Transformed UK Athena Swan Charter:

Department of Civil & Environmental Engineering, University of Strathclyde

Gold Application (2022)

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To the members of the Athena Swan panel,

I am delighted to give the strongest possible support for the Department's application for an Athena SWAN Gold Award. Diversity is key to our Departmental strategy. Having all staff feel valued and supported, regardless of gender, ethnicity, age, sexual orientation or disability is critical for the Department to be able to deliver on our ambitious research, KE and teaching targets. Indeed, delivering civil and environmental engineering research, teaching and innovation that will produce a socially just transition to a net zero future demands a deep appreciation of that transition on all aspects of diversity and inclusion. Our department is committed to managing workloads for all staff in a way that promotes a healthy work-life balance, and to developing strategies that enhance the abilities of individuals and teams to meet the multifaceted challenges of the academic workplace.

Despite the challenges of delivering excellent teaching over the pandemic, we have delivered our best ever NSS results and continued to grow research income, outputs and impact. We have managed the rapid expansion in staff (including five permanent academic staff starting since the pandemic) and student numbers while maintaining our ethos of inclusivity, collegiality and support for all. Within the Athena Swan agenda, our key EDI priorities are embedded in departmental strategy, and we have met these by maintaining a staff gender balance well above the average for Engineering in HE, supported more female staff in all job roles through promotion or regrading, developed best practice recruitment practices and case-by-case flexible working packages to attract female members of staff, practices which have been rolled out beyond the department. Looking forwards, the EDI priorities we outline in our application are closely aligned with Departmental strategy to support and develop all our staff in order to meet our KPIs.

The effort to embed EDI best practice across all departmental activity and culture has continued over this Athena Swan cycle, and is reflected in the survey data collected for this submission and in the adoption of Department EDI actions across Strathclyde Faculty and University practice. It is also evidenced in the number of staff involved with supporting more inclusive and equitable behaviours within and beyond Strathclyde: for instance as conference convenors; on awards panels; in shaping

national UKRI, government and industry policy and practice. Several CEE staff are currently involved in helping shape the institutional and national EDI agenda.

As a Department, we have also begun work to identify and address intersectional inequalities. We have developed practical support measures such as teaching leave for female staff with caring commitments so they are able to develop larger projects. We have established a dedicated quiet space within the department to support breastfeeding mothers, menopausal women, and those with disabilities that affect concentration and fatigue. We continually reflect on and revise departmental practices to reduce barriers and identify and eliminate opportunities for biases. Our recent work on revision of our departmental recruitment policy and establishing teaching sabbaticals for academics returning from maternity leave both support reduction of intersectional inequalities as well as supporting women in STEM. We are also championing action at University level through the EPSRC-funded STEM Equals project led by CEE staff. As Head of Department I am building on the legacy of innovative EDI actions developed by the previous two Heads of Department, and have been involved extensively in the implementation of the changes to promotion and progression, and in the rapid deployment of departmental best practice across the University during the pandemic. I can confirm that departmental resources will continue to be made available to support and accelerate EDI activities.

If successful, this Athena SWAN Gold Award will promote and celebrate the good practice that the Department has developed and implemented over the past two Athena Swan applications, as well as activities and initiatives planned in the coming years.

Regards

Professor Vern Phoenix
Head of Department
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Section 1. An overview of the department and its approach to gender equality

1.1 Letter of endorsement from the head of the department

Please see previous pages

1.2 Description of the department

The Department of Civil & Environmental Engineering (CEE) at the University of Strathclyde (UoS) is a highly multi-disciplinary department; with expertise that bridges from civil & environmental engineering across multiple discipline boundaries into geoscience, microbiology, chemical engineering, mechanical engineering, mathematics and physics. The department has over 130 years of experience in multi-disciplinary education and research, and a unique feature is our strong links to industry and public bodies, which is integral to our research, teaching and KE activity. We have an active industrial advisory board who provide guidance and support to students and staff.

The Department has undergone substantial expansion since the last Athena Swan application, maintaining a highly inter-disciplinary research portfolio that underpins a strong ethos of inclusion and collaboration. All staff work within one or more of three Research Centres (Ground Engineering & Energy Geoscience; Water, Environment, Sustainability & Public Health; Intelligent Infrastructure (CII)). The 55% increase in staff numbers since 2016 has allowed us to grow expertise in emerging areas, including low carbon energy, carbon accounting, geomaterials, novel sensor systems, micro-plastics, bio-engineering and smart structures, as well as increase non-academic support roles. Throughout this expansion the department has maintained a gender balance that is better than the national average in the subject area with 31.5% female overall (staff and students), and 44.8% female for all staff.

Civil and environmental engineering (and its sub-disciplines) remain strongly male dominated subjects both in academia and industry. As a Department our gender balance is substantially better than the national picture both in HE (23.4% female civil engineering HE in UK, 24.6% Scotland[1]) and the wider sector. The UK the Institute of Civil Engineers reports only 12% of those working in engineering occupations are female, slightly below the global value of 15.1%[2]. We also have a better gender balance than the Faculty of Engineering in which CEE sits (30% female[3]) (Figure 1).

The Department's research income has almost tripled over the review period from £1.41M in 2014/15 to a peak of £4.02M in 2019/20, with female academics leading on 40-48% grants awarded per year, every year since 2016. Furthermore, the mean value of grants awarded to female lead investigators has been higher than that of male lead investigators in the Department in 3 out of the last 4 years, in sharp contrast to that reported by EPSRC (mean award value for women is 60% of the mean award value for men). The gender balance of the REF2021 submission matches that of the department, with female staff leading 38% of the

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[1] HESA
[2] Stanley (2021) ICE MembershipDiversity2020-2021
[3] University of Strathclyde Staff Equality Monitoring Report 2021

submissions, and female staff as authors on 42% of the 3* submissions and 50% of the 4* submissions (A1.8). During this period staff have led/continued to lead 5 major UK and EU research consortia. The Department's THES ranking is now 8th in the UK and we were ranked 1st in Scotland for research power (2nd for overall REFscore) in REF 2014.
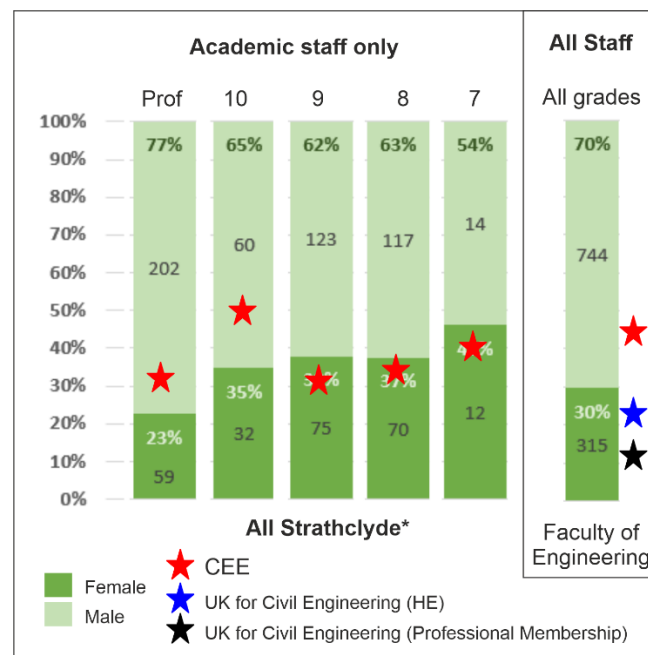
Figure 1 – CEE staff gender balance compared those of Faculty, University and Civil Engineering sector. *50% of Strathclyde staff are female, and only the Science and Engineering Faculties have <50% female (30% and 39% female respectively) [3].

We have also continued to grow Undergraduate (UG) (up 38% total population, 18% female) and Postgraduate Taught (PGT) (up almost 200% total population, 52% female) and maintained Postgraduate Research (PGR) numbers (39% female) since our last application (A2.1). In the student population our gender balance is lower than the wider Faculty of Engineering (27%)[4], but the balance of our UG cohort remains close the national value for UG civil engineering (20.2%[5]), and at PGT and PGR level we are significantly better than the national picture (33.3% female at PGT and 28% female at PGR[5]).

We offer BEng and MEng programmes in Civil Engineering and Civil & Environmental Engineering (all fully accredited by the Institution of Civil Engineers, the Institution of Structural Engineers, the Institute of Highway Engineers and the Chartered Institution of Highways and Transportation) alongside a range of interdisciplinary MSc programmes (Table 1).

In 2019 we launched a four-year BEng (Hons) Graduate Apprenticeship in Civil Engineering (first cohort 20 students), funded by Skills Development Scotland, the first in our discipline to use a distance learning mode of delivery in the UK. The quality of this course was praised by the Joint Board of Moderators panel when awarding accreditation for 2019-2024. We have developed a new International Joint Education Programme (IJEP) with Yunnan University, which began in September 2020 (1st year cohort: 93 students, 2nd year cohort: 89) and will see at least 30 students a year coming to Strathclyde to complete their 4th year of study. A 1+1

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[4] Student Equality Monitoring Report 2021, University of Strathclyde
[5] Armitage et al. (2021) Engineering UK 2020. Educational pathways into engineering

MSc articulation agreement with Vilnius Gediminas Technical University (signed 2020) which we anticipate will lead to 20 students to the MSc cohort from 2022/23. Our NSS overall satisfaction score has consistently been >84% since 2016, rising to 86% in 2019/20, and >90% in 2020/21 (A1.12).

Table 1: MSc programmes currently offered by CEE.

MSc Civil Engineering MSc Civil Engineering with Industry (until 2019 "with industrial placement")	Any civil engineering discipline. Applicants with a degree in environmental engineering, mathematics, physics and mechanical engineering may also be considered. Strength in mathematics and fundamental engineering classes must be demonstrated in transcripts.
MSc Environmental Engineering	Environmental science, engineering, environmental management, biology, chemistry or related discipline.
MSc Hydrogeology	Earth sciences, environmental sciences, civil engineering, environmental engineering, water engineering or related discipline.
MSc Sustainability and Environmental Studies	Any degree discipline – all backgrounds considered, including social sciences, arts, engineering, law, chemistry, maths, physics, geology, biology and business.
MSc Environmental Entrepreneurship	Any degree discipline – all backgrounds considered, including social sciences, arts, engineering, law, chemistry, maths, physics, geology, biology and business.

As well as expanding UG numbers while maintaining our gender balance, we are supporting more students from areas characterised by a Scottish Index of Multiple Deprivation. SIMD 0-20 reached 12%, and SIMD21-40 reached 13% in 2020-21 (the two 'most deprived' categories), with many of these students coming through the Engineering Academy with direct entry into 2nd year after completion of an enhanced HNC year at a partner college. At a Department level we are already exceeding the 2021 widening access target set by Scottish Government that SIMD0-20 students represent ≥10% of first degree full-time UG students[6].

1.3 Governance and recognition of equality, diversity and inclusion work

Departmental Management structure is shown in Figure 2. The Department UoS EDI policies, and the Equality, Diversity and Inclusion Committee's (EDIC) role (formerly Athena Swan (AS) Committee) is to ensure implementation of those policies, and since the last Athena Swan application, manage the development of new best practice [2016AP.5.1, 2021AP.5.3], and lead dissemination of that practice to improve wider UoS policy. Given the persistent gender imbalances in academia and industry across civil and environmental engineering (and sub-disciplines), a key long-term objective (2013, 2016 and 2021 Athena Swan submissions) of the EDIC and CEE is to increase diversity at all career stages. EDIC and other committees monitor diversity and EDI related issues against the current Action Plan. EDIC reports/makes recommendations to CEE Management Group and the Head of Department (HoD), but EDI is embedded in all core CEE management structures (Figure 2) [2016AP.4.8], and EDI matters discussed by all committees. Both Management Group and Research & KE Strategy Committee are gender balanced (Management Group 6M, 6F, Research & KE Strategy

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[6] SFC, Report on widening access 2019-19, Issues Date 7 April 2020, Reference: SFC/ST/06/2020.

Committee 5F, 4M). All staff attend Departmental Meetings and Teaching & Learning Committee (so both ~44% female).
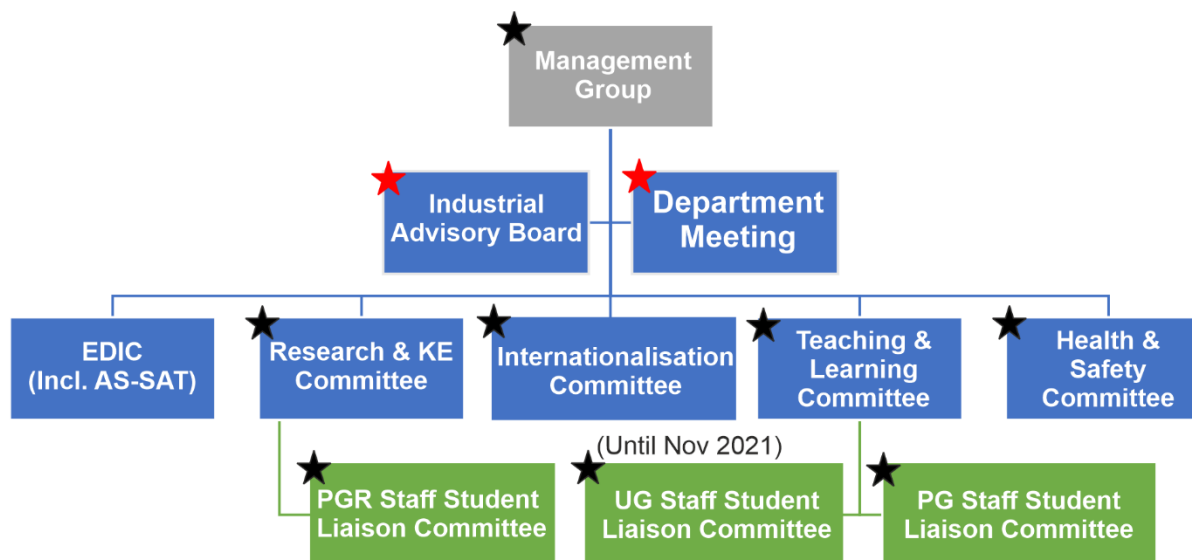
Figure 2 – CEE Departmental Management Structures. Black Stars indicate committees where member(s) are also current EDIC members. Red stars indicate where EDIC Chair attends meetings. EDIC matters a standing item at all Departmental Meetings (all staff in attendance).

Core EDIC roles (Chair/Secretary) are allocated by the HoD. Other roles are filled by a combination of volunteers and nominations, with approval from line managers/HoD in line with the work load model (WLM) for staff workloads. EDI activity (including committee membership and most engagement activity) has been part of the CEE WLM for staff since 2014. All staff job families are able and encouraged to include EDI work in their Annual Development Review (ADR), and this is recognised in promotion/progression applications. Note for academic staff promotions there are four key areas where evidence of contributions should be outlined in promotion applications: Research, Knowledge exchange, Teaching & Learning, Citizenship (several recent promotions have included substantial internal and external EDI and support activity under Citizenship). We have raised internal and UoS awareness of CEE EDI activity [2016AP.5.1, STEM Equals, 2021 Culture Survey results], and recognising/celebrating EDI is a standing item (included in reporting to Departmental and IAB Meetings) [2021AP.2.1] and supports ongoing/future CEE-led EDI projects. CEE also ensures any PGR EDI activity is credit bearing towards the PGCert in Researcher Professional Development that all PhD students are required to undertake [2016AP.3.6, 2021AP.4.3].

The EDIC Chair reports to all staff at Department Meetings [2021AP.3.1] covering staff gender balance, progress against the Action Plan and other successful EDI activity, and on CEE performance against EDI-related UoS strategy/Key Performance Indicators (including increasing SIMD-40 entrants and reducing staff gender pay gap[7]). Issues/actions relating to

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[7] Strathclyde Strategic Plan, Vision2025. University of Strathclyde

PGR/PGT/UG communities are communicated through Year Advisors, Programme Directors & Staff Student Liaison Committee (SSLC) as appropriate.

Engagement with university EDI structures is with the objectives of ensuring compliance, driving improvement of best practice across UoS [2021AP Theme 1], and supporting more inclusive policies across Higher Education and all Engineering sectors. EDIC includes a Faculty EDI representative, and CEE Staff (including EDI-focussed ECR fixed-contract staff) sit on all three core UoS EDI committees: Women In Science & Engineering (WISE) (established by CEE staff in 2013), UoS-EDIC, and the Gender Equality Steering Group (GESG) [2021AP.1.2]). CEE staff also initiated a cross-faculty Athena Swan application support group to increase dissemination of experiences under the revised charter. Staff also sit on the Industrial Advisory Board EDI working group, and serve on UKRI committees and review boards (e.g. EPSRC early career forum sub-committee on EDI), Learned Society (e.g. Royal Society of Edinburgh Fellowship secretary), and industry liaison panels, supporting sharing of best practice across the wider community [2021AP.1.6].

1.4 Development, evaluation and effectiveness of policies

CEE follows (and shapes) UoS policies. Since AY2020/21 UoS policy changes are subject to an Equality Impact Assessment (EIA) and usually follow Department/Faculty level consultation. Potential impacts at department level are assessed by EDIC as early as possible, with feedback to UoS via HoD. Since the 2016 Athena Swan application CEE feedback has helped shape policies on teaching relief for staff returning from maternity leave and on central faculty funding for COVID-related teaching support [2021AP.1.7]. Appropriate monitoring and mitigating actions are developed by EDIC, or appropriate staff, if potential negative EDI impact is identified. For departmental level innovation, all CEE staff are encouraged to share/develop ideas for revised best practice. These are assessed by EDIC for potential positive and negative impacts to all groups and for compliance with UoS policy. For all policies/practice (UoS/Dept), EDIC convenes any necessary staff/student consultation groups, and identifies the appropriate method for monitoring impact, timescale and longevity of impact before the recommended practice is submitted to Management Group/HoD and/or Faculty. From 2022 EDIC will trial using the UoS EIA approval processes (available through UoS SharePoint) for all changes in department level practice [2021AP.1.4] to ease adoption of CEE-initiated change across UoS.

1.5 Athena Swan self-assessment process

In light of the pandemic, the EDIC remit has broadened to include all issues relating to EDI and wellbeing support, and has moved from quarterly to monthly meetings (Jun 2021 onwards) to allow better response to the impacts of COVID [see 2021AP]. EDIC will continue to meet monthly through the 2021AP period. Committee membership (Table 2) is taken from all job categories and reviewed annually to ensure balance in both gender and experience [2021AP.5.2]. The EDIC includes Postdoctoral Research Associate (PDRA) and PGR (home and international) representation, and the PGT and PGR programme directors (& UG Recruitment Director from October 2021). The EDIC acted as the Athena Swan Self-Assessment Team (SAT), with additional input sought from the PGR working group, and specific staff/committees as needed for developing the 2021AP.

Table 2: Current membership of the Althea SWAN self-assessment team

	SAT & Departmental Roles
Dr. Katherine Dobson	(F) A Senior Lecturer in Geomaterials and Imaging. She joined CEE as a Chancellor's Fellow & Lecturer in 2019 as a 50/50 FTE joint appointment with the Department of Chemical & Process Engineering. She line manages a research team of 2 PDRAs and 4 PhD students all working in cross-disciplinary research, and one of the universities Laboratory Research Facilities. She was promoted to Senior Lecturer in June 2021 (after only 18 months at Strathclyde), in the first promotion round after she completed probation. She led the activity supporting staff and students during the transition to wholly online teaching and learning during lockdown and the 2020/21 academic year, before taking over as the Chair of the EDIC & the Athena Swan Self-Assessment Team in June 2021*. She is also the CEE representative on the cross-faculty WISE committee, and is participating as a mentor in the STEM Equals reverse mentoring scheme.
Dr. Grainne El Mountassir	(F) Senior Lecturer in Geotechnical Engineering and Director of Research. Joined the Dept as an UG student in 2001 and subsequently was a PGR student and Postdoctoral Researcher before being appointed to a Lectureship in 2013. Was promoted to Senior Lecturer in 2018. Founding member, and former Chair (2015-2016) of the Faculty WISE committee. In the last 5 years, Grainne has had two periods of maternity leave and made use of a staggered return to work after each leave period. During COVID (and the associated challenge of caring for two young children while working full-time), she was supported by the Department via a temporary reduction in workload which enabled her to focus her efforts on writing a successful UKRI Future Leaders fellowship application.
Elaine Foley	(F) Administrative Assistant. EDIC Secretary Works part-time
Darren Grant	(M) Departmental IT Manager, joined the department as a Modern Apprentice in 2011 before moving to current role in 2017
Alexandru Golgojan	(M) 1st year PhD student working with the Advanced Nuclear Research Centre. Coming from Bucharest Romania, he joined the Department as an MSc student in 2020, and brings an international student perspective to the committee.
Julia Harrison	(F) Equality & Diversity Co-Ordinator and ensures alignment of CEE action with the University's policies and institutional Bronze Action Plan, and supports sharing CEE best practice across the University.
Dr. Charles Knapp	(M) Reader in the Department. He moved to the UK in 2006. He is a member of the Department's Management Group and Director for Postgraduate Studies. He juggles a dual-career family with an international research programme. He often requires flexible hours because he has 4 children, two of whom have special needs. Charles reports on PGT activities and helps with data analysis.
Prof. Rebecca Lunn	(F) Joined the Department in 2005 when she had three children under the age of 5. She was promoted from Senior Lecturer to

Reader in 2008 and to Professor in 2010, and was Head of Department from 2011-2016. Currently holds a Royal Academy of Engineering Research Chair, sponsored by BAM Nuttall (2017-2023), and line manages a research team currently comprising 7 PDRAs and 4 PhD students. Member of the Royal Society of Edinburgh Working Group 2012, 'Tapping our Talents'. The Working Group made recommendations to Government in 2012 on stemming the 'leaky pipeline' of qualified female STEM graduates that move out of the STEM employment sectors. Launched the Strathclyde Engineering Faculty WISE committee in 2013. Set up the annual 'Engineering the Future for Girls' 1-week long Summer School in 2016, sponsored by BP and BAM Nuttall, to attract 100 school girls (14-15 yrs old) from across Scotland into Engineering. In 2018, set up the annual 2-day long 'WEIR-WISE' event to engage girls in engineering just prior to their selection of National 5 (GCSE) subjects (12-13 years old). Leader of the £539k EPSRC STEM Equals Project, supporting women and LGBT+ researchers in STEM (2018-2022). From 2018, member of the University's Equality Diversity and Inclusion Committee. Inaugural member of the University's Safe 360 Working Group "to identify policies, actions and partnership led initiatives to create a stronger and safer environment for all at Strathclyde". Awarded an MBE in 2017 for her research and for championing women in engineering.

Alice Macente	(F) Postdoctoral Research Associate in CEE, and co-manager of a research facility. She joined Strathclyde in 2018 as a joint post-doctoral researcher with the University of Glasgow, to then move full-time in Strathclyde in 2020 as a Research Associate. She has a multi-disciplinary background and is developing Research Fellowship proposals as part of her career development planning.
Marcella McIlroy	(F) PhD candidate within CEE and STEM Ambassador since 2012. She joined the department as a PGT student in 2018. She benefits from flexible working as a single parent to 2 children and because of chronic illness.
Morag McIntosh	(F) Department Administrator, manages the administration team. Joined the department in 2018.
Derek McNee	(M) is a Technician in the Department. He has progressed from his first role in the Department as a Young Apprentice. Derek offers a technical staff perspective.
Stella Pytharouli	(F) Senior Lecturer. Joined the Department in 2007 as a Post-Doctoral Researcher after moving from Greece, and was appointed as Lecturer in 2009. Director for Postgraduate Research Students since 2021. Was promoted to Senior Lecturer in 2019. Leading and coordinating the Outward Bound course for all undergraduate students in Year 2 of the degree programme since 2017, Academic coordinator of the Engineering the Future for Girls outreach programme between 2016 – 2020. Mother of two primary school children, has benefitted from the unparalleled support, mentoring and encouragement from her line manager and other senior staff in the Department to achieve a healthy work-life balance, especially when her children were younger.

Prof. Zoe Shipton	(F) Professor. Joined the Department as Professor in 2010 while pregnant with her second child. She took three months leave after a head injury in 2012-13 and ongoing health issues, alongside bring up two children as a professor has motivated her to champion the support of carers and people with health problems. Zoe was Director of Research and Director for Postgraduate Research Students for CEE from 2010-2014, overseeing the department's REF submission; Faculty of Engineering Vice Dean Research from 2015 to 2016; Head of Department from 2016 to 2020; and is now Deputy Head of Department and the CEE Director for International Recruitment. She is a steering group member of the EPSRC STEM Equals Project, supporting women and LGBT+ researchers in STEM. Zoe was elected in 2021 for a 3 year term as Royal Society of Edinburgh Fellowship Secretary, on a mandate to address diversity and inclusion. During her tenure as Chair of the Tectonic Studies Group of the Geological Society of London (TSG) from 2013 from 2016, she got the committee to commit ongoing funds to offer a crèche at annual meetings. TSG was the first Geol. Soc. specialist group to offer this facility to carers.
PGR Working Group	PhD candidates Rebekah Hinton (F), Sanjeetha Pennada (F, International), Sandra Eriksson (F, EU) and Andrea Kozlowski (F, EU) make up the PGR working group. Coming from all three Research Centres, they provide additional input and ideas on how best to support the early career community, especially on mitigating impacts from the pandemic.

*The Chair is appointed for a 5 year period, with all other staff positions for 3 years and 1 year for PGR (all posts can be extended by mutual agreement)

The Athena Swan self-assessment process is built on the "business as usual" of the EDIC committee, with application development following the routine updates on EDIC actions against the 2016 Action Plan (2016AP), and review of new/ongoing CEE, Faculty, & University activity with EDI implications at department level. Only three additional meetings were added to the calendar to facilitate this application. To keep meetings <1hr, in the six months before submission, application based discussion at each meeting focussed on one key area, allowing re-evaluation of actions in the most recent version of the 2016AP, assessing the updated 2021 staff/student figures, planning of the 2021 Culture Survey (2021CS), review of the Culture Survey data analysis and development of the 2021 Action Plan (2021AP) and this document.

In light of the feedback on the 2016 application, EDIC have endeavoured to capture more information about beacon activity and worked to broaden the number of CEE staff engaged with EDI activity from 2016-2021. The most recent 2016AP (continually updated until Jun 2020) reflects work to improve capture of that activity in the evolving action plan. Following our 2016 feedback we also try to provide a consistently high level of analysis and reflection across all sections of the revised Athena Swan application structure.

The 2021CS was conducted online with questions tailored to the respondent's role/position (A1.1). The survey date was delayed from April to Oct/Nov to enable respondents to better assess COVID related impacts. The overall responses were gender neutral (49% female, 47% male), and the gender balance within the respondent groups is in line with the respective populations (A1.2, Figure 4). 56 staff (64% of all staff, 43% female, 52% male), 34 PGR (~80% of non-writing up PGR, 59% female, 41% male) and 33 PGT (20% of all PGT, 64% female,

33% male) responded. Staff/PGT response rates were slightly lower than in 2016, as expected given the timing of the survey in the academic year, and the lack of physical experience of the department since March 2020. 80% of staff who have joined since 2016 responded. UG responses were so low as to be not worth analysing (data from course feedback and SSLC is more robust and was used to develop the 2021AP), again this was expected due to reduced on-campus activity for the previous 18 months.

EDI data is collected at University and Faculty level (Figure 1)[3,4]. In our 2021CS ~10% of our staff self-identify as having a sexuality other than heterosexual (compared to 4% UoS staff) (A1.2). We did not ask respondents to identify ethnicity or religion/belief (to maintain anonymity) unless they feel it impacted their experiences (only 3 responses based on ethnicity and/or religion/belief. 7% said they had disclosed a disability. 9% of UoS staff (6% of all female staff) identify as BME, mainly in academic and KE roles; and 4% (5% of female staff), identify as having a disability in EDI surveys (91% response rate). The Faculty of Engineering has a higher % staff identifying as BME (15%) and lower (3%) identifying as having a disability (no gender data available). A higher % of student respondents self-identify as having a sexuality other than heterosexual (15-30% depending on level of study compared to 6% Faculty or Engineering students). It is likely that a higher proportion of people identifying as belonging to a marginalised or under-represented group responded to the survey.

All CEE Self-Assessment team had access to the 2021CS data, UoS data on admissions and outcomes, national statistics from HESA, and an overview of the 2016CS data. Team member focused first on the areas in which they have most recent experience or specific roles. These data were used to develop this application. There is no directly comparable department based on programmes offered, research context or student intake drivers; and none holding a Gold Athena Swan Award. National and institutional statistics were therefore used as a benchmark for our performance. New PGR students and research (fixed-contract) staff [2021AP.1.2, 4.4] were recruited to the EDIC in September 2021 to increase the EDIC awareness of issues (especially COVID-related impacts) facing the ECR community. EDIC was supported for the Athena Swan application by a PGR Working Group (voluntary) to better identify actions in a group facing a range of issues.

Table 3 2016AP. The CEE 2016 Athena Swan Action Plan. (Created April 2016 for Athena Swan submission and updated qaurterly to reflect progress until Jun 2020 when superceded by 2021AP

Key : 🟢 Action completed 🟡 Action ongoing/routine 🔴 Action not started/cancelled

	Theme/Objective	Actions	Responsibility	Timeframe		Deliverables/Success Measure	Notes/Impacts	Status
				Start	End			
Theme 1: Supporting our UG students								
1.1	Increase gender diversity of UG degree programmes by raising awareness in of CEE in schools	Maintain an active outreach programme for school age students.	Outreach Coordinator (SP) with support from all staff, Admin (Marketing)	2013	2021	More students seeing outreach activity prior to UCAS application.	Weir-WIISE 100 girls 2019/20, 150 girls 2020/21	🟡
		Continue to ensure good female representation on outreach activities	UG Selector	2016	2021	More staff involved with UG recruitment activity	Increased number of staff involved	🟡
		Use ENTICE data to identify other schools we could approach for potential Outreach	UG Selector	2016	2018	More schools receiving outreach activity offers	Schools identified and some visits arranged, no further reporting to EDIC	🟢
		Ensure all documents includes inclusive language (e.g. option to select Mx as title) and makes gender balance clear	Admin (Marketing), UG Selector	2016	2017	Updated literature		🟢
		Develop Outreach Activities for mature students (Access STEM and other pathways)	HoD	2016	2018	New activity developed Increase in mature student entry	Action superseded be focus on GA recruitment	🔴
		Encourage staff to engage with wider range of outreach activity (science festivals, talks)	All staff , opportunities identified by EDIC	2016	2021	More students seeing outreach activity prior to UCAS application. Numbers to be monitored tracked	Staff involved with STEM Ambassador program, I'm a Scientist/Engineer, Glasgow Science Festival, Radio/TV interviews, COP26	🟡
		Identify other universities for articulation agreements (EDIC to monitor EDI conflicts)	Internationalisation Team, HoD	2016	2018	New UG programme	No longer EDIC issue, but EDIC to monitor intakes to assess EDI impacts	🟢
1.2	Monitor UG numbers and outcomes by gender and SIMD, to allow comparison and tracking of performance	Routine monitoring by EDIC	EDIC	2016	2021	Stable or improving gender balance and numbers across all degree programmes		🟡
		Use monitoring to identify any additional actions required	EDIC	2016	2021	No relationship between SIMD status ad degree outcomes		🟡
		Pressure University to allow students to declare transgender identity and have official correspondence addressed as desired (e.g. Mx)	AS Chair with support from Admin Asst, E+D Mgr for transgender issue	2017	2018	Transgender identities reflected in IT systems	CEE influencing UoS policy/practice	🟢
1.3	Revise UG Entry Criteria to improve diversity in entrants	Monitor impact of changes to UG entry made for 2016/17, diversity in entry and impact of changing entry subjects on Y1 and later UG outcomes	Director for UG and UG Selection, Admin Asst	2016	2018	Diversity in applicants increases, No change in student outcomes as entry diversifies	Changes reversed on centralisation of admissions (see 1.4 for new actions initiated)	🟢
		Investigate and define additional support/training needs based on student success and retention	Director for UG	2017	2021	Development of required training/support mechanisms to support UG	Not required at present- initial analysis shows no change in outcomes	🟡
		Include creative subjects (e.g. Art & Design, Dance, etc.) among recommended Highers on webpages/etc.		2017	2018		Changes to website structure from UoS mean only required subjects listed.	🟢
1.4	Recruitment centralised by Faculty of Engineering. Diversity decreased:	Revise UG Entry Criteria and monitor need for further changes to mitigate reduced diversity in entrants caused by centralisation of admissions. Change in entry requirement to Maths A OR Maths B & 1 Science at A or B	All EDIC involved with discussion, Recommendation made to Director for UG and UG Selection, Admin Asst	2017/18	2021	Increased diversity in UG applicants	Impact not yet clear as Admin error in 2019/20 entry meant changes not correctly advertised by UoS and COVID impacts overlaying 20/21 an 21/22 entries	🔴
1.6	Promote & recognise successes	5th year advisor meetings with top students (e.g. top 5) to advise on class rank as part of advising on curriculum choices	Y5 YA	2016	2021	Increased diversity in awardees	Some initial progress, but not continuing. Female outcomes remain good though. Y5 YA continuing discussions	🟢
		Advertise successes identified in NSS and other student survey data	EDIC and UG Director	2016	2021	High NSS survey completion, rates and positive feedback in responses relating to EDI and student support	Improvements in NSS scores now being seen as students reach end of UG lifecycle	🟡
1.7	Monitor impact of curriculum changes to ensure mitigation of	Continue to monitor performance after curriculum changes	EDIC	2019	2024	Longer term (4-5 yr lead in) increase in diversity as changes in content feed through UG intake	Anecdotal evidence from students that increase in low carbon, net zero, circular economy projects well received.	🔴

	Theme/Objective	Actions	Responsibility	Timeframe Start	End	Deliverables/Success Measure	Notes/Impacts	Status
	any negative EDI impact	Investigate opportunities for making core skills training for 1st and 2nd year entry available via distance learning	DL Coordinator with support from EDIC Chair and other staff	2016/17	2017/18	Development and piloting of UG DL offerings		🟢
		Investigate exploitation of DL classes to support training needs of other student cohorts	EDIC & DL Coordinator	2019/20	2021	Maintaining quality of programme and positive student responses to surveys	superseded by COVID	🔴
1.8	Support for students from under-represented groups including women	Continue to champion Strath Equate / Interconnect (formerly UG-FWES) and support its programmes	WISE, reporting by EDIC Chair, E+D Mgr	2017	2021	StrathEquate membership continues to grow and includes people of all genders		🟡
		All Teaching related staff to undertake EDI training	Dept. manager	2016	2021	100% compliance by staff	Compliance targets met, now reviewed annually and refresher training for existing staff	🟡
		Encourage all students to report when additional support is required through class staff or YA so department can offer appropriate solution. Additional formal reporting through NEPTUNE for student records when needed. Disability officer to bring issues/solutions to EDIC as appropriate	YA, Class staff, Disability officer	2016	2021	Appropriate Solutions identified and implemented for any student requesting additional support	Disability officer ensure all staff aware of information sources on NEPTUNE as case-by-case in many instances	🟢
		TLC monitoring benefits of current mentoring programmes and feed back to EDIC (see 2016AP-1.9)	UG Mentoring , UG Director	2016	2021	Continued uptake and benefits from students opting to user opportunity .No quantitative data but anecdotal remains good		🟡
1.9	Supporting mobility into successful careers	Engagement with ICE and IAB to develop initiatives to address bias in the sector and support relevant training for UG	UG students with support from EDIC Chair & WISE Rep	2016	2021	Successful graduate uptake into diverse sectors. Support industry bodies to improve the sector.	Feedback from 2019 Joint Board of Moderators: "There is strong support from the Industrial Advisory Board and Department, with mentoring and assistance with applications. Students are exceptionally well-prepared."	🟡
		Provide additional CEE area specific support for UG career development and transitions into industry (led by IAB) through established mentoring scheme	EDIC, IAB, Year Advisers of Studies,	Jan 2022	Jun 2022	Continued uptake of mentoring scheme by UG		🟡
						Student feedback and IAB reporting at quarterly IAB meetings		🟡
Theme 2: Supporting our PGT students								
2.1	Maintain gender diversity of PGT degree programmes while increasing student numbers to meet UoS targets	Revise registration and communication information regularly to make sure inclusive language is used throughout (e.g. option to select Mx as title)	Director for PG Studies	2016	2018	Literature that is regularly updated.	UoS policy now changed	🟢
		Internationalisation strategy to continue pursuing articulation agreements in collaboration with Faculty and University. EDIC to consider any Dept. EDI issues in future agreements	Internationalisation Team	2016	2021	Increased applications from talented international students, including women.	No longer EDIC remit	🟢
		Monitor PGT numbers and performance by against internal and national statistics	Admin Asst and Programme Directors,	2016	2021	Annual reporting to staff and committees. Provide data for analysis and further decisions if a reduction in diversity observed	PGT numbers up from 55 in 2016/17 to ~200 in 2020/21	🟡
		Development & Introduction of Jan Start PGT programme	Director for PG Studies, teaching staff, HoD	2018/19	2020/21	Increase in PGT numbers	Jan 2021: 7 in MSc Environmental Engineering (4/7 = F), and 2 in Civil Engineering (1/2 = F).	🟢
		Monitor impact of BREXT on international PGT numbers and home country, and identify further recruitment opportunities to make up for reduced EU enrolment.	AS Chair with Admin Asst	2020	2021	Impact of Brexit is unclear and has not yet affected PGT recruitment.	The new January start programmes in MSc Civil Engineering and MSc Environmental Engineering have increased international recruitment and enrolment, offsetting EU numbers, but more importantly broadened opportunities internationally	🟡
2.2	Support for students from under-represented groups including women	Continue to champion Strath Equate / Interconnect (formerly UG-FWES) and support its programmes	WISE, reporting by EDIC Chair, E+D Mgr	2016	2021	Active PGT community CEE students attending events	Management of activity now within the UoS student body and no longer reported to EDI committee	🟢
2.3	Improved management and	Creation of PG Project Coordinator role	Director for PG Studies, PG Project Coordinator	2019/20	2021/22	Better student satisfaction with project assignment and management	All dissertation project classes consolidated and under management of	🟡

	Theme/Objective	Actions	Responsibility	Timeframe		Deliverables/Success Measure	Notes/Impacts	Status
				Start	End			
	clarity of dissertation project assignment		with support from Programme Directors and all staff			procedures reported in class and year group surveys	the PGT Director/Project Coordinator (AW is growing into the role) with equity amongst programmes	
2.4	Supporting mobility into successful careers	Engage Class Reps to discuss careers with peers and gauge interest in careers events	PG Class Reps with support from Director for PG Studies and Programme Directors	2016/17	2016/17	Training needs identified	Events developed and held with good PG engagement by Career Services (custom tailored for the department): Job search strategies, CV writing (and review), and interview preparedness	🟢
		Support Class Reps to develop programme of career support based on student interests (e.g. CV workshop, etc.)		2016/17	2021	New courses delivered	Career Services and PGT director coordination of ongoing activity. Monitoring of data and attendance managed by careers service. No longer reported to EDIC	🟢
2.5	Develop distance learning options for PGT studies	Expand Distance Learning profile of classes as part of a strategy to meet evidence-based demands	DL Coordinator	2016/17	2017/18	4 new programmes offered: created: MSc Sustainability & Environmental Studies, MRes Climate Change Adaptation, MRes Geoenvironmental Engineering, MRes Integrated Prevention and Pollution Control	We now have 6 programmes (nearly half of Faculty, and 25% of university), broad international engagement and gender balance in DL MSc's -- balance of career, family and studies.	🟢
		Monitor diversity in DL uptake and identify any unanticipated EDI issues should the arise	DL Coordinator, reporting to EDIC	2017/18	2021	Annual reporting to staff and core committees. Provide data for analysis and further decisions diversity issues observed	Gender balance of intake reflective or better than host country averages	🟡
Theme 3: Supporting our PGR students								
3.1	Maintain good gender balance among PGRs while increasing recruitment to meet University targets	Ensure communications include inclusive language (e.g. "people of all genders")	All staff with leadership by HoD and Dept. Administrator	2016	2017	Literature all updated		🟢
		Internationalisation strategy to continue pursuing articulation agreements (e.g. 2+1 research programmes) and recruitment in collaboration with Faculty and University. Articulation agreement discussions underway with target of first students in 2017/18	Internationalisation Team, Admin Asst for marketing	2016	2021	Increased applications from talented students, including women	Reporting student numbers through EDIC, but no other direct committee involvement at present	🟢
		Monitor PGR numbers by gender against UK, Scotland, and benchmark institutions	EDIC Chair with support from PGR Director , Admin Asst	2016	2021	Data presented annually at staff meeting after majority of intake have started	Major impact of BREXIT seen in numbers because of fixed value of UoS PGR funding pot. Drive for increased # students makes hard to support international	🟡
		Encourage staff to look for potential JARA students in Y4 to discuss PGR options, especially from women and other under represented groups	All staff	2017/18	2021	Increase in JARA applications, and increased diversity within PGR population	No major increase clear from data but numbers in line with faculty expectations	🟡
		Encourage staff to seek 3.5 year or 4 year scholarships whenever possible, and write clear adverts for PGR projects, to encourage wider participation	PGR Director, HoD, Director for Research,	2015/16	2021	Maintain scholarship levels	Number of 3.5 and 4yr scholarships stable. 4yr only available through external funding routes	🟡
3.2	Maintain high quality supervision with adequate support for CPD and CD for all students	All new staff to complete Strathclyde Supervisor training. All existing staff encouraged to look at CPD options	All supervising staff	2016	2021	Good and improving feedback in student surveys	Continued improvements in PGR student satisfaction reported in PRES	🟢
		Supervisors to follow up specific training needs of their students	EDIC Chair follow up with Centre heads/supervisors	2017	2021	Good and improving feedback in student surveys		
		Assess "Good Practice Guide" developed by CEE for supervisors separate from PGR handbook for any potential EDI impact	EDIC	2016/17	2017/18	Action superseded by revision to OSDU provision for supervisor training		🔴
3.3	Reduce PGR Completion times	Change culture around completion time with written and verbal communication to students regarding maximum completion time and end of scholarship period	HoD, PGR Director and staff involved with PGR progression	2016	2021	Decreasing trend in average completion times from 2020 as intakes after 2016/17 move through lifecycle	Challenging to report accurately on this data as routinely accessible data only contains start and end dates. No VS indication, periods of part time working etc.	🟡

	Theme/Objective	Actions	Responsibility	Timeframe Start	End	Deliverables/Success Measure	Notes/Impacts	Status
		Working group with PGR students and staff with strong track records of on-time student completions for contents of the guide	EDIC Chair, PGR Director	2016	2017	Updated practice/actions to support needs identified	From the data available, we have evidence that there has been a slight increasing trend on the numbers of PhD students completing within the maximum period of studies since 2018.	🟢
		Update Department, Research Committee, & Faculty, and University with progress	EDIC Chair, PGR Director	2017	-	Annual report to HoD		🟡
3.4	Ensure appropriate support for all under represented groups, including women	Continue to make sure PGR students are aware of support networks and access points for women and other under represented groups among PGR students	PGR Director, EDIC/WISE for event information		2021	PGR only Myplace page with all contact details and Section dedicated to EDI related issues	Students generally feeling well supported but variable provision for some welfare services a known issue being tackled at UoS level	🟢
		University anti-racism declaration circulated to all staff and other EDI related documents circulated to students.	EDIC Chair, PGR Director	2016	2018	Increased awareness	Activity now UoS centralised, but also included in Dept. PGR Myplace pages	🟢
		Identify appropriate training for PGR students, including soft skills and confidence	Staff involved with annual review, Supervisor, PGR Director	2016	2021	Successful completion of PGCert for all PGR students, with tailored training package according to individual needs		🟡
		Liaise with NEPTUNE and PGCert Team to ensure that documentation helps support PGR career development	PGR Director	2016	2018	Superseded by changes to UoS PGR record management	Superseded by Student lifecycle project	🔴
		Departmental engagement with student lifecycle project	PGR Director	2017	2019	Implementation of revised practice following lifecycle report	All actions implemented but many not possible/assessable yet with overprinting of COVID	🟢
3.5	Improve social interaction and peer support among PGR students	Reintroduce Student Liaison Committee	PGR Director	2018	2021	Improved PGR engagement with Dept. management and more active peer support network		🟢
		Reinstate lunchtime department seminar series		2019/20	starting 2020/21	Increase PGR engagement with staff	Series planned, delayed by COVID	🔴
		Introduce monthly social events during core hours such as international potluck lunches to welcome new staff and students	PGR student reps to lead	2017	2021	Lunch groups become more diverse Increased social interaction and "feeling of belonging" reported in surveys	High PGR turn out at most departmental events. Good feedback in PRES. Series of online social events organised by PGR reps that have been well attended.	🟢
3.6	Supporting mobility into successful careers	Invite PGRs to attend PGT careers events, and disseminate events circulated to staff that are appropriate	Director for PGR and supervisors	2016/17	2021	Events held had good PGR engagement		🟡
		Ensure all EDI 7 Engagement activity undertaken by PGR is credit bearing for PGCert	Supervisors, EDIC	2017	2021	Supervisors reminded by EDIC through staff meetings		🟢
		Identify opportunities for support into non-traditional pathways (we asked about research, academia, and industry, but there were several students interested in other sectors such as government)	PGR Director, all staff, PGR reps	2017	2021	Superseded by updated offering from University careers service		🔴
Theme 4: Supporting our staff								
4.1	Maintain gender balance among fixed term staff	Monitor and report performance at departmental and research centre level	HoD plus all staff	2016	2021	Gender balance maintained despite turnover	Note: Several large programmes coming to close in 2020-22 could see significant reduction in number of fixed term contracts and gender balance within sub groups - will be captured in routine monitoring	🟢
		Ensure all staff on recruitment panels complete required EDI training	Dept. Administrator	2016	2021	Annual report to staff meeting		🟢
		Staff feedback shows the majority of applicants (esp. international) are coming from staff networks, encourage all staff to advertise widely.	EDIC Chair reporting to All staff	2018	2020	Increased gender balance in applicants for positions		🟢
4.2	Support short-term staff progression and	Encourage all line managers to discuss CPD with all staff and develop appropriate plan based on ADR process	All line managers with HoD support	2016	2021	Increase of CEE fixed term staff securing permanent roles at end of contract.	Strong track record of lectureship and fellowship appointments (particularly	🟡

	Theme/Objective	Actions	Responsibility	Timeframe Start	Timeframe End	Deliverables/Success Measure	Notes/Impacts	Status
	mobility to permanent roles					Good CD support reported by fixed term contract staff.	women) continues in Dept. and grows in Faculty	
						Increasing numbers fixed-term staff completing OSDU training (e.g. PGCert)		
		Ensure all line managers have completed ADR training - encourage incorporation of line manager training into ADR	All line managers	2016	2021	All staff conducting ADRs have completed appropriate training		🟢
		Identify and adopt best practice for CPD from across research centres, department, and Faculty.	EDIC Chair, WiSE Rep, line managers, fixed-term staff	2016	2021	Staff up to date with training options offered through OSDU	Revision of OSDU training programme 2017/18 and 2019/20, circulation of training options now managed by UoS not department level	🔴
		Ensure staff in short-term teaching cover positions have time to develop teaching, research, and KE portfolio	HoD	To implement again in each case of teaching cover				🟢
		Ensure fixed-term research staff have time to develop teaching, KE & leadership portfolio	EDIC Chair, line managers, fixed-term staff	2019	2021	Researchers leave the Department with strong track records in all appropriate job areas		🟡
4.3	Improve socialisation and network development among fixed-term staff	Maintain engagement of fixed-term staff with departmental social events	All staff	2016	2021	Good attendance at events from all staff categories		🟢
		Establish mechanisms to share best practice about networking within peer groups and research groups	Centre Heads, all staff, especially PDRA line managers	2018	2021	Researchers leave the Department with strong track records in all appropriate job areas	Revised research Centres all have regular meetings as platform for this discussion	🟢
		Reinstate lunchtime department seminar series	Centre Heads & PGR Committee	2019/20	starting 2020/21	Increase engagement with permanent staff	Series planned, delayed by COVID	🔴
4.4	Improve gender balance among permanent staff	Monitor and report to faculty how the increased recruitment via Chancellor's Fellowship and Global Talent schemes are effecting staff diversity	EDIC Chair via HoD	2016	2021	Increased diversity and gender balance	Increase in staff over 2016-2020 but no change in overall gender balance across department, although CII still remains less balanced than rest of department.	🟢
		Monitor staff recruitment, retention, promotion at departmental and research centre level, and panel membership	Dept. Administrator, Director of Research, EDIC Chair	2016	2021	Annual report to HoD, and Staff meeting Increased inclusion of inclusive language in all hiring activity		🟡
		Monitor gender balance in REF submission	EDIC Chair	2021	2021	Maintain good gender balance on Ref outputs included in submission	2021 REF showed no significant gender bias in number or grade of submissions i.e. female contribution in line with department demographic, and higher than department M/F for submissions graded at 4*	🟢
		Ensure all staff on recruitment panel complete required EDI & Bias training	Dept. Administrator	2016	2021	All staff have correct training		🟡
		Increase in permanent teaching roles to support diversification of degree offerings and recruitment.	HoD	2016	2021	Increase in teaching staff	Success for hiring and promotion within teaching job family	🟢
		Continue to ensure good representation of female staff on website and other marketing materials	HoD, All staff	2016	2021	Increased diversity and gender balance		🟡
4.5	Increasing EDI awareness of all staff	Reporting completion of Diversity in the Workplace training (now compulsory), and renewal every 3 years as part of ADR	Dept. Administrator reporting to faculty through HoD	2016	2021	100% Completion of Diversity in the Workplace e-module by start of 2016/17	Some drop in completion rates when revision of renewal requirements were deployed, but rectified within few months of UoS policy change	🟢
		Useful training opportunities and feedback on good training shared at Staff meetings		2018	2021	Increased uptake of other training	Not possible to keep through EDIC as no central system where data can be extracted, All staff now including this in ADR process	🟢
		Reporting on status of ongoing EDI related activity involved CEE staff across UoS and wider sector		2020	2021	Increased awareness of EDI activity and role of CEE in shaping EDI policy at UoS		🟡
4.6	Provide adequate support for induction	Continue to develop job manuals	Dept. Administrator	20016/17	2017/18	Documents to support handover for all roles	HoD, Directors for PGT & PGR, and EDIC and Research Committee Chairs all	🟢

	Theme/Objective	Actions	Responsibility	Timeframe		Deliverables/Success Measure	Notes/Impacts	Status
				Start	End			
	and role transitions to minimise additional administrative workloads and maximise KE	Development of transition plans for all major role handovers	Outgoing post holder and HoD	2018/19	2021	Transition plan in place for all role changes	changes in AP period Plans in place ahead of each transition	● (green)
		Assess adoption of job manuals mechanism for technical and academic admin roles	HoD leading	2017/18	2018			● (red)
		Revision of departmental induction pack	Dept. Administrator with HoD and key roles	Summer 2016	2021	Document updated every 2 years Positive feedback from staff	Some change to UoS induction provision 2017-2019. Induction document revised Spring 2020 with input from new starters in AY 2019/20	● (green)
4.7	Ensure sufficient technical support is in place to enable research needs across CEE	Faculty-led review of technical support provision. CEE representation and needs presented	HoD, all lab active staff	2016/17	2017/18	Improved mechanisms for supporting technical requirements of research and career mobility of staff to support that research		● (green)
4.8	Improve communication mechanisms in the Department	Comprehensive review of committee membership, function, engagement, and communication with Department	HoD	Summer 2016	Autumn 2016	Increased satisfaction in communications documented in follow-up surveys	Fed into updated WLM	● (green)
		Implement workarounds for webpage issues where possible (e.g. internal SharePoint pages accessible by all staff and PGR students so everyone, especially new arrivals, knows what other members of the Department do)	HoD, Admin team, IT	2016/17	Summer 2017	Increased satisfaction in communications documented in follow-up surveys		● (green)
		Increase number of informal, non-beverage focused social activities to increase staff socialisation outside of work	HoD and others	2016	2021	Increased range of activities, attendance by staff not served by existing provision		● (green)
4.9	Improve career development and promotion support	HoD to raise support staff and Senior Lecturer feelings on ADR anonymously with the Head of Human Resources as a matter of priority	HoD	2016/17	2016/17	UoS change ADR process, especially for TAP roles	ADR system revised	● (green)
		Department to promote staff growth and mobility through all line managers and staff performing ADR	HoD and line managers for all other actions	2016	2021	Increase promotion of junior staff, including women	EDIC monitoring overall promotion successes/timings etc. to make sure all staff served equally well by promotion/ progression	● (yellow)
		HoD and senior professors to encourage development of junior colleagues	EDIC Chair (CS) and Self-Assessment Team for annual surveys	2016	2021	Increased staff satisfaction with CD and ADR process		● (green)
		Anonymous surveys and/or focus groups to be conducted on an annual basis to evaluate improvements among staff perceptions		2016/17	2018/19	Feedback for case to UoS policy change		● (green)
		Increase support through the promotion process for academic and teaching staff using the ADR process and peer-to-peer networks and experience sharing.	HoD and staff completing ADR	2017/18	2021	Increased number of promotions in all academic and teaching roles, especially among ECR and women	Promotions up from 4 (2017/18) to 13 (2020/21), and increase promotion from female staff Data shown in Appendix	● (yellow)
		Following discussion with non AKT roles, Dept. implemented an increase support through the promotion process for technical and APS staff using the ADR process and targeted support from senior staff	HoD, AT	2017/18	2021	Appointment of professorial level staff members to lead and ADR and progression work package for all APS (HoD) and technical staff (AT)	Promotions up from 4 (2017/18) to 13 (2020/21), and increased promotion from female staff. Data shown in Appendix	● (yellow)
						Increased number of successful regrading cases in the technical and APS		● (green)
		Recasting of ADR process for all Technical team in terms of regrading criteria	HoD, AT	2018/18	2021	Staff clear on CD targets needed for next progression/regrading case		● (green)
						Move from annual review to ongoing discussion on CD (every 2 months during development of regrading cases)to support staff		● (yellow)
4.10	Maintain support for maternity, paternity,	Continue to collect, analyse, and report on data regarding leave	HoD with support from parents in the Department	2016	2021	Identification of any barriers to successful return to work by individuals taking leave	Continued return to work by several staff taking maternity leave	● (green)

	Theme/Objective	Actions	Responsibility	Timeframe Start	End	Deliverables/Success Measure	Notes/Impacts	Status
	adoption, and parental leave	Encourage men to take parental leave when eligible	HoD and Line managers	2017/18	2021	Increased use of UoS leave policies by all parents	Several men within the department have used UoS leave policy	🟢
		Provide support by sharing experience with staff in other Departments, particularly those with significant gender imbalances	EDIC Chair through WISE	2018	2021	Increased use of UoS leave policies by all parents		🟢
4.11	Reducing workload inequalities in the recruitment process	Encourage staff to use career development to include training and experience as panellists. Particularly to increase the number of female staff eligible to sit on panels and reduce current workload imbalances	HoD and Line managers	2016/17	2021	Increased number of available female panellists		🟢
			All staff	2017/18	2021	Increase awareness of EDI issues that are/should be discussed at interviews	now managed by those conducting ADRs	🟡
			All staff	2017/18	2021	Increased diversity of experience on interview panels wit the intention of reducing any potential biases	now managed by those conducting ADRs	🟡
4.12	Improve workload management and work-life balance of all staff	Support all staff wanting to exploit flexible working policies,	HoD, Departmental Administrator	May 2016	2021	Staff making use of flexible working when required	EDIC action to raise awareness 2016/17 now routine for MG	🟢
		Monitor uptake and usage and effectiveness of flexible (and agile) working policies	EDIC and HoD	June 2016	2021	Support HoD in assessing impacts of flexible and agile working on other staff	EDIC action to raise awareness 2016/17 now routine for MG	🟡
		Sharecase studies and best practice between departments through WISE	EDIC reporting to WISE	June 2016	2021	Increased awareness of possible working patterns to support a good work-life balance across the Faculty		🟢
		Comprehensive review of committee membership, function, engagement, and communication with Department	HoD and EDIC Chair	Summer 2016	Autumn 2016	More accurate inclusion of committee membership workloads in WLM / More even distribution of committee workloads across department	HoD and Dept. Administrator responsible for running revision of WLM. Raising EDI issues with EDIC as needed	🟢
		Mandatory training for all committee chairs on how to run effective meetings	All staff	Autumn 2016	2021	Staff perception of workload distribution improves	Anecdotal evidence shows reduction in meetings running longer than scheduled	🟢
		Maximum meeting times, and scheduling of all Departmental meetings within core hours	Dept. Admin team, All staff	2016	2021	Shorter meetings and no meetings running over	No Dept. meetings held outside core hours since 2017	🟢
		Providing calendar showing school holiday schedules for school areas of all departmental staff so Departmental (and all other meetings) can be scheduled outside school holiday periods	Dept. Admin team	2019	2021	All staff (and PGR) able to scheduled meetings to suit all attendees	Updated annually by admin team, and all staff reminded of calendar and given link in in Staff meetings (reported in minutes)	🟡
		Encourage all staff to schedule all meetings in core hours, and to consider the optimal time for meetings for all attendees (staff and PGR)	EDIC & HoD	2016/17	2021	Better work-life balance for staff, and reporting of compliance in staff surveys		🟡
						Good awareness of Departmental policy reported in survey responses		🟢
		Assess any EDI implications to changes to the departmental WLM	EDIC & HoD	2016/17	2021	HoD or other members of Management Group to raise potential issues with EDIC		🟡
		introduce a formal "understudy" system so HoD/ Management Group can quickly redistribute workloads to cover staff illness with minimal impact of the workloads of others	Dept Administrator & TLC	2019	2021	Simple spreadsheet log of all understudies shared with all staff	Dept Admin team update every semester	🟢
		Address staffing issues that result in workload imbalance with support from HR	HoD	2016/17	2017/18	Specific issue resolved		🟢
4.13	Maintain support for career transitions to and from part-time working	Continue to evolve best practice and case studies by getting feedback from staff making the transition	HoD	When needed		Documentation of experiences for reflection and improvement as not frequent and we want to keep historic knowledge		🟢
4.14	Improve EDI related issues in the Department estate	Feedback to Estates, disseminating estimates in how long to rectify problems to staff as soon as possible	Dept Admin/Technical team depending on location	2016	2021	Less frequent lift outages, automatic opening mechanisms added to estate		🟢

	Theme/Objective	Actions	Responsibility	Timeframe		Deliverables/Success Measure	Notes/Impacts	Status
				Start	End			
		Develop project for development of dedicated EDI support space e.g. room that can be used for breast feeding/rest space to augment Faculty offering that is not practicably accessible for CEE staff		2018/19	2019/20	Space for all staff and students to use in support of a better work-life balance.	Project developed and ready for deployment by Estates	🟡
Theme 5: Supporting everyone and helping others to change								
5.1	Maintain engagement of CEE staff with Faculty, UoS EDI activity, and visibility of CEE led activity	Maintain level of CEE staff involvement with Faculty and University committees (EDI and other)	HoD, EDIC Chair, Other staff	Summer 2016	2021	Dissemination of best practice and uptake of CEE policy/practice buy others	Activity was already ongoing pre 2016 Athena Swan submission but added to 2016AP after feedback from EDICapplication review	🟡
						Increase visibility of sector leading CEE led activity across UoS		🟡
		Support CEE staff continuing EDI related activity, including time to develop new grant proposals focussing on EDI	EDIC, HoD, Other staff	Summer 2016	2021	New EDI focused projects and programmes being led by CEE staff	Projects active at start of period have ended. 2020 flagship CEE led activity is STEM Equals	🟢
		Dissemination of best practice to other departments	EDIC, HoD, Other staff, WSIE	Autumn 2016	2021	Dissemination of best practice and uptake of CEE policy/practice buy others		🟡
						Adoption of policy/practice by UoS		🟡
		Dissemination of best practice from other departments into CEE	All staff , EDIC	Autumn 2016	2021	Dissemination of best practice		🟡
		Support staff to develop applications/nominations for awards/recognition of CEE Outreach and engagement activity	EDIC, HoD, Staff	as opportunities arise		Increased awareness of best practice and innovation across the sector	Nomination of CEE outward bound programme for BAM-Nuttal awards	🟢
		Share Calendar for school holidays across Faculty	Dept. Admin team	Jan 2020	Feb 2020	Increased adoption of meeting times most suitable for those with child care commitments	2020 calendar not shared beyond WISE because of ongoing changes to SharePoint site To be updated later in year when all access restored	🟡
		Share Athena Swan Application with other departments to support development of inclusive practices across UoS	EDIC Chair, UoS EDI staff	Summer 2016	Summer 2016	Better work-life balance for staff, and reporting of compliance in staff surveys	Redaction complete and document on UoS EDI SharePoint pages for all to use	🟡
5.2	Maintain level of CEE staff engagement with external institutions and societies	Share best practice and support the development of more inclusive polices across the sector	All staff	Summer 2016	2021	Dissemination of best practice and uptake of CEE policy/practice buy others	ZS, MP and others on national awards panels, EDI committees.	🟢
5.3	Driving change in university policy	Monitor impact of changes in UoS policy on Dept level Edi issues, reporting negative impacts back to centre	EDIC Chair and HoD	2016	2021	Continued improvement of assessment of impact on EDI and staff work loads by UoS before policy deployment		🟡
		Monitor impact of the semester of teaching relief for all staff returning from maternity leave to support minimising international inequalities	RL with Faculty	2016	2018	High uptake of provision	Policy adopted at end of last AS cycle. Uptake remains poor (2017/18). Departments are required to find funds to support this – so not encouraged. RL working with UoS Exec to get included as a "right" with central UoS support .	🟡
		Develop project for development of dedicated EDI support space e.g. room that can be used for breast feeding/rest space to augment Faculty offering that is not practicably accessible for CEE staff	EDIC	2018/19	2019/20	Space for all staff and students to use in support of a better work-life balance.	Project developed and ready for deployment by Estates	🟡

Section 2. An evaluation of the department's progress and success

2.1 Evaluating progress against the previous action plan

All actions from the most recent version of the 2016AP have been completed, revised and/or superseded as indicated below. The plan was revised on receiving feedback on the Athena Swan 2016 application and updated continually until June 2020. The 2016AP was superseded in June 2020, because of the impacts of COVID. This has evolved into the 2021AP, so the new Action Plan provided runs from Jun 2020 to 2027, reflecting the ongoing work to support EDI-related COVID-impacts. The updates & impact recorded against the 2016AP plan as it evolved are also presented.

The key theme in our 2016AP was to increase/maintain gender diversity while also growing student and staff numbers at every level (Table 4)**.**

Table 4 – Departmental objectives for staff and student populations from 2016-2021

	Staff/Student Numbers		Gender Balance	
	Objective	Outcome	Objective	Outcome
UG	Grow	+55%	Increase from 18% AND keep above national average	Stable
PGT	Grow	>200%	Improve to >45% F	Now 52%
PGR	Maintain/Grow	Brexit induced Reduction	Maintain at ~40% F	Met
Fixed term Researchers	Grow	+79%	Maintain/Improve - ideally better than staff gender balance	50% F
Technical, Admin & Professional Services staff	Maintain	Met	Maintain at ~35-40% F	Met
Academic, KE & Teaching staff	Grow	+55%		

The key activity to increase UG diversity was relaxing the entry requirement for Physics, a known obstacle to female engineering applicants[8]. From 2016/17 we required Physics *or* Chemistry which increased the proportion of female UG students (A.2.1) (30%) with no impact on grades (students were supported by a parallel curriculum revision that introduced additional enhanced mathematics and mechanics provision in first year). However, when Faculty centralised admissions in 2019/20, EDIC observed an immediate reduction in % female recruits. We secured Faculty approval for entry requirements of Maths (A/B) + 1 Science (A/B) from 2020/21 and we anticipate an increase in female UGs again (current impact remains unclear with policy change + COVID, but we have 21% female acceptances for 21/22). Monitoring continues [2021AP.2.2]. Despite this, we have maintained our gender balance (A2.1) close to the national average (20.2% for civil engineering[5]. The impact of ongoing work (since 2015) to improve the UG experience is clear from our improving NSS results (A1.10), which will also help with recruitment.

For PGT, our key activity was embedding the new courses offered over the past award cycle, which have developed a majority female PGT population (current 52% female A2.1). For PGR

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[8] Ofsted (2015). A level subject take up. Published March 2015. Reference: 150048

the aim has been to try to increase numbers whilst keeping our gender balance. The former has been funding controlled (not EDIC remit), but we see no gendered impact at present (routinely monitored by EDIC).

While fixed term contract staff numbers (mostly PDRA) have increased (71% since 2015/16, A2.3) we saw a reduction in % female staff (21% in 2020/21, lowest in 13 years) driven (in part) by growing research activity in the Centre for Intelligent Infrastructure. Although EDI data is rarely disaggregated by sub-discipline, Structural Engineering has lower proportion of women in both academic and industry than other CEE areas, with a professional membership of 9%[9] female compared to 15% for civil engineering[2]). We implemented (August 2021) a revised departmental policy for recruitment, to increase staff training in recruitment/selection and unconscious bias, introduce gender decoders to ensure inclusive language, and increase diversity in recruitment, and have since seen gender diversity improve among fixed-term research staff to 50% [2016AP.4.1, 2016AP.4.4].

A challenge when recruiting fixed-term research staff is that positions are often costed on grants at a specific grade, meaning that if an applicant has a CV deserving of appointment at a higher grade the post has to be shortened. The department policy of returning a proportion of overheads to PIs as special funds, provides PIs with a great degree of flexibility. In a recent example, one of our chancellor's fellows was able to offer a post at a higher spine point to an outstanding female candidate for the full term of the grant by matching the costed grade 7 post with income from special funds. Similarly, as when a research staff member's maternity leave ended after the Innovate UK contract she was on had terminated, meaning she was not eligible for maternity leave (at the time Innovate UK had no maternity leave cover). In that case the PI was able to lever funding for maternity leave with special funds, plus matched funding from the university [2016AP4.10]. Having the flexibility on special funds allows us to smooth out some of these issues of precarity which disproportionately affect women.

Our academic, teaching and knowledge exchange staff numbers have increased by 70% since 2016 (from 29 to 44) while also increasing the % of female staff from 35% to 39%. No academic staff are on fixed-term contracts, while four teaching staff are on fixed-term contracts (currently 3M and 1F). These posts are typically to cover academic staff teaching buy out, to allow academic time to focus on preparing large research grants other duties for a fixed term. The Department has a successful track record of transitioning fixed-term teaching staff to permanent contracts (2 since 2016, with a business case for a 3rd transition currently under review at Faculty level). Currently only one staff member in the academic, KE, and teaching category works part-time, as their role is split between CEE and the Faculty. No research staff currently work part-time. Currently among the Technical, Admin and Professional Services team 5 staff members work part-time (3F, 2M) these arrangements accommodate caring responsibilities and the nature of the role.

Meeting the objectives for staff expansion has been largely driven by recruitment policies implemented in the previous award cycle (although the recruitment policy change outlined above may yield a positive impact on future gender balance) and we have usually shortlisted a higher % of female candidates for interview than in the applicants' pool (A2.6). Beyond the interview process, as a Department, we strive to accommodate staff members' personal circumstances as they start. For example, we negotiated a phased part-time start for our Female structural

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[9] Liel (2014) [Diversity in the Structural Engineering Profession](#) (2014) Professional Issues, Strucrure

Engineering Teaching Fellow, and one of our male Structural Engineering Professors, both of whom had caring responsibilities (a child starting school and university respectively).

As noted above, Structural Engineering as a profession has a worse gender balance that the rest of Civil Engineering. This has been continuously reflected in the gender balance of applicants, interviewees and appointments for structural engineering academic posts, which since 2016 have all bar one been male. When our male senior teaching fellow indicated a wish to retire, and made us aware of a potential outstanding female candidate as a replacement, we sought and were granted special permission to hire a replacement via a single candidate interview. Despite being at a time when the university had frozen new recruitment, Faculty were supportive and worked jointly with the HoD and incumbent staff member to develop a business case which accommodated his retirement plans, the career and family priorities of the new member of staff and ensured we attracted a talented female structural engineer to act as a role model to our students.

2.2 Evaluating success against department's key priorities

We have been successful on many of our 2016AP priorities (See Notes/Impacts 2016AP). Here we focus on three priorities, one carried over from our 2013 Athena Swan application, one from the 2016 application and one that developed during the assessment period. Others are presented in Section 3.

2.2.1 Improve career development, promotion and progression for staff in all job roles, especially women

Following university level improvements to the ADR process (process involving CEE staff in the last Athena Swan cycle), the Department has continued working on career development and progression for staff. Mechanisms implemented in the 2016AP include (i) identifying promotion readiness and tasks to complete ahead of promotion during ADR, (ii) Management Group identifying opportunities for individuals to take on additional responsibilities including succession planning for key roles, (iii) all applications reviewed by mentor/HoD, (iv) sharing of successful Department applications with applicants. Since 2016/17 there have been a total of 42 staff promotions (20F, 22M, better than staff gender balance) (A2.5) up from 15 in the last award cycle, of which 33% have been from Technical and Professional Services (TAP) posts. Only 2 applications were unsuccessful at the first attempt (1 female successful following year, 1 professorial re-zoning (male) approved at Faculty but not at University level).

The Head of the Laboratories has taken on a new role to coordinate and support all TAP staff with career development and development of business cases required for regrading to a more senior position. When actions for regrading are identified during the ADR, monthly meetings then support staff to meet development targets and develop their regrading cases. We have gender balance in both applications and successes (100%, 2 on resubmission). In one case (female), the Faculty accepted the first regrading of more than one grade increase (from 6 to 7.5). 2 cases (1 male, 1 female) are in review at present.

Although not a key objective, CEE has worked to support career progression within the department. Fourteen current staff members began within CEE at Strathclyde as UG/PGR/PDRA (7 male, 7 female, see Table 28), with 11 of these transitions since the last Athena Swan award reflecting the impact of Departmental policies for (i) inclusion of career development plans within Annual Reviews for PGs and ADRs for PDRAs (ii) mock interviews with staff members outside

the recruitment panel, (iii) sharing of interview preparation guidance and potential interview questions by previously successful candidates (on Department SharePoint site).

2.2.2 Deliver innovative, effective engagement & inclusion activity

In both previous award cycles we identified the need for innovative engagement activity to support the gender balance of our UG intake and deliver a UG experience that supports retention within the discipline and transitions into work.

The Outward Bound course was developed prior to our 2016 Athena Swan submission, in response to student feedback. It aims to help all students, especially female and widening access students, to develop peer support networks within degree cohorts. The course is credit bearing (2 credits), free and compulsory for all Year 2 students, who spend 2.5 days at an Outward Bound Trust centre working in mixed (gender and cultural) teams to develop teamwork skills through challenges such as abseiling, building rafts etc. Run in 2nd year since 2016/17 (COVID restrictions prevented 2019/20 and 2020/21), it has demonstrable impact on student outcomes (Figure 3). In 2018/19 77% of all students, and 90% of female students had a year average of 60% or above. Widening access students are over-represented in the BEng entry, so the course has enabled them to transfer into MEng, giving an advantage to their future careers. The national WISE campaign 2019 selection committee commented on our Outward Bound course when justifying our selection as finalists.
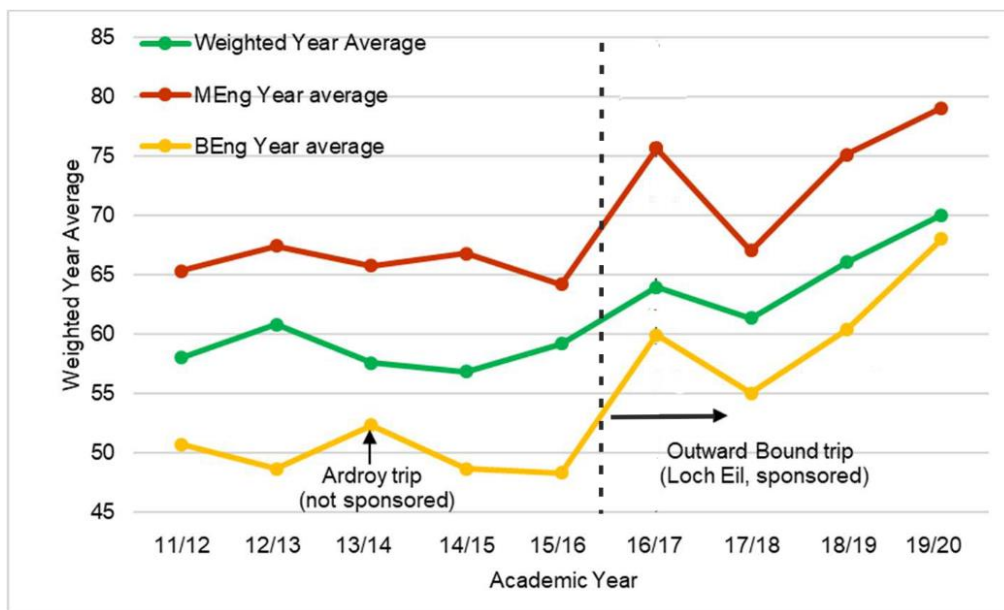

Figure 3 – Uplift in Year 2 student grades following the introduction of the Outward Bound course.

In a 2017 follow-on survey of the female students 91% reported feeling more comfortable amongst their male classmates, 82% felt the trip improved their personal skills, and 91% of Year2 direct entrants said it improved their university experience.

Other engagement activity is aimed at increasing the gender balance in UG applicants. In 2016, the department partnered with BAM Nuttall and BP to establish "Engineering The Future For Girls", to inspire 13-14 year-old girls into Engineering careers. The programme runs annually, now bringing 100 girls from across Scotland (at least 40% from widening access backgrounds) into a University environment. Following the success of the first event, the Faculty of Engineering has taken over management. Students from the 2016 cohort are now at University, and of the 60

2016 participants, 16 applied for STEM courses at UoS and 14 were accepted onto Engineering courses (including three from areas of multiple deprivation). GDPR restrictions restrict information gathering from other Universities on the destinations of the other participants. Monitoring will continue.

The other major activity initiated by CEE since our last Athena Swan application encourages 11-12 year old girls in Scotland to consider engineering as a career choice before choosing their Higher subjects. Young WEIR-WISE has run since 2017 in collaboration with the Weir Group. WEIR-WISE brings girls from across Scotland (especially rural areas) to Strathclyde for two days of activities. The programme ran virtually over lockdown and will have a further 150 girls attending in January 2022. In December 2019, Oregon State University and Portland State University in the United States expressed an interest in franchising the programme, although COVID has delayed further progress. Assessing the impact on UG entrants will begin when they reach University age in 2022/23.

2.2.3 Supporting staff and students through COVID

In March 2020 when lockdown closed the building, the Department identified key areas where inequalities could impact on staff and students: principally the high number of (male and female) staff and PGR students (35% and 20% of 2021CS respondents respectively) who have substantial caring responsibilities and those living alone. Efforts to mitigate the effects of COVID on workloads, work-life balance and well-being were implemented across the department to provide support on an individual basis, including delivery of home office/IT equipment, regular checking in by mentors/supervisors, weekly online social events. We supported designation of staff and PGR as key workers to allow early on campus access for critical research or when isolation was impacting well-being (from July 2020 onwards) [the 2021AP details specific actions taken at all levels].

All final year PhD students on University studentships were granted 3 month extensions. The Department also extended PhD studentships and fixed-term research contacts via academics using their special funds. This was particularly important for research staff in the interim period before furlough was implemented (March – May 2020), allowing the Department to provide direct support to researchers and students who were in an extremely difficult position of having no possibility of finding new employment while having to continue to pay rent, bills and provide for families etc.

The Department made key planning decisions early, sometimes weeks before UoS (online-only for both semesters of 2020/21, and keeping live contact hours largely unchanged). This allowed staff more preparation time. An academic was appointed in April 2020 to co-ordinate all online activity, who developed a support package that included:

- a planning template to identify what/when support was needed (presented to the university Executive team and deployed across UoS) and help HoD/WLM with other duty allocation
- a VLE template to standardise the student experience and accessibility
- twice weekly (05/2020 -04/2021) drop-in/Q&A sessions which supported nearly every member of teaching staff (see A1.6) through course/assessment design, VLE delivery and sharing of best practice
- ~30 hours of one-to-one training for staff unable to access UoS provision
- 0.8 FTE teaching support post (Oct 2020-Feb 2021) plus 620 hours of one-to-one teaching support for transcription and preparation of class materials & VLE pages (priority to carers/high teaching loads/pastoral duties). The only staff who did not request & receive support were those with classes already developed for online learning.

- Survey data from UG and PGT students in week 3 & week 7 of semester to identify issues/best practice and enable revision of classes/development of additional resources to increase student support

While almost all staff reported high teaching related workloads (A1.6), we delivered a teaching experience the students gave excellent feed-back on (our best-ever NSS results), and staff reported a feeling of real collegiality.

Section 3. An evaluation of the department's sector-leading activity

CEE and our staff have a strong track record of developing innovative inclusive policy and practice, at departmental, faculty and university level through all three Athena Swan cycles. The Department implements UoS EDI policy (with supplementation as needed), but with departmental staff sitting on UoS committees, CEE continues to drive the UoS EDI agenda.

While all our departmental EDI related activities are intended at making a positive impact on gender diversity, their primary aim is to address all inequalities. We support the well-being and inclusion of all staff and students irrespective of gender, ethnicity, disability, sexuality, age, caring status, background or any other characteristic.

3.1 Maintaining good practice and innovation

Departmental level innovation has focussed on refining and extending university policy through measures such as the work supporting gender balance on recruitment policy/practice [2021AP.5.1] to address persistent imbalances in some sub-disciplines (See Section 2.2.1 now being adopted by other STEM departments at UoS). We are working with our Industrial Advisory Board (6 male, 6 female) to have all industry speakers share an EDI case study (any EDI related issue) during their presentations as part of the professional development of our UG cohort [2021AP.2.9]. Our EDI-based outreach and engagement programmes (Section 2.2.2), which have been adopted at Faculty level and recognised nationally by reaching the final of the WISE 2019 award, are focused on the intersection between culture, areas of multiple deprivations and gender; while our package of measures to support staff through the impacts of COVID was aimed at supporting work-life balance (especially for those with caring responsibilities) and the well-being of all staff. We also identified a need for better access to safe, non-medical space for anyone needing quiet and/or privacy (e.g. breastfeeding mothers, those suffering chronic illness, peri-menopausal women) [2016AP.4.14]. In response to poor Faculty level provision, specifically for breastfeeding mothers, EDIC identified a room in the CEE estate in 2019. Despite delays caused by COVID, the facility was made available to all staff and students as quiet, private space, from October 2021.

At Faculty and University level, CEE staff have: pushed for UoS change on Human Resources paperwork to allow non-binary gender identification; secured funding of all Engineering departments to support additional COVID-related teaching support; served as members of the University's Safe 360 working group (awarded a Principal's Medal 2020/21 for contribution to addressing issues in EDI in the University). The latter resulted in 3 new EDI staff members, and a new "report and support" mechanism [2021AP.1.4] for all inappropriate behaviours. We continue to provide leadership within the WISE committee, leading its expansion to include the Science Faculty (formerly only Engineering) as part of the STEM Equals project. We also have staff serving on the University's LGBT+ Charter Mark Group, looking at the experience of, and supporting, Strathclyde's LGBT+ student and staff community who achieved a silver LGBT

Charter Mark in January 2020. Our staff launched the first UoS LGBT+ Network in 2020 and are hosting the National LGBTQ+ STEMinar on Jan 14th, 2022.

Finally, and perhaps with the highest future impact on EDI policy and practice in the HE sector, CEE staff continue to innovate by driving large EDI research programmes such as STEM Equals (Discussed in detail in Section 3.2.1). Supporting implementation of the recommendations from this project is a key objective of the 2021AP. A £1.25M application for a UK-wide EDI Energy Research Network, that in-part will expand STEM Equals Research to the entire UK HE Sector, has reached the final interview stage (Jan 25th, 2022).

3.2 Supporting others to improve

As well as supporting others to change through the policy development work above, and sharing of departmental policy/practice through WISE and Faculty managed dissemination, we support others through the Athena Swan process [2016AP.5.1, 2021AP.1.4]. We have (i) shared the CEE 2016AS application (redacted for GDPR) with other UoS departments; (ii) initiated a regular cross faculty meeting of Athena Swan submission leads to share best practice between departments [2021AP.1.4] (now adopted by UoS EDI staff), (iii) supported Culture Survey ethics approval for other departments. To maximise the take up of UoS caring leave policies CEE are leading new activity (through WISE) to establish a group of volunteers that staff can approach to discuss how the policy provisions can best suit their needs [2021AP.5.4]. In many cases, especially for small departments, staff have no access to mentoring or advice on what might work for them in, for example, managing returning to work after maternity leave [2021AP.5.4, 2021AP.5.6]. CEE activity is also being used by others without direct CEE involvement. Research & Knowledge Exchange Services have taken examples of CEE practice to develop a guidance document for best practice in embedding EDI into research grant applications which is accessible to all Strathclyde staff.

Our staff continue to support change through dissemination on practice within learned societies and other institutions. An EDIC member who chairs the Awards committee for RSE Fellowships (ZS) has developed a revised process that elected the highest number of female Fellows and other under-represented groups, than ever before. Other staff have been involved in supporting inclusivity at national/international conferences, setting up on-site child-care facilities at conferences, and ensuring gender balance on conference panels.

Also at a national level, members of the EDIC committee (ZS, RL) led the writing of a letter to the Chief Executive, Chair, Executive Committee and Board of UKRI in July 2020. This letter advocated three changes to UKRI procedures to support increasing diversity in application and awards: 1) separation of the case for support from the applicants track record to enable reviewers to assess an application without knowledge of the candidate thus eliminating reviewer bias, 2) for UKRI to set targets for universities to increase diversity of applicants to UKRI schemes and 3) remove the system whereby Senior Officers (Vice-Principal or Vice-Chancellors) are named on bids that they neither wrote, nor will deliver. This letter was co-signed in total by 27 Senior Academics, Science Advisors to UKRI and Leaders of Strategic programmes. In follow-up, RL and 3 other signatories had an initial meeting with UKRI's Equality & Diversity team (November 2020) and have been asked to submit an article to the Higher Education Policy Institute.

3.2.1 Stem Equals

The flagship CEE project supporting others to improve is STEM Equals, a £539k EPSRC funded project under the 'Inclusion Matters' initiative. This four-year project, with two full time EDI-

focussed research staff in CEE, aims to create more inclusive STEM communities for women and LGBT+ people in academia and industry. Working through an intersectional lens, the project is examining working cultures and systemic inequalities faced by women and LGBT+ staff in STEM, undertaking research to understand specific challenges, developing new initiatives and sharing best practice. STEM Equals set up a reverse mentoring scheme to increase knowledge and understanding of lived experiences, by pairing early or mid-career academics as mentors with university leaders/senior staff as mentees. We created StrathPride, the University's first LGBTQI+ staff and PGR network, and run a series of workshops/seminars including Pronouns Matter (gender inclusive language), Thriving Together (postdoc career development, at Liverpool, Manchester and Lancaster Universities) and Roadblocks to Innovation (research-informed actions for institutions to create more inclusive research communities, over 400 attendees).

STEM Equals ran a funding call in 2020 which allocated £60k (EPSRC funding) to 11 projects led by female academics in order to pump-prime larger bids within EPSRC's remit. The approach and concept for this funding scheme was initiated and developed by CEE staff who ran the first Strathclyde funding call of this nature via the Faculty WISE Committee (in 2015, when 7 projects funded, total £20k). The STEM Equals research team interviewed 82 female and/or LGBT+ staff and PGR students from the Engineering and Science Faculties in 2019/20. In the interviews female and/or LGBT+ staff/students reported 944 instances of challenges (ranging from stereotyping, prejudice, discrimination) compared to 217 instances of support. 50% of interviews with women discussed bullying and 54% discussed instances of gender based violence (including sexual harassment, sexual violence). STEM Equals also uncovered that despite the University introducing a family-friendly research leave policy in 2016 (to allow academic staff to have no teaching for a 3 month period on return from maternity leave), uptake by staff had been extremely poor (only 1 member of staff from Engineering and Science Faculties had made use of the policy since 2016). When probed it became clear that the necessary approval by HoDs was an obstacle in some Departments.

The report detailing the findings[10,11] has been presented to the UoS Senior Executive Team and the key recommendations (Table 3) have been accepted by the Principal and work is underway on implementation [2021AP.1.4]. The Principal has also agreed that the report can be shared with all Principals/Pro Vice-Chancellors of Universities in Scotland. The findings were also given as evidence to the All-Parliamentary Working Group on diversity in STEM and have been included in their reporting. STEM Equals is instigating major change at UoS and across the wider sector.

Table 5 - The STEM Equals recommendations submitted to UoS Autumn 2021

	Recommendation
1	The University provides clear information and training to ensure all staff actively include marginalised colleagues, this should include an obligation on staff to act if they witness offensive or discriminatory behaviour
2	The University significantly increases the size of the EDI team and the funding available for ongoing research, and for development and post-implementation evaluation of initiatives, especially in STEM

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[10] STEM Equals. (2020). The STEM Equals Project: First Year Report. University of Strathclyde
[11] The internal STEM Equals Report is included as Appendix 4

3	The University implements a more transparent, easier to navigate complaints procedure that is supported by a well-qualified staffing resource sufficient to address serious incidents of discrimination.
4	The University budgets to automatically fund family leave (maternity/ paternity), sick leave, and family-friendly research leave, removing any element of discretion that lies with Heads of Department.
5	The University collects robust EDI data annually from all staff and uses it to monitor the progress towards equity, diversity, and inclusion Key Performance Indicators.
6	The University ensures that all policies in Human Resources have an accompanying implementation plan, and a monitoring and evaluation strategy. This should include a regular timeline for evaluation and for subsequent revision of the policy and implementation strategy, where required.

Section 4. An assessment of the department's gender equality context

4.1 Culture, inclusion and belonging

The Department aims to be a welcoming, collegiate and inclusive place to work, and to be supportive of all staff and students irrespective of gender, ethnicity, age, disability, sexuality, or background. Indeed, the Department went through its Quinquennial review process (including both internal & external reviewers) in April 2021, and the panel officially commended the Department for its collegiality across all staff roles. We aim to support all staff and students with caring responsibilities, or from any other marginalised group, and our Culture Survey responses around our culture of inclusion, approachability and support (see A1.4) support anecdotal feedback from staff that we are generally achieving these goals. Since early in the current Athena Swan cycle the work of EDIC and CEE more widely has moved away from being focused on gender-alone, taking on an intersectional approach. While working to improve all aspects of diversity, the departmental demographics focus our attention on the i) intersectional inequalities surrounding gender and caring responsibilities, ii) our work to address long-standing subject-area related gender imbalances, and iii) supporting the inclusion, development and well-being of all our staff and students.

Inclusivity is built into departmental management structures (and staff are aware of this 2021CS.Q32). Committee membership is diverse in all respects (including gender, job role, & grade) and rotates regularly, with all staff given opportunities to take on management and leadership roles as part of the Departmental Work Load Model (overall committee membership monitored by EDIC and HoD) [2021AP.5.2]. This means that many perspectives are considered in the decision-making process, as well as all committees reporting to the (all staff) Departmental Meetings.

Inclusivity and belonging are also a core part of how we work. Research across the department is highly collaborative, supported by the breadth of research focus and the number of staff and students who work across traditional discipline boundaries. A high degree of interaction between our active Research Centres supports fixed-term research staff and PGR students feeling valued members of the research community and the wider department (2021CS.Q10, Q26) despite the limitations COVID has placed on building access and informal interaction. The culture of

welcoming all, collegiality, openness and approachability is also reflected in the survey responses (2021CS.Q10-12 generally less than 5-10% negative responses). Inclusion and belonging are likely to be more negatively impacted for PGR, PGT and recent hires (including most fixed-term staff), who had little time to develop support networks before COVID. Although impossible to quantify, the low negative responses across most of the Culture Survey suggest that the work all staff and students have made in keeping active contact and providing peer support over the last 21 months has had a substantial effect.

Engineering remains a strongly male dominated subject both in academia and industry, and a key long-term objective (2013, 2016 and 2021 Athena Swan submissions) of the EDI agenda within CEE is to increase diversity at all career stages. Some of the work we have undertaken to address this in our incoming and current UG cohorts has been described in detail above; and work in this sphere will continue [2021AP.2.1, 2.2, 2.3]. We have also completed work to revisit the language used in all promotional materials at all levels to ensure the language uses is inclusive to all gender identities, and in reflecting our diversity, along with our societal impact credentials in renaming of laboratory spaces after two CEE alumni, the man who built the first environmental engineering degree, and the first female member of the Institution of Structural Engineers. We hope this will help promote structural engineering as a career choice for female UGs.

One area where the Culture Survey responses showed a need for major intervention was under the Bullying and Harassment, where although reporting of occurrences of inappropriate behaviour is low (4 staff, 2 PGR, 2021CS.Q47, 2021CS.Q48), awareness of UoS policy that applies in this area remains low, especially among staff (<10% 2021CS.Q49) - although confidence in how issues are (or would be) handled is substantially higher (2021CS.Q52, 2021CS.Q53). This is a known issue within the University and the policy and support mechanisms have been undergoing a complete overhaul (with CEE EDIC staff on the working group) in the last few months. The new UoS Safe 360 programme is due for launch in 2022. While action at departmental level is planned, our focus is on encouraging and normalising reporting [2021AP.1.4; increasing awareness of reporting mechanisms will be managed by planned UoS advertising]. Initial feedback from staff has been positive.

As a department, CEE has a high proportion of male and female staff and PGR students (35% and 20% of 2021CS respondents respectively) with caring responsibilities, including the two past, and the present, HoDs with primary school age children, efforts are already embedded to ensure that Departmental practices are inclusive. It has been Departmental policy since 2016 to ensure Departmental meetings are only held between 10-4pm, last no longer than 1.5 hours (usually around 1 hour), are scheduled for Tues-Thurs whenever possible, and avoid school holiday times. Since 2016 [2016AP.4.12] no Departmental meeting or major meeting with the majority of staff has been scheduled outside core hours. Staff awareness of, and agreement with this policy is high (<5% negative, 2021CS.Q67-2021CSQ.68). All staff and PGR are encouraged to schedule all other meetings using the same policy, scheduling meetings at times suitable to all attending (80% staff and >85%PGR agree, 2021CS.Q69) and a calendar of the school holidays and of all staff is assessable to all to support this [2016AP.4.12]. Feedback for staff on this policy has been positive but we are also considering further reduction in "core hours" to ensure staff are able to make the "school run" and online attendance of staff meetings will remain possible post-COVID [2021AP5.7, 2021AP.5.8]. Carer-friendly informal and social events (2021CS.Q70) have been curtailed heavily by COVID, and the wish to reduce screen time, but the lunchtime seminar series is restarting in January 2022 (hybrid mode: on-campus and online), and evening events are

always scheduled early. All departmental social events are generally well attended (85 staff and PGR attended the face-to-face Christmas party in 2021, held prior to the increased social distancing restrictions).

The Department aims to mitigate the gendered impacts of caring responsibilities and career breaks whenever possible, and needs are discussed with supervisors and HoD on an individual basis. A semester of teaching relief can be scheduled following return to work from maternity leave (UoS policy initiated by CEE in last Athena Swan Award cycle), and the Department has temporarily reduced workload/ provided teaching support to enable members of staff with caring responsibilities to focus on major grant development (during COVID lockdowns). Feedback from staff through the 2021CS and other routes suggests that our plans to continue enabling agile (rather than flexible) working practices for all staff whenever possible (post-COVID) will also support the needs of all with caring responsibilities irrespective of gender. Our analysis of COVID impacts on staff shows that over the past 21 months it has been those with caring responsibilities that experienced the greatest impact on work-life balance.

4.2 Key priorities for future action

The reflection presented above, known external drivers including the changes in the student cohort brought on by the new programmes, and the evolution of staff working practices in a post-COVID workplace have led to identification of the following key priorities, alongside other routine activity and lower priority actions outlined in the 2021AP. Not all actions supporting each priority area are given here (see 2021AP for all currently planned actions).

1) **Increase diversity (including gender balance) across all staff and student groups, keeping the gender balance of all sections of the department at, or better than, the national statistics**.

This remains a standing item on the EDI agenda (and will do so until sector wide imbalances are reduced) as the Department looks to support the development of increased diversity across the sector at all career stages. This priority also includes work supporting other gender identities and all other marginalise groups [2021AP.1.5]. The objectives shown in Table 4 remain in place. At UG level our actions include maintaining and increasing our outreach and engagement activity [2021AP.2.1], providing school-age children with role-models that "look like them" and demonstrate the career paths in, and societal impact of, the CEE sector, as well as continued monitoring of the impact of entry requirements and curriculum review on UG intake and outcomes [e.g. 2021AP.2.2 and others], as well as actions to develop more inclusive graduate workplaces (Priority 7). We are also assessing if further structural actions can be implemented to improve the gender balance, especially on our Civil Engineering programmes which are generally below the national average (Table 15). At PGT level our focus is on maintenance and enhancing mobility into the workplace [2021AP.3.4], although overhaul of the curriculum of the Hydrogeology programme is underway to ensure it remains current and focussed on topical challenges which should improve the diversity of the intake.

Expansion of the PGR cohort will remain challenging given the current funding climate. EDIC will monitor gender balance and other EDI issues [2021AP.4.1] that may arise depending on the development of a larger international PGR community, and increased diversity of the PGR population. International PGR students are most commonly funded via three potential routes: Scholarship (funds provided by Organisations associated with the student's home country), Sponsorship (funds provided by the Government of the student's home country) or Self-funded

(very few cases). CEE data show that the students being funded through Sponsorship are predominantly male, and since Sponsorship is the most common funding source for International students applying to CEE, mean departmental action may be necessary to support increased diversity within the applicants [2021AP.4.1 & 4.4]. Women make up over 40% of engineering graduates in parts of the Arab States and Latin America (e.g. Morocco (42.2%), Uruguay (45.9%)[12], but this may not be the case for the partner countries currently targeted by UoS-level PGR expansion.

2) **Embed the revision to departmental implementation of the ADR process into routine departmental practice, especially for TAP staff, and support others in improving practices.**

The practices established in this Award cycle have been extremely successful (Section 2.2.1). We expect that we may see a reduction in promotion/progression applications in the next few years as people recently promoted establish their pathway to the next stage, but our new practice will be maintained [2021AP.5.5, 2021AP.5.6]. Supporting promotion and progression of all staff (especially TAP) will stay embedded in the departmental planning documentation. The Department has been particularly successful at re-grading Technical, Admin & Professional Services staff to higher grades to enable promotion. This practice and the mechanisms of support will continue to be implemented in order to retain our excellent staff. Our intention is to further expand practices, such that the ADR process for PDRA staff becomes closer to that of academics, and offer research staff additional career development and mentoring from staff, other than their current line managers, if wanted [2021AP.5.6], to support the high flexibility needed by early career staff. We aim to maintain a >90% success rate on all promotions applications. Through WISE and other routes, we will also seek to share best practice to support improvement in other departments and institutional change in practice and policy [e.g. 2021AP.5.4]. This priority area should support all marginalised groups including those facing intersectional inequalities

3) **Embed the principles of the new UoS "Safe 360", and other recommendations from STEM Equals and other sector leading programmes into departmental practice.**

This priority sees training in active inclusion of marginalised colleagues and students become compulsory for all staff and students (in addition to UoS mandated training), including additional EDI training for all staff and students (any level) involved with teaching or mentoring activity and additional training for those involved with recruitment and line-managers [2021AP.1.5]. Courses on how microbehaviours affect the workplace, diversity in learning and teaching, supporting transgender staff and students, race, sexual harassment and dealing with disclosed incidents will compliment core training in diversity in the workplace (UoS mandated for staff and PGR), recruitment and selection (UoS mandated for staff on recruitment panels) and unconscious bias (departmentally mandated for staff on recruitment panel since 2016).

Other departmental actions aim to remind all, of their obligation to act if they witness offensive or discriminatory behaviour, and to embed a culture of reporting incidents [2021AP1.4]. As well as defining changes in policy and practice as recommended by STEM Equals, the Priority also includes EDIC monitoring and assessment of recommendations from other UoS and external

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[12] UNESCO (2021), *To be smart, the digital revolution will need to be inclusive: excerpt from the UNESCO science report*, UNESCO

sector leading EDI programmes (on any EDI issue) to ensure the department continues to deploy best practice [2021AP.1.3]. We will also share the outcomes from implementation of best practice across other departments at UoS. This Priority supports all marginalised and under-represented groups including those facing intersectional inequalities.

4) Implement a departmental long term strategy for agile to support all staff in maintaining a healthy whole life balance.

The pandemic has normalised remote working practices across the HE sector, and staff have identified a strong wish to maintain agile working into the next Athena Swan cycle (A1.7). At UoS "flexible working" is a contractual, fixed agreement of a regular working pattern, while "agile working" is more flexible and responsive and requires only agreement with HoD. While ~60% of Academic, Knowledge Exchange & Teaching staff made some use of flexible working prior to COVID, the numbers of Technical, Admin & Professional Services Staff and Research staff working flexibly was lower (50% and 40% respectively, 2021CS.Q61). Our additional survey data (A1.7) shows around only 10% of female and 20% of male staff wish to be on campus full time. ~75% of Academic, Knowledge Exchange & Teaching staff, 53% of Technical, Admin & Professional Services staff and 90% of Research staff respondents would like to be on campus for ≥ 3 days/week. Management Group are working to manage agile working for all, to prioritise campus return to those most wanting it [2021AP.5.8], and to support the work-life balance of all

This Priority will support that transition and includes actions to assess and mitigate any negative impacts from an EDI perspective. This will include department wide actions to address the required reallocation and repurposing of departmental office and meeting space [2021AP.5.8], revisions to meeting scheduling policy to support the non-rush hour staff travel to and from campus, and deployment of blended meetings (i.e. all meetings can be attended and contributed to from home) [2021AP.5.8], as well as any knock-on work-load implications for all staff. We aim to balance roles to ensure that agile working is available to all whenever possible (as some staff roles can only be performed on campus).

5) Develop and deliver a tailored training and mentorship package, focused on PGR and fixed-term research staff to improve support for career development and mitigate any present and future impact of COVID on career progression

Our Culture Survey data, and informal staff & student feedback all indicate that many staff, especially our fixed-term researchers and PGR students will experience a higher impact of COVID on their work (past & present) and their future employment prospects. This priority aims to provide additional support and training for our staff and students to support their onward career path. Our data (2021CS.Q128 & 2021CS.Q129, A1.4) show that there are substantial differences in the magnitude and duration of the impacts felt. Impacts and needs will be continuously monitored to identify areas where the department can provide additional support [2021AP.4.7, 2021AP.5.6]. Examples include CV writing for academia and industry jobs (mainly PGT/PGR/PDRA), career development (mainly PGR/PDRA), and additional transferrable skills training (all levels) as needed. Currently, engineers from the Industrial Advisory Board run annual CV writing workshops targeted towards UG students. PG Student and staff cohorts are currently being consulted on specific needs, and consultation will continue over the next 2-3 years to develop targeted interventions.

6) Ensure sufficient support and mentoring for marginalised groups of students, with special focus on cohorts from new programmes.

This priority looks to improve the diversity of all UG cohorts and ensure sufficient support is in place to encourage integration and inclusion of new student groups, especially those coming from overseas for 1 year in 4th year only, and DL students (often mature students). The new IJEP and GA programmes that have come online in recent years will mean several cohorts of students joining the department in non-traditional programme structures. Actions will include social events with their classmates from the on-campus equivalent programmes, as well as providing support and mentoring for all students [2021AP.2.10]. The new GA programme has remained <10% female for the first 3 entries (Table 16), with no female applicants in the first intake [2021AP.2.2]. Work is planned with the current student cohort and their employers to identify the barriers preventing a more diverse entry, but informal feedback that suggests one aspect is concerns about managing work-life balance alongside both employment and study. We are also working with employers to increase awareness and identify potential female applicants.

7) Increase activity that supports the reduction of structural, cultural and systemic barriers to diversity in both academia and industry

This activity moves our EDI agenda away from the implicit assumption that young people from diverse backgrounds are not attracted to study engineering, and that they need additional support in order to succeed. Evidence shows underrepresented groups do not require additional support, but that they are most successful when working in inclusive environments[13,14]. However, an individual from an atypical background usually must perform better than their peers to advance.

This became a priority for us when in 2020 one of our female graduates raised the issue of inappropriate sexual 'banter' during labs and site visits. Knowing IAB members have done work under schemes such as Considerate Constructors, the HoD raised this with the IAB chair, and we have constructed a set of seminar opportunities with engineering EDI case studies embedded alongside technical presentations. This is in addition to increasing the EDI and professionalism stream within the industry contribution (30-50% delivered by long-term partners COWI and BAM Nuttall in some of the 5th year classes) already within our UG programmes.

We aim to normalise building and maintaining inclusive university and workplace cultures. These will include commentary on professionalism expected on site and in the office. By demonstrating the zero-tolerance of banter through our IAB partners we aim to embed a culture of respect in our UG, PGT and PGR as 'engineers in training' from day one of their degree. We will embed equality, diversity and inclusion explicitly within the professional development stream of all our student programmes. As 'engineers in training' we want our graduates to enter the workforce with a culture of inclusive behaviour, and have them view this as part of their role as professional engineers. While the low Culture Survey response rate from the UG student population was due to reduced physical experience of the Department, a lack of awareness and lack of interest will also be drivers (both exacerbated by reduced physical contact over the pandemic). [2021AP.2.9, 2021AP 2021AP.3.5, 2021AP.4.6].

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[13] Shelbrook et al. (2015), House of Commons and InterEngineering
[14] RAEng (2017) Creating cultures where all engineers thrive, RAEng

Although the focus of this priority is supporting change in the environment our graduates will be working in, it also encompasses all of our beacon activity in shaping the EDI agenda across the HE sector. The issue of inappropriate 'banter' raised by our graduate, and other structural, cultural and systemic challenges to diversity are not restricted to the building site, or to civil engineering. By sharing the best practice we will develop in collaboration with our IAB, alongside sharing other departmental policies and practices, our overarching aim is to support all Strathclyde departments and the institution as a whole to drive change across and beyond the HE sector [e.g. 2021AP.1.6, and others across the AP].

Section 5. Future action plan

5.1 2021 Action plan

This that covers planned activity from 2020-2027. Please note the start date of this Action Plan predates the Athena Swan submission because of the amount of COVID related EDI activity that is ongoing.

Key : ● Action completed ● Action ongoing ● Action not started ● Action is routine business for EDIC or other departmental management structure/staff role. All success criteria relating to AS survey data show the survey question(s) as QXX. NSS and PRES responses are also referred to.

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
Theme 1: Supporting everyone										
1.1	We want to provide departmental staff and students access to a private quiet space for EDI support issues (e.g. breastfeeding, health issues), resolving a known provision issue Objective: develop and deliver an estates project and other practical support solutions to improve inclusion and belonging of all staff/student groups	Identify space and support project for dedicated EDI support space e.g. room that can be used for breast feeding/rest space		EDIC	2018/19	Summer 2020 (overdue)	Space for all staff and students to use in support of a better work-life balance.	Project delivered Space in use. Ideal outcome is quarter on quarter increase in usage, but no base line data for assessment yet.	COVID delays so project completion pushed to Nov. 2021	●
		Develop signage and support materials for new EDI space to make sure all users know how to access practical support elsewhere on L5 (e.g. water etc.)		EDIC, Dept Admin Team	Jan 2022	Apr 2022	New signage installed Additional support measures in place Space use monitored by informal room use form in space that users asked to mark Usage to be monitored through the next 12 months and EDIC actions in repose assessed			●
		EDIC reviewing ice & fan provision for new space (in addition to ice/cold water already available in CEE estate)								●
		Identify and develop other practical support opportunities		EDIC, reporting to MG	2022	2027	Project dependent			●
1.2	A diverse range of staff and students engaged with management, policy and practice (including EDI policy and practice at departmental, faculty & UoS levels helps embed a culture of inclusivity, EDI awareness, and allows for early identification of inequalities and their prevention/ mitigation. Objective: Maintain or increase the engagement of a diverse population of CEE staff and students with departmental (and other) management and	Establish routine monitoring of EDI engagement activities through simple form on Sharepoint, with all staff asked to update records as part of ADR process.		HoD, EDIC	Jun 2021	2027	Annual assessment & rolling changes to committee make up based on true workload	Staff feedback & AS2024 and AS2026 responses to: Q20, Increase positive responses to >80% and reduce negative responses to <10% across all groups. Maintain absence of gendered response Q34 & Q35: Improved recognition in WLM Increase positive responses from 50% to 80% (F, RES). Reduce negative responses to <10% (20% for RES/fixed term). Maintain lack of strong gendered response		●
		Increased awareness of activities across the department, including: • Introduce new page on Dept Sharepoint site to increase visibility of committee memberships (dept/faculty/ university). • Disseminate major changes in staffing, activities, and successes through Dept news items		Dept Manager	Jun 2021 From Jun 2021	Aug 2022 Ongoing	Page(s) delivered Major changes in staffing communicated through Dept news items			●

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
	committees, and increase the EDI awareness all.	HoD and ADR reviewers/line managers to recommend/nominate staff for committee positions as appropriate in line with career stage and work load model		HoD, Line managers	Jun 2021	Aug 2022	Deployed from ADR 2022

Becomes Standard Practice from Aug 2022 | Q42: Maintain positive responses at > 80% all categories (TAP to increase to >80% positive responses). | | 🔴 |
| | | Maintain gender balance and diversity on all departmental committees | | HoD, EDIC | Jun 2021 | ongoing | Numbers maintained at current levels 44% F or better on all departmental committees. | | | 🔵 |
| | | Introduce fixed term appointments to all department committees | | HoD, EDIC | Jun 2021 | Jul 2022 | Change in policy & practice | | | 🟡 |
| | | Develop diversity profile of departmental management structures and committees to increase engagement of other underrepresented groups | | EDIC | Oct 2022 | 2027 | Establish baseline of wider diversity on departmental committees | % increase in representation of other underrepresented groups on departmental committees without increasing the administrative burden of individual staff. No base line in place.

Expected to contribute to improvements in Q20, Q34, Q35 and Q42 outlined above as well as to maintaining or improving the positive response rate to "belonging" questions | | |
| | | Annual collection and reporting of non-departmental committee memberships (faculty, university, national) to enable correct work load model development | | HoD, All staff | Jun 2021 | Ongoing | Accurate reporting of current staff roles on EDI and other committees | Maintain or increase (5% by 2027 target) number & diversity of CEE staff sitting on faculty, university and national committees | Become standard practice from Summer 2022 | 🔴 |
| 1.3 | We want to keep departmental policy and practice as sector leading by integrating best practice from departments, external institutions, agencies & internal/external projects

Objective: Identify key policies and practice from external sources that could improve equality and diversity within the department and wider university, assess potential impacts and develop appropriate implementation mechanisms. Monitor all impacts. | Rolling assessment of recommendations & practice from other active and sector leading departments, institutions and projects to improve equality across EDI areas. Al reported to appropriate Dept Committees | 3,7 | EDIC | 2022 | 2027 | Departmental policy and practice reassessed, and revised regularly | Q30/31/32 reduce negative responses from ~10% to <5 % for all groups. Maintain absence of gendered response | | 🔵 |
| | | All changes to departmental policy/practice assessed for EDI impact, and introduction of 3 month maximum from decision to implement to deployment | 3,7 | EDIC, HoD, Committee Chairs | July 2022 | | Report response times for all policy changes | EIA's completed for 100% departmental policy/practice changes

All change implementation occurs within 3 months

Reduction in negative responses for Q30-32, to below 5% for all categories. Maintain ungendered response. | NB: actions relating to Academic year may take longer to be seen in practice even when implementation times short. Aim to reduce deployment times to 1 month from decision to adopt change by 2025 | 🔴 |
| | | Increase number of CEE staff sitting on faculty, university and national committees | | HoD, EDIC | Jun 2021 | 2027 | Accurate reporting of current staff roles on faculty, university, and national committees (EDI and other) | Increase number (target 5% by 2027) & diversity of CEE staff sitting on faculty, university and national committees | | 🟡 |

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
		Advertise Safe 360 to all staff/students as part of induction, and regular meetings	3	EDIC	Nov 2021	Nov 2022	Moves to Standard Practice after Nov 2022	Q38/39: Maintain positive responses >80%, and increase very positive by 20% all categories (currently 20-40%). Maintain absence of gendered response	Safe 360 is a University defined policy announced after AS survey 2021. Department roles in managing issue resolution will change as implemented Monitor If successful, we may expect an initial increase in reported incidents if under-reporting is reduced and confidence in system increases.	🟠
		PRACTICE CHANGE IDENTIFIED: Assess UoS implementation plan for STEM Equals recommendations and revise departmental practice as needed	3	EDIC	Jan 2022	Jun 2022	Departmental compliance with UoS Policy Additional measures implemented as needed			🟠
		PRACTICE CHANGE IDENTIFIED: Share anonymised instances (with permission) of reporting incidents of inappropriate behaviour to normalise reporting by all	3	EDIC	2023	2027	Routine reporting of number of instances reported across department	Q48: Increase positive responses from <10% to >70%. Maintain absence of gendered response		🔴
		Look to develop very short anonymised case studies of where reporting initiated change to publicise effective action (with permission)	3	EDIC	2023	2027	Case studies on Sharepoint and shared by email/news items			🔴
		Encourage all to make use of all UoS EDI training (not just compulsory)		All, OSDU	Jun 2020	2027	EDI activity and training included as part of ADR discussions from Jun 222	As above, plus feedback from line managers reporting an increase in staff reporting of EDI training in ADR		🟠
		PRACTICE CHANGE IDENTIFIED: Increase awareness of signposting triggering language and how to manage challenging subjects in diverse groups	3	JR & EDIC	Mar 2022	Jun 2022	Staff and PGR given updated advice about best practice	Reduction in reported incidents relative to base line data from Safe360 collected 2022-23		🔴
1.4	We want to support adoption of best practice across the wider university to support all staff and students Objective: Effectively share best practice, along with any evidence base for implementation impact to support change in other areas of the University	Follow up with UoS Exec about change in teaching relief for maternity return to work [AP20165.3]	3,7	RL with Exec	Jun 2021	Dec 2021	Change in US policy	Faculty to collect data on usage to develop base line Increase in staff making use of provision.	Complete. Now a right of all returning from maternity leave	🟢
		Provide examples of best practice from successful promotion/ progression applications from female staff as part of WISE activity to support KE across departments	2,3,7	EDIC Chair & Admin team	Jan 2020	Jul 2022	Workshop developed & delivered.	High turn out for workshop (>30 people) Positive feedback from training, and adoption of training by university as routine provision Increase in positive responses to Q92 and Q93 by staff in other departments		🟠
		Share case studies from 1.3 (with permission) across wider university	3	EDIC & Staff	Feb 2022	2027	Regular discussion at Dept. Meetings, SSLC and other staff/student committees	Increase in reporting rate, and reduction of reported incidents by 2025 (UoS generated data) Reduction in negative responses for Q30-32, to below 5% for all categories. Maintain ungendered response. Maintain positive responses at > 80% in all categories for Q42.Maintain ungendered response.		🔴

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
		Encourage ECR staff to engage with reverse mentoring scheme action in response to STEM Equals	3	EDIC	Feb 2022	2027	Regular discussion at Dept. Meetings, SSLC and other staff/student committees	Positive feedback from mentees and mentors in STEM Equals follow up assessment (not Dept driven) Changes in UoS policy and practice (not Dept driven)		🟡
		Initiate an AS support group for all leads of submissions to support all and improve best practice		EDIC Chair, Faculty and UoS EDI staff	Oct 2021	Oct 2022	Set up of regular meetings Set up Teams & Sharepoint sites	Hand off to UoS for long term management Positive feedback from AS Assessment teams Use of teams and Sharepoint pages by all departments and faculties		🟢
		Get HR to release additional hiring data. At present only Academic, KE and Teaching posts are available through the AS data portal.		EDIC Chair leading with WISE and UoS EDI	Sep 2021	2022	Monthly meetings	Access to all data necessary for reporting and analysis	Data requested but not delivered. Need for structural change identified.	🟡
		Drive sharing of additional anonymised departmental, faculty and university level EDI collection planned through STEM Equals recommendations with all EDI committees		EDIC Chair leading with WISE and UoS EDI	Sep 2021	2022	Monthly meetings	All departments have full and immediate access to all data necessary for reporting and analysis	Data requested but not delivered Feb 2022. Need for structural change identified and action taken over by UoS EDI staff	🟡
		Share all Departmental Equality Impact Assessments through UoS SharePoint to support uptake of best practice.		EDIC Chair and other Dept committee chairs	Sep 2022	2027	100% of Dept EIA available	Dept EIA's (or practice/policy changes they cover) used by others (reporting to EDIC Chair through WISE and UoS EDI staff)		🔴
		Feedback to UoS for increasing range of EDI training opportunities	5	All, EDIC Chair reporting to UoS EDI	2020	2027	New training needs identified	New training courses delivered	1st update to training provision was Spring 2022	🔵
1.5	We want to make sure all our teaching spaces are as inclusive as possible for both teaching staff and our students. Objective: Increase classroom specific EDI awareness among all staff, PGR (and any other person) involved with teaching/mentoring	Increase staff, PGR and PGT training in EDI by revision of training courses required at department level (defined by job roles)		All staff, line managers through ADR, EDIC	Jun 2021	2027	Change in Dept Policy EDI training included as routine part of ADR discussion Training identified for all staff Monitor compliance through ADR	>90% staff and student compliance Increased reporting rate and reduced incident rate for Safe360 (UoS managed) Decrease negative responses for Q49 from 70% (F) to 10% and from 60% to 10% for all (staff and students). Increase in positive responses to Q51-Q53 to > 70% for all (staff and students).	https://www.trans.ac.uk/ and schedule of events shared on Dept SharePoint and through Dept social media Note: Potential lack of social confidence expected following lack of personal interaction during COVID restrictions. Expectations of Professional Behaviour made more prominent in all year 1-3 teaching activities	🟡
1.6	We want to support increased inclusivity and adoption of best practice across the wider sector Objective: Maximise knowledge transfer between Dept and others, and showcasing of current best practice	Strengthen the threads of Health, Safety and Risk Management and Professionalism and Ethics across UG curriculum (one of Joint Board of Moderators recommendation) to align with current PEI Codes of Practice.		Director of UG Teaching staff	Nov 2019	2022/23	Rolling revision to UG programmes to update relevant content	Increase in CEE graduate reputation. Positive feedback from employers and alumni	Assessment/revision of curriculum ongoing	🟡

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
		Workshop with IAB EDI committee to identify key targets and opportunities for two-way dissemination of best practice, and implementation mechanisms		IAB, HoD, EDIC Chair	Apr 2022	Oct 2022	Workshop set up and delivered	IAB led activity: specific success criteria defined by IAB – changes to UoS curricula according to outcomes	IAB looking to collate best practice from member companies for further discussion on how to support change	🔴
		Increase IAB awareness of departmental best practice and EDI work of staff.		EDIC Chair reporting to IAN EDI sub-committee	2022	2027				🔴
		Work with IAB to increase visibility of EDI issues and case studies in industry-student engagement (see 2.9, 3.6)		IAB, EDIC Chair HoD	Apr 2022	Oct 2023	EDI issues included by request, as standard in external speaker presentations	Increased awareness of EDI challenges in the workplace among graduating students Changes in policy/practice of industry partners reported through IAB	IAB EDI committee looking at improving communication and sharing of bets practice between members and how those members communicate with wider sector	🔴
		Encourage staff to engage with external EDI issues and drive structural and cultural change in roles on all committees/workshops, on national and international review panels & awards committees etc.		All staff, HoD	2022	2027	Long term objective is to support an increase in diversity across the He and CEE sectors Success seen in rolling revision to best practice and policy by other institutions/entities and an increase in gender (and wider diversity) across the sector.			🔴
		Consult with GA companies to see how best to support increase diversity in the student body	6,7	SB, EDIC Chair Recruitment, Marketing	2022	2025	Consultation with GA companies Consultation with GA graduates	Improved gender balance (target increase from 10% to 15% F by 2025) and diversity in the GA cohort	Impacts to be assessed and actions revised though next AS period. Impact of Govt. changes to GA structures/management still uknown	🔴
1.7	Support the development of new innovation in EDI research and practice	Enable teaching relief for staff developing large EDI related research bids (as for other major proposals) following on from STEM Equals		HoD, EDIC Chair	Jun 2020	2027	New grants supported Successful delivery of projects Project specific Success criteria beyond scope of this Action Plan		RL leading INCITE proposal (Oct 2021) now funded	🔵
		Support staff in developing new EDI projects								🔵
		Use STEM Equals and more robust EDI data collected across UoS to identify intersectional inequalities and ensure department policies minimise these		EDIC	Jun 2022	2022/23	Better understanding of intersection issues in the HE sector	Pro-active adjustment of departmental policy ahead of need	Awaiting collection of data at institutional level as not possible to be anonymous at department level.	🔴

Theme 2: Supporting our UG students

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
2.1	We want to continue to increase the diversity of our UG cohort to support addressing the long term gender imbalance in the Engineering workforce Objective: Increase %F and % of other underrepresented groups in all UG cohorts.	Maintaining existing outreach and engagement activity in schools (Weir-WISE, ETHFG),	2	Director UG, EDIC, Outreach co-ordinator, Student recruitment	Jun 2020	2027	Students taking part in outreach events then end up in Engineering degree programmes	Increase total %F UG from 18 to 20% and ideally >22% by 2027. Increase %F in Civil Engineering to match national UG Increase applicants from 25% to 30% F		🔵
		Support development of new engagement and outreach initiatives		HoD, Line managers	2021	2027	Activities developed and delivered Student/staff feedback from activities used to inform future decisions	Maintain %F student offers and acceptances as the same as, or better than applicants, and ideally >25%		🔵

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
		Increase awareness of and engagement with outreach and engagement activity among staff and students		Outreach coordinator, Dept Manager	Sep 2021	2023	Develop baseline information for engagement activities to allow more effective review and correct inclusion in ADR/WLM Sharepoint pages updated	Maintain or increase % SIMD20/40 and %F Female SIMD 20/40 Increase the diversity of staff involved with outreach and Open day events (no current baseline)	NB: Still sting COVID-related impact on activities	🟡
		Reporting activity via SharePoint form) and of how activity valued in department			Summer 2022	ongoing				🔴
		Develop case studies of best practice for outreach and engagement & student support & disseminate across UoS		EDIC	From 2021/22		Increase in staff involvement and awareness of activity (target >65%)			🔴
		Ensure all marketing materials use inclusive language, and that EDI issues/strengths discusses in live events		Outreach co-ordinator, Student recruitment	Jun 2020		Rolling revision of all materials			🔵
		Follow up on syndication of Weir-WISE post COVID		Outreach co-ordinator, Faculty or Engineering	2022	2023	External decision			🔴
2.2	We want to minimise or barriers to entry into UG degree programmes for under represented groups, and that we do not introduce new barriers as a result of current or future changes Objective: Revision of entry requirements and curriculum at all levels to support diversity of incoming cohorts.	Monitor diversity of all UG cohorts following changes in entry requirements, and eventual impact on student outcome	2	UG Director, EDIC	Jun 2020	2027	Annual presentation of data to Dept Meeting Annual reporting to Faculty	As for 2.1 above **plus**: Maintain or improve outcomes of female students, and female SIMD20/40 students to be at or above cohort. At present %F receiving 1st class awards exceeds %F students Define baseline for performance of other URG as data becomes available from UoS Maintain scores for NSS Q5-8 at >80%	Quinquennial Review recommendations means changes to L4/L5 in 2022/23 likely.	🔵
		Use student feedback to identify key courses that to a wide spectrum of students and shape advertising		UG Recruitment	from 2022/23		Updated marketing materials			🔴
		Monitor new programmes and identify and EDI issues. Get feedback from current students on any EDI related challenges		UG Recruitment, IJEP & GA Programme Directors	2021/22	2027	Identify barriers and mechanisms to remove them. Additional materials/revision of materials and advertising for next application round Plan for improving gender balance		GA has had poor gender balance over first 3 cohorts (2 during COVID). See new intervention below IJEP intake also to be monitored.	🟡
		Collect feedback from sponsoring companies and female GA graduates to identify what barriers are preventing women from applying		GA Director, EDIC Chair, Marketing,staff	2021/22	2022/23				🔴
		Continue action to balance student assessment distribution across programmes		Year Advisors	Jun 2020	2027	Balance assessment throughout year	Improved student feedback from classes and programmes. <3 deadlines an any week for all students Increase scores for NSS Q, Q 10 and Q11 to >80%	Change in assessment format because of COVID having some impact	🟡
2.3	We want to meet the University defined KPI targets for student retention Objective: maintain current upward trajectory	TLC and Faculty changes have been implemented (made in response to Quinquennial Review recommendations), but will monitor impact from EDI perspective		Programme Directors	2021/21	2024/25	*Increase in retention from Y1 to Y2*	Maintain retention above 91% (2019 baseline) in all academic and above >93% (UoS 2025 target) from 2022/23	EDIC to consider recommendation once they have reported to Management Group Retention in CEE not gendered, and actions not within EDIC remit, but continue to monitor and evolving EDI impacts	

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
2.4	We want to support the inclusion of all students and the retaining of graduates in sector by providing a range of role models Objective: Increase the visibility of people with different backgrounds and career paths	Maintain or increase diversity in teaching staff and visiting presenters across all degree programmes	1	HoD and TLC, EDIC to monitor	Jun 2021	2027	Maintain or improve gender balance of teaching and academic staff in all subject areas Develop base line for visibility of other URG	Maintain or improve on current ~30% female visiting speakers	Quinquennial Review recommendation for further teaching staff hires.	🔵
		Monitor gender balance on IJEP programme (given gender imbalance in recent Chinese speaking hires).		HoD and TLC, EDIC to monitor	Sep 2022	2024		IJEP UoS teaching team brought in line with overall gender balance of department as for all other programmes (30-40%F depending on student choices)		🔵
2.5	We want to celebrate student and staff successes (not just EDI) to raise awareness of staff activity, especially where increasing visibility of under-represented groups (including women) Objective: Increase reporting and dissemination of successes to promote inclusion and belonging of all student cohorts	Develop case students & news items for Dept, faculty and UoS dissemination	1	YC, SSLC & Admin team for advertising/ reporting	2022	2027	Case studies developed for Department and Faculty SharePoint sites	Increased positive response to NSS Q21		🔴
2.6	We want to ensure all our UG students are confident to ask for additional support when needed, and know the how to access that support Objective: Increasing awareness of staff to EDI issues affecting our students, and of students in how and where to request departmental or UoS level support.	All Teaching related staff to undertake EDI training (see 2021AP-1.5)	1	All staff Dept. Manager	2022	2027	see 2021AP-1.5	Maintain 100% compliance for teaching staff		🟡
		Continue encouraging students to request additional support from department through class staff or YA. Support students to complete formal reporting through NEPTUNE when needed.		YA, All teaching staff, Disability officer	Jun 2021		Disability officer ensure all staff aware of information sources on NEPTUNE as case-by-case in many instances	100% students receive additional support needed/ requested on case by case basis		🔵
								100% of cases with formal special circumstances identified acted on as appropriate	Disability office to bring issues/solutions to EDIC as appropriate	🔵
2.7	We want to mitigate any negative impacts (especially gendered or other EDI related impact) of COVID on student teaching and learning as far as possible Objective: provide any additional support for students who started between 2017/18 to 2021/22 who have experienced substantial disruption to university education because of COVID, and maintain support for students starting over next 3-5 years who experienced significant impacts t their school education.	Support staff to have suitable practical infrastructure for teaching at home		KJD, HoD, All teaching staff	Mar 2020	Jun 2020	Equipment purchased/dispatched depending on staff need	Successful delivery of remainder of 2019/20 and 2020/21 No impacts (and no gendered impacts) observed on student outcomes following 2020/21 and 2021/22 examination boards		🟢
		Revision of all Myplace pages to reflect changes to assessment period (including practice papers etc.), including special circumstances/measures information		KJD, Director UG, HoD, All class registrars	Apr 2020	Sep 2021	No major impact on student outcomes at end of emergency teaching of 2019/20. No gendered impact observed		Good feedback from students on quality of teaching (in standard UoS surveys and through SSLC etc.)	🟢
		Ensure all staff are aware of no detriment policies		KJD, Director UG, HoD	May 2020	Jul 2022				🟡
		Survey of all UG to get rapid feedback on first 3 weeks of S1 teaching and Identify teaching practices that are proving most supportive to student learning		KJD	Sep 2020	Sep 2020	Revision of class structure and delivery as needed (by week 4)		> 200 respondents. Live active learning preferred, although lecture based activity also liked (small % of respondents). Time/focus capability also raised, as was better signposting on VLE.	🟢

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
		UoS & SSU support mechanisms signposted and departmental level support provided by all in pastoral roles for students		Year Advisers of Studies, all teaching staff	Sep 2021	Dec 2021 Jun 2021	Issues identified early and mitigation strategies put in place that reduce or minimise impact on case-by-case basis			🟢
		Provide transcriptions for all recorded material		KJD	Sep 2020	Jul 2021			All transcriptions delivered within 2 weeks, and typically < 1 week from recording	🟡
		Exploit new DL/online a synchronous materials to provide additional support to on campus learners [learning from COVID experiences]			2021/22	2023/24	Reuse and repurposing of pre-recorded materials for other learner groups			🟡
		Revisit all in person and online provision at the start of each semester for AY 2021/22 and 2022.23 to assess student engagement, and best practice for the high quality learner experience		All teaching staff	2021/22	2023/24		No negative impact on student outcomes following return to on campus teaching		🟡
2.8	We want to ensure that the impacts of COVID restrictions student professional and career development are mitigated as far as possible for all students	Conduct annual assessment of specific training needs for all year groups	1	TLC, Year Advisers of Studies, IAB & mentors	Jun 2021	at least 2025	Annual assessment of specific training needs for all year groups.	Training delivered as needed		🟡
	Objective: provide any additional support for students who started between 2017/18 to 2021/22 who have experienced substantial disruption to university education because of COVID, and maintain support for students starting over next 3-5 years who experienced significant impacts t their school education.	Develop and deliver (working with OSDU and Faculty or Engineering) additional training					Delivery of training activity	No change in graduate destinations seen	Increased advertising planned for CV development workshop provided by IAB Spring 2022	🔴
2.9	We want to improve the career development opportunities for all UG, with additional CEE area specific support for UG transitions into industry (led by IAB)	Maintain Y3 mentoring scheme run by IAB. EDIC Chair to discuss with IAB if any addition measures can be taken (expansion to Y4/5 if wanted over next few years?)	1	EDIC, IAB, Year Advisers of Studies,	Jan 2022	Jun 2022	Student feedback and IAB reporting at quarterly IAB meetings	Continued uptake of mentoring scheme by over 75% of UG students	Positive feedback from UG and Joint Board of Moderators for mentoring scheme	🟡
	Objective: Support career transitions and Improve EDI awareness and professional behaviour in all cohorts to support translation of best practice and inclusive cultures into the workplace	Increase visibility of EDI actions within the department, especially when relating to the graduate workplace, or UG.		EDIC, Programme Directors, all staff, year advisors	2022	2027		Improved UG student response rates to next AS and other surveys	Current negative impact seen on all UG survey response rates across all UoS related to COVID	🔴
		Increase explicit inclusion of EDI across the curriculum, normalising consideration of EDI matters akin to workplace H&S	7	IAB, EDIC, Programme Directors, all staff.	2022	2023	Increase in EDI related content/discussion in case studies	Increased reporting rate and reduced incident rate for Safe360 (UoS managed data, no baseline in place yet as deployed <6 months)	Reassess impact of change in 2/3 years and feed into Joint Board of Moderators and next Quinquennial review cycle	🔴
		Encourage inclusive behaviours from bystanders as well as a normalising incident reporting by improving feedback to UG about solutions to issues raised, and showcasing how this is deployed in the workplace		EIC Chair, Programme Directors, SSLC	2022	2024				🔴

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
2.10	We want to support all new student cohorts become embedded in the wider CEE student body, especially when these students are from under-represented groups within either the cohort or the wider community

Objective: develop best practice for integrating new student cohorts (not all 1st year students) into the student body | Collect feedback from DL/GA students to identify best practice for building cohesion, peer support and peer learning within cohorts. | 6 | GA teaching staff | 2021/22 | 2022/23 | Informal, and social event programme | GA students reporting >70% positive responses for belonging and inclusion statements in next AS survey (and on other internal surveys). | | ● |
| | | Develop social activity programme to support inclusion of GA students in other UG and PGT/PGR activity | | GA staff, CEE Student society | 2021/22 | 2027 | | | | ● |
| | | Evaluate potential big buddy scheme for new GA students (as mentees) with peer mentoring from students in higher years. | | EDIC, GA staff | 2021/22 | 2027 | TBC after evaluation | TBC after evaluation | Developed from class feedback, and NSS data | ● |
| | | Identify potential inclusion of GA students in mentoring schemes (as mentors) to support non GA students increase awareness of real world applications of their studies, and for career development | | | | | | Improved (non-gendered) student outcomes and NSS scores.

Increased satisfaction with career development | Stats limited as of AY2021/22 as still low student numbers (see Table 16). 1st final degree awards in 2023/24 | ● |
		Develop foundation week activity to support inclusion		IJEP staff, CEE Student society	2024/25	2027	Activities delivered Feedback collected Reflection/revision complete		Activities in development for 1st cohort in UK	●
		Review materials/information packs for incoming IJEP students		IJEP staff, CEE Student society	2024/25	2027			Activities in place for 1st cohort in UK	●
		Develop social activity to introduce current UG with IJEP students in Y3, prior to visit		IJEP staff, CEE Student society	2024/25	2027				
		Evaluate potential buddy scheme for incoming IJEP students		IJEP staff, CEE Student society	2024/25	2027	TBC after evaluation	TBC after evaluation		

Theme 3: Supporting our PGT students

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
3.1	We want to maintain a diverse cohort of PGT students to maximise informal peer-learning and embed an inclusive learning environment.

Objective: Maintaining gender balance across all programmes, and assess wider diversity within the cohort. | Annual assessment of gendered (or any other EDI related) bias on student intake and outcomes | 1 | PG Director, EDIC | June 2020 | 2027 | | Maintain overall PGT at ~50%F | No inequalities identified 2020/21 and 2021/22 | ● |
| | | Monitor impact of Hydrogeology curriculum review on gender balance across cohort | | | Sep 2022 | 2024/25 | Annual report to department Meeting | Increase PGT applicants to 40%F

Increase MSc in CE upwards trajectory to national 33.3%F

Maintain student outcomes | | ● |
		Assess potential EDI impacts of new PGT DL and on campus programmes and cross disciplinary PGT teaching			As needed					●
		Monitor impact of revisions to dissertation workload imbalances implemented in 2020/21 to identify any EDI impacts			Sep 2020	2023	Improved management and clarity of dissertation project assignment	Improved feedback from student surveys and other feedback routes	Revisions to dissertation structure for 2021/22. Further revision may be implemented once if needed	●
		Exploit new DL/online a synchronous materials to provide additional support to on campus learners [learning from COVID experiences]		PGT and UG programme leads	Jun 2022	Dec 2022	Assessment of need/opportunities tbc	As above		●

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
3.2	We want to make sure all students from under-represented groups (including women) have adequate support to compete their studies. Objective: Ensure all students have access to key support information to enable early intervention	Increase advertising of support mechanisms (Dept/UoS/Student Union) at start of year, and directed to relevant services from year Myplace classes		Programme Directors, Student Advisors/Year advisors			Mitigation/management strategy in place for all students who request support (failures reported in survey responses)	Good feedback from PGT students. No incidents of "unsolved" issues being raised. Increase in positive responses to Q74 by 10% (all groups) and for Q78 by 20% from 35% (F) and 50% (URG)		🔵
		Feedback AS findings to UoS Central provision to try and support expansion of support (or evolution of support provision/advertising)		EDIC Chair				Decrease negative responses to Q74 from 25% to <10%	Change not within departmental control, but will be advocated by EDIC	🔴
3.3	We want to mitigate any negative impacts (especially gendered or other EDI related impact) of COVID on PGT teaching, learning and career development as far as possible. Objective: provide any additional support for students who started between 2017/18 to 2021/22 who have experienced substantial disruption to university education because of COVID, and maintain support for students starting over next 3-5 years who may also have experienced significant impacts to school university education	Weekly "fireside chats" hosted by Director of PGT		Director PGT	Jun 2020	2024		No gendered or other EDI related change in student outcomes in 2020/21 or 2021/22. Successful delivery of 2020/21 (100% online) and 2021/22 (hybrid) Evidenced by positive student feedback and no significant reduction in NSS scores	Very well received as reported in student feedback. Continued 2021/22	🟢
		Revision of all Myplace class pages to ensure DL compatible and suitable teaching activities		KJD, Director UG, HoD, All class registrars	Apr 2020	Sep 2021	Student preferences and key challenges for online learning structures identified		Good feedback from students	🟢
		Student feedback sought on impacts/challenges of online learning, and lessons learned applied to remainder of 2020/21 teaching		KJD, EDIC, HoD, All teaching staff	Jun 2022	Sep 2020	Student led revision of class structure/delivery (by week 4). Good feedback from students on quality of teaching (in standard UoS surveys and through SSLC etc.)		Data collected and changes recommended to all staff	🟢
		Support staff to have suitable practical infrastructure for teaching at home		KJD, HoD	Feb 2020	Jun 2020	Equipment purchased/dispatched depending on staff need		No major impact on student outcomes at end of emergency teaching of 2020/21 No gendered impact observed	🟢
		Provide transcriptions for all recorded material		KJD	Sep 2020	Jul 2021	All video material transcribed within 2 weeks			🟢
		Ensure all staff are aware of no detriment policies		KJD, Director UG, HoD	May 2020	Jul 2022		Correct deployment of UoS policy		🟢
3.4	We want to support the student mobility into successful careers, especially for women and members of other underrepresented groups	Develop expansion of UG IAB led mentoring and career advice programme. EDIC Chair to discuss any additional support IAB can give PGT, especially over next few years until COVID impacts reduced	7	PGT Director and IAB	2020/21	2026/27	Students identify key gaps on training provision (through 2021CS)	Good student feedback on provision. Increased uptake of CPD activity (once base line data collected). Increase in positive responses to >80% for all groups (currently 75% F and 60% URG), and for Q84, Q86 and Q97 to above 80% positive for all categories		🔴
		Make PGR and UG career development options more widely available to PGT students, and more widely advertised/ signposted by programme leads		SSLC, Student reps, PGT Director	2021/22	2022/23	Collect data on CPD activity to define baseline		UG and PGT provision dominantly managed by university	🔴
		Increase visibility of female IAB members for the PGT community		IAB, EDIC Chair co-ordinating	2022/23	Ongoing				🔴

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
3.5	We want all our teaching and learning spaces to be welcoming and inclusive Objective: embed inclusion and normalise supportive behaviours as part of professional skills development	Maintain active dialogue on EDI matters through Programme directors, SSLC and staff. Including best practice, feedback on issues raised	7	EIC Chair, PGT Director, IAB	2022	2027		Maintain positive responses to Q30-39 at >90% for all groups and lack of gendered response. Increased awareness of Athena Swan evidenced by reduction in negative responses to Q40 from 40% to <20% F/URG Positive feedback from employers and former graduates	M and majority report more awareness	🔴
		Increase explicit EDI discussion across the curriculum			Spring 2022	2027				🔴

Theme 4: Supporting our PGR students

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
4.1	We want to maintain an inclusive and welcoming environment while meeting the UoS KPIs for increasing PGR numbers. Objective: maintain or improve gender balance across PGR cohort, and improve feeling of belonging and inclusion for all. Develop understanding of wider diversity and intersectional impacts on PGR cohort.	Revise advert writing and advertising procedures, using best practice from new staff recruitment policy) and exemplars from other institutions. New guidance to be issued by EDIC.		EDIC	Dec 2021	Spring 2022	Guidance document and template for standard project advert	100% adverts confirming to new guidance Increase PGR applicants from 30% to 35%F		🔴
		Monitor gender balance and other EDI impacts of changing funding climate		PGR Director, HoD	Jun 2020	2025	Annual reporting of gender balance of incoming students	Maintaining gender balance of each incoming cohort at >= 35% female, at or better than the national average in subject Maintain Q30-39 >80% positive responses and absence of gendered response Increase PRES Q12-15 by 10% (from 2021/22 values of 47-58%)		🔵
		Increase international students and diversity of prior life experience in Dept.		All staff	Jun 2020	2027		Increase international student by 10% by 2025	Dept target, EDIC only monitoring EDIC impacts	
		Monitoring EDI impacts of Imbalances on supervision workloads as PGR numbers increase		EDIC	2021/22	2024/25	Annual reporting of gender balance in PGR/FTE staff members to Dept meeting	100% staff have PGR supervision load that does not exceed WLM	Faculty target is 4.0 FTE PGR per 1.0 FTE staff. EDI and/or imbalances across the department may become apparent with expansion	🔵
		Request overhaul application system [from PGR feedback], & input to the development of the new system. New application portal went live for session 21/22.		PGR Director through Vice Dean PGR	For 2021/22 entry		Revision to Human Resources online application system	Less negative feedback from applicants	University managed system, appraisal in progress	🟡
4.2	We want to enable PGR students to develop effective and useful peer and research support networks Objective: Increase feelings of belonging and inclusion within the PGR and wider CEE community	AS2021 and PRES data suggest high % for belonging and inclusion but respondent want more opportunities. PGR reps and others leading new programme development.		PGR Reps, Research Centre Heads as needed HoD	Jun 2020	2022	Regular, well attended social events Revitalisation of Research Group activity post-COVID	Maintain Q11 Q12 & Q14 at >80% positive (all categories) Reduce negative responses to Q13 from 20% to <10% (not gendered)	Activity curtailed by COVID, but starting back up Oct 2022	🟡
		Support PGR in taking over leadership and organisation of the Departmental seminar series (organisation rotates through the PGRs, and through the research centres)			Autumn 2019	2022		Increase positive responses for Q10 to from 50% (F/URG) to >80% I line with M/Maj responses	Writing group now PhD led	🟡

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
		Increase publicity about PhD activity successes (defence, funding, conferences, prizes)			Jun 2020	ongoing		Increase Q18 to Q21 responses from to 80% across all categories (between 10 and 30% increase) Increase in positive responses to Q26 from 60% to 80%		
4.3	We want to improve support and feedback on PGR Career development and planning for all (in responses to CS and PRES responses) Objective: embed multiple sources of advice and support into every day practice	New PGR-led weekly writing group to provide peer-to-peer support	5	DA, JR, SP, KJD with PGR taking over once established	Sep 2021	Nov 2021	Meeting scheduled and running	Regular staff and student attendance at weekly sessions Positive feedback on all activities Increase positive female responses to Q82 & Q83 from 60% to 80%. Remove gendered/URG imbalance to response Increase positive responses to Q80 to >80% for all categories (no gendered responses) Maintain PRES Q1-3 at ~90%. Increase PRES Q4 to >80%	First meetings December 2021. 4-6 staff/students attending weekly 2 hour slot.	🟢
		Continue making sure PGR involved with any EDI activity can get formal recognition through PGCert, as part of practice of normalising EDI work		EDIC Chair, supervisors	Jun 2020	2027	Increased uptake of training		Included in development discussion at annual review meetings	🔵
		Revision of the PGR review/progression process, to include input from multiple non-supervisory staff for progression and mentoring for career development.		PGR Director	Jun 2021	2027	Updated Dept. practice that removes some of the power imbalances in the process implemented Oct 2021		Staff notified Sep 2021 of new process (2 reviewers, one usually in same centre as student, no supervisor involvement). First Round of PGR reviews took place in Nov 21	🟡
		Continue to require all new staff to complete Strathclyde Supervisors training programme, and to consider supervision training as part of CPD		HoD, Line managers, all staff	2021/22	2027	100% compliance			🔵
		Continue to drive Faculty/UoS process so student and supervisor can no longer see the others comments prior to review meeting to remove power imbalances. And support both parties		PGR Director, EDIC Chair, HoD	Sep 2021	2027	Updated UoS practice that removes some of the power imbalances in the process	Increase positive responses from PRES Q35 to >50% in all categories.		🟡
4.4	We want to continue to increase the engagement of the PGR community with departmental management and practice to embed PGR perspective into decision making processes Objective: embed PRG into all key systems and practices	Maintain or increase PGR representation and involvement on all departmental committees		HoD, Committee Chairs	Jun 2021	2027	Student representatives on all key Departmental committees	PGR representatives on all key committees Increase in positive responses to Q18 and Q19 from 65%-75% to >80% for all groups Increase positive responses to Q20 from 50% to >75%	Changes implemented, EDIC will monitor engagement and diversity of students involved	🔵
		Reinstate regularly scheduled PGR SSLC meetings		PGR Director	Oct 2019	2025	Students feeling well supported, heard and are positive about belonging and inclusion in PRES and other survey data		PGR SSLC meetings are now scheduled to take place three times within the Academic Year, with dates communicated to all members of the PGR SSLC committee in advance.	🟢
		Increase visibility of action being taken when issues raised (for EDI specific actions see 4.6 below)		All Committee Chairs, HoD	Jun 2020	2027	Feedback on every issue raised PGR by or at the next SSLC meeting, with follow up until solutions in place	Increase in positive responses to Q26 from 60% to 80%	Increased reporting of issues because action seen to be taken	🟡
4.5	We want to mitigate any negative impacts (especially gendered or other EDI related impact) of COVID on PGR teaching, learning and career development as far as possible Objective: provide any additional support for students who started	Weekly synthesis email from PGR Director, with distillation of key information (as comes from multiple sources as staff/student).		PGR Director & HoD	Jun 2020	Oct 2022	Students feeling well supported and are positive about belonging and inclusion in PRES and other survey data	No change in student outcomes No increase in student completion beyond extensions granted PRES Q41-43 responses remain >60%	Sent throughout lockdown an then every 2 weeks.	🟢
		Revision of PGR Myplace page to ensure all have access to the correct and most up to date information		PGR Director	Jun 2020	Oct 2022	Students feel well informed by accessing all important information at a single site		Completed and now maintained	🔵

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe		Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
					Start	End				
	between 2017/18 to 2021/22 who have experienced substantial disruption to university education because of COVID, and maintain support for students starting over next 3-5 years who may also have experienced significant impacts to school university education	Critical worker status awarded as a priority for students needing lab access, and access granted as soon as possible for any living alone		Supervisors & HoD	Jun 2020	Oct 2022			Completed	🟢
		Friday night virtual Departmental Social to encourage engagement interaction		All staff	Jun 2020	Oct 2022	Well attended events		Lapsed once face to face socialising restarted	🟢
		PGR Director, supervisors and other staff to establish more frequent contact and make sure all award of well-being support options available		Supervisors & HoD	Jun 2020	Oct 2022				🟢
		Encourage PGR involvement with teaching conversion work (paid) as an alternative when access restrictions limit PhD work		All staff	Jun 2020	Oct 2022				🟢
4.6	We want to improve the effectiveness and speed at which the department responds to PGR Feedback, especially for EDI issues Objective: speed up feedback and implementation loop.	Annual monitoring of PRES responses by EDIC, feedback from student reps on all committees		PGR Director, EDIC	Spring 2022	2027	Annual reporting to Dept. Meeting, and PGR issues discussed as standing item at EDIC	Increase in positive responses to Q18 & Q19 Increase in positive responses to Q20 and Q21 from ~50% to>70% for all groups	Assessment and action design ongoing	🔵
		Ensure rapid dissemination of EDI activity to all PGT, highlighting actions taken or panned against PGR needs/ideas		EDCI Chair, PGR Director	Jun 2020	2027	Opportunity for EDI issues to be raised at every SSLC and informally between meetings Feedback on every issue raised PGR by or at the next SSLC meeting, with follow up until solutions in place			🟡
4.7	We want to support student transitions into employment, especially post-COVID. Objective: respond to PGR requests for additional sector specific advice for career development	Increase career based discussion at annual review Students in 2021AS report good awareness of CPD opportunities but only 40% were positive about career feedback.	5	All supervisors and reviewing staff	2022	2024	Increase in discussion on career development in review process sing mentorship from reviewers as well as supervisors	Increase in positive responses to Q90 from 50% to >70% in all groups Positive feedback from PGR PGR students outcomes remain good, with high proportion gaining employment in their preferred sectors Positive feedback from PGR	Improvements to review process 2020/21 should increase the feedback mechanism.	🟢
		Seminars/session to be developed to address CV prep and presenting/networking advice (identified in 2021CS responses) but discussions with PGR WG ongoing		PGR Director, IAB, Director of Research & others as necessary	2022	2025	Running CV writing workshops for PDRA/Industry/Other sectors with input from staff involved with hiring in those sectors			🔴
		Advertising PGT and UG industry facing CD run by IAB.		PDRA and PGR on EDIC	2021/22	2027	Expansion of existing provision to allow PGR engagement			🔴
		Set up voluntary PDRA mentoring of PGR students (Y3/Y4 PGR mentoring Y1/Y2). Assess feedback after 12 months		PDRA and PGR on EDIC	Spring 2022	Spring 2023	Initial volunteer pairings established			🔴
		Expansion of career development discussions in Research Group and Research Centre meetings		Supervisors and Group leaders	Mar 2021	2027				🔵
		Support new PGR led initiatives		HoD	As needed					🔴
Theme 5: Supporting our Staff										
5.1	We want to maintain or improve diversity (including gender	Monitor EDI data for all staff appointments	1	EDIC	Jun 2020	2027	Annual reporting to Dept Meeting			🔵

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
	diversity) in all job roles and grades. Objective: monitor ongoing activity to ensure no negative EDI impacts arise	Revision of Dept policy for recruitment to try and improve gender balance of fixed term research staff			Jun 2021	Sep 2021	New Dept practice	Maintain gender balance in the department at above national average for sector 24.6%	Now adopted across faculty for Gd 6-8 hires	🟢
		Assess impact of recruitment guidance on gender balance and evolve policy to adopt new best practice			Oct 2021	2027	Better gender balance, especially in fixed term staff	Improve gender balance in CII (still well above 9% female reported nationally to move it closer to CEE average		🟡
		Widen advertising through staff networks, following feedback suggesting word of mouth significant factor for many		All staff	Mar 2021	2027	Larger and more diverse candidate pools	Increase %F applicants for all posts		🟡
		Increase range of advertising pathways						Develop baseline for other protected characteristics (incl. intersectional) (incl. intersectional) one university HR has collected data		🔴
		Multi person review of adverts to ensure consistent, inclusive structures/language, and other best practice are used.								🔵
5.2	We want to embed a visible clear work load model that ensures fair and equitable distribution of work load for all and recognition of all key job roles Objective: increase awareness of departmental WLM and implementation	Deliver seminar to improve awareness of WLM among new appointments		HoD	Feb 2020	Feb 2020	Seminar delivered	Annually revised WLM Increase in positive responses to Q34 from 60% to >75% (F) and from 65 to 80% overall, Reduce negative responses to Q57 & Q58 from 25% to <10% for all groups. Maintain absence of gendered/URG response	Scheduled for after latest hire starts	🔴
		Provide seminar materials via SharePoint to all staff		HoD Dept Man.	Mar 2022	Mar 2022	Updated SharePoint			🔴
		Rolling review of WLM to ensure new EDI work fully included and inequalities removed		HoD Dept Man. EDIC	Jun 2020	2027	Updated WLM			🔵
		Monitoring of UoS and external committee work to identify and reduce work load imbalances		EDIC All staff	Jun 2020	2027				🔵
		Ensure gender balance and diversity on all departmental committees at all levels (is maintained, but that committee workloads remain balanced across all staff. Support progression for staff with broadening # involved	2	EDIC HoD	Jun 2021	2027		All areas of activity included by staff in ADR and increase in positive responses to Q88 from 60% to >75% for all groups		🔵
5.3	We want to continue to improve induction and information sharing for new for new staff Objective: respond to staff feedback to refine information provided as part of induction and through Sharepoint site	Rolling revision of new staff information pack, and reproduction of information on Staff SharePoint to improve access (and support all staff)		Individual staff	Jun 2020	2027	Revised training provision Sharing of staff recommendations for helpful training	Improved feedback from new staff. Reduce negative responses to Q15 <20% in all groups (M currently 40%). Increase positive responses (F) from 50% to 70%	KJD working with OSDU on support for Gd 7/89 academic hires with UK HE experience Revised SharePoint content to go live Spring 2022 after next rolling review of documents Will also contribute to improving most belonging and inclusion responses on next staff survey Q16 beyond Dept control	🔵
		Provide feed-back and work with OSDU to improve quality and relevance of UoS provided training for new starters		EDIC & Dept manager	Jan 2022	2027	Annual reporting			🟡
		Monitor staff mentoring to ensure gender and workload balances		EDIC Chair	2022	2023	Survey all mentors to assess uptake and workload			🔵

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe		Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
					Start	End				
		Assess impact of current informal "buddy" system in operation with new staff. Consider for more formal (voluntary) roll out in future								🔴
5.4	We want to make sure all staff are aware of an make use of al UoS policies around leave and support Objective: ensure all able to find key information and have no barriers to making use of policies	Compile a list of staff volunteers who have made good use of UoS policy and willing to discuss options with others.		EDIC	Mar 2022	May 2022		100% of those wanting to use policies are able to	Will be used to support PGR as well	🔴
		Advertising of all new/modified UoS policy to staff, and impact on departmental practice though Dept meetings		EDIC Chair	Jun 2020	2020	Advertising to CEE staff	Increase policy awareness to >60% for all key caring and family leave polices.	Update question to awareness of and know how to find the key policy document	🔵
		Establish mentoring for non-CEE staff to improve information sharing and best practice		WISE EDIC Chair	May 2022	Sep 2022	Advertising across faculty	Increased awareness of options and higher uptake of support packages	EDIC Chair working with WISE to roll out across multiple departments Looking to disseminate with Human Resources paperwork [see 1.4]	🔴
5.5	We want to encourage and support all staff through the promotion and regrading process Objective: have 100% success rate for all regrading and promotion cases, and have all staff progress to next stage as soon as they are eligible	Embed new ADR and promotion practices as routine for all job roles, especially TAP and RES staff.	2	All line managers	Jun 2020	2027	Policy implemented	Continue >90% success for promotion/regrading rate in all job families. Increase positive responses to Q90, Q92 & Q93 to >80% for all groups (from 60-85%), Reduce negative responses for Q88 from ~20% to <10% for all groups Increase in positive responses to Q90 to from 60-70% to >80% for all groups except TAP, and reduction in negative responses from TAP staff for 40% to <20% Increase positive responses to Q96 to >7% for all groups Maintain the non-gendered nature of all responses to the Career Development and progression survey questions	Increase in recent years suggests numbers may be cyclic, as recently promoted staff embed in new roles and develop towards next promotion case	🟡
		Increase peer support and information sharing for application development as increased numbers of staff successful, including best practice for all activity for all job roles		All staff	Sep 2021	2027	Exemplars of promotion cases at all grades shared			🟡
		Increase promotion/progression discussions/feedback within mentoring process for all staff, and maintain it as the focus of ADR discussions		All mentors	2018	2027				🟡
		Wider sharing of opportunities for staff to take on new responsibilities (Faculty, UoS or national committee roles etc).		HoD, MG, all staff	2018	2027				🔵
		Remove barriers to submission by: 1) working with Human Resources to removing UoS policy for 2 year wait for resubmission, and		HoD EDIC Chair WISE	2022	2023				🟡
		2) to have promotion considered automatically for all staff as the default position (following sector best practice developed by Durham University) in line with current departmental practice		WISE Faculty or Engineering	Nov 2021	2022	University policy change			🔴
5.6	Following 5.5 we want to improve and extend career development for all staff, but especially for fixed term RES staff and TAP staff, particularly important in the next few years to reduce COVID-induced barriers to transitions	Increase career planning discussion on ADR for fixed term staff	5	Line managers	Jun 2021	2027	Guidance for line managers	Increase in positive responses to Q82, Q83 & Q84 from 50-60% to >70% for RES and fixed term staff Increased academic outputs led by ECR staff to support their career development goals	NB the actions 5.6 will likely contribute to more than one of the success measures listed here. The main expected success measure for each action have been given as some actions target specific groups	🔴

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe		Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
					Start	End				
	Objective: respond to ongoing consultation with past and present ECR, TAP staff and fixed term staff, CS and other feedback, to improve support and training opportunities	Establish additional mentoring (not line manager) for fixed term staff to support career development for all career paths (requested through CS)	2, 5	EDIC	2022	2027	Mentors and Mentees matched	Increased very positive responses to Q80 from 20-30% to >40% Maintain >80% positive responses to Q81 . Increased positive responses to Q90 and Q91 to >70% and reduce negative from 20% to <15% for all groups	Share mentor training opportunities with all	🔴
		Encourage all staff to deploy a 5 year panning model (learning from ACDR for Chancellors Fellows)	2, 5	Line managers	2022	2027	Guidance for line managers	Reduce negative reposes to Q93 from 20-30% to < 10% and increase positive responses to >70% for all job roles		🔴
		Set up centralised management to provide all interested fixed term and research staff with teaching opportunities	5, 2	Dept Manager	Sep 2021	2027	New practice deployed	Increase diversity and number of ECR staff taking on teaching roles (for those that want to)	UoS revision of PGR supervision system now enable PDRA to be officially recognised in supervisor roles	🟢
		Consultation with fixed term and ECR staff to define additional support/training requirements	5	EDIC Chair, PDRA REp	Mar 2022	June 2022	WG report on needs analysis	Increased positive responses to departmental training opportunities and effectiveness (increased positive responses to Q82 from 60% to >70%		🔴
		Increase CV/cover letter development training for ECR staff, with workshops to ensure reduction gender bias in CV prep/assessment	5	Director of Research, EDIC Chair	Mar 2022	2024	Development of base line data from feedback from former RES and fixed term staff	Increased success rates for outgoing staff at interview for next positions (once qualitative and quantitative base line data in place) Increased negative responses to Q125 for RES and fixed term		🔴
		Share best practice for presentation of career breaks/periods of leave on grant/job applications	2, 5	All staff	Jun 2022	Sep 2022	Guidance document for staff/PGR	Maintain the non-gendered responses to most of the Career development and promotion/progression questions, and reduce difference for all currently <5% different		🔴
		Increase formal PDRA involvement in supervision (recommendation from Quinquennial Review) with full recognition of contributions	5	All line managers	Sep 2021	2027	New practice deployed	Increased positive and very positive responses to Q10, Q13 & Q20 from <20%% to 30% for RES and TAP staff		🟡
		Develop IAB workshop to support transitions from PGR into industry (mentorship, applications etc.)	5	EDIC IAB	Aug 2022	Mar 2023	New workshop	Positive feedback from ECR staff following planned events		🔴
		Provide feedback on job/grant applications, share examples of interview questions and mock interview for staff on request.	5	Director of Research, Centre Heads	Jun 2020	2027	Examples (or staff to contact for examples) available on Sharepoint	Increased research income, and success rates on research grants to department, especially from ECR staff. Target to be above national success rates for all Fellowship/ECR awards		🔵

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe Start	Timeframe End	Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
		Encourage all staff to compete chartership (Joint Board of Moderators recommendation) using ADR process to implement) and mentoring to support application process.	2, 5	HoD, Heads of Research Centres	Nov 2021	2027		50% staff Chartered		🟡
		Encourage and support all staff to use external training opportunities, and share opportunities	2	HoD, Line managers	Summer 2022	2024		Improve positive (target >80%) and very positive (target 40% responses to Q80 and Q81 (target very positive to >50%)		🔴
		Work with OSDU and other UoS directorates to improve internal training provision for TAP staff (Staff feed-back and Quinquennial Review recommendation).	2	EDIC to co-ordinate, all staff	2021	ongoing		Increase staff uptake, especially from TAP staff		🔵
5.7	We want to provide all possible support for staff during COVID related restriction and support all staff in maintaining the engagement with each other and the department, and supporting the mental health of all. Objective: provide the support requested by all staff, prioritising those with caring commitments, those with highest workloads to convert activity online, and those living alone	Provide all staff with required home office/IT equipment		KJD, DG, HoD	Mar 2020	Jun 2020		All staff requests met Specific practical support delivered and found useful as indicated by staff feedback. >80% staff making use of some measure of additional support 100% staff attending meetings, social and training events throughout lockdown High levels of satisfaction with departmental support reported in survey Q108-110 (>70% positive for ATK, 60% for RES and TAP) Positive responses to all COVID support questions at ?60% for all groups >50% of all roles reporting impact of COVID (Q128, 129) on their work to be over or expected to be over within 12 months for most categories		🟢
		Provide all staff with template for planning delivery		KJD	Apr 2020		Template delivered and deployed		Presented at UoS Executive meeting, rolled out UoS wide	🟢
		Set up staff Myplace training & support site with template of activities, recommendations, sharing best practice for online learning, and the class template to standardise the student experience		KJD	May 2020	Jun 2021	Site updated and available to all		Now maintained	🔵
		Identify staff "understudy" for all classes to ensure workload balance and "knock on" effect identified and mitigated where possible		All staff, Dept Manager	Aug 2020	Jun 2021	Annually updated document		Spreadsheet on SharePoint	🔵
		Survey staff additional work load and impact of support to define on going need and WML adjustments		KJD	Sep 2019		Completed (See A1.6)		Data passed to HoD	🟢
		Secure funding from Faculty to provide additional teaching support staff time		HoD	Jul 2020	Jun 2021	Funding approve by faculty		All departments, not just CEE	🟢
		Provide 1-to-1 training in online delivery and class design for any that need it cannot access UoS provision		KJD, NC, CM	Apr 2020	Jun 2021	All staff receive necessary support		30 hours delivered	🟢
		Provide teaching support staff time to remove all transcription checking from academic and teaching staff, priority to those with caring commitments and high teaching loads		KJD, NC, CM	Apr 2020	Jun 2021			620 hours delivered to end of AY 2021	🟡
		Provide teaching support staff time for VLE class revision, priority to those with caring commitments and high teaching loads		Line managers	Jun 2020	Jul 2021			Completed	🟢
		Reminder to all staff on mentors/mentees and encourage all staff to reach out if needed		KJD, NC, CM	Apr 2020	Jun 2021				🟢

	Objective & Rationale	Planned Actions	Priority area(s)	Person(s) Responsible	Timeframe		Key Outputs & Milestones	Success Criteria	Progress, Comments & Impacts	Status
					Start	End				
		Support key worker status for staff needing to return to campus early for work or ell-being reasons		HoD	Mar 2020	Jun 2021			All access request grants	🟢
		Weekly social event on Friday afternoon		HoD, Chair H&S	Aug 2020	Jun 2021			Well attended most weeks (8015 people)	🟢
		Meeting free Fridays superceded by UoS designating Mon-Thurs day working week to support staff wellbeing.		CW, PGR Rep	Mar 2010	Oct 2021			Feedback from staff is that while good in principle not practical for many	🟢
		All staff to include COVID impacts n ADR reviews		UoS	May 2020	Aug 200		Positive responses >70% for all staff in Q111	Ongoing	🟡
5.8	We want to support a healthy work-life balance for all staff Objective: maintain flexible and responsive working practices for staff where possible and wanted (assessing impact on others)	Survey staff on long term agile working	4	HoD, Dept manager EDIC	Oct 2021	Oct 2021	Survey data collected	>80% of staff wanting to use agile working are able to do so, for at least part of the their time Maintain Q62 and Q63 at >70% positive responses No increase in negative responses to Q57 and Q58 Increase positive responses to Q72 from 50-60% to >70% for all groups Increased positive responses to Q74 to >70%	See A1.7	🟢
		Implement long term agile working policy to enable all staff to work more flexibly post-pandemic restrictions			Dec 2022	June 2022	New departmental policy and practice in place			🔴
		Re-assess if "core" working hours can be reduced to 10-3pm to support staff with school-age child care commitments		EDIC	Apr 2022	Oct 2022	TBC after assessment			🟡
		Assess EDI impacts associated with the reassessment of estate usage to create more meeting rooms and other suitable working spaces for more flexible/agile working practices		EDIC	Apr 2022	Jul 2022	More hybrid enabled meeting spaces in the department			🔴
		Share examples of best practice through departmental news items and mentor networks		EDIC and all staff	Sep 2022	Sep 2023		Maintain positive responses to Q64 fat ~70% Increase positive responses to Q65 to >60% for all groups. Maintain absence of any clear gendered (or URG specific) structure to responses		🔴

Appendix 1 Culture survey data

A1.1 Athena Swan Culture Survey Questions

Table 6 - The questions on the CEE 2021 Culture Survey distributed to all staff and students in CEE

	Question list	Staff	PGR	PGT	UG
Department Profile					
Q1	What is your role or position within the Department?	1	1	1	1
Q2	What course are you studying		2	2	2
Q3	What is your year of study		3	3	3
Q4	How do you study?		4	4	4
Q5	How are you considered for fee purposes		5	5	5
Q6	What kind of contract do you have?	2			
Q7	How long have you worked in the department?	3			
Q8	How long since your last promotion or regrading?	D			
Q9	How long is your current contract (total length)?	D			
Belonging and Inclusion					
Q10	I feel like I belong in my department	6	6	6	6
Q11	The Department is a pleasant working environment	7	7		
Q12	People in the Department are approachable	8	8	7	7
Q13	Engagement with staff and senior role models in the Department is encouraged	9	9		
Q14	The department is welcoming to new staff and students	10	10	8	8
Q15	My Departmental induction met my needs	D	11	9	
Q16	My Faculty/University induction met my needs	D	12	10	
Q17	Senior students support newer students in their research		13		
Q18	I feel that people really care about me in my department	11	14		
Q19	**I feel comfortable speaking up and expressing my opinions**	**12**	**15**		
Q20	My contributions are valued in my department	13	16		
Q21	Departmental communications are clear and relevant to me	14	17	11	9
Q22	There are suitable social spaces	15	18		
Q23	There are suitable opportunities for social contact with colleagues/classmates	16	19		
Q24	The atmosphere in all my learning environments is inclusive			12	10
Q25	Departmental social events are inclusive to all	17	20		
Q26	I feel part of the Department's research community	D	21		
Q27	Attending departmental or university information events, open days or outreach activity influenced my decision to come to Strathclyde			13	11
Q28	The department has become more inclusive since 2016 (or since I joined)	D	D		
Q29	Do you have any suggestions for ways the Department could increase the sense of **belonging and inclusion** in the working, research or learning environment? Are there specific examples of actions/activities that help(ed) or could help you make you feel more included?	O	O	O	O

Equality

Q30	The culture of the Department is inclusive to people of all genders	18	22	14	12
Q31	**Departmental leadership actively supports gender equality**	**19**			
Q32	There is fair gender representation on Departmental committees	20			
Q33	The rate people progress in my department is not affected by their gender	21			
Q34	Equality, diversity and inclusion work is recognised when workload is allocated	22			
Q35	Equality, diversity and inclusion work is recognised in applications for promotion & progression	23			
Q36	The culture of the Department is inclusive to people of different religions or beliefs	24	23	15	13
Q37	The culture of the Department is inclusive to people of different ethnic backgrounds	25	24	16	14
Q38	The culture of the Department is inclusive to people of different sexual orientations	26	25	17	15
Q39	The culture of the Department is inclusive to people with disabilities	27	26	18	16
Q40	I am aware of the aims/goals of the Athena SWAN Charter	28	27	19	17
Q41	I am aware the department holds an Athena SWAN Award & has an Athena SWAN action plan	29			
Q42	The Department contributes to university wide changes in policy to improve equality	30			
Q43	Do you believe you have been UNFAIRLY treated in the following respects (from 2016-2021)? Recruitment and selection Promotion Day to Day treatment at work Access to training Participation in Decision Making	31			
Q44	Do you believe that any protected characteristic affected your treatment in the Department or at Faculty/University level?	D			
Q45	Do you have any suggestions for ways the department can improve gender equality?	O	O	O	O
Q46	Do you have any suggestions for ways the department can improve any other equality or diversity issue?	O	O	O	O

Bullying & Harassment

Q47	I have experienced bullying and, or harassment in my department in the past 12 months	32	29	20	18
Q48	I have witnessed bullying and, or harassment in my department in the past 12 months	33	30	21	19
Q49	I know how to report bullying and, or harassment	34	31	22	20
Q50	Departmental management is active in tackling bullying and harassment	35			

Q51	The Department contributes to university wide changes in policy to reduce bullying and harassment	36			
Q52	**I am satisfied with how bullying and harassment are addressed in my department**	**37**	**32**	**23**	**21**
Q53	I am satisfied with how bullying and harassment are addressed by the University	38	33	24	22
Q54	Is there anything the department can do to improve how we tackle bullying and harassment?	O	O	O	O

Work-Life Balance & Wellbeing

Q55	Do you have caring responsibilities?	39	34	25	23
Q56	If you think it relevant to your experiences, or survey responses, please give more information about your caring responsibilities and their impact on your work-life balance	O	O	O	O
Q57	Workloads in my department are allocated fairly	40			
Q58	My current workload is manageable	41			
Q59	**My department enables flexible working**	**42**			
Q60	My department enables agile working	43			
Q61	I used flexible working, or regularly used agile working before COVID	44			
Q62	Agile working helps reduce the challenge of balancing work and caring responsibilities	45			
Q63	Agile working will improve my work/life balance in future	46			
Q64	I have access to role models that support a healthy work-life balance	47	38		
Q65	My mentor/line manager/supervisor supports me maintaining a healthy work-life balance	48	39		
Q66	I have received adequate support for my research from my supervisor/PI		40		
Q67	Most departmental meetings are scheduled within core hours	49			
Q68	Departmental meetings are scheduled outside school holidays whenever possible	50			
Q69	Meetings are scheduled at times that suit me whenever possible	51	41		
Q70	The timing of social events takes the caring responsibilities of staff into consideration	52	42		
Q71	My department provides staff with support around all types of caring leave	53	43		
Q72	The department has become more supportive since 2016 (or since I joined)	D			
Q73	**My mental health and wellbeing are supported in my department**	**54**	**44**		
Q74	My mental health and wellbeing are supported in my university	55	45	26	24
Q75	I know where to seek support for mental health and wellbeing at work/university	56	46	27	25
Q76	I feel confident asking for mental health and wellbeing support at work/university	57	47	28	26
Q77	Are you aware of the University's	58	48		

maternity policies?
paternity policies?
adoption policies?
parental leave policies?
menopause policies?

Q		Col1	Col2	Col3	Col4
Q78	Please share any suggestions for improvements the Department to improve support a good work-life balance and wellbeing?	O	O	O	O
Q79	Please share any suggestions for ways the Department can improve student wellbeing	O	O	O	O

Career Development

Q		Col1	Col2	Col3	Col4
Q80	I am aware of opportunities for professional development	59	49	29	27
Q81	**My line manager/supervisor supports my career development**	**60**	**50**		
Q82	Departmental training events (e.g. inductions, seminars, workshops, drop in sessions, lab-based training) have been useful to my personal development	61	51		
Q83	University training events I have attended in the past 3 years have been useful to my personal development	62	52		
Q84	Between the Department, University, and Civil Engineering Society, there are enough resources to support my career development			30	28
Q85	The Department provides adequate support for my career development	63	53		
Q86	The University provides adequate support for my career development	64	54	31	29
Q87	I have participated in departmental training events			32	30
Q88	The Accountability and Development Review (ADR) process takes into account all of my core workload areas	65			
Q89	The member(s) of Staff who have conducted my ADR have treated me fairly	66			
Q90	I receive useful feedback on my career development	67	55		
Q91	I have benefitted from the advice from my mentor	68			
Q92	Staff are encouraged to apply for promotion	69			
Q93	I am satisfied with my career progression	70			
Q94	Appropriate departmental support is provided throughout the promotion process	71			
Q95	Decisions about appointments are made fairly	72			
Q96	Decisions about promotion or progression are made fairly	73			
Q97	I feel confident that I will submit my thesis within 1 year (MRes), 2 years (MPhil) or 4 years (PhD) of my start date		56	33	31
Q98	I am interested in a career in…		57	34	32
Q99	Please share any suggestions for ways the department can improve support for career development or the promotion process?	O	O	O	O

Brexit

Q		Col1	Col2	Col3	Col4
Q100	Has Brexit affected you work or study at Strathclyde	74	58	35	
Q101	How has Brexit impacted your work or study?	D	D	D	

Staff/student mobility
import/export
collaboration
visa/immigration
another

Q102	The department has provided adequate support on Brexit issues	D	D	D	
Q103	The University has provided adequate support on Brexit issues	D	D	D	
Q104	Brexit made me less enthusiastic about studying in the UK		D	D	D
Q105	Brexit means I am less likely to work in the UK after I graduate		D	D	D

COVID

Q106	Did you have additional caring responsibilities because of COVID	75	59	36	33
Q107	Please tell us about your experience and caring responsibilities during the pandemic, if you think these could help the Department improve how we support all carers in the future.	O	O	O	O
Q108	I have a suitable space for home working	76	60		
Q109	The department provided me with the necessary practical support for working from home (training, equipment)	77	61		
Q110	The department tried to minimise the impact of COVID on my work /learning	78	62	37	34
Q111	The impacts of COVID were fairly captured in my ADR	79			
Q112	I found managing my work-life balance harder under COVID	80	63		
Q113	The department has supported my well-being over lock down	81	64		
Q114	The department provided suitable social engagement opportunities to limit isolation from colleagues during lockdown	82	65		
Q115	Departmental colleagues provided informal support during lockdown	83	66		
Q116	The department provided adequate and timely information regarding how COVID would impact my work/courses	84	67	38	35
Q117	The university provided adequate and timely information regarding how COVID would impact my work/courses	85	68	39	36
Q118	The online teaching provided by the department has supported my learning over the pandemic			40	37
Q119	The department provided a fair online assessment processes			41	38
Q120	Online teaching activities have tried to support student interaction			42	39
Q121	**The department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff & students**	**86**	**69**		
Q122	The department has taken action to mitigate the adverse impact of the Covid-19 pandemic for those with caring responsibilities	87	70		

Q123	I feel I lack skills I need for University because of the impact COVID had on school			43	40
Q124	I feel I lack skills I will need after graduation because of the impact COVID has had on my University experience			44	41
Q125	I think people who were students during COVID will be at a disadvantage in the job market once they graduate	88	71	45	42
Q126	Were you placed on furlough?	89			
Q127	Did you take a period of voluntary suspension because of COVID		72		
Q128	What is the magnitude of the impact of COVID on the different aspects of your job role	D	D		
Q129	What is the duration of impact on these same job roles?	D	D		
Q130	Do you think there will be a long-term impact of COVID on your career? If so, is there any additional support or training that could help mitigate this?	O	O	O	O

Personal Profile

Q131	Which of the following most accurately describes you? (Select all that apply) [GENDER]	90	73	46	43
Q132	Which of the following most accurately describes you? [SEXUALITY]	91	74	47	44
Q133	How old are you?	92	75	48	45
Q134	Do you have a disability that you have disclosed to the university?	93	76	49	46
Q135	What is your ethnic background? If you think your ethnicity is relevant to any of your responses, please provide as much information as you are willing to share	94	77	50	47
Q136	If you think your religion or beliefs are relevant to any of your responses, please provide as much information as you are willing to share [free text]	95	78	51	48

Core Athena Swan questions shows in red. O – Optional question, usually free text, D – Question visibility dependent on previous responses.

A1.2 Athena Swan Culture Survey respondent demographics

Note: UG respondent numbers were extremely low, in part because of COVID and in part because of time of year/academic deadlines. The data are included in the general demographic data but not discussed in detail further.
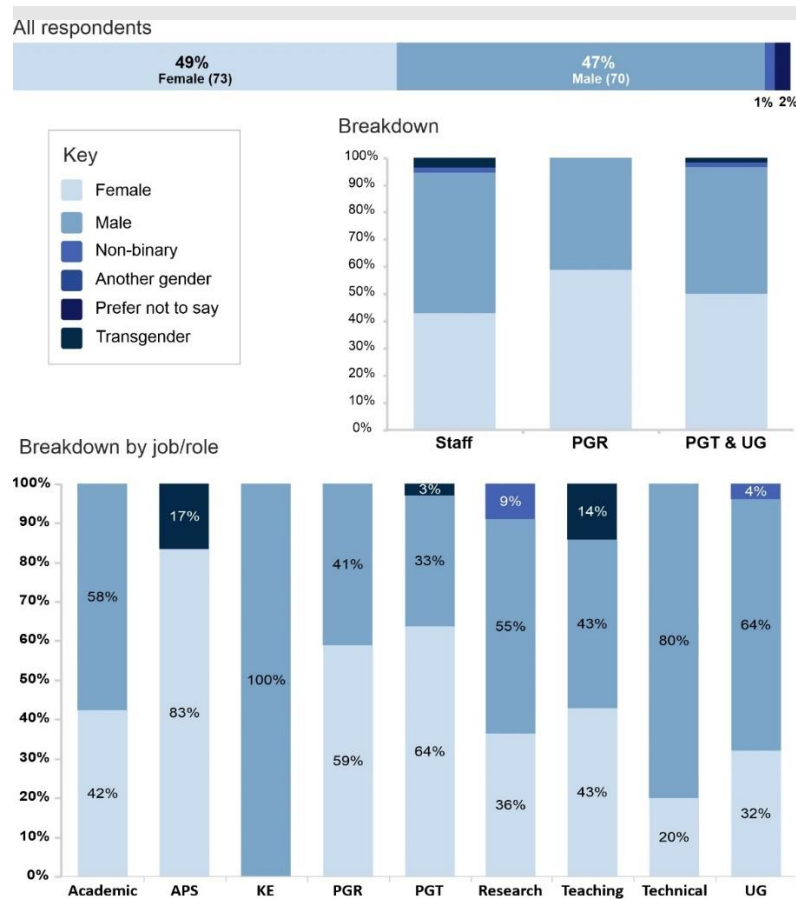
Figure 4: Responses by gender
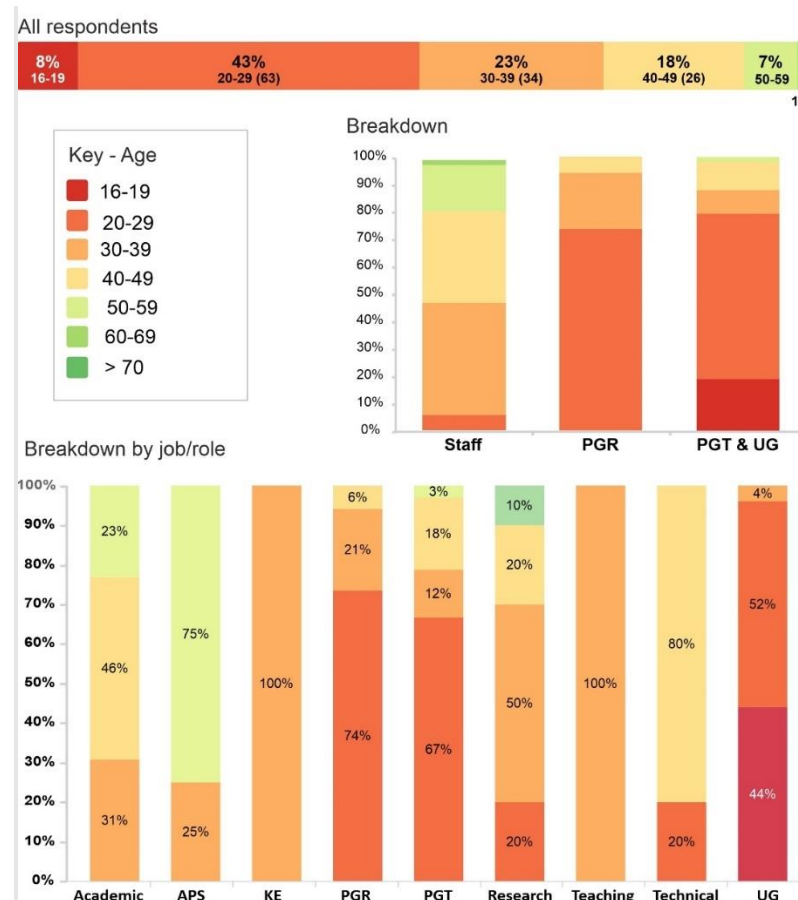
Figure 5: Responses by age
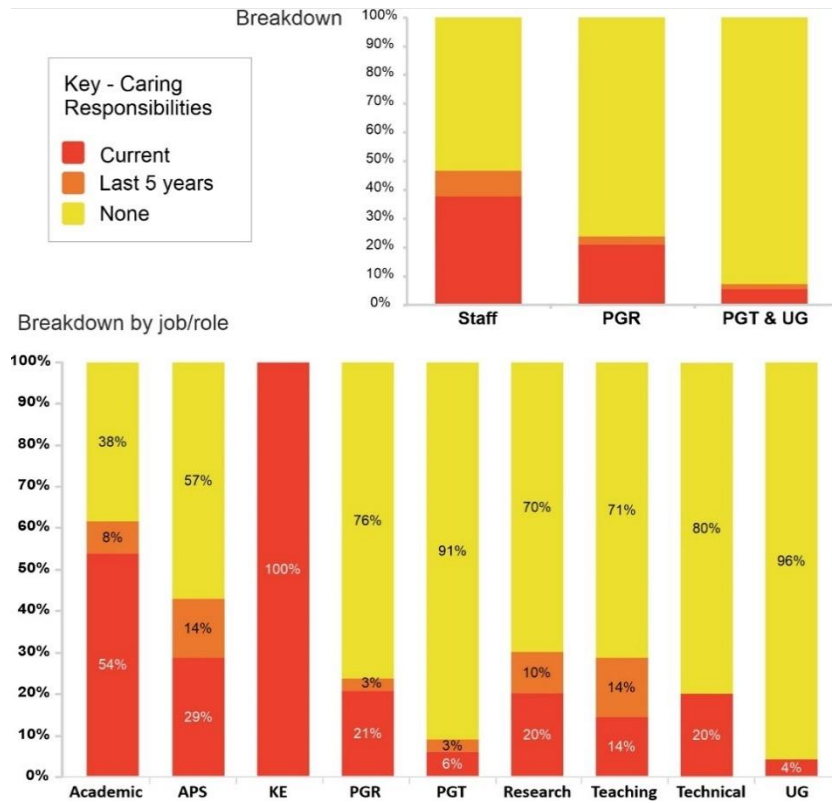
Figure 6: Breakdown of caring responsibilities by job/role
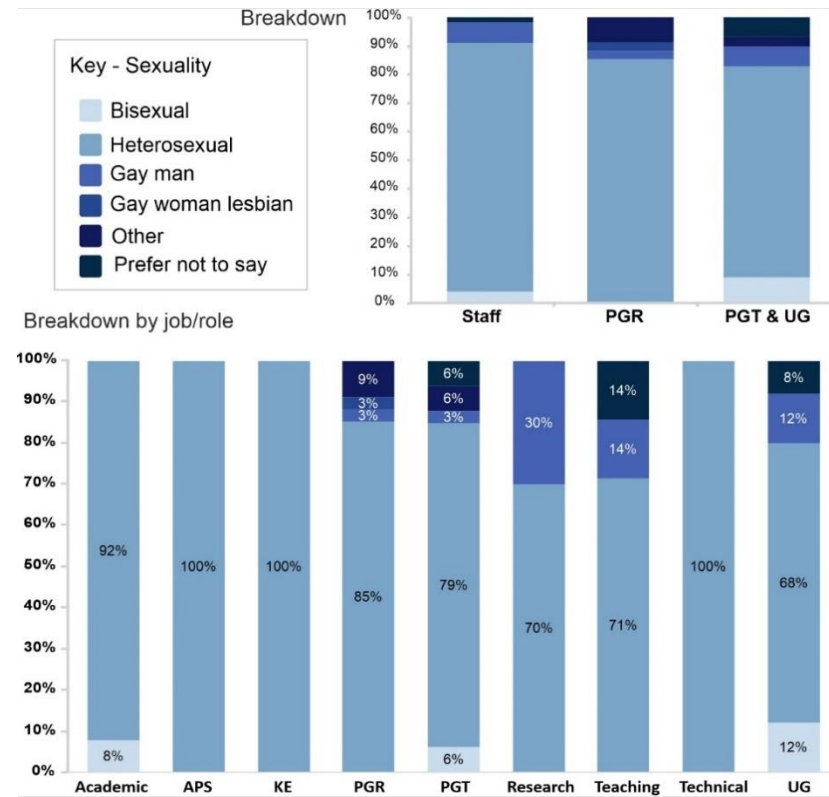
Figure 7: Responses by sexuality

A1.3 CORE Athena Swan Culture Survey question responses
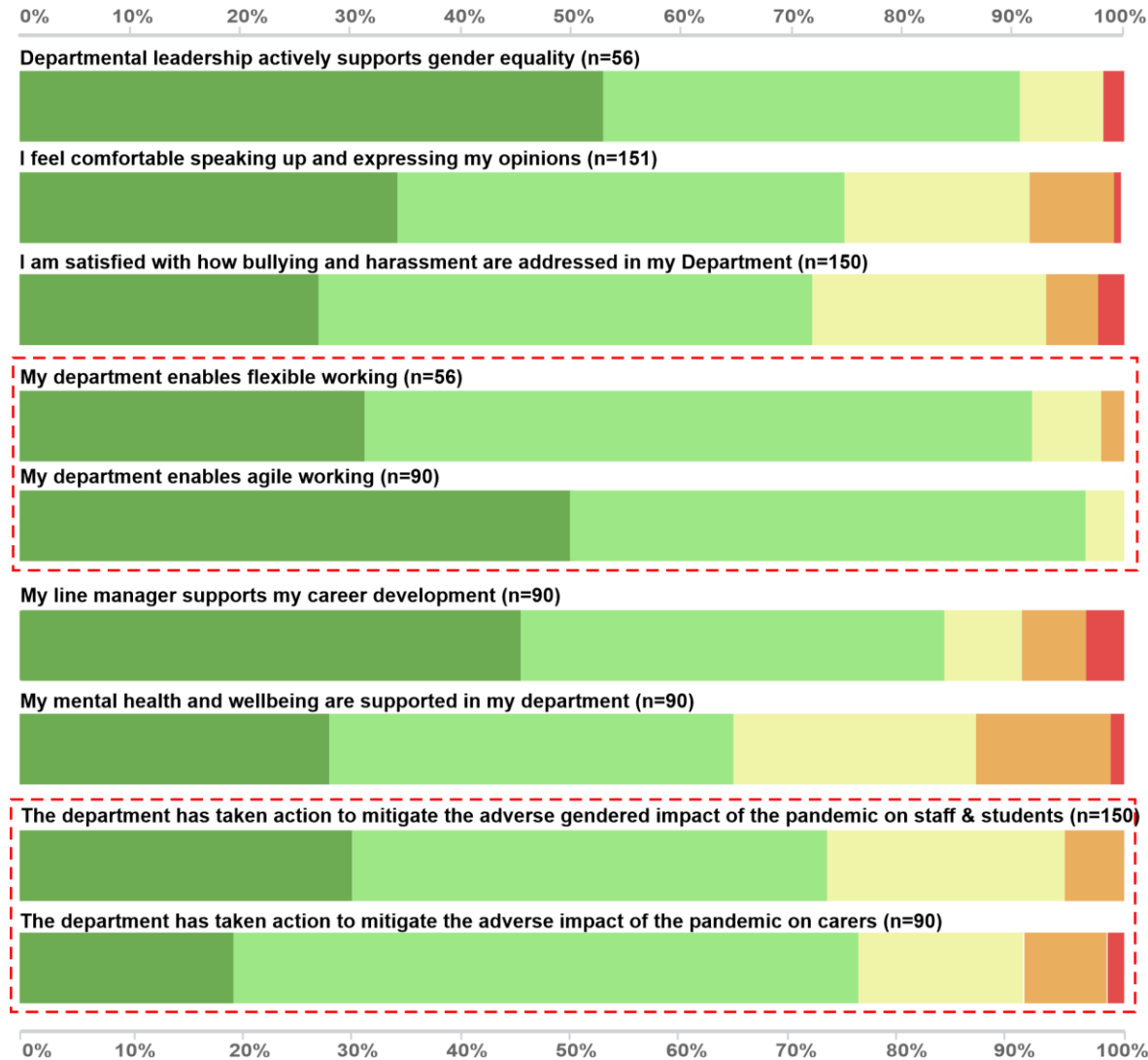
Figure 8: ALL (Staff, PGR, PGT and UG) responses to the core Athena Swan questions. Not all questions were asked of all groups. PGT/UG mental health and well-being support is managed at University level. Where the core question do not reflect best practice in the department (agile working offers greater flexibility than flexible working) or the key issues facing the department (it was staff with caring responsibilities that saw the greatest impact on work-life balance during lockdown, not just female carers) we include the alternative question (red dashed lines)
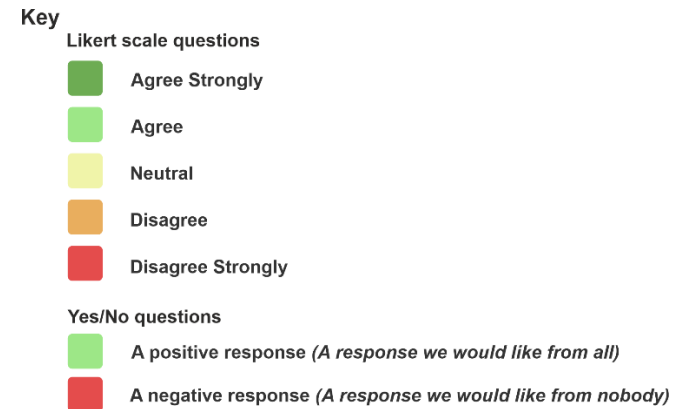
A1.4 Staff responses to the 2021 Athena Swan Culture survey

Figure 9: Staff responses to the 2021 Athena Swan Culture survey

All question responses use the following legend unless otherwise shown.

Key

Likert scale questions

- Agree Strongly
- Agree
- Neutral
- Disagree
- Disagree Strongly

Yes/No questions

- A positive response *(A response we would like from all)*
- A negative response *(A response we would like from nobody)*

We use the distribution of our responses to support Action Plan development, so present the full data not just the mean score. We show the responses disaggregated in four ways. 1) By gender (only female male shown to prevent individual identification) 2) By self-identification as belonging to any under-represented group (gender, sexuality, ethnicity, disability, or caring responsibilities. The "majority" being heterosexual men with no disabilities or caring responsibilities); 3) by job family (AKT – Academic, KE or Teaching, TAP - Technical or Administrative and Professional Services (no Operational staff in the Department), RES – Research) and by contract type (permanent or fixed term)

The total number of respondents in each aggregation category is shown. Responses for "Not Applicable" "Don't know" and "Prefer not to say" are counted in these totals but not shown. We asses these "null" responses in our Action plan development to identify if they indicate awareness or inclusion issues.

Our target is to have all 2027 questions at >60% positive, and <20% negative for all Departmental-based questions.

Belonging & Inclusion

Q10: I feel like I belong in my department

Q11: The department is a pleasant working environment

Q12: People in the department at approachable

Q13: Engagement with staff and senior role models in the Department is encouraged

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q14: The department is welcoming to new staff and students

ALL STAFF (n=55)

FEMALE (n=24)
MALE (n=28)

UNDER REP (n=38)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=9)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q15: My department induction met my needs

ALL STAFF (n=22)

FEMALE (n=10)
MALE (n=11)

UNDER REP (n=18)
MAJORITY (n=4)

AKT (n=14)
TAP (n=2)
RES (n=9)

PERMANENT (n=8)
FIXED-TERM (n=14)

Q16: My faculty/university induction met my needs

ALL STAFF (n=22)

FEMALE (n=10)
MALE (n=11)

UNDER REP (n=18)
MAJORITY (n=4)

AKT (n=11)
TAP (n=2)
RES (n=9)

PERMANENT (n=8)
FIXED-TERM (n=14)

Q18: I feel that people really care about me in my department

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q19: I feel comfortable in speaking up and expressing my opinions

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

65

Q20: My contributions are valued in my department

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q21: Department communication are clear and relevant to my role

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q22: There are suitable social spaces

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q23: There are suitable opportunities for social interaction with colleagues

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=27)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q25: Departmental social are inclusive to all

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=27)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q26: I feel part of departmental research community

- ALL STAFF (n=40)
- FEMALE (n=16)
- MALE (n=26)
- UNDER REP (n=30)
- MAJORITY (n=12)
- AKT (n=27)
- TAP (n=5)
- RES (n=10)
- PERMANENT (n=25)
- FIXED-TERM (n=17)

66

Q28: The department has become more inclusive since 2016 (or since I joined)

ALL STAFF (n=40)	
FEMALE (n=19)	
MALE (n=9)	
UNDER REP (n=26)	
MAJORITY (n=14)	
AKT (n=27)	
TAP (n=10)	
RES (n=3)	
PERMANENT (n=31)	
FIXED-TERM (n=9)	

Equality

Q30: The culture of the Department is inclusive to people of all genders

ALL STAFF (n=56)	
FEMALE (n=24)	
MALE (n=29)	
UNDER REP (n=39)	
MAJORITY (n=17)	
AKT (n=34)	
TAP (n=12)	
RES (n=10)	
PERMANENT (n=36)	
FIXED-TERM (n=20)	

Q31: Departmental leadership actively supports gender equality

ALL STAFF (n=56)	
FEMALE (n=24)	
MALE (n=29)	
UNDER REP (n=39)	
MAJORITY (n=17)	
AKT (n=34)	
TAP (n=12)	
RES (n=10)	
PERMANENT (n=36)	
FIXED-TERM (n=20)	

Q32: There is fair gender representation on Departmental committees

ALL STAFF (n=56)	
FEMALE (n=24)	
MALE (n=29)	
UNDER REP (n=39)	
MAJORITY (n=17)	
AKT (n=34)	
TAP (n=12)	
RES (n=10)	
PERMANENT (n=36)	
FIXED-TERM (n=20)	

Q33: The rate people progress in my department is not affected by their gender

ALL STAFF (n=56)	
FEMALE (n=24)	
MALE (n=29)	
UNDER REP (n=39)	
MAJORITY (n=17)	
AKT (n=34)	
TAP (n=12)	
RES (n=10)	
PERMANENT (n=36)	
FIXED-TERM (n=20)	

Q34: Equality, diversity and inclusion work is recognised when workload is allocated

ALL STAFF (n=56)	
FEMALE (n=24)	
MALE (n=29)	
UNDER REP (n=39)	
MAJORITY (n=17)	
AKT (n=34)	
TAP (n=12)	
RES (n=10)	
PERMANENT (n=36)	
FIXED-TERM (n=20)	

Q35: Equality, diversity and inclusion work is recognised in applications for promotion & progression

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q36: The culture of the Department is inclusive to people of different religions or beliefs

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q37: The culture of the Department is inclusive to people of different ethnic backgrounds

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q38: The culture of the Department is inclusive to people of different sexual orientations

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q39: The culture of the Department is inclusive to people with disabilities

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q40: I am aware of the aims/goals of the Athena Swan Charter

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q41: I am aware the department holds and Athena Swan Award and has an Athena Swan Action plan.
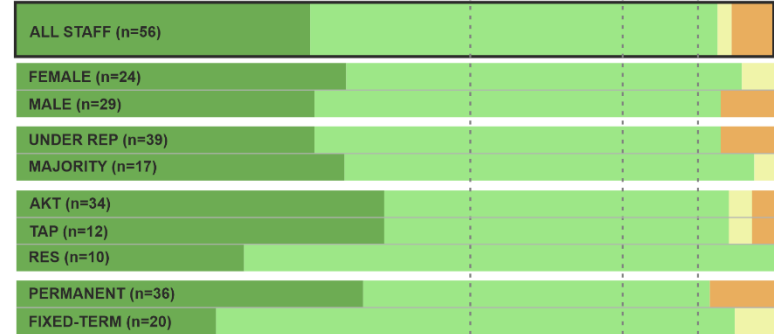
- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q42: The Department contributes to university-wide changes in policy to improve equality

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q43: Do you feel you that you have been treated unfairly

- Recruitment and selection (n=56) — NO / YES — URG n=4 / n=1
- Promotion (n=56) — NO / YES — URG n=3 / n=4
- Day to Day treatment at work (n=56) — NO / YES — URG n=5 / n=2
- Access to training (n=56) — NO / YES — URG n=5 / n=2
- Participation in Decision-Making (n=56) — NO / YES — URG n=4 / n=2
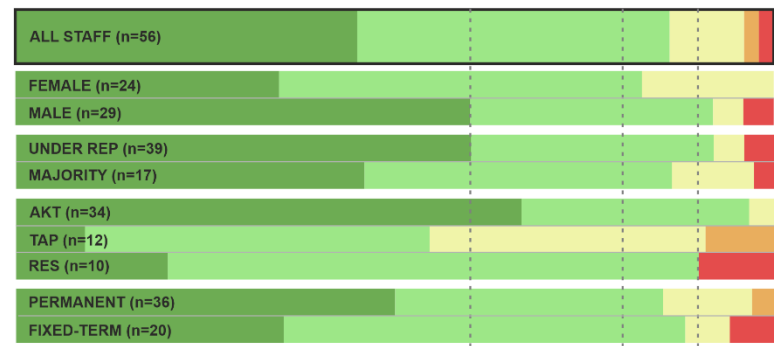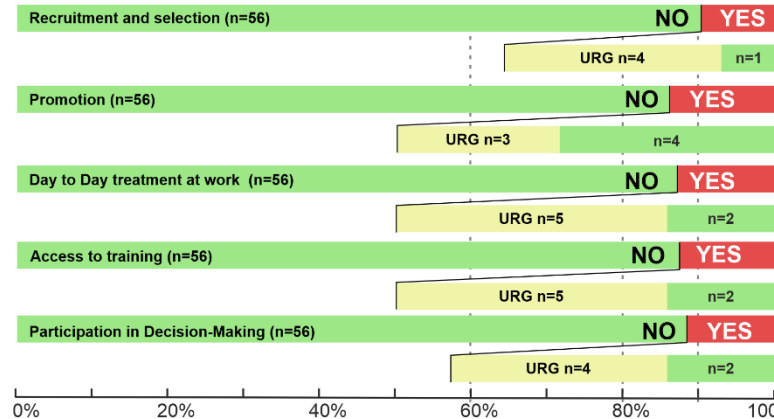
A total of 14 staff reported that they felt they had been treated unfairly in one or more areas. Of those, 6 staff reported that they felt they had been treated unfairly at departmental level.

Q44: Do you feel you that you have been treated unfairly because of a protected characteristic
(DEPARTMENTAL ONLY)
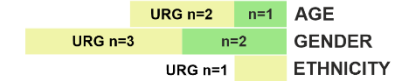
- URG n=2 / n=1 — AGE
- URG n=3 / n=2 — GENDER
- URG n=1 — ETHNICITY

Bullying & Harassment

Q47: I have experienced bullying in my department in the past 12 months

- ALL STAFF (n=56) — NO / YES
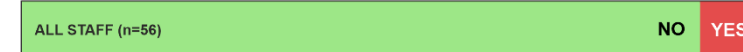
Bullying was experienced by 4 staff: 1 was female, and 3 self-identified as belonging to an under-represented group

Q48: I have witnessed bullying in my department in the past 12 months

- ALL STAFF (n=56) — NO / YES
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=27)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q49: I know how to report bullying & harassment

- ALL STAFF (n=56) — NO / YES
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=27)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)
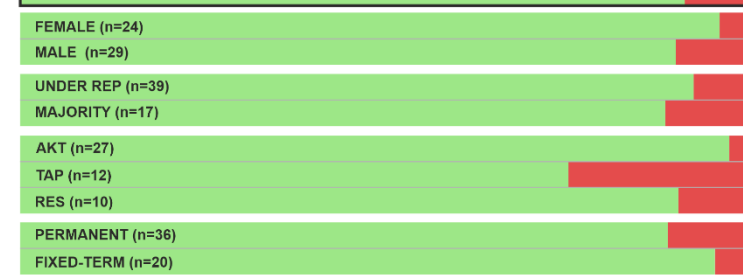
1 person who experienced bullying/harassment & 3 people who witnessed bullying/harassment did NOT know how to report it
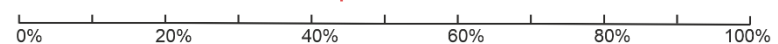
Bullying & Harassment

Q50: Departmental management is active in tackling bullying and harassment

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q51: The Department contributes to university wide changes in policy to reduce bullying and harassment

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q52: I am satisfied with how bullying and harassment are addressed in my department

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q53: I am satisfied with how bullying and harassment are addressed by the University

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)
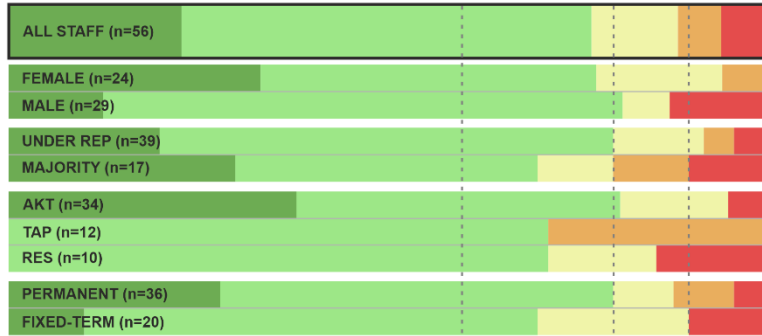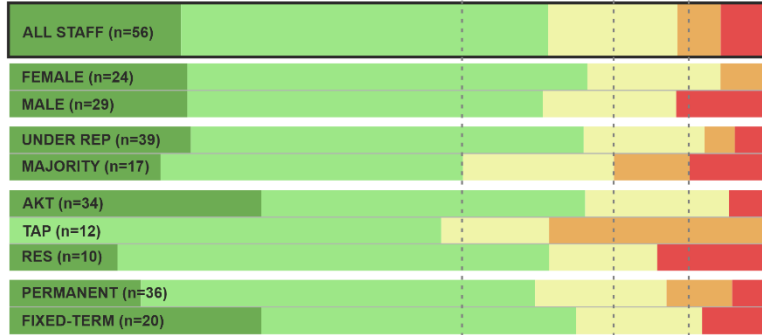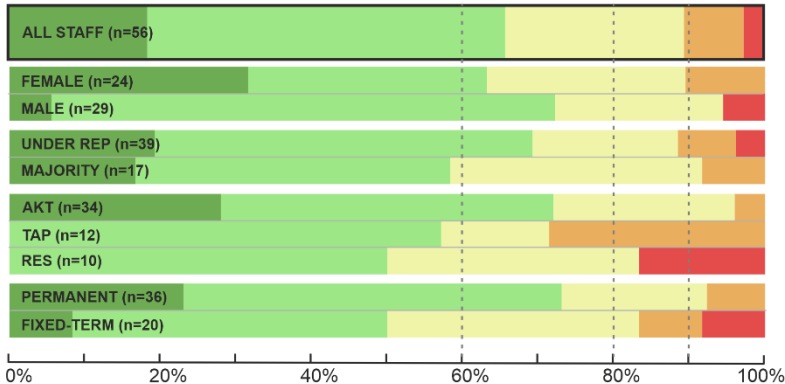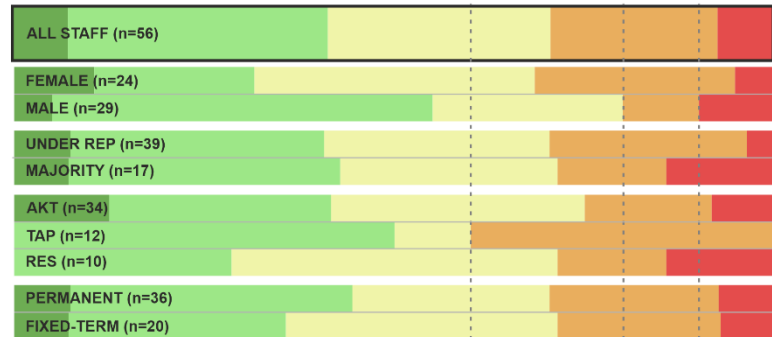
Work-Life Balance & Wellbeing

Q57: Workloads in my department are allocated fairly
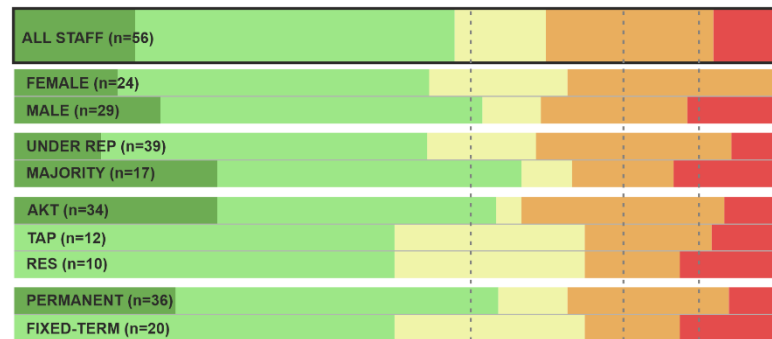
- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q58: My current workload is manageable

- ALL STAFF (n=56)
- FEMALE (n=24)
- MALE (n=29)
- UNDER REP (n=39)
- MAJORITY (n=17)
- AKT (n=34)
- TAP (n=12)
- RES (n=10)
- PERMANENT (n=36)
- FIXED-TERM (n=20)

Q59: My department enables flexible working

0% 20% 40% 60% 80% 100%

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q60: My department enables agile working

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)
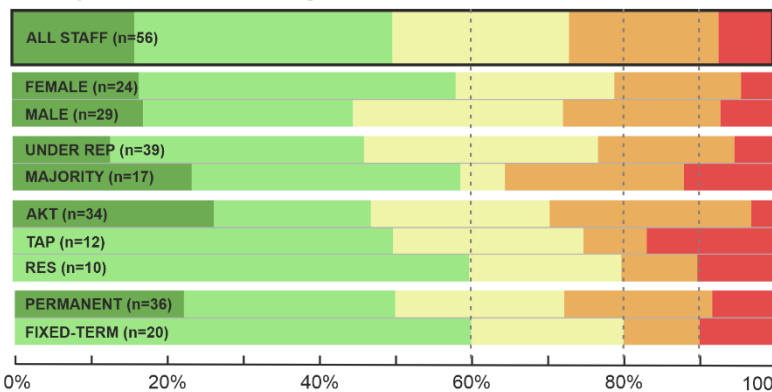
Q61: I used flexible working, or regularly used agile working before COVID
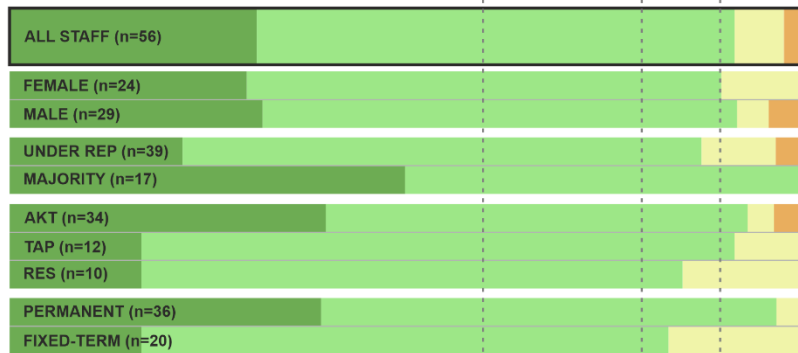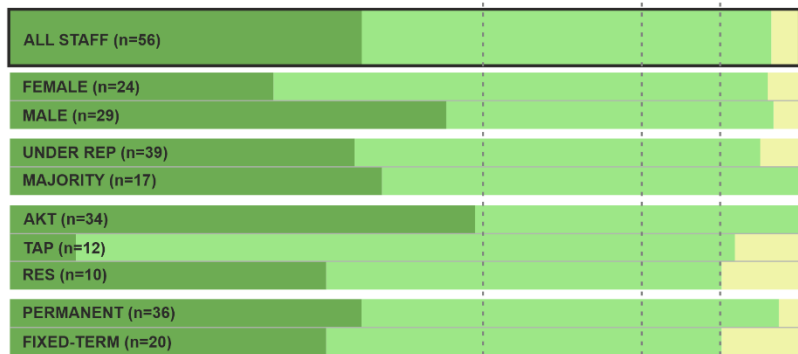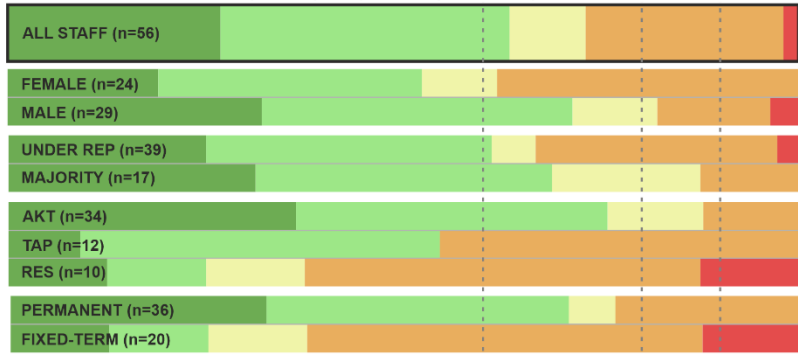
ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

0% 20% 40% 60% 80% 100%

Q62: Agile working helps staff balance work and caring responsibilities
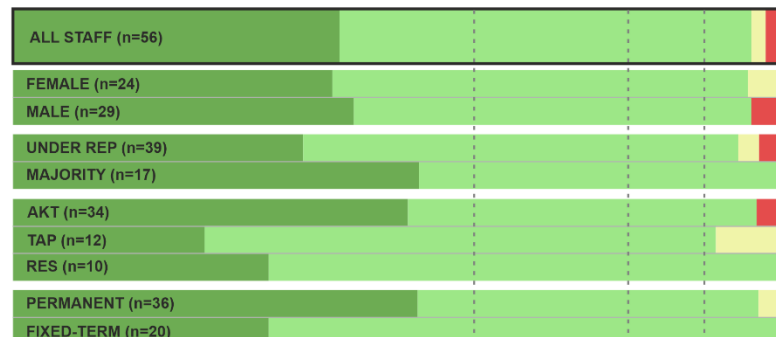
0% 20% 40% 60% 80% 100%

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q63: Agile working will improve my work/life balance in future

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q64: I have access to role models that support a healthy work-life balance

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

0% 20% 40% 60% 80% 100%

71
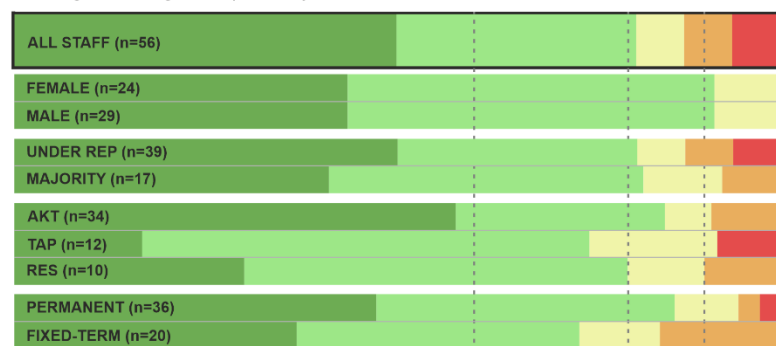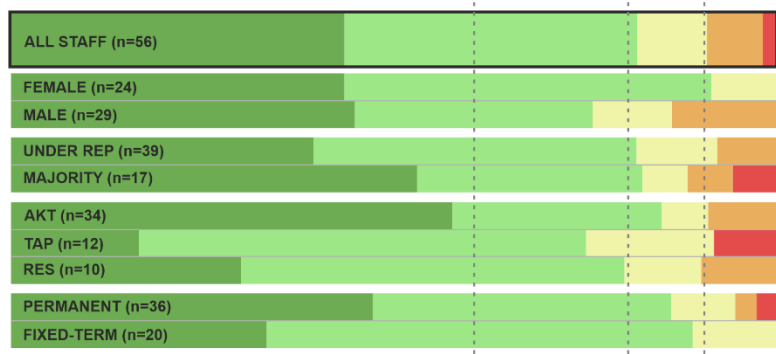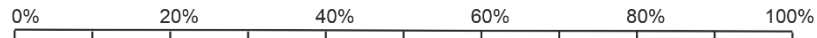
Q65: My mentor supports me maintaining a healthy work-life balance

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)
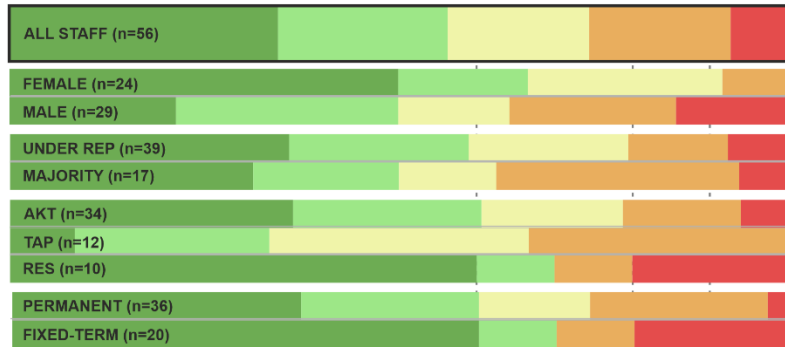
Q67: Most departmental meetings are scheduled within core hours (10am – 4pm)

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q68: Most departmental meetings are scheduled outside school holidays whenever possible

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q69: Meetings are scheduled at times that suit me whenever possible

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q70: The timing of social events takes the caring responsibilities of staff & PhD students into consideration

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q71: My department provides staff with support around all types of caring leave

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q72: The department has become more supportive since 2016 (or since I joined)

ALL STAFF (n=41)

FEMALE (n=20)
MALE (n=18)

UNDER REP (n=27)
MAJORITY (n=14)

AKT (n=28)
TAP (n=12)
RES (n=3)

PERMANENT (n=32)
FIXED-TERM (n=3)

Q73: My mental health and wellbeing are supported in my department

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q74: My mental health and wellbeing are supported in my university

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q75: I know where to seek support for mental health and wellbeing at the university

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q76: I feel confident asking for mental health and wellbeing support at the university

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Policy Awareness

Maternity
F   Used   Yes   No
M

Paternity
F
M

Parental
F
M

Adoption
F
M

Menopause
F
M

73

Career Development

Q80: I am aware of opportunities for professional development

ALL STAFF (n=56)	
FEMALE (n=24)	
MALE (n=29)	
UNDER REP (n=39)	
MAJORITY (n=17)	
AKT (n=34)	
TAP (n=12)	
RES (n=10)	
PERMANENT (n=36)	
FIXED-TERM (n=20)	

Q81: My line manager supports my career development

ALL STAFF (n=56)	
FEMALE (n=24)	
MALE (n=29)	
UNDER REP (n=39)	
MAJORITY (n=17)	
AKT (n=34)	
TAP (n=12)	
RES (n=10)	
PERMANENT (n=36)	
FIXED-TERM (n=20)	

Q82: Departmental training opportunities have been helpful to my career development

ALL STAFF (n=56)	
FEMALE (n=24)	
MALE (n=29)	
UNDER REP (n=39)	
MAJORITY (n=17)	
AKT (n=34)	
TAP (n=12)	
RES (n=10)	
PERMANENT (n=36)	
FIXED-TERM (n=20)	

Q83: University training events have been useful to my career development

ALL STAFF (n=56)	
FEMALE (n=24)	
MALE (n=29)	
UNDER REP (n=39)	
MAJORITY (n=17)	
AKT (n=34)	
TAP (n=12)	
RES (n=10)	
PERMANENT (n=36)	
FIXED-TERM (n=20)	

Q84: The Department provides adequate support for my career development

ALL STAFF (n=55)	
FEMALE (n=24)	
MALE (n=28)	
UNDER REP (n=39)	
MAJORITY (n=17)	
AKT (n=34)	
TAP (n=11)	
RES (n=10)	
PERMANENT (n=35)	
FIXED-TERM (n=20)	

Q85: The University provides adequate support for my career development

ALL STAFF (n=55)	
FEMALE (n=24)	
MALE (n=28)	
UNDER REP (n=38)	
MAJORITY (n=17)	
AKT (n=33)	
TAP (n=12)	
RES (n=10)	
PERMANENT (n=35)	
FIXED-TERM (n=20)	

Q88: The ADR process takes into account all my core workload areas
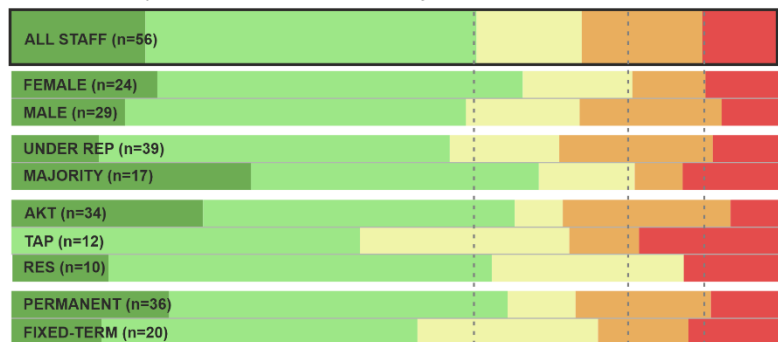
ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q89: The member(s) of staff who have conducted my ADR have treated me fairly

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q90: I have received useful feedback on my career development

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)
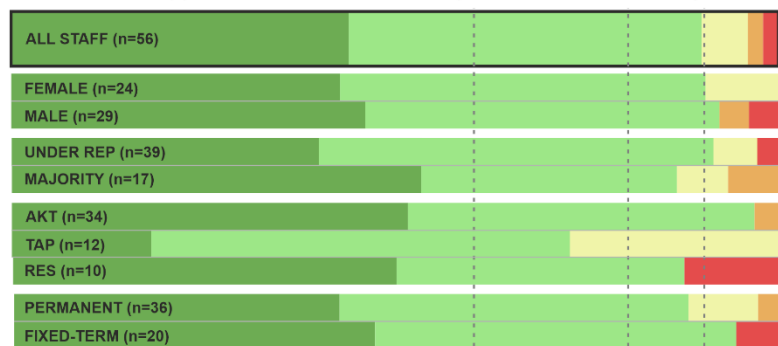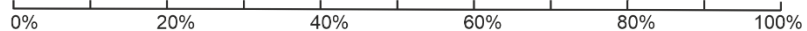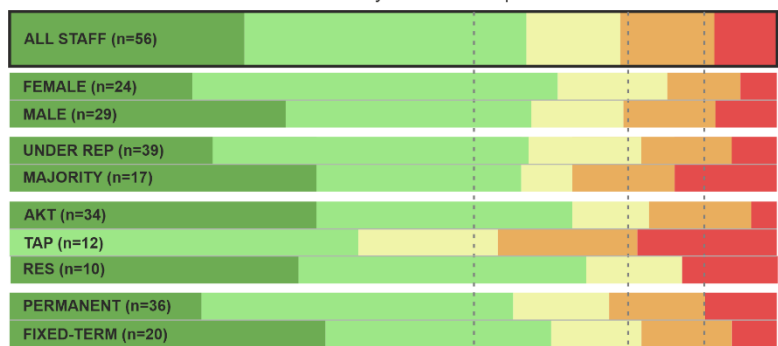
Q91: I have benefited from advice from my mentor

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q92: Staff are encouraged to apply for promotion

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q93: I am satisfied with my career progression

ALL STAFF (n=56)

FEMALE (n=24)
MALE (n=29)

UNDER REP (n=39)
MAJORITY (n=17)

AKT (n=34)
TAP (n=12)
RES (n=10)

PERMANENT (n=36)
FIXED-TERM (n=20)

Q94: Appropriate departmental support is provided throughout the promotion process

Q95: Decisions about appointments are made fairly

Q96: Decisions about promotion and progression are made fairly

Brexit

Q100: Has Brexit effected you?

Q101: Has Brexit effected you?

Q102: The department has provided adequate support on Brexit issues

Q103: The university has provided adequate support on Brexit issues

COVID

Q106: How did your caring commitments change during lockdown/COVID?

Increased   n=24

No change   n=24

Reduced

No caring commitments before or during

Key   Female   Non-binary   Prefer not to say
       Male   Another gender   Transgender

COVID

Q108: I have a suitable space for home working

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q109: The department provided the necessary practical support for working from home

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q110: The department tried to minimise the impact of COVID on my work

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q111 The impacts of COVID were fairly captured in my ADR

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q112: I found managing my work-life balance harder during COVID

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q113: The department has supported my well-being over lockdown

ALL STAFF (n=56)
FEMALE (n=24)
MALE (n=29)
UNDER REP (n=39)
MAJORITY (n=17)
AKT (n=34)
TAP (n=12)
RES (n=10)
PERMANENT (n=36)
FIXED-TERM (n=20)

Q114: The department provided suitable social engagement opportunities to limit isolation from colleagues during lockdown

Q115: Departmental colleagues provided informal support during lockdown
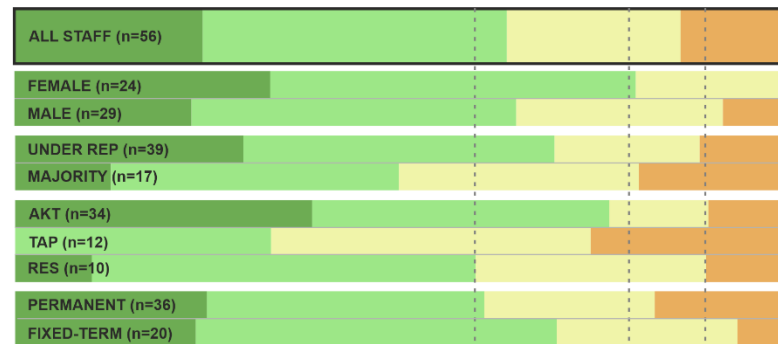
Q116: The department provided adequate and timely information on how COVID would impact my work
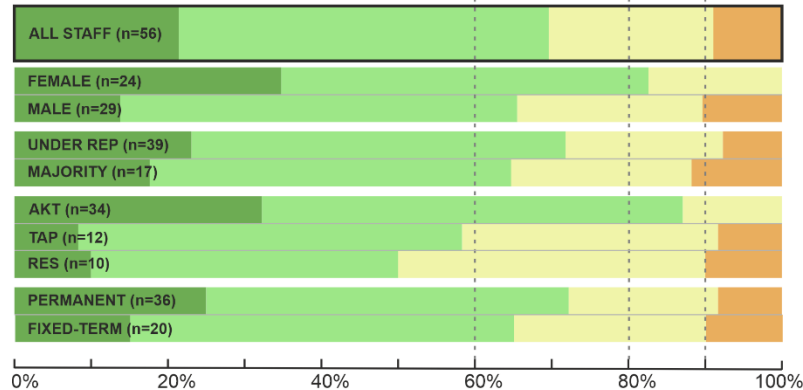
Q121: The department has tried to mitigate the adverse gendered impact of the Covid-19 pandemic on staff & students
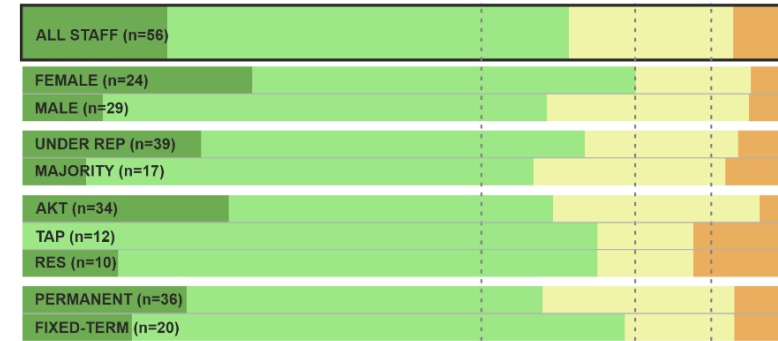
Q122: The department has tried to mitigate the adverse impact of Covid-19 on staff & students with caring commitments

Q125: I think people who were students during COVID may be at a disadvantage in the job market once they graduate

78
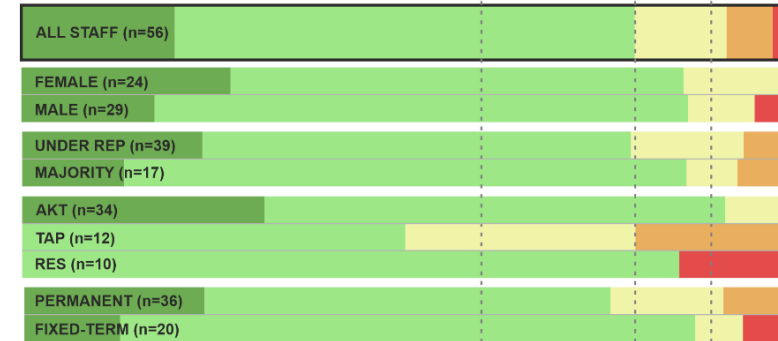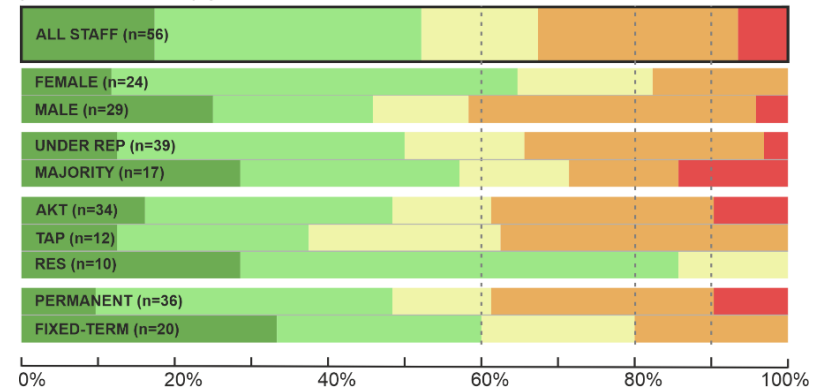
Q128 & Q 129: What is the magnitude and Duration of COVID impact on these aspects of your role?
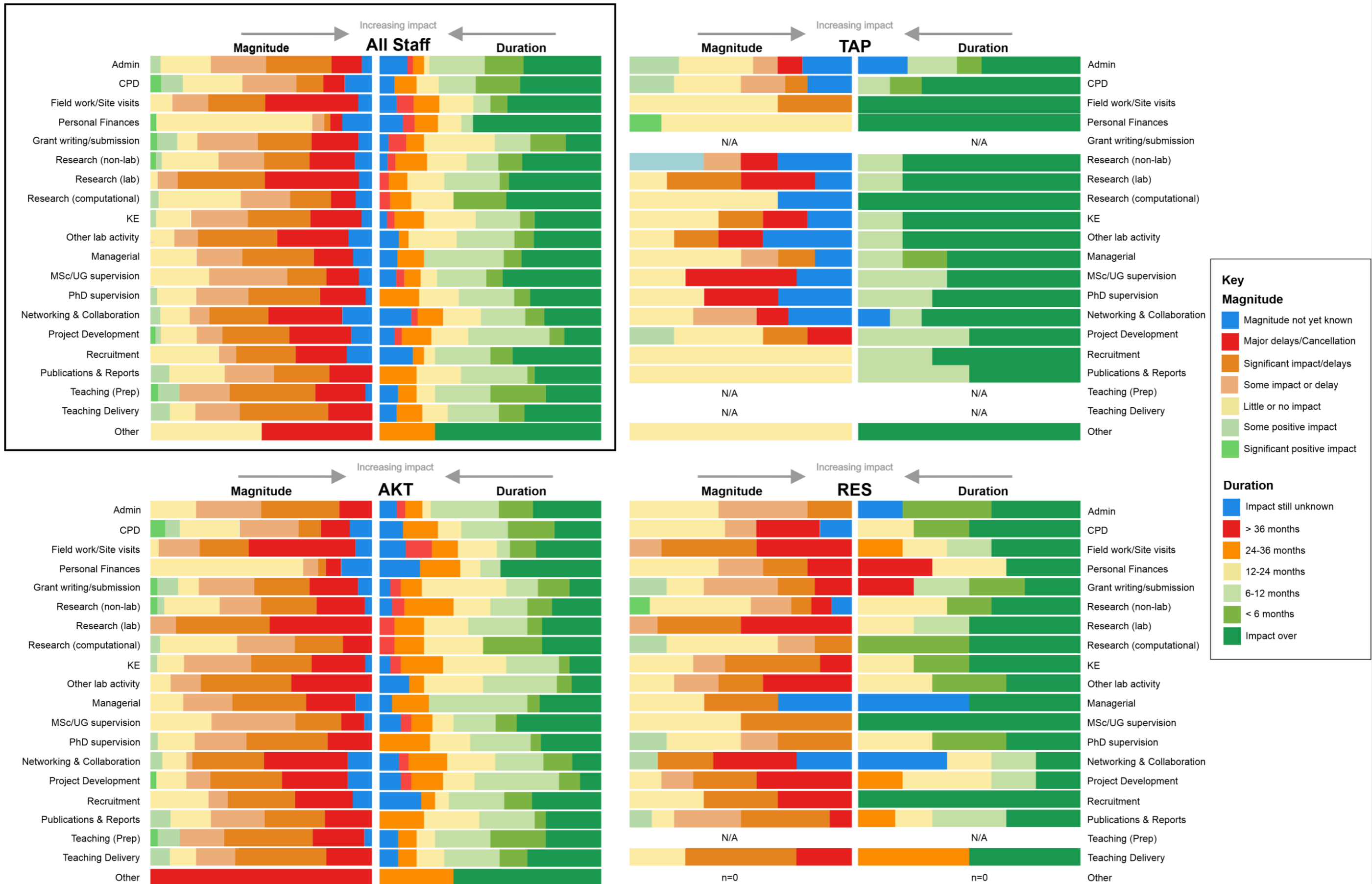
A1.5 Comparison of 2016 & 2021 Staff Responses

Q11: The department is a pleasant working environment
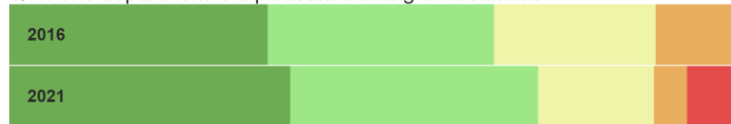
Q15: My induction met my needs
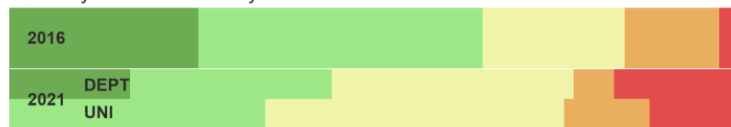
Q22:There are suitable social spaces
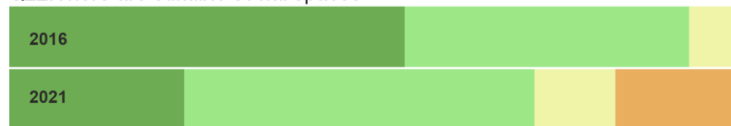
Q23: There are suitable opportunities for social interaction with colleagues

Q30: The culture of the Department is inclusive to people of all genders

Q32: There is fair gender representation on Departmental committees

Q36: The culture of the Department is inclusive to people of different religions or beliefs

Q37: The culture of the Department is inclusive to people of different ethnic backgrounds

Q38: The culture of the Department is inclusive to people of different sexual orientations

Q39: The culture of the Department is inclusive to people with disabilities

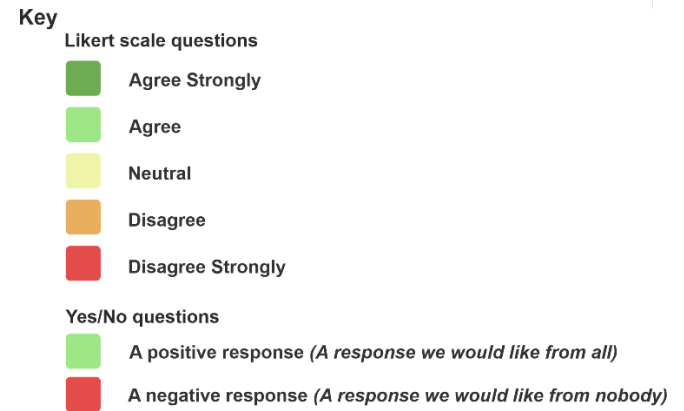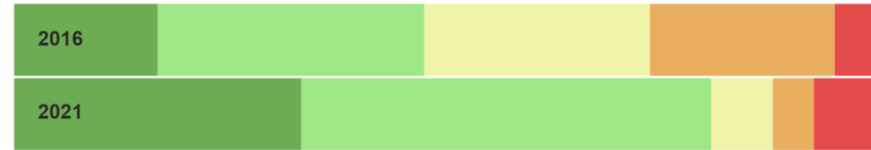
Q57: Workloads in my department are allocated fairly
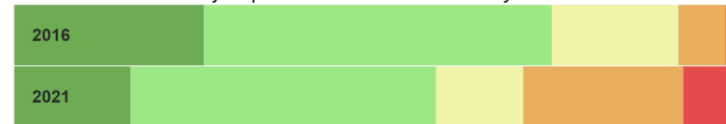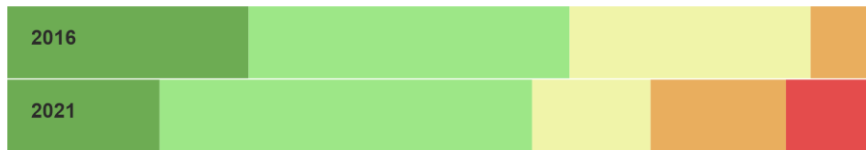
Figure 10: A comparison of the 2016 and 2021 Survey responses where the same question was asked.

A1.6 COVID work load & support staff survey

A 7-question survey of all teaching staff was conducted in the three weeks before the start of Semester 1 of the 2021/22 to assess the impact of online teaching provision on staff in terms of additional workload and well-being 36 staff responded out of 38 involved with teaching in S1. No gender data was collected but the results were used to inform HoD of changes in workload and to assess effectiveness of Departmental teaching support activity run in Summer 2020. The survey was anonymous, and conducted online.

Over 90% of staff made use of the additional resources (support staff time and bi-weekly drop in advice sessions) run by the department, and 100% of staff needing to convert face-to-face teaching into a suitable online offering made use of the support provided.

Impact of Teaching Load
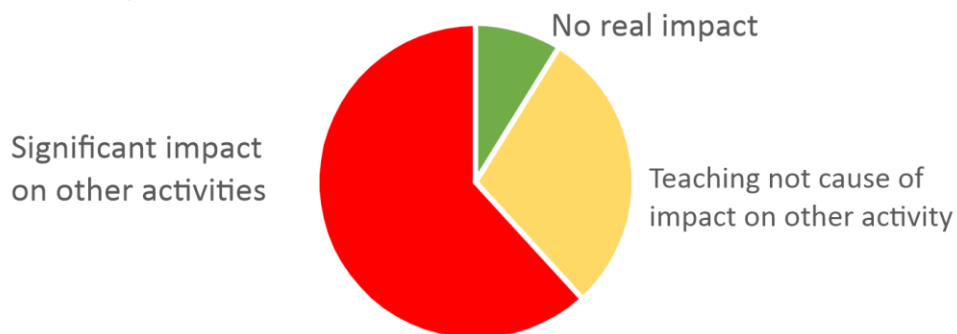
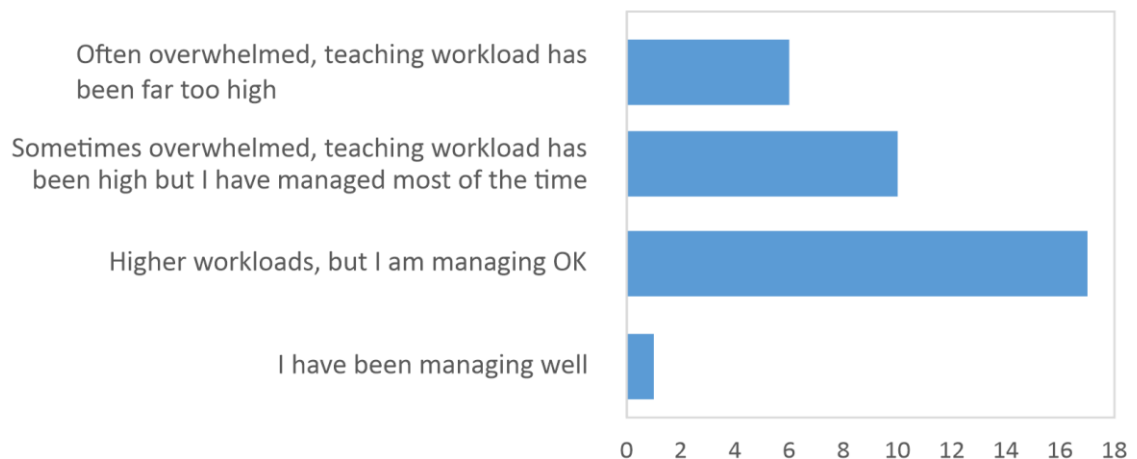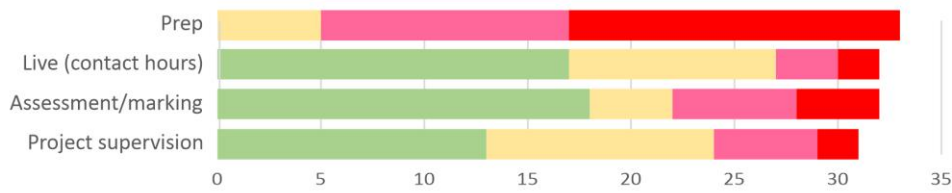**How have you felt about teaching aactivity?**

Figure 11 - Impact of increased teaching load on other activity and wellbeing as reported by staff in late Summer 2020

Increased workload across teaching activity

	Prep	Live (contact hours)	Project supervision	Assessment/marking
■ About the same	0	17	13	18
■ 5-50% increase	5	10	11	4
■ 50-100% increase	12	3	5	6
■ More than double	16	2	2	4

Hours per week on teaching ativity in a busy week
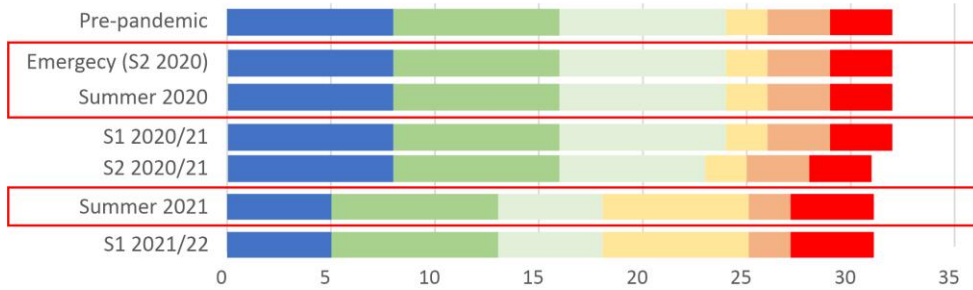
	Pre-pandemic	Emergency (S2, 2020)	Summer 2020	S1 2020/21	S2 2020/21
■ 0-5	8	8	8	8	8
■ 5-10	8	8	8	8	8
■ 10-15	8	8	8	8	7
■ 15-20	2	2	2	2	2
■ 20-25	3	3	3	3	3
■ >25	3	3	3	3	3

Will the resources you have roduced be useful in the future
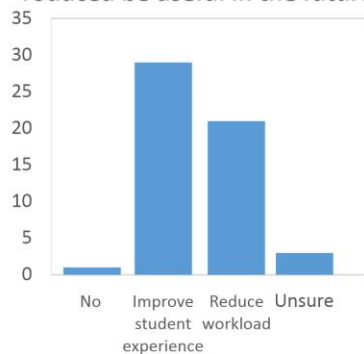
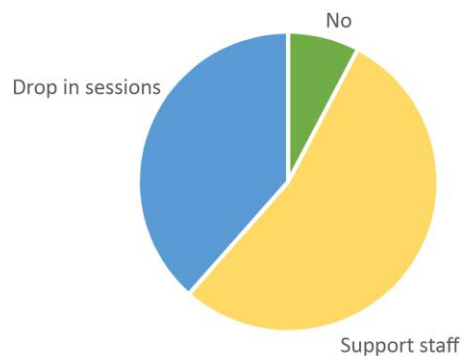## Use of departmental teaching support

Figure 12 – Magnitude and distribution of increased teaching load related to transition to online learning before the start of the 2020/21 academic year. Red boxed represent periods of time when teaching work-loads would be significantly reduced under normal circumstances. The data also show significant use of the Departmental support options. "Emergency S2 (2020)" means the period from the start of lock down to the end of the academic ear, when staff were having to deliver a class planned for face-to-face online with little preparation time.

A selection of the comments received when asked: Is there anything else you would like to add?

"The support from the Dept teaching team has been amazing…. and will have saved the department countless person hours. They all need a medal!"

"I am co-teaching this year so my workload has been lower than many people's, but it's still been more than expected, and I know it's been really really tough for lots of people"

"The support from the department (Myplace set-up, transcripts etc., drop-in sessions) has been extremely helpful and something I am very grateful for"

"The additional workload for preparing and then teaching online has been too much at times, mainly managed by having to work through the night most nights of the week and sometimes weekends"

"I am yet to start taking the Friday rest and recuperation day"

"Using Zoom to deliver group tutorials is more efficient and effective than face to face and I intend to continue using this method"

"Trying to manage home life on top of a demanding work life has been very stressful, and I really hope that the work put into preparing the online classes can reduce workload and pressure moving forwards.

"I spent a lot more time in S1 helping others than i would in a normal year"

All other responses raised similar themes except for three staff who raised an already known work-load issue with classes they teach. All classes have subsequently been reviewed to improve structure

A1.7 Additional Staff Survey Data – Agile Working

A survey of all staff was conducted in October 2021 to assess staff intentions with respect to continuing to use agile working beyond the end of the pandemic [2021AP.5.8]. 63 staff responded. The data were not anonymous to assist HoD and Management G planning, but the data presented here are aggregated and anonymised.
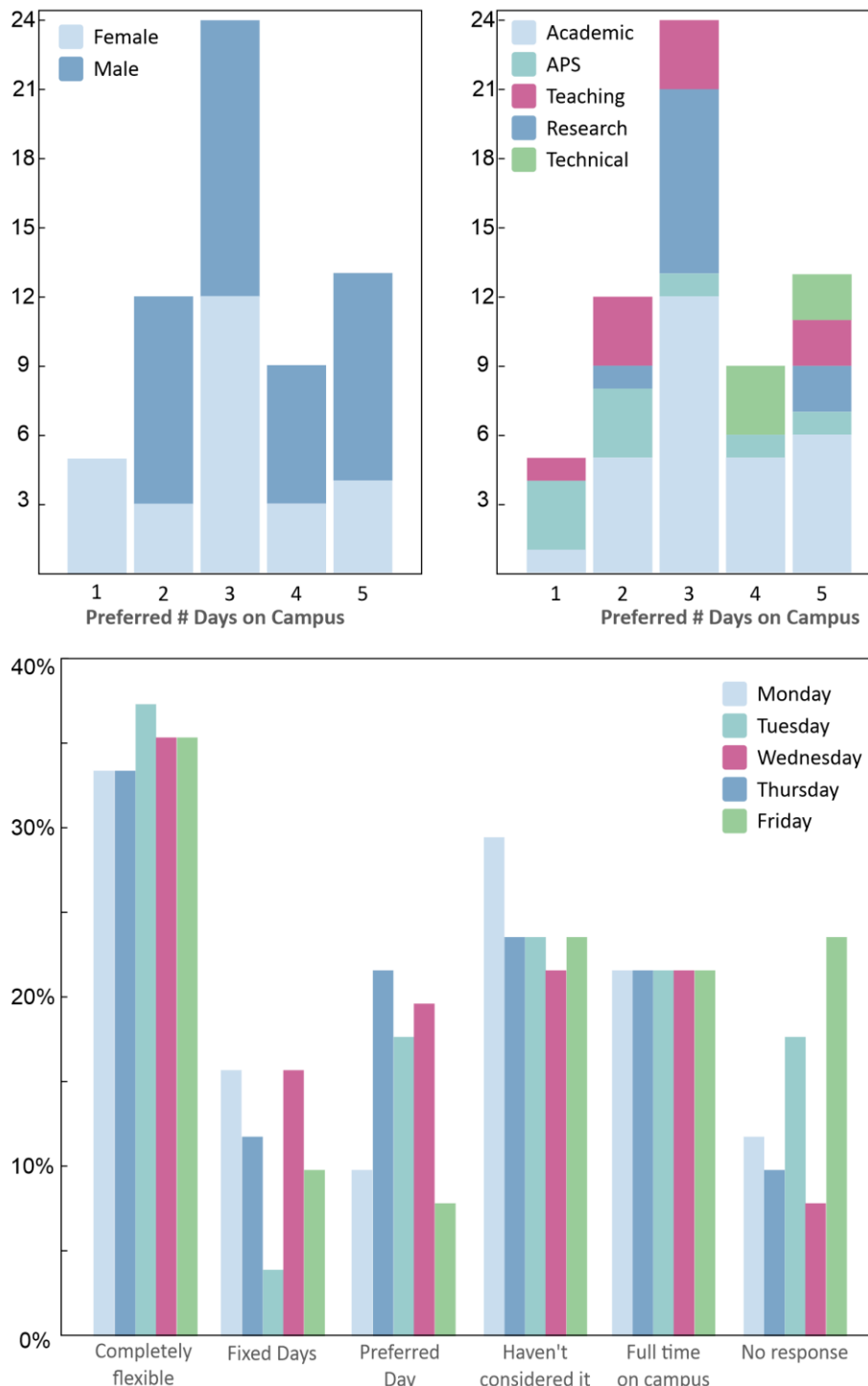

Figure 13 – Ideal agile working patterns for all staff as identified in September/October 2021, with the breakdown by gender, job role, and distribution of on campus time over the week.

A1.8 Additional Staff Data – Research Outputs (REF)

Table 7 - REF output data for CEE staff

2016 REF	F	M	% Female	Female Co-author	% F Co-author
2*	5	5	50.0%	-	
3*	42	56	42.9%	-	
4*	13	15	46.4%	-	
Total	60	76	46.4%	-	
2021 REF	**F**	**M**	**% Female**	**Female Co-author**	**% F Co-author**
2*	-	-	-	-	-
3*	15	26	36.6%	17	41.5%
4*	16	24	40.0%	20	50.0%
Total	31	50	38.3%	37	

NB: Alongside the changes in outputs/FTE in the REF 2021 assessment, the UOA for Engineering was different in 2014 (CEE only submission) and 2021 (Faculty of Engineering submission). The data are not directly comparable. REF returnable staff balance at 2021 census date was 38%. Grading on the 2021 submission was completed by an internal cross faculty review panel.

Table 7 – Value of grants awarded to CEE staff

Year	Total Award Value to M Investigators	Total Award Value to F Investigator	Total Award value	% Total Award Value to M Investigator	% Total Award Value to F Investigator
2017/18	£412,883	£1,479,502	£1,892,385	22%	78%
2018/19	£3,433,298	£1,898,021	£5,331,319	64%	36%
2019/20	£2,510,800	£3,662,263	£6,173,063	41%	59%
2020/21	£1,162,309	£1,779,299	£2,941,608	40%	60%

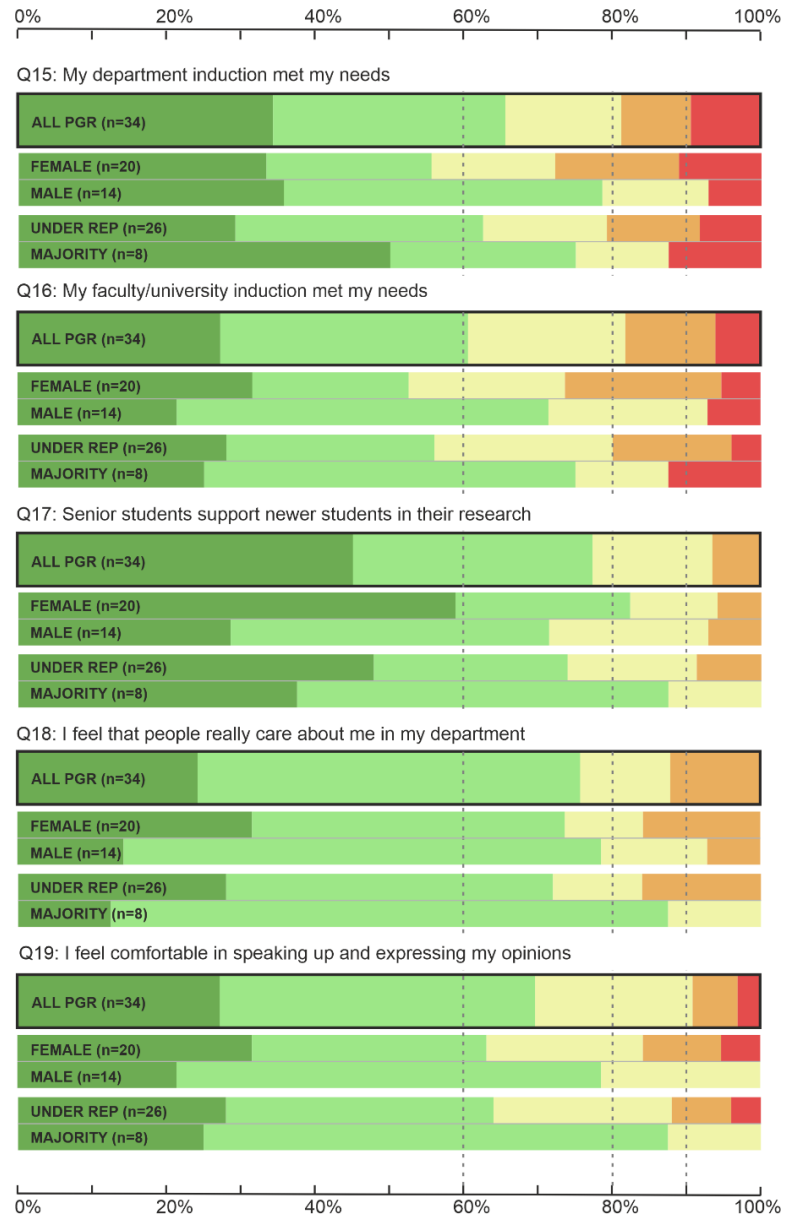**Table 8 - Number of grants awarded to CEE staff by gender**

Year	Award Number	
	Total	**With female lead**
2015/16	37	16
2016/17	18	8
2017/18	25	10
2018/19	23	10
2019/20	40	17
2020/21	40	19

~33% of CEE grants with female investigators, compared to 17% of grants from EPSRC held be female investigators

A1.9 PGR Responses

Belonging & Inclusion

Q10: I feel like I belong in my department

Q11: The department is a pleasant working environment

Q12: People in the department at approachable

Q13: Engagement with staff and senior role models in the Department is encouraged

Q14: The department is welcoming to new staff and students

Q15: My department induction met my needs

Q16: My faculty/university induction met my needs

Q17: Senior students support newer students in their research

Q18: I feel that people really care about me in my department

Q19: I feel comfortable in speaking up and expressing my opinions

Q20: My contributions are valued in my department

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q21: Department communication are clear and relevant to my role

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q22:There are suitable social spaces

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q23: There are suitable opportunities for social interaction with colleagues

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q25: Departmental social are inclusive to all

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q26: I feel part of departmental research community

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Equality

Q30: The culture of the Department is inclusive to people of all genders

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q36: The culture of the Department is inclusive to people of different religions or beliefs

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q37: The culture of the Department is inclusive to people of different ethnic backgrounds

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q38: The culture of the Department is inclusive to people of different sexual orientations

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q39: The culture of the Department is inclusive to people with disabilities

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q40: I am aware of the aims/goals of the Athena Swan Charter

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Bullying & Harassment

Q47: I have experienced bullying in my department in the past 12 months

ALL PGR (n=34)   NO   YES

FEMALE (n=20)
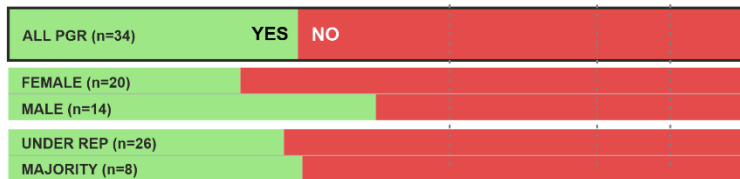MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Bullying was experienced by 2 PGR students: 1 was female, 1 male.

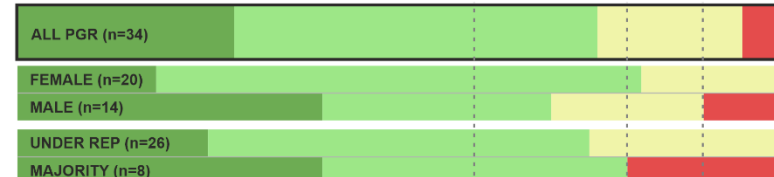Q48: I have witnessed bullying in my department in the past 12 months

ALL PGR (n=34)   NO

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q49: I know how to report bullying & harassment

ALL PGR (n=34)   YES   NO

FEMALE (n=20)
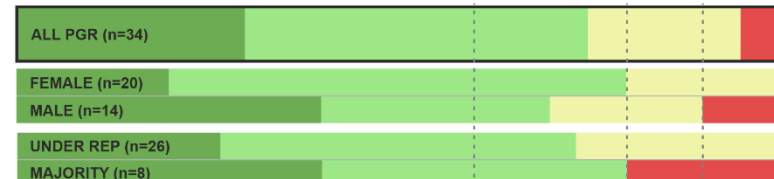MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Neither PGR student who experience bullying knew how to report it

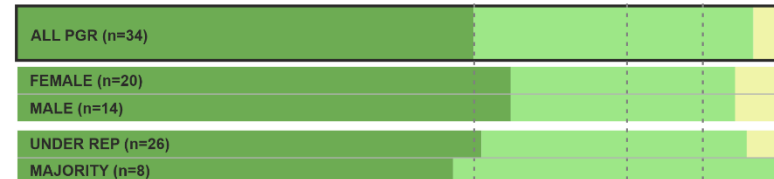**Q52: I am satisfied with how bullying and harassment are addressed in my department**

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q53: I am satisfied with how bullying and harassment are addressed by the University

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Work-Life Balance & Wellbeing

Q60: My department enables agile working

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q64: I have access to role models that support a healthy work-life balance

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q65: My supervisor supports me maintaining a healthy work-life balance

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)
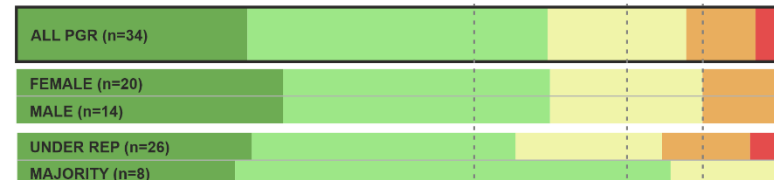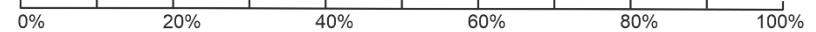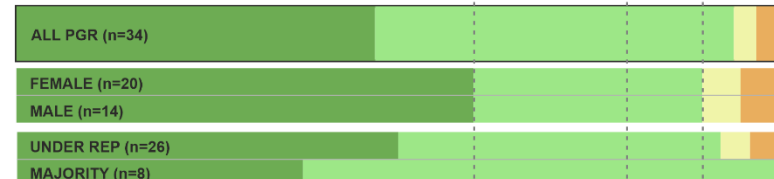
Q66: I receive adequate support for my research from my supervisor

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q69: Meetings are scheduled at times that suit me whenever possible

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q70: The timing of social events takes the caring responsibilities of staff & PhD students into consideration

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q71: My department provides staff with support around all types of caring leave

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q73: My mental health and wellbeing are supported in my department

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q74: My mental health and wellbeing are supported in my university

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q75: I know where to seek support for mental health and wellbeing at the university

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q76: I feel confident asking for mental health and wellbeing support at the university

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Policy Awareness
Maternity
F
M

Yes   No

Paternity
F
M Used   Yes   No

Parental
F
M

Adoption
F
M

Menopause
F
M

90

Career Development

Q80: I am aware of opportunities for professional development

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q81: My supervisor supports my career development

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q82: Departmental training opportunities have been helpful to my career development

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q83: University training events have been useful to my career development

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q85: The Department provides adequate support for my career development

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q86: The University provides adequate support for my career development

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q90: I have received useful feedback on my career development

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Q97: I am confident I will complete submit my thesis within my deadline

ALL PGR (n=34)

FEMALE (n=20)
MALE (n=14)

UNDER REP (n=26)
MAJORITY (n=8)

Brexit

Q100: Has Brexit effected you?

YES   NO

Q101: How has Brexit effected you?

Funding & Scholarships

Import/export

Collaboration & Partnership

Visa & Immigration

Q102: The department has provided adequate support on Brexit issues

Q103: The university has provided adequate support on Brexit issues

91

COVID

Q106: How did your caring commitments change during lockdown/COVID?

Increased — n=5

No change — n=4

Reduced

No caring commitments before or during — n=24

Q127: Did you take a period of voluntary suspension because of COVID?

YES — n=3

NO — n=31

Key

- Female
- Male
- Non-binary
- Another gender
- Prefer not to say
- Transgender

Q108: I have a suitable space for home working

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q109: The department provided the necessary practical support for working from home

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q110: The department tried to minimise the impact of COVID on my work

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q112: I found managing my work-life balance harder during COVID

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q113: The department has supported my well-being over lockdown

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
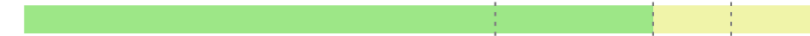- MAJORITY (n=8)

Q114: The department provided suitable social engagement opportunities to limit isolation from colleagues during lockdown

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q115: Departmental colleagues provided informal support during lockdown

- ALL PGR (n=34)
- FEMALE (n=20)
- MALE (n=14)
- UNDER REP (n=26)
- MAJORITY (n=8)

92

Q116: The department provided adequate and timely information on how COVID would impact my work

Q116: The university provided adequate and timely information on how COVID would impact my work

Q121: The department has tried to mitigate the adverse gendered impact of the Covid-19 pandemic on staff & students

Q122: The department has tried to mitigate the adverse impact of Covid-19 on staff & students with caring commitments

Q124: I feel I will lack skill at graduation because of the pandemic

Q125: I think people who were students during COVID may be at a disadvantage in the job market once they graduate
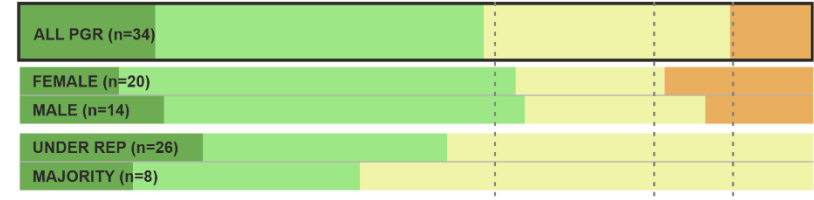
Please note that for Q124 and Q125positive responses are NOT wanted.

Q128 & Q 129: What is the magnitude and Duration of COVID impact on these aspects of your studies?

Increasing impact

Magnitude — PGR — Duration

	Magnitude	Duration
Admin		
CPD		
Field work/Site visits		
Personal Finances		
Grant writing/submission	N/A	N/A
Research (non-lab)		
Research (lab)		
Research (computational)		
KE		
Other lab activity	N/A	N/A
Managerial	N/A	N/A
MSc/UG supervision	N/A	N/A
PhD supervision		
Networking & Collaboration		
Project Development	N/A	N/A
Recruitment		
Publications & Reports		
Teaching (Prep)		
Teaching Delivery	N/A	N/A

Key

Magnitude
- Magnitude not yet known
- Major delays/Cancellation
- Significant impact/delays
- Some impact or delay
- Little or no impact
- Some positive impact
- Significant positive impact

Duration
- Impact still unknown
- > 36 months
- 24-36 months
- 12-24 months
- 6-12 months
- < 6 months
- Impact over

A1.10 PGR responses to the PRES survey

PRES Question		% agree (by year)		
		2019	2020	2021
Supervision		83.6	87.9	87.3
1	My supervisor/s have the skills and subject knowledge to support my research	90.2	86.5	91.7
2	I have regular contact with my supervisor/s, appropriate for my needs	86	97.1	91.5
3	My supervisor/s provide feedback that helps me direct my research activities	82	83.3	91.5
4	My supervisor/s help me to identify my training and development needs as a researcher	64	84.8	74.5
Resources		83.1	86.8	83.7
5	I have a suitable working space when I am on campus	85.7	85.7	86.8
6	I have a suitable working space when I am studying remotely			66
7	There is appropriate access to physical library resources and facilities	77.6	94.3	85.7
8	There is appropriate access to online library resources			89.4
9	There is appropriate access to IT resources and facilities when I am on-campus	75.5	76.5	85
10	I have access to the specialist resources necessary for my research (for example, equipment, facilities, software, materials) when I am on campus			91.9
11	I have access to the specialist resources necessary for my research (for example, course materials, software, virtual learning environment) when I am studying remotely	60.4	90.6	84.4
Research Culture		63.2	59.4	53.8
12	I have access to a good range of seminars in my research area	50	62.5	59.6
13	I have frequent opportunities to discuss my research with other researchers including research students	53.1	61.8	54.3
14	The research community in my research area influences my work	53.1	47.2	47.8
15	I am aware of opportunities to become involved in the wider research community, beyond my department	44	66.7	53.2
Progression		78	82.1	83.2
16	I received an appropriate induction to my research degree programme	68.6	87.9	78.7
17	I understand the requirements and deadlines for formal monitoring of my progress	78.4	83.8	83.3
18	I understand the required standard for my thesis	78	77.1	89.6
19	The final assessment procedures for my degree are clear to me	74.5	80	81.3
Responsibilities		79.8	89.4	86.9
20	My institution values and responds to feedback from research degree students	59.2	82.4	70.2
21	I understand my responsibilities as a research degree student	86.3	91.9	97.9
22	I am aware of my supervisors' responsibilities towards me as a research degree student	90.2	94.3	97.9
23	Other than my supervisor/s, I know who to approach if I am concerned about any aspect of my degree programme	84.3	88.9	81.3
Support		75.2		80
24	The support for academic skills meets my needs (for example, support for your writing, language, subject-specific skills)	66.7		82.2
25	The support for using IT and accessing resources meets my needs (for example, support with accessing online journals and e-books, using digital learning tools/apps)			85.4
26	The support for my health and wellbeing meets my needs (for example, personal tutor, student support and counselling services)	83.7		71.4
Research Skills		87.4	87.7	87.2
27	My skills in applying appropriate research methodologies, tools and techniques have developed during my programme	94.1	86.5	93.6
28	My skills in critically analysing and evaluating findings and results have developed during my programme	90.2	86.5	89.4
29	My confidence to be creative or innovative has developed during my programme	86.3	85.7	78.7

#				
30	My understanding of 'research integrity' (e.g. rigour, ethics, transparency, attributing the contribution of others) has developed during my programme	90.2	91.9	87
	Professional Development	**80.7**	**84.4**	**85.5**
31	My ability to manage projects has developed during my programme	88	82.9	84.8
32	My ability to communicate information effectively to diverse audiences has developed during my programme	88	88.9	87
33	I have developed contacts or professional networks during my programme	72	77.1	77.1
34	I have increasingly managed my own professional development during my programme	86.3	88.6	93.5
35	Opportunities (including virtual and in-person opportunities) during your research degree programme (select all that apply):			
a	Agreeing a personal training or development plan	25	40.5	34.7
b	Receiving training to develop my research skills	65.4	73	81.6
c	Receiving training to develop my transferable skills	53.8	43.2	49
d	Receiving advice on career options	32.7	27	34.7
e	Taking part in a placement or internship	15.4	8.1	10.2
f	Attending an academic research conference	82.9	70.3	73.5
g	Presenting a paper or poster at an academic research conference	70.2	54.1	51
h	Submitting a paper for publication in an academic journal or book	56.3	32.4	24.5
i	Communicating your research to a non-academic audience	41.9	59.5	49
j	Engagement with non-academic partners - e.g. in industry or elsewhere	46.8	37.8	53.1
k	Coaching and/or mentoring			28.6
36	Please indicate whether you have undertaken paid (or equivalent) teaching work at your institution during your research degree programme (e.g. as a Graduate Teaching Assistant or Graduate Demonstrator)	76.7	33.3	31.9
37	To what extent do you agree that you have been given appropriate support and guidance for your teaching?	47.8	33.3	57.1
38	Did you receive formal training for your teaching? (e.g. teacher/lecturer training schemes or staff development classes run by your institution; a PGCert course)	13	80	20
	Timely completion			
39	I am confident that I will complete my research degree programme within my institution's expected timescale	68	86.1	63.8
	Career Preparation			
40	As a result of my research degree programme I feel better prepared for my future career			70.8
	Covid Response			
41	Communications from my institution in relation to the Covid-19 pandemic were appropriate and clear			83.3
42	I have received the support I need from my institution in relation to the Covid-19 pandemic			68.1
43	My institution has worked to ensure the quality of my academic experience during the Covid-19 pandemic			65.7
Overall satisfaction		**82.4**	**85.7**	**81.3**

A1.11 PGT Responses to the Culture Survey

Course and Gender

Key
- Female
- Male
- Non-binary
- Another gender
- Prefer not to say
- Transgender

Mode of Study and Gender

Fee status and Gender

Belonging & Inclusion

Q10: I feel like I belong in my department

- ALL PGT (n=33)
- FEMALE (n=21)
- MALE (n=11)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q12: People in the department at approachable

- ALL PGT (n=33)
- FEMALE (n=21)
- MALE (n=11)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q13: Engagement with staff and senior role models in the Department is encouraged

- ALL PGT (n=33)
- FEMALE (n=21)
- MALE (n=11)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q14: The department is welcoming to new staff and students

- ALL PGT (n=33)
- FEMALE (n=21)
- MALE (n=11)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q15: My department induction met my needs

- ALL PGT (n=33)
- FEMALE (n=21)
- MALE (n=11)
- UNDER REP (n=26)
- MAJORITY (n=8)

Q16: My faculty/university induction met my needs

Q19: I feel comfortable in speaking up and expressing my opinions
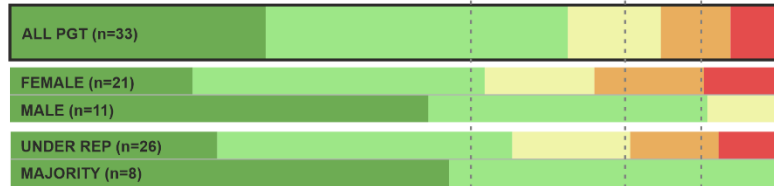
Q21: Department communication are clear and relevant to my role
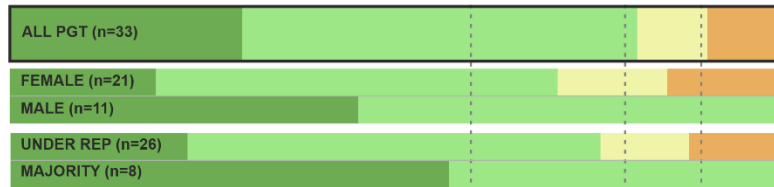
Q23: There are suitable opportunities for social interaction with classmates
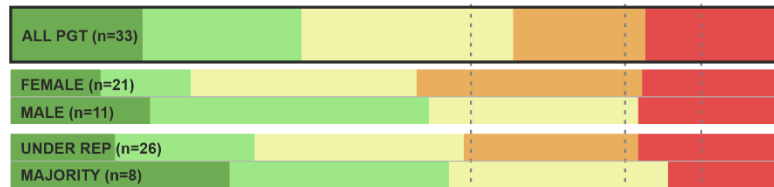
Q24: The atmosphere in my learning environments is inclusive
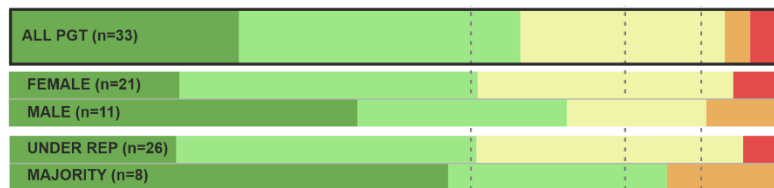
Q27: Departmental information events influeced my decision to come to Strathclyde
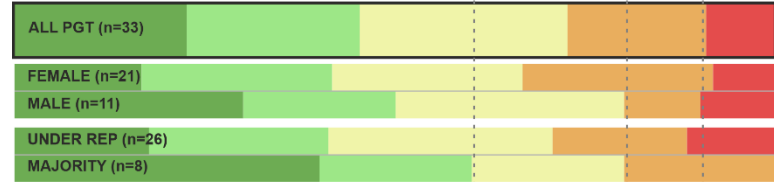
Q30: The culture of the Department is inclusive to people of all genders

Q36: The culture of the Department is inclusive to people of different religions or beliefs

Q37: The culture of the Department is inclusive to people of different ethnic backgrounds

Q38: The culture of the Department is inclusive to people of different sexual orientations

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Q39: The culture of the Department is inclusive to people with disabilities

ALL PGT (n=33)				
FEMALE (n=21)				
MALE (n=11)				
UNDER REP (n=26)				
MAJORITY (n=8)				

Q40: I am aware of the aims/goals of the Athena Swan Charter

ALL PGT (n=33)				
FEMALE (n=21)				
MALE (n=11)				
UNDER REP (n=26)				
MAJORITY (n=8)				

Bullying & Harassment

Q47: I have experienced bullying in my department in the past 12 months

ALL PGR (n=33)	NO

Q48: I have witnessed bullying in my department in the past 12 months

ALL PGR (n=33)	NO

Q49: I know how to report bullying & harassment

ALL PGR (n=33)	YES	NO

Q52: I am satisfied with how bullying and harassment are addressed in my department

ALL PGR (n=33)	

Q53: I am satisfied with how bullying and harassment are addressed by the University

ALL PGR (n=33)	

Work-Life Balance & Wellbeing

Q76: I feel confident asking for mental health and wellbeing support at the university
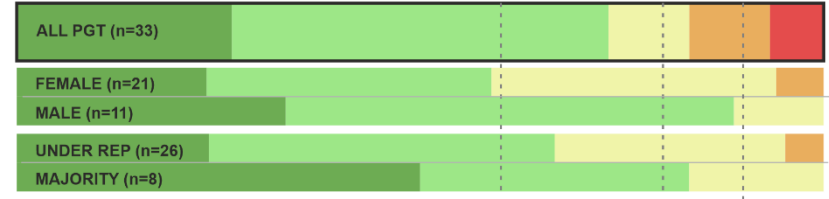
ALL PGT (n=33)				
FEMALE (n=21)				
MALE (n=11)				
UNDER REP (n=26)				
MAJORITY (n=8)				

Q74: My mental health and wellbeing are supported in my university

ALL PGT (n=33)				
FEMALE (n=21)				
MALE (n=11)				
UNDER REP (n=26)				
MAJORITY (n=8)				

Q76: I feel confident asking for mental health and wellbeing support at the university

ALL PGT (n=33)				
FEMALE (n=21)				
MALE (n=11)				
UNDER REP (n=26)				
MAJORITY (n=8)				

Career Development

Q80: I am aware of opportunities for professional development

ALL PGT (n=33)				
FEMALE (n=21)				
MALE (n=11)				
UNDER REP (n=26)				
MAJORITY (n=8)				
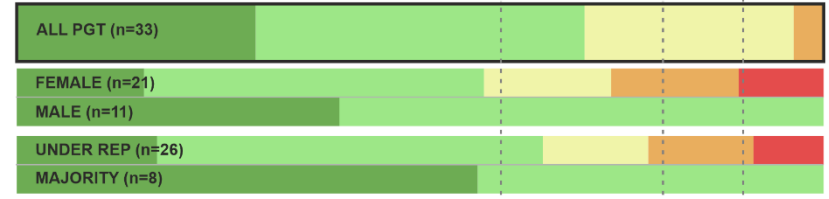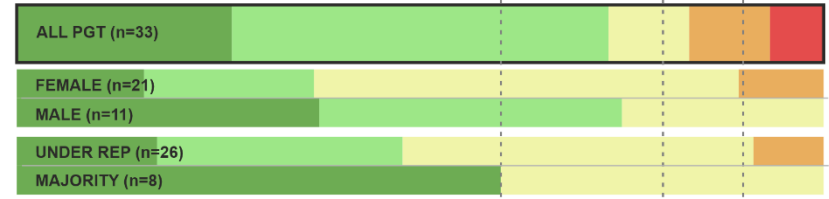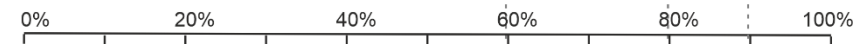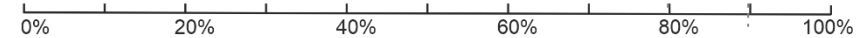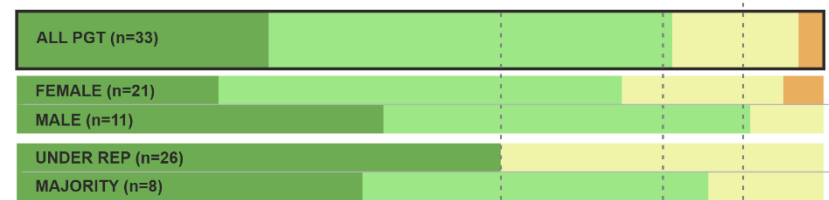
Q84; Between the University and the CEE Society there are enough resources to support career development

ALL PGT (n=33)
FEMALE (n=21)
MALE (n=11)
UNDER REP (n=26)
MAJORITY (n=8)

Q86: The University provides adequate support for my career development

ALL PGT (n=33)
FEMALE (n=21)
MALE (n=11)
UNDER REP (n=26)
MAJORITY (n=8)

Q97: I have participated in departmental traning events (e.g. induction, CE4Real)
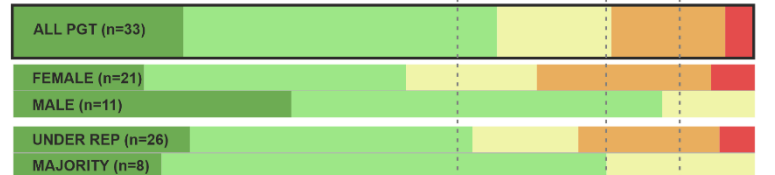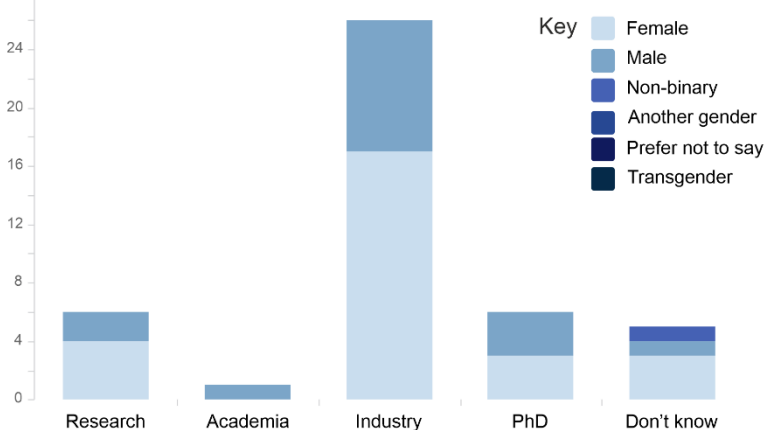
ALL PGT (n=33)
FEMALE (n=21)
MALE (n=11)
UNDER REP (n=26)
MAJORITY (n=8)

Q97: I am intereted in a careeer in

Key
Female
Male
Non-binary
Another gender
Prefer not to say
Transgender

Research | Academia | Industry | PhD | Don't know

Brexit

Q100: Has Brexit effected you?
YES | NO

Q101: How has Brexit effected you?
Funding & Scholarships
Visa & Immigration

Q102: The department has provided adequate support on Brexit issues

Q103: The university has provided adequate support on Brexit issues

COVID

Q106: How did your caring commitments change during lockdown/COVID?

Increased   n=8
No change   n=1
Reduced   n=25

Q110: The department tried to minimise the impact of COVID on my learning
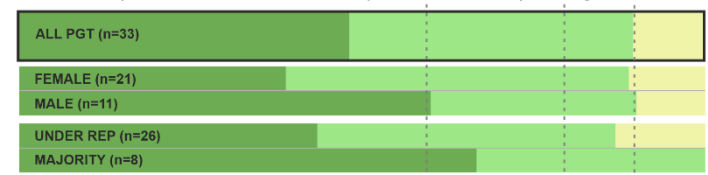
ALL PGT (n=33)
FEMALE (n=21)
MALE (n=11)
UNDER REP (n=26)
MAJORITY (n=8)

Q116: The department provided adequate and timely information on how COVID would impact my classes

ALL PGT (n=33)
FEMALE (n=21)
MALE (n=11)
UNDER REP (n=26)
MAJORITY (n=8)

100

Q116: The university provided adequate and timely information on how COVID would impact my classes

Q118: Online teaching supported my learning during the pandemic
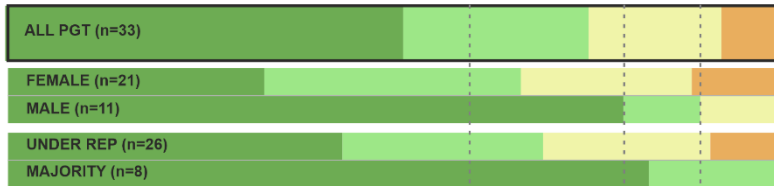
Q120: Online teaching activities have tried to support student interaction
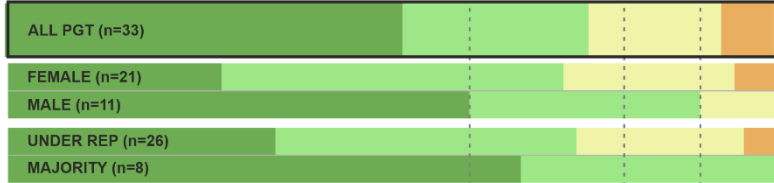
Q121: The department has tried to mitigate the adverse gendered impact of the Covid-19 pandemic on staff & students
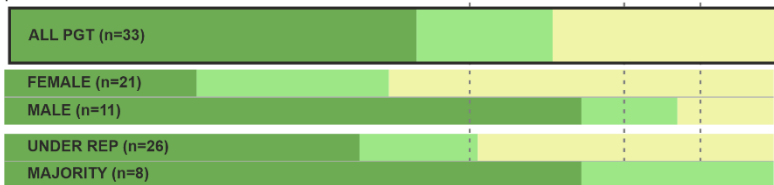
Q124: I feel I will lack skill at graduation because of the pandemic
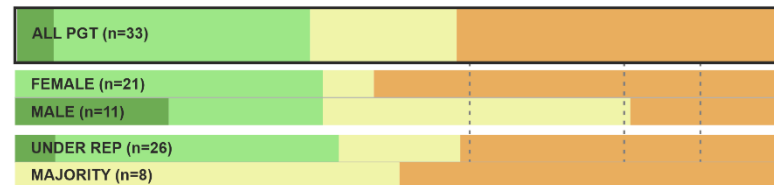
Q125: I think people who were students during COVID may be at a disadvantage in the job market once they graduate
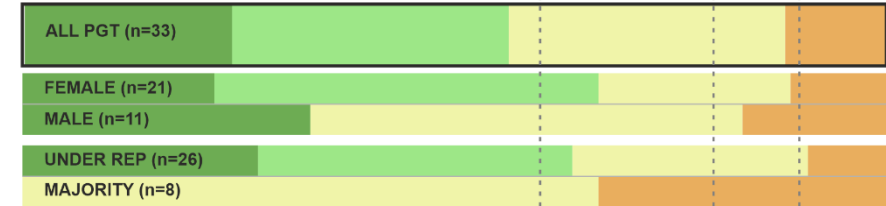
Please note that for Q124& Q125 positive responses are NOT wanted.

A1.12 NSS Results from 2017-2021

NSS Question	% agree (by year)				
	2017	**2018**	**2019**	**2020**	**2021**
The teaching on my course	85.22	84.68	80.39	88.16	87.5
1. Staff are good at explaining things.	89.37	87.1	80.39	91.23	90.48
2. Staff have made the subject interesting.	78.85	83.87	76.47	84.21	83.33
3. The course is intellectually stimulating.	87.81	87.1	82.35	87.72	85.71
4. My course has challenged me to achieve my best work.	84.92	80	82.35	89.47	90.48
Learning opportunities	84.72	76.34	76.47	84.8	84.13
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84.37	83.87	84.31	85.96	88.1
6. My course has provided me with opportunities to bring information and ideas together from different topics.	86.09	83.87	78.43	87.72	85.71
7. My course has provided me with opportunities to apply what I have learnt.	83.73	61.29	66.67	80.7	78.57
Assessment and feedback	71.29	68.28	56.86	64.04	64.29
8. The criteria used in marking have been clear in advance.	72.34	67.74	60.78	71.93	66.67
9. Marking and assessment has been fair.	74.19	77.42	68.63	76.79	80.95
10. Feedback on my work has been timely.	68.47	60	35.29	46.43	42.86
11. I have received helpful comments on my work.	70.23	67.74	62.75	58.93	66.67
Academic support	81.39	79.57	76.47	72.51	82.54
12. I have been able to contact staff when I needed to.	86.78	83.87	84	80.7	95.12
13. I have received sufficient advice and guidance in relation to my course.	81.44	93.55	76	68.42	90.48
14. Good advice was available when I needed to make study choices on my course.	75.96	61.29	70	67.86	66.67
Organisation and management	79.18	83.87	73.2	76.61	75.4
15. The course is well organised and running smoothly.	75.83	83.87	66.67	75	69.05
16. The timetable works efficiently for me.	80.93	83.87	82.35	73.68	80.95
17. Any changes in the course or teaching have been communicated effectively.	80.9	83.87	70	83.93	76.19
Learning resources	87.97	94.62	86.93	90.64	84.92
18. The IT resources and facilities provided have supported my learning well.	86.08	87.1	84.31	87.27	90.24
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.	89.78	100	88.24	92.73	85.71
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	88.25	96.77	88.24	90.91	80.95
Learning community	84.08	83.87	72.55	80.7	83.33
21. I feel part of a community of staff and students.	75.28	74.19	50.98	64.91	71.43
22. I have had the right opportunities to work with other students as part of my course.	92.98	93.55	94.12	96.49	95.24
Student Voice	71.61	64.52	58.17	73.1	66.67
23. I have had the right opportunities to provide feedback on my course.	85.25	83.87	80.39	87.72	90.48
24. Staff value students' views and opinions about the course.	77.45	64.52	52.94	75.44	60.98
25. It is clear how students' feedback on the course has been acted on.	64.71	45.16	41.18	56.14	47.62
The students' union (association or guild) effectively represents students' academic interests.	58.92	56.67	60	64.29	53.85
Overall satisfaction	**87.3**	**87.1**	**84.31**	**85.96**	**90.48**

Appendix 2 Data tables

Please note that to best show trends the requested data are presented as follows

Table 9 – Appendix 2 Table of contents

	Data Requested	Appendix Section
1	Students at foundation, UG, PGT and PGR level	2.1
2	Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level	2.2
3	Academic staff by grade and contract function	
4	Academic staff by grade and contract type	
5	Technical and Professional Services (TAP) staff by job family*	2.3
6	Technical and Professional Services (TAP) staff by contract type*	
7	Applications, shortlist and appointments made in recruitment to academic posts	2.4
8	Applications, shortlist and appointments made in recruitment to TAP posts	2.5
9	Applications and success rates for academic promotion	2.6
10	Applications and success rates for TAP progression	

* CEE has no staff employed in the Operational job family

A2.1 Students at foundation, UG, PGT and PGR level

Table 10 – UG, PGT and PGR [population data from 2012 to 2021

UG				
	Female	Male	Total	% Female
2012/13	84	350	434	19.4%
2013/14	75	331	406	18.5%
2014/15	73	298	371	19.7%
2015/16	78	300	378	20.6%
2016/17	**81**	**311**	**392**	**20.7%**
2017/18	**81**	**323**	**404**	**20.0%**
2018/19	**86**	**325**	**411**	**20.9%**
2019/20	**78**	**350**	**428**	**18.2%**
2020/21	**101**	**458**	**559**	**18.1%**
2021/22	**107**	**480**	**587**	**18.2%**

PGT				
	Female	Male	Total	% Female
2012/13	22	33	55	40.0%
2013/14	41	43	84	48.8%
2014/15	41	48	89	46.1%
2015/16	32	47	79	40.5%
2016/17	**48**	**89**	**137**	**35.0%**
2017/18	**73**	**113**	**186**	**39.2%**
2018/19	**37**	**95**	**132**	**28.0%**
2019/20	**65**	**90**	**155**	**41.9%**
2020/21	**96**	**103**	**199**	**48.2%**
2021/22	**85**	**78**	**163**	**52.1%**

PGR				
	Female	Male	Total	% Female
2012/13	33	43	76	43.4%
2013/14	38	44	82	46.3%
2014/15	39	39	78	50.0%
2015/16	35	41	76	46.1%
2016/17	**37**	**45**	**82**	**45.1%**
2017/18	**35**	**47**	**82**	**42.7%**
2018/19	**32**	**54**	**86**	**37.2%**
2019/20	**31**	**48**	**79**	**39.2%**
2020/21	**31**	**42**	**73**	**42.5%**
2021/22*	25	40	65	38.5%

*Data incomplete as intake not confirmed. Data from this Athena Swan Award period shown in bold
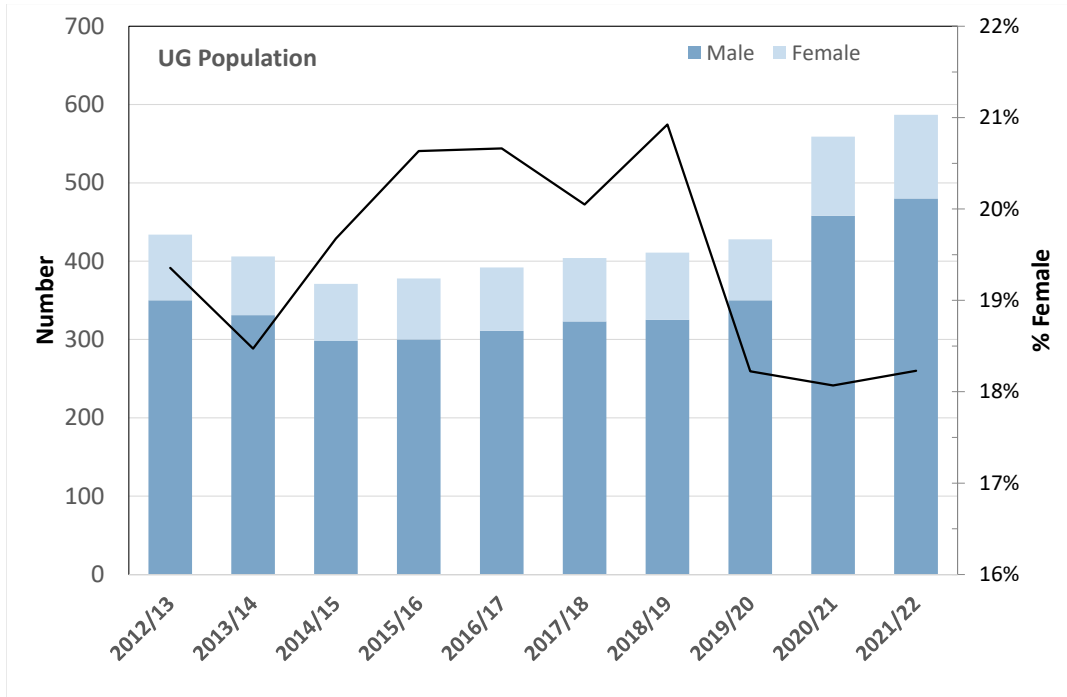
Figure 14 – UG total population statistics. The drop in % Female in 2019/20 relates to the changes in entry requirements (see Section 2.1, and Figure 17)
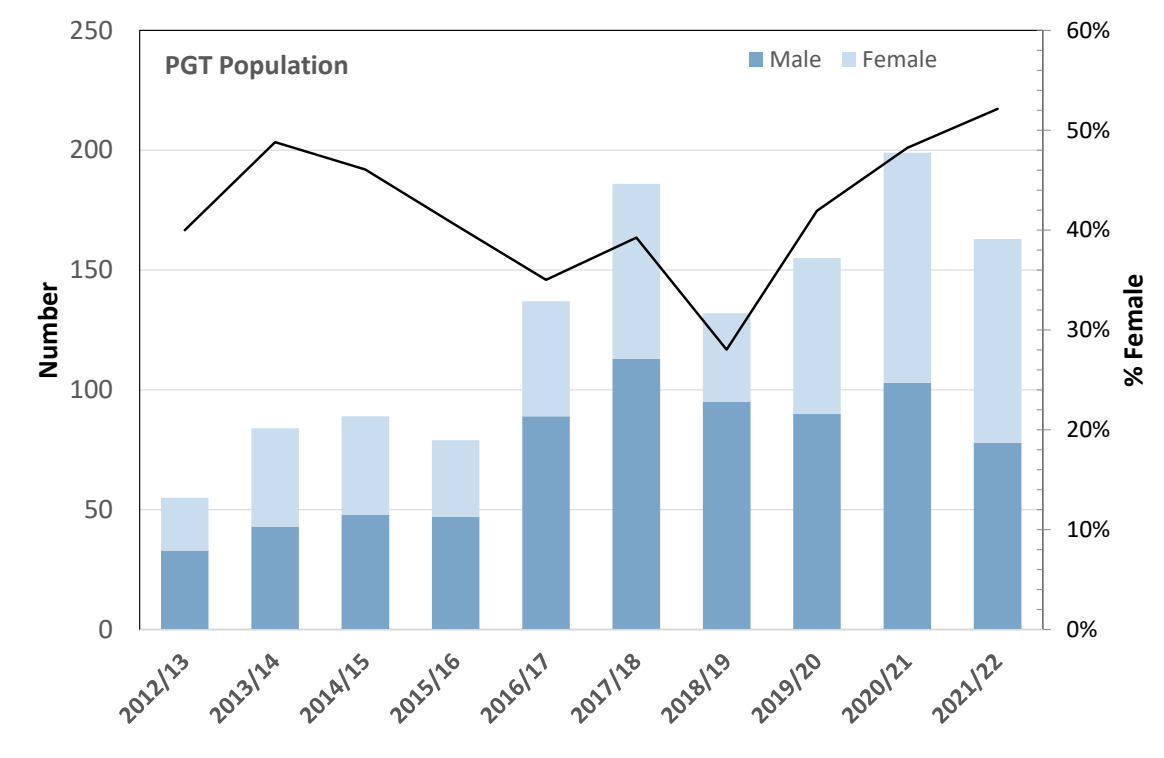
Figure 15 – PGT total population statistics. Major increase in 2016/17 relates to new programmes being offered.
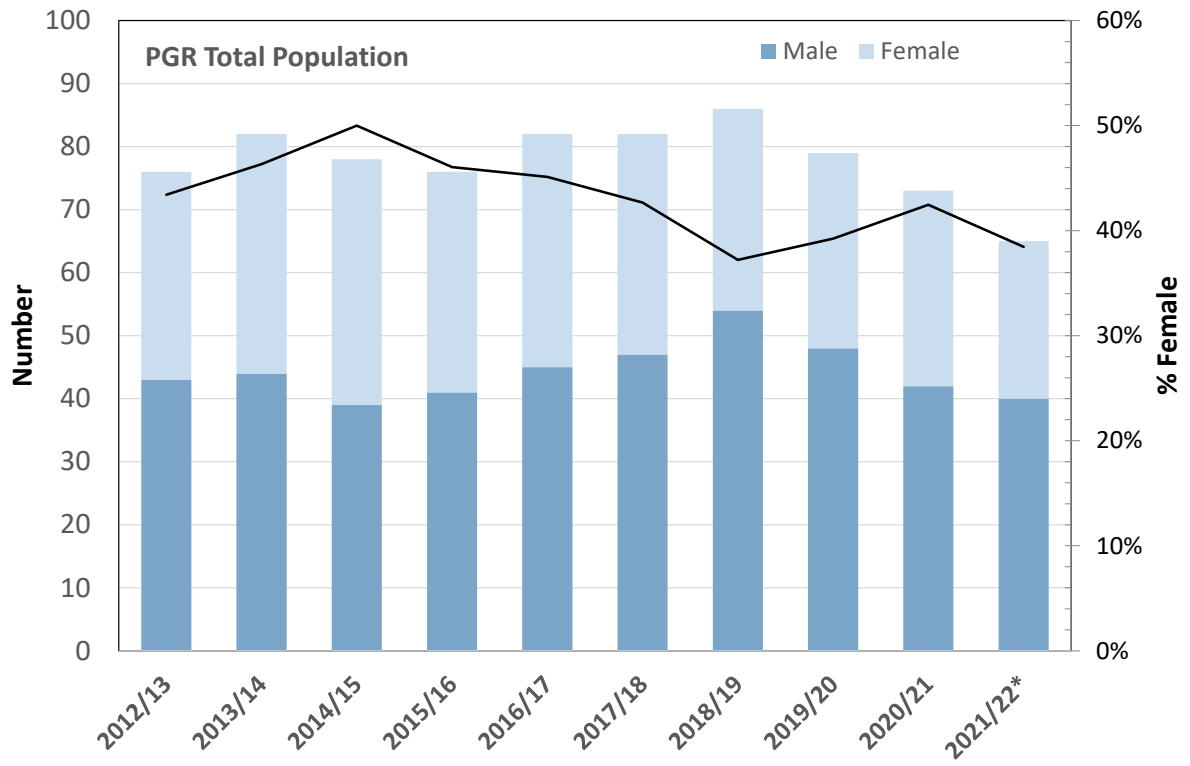
Figure 16 – PGR population from 2012 to 2021. Note that the 2021/22 data is incomplete

Table 11 – UG Application data from 2012 to 2021

	Applications				Offers				Accepted			
	M	F	Total	% F	M	F	Total	% F	M	F	Total	% F
2012/13	365	90	455	19.8%	243	69	312	22.1%	69	20	89	22.5%
2013/14	364	78	442	17.6%	243	56	299	18.7%	85	17	102	16.7%
2014/15	423	95	518	18.3%	300	80	380	21.1%	70	19	89	21.3%
2015/16	450	98	548	17.9%	303	83	386	21.5%	71	22	93	23.7%
2016/17	442	102	544	18.8%	302	76	378	20.1%	97	31	128	24.2%
2017/18	420	124	544	22.8%	274	96	370	25.9%	92	39	131	29.8%
2018/19	445	120	565	21.2%	307	83	390	21.3%	88	27	115	23.5%
2019/20	402	137	539	25.4%	277	94	371	25.3%	98	27	125	21.6%
2020/21	442	144	586	24.6%	331	97	428	22.7%	164	42	206	20.4%
2021/22	403	134	537	25.0%	305	94	399	23.6%	151	41	192	21.4%

Table 12 – PGT Application data from 2012 to 2021

	Applications				Offers				Accepted			
	M	F	Total	% F	M	F	Total	% F	M	F	Total	% F
2012/13	791	325	1116	29.1%	72	46	118	39.0%	27	21	48	43.8%
2013/14	258	131	389	33.7%	179	94	273	34.4%	43	41	84	48.8%
2014/15	282	201	483	41.6%	270	144	414	34.8%	48	41	89	46.1%
2015/16	685	250	935	26.7%	381	225	606	37.1%	47	32	79	40.5%
2016/17	822	393	1215	32.3%	339	153	492	31.1%	85	47	132	35.6%
2017/18	700	350	1050	33.3%	300	158	458	34.5%	96	66	162	40.7%
2018/19	940	432	1372	31.5%	365	172	537	32.0%	71	36	107	33.6%
2019/20	1179	538	1717	31.3%	346	183	529	34.6%	78	54	132	40.9%
2020/21	1130	551	1681	32.8%	500	209	709	29.5%	75	81	156	51.9%
2021/22	838	392	1230	31.9%	443	186	629	29.6%	68	76	144	52.8%

Table 13 – PGR Application data from 2012 to 2021

	Applications				Offers				Accepted			
	M	F	Total	% F	M	F	Total	% F	M	F	Total	% F
2012/13	55	31	86	36.0%	15	10	25	40.0%	14	10	24	41.7%
2013/14	59	24	83	28.9%	20	18	38	47.4%	13	13	26	50.0%
2014/15	71	24	95	25.3%	18	14	32	43.8%	11	12	23	52.2%
2015/16	66	22	88	25.0%	25	9	34	26.5%	16	8	24	33.3%
2016/17	96	35	131	26.7%	20	14	34	41.2%	29	14	43	32.6%
2017/18	89	32	121	26.4%	25	12	37	32.4%	13	9	22	40.9%
2018/19	94	40	134	29.9%	32	15	47	31.9%	11	5	16	31.3%
2019/20	109	29	138	21.0%	18	10	28	35.7%	18	9	27	33.3%
2020/21	171	71	242	29.3%	23	17	40	42.5%	8	12	20	60.0%
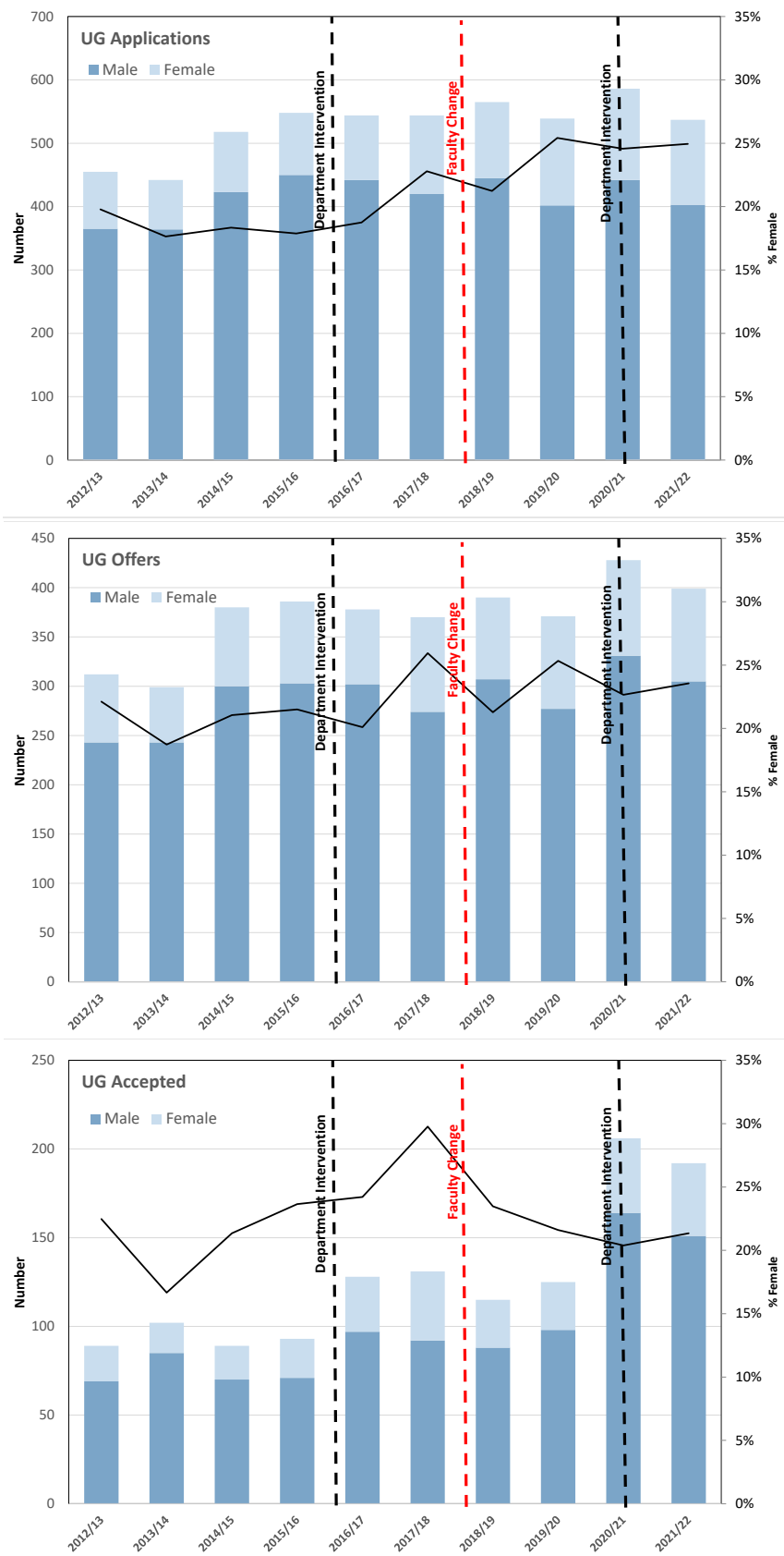
Figure 17 – Applicant, Offer and Acceptance statistics for UG population. Data from Table 11. Black dashed line – departmental intervention. Red dashed line – external UoS intervention
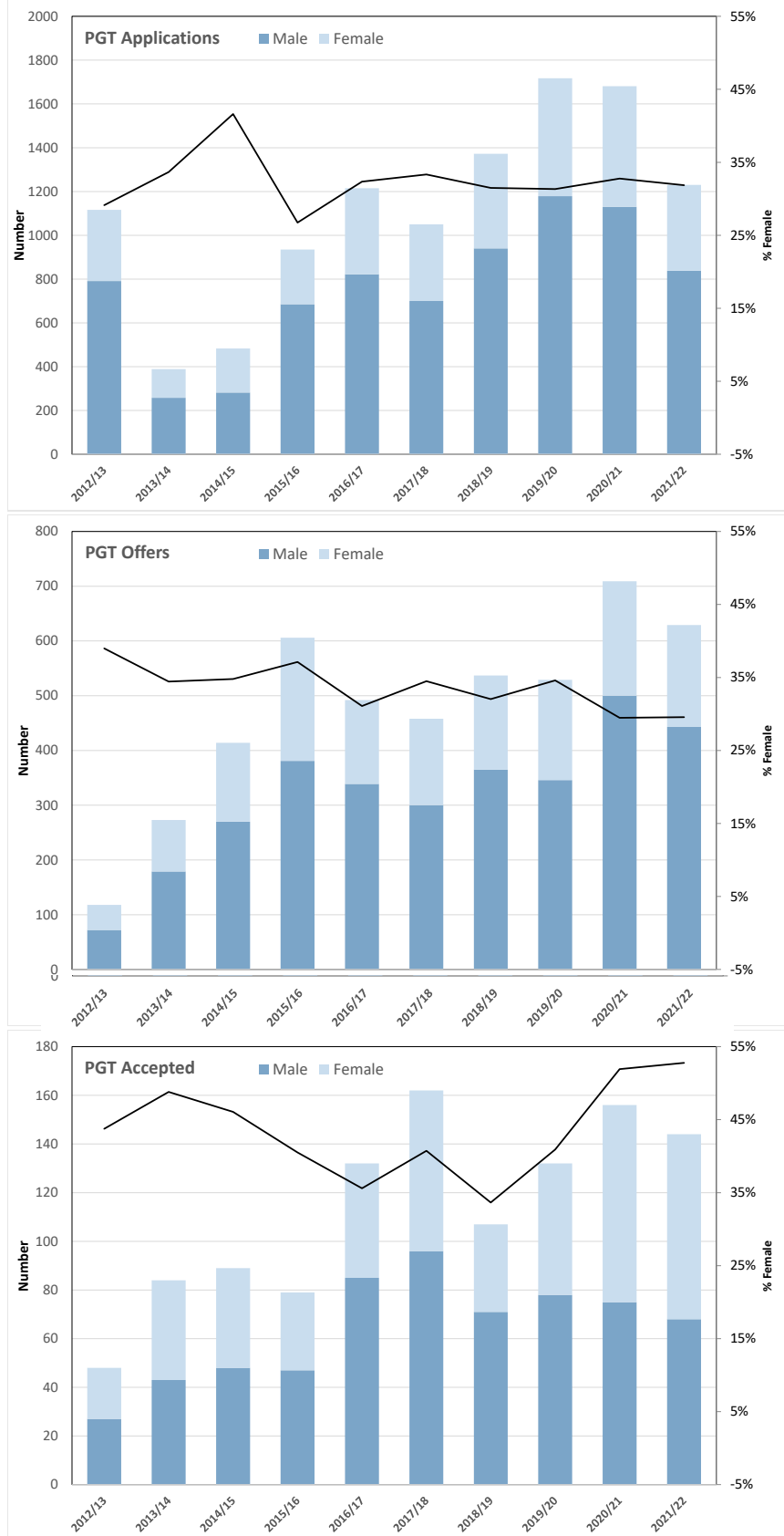
Figure 18 – Applicant, Offer and Acceptance statistics for PGT population. Data from Table 12.
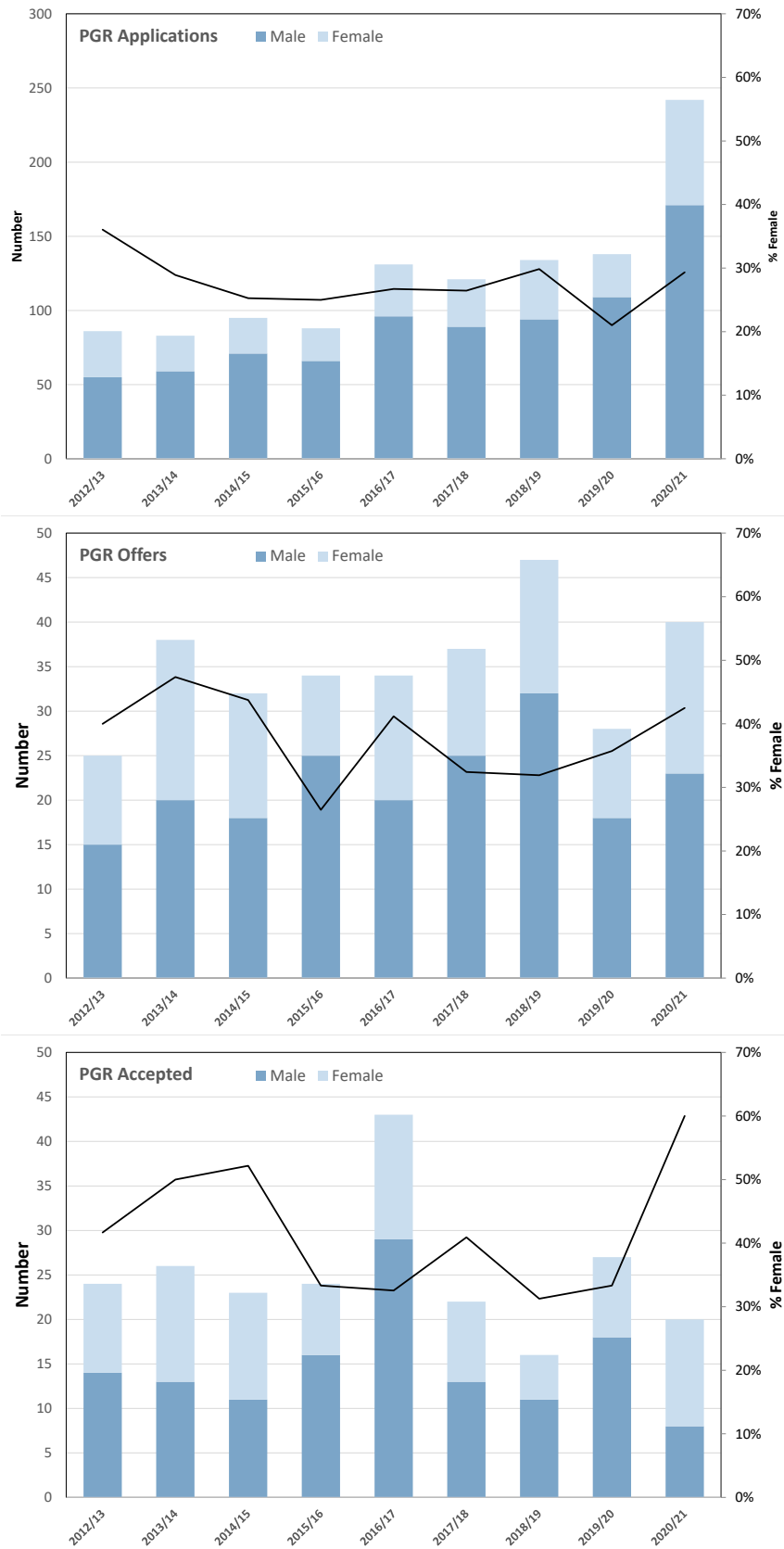
Figure 19 – Applicant, Offer and Acceptance statistics for PGR population. Data from Table 13

Table 14– Gender balance across the different Civil and Environmental Engineering UG programmes.

	BEng Civil and Environmental Engineering			BEng Hons Civil and Environmental Engineering			BEng Hons Civil and Environmental Engineering *Engineering Academy*			MEng Civil and Environmental Engineering			MEng Civil and Environmental Engineering *Engineering Academy*		
	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F
2016/17															
2017/18	1		0%	34	11	24%	2		0%	41	16	28%			
2018/19				37	10	21%	4		0%	35	15	30%	7	1	13%
2019/20				44	11	20%	3		0%	39	19	33%	9	3	25%
2020/21				37	12	24%				46	21	31%	14	4	22%
2021/22				26	9	26%	3		0%	48	21	30%	10	3	23%

Green cells show those cohorts with a gender balance better than the national average for all UG (20.2%). Amber cells show when the gender balance is more than 5% worse than the national average (when intake ≥5)

Table 15– Gender balance across the different Civil Engineering UG programmes

	BEng Civil Engineering			BEng Hons Civil Engineering			BEng Hons Civil Engineering *Engineering Academy*			MEng Civil Engineering			MEng Civil Engineering *Engineering Academy*		
	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F
2017/18				100	22	18%	3		0%	125	30	19%	3		0%
2018/19				114	18	14%	5		0%	116	38	25%	1		0%
2019/20				122	19	13%	7	2	22%	100	23	19%	1		0%
2020/21				118	18	13%	6	1	14%	119	22	16%	5		0%
2021/22				67	15	18%	7		0%	174	28	14%	3	1	25%

Green cells show those cohorts with a gender balance better than the national average for all UG (20.2%). Amber cells show when the gender balance is more than 5% worse than the national average (when intake ≥5)

Table 16– Gender balance across the two new UG programmes, he GA and the IJEP

	BEng Hons Civil Engineering _Graduate Apprenticeship_			BEng Hons Civil Engineering - _IJEP_		
	M	F	% F	M	F	% F
2019/20	20					
2020/21	33	4	11%	71	18	20%
2021/22	61	6	9%	84	21	20%

Green cells show those cohorts with a gender balance better than the national average for all UG (20.2%). Amber cells show when the gender balance is more than 5% worse than the national average (when intake ≥5)

Table 17– Gender balance across the different PGT programmes.

	MSc Civil Engineering			MSc Civil Eng w/ Industry			MSc Environmental Eng.			MSc Environmental Health Sc.*			MSc Env. Entreupreneurship			MSc Hydrogeology			MSc Sust. & Environmental		
	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F	M	F	% F
2021/22	30	12	29%	0	1	100%	31	35	53%	-	-	-	4	2	33%	36	27	43%	16	39	71%
2020/21	27	7	21%	11	1	8%	23	23	50%	1	0	0%	2	6	75%	40	27	40%	12	40	77%
2019/20	36	6	14%	9	1	10%	14	12	46%	1	0	0%	5	4	44%	29	23	44%	10	22	69%
2018/19	29	2	6%	8	2	20%	15	10	40%	2	2	50%	5	3	38%	32	12	27%	8	12	60%
2017/18	41	6	13%	14	3	18%	13	17	57%	1	3	75%	9	4	31%	24	18	43%	11	23	68%
2016/17	23	10	30%	7	2	22%	10	8	44%	1	5	83%	9	3	25%	27	14	34%	8	7	47%

*Course discontinued. No entry 2021/22. Green cells show those cohorts with a gender balance better than the national average for all PGT (33.3%). Amber cells show when the gender balance is more than 5% worse than the national average (when intake ≥5)

A2.2 Degree attainment for students at UG, PGT and PGR level

Table 18 – UG outcomes (All programmes) by Gender and SIMD status)

Undergraduate														
Year	Classification	ALL				SIMD20/40				SIMD60/80/100			
		F	M	% overall	% F	F	M	% overall	%F	F	M	% overall	%F
2016/2017	1	6	14	26.7%	30.0%	3	1	33.3%	75.0%	3	11	25.9%	21.4%
	2:1	5	32	49.3%	13.5%	1	5	50.0%	16.7%	2	26	51.9%	7.1%
	2:2	4	13	22.7%	23.5%	0	2	16.7%	0.0%	2	10	22.2%	16.7%
	3	0	1										
2017/2018	1	1	18	29.7%	5.3%	0	4	23.5%	0.0%	1	13	35.0%	7.1%
	2:1	6	19	39.1%	24.0%	2	6	47.1%	25.0%	3	11	35.0%	21.4%
	2:2	3	16	29.7%	15.8%	1	4	29.4%	20.0%	0	11	27.5%	0.0%
	3	0	1							0	1		
2018/2019	1	8	21	36.3%	27.6%	1	4	45.5%	20.0%	6	15	35.6%	28.6%
	2:1	8	31	48.8%	20.5%	2	3	45.5%	40.0%	6	25	52.5%	19.4%
	2:2	1	9	12.5%	10.0%	1	0	9.1%	100.0%	1	5	10.2%	16.7%
	3	0	2							0	1		
2019/2020	1	16	27	49.4%	37.2%	2	3	35.7%	40.0%	11	21	64.0%	34.4%
	2:1	4	27	35.6%	12.9%	1	5	42.9%	16.7%	1	16	34.0%	5.9%
	2:2	2	11	14.9%	15.4%	0	3	21.4%	0.0%	0	1	2.0%	0.0%
	3												
2020/2021	1	8	25	41.8%	24.2%	4	4	42.1%	50.0%	4	19	59.0%	17.4%
	2:1	7	35	53.2%	16.7%	3	7	52.6%	30.0%	2	12	35.9%	14.3%
	2:2	1	3	5.1%	25.0%	0	1	5.3%	0.0%	0	1	2.6%	0.0%
	3									1	0		

Table 19 – PGT outcomes (All courses) by programmes gender

	MEng				PGDip/PGCert			
Year	Male	Female	Total	%F	Male	Female	Total	%F
2016/17	56	32	88	36%	5	3	8	38%
2017/18	69	49	118	42%	6	7	13	54%
2018/19	53	23	76	30%	9	2	11	18%
2019/20	75	76	151	50%	1	1	2	50%
2020/21	52	50	102	49%	3	3	6	50%

Table 20 – PGR outcomes by Gender

	MPhil			MRes			PhD			
Year	Male	Female	%F	Male	Female	%F	Male	Female	Total	%F
2016/17	1	0	0%				4	7	11	64%
2017/18							4	6	10	60%
2018/19				0	1	100%	6	6	12	50%
2019/20				0	1	100%	11	6	17	35%
2020/21							7	7	14	50%
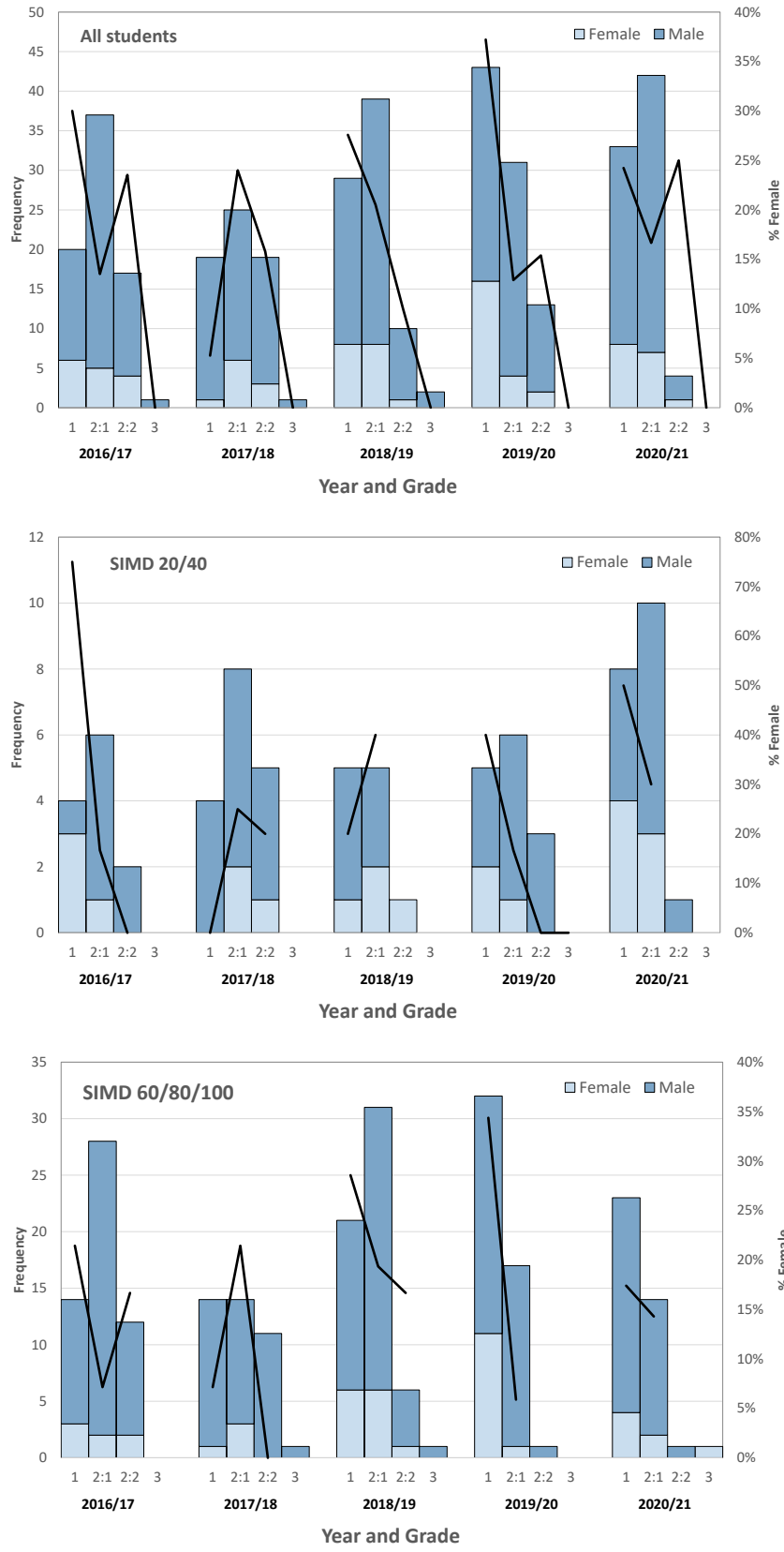
Figure 20 – UG outcome by SIMD status. No % F shown if single student achieved a grade. Data from Table 18.

A2.3 AKT & TAP Staff by contract function, grade & contract type

Table 21 – All staff by and gender

Year	All Staff	M	F	% F
2016-17	65	35	30	46.2
2017-18	70	39	31	44.3
2018-19	72	40	32	44.4
2019-20	80	49	31	38.8
2020-21	83	53	30	36.1
2021-22	87	48	39	44.8

Table 22 – All staff by contract function and gender

Year	Academic, Teaching, & KE	M	F	%F
2016-17	29	19	10	34.5
2017-18	32	20	12	37.5
2018-19	35	21	14	40.0
2019-20	41	26	15	36.6
2020-21	43	27	16	37.2
2021-22	45	28	17	37.8

Year	Total Technical, Admin & Professional Staff	M	F	%F
2016-17	16	6	10	62.5
2017-18	16	5	11	68.8
2018-19	16	6	10	62.5
2019-20	14	4	10	71.4
2020-21	16	7	9	56.3
2021-22	18	8	10	55.6

Year	Total Research Staff	M	F	%F
2016-17	20	10	10	50.0
2017-18	22	14	8	36.4
2018-19	21	13	8	38.1
2019-20	25	19	6	24.0
2020-21	24	19	5	20.8
2021-22	24	12	12	50.0

Table 23 – All staff by contract type

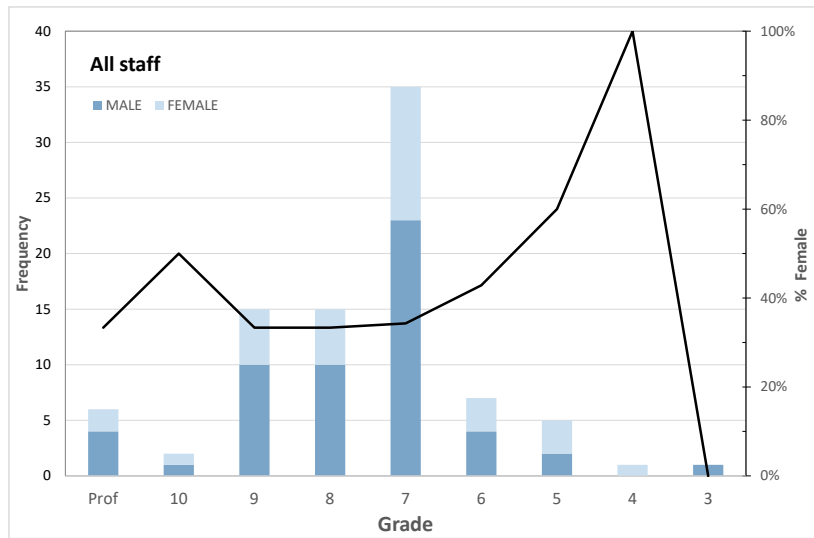|			2021/22				
			Total Number	Fixed Term Y	N	Contract Type Full-time	Part-time
Academic, KE, Teaching	6	F	-				
		M	-				
	7	F	-				
		M	4	3	1	4	
	8	F	8	1	7	8	
		M	7		7	7	
	9	F	6		6	6	
		M	11		11	10	1
	10	F	1		1	1	
		M	1		1	1	
	Prof	F	2		2	2	
		M	4		4	4	
TAP	3	F	-				
		M	1		1	1	
	4	F	1		1	1	
		M	-				
	5	F	2	1	1	1	1
		M	1		1	1	
	6	F	3		3	2	1
		M	1		1	1	
	7	F	3	1	2	2	1
		M	4	2	2	2	2
	8	F	1		1	1	
		M	1	1		1	
Research	6	F	3	3		3	
		M	2	2		2	
	7	F	8	8		8	
		M	8	8		8	
	8	F	1	1		1	
		M	2	2		2	
	9	F	-				
		M	-				

Figure 21 – All staff grade & gender as of Dec 2021
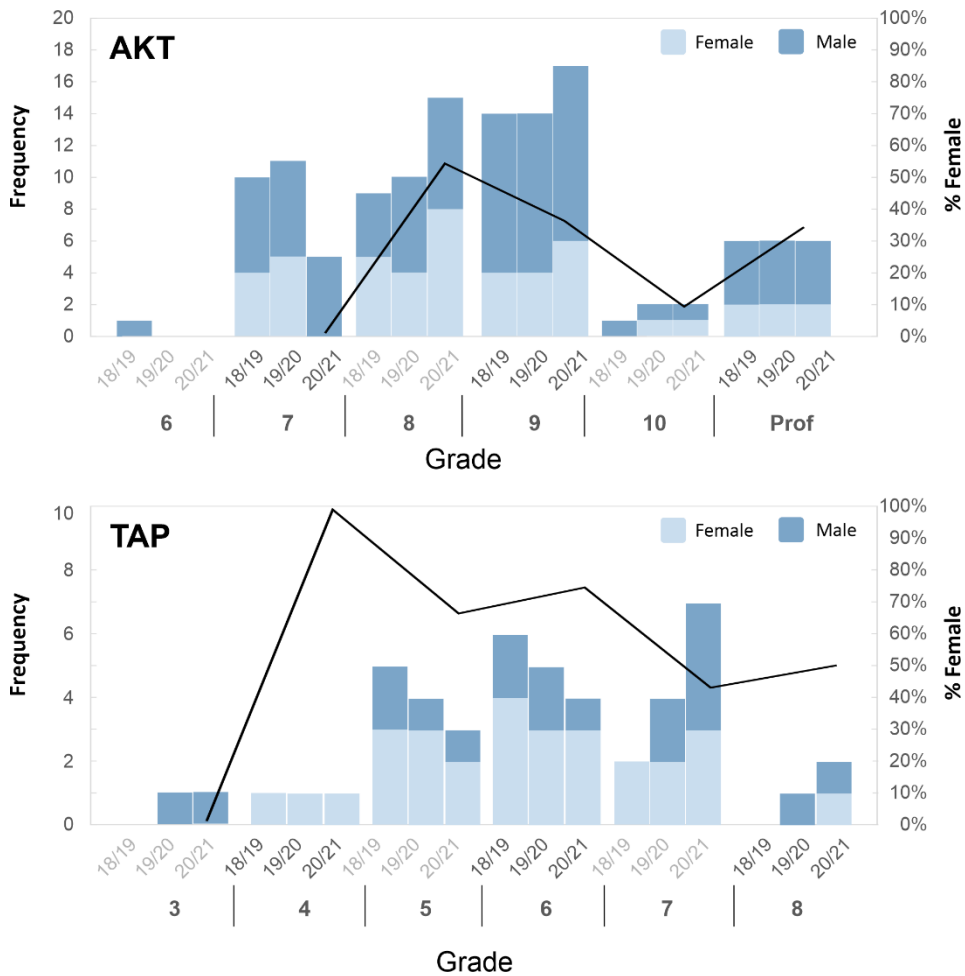

Figure 22 – Change of grade distribution for staff (by gender) over the last three years for AKT & TAP staff. Gd 3 technician regraded Jan 2022 in review.

A2.4 Applications, shortlist and appointments made in recruitment to academic posts

Table 24 – AKT applicants by grade and gender

			Grade						
			Prof	10	9	8	7/8	7	6
2016/17	Applied	M / F					107/13	35/11	33/17
		% Female					11.0%	23.0%	34.0%
	Shortlisted	M / F					10/2	10/8	9/6
		% Female					17.0%	44.0%	40.0%
	Offered	M / F					2/1	4/3	2/1
		% Female					33.0%	43.0%	33.0%
	Accepted	M / F					2/0	2/2	2/1
		% Female					0.0%	50.0%	33.0%
2017/18	Applied	M / F				3/1		48/19	
		% Female				25.0%		28.0%	
	Shortlisted	M / F				3/1		5/10	
		% Female				25.0%		67.0%	
	Offered	M / F				0/1		3/4	
		% Female				100.0%		57.0%	
	Accepted	M / F				0/1		2/3	
		% Female				100.0%		60.0%	
2018/19	Applied	M / F		22/1		2/16	62/6	64/19	8/6
		% Female		4.0%		84.0%	9.0%	23.0%	43.0%
	Shortlisted	M / F				1/8	4/0	19/5	2/0
		% Female				89.0%	0.0%	21.0%	0.0%
	Offered	M / F				1/2	0/0	9/1	1/0
		% Female				67.0%		10.0%	0.0%
	Accepted	M / F				1/1		9/1	
		% Female				50.0%		10.0%	
2019/20	Applied	M / F	27/3					58/15	
		% Female	10.0%					20.0%	
	Shortlisted	M / F	6/0					13/1	
		% Female	0.0%					7.0%	
	Offered	M / F	2/0					5/0	
		% Female	0.0%					0.0%	
	Accepted	M / F	1/0					4/0	
		% Female	0.0%					0.0%	
2020/21	Applied	M / F		24/3			106/27	49/11	
		% Female		10.0%			20.0%	18.0%	
	Shortlisted	M / F		1/0			7/3	4/2	
		% Female		0.0%			30.0%	33.0%	
	Offered	M / F		1/0			3/2	0/1	
		% Female		0.0%			40.0%	100.0%	
	Accepted	M / F					3/1 F	0/1 F	
		% Female					25.0%	100.0%	

Table 25 – Appointments to TAP roles since 2016, and subsequent progression

Gender		Appointment Grade	Start Date	Notes
F		6	2016	Regraded 2019
F		7	2018	
F		6	2016	Regraded 2022
	M	3	2018	Modern Apprentice, then made permanent 2020, regraded 2022
	M	6	2019	Regraded
	M	7	2019	
F		7	2019	Regraded 2021
F		5	2019	GA support role
	M	7	2019	GA support role
F		7	2019	GA support role
	M	7	2021	GA support role

Application and shortlisting data is not available for HR. Roles are generally gender balanced given small sample size

A2.5 Applications and success rates for academic & TAP promotion

Table 26 – Successful Promotion/Regrading applications by job family year and gender

Year	AKT	M	F	Research	M	F	TAP	M	F	Total	M	F
2013-14	0	0	0	1	0	1	2	1	1	3	1	2
2014-15	3	2	1	1	1	0	3	1	2	7	4	3
2015-16	3	3	0	0	0	0	2	0	2	5	3	2
2016-17	**1**	**1**	**0**	**1**	**1**	**0**	**1**	**0**	**1**	**3**	**2**	**1**
2017-18	**4**	**1**	**3**	**1**	**0**	**1**				**5**	**1**	**4**
2018-19	**7**	**5**	**2**	**2**	**2**	**0**				**9**	**7**	**2**
2019-20	**7**	**4**	**3**	**2**	**1**	**1**	**2**	**2**	**0**	**11**	**7**	**4**
2020-21	**8**	**3**	**5**	**0**	**0**	**0**	**5**	**2**	**3**	**13**	**5**	**8**
2021-22*	1	0	1				2	1	1	3	1	2

Data for this AS Award cycle shown in bold. * incomplete data set

Table 27 – Success rates for Promotion/Regrading applications

Application	Successful/Total	% Success rate
1st submission	42/46	95.4%
2nd submission	3/3 (2 TAP, 1 AKT)	100%

Table 28 – Successful within-department career progression pathways for staff who started in CEE in other roles.

Career Pathway	Total	M	F
Research Associate – Teaching Associate – Teaching Fellow	1		1
Research Associate – Chancellors Fellow	1	1	
Research Associate – Chancellors Fellow – Senior Lecturer	2	1	1
Research Associate – Lecturer A – Lecturer B – Senior Lecturer	1		1
PhD student – Teaching Associate	1	1	
PhD student – Teaching Associate – Teaching Fellow	1		1
PhD student – Professional Engineer (External) - Teaching Associate – Teaching Fellow	1	1	
PhD student – Research Associate – Teaching Associate	1	1	
PhD student – Research Associate – Chancellors Fellow	1	1	
PhD student – Research Associate – Research Fellow – Senior Research Fellow – Senior Lecturer	1		1
UG student – Professional Engineer (External) - Teaching Associate – Teaching Fellow	1		1
UG student – MSc student - PhD student – Teaching Associate – Teaching Fellow	1	1	
UG student – PhD student – Research Associate – Lecturer A – Lecturer B – Senior Lecturer	1		1
Total	14	7	7

Note: gender split is almost equal, as is the split between those now in teaching and academic positions. We have also converted three (3M) fixed-term back fill teaching posts into permanent Teaching Fellowships (no progression in grade on conversion).
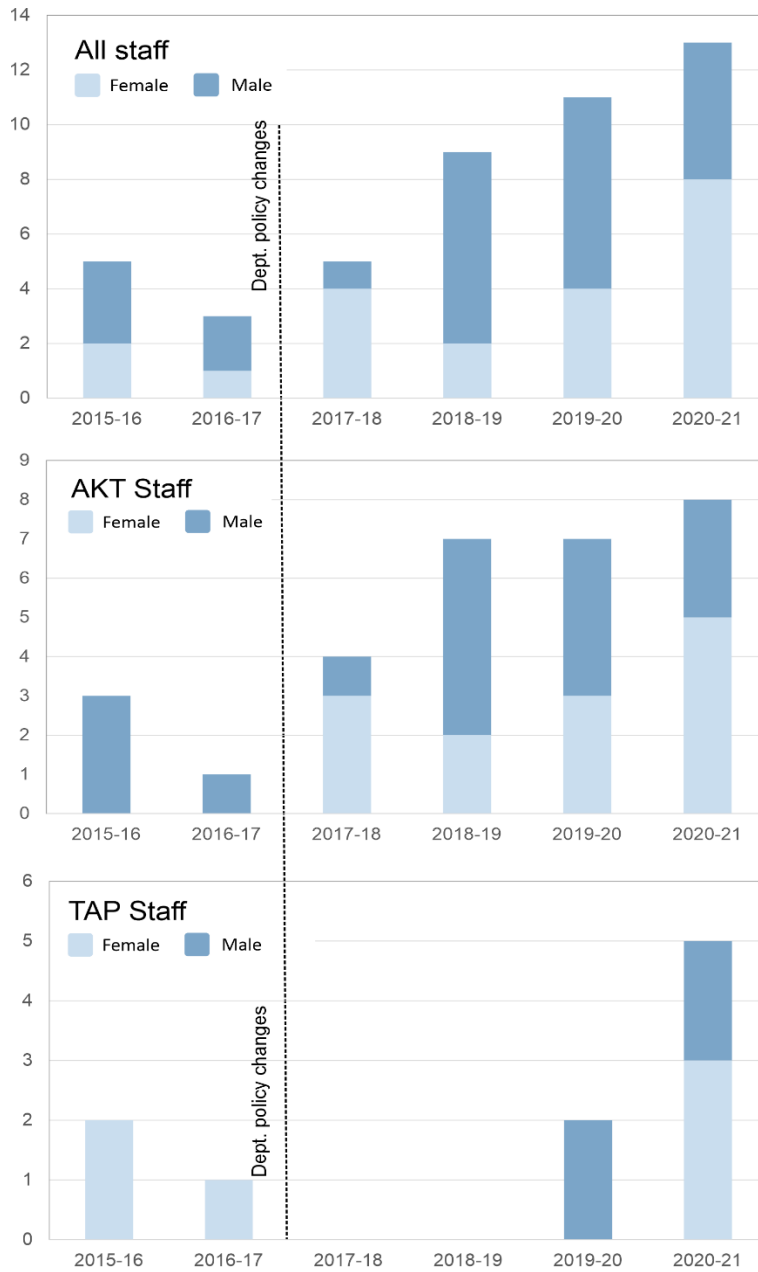
Figure 23 – Successful promotions/regrading by year, job family and gender showing the positive impact that Departmental policy change has had on application rates

Appendix 3 - Glossary

2016AP	The CEE Athena Swan Action Plan prepared for the 2016 Athena Swan application and revised throughout 2016-2020. For the purposes of this submission this evolving document was superseded by 2021AP from Jun 2020.
2016CS	CEE Culture Survey conducted for the previous Athena Swan application
2021AP	The CEE Athena Swan Action Plan running from Jun 2020 to 2026. The start date of this document reflects the impact of COVID on EDI and support work within CEE, most activity of which is ongoing.
2021CS	CEE Culture Survey 2021, conducted Oct/Nov 2021
ADR	Accountability and Development Review
AKT	Staff appointed to the Academic, Knowledge Exchange or Teaching job families. There are no operational staff to the
BME	Black, Asian or Mixed Ethic
CII	Centre for Intelligent Infrastructure; one of the three Departmental Research Centres
ECR	Early Career Researcher. Usually someone within 7 years of completing their PhD, so includes all PGR and most fixed-term PDRA staff
EDIC	Department of Civil & Environmental Engineering Equality, Diversity & Inclusion Committee (formerly the Athena Swan Committee)
EIA	Equality Impact Assessment
EPSRC	Engineering and Physical Sciences Research Council
GA	Graduate Apprentice
GESG	Gender Equality Steering Group. UoS level committee working in AS/EDI space
HoD	Head of Department
IAB	Industry Advisory Board
IJEP	International Joint Education Programme
OSDU	Organisational Staff Development Unit (provides all university managed staff training)
PDRA	Post Doctoral Research Associate. Fixed term research only staff
PGCert	PG Certificate. All PGR are required to complete PGCert in Researcher Development. All new staff appointments are encouraged to complete PGCert in Academic Practice or PGCert in Teaching & Learning in HE.
PGR	Postgraduate Research (MRes, MPhil and PhD)
PGT	Postgraduate Taught (MSc)
RES	Staff appointed to the Research job family
TAP	Staff appointed to the Technical or Administrative & Professional Services job families (No Operations staff in CEE) used instead of PTO
TLC	CEE Teaching & Learning Committee – committee membership includes all involved with delivering teaching (staff and PGR)
UG	Undergraduate
UoS	University of Strathclyde
UoS-EDIC	University of Strathclyde Equality, Diversity & Inclusion Committee
VLE	Virtual Learning Environment. CEE manages central pages for each year group to which all students are registered, and page for staff support which includes EDI related issues for teaching.
WISE	Women in Science and Engineering Committee
NationalWISE	Women in Science and Engineering – National charitable organisation supporting diversity across the sector
WLM	Work-load Model

Appendix 4 The STEM Equals project 1st year report