Department Application
Bronze and Silver Award

ECU GENDER CHARTER

Athena SWAN

ECU EQUALITY CHARTERS

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Actual	Silver
Word limit additional 500 words granted	**12,993**	**12,500**
Recommended word count		
1.Letter of endorsement	543	500
2.Description of the department	555	500
3. Self-assessment process	1,073	1,000
4. Picture of the department	2,593	2,000
5. Supporting and advancing women's careers	7,402	6,500
6. Case studies	827	1,000
7. Further information	N/A	500

Name of institution	University of Bath
Department	Architecture & Civil Engineering
Focus of department	**STEMM**
Date of application	November 2018
Award Level	**Silver**

Institution Athena SWAN award	**Date: 2017**	**Level: Bronze**

Contact for application Must be based in the department	Dr Marion Harney
Email	M.Harney@bath.ac.uk
Telephone	01225 383977
Departmental website	http://www.bath.ac.uk/departments/department-of-architecture-civil-engineering/

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Endorsement of Application for Athena SWAN Silver Department Award

As Head of Architecture & Civil Engineering, and an active member of the Department Self-Assessment Team, it is with great enthusiasm that I write to support our application and confirm that the Department Executive Committee fully endorses our Athena SWAN Silver Award application.

The two principal ambitions for ACE are to generate world-class research and to produce graduates of the highest quality. We require the full diversity of talent to achieve and sustain these ambitions and this continues to drive our staff recruitment and promotion initiatives.

The Athena SWAN process supports our ambitions and has brought about a culture change within the Department. We now have an environment in which gender inequality is addressed as part of our daily routines. It has been instrumental and impactful in helping to steer and motivate the Department to improve equality and diversity. We now have embedded procedures to ensure further progressive action.

I am proud to have been involved in the implementation of our Bronze Action Plan, which continues to direct and foster our inclusive culture in ACE. Our new Action Plan further underpins our commitment to equality and inclusivity and will have a positive impact on our Department's further growth and development.

In my role as Head of Department, I have driven good practice by nurturing an open and transparent environment relating to all aspects of the Department including gender balanced selection and interview processes to staff promotion and the advertising of available roles in internal management, administration and committee membership. This is now formalised through the Staff Development Performance Review mechanisms, where all staff now submit and discuss their career development / promotion plan, together with a proactive approach to communicating opportunities to all staff has resulted in a better gender balance within the Department and a positive change in culture. Despite this, we recognise that more needs to be done and our Silver Action Plan highlights further steps that we will take to embed the Athena SWAN

principles. At the core of our success is the absolute commitment of the entire Department to equality and diversity.

Our application for a Silver Award describes a programme focused on attracting, promoting, and retaining an increased proportion of women in Architecture and Civil Engineering at all stages of the career pipeline, including professional support and technical staff. While all actions are central to the further development of an inclusive Department, the actions that are likely to have the most impact are those around further recruitment and promotion of female staff at all levels. The improved visibility and status of females within the Department will in turn have a positive influence on the proportion of female students enrolled on our programmes.

Our aim is to achieve a fully inclusive environment for work and study that embraces an intersectional approach to equality and diversity and a Silver Award would be reward for the hard work of everyone in the Department.

I fully appreciate and recognise the impact of the Athena SWAN Charter and on behalf of the Department, I will mobilise all necessary resources to help achieve our commitment to the Charter. 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.

Professor Stephen Emmitt
Head of Department of Architecture and Civil Engineering
University of Bath

(Section 1 Word Count 543)

Glossary of Terms

ACE	Architecture & Civil Engineering
DSAT	Department Self-Assessment Team
ED&IC	Equality, Diversity and Inclusivity Committee
USAT	University Self-Assessment Team
DEC	ACE Executive Committee
REF	Research Excellent Framework
HoD	Head of Department
HoG	Head of Group
PI	Principal Investigator
UG	Undergraduate
PGR	Postgraduate Research Student
PGT	Postgraduate Taught Student
PDRA	Post-Doctoral Research Associate
ECR	Early Career Researcher
SDPR	Staff Development and Performance Review
FTE	Full Time Equivalent
ASC	Academic Staff Committee
BAME	Black Asian Minority Ethnicity
DRSC	Departmental Research Staff Coordinator
BAP	Bronze Action Plan, note **BAn=Bronze Action, n=action number**
SAP	Silver Action Plan, note **SAn=Silver Action, n=action number**
F	Female
M	Male
O	Other

NB: Actions are referenced throughout the document as either Bronze Actions by **BAn**, or Silver Actions by **SAn**, where **n** is the action number.

2. DESCRIPTION OF THE DEPARTMENT
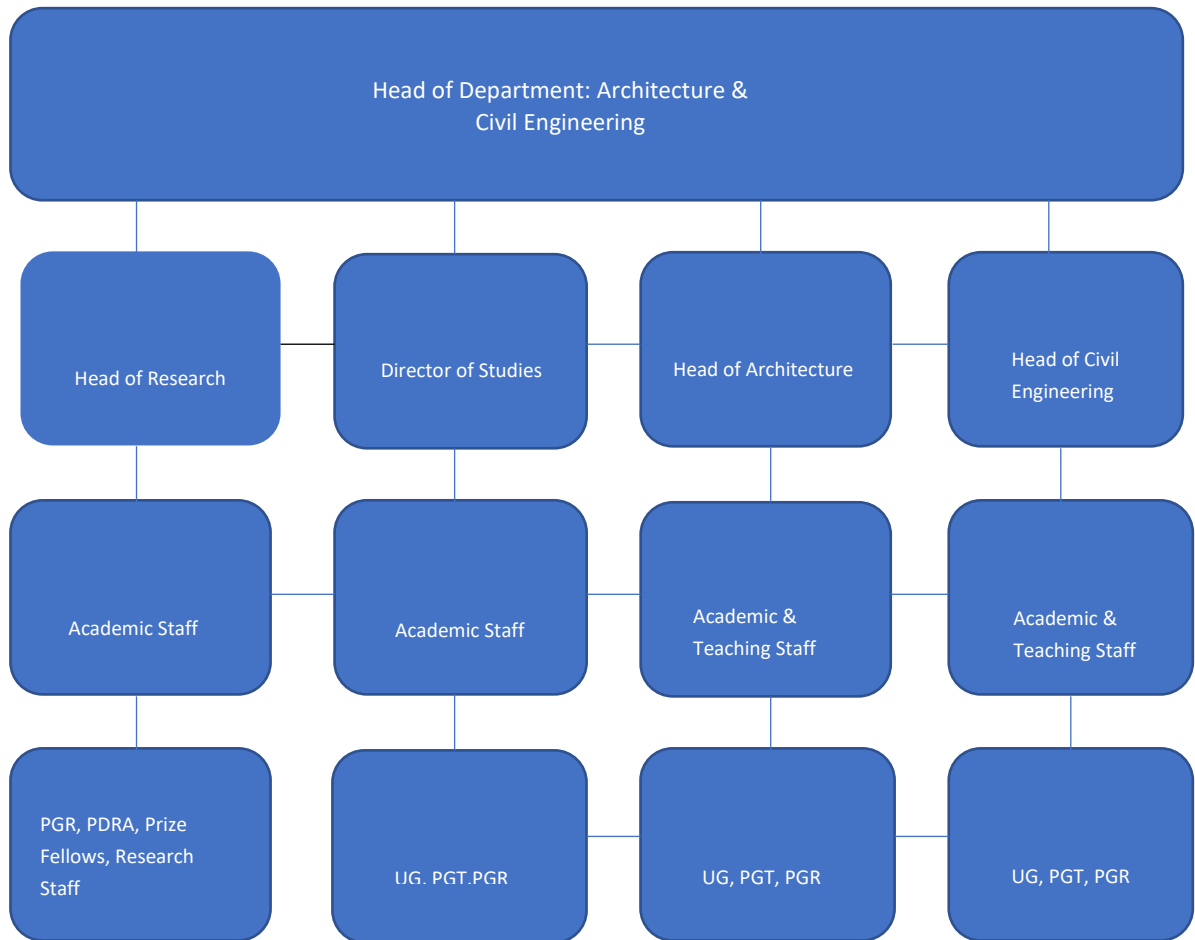**Recommended word count: Bronze: 500 words | Silver: 500 words**

Figure 1. ACE Departmental Structure - part of the Faculty of Engineering and Design

One of four departments within the Faculty of Engineering and Design, Architecture & Civil Engineering (ACE) combines teaching and research expertise in architecture and civil engineering. Our interdisciplinary focus underlies all our activities. One of the special features of studying Architecture & Civil Engineering at Bath is the strong relationship between study and practice. Its joint nature remains unique in the UK and our reputation is based on the simple philosophy that if architects and civil engineers are to work together, they will benefit from being educated together.

ACE is organised into two teaching groups *(Figure 1)*, each with a Head of Group (HoG) responsible for line management of academic staff and their workload and discipline specific UG, PGT and PGR students. Prior to engaging with Athena SWAN, senior roles were allocated directly by the HoD; now they are appointed after requests for Expressions of Interest, interview and consultation with roles reviewed every three-years.

There is strong ambition across the department to achieve greater gender equality and inclusivity, address unequal representation and attain a proportion of female staff

above the national average for both disciplines (currently 34% Architecture and 23% Civil Engineering). ACE DEC has agreed actions and a date of 2022 to meet these targets.

Architecture & Civil Engineering at Bath is consistently ranked in the top five UK subject league tables. We are at Number 1 for Architecture (CUG 2019 and GUG 2018) and in the top 5 for Civil Engineering (CUG 2019 GUG 2018). We rank highly for student satisfaction with Architecture joint second for course satisfaction (GUG 2019) and first for graduate prospects and research quality (GUG 2018). The Department has strong teaching (TEF Gold Award) and research culture (joint first in the 2014 Research Excellence Framework (REF). Overall, 90% of our research activity is graded as either world leading or internationally excellent.

We take pride in our teaching quality and our supportive learning environment, our undergraduate programmes scoring 86.99% in student satisfaction (National Student Survey 2018).

During the review period there were 79 members of staff (currently 81). *(See Table 1 and Figure 2)* There is a gradual reduction in percentage female with increasing seniority with the exception of a 40% blip at lecturer level.

Our student experience includes input from leading practitioners as guest lecturers and studio tutors, combined with a significant industrial contribution to the programmes. The total number of external tutors in 2016-17 was 321 of which 98 were women (30.6%), an increase from 20.8% in 2014/15.

The UG and PGT Civil Engineering programmes have an Industrial Liaison Panel (11 women; 19 men).

Figure 3 shows the University grade structure and progression routes for teaching and research staff.

	Female	Male	% Female
Students			
UG	435	494	47%
PGT	148	168	47%
PGR	25	38	40%
Staff			
Research	2	9	18%
Teaching	5	22	19%
Lecturer	6	9	40%
Senior Lecturer	2	11	15%
Reader	1	4	20%
Professor	0	8	0%
Academic and Research Staff Total	16	63	20%
Professional and Support	2	0	100%

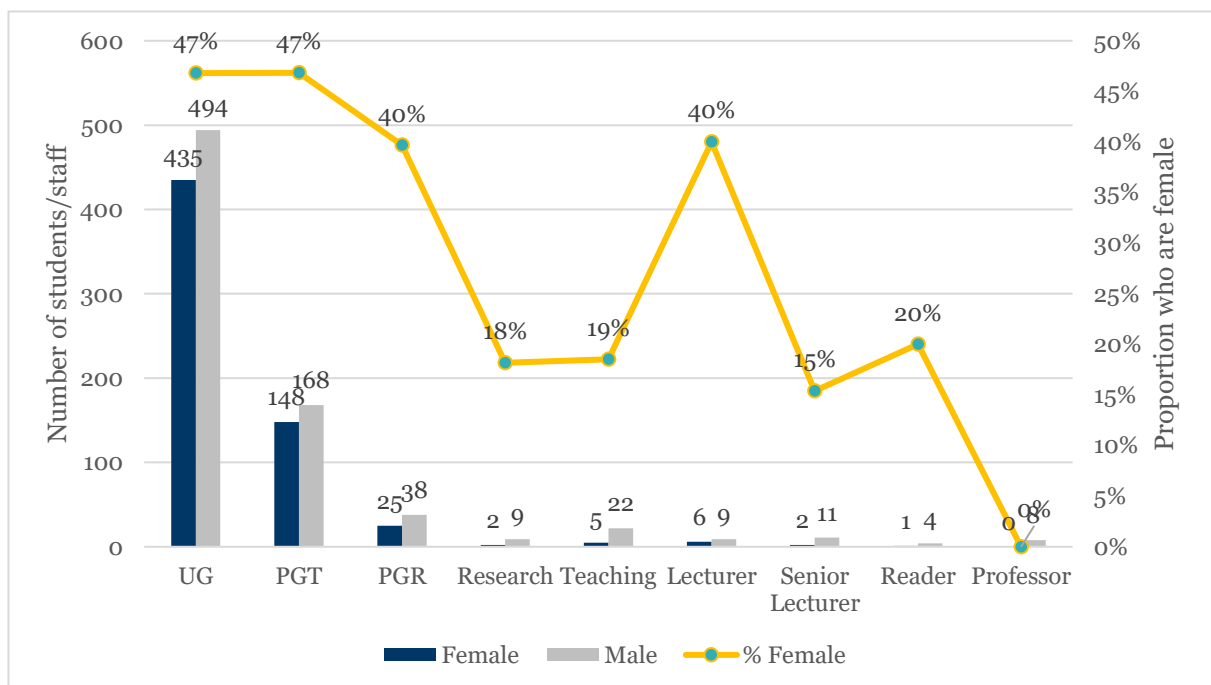*Table 1. Members of the Department by position and gender, October 2017*

Figure 2: Total number of academic and research staff, and students by gender in the Department; staff numbers are as of end October 2017 and student numbers from HESA 2015/16 year-end July 31st.
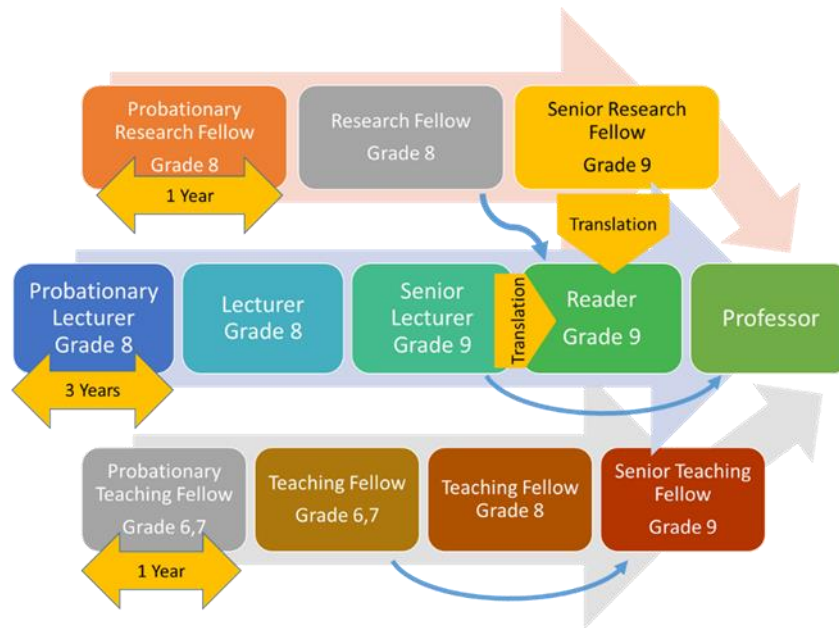
Figure 3. University grade structure and progression routes for teaching and research staff (includes Prize Fellows – research fellows Grade 8)

We have an excellent track record in strong female student recruitment onto ACE programmes which is consistently above the national average in both disciplines.

During 2016/17 ACE was home to 1211 students: 559 Female (46%); 652 Male (54%).
1. 929 UG students: 435 Female (47%); 494 Male (53%).

2. 316 PGT students: 148 Female (47%); 168 Male (53%).

One of our civil engineering students, Rachel Hayden, is an excellent example of the success we have attained.

Recently named the Target Jobs *Construction and Engineering Undergraduate of the Year* Rachel won the 2017 Ford Prize for Women in STEM Study. Rachel is a QUEST scholar with the Institute of Civil Engineers and one of five global ambassadors for the International Women's Academy.

Figure 4. Rachel Hayden, The Construction and Engineering Undergraduate of the Year Award

The membership of the DSAT/Implementation committee canvassed expressions of interest from individuals identified in terms of role, to ensure representation of all levels within the Department and key university committees.

To ensure that actions were completed in a timely manner membership was increased to 9 women (issues identified are around women's underrepresentation) and 7 men and extended to include Equality and Diversity and Inclusivity specialists, Early Career Researchers, and Professional Support and Technical Staff to ensure a good balance of job grade, age, gender and work-life commitments. The Department and Faculty provide administrative support and the HoD assigned 250 hours for the chair and 50 hours for each member in their workload allocation. Postgraduate students and post-doctoral staff supervisors and line managers, respectively, account for the additional contributions.

(ii)   an account of the self-assessment process

The role of the DSAT is to set the philosophy and agenda, implement the action plan, monitor the effectiveness of actions, and communicate with the Departmental Executive Committee (DEC) and other departmental self-assessment teams across the University. The Committee meets monthly to focus on the implementation of the actions and strategy setout in the Bronze Action Plan and to develop the Silver submission.

Athena SWAN and Equality and Diversity are standing agenda items at bi-monthly Departmental Executive Meetings and Staff Meetings. The Department Equality Coordinator regularly disseminates information from the university's Equality and Diversity Network.
The E&D return, AS submission, AP and progress are notified to all staff and students via a shared drive, the Departmental website, staff notice boards, ACE newsletter and SSLCs. Our Facebook page and blog are regularly updated and we have created a link to the University AS webpages and externally to the AS website.

DSAT members regularly attend Faculty Women in Engineering Network meetings and the Chair is academic liaison for the Student Women in Engineering Society attending meetings of the Senior Women's academic network to gain insight into the issues of concern at key transitional stages in the progression of female students and women's careers across the university. The Chair reports monthly to the DEC, quarterly to the USAT, and 6-monthly to the Dean of Faculty and the Faculty Executive who are charged with reviewing AS developments.

This reporting structure has been carefully designed to ensure Department and University management are aware of, and consulted on, the status of the AP, ensuring appropriate strategic alignment.

Agendas and minutes are stored on the shared drive for all members of the Department to access and add comment. At each meeting the AP is reviewed; tasks are prioritised and assigned, and all members invited to feedback on issues.

A new ACE Staff Survey was completed in 2017 to inform our planned AS Silver submission and a new Organisational Culture Survey was designed and developed for

2018, structured into sections that reflect the key issues defined in the Athena Swan Charter application process. The ACE survey was extended to all levels of staff within the Department to better assess the impact of our AP on gender equality and inclusivity.

The results of all surveys were circulated to DSAT for interpretation and discussion. However, there was a poor response rate to the redesigned 2018 survey with only 41 (44%) Academic, Research and Teaching staff, 40% professional support and technical, 16% PGR, 6% PGT and 3% UG responding. This may be because the new survey was non-Department specific and therefore viewed as less relevant by staff; also possibly because it was extended to staff and students not previously surveyed on AS or cultural issues. Unfortunately, the timing of the survey also coincided with the end of semester, industrial action and holidays and the student population being surveyed-out at the end of the academic year. A high number of Lecturers (10 out of 13) and Senior Lecturers (12 out of 15) responded, while only 6 out of 27 in teaching-only roles did, possibly due to the fact that the vast majority of ACE teaching is bought-in and delivered by full-time practitioners employed on fractional appointments.

BRONZE ACTION PLAN ACHIEVEMENT BA4.1 further development and extension of ACE Culture Survey

The submission document was created by DSAT members and the final version was produced by a core group. The overall self-assessment process is shown in *Figure 5*.

 This was an iterative process, with a final Departmental Self-assessment Team open forum in October 2018 where members of the Department were able to comment further on the application, capture any culture issues not identified in the surveys and recommend further initiatives The DEC gave the submission final approval.
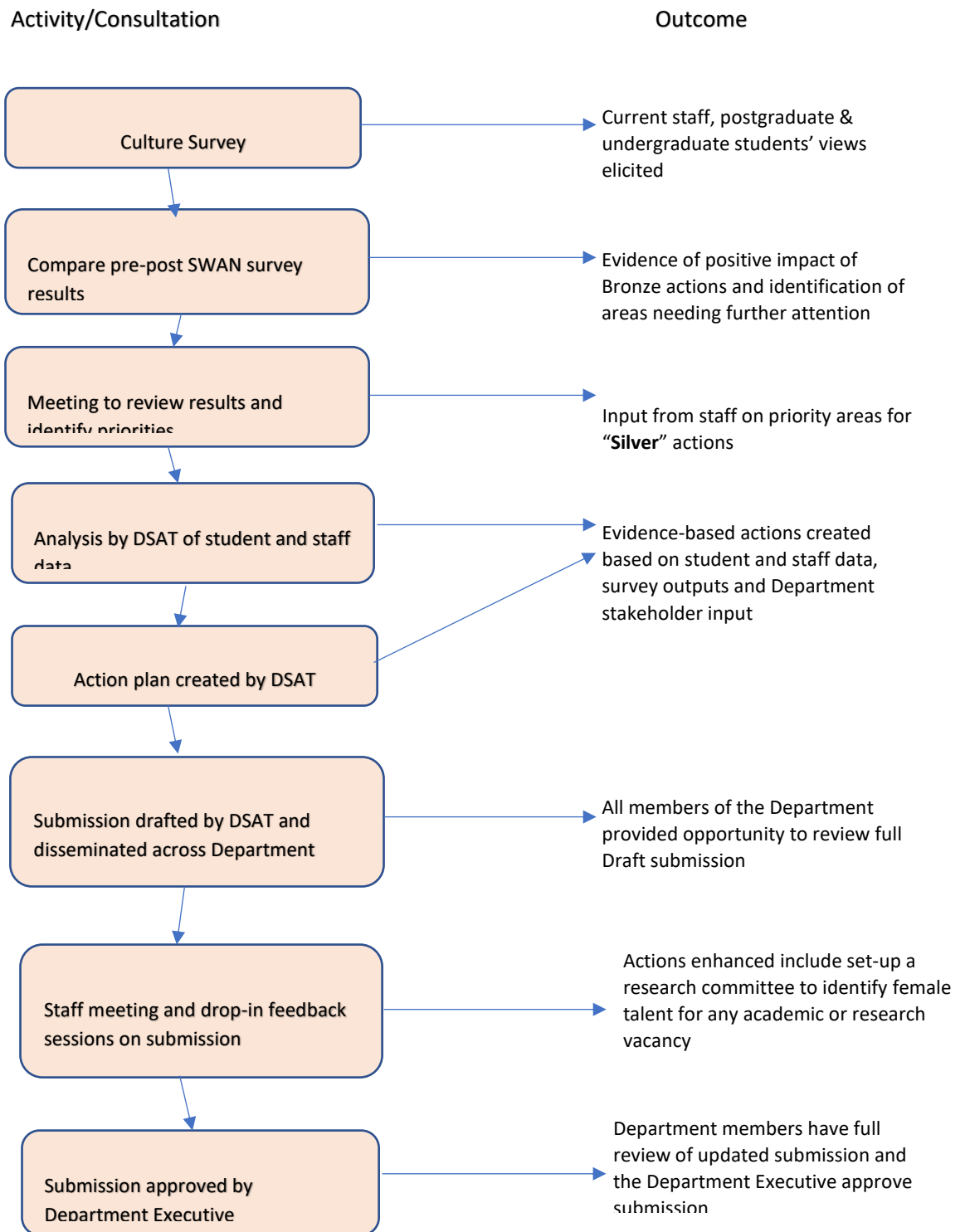
Activity/Consultation	Outcome

Culture Survey → Current staff, postgraduate & undergraduate students' views elicited

Compare pre-post SWAN survey results → Evidence of positive impact of Bronze actions and identification of areas needing further attention

Meeting to review results and identify priorities → Input from staff on priority areas for "**Silver**" actions

Analysis by DSAT of student and staff data → Evidence-based actions created based on student and staff data, survey outputs and Department stakeholder input

Action plan created by DSAT →

Submission drafted by DSAT and disseminated across Department → All members of the Department provided opportunity to review full Draft submission

Staff meeting and drop-in feedback sessions on submission → Actions enhanced include set-up a research committee to identify female talent for any academic or research vacancy

Submission approved by Department Executive → Department members have full review of updated submission and the Department Executive approve submission

Figure 5: Self-Assessment Process

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

The self-assessment team will continue to meet monthly and establish an annual cycle of business to include monitoring the AP, reviewing datasets, assessing recommendations for action and holding an annual review of the AP where completed actions will be signed off, ongoing actions updated, and, as appropriate, new actions added. The revised AP will then be published with a view to increasing engagement with the Athena SWAN agenda.

A key priority is to strengthen the positive impact of Athena SWAN activities and raise awareness of this at all levels across the Department. **(SA1a)** The profile and benefits of the Silver AP for all members of our community will enhanced through Athena SWAN events for students and staff, posters, a dedicated webpage, and social media. **(SA1b, SA1c)** We will enhance the remit of the committee so that the focus is on Equality, Diversity and Inclusivity, change the name accordingly and increase the membership to include male UG, PGT and Post-Doc student representatives to ensure a gender balance. **(SA1d, e)**

SILVER ACTION 1: Increase staff awareness, participation in, and support for, the Athena SWAN charter.

(Section 3 Word Count 1073)

4.   A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1.   Student data
If courses in the categories below do not exist, please enter n/a.

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

N/A

(ii)   Numbers of undergraduate students by gender

Please note Data were obtained from the Higher Education Statistics Agency (HESA) via the Higher Education Information Database for Institutions (HEIDI) and presented as "academic year" headcount, year ending July 31st. Benchmarking data is provided for staff and students assigned to HESA Cost Centre: Architecture, Built Environment and Planning and Civil Engineering as Full Time Equivalent. HESA returns, rounded to nearest 5.

Please note: there are two main reasons why the HESA data does not always match the internal data. Firstly, the internal data is headcount, whilst the HESA data is FTE and does not include Distance Learning Students. Secondly, the internal data relates to the number of students on courses within a department, whilst the HESA data is

compiled on a module basis, so can include students from other departments who are taking Architecture/Civil Engineering modules.

We offer the following UG Bachelors and M-level programmes: Architecture BSc (Hons) (4 years); Architecture MArch (Hons) (2 years); Civil Engineering BEng (Hons) (4 years with placement); Civil Engineering BEng (Hons) (3 years); Civil Engineering MEng (Hons) (5 years with placement); Civil Engineering MEng (Hons) (4 years).

In 2015/16 overall there were 847 (45% female) undergraduates which rose to 929 (47% female) in 2016/17. There are very few part-time students.

Figure 6 shows the Architecture BSc cohort is consistently marginally more female than male. The percentage of females ranges from 51% to 53% over the review period which compares very favourably with the national average which ranges from 36 to 38%.

For Civil Engineering (*Figure 7),* the proportion of female students has remained fairly constant over the review period at 34% to 37% which again compares very favourably with the national averages of 18% to 20%.

Bath recruits female students from outside the UK with significantly more success than the sector overall. This may be because of the distinctive combination of Architecture and Civil Engineering attracting both international as well as home students, our department's welcoming culture and the fact that Bath is often perceived as a safe place to study, in particular for Chinese women. Female applicants may also be attracted by our focus on group working. We also do not require A-level Physics to study civil engineering which widens the pool of applicants.

In our Applicant Visit Day activities more females than male graduates give talks and tours, and both male and female students lead design activities – presenting and tutoring groups. 90% of UG students in the recent survey agreed that the Department encourages male and female undergraduate students to act as visible role models.

The high proportion of women means that they are seen as the norm and although we are performing significantly better than the sector average we have a longer-term aspiration to achieve a 50/50 gender split in Civil Engineering. **(SA2, a-h.)**

> **SILVER ACTION 2: Maintain the current level of female Architecture students and increase the number of female students on UG Civil Engineering programmes**
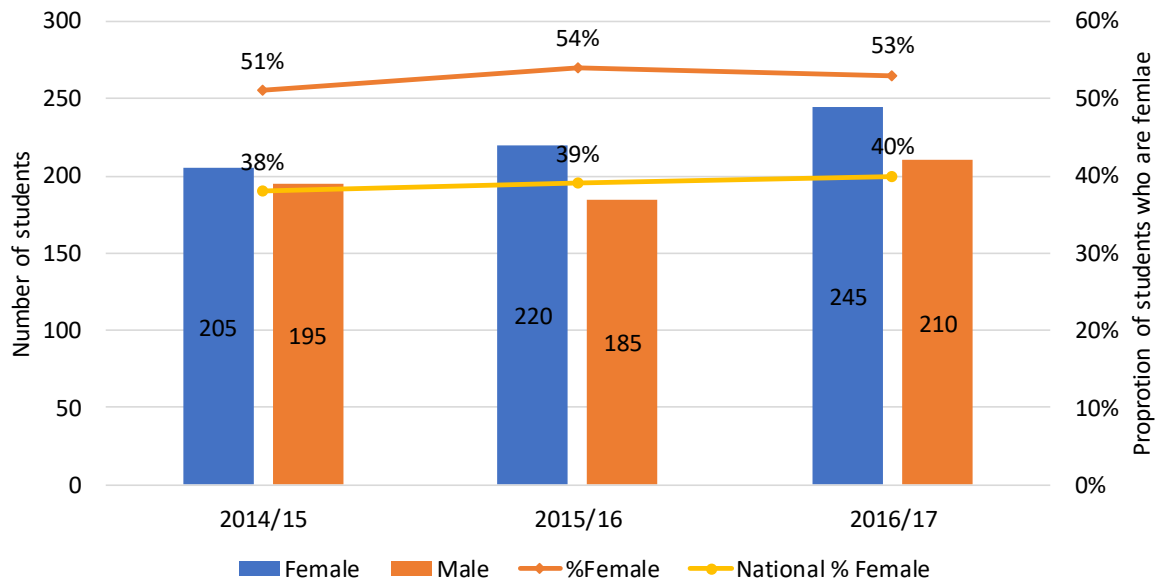
Figure 6: Benchmarking data for undergraduate students at the University of Bath and across all HEIs with an Architecture return
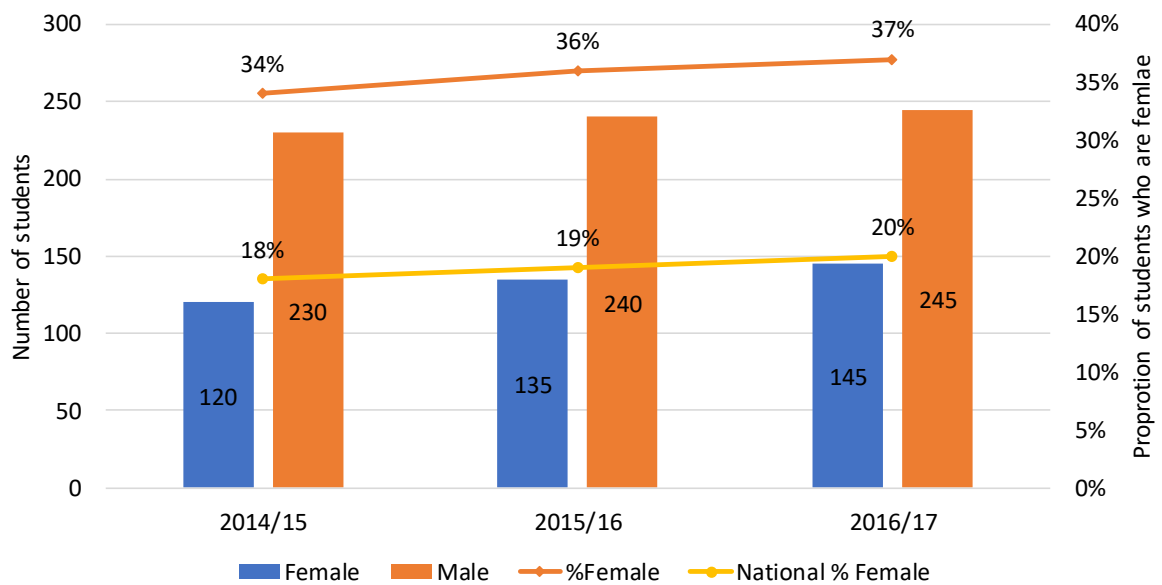

Figure 7: Benchmarking data for undergraduate students at the University of Bath and across all HEIs with a Civil Engineering return

The department operates a thin sandwich system where placements in professional practice are undertaken throughout academic programmes.

Employers working with ACE are keen to take all of our students. In 2016/17 100% of students on Architecture programmes went on placement.

Table 3 shows the percentage of eligible Civil engineering students who went on placement.

UG Civil Engineers	% F on placement	% M on placement
2015-16:	**61%**	**65%**
2016-17:	**66%**	**62%**
2017-18:	**60%**	**65%**

Table 3: percentage of Civil Engineering students opting for placement by year and gender

Applications to our undergraduate degree programmes have increased, more from women than men, with the ratio of accepts to applications typically around 16-18% *(Figure 8).*

Tables 4, 5 & 6 indicate that, in general, the balance of offers and accepts in ACE is in favour of women.

- For Architecture, overall women represent 56% of applicants and are significantly more likely than men to receive offers (χ^2, p<0.05). However, overall men are more likely to accept offers so that women represented 56% of those accepting offers. If women receive more offers than men, it would be expected that all things being equal, they will be less likely to accept any specific offer, which is the pattern that we observe.

- In Civil Engineering overall, the proportion of applicants who are female is 28% but women are more likely to receive offers and those with offers are more likely to accept them (χ^2,p<0.1) leading to women making up 35% of those who accept offers. In fact female applicants are significantly more likely to accept offers than males (χ^2, p<0.05). Unlike for architecture, women are more likely to receive offers and are also more likely to accept those offers which suggests that we are very successful in converting these offers to acceptances.

Positive role models for aspiring female architects and engineers are provided within the Department. For example, Dr Marion Harney, Director of Learning and Teaching (PGT) programmes, Faculty Athena SWAN Champion, Chair of DSAT, Member of DEC, USAT, Senate and the Curriculum Transformation Committee and Dr Jun Zang, Director of WEIR Research Group, Member of the Departmental Research Committee, and Management Board of the University Water Innovation Research Centre. We make every endeavour to portray a learning environment supportive of women students and this is reflected in our encouraging UG recruitment data. Nevertheless, lack of visible female role models is consistently highlighted by staff and students throughout the application and is a key driver for the Silver Action Plan. **(SA2)**.

The overall increase in applications from females is achieved principally through escalated outreach to primary and secondary schools and raising the visibility of females on UCAS/Applicant Visitor Days, and through widening participation and summer schools. **(SA2e)**. Specific Women in Engineering information is provided on our website however, we will continue to increase the visibility of female role models and resources by inviting more external female lecturers **(SA2f)**. We will also increase the target for the proportion of female members of Architecture Review Panels ('crits') to 40%, **(SA2g)**, and increase overall diversity in the admissions team to 50%. **(SA2h)**. Some

success has been demonstrated through an increase in female applications from 739 in 2014 to 898 in 2016; overall this represents an increase of 22% compared to 4% for males, however we will introduce a system whereby current female UG students contact female applicants with offers to emphasise the positive aspects of studying at Bath and answer any queries. (**SA2i**).
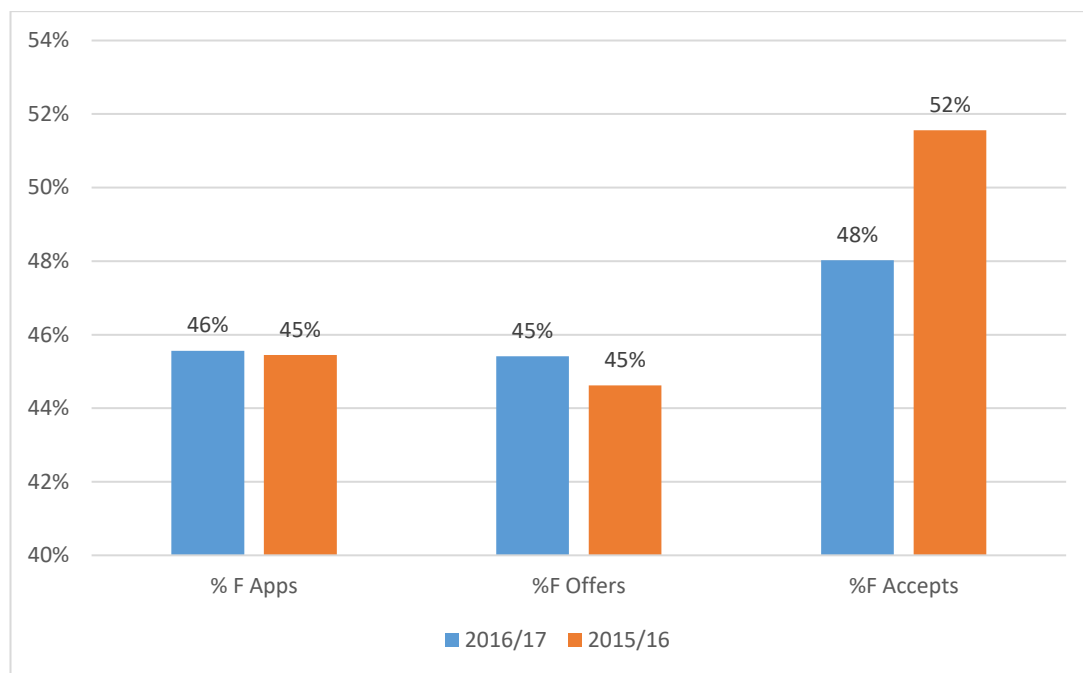

Figure 8: Total ACE UG Application, offers and acceptances by year.

			Apps	Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
UG: Architecture & Civil Engineering	2014/15	Female	739	381	104	52%	27%	14%
		Male	1,028	633	143	62%	23%	14%
		% F	42%	38%	42%			
	2015/16	Female	808	452	132	56%	29%	16%
		Male	970	561	124	58%	22%	13%
		% F	45%	45%	52%			
	2016/17	Female	898	550	146	61%	27%	16%
		Male	1,073	661	158	62%	24%	15%
		% F	46%	45%	48%			

Table 4 Total UG ACE, Apps, offers, accepts by gender and year

UG: BEng & MEng* programmes			Apps	Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
	2014/15	Female	228	190	43	83%	23%	19%
		Male	583	463	66	79%	14%	11%
		% F	28%	29%	39%			
	2015/16	Female	225	180	37	80%	21%	16%
		Male	559	404	77	72%	19%	14%
		% F	29%	31%	32%			
	2016/17	Female	220	185	39	84%	21%	18%
		Male	557	430	79	77%	18%	14%
		% F	28%	30%	33%			

Table 5 UG Civil Engineering, Apps, offers, accepts by gender and year

UG: BSc & MArch* programmes			Apps	Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
		Female	511	191	61	37%	32%	12%
	2014/15	Male	445	170	77	38%	45%	17%
		% F	53%	53%	44%			
		Female	583	272	95	47%	35%	16%
	2015/16	Male	411	157	47	38%	30%	11%
		% F	59%	63%	67%			
		Female	678	365	107	54%	29%	16%
	2016/17	Male	516	231	79	45%	34%	15%
		% F	57%	61%	58%			

Table 6 UG Architecture, Apps, offers, accepts by gender and year

Note: Data is for year of entry, regardless of year of application

Our 2014 Bronze submission data indicated that over the review period female Architecture students consistently attained good degrees, however, there was a statistically significant imbalance in 1st and 2.1 degree outcomes by gender to the disadvantage of women.[1]

To address this imbalance we reviewed assessment/outcome trends over the entire UG degree programme, implemented (un)conscious bias training and analysed data to

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[1] A chi-square test was performed for both architecture and civil engineering awards. This showed a statistically significant relationship between degree classification and gender, χ^2 (3, N = 321), p =0.031. Examination of the standardised residuals showed that this statistically significant association with gender holds for 1st and Upper-second

determine if women did better in collaborative/team working projects. In addition, we proactively addressed the issue of gender imbalance in our studio teaching staff, promoting successful graduate role models for female students, recruited women tutors and continue to strive to reach an equitable balance across all aspects of the UG programmes; for example in ACE's flagship group design project 50% of the architectural tutors are women.

- We ceased marking architectural 'crits' (reviews) as this appeared to be a form of assessment that disadvantaged females and we introduced anonymous marking of coursework across all programmes in 2015/16.
- We have also appointed 100% women external examiners for the BArch (2 F) and 50% women for the MArch programmes (1 M, 1 F). In the final year Review Panels the gender balance was 50/50 which is well above the approximately 23% female architects within the UK profession as a whole.
- We have also achieved a gender balance well above the national average for design studio tutors and all Review Panels.
- Female design studio tutors increased from 20.8% in 2014/15 to 30.6% in 2016/17. Female critics on Review Panels in 2016/17 show an increase to 50% for 1st Year; 35% in 2nd Year; 48% in 3rd Year, 40% in 4th year; 42% in 5th year and 44% in 6th year.

As a result, there is now no statistical difference in degree attainments between men and women. Approximately 35-44% of students achieved a first-class degree, approximately 45% an upper second-class (around 90% of UG students overall). *(Figure 9 and Table 7).*

> BRONZE ACTION PLAN ACHIEVEMENT **BA1.1:2** All teaching staff completed unconscious bias training.

> BRONZE ACTION PLAN ACHIEVEMENT **BA1.1:2** There is no statistical difference in degree attainments between men and women.

> BRONZE ACTION PLAN ACHIEVEMENT **BA1.**2:1 Exceeded our target of 30% women on All review panels.

(2:1) degrees for architecture awards, and not for the other degree classifications. There was no statistically significant association with gender in the civil engineering programme awards. The same test was applied this year which confirmed that there was no statistical difference in degree outcomes between men and women.
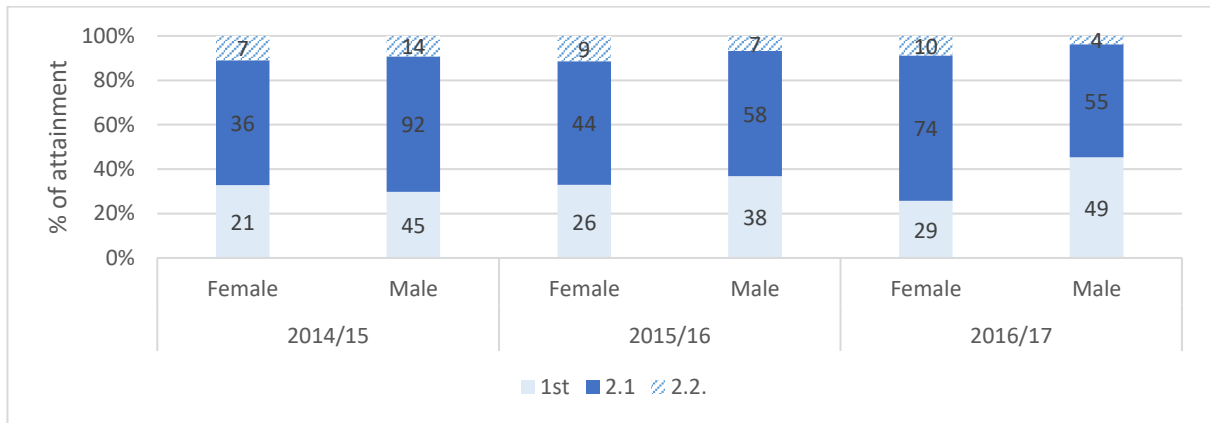
Figure 9: all ACE Undergraduate degree attainment by year.

Architecture & Civil Engineering: UG DEGREE ATTAINMENT		BEng & MEng Architecture & Civil Engineering programmes						BSc & MArch Architecture & Civil Engineering programmes					
		1.1	2.1	2.2	3rd	U	Total	1.1	2.1	2.2	3rd	U	Total
2014/15	Female	9	7	3	0	0	**19**	12	29	4	0	0	**45**
	Male	14	31	6	1	1	**53**	10	25	1	0	0	**36**
	Total	23	38	9	1	1	**72**	22	54	5	0	0	**81**
2015/16	Female	9	13	4	0	0	**26**	17	31	5	0	0	**53**
	Male	19	26	7	2	0	**54**	19	32	0	0	0	**51**
	Total	28	39	11	2	0	**80**	36	63	5	0	0	**104**
2016/17	Female	13	16	7	0	0	**36**	16	58	3	0	0	**77**
	Male	29	26	3	0	0	**58**	20	29	1	0	0	**50**
	Total	42	42	10	0	0	**94**	36	87	4	0	0	**127**

Table 7 All ACE UG Degree attainment by gender and year

Academic year	Gender	Work	Work + Further Study	Further Study	Unemployed#	Other	Total responded	Not Responded
2016/17	Female	33	4	7	0	0	44	66
	Male	42	2	12	2	0	58	
	%F	44%	67%	37%	0%	0%	43%	-
2015/16	Female	33	4	12	0	2	49	50
	Male	42	3	6	1	5	52	
	%F	44%	57%	67%	0%	28%	48%	-
2014/15	Female	39	3	11	0	0	53	28
	Male	50	6	10	3	2	69	
	%F	44%	33%	52%	0%	0%	43%	-

Table 8: All ACE UG destination data by year & gender.

Note: All the %F figures are calculated by dividing the number of females by females + males, so it gives %F out of All (males and females).

There is no gender difference in the proportions of students employed six months after completion, The employment sector data for 2016/17 *(Table 8)* shows that the majority of graduates went on to work, although these data were influenced by a large percentage providing no information. The percentage of men and women undertaking postgraduate studies remained fairly constant with the exception of 2015/16 when the number of men fell below women to 9.

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

We offer 5 one-year full-time MSc courses, 2 in Civil Engineering (CE) and 3 in Architecture (AR): See *Table 9. Figures,10, 11 and 12* show Bath's consistently high figures for female PGT architecture students at 45%, 47% and 53% compared to sector averages of 43%, 44%, 45% with female Civil Engineers substantially higher at 43%, 38% and 56% overall, compared to sector averages of 29%, 30% and 31%. *Table 10* shows that Architecture MScs consistently attract significantly more females than males with the exception of the ISM CE course. The gender split on the PG Cert course has improved to 50/50 M/F in the last 2 years.

Course	Gender	2014/15	2015/16	2016/17
(AR) Architectural Engineering: Environmental Design	Female	22	13	20
	Male	14	15	8
	% Female	61%	46%	71%
(CE) Civil Engineering: Innovative Structural Materials	Female	11	6	9
	Male	22	32	21
	% Female	33%	16%	30%
(AR) Conservation of Historic Buildings	Female	46	38	34
	Male	21	19	18
	% Female	69%	67%	65%
(CE) Modern Building Design	Female	8	19	26
	Male	10	14	23
	% Female	44%	58%	53%
(AR) PG Certificate in Professional Practice (RIBA Part 3)	Female	17	28	49
	Male	55	26	50
	% Female	24%	52%	49%

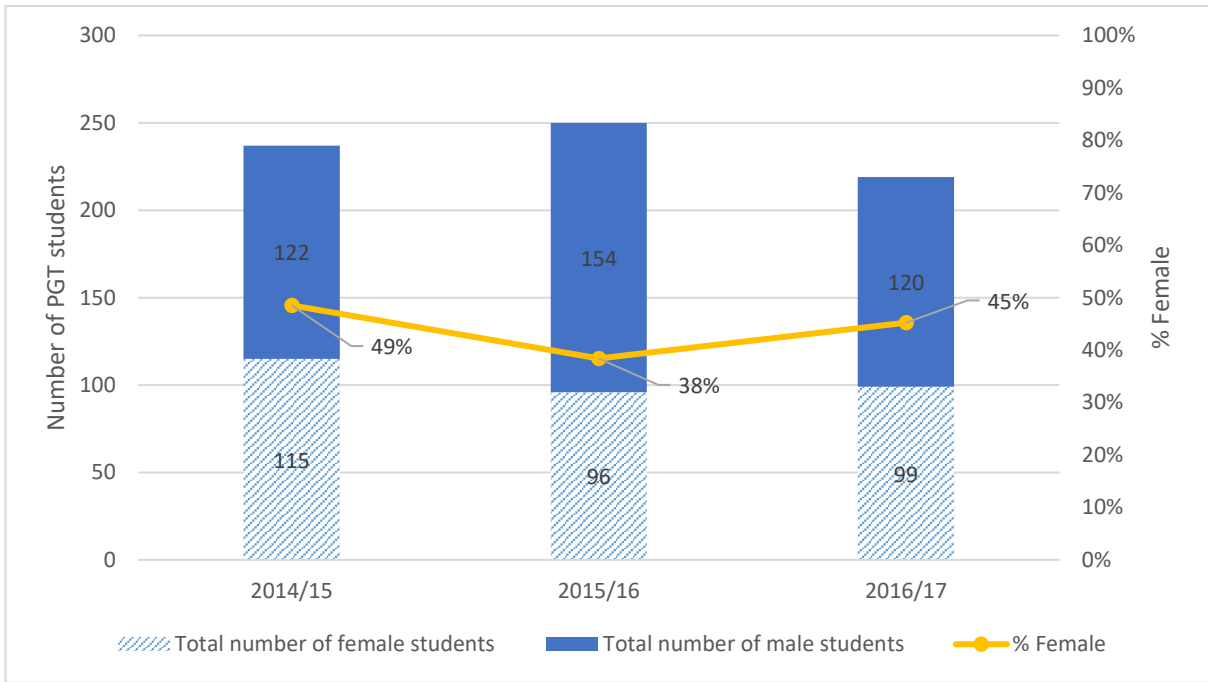*Table 9 Male and Female PGT Students by programme of study*

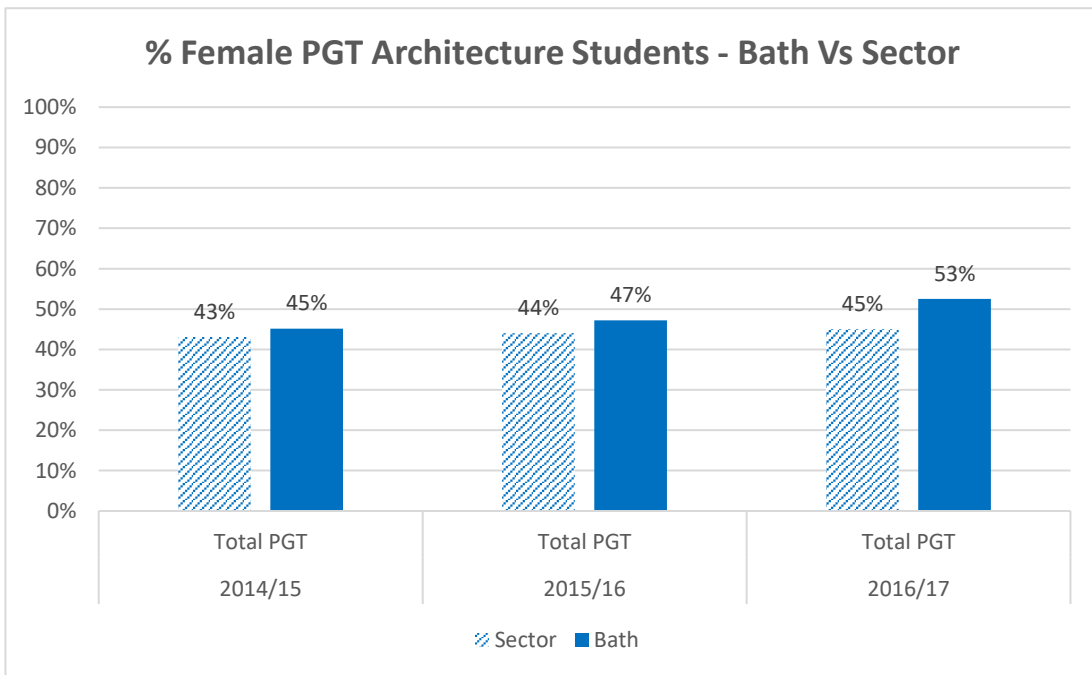*Figure 10: Total Number of PGT students by gender and year*

Figure 11: Comparison of PGT Architecture female percentage to sector average by year

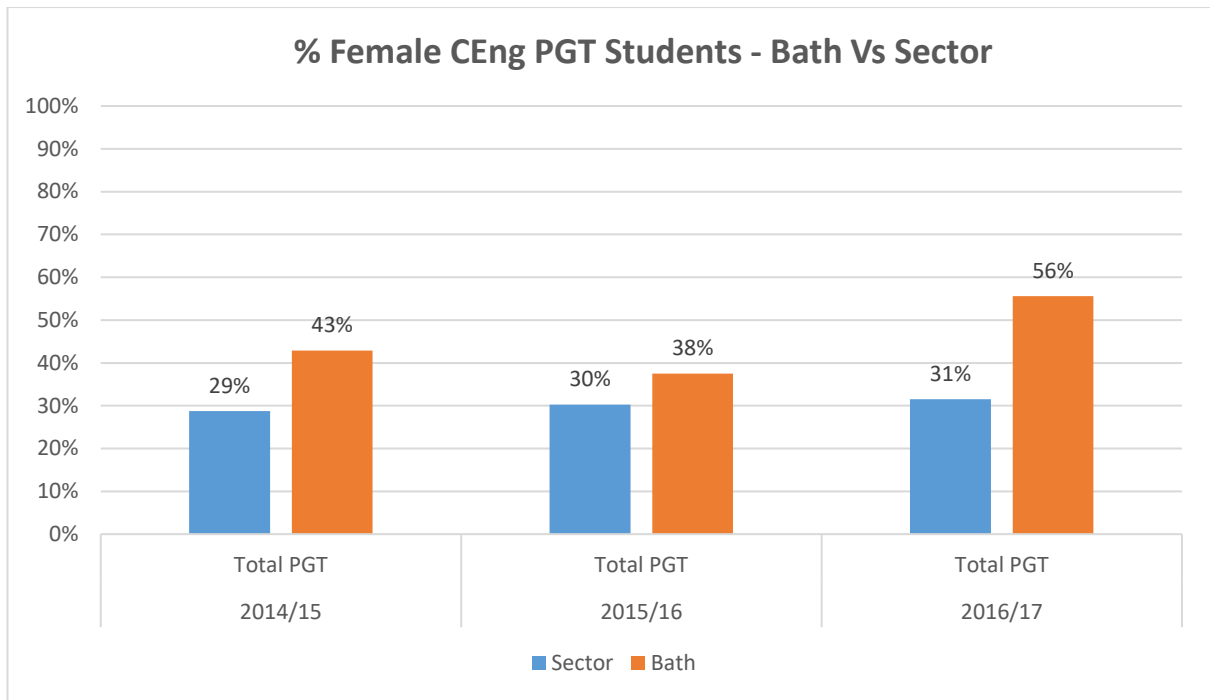**% Female CEng PGT Students - Bath Vs Sector**

Figure 12: Comparison of PGT CEng female percentage to sector average by year

Table 10 indicates that the proportion of female applicants rose from 41% to 51% because the number of male applicants fell over the last three years. Most students come straight from UG Bachelors and M-Level architecture and civil engineering programmes. In general, women are more likely to receive offers than men, but both are equally likely to accept those offers. We will continually review PGT promotional strategies with the aim of increasing overall applications.

			Apps(*)	Offers	Accepts	Offers/Apps	Acccepts/Offers	Accepts/Apps
PGT: Architecture & Civil Engineering	2014/15	Female	373	272	99	73%	36%	27%
		Male	534	378	136	71%	36%	25%
		% F	41%	42%	42%			
	2015/16	Female	413	270	64	65%	24%	15%
		Male	459	274	80	60%	29%	17%
		% F	47%	50%	44%			
	2016/17	Female	392	274	77	70%	28%	20%
		Male	372	223	62	60%	28%	17%
		% F	51%	55%	55%			

Table 10: Applications, offers and accepts by gender and year for postgraduate taught degrees.

Tables 11, 12 and Figures 13 & 14 show that over the course of the Bronze Action Plan, the proportion of students gaining Distinction has decreased while those gaining Merit has increased. The pattern of change has been different for each gender with women tending to out-perform men. There is a clear gendered pattern here that warrants further investigation which will form part of the Curriculum Transformation of PGT programmes. **(SA3)**

SILVER ACTION 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.

Architecture & Civil Engineering: PGT DEGREE CLASSIFICATION		Distinction	Merit	Pass	Not complete	Total
2014/15	Female	7	54	22	0	83
	Male	12	50	40	0	102
	Total	19	104	62	0	185
	% F	37%	52%	35%	-	45%
2015/16	Female	7	51	17	0	75
	Male	7	41	32	1	81
	Total	14	92	49	1	156
	% F	50%	55%	35%	0%	48%
2016/17	Female	6	52	10	0	68
	Male	5	41	19	0	65
	Total	11	93	29	0	133
	% F	55%	56%	34%	-	51%

Table 11: All Postgraduate taught degree attainment by year and gender
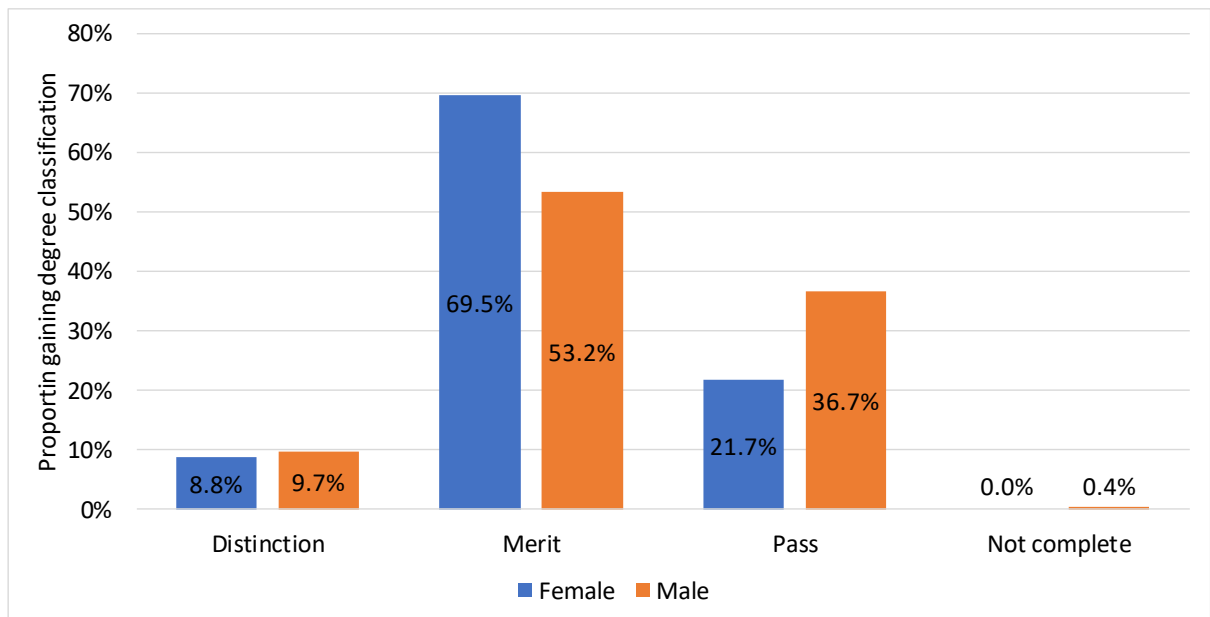

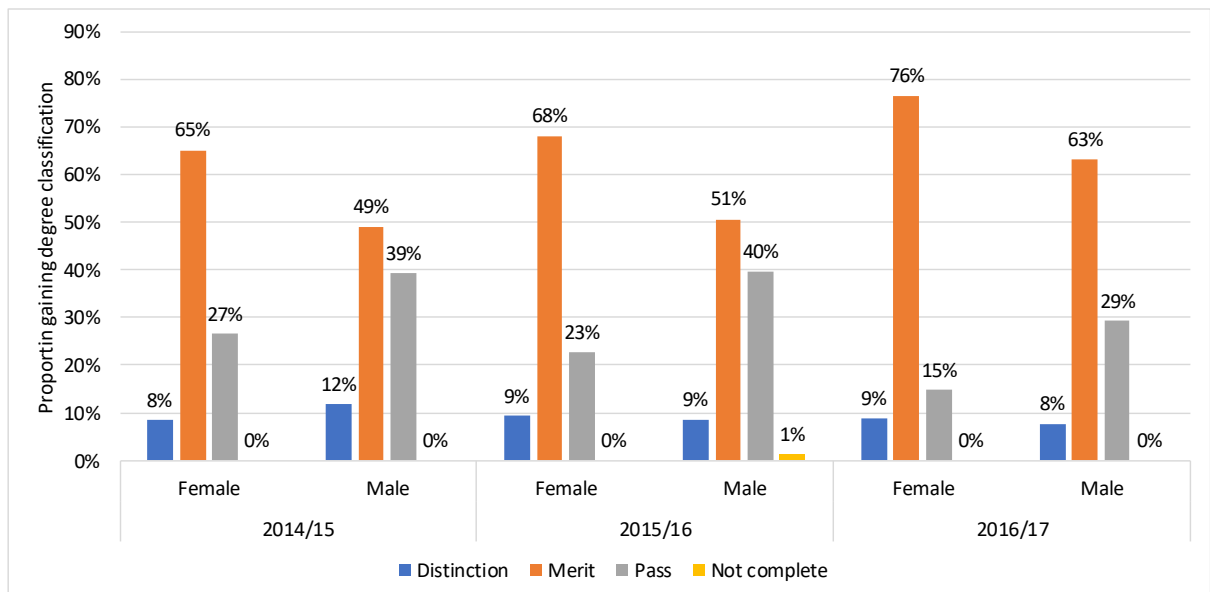Figure 13 All Postgraduate taught degree attainment (percentage)

Figure 14 breakdown of PGT classifications as a percentage by gender for each year of graduation.

		Distinction	Merit	Pass	Not complete	Total
	Female	8%	65%	27%	0%	100%
2014/15	Male	12%	49%	39%	0%	100%
	Total	10%	56%	34%	0%	100%
	Female	9%	68%	23%	0%	100%
2015/16	Male	9%	51%	40%	1%	100%
	Total	9%	59%	31%	1%	100%
	Female	9%	76%	15%	0%	100%
2016/17	Male	8%	63%	29%	0%	100%
	Total	8%	70%	22%	0%	100%

Table 12 breakdown of PGT classifications as a percentage by gender for each year of graduation.

(iv)   Numbers of men and women on postgraduate research degrees

In 2016/17 there were 63 PGR students (40% F) in the Department *(Figure 15)*. Our 50% female PGR Architecture is consistently above the sector average of approximately 44%. In 2015/16 and 2016/17 the 38% female PGR Civil Engineering is also well above the 30% sector average. *(Tables 13, 14, 15, 16)*.

PGR Civil Engineering		Sector	Bath
2014/15	Total PGR	30%	25%
2015/16	Total PGR	30%	38%
2016/17	Total PGR	30%	38%

Table 13 PGR Civil Engineering female sector benchmarking

PGR Architecture		Sector	Bath
2014/15	Total PGR	42%	50%
2015/16	Total PGR	44%	50%
2016/17	Total PGR	44%	50%

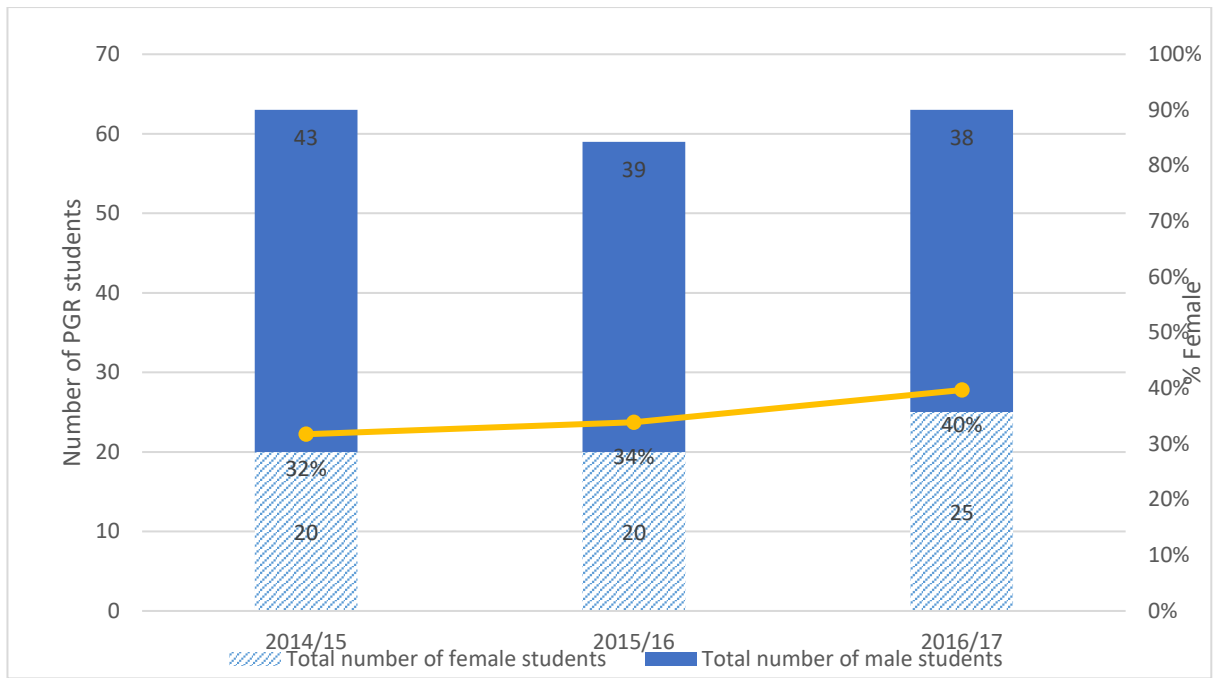*Table 14 PGR Civil Architecture female sector benchmarking*

Figure 15: Total number of PGR students by gender and year.

HESA Cost Centre: Architecture, Built Environment and Planning		Bath				All HEIs			
		Total	Full time	Part time	Other	Total	Full time	Part time	Other
2014/15	Female	10	5	0	0	775	590	120	60
	Male	10	5	5	0	1090	790	210	95
	Other	-	-	-	-	-	-	-	-
	Total	20	10	5	0	1865	1385	330	150
	%F	50%	50%	0%	-	42%	43%	36%	40%
	%M	50%	50%	100%	-	58%	57%	64%	63%
2015/16	Female	10	5	0	0	820	625	130	60
	Male	10	5	5	0	1050	745	205	100
	Other	0	0	-	-	0	0	-	-
	Total	20	10	5	5	1870	1370	335	165
	%F	50%	50%	0%	0%	44%	46%	39%	36%
	%M	50%	50%	100%	0%	56%	54%	61%	61%
2016/17	Female	10	5	0	0	780	605	110	70
	Male	10	5	5	0	980	705	180	90
	Other	-	-	-	-	-	-	-	-
	Total	20	15	5	5	1760	1310	290	160
	%F	50%	33%	0%	0%	44%	46%	38%	44%
	%M	50%	33%	100%	0%	56%	54%	62%	56%

Table 15: Benchmarking data for PGR students at the University of Bath and across all HEIs with an Architecture, Built Environment and planning sector return

HESA Cost Centre: Civil Engineering		Bath				All HEIs			
		Total	Full time	Part time	Other	Total	Full time	Part time	Other
2014/15	Female	10	5	0	5	425	350	30	40
	Male	30	25	0	5	985	815	70	105
	Other	-	-	-	-	-	-	-	-
	Total	40	30	0	5	1415	1165	100	145
	%F	25%	17%	-	100%	30%	30%	30%	28%
	%M	75%	83%	-	100%	70%	70%	70%	72%
2015/16	Female	15	10	0	0	460	380	30	50
	Male	25	25	0	5	1055	865	65	120
	Other	-	-	-	-	-	-	-	-
	Total	40	35	0	5	1510	1245	95	170
	%F	38%	29%	-	0%	30%	31%	32%	29%
	%M	63%	71%	-	100%	70%	69%	68%	71%
2016/17	Female	15	10	0	0	440	360	20	60
	Male	25	20	0	5	1025	830	65	130
	Other	0	0	-	-	0	0	-	-
	Total	40	35	0	5	1465	1185	90	190
	%F	38%	29%	-	0%	30%	30%	22%	32%
	%M	63%	57%	-	100%	70%	70%	72%	68%

Table 16: Benchmarking data for PGR students at the University of Bath and across all HEIs with a Civil Engineering return

PGR: Architecture & Civil Engineering			Apps (*)	Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
	2014/15	Female	60	23	13	38%	57%	22%
		Male	114	46	26	40%	57%	23%
		% F	34%	33%	33%			
	2015/16	Female	62	13	9	21%	69%	15%
		Male	129	30	12	23%	40%	9%
		% F	32%	30%	43%			
	2016/17	Female	44	19	11	43%	58%	25%
		Male	104	32	13	31%	41%	13%
		% F	30%	37%	46%			

Table 17: Applications, offers and accepts by gender and year for postgraduate research degrees.

Progression to research is a vital stage in an academic career and increasing the number of females into postgraduate programmes will be addressed through more specific and targeted activities **(SA4).**

Table 17 shows the number of male applicants for PGR degrees has remained relatively stable over the past three years, however the number of female applicants has decreased from a high of 62 to a low of 44, a drop of 29%. In 2016/17 the proportion of offers to females (43%) relative to male applicants (31%) increased significantly. The decrease in female applications may be influenced by changes in PhD funding by the research councils as the number of overseas students has remained relatively stable. **(SA4)**.

(SA4a). We will Investigate the reasons for female PGT students attaining Distinctions not choosing to progress to PGR. **(SA4b)**. Embed advertising PhD opportunities earlier in the academic year and provide case studies on the advantages of a PhD for careers. **(SA4c)**. The difference in offers between males and females will be further investigated, including whether it is due to the calibre of the students **(SA4d)**. We will hold focus groups with MArch, BEng and MEng student cohorts to determine why more female graduates are not considering further study or careers in academia **(SA4e)**, and publicise role model case studies of PGRs with families studying for a PhD **(SA4f)**, improve the gender balance of speakers at seminars and events **(SA4g)**, and increase the visibility of female role models, **(SA4h)**.

Due to small numbers, it is difficult to assess any difference in submission rates for female PGRs relative to males *(Table 18).* However, the significant drop in submission rates for both requires further investigation once up-to-date figures are received.

Architecture & Civil Engineering: PhD submission rates (*)		Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2011/12	**Female**	5	0	0	1	6	83%
	Male	6	0	0	0	6	100%
	% F	45%	-	-	100%	50%	
2012/13	**Female**	1	0	0	3	4	25%
	Male	3	1	0	1	5	80%
	% F	25%	0%	-	75%	44%	
2013/14	**Female**	2	0	1	2	5	40%
	Male	9	0	0	5	14	64%
	% F	18%	-	100%	29%	26%	

*Table 18: Thesis completion data for full-time postgraduate architecture research students (PGR) by gender and by academic year. *Cohort analysis looks at the entry points, instead of the year the PGR degree was completed.*

The destination data for PGR students *(Table 19)* over the review period is consistent with around 40% of females and males going on to work, however only 1% (2 out of 128 female & 4 out of 159 males) PGRs go into Academic and Research jobs. *Figures 16 &17* show that in the progression pipeline for Architecture students the %F is similar across UG, PGT and PGR levels. For the CEs although there's variation in %F at PGT and PGR levels there is some indication that %F at PGT is higher than that at UG and PGR. On the other hand, in 2016/17 %F at UG and PGR was similar. It is difficult to conclude whether or not there is a clear change in percentage Female with level of study.

Academic year	Gender	Work	Work + Further Study	Further Study	Unemployed*	Other	Total	Not Responded
2016/17	Female	40	1	1	1	4	47	123
	Male	42	3	1	2	5	53	
	%F	40%	1%	1%	1%	4%	47%	-
2015/16	Female	39	0	1	0	2	42	126
	Male	55	1	1	1	0	58	
	%F	39%	0%	1%	0%	2%	42%	-
2014/15	Female	34	1	0	2	2	39	67
	Male	43	2	1	0	2	48	
	%F	39%	1%	0%	2%	2%	45%	-

Table 19: PGR destination data by year & gender

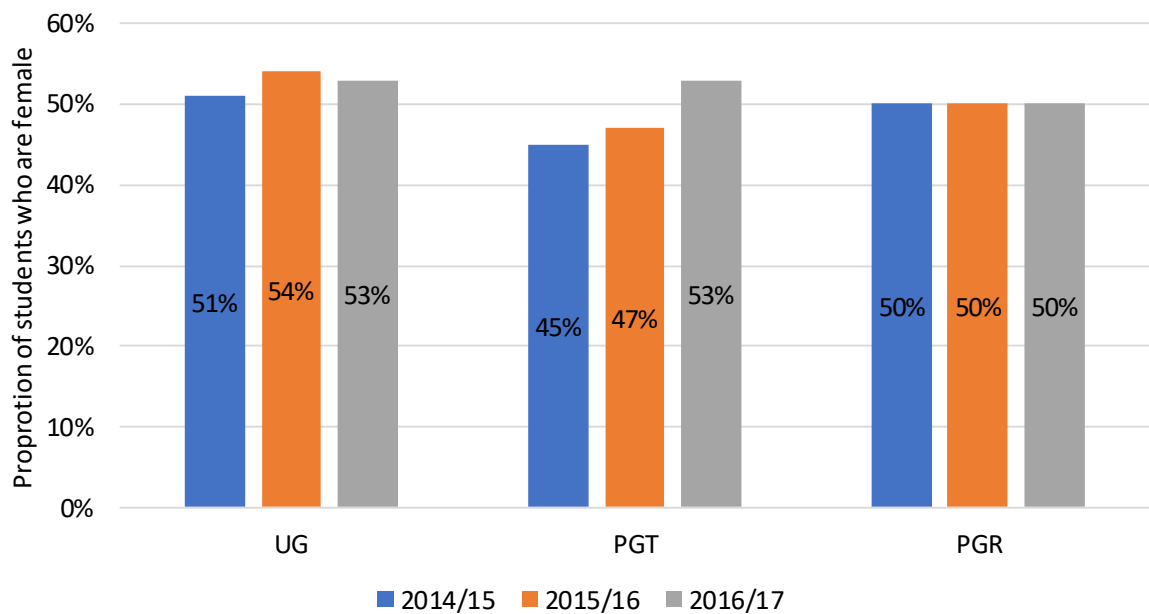4.1 (V)   PROGRESSION PIPELINE BETWEEN UNDERGRADUATE AND POSTGRADUATE STUDENT LEVELS

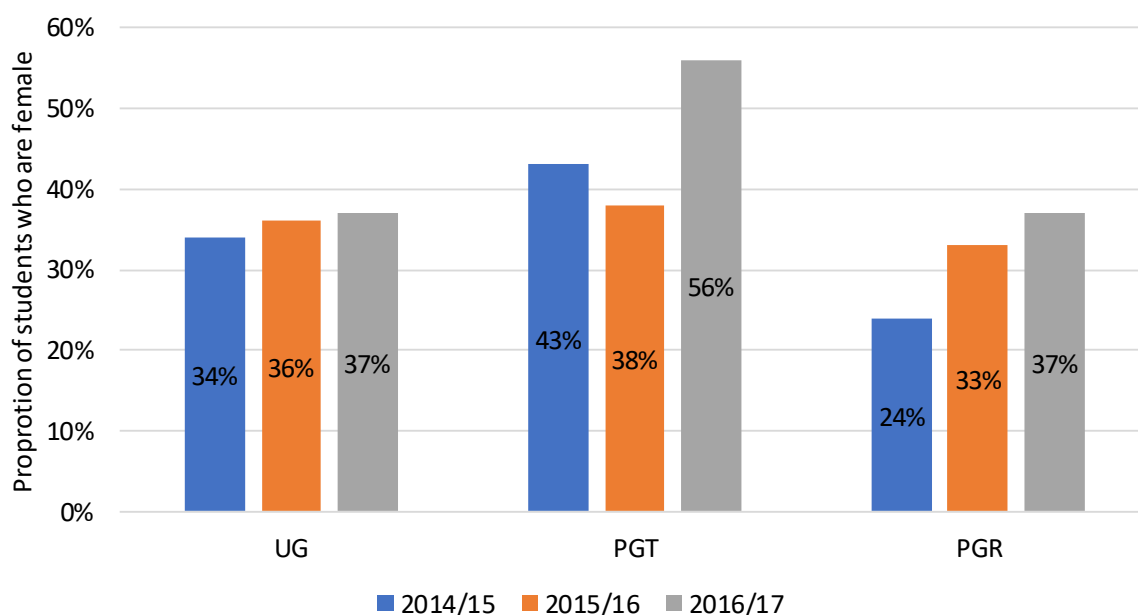*Figure 16: Progression Pipeline for all Architecture students*

Figure 17: Progression Pipeline for all Civil Engineering students

4.2. Academic and research staff data

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

In 2016/17 there were 79 (now 81) academic and research staff (20% female overall) including teaching fellows *(Table 20, Figures 18, 19, 20);* the proportion of females is slowly increasing at 2% per year but remains consistently below the sector average (34%) for Architecture (24% Bath; 34% Sector) and Civil Engineering (14% Bath; 23% sector) and we have included a set of actions to address this **(SA5 below).**

The **impact** of **BAs** on recruitment, including training for interview panel members, job adverts featuring the Athena SWAN logo and encouraging applications from women, likely accounts for the steady increase in female staff at lecturer level to 40% (from 2 to 6), overall 7 out of 10 of recent appointments have been female. No technical staff have progressed to academic roles, however technical staff are involved in UG project supervision, UG laboratory based teaching and contribute to student exhibitions and competition teams.

> BRONZE ACTION PLAN ACHIEVEMENT **BA2.4**, **BA3.1**: 7 out of 10 of recent academic and research appointments have been female, significantly increasing the % of female academic and research staff over the review period.
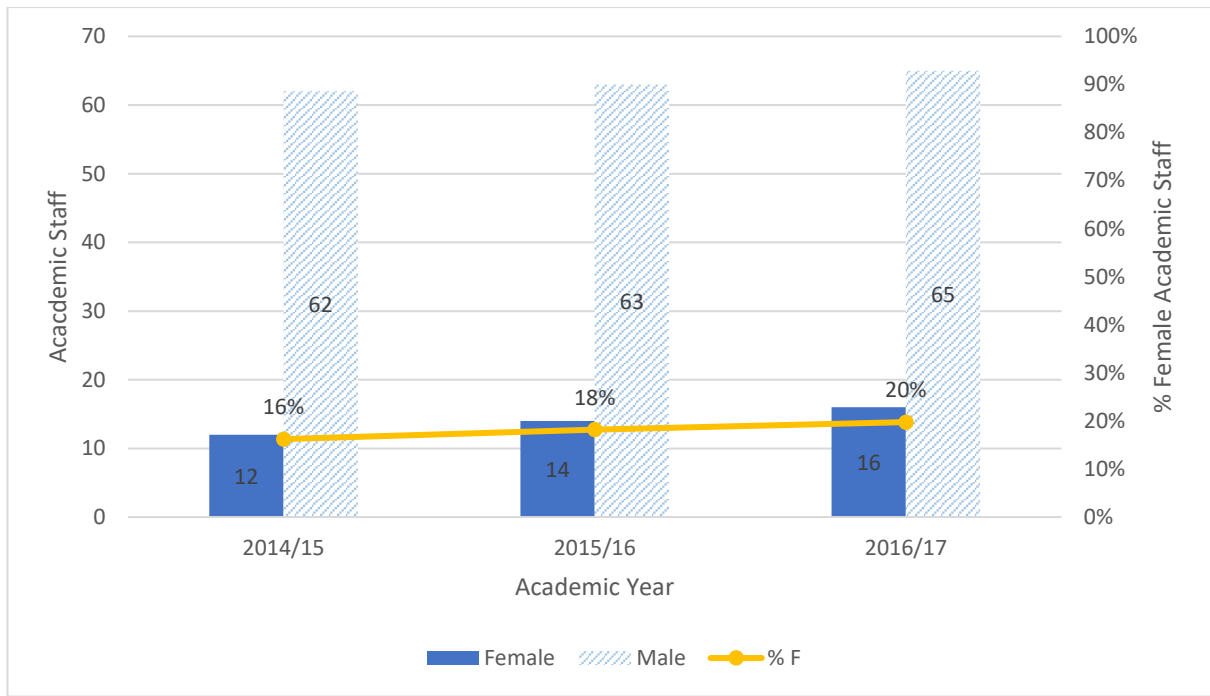
Figure 18: Total number of academic and research staff in the Department of Architecture & Civil Engineering by gender and year.

Career Path	Gender	2014/15			2015/16			2016/17		
		Full-Time	Part-Time	All	Full-Time	Part-Time	All	Full-Time	Part-Time	All
Research Only	**Female**	2	0	2	2	0	2	2	0	2
	Male	11	1	12	9	1	10	6	3	9
	% Female	15%	0%	14%	18%	0%	17%	25%	0%	18%
Teaching and Research	**Female**	5	0	5	7	0	7	9	0	9
	Male	32	1	33	32	2	34	31	3	34
	% Female	14%	0%	13%	18%	0%	17%	23%	0%	21%
Teaching Only	**Female**	0	5	5	0	5	5	0	5	5
	Male	4	13	17	4	15	19	4	18	22
	% Female	0%	28%	23%	0%	25%	21%	0%	22%	19%
Total Staff	**Female**	7	5	12	9	5	14	11	5	16
	Male	47	15	62	45	18	63	41	24	65
	% Female	13%	25%	16%	17%	22%	18%	21%	17%	20%

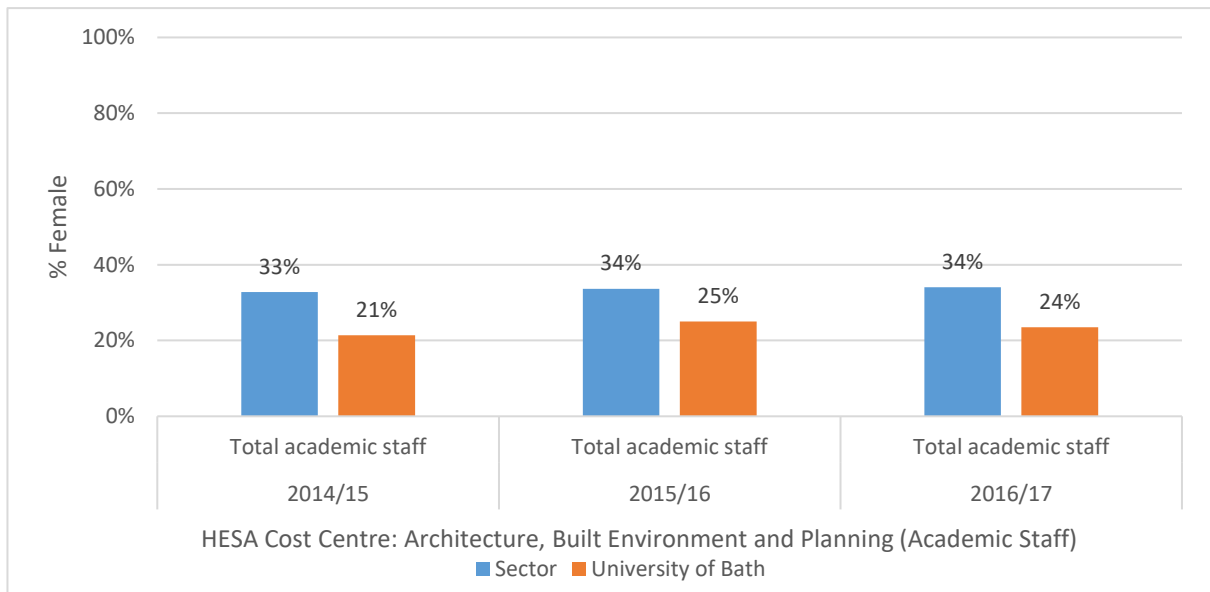*Table 20 Academic Staff by Career Path and Gender*

Figure 19: Percentage of female academic staff in the Department of Architecture and Civil Engineering at the University of Bath compared to other Higher Education Institutions across the sector, by academic year
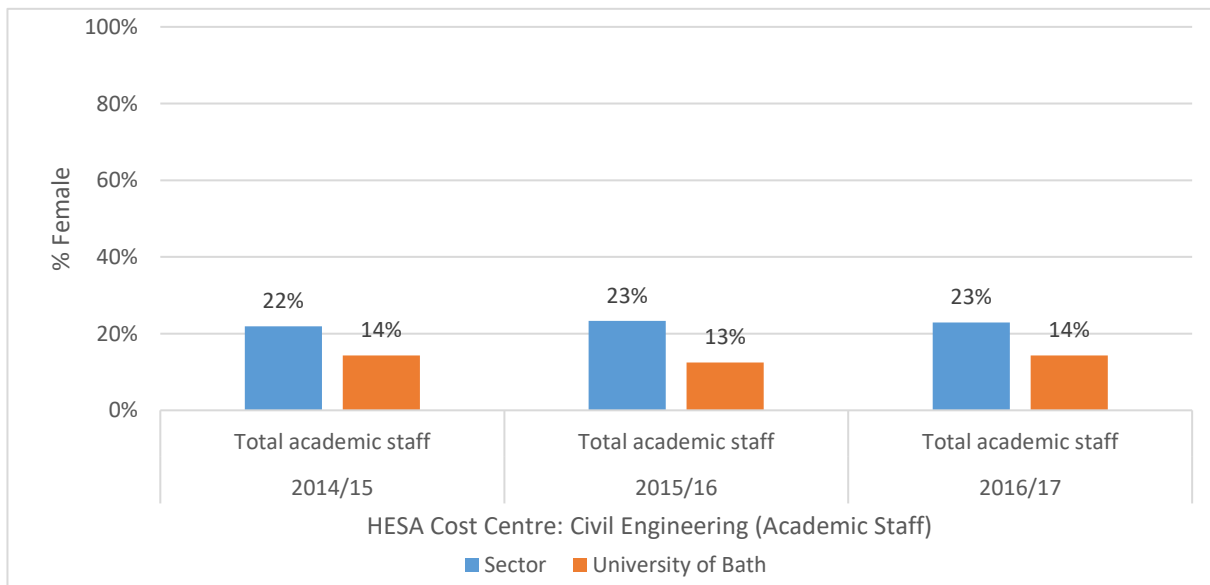

Figure 20: Percentage of female academic staff in the Department of Architecture and Civil Engineering at the University of Bath compared to other Higher Education Institutions across the sector, by academic year

Grade	Gender	2014/15	2015/16	2016/17
Lecturer (Grade 8)	Female	2	4	6
	Male	12	11	9
	% Female	14%	27%	40%
Senior Lecturer (Grade 8)	Female	1	2	2
	Male	10	11	11
	% Female	9%	15%	15%
Reader (Grade 8)	Female	1	1	1
	Male	2	4	4
	% Female	33%	20%	20%
Professor	Female	0	0	0
	Male	8	8	8
	% Female	0%	0%	0%

Table 21 Percentage of Academic Staff by Grade/Role and Gender

Grade	Gender	2014/15	2015/16	2016/17
Teaching Fellow (Grade 6)	Female	0	0	0
	Male	0	0	0
	% Female	0%	0%	0%
Teaching Fellow (Grade 7)	Female	0	0	0
	Male	0	0	0
	% Female	0%	0%	0%
Teaching Fellow (Grade 8)	Female	5	3	5
	Male	16	16	20
	% Female	24%	16%	20%
Senior Teaching Fellow (Grade 9)	Female	0	0	0
	Male	1	1	2
	% Female	0%	0%	0%

Table 22 Percentage of Teaching Only Staff by Grade/Role and Gender

The percentage of female PDRA's (grades 7 and 8) has remained at around 18-20%. The data clearly reveal that, despite a small percentage increase year-on-year, the proportion of females in research (18%) is low so we have included a set of actions to augment the number of female research staff progressing to academic staff **(SA5, SA11).**

Analysis of the career pipeline by grade (*Figure* shows that from 2012/13 the positive changes in the academic recruitment process (**BA3.1**) has had impact, increasing female lecturers to 40%; one of these lectureship appointments was from post-doctoral research to a staff position within the Department. No technical staff made the transition to academic roles.

Through our Bronze Award initiatives, mechanisms are now in place to allow career progression for females to professorial positions; however, the recruitment of senior staff into the Department, of either gender, has proven difficult. The number of female senior lecturers has increased by 100% through successful promotion. We appointed two females in September 2018 and have another female lecturer starting in October 2018. However, the lack of senior women, together with the current financial squeeze (on externally advertised positions), makes it unlikely that we will appoint at professorial level for some time to come.

> **BRONZE ACTION PLAN ACHIEVEMENT BA2.4**: Increase in female lecturers from 2 (14%) in 2013 to 6 (40%) in 2016/17.

> **BRONZE ACTION PLAN ACHIEVEMENT BA2.5:** Disseminated simple description of promotion process/criteria.
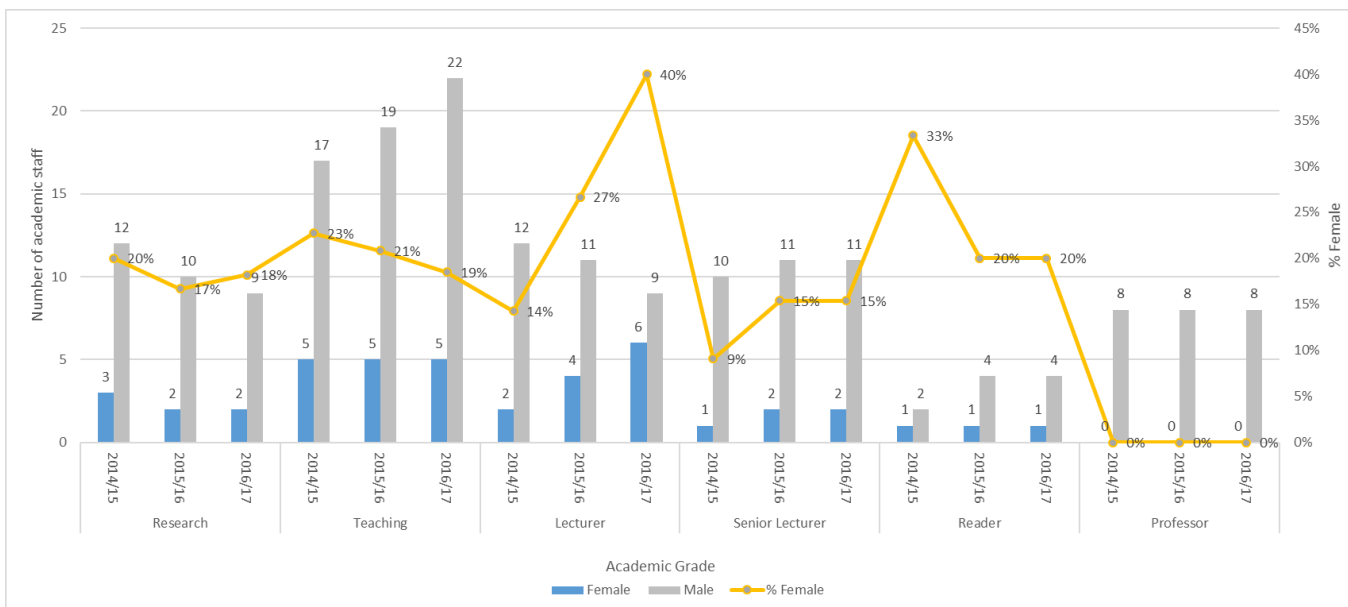

Figure 21: Academic staff in the Department of Architecture & Civil Engineering by role, gender, function and academic year.

Figure 22 illustrates the breakdown of BAME staff by gender in the different job families; the proportion is particularly low for PSS (1.1% F, 5% M). Both female research staff who provided information were BAME (note two staff did not provide

information). Of 7 male research staff, 3 recorded as BAME. For academic staff, BAME women represent 16.6% of total females with a lower proportion (12.8%) of BAME men, but again 6 academic staff declined to provide information. We have a greater percentage of BAME employees than are represented in the population of Bath and NE Somerset where 90% of local residents define their ethnicity as White British, 3.8% defining as White Other and 1.1% as Chinese.
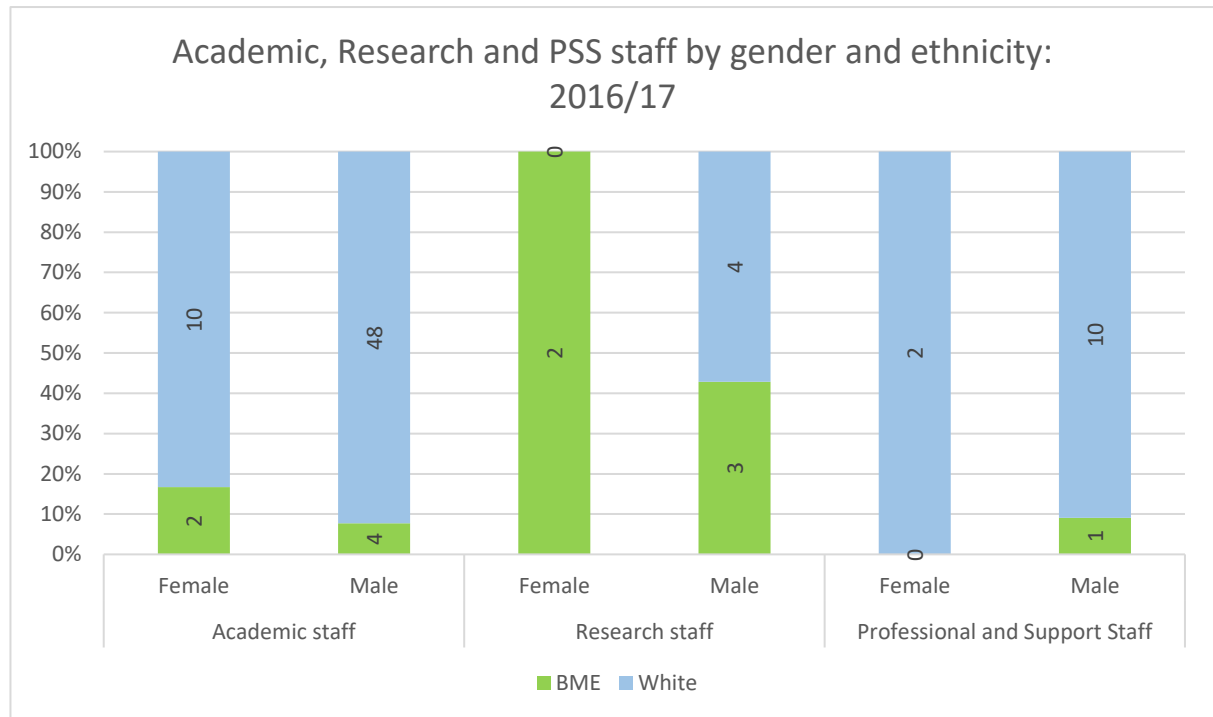

Academic, Research and PSS staff by gender and ethnicity: 2016/17

Figure 22: Breakdown of ethnicity of staff of different genders and job families for academic year 2016/17

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

All research only staff are on fixed-term contracts. All teaching only staff are on open-ended contracts. Two male teaching and research staff are on fixed-term contracts. There are no gendered patterns among research only staff *(Figures 23 & 24, Table 23).*

University policy is that all fixed-term contracts convert to open-ended contracts after four years, if there is a vacancy and/or funding. Employees at risk of redundancy have priority status for available posts in accordance with the Redeployment Process and must be interviewed before other candidates. If the interview confirms that the candidate meets the essential criteria, or could do so with reasonable retraining, they should be offered the position on a trial basis. If however, the applicant is not suitable, the Chair of the panel would be required to provide the reasons for reaching that decision.

Architecture & Civil Engineering (ACADEMIC AND RESEARCH)		FEMALE					MALE				
		TOTAL	Research-only	Teaching-only	Teaching and Research	Other	TOTAL	Research-only	Teaching-only	Teaching and Research	Other
2014/15	FTC	3	3	0	0	0	12	12	0	0	0
	Open	9	0	5	4	0	50	0	17	32	1
	% FTC	25%	100%	0%	0%	-	19%	100%	0%	0%	0%
2015/16	FTC	2	2	0	0	0	11	10	0	1	0
	Open	12		5	7	0	52	0	19	33	0
	% FTC	14%	100%	0%	0%	-	17%	100%	0%	3%	-
2016/17	FTC	2	2	0	0	0	12	10	0	2	0
	Open	14	0	5	9	0	53	0	22	30	1
	% FTC	13%	100%	0%	0%	-	18%	100%	0%	6%	0%

Table 23: Academic and research staff contract type split by contract function by gender and academic year (headcount at 31st July). (Fixed-term contract, FTC; open-ended contract, Open)
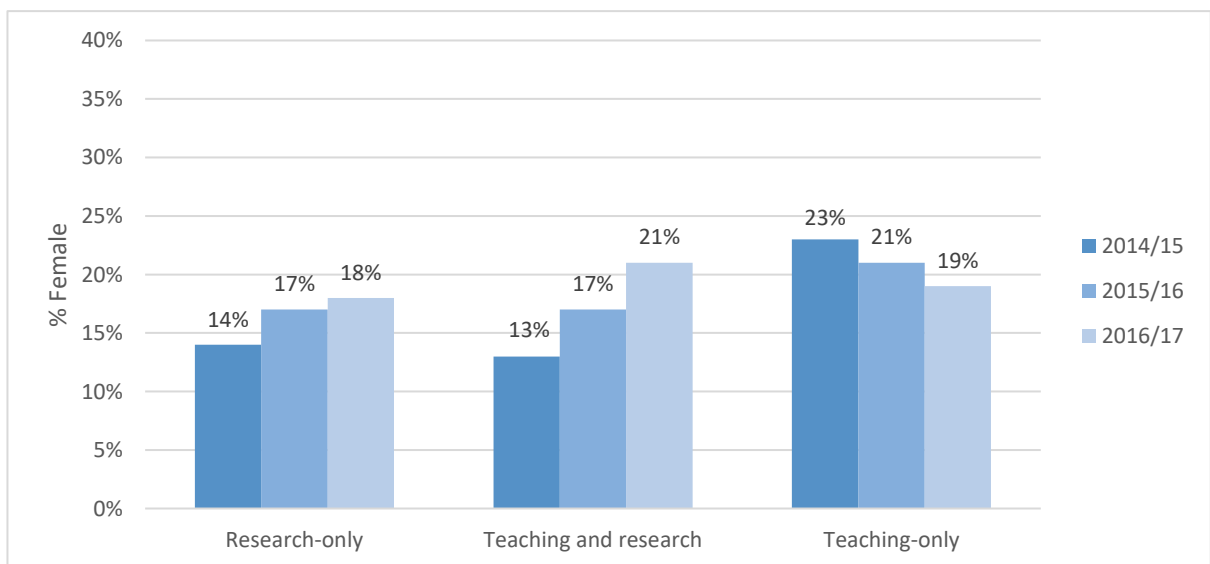

Figure 23: Academic staff, showing percentage female and number of female staff in each function, in the Department of Architecture & Civil Engineering by contract function and academic years
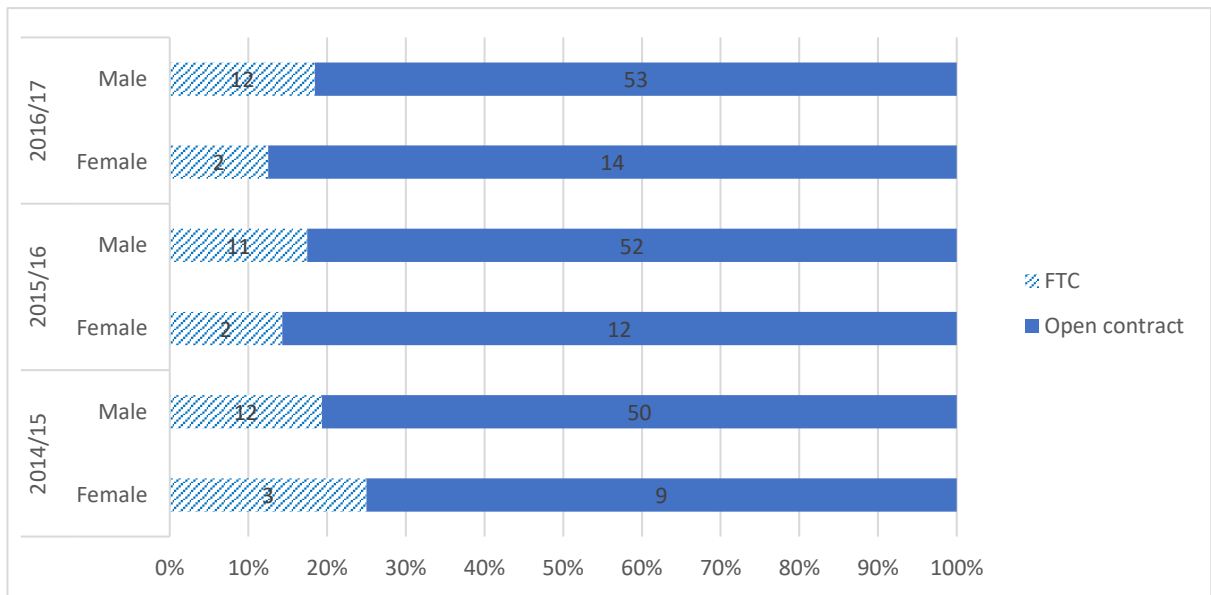
Figure 24: Proportion of academic and research staff on fixed term (FTC) and open-ended (Open) contracts by gender and by academic year. Numbers of staff in each category are shown in bars

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

An examination of leaving data *(Figure , Tables 24 & 25)* shows that there is not any evidence of gendered patterns in the leaving rates.

BRONZE ACTION PLAN ACHIEVEMENT BA2.1 Evidence indicated that ACE has a "leaky pipeline". No females on open-ended contracts left ACE during the review period and 1 Female promoted to SL (100% success rate).
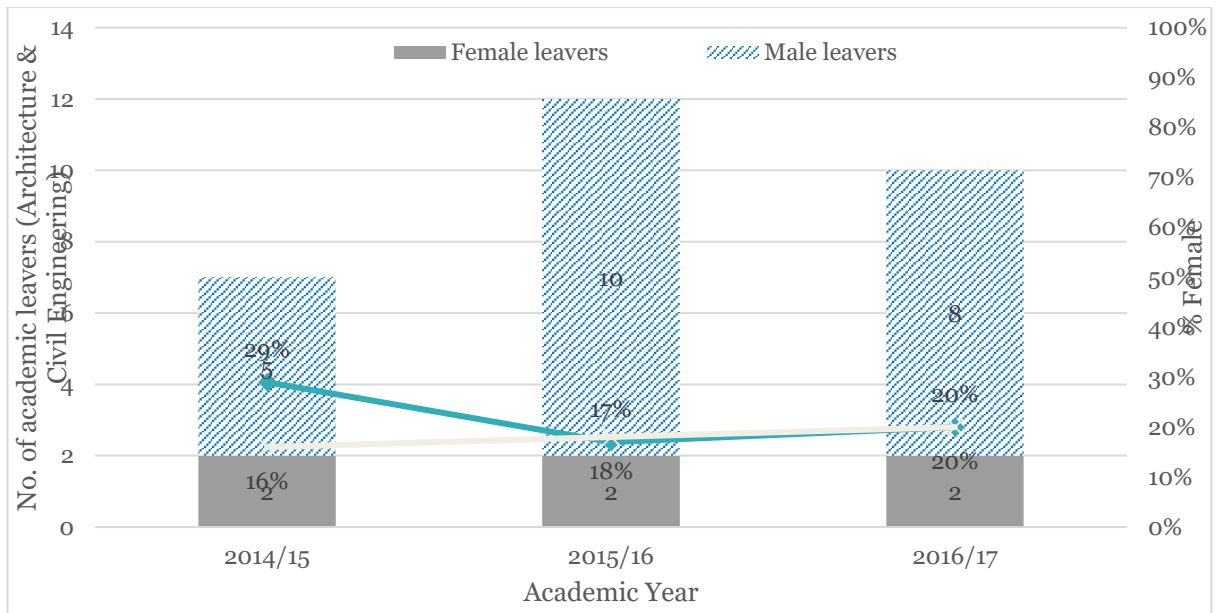
Figure 25 Academic leavers by gender (bars), percentage female leavers, and percentage female staff (lines) by academic year

Architecture & Civil Engineering (ACADEMIC & RESEARCH)		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2014/15	Female	2	1	0	1	0	0	0	0
	Male	5	4	0	0	0	0	1	0
	% F	29%	20%	-	100%	-	-	0%	-
2015/16	Female	2	2	0	0	0	0	0	0
	Male	10	9	0	0	0	0	1	0
	% F	17%	18%	-	-	-	-	0%	-
2016/17	Female	2	2	0	0	0	0	0	0
	Male	8	6	1	1	0	0	0	0
	% F	20%	25%	0%	0%	-	-	-	-

Table 24 Academic leavers by gender and academic year

Contract Type		2014/15		2015/16		2016/17	
		F	M	F	M	F	M
Research only	Staff	3	12	2	10	2	9
	Leavers	1	4	2	9	2	6
	Leaving Rate	33%	33%	100%	90%	100%	67%
Teaching and Research	Staff	4	33	7	34	9	32
	Leavers	1	1	0	1	0	1
	Leaving Rate	25%	3%	0%	3%	0%	3%
Teaching only	Staff	5	17	5	19	5	22
	Leavers	0	0	0	0	0	1
	Leaving Rate	0%	0%	0%	0%	0%	5%

Table 25 Leavers and Leaving Rates for Staff by Contract Function Role and Gender and academic year

Contract Type	Gender		2014/15	2015/16	2016/17
Fixed Term	Female	Staff	3	2	2
		Leavers	1	2	2
		Leaving Rate	33%	100%	100%
	Male	Staff	12	11	12
		Leavers	3	9	6
		Leaving Rate	25%	82%	50%
Open Ended	Female	Staff	9	12	14
		Leavers	1	0	0
		Leaving Rate	11%	0%	0%
	Male	Staff	50	52	53
		Leavers	2	1	2
		Leaving Rate	4%	2%	4%

Table 26 Leavers and Leaving Rates for Staff by Contract Type and Gender and academic year

Architecture & Civil Engineering (ACADEMIC & RESEARCH)		Total	Fixed-Term	Open-Ended
2014/15	Female	2	1	1
	Male	5	3	2
	% F	29%	25%	33%
2015/16	Female	2	2	0
	Male	10	9	1
	% F	17%	18%	0%
2016/17	Female	2	2	0
	Male	8	6	2
	% F	20%	25%	0%

Table 27: Academic and research staff leavers by contract type and gender and academic year

Contract Type	Gender		2014/15	2015/16	2016/17
Fixed Term	**Female**	**Staff**	3	2	2
		Leavers	1	2	2
		Leaving Rate	33%	100%	100%
	Male	**Staff**	12	11	12
		Leavers	3	9	6
		Leaving Rate	25%	82%	50%
Open Ended	**Female**	**Staff**	9	12	14
		Leavers	1	0	0
		Leaving Rate	11%	0%	0%
	Male	**Staff**	50	52	53
		Leavers	2	1	2
		Leaving Rate	4%	2%	4%

Table 28 Leavers and Leaving Rates for Staff by Contract Type and Gender

(Section 4 Word Count 2593)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff
(i)   Recruitment

Our priority for the Department over the next four years is to address the gender imbalance in our staff. **(SA5)** Set-up a search committee to identify female talent for any academic staff vacancy, **(SA5a)**; embed practice of no all-male short lists for positions without a gender focus search strategy, **(SA5b)**; embed practice of mixed gender short lists and interview panels for all advertised research staff positions, **(SA5c)**; research staff adverts and particulars to include our Department statement on inclusivity and gender imbalance, **(SA5d)**; embed practice of including a female contact listed on all job adverts **(SA5e)**; review recruitment practices for academic to ensure that process changes are in place and to measure effect in respect of the recruitment of female academics, **(SA5f)**.

> **SILVER ACTION 5: Achieve at least the same proportion of female staff as exist in the national averages for both disciplines.**

The Athena SWAN logo, highlighting our Bronze award and advertising our commitment to Athena SWAN, is published on our website which also emphasises women in engineering roles in the Department.

As part of our 2014 Bronze submission we introduced improvements to our recruitment practice; this included mixed gender short-listing and interview panels for **all** academic appointments with at least one female member on each. Shortlists are lengthened where possible to avoid all male shortlists and although occasionally inevitable, the Department only allows an all-male shortlist if a search strategy that includes a gender focus has been utilised.

We updated Department adverts for vacancies to explicitly state: *'We are working to improve the present gender balance within the Department, and particularly welcome applications from women, who are currently under-represented in academic posts*.' All academics are asked to talent-spot promising junior researchers; when posts become available these individuals are contacted and invited to apply. Faculty staff encourage women to apply for positions through individual contacts. We have been successful in encouraging women to apply for Prize Fellow opportunities with 2 further female Prize Fellows appointed in September 2018.

> **BRONZE ACTION PLAN ACHIEVEMENT BA2. 1-7.** ACE Female academic staff increased from 21% to 24% (12 to 16).

All shortlisted candidates meet informally with academics at their level giving them the opportunity to ask questions about the working environment outside the interview process.

Academic staff involved at any stage of recruitment have mandatory training on Unconscious Bias but additionally, our Departmental Coordinator includes Unconscious Bias information to shortlisting packs (as a prompt).

> **BRONZE ACTION PLAN ACHIEVEMENT BA2.4**: Abolition of all-male short-listing and interview panels.

> **BRONZE ACTION PLAN ACHIEVEMENT BA2.4**: All recruitment (shortlisting & interviewing) panels now undertake mandatory unconscious bias training, as well as specific training on recruitment and selection.

> **University Action**: No all-male shortlists unless a gender specific search process has been deployed

- These changes increased the proportion of applicants who are female from 17% in 2015/16 to 26% in 2016/17.
- Overall shortlisting rates are similar for women and men but the proportion of shortlisted candidates who are female significantly increased from 18% in 2015/16 to 35% in 2016/17. *(Table 29)*
- Shortlisted women are more likely to be appointed than shortlisted men although there are variations from role to role. The proportion of new starters who are female increased from 25% in 2015/16 to 38% in 2016/17 however, all candidates are selected on merit for their ability, qualifications and suitability for the role
- The overall **impact** of the **BAs** is that the proportion of academic staff who are female has increased from 16% in 2014 to 20% in 2016/17.

BRONZE ACTION PLAN ACHIEVEMENT BA2.1-8: Increase in percentage of female applicants shortlisted by **94.4%**

BRONZE ACTION PLAN ACHIEVEMENT BA2. 1-8 Percentage of appointed female academic staff increased by **52%** (from 25% in 2015/16 to **38%** in 2016/17)**.**

Year	Role	Gender/% Female	Applicants	Shortlisted	New Starter	Shortlisted/ Applicants	New Starter/ Shortlisted	New Starters/ Applicants
2014/15	Research	Female	27	2	1	7%	50%	4%
		Male	106	17	3	16%	18%	3%
		% Female	20%	11%	25%			
	Teaching	Female	8	1	1	13%	100%	13%
		Male	14	0	0	0%	-	0%
		% Female	36%	100%	100%			
	Lecturer	Female	27	3	0	11%	0%	0%
		Male	57	0	0	0%	-	0%
		% Female	32%	100%	-			
	Senior Lecturer	Female	7	1	0	14%	0%	0%
		Male	28	5	1	18%	20%	4%
		% Female	20%	17%	0%			
	All	Female	69	7	2	10%	29%	3%
		Male	205	22	4	11%	18%	2%
		% Female	25%	24%	33%			
2015/16	Research	Female	23	6	2	26%	33%	9%
		Male	82	23	7	28%	30%	9%
		% Female	22%	21%	22%			
	Teaching	Female	5	2	0	40%	0%	0%
		Male	15	9	4	60%	44%	27%
		% Female	25%	18%	0%			
	Lecturer	Female	3	1	1	33%	100%	33%
		Male	21	3	1	14%	33%	5%
		% Female	13%	25%	50%			
	Senior Lecturer	Female	6	1	1	17%	100%	17%
		Male	59	5	0	8%	0%	0%
		% Female	9%	17%	100%			
	Reader	Female	0	0	0	-	-	-
		Male	4	1	0	25%	0%	0%
		% Female	0%	0%	-			

Year	Role	Gender/% Female	Applicants	Shortlisted	New Starter	Shortlisted/ Applicants	New Starter/ Shortlisted	New Starters/ Applicants
	Professor	Female	4	0	0	0%	-	0%
		Male	13	2	0	15%	0%	0%
		% Female	24%	0%	-			
	Other	Female	1	0	0	0%	-	0%
		Male	12	3	0	25%	0%	0%
		% Female	8%	0%	-			
	All	Female	42	10	4	24%	40%	10%
		Male	206	46	12	22%	26%	6%
		% Female	17%	18%	25%			
2016/17	Research	Female	23	4	3	17%	75%	13%
		Male	56	7	4	13%	57%	7%
		% Female	29%	36%	43%			
	Teaching	Female	14	3	0	21%	0%	0%
		Male	29	5	3	17%	60%	10%
		% Female	33%	38%	0%			
	Lecturer	Female	20	2	2	10%	100%	10%
		Male	65	5	0	8%	0%	0%
		% Female	24%	29%	100%			
	Senior Lecturer	Female	4	0	0	0%	-	0%
		Male	11	0	0	0%	-	0%
		% Female	27%	-	-			
	Professor	Female	2	0	0	0%	-	0%
		Male	15	0	0	0%	-	0%
		% Female	12%	-	-			
	Other	Female	0	0	0	-	-	-
		Male	0	0	1	-	-	-
		% Female	-	-	0%			
	All	Female	63	9	5	14%	56%	8%
		Male	176	17	8	10%	47%	5%
		% Female	26%	35%	38%			

Year	Role	Gender/% Female	Applicants	Shortlisted	New Starter	Shortlisted/ Applicants	New Starter/ Shortlisted	New Starters/ Applicants
Overall	Research	Female	73	12	6	16%	50%	8%
		Male	244	47	14	19%	30%	6%
		% Female	23%	20%	30%			
	Teaching	Female	27	6	1	22%	17%	4%
		Male	58	14	7	24%	50%	12%
		% Female	32%	30%	13%			
	Lecturer	Female	50	6	3	12%	50%	6%
		Male	143	8	1	6%	13%	1%
		% Female	26%	43%	75%			
	Senior Lecturer	Female	17	2	1	12%	50%	6%
		Male	98	10	1	10%	10%	1%
		% Female	15%	17%	50%			
	Reader	Female	0	0	0	-	-	-
		Male	4	1	0	25%	0%	0%
		% Female	0%	0%	-			
	Professor	Female	6	0	0	0%	-	0%
		Male	28	2	0	7%	0%	0%
		% Female	18%	0%	-			
	Other	Female	1	0	0	0%	-	0%
		Male	12	3	1	25%	33%	8%
		% Female	8%	0%	0%			
	All	Female	174	26	11	15%	42%	6%
		Male	587	85	24	14%	28%	4%
		% Female	23%	23%	31%			

*Table 29 Number of applicants, shortlisted candidates and new starters in the Department of Architecture & Civil Engineering by gender and grade for applications to academic and research posts by academic year. *Note: Where positions are advertised at multiple levels e.g. Lecturer/Senior Lecturer, the lowest grade has been taken. Data collected from the HR database, note that new starters could have applied in the previous academic year.*

For research posts in 2016/17, 43% of new starters were female, compared to 22% and 25% in previous years *(Table 29).* The improvements in gender balance are primarily at

the lower levels as our strategy is, wherever possible, to replace retiring academics with early career academics in order to provide more opportunities for post-doctoral researchers.

(ii)   Induction

All staff are given a half-day induction to the University and Department, which provides an overview of functions, procedures, strategy and values. There is 75% positive feedback from attendees.

At Departmental level, an induction is given by the Head of Department and a line manager. A revised Departmental induction booklet and webpages for new academic staff and postdoctoral research staff were introduced in 2014. Training modules are all online and line managers get a report confirming completion.

A timetabled induction schedule is provided for all new academic staff and PDRAs with a contacts list to enable them to meet key personnel and understand procedures. It is regularly updated and includes:

•   The job role, expectations, and support available

•   Introduction to key people

•   Key information, introduction to contacts, support, systems and procedures

•   University/Departmental organisation and structure

•   Training to be undertaken

•   Equality and Diversity, Athena SWAN

•   Health and Safety

•   Energy, Environment and Sustainability

•   Flexible working

•   Maternity and parental leave

Due to a wide variation in inductions across the Faculty, in 2017 a Support for Managers Moodle course was introduced to ensure consistency.

Despite the new procedures, responses in the culture survey were mixed with 42% agreeing that the department induction was useful with 25% disagreeing. We will enhance and formalise the process, **(SA6a)**, to maintain consistency, improve satisfaction rates **(SA6b)**, and monitor completion **(SA6c)**, to ensure all new staff members have a high-quality induction to the Department. **(SA6)**

SILVER ACTION 6: Improve the feedback and monitoring of induction processes across all staff levels

All new members of staff are required to undertake Equality and Diversity training, which includes unconscious bias. This mandatory training is monitored centrally and compliance reported to the HoD.

All staff have a formal probation whereby objectives are set, monitored at mid-point and confirmed on completion; this is recorded on an individual's personal file with HR.

> **INNOVATIVE ACTIONS:** One additional meeting at 6 months (each year) with HoD for all staff on probation was introduced giving them regular access to the HoD that allows probationers and the HoD the opportunity to discuss issues and give support more frequently and directly.

The process for new academic staff is more intensive. Early career (ECR) academic staff must complete the three-year *Bath Course*, approved by the Higher Education Academy. ECRs are allocated a reduced teaching load (25% 1st Year, 50% 2nd Year, 75% 3rd Year), giving them time to establish their research. The department supports all incoming staff for the first 3 years with funding to attend national and international conferences and since 2015 ACE has operated a scheme whereby each is assigned a mentor to support career development. In addition, post-doctoral staff and academics at any level can request a mentor.

We have a dedicated departmental mentoring coordinator to support colleagues in finding suitable matches. The coordinator also publicises the scheme. We currently have 17 active 1:1 mentoring relationships with 90% of staff respondents to the culture survey recording that they were in formal/informal/group mentoring relationships. Our ambition is for 100% of staff to participate in a mentoring relationship. **(SA8a)**

> **BRONZE ACTION PLAN ACHIEVEMENT BA2.2:** Mentoring Scheme in place with 15 1:1 mentoring relationships established and 90% of respondents participating in formal or informal mentoring relationships and 79% of respondents in our Culture Survey agreed that Mentoring opportunities met their needs.

(iii)   Promotion

The University offers promotions guidance. The surveys show that 79% agreed that the 'Promotion criteria are clear and transparent', and 72% of respondents agreed that all staff, irrespective of gender, are actively encouraged to seek promotion.

We have held events for all academic and research staff specifically related to promotions; implemented and improved promotion processes; increased the effectiveness of SDPRs; developed mentoring systems and supported the development of women's networking and leadership training events. SDPRs are now offered to PT Teaching Fellows as well as FT teaching staff.

We enhanced the SDPR process to include the submission of a promotion plan to assist both career management and progression.

BRONZE ACTION PLAN ACHIEVEMENTS BA3.1-3 SDPR and promotion processes and criteria discussed and disseminated to all staff. 79% of respondents agreeing that the criteria are clear and transparent.

BRONZE ACTION PLAN ACHIEVEMENT BA2.1-7: Criteria and plan for promotion is now a specific section for discussion in annual Staff Development and Performance Reviews

Furthermore, we hold a yearly Departmental All Staff meeting on career progression to increase awareness and transparency of the procedures. The HoD also produces and disseminates a summary document on the promotion process to the whole department.

Decisions on promotions for academic staff are made at University level by the Academic Staff Committee (ASC) which meets four times a year. Deadlines for promotion applications are circulated and include promotion criteria. The HoD and HoGs review individual staff progression and eligible staff are encouraged to apply for promotion with consideration given to maternity leave, career breaks and part-time working in terms of outputs or research grant income.

Candidates discuss their case with the HoD who then invites anonymous feedback from staff senior to the candidate, specifically assessing whether the promotion criteria have been met. The candidate can use this feedback to improve their application or is given support, guidance and clear targets for future promotion applications.

The number of applications for promotions has varied between zero and one over the past four years *(Table 30);* these are small sample rates although those who have applied have a 100% rate of success.

BRONZE ACTION PLAN ACHIEVEMENT BA2.6: Identifying and encouraging more women to apply for Prize Fellow and Future Awards opportunities

One female lecturer successfully applied for promotion to SL (100% success rate) and 9 Males were promoted with one unsuccessful application for professor (1 M) *(Tables 30 & 31)*.

Architecture & Civil Engineering: Academic Promotions	Applications				Promotions				Success rate		
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total
Total											
2014/15	1	3	4	25%	1	3	4	25%	100%	100%	100%
2015/16	0	5	5	0%	0	5	5	0%	0%	100%	0%
2016/17	0	1	1	0%	0	1	1	0%	0%	100%	0%

Table 30: Number of academic staff applying for promotions and success rate by gender and by academic year

Architecture & Civil Engineering	
2014/15	1M promoted to SL 1F translated to R
2015/16	1M translated to R 2M promoted to SL 1F promoted to SL
2016/17	2M promoted to SL 1M translated to R 2M promoted to STF 1M unsuccessful promotion to P

Table 31: Grade of successful promotion of academic staff by gender and academic year, all were full-time staff

Promotions for research staff are also decided by the ASC, and a female and male Prize Fellow successfully applied for lectureships. (See case study 1). Two Male Teaching staff were promoted to STF.

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

In 2014 100% (4) female academics submitted to the Research Excellence Framework and 24 out of 29 male academics were submitted (83%). *(Table 32)* There are no gender related issues. In determining whether eligible staff may be submitted to the REF with fewer than four research outputs an Individual Staff Circumstances panel was set up to consider a comprehensive range of relevant factors such as ECR start date; PT employment; or leave taken for any circumstances personal or professional.

Submitted to REF	Submitted to REF	Total eligible	% of eligible staff submitted
Female	4	4	100%
Male	24	29	83%
Total	28	33	

Table 32 Number of eligible female and male academics submitted to REF in 2014.

INNOVATIVE ACTIONS: We offer all staff the opportunity to have manuscripts reviewed in advance of submission to try and improve REF scores.

5.2. Key career transition points: professional and support staff

(i) Induction

There are currently 13 Professional and Support staff (PSS) in the Department, two women (100% F) staff in administration and 11 (0% F) staff in technical roles. The same induction processes described in Section 5.1(ii) are used for PSS. Only I member of PSS staff felt that the induction process did not meet their needs; however, we plan to further improve the SDPR process **(SA9)**.

There is a three-year apprenticeship scheme in place; since 2013, one male administrative apprentice was recruited.

The low proportion of women in Technical and Experimental jobs in the Faculty of Engineering & Design does not demonstrate gender equality. However, technician recruitment within the faculty is at an all-time low, irrespective of any gender balance initiatives. The response rate to vacancies is very poor with often no suitable candidates for interview. The Director of Technical Services has a University SWAN action to increase the proportion of female technical staff in the Faculty from 9% to at least 20% by 2020 and actions are in place to achieve this. **(SA7)**

> **SILVER ACTION 7: Increase proportion of women in the Technical and Experimental job family in Architecture & Civil Engineering**

The university has signed up to *Technician Commitment* a university and research institution initiative, which aims to ensure visibility, recognition, career development and sustainability for technicians.

To support this we will establish a set of comparators to enable benchmarking the department's technical and experimental staff against national indicators and production of annual comparison statistics, **(SA7a)**; survey staff to analyse recruitment issues and retention rates with particular focus on women, **(SA7b)**; implement career-progression plans for Professional Services staff, **(SA7c)**; Collect and analyse comprehensive training data by gender and grade, **(SA7d)**.

(ii) Promotion

PSS receive annual increments unit they reach the top of the scale for grades 1-9. PSS can also have their roles evaluated and possibly regraded or apply for a higher grade.

Managers encourage staff to apply for opportunities. Within the Department 5 technical staff have regraded successfully since 2014 (45.45%).

Criteria for regrading is not felt to be clear or fair. Only one promotion of administrative staff has occurred, principally due to a lack of job

opportunities. These are significant concerns and we plan to impart to PSS the measures we have implemented for academic staff, in particular focused career-progression plans. **(SA9c)**

5.3. Career development: academic staff

(i)   Training

All staff are encouraged to develop new skills; training needs are considered in SDPRs. Training programmes are clearly advertised and participation data are available, *(Table 33)*.

The University annually funds 15 competitively allocated places on the Aurora Leadership Programme; the Department has had one female member participate; and three females and 15 men completed the Academic Leaders' programme during the review period. We encourage and support all academics to participate in leadership programmes.

	Course title	Female	Male	%F
2016/17	Bath Course Induction	1	1	50%
	Bath Scheme AF/F Workshop 1	0	4	0%
	Influencing and negotiating for managers	1	0	100%
	Nuts & Bolts of Managing People	0	1	0%
	Recruitment and Selection for panel members	1	2	33%
	Womens Academic Network	2	0	100%
2015/16	Academic Leaders Programme	0	10	0%
	Aurora annual programme	1	0	100%
	Aurora Network	1	0	100%
	Bath Scheme 1-to-1 tutorials	0	1	0%
	Bath Scheme AF/F Workshop	0	1	0%
	Careers: Developing your academic career	0	1	0%
	Funding opportunities for women	1	0	100%
	Recruitment and Selection for panel members	0	2	0%
	THE BATH SCHEME INTRODUCTORY WORKSHOP	0	1	0%
	Womens Academic Network	2	0	100%
2014/15	Academic Leaders Programme	3	5	38%
	Athena SWAN Lecture 2015	2	0	100%
	Athena SWAN Mentoring	1	0	100%
	Aurora network event	1	0	100%
	BATH COURSE INDUCTION	1	1	50%
	Bath Scheme 1-to-1 tutorials	0	1	0%
	Bath Scheme AF/F Workshop 1	0	2	0%
	Bath Scheme Introductory workshop	0	1	0%
	Bath Scheme SF Workshop 1	0	2	0%
	Choosing a career in STEMM	2	2	50%
	Equality Analyses Workshop 2015	1	0	100%
	LGBT History Month - British Legacy of homophobia in the Commonwealth	1	0	100%
	Performance Review (Academic Staff): Conducting Effective Review	1	1	50%
	Recruitment and Selection for panel members	3	18	14%
	THE BATH SCHEME INTRODUCTORY WORKSHOP	0	2	0%
	Womens Academic Network	1	0	100%

Table 33: Training Courses Attended – all staff

In addition, as of June 2017: 34 (6F, 28M) Academic and Research staff and 3 (3 F) PSS had completed Diversity in the Workplace Training; 26 (6F, 20M) Academic and Research staff had completed Unconscious Bias Training (both are compulsory for managers and encouraged for others).

> BRONZE ACTION PLAN ACHIEVEMENT **BA3.3**: Female staff have attended leadership programmes.

(SA8) is to embed further good practice to enabling career progression. All female academics to be in a mentoring relationship, **(SA8a)**; increase the number of women senior lecturers participating in the Aurora programme by encouraging eligible staff to apply and provide women who are unsuccessful with feedback and training to attain their goals, **(SA8b)**; achieve a more balanced gender representation in senior departmental roles by encouraging more females to apply, **(SA8c)**; embed the practice of proactively using SDPR to encourage women to apply for promotion and address any gender issues, **(SA8d)**; 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, **(SA8e)**.

> **SILVER ACTION 8: Support progression to senior academic posts, including proactive identification and encouragement of the best female candidate(s)**

However, much has already been achieved:

> **INNOVATIVE ACTIONS:** the HoD establish an open door policy where staff (academic, research and professional) can discuss their careers and any barriers they have had to overcome and the support available to assist staff.

> **INNOVATIVE ACTIONS:** A HoD Surgery introduced which continues to provide an opportunity for any member of staff to discuss personal or work-related matters/issues and the response from staff to this innovation continues to be very positive.

> **INNOVATIVE ACTIONS:** The Department has a policy in which significantly more funding for travel is made available to ECRs and Lecturers than to more senior academics, thereby encouraging junior colleagues, in particular, to rapidly find their feet in terms of developing research collaborations and undertaking exploratory visits

(ii)   Appraisal/development review

An annual SDPR is mandatory for all non-casual staff who have completed probation. Probationary staff have an annual review with the HoD and ASC. The SDPR provides a structured discussion for staff to receive feedback on performance, set objectives and explore training needs and career aspirations. The HoD or HoG performs the SDPR for non-professorial group members, and HoD performs the SDPR for all professors.

Before engaging with Athena SWAN there was no monitoring of consistency between the various appraisers. The SDPR process undertaken in the department was modified by the HoD in 2017 to ensure uniformity of the process between groups and to highlight career development aspects.

Management of SDPRs is now performed by the Department Coordinator; this has resulted in completion rates as high as 82% in 2017/18. We aim to increase this to 100%. **(SA9)** *(Figure 26)* All reviewees are now asked to submit a promotion plan thus facilitating discussions regarding career aspirations. Eligible staff are then encouraged to apply for promotion. The **impact** of the actions is that over 70% of respondents to the recent culture survey felt confident to discuss their career development goals.

> **INNOVATIVE ACTIONS:** All staff are required to submit a promotion plan for discussion at their SDPR. This allows for more positive constructive discussions around promotion and the criteria and proactively identifies gaps and the support required to gain promotion quickly and efficiently.

Our 2018 culture survey showed 72% agreeing that all staff, irrespective of gender, are actively encouraged to seek promotion, evidencing the **impact** of the **BA**s but we need to go further. **(SA9)**

We will improve the process by ensuring that all staff undertaking SDPR are trained in good practice, and implement a checking system on reviewers' training status before SDPR cycle begins, **(SA9a)**; introduce a light-touch mid-point review process to monitor progress and enhance confidence in the system, **(SA9b)**.

We will also improve career planning for PSS, ensuring that SDPRs cover options for progression both within and outside the university and that training to meet those aspirations is implemented, **(SA9c)**; ensure that the mid-year review includes a prompt to encourage PSS applications for Recognising Excellence Awards (REA) – a single payment - or Outstanding Contribution Awards (OCA) for staff who have shown sustained exceptional performance in their role over a period of at least 2 years and are rewarded with a tangible increase in pay; **(SA9d)**; and that the SDPR process establishes a clear link between policies, procedures, training and career development, **(SA9e)**.

SILVER ACTION 9: Improve SDPR process and feedback for all eligible staff

% SDPR completion rates, core academic staff: Department fo Architecture and Civil Engineering
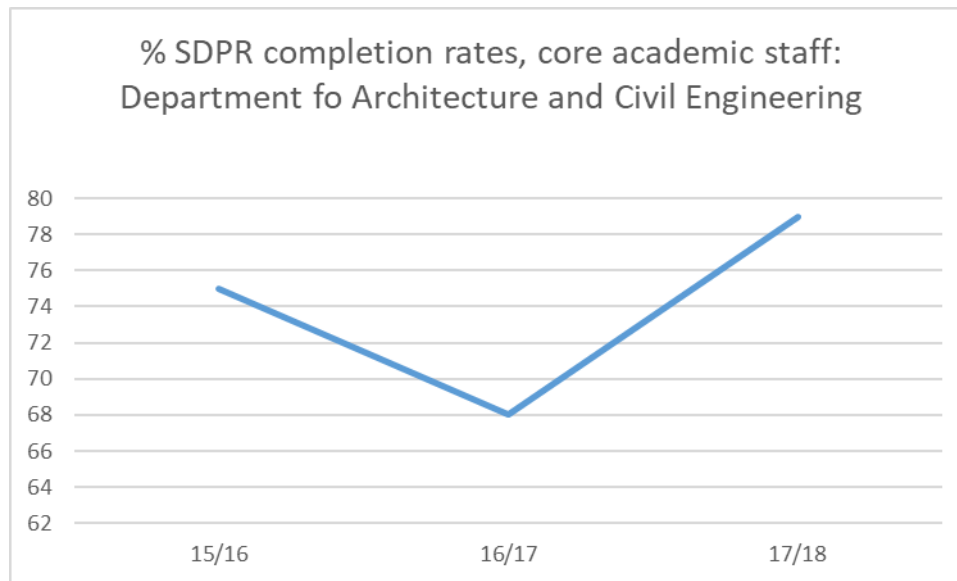
Figure 26: SDPR Completion rates for core academic staff

(iii)   Support given to academic staff for career progression

The Department provides mentors for all staff, from both within and outside the Department and our target is to have 100% of staff in mentoring relationships **(SA8).** ECRs on probation have a mentor assigned by the HoD and are all enrolled on the accredited Bath Course, leading to FHEA on completion. PDRAs are included in the SDPR process, attend staff meetings, are mentored by the Director of their research centre and encouraged to apply for vacancies (3 current FT academics in the department were formerly PDRAs). All PDRAs are provided with a profile on PURE (the University's Research Information System) in order to document and manage their research data. Their views are fed into the Department Research Committee, one member of which is a PDRA, and through Bath Careers in Research Online Survey (CROS).

The Centre for Learning and Teaching (CLT) offers a programme for PDRAs who teach/are interested in teaching called Kick Start to HE teaching. Experienced PDRAs can do the Bath Scheme to gain fellowship of HEA.

As well as formal mentoring, the Department provides support and guidance from experienced academics, all of whom operate an open-door policy. There is also a mutually-supportive culture amongst the ECRs who share best practice on teaching, research and grant applications. Teaching staff have the same access to training opportunities as other staff. Fellowship of HEA at various levels is open to both probationary and more experienced staff.

The conversion of female PGRs to PDRAs and then to academic staff within the Department is a key priority. **(SA10)**

We currently (2018) have 19 research staff (42% female and 58% male) of which 13 (46% female and 54% male) are postdocs *(Table 34).* Four are visitors and 2 are research managers. Of the 13 postdocs, only 7 have mentors (57% female and 43%

male) and currently none have completed a career management plan; 4 are relatively new and are currently being allocated mentors.

Since 2007 the University has had a dedicated Careers Advisor for PDRAs The Academic Career Academy Programme also offers support for those research staff planning an academic career and regular emails are sent out with reminders about training including the statement: 'UK Research and Innovation expects you to do 10 days training a year…..'. The University offers a training programme for all staff who research/teach and, in addition, panel events are run by the Careers Service which give female students the opportunity to engage with senior female leaders.

SDPRs are mandatory for PDRAs and training needs are followed up by their PI.

We also promote, support and encourage all academic women in ACE to join the Women in Engineering Faculty (WEng) network and/or actively participate in the WESBath student group.

Recent Departmental successes include Prize Fellows making the transition from research to academic staff and our strategy is to employ staff at lecturer level to build up our Talent Pipeline. We have been successful in recruiting more female academic staff and these actions are to embed good practice assisting more staff to make the transition. **(SA10)**.

> **SILVER ACTION 10: Increase number of female research staff progressing to Academic Staff**

Allocate a career mentor to every new PDRA starter, **(SA10a)**; embed and encourage the uptake of the VITAE tool, **(SA10b)**; establish a process for providing PDRA staff the opportunity, training and mentoring to be involved with teaching and monitor for gendered patterns, **(SA10c)**; encourage PDRA staff to apply for Academic Career Academy scheme run by the Faculty, **(SA10d)**; increase awareness of a pilot scheme to provide PDRAs with the opportunity to become Associate Fellows of HEA, **(SA10e)**; encourage PDR staff to become researcher co-investigators (Co-I) on eligible research grant submissions, **(SA10f)**; follow up research staff who have not had SDPR within 3 months of annual target date to ensure compliance with department policy, **(SA10g)**; directly advertise PDRA/ECR vacancies amongst our PGR community as standard and provide advice and feedback to all PGRs who show an interest, **(SA10h)**; organise seminars; **(SA10i)** disseminate and discuss Concordat **(10j)**.

> **SILVER ACTION 11: Embed best practice developed for academic staff appointments into the recruitment processes for research staff**

Set-up a search committee to identify female talent for any research staff vacancy, **(SA11a)**; embed practice of mixed gender short lists and interview panels for all advertised research staff positions, **(SA11b)**; **r**esearch staff adverts and particulars to include our Department statement on inclusivity and gender imbalance, **(SA11c)**; embed practice of including a female contact listed on all job adverts **(SA11d**); review recruitment practices for research staff to ensure that process changes are in place and to measure effect in respect of the recruitment of female researchers, **(SA11e)**.

Architecture & Civil Engineering (ACADEMIC AND RESEARCH)		Research-only	Teaching and research	Teaching-only	Other
2014/15	Female	2	5	5	0
	Male	12	33	17	1
	%F	14%	13%	23%	0%
	%M	86%	87%	77%	100%
2015/16	Female	2	7	5	0
	Male	10	34	19	0
	%F	17%	17%	21%	0%
	%M	83%	83%	79%	0%
2016/17	Female	2	9	5	0
	Male	9	33	22	1
	%F	18%	21%	19%	0%
	%M	82%	79%	81%	100%

Table 34. Academic and research staff by grade and contract function

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

Our undergraduates are allocated a personal tutor who offers career-progression advice, academic guidance and pastoral support; we now provide training to new staff on personal-tutor duties emphasising advice on career progression. Students can request to change tutor at any time and further support is available from the Director of Studies. *Table 35* illustrates the number of UG students who continued their studies at Bath or elsewhere. The small numbers continuing with study make it difficult to identify specific trends as individual circumstances are likely to outweigh gendered differences. However, looking at aggregated data across the 3 cohorts, 19 female and 14 male students have continued studies at Bath whilst 19 female and 22 male students have continued studies elsewhere. This does suggest that female students are more likely to stay at Bath so potentially less mobile, which is usually identified as a factor later in academic careers.

UG	Continued studies at Bath		Continued studies elsewhere	
	Female	Male	Female	Male
2016/17	3	3	6	10
2015/16	9	5	6	4
2014/15	7	6	7	8

Table 35 UG students who continued studies at Bath or elsewhere

All first year UG, MSc and PGR students are allocated a peer mentor, based on their programme of study, prior to their arrival.

All students receive a quarterly newsletter with information about support services, opportunities for development and events on campus.

Female students have the opportunity for further support through WESBath, a society affiliated to the Women's Engineering Society.

WESBath supports female students in the Faculty of Engineering & Design encouraging them to choose engineering as a career. It aims to advertise available funding opportunities**;** offers events with professionals from different sectors**;** strengthens links between alumni and engineering companies and promotes careers in engineering to younger students in the local area. Through the society students find out about events for female engineers; link up with female engineering students and academics at Bath to build a community for women in engineering and get involved with outreach activity targeted at young women making important decisions about their future education.

We encourage membership by emailing UG, PGT and PGR students and maintaining a profile on web pages and social media. Currently 29% of ACE students are members. We added the DSAT Chair and Student Experience Officer to WESBath committee and provided support via academic liaisons. WESBath information is promoted at all Applicant Visitor Days. While our intention was to instigate a more formal student-led system, supported by ACE, this has developed into a Faculty-wide initiative.

Individual student support

Where appropriate, students are offered 1:1 support and advice from staff members. Personal tutors and Directors of Studies can request this from the Operations and Project Manager and Student Experience Officer (post graduate)

All students are welcome to attend the weekly Departmental Research Seminars. The percentage of female presenters has generally increased over the review period.

All undergraduates are encouraged to apply for an industrial placement supported by the dedicated Faculty-Placement Team. During the final year a specialised seminar is organised to introduce research opportunities available for postgraduate study. *Table 36* illustrates PG students who continued studies at Bath or elsewhere.

The University's Careers Service offers 1:1 support for all students.

SILVER ACTION 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

(SA12) is to further 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. Qualitative feedback from students in the Culture Survey commented that there was a lack of visible female or ethnically diverse role models, particularly at senior levels within Civil Engineering. Embed processes for monitoring the gender balance of seminar speakers and report data to ED&IC Committee every quarter, **(SA12a)**; Increase the number of female students joining WESBath and engage with WES SW Cluster to raise profile of engineering to potential UG students and offer mutual support to current students, **(12b)**; increase the visibility of female and ethnically diverse role models; ensure that each year 30% of presenters at departmental seminars and events are female or ethnically diverse, **(12c)**; Collect and analyse gender/diversity data on UG, PGT, and PGR Supervision, **(12d)**; Review departmental webpages and other promotions material and social media to celebrate female staff success and ensure that examples included represent diversity, **(12e)**.

PGT	Continued studies at Bath		Continued studies elsewhere	
	Female	Male	Female	Male
2016/17	2	2	2	2
2015/16	1	1	0	1
2014/15	1	1	0	0

Table 36. PGT students who continued studies at Bath or elsewhere

To increase the number of female PGRs progressing to PDRA the induction process will include introduction to the Researcher Development Framework and encourage the uptake of the VITAE tool, **(SA13a)**; make Career Management Plans compulsory and embed practice that every 6 months supervisors discuss these to ensure compliance, **(SA13b)**; PGR DoS to share good practice to support supervisors in discussing plans, **(SA13c);** hold focus groups, monitor destination and benchmarking data of the number of PGRs wishing to enter academia and collate feedback on the support provided by the Department **(SA13d)**.

SILVER ACTION 13: Increase the number of female PGRs progressing to research staff

A full range of Department/University induction activities, both social and academic, are undertaken by new PGRs. Each PGR has a supervisory team providing advice on career progression, training requirements, pastoral care and academic support. Supervisors must meet with PGRs quarterly but within ACE meetings are more frequent. New academic staff are required to attend University training on PGR supervision. A mentoring scheme for new doctoral students offers peer support from a student who has passed their confirmation. Both the supervisory team and the DoS for Postgraduate Research are also available for mentoring and additional support available from outside of the Faculty if required. There are also dedicated careers advisors for doctoral students and access to MyFuture, which offers Careers Service appointments, events, jobs and resources.

The progress and development of doctoral students is overseen by the Director of Studies for Post Graduate Research. The DoS and the Board of Studies review candidature forms where training and development needs are specified and then continually throughout the degree via progress forms which are reviewed by the Doctoral College.

Feedback is collected from doctoral students via academic Reps, SSLC, the Postgraduate Research Experience Survey (PRES) and Professional Doctorate Experience Survey (PDES) as well as via the 6-monthly progress reports.

Feedback from the 2018 PRES survey tells us that 83% definitely or mostly agree and 9.2% are neutral to the question 'Overall, I am satisfied with the experience of my research degree'. 89.3% definitely or mostly agreed and 4.6% were neutral on feeling supported and having regular contact with their supervisor/s. Our Postgraduate Research Experience Survey (PRES) score for the Department improved from 89 % in 14/15 to 95% in 2017.

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

All staff who apply for funding have the support of members of the Department for advice and guidance, primarily through membership of one of more of the Department's research centres/groups. Recently, the Department has created a system of monthly drop-in sessions, where members of the University's Research and Innovation Services are available for consultation on funding opportunities and developing applications. A formal internal review process provides feedback for all grant applications, and the Department arranges mock interviews and review panels.

As well as University-organised grant-writing courses, the Faculty runs the Future Awards scheme to develop the academic leaders of the future. ECRs are offered generous contributions, such as PhD student funding and laboratory space, for developing their research groups and supporting their first grant applications. Individual strategies for grant-funding applications are an important dimension of both the SDPR and HoD probation review processes. There has been an increase in funding applications by female PI but success rates remain low (~5%, against at least 25% for male PI in equivalent years). Funding applied for with a female CI has risen significantly (nearly a factor of 4) - Funding achieved with a female CI has risen even more and the success rate now (35%) is approaching that for male CI (45% that year). This suggests that female researchers are being included in good applications, rather than applications being generated to meet a metric of including female researchers.

In line with the University research strategy, the Department has a special focus on developing fellowship applications, with targeted support from senior members with direct fellowship experience. Unsuccessful applicants meet with the Director of Research and their mentors for feedback and re-develop applications accordingly. This has resulted in a recent increase in the number of fellowships awarded to both ERC and more experienced members of the Department from a variety of sources, including: Research Councils (EPSRC, NERC), Royal Academy of Engineering and the Augustus Foundation.

5.4. Career development: professional and support staff

(i) Training

Training needs of PSS are assessed annually in the SDPR by line manager. The SDPR follows University guidelines, whereby staff consider their long-term career aspirations and the activities/training required to achieve them. All staff are invited to partake in training (including equality and diversity) run by the University. The Faculty has a staff development budget of £20K.

(vi) Appraisal/development review

A new SDPR template for PSS was successfully piloted in 2017. This includes a focus on behaviours to assist with personal development objectives. We have produced resources for line managers to help them identify excellence and recently provided interactive training around this. Resources are available on a wiki and managers are encouraged to contribute to this. We have a 100% SDPR completion rate and all staff are now using this form to capture their SDPR conversations.

SDPRs for PSS include:

- Review of activities and achievements over the past year
- Technical staff undertake a quarterly review against objectives with their line manager
- Objectives for the next year
- Profession and development needs, such as training or mentoring
- Work-life balance

Staff who wish to be considered for discretionary-performance-award schemes must have completed an appraisal. Self-identification for such awards is an option.

Copies of all documents are maintained on the University iTrent HR system.

All line managers undertake mandatory training in how to conduct an effective review (not currently monitored by the Department), and all new members of staff are offered training "Getting the most out of your review". There are also e-learning refresher courses. Although the appraisal is conducted annually, line managers are encouraged to also perform a mid-year review to assess progress against objectives. In the 2018 Culture Survey only 33% felt that the SDPR helped their career development. In line with the proposal for improving academic-staff appraisal, we will make the mid-year reviews universal and introduce a prompt for the reviewer to nominate or at least encourage self-nomination. **(SA9).**

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

The University provides a variety of general staff development courses which cover topics such as leadership, time-management and self-development. There is also a staff Development Toolkit that has over 2000 resources

including e-learning, top tips and guides. Discussion of career progression is included as part of the SDPR, and the line manager will help identify relevant courses depending on needs. Mentoring support is provided on an informal basis for PSS, and shadowing is regularly used for training, particularly for technicians, *e.g.* for skill training on equipment. Opportunities for secondment and job vacancies are circulated to all staff by the Director of Administration and line managers. There is a perception that there is a disconnection between policies and procedures, and poor awareness of these processes. We will address these issues (**SA9**).

5.5.   Flexible working and managing career breaks

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

We offer support for staff taking leave (maternity, parental, paternity and wider-caring responsibilities (see Case Study 1). Our policy is to ensure meetings occur before, during and after the leave.

Before taking maternity/adoption leave, the HoD and HoG plan for cover for the individual's duties and provide flexibility on return. Requests for temporary staff to cover maternity/adoption are considered, and while the Department is usually expected to fund such cover, University funds are also available. The University provides paid leave to cover ante-natal appointments for both partners. A risk assessment is undertaken to ensure that the working environment is suitable during pregnancy and on return.

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

During the leave staff have up to 10 paid "Keeping in Touch" days; this helps maintain links with their work and colleagues. In addition, those on leave are invited to attend the monthly staff coffee morning.

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

Prior to returning, the HoD and HoG meet with the staff member to discuss support measures and possible working patterns. A slow transition is granted, with reduced workload. The HoD and line manager manages the reintegration process holding regular meetings with the returner. Temporary part-time working is an option and we have a recent example of this (see case study 1).

Line managers now formally advise staff of flexible working policies when notified of pregnancy and we will implement a return to work interview for all staff to improve support in ACE. Our recent culture survey highlighted the need for greater staff support on return from parental leave. (**SA14**)

SILVER ACTION 14: Improve awareness of career break policies and flexible working and improve support for all staff upon return to work

Actions include: having a clear process on how we support maternity/shared paternity leave, emphasising the departmental support available over and above HR policies, **(SA14a)**. Implementing a return to work interview following parental leave offering flexibility in procedures and practices, **(SA14b)**. Creating a maternity/paternity mentor scheme (MPMS) (to follow up the status of the returning-to-work parent), **(SA14c)**.

The University also has an on-site nursery and provides NurseryPlus, a salary sacrifice scheme to enable parents with these costs. Furthermore, a childcare voucher scheme operates for all staff. A dedicated welfare room for use of expectant and nursing mothers is available on campus.

(iv)   Maternity return rate

One academic took maternity leave during 2015/6. She returned to work and is still in ACE over 18 months since her return. No PSS took maternity leave during this period.

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

Paternity leave has been increasing *(Table 37)* with all new fathers who applied taking paternity leave. We have had no requests for adoption or parental leave.

The Department communicated to all staff the introduction of the University's new Parental-Leave Policy and our survey revealed that all staff who took paternity leave felt well-supported by the department throughout the process. This policy allows the relevant partner to take 1-2 weeks paid leave if they have 26 weeks' continuous service.

Additionally, the parental leave policy allows staff to take 18 weeks unpaid leave per parent per child. Shared parental leave allows a maximum of 50 weeks and line managers are obliged to approve all requests.

		Paternity Leave	Shared Parental Leave	Parental Leave
Academic and Research staff	2014/15	2	0	0
	2015/16	2	0	1
	2016/17	1	0	0
Professional and Support Staff (*)	2014/15	0	0	0
	2015/16	0	0	0
	2016/17	0	0	0

Table 37. Paternity, shared paternity and parental leave

(vi) Flexible working

The University has a comprehensive range of policies covering maternity, paternity, adoption, shared parental as well as covering general career break and flexible working requests. The University strongly encourages flexible working with 24% of staff (76% female) opting for non-standard working arrangements. Temporary Teaching Exemption offers staff exemption from teaching during certain hours of the week. These policies apply to all employees.

Alongside the formal system ACE also operates an informal flexible working scheme and individual requirements are discussed during SDPRs. Senior managers are knowledgeable in flexible working schemes and effective home working.

Every endeavour is made to support staff with caring responsibilities in accordance with the Flexible Working & Leave Policy. We have identified a need for more awareness of flexible working and support for staff, including phased return, reduced workload and ensuring timetables reflect caring responsibilities. We provide information on flexible working policies *prior* to staff taking a career break.

The HoD reiterated flexible working policy procedure at an All Staff Meeting and our HR Business partner attends an ACE staff meeting to discuss flexible working practices. 54.2% of respondents to our Culture Survey strongly agreed or agreed that they were aware of flexible working options with a further 23.3% neutral; 58.1 % thought that the department encouraged a good work/life balance with 16.3% neutral. The HoD works flexibly as do other senior staff and encourages others to do so.

All applications are viewed favourably and involve one-to-one discussions to ensure a full-time job is not compressed into part-time hours and a mutually satisfactory outcome. Our recruitment process explicitly encourages applicants with caring responsibilities.

All staff who have applied for flexible working have been granted their requests. *(Table 38)*

Architecture & Civil Engineering	Female	Male	Total
2014/15	0	0	0
2015/16	0	1	1
2016/17	0	0	0

Table 38: Flexible working by year & gender.

BRONZE ACTION PLAN ACHIEVEMENT BA5:1.2 All staff who applied for flexible working were granted their requests

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

The Department always supports requests to slowly transition from PT to FT to ensure a smooth process. It is important that staff have the opportunity to re-align their activities in a phased manner. The return to full-time duties is discussed in one-to-one meetings with the HoD, ensuring staff have time to adjust **(see Case Study 1)**.

5.6. Organisation and culture
(i) Culture

The Department has fully embraced the principles of the Athena SWAN Charter with a commitment to gender equality and inclusivity. Regular events for all staff are organised at group and research-centre level reflect a changing, more-inclusive environment.

Figure 27 Architecture & Civil Engineering staff Away Day

A recent staff culture survey shows 70% agreed and 25.6% neither agreed nor disagreed that the Department has a positive and inclusive culture. Over 90% of academic staff, 83% of technical and professional support staff and 100% of UG students agreed that staff are treated equally irrespective of gender and 80% of academic staff and 90% of UG students agree that the department supports gender equality. The annual *Architecture Exhibition* supporting the showcasing of work to industry and external academic assessors exemplifies the joint commitment that all staff (academic, research and support) have to the student body; the *Exhibition* has increased the visibility of positive role models which is reflected in results from our culture survey with 100% of respondents agreeing that they feel confident in asking more senior staff for advice on an informal basis, and that *' The culture in the department is excellent as people support each other'.*

We have increased awareness amongst students by including diversity issues in design project briefs at undergraduate and postgraduate level. Over 90% of staff respondents

and 100% of UG and PGT and 67% of PGR students agree that male and female students are given equal opportunities to contribute in lectures and seminars and 88.4% of staff, 93.3% of PGT, 90% of UG and 60% PGR students agreed that all students are given equal opportunities to lead discussions when undertaking group-based work. 100% of PGT, 96.5% UG and 73% of PGR responders agreed that academic staff lead by example in treating both male and female students with equal respect.

During our induction processes we introduce our UG, PGT and PGR students to Athena SWAN. Expectations regarding language and behaviour are stated during induction of both students and staff and our survey revealed that 88.4% of staff agreed that sexist language and behaviour are considered unacceptable; the Department avoids the use of gender binary language when communicating with students. All first-year tutor groups undertake activities considering inclusion and significant investment has been made in outreach and widening-participation activities.

Our Athena SWAN work has raised an awareness of the social culture in the Department. ACE social gatherings are all-inclusive events and widely attended by both staff and research students building a strong sense of community. Social events are scheduled well in advance so that staff with caring responsibilities can participate.

Figure 28. Staff afternoon tea in the newly created social space

Lack of social space within ACE was identified as an issue but we currently allocate a regular time and place where all members of staff can meet informally. Our additional building opened in 2016 increasing the provision of social space available *(Figure 28)*. We continue to generate a positive inclusive culture in the Department through our weekly ACE Research Seminars, and Architecture Open Lecture Series which are open to staff and students. In 2017 all staff and post graduates were invited to key activities including: The Architecture Exhibition, Away Days (Department and Group), department Christmas lunch and various ad hoc events such as Chinese New Year lunch, summer afternoon tea, and evening meet-ups. We also have a weekly 'Department tea' during core hours for academic staff to meet (tea is provided by the Department). As much as

timetabling restrictions allow we seek to improve the work/life balance for staff by having all teaching in core hours wherever possible.

The Department is increasingly using e-learning forums (Moodle, Panopto) to widen access to teaching materials. There were no issues raised at SSLCs regarding access for disabled students, inclusive curriculum, BAME, Women, LGBT+, International, Mature and Student Parents. The new Department of Architecture building (4 East South) has gender neutral toilet and shower facilities, and we introduced a new department policy to ensure student events were made more inclusive by not using teaching budgets to provide alcoholic drink for events, in part due to issues of equality.

We arranged a presentation at ALL Staff Meeting on Disability Advice, Reasonable Adjustments and Inclusive Practice on Equality impact policy and practice and assessment of the potential impact on protected groups, raising awareness of the issues to all staff members. We will continue to make this a regular presentation. **(SA15)**

> **SILVER ACTION 15: Embed Disability Advice, Reasonable Adjustments and Inclusive Practice throughout the department**

The positive **impact** of the changes implemented through the **BAP** on Gender Equality, Inclusivity and Equal Opportunity throughout ACE are shown by the survey results for staff and students quoted above. Further improvements to the department culture at all levels have come from the large number of ECRs on the academic staff and their use of social media.

However, managing workload remains an issue for some staff and this is a key issue to address. (**SA16**)

> **SILVER ACTION 16: Improve long-hours culture and workload management**

Improving Department awareness and provision of mental health support by encouraging training in Mental Health First Aid, **(SA16a)**. Embedding practice making a life coach available for staff requiring assistance in managing workloads and work life balance, **(SA16b)**. Continuing to use the WLM as a management tool to ensure a fair and equitable distribution of workload allocation for all staff, **(SA16c)**.

(ii)   HR policies

The University has HR policies and advice for managers and staff, including a specific policy on "Dignity and Respect for Students and Staff of the University of Bath"; this policy was recently reviewed and updated with further guidelines relating to harassment, bullying or victimisation. Such HR policy changes are made in consultation with staff and students, including trade and students' unions. HR policies are also

subject to an Equality Impact Assessment to ensure that there is no direct or indirect discrimination inherent in the approach taken.

The University Equality and Diversity Committee receives an annual report which reviews the application of HR casework processes to determine whether application is consistent.

Each Department has an HR Business Partner; they support and guide HoDs to ensure that policies and good practice are followed and a consistent approach is maintained. All students and staff can access the HR policies directly from the University website.

The 2016 University Survey revealed that 96% in the Department felt they were not harassed or bullied at work and had not experienced racial, religious, gender, religious or sexual discrimination; this is also reflected in the 2018 departmental culture survey (95.3%). We have a zero-tolerance policy with a range of people to contact for further advice and assistance: for staff this includes their line manager, the department HR Business Partner, the Department trade union representative or the Equality and Diversity Manager; for students this includes the Students' Union Advice and Representation Centre, Student Services and the Equality and Diversity Manager.

(iii)   Representation of men and women on committees

We overhauled our Departmental committees and processes for committee appointment (BA3.3: 1, 2). The HoD now circulates role descriptions and invites Expressions of Interest from all staff for vacancies which are rotated every 3-years. Individual staff members' interest in future roles are discussed at SDPRs and consideration is given to facilitate staff members who need committee experience to help with promotion. This process has enabled more open access to management and leadership roles.

Gender balance on committees has been a priority, mindful of the potential to overload female academics and we have achieved representation that reflects our overall gender ratio and all Departmental committees now have female members.

The DEC is the main decision-making committee with membership defined by Senior Role. We have achieved female membership, although this is below the University target of 33%. Given our Departmental gender balance this target will not be achievable, however we aim to have at least 20% female membership for our formal committees.

Increasing the number of ACE females in committee chairs is a priority *(Table 41).* The more transparent processes implemented through our Bronze Action Plan are reflected in our recent Culture Survey: **'I can see that the department is encouraging and supporting anyone (irrespective of gender) to apply for senior management roles. Staff in the department speak openly about their interests and there is support'.**

However, only I ACE committee is currently chaired by a female and we need to encourage more females to apply, **(SA17)** by reviewing and modifying standard operating procedures for committee membership, and documenting the process including timings when vacancies will arise; **(SA17a)**; encourage females to apply for Chair vacancies, **(SA17b).**

BRONZE ACTION PLAN ACHIEVEMENT BA3.3: 1, 2: Increased understanding of committee-appointment processes

SILVER ACTION 17: Encourage more females to apply for committee appointments

Academic Year	Athena SWAN DSAT	Department Executive	Learning, Leaching Quality	Health and Safety	Research	Staff Student Liaison (UG)	Staff Student Liaison (PGT) Faculty
2014/15							
Male	4	8	9	7	7	12	16
Female	6	2	1	2	1	2	5
Chair	F	M	F	M	M	M	F
2015/16							
Male	4	10	15	8	12	11	14
Female	5	2	2	1	1	3	4
Chair	F	M	M	M	M	M	F
2016/17							
Male	6	8	12	8	12	9	12
Female	8	1	2	1	2	4	5
Chair	F	M	M	M	M	M	F

Table 39 ACE Committee Membership and Chairs by Gender. Please note PGT SSLC is Faculty-wide

(iv)   Participation on influential external committees

All staff are encouraged to build national and international profiles both within academic and non-academic sectors. The promotions criteria explicitly highlight the importance of profile, and working with influential external committees is fully supported. The Department provides funding for ECRs to attend conferences and working-group meetings. Some notable organisations of which Department staff are members include ARB, SCHOSA Council, Ministerial Advisory Group for Department of Communities (NI); RIBA MEAP; National Trust Council and their Historic Environment Advisory Group; British Standards Institution (BSI); International Standards Organisation, Western Counties regional group Council, CIC-South West; Constructing Excellence South West Leadership Council.

Within the University DRs Harney and Wain are Elected Members of Academic Senate and Harney is Senate Representative on the University Curriculum Transformation, ED&I and Appeals committees.

(v)   Workload model

The Department's Workload Model (WLM) helps provide a uniform distribution of workload across all staff, providing lighter loads to those staff newly appointed, returning from absence or with large research grants. WLM data are reviewed annually at SDPR and staff can request a redistribution of duties.

The University has implemented a new system for ensuring that WLM allocation is transparent, and staff will be able to compare their workloads, view their draft WLM and request changes to ensure that their activities are appropriately represented. However, 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.

The HoD and HoGs undertook a thorough review of individual WLM, including analysis for gendered patterns at annual SDPRs with a view to assessing balance of activities and rotation of responsibilities (e.g. DoS) and as a career progression tool. Actions included developing transparent procedures for equitable allocation of workload and during 2017/18 the WLM has been used as a management tool. The practice and utility of the WLM is now better understood and NO member of staff now has a workload over 2000 hours during any one year (except in temporary exceptional circumstances such as being awarded a research grant, where it is adjusted the following year). In order to clarify further the allocation process we plan to hold a departmental seminar to discuss workloads and, if successful, to retain this as an annual event. **(SA18)**

> **INNOVATIVE ACTIONS:** The WLM is now used as a management tool to ensure fairer and more equitable distribution of Workloads within the Department.

> **BRONZE ACTION PLAN ACHIEVEMENT BA4.5:** Review of individual workload models undertaken at SDPRs and used as a management tool for fairer distribution.

> **SILVER ACTION 18: Improve the transparency of the Workload Model**

(vi)   Timing of departmental meetings and social gatherings

The department administrator schedules all formal meetings (committees and staff meetings) in core hours (1000-1600), allowing those with caring responsibilities and part-time staff to attend. Departmental seminars are scheduled at 1315. All social activities organised at departmental level are scheduled during core hours. Research centres and groups are encouraged, wherever possible, to ensure their meetings occur within core hours.

(vii) Visibility of role models

The Department actively encourages all members to participate in seminars and workshops, both internal and external and we have an action to increase female speakers to 30% **(SA4g)**. With our focus on increasing the number of women into ACE, we have redesigned our promotional material highlighting female role models and encourage female participation at all levels from the undergraduate programme to application for academic positions. We organise female-led research seminars and are planning seminars led by women academics on academic development and opportunities, providing a platform for showcasing the career stories of recently-appointed female lecturers in line with the Action Plan.

Semester	Female	Male	% Female
Autumn 2015	4	17	24%
Spring 2016	6	16	38%
Autumn 2016	6	17	35%
Spring 2017	9	18	50%
Autumn 2017	7	14	50%
Spring 2018	3	12	25%

Table 40 % of female and male presenters at ACE research seminars

For internal PhD transfer candidates: 41% female and 65% male. However, our Culture Survey revealed that both staff and students felt there was a lack of prominent female role models in the department with an UG student commenting: *'In a male led industry the split of males and females in the department seems to reflect the disparity also present in workplaces'.*

It is an improving situation and we have included actions to address this issue.

(viii) Outreach activities

Outreach is a vital activity to which the Department is committed. *(Figure 29).*

Figure 29 Outreach/Widening Participation event

The Department is active in Widening Participation and Outreach and has engaged and led University STEMM and ACE specific summer schools in civil engineering.

We have locally engaged with schools and colleges to promote awareness of Architecture & Civil Engineering with hands-on design activities and lectures. One academic in ACE (Dr Paul Shepherd) has presented to in-excess of 12,000 potential students, including many of poorer socio-economic background, on *Maths Inspiration* in Architecture & Engineering in the last three years.

Members of the Department participate regularly in international (RIBA, ICE), national (Pint of Science) and local events (Bath Taps into Science).

Outreach/widening participation data is not routinely collected in the department as it is coordinated by a specific Widening Participation department; going forward we will implement a robust data collection system to evaluate and monitor the outcomes on recruitment and participation. **(SA19)**

> SILVER ACTION 19: Increase recognition and enhance data collection for outreach activities.

(Section 5 Word Count 7402)

6. CASE STUDIES: IMPACT ON INDIVIDUALS

CASE STUDY 2: Dr Jun Zang, Reader

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

LANDSCAPE PAGE

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
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 on breaking gender stereotypes to demonstrate how good practice and inspiring stories benefits both men and women in promoting the challenges, opportunities, and benefits of gender equality for all.	From Dec 2018 and embedded by October 2019.	**Equality, Diversity and Inclusivity Chair (ED&IC)**	Achievements of women and men celebrated and disseminated in ACE media and the process for refreshing stories, awareness raising, networking and communication implemented by October 2019.
		1b. Embed Athena SWAN as a standard item on all statutory Department committees.	Nov 2018 to Dec 2019.	**Head of Department (HoD)**, Committee Chairs	Meeting minutes demonstrate discussion of Athena SWAN and engagement on equality, diversity and inclusivity.
		1c. Ask specific question in 2019 culture survey to ascertain staff understanding of Athena SWAN.	July 2019.	**ED&IC Chair**	Question included in survey and responses show that 85% of staff report understanding of Athena SWAN's aims.
		1d. Rename DSAT Equality, Diversity and Inclusivity Committee.	Dec 2018.	**ED&IC Chair**	DSAT renamed Equality, Diversity and Inclusivity Committee.
		1e. Add UG and PGT representatives to Equality, Diversity and Inclusivity Committee.	Dec 2018.	**ED&IC Chair**	Established UG and PGT members of ED&IC.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
2.	**Maintain the current level of female Architecture students and increase the number of female students on undergraduate Civil Engineering programmes.** Although our female UG's are above the national average in both disciplines, we will implement actions to maintain these levels in Architecture and increase the numbers in Civil Engineering.	2a (i) Review and refresh applicant and admission processes and promotional course material to maintain the current level of female Architecture students. 2a (ii) Carry out investigative work and reporting with proposals.	Jan 2019 – Jan 2020.	**Undergraduate Admissions Tutor Architecture,** ED&IC Chair and committee.	Applicant admission processes and materials reviewed, issues identified and reporting to ED&IC completed together with appropriate actions for implementation. Women's acceptance rate maintained.
		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.	June 2019 to June 2020.	**Undergraduate Admissions Tutor Civil Engineering,** ED&IC Chair and committee.	Applicant admission processes and materials reviewed, issues identified and reporting to ED&IC completed together with appropriate actions for implementation. Women's applications and acceptance rate of offers the same as that for men.
		2c. Measure effects and review effectiveness.	Sept 2020 to August 2022.	**HoD,** Heads of Group (HoGs), ED&IC Chair and committee.	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.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
		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.	Nov 2018. Embedded by Oct 2019.	**Director of Studies (DoS),** Undergraduate Admissions Tutors.	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.
		2e. Increase the proportion of female external lecturers on UG Civil Engineering programmes to 30%.	Begin Oct 2019 Embedded by Dec 2020.	**HoG,** DoSs, Unit convenors.	The number of female external lecturers to UG Civil Engineering programmes increased to 30%.
		2f. Increase the proportion of female members of Review Panels to 40%.	Begin Feb 2019 embedded by Feb 2020.	**HoG,** DoSs, Unit convenors.	Female members of Review Panels increased to 40%.
		2g. Increase the number of female academic and research staff and overall diversity in admissions activities such as visitor applicant days to 50%.	Begin April 2019 Embedded by Apr 2020.	**HoG,** DoSs, Undergraduate Admissions Tutors.	Number of females and BME staff involved in departmental UG admissions activities such as visitor applicant days for Architecture & Civil Engineering teams increased to 50%.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
		2h. Introduce a system of contacting females in receipt of offers by current female undergraduates in order to emphasise the positive aspects of the department.	Begin Apr 2019 embedded by Oct 2019.	**Central Admissions,** Undergraduate Admissions Tutor - Civil Engineering	All female offer holders to receive a targeted mailing, including a link to posts by female undergraduates on the Engineering and Design Insights blog http://blogs.bath.ac.uk/engdes-student-insights/
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.** Over the course of the Bronze action plan, the overall proportion of students gaining Distinction has decreased and the proportion gaining Merit has increased. The pattern of change has been different for each gender with women tending to out-perform men.	3a. Analyse distribution of overall marks for each PGT programme.	Feb 2019.	**DoS's**	Data collected and analysed.
		3b. Roll out transformed PGT programmes.	Oct 2019 – Sept 2020.	**Director of Learning and Teaching (PGT) (DoLT),** DoS's, Curriculum Transformation Committee	Curricula, programme structures, and modes of delivery reviewed. Formative and summative assessments reduced and diversified. Appropriate types of assessments embedded.
		3c. Review distribution of overall marks (and progression to PGR) for each PGT programme including diversity distribution.	Oct 2020 – Dec 2020.	**DoLT,** DoS's, Curriculum Transformation Committee	Data collated and analysed and appropriate actions developed to address any issues.
		3d. Develop monitoring strategy and identify any adjustment required in light of review.	Jan 2021 – Sept 2021.	**DoLT,** DoS's, Curriculum Transformation Committee	Men and women have equality of opportunity to attain equitable degree outcomes.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
4.	**Increase numbers of female under-graduate and postgraduate taught student's applications, offers and progression to postgraduate research programmes.** Our figures show a decrease in the number of females applying for or accepting PGR appointments. In particular, the number of female applicants for PGR programmes decreased from a high of 62 to a low of 44 in 2016/17, a drop of 29%.	4a. Collate, and analyse data for female applications and offers.	From Jan 2019 to Nov 2019.	**PGR Director of Studies**. Faculty Director of Doctoral Studies	More females progressing to PGR programmes.
		4b. Investigate reasons for male and female PGT students attaining Distinctions not choosing to progress to PGR.	Oct 2018 to Oct 2019.	**PGT Director of Studies**; Director of Learning and Teaching PGT.	Underlying causes identified and actions put into place to address issues.
		4c. Embed advertising PhD opportunities earlier in the academic year.	From Jan 2019 to Dec 2019.	**Faculty Director of Doctoral Studies,** PGR Director of Studies.	Practice of advertising PhD opportunities before Christmas in place.
		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.	From Dec 2018 to July 2019.	**Faculty Director of Doctoral Studies,** PGR Director of Studies.	Report to Equality, Diversity and Inclusivity committee with underlying causes identified and actions put into place to address issues.
		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.	From April 2019 to July 2019.	**Operations and Project Manager,** HoGs.	Report to Equality, Diversity and Inclusivity committee with underlying causes identified and actions put into place to address issues.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
		4f. Provide role model case studies of the advantages of a PhD for your career and illustrate with PGRs with families.	From Jan 2019 and embedded.	**Faculty Director of Doctoral Studies,** PGR Director of Studies and ED&IC PGR representatives.	Website has case studies of PGRs with childcare responsibilities. Portfolio of case studies created, with a defined process for updating and monitoring.
		4g. Improve gender balance of speakers at research seminars and department lectures.	From Feb 2019 and embedded.	**HoGs,** DoSs, Departmental Research Staff Coordinator (DRSC), unit convenors	At least 30% of speakers in each Semester are Female.
		4h. Increase gender balance of PGRs demonstrating; develop mentoring of dissertation students by PGR; encouraging UG/PGT attendance at (increasingly diverse) research seminars.	From Feb 2019 and embedded.	**HoGs,** DoSs, DRSC, Unit Convenors	Student culture survey indicates an increase in visibility of female and diverse role models in the department.
5.	**Achieve at least the same proportion of female staff as exist in the national averages for both disciplines.** We have been successful in recruiting more female academic staff but progress is slower than	5a. Set-up a search committee for each vacancy to identify female talent for any academic or research staff vacancy.	Nov 2018 and embedded.	**HoD,** HoGs, HR	Search process applied in 100% of vacancies.
		5b. Embed practice of mixed gender short lists and interview panels for all advertised FT academic staff positions.	Nov 2018 and embedded.	**HoD,** HoGs, HR	All shortlist and interview panels for FT appointments are mixed gender. Process applied in 100% of FT vacancies.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
	we would like. Subject to any future staff appointments arising in ACE we are enhancing our recruitment processes and embedding good practice to speed the increase in recruitment of female academics and researchers to feed into our Talent Pipeline. Seven out of 10 of recent appointments have been women, and currently 20% of the academic staff are female. We would like to continue this trend and aim to have female academic staff **at least** at the benchmarking data level by 2022. (34% Architecture, 23% Civil Engineering).	5c. academic staff adverts and particulars to include our Department statement on inclusivity and gender imbalance.	Nov 2018 and embedded.	**HoD,** HoGs, HR	Human Resources use template provided by Department when placing adverts. 100% compliance.
		5d. Embed practice of including a female contact listed on all job adverts.	Nov 2018 and embedded.	**HoD,** HoGs, HR	Process applied in 100% of vacancies.
		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.	Dec 2020 to June 2022.	**HoD,** HoGs, HR	All changes consistently applied and effects measured in a report to ED&IC.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
6.	**Improve the feedback and monitoring of induction processes across all staff levels.** Currently the HoD or their line manager inducts new staff and the quality of the induction can vary. Through training and monitoring, we aim to ensure consistency of inductions.	6a. Have a formal process to ensure all new staff members have a high-quality induction to the Department.	From Jan 2019 and embedded.	**HoD,** Department Co-ordinator	Formal process created, discussed and agreed at Department Meeting. Improved induction implemented.
		6b. Circulate improved induction procedures to all academic staff, and store on intranet.	From Jan 2019 and embedded.	**HoD,** HoGs; Department Co-ordinator.	Staff culture survey indicates an increase in awareness of induction procedures- 75% of all staff report awareness of processes.
		6c. Improve monitoring of all academic and professional and support staff inductions. Introduce a revised checklist to be signed off by the inductee and their line manager on completion of induction process.	From Jan 2019 and embedded.	**HoD;** HoGs; Department Co-ordinator.	Checklist system introduced, and record kept of completed inductions of all new staff. 100% inductions fully undertaken by 2019.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
7.	**Increase proportion of women in the Technical and Experimental job family in Architecture & Civil Engineering** The low proportion of women in the Technical and Experimental job family in the Faculty of Engineering & Design does not provide good role models for students. The Director of Technical Services has a University SWAN action to increase proportion of female technical staff in the Faculty from 9% to at least 20% by 2020. To achieve this the university has signed up to *Technician Commitment* a university and research institution initiative, which aims to ensure visibility, recognition, career development and	7a (i) 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.	March 2019 to March 2020. March 2019 and embedded.	**Director of Technical Services within Faculty.**	Comparator dataset established, Annual reports produced.
		7b (i) 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 improve the recruitment of women proposed to EDI Committee. 7b (iii) Implementation of proposed actions initiated.	Nov 2018 to March 2019. April 2019 to Sept 2019 October 2019	**Director of Technical Services within Faculty.**	Reasons for low proportion of recruited female technical staff identified. Actions identified and implemented. Target that at least 30% of applicants for technical posts should be from women and female appointments are at 20%.
		7c. Implement best practice for focused career-progression plans developed for academic staff and embed for Professional Services staff.	Jan 2019 and embedded.	**Director of Administration within Faculty.** Director of Technical Services within Faculty.	Career progression plans for Professional Services Staff fully implemented.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
	sustainability for technicians.	7d. Collect and analyse comprehensive training data by gender and grade.	Nov 2018 and embedded.	**Director of Administration within Faculty.** Director of Technical Services within Faculty.	Data collated and analysed, any gender disparity and gaps identified.
8.	**Support progression to senior academic posts, including proactive identification and encouragement of the best female candidate(s).** This action is to embed further good practice to enable planned career progression for staff moving to senior roles. Currently there are only 2 females in senior Department roles.	8a. All female academics to be in a mentoring relationship.	From Jan 2019 and embedded.	**Mentoring Coordinator**	100% of female academics in a mentoring relationship.
		8b. Increase the number of women senior lecturers participating in the Aurora programme by encouraging eligible staff who wish to apply to do so. Provide women who are unsuccessful with feedback and training identified to assist in meeting their goals.	From Jan 2019 and embedded.	**Human Resources, (HR),** HoD	70% of eligible staff enrolled on Aurora training programme within five years of appointment.
		8c. Achieve a more balanced gender representation in senior departmental roles by encouraging more females to apply for senior departmental roles such as HoD, Director of Research, HoG, Director of Studies, Director of Learning and Teaching.	From Jan 2019 and embedded.	**HoD**	Women hold **at least** 20% of senior roles.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
		8d. Embed the practice of proactively using SDPR to encourage women to apply for more senior roles and promotion. Monitor figures of women applying for roles or promotion and take action as required addressing any gender issues.	Jan 2019 and embedded.	**HoD**, HoGs.	SDPR records demonstrate that women are being encouraged to apply for senior roles and promotion. Applications for promotions are equal in proportion to male applications.
		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.	From Jan 2019 and embedded.	**Human Resources; (HR)** RIS, ASD; Department Co-ordinator	Process in place. Comprehensive reports on staff training available every 6 months.
9.	**Improve SDPR process and feedback for all eligible staff** During our bronze award period, we enhanced the SDPR process to include the submission of a promotion plan to highlight career management and identify gaps against promotion criteria.	9a (i) Ensure all staff undertaking SDPR trained in good SDPR practice. Implement system for checking on training status of all reviewers before SDPR cycle begins. 9a (ii) Ensure all staff have an SDPR.	From Jan 2019 and embedded.	**HoD;** HoGs, HR; Department Coordinator	All staff undertaking SDPR trained and training monitored. 100% completion rate.
		9b. Introduction of a light-touch mid-point review process to monitor progress and enhance confidence in the system.	From Oct 2019 to Jan 2020.	**HoD;** HoGs, HR; Department Coordinator	Bi-annual Culture Survey results show at least 80% of staff believe that their review is of good quality.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
	However, feedback from our recent culture survey highlighted that although over 70% felt confident to discuss their career development, better training of SDPR reviewers and the introduction of a light-touch mid-point review could further improve the process.	9c. Improve career planning for professional and support staff. Ensure that SDPRs cover options for progression inside and without the university and that training needs to meet those aspirations are identified and implemented.	From Jan 2019 and embedded.	**HoD;** Director of Administration within Faculty. Director of Technical Services within Faculty.	Annual SDPR survey show that 70% of experienced professional and support staff report that their career aspirations and progression is covered and that training needs are met.
		9d. For professional and support staff ensure that the mid-year review includes a prompt to consider nomination for performance awards.	From Jan 2019 and embedded.	**Director of Administration within Faculty.** Director of Technical Services within Faculty.	Demonstrating performance awards discussed in all mid-year reviews.
		9e. For professional, support and technical staff ensure that the SDPR process establishes a clear link between policies, procedures, training and career development.	From Jan 2019 and embedded.	**Director of Administration within Faculty.** Director of Technical Services within Faculty.	All Professional, support and technical support staff have a career development plan in place.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
10.	**Increase number of female research staff progressing to Academic Staff** We have had some recent successes particularly with Prize fellows making the transition from research to academic staff. The departmental strategy is to employ staff at lecturer level to build up our Talent Pipeline. A policy of recruiting lecturers with the stability to develop both work and life would not only improve the diversity of candidates for subsequent promotion within the Department. It would also mitigate the loss to academia as a whole of early career researchers who cannot bridge gaps between contracts and prepare more staff to	10a. Allocate career mentor to every new PDRA starter.	Jan 2019 and embedded	**DRSC,** Mentoring Coordinator.	100% of new starters allocated a career management mentor.
		10b (i) Embed and encourage the uptake of the VITAE tool. 10b (ii) Collect feedback and continue onwards if feedback positive.	From Dec 2018 and embedded to Dec 2019. From Dec 2018 to Dec 2019.	**DRSC,** Careers Service, PIs.	All staff who wish to use the full VITAE Tool have the tool purchased for them by the Department. Feedback collected, and decision made as to whether to continue practice.
		10c (i) Establish process for providing PDRA staff the opportunity, training and mentoring to be involved with teaching. 10c (ii) Monitor for gendered patterns.	January 2019 and embed. January 2019 and embed.	**DRSC,** Careers Service, DRSC, PIs.	Process in place for offering all PDRAs the opportunity to be involved with teaching. Training course in place (including ED1), and all PDRAs required to take the course before being allowed to teach. Address any gendered patterns observed.
		10d. Embed encouragement of PDRA staff to apply for Academic Career Academy scheme run by the Faculty.	January 2019 and embedded.	**DRSC,** Careers Service, DRSC, PIs	25% of PDRAs have applied for Academic Career Academy in any given year.
		10e. Increase awareness of a pilot scheme to provide PDRAs with the opportunity to become Associate Fellows of HEA.	January 2019 and embedded.	**Director of Centre for Learning & Teaching.**	25% of PDRAs have applied for Associate Fellowship of the HEA.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
	successfully transition from PDRA to FT staff.	10f. Encourage PDR staff to become researcher co-investigators (Co-I) on eligible research grant submissions.	From 2019 onwards. Standard practice by 2021.	**Chair of Department Research Committee.**	Applications with named researchers to specify Co-investigators and include on research grant submissions as appropriate. 50% increase in named researchers becoming researcher Co-I.
		10g. Follow up research staff who have not had SDPR within 3 months of annual target date to ensure compliance with department policy.	From April 2019 onwards. 100% compliance by Jan 2020.	**DRSC;** HR, Department Coordinator	Increase SDPR compliance for research staff to 100%.
		10h. Directly advertise PDRA/ECR vacancies amongst our PGR community as standard and provide advice and feedback to all PGRs who show an interest.	From Jan 2019 onwards. Embed practice by 2021.	**HR,** DRSC; Director of Research; Department Coordinator.	PDRA/ECR vacancies directly advertised to PGR community as standard. Advice and feedback provided to PGRs who apply for vacancies.
		10i. Organise seminars on Prize Fellow applications, run by Prize Fellows and ensure that senior staff review and provide feedback for all applications.	From Jan 2019 onwards. Embedded practice by 2021.	**DRSC;** HoD; Prize Fellows	Seminars for Prize Fellow applications have been arranged, applications reviewed and feedback provided.
		10j. Widely disseminate the 'Concordat to Support Career Development of Researchers', supported by annual event to discuss this document with all.	From Jan 2019 onwards. Embedded practice by 2021.	**DRSC,** PIs.	All PDRAs have been provided with the 'Concordat to Support Career Development of Researchers'. Annual event to discuss the Concordat held.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
11.	**Embed best practice developed for academic staff appointments into the recruitment processes for research staff.** We have been successful in recruiting more female academic staff and this action is to enhance our recruitment processes and embed good practice to increase recruitment of female researchers to feed into our Talent Pipeline.	11a. For each vacancy, set-up a search committee to identify female talent for any research staff vacancy.	Jan 2019 and embedded.	**HoD;** HoGs, HR.	Search process applied in 100% of vacancies.
		11b. Embed practice of mixed gender short lists and interview panels for all advertised research staff positions.	Jan 2019 and embedded.	**HoD**; HoGs, HR.	Shortlist and interview panels are mixed gender. Process applied in 100% of vacancies.
		11c. Research staff adverts and particulars to include our Department statement on inclusivity and gender imbalance.	Jan 2019 and embedded.	**HoD;** HoGs, HR.	Human Resources use template provided by Department when placing adverts. 100% compliance.
		11d. Embed practice of including a female contact listed on all job adverts.	Jan 2019 and embedded.	**HoD;** HoGs, HR.	Process applied in 100% of vacancies.
		11e. Review recruitment practices for research staff to ensure that process changes are in place and to measure effect in respect of the recruitment of female researchers.	Dec 2021 to June 2022.	**HoD**; HoGs, HR.	Completed review demonstrates that all changes consistently applied. Demonstrable evidence of improvement in females applying for research positions. Applications to consist of at least 20% females.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
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.** Currently only 27% of ACE students participate in the WESBath Faculty-wide initiative which provides support to female students in Engineering and Design. Qualitative feedback from students in the Culture Survey commented that there was a lack of visible female or ethnically diverse role models, particularly at senior levels within Civil Engineering.	12a. Embed processes for monitoring of the gender balance of seminar speakers and report data to ED&I Committee every quarter.	Oct 2018 and embedded.	**DRSC.**	Monitoring in place and quarterly reports made to ED&I Committee.
		12b. Increase the proportion of female students joining WESBath to 50% and engage with WES SW Cluster to raise profile of engineering to potential UG students and offer mutual support to current students.	From Nov 2018 and embedded.	**Faculty Operations & Projects Manager.**	Female members of WESBath increase to 50% of UG intake.
		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.	From Oct 2019 and embedded.	**HoG**; DRSC.	Less than 10% of students reporting in future culture surveys point to a lack of female or ethnically diverse role models in the department. At least 30% of External lecturers to Civil Engineering cohorts are diverse/female or ethnically diverse.
		12d. Collect and analyse gender/diversity data on UG, PGT, and PGR Supervision.	Nov 2018 to Nov 2019.	**DoS's;** UG and PGT Directors of Learning and Teaching	Data collected and analysed and actions identified if/where required.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
		12e. Review departmental webpages and other promotions material and social media to celebrate female success of staff and ensure that examples included represent diversity.	Nov 2018 and embedded.	**HoD;** HoGs; Faculty Web editors.	Staff successes publicised and a variety of backgrounds and diversity represented.
13.	**Increase proportion of female PGRs progressing to research staff.** Our PDRA female numbers are consistent but remain low at 18%. The aim of this action is to increase the number of female PDRA staff in the Department.	13a (i) Change induction process to include introduction to the Researcher Development Framework and embed. 13a (ii) Encourage the uptake of the VITAE tool. 13a (iii) Assess its usefulness in career management by running a survey on its effectiveness and monitor for gendered patterns.	Jan 2019 and embedded. Dec 2018 to Aug 2021. Jan – Mar 2020.	**Faculty Director of Doctoral Studies;** PIs, DRSC, ED&IC PGR and PDRA representatives.	VITAE tool purchased for all PGRs and introduced at induction. 60% using VITAE. Survey PGRs on effectiveness of VITAE shows 75% positive responses. Any gender issues addressed effectively.
		13b. Make Career Management Plans compulsory (i) Embed practice that every 6 months, supervisor discusses career management plan with PGR student. (ii) Compliance to be measured by PGR 6 monthly review form.	November 2018 Jan 2019 and embedded. Jan 2019 and embedded.	**PGR Director of studies.**	 100% compliance of PGR students to have Career Management Plan in place in most recent 6 monthly review form. 100% compliance.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
		13c. Share good practice to support supervisors in discussing plans.	Sept 2019 to Aug 2020.	**PGR Director of studies.**	Best practice shared with all PGR supervisors.
		13d. Collect data on PGRs interested in careers in academia to establish benchmark data. Embed data collection process and feedback on support.	Apr 2019 to Aug 2019.	**PGR Director of studies.**	Data collected on PGRs interested in academia embedded and data benchmarks established.
		i) Hold focus groups with PGRs to collect information on their views of academic careers, current support available and perceived barriers to improve support offered.	Apr 2019 to Aug 2019.		Discussion groups held and changes to support implemented. Annual PGR survey shows 80% of PGRs satisfied with career support.
		ii) Monitor destinations of PGRs using DLHE survey results and information collated through research supervisors.	Jan 2019 to Dec 2020.		70% of female PGRs wishing to pursue an academic career are successful.
		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.	April 2019 - Apr 2022.		Annual event for PGR and PDRAs held on 'What is it actually like to be an academic?' Majority of speakers female.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
14.	**Improve awareness of career break policies and flexible working and improve support for all staff upon return to work** Our recent culture survey highlighted the need for greater support for staff when they return from parental leave.	14a (i) Have a clear documented department process that provides details on how we implement and support maternity/shared paternity leave. 14a (ii) Emphasise the departmental support available over and above HR policies for those with caring responsibilities.	Jan 2019 to April 2020. Jan 2019 and every 6 months at staff meetings thereafter.	**HoD,** HoGs, PIs.	Document created, discussed and agreed at a staff department meeting. Culture survey shows that no more than 15% of staff are unclear on how career breaks are considered; Staff report satisfaction with the support provided.
		14b. Implement a return to work interview following parental leave that includes support available and changes in procedures and practices.	Jan 2019 and embedded.	**HoD,** HoGs, PIs.	All staff returning from parental leave have a return to work interview.
		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.	Jan 2019 and embedded.	**DRSC;** Mentoring Coordinator.	All staff requesting a maternity/paternity mentor have one allocated.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
15.	**Embed Disability Advice, Reasonable Adjustments and Inclusive Practice throughout the department.** We arranged a presentation at ALL Staff Meeting to raise awareness of the issues but this needs embedding in department culture and practice.	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.	Apr 2019 and embedded.	**Department Coordinator,** Disability Change Project Manager.	A yearly presentation to all staff, PG demonstrators and technical staff implemented.
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.	Jan 2019 and embedded.	**HoD,** HoGs	Minimum of 20% of staff trained 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.	From March 2019 and embedded.	**HoD,** HoGs	Staff requiring assistance in managing their workload provided with a life coach if requested.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
		16c. Continue to use the WLM as a management tool to ensure a fair and equitable distribution of workload allocation for all staff.	From March 2019 to March 2022.	**HoD,** HoGs.	Survey shows that at least 75% of men and 75% women report that they have a good work/life balance and consider that workload allocations are fairly distributed.
17.	**Encourage females to apply for committee appointments.** Currently we have a process of advertising committee vacancies via email. However, a female chairs only 1 committee and we need to encourage more females to apply.	17a (i) Review and modify standard operating procedures for committee membership. 17a (ii) Document the process including timings when vacancies will arise.	March 2019 to March 2020.	**HoD;** Departmental Coordinator.	Document process setting out processes for committee membership and timings when vacancies will arise. Culture survey shows that no more than 15% of staff report that they do not understand how to become committee members.
		17b. Encourage females to apply for Chair vacancies.	Nov 2018 and embedded.	**HoD,** HoGs.	Females applying for Chair vacancies. Female Chairs of committees to be at least 20%.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
18.	**Improve the transparency of the Workload Model.** 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 (i) 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.	From Jan 2019 to Jan 2021. Feb 2019-March 2019 and annually thereafter to coincide with SDPR Cycle.	**HoD;** HoGs, Workload Allocation Model Working Group.	WLM and allocation criteria clearly defined, and description improved. WLM discussed at seminar event. Future Culture Surveys show that at least 70% of both men and women report that they consider the WLM transparent and allocations fairly distributed.
19.	**Increase recognition and enhance data collection for outreach activities** 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.	19a. Establish use of the Department web pages/social media to highlight outreach work and maximise recognition of excellent work.	From Apr 2019 and embedded.	**Outreach and Widening Participation Representative,** University Widening Participation Office.	Process in place that Department web pages and social media updated with new outreach content at least once a month.
		19b. Outreach data separately collected and collated.	From Dec 2018 and embedded.	**Outreach and Widening Participation Representative,** University Widening Participation Office. Faculty web team.	Regular checks show that outreach data are routinely collected and collated.

Action	Objective and Rationale	Key outputs and milestones	Timeframe	Lead person responsible in bold	Success criteria
		19c. Improve the collection of data on school-age participants in outreach activities to include gender and school type.	From Jan 2019 and embedded.	**Outreach and Widening Participation Representative,** University Widening Participation Office.	Data collection tools trialled and final version in use for all outreach events.
		19d. Use participant data to embed reporting on gender and school type of participant in outreach events.	From Jan 2021 to Dec 2022.	**Outreach and Widening Participation Representative,** University Widening Participation Office.	Report overall participation in outreach events presented to ED&IC committee annually. Aim to have at least 40% female participants.
		19e. Collate a set of case studies from selected activities with particular reference to females' attitude to architecture and civil engineering.	From Oct 2019 to Sept 2020.	**Outreach and Widening Participation Representative,** University Widening Participation Office.	Case studies collated. Results used to feed back into the design of outreach events.