

SEMS Action plan as of April 2016

Action	Description of action	Success Measure	Action taken already at April 2016	Further action planned at April 2016	Impact to date	Action owner	Time scale	Start date
1	Recruitment and outreach activities							
1.1	Incorporate recruitment and outreach activities that are specifically targeting female students into the School action plan for outreach and admissions at UG and PG level	Continued interest of female students in the taster courses targeting women Move towards a female:male ratio of 1:1 in traditional engineering and materials subjects Targeting an overall female:male student ratio of 1:1 in all outreach activities	Taster course “Women in Engineering” has been running successfully since 2004 The practicals of the taster courses, including “Women in Engineering” have been updated and modernised Female only Headstart course has been running since 2012 SEMS employs a dedicated Outreach and Recruitment Officer and a Marketing, Communications and Admissions Manager. STEM event with other QMUL Schools for 60 female year 9 & 10 students on International Women’s day. Recognised first ‘National Women in Engineering Day’ by writing a blog	Headstart course, Women in Engineering taster course, events for International Women’s day and National Women in Engineering Day will continue to run on an annual basis. Widening Participation event will be expanded to target female students from lower socio-economic groups Practical component of Female only Headstart course will be updated.	Percentage of female students on traditional materials and engineering programmes consistently higher than national average.	Marketing, Communications and Admissions Manager	2015/16 ongoing	2004
1.2	Monitor UG and PG student data by gender Annual report to -Executive Team -Staff meeting	Provide feedback to recruitment process annually. When positive trend is observed analyse reasons to build on it. If negative trend is seen form an action group to remedy	Data collected with the help of the planning office and discussed by SAT	Data will continue to be provided by Planning to the school in spring and will be reviewed every year	Feeds into AP1.1	Marketing, Communications and Admissions Manager	ongoing	2013

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1.3	Develop webpage advertising women's achievements and non-standard career paths	Good gender balance in student and staff applications, to be benchmarked with other Russell Group Engineering Schools (?figure needed) Feeds into AP1.1	News items already show achievements of women in the school School Athena Swan webpage developed and updated regularly	Develop an Athena Swan web forum to share the ideas and best practice	Feeds into AP1.1	Business System manager, SAT chair	Dec. 2016	May 2016
1.4	Raise the profile of the School's research and teaching subject areas	Broaden the School's appeal to different groups, particularly those currently under-represented in our staff and student body including women Feeds into AP1.1	News items appear on the School's webpage on a regular basis. Media campaign with news stories, Staff encouraged to put news stories forward to expand the media campaign 'Student voices' page on the website A minimum of 70 outreach events per year such as school visits and taster courses School publications sent to schools and handout at open days, taster courses etc.	Develop a target school list with secondary schools which produce qualified students who do not go to study STEM subjects and schools with low participation in STEM subjects from female students Appoint Female Student Ambassadors from top prize winners for outreach activities	Continuous increase in entry tariff of incoming students including female students	Marketing, Communications and Admissions Manager	July 2016	2004
1.5	Monitor staff destinations Annual report to - Executive Team - Staff meeting	Provide complete information about reasons for leaving to catch any gender biased trends and feed them back to the Executive Team for analysis and action if	Destinations of leavers over the last three years were recorded with the help of the School's personnel manager Exit interviews have been carried out.	Continue exit interviews		School Manager	Annual report will be given to the SAT in Oct	Nov. 2012

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		required						
1.6	Encourage women to apply for fixed term and permanent posts	Improve the gender balance in applications to achieve <u>20% of female academic staff (grades 6 to 8) with at least 15% of women at each academic grade by 2020</u>	<p>Appropriate women were invited to apply for academic posts.</p> <p>Athena SWAN logo displayed on School webpage and the School's vacancy webpage</p> <p>The Athena SWAN logo is on adverts. The advertisement text used for advertising research and academic posts has been revised.</p> <p>Female representation on interview panels.</p> <p>All staff trained for fair selection.</p>	SEMS will become an Education Member of WES. The membership will allow advertising of academic positions to a community of women engineers.	Three women recently recruited to permanent academic staff → 15% of academic staff (grades 6-8) are female with ≥8% of women at each academic grade. Another female professor to join in Sept. 2015.	HoS, School manager	Dec. 2016	Oct. 2012
1.7	Improve the recruitment process for women for PhD studentships	Improve gender balance in interviews and acceptances of PhD studentships (by acceptances do we mean offers made that are accepted?). That would be a fair measure, but I would be worried to use increased number of	Staff have been asked to ensure female representation on PhD recruitment panels.	<p>Monitor implementation of scheme.</p> <p>To avoid overburdening female staff, PDRAs will be encouraged to sit on panels.</p> <p>Provide fair selection training to postdocs</p>	Maintained percentage of female PhD students far above national upper quartile.	Research Manager	Oct 2016	Oct 2014

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		offers made to females, because may add positive bias		prior to interviewing.				
2	Career Development							
2.1	Support the career development of PDRAs	<p>Help PDRAs with their transition to permanent posts in academia and industry</p> <p>Destinations of PDRAs</p> <p>The number and ratio of PDRA successfully obtained permanent academic positions</p> <p>Should include other types of outside-the-bench career paths still needing a previous PDRA position</p>	<p>2 annual networking events organised by the school;</p> <p>Events organised by the Learning Institute and the university's researchers' career officer have been advertised to PDRAs</p> <p>A school wide mentoring scheme for postdocs has been introduced.</p> <p>A QMPlus forum for researchers has been set up to encourage postdocs and PhD students to network with each other across the school.</p>	<p>Monitor the effectiveness and further develop the school wide mentoring scheme for PDRAs</p> <p>Maybe include mentors outside the academic remit?</p> <p>Set up workshop centring on job applications, CVs and the selection process.</p>	Positive feedback from postdoc mentoring scheme	Executive team	Oct 2016	Oct 2014
2.2	Improve staff induction and raise awareness of Athena Swan	<p>Raised awareness of the progress of the Athena SWAN action plan in SEMS and flexible and part time working policies of the school</p> <p>Staff survey results on the Induction process</p>	<p>Development of a new induction programme for staff in 2011/12</p> <p>Athena SWAN session has been developed as part of the induction process</p> <p>Athena Swan is now a standing item on the agenda of staff meetings.</p> <p>Part time working guarantee was publicised at staff meetings</p>	<p>Continue annual Athena SWAN sessions as part of the induction process – one page introduction for Athena SWAN to be included in the induction documents</p> <p>Continue to develop a dedicated Athena</p>		Chair of the SAT	Ongoing	July 2012
							April 2016	

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			and in the school news, which are circulated by email and are available on our webpage.	Swan website				
2.3	Support academics to develop their profiles for promotion Support technical staff to develop profile including training, mentoring, equivalent promotion, etc.	Encouragement of staff to apply for promotion at the right time of their career development to support <u>increase of female representation at all academic grades to a minimum of 15% by 2020.</u> Staff survey results	Professorial advisory group of the school to act as mentors for staff seeking promotion and to encourage staff actively to apply when ready. Piloting of the new system CADRe in the School. The appraisal scheme was improved after the first run. Women encouraged to attend leadership programmes.	Unconscious bias training for professorial advisory group. HoS to encourage staff to attend 'pathways to promotion' workshops.	Increased number of female academics applied for promotion. Three recent promotions of women, one to senior lecturer, one to reader, one to professor.	HoS	2015/16 ongoing	May 2012
2.4	Raise awareness of Women's Engineering Society (WES) among female students	Raised awareness of issues affecting the career development of females in a male dominated subject area.	3-5 students have been sent to the WES student conference since 2012 Advertise the WES membership	Publicise WES student conference to increase uptake by students.	Attendees reported "a confidence boost", "practical advice for career development" and "acquired networking skills"	Director of taught programmes	ongoing	Nov 2012
2.5	Providing support to Engineering and Materials student society at the School	Raised interest in student society. New forum for social and professional interaction for	Communication with student societies has been established. Events (seminars, workshops) have been planned since 2012/13	Continue providing support to student societies in the organisation of useful events and establish a		Industrial placement manager	Nov 2016	2012

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		students and academics		constitution Consolidate the newly formed WES student group				
2.6	Improved tutorial support	Improved study skills for all students leading to better academic performance in the first year cohort and reduced drop-out rates of less than 5%	A structured tutorial system is currently implemented to ease the transition from school to university Participation in the Peer Assisted Study Support (PASS) scheme. A new module MAT4444 has been arranged for first year students, and specific tutorial sessions have been tailored accordingly	Continue to improve new tutorial system in response to the needs of the students.	Positive feedback from focus group on training for CV and cover letter writing and help with transition from school to university. Materials and Aerospace Engineering consistently ranked in top five for overall satisfaction in NSS	Deputy Director of taught programmes	April 2017	Sept. 2012
3	Organisation and Culture							
3.1	Ease the transition from school to an engineering course for women	<u>Progression rates >95% for women from first to second year</u>	Ensure that women are not isolated in tutorial groups by assigning more than one woman to a tutorial group This principle is now extended to laboratory groups	Continue to ensure that women are not isolated in any teaching groups formed throughout the course.	Drop-out rate currently at 5.8% Feeds into 2.6	School Manager	April 2015	Oct. 2014
3.2	Improve representation of different genders and grades on	Good balance of genders and grades on all decision making committees to	The balance of gender and grades on the Research committee improved by co-opting a female senior lecturer	Review committee membership on an annual basis and co-opt additional	The research committee now has two female members	HoS School	Review every year in May	Sept. 2012

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	different committees	improve fairness of decision making processes Female:male ratio in committees	onto the committee.	members onto committees when an improvement in the balance of genders and grades is required.	thanks to recent restructuring of the committee structure and recruitment.	Manager		
3.3	Improve the distribution of workload across the School	A fair distribution of the workload among all academic staff including teaching, administration, outreach and university activities	A new workload model is currently being piloted in the school	Solve problems with workload model and publish to staff		HoS	June 2015 High priority	May 2012
3.4	Improve involvement of staff who are working flexibly in the School	Participation of all staff in academic staff meetings and their involvement in the decision making processes of the school	Improved timing of staff meeting by organising them in core working hours (10-4) and on different week days to ensure that part time academic staff members can attend most of the meetings. Academic staff meeting now extended to include all staff to give everybody a voice in the development of school policy Lunch time School forums focused on specific topics introduced to allow all staff to contribute to school matters.	Continue to record staff meetings	More inclusive working environment Core hours confirmed by culture survey	School Manager	ongoing	Nov 2012
3.5	Increase the number of female speakers	<u>Move towards 25% of female seminar speakers</u> to provide a larger number of	Gender balance of seminar speakers over the last three years has been recorded and heads of research groups have been asked to address the	Record gender balance of speakers twice a year. Alert heads of research groups if the female to	Increase in the number of female seminar speakers from 11% to 23%	Research Manager	ongoing	Aug 2012

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		female role models	gender balance of the speaker invited by their groups The School runs informal seminar programmes at which the female postdocs and PhD students frequently talk.	male ratio falls below an acceptable level. To implement a School Athena SWAN Research seminar series, inviting 5-8 female speakers each year	over the last 4 years			
3.6	Develop female named prize	Encouragement for female students and promotion of positive role models	A substantial number of industry funded prizes is awarded annually to female and male undergraduate and postgraduate students at all levels at the Graduate Road Show thereby encouraging all students to do well in their courses. A female named prize, the Beryl Beadle prize, has been introduced and awarded twice.	Continue to award Beryl Beadle prize		Director of taught programmes	ongoing	Oct 2013
3.7	Improve social aspect of School	Event organised in Summer 2013 and every year if successful Family friendly culture is promoted	Summer party and Christmas party for all PhD students and staff are seen as positive to working culture Summer party has been turned into a family friendly gathering in a park close to the university	Continue to organise family friendly social gatherings twice a year in core working hours.	Good working relationship between different staff groups Positive feedback from culture survey	School manager	ongoing	Oct 2012
3.8	Monitor staff	Feedback to all other	SEMS culture survey run in 2014	Repeat of culture		SAT chair	May	Nov

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	satisfaction	action points	Actions devised to address problems identified in culture survey	survey, devise further action to address any potential problems Refine SEMS culture survey in light of QMUL-wide survey to avoid repetition Continue to promote women in engineering and awareness of Athena Swan			2016	2014
4	Career breaks/flexible working							
4.1	Improved flexibility for academics	Improved image of part-time working staff, greater flexibility for all academics	Part time working guarantee introduced by which a member of staff who decides to work part-time can come back to her/his previous maximum FTE at any time A remote desktop for working from home has been available for more than 10 years. Teaching is organised in groups of two or more staff to allow flexibility for half term holidays, conference attendance etc.	Publicise part time working guarantee to all staff		HoS	ongoing	Oct 2012

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4.2	Improved support for staff members returning from maternity leave or long-term illness	Enable returning academics to maintain a high career trajectory (e.g. re-energise research)	A policy that provides additional support depending on the individual's needs such as a reduced teaching and administration load in the first full semester after returning or the employment of a PDRA to run the research group during the period of absence has been introduced (see case study).	Publicise the scheme to all staff Monitor efficiency of the new policy	The research group of a senior lecturer on maternity leave was run by an experienced postdoc whose contract was extended by 9 months.	HoS	ongoing	Oct 2012