



**UNIVERSITY OF
BIRMINGHAM**

SCHOOL OF MECHANICAL ENGINEERING

Athena SWAN Assessment Team

Wednesday 3rd September 2014

13:00 pm

Room F25

A G E N D A

1. Apologies for Absence
2. Minutes of Last meeting
3. Research and Academic Staff
 - 3.1 Recruitment (see attached document for discussion)
 - 3.2 Progress Development Review and Promotions (see attached document for discussion)
 - 3.3 Work Load (see attached document for discussion)
 - 3.4 Membership to School Committees (see attached document for discussion)
4. Student
 - 4.1 Recruitment (see attached document for discussion)
5. Subcommittees – arrange meeting
6. Submission of application
7. Any other Business
8. Date of Next Meeting

Minutes of The meeting Held on the 3rd of September

1. Apologies for Absence

Prof. Duc Pham
Ms Judith Sutcliff
Ms Jenny Freij
Ms A. Mahmoud
Dr. S. L. Soo

2. Minutes of Last meeting

Minutes of the last meeting were approved.

3. Research and Academic Staff

a. Recruitment (see attached document for discussion)

The document on staff recruitment process was discussed by the committee and the proposed actions for improving staff recruitment were supported. Additional actions were also suggested including 1- Ms Sheila suggested that action number 3 could be monitored through the three years of the action plan and assessment of its impact on female staff recruitment could be included in further applications. 2- When advertising for jobs, include a statement that the school supports flexible working arrangements and will accept applications for full time as well as part time.

b. Progress Development Review and Promotions (see attached document for discussion)

The committee agreed that the document distributed gives a good description of the PDR and Promotions process used in the school. Two modifications were suggested: 1- add in line 5 of the paragraph titled Appraisal and Progress Development Review the words "to suit personal professional development", 2- that postdoc candidates go through PDR.

c. Work Load (see attached document for discussion)

The committee agreed that the document distributed gives a good description of the process used in the school. Prof. Pham (via email) suggested some changes to the language used in the second paragraph. Replace "The School is progressing towards establishing a model of the staff workload which will become transparent to staff and serve as a guide." with "The School is refining a staff workload model which will made transparent to staff and serve as a guide in the allocation of duties."

d. Membership to School Committees (see attached document for discussion).

The committee suggested that the issue of including a woman in the promotion committee should be discussed with the head of school. **(Action: R. AL-Dadah)**

4. Student

a. Recruitment (see attached document for discussion)

The table of student recruitment showed that the number of female students on postgraduate taught and postgraduate research for 2013/14 is similar to that of 2012/13. However, the number of undergraduate admission is decreasing from the 14% in 2010/11 to 11% in 2011/12 10.5% in 2012/13 to 9.5% in 2013/14.

Ms S Green stated that the number of female students admitted for the next academic year 2014/15 will also be lower as the School/University increased the required grades for those to be accepted and not to accept candidates with 3 B grades. Thus only 6 out of the 14 female applicants will join the school in 2014/15.

Therefore effort should be made to find means of attracting female applicants with the required grades. Ms. Lefort suggested outreaching the teachers in female schools as they have significant influence on their pupil's choice of subject when applying for University. Miss Bejai also suggested visits to female only schools both locally and nationally to explain to these schools what is Mechanical Engineering and the career that our female graduates have achieved.

Action: Dr. R. AL-Dadah to meet with Dr. Rustam who has responsibility for the school outreach.

5. Subcommittees – arrange meeting

Due to time constraint, this issue was not discussed.

Action: Dr. R. AL-Dadah to email the team with regard to arranging meetings for the subcommittees of the Athena SWAN assessment team.

6. Submission of application

Action: Dr. R. AL-Dadah to email the head of school to confirm the intention to submit the application in November.

7. Any other Business

No other business was discussed.

8. Date of Next Meeting

Next meeting will be on the 15th of October 13-14pm in Room F25.

Recruitment of staff

Document submitted to meeting on 3rd of September

Recruitment of staff – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies

The School of Mechanical Engineering comply with the university's equal opportunity policies during all stages of recruitment. All adverts remind applicants that the University of Birmingham is an Equal Opportunities Employer and the Schools are guided by central University Human resources team. Staff who review applications are informed of the relevant job description and of the need to take into account the quality of the candidates, consider any differing career path and if possible to include at least one female and one male applicant on the short-list. However, all shortlisted candidates should be of the required high quality and the inclusion of at least one female applicant should be ensured through raising awareness of alternative career paths and work patterns as well as actions taken to outreach female applicants through more comprehensive advertisement. Furthermore, all staff involved in the recruitment process are required to attend training workshop on recruitment and selection and are advised to attend other relevant workshops like unconscious bias.

We recognise that we need to do more within the School to attract more female applicants to posts at all levels from researcher to professor, and we will specifically address this issue in the action plan **(section 4) including:**

- 1- All adverts for new positions will include the Athena SWAN logo and highlight the school commitment to the Athena SWAN Charter and will include statements about flexible working hours **(Action plan sections 4.2)**. Also, the job description will give good insight into the school policies regarding equality, diversity and gender balance (Action plan ???).
- 2- We will review where we advertise and identify routes to target more female applicants, such as women in engineering network, industrial partners and the aurora leadership foundation **(action plan section ??)**.
- 3- We will seek wherever possible to include at least one female staff on the shortlisting and interviewing panels to promote gender balance. However, as the current number of female staff is low, care will be taken not to overload them with extra administration duties **(action ???)**.
- 4- Encourage excellent undergraduate and postgraduate taught female students in the school to undertake postgraduate research degrees **(Action plan section 3.5)** and encourage existing postgraduate research female students to apply for post doctorate research /academic positions **(Action plan section 4.3)** through effective mentoring and offering adequate training and career development courses **(Action plan sections 3.5 and 4.1)**.
- 5- Utilise wherever possible the short trial period which will allow candidates (male and female) opportunity to demonstrate their capabilities (Action plan ???).

Progress Development Review and Promotions

Document submitted to meeting on 3rd of September

- (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

Appraisal and Career Development Process

The School implements the Performance Development Review (PDR) scheme operated by the University. All members of staff meet the head of school twice a year to discuss their progress with one meeting documented formally using the PDR form. In these meetings, staff achievements in research, teaching and administration are discussed and targets for future works are set to suit personal development. Also, in the PDR review, issues related to professional development, work load and promotion are discussed in terms of what training courses are required and whether the staff is ready for promotion or not. The PDR review emphasises the quality of staff achievement rather than the quantity i.e. one paper in a highly ranked journal is better than many in low ranked journals. The school is currently developing a transparent work load model that allocates time between research, teaching, administration, pastoral and outreach work (see section ???). Where specific development opportunities arise like industrial secondment, these are dealt with in a flexible approach outside the work model. In terms of equality and diversity, the female members of staff have access to senior female academic mentors outside the school and there is flexibility in the scheduling of meetings and teaching hours to accommodate caring responsibilities.

Promotions

Reminder emails are sent out in advance of promotion deadlines which include Links to the relevant webpages. The process involves submitting an application which clearly states how the candidate meets the promotion criteria. Also a CV giving information on research publications, research funding, teaching (both locally and promotion of learning in the wider community including outreach and professional development) and administration activities must be submitted. As mentioned above, the readiness of a member of staff to apply for promotion is discussed with a senior member of staff during the PDR review and appropriate advice is given regarding both the process and issues specific to the applicant.

When a member of staff decides to apply for a promotion, they have to follow the University **promotion criteria and guidelines** are clearly set out on the University website. The guidelines state: “The University will ensure that staff are not treated less favorably in the promotions process because of the following individual circumstances:

- Absence on maternity, paternity, parental or adoption leave,
- Disability-related, ill health and injury reasons,
- Part-time or other flexible working arrangements,
- Caring commitments.

The University will take into account effects resulting from the above on a staff member's ability to demonstrate sustained performance against contractual requirements, but will still expect the staff member to demonstrate the achievement of the normal quality criteria. Thus, while no dilution of the required quality of inputs and outputs would be accepted, the quantity of inputs and outputs (subject to any appropriate threshold) would be considered in the following contexts, for example:

- A female member of staff who has taken maternity leave may have a 'gap' in input and/or output. In these circumstances a reduction in quantity would be accepted.
- Where a member of staff works part-time, the quantity of their input and output would be considered in relation to their reduced working hours."

Workload Model

Document submitted to meeting on 3rd of September

- (i) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

The work load of academic staff includes teaching, administration and research. The teaching load is allocated based on staff abilities and interest and the amount of effort accredited to staff for teaching takes into account the number of students and the module number of credits. Administration duties are also allocated based on who would best fit in what role and this is discussed in the PDR meetings. The administration duties include managing admission of undergraduate, postgraduate taught and postgraduate research students, outreach activities for both undergraduate and postgraduate including open and interview days, pastoral roles such as mentoring, personal tutoring, mitigation and welfare and plagiarism. The time allocated for research activities is determined by the number of researchers and the amount of grant funding achieved.

The School is refining a staff workload model which will become transparent to staff and serve as a guide in the allocation of duties. Also, the head of School meets with staff twice a year on a one to one basis to discuss issues related to achievement, loading and professional development. In these meetings, staff requests for changes in their teaching / administration duties are discussed and are typically accommodated. One of these meetings is formally recorded as Staff PDR.

Staff Representation on Committees

Document submitted to meeting on 3rd September

- (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The key committees in the School are:

School Management Committee: discusses the school ??????.

School Promotions Committee: discusses and approves applications for promotions. Members of this committee are the head of School, deputy head of School and director of education and directors of research centres. Currently there is no direct female involvement.

Industrial Advisory Committee: discusses major strategies/direction of the School. Members of this committee include five representatives from industrial collaborators, head of School, director of education, year directors, industrial liaison tutor, director of quality assurance and enhancement and the deputy director of education. Two females are members of this committee, year 2 director and the deputy director of education.

School Education Committee: discusses and approves new/changes to degree programs and modules for undergraduate and postgraduate studies. Recommend and approve changes to procedures of teaching, learning and support. This committee is chaired by the director of education. Members include the directors of the academic years, director of postgraduate taught programmes, director of quality assurance and enhancement, senior tutor, welfare tutor and deputy director of education, undergraduate admission tutor and invited representative from Schools of metallurgy and materials. Currently three females are members of this committee, year 2 director, deputy director of education and undergraduate administrator.

Postgraduate Research Committee: discusses issues related to postgraduate research programmes and approves the allocation of the School postgraduate research scholarships. Members of this committee include the head of School, directors of the research centres, the REF director, postgraduate admission tutor and postgraduate research administrator. Two females (the postgraduate admission tutor and the postgraduate admission administrator) are members of this committee.

School Staff Committee: discusses all issues related to the running of the School. All staff are members of this committee.

Staff Student Liaison Committee (PGT/UG): This committee is co-chaired by the deputy director of education and one student representative. Staff representation consists of all academic staff, though usually this is the key relevant post holders (academic year directors, director of quality assurance and enhancement, senior tutor, welfare tutor...). Three female staff are members of this committee, year 2 director, deputy director of education and undergraduate administrator. In 2012/13 26.6% of the student representatives on this

committee were female. For 2013/14, the female student representation increased to 30% and one of the female students was elected to co-chair this committee.

Staff Student Liaison Committee (PGR): This committee discuss issue related to postgraduate research programmes. It is chaired by the postgraduate admission tutor with the administrator of postgraduate research as secretary. Four PGR representatives are also included. Two female staff and one female student are members of this committee.

School Postgraduate Research Students Progress Committee: This committee discusses the progress of postgraduate researchers and is chaired by the postgraduate admission tutor. Staff members include the head of School and director of quality assurance and enhancement and the postgraduate research administrator. Two female staff are represented in this committee as the postgraduate admission tutor and the postgraduate admission administrator.

Membership to the above described committee is based on the administrative roles of the academic staff and it is clear that female staff and students are represented in most committees. As the number of female staff is low, it is predicted that having the one female staff in every committee in the School will overload her. Therefore, the School have already made significant effort to appoint a female academic staff who started in October 2013. Gradually, the new female staff will contribute to female representation on the various School committees. Furthermore, the School will continue to make effort to increase the number of females at various levels through implementing **action plan sections 2.4, 3.5,6 and 7.**

Student Recruitment data

Document Submitted to Meeting on 3rd September 2014

2010/2011

Student group	Female	Male	total
Undergraduate	22 (14%)	133(86%)	155
Postgraduate taught	4 (23.5%)	13 (76.5%)	57

2011/2012

Student group	Female	Male	total
Undergraduate	12 (11%)	96(89%)	108
Postgraduate taught	1 (7.1%)	13 (92.9%)	14
Postgraduate research	2 (7.7%)	24 (92.3%)	26

2012/2013

Student group	Female	Male	total
Undergraduate	11 (10.5%)	95(89.5%)	106
Postgraduate taught	10 (28.6%)	25 (71.4%)	35
Postgraduate research	4 (16.66%)	20 (83.34%)	24

2013/2014

Student group	Female	Male	total
Undergraduate	10 (9.5%)	95 (90.5%)	105
Postgraduate taught	16 (28%)	41 (72%)	57
Postgraduate research	5 (16.66%)	25 (83.34%)	30