research Support and Development Office (RSDO) also helps with putting proposals together. The RSDO also publishes lists of funding opportunities, assists in finding possible funders for a project and setting up business partnerships.

All grant proposals are peer-reviewed by at least two experienced staff in the Department. However, no formal support is offered for those who are unsuccessful with funding applications nor for staff whose research profile has slipped. For those staff, we will offer a grant feedback discussion opportunity with experienced staff members to get advice about how to approach the received feedback and shape research plans accordingly **(Action 5.6)**. The new staff mentoring scheme will also help to provide dedicated support for these needs of staff (**Action 5.2**).

5.5 Flexible working and managing career breaks

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

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

We implement the University policy and insist on the use of the optional Pre-Parental Leave Checklist for Staff to assist both the employee and the line manager to plan for the leave. All staff, including PDRAs, are offered 52-weeks parental leave: 18 weeks at current salary, 21 weeks at statutory pay, and 13 weeks unpaid. For shared parental leave (SPL), the mother must take the first two weeks, and the partner can take any of the remaining leave (SPL entitlement is 50 weeks, 16 weeks fully paid).

The line manager and the employee discuss the use of Keep-in-Touch (KIT) days before the maternity leave starts. Arrangements are made for covering workload during the absence by reallocating tasks to others in the Department. We have not to date appointed temporary staff for cover. Research, which is often very specific to the staff member, may be continued by a colleague, or, more often, be frozen and resumed upon return. This decision is made at a meeting with the staff member and their line manager.

During pregnancy, allowances (change or adjustments) are made for the employee to undertake lighter duties to ensure their continued good health including a specific reference for teaching and one for occupational health (e.g. others assist in labs with moving the equipment and elevated chairs are provided for delivering lectures). The nature of the changes is agreed between the staff member and the line manager.

In a focus group of staff who are parents and one of a cross-section, staff expressed concern about the additional pressure on colleagues who cover the staff on maternity leave. Both academic and support staff reported that they were asked to undertake roles, tasks or teaching, which they felt ill-equipped or not trained to do. In particular, there is concern about how such allocations might affect career progression. Therefore, we will improve policies for appropriate preparations when staff goes on parental leave, e.g. ensuring better awareness of parental leave entitlements (linked to Action 5.1

– Induction), better hand-over arrangements for staff covering others including recruiting parental-leave cover (**Action 5.7**).

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

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

Previous work highlighted that women staff are worried about the impact of more extended parental leave on their career than men, who, to date, have not taken their full entitlement. Focus group discussions show that this continues to be the case.

We have made it widely known that staff can stay in touch via calls, e-mails and face-to-face meetings during their leave. Staff on leave are kept on mailing lists and invited to social events. During their leave, staff can use ten KIT or Shared Parental Leave In Touch (SPLIT) days. Academics and researchers have used these days to catch up with PhD students and colleagues, have updates on projects and supervision arrangements, continue grant applications and prepare for the resumption of teaching duties. However, there is no formal record indicating how staff are using these days, with the focus group highlighting that staff need more direction on how to use these days. We will collect suggestions from staff on or that have just returned from leave to find out how KIT days can be better managed The focus group also made it clear that staff on leave should be consulted before long-term changes are made to their teaching or administrative tasks **(Action 5.7)**.

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

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

The University invites staff who have returned from a parental leave of longer than four months to submit applications to the University's competitive Athena SWAN Research Award grant scheme, which funds projects up to £15,000 (e.g. for buying out teaching time, attending conferences, or employing research assistants). No staff have applied in the last three years. ██████████████████ ██ ████████████████████████████████████ With proper induction and mentoring in place and by improving the effectiveness of line management and PDRs, staff will be better informed about the different schemes and their criteria **(Actions 5.1, 5.2, 5.4 and 5.5)**.

Parents expressed concern that the modules or tasks they had undertaken before going on leave were not returned to them. We will address this in the future by ensuring staff are consulted before changes are made to the allocated tasks **(Action 5.7).**

(iv) Maternity return rate

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

██ ██ ██

No professional or support staff took leave in this period.

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

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

At the end of 2019, the University approved three weeks full pay for paternity/partner leave regardless of their length of service. The first two weeks are taken at the birth, and the third is flexible, so can be taken later on within the first year.

(vi)   Flexible working

Provide information on the flexible working arrangements available.

We have made significant progress in communicating the ability to work flexibly, with 100% staff agreeing that flexible working is supported in the Department in the Brunel Voice staff survey in 2019. However, the staff of all grades prefer to make an agreement with their line manager rather than a formal request to HR, finding this less burdensome. This way, the arrangement can be changed in an agile way and allows the staff to agree with their line manager to work at home or compress their hours as appropriate. Any change to contracted hours, however, still have to be approved through a formal HR process.

A potential concern with COVID-19 pandemic is that the impact of working from home will differ for staff with different caring responsibilities (men or women). The University and the Department are very understanding of the situation and ask all staff in this position to do the best they can. The Department is already supportive of flexible working. Therefore, we expect staff to come to an arrangement with their Line Manager to manage their time as effectively as possible.

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

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

There is guidance at the University level on how to support staff who want to transition from part-time to full-time. We have to-date supported staff to transition to a higher FTE (though a full-time transition may not be possible due to pension requirements). Such transitions require budgetary approval. If requests could not be automatically granted due to budgetary constraints, they would be considered when further funding is available or as new posts arise.

5.6. Organisation and culture

(i) Culture

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

The department ensures Athena SWAN (AS) principles and actions are promoted and enacted wherever possible, at meetings, open days, in our recruitment, decision making and through our teaching policies and practices. All staff undertake compulsory Equality & Diversity (E&D) training as part of their University compliance training during induction. AS awareness, initiatives and actions are included in all role descriptions.

AS is a standing item on the departmental meeting agendas where we discuss the progress of the present action plan and data collected. We encouraged all staff to engage with the implementation of previous actions through workshops. We present the results of the actions taken at meetings, and staff and student away days, motivating staff to engage more as they observe the difference their efforts are making.

Additionally, we had AS events where prominent women researchers, e.g. Prof. Ann Blandford from UCL, and Ita Richardson, University of Limerick-Ireland, have presented their work and AS champions from other universities have given talks on their best practice of implementing AS principles to staff and PhD students.

The staff survey results in Table 5.15 show that 100% of staff are aware of equality policy (increased from 91% in 2017). Over 90% report they are satisfied with their awareness of diversity issues and felt not discriminated against at work in the last 12 months.

Diversity, Equality and Dignity at Work	Total 2017	Total 2019	M	W	Academic	Women - Men
I believe the University is committed to equality of opportunity for all of its staff	85%	%84 ↓	%94	%91	%84	-3
I am aware of the University's Diversity and Equality Policy	91%	%100 ↑	%100	%100	%100	0
I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	94%	%95 ↑	%100	%91	%94	-9
I have not felt discriminated against at work in the last 12 months*	87%	%94 ↑	%100	%91	%97	-9

Table 5.15: Brunel Voice Staff Survey 2019 – Computer Science data, compared to the Staff Survey summary in 2017.

Our activities and events allow our students and staff to see how AS actions are changing the culture in computing. We will expand on our communications activities to the staff and the current and prospective students **(Actions 1.3 and 1.4)**.

(ii)   HR policies

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

All our staff undergo compulsory "Dignity at Work" and E&D training, and staff are encouraged to attend unconscious bias training (███████████████). All managers will be encouraged to attend training on grievance and disciplinary processes **(Action 5.5).**

The College has dedicated HR support to assist in implementing policies and inform managers, augmented by line manager surgeries. Updates on HR policy and procedure reviews and changes are shared through e-mails and staff newsletters, with information disseminated through department meetings.

We do not systematically audit HR policies, and the implementation of *equality, dignity at work, bullying, harassment, grievance and disciplinary processes*. However, staff survey presented in Table 5.15 shows that over 90% of staff do not feel discriminated.

(iii)   Representation of men and women on committees

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

Table 5.16 provides a snapshot from a sample of years rather than data covering the entire period as some committees have changed repeatedly in their status and remit in the last three years.

The chairs and leads to the departmental committees are determined by role. Membership to the committees is defined by terms of reference for the committee set by University. Hence, the percentage of women in committees are typically reflective of the number of senior academic women in the Department. However, in the board of studies and academic committee, the proportion of women come closer to the overall percentage of academic women in that given year.

The management and leadership roles undertaken by our staff are monitored via our Workload Allocation Management (presented in Section 5.6 (v)). Therefore, any "committee overload" is transparent; however, it may not be immediately addressable as membership terms are set by the University. Nevertheless, we expect our long-term actions to have an impact on this area. For instance, we have identified several actions to increase the number of senior academic women in the previous sections, which will help to improve the representation of women in the departmental committees **(Actions 4.1, 4.2, 5.2 and 5.5).** We will also widen the membership of committees to include more junior staff to improve the gender balance (**Action 5.8**).

Department Committees	Year	Academic		
		Men	Women	%W
Staff/Student Liaison Committee	2015/16			0%
Academic Committee	2015/16			14%
Board of Studies	2015/16			24%
Postgraduate Board of Studies	2015/16			33%
Board of Studies and Academic Committee	2016/17			22%
Departmental Management Board	2016/17			14%
	2017/18			14%
	2018/19			14%

Table 5.16: Gender ratio of the Department committee representation. We provide data for selected years, where records are available.

(iv) Participation on influential external committees

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

Table 5.17 shows the department representation in the University and College Committees. The selection to the Senate is by an election. Though the numbers are small, we see a skew towards women. For college committees, the chairs and leads are appointed by the Dean, and the membership is defined by the terms of reference for the committee set by the University.

University and College level Committees	Year	Academic		
		Men	Women	%W
Senate (U)	2015/16			75%
	2016/17			67%
	2017/18			75%
	2018/19			n/a
Education Committee (C)	2015/16			33%
	2016/17			33%
	2017/18			33%
	2018/19			50%
Research Committee (C)	2017/18			0%
	2018/19			0%

Table 5.17: Gender ratio of the University and College committees representation of the department.

External committee membership is also supported and celebrated in the Department. Such memberships follow the grade distribution in the Department. More senior members of staff serve as editor-in-chief or are members of editorial boards in selected journals. More junior members serve in conference organisation committees.

Figure 5.18: External committee memberships are celebrated on the Department's News webpage.

(v)   Workload model

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

The Department has a long track record of providing transparency in workload allocation by openly sharing the teaching and administration duties of all staff in a spreadsheet. Recently, the Department

has also started conducting a comparative analysis of workload by gender and grade, based initially on a rubric designed by the 2016 SAT members. The University has since invested in the Simitive Workload Allocation Management (WAM) System, which allows a more fine-grained evaluation. Computer Science was the first Brunel department to fully adopt WAM in 2018/19.
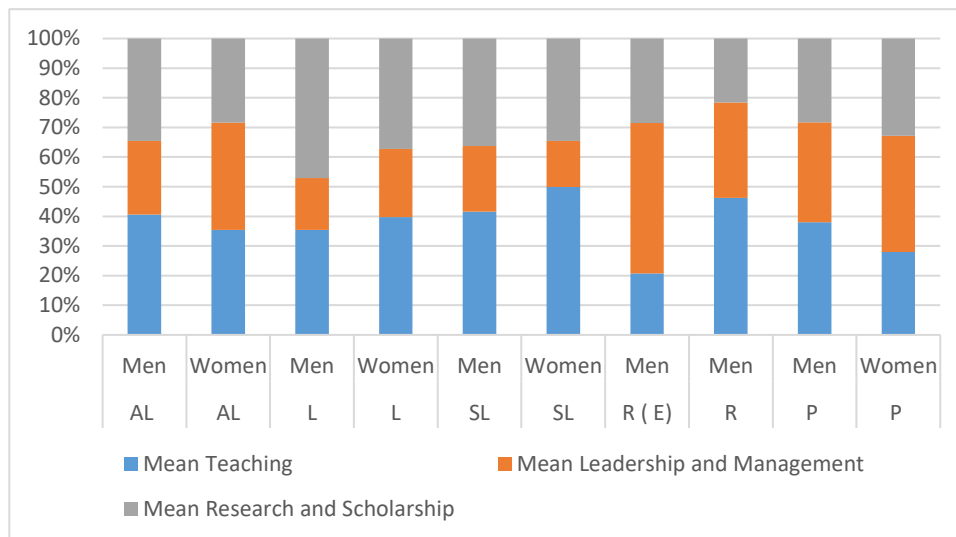
Figure 5.19: WAM data 2018/19. R(E) – Reader Educational. There are no women in Reader level in the Department.

Figures 5.19 shows the mean percentage of (a) teaching, (b) leadership and management, and (c) research and scholarship hours allocated to staff across different grades and gender. In general, men appear to have higher loads in teaching across all grade bands except SL. All ALs in this data set were on probation, where teaching load is reduced, and staff spend time on PGCap (which is logged under the leadership and management category). The high percentage of research hours for men in L grade is due to one staff having received additional hours due to a research grant.

The data shows relative under-representation of women in leadership/admin roles at SL level; a potential concern since success in such roles can inform promotion decisions. The department will, therefore, perform interview staff at SL level to better understand the privileges and barriers for taking on these roles **(Action 5.9)**. Furthermore, the newly introduced job share option for leadership roles will support those with caring responsibilities. Widening participation for committees will also encourage uptake for leadership roles **(Action 5.8).**

We will also start monitoring workload changes due to the pandemic, e.g., back-up markers are needed for assessments in case of COVID-19-related incapacity **(Action 1.2)**.

Flexibility, Team and Co-operation; My Work-Life Balance	Total in 2017	Total in 2019	M	W	Academic	Women - Men
I do not find my current workload too much, and I am not struggling to cope*	41	42 ↑	**35**	**60**	42	**25**
My Department has a clear and transparent way of allocating workload	**75**	**94 ↑**	94	90	94	**-4**
There are usually sufficient people in the team I am working in to handle our workload	56	46 ↓	**35**	**55**	42	**20**

Table 5.20: Brunel Voice Staff Survey, 2019. Computer Science data.

Satisfaction with workload allocation transparency is high at 94% in the 2019 Brunel Voice staff survey (up from 75% in 2017). It is also clear that the volume of workload is problematic; however, women seem to cope with the workload better. The high workload is a broader issue, resulting from the Department's high staff-student ratio (26:1 in 2018/19, and improved to 24:1 in 2019/20). We are

working to resolve this issue with the University to be permitted to grow staff numbers to cope with the rising student numbers. We monitor workloads and flag if there is a staff overload, which needs addressing. We will also work towards improving our culture and wellbeing by incorporating wellbeing and resilience into our annual staff development days. Due to the changes in how we hold meetings during the pandemic, we have scheduled this Action Point to start in April 2021 **(Action 6.1).**

(vi)   Timing of departmental meetings and social gatherings

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

The University's teaching hours (08:00-20:00) could discourage staff or students with caring responsibilities. While the University does not have a core hours policy, the Department is informally implementing core hours and is very understanding of staff and student requests to schedule teaching and meetings within family-friendly hours, e.g. the Undergraduate Director of Studies consults with all staff when creating the teaching timetables. Departmental meetings are held on a Wednesday afternoon, as this is the non-teaching time for UG programme, and start around 2.00 pm to allow most members of staff to attend. Department committee meetings are scheduled respecting the committee members' availability and may use conference calls for remote participation during the core hours, if necessary.

The Staff survey results in Table 5.21 show high satisfaction rates regarding flexible working and arrangement of meeting times.

My work-life balance	Total in 2017	Total in 2019	Men	Women	Academics	Women - Men
Meetings in my team / Department are organised at times that consider staff who are parents, carers, part-time, or flexible workers	87	97 ↑	100	100	97	0
I take part in activities on campus which are not directly related to my job (e.g. social, cultural, sport-related)	39	44 ↑	**65**	**40**	52	-25

Table 5.21: Brunel Voice Staff Survey, 2019. Computer Science data, compared to the Staff Survey summary in 2017.

On the other hand, social gatherings need improvement, with only 65% of men and 40% of women choose to take part in activities on campus. Social gatherings are, more frequently, taking place over the lunch hour, but many still happen in the evening or away from the campus, preventing some members of staff from attending. Some research groups hold meetings in public houses, which could exclude some staff. Away-days often involve an optional night away, to which certain staff may not be able to attend. We will ensure that more social events, which undeniably will change in nature due to the pandemic, are accessible to all staff by holding a focus group to confirm barriers to attendance and produce guidance so that events are organised with consideration of all staff. We will also consider the scheduling of online meetings and events carefully to take into account the potential effects of changes in caring responsibility due to the pandemic **(Action 6.2).**

(vii)   Visibility of role models

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

We have worked with the marketing department to ensure that the images on our website and student promotional materials are gender-balanced. Women alumni are now prominent on our marketing and website images alongside men, with their biographies and advice to students.

At open days we ensure women staff and students talk to potential students. Women students serve as ambassadors at open days, and a hackathon (with a woman student lead) is organised.

Departmental seminar series are monitored for gender balance commensurate with the gender split in the discipline, and we make a conscious effort to invite women speakers. We also hold industrial talks targeted at undergraduates from women working in the industry, e.g. Sky, Waterstones.

We believe the newly planned lecture series fits well with the suggestions collected from the female student survey in 2018, presented in Figure 5.24 **(Action 1.4).**
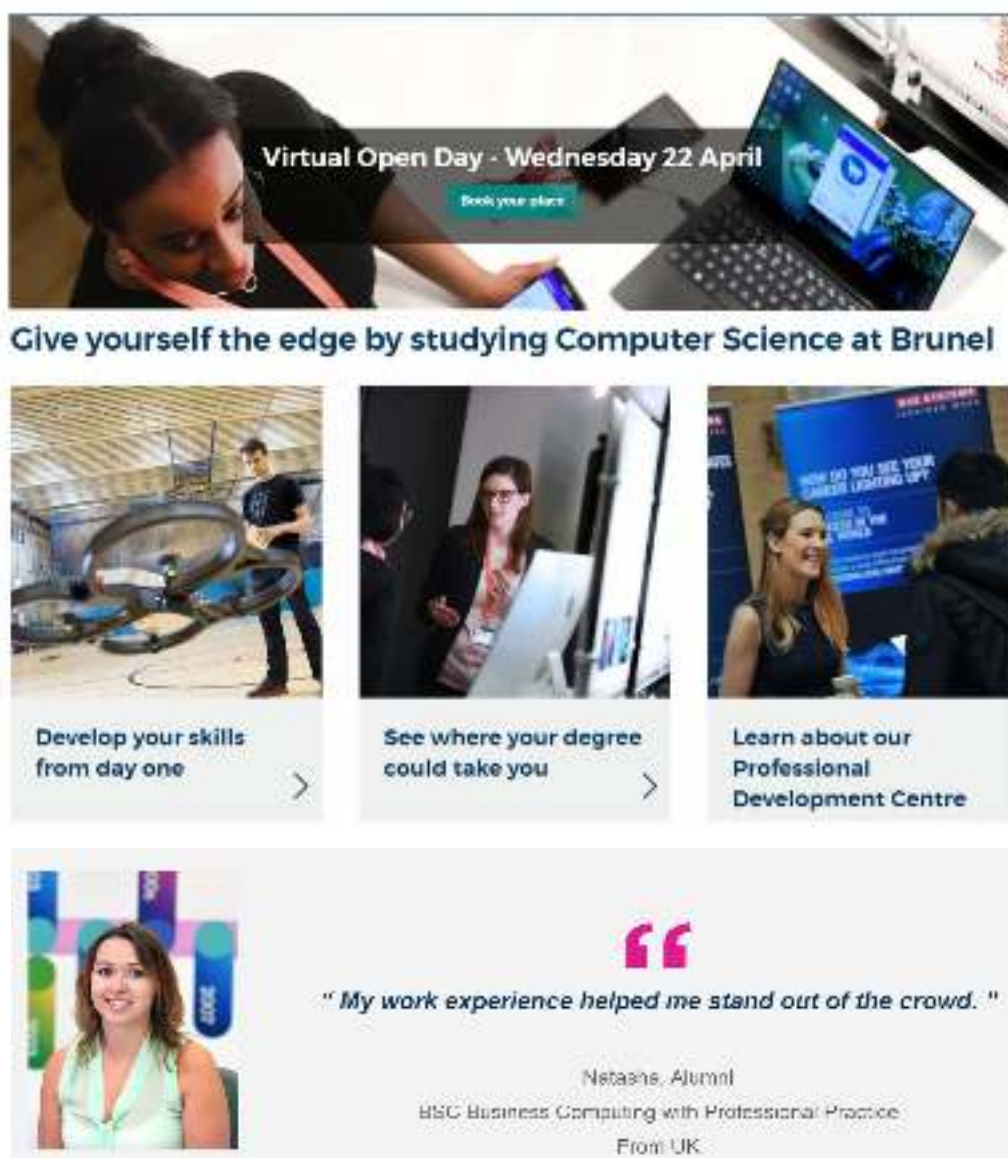
Figure 5.23: Examples from our website.

"More visiting lecturers (irrespective of gender) to attend and provide information on female centric current and future work experience opportunities."

"Maybe organise a social event within the department for the female students to get to know each other, it is nice to meet other people with similar perspectives."

"I think it would be helpful to have small workshops on the future opportunities as a female in the industry or have someone who we could go to and discuss about the best career opportunity and where this degree could take us.

Figure 5.24: Quotes from the women students survey in 2018.

(viii)   Outreach activities

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

Contribution to outreach is explicitly recognised in university promotion criteria (under external impact and markers of esteem) and the WAM.

Two men and one woman member of staff deliver Royal Society lectures and activities to school children. The gender balance is considered when teachers invite children to attend these events.

We have run Codeathon and Adoptabot team events to encourage older school children to engage with coding. At these events, we encourage all-women teams. Recently a coding competition was sponsored by the Department at Channings School, Highgate – an all-girls school.

In 2019, we participated in an all-women computer competition the British Council FameLab with one woman student, who gave a short presentation of her final year project.

The Department would like to do more in the area, including engaging more with the **STEM** centre. The SAT team will work with the outreach team and the STEM center to develop a summer school for girls **(Action 2.1)**.

(Word count: 6138)

7.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

In the next page, we present the Action Plan Gantt Chart, which is used to plan and monitor action points. In our planning, we made sure our actions are well-spread in our 5-year plan, balancing the workload of SAT members.

8. ACTION PLAN

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

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

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

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

LANDSCAPE PAGE

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE [¶] and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

Note:

The Action Plan has been created to span five years as guided by the new review of Athena SWAN in March 2020.

This plan has been divided into six key areas, which the Department would like to work on:

1. Information sharing and visibility; data collection and monitoring
2. Gender balance and representation in UG student population
3. Gender balance and representation in PG student population
4. Gender balance and representation in academic and research staff
5. Supporting staff
6. Improving our organisation and culture

Each action point is typically organised into several sub-tasks. If an action point introduces a substantial change to the way we work, we have created a specific monitoring sub-task to measure the effectiveness of that action.

AP	Objective	Rationale	Specific Actions and Implementation	Responsible People and Partners	Timescales	Outcomes and Success Measures
1.	**Information sharing and visibility; data collection and monitoring:** These action points are motivated by the need to ensure that Athena SWAN activities are managed and communicated well, and we can effectively monitor the impact of our Action Plan. Our goal is to ensure the Department's commitment to improving equality, diversity and inclusion in computer science is recognised both in the Department and publicly.					
1.1	Build a consistent qualitative and quantitative data collection system to monitor the	While our current means of data collection provide us with quantitative and qualitative data about our students and staff,	**1.1.a** Create a data collection checklist and repository for student/staff surveys and focus groups required for implementing the Action Plan.	**Responsible**: **SAT Lead** Partners: 1. SAT Student Data Leads	Jun-Oct 2020	A dedicated, shared repository is created to store data collection results.

impact of the Action Plan. (Page 15)	we need to improve our data collection and monitoring to ensure a robust impact analysis.	**1.1.b** Create an additional plan for all new action plan monitoring activities; identify and implement any changes necessary for ongoing data monitoring. **1.1.c** Create templates for staff/student/event feedback surveys and focus group discussions. Consider aspects like data cleaning and translation of open-ended responses. **1.1.d** Present the new data collection and analysis methods to the SAT team for approval.	2. SAT Staff Data Leads		The data collection timetable and checklist are created and revised by the SAT team. Template forms for staff/student/event feedback surveys, focus groups are created. Data collection and analysis best practices were identified and approved in an SAT meeting.
			1.1.e Establish regular data reviews: Small group meetings with SAT Student/Staff data leads and SAT lead every 6-months, and minimum annually in SAT review meetings	**Responsible**: **SAT Lead** Partners: *SAT Student Data Leads *SAT Staff Data Leads	Sep 2020-24	Monitoring shows there is a robust data review process: SAT Student/Staff data leads, and the SAT lead meet every six months to review the status of data collection for different Action Points. Results to date and current impact analysis are discussed in SAT meetings annually. Feedback and comments from each of the meetings are used to revise data collection. Changes to Action Plan are triggered, if necessary.

1.2	Initiate monitoring of how the contingency planning around COVID-19 affects staff members of both genders. (Page 15)	The way we teach and assess our students, and run our department has fundamentally changed with COVID-19 pandemic. Most activities have moved online or got cancelled. As a result, we expect students and staff to be affected differently based on various factors including gender, caring responsibilities and access to technology.	Review the Action Points that collect student and staff data and revise them to consider monitoring of the impact of the pandemic as long as needed. Monitor workload allocation changes due to COVID-19 pandemic.	**Responsible: HoD** Partners: *SAT Lead * SAT Student Data Leads * SAT Staff Data Leads	Jun-Oct 2020	COVID-19 monitoring questions have been created and added to the relevant Action Points. WAM monitoring shows that the changes to workload due to the pandemic is gender-balanced.
1.3	Improve Departmental and public communication of Athena SWAN. (Page 15)	Better communication of Athena SWAN actions and progress would keep the department, and our prospective students and staff assured about our commitment to Athena SWAN principles.	**1.3.a** Appoint Athena SWAN communications champion(s) within the SAT to present up-to-date information in the Department and publicly (e.g., webpages, marketing material).	**Responsible: HoD** Partner: SAT Lead	By Jun 2020	Athena SWAN Communications Champions appointed.
			1.3.b Develop a communications plan for publicising Athena SWAN activities both in the Department and publicly. Establish an SAT and the senior management team approval process.	**Responsible: Athena SWAN Communications Champions** Partners: *SAT Lead *Senior management	Jun 2020-Sep 2020	Communications plans are developed. A process for revisions and approvals is put in place.
			1.3.c Review public-facing material for open days, job adverts, and all marketing	**Responsible:**	Jul 2020-Sep 2020	All relevant marketing material identified for this task is reviewed and updated.

			material so that material follows the developed communication plan. Initiate 6-monthly audits.	**Athena SWAN Communications Champions** Partners: *Marketing contact *Admissions team		6-monthly audits agreed with the marketing and admissions teams.
			1.3.d Revise Athena SWAN section on the Department's website. Initiate a plan for 3-monthly updates based on the developed communication plan.	**Responsible: Athena SWAN Communications Champions** Partners: *Department Web Content Coordinator *Marketing contact	Aug 2020-Nov 2020	Review of the website shows that Athena SWAN dedicated areas are updated every three months.
			1.3.e Review the process every six months to see any issues with the communications plan or implementing it. Specifically: - Use the website access information from the web team to evaluate website content. - Survey staff to see if internal awareness of AS approved during Nov 2021 and Nov 2022 Departmental Away Days	**Responsible: Athena SWAN Staff Data Lead** Partners: *Athena SWAN Communications Champions *SAT Lead	Sep 2020 - Sep 2024	Monitoring shows there is a robust process for updating communications materials. 6-monthly audits with the marketing and admissions teams are satisfactory. Website access logs show the number of visitors, average time spent on Athena SWAN pages are comparable to other webpages on the Department website. At least 75% of department staff report good or better awareness of Athena SWAN in the staff survey in the fall

			If any issues are identified, report these in the SAT meeting.			2020 and summer 2021 Departmental Away Days.
1.4	Athena SWAN lunch lecture series. (Page 15)	"You cannot be what you cannot see". Athena SWAN lecture series will invite women that will serve as role models to women in our department at every stage of their career, be a student or staff.	**1.4.a** Initiate a lunch lecture series to host women speakers from industry and academia, and mentor speakers through the WiBEC (Women in Brunel Engineering and Computing) presenting about their computer science careers, one to two times each winter and spring semesters. Due to COVID-19 pandemic, the first couple of lectures are planned to be hosted online as webinars. Plan the organisation of events including registration: - For live events, auditorium booking and catering, logistics support for speakers. - For online events, coordinating with the IT for scheduling the webinar and logistics for speakers and attendees.	**Responsible: SAT Lead** Partners: *SAT event organisation lead(s)	May 2020-Sep 2020	The budget has been allocated by the HoD. The budget covers the costs of travel, and possibly a small speaker fee, as well as refreshments for the event. Programme of Athena SWAN lecture series in place and one to two women speakers have been scheduled to present in each semester.

			1.4.b Prepare a dissemination schedule to all our students and staff to encourage participation; add to the communications plan.	**Responsible: Athena SWAN Communications champions** Partners: Staff teaching all levels	Jun-Sep 2020	The lecture series is announced, in coordination with teaching staff, to all appropriate levels, including foundation, undergraduate, and postgraduate students, and staff.
			1.4.c Run and evaluate event feedback surveys	**Responsible: SAT Lead** Partners: Athena SWAN Student/Staff Data Leads	Sep 2020-Sep 2024	At least 50% of all staff and 40% of all students attend the lectures. Event surveys show that Athena SWAN lecture series has value for students and staff.
2.	**Gender balance and representation in the UG student population:** These actions are motivated by the sector-wide need to increase equality, diversity, and inclusion in Computer Science. While the success of some of these actions will rely on external factors, the Department is committed to investing resources and time in changing the status quo.					
2.1	Investigate why women do not progress onto computing in Brunel from the Foundation course. (Page 15)	Women are less likely to progress to computing in Brunel than men.	Survey the foundation students in the middle of their programs to explore their intent and reasons for progressing or not to the Department's courses.	**Responsible: SAT student data leads**	Surveys: Mar-Apr 2021; Mar-Apr 2022	>85% of the women foundation students are surveyed for two years. SAT discussed survey results in the annual team meeting, and AS Action plan is updated to create focus groups for further research. The results also informed Action 2.2.

2.2	Attract more women on to our undergraduate courses. (Page 16)	Women are less likely to apply to our undergraduate courses than men. Women offered a CS place are slightly less likely to accept/enrol. Women (and also men) apply in lower numbers to BC compared to CS.	**2.2.a** Appoint an Outreach Champion Agree on a plan and budget.	**Responsible: HoD** Stakeholder: SAT Lead	By Jun 2020	Outreach champion is appointed. A plan is agreed, and the budget is made available.
			2.2.b Coordinate with the Admissions Director and team in the following activities: - Approach successful women alumni in technical careers to enlist their help, e.g. during open days or in marketing materials, including online videos. - Reach out to schools and teachers to understand the reasons behind students (men and women) accept and enrol decisions.	**Responsible: Outreach Champion** Partners: *UG Admissions Director *UG Outreach team	Jun- March 2021	Ten female alumni (of whom 5 are BAME) are recruited to engage in the admissions process each year. Open-days format has been changed to incorporate alumni. Feedback from the schools' outreach team is discussed in the SAT meeting and used to inform the open days and the AS Action Plan revision.
			2.2.c In coordination with Communications champion, plan changes to marketing material to incorporate alumni contributions.	**Responsible: Outreach Champion** Partners:	Feb 2021- Oct 2021	The marketing material is agreed with Communications Champion and Marketing liaison.

			Contribute to 6-monthly audits of 1.2.c.	* Athena SWAN Communications Champion *Marketing		
			2.2.d Put together a plan for summer schools for girls and their teachers in coordination with Admission Team and STEM center. Plan details for the event with SAT event organisation leads. (With this current timeline, the summer school is not expected to be affected by COVID -19 pandemic).	**Responsible: Outreach Champion and SAT event organisation lead(s)** Partners: * SAT Lead * HoD *Admissions Director *STEM centre	Jun 2021-Jun 2022	The plan and the budget are agreed with all partners. Students and their teachers are invited.
			2.2.e Implement summer school plans and monitor and evaluate outcomes.	**Responsible: Outreach champion** Partners: * SAT Lead * HoD *Admissions Director *Admissions team *STEM centre *Student data leads	Jul 2022-Sep 2022; Jul 2023-Sep 2023; Jul 2024-Sep 2024.	The new summer school program is embedded in the departmental outreach. One hundred students and ten teachers have been recruited from outreach schools. Student surveys after the summer school show >80% of students know what a computer scientist does; >50% would apply to computer science, of these students >80% would consider Brunel Computer Science.

						Teacher surveys show that >80% feel more equipped to talk about computer science; >50% would consider delivering similar workshops at their schools.
2.3	Investigate how we can support our students, both men and women, better to achieve good degrees. (Page 19)	Attainment of women in both courses has gone down in recent years. Attainment of men has been consistently lower compared to women. Also, we had to move teaching and assessment online due to COVID-19 pandemic, and therefore, need to monitor the impact of changes on our students.	Form a focus group from all levels 1-3 to understand the underlying reasons behind student attainment. Initially focus groups may need to run online. Run the study for two years to investigate gender differences. In the second year, invite former focus group members from Levels 1-2 and new members from Level 1 to observe the differences.	**Responsible: SAT Student Data Leads** Partners: *UG Director *Level co-ordinators	Sep 2021-Sep 2023	Focus groups have been formed, and the study has been carried out. A report is written. Discussions are held at SAT. The results of the study informed further SAT actions.
3.	**Gender balance and representation in the PG student population:** These actions are motivated by supporting the experience of both genders in our PGT and PGR programs, and encourage the progression of our UG students to PGT and PGR programs.					
3.1	Ensure that PGT students have more flexibility in PT. (Page 21)	PGT courses need to support students with caring responsibilities better.	Seek approval for staged masters versions of the PT PGT courses, which allow one year for completion of the dissertation.	**Responsible: HoD** Partners: *PGT director *Course leaders *Director of teaching and learning	May-Sep 2020	Approval obtained.

				Responsible:		
			If the staged PGT route is introduced, monitor impact by comparing application numbers, enrolments, outcomes and gender split for alternative masters routes.	**Responsible: SAT student data leads** Partners: 1) PGT director 2) Course leaders 3) Director of teaching and learning	Sep 2020-2023	The investigation is completed, and conclusions are drawn on the impact of flexible study pathway on uptake of, and success on, PT PGT programmes.
3.2	Investigate the gender differences in PT students in PGR. (Page 24)	The percentage of women who choose the PT mode for PGR is low.	Survey PGR women to see whether there are barriers to PT mode.	**Responsible: SAT student data leads** Partners: *SAT PhD student liaisons *PGR student representatives	Nov - Dec 2022; Nov-Dec 2023.	Investigation completed; a report generated. Outcomes are discussed in SAT meetings to see future policies and plans.
3.3	Promote academic careers to PGT students and UG students. (Page 27)	Few PGT students consider PGR courses. Notification of prospective funding for PhD study is not always widely published to students as reported by a student focus group.	**3.3.a** Establish the widespread and regular publicising of funding for PhDs to our UG and PGT students to ensure they are aware of such funding.	**Responsible: Departmental Director of Postgraduate Research** Partner: Departmental web and comms co-ordinator	Jan-Sep 2021	Funding for PhDs is advertised widely in the department, and at least a 10% increase in enquiries for Brunel UG and PGT students is recorded.
			3.3.b Run academic career Q&A sessions to ensure UG and PGT students are aware of the benefits of an academic career. Collect session feedback.	**Responsible: Departmental Director of Postgraduate Research** Partner: SAT Student data leads	Sep 2021 to Sep 2023	Academic careers are promoted at UG/PGT events and during teaching sessions. 100% UG/PGT students were given a chance to attend information sessions. Session feedback shows that 75% of UG/PGT students

			Incorporate the student feedback for any changes to the session delivery.			report good or better awareness of opportunities for PGR study.

4.	**Gender balance and representation in academic and research staff:** These action points are motivated by attracting more women to applying to our Department, and ensuring that a gender-balance is preserved when shortlisting candidates.					
4.1	Ensure job advertising encourages women applicants. (Page 32)	The proportion of women applicants leaves room for improvement.	Put in place monitoring of job adverts for gender-neutral language using suitable tools (such as gender decoder) and fix any language issues. Dissemination targets include women in technology career groups (e.g., ACM Women in Europe, Ada's List, BCS Women) to improve reach.	**Responsible:** **HoD** Partners: *HR *Staff Data Lead	Oct-Nov 2020	All job adverts are checked for gender-neutral wording. All jobs ads are disseminated to identified women career groups. 15% of the responses to: "How did you hear about this position" in application forms indicate these groups as a source.
4.2	Ensure that all staff in selection committees are trained for recruitment and selection. (Page 32)	The current requirement is that the majority of the selection committee have attended the necessary training within three years.	Make it a requirement for all panel members to have attended the University's 'Recruitment and Selection' training and received Equality and Diversity training within the last three years.	**Responsible:** **HoD**	Oct-Nov 2020	Requirement changes communicated to the staff in the departmental staff away day (Nov 2020).
4.3	Investigate gender issues in applying for promotion.	No women applied for promotion in the last two years.	**4.2.a** Run a panel session on promotions, which includes women from the College, who have been successful in their promotion applications. The panel answers questions about	**Responsible:** **SAT Lead** Partners: *SAT event organisation leads *HoD	Planning Sep 2020 - Jan 2021 Seminar in February 2021	All women academic staff joined the panel session. Event feedback show >80% of the attendants found the panel useful.

	Give more guidance to women about academic promotions. (Page 34)		promotions and discusses issues and best practices when applying for promotions. Collect feedback and suggestions for further activities from attendants.	*Directors of Research and Teaching		Discussions are held at the SAT meetings based on the panel feedback. The results of the study informed further departmental actions and staff data collection in 4.2.b.
			4.2.b Keep better track of staff length-of-service, and promotion readiness based on PDRs; explore gender issues in applying for promotion.	**Responsible: Staff Data Lead(s)** Partners: *HoD *Line managers	Feb 2021- Feb 2025	All PDR reports show information about staff promotion-readiness, mentoring support, as well as support for promotion applications. Timeliness of promotion applications has approved. There are no gender issues.
5.	**Supporting staff:** The objective of these action points is to ensure staff are supported in career management, training, flexible studying or working, and career breaks.					
5.1	Improve departmental induction process to enable new staff to find their place in the Department quickly and effectively. (Page 33)	The first few days of a new job can be daunting, and we have a responsibility to help new staff find the information they need quickly.	**5.1.a** A departmental welcome pack will be created to familiarise the new staff to their new working environment. It will include an induction plan, information about the department (its organisation, committees, ways of working and local policies), as well as links to the university policies. A "peer" mentor will help the new staff to learn about the different work policies in the department,	**Responsible: SAT Lead** Partners: *HoD *SAT Communications Champion *SAT Staff Data Lead	Aug- Dec 2020	A departmental welcome pack is prepared and presented to all new staff in the winter departmental staff away day (Nov 2020). Three peer mentors are selected with the help of the HoD and briefed. The process is in place to assign a peer mentor to all new staff.

			introduce them to their colleagues.			
			The peer mentors will be briefed about how to help new staff in their first few weeks.			
			5.1.b Survey all new staff after three months of their start date to assess the success of their induction.	**Responsible: SAT Staff Data Lead** Stakeholder: HoD	Jan 2021-Jan 2024	All new staff is surveyed regarding their induction. Over 90% of the new staff are satisfied. All the feedback highlighting issues are discussed yearly in an SAT meeting, and Action Plan revised.
5.2	Support staff in different career stages with the dedicated mentoring scheme. (Page 33)	Analysis of staff data helped us see that staff may need more support, which may be helped with a mentoring scheme.	**5.2.a** Research best practice in mentoring schemes for academic departments. Design a mentoring scheme. The scheme will incorporate different focus areas where staff may need more support.	**Responsible: HoD and SAT Lead** Partners *Staff Development team *Line managers *Potential mentors	Jan 2021-June 2021	Summary report of best practice in mentoring is produced. Mentoring scheme is designed and ready for an initial consultation with staff.
			5.2.b Introduce and discuss the mentoring scheme July and Nov. Staff Away Days in 2021. Revise the mentoring scheme according to AP Partners and general staff feedback. Coordinate with Staff Development team to have	**Responsible: HoD and SAT Lead** Partners: *Staff Development Team *Line managers *Mentors	July 2021-Jan 2022	Mentoring scheme is finalised and launched by Jan 2022. Information about mentoring has been communicated to all staff. Mentor and mentee training is available and taken up by at least 25% of staff.

			mentor and mentee briefing sessions. Launch the mentoring scheme. Discuss the availability of mentoring in PDRs. Add information about the mentoring scheme to the Welcome Pack in the induction.			In the first year, at least five mentors and mentees signed up.
			5.2.c Survey the staff yearly in Departmental Away Days to assess awareness of the scheme. Collect yearly feedback from mentors and mentees separately to evaluate the scheme.	**Responsible:** **SAT Staff Data Lead** Partners *HoD *Line managers *Mentors *Mentees	Jan 2022-Jan 2025	100% of staff report that they are aware of the scheme. At least 80% of those who participate as mentors and mentees report that the scheme is valuable to them.
5.3	Improve the uptake and effectiveness of training. (Page 38)	Data suggest that men do not benefit from training as much as women. Staff survey shows that women may not be aware of training opportunities. Women to do not apply to HE Aurora or Springboard leadership programs.	Brief PDR reviewers to focus on training needs and effectiveness. Ensure that there is at least one planned development activity per year, tracked via the online PDR system. PDR reviewers query the barriers to the uptake or effectiveness of training. If there are any, they pass these on to the HoD for action. PDR reviewers identify candidates for leadership training and, in particular,	**Responsible:** **HoD and PDR reviewers**	Jan 2021 to Jan 2023.	All PDR reviewers were briefed to discuss training. Feedback collected from the PDR reviewers and discussed in an SAT meeting. Action Plan is revised to include actions to alleviate barriers. Yearly review of all PDR paperwork confirms that the conversations on training took place and training objectives have been set. At least two women were nominated for Aurora or Springboard each year.

			Springboard and Aurora for women.			The Staff Survey shows no gender differences in response to training, and >85% of staff satisfied with the training.
5.4	Revise line management to address the gender differences in the staff survey concerning interactions with the line managers. (Page 39)	Staff survey showed differences by gender, which may influence career progression.	**5.4.a** Run focus groups with Researchers, Academic Staff, and Professionals to explore why gender differences exist and understand what actions might be needed to address differences in staff perceptions. The focus group questions will particularly explore expectations around feedback, recognition, motivation and involvement in decision making. Focus groups may need to run online due to pandemic.	**Responsible: SAT Staff Data Leads** Partners: HoD Line Managers	Sep-Dec 2020	Focus groups have run; report and recommendation were delivered to the SAT team.
			5.4.b Consult other departments in the University of the same size regarding the implementation of division heads for line management.	**Responsible: HoD**	Nov 2020-Feb 2021	A consultation is carried out.
			5.4.c Based on the focus group results and the consultation, revise the line management in the Department accordingly.	**Responsible: HoD** Partners: *Line Managers *Staff Data Lead(s)	Feb 2021-Feb 2022	Line management revised and communicated to the staff. The new line managers are appointed and trained.

			Appoint new line managers based on need. All staff acting as line managers are trained via the University's online management training and must complete "Performance and Development Reviews for those new to reviewing".			Staff survey does not show gender differences in line management.
5.5	Improve the effectiveness and monitoring of the PDR process. (Page 39)	Women staff members and their line managers are possibly engaging with each other less than men on aspects that directly affect their work, performance and possible progression.	**5.5.a** Require all PDR reviewers to have taken "Feedback - Delivering Effective Feedback to Staff" within the last three years. Encourage all managers to attend training on grievance and disciplinary processes. Encourage all PDR reviewees to take available University training on "Performance and Development Reviews for Reviewees – Getting the most out of your review". Communicate the new PDR requirements in the Department Staff Away Day in July 2021.	**Responsible: HoD** Partners: Line managers in the Department and the College.	Apr-Jul 2021	All staff have been informed about the requirements for PDR in Departmental Staff Away Days. Training monitoring shows that all reviewers have trained for PDR. At least 50% of reviewees have attended PDR training.
			5.5.b Follow up all PDRs, and a request a copy of the PDRs for Professional Staff.	**Responsible: HoD**	Jul 2021-Jul 2024	In the yearly Staff Surveys, there are no gender differences in how staff perceive communications with line manager and the PDR process.

5.6	Improve grant application support for staff. (Page 42)	There is no support for staff when their grant applications are unsuccessful.	**5.6.a** Introduce a feedback review opportunity for staff to get help in the case of unsuccessful grant applications.	**Responsible: Head of Research** Partners: *Experienced researchers and professors	Apr 2021- June 2021	Feedback review introduced to staff in June Departmental Away Day.
			5.6.b Survey staff on Nov 2021, and Nov 2022 Staff Away Days regarding the program to monitor effectiveness.	**Responsible: SAT Staff Data Lead(s)**	June 2021- Apr 2023	When surveyed, 100% of staff know about this support; 75% of the staff, which fall under these criteria made use of it. Staff feedback about the scheme is positive.

| 5.7 | Improve policies for appropriate preparations before and during parental leave. (Page 43) | Staff was not aware of all parental leave entitlements.

Staff expressed concerns about covering for staff on leave.

Parents expressed concern that, without consultation, the modules/tasks they had undertaken before going on leave were not returned to them on their return. | **5.7.a** Put policies and process in place to ensure:
i) That all staff are aware of the parental leave entitlements
ii) That staff covering for others about to go on leave are given every opportunity to liaise with those persons and receive any appropriate training before undertaking these extra duties. Their workload is updated.
iii) External recruitment of parental-cover staff, when appropriate.
iv) Better use of KIT days.
v) No long-term changes to the duties of those on leave will be made without consultation.

Update the parental leave checklist with specific guidance on how to use KIT days better.

Introduce a pre-return meeting to discuss support measures, the options for flexible working and any possible changes to duties, to confirm if the parent wishes to continue their tasks before leaving. | **Responsible: HoD**

Partners:
*Line managers
*Head of Teaching and Learning
*SAT Lead | Sep 2020-Dec 2020 | The parental leave checklist is revised and published (linked to Action 5.1 Induction Welcome Pack).

Policies and process in place whereby replacement staff are identified early, a hand-over period is facilitated, and any additional work is accounted for in the WAM.

The policy is in place that line managers will discuss any long-term changes to duties with staff on leave. |

			5.7.b Run Staff Surveys in Departmental Away Days to check staff knowledge on entitlements. Monitor KIT days, and update parental leave checklist with feedback from KIT days.	**Responsible:** SAT Data Lead(s) Partners: SAT Lead	Jan 2021-Jan 2025	Line manager feedback from KIT days has been collected and changes made to the parental leave checklist, if necessary. Checks with those returners and their line managers confirm all returners were offered the chance of a formal pre-return meeting, even if they choose not to take it up. Staff surveys show that 100% of staff are aware of all their entitlements.
5.8	Widen the membership of committees to include more junior academic staff to increase women's representation. (Page 47)	Due to the low number of senior women in the department, women's representation in the committees is low.	5.8.a Introduce a policy to have junior staff positions on committees, which are rotated annually.	**HoD**	Jan-Apr 2021	Committee membership selection criteria for junior members are published and also included in induction materials.
			5.8.b Ensure all new committee members take the necessary training for their new roles, e.g. Unconscious Bias training.	**Line-managers** Stakeholder: *HoD	Apr 2021 – Jan 2025	Junior staff have completed the necessary training for these roles.
			5.8.c Monitor committee membership with the new policy.	**SAT Staff Data Leads** Stakeholder: *HoD	Apr 2021 – Jan 2025	Senior committees include two junior staff positions which are rotated annually. At least 40% of all departmental committees include women.
5.9	Increase the uptake of leadership roles	There is an under-representation of women in leadership	Interview staff at Senior Lecturer level to explore the privileges and barriers for	**SAT Staff Data Leads**	Apr 2021-Apr 2022	Interviews completed and report presented to the Departmental Management

	by women at the Senior Lecturer level and ensure fair workload allocation. (Page 49)	roles at the Senior Lecturer level, which may affect their potential for promotion.	staff taking on leadership roles. Use the learning from the analysis, and actively encourage women to put themselves forward for leadership roles, building on our current practice of open calls for vacant roles.	Partners: *SAT Lead *HoD		Board. Where practical, adjustments are made to reduce barriers to women senior lecturers to take on leadership roles. The uptake of leadership roles by women at Senior Lecturer level has increased; there is no significant difference by gender in leadership and administrative workloads.
6.	**Organisation and culture:** These actions are for improving our culture and inclusiveness.					
6.1	Incorporate wellbeing and resilience into our annual staff development days. (Page 49)	The survey showed that staff of both genders feel equally overwhelmed by the workload, leading to work-life balance issues.	Working with Staff Development team, design a session on wellbeing and resilience to be delivered at the annual staff development days.	**SAT Event Organisation Leads** Stakeholder: *Staff Development team * Staff Data Lead	Jan-Jul 2021	Wellbeing and resilience session designed and held at 2021 Staff Development Day. Feedback collected. Staff survey data collected: at least 75% of those who attend the session report them as helpful or very helpful. As a result, wellbeing and resilience sessions organised at the staff away days annually.
6.2	Ensure more social events are accessible for all staff. (Page 50)	In the staff survey, significant numbers of staff (60% of women and 35% of men) report that they do not take part in activities on campus which are not directly related to their job.	Hold a focus group with staff to explore a wide array of potential reasons ranging from themes and style of activities to travel safety. Analyse data and report the findings to the Departmental Management Board. Make	**SAT staff data lead(s)** Partners: SAT event organisation lead(s)	Sep-Jan 2020	Focus group held. Guidance produced and approved by Departmental Management Board. Guidance issued.

| | | | recommendations on lowering identified barriers.

Issue guidance for event planning to make events accessible to all staff. | | | |
|---|---|---|---|---|---|---|
| | | | Monitor social events.

Monitor online meetings and events considering that due to COVID-19 pandemic, staff may have shared caring responsibility. | **SAT Event Organisation Lead(s)**

Stakeholder: SAT Staff Data Lead(s) | Jan 2020-2024 | Checks show that social events are varied in time and location and that at least three-quarters of official events are held at family-friendly times and culturally accessible venues.

Staff survey results have improved, showing more than 75% of men and women attend events. |