

Athena Swan renewal application form for departments

Applicant information

Name of institution	University of Bath
Name of department	Mechanical Engineering
Date of current application	July 2023
Level of previous award	Silver
Date of previous award	Nov 2017
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Section	Words used
An overview of the department and its approach to gender equality	1920
An evaluation of the department's progress and issues	3578
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5498

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

Overall word limit: 5500 words

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

1. Letter of endorsement from the head of the department



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14th July 2023

Letter of Endorsement

I am delighted to support this application for renewal of our Athena Swan Silver Award. Since engaging with the Athena Swan Charter, gender equality in the Department has become and remains an intrinsic part of the way we work. We actively seek opportunities for improving equality and we embed procedures designed to achieve this. I am proud of our staff's commitment to the implementation of our Silver Action Plan (AP), helping to counter the traditional gender biases in engineering.

The two principal ambitions for our Department are to generate world-class research and produce graduates of the highest quality in order to address major global challenges. We require the full diversity of talent to achieve these ambitions and we strive to provide role models which break down gender stereotypes for both students and staff.

We are committed to increasing the number of women in mechanical engineering. We are acutely aware of the need to provide female role models and diversity in our marketing materials when recruiting new students for undergraduate and postgraduate degrees. We ensure panels which shortlist and interview for academic and research staff have a gender mix, and have adopted other recruitment processes to avoid unconscious bias and enable a gender-mixed shortlist. We have greatly expanded mentoring opportunities, and improved induction processes. Responding to a strong desire from staff for a social space, we created a bright and welcoming common room for staff and postgraduate research students in the Department, open to staff from across the Faculty. This provides a home for our regular coffee mornings which have succeeded in bringing diverse sections of the Department together which do not otherwise have an opportunity to meet.

To improve the transparency of how the Department functions, we developed a Department eHandbook, which is a key part of our drive particularly to support new staff. In addition, our staff meetings are now more frequent and regular (monthly), and include postgraduate research students as well as all staff (and hence have been renamed 'Departmental meetings').

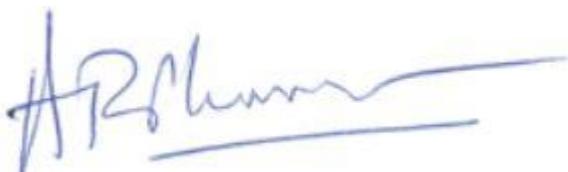
Notable progress since 2017 includes an increase in female student admissions from 117 to 174 (2017 vs 2021 intake) which equates to a rise in female representation from 11% to 14%. The number of female academic staff has increased from 12 (20%) to 15 (23%). Our Executive Committee has been one third women over the majority of the past two years, and half of the six new Faculty-wide Research Centres have female Directors. We have significantly overhauled our External Advisory Board to give diverse representation including 28% female membership. The Board is supporting the Department via 3 subgroups, one of which focuses on ED&I, sharing best practice from external organisations. We have also expended considerable effort in the last 5 years redesigning taught courses as part of a University-wide “Curriculum Transformation” programme, which includes embedding the 3 Pillars: Sustainability, ED&I, and Decolonisation.

This progress has been driven by the commitment of the Departmental management team to lead cultural change and embed the Athena Swan charter into departmental operations and decision-making at all levels. In 2022, the Department introduced a single ED&I Team (EDIT) that assumed responsibility for all elements of ED&I in the Department, including Athena Swan and the self-assessment process. This focussed and streamlined activities. The EDIT Chair has been a member of the Department’s Executive Committee for most of the past 2 years, and it has now been agreed that they will have a permanent *ex-officio* position on the committee.

Our renewal application includes an action plan designed to attract, promote, and retain an increased proportion of women in Mechanical Engineering at all stages of the career pipeline. The execution of our Silver AP since 2017 has resulted in good practice formalised through many of our mechanisms and committees, and a positive change in culture to the benefit of all. Our new plan is focused on further improving this culture with specific, targeted initiatives to reduce gender inequality.

Finally, I confirm that the information provided in our application is accurate and gives an honest reflection of the Department and that the Department will commit the resources required to drive forward the new action plan

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'A R Plummer', with a horizontal line underneath.

Professor A R Plummer

Head, Department of Mechanical Engineering

2. Description of the Department and its Context

Mechanical Engineering at Bath is consistently amongst the top five in UK subject league tables and ranks highly for student satisfaction. We are one of the largest Mechanical Engineering departments in the country. The Department is one of four within the Faculty of Engineering and Design. The Department has strong teaching (TEF Gold Award) and research cultures, with 96% of our research rated as either world leading or internationally excellent in REF 2021.

The Department is organised into six teaching groups, each with a Head responsible for line management of academic staff and their workload (Figure 1). Heads of Group are appointed for a 3-year term via an advertisement and recruitment process,

The Department performs research on a wide range of topics, coordinated within Faculty-based Research Centres (Figure 1); academic staff are associated one Research Centre and one Teaching Group. The Department has 110 (19% female) academic, teaching and research staff (Table 1, Figure 2) line managed at Department level, with 44 (18%) Professional and Support staff line managed at Faculty level. It is notable that there has been an overall increase in female academic and student numbers. The University grade structure and progression routes are given in Figure 3.

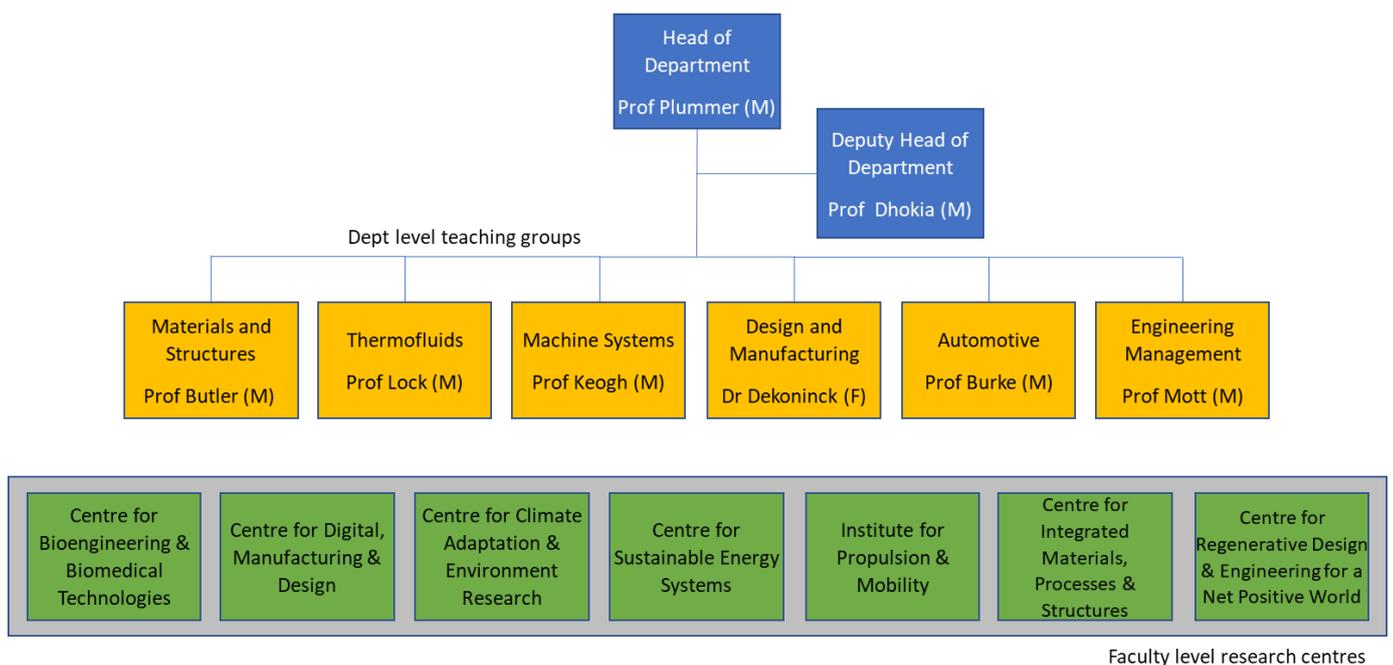


Figure 1: Organisational structure of the Department of Mechanical Engineering, teaching groups in orange showing Heads of Group, Faculty research centres in green (M=male, F=female)

Table 1: Members of the Department by position, 2021-22 Academic Year

Position in the Department	Female	Male	Non-binary	Total	% Female
Academic Staff (Research & Teaching)	13	42	0	55	24%
Academic Staff (Teaching)	2	8	0	10	20%
Research Staff	6	39	0	45	13%
Total Academic Staff	21	89	0	110	19%
Administrative Staff	5	0	0	5	100%
Technical Staff*	0	6	0	6	0%
Total PTO Staff	5	6	0	11	45%
Postgraduate Research Students	24	126	0	150	16%
Postgraduate Taught Students	26	149	0	175	15%
Undergraduate Students	174	1037	4	1115	14%

* Note technical staff are now faculty-based so these numbers are indicative of those working with colleagues in the Department

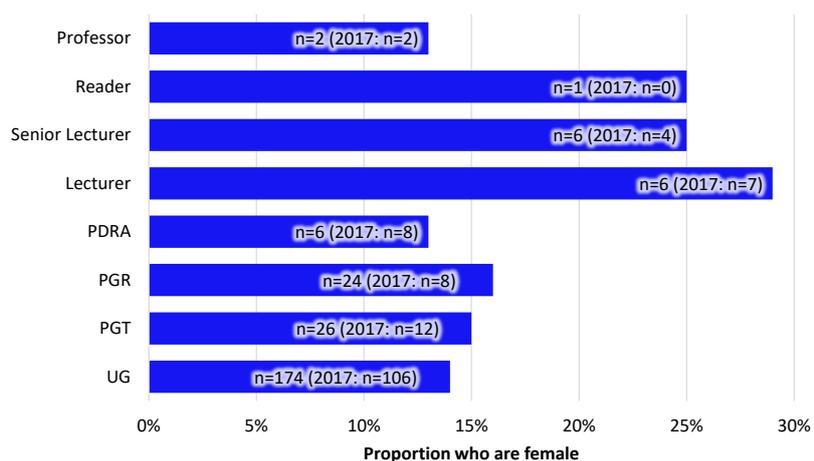


Figure 2: Pipeline of female representation for academic and research staff, and students. Proportion of staff/students who are female and number of females in the Department, 2021-22 (and numbers for 2017 for comparison)

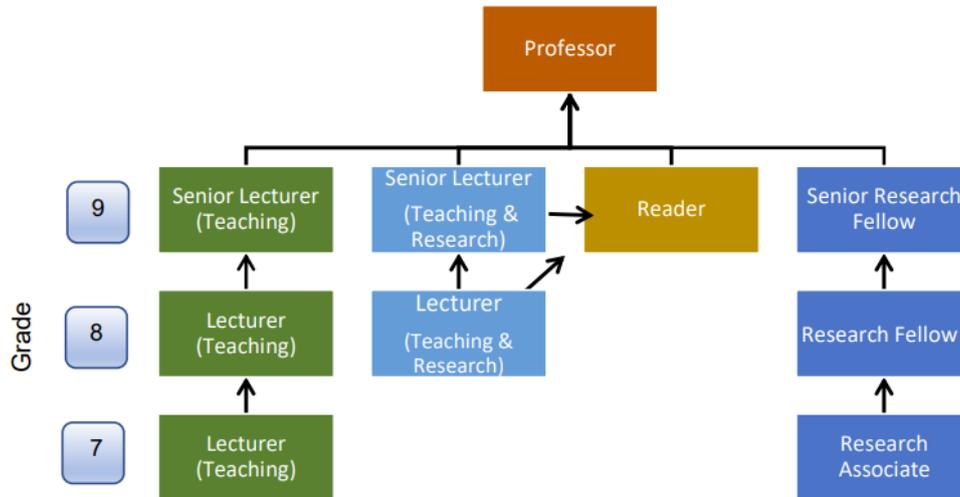


Figure 3: University grade structure and progression routes for teaching and research staff

The Department has 1215 undergraduates (14% female); most are enrolled full-time on a four-year Master of Engineering (MEng) programme (5 years with placement). Our standard offer is A*AA or equivalent with a reduced offer for Widening Participation applicants (offer reduced by one grade). The Department also has 121 PGT (21% female) and 150 PGR (16% female) students. In the 2021/22 National Student Survey, WE scored 90.1% for overall student satisfaction.

The programmes offered within the Department and current student numbers are shown in Appendix 2.

An important issue for the Department is the low (but growing) proportion of staff and students who are female. Encouraging more women into Mechanical Engineering and supporting them at all stages of the career trajectory is a key driver for our Athena Swan work. However, we recognise that the gender imbalance in the Department mirrors the situation across similar departments elsewhere, with benchmarking data indicating 16% female undergraduates average across the sector (Bath 14%), and 18% Academic staff (Bath 20%). Our priorities over the next five years are focused around increasing the rate of impact of our Swan actions to address gender imbalance whilst recognising the broader constraints that the subject area is facing.

3. Athena SWAN self-assessment process

3.1. The Team involved

In 2022, the Department changed the structure of its ED&I related team. We moved from a DSAT team that reported into an EDATE committee, to a singular ED&I Team (EDIT) that assumed responsibility for all elements of ED&I in the Department, including Athena Swan and the self-assessment process. EDIT focuses on 7 themes and consists of the core members shown in **Table 2**, plus 11 further taught students (gender balanced). EDIT membership is voluntary; all are welcome!

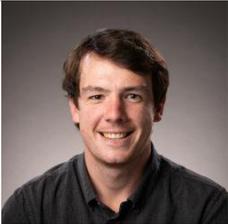
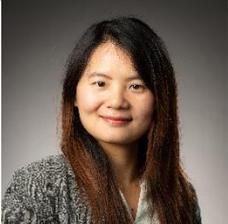
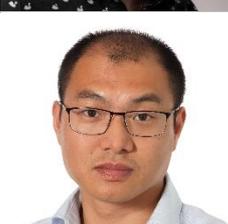
The chair is selected via a formal recruitment process. In addition to voluntary membership, student reps are invited to attend, alongside EDIT chairs from other Departments within the Faculty.

The EDIT has a balance of females and males, ethnic minority representation and several from the have LGBTQAI+ community plus a range of staff levels and profiles. Due to low numbers in the minority groups, further breakdown is not included.

Table 2: Core EDIT make-up

<i>Name</i>	<i>Image</i>	<i>Job Roles</i>	<i>EDIT Role (if applicable)</i>
Yvonne Ascott		AAPS CDT Centre Manager	Theme 4: Relationship building and communication
Vimal Dhokia		Professor Head of Department	Athena Swan application oversight Theme 2: Spaces & facilities
Ismet Gursul		Professor	
Debbie Janson		Senior Lecturer Director of Studies (PGT) Deputy Head of Dept	Athena Swan application report lead EDIT Chair

Patrick Keough		Professor	
Lewis McDonald		Research Associate	Theme 3: Behavioural changes and education
Leo Milner		Final year UG student	Theme 7: Inclusion and image of engineering
Julia Mitchell		Department Administrative Assistant	EDIT meeting governance
Lee Nissim		Lecturer	Theme 5: Events and activities
Jessica Ohren		AAPS CDT Programmes and Student Experience Officer	Theme 5: Events and activities
Elise Pegg		Senior Lecturer	Theme 6: Support and mental wellbeing
Jens Roesner		Technical Manager	Theme 4: Relationship building and communication

James Roscow		Lecturer	Athena Swan data support Theme 7: Inclusion and image of engineering
Elisabetta Schettino		Postgraduate Researcher	Theme 3: Behavioural changes and education
James Scobie		Senior Lecturer Director of Recruitment/Access and Admissions	Athena Swan data support
Sarah Stead		Operations & Projects Manager	Athena Swan data capture
Hui Tang		Lecturer	Theme 2: Spaces & facilities
Sam Walters		Postgraduate Researcher	Theme 6: Support and mental wellbeing
Anna Young		Senior Lecturer Senior Tutor Deputy Director – Institute for Sustainability	Athena Swan data support Theme 1: Work, pay and recognition
Vincent Zeng		Lecturer	Theme 1: Work, pay and recognition

EDIT activities are included in individual workloads and engagement within the team is encouraged, with expectations being reinforced if attendance is poor. EDIT formally report into the Faculty EDIT on a monthly basis (**Figure 4**). Pragmatically, EDIT report functionally to the Head of Department, with information flowing to the Department Executive Committee. Therefore, this report has been signed off by the Head of Department.

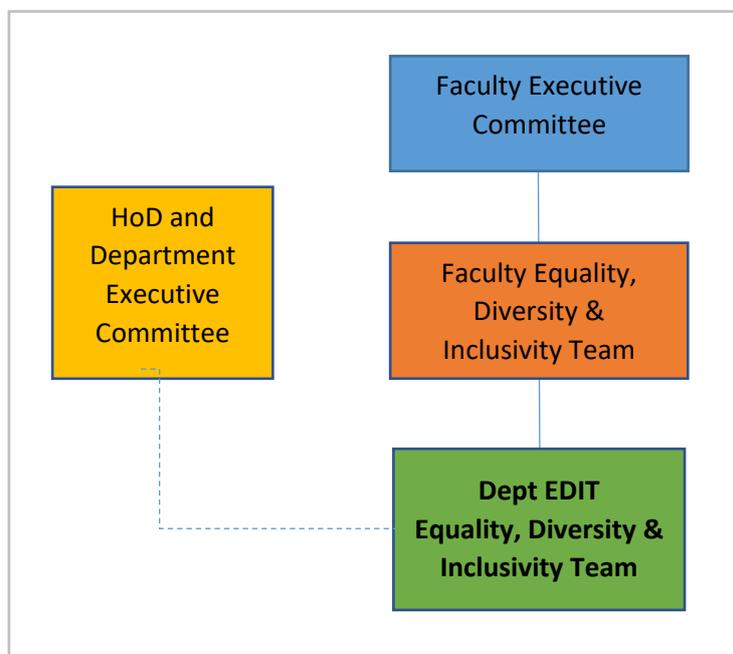


Figure 4: EDIT reporting structure

3.2. The Self-Assessment Process

The self-assessment process was undertaken across the whole of EDIT and consisted of a range of activities as illustrated in

Figure 5 and outlined below.

a. Culture Survey

A series of Culture Surveys were launched in February 2023 and held open for 30 days, largely based on previous years (to enable like-for-like comparisons). The survey target groups and the respondent breakdown shown in **Table 3**.

Table 3: Culture Survey 2023 respondent breakdown

	PGR	PDRA	PS & Tech	Academic	Taught students
Number of responses	19	5	18	41	83
% Man	63%	40%	67%	59%	64%
% Woman	21%	40%	28%	29%	33%
% PNTS / other / non-binary	16%	20%	6%	12%	4%

Whilst response rates were lower than in previous years, this is indicative of engagement across the University and anecdotally related to “survey fatigue” following COVID.

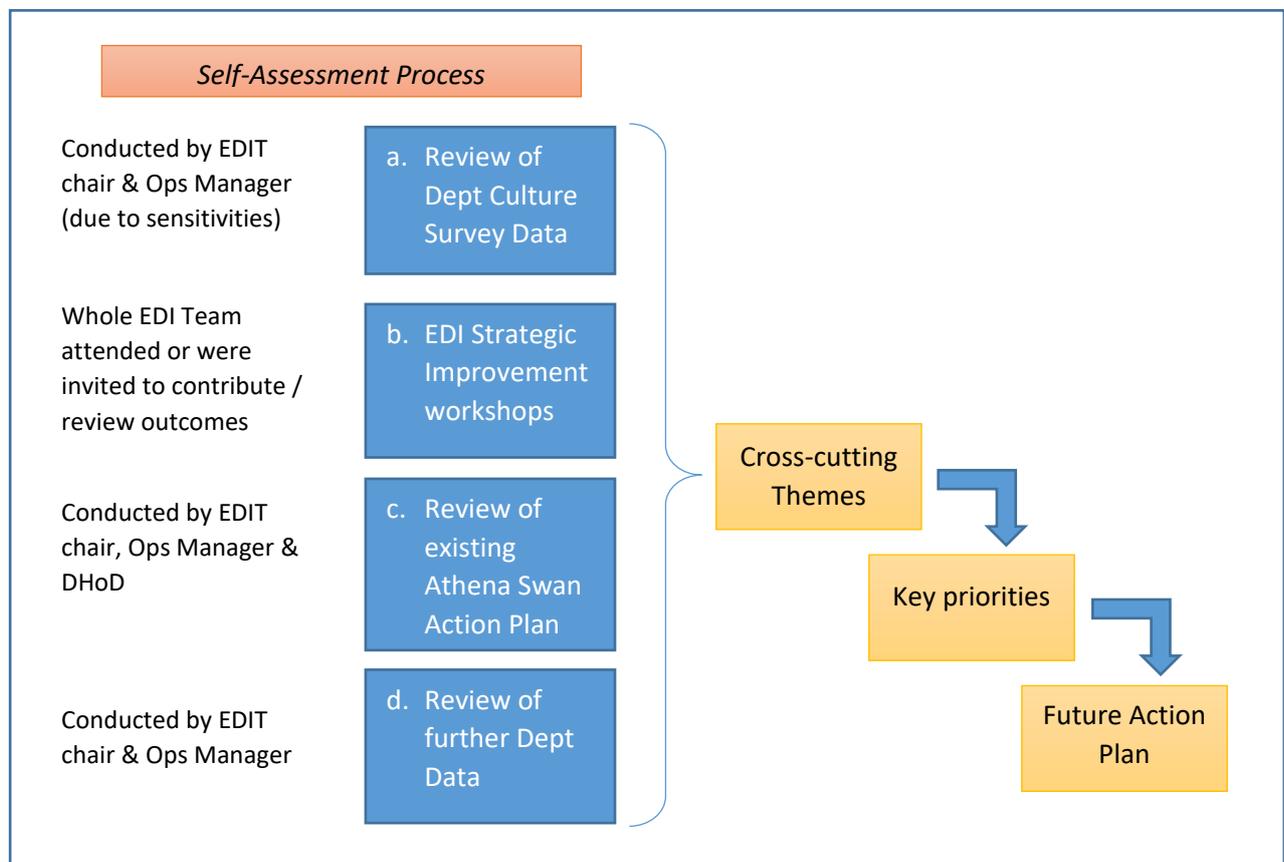


Figure 5: Outline of the Self-Assessment Process

b. EDI Strategic Improvement Workshops

The EDI Team participated in two workshops to proactively identify areas for improvement within the Department, with a specific focus on EDI, not limited to gender. Outputs from the workshops included discrete actions (e.g. everyone in the Department stating pronouns in email signatures) through to broad ranging aspiration statements (e.g. more female students). All outputs were considered when forming the cross-cutting themes.

c. Review of Existing Athena Swan Action Plan

A barrier we have faced is that there have been significant changes in personnel since the previous application in 2017 and much work was needed to substantiate the actions that were completed in the early years following silver award. In addition, COVID was disruptive and meant that some momentum was lost. Whilst most actions have been taken forward, supporting evidence has occasionally been difficult to find.

Since 2017, the existing action plan has been held in a shared space in spreadsheet format. The status has been updated regularly to allow progress to be monitored, commentary to be captured, and to facilitate this renewal. In terms of the people inputting to this report, the key roles are outlined in

Table 2, but the contribution of the whole team (past and present) over the last 5 years cannot be underestimated and the team is grateful for Department-wide input.

d. Review of Other Data

A variety of sources were utilised for data collection, mainly HR, HESA and our Faculty Student Centre. Data is reviewed annually, with any issues feeding into EDIT meeting agendas and progressed accordingly. The Workforce Development team also shared top-level results from the “Wellbeing Survey” earlier in the year, again, ongoing issues were actioned within the EDIT meetings. Staff-student liaison committees provide ongoing feedback on a range of issues, which feed into EDIT when appropriate. Informal conversations across the Department are also included as primary (if not conventional) evidence.

Many of the outputs of the self-assessment process have been shared with the Department in Departmental meetings (e.g. an overview of the Culture Survey results) and the full application will be shared upon submission.

3.3. Supporting the Department’s Future Gender Equality Work

The ED&I Team will be focused on implementing the new action plan. Succession planning is key success factor. Given the 5-year gap between submissions, it’s vital that evaluation is ongoing and that there is overlap between personnel in a planned way. This is now part of the overall EDIT strategy.

A formal annual self-assessment will be conducted to assess progress and allow reflection. The action plan will be updated accordingly. The EDIT’s work will be treated as a programme of change, with a fully resourced project plan to aid planning, implementation and monitoring.

EDIT initiatives will continue to be a regular agenda item within the Departmental meetings and Department-wide newsletter and forthcoming SharePoint site.

3.4. Consideration of Panel Feedback

Efforts have been made to incorporate the panel feedback from the 2017 application. Specific responses to points of feedback are included in Appendix 4. In summary, key points that we have incorporated into this application include:

- External views have been sought from our EAB
- We have endeavoured to make actions SMART
- The future action plan has been prioritised, illustrated via a timeline
- A formal annual review is now implemented

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

1. Evaluating progress against the previous action plan

The previous action plan includes 19 overarching objectives, many encompassing several actions. **Table 4** shows progress with all the actions and **Table 5** provides a critical evaluation of progress for many of the objectives.

Table 4: Updated 2017 Silver Action plan

Action	Task Name	Original Success Criteria (2017)	Status	Outcome
1	Increase staff participation in and support for Athena SWAN charter			
1.1	Establish a method for collecting and communicating success stories	Stories disseminated and the process for refreshing stories implemented by 2019.	Complete	Department office is now the point of contact; regular requests for stories.
1.2	Provide success stories of both male and female staff to show benefits of equality.		Complete	Ongoing in Department newsletter.
1.3	Embed Athena SWAN a standard item on all Department committees.	Meeting minutes demonstrate discussion and engagement on equality and diversity.	Complete	This now exists for all Department level committees
1.4	Ask specific question on 2019 culture survey to ascertain staff understanding of SWAN	Question included in survey and responses show that 85% of staff report understanding of Athena SWAN's aims	Complete	No longer an action - AS embedded throughout Department. It has become more important to understand the impact of Swan activities than whether colleagues understand the meaning of "Athena Swan" – we continue to measure this via other outcomes.
1.5	Increase male membership of DSAT, add UG representatives	Male membership of DSAT increased to at least 50%. Established UG members of DSAT	Complete	Good all round representation across dept and male membership has reached 50% but still room for improvement. UG membership has increased and student reps are also invited to attend. Meeting attendance and engagement is inconsistent. Action added to future plan to address (3.10)

2	Increase number of female students on undergraduate programmes			
2.1	Investigate causes for low offer acceptance rates for female UG compared to men, and implemented actions based on the findings in order to increase acceptance rates so that they match those of men	Causes identified and reported to DSAT together with and appropriate actions identified. Women's acceptance rate of offers the same as that for men.	Complete	In 2021, causes were identified: as the character of the campus (27% of female applicants that did not accept), atmosphere/fitting in (29%), the city of Bath (22%), and 'social/night life' (22%) were stronger deterrent factors among female decliners. Unfortunately, many of these are beyond the Department's control but those that have, are addressed within the existing plan. Female decliners also had a lower positive rating on the website (76% vs. 88%). Female decliners suggested that the University 'make the offers faster' (24%) and 'provide more frequent communications after applied' (20%).
2.2	Ensure Department course information and open-days highlight the societal impact of engineering (shown to increase female applicants)	Monitoring demonstrates that Departmental course information and open day talks include information on societal impact of engineering and networking opportunities for women.	Complete	Slides changed to include more diverse representation and societal impact (e.g. Bath Heart, RAE video on environmental impact, Alumni video on the Compact Cane) plus ongoing improvements. 9/15 pictures containing people contain women on Mech Eng website (12/15 contain men).
2.3	Ensure Department course information and open-days highlight networking opportunities for women in engineering at the University of Bath	Monitoring demonstrates that Departmental course information and open day talks include information on societal impact of engineering and networking opportunities for women.	Complete	WES Bath in particular added to slides and discussed alongside details of projects with societal impact (e.g. Bath Heart and Compact Cane)
2.4	Increase the number of female academic and research staff and overall diversity in the Admissions Team	Number of females and BME staff in Admissions increased from 36% to 50%.	Complete	The number of female academics and research staff has fluctuated over the last year or so, but overall, there is a near 50-50 split overall. BAME split is not at the same level, but in line with Dept split.

2.5	Introduce a system of contacting females in receipt of offers by current female undergraduates in order to emphasise the positive aspects of the department and to give the opportunity to ask any questions.	System of contacting females in receipt of offers in place.	Not possible	"Calling campaign" started in 2018 but was deemed impractical with current workloads and initial results showed little impact.
2.6	Contact female UGTs to understand reasons for joining university		Complete	A verbal survey within tutor groups of all female first year undergraduate students was undertaken in 2021 with no discernible differences between female and male reasoning. Reasons for selecting Bath included the course structure, accommodation, research.
2.7	Contact central admissions about what allowed to do when contacting potential applicants		Complete	Investigation complete but unable to implement any further initiatives due to data sharing constraints.
2.8	Design and implement applicant mentoring system		Not possible	Investigated but unable to implement due to data sharing constraints. However, summer schools are held to support WP and female applicants and mentoring is provided here.
3	Increase numbers of female under-graduates and postgraduate taught students progressing to postgraduate research programmes			
3.1	Provide case studies on the advantages of a PhD for your career.	Portfolio of case studies created, with a defined process for updating and monitoring. More female PGRs accepting PhD appointments.	In progress	Information available via a database of "Successful Alumni" but not yet published - due this year. Headcount of female PGR has increased; proportion is fluctuating (though increased overall) (Appendix 2)

3.2	Investigate reasons for female PGT students not attaining Distinctions.	Underlying causes identified and actions put into place to address issues. Equal proportions of women and men gain distinctions.	Proved unnecessary	Investigation begun but it transpired that the hypothesis was invalid. From Academic years beginning 2019-2021, a greater proportion of female PGT achieved distinctions than male. (Appendix 2)
3.3	Embed advertising PhD opportunities earlier in the academic year	Practice of advertising PhD opportunities before Christmas in place.	Complete	Positions are advertised as early as possible.
3.4	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.	Report to DSAT with reasons and proposed actions	Complete	An investigation concluded that there is no significant difference in offer or acceptance rates over the last 10 years (static at around 15%).
3.5	In 2015 17% of our PGRs teaching undergraduate labs were female. We wish to sustain this and will therefore have a target of 20% of PGRs engaged in undergraduate teaching should be female	Target implemented. Checks show that at least 20% of PGRs engaged in undergraduate teaching were female.	Complete	Over the last 4 years, the target has been met in all years except 2022-3. It is expected that the >20% target will continue to be exceeded overall on an ongoing basis. Female PGR are actively encouraged to become GTA (for their own development as well as for Departmental gender visibility gains). (Appendix 2)
3.6	Collect stats on teaching ass. For 2018/19	(Action added post application)	Complete	M: 84% F: 16%
3.7	Collect stats on teaching ass. For 2019/20	(Action added post application)	Complete	M: 75% F: 25%
3.8	Collect stats on teaching ass. For 2020/21	(Action added post application)	Complete	M: 73% F: 27%

3.9	Increase visibility of female teaching staff	(Action added post application)	Complete	23% of lectures are given by women and 26% of Final Year projects are supervised by women; still some work to do for Aero students, but overall, a significant improvement. Noted that workload needs to be fair and not give undue burden to female academics.
4	Increase number of female postgraduates progressing to research staff			
4.1	Provide role model case studies of PGRs with families whilst studying for their PhD	Checks show that website has case studies of PGRs with childcare responsibilities.	Ongoing	Content available but not yet published - planned in for later this year.
4.2	Embed and encourage the uptake of the VITAE tool and assess its usefulness in career management by running survey.	VITAE tool purchased for all PGRs and introduced at induction. 60% using VITAE. Survey PGRs on effectiveness of VITAE shows 75% positive responses.	Not complete	VITAE tool remains in use but is not commonly used. Question was not asked on the survey. Ongoing discussions with PGR DoS. There is a consensus within the team that this is good practice, but not as impactful as other gender related activities.
4.3	Embed practice that every 6 months, supervisor discusses career management plan with PGR student. Compliance to be measured by Survey and return of Dept. management form.	70% compliance, moving to 80%	Complete	Agreed with DoS that this is not supervisor responsibility, but those requiring support should gain appropriate support via the FMS, or the University careers service as often supervisors are not best placed to carry out this role. However, supervisors do help with uptake and promoting the scheme, alongside the DoS and FMS co-ordinators who introduce the scheme at PGR induction and regularly check in with PGR reps - added to new action plan (7.5).
4.4	Monitor number of PGRs wishing to enter academia and their feedback on support provided at Department.		Not possible	This has not been practical to complete due to supervisory workload.

4.5.1	Collect data on PGRs interested in academia to establish benchmark data, and embed career intention data collection process	Data collected on PGRs interested in academia embedded and data benchmarks established	Not possible	This has not been practical to complete due to supervisory workload.
4.5.2	Hold annual career planning event to identify PGRs career plans to best support them through mentoring and other support mechanisms.		Complete	This is now covered professionally by the University careers service who have introduced bespoke PGR newsletters and workshops. We are introducing a PGR – staff forum to capture any further requirements beyond this professional service.
4.5.3	Monitor destinations of PGRs using DLHE survey results and by surveying research supervisors.	Discussion groups held and changes to support implemented. Annual PGR survey shows 80% of PGRs satisfied with career support.	Complete	Female PGR are significantly more likely to progress to become researchers, and also to stay in Bath. However, overall numbers remain low. (Appendix 2)
5	Increase number of female research staff progressing to Academic Staff			
5.1	Allocate career mentor to every new PDR starter.	100% of new starters allocated a career management mentor	Complete	Dept mentoring scheme launched in 2021 for PDRA and PGR. Feedback indicated a wider pool of mentors was needed and since 2022 we launched the FMS. PDRA actively encouraged to use FMS. Numbers of new PDRA are low since launch so uptake is low so far, but it is proactively encouraged by PIs and is part of the induction process to discuss.
5.2	Embed and encourage the uptake of the VITAE tool. Collect feedback and Continue onwards if feedback positive.	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.	Not possible	VITAE tool remains in use but is not commonly used. Question was not asked on the survey. Ongoing discussions with PDRA co-ordinator. There is a consensus within the team that this is good practice, but not as impactful as other gender related activities.

5.3	Establish process for providing PDRA staff the opportunity and training to be involved with teaching.	Process in place for offering all PDRAs the opportunity to be involved with teaching. Training course in place (including E&D), and all PDRAs required to take the course before being allowed to teach.	Complete	Postdoc network has SharePoint site with relevant information about teaching, including info about mentoring support for teaching staff. University provided teaching courses, handbook info, 10 days of personal development time, etc. to support. All PDRA are encouraged to take up teaching roles wherever possible.
5.4	Embed encouragement of PDRA staff to apply for Academic Career Academy which is a scheme run by the Faculty.	At any one time, at least 25% of PDRAs to have applied for Academic Career Academy.	In progress	The Academy are proactively contacting PDRA. Unfortunately, we've been unable to ascertain uptake.
5.5	Increase awareness of a pilot scheme to provide PDRAs with the opportunity to become Associate Fellows of HEA.	Survey results shows 75% of PDRAs report good awareness of the scheme, and at least 25% of PDRAs have applied for Associate Fellowship of the HEA	In progress	PDRAs can request to join the CLT Professional Development Programme which is an annual programme, leading up to HEA qualifications advertised via the postdoc network. Contact is Dr Clare Powell. Unfortunately, we've been unable to ascertain uptake.
5.6	Encourage PDR staff to become researcher co-investigators (Co-I) on eligible research grant submissions.	All applications with named researcher are reviewed to ensure research staff Co-I are discussed, and named as a Co-I where appropriate. 50% increase in named researchers becoming researcher Co-I.	In progress	PDRA actively reinforcing through postdoc network. University has only started capturing this data from April this year so we can use as a baseline to build upon for future years – currently 10% for the first 3 months.
5.7	Follow up research staff who have not had SDPR within 3 months of annual target date to ensure compliance with department policy.	Increase SDPR compliance for research staff from 51% to 100%	Complete	All appropriate research staff are having SDPR within the relevant time period.

5.8	Directly advertise PDRA vacancies amongst our PGR community as standard and provide advice and feedback to all PGRs who show an interest	Data collected on PDR vacancies, interest shown, short listing and success rates. Increase success of our female PGR becoming PDRAs by 10%	Complete	This is now "as standard"
5.9	Examine the leavers' data for research staff in detail to determine why the leaving rates for females are higher than those for males. Present actions in order to reduce the leaving rates for females.	Report presented to DSAT with detailed breakdown for leaving destination of female and male PDRAs focus in particular on the leaving data for females. Changes made so that leaving rates for women fall to within the same range as those for men.	In progress	Started to monitor as previous info was anecdotal. Added to new action plan moving forward (3.8).
6	Embed good practice into Departmental recruitment process for research staff			
6.1	Embed practice of no all-male short lists for PDRA positions.	Data gathered demonstrating process is being applied in 100% of vacancies.	In progress	The top female candidate(s) falling outside of the shortlist can be uplifted although this is not widely known (75% men didn't know, 33% of women).
6.2	Embed practice of mixed gender short lists and interview panels for all advertised PDR staff positions	Good practice is shown to be sustained through evidence based data demonstrating all shortlist and interview panels are mixed gender.	Complete	83% and 87% respectively for recruitment (broadly, not just PDRA)
6.3	PDR staff adverts and particulars to include our Department statement on inclusivity	Human Resources use template provided by Department when placing adverts. 100% compliance	Complete	Now on all adverts.
6.4	Embed practice of including a female contact listed on all job adverts.	Data gathered demonstrating process is being applied in 100% of vacancies.	Complete	Now on all adverts.

6.5	Review recruitment practices for PDRAs to ensure that process changes are in place and to measure effect in respect of the recruitment of female PDRAs	Review completed and demonstrates that all changes are being consistently applied. Demonstrable evidence of improvement in females applying for PDRA positions. Applications to consist of at least 20% from females.	Complete	All now follow standard University process, including diversity statement on advert and no-all-female shortlists if possible. Female applications have increased to 15% (sector standard) and as such, 20% is aspirational.
7	Support progression to senior academic posts, including proactive identification and encouragement of the best female candidate(s).			
7.0	Track data to identify problem areas and monitor progress		Complete	Significant improvement in females taking up leadership positions. Main problem area is the administrative burden displacing research effort and there is therefore a perception that leadership can be damaging to an academic career if workload is not carefully managed.
7.1	Increase the number of women senior lecturers participating in the Aurora programme by encouraging eligible staff who wish to apply to do so. To provide women who are unsuccessful with feedback and training identified to assist in meeting their goals.	70% of eligible staff enrolled on Aurora training programme within five years of appointment.	Complete	All eligible female staff are actively encouraged to apply for the Aurora programme. Current figures indicate 10 members of staff (>50%) have applied for the programme in recent years with 5 being accepted (the decision to accept falls outside of the Department). Whilst this does not reach the original 70% target, many of those staff have yet to exceed the 5 year mark, and as such this is feasible.

7.2	As of 2017 there were no females in senior Department roles and 50% females in senior faculty roles. Achieve a more balanced gender representation in senior departmental roles by encouraging more females to apply for senior departmental roles such as HoD, D	20% of roles are held by women reflecting our current proportion of women academics	Complete	At the start of AY 2022, women were in roles including: DHoD, DoT, Senior Tutor, Ethics Lead, EDIT chair, Research Centre Directors/Deputies (x3), DoS (x3). This accounts for approximately 24% leadership roles within the Department.
7.3	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 to address any gender issues.	SDPR checks demonstrate that women are being encouraged to apply for senior roles and promotion. Increase in applications for senior roles at Department level from 0% to 33%. Applications for promotions are equal in proportion to male applications.	Complete	Upon reviewing SDPR with female academics, 40-50% consistently mention progression and promotion. Whilst this could be improved, anecdotally, this is appropriate given that some will have recently been promoted or joined. Some HoG were also more likely to discuss promotion than others, and as such, further embedding of good practice is needed.

8	Improve SDPR process and feedback mechanisms			
8.1	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		In progress	Reports from HR are incomplete and more work is needed to ensure this process is embedded within the Department. Added to new action plan (1.3, 1.4).
8.2	Ensure all staff undertaking SDPR are trained in good SDPR practice. Implement system for checking on training status of all reviewers before SDPR cycle begins.	All staff undertaking SDPR are trained and training is monitored. Survey results show at least 75% of staff believe review is of good quality.	In progress	Department Coordinator to diarise a reminder to reviewing academic staff a month before academic SDPRs are scheduled in order to fill any training gaps. Culture survey qualitative data indicates dissatisfaction from some regarding the process, citing it as ineffective due to no changes happening as a result.
8.3	Undertake a short yearly survey specifically on SDPR process to identify areas for improvement.	Annual April survey in place. 90% of staff, including PDRAs, report being clear about the process and follow-up.	Complete	Not quite yearly but a lot of feedback has been taken around improvements and the form and process has been updated accordingly.
8.4	Improve the career planning for more senior professional and support staff. Ensure that SDPRs cover options for progression at the university and outside and that training needs to meet those aspirations are identified and acted upon.	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.	Complete	Career planning points are now included in the new SDPR form. There is no annual SDPR survey, but the culture survey showed that PS staff were aware of the availability of training (70%) and that 94% felt confident to ask for help from seniors, 83% saying they had a network of people they could ask for advice. Issues were noted, however in the Technical team with only 8% knowing the training available and this has been added to the future action plan (1.2)

9	Improve awareness of career break policies and improve support upon return to work			
9.1	Have a clear documented department process which provides details on how we implement and support maternity/shared paternity leave. Emphasising support over and above HR policies. 2017 culture survey showed 36% of staff were unclear on how career breaks a	Document created, discussed and agreed at a staff department meeting. Culture survey showed no more than 15% of staff are unclear on how career breaks are considered.	In progress	Info added to eHandbook but 2023 Culture survey - 37% remain unclear. More work needed here to ensure staff know where to find information. To be included in Departmental meeting, planned late 2023.
9.2	Ensure all maternity / shared paternity leave staff have a reduced load for a year after returning to work.	100% compliance that all academic staff who have maternity / shared paternity leave protected for one-year after returning to work.	Complete	This is now embedded.
10	Create a robust and transparent standard operating procedure for committee appointments			
10.1	Culture survey showed 27% of staff do not understand how to become committee members. Review and modify standard operating procedures for committee membership. Document the process including timings when vacancies will arise.	Document process setting out processes for committee membership and timings when vacancies will arise. Culture survey show that no more than 15% of staff report that they do not understand how to become committee members.	Complete	This has reduced to 10% and is therefore a significant improvement; all roles are now formally advertised.
10.2	Encourage females to apply for Chair vacancies.	Percentage of female Chairs of committees to be equivalent to gender balance in Department staff.	Complete	EDIT, Ethics, DLTQC are all chaired by female colleagues. 25% of committee members (on average) are female which is broadly in line with departmental representation.

11	Improve gender balance of speakers at seminars and events			
11.1	Embed processes for monitoring of the gender balance of seminar speakers and report data to DSAT every quarter. Ensure that each year 20% of presenters at departmental seminars and events are female.	Monitoring in place and quarterly reports made to DSAT. 20% target.	Complete	13% female 20-21, 19% 21-22; still work to be done - added to new action plan (3.13).
12	Improve the transparency of the WLM			
12.1	Improve the reported transparency of the WLM by improving the description of the operating of the WLM and by ensuring that WLM issues are regularly discussed in staff meetings.	WLM description improved. WLM regularly discussed at staff meetings. Survey shows that at least than 70% of men and women report that they consider the WLM to be transparent.	Complete	Improved transparency (but this has become commonplace and was not measured within the survey). WLM is organised centrally but the Department has taken strides in ensuring allocations are consistent within tasks and transparent. Workload is regularly discussed in Department meetings and during the SDPR. There has been a notable shift in academics being able to have a voice in ensuring their workload model is reflective of their reality.
13	Increase visibility of female role models and diversity in Department			
13.1	Ensure standard practice is that we have diversity in staff and visitors providing lectures and seminars.	20% of Inside Engineering talks are given by females.	Complete	Awareness throughout the Department, and across programmes. Efforts are made to ensure appropriate representation. E.g. MSc EBM, guest lecturers are 25% female.

13.2	Biannual undergraduate student survey showed 20% did not feel that there were diverse role models within the department and therefore undertake a review of the Department website and in future use the web pages/social media to advertise successes of staff	Initial review undertaken, and staff successes publicised with an awareness of the need to ensure that a variety of backgrounds should be represented. No more than 10% of undergraduates to report that they did not feel that there were diverse role models within the department.	Needs addressing	24.1% of student feel that there are not diverse role models; this will be addressed via the new newsletter and SharePoint site.
13.3	Establish annual Athena SWAN lecture celebrating achievements of female role engineering models.	Annual lecture established. Initial attendance to be at least 30% of staff and students rising over the next two years to 50%.	Complete	University level annual AS event has been established alongside a multitude of celebratory events within the Department. International Women's Day events this year were cancelled due to snow, but intention is to hold this yearly, alongside University events. Attendance at ongoing events to be monitored.
14	Increase recognition for those undertaking outreach activities			
14.1	Introduce Department prizes to reward outstanding outreach work for staff and students.	At Department Design Exhibition prizes presented for outreach work.	Complete	Annual Outreach prize of £100 for students and £200 of outreach material for staff
14.2	Establish use of the Department web pages/social media to highlight outreach work and maximise recognition of excellent work.	Process in place that Department web pages and social media updated with new outreach content at least once a month.	Complete	This is now happening as and when those completing Outreach inform the Department office.
14.3	Change WLM template to specifically include outreach activities for all staff. Outreach data separately collated.	WLM template modified and check show that outreach data are routinely collected and collated.	Complete	Staff can request outreach activities be added to their WLM. Outreach data is collated at University level.

14.4	Improve the collection of data on school-age participants in outreach activities to include gender and school type.	Data collection tools trialled and final version in use for all outreach events.	Not possible	Not possible due to GDPR and child protection policy within schools.
14.5	Use participant data to embed reporting on gender and school type of participant in outreach events	Report overall participation in outreach events presented to DSAT annually. Aim to have at least 40% female participants.	Not possible	Not possible due to GDPR and child protection policy within schools.
14.6	Evaluate a set of outreach events with particular reference to females' attitude to mechanical engineering	Evaluation designed and carried out. Results used to feed back into the design of outreach events in order to further improve females' perceptions of mechanical engineering.	Not possible	Not possible due to GDPR and child protection policy within schools.
15	Improve long-hours culture and workload management			
15.1	Improve Department awareness and provision of mental health support by encouraging training in Mental Health First Aid.	Minimum of 20% of academic staff trained in Mental Health First Aid.	Complete	Department awareness is much improved and information is held on the eHandbook. University level training is available and widely advertised centrally. We have not seen a good uptake in training to become Mental Health First Aiders, anecdotally (and ironically) due to workload, and as such this will be added to the new action plan (2.6).
15.2	Committee meetings to be timed and clear decisions required highlighted at start	Committee maximum duration 90 minutes. Must have a decision-making activity to be held. Data demonstrates 100% compliance by September 2018.	Complete	This now happens. In Agenda, items for decisions clearly marked.

15.3	Departmental seminar held to discuss managing high workloads and if successful established as an annual event.	Feedback gathered from seminar to monitor effectivity. Culture survey results demonstrate improvement in work-life balance amongst staff, with at least 75% of staff reporting having a good work-life balance.	Complete	This is part of a wider conversation and WLM is discussed at every level in the Department, e.g. Department Meetings with dedicated slots as appropriate. Issues remain with workload - nearly half of academics indicating a "long hours culture" within the Department, and 63% always or often working long hours.
15.4	Embed practice that a life coach is made available for staff requiring assistance in managing their workloads and establishing a good work life balance.	Evidence provided that all staff requesting a life coach are provided one.	Complete	University level coaching now available to all staff. 8 members of the department have taken up the service so far (evenly split female:male). Awareness needs to be increased.
16	Increase proportion of women in the Technical and Experimental job family in the Faculty of Engineering & Design			
16.1	Establish a set of comparators to enable benchmarking the department's technical and experimental staff against national indicators. Establish production of annual comparison statistics.	Comparator dataset established, and annual reports produced.	Complete	For the faculty: Number of technicians excluding 7 vacancies – 60; Male – 51; Female – 9; Percentage female – 17% (10% female nationally in engineering research, 23% in technical roles 2018/9); still work to do nationally but as a faculty we are in line. (Ref: https://royalsociety.org/-/media/policy/Publications/2021/2021-02-12-research-and-technical-workforce-in-the-uk.pdf)

16.2	Survey staff to analyse recruitment issues and retention rates with particular focus on recruitment and retention of women. Use finding to produce actions to improve the recruitment of women which are proposed to DSAT.	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.	In progress	Some issues identified via Culture and Health and Wellbeing surveys. Follow up face to face workshop planned, late 2023.
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17	Continue to improve social culture across all department levels			
17.1	There are five teaching groups in the Department and each Christmas/Summer a different group will lead the activity for the whole Department (all students, staff and families).	Regular cycle of bi-annual events (Christmas and early Summer) established. Improved staff feedback on social activities and inclusiveness within the Department with at least 90% of women and men reporting this.	Complete	Regular cycle established, plus other events taking place across the Department, such as bowling. Future plans include a Social Committee to plan events during the year. Added to future Action plan.
17.2	Investigate the possibility of setting up a common/ lounge area at the department		Complete	Done and open to all staff and PGR students.
18	Improve the feedback and monitoring of induction processes across all levels			
18.1	Have a formal process to ensure each new staff member is offered a high-quality induction to the Department as standard.	Formal process created, discussed and agreed at Department Meeting. Improved induction implemented. Survey of new starters indicates that 90% of new starters from point of new induction process felt that the induction process was high-quality.	Complete	Induction has been improved and many qualitative comments from the survey show an appreciation of the Department eHandbook that was introduced in 2022. Still issue with PDRA starters as they sometimes begin their role before HR have advised the Department (PIs need to complete that loop if this is the case). Needs considering further - added to new Action Plan (2.7).
18.2	Circulate improved induction procedures to all academic staff, and store on intranet.	Staff culture survey indicates an increase in awareness of induction procedures- 75% of all staff report awareness of processes.	Complete	All Departmental information now sits within the Department eHandbook. There are specific pages for each type of role. New starters are walked through this as part of their induction process.

18.3	Improve monitoring of all academic and professional and support staff who are given induction. Introduce a checklist to be held by the inductee and to be signed off by the inductee and their line manager on completion of induction process.	Checklist system introduced, and record kept of completed inductions of all new staff. 100% inductions fully undertaken by 2019.	In progress	All new starters now receive a full induction. The checklist remains under development due to the evolving induction process.
19	Increase awareness of support channels for those bullied or harassed			
19.1	On the Department web pages/social media include information for students on who they can go to for advice and support for harassment and bullying.	Information on Department harassment and bullying support is available online.	Complete	All information is now on the Mech Eng Moodle Course with links to support.
19.2	Organise a presentation from HR updating staff on current University harassment and bullying policy.	Seminar held and feedback gathered on how to minimise harassment and bullying within Department.	Complete	Carried out but needs a follow up session and ongoing reminders as the culture survey indicates around half of the Department are not sure or don't know where to find information.
19.3	Ensure messages around expected languages and "informal" behaviours are explicit and identify and embed mechanisms to remind staff and students of the department's expectations.	Staff surveys show no reports of off putting "banter" which offend.	Complete	Gender identity and guidance talk in Dept meeting. Free student sessions made available centrally. New students receive department code of conduct in their induction. "Banter" is no longer mentioned in the Culture Surveys.

Table 5: Critical Evaluation of Actions

Objective Number	Objective Description	RAG status
Objective 1	Increase staff participation in and support for Athena SWAN charter	
<p>Athena Swan principles are now truly embedded within the Department. Inclusivity moments are included as a matter of course in meeting agendas and it is commonplace for members of the Department to comfortably raise ED&I matters without awkwardness or denial of issues.</p> <p>The ED&I Team has grown in diversity and number to around 19 members of staff and PGR and 12 taught students, plus a number of invitees. It is noted that our ethnic diversity in EDIT is still lacking (though in line with that of the Department) and we have much work to do to ensure a truly diverse team and Department. Student representation has been increased. We have many ongoing undergraduate and postgraduate members, and all student course representatives are included on invites and attend when possible. ED&I leads from other Departments within the Faculty are also invited in order that we share best practice across the wider community.</p> <p>Success stories from the Department are communicated regularly via social media and an annual newsletter unites the narrative of a diverse range of successful staff and students. (This will be moving towards a more frequent offering as per the new action plan.)</p>		
Objective 2	Increase number of female students on undergraduate programmes	
<p>In addition to overall programme growth, with female numbers increasing from 117 (2017 intake) to 174 (2021 intake), female representation has increased from 11% to 14%</p> <p>Investigations into the reasons for female students not taking up offers at Bath concluded that many reasons were outside of the control of the Department (e.g. location, nightlife) but “atmosphere” and a sense of “fitting in” were also cited and could be influenced from within the Department. Further research has also shown that female students are more attracted to engineering disciplines where societal impact can be demonstrated. As such, we have taken steps to introduce different elements of engineering into our Open Day material and presentations in particular, with less emphasis on cars/planes, for example. We also ensured that any student images used on both University Open days and Department Applicant Visit Days have a mix of male and female students, and, updated the website to show a diverse range of students.</p> <p>We now routinely have female members of staff on the team for Applicant Visit Days and Open Days, and have introduced an informal “mingle” for applicants to speak directly with a range of academics during their visit. Female postgraduate students are also employed to provide lab tours during the Applicant Visit Days and there is always at least one (usually many more) female student ambassador present at each Applicant Visit Day and Open Day.</p> <p>Whilst 14% is an improvement (and is being sustained), we hope to further grow to at least match the national ratios of 16%. However, it will be noted that this does not form part of our future Priorities or Action Plan. We believe we have embedded sufficient changes in process and mindset to realise the growth because our Athena Swan work.</p>		
Objective 3	Increase numbers of female under-graduates and postgraduate taught students progressing to postgraduate research programmes	
<p>Whilst all the actions we planned have been completed, this has not led to an increase in female students progressing to become PGRs. However, this is not a gendered issue; rather there is poor uptake across the board. Promotional events with WES Bath, e.g. 9 people invited to give lightning</p>		

talks about research at Bath – 43 attendees, are on the increase and we expect to see numbers increase in the next few years.

Outcomes for PGT students are much improved with female students relatively more likely to achieve a distinction, mirroring the pattern of female UG students being more likely to achieve 1st class degree.

Objective 4	Increase number of female postgraduates progressing to research staff	
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Numbers of female PGRs have increased but remain low, and in line with the national averages. Leavers' data from 2018-20 graduates indicate that female PGRs are more likely than their male peers to not only stay in research (>50%), but remain within the Department. Unfortunately it was not possible / practical to monitor career intentions of PGR but we have introduced a range of support mechanisms within the Department (e.g. FMS) and capitalised upon University-wide initiatives that are now being held regularly to promote routes into research for our PGR population. As such, we hope to see these initiatives come to fruition over the next award period.

Objective 5	Increase number of female research staff progressing to Academic Staff	
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Work has been completed to better embed PDRA within the Department. A successful postdoc network is running, with a SharePoint site for disseminating important information such as access to training and events. PDRA also have access to the FMS and are encouraged to apply during their induction (also much improved). Despite low numbers of female researchers progressing to becoming academic staff, we have put significant support structures in place and hope to see this come to fruition over the next award period.

Objective 6	Embed good practice into Departmental recruitment process for research staff	
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The Department has made significant improvements to the recruitment process, not only just for research staff, but across all roles. Improvements include ensuring that all job adverts automatically include an inclusivity statement and a female contact (100%). There is also now a policy in place whereby if, following an anonymous shortlisting exercise, the shortlist is all male, the top-scoring female candidate can also be shortlisted. Whilst this is a significant step, it is not widely known and there is still work to do to ensure it is known about and enacted.

Objective 7	Support progression to senior academic posts, including proactive identification and encouragement of the best female candidate(s).	
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Since 2017, many women in the Department have been appointed to senior academic posts including: Deputy Head of Department, Director of Teaching, Senior Tutor, Ethics Lead, EDIT chair, Research Centre Directors/Deputies (x3), Director of Studies x3. If anything, as a Department, we need to ensure that we are not disproportionately burdening our female academics. Senior leaders in the Department continue to support female candidates who are suitable for promotion (as evidenced by the numbers discussing promotion in their SDPR). Around half of eligible women have applied for the Aurora programme, with the Department providing strong encouragement to do so, and many are encouraged to pursue promotion-related activities, via the SDPR process.

Objective 9	Improve SDPR process and feedback mechanisms	
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Whilst there was no change in the proportion of people in the Department that have an awareness of career break policies, the information is much more readily available for those that wish to find it. The reason for lack of awareness is often a feeling that the information is not relevant. The key is to ensure that the information is available for those who need it. There are plans to ensure

continued discussion of the policies on an annual basis to maintain information flow to the relevant people. In terms of support upon returning to work, a reduced workload is fully embedded.		
Objective 10	Improve awareness of career break policies and improve support upon return to work	
All committee appointments are now subject to a formal recruitment process. Positions are advertised and applied for within the usual University process, with female academics being encouraged to apply via their SDPR or Head of Department. Current female committee chair positions are held for the Ethics Committee, Department Level Teaching and Quality Committee and the ED&I Team. Membership is also much improved with an average female committee membership of 25% - broadly representative of the Department. There are some committees, such as the Health and Safety committee with less representation (10%) so there are still some improvements to make, whilst ensuring we are not overburdening our female colleagues.		
Objective 11	Create a robust and transparent standard operating procedure for committee appointments	
The proportion of female speakers at our Departmental seminars has doubled over the last 3 years to 25% in the current year. However, this action is being taken forward as part of the new action plan as we work towards a more diverse selection of speakers and subjects.		
Objective 12	Improve gender balance of speakers at seminars and events	
The workload model has become appreciably more transparent, especially in the last 2 years. Whilst, whilst transparency of allocation of hours to tasks is now appropriate, a significant number of qualitative survey responses indicated other issues. In the main, these relate to the fairness of allocation and the over-allocation of work. Actions in the new plan address this.		
Objective 13	Improve the transparency of the WLM	
On paper, the number of female role models has increased significantly within the Department, however, this has not been recognised at UG level with only 51% indicating that the Department has diverse role models. As such, more work is needed to communicate the presence of such role models and will be taken forward via a range of specific actions in the new plan.		
Objective 14	Increase visibility of female role models and diversity in Department	
The Department has introduced student and staff prizes for those undertaking outreach, with good news stories being disseminated and outreach included within the WLM. Unfortunately, it has not been possible to collect gendered audience data with schools citing GDPR and safeguarding limitations meaning they cannot share data.		
Objective 16	Increase recognition for those undertaking outreach activities	
There has been an increase in the proportion of women such that across the Faculty, women now exceed the sector norm. However, applications from women remain low and workshops are planned to investigate.		
Objective 17	Increase proportion of women in the Technical and Experimental job family in the Faculty of Engineering & Design	
Social events have become embedded within the Department with biannual events and ad-hoc events in between. Events are generally well attended. Monthly coffee mornings in the new common room have proven popular. There are plans to build on this by establishing an events committee/team.		
Objective 18	Continue to improve social culture across all department levels	

Induction has been improved and many qualitative comments from the survey show an appreciation of the Department eHandbook that was introduced in 2022. Culture survey responses indicated that there remains a lack of awareness around the induction process, however, those that have been through the process or that are line managing incoming staff agree that the process is now robust (with a checklist for both the inductor and inductee to aid and measure completion) and there is good awareness for those that need it. Communicating the process remains an ongoing task.

1.1. Overall Reflection on Action Plan

Building on our previous work, we have seen significant improvements. What is notable is that whilst actions have been completed, in some cases, this has not led to the output anticipated in the overarching objective. Reflecting on lessons learnt, as per the feedback from the previous application, some actions could have been more measurable, or be accompanied by more baseline data. These learning points are taken forward in the new Action Plan.

In general, the reasons leading to actions being classified as Red or Amber can be classified as:

- Data protection concerns.
- Timescales have become stretched due to, among other reasons, the pandemic.
- Workload constraints, particularly when the task falls outside of the Department (as we then have no control over priorities).
- Completed actions not leading to the intended outcomes.

We have also made progress beyond the issues highlighted in the Action Plan:

- Introduction of a “Code of Conduct” (Appendix 5) for all staff, appended to email signatures and distributed through all Departmental meeting rooms.
- Revamped our External Advisory Board (EAB), moving from an entirely white male board to a more diverse representation (including 28% female). The EAB is supporting the Department via 3 subgroups, one of which focuses on ED&I, sharing external industry knowledge and best practice.
- Moved from peer review of promotion applications to Professorial and MEEC commentary only (the peer review process was found to be putting off women from applying for promotion).
- Department eHandbook (Figure 6) introduced.
- A University-wide “Curriculum Transformation” programme has embedded 3 pillars across the curriculum: Sustainability, ED&I, Decolonisation.

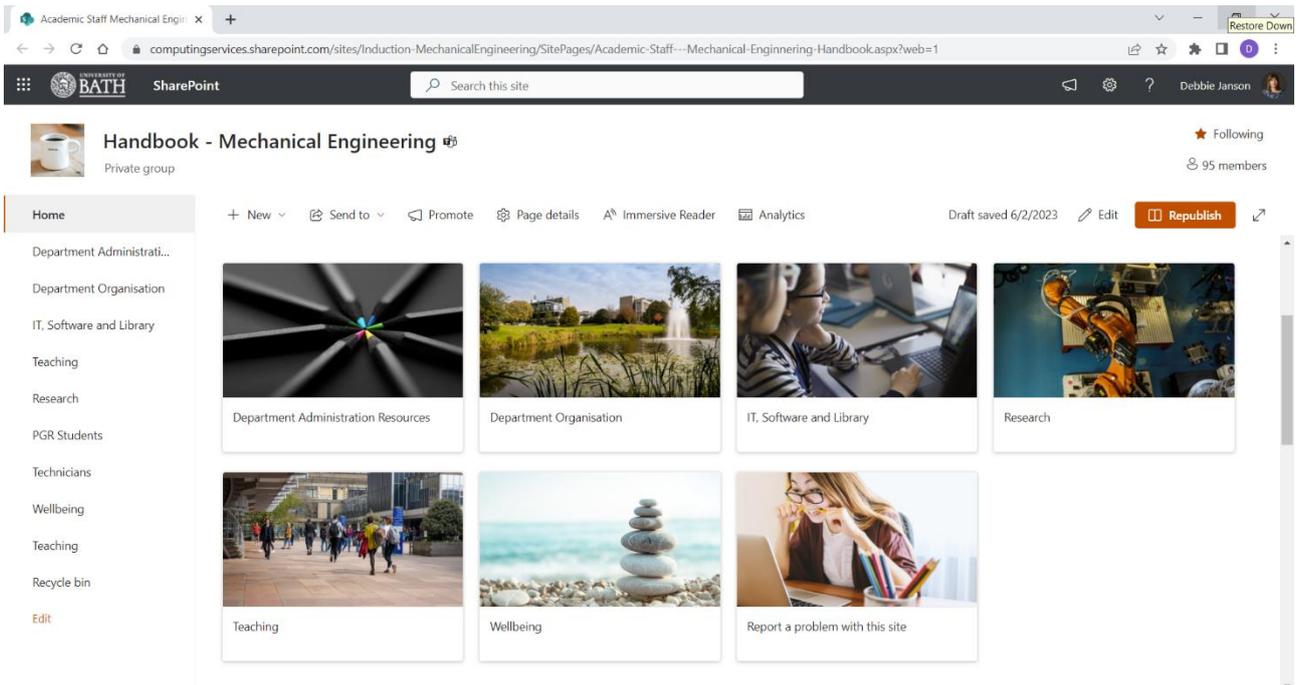


Figure 6: Screenshot of Department eHandbook

2. Key priorities for future action

Four overarching priorities have been developed to further develop gender equality and are discussed below:

A. Building Community

Our efforts to improve relationships across the Department have been largely successful. A department initiative for a new Faculty common room (opened 2022) provides a space where informal interactions between staff and PGR students readily take place. Those studying and working in the Department really value the common room and most responses to the survey question “What is the best aspect of working in the Department?” reference colleagues, collaboration and support. However, somewhat contradictory, answers to a question about what could be improved include culture and community.

There are gendered patterns in responses to survey questions with female academic staff feeling less supported and heard than male academic staff. 42% of female and 75% of male academics felt there was a supportive and inclusive culture and 42% of female and 79% of male academics felt they had their opinions heard. Male technicians and female PGR students were also less likely to report that they have their voices heard than female professional services staff and male PGR students, respectively. In contrast, 100% of female professional services staff indicated that they worked in an inclusive and supportive culture. Similar trends were found when considering whether participants felt respected within the Department; males felt more respected than females.

Anecdotally, members of staff report that they are well supported within their immediate small working circle, but there is a lack of inter-connectivity between groups. Some of this has been the result of COVID-19 forcing people to work remotely, and without the need to be back fully in-person (and recognising that working from home can be of huge benefit for individuals) this inter-connectivity has not recovered in the same way, or been replaced by alternative means. As such, the informal interactions that may have sustained a community feel have been reduced.

Moving forward, we will focus on facilitation of cross-Department collaboration and interactions to weave the smaller peer support groups together, and create a fully integrated and strong Department community and identity. By bringing our colleagues together, facilitating an increased understanding of personal circumstances, and each other’s work, will build community feel, mutual respect, confidence to raise opinions, and an environment where those opinions can be heard.

Actions include:

- The creation of a “Cultural Calendar” (**Action 3.9**)
- The addition of a PGR-staff forum for raising and discussing issues (**Action 7.4**)
- Allocation of “buddies” for new PGR and PDRA (in place for Academics) (**Action 2.1**)
- Rolling out the “Reverse Mentoring” scheme more broadly (**Action 7.6**)

B. Consolidation

Over the last few years, we have made significant headway in terms of creating resources and developing our underpinning processes, for example, the Department eHandbook and the Faculty Mentoring Scheme. However, as evidenced in the Culture Survey, a large proportion of the Department either don’t know about the progress or systems in place, or, haven’t engaged with them as much as expected. For example, in the latest Culture Survey, none of the Professional or Technical

Services staff, nor PGR had a mentor on the scheme, and only 15% of Academics had been assigned a mentor.

While we have delivered some initiatives successfully, we now need to introduce tools or processes to ensure that what we have implemented is utilised as planned, or adjusted accordingly.

Actions include:

- Promotion of the Department eHandbook via the monthly newsletter and Departmental meetings, whilst monitoring engagement (**Action 7.1-2**)
- Promotion of the Faculty Mentoring scheme (**Action 7.7**)
- Ensure training is visible, being delivered and completed (e.g. Gender Policy training) (**Action 1.1**)
- Evaluate the effective of the induction process and introduce further changes as necessary (**Action 2.7**)

C. Recognition

A significant proportion of the Department feel that their workload is causing them to work long hours, for example 75% and 58% of female and male Academics, respectively, indicated they are working long hours “always” or “often”. Evidence suggests this is more of a sector-wide problem in recent years, but notably in the Department, women are feeling the burden more, feel less supported; only 33% of women indicating that they feel supported by the Department when it came to managing workload, versus 63% of men.

Workload is measured in the Department via a “Workload Model” which records significant teaching, research and administrative loads. However, there is little or no recognition for Academics for “Non-Promotable” tasks, which women are disproportionately carrying out. Overall, 58% of women estimated more than 30% of their time was taken up with NPT compared with 50% of men, a figure which is also not insignificant. Women identified taking part in recruitment panels, supporting other staff members and (non-tutee) students, and, advancing ED&I initiatives as their top NPT; men identified teaching related tasks, generic admin and supporting (non-tutee) students as theirs.

This issue is also not solely a problem for Academics. Subsequent discussions revealed that Professional and Technical Services colleagues feel overloaded with tasks that fall outside of their job descriptions and there is an expectation that they will absorb.

Workload issues in general are being examined at University level, but within the Department, we can do more in anticipation of these outcomes, e.g. by recognising current NPTs as essential for the department and spreading all workload more fairly. We need to ensure **all** tasks are workloaded equitably. We also need to make sure that job-descriptions for all job families are complete and correctly reflect the responsibilities in the changing academic landscape, so that fair remuneration and appropriate workload can be assured and recognised.

Actions include:

- Ensure equitable and workloaded allocation of gender across committee roles (**Action 4.5**)
- Monitor diversity of recognising excellence & contribution point awards & improve visibility of award winners, as well as providing them with feedback (**Action 4.6-7**)
- Create a mechanism for calling out / recognising NPTs quantitatively (**Action 4.3**)

- Understand NPTs for Professional and Technical Services personnel – identify issues and create an action plan to address (**Action 4.4**)

D. Nurture and Flourish

As a Department, we have a responsibility to provide an environment in which members of the Department can flourish and not be held back by their gender, or indeed, any other protected characteristic. Everyone needs to be included. And authentically so, which is sometimes where we struggle. We need to ensure that the outcomes we anticipate from our Athena Swan action plan translate to those in underrepresented groups feeling more included and that they belong.

Numbers of UGs have risen from 873 in 2013/14 to 1111 in 2021/22. Female representation fell from 12% to 11% before rising since 2018/19 to 14%. Female PGT representation varies year to year but has been at around 20% since 2018/19. However, representation varies greatly by programme with the MSc Engineering Business Management courses, which dominate the numbers, having around 30% female representation and the other courses having less than 5%. PGR numbers have also risen to 150 in 2021/22. Female representation among PGR students has been around 15% most years. So female representation is similar at UG and PGR levels, albeit overseas student form a much greater proportion of the PGR student cohort than the UG student cohort. PGT female representation is generally higher, albeit most females are on the Engineering Business Management courses. Like the PGR cohort, a large proportion of the PGT cohort is made up of overseas students.

Student attainment illustrates that overall females do better than males. For undergraduates, over the last five years, 56% of female graduates obtained first class degrees compared to 46% of males, and at PGT level 19% of females gained distinctions and 60% merits, compared to 11% and 49% of males, respectively.

Overall in 2021/22 19% of academic staff were female. Females are better represented among teaching and research and teaching only staff, about 25%, than research staff, 13%. In 2021/22 female representation at Grades 8 and 9 is 25% but at professorial levels it is 13%. For academic (teaching and research staff), female representation was even at about 25 to 28% at lecturer, senior lecturer and reader levels but was 14% at professorial level. The evidence is that the key issue in term of female progression is the transition to professorial level.

Although female representation among academic staff is higher than that among students, recruitment data shows that for teaching and research roles, lower proportions of applicants are female than would be expected based on the pools of potential applicants. However, females are at least as likely as males to be shortlisted.

Actions for this priority must be linked to outcomes; evaluation of not only the short-term implementation, but the longer-term impact is key. This can be in relation to the physical spaces in which we work, or the support that we give to members of staff and students. In the latest culture survey, many responses relating to improvements in the Department advocated for a “new building” or other space related suggestions. Whilst large scale reinvestment is agreed at University level, there are some more immediate changes that can be addressed locally, such as creating more inclusive and inviting spaces that facilitate the interactions discussed in priority A.

Additionally, when it comes to support, in line with the founding principles of Athena Swan, in Engineering in particular, we continue to work towards plugging the “leaky pipeline” of women leaving the field, of both engineering (and academia). We want to encourage female students, and those from

other under-represented groups, to flourish in engineering and not become disenfranchised whilst under our care. To do this, they must see positive role models, experience allyship, and feel that they belong throughout their journey. And the same philosophy is true of our staff. We believe our female students would benefit hugely from external mentors, developed from our broader community of alumni and industry partners. Strengthening links with this community will also give greater diversity of guest lecturers and role models, again supporting our female engineers.

Actions include:

- Create a network of mentors for our female students from our alumni and wider community (**Action 3.6**)
- Evaluate the proportion of female students (compared with male) wishing to continue in engineering upon graduation (**Action 3.7**)
- Create a communal outdoor area for staff and PGR (**Action 5.3**)
- Create bookable reflective / online meeting spaces for those in shared offices (**Action 5.4**)
- Introduce content on Intersectionality and ED&I in year 1 to all UG students (**Action 3.17**)

Section 3: Future action plan

1. Action plan

The ED&I Team developed 7 crosscutting themes based on:

- The self-assessment process (
- Figure 5)
- Input from our External Advisory Board
- Sector wide reports

The 7 themes are summarised in Table 6. These themes overlap with the Athena SWAN priorities, but also encompass wider issues, including intersectionality.

Table 6. EDIT Subthemes

Theme	Description
1	Behaviours & Education
2	Support & Mental Wellbeing
3	Inclusivity & Image of Engineering
4	Work, Pay & Recognition
5	Space & Facilities
6	Events & Activities
7	Communication & Relationship Building

Within the themes, objectives and actions were developed by theme leads, in line with the 4 priorities (though some actions do fall outside of the priorities). These actions were then reviewed by the broader ED&I Team, refined accordingly, and assigned SMART measures of success. No order of priority or urgency is shown in this list. This is due to the fact that this set of actions has already been prioritised as having maximum impact, compared with a wider list from an amalgamation of the above activities. Additionally, timescales have been added to guide the priority. There is a good spread of responsibility, but we are also conscious to manage changes appropriately, and not generate fatigue with ED&I initiatives. The immediate next step will be to develop a fully resourced project plan for guidance when implementing actions. The complete action plan is shown overleaf in **Table 7**, with a visual mapping of the timings in Table 8.

When developing the future Action Plan, we also incorporated the following learning points:

- Build upon Culture Survey data – proactively plan in qualitative workshops to gather a richer data set.
- Succession planning is key to the success of Athena Swan – ensuring subtheme leads remain in pairs and are replaced if no longer involved.
- Revisit Culture Surveys – produce a single survey for all (with appropriate pathways). This will enable easier comparisons across groups and simplify analysis.
- An annual formal review of the action plan is good practice and will be introduced moving forward.

Table 7: New Action Plan

Objective	Action no	Action Description	Rationale	Priority Area	Measure(s) of Success	Timescale	EDIT responsible (Theme Leads)	Broader resp'y / input
Subtheme 1: Behaviours and Education								
Increase education around gender in the Dept	1.1	All members of Dept including PGR to undertake gender policy and guidance training	We want to ensure everyone has an awareness of the University's policy and guidance. We believe the community are well intentioned but this needs supporting by education. The target of 90% is to allow for illness / new arrivals / those that don't remember they've taken the training.	B	i) Method of collecting data established ii) Annual data collection established with 90% of staff indicating training undertaken in Dept survey	Jan 2024 to Dec 2024 Jan 2025 to Dec 2026	Lewis, Elisabetta	Dept Co-ord, PGR DoS
	1.2	Identify and provide resources around appropriate terminology	We want to ensure that the information provided is not a "one-off" and that anyone can find relevant information when needed.	B	i) Resources included within Department eHandbook ii) Practice of confirming that that 90% of staff know where to find the resources using staff survey.	Oct 2023 to Dec 2023 Jan 2024 to Dec 2025	Lewis, Elisabetta	EDIT chair, HoD
Improve access to training and support	1.3	All staff to be trained for undertaking <u>and</u> receiving appraisal as appropriate	Very low numbers (less than 40%) have received appraisal training (giving or receiving) and both roles should receive training	B	i) Appraisal training in place	Oct 2023 to Jul 2024	Lewis, Elisabetta	Dept Co-ord
					ii) Regular monitoring of appraisal training uptake in place using staff survey, with 90% of staff indicating that they have undertaken the training.	Aug 2024 to Jul 2026		

	1.4	Raise awareness of available training for technical and professional services staff	Only 8% men in the Professional and Technical services teams were aware of the training available to them - needs improving	B	<p>i) Ensure that line managers disseminate information about training to P&TS teams.</p> <p>ii) Information about training for technical and professional services staff included within Dept eHandbook.</p> <p>iii) Add section around training to SDPR form for discussion.</p> <p>iv) Staff survey demonstrates that 80% of P&TS know about training available.</p>	<p>Dec 2023 to Apr 2024</p> <p>Jan 2024 to Mar 2024</p> <p>Jan 2024 to Mar 2024</p> <p>Oct 2024 to Sep 2026</p>	Lewis, Elisabetta	Line Managers, Dept Co-ord
	1.5	Ensure staff have the time to do training and allocation	Time should be allocated to indicate the importance of training within the Department, and demonstrate that it is valued and not to be undertaken in ones' own time.	C	Time for training routinely allocated in WLM	Jul 2024 to Jun 2025	Lewis, Elisabetta	HoG
Bullying and harassment	1.6	Improve education about reporting behaviours - what happens?	There is a sense that undesirable behaviours are not addressed unless they are directly reportable in the "reporting tool". Chronic low-level unprofessionalism needs to be addressed via a visible process.	B	<p>i) Create visual to illustrate current process</p> <p>ii) Ensure information about reporting undesirable behaviours is included on the Department eHandbook</p>	<p>Jan 2024 to Sep 2024</p> <p>Jan 2024 to Sep 2024</p>	Lewis, Elisabetta	HR, Ops Manager
	1.7	Provide external support for difficult conversations	Support is needed to facilitate difficult conversations taking place around behaviours to ensure workable outcomes. This would remove barriers for those who have longstanding relationships or friendships with colleagues and ensure that behaviours are dealt with effectively.	B, C	Identify support (within HR) to conduct difficult conversations around reported undesirable behaviours, or other sources of conflict, and include information in the Dept eHandbook.	Jan 2024 to Sept 2024	Lewis, Elisabetta	HR, Ops Manager

Subtheme 2: Support & Mental Wellbeing								
Increase support and structure for PDRAs	2.1	All PDRA to be allocated a buddy in a different location and outside of research group upon arrival (by PDRA co-ordinator)	This will ensure that new PDRA have a supportive colleague whilst they settle in. The buddy should be from outside of their research area or desk location to give additional breadth to their support network.	A	100% of PDRAs routinely allocated a buddy on arrival. The allocation of a buddy is included in the induction process for all PDRAs.	Jan 2024 to Dec 2026.	Elise, Sam	PDRA co-ordinator
	2.2	Ensure PIs inform the Department of arrival of new PDRAs in order that induction can take place	This action is to address issues relating to PDRA arriving unannounced as the PI assumed HR would advise the Department (which doesn't always happen in time).	B	i) Staff are reminded in Dept meetings and Research Committees (add as agenda item) about the need to inform the department about new PDRA starters	Oct 2023 to Sep 2024	Elise, Sam	PIs, Dept Co-ord
					ii) Checks confirm that all PIs routinely inform department about new PDRAs starters.	Oct 2024 to Sep 2025		
Mental health support for PGRs	2.3	All PGR to be allocated a buddy in a different location and outside of research group upon arrival (by Director of Studies)	This will ensure that new PGR have a supportive colleague whilst they settle in. The buddy should be from outside of their research area or desk location to give additional breadth to their support network. (This replaces the scheme originally run by the SU.)	A	100% of PGRs routinely allocated a buddy on arrival. The allocation of a buddy is included in the induction process for all PGRs.	Oct 2023 to Sep 2025	Elise, Sam	PGR DoS
	2.4	Introduce a monthly PGR mental health support email	This action will serve as a regular reminder of the resources available (they will also be on the Dept eHandbook). This is at the direct request of the PGR community.	D	Monthly email from Wellbeing Champion established	Sep 2023 to Sep 2024	Elise, Sam	Wellbeing Champion
	2.5	Introduce a bi-monthly gathering of all PGR (faculty)	We wish to encourage a wider community of PGR and build	A	i) Establish a bi-monthly faculty gathering for all PGRs	Apr 2024 to Mar 2025	Elise, Sam	DoS, PGR Rep

			relationships both within and outside of the Department.		ii) Routinely measure attendance across Faculty to evaluate engagement.	Apr 2024 to Mar 2026		
					iii) Checks confirm that all PGRs engage at least twice during each academic year.	Apr 2024 to Mar 2026		
Mental health support in general	2.6	Increase the number of staff trained in Mental Health First Aid	We wish to ensure a range of points of contact that champion Mental Health and provide support across the Department.	A, D	i) At least 10% of each role type trained in Mental Health First Aid.	Jan 2024 to Dec 2024	Elise, Sam	Dept Co-ord
					ii) Establish annual monitoring of Mental First Aiders and ensure that any gaps in number are filled through additional training.	Jan 2025 to Dec 2027		
Improve awareness of induction process & engagement	2.7	Introduce a yearly update on the departmental induction for all groups via Dept Meeting	The aim is to ensure that the whole Department is aware of the induction process and any changes that might be made over the year. It will also prompt PIs to advise the Department Co-ordinator about the arrival of new PDRA.	B	Induction update routinely included as a departmental meeting agenda item in November each year.	Nov 2023 to Nov 2025	Elise, Sam	Dept Co-ord
Subtheme 3: Inclusivity & Image of Engineering								
Increase feeling of inclusion within the Department and engineering by recognising the wide	3.1	Period products to be placed in all toilets	Placing period products in all toilets will be tangible and meaningful to women in the Department; it is already in place at many institutions. It is important to identify someone willing to run the scheme that has time in their workload to do so.	D	i) Lead identified to run scheme. Task included in workload.	Sep 2023 to Dec 2023	Leo, James	EDIT
					ii) Period products to be placed in all toilets	Jan 2024 to Dec 2024		
	3.2	Provide care packs for those with new-borns	Providing care packs is tangible and meaningful to those with new-borns,	D	i) Care pack lead identified work included in workload.	Oct 2023 to Jan 2024	Leo, James	EDIT

range of individual circumstances and removing the barriers that they pose			reminding them that the Department cares.		ii) Care packs provided to 100% of those with-new borns	Jan 2024 to Dec 2024		
	3.3	Include preferred pronouns in email signatures	Including pronouns in email signatures helps staff and students recognise how to address one another and has been shown to increase feelings of inclusivity and allyship for non-binary and transgender people.	D	i) Department staff; PGR, PGT and UG invited to include preferred pronouns in their email signatures via meetings and emails. The invitation is added to induction materials.	Sep 2023 to dec 2023	Leo, James	HoD
					ii) Checks show that at least 75% of staff and students are including preferred pronouns in their email signatures.	May 2024 to Jul 2024		
	3.4	Create case studies around a range of individual circumstances such as working mothers, those with other caring responsibilities, promotion journeys, how to build a research grant application.	By sharing stories around different circumstances, we can raise awareness and empathy for those around us.	A, D	i) 6 case studies published on SharePoint Department site; 3 per year.	Apr 2024 to Mar 2026	Leo, James	EDIT
ii) Ensure that case studies remain contemporary by reviewing the appropriateness of the case studies each year and commissioning additional case studies if necessary.					Apr 2026 to Mar 2028			
3.5	Evaluate ways in which we can increase how a range of opinions are heard; Pilot 3 studies, 1 per annum over the next 3 years (e.g. workshops, qualitative surveys)	We appreciate that we currently don't have a resolution to this problem. We advocate benchmarking other Departments (internal and external to the University) to establish some initiatives to trial.	A	i) Evaluate new methods of consulting staff and students and make changes to current system to encourage participation	Jul 2024 to Jun 2025	Leo, James	EDIT	
				ii) Measure engagement and improvement in culture survey responses; 80% of those surveys report that they feel their opinions are heard.	Jul 2026 to Jun 2027			

	3.6	Create a network of mentors for our female students from our alumni and wider community	We want to nurture our female students beyond the courses at Bath. Our Alumni are well-placed to do this, as are those companies that know Bath and work with us. We want to foster a community of encouragement and continue to encourage our students and engage our alumni.	D	i) Mentoring scheme is set up with alumni and beyond (e.g. placement companies). Guidance materials produced to support mentors and mentees, and mentoring schemes lead appointed.	Jul 2024 to Jul 2025	Leo, James	SEO
					ii) Every female student is offered a mentor by the end of their second year.	Aug 2025 to Jul 2027		
					iii) Evaluate mentoring scheme and make adjustments if necessary	Aug 2028 to Dec 2028		
	3.7	Evaluate the proportion of female UG students (compared with male) wishing to continue in engineering upon graduation and understand the reasons why if they don't; compare with HESA data to understand career progression longer term	We would like to understand if we, as a Dept are contributing to the "leaky pipeline" and losing female students from engineering in greater proportions than male.	D	i) Establish an annual survey of final year students early in the academic year to ascertain their career intentions and assess whether there are differences between females and males. If necessary, explore any differences in greater depth using interviews/focus groups, etc.	Sep 2023 to Aug 2025	Leo, James	SEO, EDIT
					ii) Using the results of the research into career intentions, develop actions to address the reasons for specific groups deciding not to proceed in an engineering-related career	May 2024 to Aug 2023		
	3.8	Examine the leavers' data for research staff in detail to determine why the leaving rates for females are higher than those for males. Present actions to	We would like to understand why women leave and if this occurs for different reasons to male peers.	D	i) Establish the collection leavers' data for research staff, including collecting the reasons for decisions, and ascertain whether there are any gendered patterns.	Sep 2024 to Aug 2026	Leo, James	PDRA co-ordinator

		reduce the leaving rates for females.			ii) If gendered patterns become apparent in leavers' data develop actions to address the reasons for some groups deciding not to proceed with an engineering-related careers.	Sep 2026 to Aug 2027			
Identify ways in which we can increase diversity within the Department and generate specific actions	3.9	Develop a "Cultural Calendar"	We would like an easy to find resource where we can learn about one-another's cultural events.	A, D	Cultural calendar page on Departmental SharePoint site developed and publicised.	Jan 2024 to Sep 2024	Leo, James	EDIT	
	3.10	Increase attendance and engagement of EDI Team members	Whilst we have a large and broad EDIT membership, this needs to be backed up by attendance and engagement.		i) Monitor attendance of EDI Team members and ascertain reasons for non-attendance. If appropriate, take action to increase attendance.	Sep 2023 to Aug 2024	Leo, James	EDIT	
					ii) All EDIT members attend at least 75% of meetings/events.	Sep 2024 to Aug 2025			
	3.11	Assemble a working group on culture to be responsible for promoting cultural aspects within the Department	We'd like a small working group to be responsible for promoting cultural aspects within the Dept.		B, D	i) Cultural Working Group established, and terms of reference agreed.	Sep 2023 to Jan 2024	Leo, James	EDIT
						ii) Cultural Working Group meeting at least twice a year.	Feb 2024 to Jan 2026		
3.12	Increase awareness of the ability to uplift female applicants to shortlist when recruiting staff and researchers via Dept meetings and recruitment panel chair training	Policy has improved but implementation has yet to follow; this action will increase awareness to promote implementation.		D	i) Ensure that all recruitment panels are aware that all shortlists should contain at least one female candidate by ensuring that all chairs are aware that the highest ranked female candidate may be promoted to the shortlist.	Jan 2024 to Dec 2024	Leo, James	HoD, Dept Co-ord	
					ii) Introduce annual monitoring of shortlists.	Jan 2024 to Jan 2026			

	3.13	Guest speakers at Dept seminars to be more diverse	More diversity in role models is required (as per 2023 culture survey)	D	i) Introduce annual targets for department seminars of 25% female and 50% non "white male".	Sep 2023 to Aug 2025	Leo, James	Seminar Co-ord
					ii) Establish annual monitoring of seminar speakers. If targets are not met, hold discussion with seminar organisers. Confirm or revise targets annually as required.	Jul 2024 to Jul 2026		
	3.14	Dept seminars to cover a broad range of topics	More diversity in role models is required (as per 2023 culture survey)	D	Monitor the topics covered in research seminars annually and feedback to seminar organisers where EDIT agrees that a more diverse range of topic would be desirable.	Jul 2024 to Jul 2026	Leo, James	Seminar Co-ord
Facilitate a welcoming and informative start to life in the Department for new staff (academic, admin, technical and research) and students (undergraduates and postgraduates).	3.15	Introduce a welcome lunch with peers and range of staff in Department	Ensure a positive, welcoming and inclusive experience for our new starts	D	Introduce the practice of holding welcome lunches for all new members of staff (including PDRA) on the first day wherever possible. Ensure that at least 90% of these lunches are held on the first day.	Oct 2023 to Sep 2025	Leo, James	HoD, Dept Co-ord
	3.16	Ensure new starts are identifiable in the Department	Ensure a positive, welcoming and inclusive experience for our new starts	D	Ensure that the HoD / Line manager / PI sends a welcome email introducing new members of staff – including PDRAs.	Oct 2023 to Sep 2025	Leo, James	HoD, Dept Co-ord

Embed inclusivity across taught units through teaching content and practice	3.17	Deliver content on designing for Intersectionality in year 1 to all UG	Promote intersectionality and inclusivity across the curriculum from year 1	D	Add a timetabled slot with Year 1 students via Year 1 tutor to deliver content on designing for intersectionality to underpin the EDI pillar in the curriculum.	Oct 2023 to Dec 2026	Leo, James	Year 1 tutor
	3.18	Improve diversity of teaching and GTA representation across all years of UG programmes	More diversity in role models is required (as per 2023 culture survey)	D	i) Ensure all UG see at least 20% female teaching content each year on average across the programme.	Sep 2023 to Aug 2025	Leo, James	DoT / Senior Tutor
					ii) Establish an annual review of teaching delivery to confirm that all UG are seeing at least 20% female teaching content each year	May 2024 to May 2025		
	3.19	Review open day material / presentations / marketing / banners for inclusivity	More diversity in role models is required (as per 2023 culture survey)	D	Ensure that there are no all White, male groups shown in materials used for open days/ presentations / marketing / banners.	Sep 2023 to Feb 2024	Leo, James	Admissions Tutor
	3.20	Investigate why female UG students are more likely to take the BEng route	36% of BEng Mech Eng UG are female compared with 10% MEng	D	i) Conduct investigation conducted into why females are more likely to undertake BEng courses than males.	Sep 2024 to May 2025	Leo, James	DoS, SEO
ii) Use findings from investigation to make changes so that the proportion of female UGs undertaking BEng courses falls to					Jun 2025 to Jul 2027			
Subtheme 4: Work, Pay & Recognition								
Non-promotable tasks	4.1	Ensure that time taken to support staff recruitment recognised	Ensure NPT are captured and allow analysis by gender	C	Establish practice of including time spend on staff recruitment in workload calculations, taking into account the number of applicants for each post.	Jan 2024 to Dec 2024	Anna, Vincent	HoD, HoG
	4.2	Understand the reasons for non-attendance at seminars whether related	Understand reasons why some do/don't attend Dept seminars	C	i) Introduce measurement of attendance at weekly seminars by gender.	Sep 2023 to Aug 2024	Anna, Vincent	Dept Co-ord

		to workload or other reasons.			ii) Once baseline data has been established, find out why students do not attend seminars and ascertain whether that are any gendered reasons. If there are, design actions to address the gender gap in attendance.	Sept 2024 to Aug 2026		
	4.3	Improve the mechanism for recognising NPTs in workload	Ensure NPT are captured and allow analysis by gender (with potential to add to WLM)	C	i) Identify what tasks are classed as Non-Promotable Tasks ii) Identify how to record these tasks and put a system in place iii) All NPTs recorded at Department level	Oct 2024 to Dec 2024 Jan 2025 to Jun 2025 Jul 2025 to Jul 2027	Anna, Vincent	Dept Co-ord, DoA
	4.4	Understand NPTs for Professional and Technical Services personnel	Capture NPTs and create action plan to address and increase visibility of issues	C	i) Hold workshops with appropriate Professional and Technical Services personnel to understand better and identify NPTs ii) Develop actions to address issues identified.	Jul 2024 to Dec 2024	Anna, Vincent	DoA
	4.5	Ensure equitable allocation of gender across committee roles (inc WLM)	Report back outcomes from the above actions to ensure transparency	C	Establish the practice whereby the EDI Team to monitor committee make up annually and feedback for action where issues of under (or over) female representation are identified.	Aug 2024 to Aug 2026	Anna, Vincent	EDIT
Recognition	4.6	Monitor diversity of recognising excellence & contribution point awards & improve visibility	There is a need to ensure that there is no gender bias in the nominations for recognising excellence & contribution point awards and to improve the transparency of the process.	C	i) Ensure that awards and nominations are not gender bias by reviewing nominations and work to improve transparency such that at least 80% of staff agree that the process is transparent in the staff survey.	Jul 2024 to Jul 2026	Anna, Vincent	Ops Manager

					ii) Ensure that winners are announced via SharePoint Departmental site.	Jul 2024 to Jul 2026		
4.7	Ensure that feedback is provided to nominees and winners of recognising excellence awards	Feedback allows those nominated to understand what their colleagues appreciate about their work	C	i) Identify individual to deliver feedback about recognising excellence awards and process.	Apr 2024 to May 2024	Anna, Vincent	Dept Co-ord, DoA	
				ii) Establish practice of providing feedback to all winners and nominees of recognising excellence awards following the May and November rounds.	May 2024 to May 2026			
4.8	Ensure that outreach is recognised	This important task needs to be recognised throughout the Dept and in doing so, encourage others to partake	C	i) Ensure that outreach activity is published on the SharePoint Department site (including prize awards)	Jul 2024 to Jul 2026	Anna, Vincent	Outreach Co-ord	
				ii) Establish regular publicising of outreach reporting process in departmental meetings	Oct 2023 to Oct 2025			
4.9	Improve the transparency of promotion criteria	Only 33% of PS&T staff thought that the promotion process was fair and transparent and 58% of Academics feeling that the criteria was clearly articulated.	C	i) Establish annual promotion workshop sessions with those interested in promotion	May 2024 to May 2026	Anna, Vincent	HoD, Profs, Dept Co-ord, HoA	
				ii) 80% of staff agree that the promotion system is clear and transparent in staff survey	May 2024 to May 2026			
4.10	Investigate promotion / staff turnover within Professional and Technical Services to understand any key issues (does lack of	Understanding issues will help put actions in place to address promotion and staff turnover issues	C	i) Hold workshops with Professional and Technical Services to identify and understand any key issues around progression and staff turnover.	Apr 2024 to Jun 2024	Anna, Vincent	DoA	

		promotion / opportunities lead to higher staff turnover?)			ii) based on the finding from the workshop(s), design actions to address any issues that can be tackled by the department.	Jul 2024 to Jul 2026		
Subtheme 5: Space & Facilities								
Sanitary provision	5.1	Review gendered toilet and shower provision	Current offerings may not be appropriate across genders - a review is needed	D	i) Evaluate current provision of gender neutral toilets and showers and identify if changes are needed and, if so, design actions to implement those changes.	Dec 2023 to May 2024	Vimal, Hui	EDIT, Estates Lead
					ii) Implement the actions to bring about the changes needed.	Jun 2024 to Jun 2025		
	5.2	Produce a map of faculty toilet and shower provisions - including gender and accessibility	Provide greater information for all regarding provisions	D	Produce a map of faculty toilet and shower provisions - including gender and accessibility. Include the map in the Departmental eHandbook site.	Jun 2024 to Aug 2024	Vimal, Hui	EDIT, Estates Lead
Inclusive spaces	5.3	Create a communal outdoor area for staff and PGR	To provide an outdoor communal space (and make better use of the currently unused space)	A, D	i) Agree plans for the regeneration quad space and balcony to provide a communal outdoor space for staff and PGRs	Dec 2023 to May 2024	Vimal, Hui	EDIT, Estates Lead
					ii) Carry out work and open space.	Jun 2024 to May 2025		
	5.4	Provide bookable reflective / online meeting spaces for individuals working in shared offices	Provide safe space for individuals who are not comfortable making calls or holding online meetings in shared spaces, or want to have some separation from those that are doing so	D	i) Provide 3 separate booths / areas for individuals working in shared offices.	May 2024 to Sep 2024	Vimal, Hui	EDIT, Estates Lead, Dept Co-ord
ii) Review usage of booths/spaces and increase provision if needed					Sep 2025 to Jun 2026			

	5.5	Use the Charging Station (common room) to promote interaction within the Dept	To increase interactions within the space but there are currently no proven concepts for doing so, therefore a pilot study is needed	A, D	i) Design and pilot 3 different creativity / collaborative activities	May 2024 to May 2025	Vimal, Hui	EDIT
					ii) Measure engagement in Dept survey - 80% to report having engaged in at least one activity over 2 years	Jun 2025 to Jun 2026		
Subtheme 6: Events & Activities								
Events Team	6.1	Facilitate set up of an Events Team	Events team will have responsibility for co-ordinating social and work events (workloaded) to remove this as a NPT from others who are already overburdened	A	Events Team set up, and is meeting 4 times per year	Jan 2024 to Jan 2026	Lee, Jess	EDIT
	6.2	Events Team to create 12 monthly SharePoint calendar of events to include religious and cultural celebrations, social activities, Dept and Faculty collaborative events, etc.	Provides visibility across the Dept of different events, to facilitate planning and transparency of diversity of events	A	Establish calendar of events including religious and cultural celebrations, social activities, Department and Faculty collaborative events, etc produced and published on Department eHandbook site. Calendar is updated regularly.	Mar 2024 to Mar 2026	Lee, Jess	EDIT, Dept Co-ord
	6.3	Introduce a method for collecting new ideas for events or advising of cultural / religious celebrations	Facilitates input from as many as possible who may not wish to speak up ordinarily	A	i) Method for collecting new ideas for events or advising of cultural / religious celebrations set up	Feb 2024 to Feb 2025	Lee, Jess	EDIT, Dept Co-ord, Events
					ii) EDIT regularly monitors suggestions given and reports back to Department	Sep 2024 to Sep 2025		
6.4	Events Team to set up and manage a "Celebration" space in the Charging Station (common room) with a monthly theme	Increasing inclusivity and awareness of the diverse range of cultures we have in the Dept	A	"Celebration" space created in the Charging Station with monthly themes.	Apr 2024 to Apr 2026	Lee, Jess	EDIT, Events	

	6.5	Events Team to identify points of contact / celebration leads	Share the workload of the event planning across the Department	A	Points of contact / celebration leads identified.	Nov 2024	Lee, Jess	EDIT, Events
Events	6.6	Provide more social events	Many Culture Survey responses requested more social events	A	i) Three cross Department social events held each year	Dec 2023 to Dec 2025	Lee, Jess	EDIT, Events
					ii) Engagement is monitored. Feedback shows that everyone who wants to has attended at least one event	Dec 2024 to Dec 2025		
	6.7	Establish an annual Department-wide event (including UG)	Increase inclusivity and sense of belonging across the whole Mech Eng community	A	Annual Department-wide event established	Jan 2024 to Jan 2026	Lee, Jess	EDIT, Events
Subtheme 7: Communication & Relationship Building								
Facilitating Communication	7.1	Use the monthly newsletter to direct more traffic to the eHandbook, e.g. to photo boards, etc.	Ensure that our communication paths are working and the information in the eHandbook is being accessed	B	i) Monitor clicked links and engagement with Department eHandbook. Use data to assess success of publicity.	Jan 2024 to Dec 2024	Yvonne, Jens	Ops Manager
					ii) Use an intercept survey (quick) to assess orientation and use data to make changes if necessary.	Jan 2024 to Dec 2024		
	7.2	Introduce a departmental meeting agenda item: "What's new on the eHandbook?"	Ensure that our communication paths are working and the information in the eHandbook is being accessed	B	Agenda item on "What's new on the eHandbook?" established as a regular agenda item in Departmental meetings.	Jan 2024 to Dec 2024	Yvonne, Jens	Dept Co-ord
	7.3	Create a SharePoint site to communicate Department wide news stories, staff profiles, events, etc.	Regular communication and central space for Department activities	A, B	i) SharePoint site to communicate Department wide news stories, staff profiles, events, etc. created and populated	Apr 2024 to Dec 2024	Yvonne, Jens	Dept Co-ord, Ops Manager
					ii) Practice of updating the SharePoint site at least monthly in place.	Jan 2025 to Dec 2025		

	7.4	Create a PGR - Staff forum where issues can be raised and discussed	Safe space for PGR to raise issues, etc. similar to UG SSLC	A	PGR - Staff forum established and running with meetings held once per semester.	Sep 2023 to Sep 2025	Yvonne, Jens	PGR DoS, PGR Reps
Building Relationships	7.5	Increase uptake for the Faculty Mentoring Scheme	The scheme has proven successful so far, but uptake needs improving if the scheme is to continue to tackle actions from the previous action plan.	A, B	At least 10 new pairs of mentees and mentors in the Faculty Mentoring Scheme established each year	Sep 2023 to Sep 2025	Yvonne, Jens	Faculty Mentoring lead
	7.6	Build on the reverse mentoring pilot scheme by increasing promotion, including creation of a promotional video with current pairings	The scheme has proven successful so far, but uptake needs improving if the scheme is to continue to tackle actions from the previous action plan.	A	i) Increase publicity for the reverse mentoring scheme, including creation of a promotional video with current pairings.	Sep 2023 to Sep 2024	Yvonne, Jens	Faculty Mentoring lead
					ii) At least 10 new pairs of mentees and mentors in the reverse mentoring pilot established each year	Sep 2023 to Sep 2025		
7.7	Set up structured but informal "Getting to know you" lunches / events with 3MT style talks	Aimed to improve inclusivity, respect and allow people to develop safe spaces to have their voices heard.	A, D	i) At least two informal "Getting to know you" lunches / events with 3MT style talks held each year.	Apr 2024 to Apr 2026	Yvonne, Jens	Dept Co-ord, Events	
				ii) All staff and PGR to attend at least one event per year	Apr 2024 to Apr 2026			

Table 8. Suggested timelines for Actions (by quarter)

Objective	No.	Action Description	Sep-23	Jan-24	Apr-24	Jul-24	Sep-24	Jan-25	Apr-25	Jul-25	Sep-25	Jan-26	Apr-26	Jul-26	Sep-26	Jan-27	Apr-27	Jul-27	Sep-27
Subtheme 1: Behaviours and Education																			
Increase education around gender in the Dept	1.1	All members of Dept inc. PGR to undertake gender policy and guidance training		x	x	x	x	x	X	x	x	x	x	x	x				
	1.2	Identify and provide resources around appropriate terminology	x																
Training and support	1.3	All staff should be trained for undertaking <u>and</u> receiving appraisal as appropriate	x	x	x	x	x	x	X	x	x	x	x	x					
	1.4	Awareness of available training for technical and professional services staff		x			x				x				x				
	1.5	Time to do training and allocation				x	x	x	x										
Bullying and harassment	1.6	Education about reporting behaviours - what happens?				x	x	x	x	x									
	1.7	External support for difficult conversations				x	x	x	x	x									
Subtheme 2: Support & Mental Wellbeing																			
Increase support and structure for PDRAs	2.1	All PDRA to be offered a buddy in a different location and outside of research group upon arrival (by PDRA co-ordinator)		x	x	x	x	x	x	x	x	x	x	x	x				
	2.2	Ensure PIs inform the Department of arrival of new PDRAs in order that induction can take place	x	x	x	x	x	x	x	x	x								

Objective	No.	Action Description	Sep-23	Jan-24	Apr-24	Jul-24	Sep-24	Jan-25	Apr-25	Jul-25	Sep-25	Jan-26	Apr-26	Jul-26	Sep-26	Jan-27	Apr-27	Jul-27	Sep-27	
Mental health support for PGRs	2.3	all PGR to be allocated a buddy in a different location and outside of research group upon arrival (by Director of Studies)	x	x	x	x	x	x	x	x	x									
	2.4	PGR mental health support email	x	x	x	x	x													
	2.5	Bi-monthly scheduled gathering of all PGR (faculty)			x	x	x	x	x	x	x	x								
Mental health support in general	2.6	More staff to be trained in Mental Health First Aid		x	x	x	x				x				x				X	
Improve awareness of induction process & engagement	2.7	Induction yearly update - for all groups - via Dept Meeting	x				x				x									
Subtheme 3: Inclusivity & Image of Engineering																				
Increase feeling of inclusion within the Department and engineering by recognising the wide range of individual circumstances and removing the barriers that they pose	3.1	Period products to be placed in all toilets	x	x	x	x	x													
	3.2	Care packs for those with new-borns		x																
	3.3	Pronouns in email signatures	x	x	x	x	x													
	3.4	Create case studies around a range of individual circumstances			X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	3.5	Evaluate ways in which we can increase how a range of opinions are heard; Pilot 3 studies, 1 per annum over the next 3 years			x	x					x				x					
	3.6	Create a network of mentors for our female students from our alumni and wider community			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Objective	No.	Action Description	Sep-23	Jan-24	Apr-24	Jul-24	Sep-24	Jan-25	Apr-25	Jul-25	Sep-25	Jan-26	Apr-26	Jul-26	Sep-26	Jan-27	Apr-27	Jul-27	Sep-27
	3.7	Evaluate the proportion of female UG students (compared with male) wishing to continue in engineering upon graduation and understand the reasons why if they don't; compare with HESA data to understand career progression longer term	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	3.8	Examine the leavers' data for research staff in detail to determine why the leaving rates for females are higher than those for males. Present actions in order to reduce the leaving rates for females.		x	x	x	x	x	x	x	x	x	x	x					
Identify ways in which we can increase diversity within the Department and generate specific actions	3.9	Develop "Cultural Calendar"		x	x	x	x												
	3.10	Increase attendance and engagement of EDI Team members	x	x	x	x	x	x	x	x									
	3.11	Assemble working group on culture	x	x	x	x	x	x	x	x	x								
	3.12	Increase awareness of the ability to uplift female applicants to shortlist when recruiting staff and researchers via Dept meetings and recruitment panel chair training	x	x	x	x	x	x	x	x	x	x					x		
	3.13	Guest speakers at Dept seminars to be more diverse				x													

Objective	No.	Action Description	Sep-23	Jan-24	Apr-24	Jul-24	Sep-24	Jan-25	Apr-25	Jul-25	Sep-25	Jan-26	Apr-26	Jul-26	Sep-26	Jan-27	Apr-27	Jul-27	Sep-27
	3.14	Dept seminars to cover a broad range of topics	x	x	x	x	x	x	x	x	x	x	x						
Facilitate a welcoming and informative start to life in the Department for new staff (academic, admin, technical and research) and students (undergraduates and postgraduates).	3.15	Welcome lunch with peers and range of staff in Dept	x	x	x	x	x	x	x	x	x								
	3.16	Ensure new starts are identifiable in the Department	x	x	x	x	x	x	x	x	x								
Embed inclusivity across taught units through teaching content and practice	3.17	Deliver content on Intersectionality in year 1 to all UG	x				x				x				x				
	3.18	Diverse teaching and GTA representation across all years of UG programmes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	3.19	Review open day material / presentations / marketing / banners for inclusivity	x	x															
	3.20	Investigate why female UG students are more likely to take the BEng route	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Subtheme 4: Work, Pay & Recognition																			
	4.1	Time taken to support Staff recruitment recognised		x	x	x	x												

Objective	No.	Action Description	Sep-23	Jan-24	Apr-24	Jul-24	Sep-24	Jan-25	Apr-25	Jul-25	Sep-25	Jan-26	Apr-26	Jul-26	Sep-26	Jan-27	Apr-27	Jul-27	Sep-27
Non-promotable tasks	4.2	Measuring attendance at seminars - understand reasons for non-attendance (workload or other reason)	x	x	x	x	x	x	x	x	x	x	x	x					
	4.3	Mechanism for calling out / recognising NPTs	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	4.4	Understand NPTs for Professional and Technical Services personnel	x	x	x	x													
	4.5	Ensure equitable allocation of gender across committee roles (inc. WLM)				x	x	x	x	x	x	x	x	x					x
Recognition	4.6	Monitor diversity of recognising excellence & contribution point awards & improve visibility				x	x	x	x	x	x	x	x	x					x
	4.7	Feedback to nominees and winners of recognising excellence awards			x	x	x	x	x	x	x	x	x		x				x
	4.8	Recognition of outreach			x	x	x	x	x	x	x	x	x					x	
	4.9	Transparency of promotion criteria			x	x	x	x	x	x	x	x	x						
	4.10	Investigate promotion / staff turnover within Professional and Technical Services to understand any key issues			x	x	x	x	x	x	x	x	x	x					
Subtheme 5: Space & Facilities																			
Sanitary provision	5.1	Review gendered toilet and shower provision	x	x	x	x	x	x	x										
	5.2	Map of faculty toilet and shower provisions - including gender and accessibility			x														

Objective	No.	Action Description	Sep-23	Jan-24	Apr-24	Jul-24	Sep-24	Jan-25	Apr-25	Jul-25	Sep-25	Jan-26	Apr-26	Jul-26	Sep-26	Jan-27	Apr-27	Jul-27	Sep-27
Inclusive spaces	5.3	Create a communal outdoor area for staff and PGR	x	x	x	x	x	x	x										
	5.4	Bookable reflective / online meeting spaces for individuals working in shared offices			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	5.5	Use the Charging Station (common room) to promote interaction within the Dept				x	x	x	x	x	x	x	x						
Subtheme 6: Events & Activities																			
Events Team	6.1	Facilitate set up of an Events Team		x	x	x	x	x	x	x	x	x							
	6.2	Events Team to create 12 monthly SharePoint calendar of events to include religious and cultural celebrations, social activities, Dept and Faculty collaborative events, etc.		x	x	x	x	x	x	x	x	x							
	6.3	Method for collecting new ideas for events or advising of cultural / religious celebrations		x	x	x	x	x	x	x	x								
	6.4	Events Team to set up and manage a "Celebration" space in the Charging Station (common room) with a monthly theme			x	x	x	x	x	x	x	x	x						
	6.5	Events Team to identify points of contact / celebration leads	x																
Events	6.6	More social events	x	x	x	x	x	x	x	x	x								
	6.7	Annual Department wide event (including UG)		x	x	x	x	x	x	x	x	x							
Subtheme 7: Communication & Relationship Building																			

Objective	No.	Action Description	Sep-23	Jan-24	Apr-24	Jul-24	Sep-24	Jan-25	Apr-25	Jul-25	Sep-25	Jan-26	Apr-26	Jul-26	Sep-26	Jan-27	Apr-27	Jul-27	Sep-27
Facilitating Communication	7.1	Use the monthly newsletter to direct more traffic to the eHandbook, e.g. to photo boards, etc.		x	x	x	x												
	7.2	Dept meeting agenda item: "What's new on the eHandbook?"		x	x	x	x												
	7.3	Create a SharePoint site to communicate Department wide news stories, staff profiles, events, etc.			x	x	x	x	x	x	x								
	7.4	Creation of a PGR - Staff forum where issues can be raised and discussed	x	x	x	x	x	x	x	x	x	x	x	x					
Building Relationships	7.5	Increase uptake for the cross FMS	x	x	x	x	x	x	x	x	x								
	7.6	Build on the reverse mentoring pilot scheme - increase promotion, including creation of a promotional video with current pairings	x	x	x	x	x												
	7.7	Structured but informal "Getting to know you" lunches / events with 3MT style talks			x	x	x	x	x	x	x	x	x						

Appendix 1: Culture survey data

To what extent do you agree with the statement: I enjoy working in the Department?

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	10	2	0	42%	17%	0%
Agree	12	7	2	50%	58%	40%
Neutral	2	1	1	8%	8%	20%
Disagree	0	0	1	0%	0%	20%
Strongly disagree	0	2	1	0%	17%	20%
Do not know	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

It is easy to have one's opinion heard in my Department

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	6	2	1	25%	17%	20%
Agree	13	3	1	54%	25%	20%
Neutral	4	2	1	17%	17%	20%
Disagree	0	2	1	0%	17%	20%
Strongly Disagree	1	1	1	4%	8%	20%
Do not know	0	2	0	0%	17%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

It is clear to me how you get onto Department committees

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	7	3	3	29%	25%	60%
Agree	6	4	0	25%	33%	0%
Neutral	8	2	2	33%	17%	40%
Disagree	3	1	0	13%	8%	0%
Strongly Disagree	0	0	0	0%	0%	0%
Do not know	0	2	0	0%	17%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

Within the Department my colleagues and I have social activities

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	4	1	0	17%	8%	0%
Agree	10	5	2	42%	42%	40%
Neutral	6	3	3	25%	25%	60%
Disagree	3	2	0	13%	17%	0%
Strongly Disagree	1	1	0	4%	8%	0%
Do not know	0	0	0	0%	0%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

Within the department there is good visibility of diverse role models for all students and staff

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	3	2	1	13%	17%	20%
Agree	9	2	0	38%	17%	0%
Neutral	9	2	2	38%	17%	40%
Disagree	2	5	2	8%	42%	40%
Strongly Disagree	1	1	0	4%	8%	0%
Do not know	0	0	0	0%	0%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

Academic staff encouraged to raise their profile internally (e.g. by contributing to departmental research seminars and presenting to research sponsors)

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	3	2	1	13%	17%	20%
Agree	14	3	1	58%	25%	20%
Neutral	4	2	3	17%	17%	60%
Disagree	3	2	0	13%	17%	0%
Strongly Disagree	0	1	0	0%	8%	0%
Do not know	0	2	0	0%	17%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

Outreach activities are valued and rewarded in the Department

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	4	1	0	17%	8%	0%
Agree	6	2	0	25%	17%	0%
Neutral	6	2	1	25%	17%	20%
Disagree	4	3	3	17%	25%	60%
Strongly Disagree	1	2	0	4%	17%	0%
Do not know	2	2	1	8%	17%	20%
Not applicable	1	0	0	4%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The department has a strong long-hours culture.

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	2	1	1	8%	8%	20%
Agree	8	4	3	33%	33%	60%
Neutral	7	2	1	29%	17%	20%
Disagree	5	4	0	21%	33%	0%
Strongly Disagree	2	0	0	8%	0%	0%
Do not know	0	1	0	0%	8%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The Head of Department and senior academic staff lead and champion good practice for under-represented groups, and are committed to positive change

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	3	4	1	13%	33%	20%
Agree	9	2	0	38%	17%	0%
Neutral	7	2	1	29%	17%	20%
Disagree	1	4	1	4%	33%	20%
Strongly Disagree	0	0	1	0%	0%	20%
Do not know	4	0	1	17%	0%	20%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The Department has an inclusive and supportive culture

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	7	3	1	29%	25%	20%
Agree	11	2	1	46%	17%	20%
Neutral	3	2	0	13%	17%	0%
Disagree	0	4	1	0%	33%	20%
Strongly Disagree	1	1	1	4%	8%	20%
Do not know	1	0	1	4%	0%	20%
Not applicable	1	0	0	4%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

To what extent do you agree with the statement: I feel respected in the Department?

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	7	2	1	29%	17%	20%
Agree	12	4	1	50%	33%	20%
Neutral	4	4	1	17%	33%	20%
Disagree	1	1	0	4%	8%	0%
Strongly disagree	0	1	2	0%	8%	40%
Do not know	0	0	0	0%	0%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

To what extent do you agree with the statement: I am satisfied with the induction process into the department?

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	1	1	0	4%	8%	0%
Agree	6	3	1	25%	25%	20%
Neutral	5	3	0	21%	25%	0%
Disagree	0	1	0	0%	8%	0%
Strongly Disagree	0	0	0	0%	0%	0%
Do not know	9	2	3	38%	17%	60%
Not applicable	3	2	1	13%	17%	20%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The Department provides enough support for me to do my job on a day-to-day basis

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	7	2	0	29%	17%	0%
Agree	12	3	1	50%	25%	20%
Neutral	3	4	1	13%	33%	20%
Disagree	2	2	2	8%	17%	40%
Strongly Disagree	0	1	1	0%	8%	20%
Do not know	0	0	0	0%	0%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The Department's support for Maternity, Paternity, Parental and Adoption leave are fair and inclusive

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	5	2	0	21%	17%	0%
Agree	4	1	0	17%	8%	0%
Neutral	2	1	0	8%	8%	0%
Disagree	1	1	0	4%	8%	0%
Strongly Disagree	1	1	1	4%	8%	20%
Do not know	9	3	2	38%	25%	40%
Not applicable	2	3	2	8%	25%	40%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The Department is supportive upon return from Maternity, Paternity, Parental and Adoption leave

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	5	1	0	21%	8%	0%
Agree	3	1	0	13%	8%	0%
Neutral	2	0	0	8%	0%	0%
Disagree	1	2	0	4%	17%	0%
Strongly Disagree	0	1	1	0%	8%	20%
Do not know	10	2	2	42%	17%	40%
Not applicable	3	5	2	13%	42%	40%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The Department's support for flexible working is fair and inclusive

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	6	3	1	25%	25%	20%
Agree	13	4	1	54%	33%	20%
Neutral	3	3	0	13%	25%	0%
Disagree	0	1	1	0%	8%	20%
Strongly Disagree	0	1	1	0%	8%	20%
Do not know	2	0	0	8%	0%	0%
Not applicable	0	0	1	0%	0%	20%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The Department provides enough opportunities to be mentored to support your career development

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	7	4	0	29%	33%	0%
Agree	13	4	2	54%	33%	40%
Neutral	1	2	1	4%	17%	20%
Disagree	1	2	1	4%	17%	20%
Strongly Disagree	0	0	0	0%	0%	0%
Do not know	1	0	0	4%	0%	0%
Not applicable	1	0	1	4%	0%	20%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The Department follows a clear and fair policy on how career breaks are considered in relation to appointment, selection, personal circumstances, and promotions

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	4	0	0	17%	0%	0%
Agree	2	1	0	8%	8%	0%
Neutral	3	1	1	13%	8%	20%
Disagree	2	1	2	8%	8%	40%
Strongly Disagree	0	2	0	0%	17%	0%
Do not know	10	4	1	42%	33%	20%
Not applicable	3	2	1	13%	17%	20%
No answer	0	1	0	0%	8%	0%
Totals	24	12	5	100%	100%	100%

The guidance and criteria for promotion are clearly articulated

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly agree	7	3	0	29%	25%	0%
Agree	8	2	4	33%	17%	80%
Neither agree or disagree	4	2	0	17%	17%	0%
Disagree	2	3	1	8%	25%	20%
Strongly disagree	2	1	0	8%	8%	0%
Do not know	0	1	0	0%	8%	0%
Not applicable	1	0	0	4%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

I am supported in setting and tracking targets with respect to promotion and career progression

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly agree	6	1	0	25%	8%	0%
Agree	9	4	1	38%	33%	20%
Neither agree or disagree	5	4	3	21%	33%	60%
Disagree	2	3	0	8%	25%	0%
Strongly disagree	1	0	0	4%	0%	0%
Do not know	0	0	0	0%	0%	0%
Not applicable	1	0	1	4%	0%	20%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

My workload leads me to work long hours:

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Always	7	3	3	29%	25%	60%
Often	7	6	0	29%	50%	0%
Sometimes	8	3	2	33%	25%	40%
Seldom	2	0	0	8%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

Have you completed an appraisal (SDPR or Probation review) within the last 12 months?

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Yes	19	9	4	79%	75%	80%
No	5	3	0	21%	25%	0%
Not sure	0	0	1	0%	0%	20%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

Are you involved in recruitment of new staff?

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Yes	10	9	4	42%	75%	80%
No	14	3	1	58%	25%	20%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

Do you always include a statement on inclusivity on job adverts?

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Yes	9	9	4	38%	75%	80%
No	1	0	0	4%	0%	0%
No answer	14	3	1	58%	25%	20%
Totals	24	12	5	100%	100%	100%

Are you able to meet University target of no all-male / all-female shortlisting panels for recruitment activities?

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Yes, always	8	8	3	33%	67%	60%
Yes, sometimes	2	1	1	8%	8%	20%
No	0	0	0	0%	0%	0%
No answer	14	3	1	58%	25%	20%
Totals	24	12	5	100%	100%	100%

Are you able to meet University target of no all-male / all-female interview panels for recruitment activities?

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Yes, always	9	8	3	38%	67%	60%
Yes, sometimes	1	1	1	4%	8%	20%
No	0	0	0	0%	0%	0%
No answer	14	3	1	58%	25%	20%
Totals	24	12	5	100%	100%	100%

Are you aware that, if there are no female candidates on the shortlist, you can ask HR to also shortlist the highest scoring female candidate?

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Yes	6	8	2	25%	67%	40%
No	12	4	0	50%	33%	0%
Not sure	6	0	3	25%	0%	60%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The training provided by HR for undertaking appraisals is adequate

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly agree	0	1	0	0%	8%	0%
Agree	2	1	1	8%	8%	20%
Neither agree or disagree	4	0	2	17%	0%	40%
Disagree	4	3	0	17%	25%	0%
Strongly disagree	0	0	0	0%	0%	0%
Do not know	2	1	0	8%	8%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	12	6	2	50%	50%	40%
Totals	24	12	5	100%	100%	100%

I am aware of the support mechanisms in place when you become aware of or are subjected to harassment, bullying or discrimination

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	2	3	1	8%	25%	20%
Agree	14	4	2	58%	33%	40%
Neutral	3	1	2	13%	8%	40%
Disagree	4	4	0	17%	33%	0%
Strongly Disagree	0	0	0	0%	0%	0%
Do not know	1	0	0	4%	0%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The Department takes bullying, harassment and discrimination seriously

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	8	3	0	33%	25%	0%
Agree	8	2	3	33%	17%	60%
Neutral	5	1	0	21%	8%	0%
Disagree	2	5	2	8%	42%	40%
Strongly Disagree	0	0	0	0%	0%	0%
Do not know	1	1	0	4%	8%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

If incidences of bullying, harassment and discrimination were reported, I believe they would be dealt with effectively by the Department

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	7	1	1	29%	8%	20%
Agree	8	4	1	33%	33%	20%
Neutral	4	1	0	17%	8%	0%
Disagree	3	3	1	13%	25%	20%
Strongly Disagree	0	1	1	0%	8%	20%
Do not know	2	2	1	8%	17%	20%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

The University takes bullying, harassment and discrimination seriously

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	8	2	1	33%	17%	20%
Agree	10	4	2	42%	33%	40%
Neutral	3	2	1	13%	17%	20%
Disagree	2	3	1	8%	25%	20%
Strongly Disagree	0	0	0	0%	0%	0%
Do not know	1	1	0	4%	8%	0%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

If incidences of bullying, harassment and discrimination were reported, I believe they would be dealt with effectively by the University

	Man	Woman	Oth/PNTS /Non-bin	Man	Woman	Oth/PNTS /Non-bin
Strongly Agree	7	1	1	29%	8%	20%
Agree	8	4	0	33%	33%	0%
Neutral	4	2	2	17%	17%	40%
Disagree	2	4	1	8%	33%	20%
Strongly Disagree	1	0	0	4%	0%	0%
Do not know	2	1	1	8%	8%	20%
Not applicable	0	0	0	0%	0%	0%
No answer	0	0	0	0%	0%	0%
Totals	24	12	5	100%	100%	100%

Appendix 2: Data tables

1. Students at UG, PGT, PGR level

UG Students (MEng and BSc Students)

Table 9: Total undergraduate student numbers by year, gender, and full time or part time status, 2013/14 to 2021/22

Year	Gender	Total	FT	PT	%PT
2013/14	Female	107	107	0	0.0%
	Male	766	765	1	0.1%
	% Female	12%	12%	0%	
2014/15	Female	109	109	0	0.0%
	Male	804	803	1	0.1%
	% Female	12%	12%	0%	
2015/16	Female	106	106	0	0.0%
	Male	857	856	1	0.1%
	% Female	11%	11%	0%	
2016/17	Female	111	111	0	0.0%
	Male	898	897	1	0.1%
	% Female	11%	11%	0%	
2017/18	Female	117	117	0	0.0%
	Male	952	950	2	0.2%
	Non-binary	1	1	0	0.0%
	% Female	11%	11%	0%	
2018/19	Female	126	126	0	0.0%
	Male	995	995	0	0.0%
	Non-binary	1	1	0	0.0%
	% Female	11%	11%	-	
2019/20	Female	142	141	1	0.7%
	Male	1011	1011	0	0.0%
	Non-binary	2	2	0	0.0%
	% Female	12%	12%	100%	
2020/21	Female	160	160	0	0.0%
	Male	1052	1052	0	0.0%
	Non-binary	2	2	0	0.0%
	% Female	13%	13%	-	
2021/22	Female	174	174	0	0.0%
	Male	1037	1037	0	0.0%
	Non-binary	4	4	0	0.0%
	% Female	14%	14%	-	

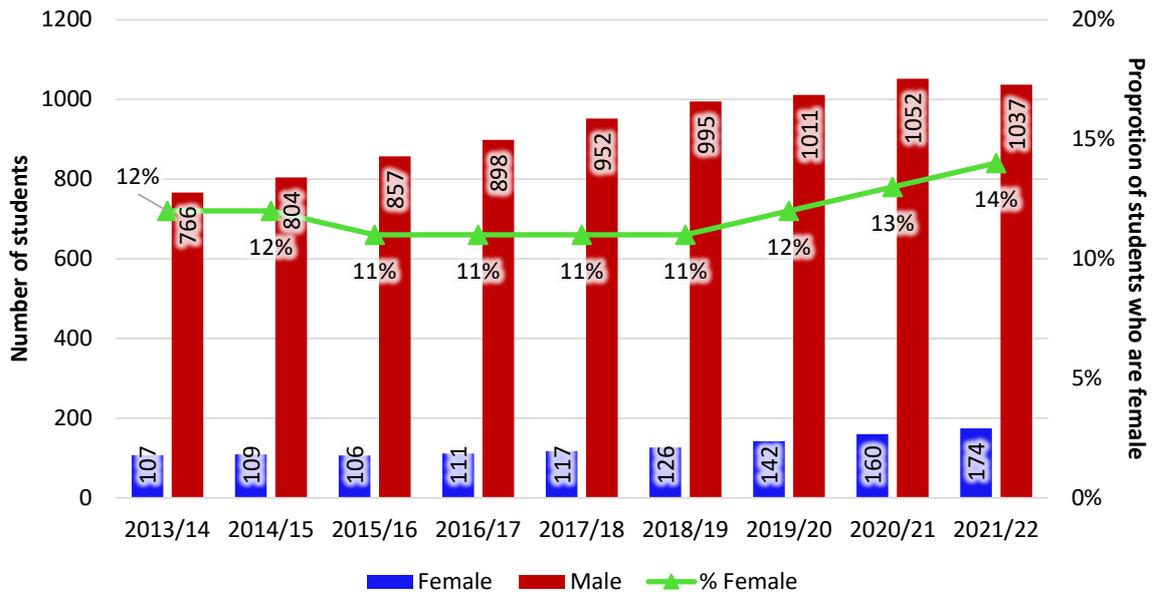


Figure 7: Undergraduate student numbers by gender, and proportion of students who are female, 2013/14 to 2021/22

Table 10: MEng and BEng Undergraduate students in their fourth year by programme and gender, 2022/23

Degree programme	Female			Male		
	MEng	BEng*	% MEng	MEng	BEng*	% MEng
Aerospace Engineering	6	1	86%	58	6	91%
Mechanical Engineering	8	4	67%	75	7	91%
Mechanical Engineering with Manuf & Mangt	7	1	88%	16	6	73%
Integrated Design Engineering	5	1	83%	29	1	97%
Mechanical with Automotive Engineering	1	0	100%	25	0	100%
Total	27	7	79%	203	20	91%

* All year 4 BEng students will have completed a placement

Table 11: Number of undergraduate students on each MEng undergraduate programme by year of study and gender, and proportions of females and males on courses incorporating and not incorporating placements, 2022/23

Year of study	Total	Female		Male	
		% Non-Placement	% Placement	% Non-Placement	% Placement
MEng Aerospace Engineering					
1	127	48%	52%	51%	46%
2	82	36%	64%	32%	68%
3	60	13%	88%	29%	65%
4	64	0%	100%	41%	57%
5	44	0%	100%	0%	94%
Total	377	28%	72%	36%	61%
MEng Mechanical Engineering					
1	129	42%	58%	52%	46%
2	109	11%	89%	32%	64%
3	87	38%	62%	18%	78%
4	83	25%	75%	35%	63%
5	52	0%	100%	0%	95%
Total	460	26%	74%	32%	65%
MEng Mechanical Engineering with Manuf & Mangt					
1	3	-	-	67%	0%
2	5	100%	0%	75%	25%
3	16	0%	100%	17%	83%
4	23	57%	43%	38%	63%
5	15	-	-	0%	100%
Total	62	42%	58%	26%	72%
MEng Integrated Design Engineering					
1	11	0%	100%	100%	0%
2	21	40%	60%	38%	56%
3	35	25%	75%	33%	63%
4	34	20%	80%	7%	90%
5	13	0%	100%	0%	100%
Total	114	20%	80%	28%	69%
MEng Mechanical with Automotive Engineering					
1	35	0%	100%	38%	56%
2	23	100%	0%	18%	82%
3	24	50%	50%	14%	86%
4	26	0%	100%	52%	48%
5	12	-	-	0%	100%
Total	120	29%	71%	28%	70%

PGT Students

Table 12: Total taught postgraduate student numbers by year, gender, and full time or part time status, 2013/14 to 2021/22

Year	Gender	Total	FT	PT	%PT
2013/14	Female	7	7	0	0.0%
	Male	47	39	8	17.0%
	% Female	13%	15%	0%	
2014/15	Female	3	3	0	0.0%
	Male	43	43	0	0.0%
	% Female	7%	7%	-	
2015/16	Female	12	12	0	0.0%
	Male	37	37	0	0.0%
	% Female	24%	24%	-	
2016/17	Female	3	3	0	0.0%
	Male	26	26	0	0.0%
	% Female	10%	10%	-	
2017/18	Female	7	7	0	0.0%
	Male	46	46	0	0.0%
	% Female	13%	13%	-	
2018/19	Female	24	24	0	0.0%
	Male	113	113	0	0.0%
	% Female	18%	18%	-	
2019/20	Female	19	19	0	0.0%
	Male	75	75	0	0.0%
	Non-binary	1	1	0	0.0%
	% Female	20%	20%	-	
2020/21	Female	33	33	0	0.0%
	Male	129	129	0	0.0%
	% Female	20%	20%	-	
2021/22	Female	26	26	0	0.0%
	Male	149	149	0	0.0%
	% Female	15%	15%	-	
2022/23	Female	25	25	0	0.0%
	Male	96	96	0	0.0%
	% Female	21%	21%	-	

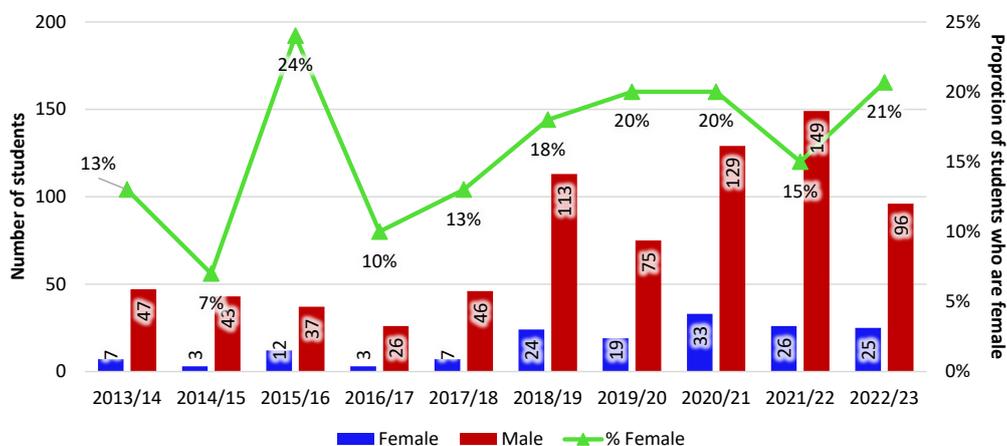


Figure 8: Taught postgraduate student numbers by gender, and proportion of students who are female, 2013/14 to 2022/23

Table 13: PGT Programmes and Student Numbers, 2022/23

PGT Programme	Total students	Female	Male	% Female
MSc Automotive Engineering with Business Management*	7	0	7	0%
MSc Automotive Engineering with Electric Propulsion*	26	1	25	4%
MSc Automotive Technology*	5	0	5	0%
MSc Automotive Technology with Business Management*	1	0	1	0%
MSc Engineering Business Management (study on campus)	39	13	26	33%
MSc Engineering Business Management (study online)*	43	11	32	26%
Total Students	121	25	96	21%

*New programme as of Sept 2022

PGR Students

Table 14: Total research postgraduate student numbers by year, gender, and full time or part time status, 2013/14 to 2021/22

Year	Gender	Total	FT	PT	%PT
2013/14	Female	13	12	1	7.7%
	Male	81	59	22	27.2%
	% Female	14%	17%	4%	
2014/15	Female	11	11	0	0.0%
	Male	88	66	22	25.0%
	% Female	11%	14%	0%	
2015/16	Female	8	8	0	0.0%
	Male	86	65	21	24.4%
	% Female	9%	11%	0%	
2016/17	Female	11	10	1	9.1%
	Male	70	55	15	21.4%
	% Female	14%	15%	6%	
2017/18	Female	9	8	1	11.1%
	Male	76	65	11	14.5%
	% Female	11%	11%	8%	
2018/19	Female	22	21	1	4.5%
	Male	121	98	23	19.0%
	% Female	15%	18%	4%	
2019/20	Female	18	16	2	11.1%
	Male	69	61	8	11.6%
	% Female	21%	21%	20%	
2020/21	Female	21	18	3	14.3%
	Male	123	108	15	12.2%
	% Female	15%	14%	17%	
2021/22	Female	24	21	3	12.5%
	Male	126	113	13	7.7%
	% Female	16%	16%	19%	

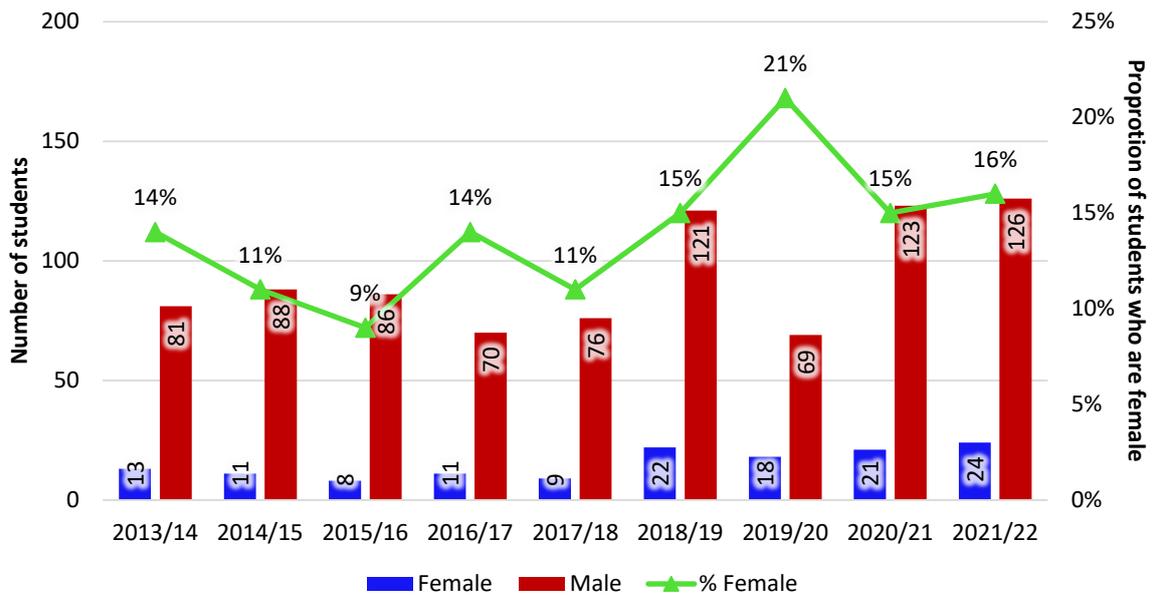


Figure 9: Taught postgraduate student numbers by gender, and proportion of students who are female, 2013/14 to 2021/22

2. Degree Attainment

Undergraduate Degree Attainment

Table 15: Undergraduate degree attainment by year and gender, 2013/14 to 2021/22

Year	Gender/ Distribution	1st	2.1	2.2	3rd	Unclassified	Total
2013/14	Female	6	10	1	0	0	17
	Male	46	73	27	1	0	147
	Total	52	83	28	1	0	164
	Distribution F	35%	59%	6%	0%	0%	-
	Distribution M	31%	50%	18%	1%	0%	-
2014/15	Female	6	11	4	0	0	21
	Male	49	86	17	1	0	153
	Total	55	97	21	1	0	174
	Distribution F	29%	52%	19%	0%	0%	-
	Distribution M	32%	56%	11%	1%	0%	-
2015/16	Female	7	13	2	0	0	22
	Male	60	81	16	3	0	160
	Total	67	94	18	3	0	182
	Distribution F	32%	59%	9%	0%	0%	-
	Distribution M	38%	51%	10%	2%	0%	-
2016/17	Female	7	13	2	0	0	22
	Male	60	81	16	3	0	160
	Total	67	94	18	3	0	182
	Distribution F	32%	59%	9%	0%	0%	-
	Distribution M	38%	51%	10%	2%	0%	-
2017/18	Female	15	7	3	0	0	25
	Male	71	93	17	2	0	183
	Total	86	100	20	2	0	208
	Distribution F	60%	28%	12%	0%	0%	-
	Distribution M	39%	51%	9%	1%	0%	-
2018/19	Female	12	10	0	0	0	22
	Male	79	98	14	0	0	191
	Total	91	108	14	0	0	213
	Distribution F	55%	45%	0%	0%	0%	-
	Distribution M	41%	51%	7%	0%	0%	-
2019/20	Female	9	10	2	0	0	21
	Male	104	82	10	1	0	197
	Total	113	92	12	1	0	218
	Distribution F	43%	48%	10%	0%	-	10%
	Distribution M	53%	42%	5%	100%	-	90%
2020/21	Female	18	9	0	0	0	27
	Male	106	84	17	3	0	210
	Total	124	93	17	3	0	237
	Distribution F	67%	33%	0%	0%	-	11%
	Distribution M	50%	40%	8%	100%	-	89%
2021/22	Female	17	15	0	0	0	32
	Male	116	117	17	0	0	250
	Non-binary	1	0	0	0	0	1
	Total	133	132	17	0	0	283
	Distribution F	53%	47%	0%	0%	-	11%
Distribution M	46%	47%	7%	100%	-	88%	

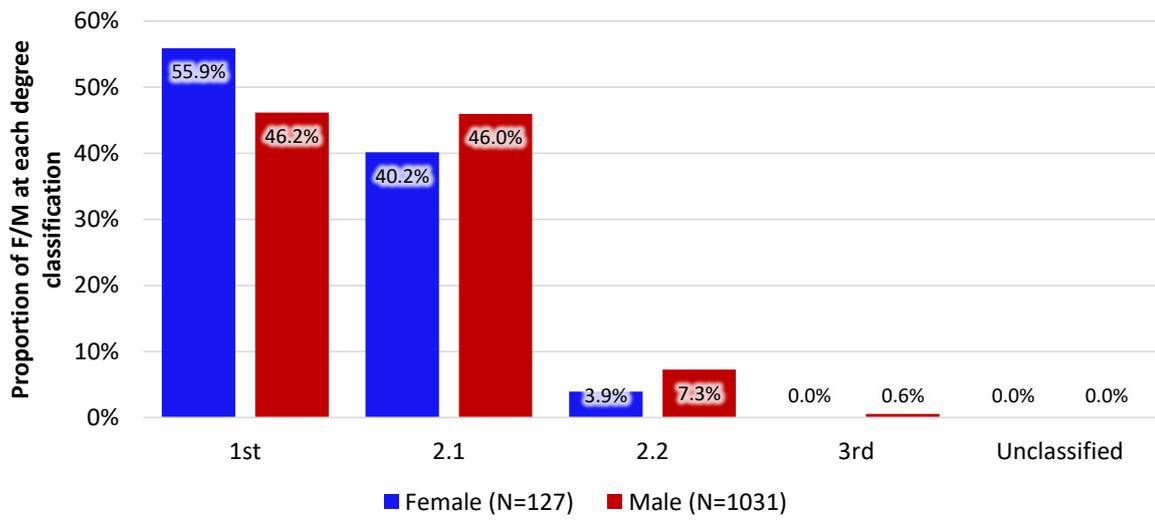


Figure 10: Undergraduate degree attainment by and gender, 2017/18 to 2021/22 combined

Taught Postgraduate Degree Attainment

Table 16: Taught postgraduate degree attainment by year and gender, 2013/14 to 2021/22

Year	Gender/ Distribution	Distinction	Merit	Pass	Not complete	Total
2013/14	Female	0	2	2	0	4
	Male	3	9	14	0	26
	Total	3	11	16	0	30
	Distribution F	0%	50%	50%	0%	-
	Distribution M	12%	35%	54%	0%	-
2014/15	Female	0	2	1	0	3
	Male	1	13	15	0	29
	Total	1	15	16	0	32
	Distribution F	0%	67%	33%	0%	-
	Distribution M	3%	45%	52%	0%	-
2015/16	Female	0	3	5	0	8
	Male	3	11	12	0	26
	Total	3	14	17	0	34
	Distribution F	0%	38%	63%	0%	-
	Distribution M	12%	42%	46%	0%	-
2016/17	Female	0	1	2	0	3
	Male	2	12	11	0	25
	Total	2	13	13	0	28
	Distribution F	0%	33%	67%	0%	-
	Distribution M	8%	48%	44%	0%	-
2017/18	Female	0	4	2	0	6
	Male	4	20	22	0	46
	Total	4	24	24	0	52
	Distribution F	0%	67%	33%	0%	-
	Distribution M	9%	43%	48%	0%	-
2018/19	Female	5	8	3	0	16
	Male	3	44	17	0	64
	Total	8	52	20	0	80
	Distribution F	31%	50%	19%	0%	-
	Distribution M	5%	69%	27%	0%	-
2019/20	Female	4	10	3	0	17
	Male	9	27	25	0	61
	Total	13	37	28	0	78
	Distribution F	24%	59%	18%	-	22%
	Distribution M	15%	44%	41%	-	78%
2020/21	Female	3	7	3	0	13
	Male	11	27	18	0	56
	Total	14	34	21	0	69
	Distribution F	23%	54%	23%	-	19%
	Distribution M	20%	48%	32%	-	81%
2021/22	Female	0	9	2	0	11
	Male	7	34	40	0	81
	Total	7	43	42	0	92
	Distribution F	0%	82%	18%	-	12%
	Distribution M	9%	42%	49%	-	88%

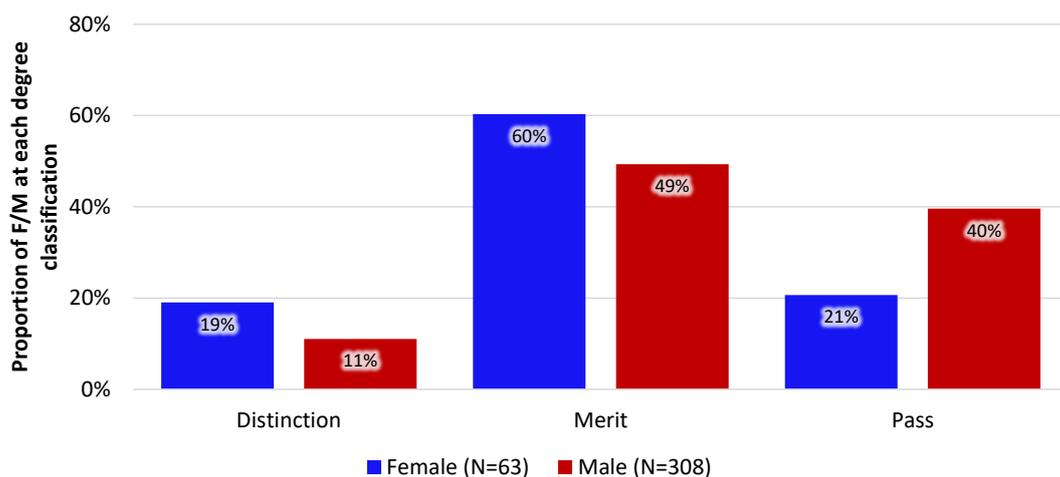


Figure 11: Taught postgraduate degree attainment by gender, 2017/18 to 2021/22 combined

PhD Submission Rates

Table 17: PhD submission rates by cohort entry year and gender, 2010/11 to 2021/22

Cohort Entry Year	Gender	Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2010/11	Female	3	0	0	0	3	100%
	Male	11	0	0	5	16	69%
2011/12	Female	6	1	0	1	8	88%
	Male	6	1	0	4	11	64%
2012/13	Female	0	1	0	0	1	100%
	Male	14	7	0	3	24	88%
2013/14	Female	3	0	0	0	3	100%
	Male	10	4	1	5	20	70%
2014/15	Female	2	0	1	1	4	50%
	Male	3	1	0	10	14	29%
2015/16	Female	0	0	0	0	0	0%
	Male	12	0	2	9	23	52%
2016/17	Female	2	0	0	4	6	33%
	Male	4	0	1	6	11	36%
2017/18	Female	0	0	0	2	2	0%
	Male	7	0	2	13	22	32%
2018/19	Female	1	0	0	3	4	25%
	Male	5	1	5	8	19	32%
Overall	Female	17	2	1	11	31	61%
	Male	72	14	11	63	160	54%

NB: This is a Cohort analysis which looks at the entry points, instead of the year the PGR degree was completed.

Table 18: Number of PGR students going on to Research careers (in academia) by gender and year, 2018 to 2020

Year	No of PGR pursuing academic research (UK)		Total number of PGR (UK)		No of PGR pursuing academic research (Overseas)		Total number of PGR (Overseas)	
	Female	Male	Female	Male	Female	Male	Female	Male
2018	0	1		8		4	1	16
2019	1	1	2	8	1	3	1	8
2020	0	3	1	11		3	1	7

Table 19: Proportions of PGR students going on to Research careers (in academia) by gender and year, 2018 to 2020

Year	% of PGR pursuing academic research (UK)		% of PGR pursuing academic research (Overseas)	
	Female	Male	Female	Male
2018	0	13%		25%
2019	50%	13%	100%	38%
2020	0	27%		43%

3. Academic Staff Grade & Function

Table 20: Academic staff numbers by grade, gender and year, 2017/18 to 2021/22

Grade	Gender	2017/18	2018/19	2019/20	2020/21	2021/22
Grade 5	Female	0	0	0	0	0
	Male	2	0	0	0	0
	% Female	0%	-	-	-	-
Grade 6	Female	0	0	0	2	2
	Male	9	11	11	8	8
	% Female	0%	0%	0%	20%	20%
Grade 7	Female	6	9	7	3	4
	Male	32	24	28	23	28
	% Female	16%	27%	20%	12%	13%
Grade 8	Female	7	9	8	6	6
	Male	27	29	26	21	18
	% Female	21%	24%	24%	22%	25%
Grade 9	Female	4	3	5	5	7
	Male	16	19	20	23	21
	% Female	20%	14%	20%	18%	25%
Professor	Female	1	2	2	2	2
	Male	15	15	14	14	14
	% Female	6%	12%	13%	13%	13%
Other (KTP, research non-scale)	Female	1	1	1	0	0
	Male	2	1	2	1	1
	% Female	33%	50%	33%	0%	0%

Table 21: Academic staff numbers by contract function, gender and year, 2017/18 to 2021/22

Contract Function	Gender	2017/18	2018/19	2019/20	2020/21	2021/22
Academic (Teaching and Research)	Female	10	13	14	12	13
	Male	46	49	49	49	42
	% Female	18%	21%	22%	20%	24%
Teaching	Female	0	1	1	1	2
	Male	5	5	4	7	6
	% Female	0%	17%	20%	13%	25%
Research	Female	8	9	7	5	6
	Male	50	44	46	33	39
	% Female	14%	17%	13%	13%	13%
Total (including other grades)	Female	18	23	22	18	21
	Male	101	98	99	89	87
	% Female	15%	19%	18%	17%	19%

Table 22: Distribution of academci staff between contract functions by gender and year, 2017/18 to 2021/22

Gender	Contract Function	2017/18	2018/19	2019/20	2020/21	2021/22
Female	Academic	56%	57%	64%	67%	62%
	Teaching	0%	4%	5%	6%	10%
	Research	44%	39%	32%	28%	29%
Male	Academic	46%	50%	49%	55%	48%
	Teaching	5%	5%	4%	8%	7%
	Research	50%	45%	46%	37%	45%

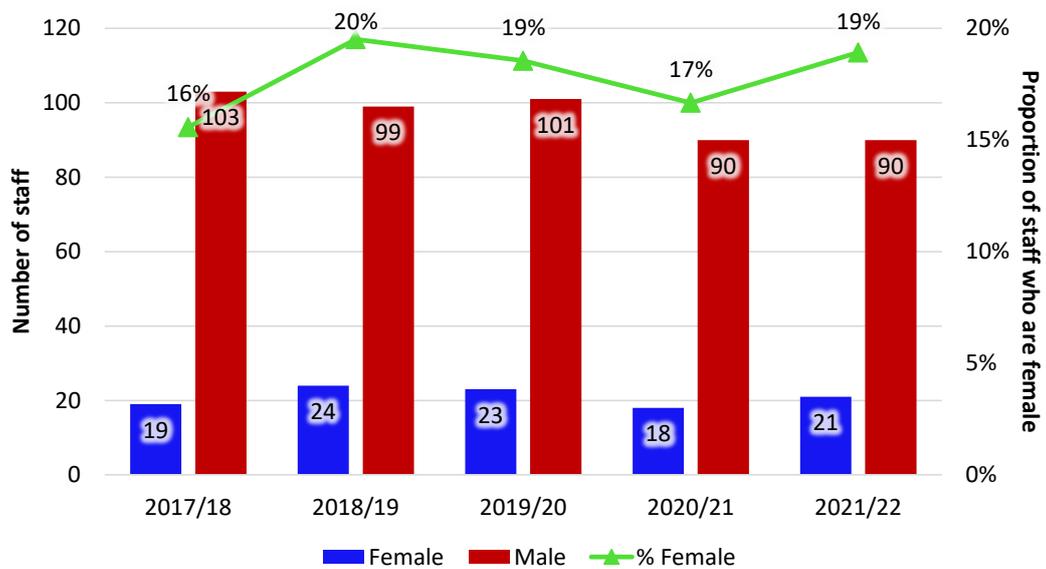


Figure 12: Total academic staff by gender and year, and proportion of staff who are female, 2017/18 to 2021/22

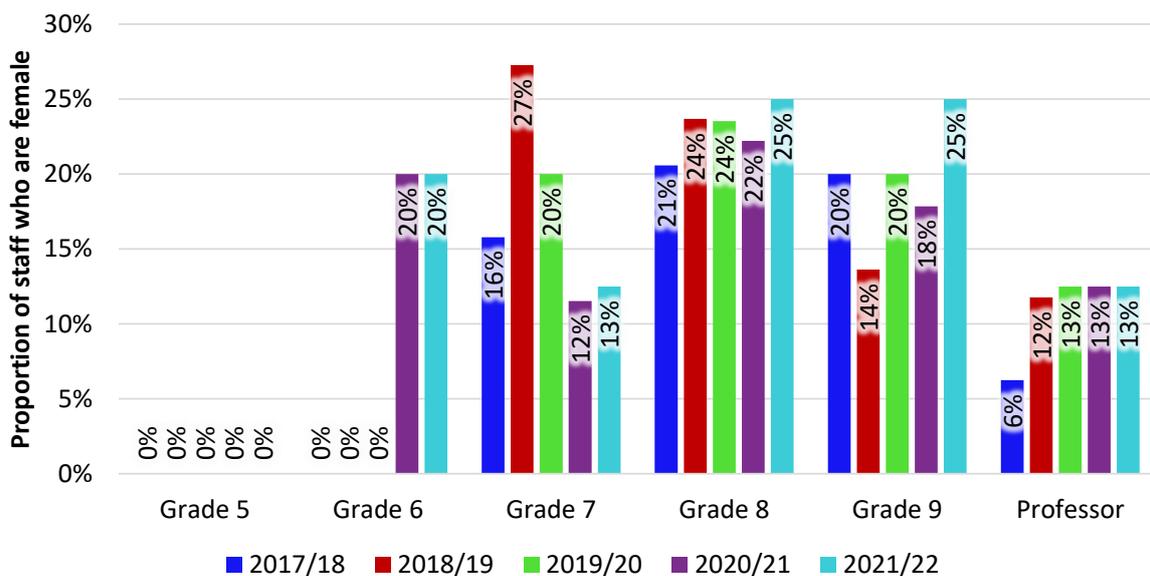


Figure 13: Proportion of academic staff who are female by grade and year, 2017/18 to 2021/22

Table 23: Academic staff numbers by contract function, grade, gender and year, 2017/18 to 2021/22

Contract Function	Grade	Gender	2017/18	2018/19	2019/20	2020/21	2021/22
Research	Grade 5	Female	0	0	0	0	0
		Male	2	0	0	0	0
		% Female	0%	-	-	-	-
	Grade 6	Female	0	0	0	2	2
		Male	9	11	11	8	8
		% Female	0%	0%	0%	20%	20%
	Grade 7	Female	6	8	7	3	4
		Male	30	23	28	22	28
		% Female	17%	26%	20%	12%	13%
	Grade 8	Female	2	1	0	0	0
		Male	9	10	7	3	3
		% Female	18%	9%	0%	0%	0%
Contract Function	Grade	Gender	2017/18	2018/19	2019/20	2020/21	2021/22
Teaching	Grade 7	Female	0	1	0	0	0
		Male	2	1	0	1	0
		% Female	0%	50%	-	0%	-
	Grade 8	Female	0	0	0	0	1
		Male	2	3	2	2	1
		% Female	0%	0%	0%	0%	50%
	Grade 9	Female	0	0	1	1	1
		Male	1	1	2	4	5
		% Female	0%	0%	33%	20%	17%
	Professor	Female	0	0	0	0	0
		Male	0	0	0	0	2
		% Female	-	-	-	-	0%
Contract Function	Grade (Role)	Gender	2017/18	2018/19	2019/20	2020/21	2021/22
Academic	Grade 8 (Lecturer)	Female	5	8	8	6	5
		Male	16	16	17	16	14
		% Female	24%	33%	32%	27%	26%
	Grade 9 (Senior Lecturer)	Female	4	3	4	3	5
		Male	12	14	14	14	13
		% Female	25%	18%	22%	18%	28%
	Grade 9 (Reader)	Female	0	0	0	1	1
		Male	3	4	4	5	3
		% Female	0%	0%	0%	17%	25%
	Professor	Female	1	2	2	2	2
		Male	15	15	14	14	12
		% Female	6%	12%	13%	13%	14%

4. Academic Staff Grade & Type

Table 24: Academic staff by grade, contract type, gender and year, 2017/18 to 2021/22

Grade	Contract type	2017/18		2018/19		2019/20		2020/21		2021/22	
		Female	Male								
Grade 5	Fixed term	0	2	0	0	0	0	0	0	0	0
	Open ended	0	0	0	0	0	0	0	0	0	0
	% Fixed Term	-	100%	-	-	-	-	-	-	-	-
Grade 6	Fixed term	0	9	0	11	0	11	2	8	2	8
	Open ended	0	0	0	0	0	0	0	0	0	0
	% Fixed Term	-	100%	-	100%	-	100%	100%	100%	100%	100%
Grade 7	Fixed term	5	28	8	22	7	28	3	23	4	28
	Open ended	1	4	1	2	0	0	0	0	0	0
	% Fixed Term	83%	88%	89%	92%	100%	100%	100%	100%	100%	100%
Grade 8	Fixed term	2	5	1	7	1	7	0	3		3
	Open ended	5	22	8	22	7	19	6	18	6	15
	% Fixed Term	29%	19%	11%	24%	13%	27%	0%	14%	0%	17%
Grade 9	Fixed term	0	0	0	0	0	0	0	0	1	0
	Open ended	4	16	3	19	5	20	5	23	6	21
	% Fixed Term	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%
Professor	Fixed term	0	1	0	0	0	0	0	1	0	1
	Open ended	1	14	2	15	2	14	2	13	2	13
	% Fixed Term	0%	7%	0%	0%	0%	0%	0%	7%	0%	7%
Other	Fixed term	1	2	1	1	1	2	0	1	0	1
	Open ended	0	0	0	0	0	0	0	0	0	0
	% Fixed Term	100%	100%	100%	100%	100%	100%	-	100%	-	100%

5. PTO by Job Family

Table 25: PTO staff by job family, gender and year, 2017/18 to 2021/22

Job Family	Gender	2017/18	2018/19	2019/20	2020/21	2021/22
MSA	Female	1	1	2	4	5
	Male	1	1	1	0	0
	% Female	50%	50%	67%	100%	100%
T&E	Female	0	1	0	0	0
	Male	5	5	5	3	6
	% Female	0%	17%	0%	0%	0%
All PTO Staff	Female	1	2	2	4	5
	Male	6	6	6	3	6
	% Female	14%	25%	25%	57%	45%

6. PTO by Contract Type

Table 26: PTO staff by job family, contract type, gender and year, 2017/18 to 2021/22

Job family	Contract type	2017/18		2018/19		2019/20		2020/21		2021/22	
		Female	Male								
MSA	Fixed term	0	0	0	0	0	0	2	0	3	0
	Open ended	1	1	1	1	2	1	2	0	2	0
	% Fixed Term	0%	0%	0%	0%	0%	0%	50%	-	60%	-
T&E	Fixed term	0	2	1	2	0	3	0	1	0	3
	Open ended	0	3	0	3	0	2	0	2	0	3
	% Fixed Term	-	40%	100%	40%	-	60%	-	33%	-	50%
All PTO Staff	Fixed term	0	2	1	2	0	3	2	1	3	3
	Open ended	1	4	1	4	2	3	2	2	2	3
	% Fixed Term	0%	33%	50%	33%	0%	50%	50%	33%	60%	50%

7. Academic Recruitment

Table 27: Applicants and shortlisted numbers for academic roles by contract function/role, gender and year, 2017/18 to 2021/22

Year	Gender	Applicants (*)								Shortlisted								% Shortlisted							
		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other	Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other	Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2017/18	Female	47	25	1	14	0	0	6	1	10	8	0	1	0	0	1	0	21%	32%	0%	7%	-	-	17%	0%
	Male	433	278	13	97	0	0	38	7	95	80	2	7	0	0	4	2	22%	29%	15%	7%	-	-	11%	29%
	% Female	10%	8%	7%	13%	-	-	14%	13%	10%	9%	0%	13%	-	-	20%	0%								
2018/19	Female	72	28	9	15	0	0	0	20	16	7	1	0	0	0	8	22%	25%	11%	0%	-	-	-	40%	
	Male	528	235	39	180	0	0	0	74	91	53	4	4	0	0	30	17%	23%	10%	2%	-	-	-	41%	
	% Female	12%	11%	19%	8%	-	-	-	21%	15%	12%	20%	0%	-	-	-	21%								
2019/20	Female	74	51	2	15	5	0	0	1	9	6	1	0	1	0	1	12%	12%	50%	0%	20%	-	-	100%	
	Male	637	378	2	192	64	0	0	1	88	68	2	11	7	0	0	14%	18%	100%	6%	11%	-	-	0%	
	% Female	10%	12%	50%	7%	7%	-	-	50%	9%	8%	33%	0%	13%	-	-	100%								
2020/21	Female	71	35	1	22	0	0	0	13	11	8	0	1	0	0	2	15%	23%	0%	5%	-	-	-	15%	
	Male	692	277	2	372	0	0	7	34	78	59	0	11	0	0	3	11%	21%	0%	3%	-	-	43%	15%	
	% Female	9%	11%	33%	6%	-	-	0%	28%	12%	12%	-	8%	-	-	0%	29%								
2021/22	Female	62	27	14	11	0	0	4	6	17	10	2	2	0	0	1	27%	37%	14%	18%	-	-	25%	33%	
	Male	435	223	90	85	0	0	27	10	92	64	11	10	0	0	3	21%	29%	12%	12%	-	-	11%	40%	
	% Female	12%	11%	13%	11%	-	-	13%	38%	16%	14%	15%	17%	-	-	25%	33%								
Overall	Female	326	166	27	77	5	0	10	41	63	39	4	4	1	0	2	19%	23%	15%	5%	20%	-	20%	32%	
	Male	2725	1391	146	926	64	0	72	126	444	324	19	43	7	0	10	16%	23%	13%	5%	11%	-	14%	33%	
	% Female	11%	11%	16%	8%	7%	-	12%	25%	12%	11%	17%	9%	13%	-	17%	24%								

* Applicants/Shortlisted data have been collected from the applications database and shows the number of applicants, and those who were shortlisted for each academic year between 1st August and 31st July.

Table 28: New starters for academic roles by contract function/role, gender and year, 2017/18 to 2021/22

Year*	Gender	Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2017/18	Female	8	7	0	1	0	0	0	0
	Male	23	21	1	1	0	0	0	0
	% Female	26%	25%	0%	50%	-	-	-	-
2018/19	Female	7	2	1	3	0	0	0	1
	Male	27	15	1	5	3	1	1	1
	% Female	21%	12%	50%	38%	0%	0%	0%	50%
2019/20	Female	6	4	0	1	1	0	0	0
	Male	24	21	0	2	0	0	0	1
	% Female	20%	16%	-	33%	100%	-	-	0%
2020/21	Female	3	3	0	0	0	0	0	0
	Male	18	16	2	0	0	0	0	0
	% Female	14%	16%	0%	-	-	-	-	-
2021/22	Female	8	6	1	1	0	0	0	0
	Male	30	25	2	2	0	0	0	1
	% Female	21%	19%	33%	33%	-	-	-	0%

*Academic new starters data shows the number of new appointments who actually started between 1st August and 31st July of the same academic year. Note that new starters for a particular year, could have applied in the previous academic year and thus appear as applicants/shortlisted in one academic year, but as starters in the following academic year due to notice period or later start date.

8. PTO Recruitment

Table 29: Applicants, shortlisted candidates, and appointed candidates for PTO roles, gender and year, 2017/18 to 2021/22

Year	Gender	Applied	Shortlisted	Appointed	Shortlisted : applied	Appointed: shortlisted	Appointed: applied
2017/18	Female	37	7	1	19%	14%	3%
	Male	9	0	2	0%	-	22%
	% Female	80%	100%	33%			
2018/19	Female	20	10	3	50%	30%	15%
	Male	35	17	3	49%	18%	9%
	% Female	36%	37%	50%			
2019/20	Female	17	10	4	59%	40%	24%
	Male	37	18	5	49%	28%	14%
	% Female	31%	36%	44%			
2020/21	Female	5	2	1	40%	50%	20%
	Male	5	1	0	20%	0%	0%
	% Female	50%	67%	100%			
2021/22	Female	8	5	2	63%	40%	25%
	Male	5	2	2	40%	100%	40%
	% Female	62%	71%	50%			
Overall	Female	87	34	11	39%	32%	13%
	Male	91	38	12	42%	32%	13%
	% Female	49%	47%	48%			

9. Academic Promotion

Table 30: Applicants for promotion and promotions for academic staff by gender and year, 2013/14 to 2021/22

Year	Applications				Promotions				Success rate		
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total
2013/14	2	2	4	50%	2	2	4	50%	100%	100%	100%
2014/15	1	5	6	17%	1	5	6	17%	100%	100%	100%
2015/16	0	2	2	0%	0	1	1	0%	-	50%	50%
2016/17	0	4	4	0%	0	3	3	0%	-	75%	75%
2017/18	1	6	7	14%	1	5	6	17%	100%	83%	86%
2018/19	0	5	5	0%	0	5	5	0%	-	100%	100%
2019/20	1	3	4	25%	1	3	4	25%	100%	100%	100%
2020/21	1	3	4	25%	1	3	4	25%	100%	100%	100%
2021/22	2	6	8	25%	2	6	8	25%	100%	100%	100%

Table 31: Details of academic promotions, 2013/14 to 2021/22

Year	Details of promotions
2013/14	2F promoted to SL 1M promoted to S 1M promoted to
2014/15	1M promoted to P 1M promoted to R 2M promoted to SL 1F translated to R 1M translated to R
2015/16	1M promoted to TF8 (Full time)
2016/17	1M promoted to P (Full time) 2M promoted to SL (Full time)
2017/18	3M promoted to SL, 1 F promoted to Professor, 1 M promoted to
2018/19	1 M promoted to Reader, 1M to TF8, 3M to SL
2019/20	1 F to SL, 1M to Reader, 1M to SL, 1M to SL Teaching.
2020/21	1 F promoted to Reader, 1 M to Prof, 2 M to SL. 2 promotions were for individuals who identify as BAME.
2021/22	2 F promoted to SL, 4M promoted to SL, 1 M to Prof, 1M to Reader

10. PTO Progression

There were no instances of PTO staff being regraded in the department in 2021/22. Data were not captured prior to 2021/22.

Departmental information continued from Section 2:

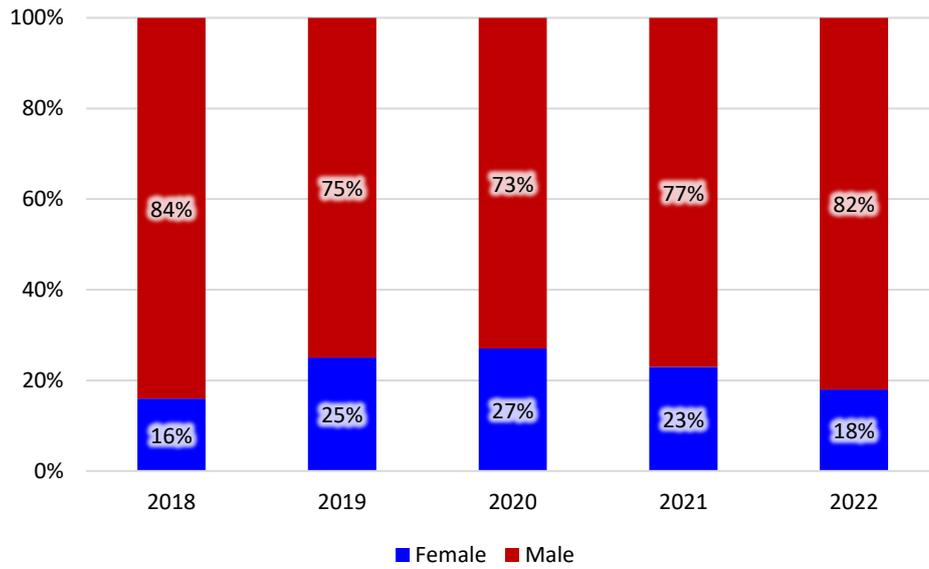


Figure 14: Gender balance of PGRs involved in teaching, 2018 to 2022

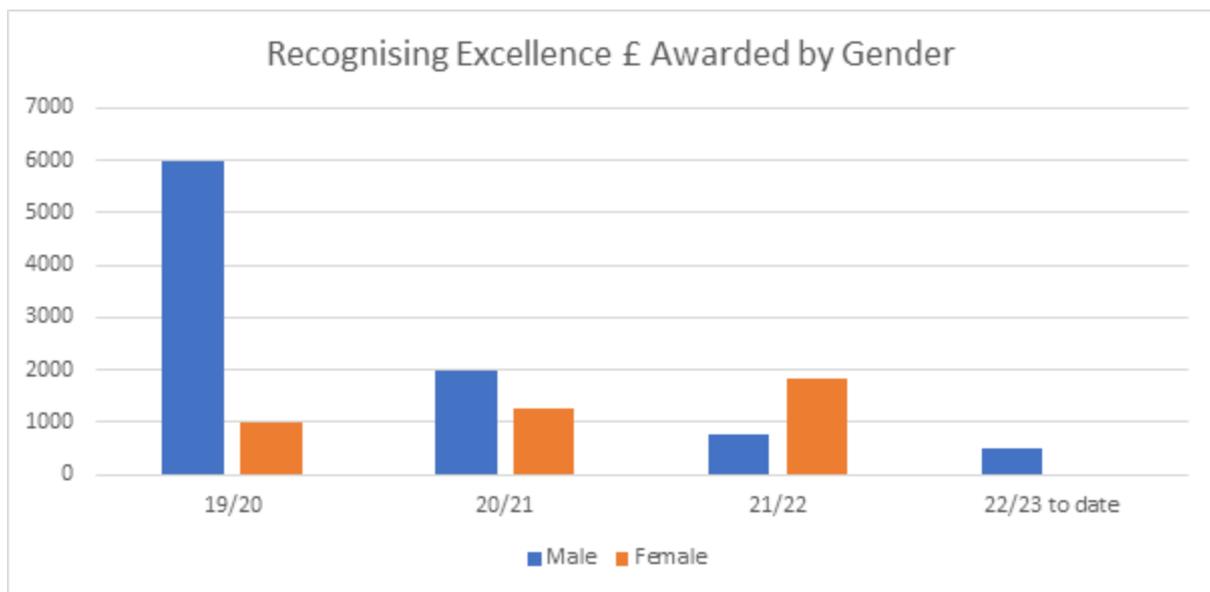


Figure 15: Research excellence awards by gender, 2019/20 to 2022/23

Appendix 3: Glossary

Acronym	Description
3MT	Three Minute Thesis
AAPS	Advanced Automotive Propulsion Systems
CDT	Centre for Doctoral Training
DHoD	Deputy Head of Department
DoA	Director of Administration
DoS	Director of Studies
DoT	Director of Teaching
EAB	External Advisory Board
ED&I	Equality, Diversity and Inclusivity
EDATE	Equality Diversity and Transparency Executive
EDIT	Equality, Diversity and Inclusivity Team
FMS	Faculty Mentoring Scheme
FT	Full-time
GTA	Graduated Teaching Assistant
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
IED	Institution of Engineering Designers
IET	Institution of Engineering and Technology
IMechE	Institution of Mechanical Engineers
NPT	Non-Promotable Task
PDRA	Post-Doctoral Research Associate
PGR	Post-Graduate Researcher
PGT	Post-Graduate Taught
PS	Professional Services
RAeS	Royal Aeronautical Society
SDPR	Staff Development Performance Review
SEO	Student Experience Officer
SSLC	Staff-Student Liaison Committee
TEF	Teaching Excellence Framework
UG	Under-Graduate
WES	Women in Engineering Society
WLM	Workload Model

Appendix 4: Response to Feedback

Athena SWAN Feedback – November 2017 – Response 2023

Department application feedback

Institution and department and name:	University of Bath - Department of Mechanical Engineering	
Level of award applied for:	Silver	
1. Letter of endorsement from head of department		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
<p>Reference to Bronze action plan.</p> <p>Good level of detail with clear commitment to action plan.</p> <p>Increase in staff survey is positive.</p> <p>Notable achievements and highlighted key issues with actions to address these</p> <p>Personal investment.</p> <p>Honest and transparent letter.</p>	<p>Some comment on resourcing, either time or financial, is welcome.</p> <p>Consider more explicit reference to key impact against specific actions.</p>	<p>Content included in latest letter</p>
2. Description of the department		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
<p>Clear presentation.</p> <p>Use of qualitative data.</p>	<p>Provide an outline on the types of courses.</p>	<p>Types of courses and student numbers included.</p>

<p>Diagram 3 helpful for different transitions.</p> <p>Female staff on teaching and research.</p> <p>Fig 1 useful and narrative is strong.</p> <p>Mentioning social space for collaboration.</p> <p>Positive student satisfaction.</p> <p>Women in engineering society.</p> <p>Female role models was a great initiative</p> <p>Helpful reference to bronze action plans.</p>	<p>Reference baseline data to strengthen reference to impact (pg. 7).</p> <p>Consider including research focuses.</p>	<p>We have tried, wherever possible, to include baseline data, both in the existing and new plans.</p> <p>The cross-faculty research centres, under which all Departmental research now falls, have been included in Figure 1: Organisational structure of the Department of Mechanical Engineering, teaching groups in orange showing Heads of Group, Faculty research centres in green (M=male, F=female)Figure 1.</p>
3. The self-assessment process		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
<p>Group meet regularly.</p> <p>Clear self-assessment process and Figure 5.</p> <p>Diagram of SAT with SAT specific role.</p> <p>Promotion posters and seminars.</p> <p>Consultation with staff and surveys, including focus groups.</p> <p>Addressed not having any UG representation.</p> <p>Annual AS lecture.</p> <p>Acknowledged that diversity of the SAT could be improved.</p>	<p>Outline how self-assessment team members selected. Could outline more explicitly impact of previous actions.</p> <p>Consider external consultation.</p> <p>Consider including an action to address the 35% of staff who disagree that the department is inclusive and supportive.</p> <p>Consider outlining how self-assessment team will monitor the implementation of the action plan.</p> <p>Outline succession planning for self-assessment team members.</p>	<p>Included selection approach.</p> <p>We now seek industry consultation via our External Advisory Board.</p> <p>The issue with a proportion of colleagues disagreeing that the Department is inclusive and supportive remains; we have identified a range of actions to tackle this and it is a focus within priorities A and D.</p> <p>Monitoring plan (via formal yearly reassessment) included.</p> <p>Succession planning included.</p>

Addressed small number of technical staff.		
Workload model allocation for members.		
4. A picture of the department		
4.1 Student data		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
<p>Clear presentation of data and good analysis.</p> <p>Plans to investigate low number of female undergraduates compared to the sector.</p> <p>Identified female attainment issues at PGT.</p> <p>Plans to explore the decline in female PGR students.</p> <p>Action to increase visibility of role models and gender balance of speakers.</p> <p>Increase in number of female applications of undergraduates and PGT.</p> <p>Clear reference to bronze and silver action points.</p> <p>Tours led by female students.</p>	<p>Provide part-time and full-time data for students and comment on any gender trends.</p> <p>Consider stronger actions to address low numbers of females enrolling.</p> <p>Provide numbers and percentages.</p> <p>High number of females on placement – but no narrative or action surrounding this.</p>	<p>Student data included.</p> <p>Female student numbers are in line with subject ratios, though further work in this area is identified.</p> <p>Where possible, numbers and ratios have been included.</p> <p>Placement uptake is high across the board.</p>
4.2 Academic and research staff data		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>

<p>Percentage of female staff in department compared to the sector in Figure 18.</p> <p>Good reference to bronze action plan and the increase in female lecturers (pg. 28).</p> <p>Overview of promotions process.</p> <p>Appointment of female Professor.</p> <p>Good introduction and reference to technical staff.</p> <p>Impact is clearly demonstrated.</p> <p>Good data on BME staff.</p> <p>Conducting exit interviews.</p>	<p>Provide full-time and part-time data for staff.</p> <p>Further comment on decline on female staff at Professorial Level and from Lecturer to Senior Lecturer.</p> <p>Further comment on drop at Reader level.</p>	<p>Unfortunately this isn't part of the data set.</p> <p>Commentary included on broad increases in female academics and students.</p>
5. Supporting and advancing women's careers		
5.1 Key career transition points: academic staff		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
<p>Good use of qualitative data.</p> <p>Impact in increased number of shortlisted female candidates and appointments.</p> <p>Overview of induction useful.</p> <p>Good support for ECRs.</p> <p>Female and male contacts provided in job advertisements.</p>	<p>Provide uptake by gender for induction.</p> <p>Disaggregate survey results by gender to allow for trend analysis.</p> <p>Clarification as to whether citizenship is considered within the promotions process (pg. 35).</p>	<p>Induction is mandatory</p> <p>All results are disaggregated by gender</p> <p>Encouragement of females to apply for promotion is commented on (not sufficiently consistent at present)</p>

<p>University policy to ensure no all-male shortlisting unless a gender specific search process has been deployed.</p> <p>Action to replace retiring academics with early career researchers.</p> <p>Promotions section was honest and transparent.</p> <p>Increase in number of staff who feel encouraged to apply for promotion, however female staff may need further targeting.</p> <p>Female led seminars.</p>	<p>Increase in number of staff who feel encouraged to apply for promotion, however female staff may need further targeting (pg. 35).</p> <p>Unclear as to whether UB training applies to all staff or all staff who serve on recruitment panels.</p> <p>Comment on support for REF 2021.</p>	
5.2 Key career transition points: professional and support staff		
<i>Commended</i>	<i>For Future consideration</i>	<i>Response for 2023 renewal application</i>
<p>10% of technical staff have been regarded.</p> <p>Targets are positive.</p> <p>100% appraisals.</p> <p>Significant concerns raised with measures to address – however could be more specific.</p> <p>Three-year apprenticeships.</p> <p>Good use of qualitative data.</p>	<p>Consider providing data on the number of staff who are unclear on the criteria for promotions (pg. 39).</p>	<p>Ongoing problem included in action plan</p>

5.3 Career development: academic staff		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
<p>External framework to provide training.</p> <p>Internal training course offered.</p> <p>Linked appraisal process to promotions.</p> <p>Monthly research fund is positive initiative.</p> <p>Good implementation of silver actions.</p> <p>Allocated places on Aurora leadership program.</p>	<p>Encourage staff to engage with more training.</p> <p>Consider including staff feedback on support given to academic staff (pg. 41).</p> <p>Consider asking the staff whether or not the support provided is considered useful for their career progression (pg. 41).</p> <p>More detail on how RDP will 'further develop' staff (pg. 42).</p> <p>Reflect on number of applications for PI, as the numbers increased from 0 to 4, however in 2015/16 it declined to 2 (pg. 42).</p>	<p>Ongoing and part of new action plan.</p> <p>Staff feedback has been sought and included.</p>
5.4 Career development: professional and support staff		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
<p>Overall good section.</p> <p>Budget for PSS training is positive.</p> <p>Work life balance included for PSS.</p>	<p>Provide staff feedback on career development opportunities.</p> <p>Further comment on any success for PSS staff outside of regarding.</p> <p>Use data to evidence statements that staff found their appraisals useful.</p>	<p>These are now commonplace.</p> <p>Appraisals still require improvement / training – added to new action plan.</p>

5.5 Flexible working and managing career breaks		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
<p>On-going issues around career breaks acknowledged.</p> <p>All staff applied for SPL granted.</p> <p>Identified an action for caring responsibilities</p>	<p>Provide staff feedback on support offered.</p> <p>More detail on what is included in the career break policy.</p> <p>Further comment on whether flexible working policy is considered fair and transparent.</p> <p>Limited reflection and analysis within this section, consider strengthening in future.</p>	Ongoing
5.6 Organisation and culture		
<i>Commended</i>	<i>For future consideration</i>	
<p>Good use of qualitative data.</p> <p>Figures 25 and 26 useful.</p> <p>Good opportunities to socialise</p> <p>Mental health training.</p> <p>Good representation of male and females on all committees.</p> <p>Positive outreach activities.</p> <p>Examples of how the AS charter is being embedded within the department.</p>	<p>Consistently disaggregate survey data by gender to identify trends.</p> <p>Further detail on how Chairs and committee roles are assigned.</p> <p>Provide staff grade for committee roles in Table 29 (pg. 49).</p> <p>Provide more detail on what is included in the workload model.</p> <p>Include staff thoughts on the visibility of role models within the school.</p> <p>Further comment on how outreach is being used to target females UGs.</p>	<p>All data is now disaggregated.</p> <p>Clarity on roles provided.</p> <p>Staff grades not included.</p> <p>Now included</p> <p>Role model feedback included.</p> <p>Outreach is used for the “greater good” rather than targeting female UGs for Bath. Though</p>

HR policies undertake and equality impact assessment.		summer schools are being operated for this reason.
Redesign on promotional materials.		
Action to limit meetings to 90 minutes.		
6. Case studies: impact on individuals		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
First female professor in 50 years.		
Consideration of intersectional.		
Reference to action plan.		
7. Further information		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
Intersectionality addressed which was consideration a good use of the section.		
8. Action plan		
<i>Commended</i>	<i>For future consideration</i>	<i>Response for 2023 renewal application</i>
Mostly SMART action plan.	Consider use of prioritisation.	Actions now prioritised and timeline suggested.
Named specific person responsible instead of general groups.	Use of more numerical targets.	Numerical / quantitative targets included where possible.
Actions spread across the four years.	Consider sharing the responsibility, as many of the actions are with the HoD.	Responsibility now widespread across the Dept.

<p>RAGed Bronze action plan good to evidence the transparency and highlight impact.</p> <p>Actions addressed honest issues e.g. male staff felt disengaged with AS.</p>		
Final comments		
<p>The panel determined unanimously that the submission met the requirements for Silver, having clearly demonstrated impact. The panel noted the positive engagement as part of the self-assessment process, the clear commitment from the Head of Department, and to delivery of the action plan. The panel encouraged strong reflection on flexible working and managing career breaks, evaluation of initiatives and reported usefulness of staff and the consistent disaggregation of staff survey results by gender to identify trends. The panel considered the action plan to be mostly SMART and encouraged the use of more numerical targets for some actions. In future, consider providing a summary of action points when cross-referencing.</p>		
Result		
Silver.		
Good Practice Example		
Proactively raised the visibility of women in UCAS tours, Open Days, and Summer Schools.		
Comments on the application (presentation, format, etc.)		
<p>Provide numbers and percentages.</p> <p>Clear presentation of data.</p> <p>Consider using a summary of action points when cross-referencing.</p>		

Appendix 5: Code of Conduct

The Department's Code of Conduct is illustrated overleaf.

Department of Mechanical Engineering Code of Conduct



In the Department of Mechanical Engineering, we want to ensure a welcoming, inclusive, and safe environment for all. We value your participation in this departmental activity. Please note that by taking part you are agreeing to the following code of conduct.

We encourage you to...

Be respectful of others; including their points of view, ideas and privacy	Be mindful and understanding of others' situations or circumstances	Manage frustrations considerably	Give appropriate recognition of everyone's contributions	Consider what, where, and when a conversation is appropriate
<i>Have you taken a moment to reflect on the implications of your behaviour?</i>	<i>Do you fully understand their situation and pressures they might be under?</i>	<i>Are you raising constructive issues to the people who can resolve them?</i>	<i>Is there someone who's helped you that deserves recognition?</i>	<i>How might your behaviour be interpreted by a bystander?</i>

Speak Out

- Our department is dedicated to providing a harassment-free experience for everyone, regardless of gender, gender identity and expression, sexual orientation, age, disability, appearance, race, ethnicity or religion.
- **We do not tolerate harassment of any form.** If you see anything that concerns you, and you feel able, please speak out. Inform the activity leader(s) or use the University's Report and Support Tool: <https://www.bath.ac.uk/campaigns/report-and-support/>
- This code of conduct applies to staff, students and visitors across all departmental activities, regardless of location, including virtual events organised online.
- Anyone asked to stop harassing behaviour or violating these rules is expected to comply immediately or may be asked to withdraw from departmental activities.

More information

- For additional information, including university policies, please refer to: <https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion>

Report &
Support Tool
(Anonymous or
named reporting)



*Often, we only see
part of the whole.*

