



Faculty of Engineering
ATHENA SWAN SILVER ACTION PLAN
Appendix A
2016-2019

Glossary of Acronyms used within the action plan

CAPE = School of Chemical Engineering
CDT = Centre for Doctoral Training
CIVE = School of Civil Engineering
CPD = Continuing Professional Development
COMP = School of Computing
DORI = Director of Research (School-based)
DSE = Director of Student Education (School-based)
ELEC = School of Electrical and Electronic Engineering
E&I = Equality and Inclusion
FEC = Faculty Executive Committee
FHRM = Faculty Human Resources Manager
FMM = Faculty Marketing Manager
FoE = Faculty of Engineering
GSO = Graduate School Office
HoS = Head of School
IAB = Industrial Advisory Board
L&M = Leaders and Managers
MECH = School of Mechanical Engineering

NWED = National Women in Engineering Day
PDRA = Postdoctoral Research Assistant
PGR = Postgraduate research
PGRT = Postgraduate research tutor
PGT = Postgraduate taught
PI = Principal Investigator
PMF = People Management Framework
SAT = Athena SWAN Self-Assessment Team
SMT = School Management Team
SDDU = Staff and Departmental Development Unit
SHRC = School Human Resources Contact
SRDS = Staff Review and Development Scheme
WES = Women's Engineering Society
UAF = University academic fellow
UG = Undergraduate
UoL = University of Leeds
UTC = University Technical College

Priority 1: Increasing the overall number and proportion of research and academic female staff across FoE

*Our overall proportion of female staff is below our aspiration. Through actions focusing on external recruitment, attrition of researchers and transition of PhD students into researcher roles we aim to **increase the total number of female staff and the average proportion to above the national average by 2019.***

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
1a. Increasing the proportion of external female applications to researcher and academic jobs.	1.1 (page 36) Use the experience of recently appointed female staff to revise wording of job descriptions and create template documents to minimise unintentionally gender biased adverts. In our bronze action plan we revised standard wording to include Athena SWAN and equality initiatives (bronze action 3.1), but further action is necessary. This action will be supported by a research study to interview recently appointed female staff and analyse their experience. Interviews are already planned with ethical agreement in place.	Research carried out by FoE HR. FHRM to revise wording with review by SMTs and SAT.	Research complete by June 2016 . Implemented changes by Dec 2016 . Revised templates used for all standard roles by Jan 2017 .	Female applications to researcher roles over 25%. Female applications to academic roles over 20%.
	1.2 (page 36) Develop new committee based search processes for academic jobs at grades 8,9 and 10. We plan to establish diverse panels in Schools to identify and approach a broader range of potential applicants. CAPE and CIVE will be two pilot Schools as there are plans to recruit in 2016.	HoS in CIVE and CAPE to pilot approaches. FEC to agree future processes.	Pilot during 2016 . Implement in other Schools 2017-18 if successful.	Female applications to chair/senior positions routinely at 15% or higher.
	1.3 (page 36) Establish best practice guidance for using external recruiters to assist with searches for the most senior roles. External consultants are currently used for some roles, with varying success. To develop guidance we will draw on the experience of FoE senior management and HR in FoE and other faculties in using external recruiters as well as the experience of senior academics who have joined Leeds from other institutions.	FHRM. SAT support to survey relevant people.	Survey carried out 2016-17 . Guidance developed by late 2017 .	Applications from men and women who were identified and approached by panels/external recruiters.
	1.4 (page 36) Develop specific strategies to attract female applicants to sub-disciplines which have very low numbers of applicants. To do this we will carry out a detailed analysis of job applications over at least 2 years to understand which sub-disciplines attract more female applicants than others, and use this information to develop targeted promotional strategies	HR with SAT Chair and Athena SWAN Champion for each School.	Analysis by June 2017 . Targeted strategies developed and implemented 2017-18 .	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
1a. cont.	<p>1.5 (page 54) Encourage external applications to Daphne Jackson/Dorothy Hodgkin or similar fellowships through revising our Women in Engineering pages to make them more visible and including specific information to support applicants who may wish to take up such a fellowship within the Faculty.</p>	FMM and SAT Chair.	Pages revised during 2016 .	Recruitment of at least one further fellow through Daphne Jackson or similar route.
1b. Increasing the likelihood that jobs are offered to female candidates and they accept.	<p>1.6 (page 36) Update the format of applicant interview days to ensure that we are consistently presenting a welcoming and inclusive environment. For all roles, where there are additional activities such as a department tour and meeting staff over lunch gender balance should be explicitly considered.</p>	SMT and SHRC to agree process. SHRC to implement.	Gender balance considered in all aspects of interview day activities from Sept 2016 onwards . Norm across Faculty by 2018 .	Proportion of female candidates shortlisted and offered jobs comparable to proportion of applications at all grades.
	<p>1.7 (page 36) Ensure all staff who are named contacts on job adverts have undergone E&I training and understand the requirement of their role in recruiting. The named contact is often the first contact that a potential applicant has with FoE and the University, and it is important that they are unbiased and encouraging to all eligible candidates.</p>	FHRM with SHRC.	Continuous as new staff take on recruiter roles. 100% compliance by 2019 .	80% of jobs offered to female applicants are accepted.
	<p>1.8 (page 36) Review all job shortlists and ensure that any roles where all those shortlisted are from a single gender are confirmed by HoS (or Dean for Faculty/chair posts). This action is to ensure shortlisting decisions have considered diversity rather than requiring that shortlists must have male and female candidates.</p>	SHRC/FHRM, HoS, Dean.	From 2016 onwards for academic posts. From 2018 for all posts.	Increase in the proportion of female staff in the Faculty to above the national average.
	<p>1.9 (page 36) Increase female representation on interview panels. All interview panels currently have at least one female representative, but we aim to have all panels with a diversity that is reflective of where the School and Faculty aspire to be.</p>	HoS, Dean, SHRC. FHRM to monitor.	Faculty posts and academic posts by 2016-17 . Research posts by 2018 .	Panel gender balance normally at least 25% female.

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
1b. cont.	1.10 (page 36) Record and report the proportion of roles that are offered to both male and female candidates and accepted or declined. Anecdotally we are aware of a number of cases, male and female where a role has been declined however at the moment we do not have clear data on whether this is a more significant issue with male or female applicants.	FHRM.	Reporting annually from 2016-17 . Further actions defined by 2018 if necessary.	Male and female recruits for comparable roles are equally likely to accept, and are offered similar salaries and packages.
	1.11 (page 36) Develop guidance for Chairs of interview panels on packages to be offered (i.e. HoS/Dean to have preliminary agreement in advance of interviews and offer). This action supports male and female applicants, by giving chairs greater clarity in starting negotiations and more open expectations over what can/should be offered at different grades.	HoS and Dean.	Guidance developed by 2017 . Effectiveness reviewed in 2018-19 .	
1c. Developing postdoctoral researchers to be more competitive for research and academic posts.	1.12 (page 39) Actively encourage PDRAs to seek a mentor through the new University wide mentoring scheme. This builds on the success of the PACE mentoring programme to enable researchers to access a mentor who is not just outside their research area, but may also be from another Faculty.	SHRC and probation advisors/SRDS reviewers to annually remind and encourage PDRAs.	Continuous from 2016 . Review uptake and benefits in 2018 .	PDRA retention, evidenced by a drop in turnover rate to under 15% for male and female.
	1.13 (page 39) Allow male and female PDRAs (and PhD students) to sit on interview panels for academic and research posts, and encourage their attendance at presentations by prospective candidates. This gives early career researchers valuable insight into academic recruitment and the attributes that the School/Faculty is looking for as well as experience for a CV. For the Faculty this gives an early career perspective on a panel and supports action 1.9, by increasing the number of women available for panels. The approach was trialled Oct 2015 in CIVE with very positive feedback.	HoS/SHRC.	Implement from 2016 . Review effectiveness in 2017-18 .	Female PDRAs successfully applying for Lecturer positions at Leeds/externally. Success rate of both male and female PDRA fellowship applications at 15% or higher.
	1.14 (page 39) Run an annual "Candid Q&A" meeting for female researchers in the Faculty with established female academics. This will act as both a networking and feedback mechanism, allowing PDRAs to gain contacts and advice as well as bring out any issues and concerns they have in the Faculty or about their own development.	SAT Chair with Athena SWAN School Champions.	Annual , starting spring 2016 .	80% satisfaction in researcher feedback surveys and positive event feedback.

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
1d. Support the development of PhD students to empower them to successfully apply to postdoctoral roles.	1.15 (page 42) Identify PhD students who wish to pursue an academic career, and provide targeted support to both female and male students. We will carry out a survey/focus groups of 2 nd year PhD students to understand career expectations (and for past data actual destinations) of male and female PhD students. This will enable early identification of students with the most promise for postdoc scholarships, as well as development of further actions to support PGR careers including targeted support to female students where required.	SAT with support from GSO, CDT Directors and FoE Employability Team.	Reporting during 2016-17 . Supporting actions in 2017-18 .	Applications to postdoctoral fellowship schemes for males and females from all Schools.
	1.16 (page 15) Develop peer mentoring for PhD students that allows them to gain advice and support from outside their own research group. This will draw from experiences in CDTs and success of PGR forum in COMP and roll out to all PhD students. We will particularly encourage female students who are in male dominated research groups to use the opportunity to seek mentoring from other disciplines.	CDT Directors and School PGRTs.	Mentoring for all CDT students in place by 2017-18 . Mentoring for all PhDs in place by 2019 .	Proportion of female applications to research posts above 25% with increase in Leeds PhD students making these applications.
	1.17 (page 39) Run an annual “ <i>Developing a Research Career</i> ” workshop, giving both male and female PhD students and PDRAs an insight into research career pathways and what it is like being an academic in FoE. This would be a tailored informal session within FoE with role models from male and female staff.	SAT with School PGRTs.	Annual from spring 2016 .	

Priority 2: Developing and supporting female career and leadership development at all stages

*We have women in a small number of senior roles, but the majority of senior management post holders are male. Increasing this requires building capabilities and changing perceptions at all levels to enable progression. Through actions focusing on promotions, leadership development and early career capabilities we aim to have **women in 25% of L&M roles, and in senior leadership roles at least proportional to the number of women at Professorial grade by 2019.***

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
2a. Ensuring a fair and inclusive academic promotions process, ensuring access to support and advice.	2.1 (page 40) Update the FoE promotions benchmarks following the introduction of the new UoL promotions criteria in 2015-16. These will be reviewed by the SAT and E&I committee to ensure inclusive language and avoid unconscious bias.	Proposed by SMT/FEC with support from HR. Reviewed by SAT/E&I for bias.	New benchmarks agreed and implemented by March 2016.	Applications for promotion under the new criteria from both men and women, at a rate expected for the gender balance and career stage in the Faculty. Promotion success rate above 70% under new criteria. PMF surveys indicating 85% of staff feel supported in applying for promotion.
	2.2 (page 40) Run an FoE specific workshop to introduce the new promotions criteria to staff, followed by an annual “Demystifying Promotions” workshop to support staff in the process. This will be open to men and women and will feature successful applicants from both genders.	Dean/FHRM with support from SAT.	New criteria workshop Feb 2016. Annual workshop from Feb 2017.	
	2.3 (page 40) Ensure all SRDS reviewers in Schools are briefed on the updated promotions criteria to enable them to provide clear and accurate guidance to colleagues they line manage.	Dean and HoS with SHRC.	Briefing in Feb/Mar 2016	
	2.4 (page 40) Review the impact of the updated promotions criteria to establish if they are more or less likely to lead to successful promotion and whether they make the process more straightforward. This will be carried out in collaboration with other faculties as the numbers from Engineering alone are likely to be too small to be statistically significant.	SAT with FHRM.	Carry out review in 2018-19.	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
2b. Supporting established women into academic leadership roles.	2.5 (page 45) Identify where there is potential for female leadership development and where there are gaps. We will extend analysis of leadership roles that women currently hold across the Faculty and how they are appointed. We currently collect data on senior Faculty (Dean/Pro-dean) and School management roles (HoS, DSE, DORI) but not on the next tiers of leadership (Institute directors/deputy, programme leaders, PGRT, admissions directors etc.). Many of these roles sit on School committees and are the route to the senior management roles.	SHRC and HoS.	Analysis by Dec 2016 and further actions developed.	Female staff in 25% of L&M roles in FoE and making up at least 30% of committee membership. More women applying for and gaining most senior Faculty and School roles. 25% of people recommended for leadership opportunities to be female (subject to staff being at an appropriate career stage).
	2.6 (page 45) Ensure that all committees have a clear and open constitution and transparent processes for appointing members.	Dean/HoS.	Constitution/members published annually on intranet from 2016-17 .	
	2.7 (page 39) Develop a new inclusive strategy for Leadership and Management (L&M) development within FoE, providing development opportunities for all academic career stages and targeted opportunities for female staff where required. This will involve proactive engagement to shape the new “UoL Leadership Development Strategy” to ensure that University processes and courses recognise the range of leadership and needs in FoE. We will specifically promote and encourage development opportunities for female academics (e.g.the external Aurora programme) to support future potential and will prioritise supporting female L&M development in CAPE and ELEC where appropriate.	Dean/ HoS.	New strategy by 2017-18 . Opportunities and support continuous throughout plan.	
2c. Early career academic leadership and management development.	2.8 (page 41) Develop best practice guidance and templates for line managers to support development of probation plans/PDPs for PDRAs and new lecturer appointments. This aims to ensure all new staff have clear expectations that are consistent with School/Faculty expectations for their career stage and are comparable to other new appointees on the same grade. For PDRAs this also aims to define objectives for personal career development as well as satisfy PI needs on research grants.	Dean/HoS/SHRC.	Developed and implemented by 2018 .	80% of staff reporting that their work objectives are clear in PMF survey and in exit questionnaires.

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
2c. cont.	2.9 (page 41) Review the mentoring and development programme for UAFs and adopt the best practices to support career development of all other academic and academic related staff.	FHRM.	Proposals for new approaches in 2018 .	80% feel that their line manager gives feedback and values their contribution in PMF survey.
	2.10 (page 39) Establish Postdoctoral/PGR research forums within all Schools in FoE. This will build on the recent introduction of a forum in Civil Engineering and aims to provide support and networking opportunities as well as a voice back to Schools/FoE from postdoctoral researchers.	SAT Chair and Athena SWAN School Champions.	Approaches agreed by summer 2016 . In all Schools by 2018 .	
	2.11 (page 42) Provide FoE specific transferable skills modules to all PhD students who are not on CDT's and encourage inclusion in development plans.	CDT Directors/GSO.	From 2016-17 academic year.	

Priority 3: Building the proportion of female students to above the national average in all Schools and across all levels

*ELEC and CAPE have made progress since our Bronze award, but both have challenges with student numbers. We also see variation, particularly in MSc programmes across FoE. By focusing on recruitment and the student experience we aim to **ensure all Schools and programmes are consistently above the national average by 2019**.*

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
3a. Increase applications and acceptances to UG/PGT programmes.	3.1 (page 11) Develop new recruitment approaches and revise marketing material to promote female student recruitment onto UG/PGT programmes with lower gender balance. To inform this we will conduct detailed analysis of UG/PGT programmes in all Schools to understand the gender breakdown on individual courses and identify where there are imbalances. Our current analysis is at School level, but we know anecdotally that some programmes (e.g. Architectural engineering, Medical Engineering) are more likely to attract female students.	FMM with DSE and Admissions Directors.	Identification of courses with high and low balance by end 2016 . Revisions during 2016-17 for 2017-18 entry.	All UG and PGT programmes in all Schools with female recruitment at or above the national average.
	3.2 (page 24) Establish "Women in Engineering" drop in sessions/stands on open days. This aims to provide informal contact points for prospective students/parents to ask specific questions to staff and students, without running an activity that overly singles out female applicants.	FMM and SAT supported by student WES.	Implemented from June/July 2016 open days.	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
3b. Ensure a positive and inclusive student experience.	3.3 (page 42) Develop a toolkit for students to support them in dealing effectively with inappropriate behaviour or unconscious bias. Initial focus group evidence suggests that we don't have a widespread problem with this, but there are occasional isolated incidents. We plan to conduct focus groups with female students understand their experiences and develop resources to empower students and provide clear reporting lines.	Outreach Officer.	Focus groups in 2016-17 . Toolkits rolled out during 2017-18 .	At least 50% of UG/PGT female students in the Faculty involved in WES.
	3.4 (page 42) Proactively support the Women's Engineering Society to enable students to provide their own networking and peer support activities. This will be through providing a small budget and facilitating events booking as well as helping with industry contacts, speakers etc. We have already started doing this action, but will formalise our support.	SAT Chair/Dean with President of Leeds WES.	Budget agreed 2016 and in place for next financial year.	Over 85% satisfaction from female students in analysis of their experience at Leeds. Over 90% satisfaction in NSS scores for all Schools.
	3.5 (page 42) Develop and trial an undergraduate student peer mentoring scheme. This will be developed and tested in Civil Engineering as these students have expressed a specific desire to have such a scheme. Student led drop-in sessions were initiated in 2014, but were not well attended, and so a volunteer based scheme is currently in development.	Civil DSE and Student Support Office.	Piloted during 2016-17 . Extend to other Schools 2017-18 if successful.	All Schools in the Faculty in top 10 in UK for student satisfaction and employability.
	3.6 (page 11) Conduct a research study with current male and female students to understand what influenced their decision to be an engineer and why they came to Leeds. We will prioritise surveying students in ELEC and COMP as both show a possible drop in acceptances from female students, as well as CAPE where the proportion of females is lower.	Outreach Officer.	ELEC, COMP and CAPE in 2016-17 . CIVE and MECH in 2017-18 .	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
3b. Build and maintain good gender balance of PGT and PGR students.	3.7 (page 11) Embed and share best practice in ensuring a PGT experience that is supportive and inclusive for female students. We will analyse the experience of female PGT students through focus groups, develop new initiatives as required to address any additional support, and share good practice between Schools and programmes. This is particularly relevant for international students as their experience influences future recruitment through word of mouth.	Pro-Dean Student Education/ DSE/School PGT tutors/Programme leads.	Focus group by summer 2016 . .	80% satisfaction from female PGT students on their experience at Leeds. Faculty applications and acceptances for PGR and PGT study consistently at 25% female or higher.
	3.8 (page 12) Develop specific marketing strategies for part-time PGT programmes to attract to students who need the flexibility of this study approach. In support of this action we will survey full and part-time students in CAPE to determine why part-time study is attractive to some.	CAPE DSE	Survey during 2016 . New marketing strategies 2017 .	
	3.9 (page 24) Improve PhD recruitment best practice guidelines for the Faculty, especially for scholarship based schemes. We will carry out a detailed analysis of our successful cohort based recruitment to CDT PhD programmes and look at how we can apply cohort recruitment principles to general PGR recruitment. As well as supporting equality and gender balance, this action will benefit student quality which is an issue in some parts of FoE.	SAT + PGRT and CDT Directors. New guidance by GSO and Director of Graduate Studies.	Analysis during 2016 . New approaches implemented 2017 .	

Priority 4: Building an inclusive, supportive and balanced culture in all Schools.

*Our culture is already positive with clear processes and procedures. We aim to share and embed best practice across FoE to build a **culture that encourages creativity, recognises and rewards individual and team contributions, and allows flexibility to enable work-life balance.***

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
4a. Promote a good gender balance in all seminars, events and conferences in FoE.	4.1 (page 49) Ensure that gender balance of speakers in School/Institute seminar programmes, conferences and CPD events is at least comparable to the proportion of female academics in the School/discipline. For higher profile events such as conferences we will also aim to ensure session chairs and organising committees have a good gender balance. As well as benefiting the culture, seminar speakers are often encouraged to apply for jobs, and this is a good way of increasing the pool of female applicants that are likely to be contacted by word of mouth. This action builds on action 5.7 in our bronze action plan.	HoS/DORI + CPD team. School liaison with Professional body (ICE, IMechE etc.) to ensure they are aware of this requirement.	HoS/CPD to report to FEC annually from Sept 2017. 100% compliance 2019.	Gender balance at 95% of events to be comparable to or greater than national proportion of females in relevant discipline.
	4.2 (page 45) Ensure all School Industrial Advisory Boards have a gender balance that at least reflects that among the staff/undergraduates in the School. Schools to also report on Athena SWAN activities and action plan progress to Industrial Advisory Boards on an annual basis and seek feedback on future plans, including ideas for best practice from industry.	HoS and SMT to seek IAB members. School Athena SWAN Champion to report/collect feedback.	All IABs with female representation by 2017. IABs gender balance to at least match School by 2019.	NWED and Ada Lovelace Day to be well attended events with good feedback. Year on year increase in participation from external delegates/speakers.
	4.3 (page 49) Organise two annual Faculty events with external reach and related electronic media activity to coincide with: (a) Ada Lovelace day (October 13 th); and, (b) National Women in Engineering Day (June 23 rd). In 2015 we successfully ran local or internal events to celebrate both of these days. We aim to build on these activities to establish the two days as key events in the Faculty calendar.	SAT Chair and Athena SWAN School Champions with FMM.	Events every year from 2016.	NWED and Ada Lovelace Day to be well attended events with good feedback. Year on year increase in participation from external delegates/speakers.
4b. Continue to build a balanced and inclusive environment.	4.4 (page 49) Develop further posters profiling male and female staff, students and alumni and ensure they are displayed in all Schools in the Faculty. We will also review other display materials displayed for gender bias.	FMM.	All Schools by 2018.	

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
4b. cont.	<p>4.5 (page 49) Embed the highly regarded “<i>Unconscious Bias</i>” training that was piloted during 2015. We will offer a Faculty specific course at least once a year and we aim that that all those in leadership and management roles should complete the course.</p>	<p>FHRM to organise. HoS/Dean to encourage attendance.</p>	<p>Courses offered annually from 2016. All staff in L&M roles completed training by 2019.</p>	<p>80% of staff reporting that line managers reward good performance and deal with poor performance in PMF survey.</p> <p>90% students with young children or who take maternity leave feel they are supported.</p> <p>Increased awareness of flexible working policies, less than 20% reporting “don’t know” in PMF survey.</p> <p>80% of staff surveyed confirming that they are actively working together to put the UoL values into practice.</p>
	<p>4.6 (page 12) Ensure all PGT and PGR students who have taken maternity leave or who have young children are well supported in terms of their study programme and practical/personal issues they may face. We will review the experiences of current students to determine where there are additional actions we can take to provide support.</p>	<p>SAT supported by PGRTs.</p>	<p>Survey in 2016. Actions if needed 2017.</p>	
	<p>4.7 (page 54) Ensure all SRDS reviewers, line managers and School management receive annual updates and reminders on processes and support for flexible working and family friendly policies.</p>	<p>FHRM and SHRC.</p>	<p>Annual updates from 2016.</p>	
	<p>4.8 (page 54) Review uptake of shared parental leave and revise policies or processes where necessary to support and enable male and female staff to benefit from this opportunity.</p>	<p>FHRM.</p>	<p>Review in 2017-18. Revision of policy/process 2019 if needed.</p>	
	<p>4.9 (page 49) Further promote and ensure the inclusive culture in COMP, by celebrating success and staff contributions, and where appropriate, consulting and engaging staff, including junior staff, in decision making processes regarding School strategy, growth and taught programmes. This builds on action 5.11 in bronze action plan.</p>	<p>COMP HoS/Athena SWAN Champion.</p>	<p>Continuous process monitored every two years via the PMF survey.</p>	
4d. Outreach, sector support and influencing activities.	<p>4.10 (page 51) Embed the Faculty outreach strategy in all Schools and engage a greater proportion of male staff in delivering outreach activities to present engineering as an equal environment to male and female participants in activities.</p>	<p>Outreach Officer and SAT.</p>	<p>Throughout the action plan period. Annual updates from Sept 2016.</p>	<p>Equal male and female staff participation in outreach.</p>

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
4d. cont.	4.11 (page 51) Provide support to the University Technical College (UTC) initiative to help them achieve their planned 50% female intake, through reviewing policies and marketing approaches, connecting to outreach activities and providing advice. We will also ensure relevant material developed for the UTC is made available to other staff and students for Schools outreach.	Pro-Dean for Student Education.	From 2017 onwards.	Faculty of Engineering and its staff and students recognised externally for supporting and promoting diversity, including staff influencing national organisations and thinking.
	4.12 (page 51) Actively engage with external diversity initiatives in collaboration with national bodies such as Royal Academy of Engineering, IMechE, ICE as well as local Universities. This will include linking our student WES with Engineering students at Leeds Beckett University, co-hosting events with national bodies and supporting staff (e.g. through travel costs) to contribute to national initiatives.	SAT Chair/Dean.	Ongoing throughout period.	

5. Supporting process actions

*Through our bronze action plan we have carried out regular monitoring of staff and student data and reported this to Schools and FEC on a regular basis. The actions proposed in this section aim to **embed data monitoring and feedback processes as “business as usual” and establish the processes to broaden our Athena SWAN activities in the future.***

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
5a. Ensure robust data monitoring and reporting processes.	5.1 (page 7) Embed processes for data collection, reporting and feedback for both staff and student data. Through our bronze action plan (2.1, 2.3, 5.3) we have regularly reported data to Schools and FEC, but we now plan to embed a routine process for delivering this going forward.	Dean/Faculty operations group/SAT Chair.	Processes agreed 2016, actioned from 2016-17 academic year.	Annual reporting of key data to Schools/FEC that is independent of SAT.
	5.2 (page 7) Establish data requirements and identify where there are gaps in policy/processes, in preparation for expanding Athena SWAN focus to cover all staff in the Faculty regardless of role, gender or other protected characteristics.	SAT/Dean/FHRM.	Review in 2016-17. Data requirements determined 2018	New Faculty action plan to embed equality for all staff in the Faculty and tackle any gaps in process/roles/pay..

Area of need	Specific actions	Responsible person/group	Timescale & Deliverables	Measures of success
	<p>5.3 (page 55) Review the University equal pay audit in a local context to understand if there are any areas of disparity between men and women, and develop actions if any significant issues are identified.</p>	SAT/FEC/FHRM.	During 2017 .	
<p>5b. Ensure equality activities are adequately resourced.</p>	<p>5.4 (page 7) Arrange for specific budget for Athena SWAN activities in particular to support NWED, Ada Lovelace Day, the student Women's Engineering Society and SAT activities including attending external events. To-date activities have been resourced by the Faculty on an ad-hoc basis. This action is to continue the support, but with budget ownership transferring to the SAT chair. HoS have given preliminary agreement to resource these events.</p>	Dean/HoS/SAT Chair.	From 2016-17 financial year.	AS activities continue to be fully resourced and supported by FEC.
	<p>5.5 (page 7) Annually review SAT membership and activities to ensure action plan progress is effective.</p>	SAT Chair.	Annually from June 2016.	