Department Application
Bronze and Silver Award

Name of institution	Royal Holloway, University of London
Department	Computer Science
Focus of department	**STEMM**
Date of application	April 2016
Award Level	**Silver**
Institution Athena SWAN award	**Date: 25/09/2013** **Level: Bronze**
Contact for application	Dr Sara Bernardini
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Departmental website	www.rhul.ac.uk/computerscience

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Department of Computer Science
Royal Holloway University of London
Egham TW20 0EX, UK

Sarah Dickinson
Head of Equality Charters, Equality Challenge Unit
7th Floor Queens House, 55-56 Lincolns Inn Fields
London WC2A 3LJ

April 27, 2016

Dear Sarah,

As Head of Department, I am delighted to give my strongest and unqualified support to the departmental application for an Athena SWAN Silver Award.

The Department, understood as the collective of its staff and students, has been wholeheartedly committed to upholding the principles of the Athena SWAN Charter and to embedding them in our culture and workings. The implementation of our Bronze action list was often challenging but also very rewarding as it raised our awareness of all issues that surround gender inequality and led to major changes in our processes.

We are particularly proud of the changes that we made to staff and student recruitment, which led to the first appointment of a woman to an academic post in many years and to a substantial increase in the number of female student applications and acceptances. The most rewarding outcome was, perhaps, the transformation that we sponsored on our students' experience: the creation of the role of Women's Ambassador in our student-led Computer Society and of the 'Girls-Who-Code' group was a step change in the way our female students took ownership of their roles as computer scientists and future IT professionals. As one of our 2015/16 female finalists commented in a survey:

> "My confidence that women can achieve well in Computer Science is much greater than before I came to the Department. This Department has been instrumental in raising my awareness of, and educating me on the opportunities available to women in Computer Science. I would not have felt as prepared and empowered to go out and hold my own in the workplace if it wasn't for my time in the Department."

In this process, we received most welcome support from the Women-in-Technology group at British Gas and other female professionals who kindly offered to mentor and advise our students.

I fully support the appended Action Plan for the next period, which the Department considers to be essential to its overall strategy and to fulfilling its academic mission. We are well aware that, in relation to staff, there is still a lot of ground that we need to cover to increase the representation of women. I'm fully committed to supporting our recently appointed female lecturer in the development of her career, making her a role model for our female students and postgraduate researchers, and, hopefully, the first of many new female appointments.

In relation to students, we need to consolidate what we have achieved in relation to the collective experience and activities of our female students, but also to better understand their preferences in relation to our offer of degree programmes, the factors that contribute to their progression, and their careers when they graduate. Ultimately, we want them to feel at home in the Department and use their time with us to build up confidence and go on to develop successful careers.

I look forward to working with all departmental staff and students, and seeing that our new Action Plan is fully implemented over the period.

Sincerely yours,

José Luiz Fiadeiro
Professor of Computer Science and Head of Department
Email: jose.fiadeiro@rhul.ac.uk

Word count Section 1: 500

2. DESCRIPTION OF THE DEPARTMENT

Category		Female	Male
Staff	Teaching and research	2.0 11%	17.0 89%
	Research-only	0 0%	1.0 100%
	Teaching-only	0 0%	2.0 100%
	Professional and Support	3.0 100%	0 0%
Students	UG	40.15 16%	214.85 84%
	PGT	28.0 37%	47.25 63%
	PGR	5.0 28%	13.0 72%
Figures are FTE. *Staff numbers are for permanent academic staff and professional and support staff at the time of submission. Student numbers at the December 2015 count.* **Source**: *College*			

Computer Science is a research-intensive department, ranked 11th among 89 departments for the quality of our research outputs in the 2014 Research Excellence Framework; all eligible staff were submitted to REF2014, including our only female academic at that time. Our research is organised in four groupings, one of which is co-ordinated by a woman.

We are also recognised for the excellence of our teaching and student support: since 2013, our staff have won several teaching awards and prizes, and one was shortlisted for the Times Higher Most Innovative Teacher 2013 award; we were awarded 'Department of the Year' by the Student Union in 2014/15 and 'Outstanding Department' by the Disability-and-Dyslexia Services, also in 2014/15; our teaching of Software Engineering was awarded 'Best Practice' by the British Computer Society. Since 2013 we have also appointed two permanent lecturers in teaching-only roles.

We currently have 3 FTE permanent professional and support staff (all women) who provide administrative support to the Department. Data provided in other sections below include staff who provide specialist technical support to three departments – Computer Science, Information Security and Mathematics; the Department officially employed 2 FTE (M) in that role up to 2013/14, which reduced to 1 FTE in 2014/15 because of early retirement; in September 2015, the management of technical staff was moved to central IT Services.

Student-related changes since 2013 include three new MSc programmes in Big Data, two specialist UG degrees in Information Security and in Software Engineering, and

integrated-masters pathways for all UG degrees. The most significant non-curricular change has been the creation of a student-led Computing Society (with financial support from the Department and the Student Union), which has transformed overall student experience. Students are highly proactive in organizing social events, hackathons and other similar discipline-related events, training activities in specific technologies, and seminars. They participate in national competitions and in volunteer activities in schools and the local community.

The Computing Society plays a major role in the Department's Athena SWAN agenda: they created the office of Women's Ambassador, together with a women's interest group that is allocated a budget by the Department. This provides structure for our student-focused SWAN initiatives, facilitating dissemination and supporting student-proposed activities such as participation in the It's-Not-Just-For-The-Boys events, organizing Girls' Games nights, and engaging with the Microsoft Research Bright Minds undergraduate internship programme. Through the Department's partnership with British Gas, the group has established a relationship with their Women-in-Technology group, allowing both mentoring and engagement in software development activities; this relationship has been mentioned in the Computer Weekly and on the Web site of We-Are-the-City (a network for women in IT). The Department has brokered relationships between the group and inspirational women in IT, including Alyson Baxter from Motability Operations, Alison Vincent from Cisco, and Suw Charman-Anderson – famous blogger and creator of the Ada Lovelace Day. The current Women's Ambassador reports a big increase in student awareness of the potential for female success in Computer Science since the group started.

Word count Section 2: 492

3. THE SELF-ASSESSMENT PROCESS

(i) description of the self-assessment team

The self-assessment team (SAT) is composed of ten members selected to represent different experiences both professionally (varying roles and seniority) and personally (gender, nationality, and carer responsibilities). Four members have been part of the SAT since its creation in 2010, ensuring continuity. The SAT includes the HoD and reports to the Departmental Board.

Name (gender, contract)	Role	Details
Sara Bernardini (F, FT)	Chair of the SAT	Removed for confidentiality.
Claudia Elena Chiriță (F, FT)	Full-time PhD student	Removed for confidentiality.
José Fiadeiro (M, FT)	Head of Department	Removed for confidentiality.
Matthew Hague (M, FT)	EPSRC Early Career Fellow	Removed for confidentiality.
Jon Hart (M, FT)	Head of the IT support team	Removed for confidentiality.
Adrian Johnstone (M, FT)	Deputy Head of Department for Research and Enterprise	Removed for confidentiality.
Elizabeth Scott (F, FT)	Deputy Head of Department for Teaching and Learning, Chair of the Exams Sub-board, Director of the Centre for Software Language Engineering, SAT chair 2010-13	Removed for confidentiality.
Jenna Sparkes (F, FT)	Departmental Manager	Removed for confidentiality.

Kostas Stathis (M, FT)	Director of Graduate Studies	Removed for confidentiality.
Chris Watkins (M, FT)	Director of Pastoral Care; SAT chair 2013-2015	Removed for confidentiality.

(ii)   account of the self-assessment process

The SAT has met every four months since its creation in 2010 to consider the following items:

- Setting up reporting lines to the Department Board.

- Setting up processes of data collection and analysis relative to student admissions and progression by gender.

- Organising focus groups and surveys to understand how attractive our degrees are to women and how they could be made more attractive.

- Monitoring progress in the implementation of the Bronze Award action plan.

- Identification of gender-based issues, particularly through analysis of staff surveys and student performance indicators; proposed actions were reported to the Departmental Board.

- Implementation and enhancement of the College's policies for promoting equality.

- Feedback from and to the Equality Challenge Group that acts as our Institutional SAT.

- Next Athena SWAN application: the team decided to apply for a Silver award in consideration of the actions taken and impact achieved during the period (summarised below).

Summary of the implementation of the action plan:

- A fixed item for Athena SWAN was added to the Department Board agenda, ensuring that it is core business of the Department.

- The annual exam sub-board now considers results and progression from a gender perspective and reports any concerns to the Department Board.

- A statement was added to the homepage of our website explicitly stating the Department's commitment to supporting female students and staff. The Web site was reviewed and there is at least a 50% female representation in the images and videos.

- All marketing material (including talks given at recruitment events) was revised to remove all gender bias and assert our adherence to the Athena SWAN charter. The UG prospectus in particular includes a page on Women in Computer Science that features our Athena SWAN Bronze award and has photographs and detailed profiles of our female professor and two of our female students; the images presented throughout the prospectus have been reviewed to ensure a high proportion of female representation. All talks were revised along the same lines.

- A Web page with a link from our Home page was created on Women in Computer Science; it explains the diversity of careers open to CS graduates, with the particular aim of emphasising that there are many ways in which CS expertise can lead to fulfilling careers, only one of which is programming; a subpage contains biographies of inspiring female computer scientists and profiles of female staff and students associated with the department.

- A gender-positive statement was added to all advertisements for academic posts (including RAs) and PhD scholarships.

- Final-year project titles were revised to ensure broad appeal to both female and male students.

- The College guidance on good practice for probation advisers was implemented, ensuring that all probation advisers attend the Institutionally run training course

- Major changes were made to student-recruitment events, ensuring that applicants and their guests can have informal one-to-one interactions with staff and current students, and increasing the involvement of current female students.

- Major changes were made to our staff-recruitment processes, ensuring that candidates have individual meetings with selected academic staff with whom they can discuss specific aspects of the life in the Department, including child care.

Summary of surveys on the impact of our action plan

The SAT set up a staff-survey to help identify the impact of our action plan. The survey was adapted from the Athena SWAN fact sheets and asked about attitudes to childcare provision, appraisal and promotion processes, the workload model, uptake of mentoring schemes and representation of women within the Department; it remained open to all members of staff (academic and professional) and PGR for one month. 25 out of 44 participated, including 7 (28%) women, of which 2 (8%) in academic roles. The survey identified the following good practices and key issues:

- What the Department is doing well:
    - Workload is fairly and transparently allocated;
    - Department is a friendly and supportive place in which to work;
    - Appraisal and promotion criteria are clearly explained and the process is fair;
    - Career guidance is provided and is useful;

- There is no gender stereotyping in the Department and gender balance is fair in panel interviews, online material, departmental committees, and invited speakers.
- What the Department/College can improve on:
    - Raising awareness of flexible working arrangements;
    - Raising awareness of provision of affordable childcare;
    - Additional IT and administrative support;
    - Raising awareness of mentoring schemes;
    - increase the proportion of female academics in the Department.

The SAT also organised a survey among female students who started their degrees during in 2013/14 and graduate this Summer, and therefore lived throughout the implementation of the Bronze action plan. They reported that their confidence that women can achieve well in Computer Science is greater than before joining the Department.

Summary of main impact achieved:

- Female student applications and acceptances were significantly increased in relation to previous years and in relation to increases in the Sector (see 4.1).
- A vibrant women chapter of our student-led Computing Society was created, which engaged in and promoted several initiatives that increased awareness of possibilities for women in all areas of Computer Science.
- Strong response in the last few rounds of job applications: several of the applicants interviewed were women, and three offers were made to women resulting in the appointment of a full-time permanent lecturer.
- Staff survey reports improvement in key areas and increased awareness of gender issues.

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

The SAT will continue to meet three times per academic year to ensure that the actions listed in Appendix 1 are implemented. Membership will continue to rotate among our staff to guarantee plurality of ideas and initiatives.

Word count Section 3: 976

4. A PICTURE OF THE DEPARTMENT

4.1. Student data

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

N/A

(ii)   Numbers of undergraduate students by gender

Number of undergraduate students, by gender, compared to the Sector

Total UG		2012/13		2013/14		2014/15		2015/16	
		F	M	F	M	F	M	F	M
RHUL	FT	29	171	27	168	26	185	40	209
		15%	85%	14%	86%	12%	88%	16%	84%
	PT	0	7	1	9	1	5	1	6
		0%	100%	10%	90%	17%	83%	14%	86%
Sector	FT	7441	36819	7155	38164	7387	39380		
		17%	83%	16%	84%	16%	84%		
	PT	1284	4881	979	4300	896	4117		
		21%	79%	19%	81%	18%	82%		

Figures are FTE.

Source: *HESA for 2012/13, 2013/14, and 2014/15. College data for 2015/16 (December count) included for trend analysis.*

Comparative chart of the percentage of female full-time undergraduate students between Royal Holloway and the Sector (HESA data)
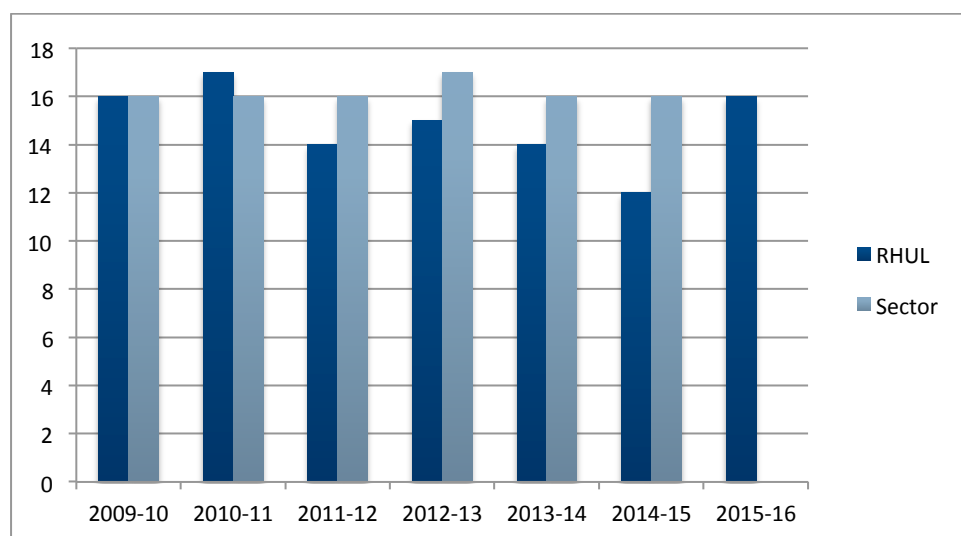
In 2012/13 and 2013/14 the percentage of female students fell below the Sector, a phenomenon that is analysed below in relation to admissions. We note, however, that in 2015/16 it has risen to match the historical Sector average.

The fact that we now have 40 women studying at undergraduate level is significant; it starts building the critical mass required for creating an identity among the female-student body. This is reflected in the Department's transformation of the way students (men and women) engage with the life of the Department, which we discuss in 5.6.

For women studying part-time at Royal Holloway, the numbers are too small for any meaningful analysis.

To understand our current position and the way we are making progress in attracting more women to study Computer Science, especially since we implemented our Bronze-Award action plan, the SAT analysed applications, offers and acceptances. It is important to note that the period is clearly atypical as it saw the introduction of the new fee regime, the removal of the cap on student numbers and, in the Department, the raise of the entry requirements to ABB or equivalent for 2015/16 onwards, making it difficult to analyse trends. It is also not clear whether men and women reacted differently to these changes – HESA data shows a similar pattern of change in entry numbers for both female and male students following the implementation of the new fee regime. Nevertheless, we have also included in the charts 2011/12 data for comparison.

Number of undergraduate student applications, offers and acceptance, by gender

UG	2012/13		2013/14		2014/15		2015/16	
	F	M	F	M	F	M	F	M
Applications	60	408	96	557	97	626	123	654
	13%	87%	15%	85%	13%	87%	16%	84%
Offers	46	273	58	341	60	412	90	391
	14%	86%	15%	85%	13%	87%	19%	81%
Acceptances	13	52	17	72	9	84	25	97
	20%	80%	19%	81%	10%	90%	20%	80%
Applications to offers	77%	67%	60%	61%	62%	66%	73%	60%
Offers to acceptances	28%	19%	29%	21%	15%	20%	28%	25%

Figures are FTE and combine full-time and part-time

Years are for academic year of entry

Source*: College data*

Evolution of the number of undergraduate female applications, offers and acceptances
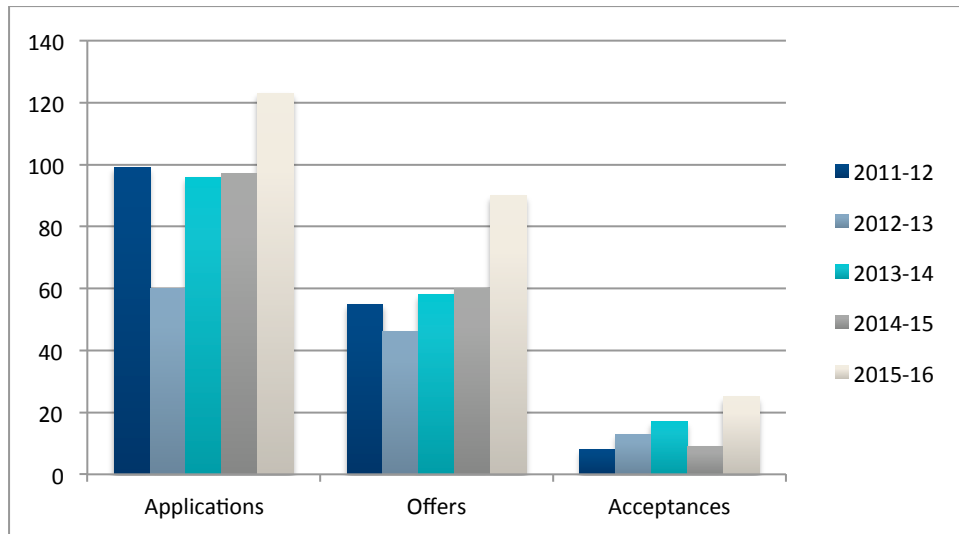
Evolution of the percentage of undergraduate female applications, offers and acceptances (relative to the total)
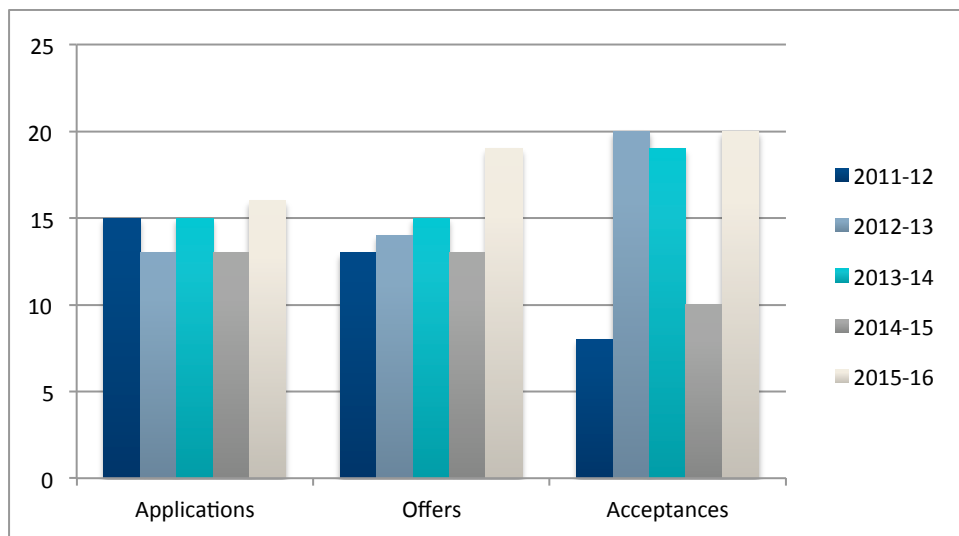

The Department was extremely concerned when the monitoring put in place as part of our Bronze action plan showed a significant drop, in 2014/15, of the percentage of female acceptances. This occurred in spite of the fact that our Web content and printed material had been substantially revised, suggesting that the current generation may not engage with these forms of communication as we anticipated. The sharp decline therefore led us to adopt a different strategy for increasing the recruitment of women.

This strategy was based on the fact that our student-to-staff ratio allows us to give significant individual attention to our students, which is something that they value. Building on this, we decided to provide the same kind of individual

attention during recruitment days (see 5.6viii): starting in 2014/15, we include a one-hour lunch session where academic staff and current students (over 30% of whom are women) join applicants and their families and discuss aspects of the degree programmes and life in the Department. This has given us the opportunity to communicate more directly with applicants, in particular to explain (and demonstrate) to female applicants how we embed the Athena SWAN Charter principles into student culture.

To assess the impact of this, the SAT analysed the relative growth in applications and acceptances.

Comparative chart of the increase (percentage) in undergraduate applications between 2012/13 and 2015/16, and between 2015/16 and 2016/17, (UCAS data March deadline)
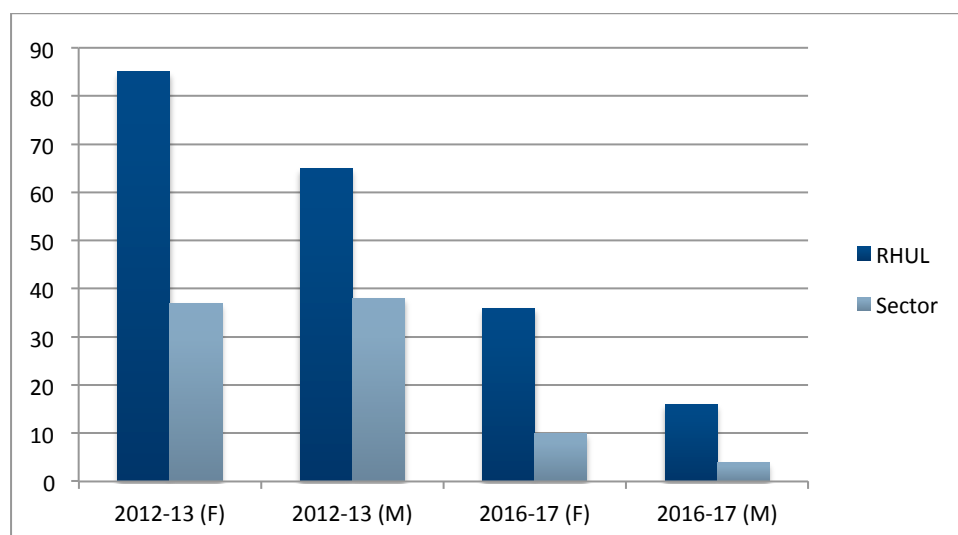

It is clear that we have followed the national growth in overall applications. Taking 2015/16 as a year of reference, we did better than the Sector relative to 2012/13, but significantly better relative to female applications: 85% increase against 37% in the Sector (65% against 38% for men). Still relative to 2015/16, in 2016/17 (March deadline) our female applications were up by 36% against 10% in the Sector (14% against 4% for men). In summary, it is clear that, by 2015/16, we had done significantly better in relation to attracting female applications than the Sector, and that the trend continues for 2016/17.

Comparative chart of the percentage of female undergraduate acceptances between Royal Holloway and the Sector (UCAS end of cycle data)
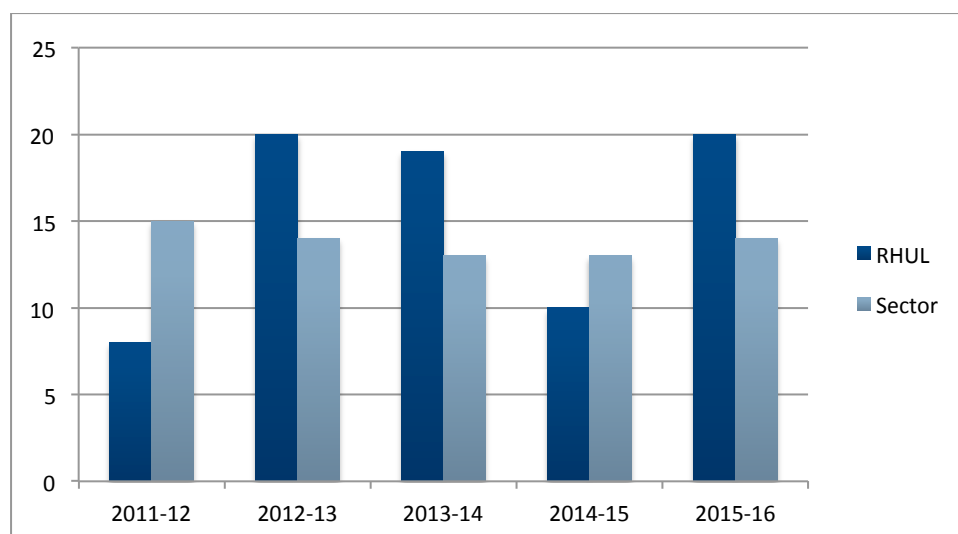
Comparative chart of the increase (percentage) in undergraduate acceptances between 2012/13 and 2015/16
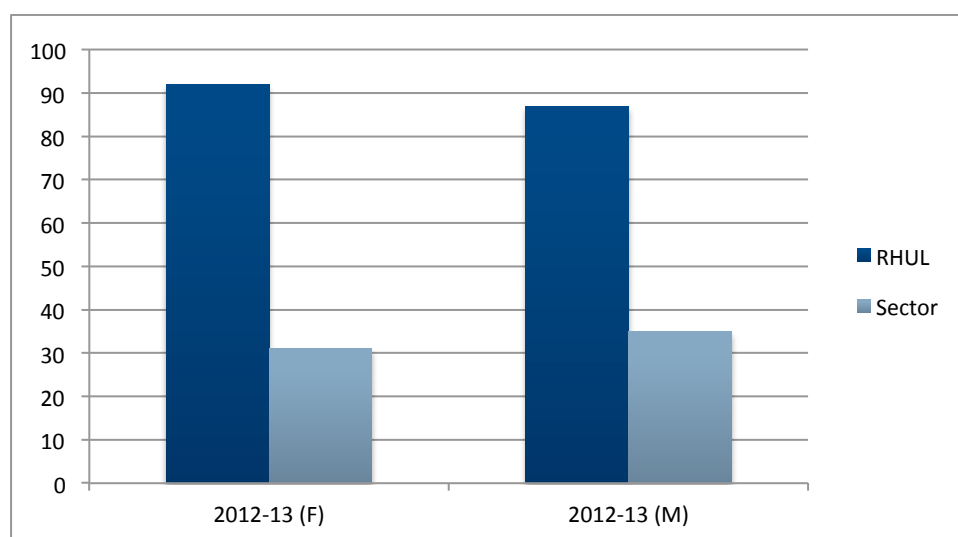
In relation to female acceptances, it is also clear that we are doing significantly better than the Sector; furthermore, our growth was higher than for men where, in the Sector, it was the reverse.

In summary, we feel encouraged to pursue the actions undertaken. However, we feel that there is more that we can do. First, we can improve on the data that we collect during Open/Applicant-Visit days, which at the moment does not give us enough elements for a good gender-based analysis **(Action 2)**. Secondly, we can separate out our specialist degrees in Artificial Intelligence, Information Security, and Software Engineering, which we have not done in this submission because two of these were introduced only in 2014/15 (Information Security) and 2015/16 (Software Engineering) and, hence, we do not have enough historical data for trend analysis. However, we notice that the 2015/16 percentages for

women applying for the degrees in Information Security are significantly higher: 19% of applications (against 16%), 27% of offers (against 19%), and 39% of acceptances (against 20%). Further monitoring is thus needed to determine whether pursuing a role in Information Security is more attractive to women **(Actions 1, 6, 7)**.

Degree classification by gender

| Degree classification		2012/13		2013/14		2014/15		TOTAL	
		F	M	F	M	F	M	F	M
First	RHUL	2.3	19	2	24	0.8	19.5	5.1	62.5
		18%	38%	44%	40%	14%	41%	22%	40%
	Sector	24%	25%	27%	28%	28%	29%		
Upper second	RHUL	2	16.3	1.5	15.5	1	11.5	4.2	43.3
		16%	33%	33%	26%	17%	24%	19%	27%
	Sector	40%	36%	38%	35%	41%	33%		
Lower second	RHUL	6.5	6.8	1	17.5	1.5	11.5	9	35.8
		51%	14%	22%	29%	26%	24%	39%	23%
	Sector	26%	25%	23%	22%	22%	22%		
Third	RHUL	2	7.5	0	3.5	2.5	5.5	4.5	16.5
		16%	15%	0%	6%	43%	11%	19%	10%
	Sector	11%	14%	12%	14%	8%	16%		
Figures are FTE. *Source: HESA.*									

Chart with degree classification by gender for the period 2012-2015 (percentages)


15
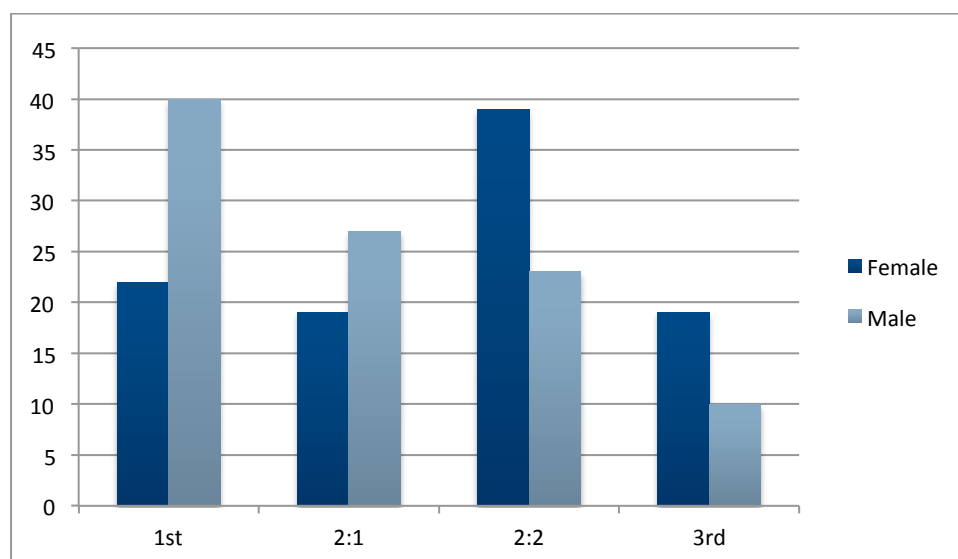
The number of women graduating is too small (12.8 in 2012/13, 4.5 in 2013/14, and 5.8 in 2014/15) to meaningfully compare with men within each year. However, if we add over the three years, women seem to underperform: 41% of women against 67% of men graduated with a First or a 2:1. This was initially difficult to explain because, in the Sector, the percentages are much more balanced; furthermore, we did not identify any gender-related bias in relation to entry qualifications.

An explanation can however be found by comparing HEU (Home and EU) and OS (Overseas) graduates.

HEU degree classification by gender for the period 2012-2015 (percentages)
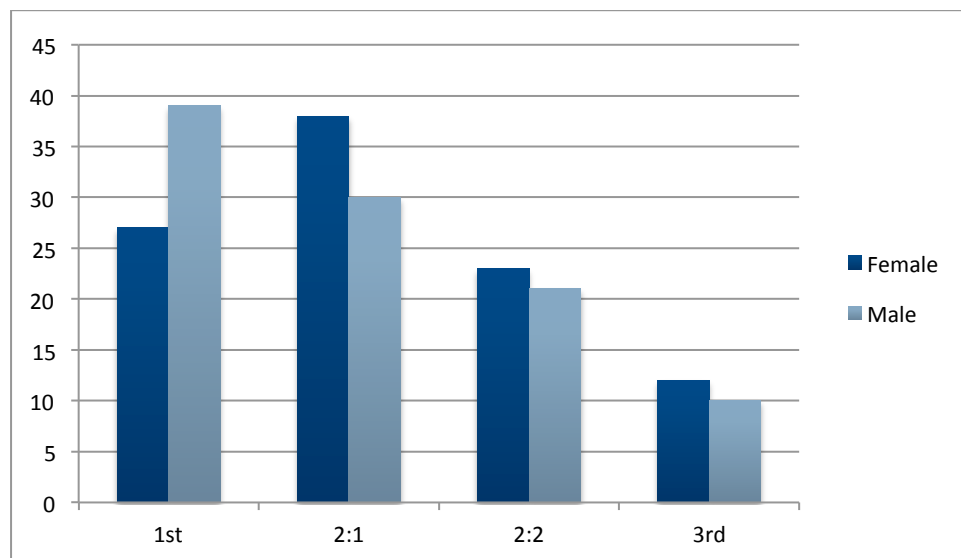
OS degree classification by gender for the period 2012-2015 (percentages)
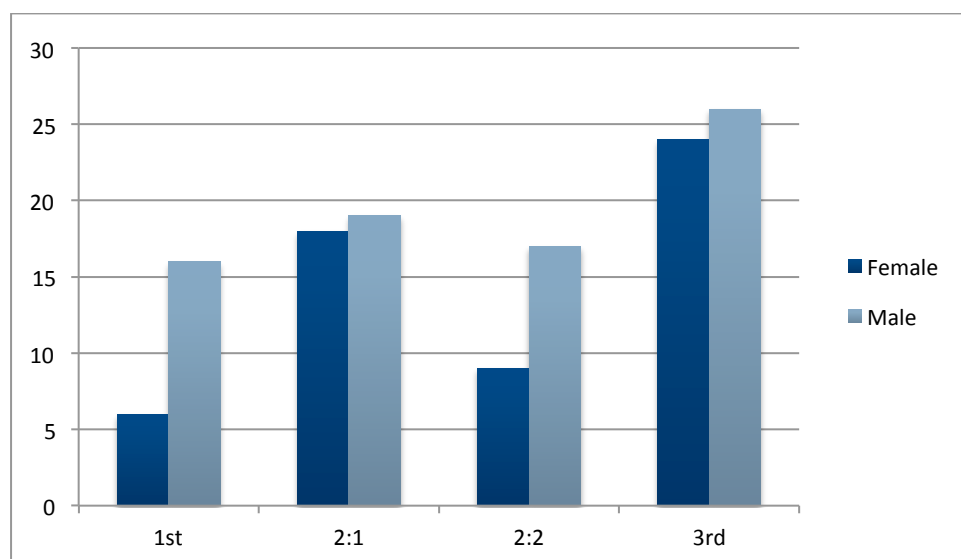
If we consider HEU graduates, the proportion achieving a First or 2:1 is gender balanced – women 65%, men 69%, and aligned with the Sector. However, for OS graduates, the proportion is 24% for women and 35% for men. Moreover, the disparity between HEU and OS (men and women) is noticeable: 68% of HEU graduates achieved a First or 2:1, against only 31% of OS graduates. This disparity significantly affects the overall figures for women because, over the period, 40% of female graduates (but only 19% of the men) were overseas students.

Across the College, difficulties for students working with English as a second language are recognised and substantial support is available. However, we will analyse this phenomenon in the light of 2015/16 graduation data, and do further research to understand the causes of the underperformance of OS students and use it to inform any action in relation to admissions or educational support **(Action 3).**

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

Number of postgraduate-taught students, by gender, compared to the Sector

Total PGT		2012/13		2013/14		2014/15		2015/16	
		F	M	F	M	F	M	F	M
RHUL	FT	18	46	20	50	26	65	27	44
		28%	72%	29%	71%	29%	71%	38%	62%
	PT	1	20	3	18	3	21	2	4
		5%	95%	14%	86%	13%	87%	33%	67%
Sector	FT	1128	3601	1290	3821	1370	3608		
		24%	76%	25%	75%	28%	72%		
	PT	196	706	187	629	194	695		
		22%	78%	23%	77%	22%	78%		

Figures are FTE.

Figures include the MSc in Business Information Systems, run jointly with the School of Management.

***Source**: HESA for 2012/13, 2013/14, and 2014/15. College data for 2015/16 (December count) included for trend analysis.*

Chart with the percentage of female full-time postgraduate-taught students
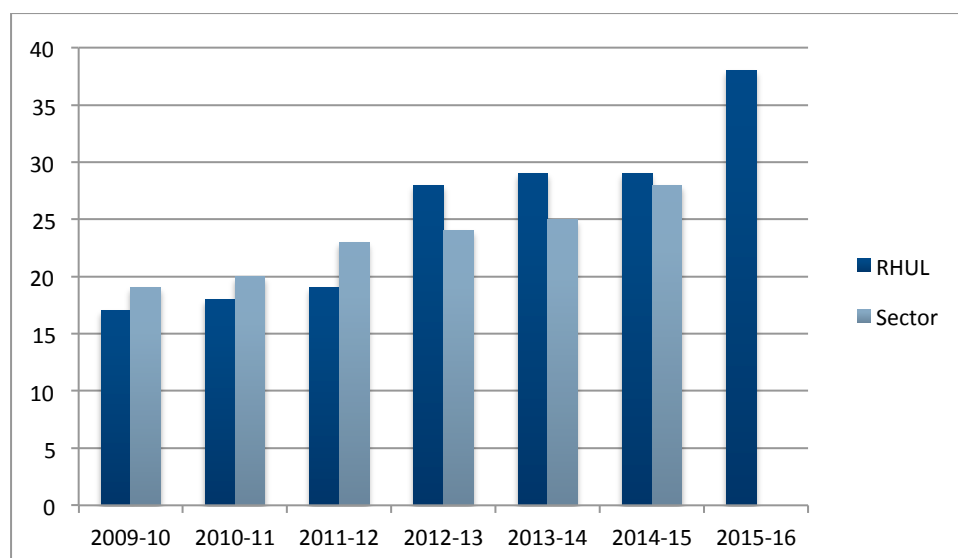
In 2013/14 we introduced three new MSc programmes in Big Data – Computational Finance, Data Science and Analytics, and Machine Learning – in addition to the MSc in Business Information Systems. The new degrees now represent 50% of the headcount for the whole cohort and 75% of the FTE.

As the table below shows, these new programmes attract an increasingly high percentage of women. One of the reasons may be that we attract many female students from India, where women are traditionally more likely to study Computer Science than in the UK. Among the three programmes, Computational Finance has the largest proportion of women (34%) whilst Data Science and Analytics attracts the most students, including 59% of the total female applicants.

Number of Big Data student applications, offers and acceptance, by gender

PGT	2012/13		2013/14		2014/15		2015/16	
	F	M	F	M	F	M	F	M
Applications	NA	NA	41	122	102	252	129	229
			25%	75%	29%	71%	36%	64%
Offers	NA	NA	27	76	60	142	88	130
			26%	745	30%	70%	40%	60%
Acceptances	NA	NA	13	29	23	44	34	45
			31%	69%	34%	66%	43%	57%
Applications to offers			66%	62%	59%	56%	68%	57%
Offers to acceptances			48%	38%	38%	31%	39%	35%

Figures are FTE and combine full-time and part-time.

Figures exclude the MSc in Business Information Systems, for which admissions are controlled by the School of Management.

Years are for academic year of entry.

***Source**: College data*

Degree classification by gender

Degree classification	2012/13		2013/14		2014/15		TOTAL	
	F	M	F	M	F	M	F	M
Distinction	1	3	5	10	5	12	11	25
	9%	17%	29%	43%	24%	44%	22%	37%
Merit	8	9	5.5	6.5	6.5	9	20	24.5
	70%	51%	31%	28%	31%	33%	40%	36%
Pass	2.5	5.5	7	7	9.5	6	19	18.5
	22%	31%	40%	30%	45%	22%	38%	27%

Figures are FTE.

***Source**: College.*

Degree classification by gender for the period 2012-2015 (percentages)
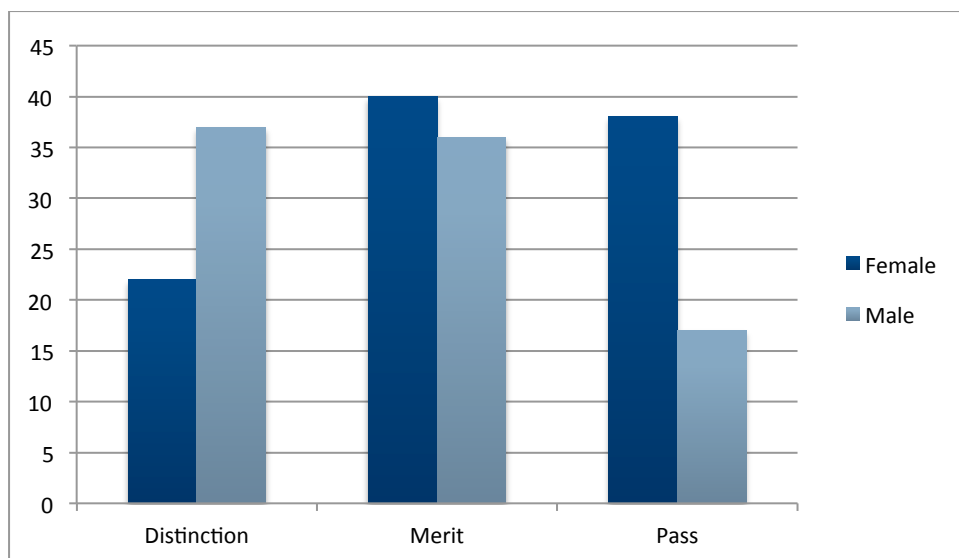
The data indicates that women do not perform as well as men: women are twice as likely to graduate with Pass than men. However, for the Big Data programmes, the gender balance is even in relation to graduating with Pass, though men are still more likely to get Distinction. The overall percentages of Distinctions and Merits awarded are also much higher for Big Data than for the overall set of programmes; the likely reason is that the entry requirements for Business Information Systems are lower (2:2) than those for Big Data (2:1).

*Big Data degree classification by gender for the period 2012-15 (percentages)*
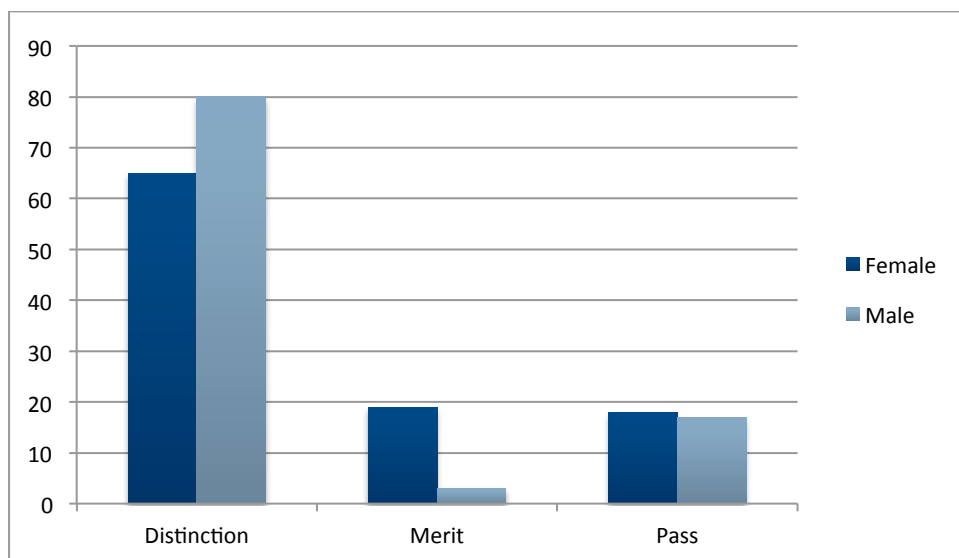
Because the new programmes are only now in their third year of existence, these figures need to be further monitored and an action plan drawn up as a result **(Action 4)**.

Number of postgraduate-research students, by gender, compared to the Sector

Total PGR		2012/13		2013/14		2014/15		2015/16	
		F	M	F	M	F	M	F	M
RHUL	**FT**	7	23	11	27	12	27	4	11
		23%	77%	29%	71%	31%	69%	27%	73%
	PT	1	6	1	3	1	3	1	2
		14%	86%	25%	75%	25%	75%	33%	67%
Sector	**FT**	721	2310	778	2401	781	2401		
		24%	76%	24%	76%	25%	75%		
	PT	168	533	100	304	107	323		
		24%	76%	25%	75%	25%	75%		

Figures are FTE

Source*: HESA for 2012/13, 2013/14, and 2014/15. College data for 2015/16 (December count) included for trend analysis.*

Chart with the percentage of female full-time postgraduate-research students

21
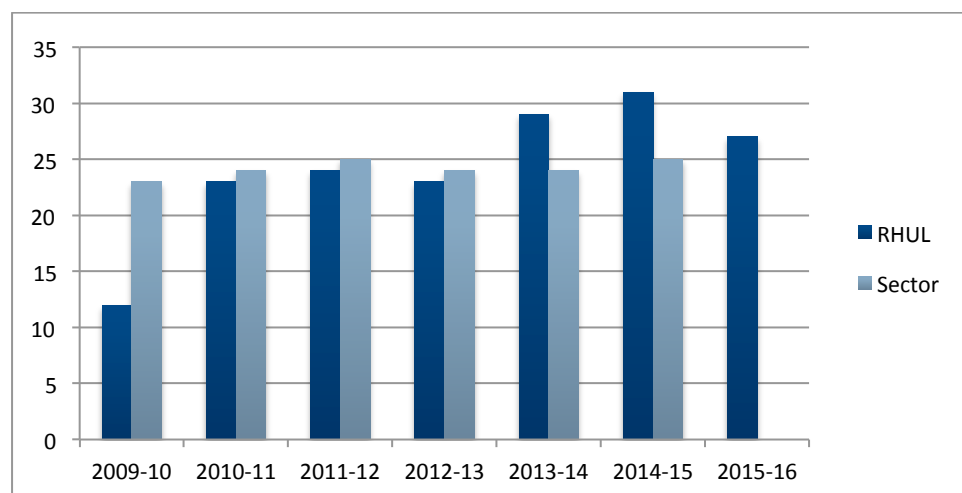
Number of postgraduate-research student applications, offers and acceptance, by gender

PGR	2012/13		2013/14		2014/15		2015/16	
	F	M	F	M	F	M	F	M
Applications	11	35	18	53	14	40	24	47
	24%	76%	25%	75%	26%	74%	34%	66%
Offers	3	9	5	17	2	7	5	9
	25%	75%	23%	77%	22%	78%	36%	64%
Acceptances	0	7	3	7	1	3	2	6
	0	100%	30%	70%	25%	75%	25%	75%
Applications to offers	27%	26%	28%	32%	14%	18%	21%	19%
Offers to acceptances	0%	78%	60%	41%	50%	43%	40%	67%
Figures are FTE and combine full-time and part-time.								
Years are for academic year of entry.								
Source*: College data*								

From 2013/14, PGR advertisements have included a gender positive statement. The percentage of female applicants has increased during the period. 2014/15 was a bad recruitment year overall, though the percentage of women remained at 25%. The percentage of female full-time postgraduate-research students during the period has remained above the Sector.

One of the main recruitment tools for PGR students is scholarships, which helps explain why 2014/15 was lower than the other years as we had fewer scholarships available. Throughout the period, we have awarded seven full scholarships (57% to women), and five partial (20% to women); therefore, 42% of the total number of scholarships were awarded to women.

Doctorates awarded by gender

Doctorates	2012/13		2013/14		2014/15		TOTAL	
	F	M	F	M	F	M	F	M
RHUL	0	6	2	4	2	7	4	17
	0%	100%	33%	66%	22%	78%	19%	81%
Sector	182	612	166	541	161	640	509	1793
	23%	77%	24%	76%	20%	80%	22%	78%
Figures are FTE.								
Source*: HESA.*								

The numbers involved are too small for a detailed analysis per year. Considering the total of doctorates awarded during the period, our percentages are aligned with the Sector.

Because a PhD degree forms the basis of a research or academic career, monitoring and maintaining positive action in the allocation of scholarships is particularly important **(Action 5).**

(v)   Progression pipeline between undergraduate and postgraduate student levels

Pipeline	2012/13		2013/14		2014/15	
	F	M	F	M	F	M
No further study	13	45	4	53	6	46
	22%	78%	7%	93%	12%	88%
UG to PG progression	3	8	1	10	1	4
	27%	73%	9%	90%	20%	80%
Proportion who progressed	19%	15%	20%	16%	14%	8%

Figures are FTE.
Source*: College.*

Women are consistently more likely to progress to postgraduate degrees than men. For the College as a whole it is the opposite – men are marginally more likely to progress than women, and the proportions are much lower (<10%).

4.2. Academic and research staff data

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

Academic and research staff	2012/13		2013/14		2014/15		2015/16	
	F	M	F	M	F	M	F	M
Research-only (*)	2 13%	13 87%	2 14%	12 86%	2 13%	14 87%	0 0%	13 100%
Teaching and Research	1 5%	20 95%	1 5%	18 95%	1 5%	18 95%	2 10%	18 90%
Professor	*1*	*9*	*1*	*9*	*1*	*9*	*1*	*9*
Senior Lect/Reader	*0*	*6*	*0*	*6*	*0*	*6*	*0*	*5*
Lecturer	*0*	*5*	*0*	*3*	*0*	*3*	*1*	*4*
Teaching-only	3 17%	15 83%	3 15%	17 85%	2 10%	18 90%	3 13%	21 87%
Lecturer	*0*	*1*	*0*	*1*	*0*	*2*	*0*	*2*
Visiting teacher	*3*	*14*	*3*	*16*	*2*	*16*	*3*	*19*
TOTAL	6 11%	48 89%	6 11%	47 89%	5 9%	50 91%	5 9%	53 91%

(*) 2013/14, 2014/15 and 2015/16 include a permanent lecturer who holds an EPSRC research fellowship.

Figures are Headcount – number of staff contracts.

Percentages are not given for grades because the numbers are too small.

Visiting teachers include visiting staff and teaching assistants (students).

***Source**: Data returned by the Department to HESA for 2012/13, 2013/14, and 2014/15. Departmental data for 2015/16 at the time of submission.*

Comparing with 2014/15 HESA data for full-time academics in "IT, Systems Sciences and Computer Software Engineering", the percentage of female staff in the Sector is 22% against 9% in the Department. Over the period, the percentage of women has been consistently around 10%.

This low percentage has been a trait of the Department for quite some time. To gain a higher proportion of female academics, we have taken positive action in job advertising, adopting the statement developed by the institutional Equality Challenge Group, and changing the interview process as described in 5.1(i); the same positive action statement has been added to research-only posts and PGR advertisements. This has been successful: in 2015/16, a new female lecturer was appointed. At 10%, this proportion is still low compared to the Sector, so the efforts to gaining a higher percentage will continue **(Action 8)**.

The proportion for research-only is only marginally better (except for 2015/16 where so far we have not appointed any woman), so further action needs to be taken **(Action 9)**.

Teaching Assistants are primarily PhD students, and UG students who help out in outreach activities. However, holders of full PhD scholarships are also TAs but without a contract: given that more women than men have received full scholarships, the figures above do not reflect the true gender balance among teaching-only staff.

Full-time, open-ended teaching-only posts were created and two appointments were made, both to men, although in both cases women where shortlisted. This could be because the posts required experience as IT professionals to face the challenges of starting a new degree in Software Engineering: according to a Women-in-IT Scorecard report produced by the British Computer Society, only 13% of those employed as Programmers and Software Developers in 2014 were women.

Our only female academic until 2015/16 has been a professor since 2009/10; therefore we cannot identify any issues in the pipeline.

Ethnicity: We have one Asian professor and one senior lecturer; the other teaching-and-research staff are white, although many are non-British; the other categories are also predominantly white.

SILVER APPLICATIONS ONLY

The two teaching-only lecturers made a transition from technical to academic roles, though directly from industry, not an HEI. In addition to the CAPITAL training programme (see 5.1), the Department assigned them experienced mentors to help them in the transition. Both received several teaching awards during the period.

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

Permanent	2012/13		2013/14		2014/15	
	F	M	F	M	F	M
Research-only	0 0%	1 100%	0 0%	1 100%	0 0%	1 100%
Teaching and Research	1 5%	19 95%	1 6%	16 94%	1 6%	16 94%
Professor	*1*	*8*	*1*	*8*	*1*	*8*
Senior Lect/Reader	*0*	*6*	*0*	*5*	*0*	*5*
Lecturer	*0*	*5*	*0*	*3*	*0*	*3*
Teaching-only	1 50%	1 50%	1 50%	1 50%	1 33%	2 66%
Lecturer	*0*	*1*	*0*	*1*	*0*	*2*
Visiting teacher	*1*	*0*	*1*	*0*	*1*	*0*
TOTAL	2 9%	21 91%	2 10%	18 90%	2 10%	19 90%

Fixed term	2012/13		2013/14		2014/15	
	F	M	F	M	F	M
Research-only	2 14%	12 86%	2 15%	11 85%	2 13%	13 87%
Teaching and Research	0 0%	1 100%	0 0%	2 100%	0 0%	2 100%
Professor	*0*	*1*	*0*	*1*	*0*	*1*
Senior Lect/Reader	*0*	*0*	*0*	*1*	*0*	*1*
Lecturer	*0*	*0*	*0*	*0*	*0*	*0*
Teaching-only	2 13%	14 87%	2 11%	16 91%	1 6%	16 94%
Lecturer	*0*	*0*	*0*	*0*	*0*	*0*
Visiting teacher	*2*	*14*	*2*	*16*	*1*	*16*
TOTAL	4 13%	27 87%	4 12%	29 88%	3 9%	31 91%

Figures are Headcount – number of staff contracts.

Percentages are not given for grades because the numbers are too small.

Visiting teachers include visiting staff and teaching assistants (students).

Source*: Data returned by the Department to HESA for 2012/13, 2013/14, and 2014/15.*

TOTAL	2012/13		2013/14		2014/15	
	Fixed Term	Perm anent	Fixed Term	Perm anent	Fixed Term	Perm anent
Female	4 67%	2 33%	4 67%	2 33%	3 60%	2 40%
Male	27 56%	21 44%	29 62%	18 38%	31 62%	19 38%
Research-only	16 94%	1 6%	13 93%	1 7%	15 94%	1 6%
Teaching and Research	1 5%	20 95%	2 11%	17 89%	2 11%	17 89%
Teaching-only	16 89%	2 11%	18 90%	2 10%	17 85%	3 15%

Figures are Headcount – number of staff contracts.

Source: *Data returned by the Department to HESA for 2012/13, 2013/14, and 2014/15.*

The data does not indicate any gender bias in relation to the type of contract. When considered by grade, the proportions reflect the composition of the Department (see 4.2i).

The difference in relation to grades reflects the fact research-only and teaching-only staff are essentially RAs and students, respectively. The fixed-term teaching-and-research contracts are a Professor (M) who retired and is now employed at 25%, and a Reader (M) who was appointed at 20% to cover a temporary need on a specialised teaching-and-research topic.

Individuals on fixed-term contracts are supported in their career progression via our appraisal system. There is a specific HR redeployment scheme for individuals coming to the end of their contracts.

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

Leavers		2012/13		2013/14		2014/15	
		F	M	F	M	F	M
Research-only	FT	0	0	0	0	2	3
	PT	0	2	0	3	0	1
Teaching and research	FT	0	3	0	1	0	0
	PT	0	0	0	0	0	1
Professor	FT	*0*	*2*	*0*	*0*	*0*	*0*
	PT	*0*	*0*	*0*	*0*	*0*	*0*
Senior Lecturer or Reader	FT	*0*	*0*	*0*	*0*	*0*	*0*
	PT	*0*	*0*	*0*	*0*	*0*	*1*
Lecturer	FT	*0*	*1*	*0*	*1*	*0*	*0*
	PT	*0*	*0*	*0*	*0*	*0*	*0*
Teaching-only	FT	0	0	0	0	0	0
	PT	1	7	1	4	1	6
Visiting teaching assistants	FT	*0*	*0*	*0*	*0*	*0*	*0*
	PT	*1*	*7*	*1*	*4*	*1*	*6*
TOTAL	FT	0 0%	3 100%	0 0%	1 100%	2 40%	3 60%
	PT	1 10%	9 90%	1 13%	7 87%	1 11%	8 89%

Figures are Headcount – number of staff contracts.
Percentages are only given for the total because the numbers are too small.
***Source**: Data returned by the Department to HESA for 2012/13, 2013/14, and 2014/15.*

The numbers are too small to infer any gender bias. Part-time staff tend to leave more than full-time because they are typically TAs who leave at the end of their studies.

The two professorial leavers were part of a restructuring that concerned staff seconded to other institutions. The two lecturer leavers resigned in to work in industry. The teaching-only leavers include two visiting staff (one man and one woman) that left as part of a strategic decision to appoint permanent teaching-only roles; both applied for the new posts but were not successful (suitable alternative employment was considered). Research-only staff have fixed-term contracts on specific research projects, therefore a higher turnover is normal.

Exit interviews are organised routinely; no issues were identified that required follow-up action.

Word count Section 4: 2,075

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i)   Recruitment

	Applications		Shortlisted		Offers		Appointed	
	F	M	F	M	F	M	F	M
2014								
Research-only	1 25%	3 75%	1 50%	1 50%	0 0%	2 100%	0 0%	1 100%
Lecturer	22 23%	75 77%	1 20%	4 80%	0 0%	1 100%	0 0%	1 100%
Teaching-only	11 28%	29 72%	1 50%	1 50%	0 0%	1 100%	0 0%	1 100%
2015								
Research-only	1 17%	5 83%	0 0%	1 100%	0 0%	1 100%	0 0%	1 100%
Lecturer	11 9%	106 91%	3 25%	9 75%	3 50%	3 50%	1 50%	1 50%
Senior Lecturer	3 13%	21 87%	0 0%	3 100%	0	0	0	0
Source: College Data.								

The table presents data on the recruitment process for academic staff from 2014 and 2015. Data for previous years were not retained during the upgrade to the new system.

In the last three years, eight permanent academic posts were advertised. One woman was appointed, in 2015, when we advertised for two lecturer posts. In that year, we were in the unusual situation that we had to re-advertise the posts; in the first round, we made offers to two women – both ultimately declined because they wanted senior lectureships, which the College had not allowed us to advertise; the posts were re-advertised at lecturer/senior-lecturer and, based on the quality and career stages of the applicants, we made two appointments at lecturer level, one female and one male.

Throughout the period, we followed Royal Holloway's recruitment and selection processes, which include a requirement that all staff involved have undergone appropriate training in recruitment and equal opportunities. Potential applicants are directed towards information on flexible working, career breaks, maternity and paternity leave and childcare, and a positive action statement encouraging female applicants is used on the Department's job advertisements at all levels, including PhD students — *"We particularly welcome female applicants as they*

are under-represented at this level in the Department of Computer Science within Royal Holloway, University of London".

In addition, all short-listing and interview panels for posts in Computer Science included at least one female academic. In the 2014/15 cycle we had two female Science academics on both panels. We will continue to adopt this structure because we feel it makes the value the Department places on its female academics clearer to applicants. **(Action 10)**.

Our 2013 action plan contained a number of actions aimed at attracting strong female applicants, including positive preference statements in all job advertisements (as already mentioned) and changes to our Web presence to highlight our commitment to the Athena SWAN Charter. After implementing these actions, the SAT decided that we needed to do more to highlight our inclusive culture. To transmit, on a personal level, our departmental ethos, we now run recruitment rounds over two days. On the first morning, applicants give a presentation to the whole department and in the afternoon they meet with a series of departmental members on a one-to-one basis. This provides a relaxed environment for applicants to acquire more information about life in the Department, the College and the local communities. For example, candidates always appreciate the opportunity to talk to staff who have children in order to make more informed decisions. Now that we have two female academics, we will endeavour to organise individual meetings between candidates and at least one woman – until now, our only female academic was reserved for the interview panel **(Action 11).** If this schedule does not suit a candidate (which has not been the case for any women so far) we run the same programme remotely via electronic media.

(ii) Induction

All new staff attend the College half-day induction events, which run at least once a term and are supported by an Induction Handbook and online guidance. After attending a workshop, staff establish their development plan in terms of basic training, personal development and career development, which are then monitored through the appraisal process.

The Department also runs an induction session with all starters. The purpose is to provide all the information, equipment and training that they need to settle into their roles as quickly and as smoothly as possible; typically, computer equipment will have been discussed with the appointee prior to joining so that there is no delay in settling in. All staff appointed during the period have received both the College and the departmental induction. A meeting with the HoD is organized a month later during which feedback is collected on the recruitment and induction processes to be passed on to the SAT.

Staff with teaching responsibilities attend a course run by the Educational Development unit. The unit also runs the Postgraduate Certificate in Academic Practice in Teaching and Learning (CAPITAL), accredited by the HE Academy; our

policy is that all academic staff complete CAPITAL within the period of their probation, unless they can demonstrate grounds for partial or total exemption, such as significant previous teaching experience. Completion of CAPITAL, or any agreed part of it, is monitored through the probation process. Where the need for further support is identified, the Department has always met any associated costs.

Appointees to Research Fellowships of less than two years' duration, Graduate Teaching Assistants, and holders of other positions that carry teaching-support duties are required to take the Postgraduate Certificate in Skills of Teaching to Inspire Learning (inSTIL) course.

(iii) Promotion

Promotions		2012/13		2013/14		2014/15	
		F	M	F	M	F	M
Professor Band 3 to Band 4	AP	0	0	0	0	0	1
	SU						1 100%
Professor Band 2 to Band 3	AP	1	2	0	0	0	0
	SU	1 100%	2 100%				
Reader to Professor	AP	0	0	0	2	0	0
	SU				2 100%		
Senior Lecturer to Reader	AP	0	0	0	1	0	0
	SU				0 0%		
Lecturer to Senior Lecturer	AP	0	0	0	1	0	0
	SU				1 100%		
TOTAL	AP	1	2	0	4	0	1
	SU	1 100%	2 100%		3 75%		1 100%

AP: number of applications

SU: number of successful applications; percentage is SU/AP

Figures are Headcount – number of staff contracts.

Source: Departmental data.

There were no applications from part-time academic staff or from other categories of staff during the period.

During the period, there was only one unsuccessful application for promotion. The small number of applications can be justified by the large numbers of professors and of new appointments during the period. Three members of staff (all male) have applied for promotion in 2015/16 but the outcome is still pending. Our only female academic was promoted from Band-2 to Band-3 within the professorial scale: such promotions are subject to application, which is why they have been included in the table.

Promotion consideration is part of all the annual individual appraisals. Staff are either encouraged to consider the possibility of applying for promotion or given advice in terms of what steps they should take to improve on the applicable promotion criteria. The criteria are clearly identified on a matrix that is used by the Academic-Staffing-and-Titles Committee (ASTC) for making decisions.

The professoriate and the Dean of Science form the departmental promotions committee. The CVs of all non-professorial staff are considered in turn (self-selected application is a recognised source of gender disparity) and the committee submits those they believe satisfy the criteria to the ASTC (the others may still self-propose for promotion). Every two years, professors can apply to be re-banded.

Promotion candidates discuss their application forms with the HoD or another professor who advise on how best to present the case. They are then submitted in a standardised and anonymous format (thus addressing any potential unconscious bias) to the ASTC; unsuccessful applications receive detailed feedback from ASTC, which is then discussed with the Head of Department.

Every year, guidance is placed on the Intranet on the promotions process (including the criteria matrices and a one-page summary of the timeline) and on the conduct of departmental Promotions Committees. This guidance received extensive input from the former College Women-in-Science Group to ensure that the promotions process is transparent and that the criteria are clear. Workshops are organized to assist staff with understanding the promotion process and criteria, and with presenting their application as effectively as possible; targeted workshops are organized for women and for staff on the teaching-only pathway.

A survey conducted by the SAT indicates that staff know career-guidance is available and find it useful.

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

All eligible academics (18.45 FTE) were submitted to REF2014, including all female staff (1.0 FTE). Six academics (M) from the Information Security Department were returned in the same unit of assessment.

All eligible academics were also submitted to RAE2008 (20.83 FTE), except for one who had already applied for voluntary early retirement. Again, the only Category A female academic was included (1.0 FTE). Another woman was

returned as Category B as she had left; she had taken maternity leave during the assessment period and her special circumstances were submitted.

There is no evidence for gender bias in submissions for either exercise.

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SILVER APPLICATIONS ONLY

5.2.   Key career transition points: professional and support staff

(i)   Induction

Induction for new professional and support staff is as described in 5.1(ii) for academic staff, both at College and Department level. College-approved checklists are used in both cases.

(ii)   Promotion

There are no promotion pathways with specific criteria for professional and support staff. Promotion to the next grade is normally achieved by applying for a relevant higher position that has been advertised; during the past three years, no staff in the Department have taken this route.

However, staff working beyond the brief of their current role are able to submit an application for their role to be re-graded; consistency between a current role and the job description is reviewed every year during the appraisal process to either restore consistency or submit a request for re-grading. One of our administrators (F) had her post re-graded from Grade 4 to Grade 6, and one of our technical support staff (M) had his post re-graded from Grade 6 to Grade 7. Both re-gradings were encouraged and supported by the Department through relevant training.

The College is currently developing career-progression pathways for professional and support staff. These will assist managers when engaging staff in discussing their career aspirations and development plans.

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5.3.   Career development: academic staff
(i)   Training

The College's flexible-working policy formalises an employee's right to request time-off for training. The Organisation Development Team (ODT) offers general training on a variety of topics. The College monitors the uptake and occupancy of each event, and reviews what is offered termly and annually. Staff are kept up-to-date with available training activities via a dedicated staff intranet site, as well as through email and promotional communications. The ODT monitors and develops the effectiveness of training via pre- and post-training feedback questionnaires as well as analysis of take-up rates and on-going reviews.

Specifically on the research side, a centrally organised 'On-Track' programme of courses/workshops is particularly aimed at early and mid-career staff, which is promoted widely. Some of the workshops are led by external facilitators and others by staff from academic departments or the Research and Enterprise Office. During the period, six academics (all male) took at least one of the courses.

At departmental level, uptake of training courses is monitored and new training needs are collated during the annual appraisal process, and fed back to the ODT. During the period, 38 staff (9 women) took up training in 46 courses. However, PhD students and RAs tend not to take up any training except for inSTIL (see iv) and, in two cases, Equality-and-Diversity. This is clearly not enough to help them secure a research or academic career, and will be corrected in the next cycle **(Actions 13, 14)**.

Specifically for women, Royal Holloway runs regular 'Springboard' sessions (two of our women attended during period) and the Aurora leadership programme. Our female professor mentors on the College Female Leadership Development Scheme.

(ii)   Appraisal/development review

Annual career-development appraisals are held for every member of staff, including postdoctoral researchers and support staff. The HoD has been the appraiser of all academic staff since 2013/14, when performance review was added to the appraisal scheme; this ensures consistency and fairness in the way performance matters are addressed. Postdoctoral researchers are appraised by their line managers (typically the principal investigator of the grant in which they have been appointed). All teaching-and-research academic and non-visiting teaching-only staff have been appraised during the period (and, therefore, 100% of all women). For research-only staff, the uptake depends on the type of contract as short-term appointments (less than one year) tend not to coincide with the cycle; for longer-term appointments, the uptake is about 50% (for both men and women), which is a point that we have to improve on **(Action 13).**

Guidance notes and support are available on the staff intranet and communicated to all staff ahead of the cycle. Training sessions run during June and July both for new reviewers and for reviewees; staff are encouraged to attend, especially if it is their first appraisal or changes have been made to policy or procedures. In the Department, those sessions were attended by 14 members of staff (12 men and 2 women) during the period.

In preparation for the appraisal, the academic fills-in a standard form outlining their achievements in the period after their last appraisal, their immediate SMART and longer-term goals, and any support that they may need to achieve those goals. Such support includes training needs, which are sent to the ODT to help organize the overall training cycle. During the meeting, the appraiser and the appraisee discuss how SMART goals for the period were met and whether an

application for promotion should be considered. All teaching, research, administrative and outreach work are discussed, including workload. The final form with agreed objectives is signed by both parties and held in the confidential departmental archive.

In the Department, teaching-and-research staff are asked to fill-in an additional form that is more specifically related to career progression and the REF. As explained in 5.1(iv), the tradition in the Department has been that all eligible academic staff have been returned; therefore, staff have a natural expectation to be returned and it is important that they receive feedback and are supported accordingly. The form also allows the appraiser to have a more consolidated view of how the appraisee is meeting promotion criteria.

(iii)   Support given to academic staff for career progression

The Department enforces a policy to reduce the teaching load for all new academic members of staff appointed at lecturer level by half during their first year so that they have a chance to adapt slowing down their research. Junior staff are assigned a probation advisor to provide guidance, advice and support throughout the probation period. The advisee meets regularly with their advisor to discuss teaching or research issues, training needs, departmental and College processes, and any general areas raised by the advisee.

The Department meets any reasonable requests (none was refused during the period) for specialised equipment that newly appointed staff may need to develop their research or to teach the courses that they have been allocated; this includes employing teaching assistants to help them. The Department also reserves a budget for those who need to travel but have yet to secure own research funds; staff on the teaching-only career pathway are equally supported for developing teaching-related initiatives or pedagogic research; postdoctoral researchers can also request funds for activities that will assist in their career progression.

Section 5.3(i) details the training that is available to all. The centrally-provided workshops on *Building Your Career as a Researcher*, *Time Management*, *Goal Setting* and *Effective Leadership* are also particularly important for career progression and staff are encouraged to attend them.

Section 5.1(iii) details support that is given for promotion in particular. More generally, the annual appraisal process is used for discussing career progression and need for training or resources. This is particularly important for postdoctoral researchers, who are typically on fixed-term contracts; their appraisers are typically the grant holders, who offer advice on how to write effectively and publish in outlets that are important for their research area, as well as applying for permanent academic posts.

The ODT runs a well-supported mentoring programme open to staff at all levels; an experienced mentor from another Department, usually in the same Faculty, is available to any member of staff. Participation in the scheme is confidential, so

we cannot report on its uptake. However, a survey conducted by the SAT indicates that staff would welcome more information on the available mentoring schemas – an HR representative will be invited to a Board meeting for that purpose.

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

PGRs are encouraged to complete inSTIL and take up a teaching assistantship in the Department – the vast majority do so. We encourage our doctoral graduates to apply for research assistantships in the Department when their profile is suitable for the role, or to apply for a fellowship; we also advise them to subscribe to jobs.ac.uk. However, better monitoring and follow-up are needed **(Action 13)**.

We recently made teaching assistantships available to final-year students, and have just launched an Undergraduate-Research-Opportunities bursary scheme, which gives our students the opportunity to spend time working with one of our researchers; we will monitor the uptake of those opportunities for any gender imbalance **(Action 12)**.

Every year, we organise a session for final-year students where we let them know of the opportunities available for postgraduate studies (taught and research) in the Department.

The table below details the number of students in the Department that progressed either to a PhD or to a research-only post in the Department; the numbers are too small for any meaningful analysis. We hope that the Undergraduate-Research-Opportunities scheme will encourage more students to enrol in a PhD, and we will better showcase the work of our PGRs and RAs **(Action 20)**. No research associates have progressed to an academic post in the Department; we do not have reliable data on progression to research or academic posts elsewhere.

Progression	2012/13		2013/14		2014/15		2015/16	
	F	M	F	M	F	M	F	M
BSc/MSc to PhD	0	2	1	1	0	0	0	1
PhD to RA	0	2	0	0	0	1	0	0

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

The Research-and-Enterprise Office (R&E) provides support to academic staff in identifying and securing funding for their research, developing impact, and making their expertise and intellectual property available to non-academic users. A dedicated website explains the services offered.

Specialist staff within R&E provide support for the development of large consortia bids and EU grants, and assist with all aspects of pre- and post-award finances and research governance. Other specialists negotiate contractual terms and agreements, help in seeking finance for commercial projects, and manage intellectual-property protection as appropriate. A dedicated manager provides support to Computer Science, Mathematics and Information Security.

R&E administers a Research Strategy Fund that can award pump-priming grants to support proposals that in due course will attract funding from external sources and to provide support for the preparation and submissions of large multi-partner grant applications such as EU applications.

In the Department, the Director of Research (DoR) coordinates support for staff applying for funding. Early-career staff get mentoring from a more senior member. Drafts of grant proposals are reviewed by an experienced academic who provides detailed feedback; when reviews on a grant application are received, advice on responding is also provided. Mock interview panels are organized for staff who progress to the interview stage of a grant or fellowship proposal. The DoR also advises staff where opportunities exist in the College or elsewhere for collaborations with other disciplines that would facilitate funding under available interdisciplinary schemes.

A meeting with the DoR or with another colleague with experience in the particular funding scheme is also organized to provide feedback on unsuccessful grant applications, especially when they have not met any established threshold. Advice is also given on alternative sources of funding that might be applicable.

5.4. Career development: professional and support staff

(i)   Training

The training offered by ODT, including the women-only programmes – see 5.3(i) – are also available to professional and support staff. The same procedures apply to monitoring effectiveness and levels of uptake, and to evaluation. During the period, our administrators attended a total of 31 courses, including workshops.

For roles that require managerial skills, training opportunities range from developing personal effectiveness to leadership-and-management programmes – ILM 3 and 5. Our Departmental Manager (F) and a senior Faculty Administrator (F) attended ILM3.

(vi)   Appraisal/development review

The appraisal/development review process described in 5.3(ii) for academic staff extends to professional and support staff. In the Department, the Departmental Manager (F) is the appraiser of the other administrators; the outcome is then discussed with the HoD and any follow-up action agreed. The appraiser of the Departmental Manager used to be with Academic Registry, with the HoD as a co-appraiser; in 2014/15, the appraiser was the HoD as a result of changes in the line-management hierarchy. The appraisal always includes a discussion on how the current role is consistent with the job description, support that may be needed for the current role (including training), and work-life balance in general. All our staff are appraised at least once a year.

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

A College Coaching-and-Mentoring scheme is available to senior faculty administrators, which includes training – our Departmental Manager (F) has benefitted from it. A wider scheme, available to all staff, is being rolled out for 2016/17.

5.5.   Flexible working and managing career breaks

In all paragraphs below, the Department follows College policies and procedures; therefore, we comment only on Department-specific aspects. Our policies and procedures have yet to be formalised and approved by our Board, after which they will be made available on our Web site, and a link included in job advertisements **(Action 15)**.

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

Although no staff went on maternity or adoption leave during the period, the Department has a policy for both academic and professional/support staff, shared with other departments, of being flexible to accommodate any specific needs of the member of staff.

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

The Department has a policy for academic staff, which is shared with other departments, of providing resources that the staff member may need, for example a laptop. The College also has a policy that encourages staff on maternity or adoption leave to keep in touch with the Department.

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

The Department has a specific policy for academic staff returning from maternity or adoption leave, which is shared with other departments, of reducing the workload load (which does not take research into account, i.e., covers only teaching and administration) by half during one year (which will typically include a full term without teaching or administration) to give staff returning to work more time to catch up with research. Funds are also made available for equipment, travel to conferences, and research visits to (or from) collaborators.

(iv)   **Maternity return rate**

No departmental staff went, were or returned from maternity leave during the period.

> **SILVER APPLICATIONS ONLY**
> No departmental staff went, were or returned from maternity leave during the period.

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

Only one staff member took one of these types of leave during the period: paternity leave by a lecturer in 2015/16.

(vi)   **Flexible working**

The Department is very accommodating in granting (informal) flexible working to staff who, for example, have difficulties in travelling to College for a 9am start or going back home after 5pm, be it because of distance or traffic, particularly when the need for flexible working does not follow a fixed pattern that would justify a

formal request. Typically, working from home is permitted as long as it does not interfere with the functioning of the Department; see also 5.6(vi) for our policy for scheduling departmental meetings and social gatherings, and 6 for a case study.

None of our staff has made any formal request for flexible working during the period. A survey conducted by the SAT indicated that the Department could improve on raising awareness of flexible working arrangements; an HR representative was invited to a Board meeting to explain the policy and procedures.

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

The College does not have a career-break policy at present; staff can apply for unpaid leave if they wish, but there is no specific policy on this or arrangements for transition back to full-time roles. General College processes are in place for staff wishing to transition from part-time to full-time work.

The only part-time permanent staff that the Department had during the period were a retired professor and an administrator who retired in 2015, neither of whom had any wish to transition to a full-time role.

5.6.   Organisation and culture

(i)   Culture

Our 2013 application for an Athena SWAN Award, and the feedback received from the panel, gave us the opportunity to reflect and act in a more targeted way on advancing gender equality and inclusivity in the Department.

As reported in Section 4, gender imbalance is observed both among academic staff and students. Because of the marked differences that exist between the needs and expectations of these two populations, the way we have initially embedded the Athena SWAN Charter principles in the culture and workings of the Department followed different strategies for each, although we are now fostering a convergence.

Staff

One of our priorities has been to create an environment in which contributions are valued from everyone irrespective of gender, grade or type of contract, and in which processes do not limit the participation of staff that require more flexible work arrangements.

In spite of considerable growth during the period, the Department is still relatively small and all staff know each other well; it is common for staff to bring chocolates or cake to celebrate birthdays and other social occasions; achievements such as successful grant applications, awards, and successful PhD vivas are publicised via email. Visiting staff, PhD students and associate researchers are very much part of this environment: they are allocated office

space in the core departmental area and share resources and the social spaces with established staff.

Because of the existing gender imbalance, staff engagement surveys do not return useful feedback, especially because the small number of female academics and researchers prevents a breakdown of the results by gender. Therefore, our preferred means of formal consultation have been through staff appraisals and open discussion during departmental meetings (including our annual Away Day). As a result of these consultations we have made small but significant changes: starting in 2014, wherever possible, meetings and events are not scheduled during school half-term breaks, and meetings are not scheduled outside College term time so that staff can enjoy longer periods dedicated to research or other activities that will enhance their career progression.

Students

Embedding the Charter principles into student culture and workings proved to be more challenging. Our Action Plan for the Bronze Award included the organisation of surveys but it proved difficult to get enough response to generate meaningful results. The organisation of a focus group proved to be more successful. Three female students at different stages of their undergraduate programme participated. Varying in age and background, they provided us with a diverse range of opinions. Although overall the interviewees were quite content with the atmosphere in the Department, three key issues were identified:

- Adaptation: at the beginning of their studies, the need to adapt, individually to the male-dominated world of Computer Science is perceived as hard and challenging;

- Transformation: to adapt, women may transform themselves into overconfident students and professionals;

- Resistance: resisting the process of adaptation is perceived as counterproductive and fruitless.

Based on this, we decided that the best approach would be to take positive action and sponsor the creation of a female-student group within the student-led Computing Society. Although the creation of this group was not uncontroversial, it was enthusiastically embraced by our female students: the role of Women's Ambassador was created in October 2014 and, after initial meetings, the 'Girls-Who-Code' group was created in November 2014 as a female-student chapter. More details are given in Section 7.

(ii)   HR policies

The HoD has a monthly meeting with the HR partner of the Department during which the application of policies is discussed and individual cases analysed. During the period, only one such case needed to be followed up: accusations were made by a female visiting senior lecturer to the effect that she had been discriminated against when being considered for permanent posts on the

grounds of age and gender; a formal College panel analysed the case and concluded that the accusations were unfounded and that the Department had acted fairly and according to HR policies.

Another relevant issue in this context concerned the impact of the new academic timetabling policy on informal flexible working: staff who need to teach within restricted times, and have a personal reason for doing so, now have the opportunity to make a formal request to work flexibly. We invited our HR partner to a Board meeting to explain to staff the implications of the policy.

The HoD regularly receives updates on HR policies (also at consultation stage) and discusses them either with staff in general or with those with management responsibilities concerned by those policies. The College provides easy access to such updates via the staff intranet.

(iii)   Representation of men and women on committees

Committee	2012/13		2013/14		2014/15		2015/16	
	F	M	F	M	F	M	F	M
Departmental Board	1 4%	22 93%	1 5%	20 95%	1 5%	21 95%	2 9%	21 91%
Learning and Teaching Quality	1 4%	22 93%	1 5%	20 95%	1 5%	21 95%	2 9%	21 91%
Research Management	1 4%	22 93%	1 5%	20 95%	1 5%	21 95%	2 9%	21 91%
Promotions	1 10%	9 90%	1 10%	9 90%	1 10%	9 90%	1 10%	9 90%

Figures are Headcount – number of staff contracts

Source: *Data returned by the Department to HESA for 2012/13, 2013/14, and 2014/15. Departmental data for 2015/16 at the time of submission*

The Department has three key committees where policies are decided: the Departmental Board (DB), the Learning and Teaching Quality Committee (LTQC), and the Research Management Committee (RMC); all academic staff are members of these committees. The DB is chaired by the HoD, the LTQC is chaired by the Deputy Head for Teaching and Learning (F), and the RMC is chaired by the Deputy Head for Research and Enterprise (M).

There is a Computer Science Exam Sub-board (chaired by a woman), which makes progressions and degree award decisions, and reviews regulatory issues. All permanent academic staff are members of the Sub-board and attend Sub-board meetings.

There are separate undergraduate, postgraduate-taught, and postgraduate-research student-staff committees (SSC) whose student members are elected by their peers. The Department tries to ensure appropriate female representation

by actively encouraging women to stand for election. Staff representation at each committee is restricted to the corresponding Director of Studies, the Academic Coordinator, the Director of Pastoral Care, a Library representative, and a representative of the IT support team. The Directors of Studies report specific issues to appropriate members of staff, oversee actions taken and report the actions and outcomes back to the next SSC meeting. Substantive issues are also raised for discussion by all staff at a DB meeting. Membership of the SSCs is accounted for in the workload model.

As described above, the Promotions Committee is comprised of the departmental established professoriate and the Dean of Science.

(iv) Participation on influential external committees

Participation in influential College committees is either ex-officio, by nomination or by election. The HoD encourages staff to stand for election. When asked to nominate members, the HoD gives special consideration to non-professorial staff as membership of such committees is important for promotion; for example, one of our recently promoted Senior Lecturers was able to cite membership of SFB in their application, and is now succeeded in that role by another Lecturer. Membership of external committees is taken into account in our workload model.

Attempting to ensure female representation in all areas of departmental and College administration could overload the female academics particularly given the shortage of female Science professors in the College. Nevertheless, we have had female representatives in influential College committees such as the College promotions committee (ASTC).

(v) Workload model

The Department created a formal workload model in 2012/13 after an extensive consultation process aimed at ensuring that it would be transparent and fair. Every year, the model is adjusted where necessary, especially when the nature of, or the load associated with, administrative roles change; any such changes are discussed and formally approved at a Board meeting. A staff survey conducted by the SAT indicates that our model is perceived to be fair and transparent.

The basic principle of the model is that all research-and-teaching staff should have the same amount of time available for research, thus removing any bias (gender, grade, or otherwise) from the allocation; this is achieved by ensuring that the sum of the teaching, supervision and administrative loads is evenly distributed among all staff. The workload of teaching-only staff is adjusted through a coefficient that reflects that, although research is not part of their duties, 10% of their time should be dedicated to teaching-related initiatives or pedagogic research.

The nature and allocation of administrative roles is periodically reviewed to ensure that (1) large concentrations of administrative duties are avoided, (2) every member of staff is given the opportunity to take on roles that might facilitate promotion, and (3) staff are given enough time to take ownership of their roles (and therefore demonstrate excellence in the way they discharge them).

In a College-wide employee-engagement survey organised by CAPITA in 2014/15, 88% of our staff responded positively to the question "I am satisfied with my current role and level of responsibility", which is above the College average (75%) and the HEI benchmark (73%). The survey included all categories of staff (academic and non-academic); because some categories had a very small number of respondents, results were not disaggregated by gender to preserve anonymity.

(vi)   Timing of departmental meetings and social gatherings

The scheduled departmental committee meetings are held in the afternoon, starting early enough to finish before 4pm; no meetings are organised during school half-term breaks. Ad-hoc meetings are scheduled in consultation with the people involved and at their convenience. The dates of meetings are publicised well in advance and staff are encouraged to select the most suitable dates using online tools.

The primary departmental social gatherings are the weekly departmental research seminar (scheduled for early afternoon, and followed by refreshments), the annual Christmas Lunch (held at lunch time with consultation on the date), the annual student-induction party (held at 4pm in Fresher's week), the annual postgraduate colloquium (held in June during normal working hours), and the annual Away Day (held in September during normal work hours). The teaching timetable and other meetings are organised so that all staff can attend the weekly seminar and social gathering. All academic staff, RAs and PGRs are invited and encouraged to attend these gatherings.

(vii)   Visibility of role models

Invitations to speak at the weekly Research Seminar follow suggestions made by all academic staff, RAs and PGRs; since 2013/14, the proportion of female seminar speakers, which is monitored by our seminar organiser, has increased considerably, reaching 30%. A survey organised by the SAT shows that staff are satisfied with the current balance.

Advanced Seminars are organised weekly in term time for undergraduate and postgraduate-taught students, where we invite people from industry to talk about their professional experience. Every year we invite high-profile female speakers such as Lydia Harriss from the Parliamentary Office of Science and Technology, Jane Naylor and Alessandra Sozzi from the Office for National Statistics, Narmada Guruswamy from Ernst&Young, and Kathleen Mock from

Centrica (36% of the total). We also invite professionals such as Jane Chang from British Gas to participate in regular course delivery.

Other initiatives to promote female role models include: the award of an Honorary Fellowship to Professor Ursula Martin CBE, who was appointed to a Personal Chair in the Department in the late 1980s, one of the first female professorial appointments in Computer Science in the country; the invitation of Suw Charman-Anderson (creator of Ada Lovelace Day and, according to The Daily Telegraph, one of the "50 most influential Britons in technology") to give a brief history of Ada Lovelace, gender and the role of women in STEM.

Role models among our student body are equally important. We are particularly pleased that female computer-science students have won a Student Union Freshman-of-the-Year Award for both 2014/15 and 2015/16.

In 2013/14, all our publicity materials were extensively revised to remove any gender bias and promote the Athena SWAN Charter principles (the logo features in our home page). Videos were produced to promote our degrees that portray both male and female students, either speaking about their experiences or working together. A new brochure was produced that includes two female-student profiles (among a total of six profiles) and a female-academic profile (among a total of two); a full page was devoted to Women in Computer Science; the majority of photos include both male and female students. Our Web site was similarly revised and a section added on Women in Computer Science (accessible directly from the Home page), which contains links to inspiring examples of female computer scientists worldwide and short bios of some of our current and past female academics and students. This includes: Alison Vincent, who graduated and did a PhD at Royal Holloway and is Chief Technology Officer at Cisco, a founding member of the Women-in-Cybersecurity group within Cisco, Ambassador for Women-In-Science-and-Engineering (WISE) and Science-Technology-Engineering-and-Maths (STEMnet); and also Narmada Guruswamy, who graduated with a Masters in 2014 (and Best-Finalist-of-the-Year) after a long career break to raise her children, and is now Data-Analytics Executive at Ernst&Young **(Action 16).**

(viii) Outreach activities

The Department has a dedicated Outreach Director (M) who coordinates our activities. Given the gender imbalance in the Department, any attempt to ensure gender equality in outreach would risk overloading our female academics and students; however, we ensure that women (staff or students) are always represented at student-facing activities, and that female academics participate in high-level activities where they are recognised experts – we always refuse requests for them to be involved just for the sake of having women represented.

We run four Open Days and six Applicant-Visit Days every year. A rota system runs for academic staff to ensure that the load is equally shared; a similar system runs for support and professional staff. The contribution of academic staff with

specific roles is recognised in the workload model. A call for volunteers is issued among students to create a pool from which a group is selected for every event; female students are especially encouraged to volunteer and are always represented at every event (usually above 30%); student contribution is recognised through Passport points (a scheme of recognising contributions to the College and the wider community through co-curricular activities). The Computing Society participates by running a specific session, which has made an important contribution to communicating our inclusivity especially through one-to-one interaction with female students; 50% of students at those events have been women.

The presentations were revised to remove any gender bias. Videos include female students or women in professional roles; specific slides explain the significance of our Athena SWAN Bronze Award, our commitment to increasing the percentage of women in our student body, and the way our Computing Society addresses gender balance, including examples of positive action. Part of the talk deliberately draws the attention to the variety of jobs available to computer scientists, especially those that involve creativity and interacting with people, in order to dispel traditional stereotype aspects of IT jobs that are often unattractive to women. The percentage of women attending AV-days has been increasing: 14% in 2013/14, 16% in 2014/15, and 19% in 2015/16.

Other regular events are the annual Science Festival and University of London Taster Day, where students assist in delivering practical sessions (30-50% women). We also participate in the Cheltenham Science Festival.

Other important ad-hoc events include hosting school visits (which are similar to the Taster Day) and visiting schools (which are by invitation); in the last three years, we have had one specific visit of a girls-only school, and an invitation for one of our staff (F) to visit a girls-only school; all other events were for mixed groups of students.

We have been particularly active in outreach activities organised around Ada Lovelace: three of our academic staff (one woman) gave presentations and demos at the Ada Lovelace colloquium held at Oxford in December 2015; one of our research-only staff (M) was one of the main speakers on the BBC-Television 2015 programme dedicated to Ada Lovelace; and another (M) gave a presentation at the launch of the British Gas Women-in-Technology group in March 2016. Following Charman-Anderson's visit, our Girls-Who-Code group committed to organising events around Ada Lovelace Day 2016 reaching out to local schools.

More widely, the Computing Society organizes outreach and engagement activities, including volunteering at schools and in the local community. They received the Runnymede Volunteer Award for the Community Action's Volunteering Group of the Year 2015; one of our students received a Special Recognition for Community Action award in 2015.

The participation of academic staff in all such events is recognized in the workload model; students participate as described above and earn Passport

points; RAs and PGRs normally participate according to the nature of the activities.

The table below summarises involvement in outreach. The increase from 2014/15 reflects a change of format for Open/AV days to give more personal attention to each visitor; this has been particularly important for female applicants as it gives more opportunity to demonstrate how we seek to ensure that the learning environment is not gender biased. The gender balance of staff reflects that of the Department as a whole because all academics participate; among students, the percentage of women has been increasing as a result of the new processes put in place.

Outreach	2012/13		2013/14		2014/15		2015/16	
	F	M	F	M	F	M	F	M
Academic Staff	0 0%	5 100%	0 0%	5 100%	1 6%	17 94%	2 10%	19 90%
Professor	*0*	*3*	*0*	*3*	*1*	*7*	*1*	*7*
Senior Lect/Reader	*0*	*2*	*0*	*1*	*0*	*4*	*0*	*4*
Lecturer	*0*	*0*	*0*	*1*	*0*	*4*	*1*	*6*
Research-only	*0*	*0*	*0*	*0*	*0*	*2*	*0*	*2*
Professional and support	4 67%	2 23%	4 67%	2 23%	4 67%	2 23%	4 67%	2 23%
Students	2 25%	6 75%	3 30%	7 70%	3 27%	8 73%	5 36%	9 64%
PhD	*1*	*0*	*1*	*0*	*0*	*1*	*0*	*1*
UG	*1*	*6*	*2*	*7*	*3*	*7*	*5*	*8*

Figures are Headcount – number of contracts
Source: *Departmental data*

Word count Section 5: 6,483

SILVER APPLICATIONS ONLY

6.   CASE STUDIES: IMPACT ON INDIVIDUALS

The case studies were removed for confidentiality
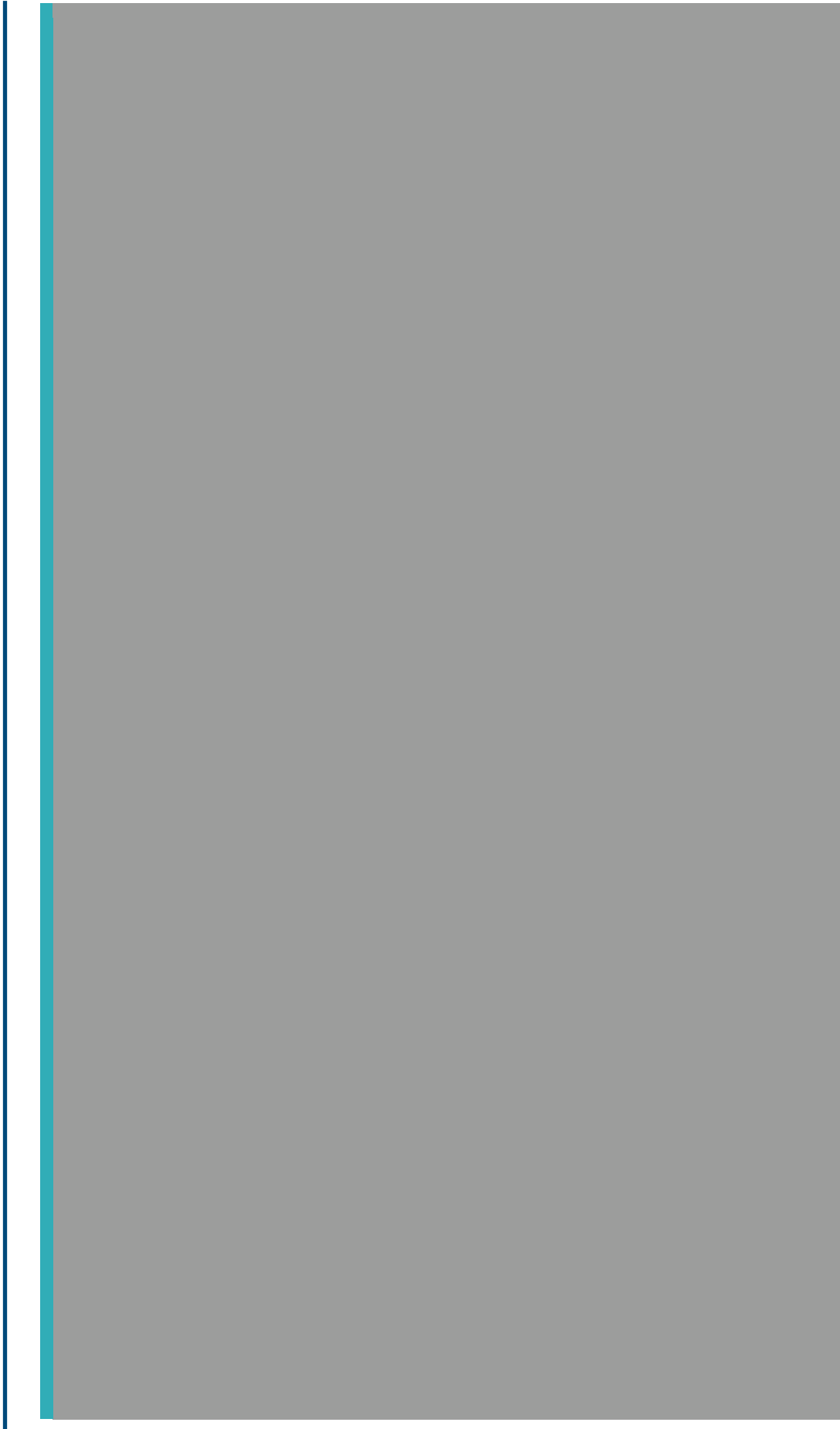
Word count Section 6: 982

7. FURTHER INFORMATION

In several areas we have gone well beyond the action plan submitted for our Athena SWAN Bronze Award to embed the Charter principles into student culture during the period 2013/14–2015/16.

In particular, we have given our female students many more opportunities to engage in the life of the Department and the wider community. This was achieved essentially through the creation of the student-led Computing Society (30% of the members are women), to which the Department provides financial support, and, within it, of a section for female students (Girls-Who-Code), which has established relationships with role models and other Women-in-Science/Technology groups such as the one at British Gas. In addition to hosting events for the rest of the Society and organising separate projects (Girls-Games-Nights, etc), other activities have included:

> **British Gas**: in addition to networking with their Women-in-Technology group, they are co-creating an app for finding study-space in the College putting their programming skills and creativity to the test in a more professional environment.

> **Networking Events Attended**: Women-In-Tech launch event, Girls-In-Tech conference, It's-Not-Just-For-The-Boys events.

> **Engagement** with Microsoft Aspire, including a workshop on CV-writing.

> **Community Action**: engaging with girls attending local primary and secondary schools, as well as Sixth-Form Colleges to encourage them to code.

> **Role models**: invited Suw Charman-Anderson for a general talk and more intimate discussions; also various interactions with Alison Vincent (Cisco), Parisa Tabriz (Google), Jennifer Arcuri and Luciana Carvalho (Infosec), and Emma Broadway (Microsoft).

> They are now preparing for the Ada Lovelace Week (October 2016) in collaboration with the Department.

This positive action was not uncontroversial but we felt that it was necessary; the results seem to suggest that this was the right approach but we will keep monitoring the impact that the action is having. The involvement of the Girls-Who-Code group in Open/AV days has been particularly important to for communication with female applicants, the impact of which will also be monitored **(Action 17)**.

We have joined with Psychology in creating a database open to the public containing the details of all female academics in the UK. This initiative, funded by the College and the British Neuroscience Association, has already gained access to the details of 400 women in neuroscience. We have recruited two PhD students who will insert entries relating to women in Computer Science **(Action 18)**. Because of the under-representation of women in Computer Science in committees and formal roles, the database will provide quick access to centralised information regarding women practicing in this field.

Finally, the process of putting together this application revealed significant shortcomings in departmental and College-wide processes, particularly data collection and survey organisation, which will be acted upon **(Action 21)**.

Word count Section 7: 439

Word count	
Total	**11,947**
1.Letter of endorsement	500
2.Description of the department	492
3. Self-assessment process	976
4. Picture of the department	2,075
5. Supporting and advancing women's careers	6,483
6. Case studies	982
7. Further information	439

8. ACTION PLAN

The 2016–2020 Action Plan and the progress on the implementation of the 2013–16 Action plan follow after this page.

ACTION PLAN 2016–2020

	Action	Rationale	Lead responsibility	Timeframe	Success criteria
1.	Monitor and report UG student data by gender, including applications, offers, and acceptances; compare with UCAS data.	Admissions action is essential to ensure that more women take up roles in IT. Although monitoring admissions data has now been streamlined, it is important to monitor specialist degrees in particular to identify if there are any specialisms that are consistently preferred by women. We want to use that information to inform planning of Open/AV days and outreach material.	Departmental UG Admissions Team; Department Director of Outreach and Communication.	Every Autumn term to inform AV day preparation; every Spring term once UCAS releases data to inform Open days.	Gender balance in applications, offers, and acceptances remains above the Sector; improvement over current gender balance.

2.	Collect data on the uptake of Open/AV-days by gender; modify feedback forms to understand if there is any gender bias in marketing material, presentations or activities; monitor gender balance among student and staff helpers; use feedback in the annual revision and planning of Open/AV-day organisation.	Open/AV days are very important to inform (potential) applicants of what studying Computer Science is like and what roles are available in IT. So far, we have not been collecting enough data on, or feedback from, attendees to inform the way we should run those events.	Department Director of Outreach and Communication	Every Autumn term for Open Days, and every Summer term for AV days.	Good levels of feedback; gender balance among student and staff helpers.
3.	a) Monitor and report UG entry qualifications by gender and domicile. b) Monitor UG degree awards by gender and domicile and analyse them in relation to admissions data. c) Monitor levels of achievement in each module by gender and domicile, and feed back into the annual module revision cycle.	On detailed analysis, what initially looked like a gender bias in 2013-15 degree classifications was shown actually to be the result of poorer performance of overseas students in general combined with the much higher percentage of overseas students among our UG women. It is therefore essential that we understand the reasons for this bias and seek to correct it, either through a revision of the admissions criteria for certain countries or through additional student support.	Departmental UG Admissions Team; Examinations Sub-board; Academic Coordinator	Every Summer term.	Whilst it takes time to correct this bias, we would like to start seeing some improvement at the end of the cycle.

4.	a) Monitor and report PGT student data by gender, including applications, offers, and acceptances. b) Keep outreach material gender neutral. c) Monitor degree awards.	As our Big Data programmes have now become established, we start having enough historical data to form a better understanding of any gender issues and of any opportunities for improving gender balance, even though it is currently better than the Sector's.	Departmental PGT Admissions Team; Department Director of Outreach and Communication	Every Spring term.	Maintain gender balance in applications, offers, and acceptances above the Sector; improve current gender balance.
5.	a) Monitor and report PGR student data by gender, including applications, offers, and acceptances. b) Maintain positive action in relation to scholarship applications.	PhD degrees are the first step towards a research or academic career, and therefore an important opportunity for starting to improve the gender balance in Computer Science academia.	Director of Graduate Studies (DoG); Research Management Committee (RMC) and HoD	Every Summer term.	Maintain gender balance in applications, offers, and acceptances above the Sector; improve current gender balance.

6.	Collect destination data for UG, PGT and PGR students by gender; input information to the relevant Web pages, and to personal advisors to inform students.	The collection of destination data has not been sufficiently acted upon; yet it is essential for a better general understanding of student aspirations, for academic staff to provide better advice – in particular on career opportunities in areas identified by the destination survey as being popular with female students, and also for offering a faithful portrait of IT destinations during Open/AV days.	Department Careers Director, liaising with Careers Service; Departmental Director of Outreach and Communication	Every Spring term, when destination leavers data becomes available.	Stronger emphasis on the departmental website; better advice provided to students on their future career.

7.	a) Organise a focus group for our first-year female students aimed at collecting further feedback on our outreach activities, their reasons for accepting, and their expectations; and another focus group for the remaining women to collect specific feedback on our teaching, which will feed into module reviews. b) Continue to support the women's chapter of the Computing Society and consult them regularly on our implementation of the Athena Swan Charter principles.	Feedback received through surveys and questionnaires needs to be complemented with debate that can tease out issues that need to be addressed.	SAT leader, Academic Coordinator, Departmental Director of Outreach and Communication	Every Autumn term during Welcome Week for first-year students, and during the Spring term for the remaining students.	Increase in applications and acceptances. Increased levels of satisfaction and better performance in degree classifications.
8.	a) Continue to positively encourage female applicants in job advertisements and follow-up enquiries. b) Create a Web page for applicants where information is provided on our maternity and flexible-working policies, and child-care provision; include the link in job advertisements.	We need to ensure that our inclusive culture and adherence to the Athena Swan Charter is well understood by candidates.	HoD	Every appointment	As new posts are advertised, an increase in the number of female applicants.

9.	a) Continue to monitor RA applications and appointments, and gender awareness when writing funding applications for RA posts. b) Include in job advertisements the link to the new Web page mentioned in Action 8.	We need to remove any gender bias at the start of the process of creating RA posts, and ensure that our inclusive culture and adherence to the Athena Swan Charter is well understood by candidates.	Director of Research	Every year	As new posts are advertised, an increase in the number of female applicants.
10.	Include at least two female academics in interview panels.	Our experience in 2014/15 was that the inclusion of another woman in the panel may have made a difference in encouraging one of our three offers to females to be accepted.	HoD	Every appointment	More offers to women are made.

11.	Organise individual meetings between candidates and a female academic of the Department whenever possible.	Our experience since 2013/14 has been that adding to the usual interview panel a programme of informal individual meetings with academic staff helps candidates form a correct opinion of the Department. We now have the capacity to not only ensure that a female academic of the Department sits on interview panels but that another is also available to talk informally to candidates.	HoD	Every appointment	More women are appointed.
12.	Use the new Undergraduate Research Opportunities scheme to further encourage female students to consider continuing to a research career in CS.	We need to improve on the pipeline to research and academic roles.	Director of Research	Every year	Gender balance in applications for the Undergraduate Research Opportunities scheme.

13.	a) Monitor RAs' follow-on positions identifying any gender issues. b) RA line managers to discuss individual circumstances and offer advice during the annual appraisal. c) Actively encourage all RAs at induction and the annual appraisal to take College training courses; renew the request for College to systematically collect data on the uptake of training courses.	The 2013-16 cycle showed that we are not doing enough to help RAs in their careers.	Director of Research, HoD	Every year	RAs report, in both surveys and exit interviews, an awareness of criteria for future possible academic appointment. All RAs have been appraised every year. Institutional statistics show high level of RA participation on training courses.
14.	Ensure PhD students are aware of the full range of training available to them; supervisors to be asked to take a more active role in identifying suitable training, especially in relation to research-related training.	The 2013-16 cycle showed that we are not doing enough to help PhD students pursue an academic or research career.	DoG	Every year	Positive feedback from PGR students as measured in the Institutional biannual survey. Institutional statistics show high level of PhD student participation on training courses.
15.	Written maternity policy to be approved by the Board and made available on our Web site.	We need to ensure that our policy is seen to be a true commitment and is communicated to all staff and prospective applicants.	HoD	Summer Term 2016.	Policy documentation on Web site.

16.	Revise and update Web pages and marketing material.	It is important that we actively monitor all marketing material for any gender bias, keep the contents of our Women-in-Science pages up to date, and that we act on feedback received from applicants and students.	Departmental Director of Outreach and Communication	Every year	All communication material is up to date
17.	Monitor and continue supporting the activities of the Girls-Who-Code group.	The creation of the group was one of our major positive actions towards creating an identity for our female students and allowing them to take ownership of their role in the Department as a whole.	SAT leader, HoD	Every year	Women's Ambassador reports vibrant programme of activities with significant up-take; growing presence in our outreach activities.
18.	Create a database open to the public containing the details of all female computer-science academics in the UK. This is an innovative proposal with the potential to have far reaching impact in the general community.	It is important that we communicate to the public how women are engaged in Computer Science as an academic discipline so that more women feel encouraged to study our subject or take up an academic career.	SAT leader, HoD	Autumn term 2016 for a first version; updates every year.	Database is created and populated, and is kept up to date.
19.	Ensure all staff undergo equal opportunities training.	While staff who have been in post for a while have received training; newly appointed staff need to take the new on-line module.	HoD, Appraisers	Autumn term 2016	All staff are trained in equality awareness

20.	a) Put research profiles of PGRs and RAs on departmental website. b) Invite UG and PGT students to attend the annual PhD colloquium.	It is important to showcase the work of our PGRs and RAs to promote PhD degrees. See Action 24 of the 2013 plan below.	Director of Research, Departmental Director of Outreach and Communication	As soon as a new platform is deployed	Appropriate material on the website
21.	SAT members to review the process leading to the present application and make recommendations on the most effective way of streamlining surveys and data collection/analysis so that it can be acted upon; HoD to report to College and agree on how to implement recommendations that require engagement with central services.	The 2013-15 cycle revealed that we need to streamline our processes and ensure data quality and availability.	SAT reporting to DB; HoD reporting to College and back to DB.	Autumn Term 2016	Effective processes have been implemented according to the recommendations.

PROGRESS IN RELATION TO THE 2013–16 ACTION PLAN

	Action	Lead responsibility	Timeline	Measurement of success	What was done and achieved	Future
1.	Monitor and report UG student data by gender, including applications, offers, acceptances, modify open day structure and prospectus material. All staff are included on the open day rota and will be made aware of the need to actively encourage female applicants. Student open day helpers will include females who will give technical demonstrations as well as tours and general information.	Departmental Admissions Team and Department Outreach Officer, presented to the Departmental Board (DB)	Autumn Term 2013/14/15	Female friendly activities added to open day events, increase in female student helpers, adjustments to the prospectus made and implemented. Restore gender balance comparable to national figures by 2016. Improvements are already on track with UG female acceptances rising from 8 to 14 in 2012/13 and to 16 in 2013/14.	Fully implemented. See also Section 4.1.ii) for further action taken. Although HESA data is not yet available for 2015/16, RHUL data indicates that we will have met the Sector's percentage in 2014/15 and 2013/14. Female applications and acceptances have increased very substantially, more than in the Sector. Engagement of female applicants in Open/AV days activities has increased.	2016 plan: Action 2.

2.	Monitor and report UG entry qualifications, by gender, of students and feed back into curriculum and tutorial design. We expect gender based trends, for example preferring theoretically based areas to robotics. Identified trends will be used to make sure that female friendly aspects of the curriculum are made more visible.	Departmental Admissions Team and Academic Coordinator, presented to DB	Spring Term 2014/15 /16	Recommendations for female friendly emphasis in teaching, particularly in first year modules and tutorials made and implemented. Recommendations for emphasis on the departmental website of female-popular aspects of the curriculum made and implemented.	Initially we had all female first year tutorial groups. On review it seemed that this tended to increase isolation rather than integration. Consultation with the students showed that they preferred some degree of integration. We have restructured so that females are in tutorial groups that have at least one other female member but also have at least two male members. The feedback is students are happy with this arrangement. Results from the focus-group suggest that there is no such thing as a 'female-friendly' course units. We have found that there is a danger of stereotyping certain types of course as 'female friendly', and both female and male students have diverse intellectual interests. There is some evidence that female students are particularly keen to participate in and to organise social activities, group projects, and group work. Group work has increased substantially in the first year, which is now more than 50% of coursework.	Continue to monitor the situation.

| 3. | Monitor female UG offers and acceptances in light of the dip in 2012, add a gender positive statement to the top level webpage.

Monitoring will continue on an annual basis. | Departmental Admissions Team, presented to DB | Autumn Term 2013

and onwards | Increase percentage of female offers and acceptances. (This is already improving, with the numbers of acceptances doubling from 2012 to 2014.) Percentage continues to increase in 2014/15. Statement present on webpage. | Action was taken on the organisation of Open/AV days to influence applications and acceptances; the proportion of female applicants, offers and acceptances is discussed as part of the annual admissions review process, and this has further increased awareness amongst staff of the need to encourage female applicants at open days; see also comments on Action 1. A statement has been added to the front page of the departmental website explicitly stating the departments commitment to supporting female students and staff. | Continue to monitor the situation. |

4.	Monitor UG degree awards by gender and feed back into course design	Examinations Sub-board and Academic Coordinator	Summer Term 2014/15/16	Item included on Progressions Sub-board Meeting agenda. Recommendations on action needed made and implemented.	The annual progressions sub-board now considers the results and progression from a gender perspective. As detailed in Section 4.1.ii), we detected that women are much less likely to graduate with a First or a 2:1 than men. Further analysis revealed that this bias comes from the fact that 40% of our women graduates during the period were overseas students and that overseas students in general are much less likely to graduate with a First or a 2:1 than HEU students.	2016 plan: Action 3

| 5. | Monitor ratio of applications, offers and acceptances by gender for PGT & PGR students, ensure prospectus contains gender positive material, introduce targeted fees waiver scholarship. | Director of Graduate Studies (DoG), presented to the Research Management Committee (RMC) and HoD | Spring Term 2014/15/ 16 | Prospectus reviewed and improved for gender positive material. This has already been done for the new Big Data MSc and, for 2013, 9 out of the current 19 acceptances are female. Further success will measured by the continuation of this trend for PGT students and the improvement of gender balance for PGR students. | The prospectus has been reviewed and now includes a page on Women in Computer Science. The images presented throughout the prospectus have been reviewed to ensure a high proportion of female representation, and the degree programme section contains a biography and photograph of a current female first year student.

Representation of women in PGT is at or better than in the Sector; 2015/16 College data shows a significant increase.

Numbers for PGR are too small for any significant comparison, but we have been consistently above the Sector during the period.

Targeted fees-waiver PGR scholarships were not introduced because of the small number of scholarships available. Positive action has been taken in relation to scholarship offers; 57% of full scholarships given during the period went to women. | 2016 plan: Action 4, Action 5 |

| 6. | Collect destination data for UG, PGT and PGR students by gender, input information to curriculum reviews. Add female graduate profiles to website.

Include follow-on placements in new females in CS poster and webpage (see action D19 below). | Senior Advisor liaising with Careers Service | Autumn Term 2013/14/ 15 | Stronger emphasis on the departmental website and by academic advisors on future career opportunities in areas identified by the destination survey as being popular with female students. Better general understanding of student aspirations. Female graduate profiles highlighted on the website and new poster material in place by Spring 2014. | The departmental website front page links to our pages on Women in Computer Science which have sections on both Technical Careers and General Careers, showing the diversity of careers open to CS graduates, with the particular aim of emphasising that there are many ways in which CS expertise can lead to fulfilling careers. The page also refers students to our Girl-Who-Code group. Each year our students are encouraged to attend the Not-Just-For-the-Boys national careers event; our students report that this event is very useful for making potential employment contacts, and strongly encourage their peers to attend in subsequent years. A subpage contains biographies of inspiring female computer scientists and profiles of female staff and students associated with the department. Links to the LinkedIn profiles of Big Data alumni have been added to the Big Data Web pages. Because of the small number of female graduates, it is difficult to inform decisions on curriculum review based on destination data. | 2016 plan: Action 6 |
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| 7. | Add a gender positive statement to PGR advertisements and monitor the gender balance of applicants. All staff made aware of the need to explicitly encourage female student to consider post graduate study. | DoG, reporting to RMC | Autumn Term 2013 | Increased applications from females, with numbers at sector national average by 2016. Gender balance issues added as a fixed agenda item for the annual PGR scholarship meeting from Autumn 2013. | Fully implemented. See comments on Action 5 above. | Maintain. |

8.	Facilitate the setting up of a focus group for our female students aimed at improving Computer Science's attractiveness to female students. In 2012/13 both our 3rd year student reps were female and one won a student union Gold Rep Of The Year award. We will highlight this award on the departmental website and continue to encourage females to stand as student reps.	HoD, Academic Coordinator, Senior Advisor	Summer term 2013 onwards	Vibrant female student focus group in operation, the results of a student survey (see action D25 below) indicate that it is successful. The Gold Student Rep award highlighted on the departmental website by Autumn 2013. Continued strong female representation on the Student/Staff committee.	A professionally led focus group was organised and we commissioned an outside company to prepare anonymity-preserving transcriptions of the discussions so that they could have a candid discussion of the department, and of gender issues and the experience of being a woman student. The anonymous transcription of an hour's discussions by women students revealed much praise of the department, and no criticism. However, as a result of the increased awareness of the possibility for female participation amongst the students, the students themselves set up a female oriented group within their computer society. For two years in a row, CS female students have won the fresher-of-the-year award given by the Student Union. The Head and Deputy Head of Department regularly talk to the representatives and encourage them to propose activities and improvements. We continue to have a strong representation from female students on our student staff committees.	2016 plan: Action 7, Action 17

| 9. | Positively encourage female applicants in job advertisements and follow-up enquiries. All staff will actively encourage female academics and young researchers, with whom they have contact, to apply for posts when they become available. When a post is to be advertised it will be discussed at a DB and staff will be encouraged to consider potential female applicants to whom a copy of the job advertisement will be explicitly sent.Hold discussions with other SET departments to share good practice with respect to achieving a good staff gender balance. | HoD, DB | Summer Term 2013 onwards | Positive preference statement on job advertisements, together with the Athena Swan logo and gender neutral wording. Explicit statement on the website by Autumn 2013 that the department is committed to supporting female students and staff. As new posts are advertised, an increase in the number of female applicants. Recommendations resulting from consultation with other SET departments discussed at DB and recommendations made and implemented. | The Athena Swan logo is displayed on the front page of the departmental website. All job information and advertisements carry the logo and the statement that the department particularly encourages applications from women. The format of the interview process was changed to ensure more informal individual attention to applicants (see Section 5.1.i). In the last few rounds of job applications several of the applicants interviewed were women, and three offers were made to women, resulting in an appointment. | 2016 plan: Action 8 |

10.	Create a fixed DB item to review progress on gender related issues. See action E27 below.	HoD, SAT Leader	Autumn Term 2013 onwards	Improved awareness of gender imbalance across all level of staff.	There is now a fixed item for Athena Swan on the DB agenda. The need to support and encourage female applications is reiterated to all departmental members during application rounds.	Maintain.
11.	Monitor RA applications and appointments for attractiveness to female applications and modify as appropriate. Improve visual presentation in the department and on the website to highlight female researchers and encourage female students to consider continuing to a research career in CS.	Director of Research, presented to RMC	Summer Term 2013 onwards	Results from Institutional biannual survey of PDRAs shows improved satisfaction. Increased number of female RA applications. The results of the PDRA survey will also be used to suggest further actions, which will then be implemented.	This has been fully implemented but the results are disappointing in that the number of women has remained low, with no appointments so far in 2015/16.	2016 plan: Action 9

12.	Gender awareness when writing funding applications for RA posts. The gender balance will be monitored by the Director of Research, and internal reviewers of funding applications will pay particular attention to gender issues, including the potential for flexible working.	All grant applicants and Director of Research	Summer Term 2013 onwards	Director of Research reports that new funding applications are gender neutral and that the support the department offers female staff is reflected in the application. Increased number of female RA appointments.	Fully implemented. See comments on Action 11.	Maintain.
13.	Conduct exit interviews with staff leaving the department; highlight areas of concern and propose action.	HoD	Summer 2013 onwards	Interviews conducted and issues identified reported to DB, resulting contingent actions implemented.	Fully implemented. As reported in Section 4.2.iii, no gender bias has been identified during the period.	Maintain.

14.	Ensure all staff are aware of promotion criteria and opportunities. Encourage staff to take part in the biannual institutional survey and use the results to identify areas of concern.	HoD Appraisers DB	Annual appraisals 2013/14 /15	Staff awareness of promotion criteria. 72% of departmental staff have already taken part in the first Institutional survey. The results have not yet been analysed but the department will consider the results when they become available and take appropriate action. Success will be measured by positive responses in the next survey.	The College has a robust promotions procedure and promotion criteria are formally specified and circulated to staff annually by the Head of Department. For Academic Staff promotion opportunities are discussed during the annual appraisals. All non-professorial staff submit their CVs for consideration to the departmental promotions board. The board makes recommendations for promotion to the College Promotions Committee, and gives support with the promotion application preparation. This process ensures that all staff are aware of the promotions criteria and opportunities. Professorial staff make their case for increased banding directly to the College Promotions Committee, again the criteria are circulated annually by the Head of Department and potential cases are discussed during the annual appraisal. The departmental staff survey conducted by the SAT was very positive in relation to promotions.	Maintain.

15.	Monitor RAs' follow-on positions indentifying any gender issues and offering advice to current RAs. RAs will be encouraged to enrol in the new Institutional series of female-only promotion workshops.	Director of Research , presented to RMC	Summer Term 2013 onwards	RAs report, in both surveys and exit interviews, an awareness of criteria for future possible academic appointment.	Fully implemented. However, numbers are too small to detect any trends.	2016 plan: Action 13
16.	Actively encourage all RAs to take College training courses.	Director of Research, RA line managers	Autumn Term 2013	Institutional statistics show high level of RA participation on training courses.	There are no institutional statistics; at Departmental level, RAs have been encouraged to take College training courses but with a low uptake.	2016 plan: Action 13
17.	Ensure PhD students are aware of the full range of training available to them.	DoG	Autumn Term 2013	Positive feedback from PGR students as measured in the Institutional biannual survey.	This is now monitored during reviews. Our PhD students tend to take up InSTIL. However, they do not show much interest beyond the normal training provided by the Department due to the pressures of pursuing their research projects. This needs to be addressed.	2016 plan: Action 14

| 18. | Implement the College guidance on good practice for probation advisers. Ensure that all probation advisers attend the Institutionally run training course. | HoD | Summer Term 2013 and onwards | Positive feedback from probationers as indicated in the Institutional biannual staff survey. Statistics demonstrate high attendance on probation adviser training courses. | We have had several probationers during the period. These are all given strong support from the College training schemes and from their individual department probation advisor. All probationers have attended the designated training courses, are performing strongly, and have performed well on their mid-probation assessments. Probation advisors have also attended training sessions. | Monitor the situation. |

| 19. | Review webpage content for gender positive images. Create a departmental photo/poster display, and corresponding webpage, featuring top national and international female CS biographies together with the achievements and follow-on placements of our own female students and researchers. Add an explicit statement on the Web homepage that all female students may ask to discuss any issue that concerns them with a senior female staff member, together with a statement saying explicitly that the department is committed to support female students and staff. | HoD, departmental webpage administrator, contributions on individual students from all staff. | Spring Term 2014 | Increased number of female images on web pages, ensuring 50% representation by Spring 2014. Departmental poster display featuring top female computer scientists both in academic and industrial contexts, and featuring careers for female former RHUL students and researchers. Corresponding material on the department webpages. In place by Spring/Summer 2014.

Explicit statements of support for female students and staff on the departmental webpages by Autumn 2013. | The departmental webpages have been reviewed and there is at least a 50% female representation in the images. There is a Women in Computer Science webpage with direct link from the front page of the website. The Athena Swan logo is prominently displayed on the website and in the award showcase in the departmental foyer. There is webpage that contains biographies of inspiring female computer scientists selected for the range and appeal of their contributions to the subject, and for their international success. There are also profiles of female staff and students associated with the Department. A statement of departmental support for female students and staff is on the front page of the website. The departmental handbook contains a statement that all students should feel free to contact the female deputy head of department if they would like to talk to a female staff member about any concerns. | 2016 plan: Action 16 |

20.	Finalise departmental maternity leave policy, utilising good practice identified at the Centre. Highlight this policy on the departmental webpage and draw attention to it in job advertisements. Add a statement of positive support for female staff and students to the website.	Departmental WiS representative and HoD	Summer Term 2013	Creation of policy documentation on staff website. Information on maternity policy highlighted on the departmental webpages. Explicit statement on the website by Autumn 2013 that the department is committed to supporting female students and staff.	A departmental written policy has not been formulated explicitly in addition to the College one; however, examples of good practice have been identified as reported in Section 5.5, which will be put into a written policy asap. In the light of the new departmental arrangement for job interviews, maternity leave is discussed individually with candidates as well as broader support in terms of childcare and schooling.	2016 plan: Action 15
21.	Complete workload model and ensure no gender bias	HoD	Summer 2013	Workloads are transparent and balanced and positive feedback obtained from the Institutional biannual survey.	The Department has adopted a transparent workload model, with criteria discussed and approved by the departmental board. The departmental staff survey conducted by the SAT indicates that our model is perceived to be fair and transparent.	Keep the workload model up to date.
22.	Put professional association details on staff website	WiS representative and webpage coordinator	Summer Term 2013	Association information on the website	British Computer Society affiliation and accreditation details are on the departmental website; accreditation by EQANIE (the European equivalent) has also been added.	Done.

23.	Ensure all staff undergo equal opportunities training	HoD, Appraisers	Spring Term 2014	Further improvement from the current 75% up-take in training	Refresher training took place in 2014/15 but it was poorly organised by the College. Several of our staff took the opportunity to complete it but we do not have fresh statistics. There is now an on-line module which all new staff will be required to complete.	2016 plan: Action 19
24.	Put photos and research profiles of PGRs and RAs on departmental website	Director of Research, departmental website manager	Summer Term 2013	Appropriate material on the website	RAs have the opportunity to put their profiles on the College research webpages. A major restructuring of our Web site has been delayed because the College has not yet decided on the new platform. Once this is complete we will dedicate a web page to RAs and PGRs.	2016 plan: Action 20

| 25. | Complete staff internal web pages and encourage their use as a discussion forum. Each year, through the departmental student/staff committee we will ask students to identify aspects of the department that they find helpful/useful and difficult/off-putting. The student reps will conduct the survey and report the results by gender. We will use this feedback to inform our presentation of the department to both current and potential students and staff. | HoD, departmental web page administrator | Autumn Term 2013 and annually | Web pages completed by Autumn 2013. Student/Staff committee annual survey carried out and discussed at the DB. Corresponding actions identified and implemented. | A Staff Wiki was deployed using a Moodle plug-in that the College decided to discontinue, a new solution is now being investigated. However, staff have not perceived it to be useful as a discussion forum; they prefer discussion at our regular committee meetings and annual away day; calls for topics are issued in advance. Feedback from the student-staff committees is being obtained but it has been difficult to persuade students to organise (yet another) survey; we prefer to conduct focused groups. | 2016 plan: Action 7 |

| 26. | Review gender related reports at the annual departmental review. The department will also use the results of the Institutional Athena SWAN survey of academic staff, PDRAs and PGR students to identify areas of concern and make recommendations for action. | DB | Summer Term 2014/15/16 | Gender awareness in all aspect of departmental activity. Actions approved by DB and biannual survey responses show corresponding improvement. | All departmental committees now address issues with awareness of potential gender bias. All staff are fully aware of the need to positively encourage female applications both to our degree programmes and staff positions. Staff take care to mention the Department's commitment in this area in discussions with applicants and, where appropriate, their parents. Our Athena Swan award is promoted in admissions presentations.

No Athena SWAN survey was organised at College level. The survey conducted by the SAT shows that there is no gender stereotyping and that gender balance is fair in interviews, online material, representation in committees and invited speakers. | Maintain the SAT survey. |
| 27. | The SAT members will review the implementation of the action plan and make recommendations to | SAT reporting to DB | Autumn Term 2014 | Actions have been implemented by the timescales specified. Fixed Departmental Board agenda item on gender issues, to be lead | All departmental committees now address issues with awareness of female-oriented issues, with a specific item on the Board's agenda. In spite of the increased staff engagement with the Athena | 2016 plan: Action 21 |

ensure timely progress. The SAT includes the heads of all the major departmental activities, and each head has specific gender-related monitoring and reporting responsibilities. The SAT will monitor the implementations of the above actions and identify further actions as necessary. It is easy for problems to be seen as an issue for the corresponding focus group, we are a small department and it is very important that all staff are fully engaged. So the primary on-going work will be carried out under the Departmental Board, which meets at least once each term and is attended by all staff. There will be a			by the SAT Leader, in place by Autumn 2013.	Swan Charter, the working of the SAT needs to be revised to ensure that monitoring and reporting activities are more streamlined.	

	fixed agenda item to report on progress with respect to the above action plan, to raise any issues identified by the SAT and to invite comments and suggestions from all staff.				