Athena Swan renewal application form for departments

Applicant Information

Name of institution	University of Bath
Name of department	Architecture and Civil Engineering
Date of current application	November 2024
Level of previous award	Silver
Date of previous award	Nov 2018
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Section	Words used
An overview of the research institute and its approach to gender equality	2498
An evaluation of the research institute's progress and issues	3491
Future action plan*	
Appendix 1: Staff Cuture Survey*	
Appendix 2: Data tables*	
Appendix 3: PDRA Proforma	
Appendix 4: Glossary*	
Appendix 5: AS outcome 2018 and response*	
Appendix 6: Wellbeing Group Action Plan	
Overall word count	5989

*These sections and appendices should not contain any commentary contributing to the overall word limit.

Overall word limit: 5500 words + 500 (COVID-19 allowance), 6000 words.

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Section 1: An overview of the department and its approach to gender equality

1.1 Letter of endorsement from the head of the department

Bath, BA2 7AY

27/11/24

Endorsement of Application for Athena SWAN Silver Department Award Renewal

As Head of Architecture & Civil Engineering, it is with great enthusiasm that I write to support our application and confirm that we fully endorse our Athena SWAN Silver Award renewal application. I was proud to move into the role as Head of Department when we had already secured our Silver Award, and since then we have implemented many of the plans from our previous application, with the outcomes detailed in the rest of the application. Amongst the highlights are moving from zero to three female Professors in the Department and having 50% of the Departmental Executive Committee as female members of staff. In spite of these advances, we do acknowledge we have more work to do. This work is described in the application and some of it will take time, but we need to keep the momentum we have achieved. The Athena SWAN process supports our ambition to achieve a fully inclusive environment for work and study that embraces an intersectional approach to equality and diversity and renewing our Silver Award would be reward for the hard work of everyone in the Department, and in particular our DSAT Chair and Members who have played a crucial role in coordinating the application. During the next period I would like the Department to develop a pathway to achieve a Gold award and will allocate the time and financial resources needed for this. Finally, I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department. We are very grateful for the understanding and support received internally (University) and from the Athena Sawn Charter.

Professor Andrew Heath
Head of Department of Architecture and Civil Engineering

1.2 Description of the Department

The Department of Architecture and Civil Engineering (ACE) is internationally renowned and is consistently ranked near the top of the UK league tables for both Architecture and Civil Engineering, enabling us to attract high quality staff and students. Our teaching reputation is based on the philosophy that if architects and civil engineers are to work together, they will strongly benefit from being educated together. The Department is across two buildings, 4East South and 6East, both on campus in close vicinity to each other, housing our research, teaching laboratories and reception, and offices for all departmental staff and research students.

We have achieved excellent results in the National Student Survey in both Architecture and Civil Engineering over a number of years, and the University currently has a triple Gold award in the UK-wide Teaching Excellence Framework, and more than 90% of Bath research submitted was ranked as 'world leading' or 'internationally excellent' in the most recent UK wide Research Excellence Framework.

The Department is one of four within the Faculty of Engineering and Design. In 2023, a couple of changes were implemented to improve staff development, career progression, and sense of belonging

- Introduction of Subject Cluster Groups (SCG);
- Wellbeing group (WBG).
- Department mentor scheme

The SCG was created through an open consultation with all staff members. The new structure comprises seven (teaching) subject cluster groups, each with a cluster lead responsible for the line management of academic staff and their workload (**Figure 1**). Subject Cluster Leads are appointed for a 3-year term via an advertisement and recruitment process. The head of department (HoD) and deputy head of department (DHOD) maintain overall responsibility, which is supported by the SCG leadership roles and the Department Executive Committee members (**Figure 2**). The Department performs research on a wide range of topics, coordinated within Faculty-based Research Centres (**Figure 1**). The Department has 83 academic members, teaching, and research staff (27% female) and a unique model whereby, in particular for our Architecture accredited course, students engage with approximately 300 different organisations and tutors, of which 30% are females. This exposes students to various skilled practitioners and supports our commitment to promoting a diverse workforce within the professions, supported by a diverse pool of role models. The Wellbeing group was created after the results of the departmental staff culture survey and the departmental related results from the University (staff) wellbeing survey (2023). The Wellbeing Group (WBG) is committed to improving staff wellbeing (physical and mental) and a sense of belonging to the department. This group, led by the DHoD designed a Wellbeing action plan (**Appendix 6**). The WBG make concerted efforts to bring our community together in different ways, including events like guided walks, wellbeing-week, Winter Dept Celebration, Department research seminars, pot-luck international lunches, regular coffee mornings and away days focussing on the Department objectives.

Table 1 – Staff Gender Profile 2022/23.

Position in the Department	Female	Male	Non-binary	Total	% Female
Academic staff (Research and Teaching)	12	31	0	43	28%
Academic (Teaching)	8	20	0	28	29%
Research staff	2	9	0	11	18%
Total Academic staff	22	61	0	93	27%
Administrative staff*	3	0	0	3	100%
Technical staff*	1	5	0	6	20%
Total PTO staff*	4	5	0	9	80%
Postgraduate Research students	43	64	0	107	40%
Postgraduate Taught students	137	143	1	282	48%
Undergraduate students	478	486	0	966	50%

Note that PTO staff are now Faculty based so these numbers are indicative of those working with colleagues in the Department on a regular basis.
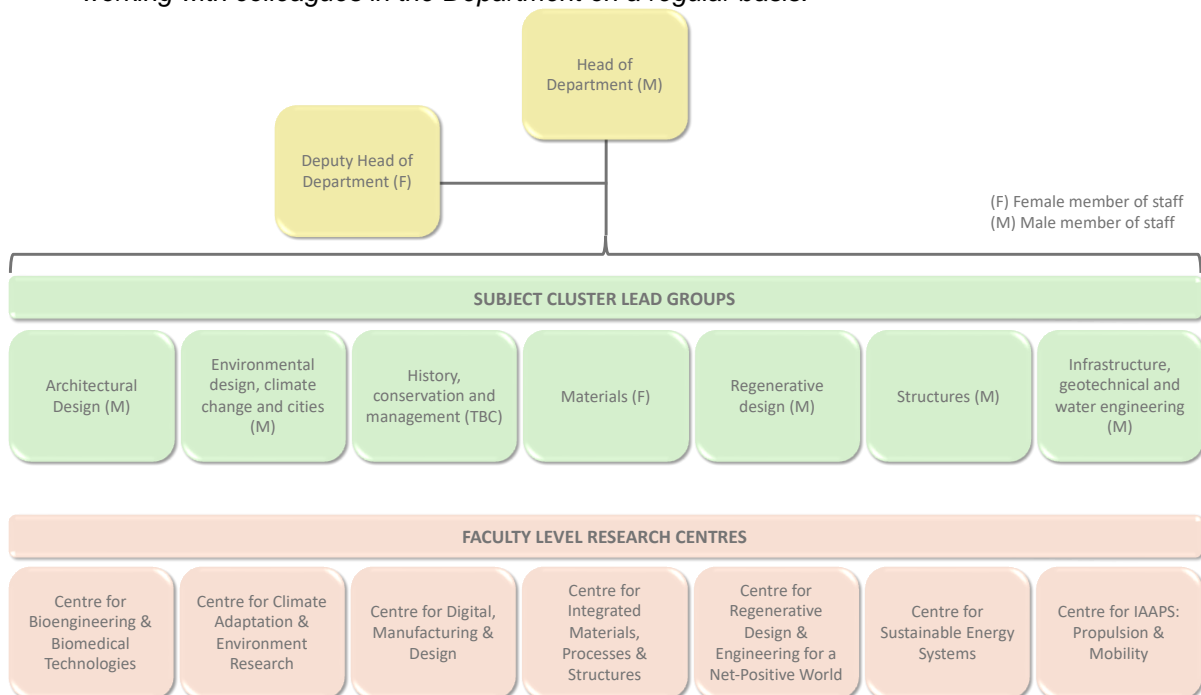
Figure 1: Organisation structure of the Department of Architecture and Civil Engineering. The subject cluster group is green, and the Faculty of Engineering and Design research centres are yellow.
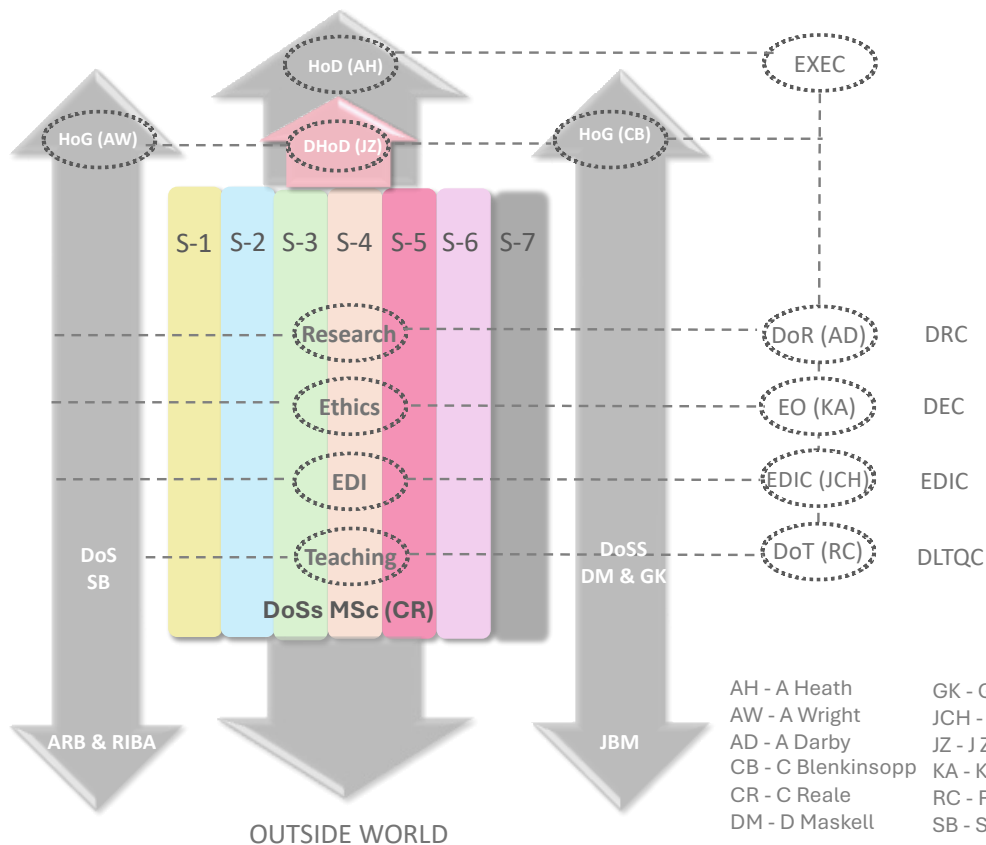
Figure 2: New departmental Subject Cluster Group and existing structure and committees.

An important issue for the department is the low (but growing) proportion of female staff. The Department has seen, since 2020, positive changes, including women being recruited and promoted to more senior positions (Grade 8, 9 and Professor-level) (**Figure 3**). This demonstrates our commitment to having a gender-balanced department and nurturing the future generation of professionals (current students) with gender-diverse role models. Our aim is to encourage more women into Architecture and Civil Engineering and support them at all stages of their career aspirations and trajectory, which is a key driver for our Athena Swan work. The current University process in **Figure 4** shows the current process involved in academic promotion pathways. However, we recognise that the gender imbalance in the Department mirrors the situation across similar departments elsewhere. Our priorities over the next five years are focused on increasing the rate of impact of our Athena Swan (AS) actions to address gender imbalance whilst recognising the broader constraints that the subject area is facing.
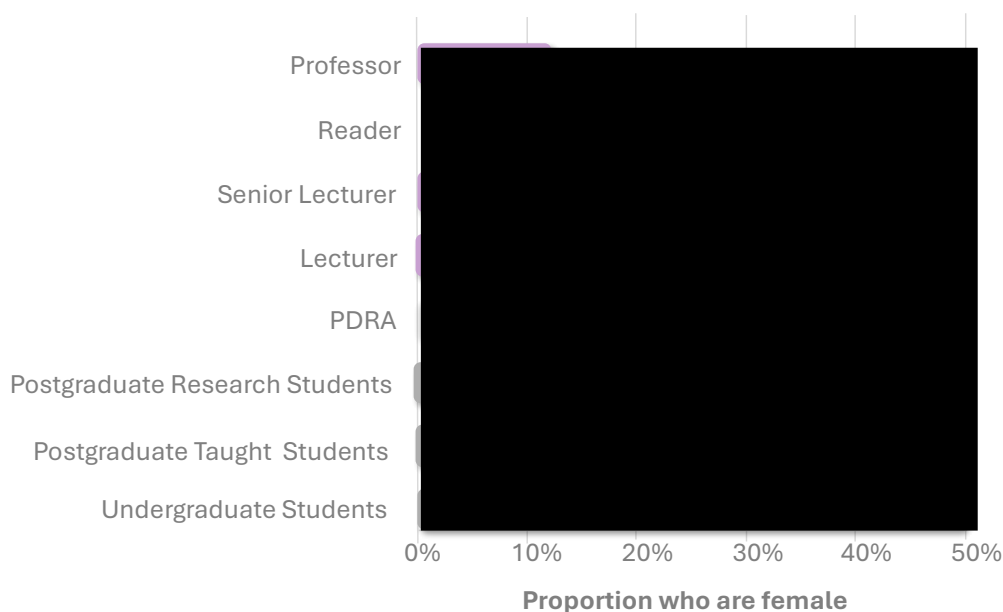
Figure 3: Pipeline of female representation for academic and research staff, and students: total numbers and proportion of staff/students who are female in the department, 2022/23.
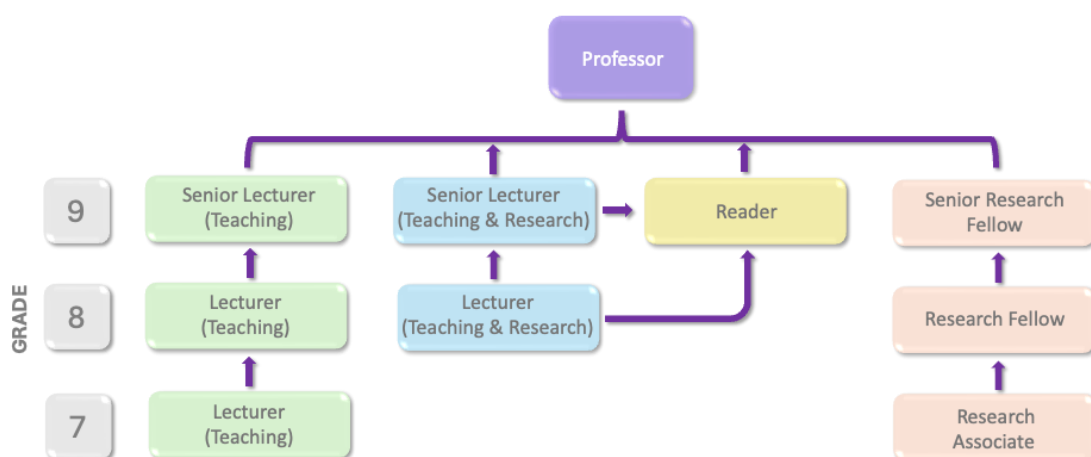
Figure 4: University grade structure and progression route for teaching and research staff.

3.1 Athena Swan self-assessment process

3.1.1 The Team Involved and its Structure

Since the Athena SWAN submission in 2018, the Department has separated the EDI committee from the DSAT. The EDI Chair is responsible for coordinating and leading the DSAT, as for the other members, all positions were open to staff members through an expression of interest (**Table 2).** The DSAT was organised based on the AS-2018 actions (UG Students, PGR/PGT students and Staff). The AS-2018 actions progress was quarterly reported to the EDI committee. The EDI and DSAT have a balanced membership of females and males, ethnic minority and LGBTQ+ representation, and different career stages, roles, and profiles representing the diverse membership of the department. The EDI membership is reviewed annually, and open calls for new members are issued as and when appropriate, the term of service is 3 years, as stated in the EDI Terms of Reference. In our new action plan,

we commit to creating separate DSAT Terms of Reference that fit the proposed structure. **Figures 5 and 6** illustrate the EDI reporting structure, department self-assessment process, respectively.

The EDI Chair is selected through a formal recruitment process. Student representation is voluntary, and the EDI Chair also sits in both Staff-Student Liaison Committee (SSLCs) for Architecture and Civil Engineering courses to ensure students' voices are heard and actioned when appropriate.

Table 2. EDI Committee and DSAT memberships.

Name	Photo	Roles
		EDI Member Early career - Lecturer in Civil Engineering
		EDI Member Lecturer in Architecture Senior Academic Adviser
		EDI Member Director of Studies Architecture Senior Lecturer in Architecture
		EDI Chair **DSAT Chair** RENEW Centre Co-Director Architecture Exchange Programme Coordinator Lecturer in Architecture
		EDI Member Faculty Director of PGT Programmes, UG and PGT Director of Teaching Senior Lecturer Architecture
		EDI Member UG Student Representative
		Senior lecturer in Architecture (A) **DSAT Member (UG A focus)**
		EDI Member Associate Dean (Education) for Faculty of E&D Professor in Architecture
		EDI Member Professor of Geomaterials
		Lecturer in Civil Engineering Research Staff Coordinator **DSAT Member (Staff focus)**
		EDI Member Director of Studies for Civil Engineering (CE) Lecturer in Civil Engineering **DSAT Member (UG CE focus)**
		EDI Member

		Post Doctoral Researcher (PDRA) **DSAT Member (PGT/PGR focus)**
		EDI Member Engineering Senior Lecturer in Civil Engineering
		EDI Member Faculty of Engineering and Design **DSAT Member (PGT/PGR focus)**
		EDI Member Technical Specialists (CAD CAM)
		EDI Member PhD Student Representative
		EDI Member Senior Lecturer in Architecture
		EDI Member Wellbeing Group Lead Professor in Civil Engineering University EDI Committee member
		EDI Member University Equality and Diversity Officer

EDI and DSAT activities are included in the individual workloads for permanent members of staff. Student representatives and PDRAs, however currently do not have workload models and, therefore, contribute on a voluntary basis. EDI attendance ranges from 70 to 80%, which is very good, and members are engaged, and actively contributing to the EDI goals. The EDI formally reports to the Departmental Executive and the Faculty EDI (quarterly basis) (**Figure 5**).
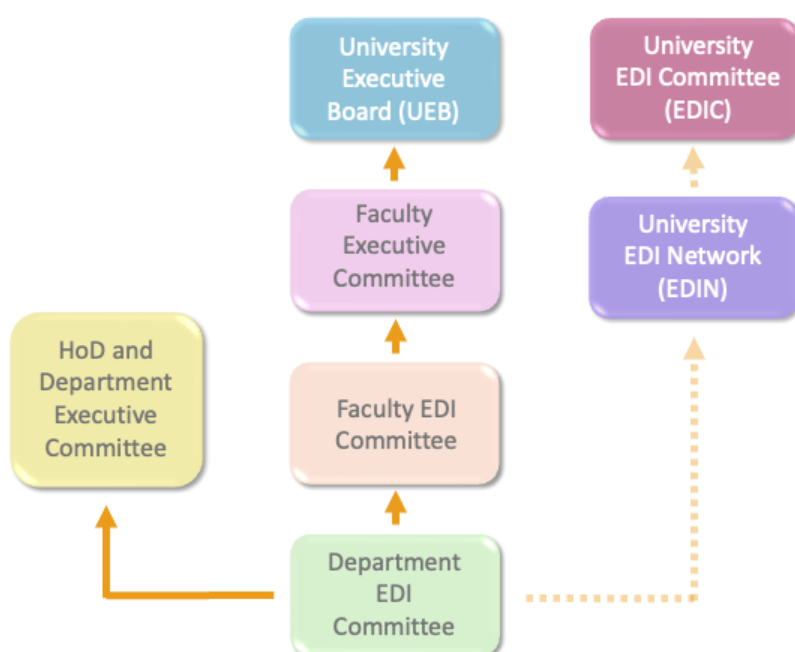
Figure 5: Department EDI reporting structure.

3.2 The Self-Assessment Process

The DSAT undertook the self-assessment process. DSAT met on a quarterly basis; however, in the year preceding the submission, the DSAT met twice a month to enable the integration of analysis. The updates to the EDI committee happened regularly on a quarterly basis. Since the change in EDI/DSAT Chair (2022), the quarterly meetings were increased from 60 to 90 minutes. This was to accommodate both EDI and DSAT demands. Besides the regular reporting meetings to EDI, the DSAT organised various activities within the team (DSAT) and across the whole department, including a New Departmental Athena Swan Workshop and a PGR culture survey. Besides the DSAT's own activities, the self-assessment process benefited from closely interacting with the Wellbeing Group (WBG), which developed a Wellbeing action plan after the two staff culture surveys observed in 2022 and 2023 (**Figure 6**).
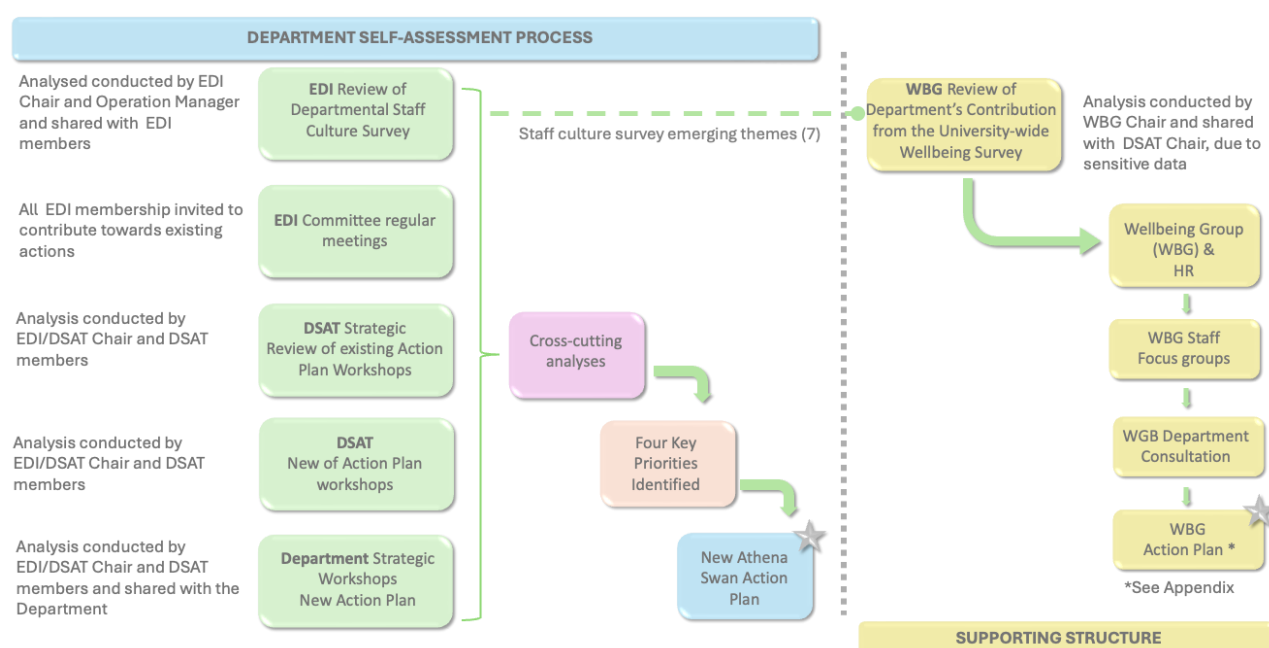
Figure 6: Department self-assessment process and Wellbeing Group (WBG), supporting structure.

a. STAFF CULTURE SURVEY

Seven themes emerged from the staff culture survey (**Appendix 1**) in 2022 (**Figure 7**), and they were: clarity of communication coming from the leadership, gender balance in leadership positions, fairness in the workload allocation, work-life balance, departmental management of bullying and harassment, transparency and fairness of appointments/promotion/progression, and staff health and or wellbeing, alongside the roles of EDI and DSAT in addressing those issues. The Wellbeing Group was created in recognition that after COVID-19, the sense of belonging to the department needed to be looked after and a swifter course of action taken.

Figure 7: Staff culture survey emerging themes (7) and structure for action and support.

Table 3. Department Staff Culture Survey 2022 responses breakdown.

	Academic Staff	Early career Academic (including part time)	Professional Service Staff	Technical Service Staff
Number of responses	▮	▮	▮	▮
% Female	▰▰	▰▰	▰▰	▰▰
% Male	▰▰	▰▰	▮	▰▰
% PNTS	▰	▮	▮	▮

The response rate was 67.5% across the Department, and female representation was present across all job categories. Considering 'COVID-19 survey fatigue,' the response rate was good, enabling us to understand the staff's sentiments on various issues. The comments open function also captured these issues and, giving a more in-depth understanding of staff sentiments around culture, sense of belonging, and how matters of COVID-19 were dealt with.

B. MEETINGS & WORKSHOPS

The initial review of the action plan was carried out during the regular EDI meetings. It was then decided that the newly formed DSAT would meet separately to work on the actions and report back to the EDI committee. This was in recognition that more time was required among the DSAT members to work on the actions.
Alongside DSAT's regular quarterly meetings for the first three years and monthly meetings during the year preceding this submission, five workshops were carried out. The **first and second** workshops focused on the analysis of the data and a review of the existing actions. The DSAT was then organised around the existing action plan's overarching topics (staff, students, research [research staff only

/Postgraduate research]) and actions divided accordingly. Once the data set had been corrected/ clarified, a final analysis took place. The **third** was carried out with Postdoctoral research staff (PDRA); although the data showed the Department was doing well, incidental data showed otherwise. Hence, the need for the workshop, which, in turn, led to a dedicated action in the new AS action plan (**D-4**). The **fourth** workshop was dedicated to the data set and staff culture survey data iteration leading to the identification of the four priorities for the Silver Renewal Action Plan. The DSAT analysis showed that the issues faced by the department were of a cross-cutting nature to the existing topic structure (staff, students, and research). Therefore, four cross-cutting themes emerged. The DSAT also concluded that a new DSAT structure should be put forward to keep momentum, and a designated custodial structure (**Figure 7**) supporting the new themes was put forward. The **fifth** workshop was open to all staff members to allow the department to voice their opinions. **Figure 8** summarises the AS silver renewal roadmap.
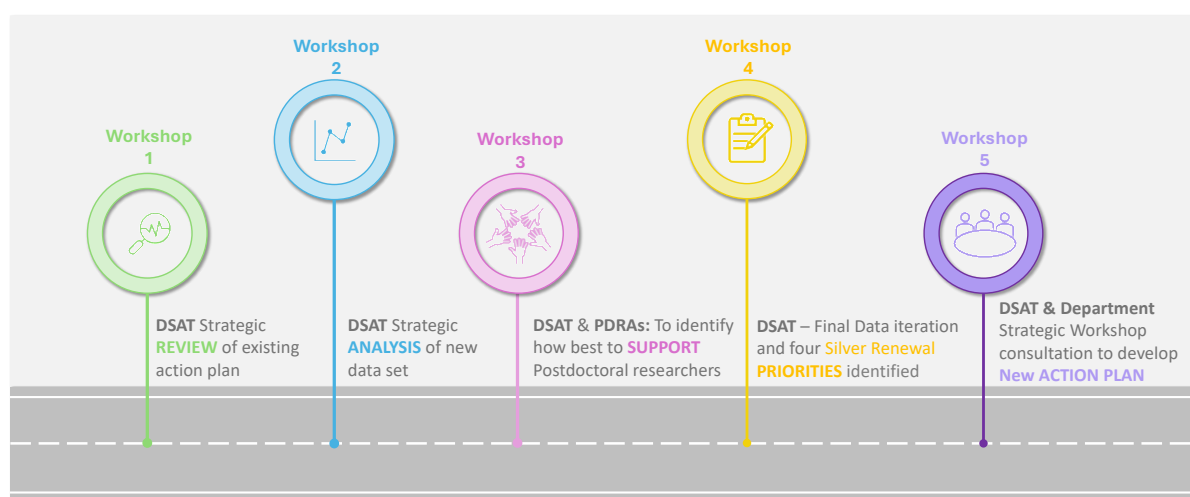
Figure 8: Silver renewal action plan roadmap.

The DSAT faced a few challenges along the way, such as personnel changes and problems with different data sources, causing delays in the analysis, which led to a request to extend the deadline for this submission from September 2024 to November 2024. The extension enabled us to provide thorough data analysis and, therefore, a detailed review of the previous action plan and a more evidence-based self-assessment of the key issues and future actions for this submission. We are very grateful for the understanding and support received internally (University) and from the Athena Sawn Charter.

1.3 Future Gender Equality supporting structure

It became very clear to the current DSAT that a different organisational structure would benefit the curation of the data, the agility of processing achievements, and amending actions when needed. Therefore, a DSAT structure that enables smooth succession planning is a key success factor for this Silver Renewal application and will be a strong supporting foundation for our ambition to achieve gold in five years' time (**D-1**). Therefore, it is imperative that action plan evaluation is periodic, and a

succession plan is in place to facilitate smooth transitions as DSAT membership updates (**Figure 9**).

Formal annual self-evaluations are planned to allow progress appraisal and reflection, and the action plan will be amended if necessary. The new DSAT structure will operate as a programme of change involving planning, implementation, and monitoring.

The Athena Sawn will remain a regular item in the EDI committee agenda and Department and Department Executive Committee meetings.
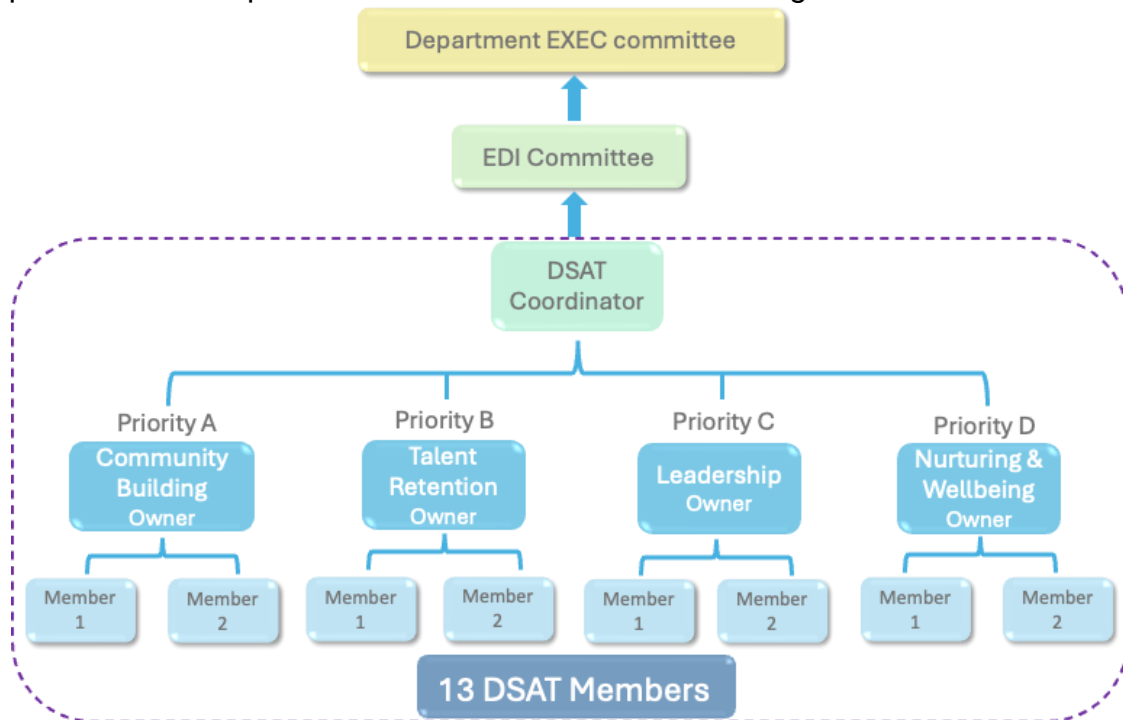
Figure 9: New Department DSAT structure with priority owners and their members. The DSAT coordinator is an integral part of the Department EDI committee.

3.4 Consideration of Panel Feedback

We made efforts to incorporate the panel's feedback (**Appendix 5**) from our 2018 application. Although the feedback was very positive, there were areas for improvement, and the panel highlighted the importance of maintaining a focus on gender equality so that actions are identified and addressed in the context of the Department. In summary, we recognise the value of the insights provided and have taken steps to enhance our approach moving forward.

Overall, we have improved the number of UG female students from 46% to 50%. The representation of UG females in Civil Engineering has increased from 33% in 2018 to 36% in 2024. This higher percentage of female students in Civil Engineering reflects the Department's commitment to gender equality, especially considering that the average for UG females in Civil Engineering in the UK Higher Education sector is only 21.8%.

Additionally, we have maintained an increase in female lecturer staff levels from 40% to 42%. Similarly, female academic staff has grown from 26% to 27%. Notably, our female staff has made significant progress, with the number of female professors rising from 0% to 13%.

We followed the recommendation to disaggregate the Staff Culture Survey data, which allowed us to gain better insights into the sentiments of female staff across the Department. This information was instrumental in informing us of our new action plan.

Section 2: An evaluation of the department's progress and issues

2.1 Evaluating progress against the previous action plan

The previous action plan included 19 overarching objectives (actions), along with several subactions. To demonstrate the status of our progress, we have used the RAG, system where 'R' stands for red - action not completed; 'A' stands for amber – when partial progress was achieved, and action is still ongoing; and where 'G' stands for green for when good progress was made, and action has been completed.

Table 4: Athena Sawn Action Plan 2018 – Update Silver Action Plan.

	ATHENA SWAN ACTION PLAN 2018 updated Silver Plan				
Action #	Objective and Rationale	Specific Actions	Outcomes, implementation and achievements	Changes to original plan	RAG rating
1	**Increase staff awareness, participation in, and support for the Athena SWAN charter.** We need to engage more with staff and increase understanding of the benefits for all staff, regardless of gender or ethnicity.	**1a**. Showcase achievements and real-life stories of women and men in order to promote their positive influence Staff achievements have been promoted through the department newsletter and through the university outlets. **1b**. Embed Athena SWAN as a standard item on all statutory Department committees.	**COMPLETED** • Examples being, the success of ACE female students, e.g. Women in Construction awards. Communication via ACE news outlets. • Staff newsletter (see appendix) • University news outlet • ED&I is now a standard item on agendas, and some include an additional specific one on Athena SWAN	No change necessary to complete and align with original goals for this Action.	**GOOD PROGRESS**
2	**Maintain the current level of female Architecture students and increase the number**	**2a**. Review and refresh applicant and admission processes and promotional course material to maintain the current level of female	**COMPLETED** • Data collected and analysed. Reviewing/changing promotional material to promote not just gender but Ethnic diversity too.	Monitor and adapt applicant and admission processes and promotional course material to maintain the current level	**GOOD PROGRESS**

of female students on undergraduate Civil Engineering programmes.	Architecture students. **2b**. Review and refresh applicant and admission processes and promotional course material to increase the number of female applications and acceptances for Civil Engineering programmes. Carry out investigative work and reporting with proposals.	• Evidenced by consistent high numbers of female Architecture students (always above 50%). Typically, higher percentage of female students accepted vs offers in Architecture. • Women's applications and acceptance rate of offers for Civil Engineering is the same as that for men.	of female Architecture students.	
	2c. Measure effects and review effectiveness.	**ONGOING** • Data collected and analysed. However, Civil Engineering and Architecture student data considered independently.	We have measured and analysed the data. However, the success criteria as part of the previous application of "Number of Females on Architecture UG programmes reviewed on an annual basis and appropriate measures taken to maintain female UG numbers in Architecture and increase to the same level as men in Civil Engineering. From data Female % maintained in Architecture. " doesn't need to relate female UG	**PARTIAL PROGRESS**

				architecture to male intake in Civil Engineering. This is not a smart goal, therefore, to make a clearer goal a suggestion is to monitor both groups. This would have more value as a data set.	
		2d. Ensure Department course information and open/applicant-days highlight female role models, the societal impact of Architecture & Civil Engineering (shown to increase female applicants), and the networking opportunities for women in engineering at the University of Bath.	**COMPLETED** • Monitoring demonstrates that Departmental course information and open day/applicant visit talks include information on female role models, the societal impact of Architecture & Civil Engineering and networking opportunities for women. Architecture Update June 24: ON AVDs in 2023/24 1st year females and a 3rd year male. The two on-line Applicant Visit Days included 4 or 5 1st years, one of which was male, along with a male 3rd year and female 4th year. 11/11/21, Civil Engineering: The Department ensures a good balance of male/female student ambassadors and representation in any images in presentations. Civil Engineering: May 24: The student ambassadors are	We have now gone above and beyond of this original goal.	**GOOD PROGRESS**

			about 50/50 gender balanced. The staff involved do lean male. The last two years of Alumni talks at open day have been Female.		
3	**As part of Curriculum Transformation process, analyse cohort and PGT programme degree outcomes for gendered patterns to establish why men do not do as well as women.**	**3a**. Analyse distribution of overall marks for each PGT programme. **3b**. Roll out transformed PGT programmes. **3c**. Review distribution of overall marks (and progression to PGR) for each PGT programme including diversity distribution.	**COMPLETED** • Data from 2018-2023 collected and analysed. Curriculum transformation course outline and changes in assessment carried out successfully with new cohorts' data incorporated in the analysis.	The trend since the bronze submission suggest that there has been an increase in Distinctions for men, but overall figures do not suggest a need to analyse gendered results or patterns. Promotional material has been changed to reflect the various dimensions of diversity, not just gender.	**GOOD PROGRESS**
4	**Increase numbers of female under-graduate and postgraduate taught student's applications, offers and progression to postgraduate research programmes.**	**4a**. Collate, and analyse data for female applications and offers. **4b**. Investigate reasons for male and female PGT students attaining Distinctions not choosing to progress to PGR. **4c**. Embed advertising PhD opportunities earlier in the academic year.	**ONGOING** • Data collected and analysed but very small numbers from 2018-2023. 2018-2022, a fifth of students progressed to PGR in total (2018/19 to 22/23 40 % female of applicants from Bath transferred to the PGR programme, while 38% were male. Conversion from offer 67% female 52% male. • The industry is much more attractive to the students. • Additionally, the last Centre for	Statistically, it is not possible to provide a meaningful analysis due to small datasets. This period of Athena Swan was over COVID and number of applicants decreased.	**PARTIAL PROGRESS**

4d. Investigate in detail the reasons for the increase in the relative offer rate for female and male PhD applicants, including whether this is due to clear differences in the calibre of female and male applicants. **4e**. Hold focus groups with male and female BEng, MEng and MArch students to ascertain differences and determine why female graduates in particular are not considering further study options/careers in research	Doctoral Training (CDT) with multiple funded PhD scholarships within the Department was in 2018. Therefore, the number of funded PhD opportunities has likely decreased. • We have embedded advertising PhD opportunities within the Department in S2 for MEng/Beng students via lectures, emails and various other marketing tools in collaboration with the Doctoral College.			
4f. Provide role model case studies of the advantages of a PhD for your career and illustrate with PGRs with families. **4g**. Improve gender balance of speakers at research seminars and department lectures. **4h**. Increase gender balance of PGRs demonstrating; develop	**ONGOING** • We have provided 2 case studies of female role models who have successfully navigated through academia. One case study focusing on studying for a PhD while having a family, with another one progressing at Bath from PhD student to lecturer. Casual demonstrators gender balanced improved: 2021/22 M(12)60% F(8)40% 2022/23 date M(11) 57% F (8) 43%.	The aim would be to develop stronger links with the Doctoral college to attract and encourage female applicants to pursue postgraduate research programmes.	**PARTIAL PROGRESS**

		mentoring of dissertation students by PGR; encouraging UG/PGT attendance at (increasingly diverse) research seminars.	• We have also implemented female PhD students undertaking Open day tours of labs in Civil Engineering. • Culture survey by UG students highlights the increase of visibility of female and diverse role models in the Department . • We have implemented a gender balance approach for speakers in research seminars and Department lectures		
5&11	**Achieve at least the same proportion of female staff as exist in the national averages for both disciplines.** **Embed best practice developed for academic staff appointments into the recruitment processes for research staff.**	**5a**. Set-up a search committee for each vacancy to identify female talent for any academic or research staff vacancy. **5b**. Embed practice of mixed gender short lists and interview panels for all advertised FT academic staff positions. **5c**. academic staff adverts and particulars to include our Department statement on inclusivity and gender imbalance. **5d**. Embed practice of	**COMPLETED** In the past 5 years (2019-2024) for positions advertised for the ACE department (all grade): Applications: F-427 (28.7%), M-1058 Shortlisted: F-74 (30.6%), M-168 Appointed: F-21 (30.4%), M-48 • The shortlisting and interviewing process were changed to ensure that the shortlisting panel and the interview panel contained at least one female. • The job adverts were revised to ensure that the narratives are more neutral in their language, and always included in adverts that we encourage staff who will increase the diversity of our staff to apply. This	• The data presented are for the whole ACE department. • The total percentage of female appointed is above the percentage of total female applicant. • No longer need to compare with the national averages.	**GOOD PROGRESS**

		including a female contact listed on all job adverts. **5e**. Review recruitment practices for academics to ensure that process changes are in place and to measure effect in respect of the recruitment of female academics.	was in line with our Athena Swan commitments. • We did not actively search out female talent. This was all done in conjunction with HR, as we have to abide by their procedures and to avoid positive discrimination. However, positive actions were used as a "tiebreaker" if there are candidates where the selection committee can't otherwise separate them. In the past two years, one female candidate was appointed above a male candidate when both had exactly the same scores after interview.		
6	**Improve the feedback and monitoring of induction processes across all staff levels.**	**6a**. Have a formal process to ensure all new staff members have a high-quality induction to the Department. **6b**. Circulate improved induction procedures to all academic staff, and store on intranet. **6c**. Improve monitoring of all academic and professional and support staff inductions. Introduce a revised checklist	**COMPLETED** • Through informal consultation we our early career members, the induction for staff went through a thorough revision and the new version is now available to all staff members. This new version (Teams) friendly and of easy access. • We use a university recognised checklist for induction	• The induction is no longer a hard copy document. Instead a Teams channel has been created • For research staff a SharePoint page has been created. Together both channels provide a portal with a much more comprehensive set of data that can be easily monitored and updated. It is a point of call for all	**GOOD PROGRESS**

		to be signed off by the inductee and their line manager on completion of induction process.		research and academic procedures in the department.	
7	**Increase proportion of women in the Technical and Experimental job family in Architecture & Civil Engineering**	**7a**. Establish a set of comparators to enable benchmarking the department's technical and experimental staff against national indicators. **7a (ii).** Establish production of annual comparison statistics. **7b**. Survey staff to analyse recruitment issues and retention rates with particular focus on recruitment and retention of women. **7b (ii).** Use finding to produce actions to improv ethe recruitment of women and then proposed to the EDI committee. **7b (iii).** Implementation of proposed actions initiated.	**ONGOING** • Currently there are 49 males, 8 females and 7 vacancies in the FED technician cohort representing a ration of 14% of female staff ignoring the vacancies. Breakdown of female staff by department ACE – Nil, Chem Eng – 1, Mech Eng – 1, Elec Eng – 1 Faculty Services – 2, AI & Software - 1 Technical Management - 1 • Across the 2017-2023 period, 71% of applications and 30% of new starters were female. However, after 2020, there were no female applicants and therefore no new female starters. • The Technical and Experimental jobs are overseen by the Faculty of Engineering and Design (Director of Technical Services). • The recruitment process is compliant with the university's EDI policies and protocols • The University of Bath is part of the national Technician Commitment	• Statistically, it is not possible to provide a meaningful analysis due to small datasets. • In the faculty, we encouraged the career progression of women in the Technical and Experimental job family (if we exclude the data in 2024, we could account for one successful career progression of female staff within the T&E job family) • In the years 2019/20 and 2020/21, there were no new starters in the T&E job family within the department. This is likely due to the COVID-19 pandemic and related lab closures during this period.	**PARTIAL PROGRESS**

		7c. Implement best practice for focused career-progression plans developed for academic staff and embed for Professional Services staff. 7d. Collect and analyse comprehensive training data by gender and grade.	initiative in support of the career development of the people within the Technical and Experimental job family. • The current protocols for supporting the career progression of technical staff are currently managed at both faculty and university level. Currently, grade progression is on a case-by-case basis using the HERA process. As things stand, career progression is limited but there is a steering group looking at this under the chairmanship of Simon Inger in addition to the Technician Commitment protocol.		
8	**Support progression to senior academic posts, including proactive identification and encouragement of the best female candidate(s).**	8a. Encourage all-female staff to be in a mentoring relationship 8b. 70% applied to career development programmes such as Aurora, ELEVATE , 3L programme. 8c. We have made good progress here, with two female staff members being promoted to professors and	**COMPLETED** • In May 2021, all mentoring will be central to the Faculty and led by the new Deputy Dean. • We have more than three female colleagues at different career levels participating in these competitive programmes • Alongside formal career promotions, the faculty and ACE department have gone through many changes and opened a few leadership roles within ACE and the	• This has been amended to encourage rather than 100% compliance. The rationale behind this is that mentoring is compulsory for all new staff on probation (and therefore, 100% is achieved). However, after probation, mentoring is optional. Campaigns have taken place to demonstrate the benefits of mentoring	**GOOD PROGRESS**

		one to senior lecturer. **8d**. SDPR as tool for encouraging female staff to apply to leadership roles. Women hold at least 20% of leadership roles. **8e**. Implement and embed departmental monitoring of all staff training by collating training data from HR, Research Innovation Services and Academic Staff Development every 6 months.	faculty. ACE has over 10 female members in leadership roles across all levels of seniority • 50% of Department executive has been female for past 2 years. The unfortunate side-effect is some female staff have raised concerns that they feel pressured to take on leadership roles in the Department and wider University. • In the past 2 years there have had more successful female promotions than successful male promotions, including to professor.	currently. • Female staff have been encouraged to apply, but there are additional training programmes on similar themes now (for example a member of staff recently joined the Elevate programme for academic staff who identify as women from minority ethnic groups). As with all leadership programmes the Department does not select the participants. An improved target is probably needed to say 70% of staff apply for a leadership programme focussed on female staff. • We are amending this to leadership roles rather than senior roles. Leadership at different levels of career stages allows for wider benefits to career development. • All staff are encouraged	

				to apply for promotion and leadership roles and to discuss their application with the Hod and DHod. • All available training is visible to staff on i-trent HR system.	
9	**Improve SDPR process and feedback for all eligible staff** To improve career development support, culture and sense of belonging to the department.	**9a**. Ensure all staff undertaking SDPR trained in good SDPR practice. Implement system for checking on training status of all reviewers before SDPR cycle begins. **9b**. Ensure all staff have an SDPR.	**COMPLETED** • A new SDPR form was developed in 2022 and started in 2023, with a stronger focus on career aspiration and development. • Each Subject "Cluster Lead" line manages members of their subject cluster, including SDPRs, pastoral support and professional development. • This change is in response to the staff feedback indicating they wanted to have workload allocation, career development and SDPR conversations with a single person who knew their role and their career aspirations. • The Faculty is establishing a Promotion Support Group in order to provide advice and support to academic colleagues who may be close to, or at, a stage for promotion.	• Consultation for the creation of Teaching clusters started in 2023. Early in 2024 Teaching clusters have been implemented in the department in which the leads will be conducting the SDPRs. This change allows for a closer monitoring of career aspirations as these clusters are groups between 5 and 8 staff members. • SDPR moved to summer in line with other Faculty Departments. All SDPRS uploaded onto i-trent in 2023 - 100% completion	**GOOD PROGRESS**

				rate for all staff with relevant FTE.	
10	**Increase number of female research staff progressing to Academic Staff**			**COMPLETED** • Overall aim to increase the number of female Academic Staff - Five appointments of female T&R academic staff over period from RA. Two of these were from Prize Fellowships and two from RA positions. Also, another female T&R academic straight from PGR. Additional best-practice case studies: • One female PDRA has recently been included as a Co-I on ESPRC grant application, won a small policy support fund, and has been involved in consultancy) • Another female PDRA sat on committee for research staff working group and post-doc network. • Another female PDRA is a Marie Curie fellow.	Efforts from this action have been positive with focus groups and wider discussions. Issues have been identified with the uptake of opportunities and the other PDRA concerns, including well-being related to fixed-term contracts. Here, we have gone further than the original action and have engaged in faculty discussions about bridging funding for research staff in response to the lack of security caused by few available permanent contracts.	**GOOD PROGRESS**

Career development	10a. Allocate career mentor to every new PDRA starter. 10g. Follow up research staff who have not had SDPR within 3 months of annual target date to ensure compliance with department policy. 10j. Widely disseminate the 'Concordat to Support Career Development of Researchers', supported by annual event to discuss this document with all.	**ONGOING** • Faculty mentoring scheme introduced, PDRAs encouraged to have a career mentor. • Focus group (2024) with PDRAs to track whether people have been doing it. • SDPRs are required for all staff. However, PDRA line managers are not sent reminders for conducting SDPRs for PDRAs, unlike academic staff. • Because of the 6-month probation period, which includes an end of probation review. An SDPR doesn't typically take place within 12 months of a start date and are not monitored (and reminders are not sent) for research staff. • The Concordat is introduced to new starters as part of the induction process.	PDRAs are strongly encouraged to have a mentor and take part in the newly created faculty mentoring scheme After discovering that SDPRs were not being conducted with PDRAs, partially because all PDRAs and line managers were not aware that SDPRs were mandatory for all staff, both the researcher development team and HR were informed to attempt to improve the process. The induction process for new research staff in the department has been greatly improved with many of the opportunities listed in the subtasks introduced as part of the process.	**PARTIAL PROGRESS**

	Monitoring	**10b**. Embed and encourage the uptake of the VITAE tool. **10b (ii)** Collect feedback and continue onwards if feedback positive.	**COMPLETED** • Institutional access available. • Focus group (2024) on engagement with PDRAs showed that many people are aware of the tool but most are not using it or measuring gainst it.	Not done at department level specifically. But introduced as part of induction process. The induction process for new research staff in the department has been greatly improved with many of the opportunities listed in the subtasks introduced as part of the process.	**GOOD PROGRESS**
	Opportunities	**10c**. Establish process for providing PDRA staff the opportunity, training and mentoring to be involved with teaching. **10c (ii)** Monitor for gendered patterns. **10d**. Embed encouragement of PDRA staff to apply for	**ONGOING** • CLT have a moodle course to take before teaching. • PDRA teaching not recorded as "hours" so not able to track. Hoever, the focus group (2024) with PDRAs found that dissertation supervision more common than teaching/lecturing on other units. • ACA mentioned as part of the departmental induction. Four	The induction process for new research staff in the department has been greatly improved with many of the opportunities listed in the subtasks introduced as part of the process. There are some contractual and time allocation issues	**PARTIAL PROGRESS**

		Academic Career Academy scheme run by the Faculty. **10e.** Increase awareness of the opportunity to become Associate Fellows of HEA. **10f.** Encourage PDR staff to become researcher co-investigators (Co-I) on eligible research grant submissions. **10h**. Directly advertise PDRA/ECR vacancies amongst our PGR community as standard and provide advice and feedback to all PGRs who show an interest. **10i**. Organise seminars on Prize Fellow applications, run by Prize Fellows and ensure that senior staff review and provide feedback for all applications.	participants in the past 3 years and another PDRA has also done the KE fellowship academy (newly introduced). • Two PDRAs have completed HEA since 2021. One PDRA aiming for completion in 2025. Application requires a lot of time and effort. Not all PDRAs were aware of the scheme and are not necessarily interested or involved with teaching. • Focus group found that PDRA staff find it challenging to become Co-Is. For example, PDRAs on fixed-term contracts would have to give up 50% time to be a research CO-I, which conflicts with employment on a specific research project. (One PDRA has recently been included as a Co-I on ESPRC grant with an agreement to use 5% of time rather than 50%.) • Vacancies are not directly shared with PDRAs. Ability to sign up for job alerts via bath jobs website. Fellowships and grant opportunities are shared by faculty. New lectureships are announced as part of department meeting but not directly to PDRA. • Organised at faculty level through the post-doc network and discussed	associated with some of these actvities and requirement agreement and support from line managers. Open roles and vacancies are highly specific and are typically shared directly through supervisors and collaborators.	

			as part of Academic Career Academy. No other round of Prize Fellow applications in the Department since the last submissions.		
12	**Support students in ACE by providing professional and social networking opportunities with female peers and increase the visibility of female and ethnically diverse role models.**	**12a**. Embed processes for monitoring of the gender balance of seminar speakers and report data to ED&I Committee every quarter. **12c. (i)** Celebrate women and diversity in engineering by increasing the visibility of female and ethnically diverse role models. **12c (ii)** Ensure that each year at least 30% of presenters at departmental seminars and events are diverse/female or ethnically diverse. **12d**. Collect and analyse gender/diversity data on UG, PGT, and PGR Supervision. **12e**. Review departmental webpages and other promotions material and social media to celebrate	**COMPLETED** • 36% of RIBA mentors are female in 2023. 54% of "speed dating" practice representatives were female in 2024. 50% Arch ILP are female in 2023-24. 45% of external staff employed are female • ILP for Civil Engineering is made up of over 30% female for the last 3 years. A pilot has been developed for encouraging BAME and Female Engineers 'Building Unconventional Engineering Careers'. Out of 26 students -10 Engineering and 3 Architect students took part. • Informal commentary with unit convenors (anecdote about people implementing this). • 45% of external staff employed are female • Female Promotions and accolades promoted in Staff Newsletter. All promotions and new starters are communicated to the department by the head of department. Which was	A tracking system has now been put in place to log names of external speakers and tutors to help with monitoring numbers.	**GOOD PROGRESS**

		female success of staff and ensure that examples included represent diversity.	prompted by the 2022 Staff culture and wellbeing survey		
13	**Increase the proportion of female PGRs progressing to research staff**		**COMPLETED** • Over five female PGRs progressing to research staff (one PGRs progressing straight to academic staff). • Overall, 48 new starters from 2018/19 to 2022/23, 40% were female and of the total number of applicants 27% were female (Table 23). Therefore, 19 new female research staff members have been "new starters". But only 2 remained in 2022/23. This is partially because of the lack of new appointments and fixed-term contracts ending. (One female PDRA moved to industry and two PDRAs progressed to Lectureships at Bath). Three other PDRAs have left but have progressed or remained in academia.	Decrease in numbers compared to pre-pandemic. Likely a COVID aspect to the number of new roles available, hiring freezing, on-site research (research wasn't the priority), lab closures and also the responsibility of women during the pandemic and insecurity of fixed-term contracts. Also, there have likely been career shifts in COVID. However, 40% of new research staff hires have been female.	**GOOD PROGRESS**
		13a. (ii) Encourage the uptake of the VITAE tool. **13a. (iii)** Assess its usefulness in career management by running a survey on its	**COMPLETED** This forms part of the doctoral induction as well as the introduction to the researcher development framework, which is also managed through VITAE	Not applicable	**GOOD PROGRESS**

		effectiveness and monitor for gendered patterns.			
		13b. Make Career Management Plans compulsory. **13b. (ii)** Embed practice that every 6 months, supervisor discusses career management plan with PGR student. **13b. (iii)** Compliance to be measured by PGR 6 monthly review form. 13c. Share good practice to support supervisors in discussing plans.	**ONGOING** • Career development plan available through the Doctoral College, including the completion of ten courses per year (supervisor to signpost). • Centralised support and portal for PhD students • Well-maintained six-monthly progress reports submitted via SAMIS. Goes to the department PGR lead and then to the Doctoral College for approval. (However, career management is not explicitly reported)	Most career development opportunities are managed by the University-wide Doctoral College, such as the MyDoctoralDevelopment portal.	**PARTIAL PROGRESS**
		13d. Collect data on PGRs interested in careers in academia to establish benchmark data. Embed data collection process and feedback on support. **i)** Hold focus groups with PGRs	**COMPLETED** • Survey conducted for PGR with key action questions. • PDRAs and PGRs receive invites to University-wide events on the academic life and research wellbeing. Additionally, the postdoc network was created in 2022 to	A survey was conducted rather than a focus group. Academic career events are held more widely by the Doctoral College and Researcher Development team. Information on destinations was collated	**GOOD PROGRESS**

		to collect information on their views of academic careers, current support available and perceived barriers to improve support offered. **iii)** Hold an annual 'What is it actually like to be an academic?' day for all PGR and PDRAs, with majority of speakers being female. **ii)** Monitor destinations of PGRs using DLHE survey results and information collated through research supervisors.	support research staff within the faculty and encourage informal catch ups and support. • Data collated by DSAT team from Advancement Team.	from the Advancement team (rather than research supervisors for PGRs and PGT)	
14	**Improve awareness of career break policies and flexible working and improve support for all staff upon return to work**	**14a**. Have a clear documented department process that provides details on how we implement and support maternity/shared paternity leave. **14**b. Implement a return to work interview following parental leave that includes support available and changes in procedures and practices.	**ONGOING** • Parental leave and return to work interviews are conducted by the Head of Department (and in some cases the head of group) following the University template, which aims to identify any needs of returning staff members. • A faculty mentoring scheme was launched in 2022 and all staff are encouraged to seek a mentor.	This is managed at a university level following HR procedures	**PARTIAL PROGRESS**

		14c. Create a maternity/paternity mentor scheme (MPMS) to have a member of staff within the University follow up the status of the returning-to-work parent.			
15	**Embed Disability Advice, Reasonable Adjustments and Inclusive Practice throughout the department.**	**15a**. Embed Disability Advice, Reasonable Adjustments and Inclusive Practice to all staff, and widen presentations to include PG demonstrators and technical staff who may need to make reasonable adjustments for practical work in the department.	**ONGOING** • We arranged a presentation at ALL Staff Meeting to raise awareness of the issues but this needs embedding in department culture and practice. • 1 male and 1 female in the department has completed mental health aid training.	The management of this training has moved from the Student's Union to HR and has only been available a couple of times.	**PARTIAL PROGRESS**
16	**Improve long-hours culture and workload management. Comments from our staff surveys highlight some staff have unmanageable workloads. This is a key issue to address to improve work-life balance.**	**16a**. Improve Department awareness and provision of mental health support by encouraging training in Mental Health First Aid. **16b**. Embed practice that a life coach is available for staff requiring assistance in managing their workloads and establishing a good work life balance. **16c**. Continue to use the WLM	**ONGOING** • A Faculty wide training on mental health first aid will be provide in Sept 2024. • The EDI team at the faculty level is revising the world load and practices across the faculty with input from all departments (focus groups) with the aim to improve practice, fairer approach to role tariffs.	COVID-19 had an impact on workload, perception of workload and the transparency of workload allocation. Combined efforts across the faculty (workload focus groups is current underway).	**PARTIAL PROGRESS**

		as a management tool to ensure a fair and equitable distribution of workload allocation for all staff.			
17	**Encourage females to apply for committee appointments**	**17a**. Review and modify standard operating procedures for committee membership. Document the process including timings when vacancies will arise. **17b.** Encourage females to apply for Chair vacancies.	**COMPLETED** • When the vacancies become available, emails are sent to the whole department and all staff are encouraged to apply (to avoid positive discrimination) • The female staff is fairly represented by the departmental committees. Among the current committee staff members within the department, the representation of female staff is between 40-60%. This aligned with a 50%:50% gender balance and has exceeded the female staff percentage within the department. - Executive Committee F(55%) - Research and Knowledge Exchange Committee F(53%) - ED&I Committee F(56%) - Ethics Committee F(43%)	Not applicable	**GOOD PROGRESS**

18	**Improve the transparency of the Workload Model (WLM).** Although the reported transparency of the WLM has improved, our 2018 culture survey showed that only 53.5% of those who responded understood the process, only 37.2% thought it was fair and only 21% thought that the outcome was transparent.	**18a**. Improve transparency of the WLM by improving the current generic descriptions and allocations of the WLM. **18a. (ii)** Hold a departmental seminar to discuss workloads and, if successful, retain this as an annual event.	**COMPLETED** • WLM and allocation criteria clearly defined, and description improved. WLM discussed at seminar event. • Staff Culture Surveys show that at least 70% of both men and women report that they consider the WLM transparent and allocations fairly distributed. • May 2021 the WLM allocation criteria / tariffs are set centrally, with some variations specific to the Faculty of Engineering. The new WAMS model provides additional transparency. WLM allocations are undertaken by the group heads, in discussion with the HoD. Since February 2021 the Department has a deputy HoD, who is also responsible for overseeing fair distribution of workload. WLM has been discussed at Staff Meetings and at Group Meetings. The WLM tariffs are communicated to the department via email on a yearly basis.	Not applicable	**GOOD PROGRESS**
19	**Increase recognition and enhance data collection for outreach activities**	**19a**. Establish use of the Department web pages/social media to highlight outreach work and maximise	**ONGOING** • Process in place that Department web pages, departmental newsletters and social media	Not applicable	**PARTIAL PROGRESS**

	We have an excellent range of outreach activities; however, we would like to see these activities given more recognition and be more targeted for greater impact.	recognition of excellent work. **19b**. Outreach data separately collected and collated. **19c**. Improve the collection of data on school-age participants in outreach activities to include gender and school type. **19d**. Use participant data to embed reporting on gender and school type of participant in outreach events. **19e**. Collate a set of case studies from selected activities with particular reference to females' attitude to architecture and civil engineering.	updated with new outreach content at least once a month. An ACE staff member has won an internal Award for Engagement in Widening Participation Activities. • Regular checks show that outreach data are routinely collected • Report overall participation in outreach events presented to ED&IC committee annually. Aim to have at least 40% female participants. 2022: 70% (14) female attendees and 30% (6) female application to Bath 2023: 61% (14) female attendees with 48% (11) female application to Bath		

2.2 Overall reflection on action plan

Since the Silver Action Plan was created (2018), we have completed 13 actions and obtained partial progress on 6 others, with no actions marked as not achieved/progressed. We, therefore, have seen significant improvements. Table 4 provides the details of the actions and overall progress, including an additional column featuring critical evaluation and any amendments.

- Actions receiving *Amber* status

Upon reflection, we have identified several key lessons learned, such as needing more measurable actions and more consultations with specific groups (or organising focus groups) within the department. This would have enabled us to propose actions that not only align with our statistics but also address the concerns of staff members. The pandemic had a role to play in the loss of the sense of belonging to the Department, where some people experience isolation and stress due to workload or demanding caring commitments.

- Actions Receiving *Green* Status

Following up on the recommendations from our previous submission, we have separated the EDI committee from the DSAT. This change has allowed the EDI to pursue its ever-growing activities independently while granting the DSAT more autonomy. As a result, we can be more agile with the assessment and curation of data. Regarding the distribution of staff between contract functions (teaching and research), we have observed a significant increase in female representation, from 36% in 2017-18 to 55% in 2022-23. Additionally, we have developed two distinct induction platforms: one tailored for early career staff and another for PDRAs. In the undergraduate student body, our overall proportion of female students has increased from 46% to 50% (**2.a-b**). We have actively supported the progression of women into senior academic positions (**8a-e**), successfully increasing our number of female professors from zero to three by 2024 and increasing the number of female senior lecturers from two to four. Moreover, we have established Subject Cluster Leads, with each responsible for managing around ten members per cluster to promote career development. To further enhance the sense of belonging within our department, we have also created a Wellbeing Group following the results of the Staff Culture Survey 2022.

- Pathway to *Gold*

The critical evaluation highlighted the possibility of transforming Action 10 from our previous submission into D-4 in the new action plan. We view this as a promising initiative that could evolve into one of our gold contributions in five years (**Appendix 3**). Additionally, the redesigned DSAT structure was specifically developed to bolster our forthcoming application for gold status. This strategic move will enhance our overall impact and effectiveness, ensuring we make significant strides towards achieving our long-term goals.

2.3 Key priorities for future action

Four overarching priorities were identified to develop further gender equality and a culture of belonging in the department.

Table 5: Silver Renew Action Plan Priority Themes.

Priority Themes	Description
A	Community Building & Belonging
B	Talent retention and inclusion
C	Leadership (Encourage and Inspire)
D	Nurturing and Wellbeing

The key priorities emerged from the DSAT analysis of mandatory data (**Appendix 2**), culture survey responses, and evidence from central student surveys/focus groups and were further developed into actions through a workshop that included consultation with the entire department. The workshop was open to all members. Attendees were divided into four groups; each assigned a specific priority. A summary of the self-assessment analysis was distributed to each group to guide their discussions. All actions suggested by the Department members were incorporated into the action plan.

A. Community building and Sense of Belonging

This theme was identified as a priority after analysing staff culture data. The open comments in the survey have played a vital role in capturing and expressing individual concerns while safeguarding staff identities.

We have worked hard to improve the Department's community-building and sense of belonging, successfully implementing the wellbeing action plan (**Appendix 6**). With many activities underway (Section 1), we look forward to gathering measured metrics in the next Departmental staff culture survey in the first half of 2025. The reflections from DSAT and the staff culture survey (SCS) data analysis have inspired us to create additional actions that specifically address the challenges faced by our female employees.

While the SCS data indicates that most team members feel a sense of belonging within the department, a detailed analysis, especially concerning gender, highlights that 25% of females feel otherwise. In evaluating the care provided by the Department, the majority of both males and females express satisfaction; however, 32% of females were unsure. We cannot entirely ascertain the reason, so further investigation is needed. In response to this, we have developed action **A3.1-3**, which includes creating a Departmental vision, refining our SCS, establishing a cultural calendar, and introducing a Departmental day. Although these initiatives are primarily aimed at supporting our female colleagues, they are designed to uplift and benefit the entire department. Should these new actions not yield the desired improvement, we are committed to revising our action plan (new annual monitoring process, **D1.1-3**) and pursuing a more comprehensive analysis through focused

groups. Together, we can create an environment where everyone feels valued and heard.

Many staff members shared their thoughts on the Department's commitment to addressing the gendered impact of COVID-19, revealing an opportunity for growth and understanding. Data disaggregation revealed that 69% of female staff felt unsure about the support available for various caregiving leave options. Moreover, 23% expressed strong disagreement with the effectiveness of communication within the Department. During Workshop 5, staff passionately advocated for education on gendered issues related to caregiving responsibilities and the often-unbalanced distribution of non-promotional tasks that burden female employees. They highlighted the importance of fostering a shared understanding of diverse gender needs as we prepare for future leadership transitions. In response, we proposed actions **A2.1-3** to enhance awareness and promote a fair distribution of less desirable tasks, paving the way for a more inclusive and equitable workplace.

Bullying and harassment were reported in the SCS. Although the results do not indicate clear gender patterns, we consider this unacceptable. One potential reason for its occurrence could stem from cultural differences. Inspired by these findings, staff members have advocated (workshop 5) for additional training and the establishment of independent and impartial reporting mechanisms outside the Department (**A1.1-3**).

Actions include:

- **Action**: ZERO tolerance for Bullying and harassment (**Actions A1.1-3**)
- **Action**: Increase education around gender and diversity issues in the Department (**A2.1-3**).
- **Action**: share vision, to give individuals a chance to voice opinions and influence decisions and improve communication (**Actions A3.1-4**).

B. Talent Retention and Inclusion

The ACE SCS reveals important insights into gender equality, diversity, and inclusion within the department. While most male and female staff believe that leadership supports gender equality, there are significant concerns about career progression and the recognition of EDI efforts. Only a small percentage of females feel that gender does not impact their career advancement, and many are unsure about the fairness of promotion criteria. This uncertainty is shared by a notable portion of male staff as well. We believe the above was also influenced by Covid-19, in which females or members of staff with caring responsibilities were particularly affected. Recognition of EDI work in promotions is particularly low among females, with most unsure if such contributions are valued. When it comes to workload allocation, more females than males feel that it is fair, but a significant number of staff remain uncertain. On a positive note, both genders appreciate the department's support for flexible working and the opportunity to discuss workload with their managers. However, the progression from Grade 8 to Grade 9 reveals a "leaky pipeline," with an increasing number of female lecturers but the proportion of female

senior lecturers has not changed much. This suggests barriers to advancement for women at higher academic levels. In teaching roles, female staff have not progressed beyond Grade 8, and the proportion of female research staff has declined significantly, with female research grade 7 numbers dropping to zero. Regarding academic staff recruitment, both women and men are equally likely to be shortlisted for positions. However, once shortlisted, women are more likely to be appointed. Recruitment data indicates that women are better represented among applicants for teaching roles than teaching and research roles. Our concerted efforts to reduce the female gender gap have shown positive outcomes for teaching and research positions. Women are more likely to be shortlisted than men, but they are less likely to be appointed if they are shortlisted. In teaching roles, the shortlisting rates for women and men are similar, but when women are shortlisted, they are more likely to be appointed than men and are twice as likely to be appointed overall. Additionally, for research roles, women who are shortlisted are also more likely to be appointed than their male counterparts and are almost twice as likely to be appointed overall. Generally, application and overall promotion rates are low, although they did increase in 2021/22. Given this context, it is challenging to draw definitive conclusions. Efforts to address these issues have been made by creating the Subject Cluster Leads (**Figure 2**). Nonetheless, we are increasing support for the progression of female academic staff.

Overall, while there are areas of strength, such as leadership support for gender equality and flexible working, the survey highlights critical challenges in career progression, recognition of EDI work, and gender representation in higher academic and research positions. Addressing these issues will require targeted strategies to ensure fair processes, better recognition of EDI contributions, and support for female staff in advancing their careers.

The data on ACE undergraduate (UG) students reveals several important trends. It is great that the student body is evenly split at 50%, with civil engineering students making up 35% and architecture students 59%, and most students, regardless of nationality and gender, pursue a Master of Engineering (MEng) course. However, there has been an 11% drop (from 85% to 74% between 2019-20 and 2022-23) in female students continuing to MEng, primarily among female home students. Further investigation is needed to establish the reasons for the drop in female home students pursuing Meng qualifications. Regarding academic performance, male students generally outperform female students in ACE UG courses, with 42% of males and 36% of females achieving first-class degree classifications. In architecture, there is a notable disparity, with 43.3% of males and only 29.2% of females obtaining a first-class degree. Conversely, female students perform better in civil engineering MEng courses than their male counterparts, with 50.8% of females achieving a first compared to 39% of males.

Although the department has a strong record of working on gender-related issues for students, we have yet to carry out much work investigating the gender-ethnicity interface. Initial data reveals that UG Black, Asian, and Minority Ethnic (BAME) students tend to perform less well in terms of degree classifications compared to white students, regardless of gender and domicile status. This highlights ongoing challenges in achieving equitable academic outcomes across different demographic

groups. Actions **B3.1-4** were conceived to address these disparities and support underrepresented and underperforming student groups.

The data on postgraduate taught (PGT) gender and ethnicity from 2019-20 to 2022-23 reveals several key trends. Female students in MSc courses were predominantly from a BAME background, with a slight decrease in recent years. Similarly, male students showed high BAME representation, though it also declined slightly. Female overseas students were mainly from a BAME background, while UK home students were predominantly white. Female MSc students generally performed better than male students, achieving more distinctions and merits. However, UK-domiciled white students, both male and female, achieved more first-class degrees compared to their BAME counterparts. Notably, female BAME students from non-UK backgrounds achieved a higher number of firsts compared to white females.

We plan to initiate work in this area by thoroughly investigating the available data to further investigate why UG-BAME students do less well in terms of degree classification than white (both male and female) for UK-domicile and non-UK domicile students.

Actions include

- Addressing progression from grade 8 to 9, there is a leaky pipeline; ensure ACE is confident that things are in place (**Actions B1.1-4**).
- Understand reasons staff leave the department and make sure they are not gender-related (**Actions B2.1-4**)
- Investigation and improvement of attainment of men for UG (MEng) (**Actions B3.1-3**).
- Investigate and address why, overall, white female students do less well than males (**Actions B3.1-3**).
- investigate and address degree classification of BAME students doing less well than white students - investigate and address (**Actions B4.1-3**).
- PGT/PGR ethnicity – Investigate why white females show low numbers comparatively (**Actions B4.1-3**).

C. Leadership: encourage & inspire

The ACE SCS reveals a landscape rich with opportunities regarding gender balance and fairness within the department. A commendable percentage of male (34%) and female (31%) staff members believe in the department's commitment to achieving gender balance in leadership positions, noting visible changes along the way. Yet, a significant portion of females (57%) still remain unsure about this commitment, while 13% disagree. Regarding fairness in appointment decisions, only 38% of females agree, with 56% uncertain. Additionally, only 19% of females feel that promotions and progression decisions are fair, while 63% remain unsure.

Succession planning emerges as an area for growth. Both males (44%) and females (57%) express uncertainty about its role in management planning, and a notable percentage of both genders disagree. We had a very positive response from males (76%) and females (69%) of how they feel supported by their line managers in their career development journeys.

Regarding staff employment status, a higher proportion of part-time staff members, both male and female, are in grade 8. This is particularly true for male staff, with percentages ranging from 63% to 76%, while for females, it varies from 50% to 59%. This trend may be influenced by the department's unique approach to designing tutors who are practitioners in their field and teach part-time. Regarding recruitment, women's representation is lower among applicants for senior lecturer roles than lecturer roles. While career progression data does not exhibit clear gender patterns, it underscores the need for improvement, given the low overall promotion rates.

Among students, the majority of postgraduate research (PGR) students are full-time, with part-time students comprising only 9% to 20% since the 2017-18 academic year. While the percentage of female PGR students has stabilised around 40%, the absence of ethnicity data points to an opportunity for deeper understanding (cross-cutting issue addressed on **Priority B**).

Despite responses being unsure and disagree among female staff about the department's commitment to gender balance and the fairness of appointment and promotion decisions, there is a shared belief in the support provided by line managers for career development.
Furthermore, the higher proportion of part-time staff at grade 8, particularly among males, reflects the department's focus on harnessing talent from design tutors. The representation of women among applicants for senior lecturer roles compared to lecturer roles underscores an area for improvement. Addressing these challenges will pave the way for strategic advancements, enhanced transparency in appointment and promotion processes, and a stronger push for greater gender representation in senior roles, inspiring all to reach their full potential.

Actions include:

- Investigate how effective is the new teaching clusters' structure and management, looking at career development 2 to 3 years (**Actions C.1-3**).
- Improve transparency and awareness in progression opportunities (time for applications) (**Actions C2.1-3**)
- Career progression and career development, investigate details of promotion applications and successes by grade and contract function. Do teaching staff progress at the same rate as teaching and research staff? Are women and men equally likely to apply for senior positions? (**Actions C3.1-3**)
- Are there any gender differences in the length of time staff spend at each grade? (**Actions C3.1-3**)
- Part-time grade 8 issue: Investigate – this trend might have changed during the academic year 2023-24. Again, this is influenced by the design studio, where practising professionals are brought in on a part-time basis. To investigate why the proportion of males is higher than females (**Actions C4.1-2**).
- The low PGR completion rates have been identified as a Faculty issue, and Faculty will cascade measures to address the issue.

D. Nurturing & wellbeing

The ACE SCS and the workshops that followed have provided valuable insights into staff wellbeing and emerging student trends, highlighting opportunities for positive growth and development. A majority of both male (63%) and female (82%) staff members find their work manageable, though 22% of males disagree. In terms of mental health support, 39% of males and 50% of females feel they receive adequate support, but a significant portion of both genders are unsure or disagree. Most staff know how to seek mental health support at work, with 78% of males and 69% of females agreeing, though some uncertainty remains. Confidence in asking for mental health support is lower, with 44% of males and 57% of females feeling confident, while a notable number are unsure or disagree.

For our students, we identified a decline in female students in MSc engineering programmes, dropping from 40% to 28% between 2019-20 and 2022-23. The decline in postgraduate taught (PGT) numbers is a university-wide challenge exacerbated by the impacts of COVID-19 and Brexit, and measures are being implemented to address it. The overall number of MSc students, primarily overseas students, has also decreased, sometimes to statistically insignificant levels. Additionally, postgraduate research (PGR) completion rates are low, with 34% for females and 36% for males, prompting faculty-level investigations.

Key Takeaways:

- Work Manageability: Most staff find their work manageable, but a notable minority, particularly males, do not.
- Mental Health Support: There is significant uncertainty and dissatisfaction regarding mental health support, with many staff unsure about the support available and their confidence in seeking it.
- Declining Female PGT Numbers: The decline in female MSc engineering students is concerning and reflects broader university trends.
- Impact of COVID-19 and Brexit: These factors have significantly affected the number of overseas MSc students.
- Low PGR Completion Rates: The low completion rates for PGR students are a critical issue being investigated at the faculty level.

To address these issues, we aimed at targeted strategies to improve mental health support, increase confidence in seeking help (Wellbeing action plan), and reverse the decline in female PGT numbers and PGR completion rates, with the latter being looked after at the faculty level.

Actions include:

- Strengthening Athena Swan Chairing restructure and EDI presence (**Actions D1.1-3**)
- Investigate graduate outcomes data to establish if male and female students are equally likely to enter the profession. Are female students staying in engineering? Set actions for students' destinations (Alumni) (**Actions D3.1-2**)
- Investigate and address why PGR completion rates are so low (**Actions D2.1-3**).

Section 3: Future Action Plan

3.1 Action Plan

The DSAT developed the Silver Renewal Action Plan based on 4 cross-cutting priority themes based on:

- The self-assessment process (Table 5)
- Input from EDI and Wellbeing Group
- Sector wider reports

We moved away from separating students, staff and Postdoctoral and doctoral issues and instead identified common issues and proposed themes to foster gender equality across all levels as well as strengthen the sense of belonging to the Department. Our cross-cutting priorities themes can be seen in Table 5.

The priority themes were developed using SMART (specific, measurable, achievable, relevant, and time-bound) objectives and measures of success. Following consultation with the Department, the objectives and actions were further developed and revised by the DSAT and by the University Equality and Diversity Officer. To ensure actions are curated and monitored and to guarantee our pathway to the Athena Swan Gold Award is successful, the new organisational structure of the DSAT is key. We have spread the responsibility and created priority four owners and two additional members to work with each priority owner (eight members), so in total, the team will be composed of 13 members, including the DSAT Coordinator. The recruitment process will happen in two phases. The first step will be to recruit all four priority owners and one additional member working under each priority owner (4). This process will start as early as January 2025. The second phase will recruit the remaining four members, and recruitment will start a year after (January 2026) to make sure there is an overlap of data curation and when members' terms of succession expire (**Figure 9**). The complete Silver Renewal Action Plan is shown in Table 6. Table 7 maps the timings of the actions.

- Silver Renewal Action Plan was developed also taking into consideration the following:
- Culture Survey – consider stats as well as open comments to gather insights into issues not captured by a set of questions.
- Year-on-year, critically curate a new set of purposeful questions as issues emerge.
- New DSAT structure to facilitate succession planning and better monitoring and curation of actions.
- Introduce an annual formal review to keep momentum and to catch issues as they emerge.

Table 6: Silver Renewal (new) Action Plan.

ATHENA SWAN ACTION PLAN 2024 - SILVER RENEWAL					
Priority A. COMMUNITY BUILDING & SENSE OF BELONGING					
Item	**Objective**	**Rationale**	**Specific Actions and implementation**	**Timescale**	**Responsibility**	**Success criteria and outcomes**

Item	**Objective**	**Rationale**	**Specific Actions and implementation**	**Timescale**	**Responsibility**	**Success criteria and outcomes**
A1.	**Improve education about bullying and harassment and develop impartial reporting mechanisms**	ZERO tolerance to bullying and harassment. The staff culture survey revealed that support is needed to eradicate bullying and harassment showing that men (7%) experienced bullying and/or harassment in past 12 months and (6%) of women preferred not to say. It also show that staff has witnessed it (5% men and 6% women).	**A1.1** To enhance the awareness of "bully behaviour" through mandatory staff training courses i) Agree with HR and Student Support team the methodology and most appropriate training option/provider/module ii) Launch new training offer to staff at the Department, during all staff meetings iii) Collect feedback and monitor completion rates	June 2025 to April 2026 June 2026 to November 2026 October 2026- January 2027	Priority A (community building & sense of belonging) lead, DSAT coordinator and EDI Chair	Alongside 100% completion of the anti-bullying course, establish a visible process to address chronic low-level unprofessional behaviour.

| | | | A1.2 To establish an external point of contact (within HR) for reporting or consulting this matter to avoid conflict of interest. The external point of contact could ideally be someone who understands the academic job roles and can act as the agency. | June 2025 to January 2026 | Priority A (community building & sense of belonging) lead, DSAT coordinator and EDI Chair | Support (from HR) in place and training to conduct difficult conversations around reported bully behaviours and other sources of conflict. |
| | | | A.1.3 Join forces with the Wellbeing group and through focused groups | January 2027 to June 2028 | Priority A (community building & sense of | Data collected and analysed, and report presented to DSAT and EDI committee. |

			and anonymised survey identity areas where bullying and harassment happens and whether there are gendered cultural issues.		belonging) lead, DSAT coordinator and EDI Chair	Gender and cultural related issues identified and if appropriate actions identified and added to action plan. Use staff culture survey to monitor progress and progressively reduce bullying and harassment instances for men and women to ZERO by 2028.
A2.	**Increase education around gender and diversity** issues in the department.	Data from the last staff culture survey show that the majority of female staff (62.5%) feel they belong to the department.

However we have identified other specific points that need addressing such as fairness in non-promotional tasks, and types of caring | **A2.1** Run half-day departmental workshops to educate staff and promote awareness on gender and diversity issues. Periodicity: every two years to maintain momentum and refresh awareness. | June 2026 to June 2030 | HoD, DHoD, Priority A (community building & sense of belonging) lead, DSAT coordinator | Increase staff culture survey female responses agree/ strongly agree to felling staff belong to department to 90%. |
| | | | **A2.2.** Run an internal consultation in the department to gather | | HoD, DHoD, Priority A (community | Introduce another question that capture the departmental support for all |

	responsibilities. The data form the staff culture survey showed that staff did not think the department handled the adverse gendered impact of Covid-19 well, where 76% men and 57% women were unsure and 13% disagreed. Members of staff also reported that they were unsure (56% men and 69% of women) if the department provides support around all types of caring leaves.	intelligence regarding all types of care/ caring leaves the department to be ready to offer support. Work alongside Wellbeing group.	June 2027 to November 2029	building & sense of belonging) lead, DSAT coordinator	different types of caring responsibilities. Have female staff satisfactory responses of at least 80%, and reduce unsure responses for men and women to no more than 10%.
		A.2.3. Collate and analyse non-promotion tasks by gender. Determine how and where those tasks should be recorded.	June 2025 to November 2027	Priority A (community building & sense of belonging) lead, DSAT coordinator	Identify what tasks are classed as non-promotional. Establish practice to equitably distribute non-promotional tasks, such as including time spent on staff recruitment in workload calculations, taking into account the number of applications for each post and proposing staff rota if needed.
A3.					

Create a epartmental vision and in which EDI values are embedded to increase sense of belonging and foster a cohesive and motivated department where all can flourish.	Data from the last staff culture survey show that although the majority of female (62.5%) feel that they belong to the department 25% disagreed. In general, males (68%(28M)) and females (62.5% (10F)) feel the department values their contributions. 42% of male (14M) and 62% of female (8F) members found that the departmental communications were clear. However, 23% of females (3F) strongly disagree	**A3.1** Investigate and address why female feels less sense of belonging - New staff culture survey to incorporate two questions: i) awareness of the department vision and whether the communication about the department vision is clear; ii) if staff think the vision and activities around the department's vison is helping improving the sense of belonging and unity of the department.	January to October 2025	Priority A (community building & sense of belonging) lead, HoD, DHoD, DSAT and EDI committees	Staff Culture and Student surveys to reveal positive responses to at least 70% of students and staff i) awareness of the departmental vision and that communication of the vision and values of the department are clear (staff female% responses of strongly disagree to reduce from 23% to no higher to 5%); ii) since vision has been implemented staff noticed an improved sense of belonging and unity of the department (staff female% responses of disagreement to reduce from 25% to no higher to 5%).
		A3.2 Student survey to incorporate a question about awareness of the department vision and whether communication about the department vision is clear.	Feb 2026 to November 2029	Priority A (community building & sense of belonging) lead, HoD, DHoD, DSAT and EDI committees	
		A3.3 Develop a cultural calendar Create a department day to		Priority A (community building & sense of	Create an event in the departmental cultural calendar for the whole

		celebrate the department vision.	May 2025 to November 2025	belonging) lead, HoD, DHoD, DSAT and EDI committees	department show casing instances where staff and student show casing the department's vision.
		A.3.4 Create a department day to celebrate the department vision and values.	June 2025 to November 2029	Priority A (community building & sense of belonging) lead, HoD, DHoD, DSAT and EDI committees	Create an event in the departmental cultural calendar, 'ACE Day' for the whole department to celebrate instances where staff and student show cased the department's vision and values.

Priority B. TALENT RETENTION & INCLUSION

Item	Objective	Rationale	Specific Actions and implementation	Timescale	Responsibility	Success criteria and outcomes
B1.	**Initiate work investigating the lack of female progression from grade 8 to 9.**	Although the majority of females (59%) and males (58%) agree that the department leadership actively supports gender equality, there are key points to improve. All academic staff by grade, gender and year (2017-18 to 2022-23). Addressing progression from grade 8 to 9 shows a leaky pipeline. The percentage of female lecturers (Grade 8) has increased through the years (varying from 33% to 62%), but the proportion of female senior	B1.1 Through focus groups and data from Teaching Cluster leads, identify key issues preventing female staff from progressing from grade 8 to 9. make sure that issues identified are separated by departmental culture and individual circumstances of each member of staff.	June 2026 to June 2028	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee	Detailed data examined of issues identified, and a report presented to the DSAT and EDI committee. Specific gender issues identified and, if appropriate, actions identified and added to the action plan.
			B1.2 Distribute key anonymised findings of B1.1 to Teaching Cluster leads to aid in the individuals' personal career plan development.	June 2026 to June 2030	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee	Female (teaching and research) senior lectures to equate to at least 40%. Female (teaching only) senior lectures to be at least 15%.

lecturers has remained between 11% to 16%. As for teaching staff only, there is no female member of staff above grade 8, where the percentage has peaked at 32% in 2022-23.	B.1.3. Establish annual promotion workshops sessions available to all interested in promotion Improve communication of the department commitment to equality, diversity and inclusion in applications for promotion and progression	June 2025 to June 2030	HoD, DHoD, Priority lead C (Talent Retention & Inclusion)	In the staff culture survey, an increase in responses from 14% to at least 60% of females agree/strongly agree regarding equality, diversity and inclusion, work is recognised in applications for promotion/progression.	
	B1.4 Investigate the decline of total numbers of research staff (male and female) and why female research grade 7 have progressively declined from 38%to 0% from 2017-18 to 2022-23).	June 2025 to June 2028	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee	Detailed data examined of issues identified, and a report presented to the DSAT and EDI committee. Specific gender issues identified and, if appropriate, actions identified and added to the action plan.	

B2.	Understand reasons staff leave and ensure they are not gender-related.	It is not fully clear to us why staff leave the department and we do not have enough data to assess whether there are any gendered patterns	B2.1 Introduce exit interviews for researchers and improve the take up of exit interviews by academic staff. Collect destination data for all leavers.	September 2025 September 2027	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee	Exit interviews in place for researchers and uptake improved for academic staff to at least 80%. Process in place for collecting destinations data.
			B2.2 Analyse leaving and destination data to assess whether there are any gender-related issues around leaving reasons and destinations.	September 2027 Dec 2027	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee	Leaving reasons and destination analysed by gender and level.
			B.2.3 If any gendered patterns are found then feed this back to the HoD together with recommendations for actions to improve retention rates to the point where gendered patterns are no longer apparent.	January 2028 to December 2030	HoD, DHoD, Priority lead C (Talent Retention & Inclusion)	Recommendations are agreed and implemented.

		B2.4 Reassess leaving quantitative and qualitative data from leavers.	January 2031 to Jun 2031	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee	Any gendered patterns in leaving reasons/destination eliminated.
B3.	Ensure that UG women's perform on a par with men's.	Data show that UG men perform better than female students in ACE UG courses. The highest degree classification was split in 42 % males and 36% females. When segregated, Arch shows a higher disparity between males, 43.3%, and females, 29.2%	B3.1 Examine detailed data by module to learn whether performance differences between males and females persist through the department courses. Examine entry tariffs to understand whether performances are related.	September 2025 to April 2026	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee and UG DoSs	Achieve parity between male and female of 1st degree awards. Detailed data examined of students' performance in all assessed modules. Results compared with entry tariffs etc. results fed to DoSs as to whether performance differences are linked to entry tariffs.

		obtaining 1st. However for UG-MEng the gender issue is reverse where Civil males perform well below female students for MEng. Females obtained 50.8% of 1st compared to 39% of males.	B3.2 Introduce early interventions to target underperforming students and offer extra support by way of additional tutorials and revision seminars.	September 2025 to September 2027	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee and UG DoSs	Early intervention in place and additional tutorials and revision seminars introduced.
			B.3.3 Access the effect of changes made by examining outcomes data. If differences persist then introduce further actions and or interventions.	March 2028 to June 2028	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee and UG DoSs	Female and male degree outcomes examined. If 1st degree disparity persist, new plans for further interventions are put in place and if needed action plan revised.
B4.						

Initiate work investigating the gender - ethnicity intersection for the student body	Although the department has a strong record of working on gender-related issues for students, we have carried out little work investigating the gender-ethnicity interface. We plan to initiate work in this area by thoroughly investigating the available data to investigate further the reason why UG BAME students do less well in terms of degree classification than white (both male and female) for UK-	B4.1 Collate and analyse data relating to representation and degree outcomes by ethnicity, gender and domicile for UG, PGT and PGR students. Present the results of the analysis to the DSAT committee and identify and follow up work to address any issues identified. Modify the Action Plan to incorporate any required follow up actions.	September 2026 to March 2027	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee	Data collected and analysed, and report presented to DSAT. Gender- related issues identified and if appropriate, actions identified and added to action plan.
		B4.2 As part of the department's work		Priority lead C (Talent Retention & Inclusion), DSAT	i) Report on Graduate Outcomes includes section on gender-ethnicity patterns.

		domicile and non-UK domicile students. As for the distribution of degree classification, female MSc students obtained more distinction (20.3%) than male students (17.2%). Female students also obtained a higher number of merits (57.3%) compared to male students (55.1%). For the MScs, when comparing UK domicile and non-domicile, Female BAME students showed a higher number of 1sts (20%) compared to white females (10.4%). However, for UK-domiciled students, both white males	analysing graduate outcomes data, i)investigate the patterns related to gender and ethnicity and ii) Investigate why female (home) student going on to do MEng has dropped. Determine if trend is related to internal issues (Department) or influenced for outside/external reasons. If reason are related to department, we will work together with students through focused groups to address the issue.	April 2027 to May 2028 November 2027 to November 2028	coordinator and EDI committee	Data used to determine if any further work and /or changes are required. ii) If reasons for MEng female numbers drop is identified to be internal, measures will be put in place from the information gathered by student focused groups and MEng female drop to be reduced to ZERO.
			B.4.3 carry out a study of work placement uptake and experiences with an emphasis on gender and ethnicity. Use the data to assess whether action is needed to improve uptake of work placements by specific groups and whether work is needed to	October 2028 to October 2029	Priority lead C (Talent Retention & Inclusion), DSAT coordinator and EDI committee	Report on outcome of study produced a comparing uptake and experience of work placements by different gender-ethnicity group. Report includes recommendations for action if required. Actions considered and approved.

		(34.9%) and females (35.7%) show a higher number of firsts compared to BAME males (21.4%) and females (10%).	improve the experience of specific groups.			

Priority C. LEADERSHIP ENCOURAGE & INSPIRE

Item	Objective	Rationale	Specific Actions and implementation	Timescale	Responsibility	Success criteria and outcomes
C1.	**Improve communication around department commitment to achieving gender balance**	The staff culture survey showed that approximately one third of female and male think that the department is committed to achieving gender balance in leadership positions, and that there has been a visible change. **However, 13% (3F) disagree**, and **57% (9F) of females are not sure (neither disagree + don't know)**. Also when asked if appointment decisions were made fairly, 38% of females (6F) agreed, but **56% (9F) were unsure.**	**C1.1.** Analysis data of internal applications to leadership roles and success by grade and contract function.	January 2026 - January 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	Detailed data examined of both applications and success rates by grade and function and identify the area for improvement.
			C1.2. Conducting a survey/focus group to identify which areas communication can be improved.	January 2026 - January 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	Report on outcome of the survey/focus group and recommend actions if required. Actions considered and approved by DSAT and EDI committee.
			C.1.3. Reviewing the description of the leadership roles, scope of		Priority C (Leadership Encourage &	increase female positive responses at the next staff culture survey. To achieve

			responsibilities, and appointment assessment procedures based on the survey/focus group report from C1.2.	January 2027 - January 2029	Inspire) lead, EDI Chair and DSAT coordinator.	70% of strongly agree/agree and reduce unsure responses to no more than 10%.
C2.	**Improve transparency and awareness in progression opportunities (time for applications).**	Staff culture survey data showed that the department is committed to achieving gender balance in leadership positions, and that there has been a visible change. However, 13% (3F) disagree, and 57% (9F) of females are not sure (neither disagree + don't know). - When asked if appointment decisions were made fairly, 38% of females (6F) agreed, but 56% (9F) were unsure.	**C2.1** Add information about the University career progression guidance on the Staff Induction Teams channel and signpost staff to the newly faculty career progression committee.	January 2025 - January 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	Staff culture survey to show female improved responses fairness of appointment decisions to increase to 70% and unsure responses to be no more than 10%. Together staff culture survey and SDPRs conversations to demonstrate that staff knows where information can be found and how support can be actioned.
			C2.2 Analyse data of promotion applications and successes by grade and contract function.	January 2026 - January 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	Detailed data examined of success rates by staff contraction function, identifying trends and results fed into EDI committee. Report on outcome of study produced

			C.2.3 Are women and men equally likely to apply for senior positions.	January 2026 - January 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	comparing trends and promotion turnovers and gendered issues identified. Report includes recommendations for actions if required. Actions considered and approved by DSAT and EDI committee.
			C.2.4 Understand if teaching staff progress at the same rate as teaching and research staff	January 2027 - January 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	
C3.	**Investigate how effective is the new Teaching Cluster's structure and management looking at career development**	The department has recently (2024) implemented a new line management system around seven teaching subjects, called 'Teaching Clusters'. The new line managers 'teaching cluster leads' will be carrying out SDPRs and	C3.1 Establish biannually review of the Teaching Clusters system through the staff culture survey by introducing direct questions to this matter.	May 2025 - May 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	Next Staff Culture Survey (2025) data collected and analysed, and report presented to DSAT and EDI committee. Gender related issues identified and if appropriate actions identified and added to action plan.

| | | supporting career development and teaching coordination. | **C3.2** Introduce identified changes to improve Subject Cluster Lead system and career development support. | May 2027-May 2028 | Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator. | Obtained progressive improved results in the Staff Culture surveys (2027) about effectiveness of Subject Cluster Lead system and support for female career development to reach satisfactory responses (above 70%).

Qualitative data collected indicate that staff feel their career development is better supported. |
| | | | **C.3.3** Run focus groups with staff to gather more granular feedback of what can be improved with the Teaching Cluster systems and to better define its role in relation career progression support. | May 2028-May 2029 | Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator. | |

C4.	**Investigate reasons for higher proportion of part-time grade 8.**	Promote more diverse role models for students This might be due to the very particular circumstances of the department in which design tutors are practitioners in the profession and teach on a part-time basis. The number is higher for male members of staff, ranging from (63% to 76%), as for females, the range varied from 50% to 59%.	**C4.1** Ascertain if higher number of part-time grade 8 is due to uniqueness of the departmental structure where teaching is enriched by bringing practitioners on part-time basis.	February 2026- February 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	Data collated and analysed and report presented to DSAT and EDI committees. Gender related issues identified and if appropriate, actions identified and added to action plan. Achieve sustained gender parity (50% female) between part-time design tutors.
			C4.2 Collate and analyse data relating to gender representation.	February 2026- February 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	
C5.	**Initiate investigation on PGR body of students in terms of enrolment status (part-time/full-time), gender and ethnicity**	The majority of the PGR students are full-time, and since 2017-18 the percentage of part-time students has been between (9% and 20%). The percentage of female PGR students oscillated from 32% to 47% from 2014-15 to	**C5.1** PGR Culture survey to identify reasons for part-time choice and if there is any gendered trends of the PGR student body.	October 2025- February 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	Data collected and analysed, and report presented to DSAT and EDI committees. Gender related issues identified and if appropriate actions identified and added to action plan.
			C5.2 Collate and analyse data relating to PGR degree outcomes, ethnicity, gender	October 2025 -	Priority C (Leadership Encourage &	

representation and career aspirations	2022-23. More recently, the percentage stayed around 40%.	and domicile. Present the results of the analysis to the DSAT and EDI committees and identify any follow up work to address any issues identified. Modify the action Plan to incorporate any required follow up actions.	February 2029	Inspire) lead, EDI Chair and DSAT coordinator.	Achieve gender parity (50% female).
		C5.3 Run focus groups to understand how best to support PGR career aspirations. Introduce exit interview to identify any gendered issues moving up the career ladder as an independent researcher.	September 2027 - September 2029	Priority C (Leadership Encourage & Inspire) lead, EDI Chair and DSAT coordinator.	Exit interviews in place for PGR and career destination mapped against career aspirations. Process in place for collecting destinations data.

Priority D. NURTURING & WELLBEING

Item	Objective	Rationale	Specific Actions and implementation	Timescale	Responsibility	Success criteria and outcomes
D1	Strengthen Athena Swan Charing restructure and introducing annual review of the action plan	To ensure that actions are monitored effectively, and that momentum is maintained with the implementation of the action plan. The new DSAT structure will be more agile in monitoring, target adjustments, timescales and new actions if appropriate.	D1.1 The new agile DSAT structure will be composed of four priority teams. Each priority team will be formed by three people, one priority owner and two other members. Each priority team will be responsible for monitoring progress and accomplishment of targets. The priority teams will report to the DSAT coordinator. The DSAT coordinator will report to the Equality, Diversity and Inclusion (EDI) committee.	January - June 2025	EDI Chair and Head of the Department	DSAT agile new structure to be fully recruited and operational by July 2025.

Creation of DSAT Terms of Reference defining membership structure and terms of succession. |
| | | | D1.2 The new DSAT structure will stablish an annual review of the action | November 2025 to | Athena Sawn coordinator and | Annual review of action plan established and revised version of action |

			plan during which progress of all actions, grouped by priority, is assessed and if need timescales , responsibilities and success measures are evaluated and revised. Completed actions removed and additional actions added if and when required. An updated version of the action plan is annually published.	November 2028	Athena Swan priority leads.	plan published and disseminated in the department each year.
			D.1.3 Original version of the action plan is maintained with progress column added in preparation for future Athena Swan submission.	November 2025 to November 2028	Athena Sawn coordinator and Athena Swan priority leads.	An updated version of the original action plan including updates/changes and progress to date.
D2.	Increase staff awareness, access and	Staff culture survey data suggest that staff know how to access mental	D2.1 Line managers (Cluster leads) to be trained enabling dissemination of	November 2025 to	Cluster leads and Priority D	Data monitored and stored. Compliance of communicating mental

		mental health support. Use annual SDPR conversations as an individual checking point to communication of resources and **awareness**.	November 2028	(Nurturing and Wellbeing) lead.	health resources during SDPR conversations to be 100%.
confidence in seeking mental health support.	health support but are less confident in seeking or asking for support. The staff culture survey showed that 44% of males (18M) and 57% of females (9F) agreed that they are confident in asking for mental health and /or wellbeing support at work. However, 29% of males (7M) and 19% of females (3F), disagreed. Also, 22% of males (7M) and 19% of females (3F) were unsure.	D2.2 Insert an additional specific question in the staff culture survey: 'Were you made aware in your SDPR conversation of the mental health support available to you at the University of Bath?'	November 2025 to November 2027	Priority D (Nurturing and Wellbeing) lead and EDI Chair.	Detailed data examined of the Staff culture survey and comparison to the SDPR instances and SDPR dedicated question. Results fed to EDI committee and to inform the next staff culture survey.
		D.2.3 Work alongside ACE Wellbeing group examining information from focus	November 2025 to	Priority D (Nurturing and Wellbeing) lead	

			groups workshops and departmental consultations to understand the different barriers to access mental health support for men and women.	November 2028	and Wellbeing group lead.	Survey and focus groups run and report produced comparing data to understanding why and what support people are seeking. We aim to increase confidence in seeking mental health support in by equal or above 70% for men and women. Reduce disagree and unsure responses to no more than 10% each.
D3.	Investigate if female students are entering architecture and engineering profession and take appropriate action to investigate issues found.	Nurture and support students to have rewarding professional careers.	D3.1 Work with the Alumni centre to obtain the data to set actions for students' destinations and permanence in their profession.	November 2026 to November 2028	Priority D (Nurturing and Wellbeing) lead DSAT lead	Data collected and analysed, and report presented to DSAT. Gender related issues identified and if appropriate, actions identified and added to action plan.

			D3.2 Investigate graduate outcomes data to establish if male and female students are equally likely to enter the profession.	November 2026 to November 2028	Priority D (Nurturing and Wellbeing) lead DSAT lead	Report on outcome of study produced comparing Alumni data and graduate outcomes by gender. Report includes recommendations for action if required. Actions considered and approved.
D4.	Increase research staff awareness, access and confidence in undertaking professional development opportunities and providing line managers with the means to support this	Nurture and support research staff to have rewarding professional careers. In the focus group, PDRAs within the department were found not to be engaging with development opportunities such as teaching, fellowship applications, and grant applications as CO-I. Additionally, although tools such as the VITAE tracker are now	D4.1 Line managers/PIs of research staff to be provided guidance for enabling discussions around professional development and career support. Use annual research staff SDPR conversations as an individual checking point to communication of resources and awareness.	November 2025 to November 2028	Priority D (Nurturing and Wellbeing) lead, ACE PDRA staff representative, DSAT lead	Data collected and analysed and report presented to DSAT. Gender related issues identified and if appropriate, actions identified and added to action plan.
			D4.2 Introduce a buddy system for new research staff starters and encourage them to engage with the	November 2026 to November 2028	Priority D (Nurturing and Wellbeing) lead, ACE PDRA staff	Data (register of starters and buddies) created and analysed and report presented to DSAT. Gender-related issues

| | | introduced as part of the induction process, they are not being used. This new objective aims to improve further engagement with these opportunities and tools provided by the department and broader University support services (e.g., faculty level and researcher development teams). | researcher development team. | | representative, DSAT lead | identified and, if appropriate, actions identified and added to the action plan. Collect regular feedback on the buddy system, other departmental initiatives, and wider engagement in research staff-related activities. |

Table 7: Suggesting Times for Silver Renewal Actions (Removed).

Appendix 1: Culture survey data (Removed)

Appendix 2: Data tables (Removed)

Please present the mandatory data Tables, and if desired, any additional datasets.

Department data requirements

1   Students at foundation, UG, PGT and PGR level

2   Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

3   Academic staff by grade and contract function

4   Academic staff by grade and contract type

5   Professional, technical and operational (PTO) staff by job family

6   PTO staff by contract type

7   Applications, shortlist and appointments made in recruitment to academic posts

8   Applications, shortlist and appointments made in recruitment to PTO posts

9   Applications and success rates for academic promotion

10   Applications and success rates for PTO progression

Appendix 3: PDRA PROFORMA (Removed)

Appendix 4: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Acronym Description

A Architecture

ACE Architecture and Civil Engineering

ARB Architects Registration Board

AS Athena Swan

AVD Applicant Visit Day

BAME Black, Asian and Minority Ethnic

CAD Computer Aided Design

CAM Computer Aided Modelling

CDT Centre for Doctoral Training

CE Civil Engineering

CLT Centre for Learning and Teaching

CO-I Co-investigator

DHoD Deputy Head of Department

DLHE Destinations of Leavers from Higher Education

DoR Director of Research

DoS Director of Studies

DoT Director of Teaching

DSAT Departmental Self-Assessment Team

E&D Engineering and Design

ECR Early Career Researcher

EDI Equality, Diversity, and Inclusivity

EDIN Equality, Diversity, and Inclusivity Network

EDIC Equality, Diversity, and Inclusivity Committee

EPSRC Engineering and Physical Sciences Research Council

EO Ethics Officer

FED Faculty of Engineering and Design

FT Full-time

HEA Higher Education Academy

HESA Higher Education Statistics Agency

HERA Higher Education Role Analysis

HoD Head of Department

HoG Head of Group

HR Human Resources

ILP Industry Liason Panel

JBM Joint Board of Moderators

KE Knowledge Exchange

KTP Knowledge Transfer Partnership

LGBTQ+ Lesbian, gay, Bi-sexual, Transgender, Queer and questioning

MPMS Maternity/Paternity Mentor Scheme

MSA Management, Specialist and Administration

PDRA Post-Doctoral Research Associate

PGR Post-Graduate Researcher

PGT Post-Graduate Taught

PI Principal Investigator

PNS Prefer Not to Say

PS Professional Services

PTO Professional, Technical and Operational staff

RDF Research Development Framework

RENEW Centre for Regenerative Design for a NEt-positive World

RIBA Royal Institute of British Architects

S- Subject Cluster

SCG Subject Cluster Group

SCS Staff Culture Survey

SDPR Staff Development Performance Review

SMART Specific, Measurable, Achievable, Relevant, and Time-bound

SSLC Staff-Student Liaison Committee

T&R Teaching and Research

T&E Technical and Experimental

UEB University Executive Board

UG Under-Graduate

WBG Wellbeing Group

WLM Workload Model

Appendix 5: Athena Swan Silver Response to Feedback (Removed)

Athena SWAN Feedback – November 2018 – **Response 2024**

Appendix 6: ACE Wellbeing Action Plan 2024 (Removed)

End of report.