



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

<i>Department application</i>	Bronze	Silver	Application Words
Word limit	10,500	12,000	10,500
<i>Recommended word count</i>			
1. Letter of endorsement	500	500	524
2. Description of the department	500	500	545
3. Self-assessment process	1,000	1,000	1046
4. Picture of the department	2,000	2,000	1970
5. Supporting and advancing women's careers	6,000	6,500	6337
6. Case studies	n/a	1,000	n/a
7. Further information	500	500	78

Name of institution	University of Strathclyde	
Department	Architecture	
Focus of department	STEMM	
Date of application	29 April 2016	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2011 (renewed April 2014)	Level: Bronze
Contact for application	Dr Cristina González-Longo	
Must be based in the department	Dr Cristina González-Longo	
Email	c.gonzalez-longo@strath.ac.uk	
Telephone	0141 548 3008	
Departmental website	http://www.strath.ac.uk/engineering/architecture	

KEY TO ACRONYMS USED THROUGHOUT:

AP: Action Plan
 ASAG: Athena SWAN Action Group
 HoD: Head of Department
 HR: Human Resources
 OSDU: Organisational and Staff Development Unit
 PG: Postgraduate
 PGT: Postgraduate Taught
 PGR: Postgraduate Research
 SAT: Self-Assessment Team
 SMT: Senior Management Team
 UG: Undergraduate
 WISE: Women in Science & Engineering

The term Academic Professional Staff used throughout this document refers to all academic, research, teaching and knowledge exchange staff combined (See Table 1 for grade descriptors).

Unless otherwise stated, the most recent staff data in this document is presented as it stood at the beginning of 2015/16 academic year. Student data is presented up to and including the most recent complete academic year (2014/15). Staff and student data is presented as headcount figures unless stated otherwise.

All sector averages/benchmarks for staff and student data used throughout this submission come from HESA, using the most recent data available at the time of preparing the application (2013/14), as provided by ECU and via the HEIDI statistics database.

Table 1: Academic Professional Staff Grade Descriptors at University of Strathclyde

Grade	Academic	Research	Teaching	Knowledge Exchange
n/a	Professor	n/a	n/a	n/a
Grade 10	Reader	Principal Research Fellow	Principal Teaching Fellow	Principal Knowledge Exchange Fellow
Grade 9	Senior Lecturer	Senior Research Fellow	Senior Teaching Fellow	Senior Knowledge Exchange Fellow
Grade 8	Lecturer B	Research Fellow	Teaching Fellow	Knowledge Exchange Fellow
Grade 7	Lecturer A	Research Associate	Teaching Associate	Knowledge Exchange Associate
Grade 6	n/a	Research Assistant	Teaching Assistant	Knowledge Exchange Assistant

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

29 April 2016

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Equality Charters Manager,

I am pleased to give my full and unconditional support to our Department's application for an Athena SWAN Bronze Award and to confirm that this initiative is integral to the development and enhancement of the Department of Architecture.

As an academic and practitioner who has worked in various organizations, I am fully aware of the gender equality challenges within Architecture as a discipline and professional sector. Being a father of two daughters who are starting their careers in the workplace, I am conscious of the essence and value of inclusivity, that achieving gender equality requires the engagement of both women and men and the need to move equality and diversity beyond policies into actual practices.

With the support of the University's Equality and Diversity Office, I personally initiated our Department's Athena SWAN activities. The process of developing this submission has been extremely valuable in allowing us to gain a better understanding of where we are now and where we need to be in future with respect to gender equality. While we have gender parity in our student population (and a female percentage at undergraduate level which outstrips the UK average), our percentage of female students at PGR level is below the UK average, as is our percentage of female academic related staff. Furthermore the percentage of female staff at Senior Lecturer and Professor level are significantly lower than the male percentage. I am acutely aware of the need to sustain our strong female population from undergraduate study through to senior academic career levels and our action plan sets out to specifically address this.

Our Department benefits from three female colleagues in particular who act as role models for our students in various capacities. Professor Branka Dimitrijevic, the Director of Knowledge Exchange at the Department and Associate Dean for Knowledge Exchange at the Faculty of Engineering, Dr. Cristina González-Longo who is a Chartered Architect, expert in Architectural Conservation, Director of a research unit and Director of the MSc in Architectural Design and Conservation, and Dr. Ombretta Romice who is an expert in Urban Design, co-Director of a research unit, and Director of the MSc in Urban Design. Their

visibility as leaders, within and out with the Department, manifests the Department's commitment to overcome what is often known as a 'male dominated' profession and to instil in students the sense of inclusivity and a well-defined picture of women as shaping both academia and the profession.

While the process of preparing this submission in itself represents a real step towards gender equality, I am nonetheless aware that we have much to do, as manifested in the Department's 2016-2020 Athena SWAN Action Plan. I would like to acknowledge the effort and commitment of our Self Assessment Team (SAT), who collaborated diligently in producing a submission which, I believe, paves the road for real improvement and advancement of gender equality across the Department.

I fully endorse the activities in our Action Plan and, will ensure that all necessary resources are available to achieve the outcomes. I am pleased to confirm that this submission represents an honest, accurate and true representation of the department.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Ashraf M. Salama', enclosed within a hand-drawn oval border.

Professor Ashraf M. Salama PhD FRSA FHEA
Head of Architecture

(524 words)

2. DESCRIPTION OF THE DEPARTMENT

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

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

In its present form, the Department of Architecture was formally established in 1967, although the teaching of architecture began in the late 1800s, when Strathclyde was a technological institution, prior to its establishment as a University in 1964. It is among the oldest and largest Architecture departments in the UK and enjoys a distinguished international reputation, including being the only Scottish department of Architecture to be listed in the DOMUS top 50 European Schools of Architecture for three consecutive years since 2013. The department ranked highly, in ninth position, in the Complete University Guide in 2016.

Architecture is one of eight departments within the Faculty of Engineering and the smallest in terms of staff numbers (Table 2), employing a total of 32 people of which 40% are female (Table 3). The department structure involves both horizontal and hierarchical management across four areas of operation that include education, research, knowledge exchange and internationalisation (Fig. 1). We have a total of 497 students, of which 50% are female (Table 4).

Table 2: Engineering departments at Strathclyde: staff numbers

	Academic Professional	Professional and Support
Architecture	24	8
Biomedical Engineering	40	21
Chemical and Process Engineering	32	15
Civil and Environmental Engineering	43	13
Design, Manufacture and Engineering Management	113	67
Electronic and Electrical Engineering	161	62
Mechanical and Aerospace Engineering	76	27
Naval Architecture, Ocean and Marine Engineering	41	13

Table 3: Academic Professional, Admin & Professional Services and Technical Staff by gender (2015/16)

	Academic	%	Research & KE	%	Teaching	%	APS*	%	TS**	%	Total	%
F	4	31 %	1	33%	2	25%	4	80%	1	33%	12	40%
M	9	69 %	2	67%	6	75%	1	20%	2	67%	20	60%

*Admin & Professional Services, **Technical

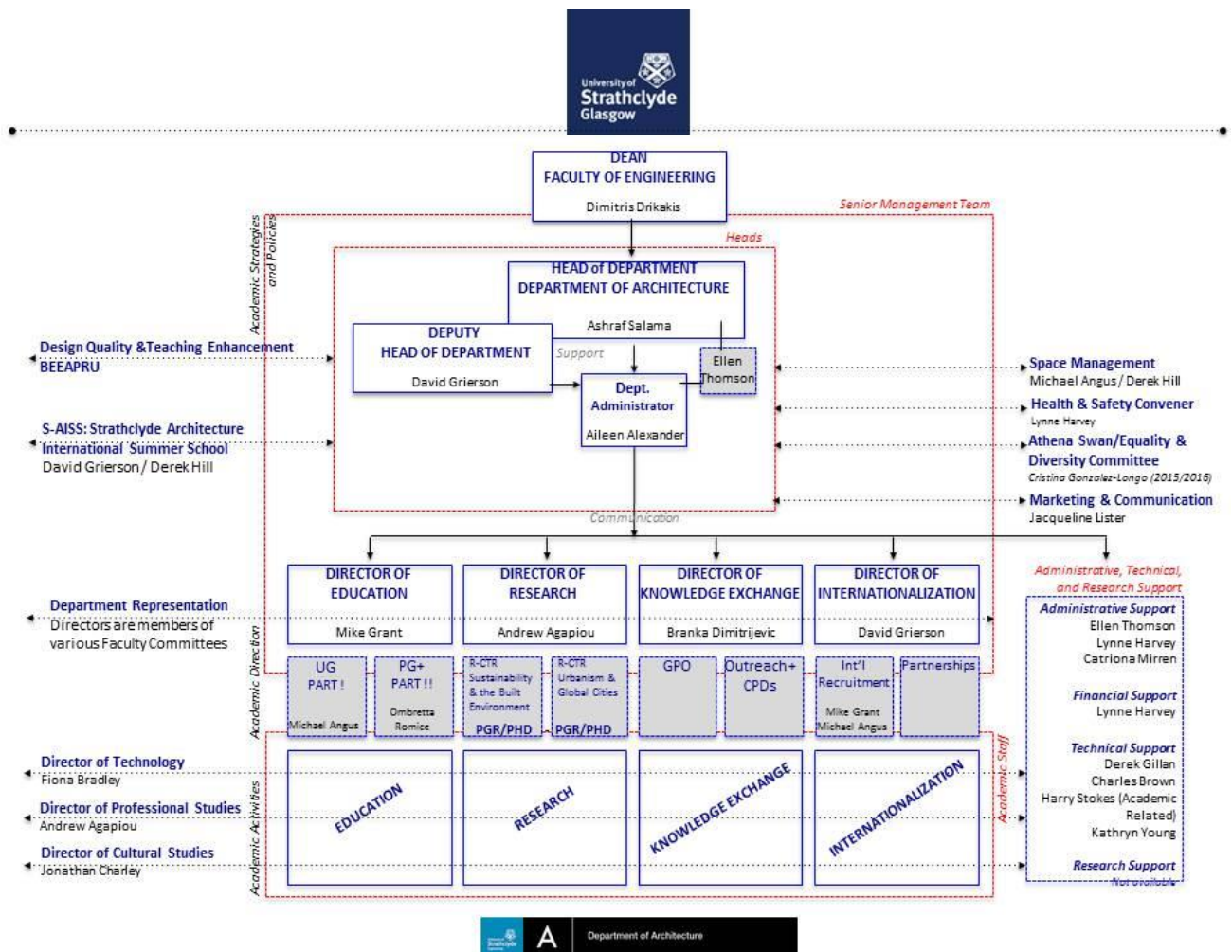


Figure 1: Department of Architecture structure

The department is based within the James Weir building (with four other Engineering departments), which re-opened in 2014 following a £40m investment in refurbishment, enabling sharing of resources while offering opportunities for trans-disciplinary teaching and research. Each department in James Weir building has its own floor and a number of facilities have been incorporated, including a Faculty Outreach and Knowledge Exchange Hub, a

Student Learning Zone, a Design Studio and computer suites with more than 100 computers for students.

The current Head of Department took up the post in October 2014 and his term of appointment is due at the end of the academic session 2016/2017. He will liaise with the new HoD before the end of his term to ensure that Athena SWAN continues to be embedded within the department's strategic planning and that the mechanisms for progressing and monitoring the action plan are maintained **(AP 1.1, 1.4)**.

The Department has 14 full time (14 FTE) and 7 part time (3.2 FTE) academic staff, 4 full time administrative staff (all female) and 4 full time technical staff (one female). Currently, 40% of our total staff population is female (full & part time combined) (Table 3). In terms of academic staff, there are 4 Professors (3 FTE), one of which is female; 7 Senior Lecturers (7 FTE), one female; 2 Lecturers (2 FTE), both female, and 6 Teaching Fellows (3.2 FTE), one female. We also have the contributions of 32 practising architects involved in our design studio teaching, of which only 3 are female.

Table 4: Architecture students by gender and level of study, 2014/15

2014/15	Male	%	Female	%	TOTAL	%
UG	156	46%	184	54%	340	68%
PGT	73	59%	51	41%	124	25%
PGR	19	58%	14	42%	33	7%
TOTAL	248	49.9%	249	50.1%	497	100%

Table 5: National average student numbers UK and Scotland (HESA 2013-14 data)

	Female	Female %	Male	Male%
UG UK	6930	45%	8580	55%
UG Scotland	900	46%	1060	54%
PGT UK	2290	41%	3255	59%
PGT Scotland	240	47%	275	53%
PGR UK	375	52%	355	48%
PGR Scotland	45	46%	50	54%

The Department has maintained a consistent student population from 2011 to 2015, with an annual intake in the range of 90-105 UG students and approximately 70 PGT. The UG student profile consists mainly of Home/EU students. In contrast PGT enjoys a substantial international student population, exceeding 35% of the total cohort.

A healthy male/female ratio was sustained over the past few years where the average proportion of females stands at a range of 50-55% in UG and at a range of 40-45% in PGT. In the academic year 2014/15 we had a total of 50.1% female students (Table 4). Our percentage of female UG students (54%) is significantly higher than the UK average (45%) while the PGR percentage is lower (Tables 4, 5).

(545 words)

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The HoD met with the Gender Equality Officer in mid 2015 to discuss the department's intention to apply for an Athena SWAN Bronze award. During the first meeting of Senior Management Team of academic session 2015/2016, the HoD and Gender Equality Officer briefed the rest of the Senior Management Team on the Athena SWAN process, principles and motivations and the Architecture Athena Swan Self Assessment Team (SAT) was then formed. The HoD invited members to the team via emails and face to face discussions. The SAT's size and membership is representative of the makeup of the department (Table 6).

The Gender Equality Officer acts as liaison between all University of Strathclyde SATs and the University's Athena SWAN Action Group (ASAG), sharing best practice between departments and ensuring links between the departmental SATs and ASAG. She is an Athena SWAN assessment panellist and has to date sat on three assessment panels. She consults externally on best practice regarding gender equality initiatives and Athena SWAN submissions processes via the Athena SWAN Scotland and UK networks as well as organisations such as Equate Scotland and the Glasgow Equality Forum. She has brought this experience to bear as a member of the SAT developing this submission.

The SAT Convener is a member of the WISE (Women in Science and Engineering) Committee at Strathclyde. The committee has a remit to develop initiatives that will support women in engineering from undergraduate students to senior academic staff. The Committee also includes several members who are SAT members within their own departments and have achieved or are applying for Athena SWAN awards.

The Department follows the general workload model stipulated by the University's Human Resources Office. This categorises committee work under the area of citizenship. As such, the workload load of the SAT members in the department is accounted for as part of their citizenship activity.

Table 6: Membership of Athena SWAN self-assessment team

Name	Position within the Department/ University	Speciality role in SAT	Additional Information
Ashraf Salama (M)	Head of Department and Professor	Senior Management support and approval	Offers senior management support and guidance and ensures that policies are implemented and practiced.
Annie McLaughlin (F)	University Gender Equality Officer	University level liaison and guidance. Data provision.	Coordinates Athena SWAN at institutional level and assists departments in Athena SWAN submissions/actions
Aileen Alexander (F)	Departmental Administrator	Information on Department policies, data analysis.	Provides support to the Head of Department and the Senior Management Team.
Cristina González-Longo (F)	Lecturer MSc Director	Convenor and University WISE Committee liaison	Faculty WISE (Women in Science & Engineering) Committee member. Recently returned from maternity leave.
Branka Dimitrijevic (F)	Professor	Staff Survey distribution and analysis	Director of Knowledge Exchange at the Department (0.5fte) and Associate Dean of Engineering for Knowledge Exchange (0.5fte).
Derek Hill (M)	Teaching Associate	UG Survey distribution	Studio Tutor
Ainslie Kennedy (F)	PGR student	UG Survey analysis, PGR Student experience input	2 nd Year PhD Student
Karen Munro (F)	PGR Student	PG Survey dissemination and analysis, PGR Student experience input	3 rd Year PhD Student
Alissar Riachi (F)	UG Student	UG Student experience input	2 nd Year UG student and student representative

(ii) an account of the self-assessment process

The SAT met as a group seven times, with smaller sub group meetings as required in between the scheduled meetings. At the initial meeting, members were briefed on the overall purpose, scope and reasons for engaging with the Athena SWAN Charter and defined the Architecture SAT remit as follows:

1. To promote good employment practice following the key principles of the Athena SWAN Charter.
2. To maintain and progress Departmental membership of the Athena SWAN Charter.
3. To develop and monitor an Action Plan to deliver the aims of the Athena SWAN Charter within the Department
4. To undertake data collection on representation by gender in the Department at all levels.

5. To identify areas for improvement and make recommendations to the Senior Management Team regarding actions to improve the representation, retention and progression of women in the Department.
6. To communicate with colleagues within the Department, Faculty and wider University about the Athena SWAN Charter initiative, sharing best practice and collaborating on Athena SWAN initiatives.
7. To report directly to the Senior Management Team, and also to the University's Athena SWAN Action Group.

Meetings focused on staff data analysis, student data analysis, staff and student survey design, staff and student survey analysis and action plan development. The SAT reports directly to SMT, via the HoD.

Student and staff data was provided by our Strategy & Policy and Human Resources departments. The SAT circulated a series of surveys. Undergraduate students (UG) in years 1-4, postgraduate taught (PGT) and research (PGR) students, and staff were surveyed separately. The outcomes are discussed throughout the document and the analysis of the responses has been used to inform our 2016-2020 Athena SWAN Action Plan.

A total of 22 out of 29 current staff responded to the staff survey, a response rate of 74%. However, one survey questionnaire was only partially completed (without Personal Profile information) and could not be included in the analysis. Response rates for UG, PGT and PGR student surveys were as follows:

- 52 out of 83 first-year students (63%)
- 59 out of 127 second-year students (46%)
- 36 out of 75 third-year students (48%)
- 55 out of 60 fourth-year students (92%)
- 10 out of 124 PGT students (8%)
- 16 out of 33 PGR students (48%)

A combined 43% of students in the Department of Architecture responded to the survey.

Following the compilation of this application, the Convener, HoD and Gender Equality Officer acted as draft editors, consulting with the SAT on revisions leading up to the submission date. An external reviewer from an Athena SWAN award holding Architecture department was also consulted.

[\(iii\) plans for the future of the self-assessment team](#)

After our application is submitted, the membership of the SAT will be reviewed and refreshed and this will be an annual process. The SAT will continue to meet quarterly to ensure that the action plan is progressed and to monitor outcomes **(AP 1.1)**. Work on the team will be recognised in workload allocation in the same way as any other committee work.

Athena SWAN will be a standing item in SMT and departmental meetings, where progress will be reported and any potential new areas for further action discussed (**AP 1.2**). As part of the Department's Annual Action Plan 2016/2017 which is presented for approval by the Faculty and the University, Athena SWAN and SAT activities were included as one of our priorities. It is our intention to maintain this as part of our subsequent plans and practices, including a continuous monitoring of the student and staff populations by gender (**AP 2.1-2.3**). By conducting surveys on a regular basis, we expect to increase staff and student response rates, in particular from PGT students (**AP 1.3**) We will also create and maintain an Athena SWAN web page within the Departmental web site as part of a comprehensive review of our departmental webpages. This will ensure visibility of female students, alumni and staff and highlight their achievements, as well as reflecting our supportive and family-friendly policies and creating a list of prizes and fellowship opportunities specifically aimed towards women (**AP 1.4, 5.1**).

The SAT will provide an annual report to the HoD, outlining progress made against each of our action points and identifying any new actions for approval. The SAT will continue to liaise closely with the Gender Equality Officer and Equality & Diversity Manager. We will also particularly reflect on the further inclusion of actions for non-academic staff categories and the interplay of protected characteristics other than gender (**AP 1.4**).

(1046 words)

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

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

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

The Architecture department does not currently offer access or foundation courses. The SAT Convener is a member of the University WISE Committee, which was recently instrumental in organising an Engineering Summer School for secondary school girls, funded by BP (June 2016).

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Our proportion of female undergraduates (54%) is significantly above both Scottish (46%) and UK averages (45%). Since 2013/14, the proportion of female students in the BSc Architectural Studies with International Study has increased from 37% to 58%, an encouraging trend (Table 7). Anecdotal evidence suggests that our female students have been particularly attracted by the cross cultural learning aspect of this programme, but we plan further consultation with potential and incoming students to determine the reasons for this and how we may

capitalise on it in other areas (**AP 1.3**). Many of our award-winning students in Scottish and national competitions and exhibitions are female students and we publicise their awards both within the department and on our website to highlight female successes and help counter any perception of Architecture as a 'male' profession among potential UG applicants.

Table 7: Undergraduate students by programme and gender

Academic Year	Gender	BSc Architectural Studies	BSc Architectural Studies with International Study
2014-15	F	163 (54%)	21 (58%)
	M	141 (46%)	15 (42%)
2013-14	F	163 (55%)	11 (30%)
	M	134 (45%)	26 (70%)
2012-13	F	140 (52%)	13 (37%)
	M	129 (48%)	22 (63%)

Table 8: UG applications, offers and acceptances

	Female Apps (% of total apps)	Female Accepts (% of F offers)	Female Offers (% of F apps)	Male Apps (% of total apps)	Male Accepts (% of M offers)	Male Offers (% of M apps)	Total Apps	Total Accepts (% of total offers)	Total Offers (% of total apps)
2014-15	231 (50%)	128 (61%)	209 (90%)	229 (50%)	97 (53%)	184 (80%)	460	225 (57%)	393 (85%)
2013-14	233 (48%)	107 (55%)	195 (84%)	253 (52%)	91 (51%)	177 (70%)	486	198 (53%)	372 (77%)
2012-13	225 (46%)	96 (56%)	170 (76%)	263 (54%)	70 (49%)	143 (54%)	488	166 (53%)	313 (64%)

Table 9: UG degree attainment (as % of all degrees obtained within gender)

	1 st		2:1		2:2		3rd	
	Female	Male	Female	Male	Female	Male	Female	Male
2014-15	7 (41%)	15 (65%)	6 (35%)	6 (26%)	4(24%)	1(4%)	0	1(4%)
2013-14	8 (30%)	10 (28%)	13 (48%)	18 (50%)	5(18%)	8 (22%)	1 (4%)	0
2012-13	2 (9%)	12 (34%)	13 (56%)	16 (46%)	8(35%)	7 (20%)	0	0

The percentage of females applying to study at our department has increased by 4 percentage points over the three year period considered, although this seems to be mainly because male applications have fallen in the same period from 263 to 229. Females are consistently more likely to receive and accept offers, although offer rates have improved for both genders and male acceptances have improved slightly over the last three years (Table 8).

Data on UG degree attainment shows that, over the three year period, the percentage of males graduating with a 1st or 2:1 degree was considerably higher than that of females. In 2014/15 76% of females and 91% of males graduated within the top two classifications, in 2013/14 the percentage for both genders was 78% and in 2012/13 it was 65% of females and 80% of males. Males have also obtained a considerably higher percentage of first class degrees in two of the three years. Our action plan includes further analysis of this and development of any additional measures. **(AP 2.1)**

We aspire to attract candidates of the highest calibre, regardless of gender, and as a department we put great effort into open days as well as outreach events. Our recent graduates and upper level students, female and male equally, are involved as role models in various events organized by the Department including End of Year Shows, annual seminars and exhibitions that are open to the public.

We will continue to monitor our undergraduate population by gender regularly to ensure our higher than average female ratio is maintained or strengthened **(AP 2.2)**.

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

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

We currently run five PGT degrees (Table 10). Our PGT female ratio equals the UK average of 41% but is slightly under the Scottish average (2013/14) of 47%. Our main PGT programme is the MArch Advanced Architectural Design (MArchADD), which has seen an increase in the female percentage population from 26% to 40% since 2012-13. The female percentage in the MArch Architectural Design (International) has also increased from 33% to 41% since 2013-14. This course is for international students who want to complete a programme to achieve the Royal Institute of British Architects (RIBA) Part 2 educational criteria and shares the curriculum of MArchADD. The only PGT part-time course offered in this period was MSc Urban Design. As shown in table 11, no unsuccessful PGT completions are recorded over the period. We will continue to monitor the PGT population by gender to ensure our higher than UK average ratio is maintained or strengthened **(AP 2.2)**.

Our female PGT students are very active in a range of outreach events and showcase activities open to potential postgraduate students, including their presence at open days and taking on lead roles in organising architectural exhibitions and end of year shows. Our female students have also been very successful in gaining awards and prizes from the Glasgow Institute of Architects

and Royal Incorporation of Architects in Scotland. We publish news of their successes through the Department's web page, by email circulation as well as in the Faculty monthly newsletter and externally through various professional newsletters, which helps to promote the department as a place where female students can excel.

Table 10: Postgraduate taught students (FT&PT) by programme and gender

Academic Year	Gender	MArch Advanced Architectural Design	MArch Architectural Design (International)	MSc Advanced Architectural Studies	MSc Urban Design	MSc Advanced Architectural Design - Taylors College	PG Diploma Architectural Studies
2014-15	F	40 (40%)	7 (41%)	0 (0%)	4(100%)	0 (0%)	0 (0%)
	M	59 (60%)	10 (59%)	3 (100%)	0 (0%)	1 (100%)	0 (0%)
2013-14	F	30 (43%)	2 (33%)	1 (33%)	4 (44%)	3 (43%)	0 (0%)
	M	40 (57%)	5 (67%)	2 (67%)	5 (56%)	4 (57%)	0 (0%)
2012-13	F	11 (26%)	0 (0%)	1 (33%)	5 (56%)	4 (50%)	7 (54%)
	M	32 (74%)	0 (0%)	2 (67%)	4 (44%)	4 (50%)	6 (46%)

Table 11: PGT degree attainment

Gender	Exit Status	
Female	Successfully Completed	41 (47%)
Male	Successfully Completed	47 (53%)
Female	Successfully Completed	24 (39%)
Male	Successfully Completed	37 (61%)
Female	Successfully Completed	20 (37%)
Male	Successfully Completed	34 (63%)

The total number of PGT applications has increased from 348 to 513 since 2012-13 and the percentage of female applications has risen from 46% to 48%. The female offer rate has also risen by 10 percentage points and the male by 2; however, females have been less likely to accept offers in each of the three years (Table 12). Over the next academic session (2016-2017), the Department

intends to undertake a survey of both admitted female students and those who have not accepted offers. The survey will aim to explore reasons for accepting versus not accepting offers and whether mechanisms for encouraging more female students to accept offers need to be in place. We are running this year (2015-16) two new MSc programmes and we have included specific actions aimed at attracting postgraduate female students in our action plan (**AP 3.1-3.3**).

Table 12: PGT Applications, offers and acceptances

	Female Apps (% of total apps)	Female Accepts (% of F offers)	Female Offers (% of F apps)	Male Apps (% of total apps)	Male Accepts (% of M offers)	Male Offers (% of M apps)	Total Apps	Total Accepts (% of total offers)	Total Offers (% of total apps)
2014-15	244 (48%)	80 (56%)	142 (58%)	269 (52%)	101 (64%)	157 (58%)	513	181(61%)	299 (58%)
2013-14	233 (45%)	77 (63%)	123 (53%)	288 (55%)	91 (65%)	139 (48%)	521	168 (64%)	262 (50%)
2012-13	159 (46%)	47 (62%)	76 (48%)	189 (54%)	71 (68%)	105 (56%)	348	118 (65%)	181 (52%)

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Our percentage of female PGR students (42%) is lower than the UK (52%) and Scottish (46%) averages from 2013-14, although we are encouraged that it has increased from 35% in 2012-13 (Table 13). As table 14 shows, the total applications have fallen from 52 to 39, and the female applications have fallen from 37% to 28%. Female and male offer rates have risen, but success rates fluctuate between years (Table 15).

We will continue to monitor the population by gender as well as begin to instigate the actions described in our action plan which are designed to promote PGR degrees to our current female students as well as external applicants (**AP 3.2**).

We have already begun to take action on increasing the female PGR percentage. The department welcomes research proposals throughout the year and the SAT, in co-operation with the Head of Department, has asked academics to begin to specifically target well qualified female applicants who may be known to them from both inside and outside the department (**AP 3.2**). This action has already taken place and will continue to help us to strengthen the female PGR presence.

We will also aim to increase awareness of part-time study options available to our PGR population, ensuring applicants are fully aware of all options available

to them lest they be dissuaded from undertaking PGR study due to family or other existing commitments **(AP 3.3)**.

Table 13: Postgraduate research students (FT&PT) by programme and gender

Academic Year	Gender	PhD Architecture	MPhil Architecture	MRes Architecture
2014-15	F	14 (42%)	0 (0%)	0 (0%)
	M	19 (58%%)	0 (0%)	0 (0%)
2013-14	F	13 (45%)	0 (0%)	0 (0%)
	M	16 (55%)	1 (100%)	1 (100%)
2012-13	F	7 (35%)	0 (0%)	0 (0%)
	M	13 (65%)	1 (100%)	0 (0%)

Table 14: PGR applications, offers and acceptances

	Female Apps (% of total apps)	Female Accepts (% of F offers)	Female Offers (% of F apps)	Male Apps (% of total apps)	Male Accepts (% of M offers)	Male Offers (% of M apps)	Total Apps	Total Accepts (% of total offers)	Total Offers (% of total apps)
2014-15	11 (28%)	3 (100%)	3 (27%)	28 (72%)	10 (100%)	10 (36%)	39	13 (100%)	13 (33%)
2013-14	26 (40%)	12 (100%)	12 (46%)	39 (60%)	9 (100%)	9 (23%)	65	21 (100%)	21 (32%)
2012-13	19 (37%)	4 (100%)	4 (21%)	33 (63%)	10 (100%)	10 (30%)	52	14 (100%)	14 (27%)

Table 15: PGR degree attainment

	Gender	Exit Status	
2013/14	Female	Successfully Completed	1
	Male	Successfully Completed	2
2012/13	Female	Successfully Completed	1
	Male	Completed At Lower Course aim	1
	Male	Successfully Completed	1
2011/12	Female	Successfully Completed	3
	Male	N/A	0

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

As previously stated, our undergraduate gender balance is healthy, with a percentage of female UG students above the national average (Table 16). At PGT and PGR level, the female percentage drops by around 13 percentage points, although it has improved since 2012-13. We will specifically target existing female UG students to progress into PG studies, making them also aware of part-time opportunities (**AP 3.2., 3.3**). Additional marketing effort at national and international levels is being undertaken as part of increasing our PGR population which is regarded as a strategic priority by the University, Faculty and the Department. In this effort, balancing the female/male student populations is a priority for the Department (**AP 3.2**).

Table 16: Progression pipeline between UG, PGT, PGR students

Academic Year	Gender	UG	%	PGT	%	PGR	%
2014-15	F	184	54%	51	41%	14	42%
	M	156	46%	73	59%	19	58%
2013-14	F	174	52%	40	42%	13	42%
	M	160	48%	56	58%	18	58%
2012-13	F	153	50.3%	28	37%	7	33%
	M	151	49.7%	48	63%	14	67%

4.2. Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

The combined percentage of academic, research and teaching female staff in the department (29%), is above the Scottish average of 26% but below the UK average of 32%. Of the current female academic professional staff in the department, 57% are on academic (research & teaching) contracts (compared to 53% of the male staff), 14% research (compared to 12% male) and 29% teaching (compared to 35% male). The percentage of women on academic contracts is higher than both the UK and Scotland averages (54% and 56% respectively). While numbers are small, the percentage of women on academic contracts has increased from 27% to 31% since 2013 and the total female percentage of academic professional staff has increased from 24% to 29%

(Tables 17-19). While our hiring process is based on merit, the balance of male/female staff is always considered.

Table 17: Academic professional staff by contract function (academic, research/KE, teaching) and gender

Year		Academic	%	Research & KE	%	Teaching	%	Total	%
2015	F	4	31%	1	33%	2	25%	7	29%
	M	9	69%	2	67%	6	75%	17	71%
2014	F	4	31%	1	33%	2	25%	7	29%
	M	9	69%	2	67%	6	75%	17	71%
2013	F	3	27%	0	0	2	25%	5	24%
	M	8	73%	2	100%	6	75%	16	76%

Table 18: Academic staff by contract function and gender: (HESA 2013-14 data - Cost Centre: Architecture, built environment and planning)

	Female #	Female (% of F population)	Male #	Male (% of M population)	TOTAL
Research UK	185	15%	280	11%	465
Research Scotland	30	28%	40	14%	70
Research & Teaching UK	670	54%	1545	59%	2215
Research & Teaching Scotland	55	56%	210	75%	265
Teaching UK	390	31%	795	30%	1185
Teaching Scotland	15	16%	30	11%	45
	Female #	Female (% of total population)	Male #	Male(% of total population)	TOTAL
TOTAL SCOTLAND	100	26%	280	74%	380
TOTAL UK	1245	32%	2620	68%	3865

Table 19: Academic professional staff by grade and gender

Year		Grade6	%	Grade7	%	Grade8	%	Grade9	%	Grade 10	%	Prof.	%
2015	F	1	33%	1	50%	3	43%	1	13%	0	0	1	25%
	M	2	67%	1	50%	4	57%	7	87%	0	0	3	75%
2014	F	1	33%	1	100%	3	43%	1	13%	0	0	1	25%
	M	2	67%	0	0%	4	57%	7	87%	0	0	3	75%
2013	F	2	67%	1	100%	3	43%	1	13%	0	0	0	0
	M	1	33%	0	0%	4	57%	7	87%	0	0	2	100%

While numbers are relatively small, the percentage of female staff at the most senior levels of Grade 9 (Senior Lecturer equivalent) and Professor are significantly lower than the male percentage, at 13% and 25% respectively. We have no staff at Grade 10 (Reader equivalent).

Increased recruitment of women at all grades (and particularly into more senior grades where the female percentage is low) would boost our overall percentage of female academic professional staff, which although above the Scottish average, is still below the UK average. Recruitment of females into the lower grades would also boost our pipeline of female staff. Our highest concentration of staff is at Grade 9, which is also where we have the lowest female percentage.

Our actions around recruitment of women and progression and promotion of our female academic professional staff are a two pronged approach to addressing the gender imbalance in the academic professional population overall, improving the gender balance at higher grades and boosting the female academic professional pipeline (**AP 4.1, 4.2, 5.1**). We will also seek to support female PGR students and PDRAs in their future research careers (**AP 5.2**).

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Academic staff are generally appointed on open-ended contracts (subject to completion of probation if applicable). The Department currently has 3 fixed-term academic professional staff (Research staff, 1 female and 2 male) (Table 20). If a person on fixed-term is continuously employed by the University for more than four years, the contract is normally changed to an open-ended contract, in line with UK fixed-term Employees Regulations. All teaching staff members currently

on open-ended contracts (2 female and 6 male) have been continuously employed for more than four years, most for a significantly longer period.

The HoD or relevant line manager meets with any staff on fixed term contracts who are approaching the end of the contract, to find out whether another post has already been obtained and, if not, discuss any prospect of a renewal or extension of the contract. The HoD/manager will enquire with the staff member concerned as to whether they think their skills are transferable, either within or outwith the department, and advise them of the lines of enquiry they can pursue if they think this to be the case, such as Redeployment within the University. This includes, if requested, making arrangements with the member of staff for reasonable time off to pursue alternative employment. The meeting is also an opportunity to discuss any other issues of concern raised by the member of staff regarding the expiry of the contract.

Table 20: Academic professional staff by grade on fixed-term, open-ended/permanent contracts by gender

Year	Gender	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Professor		Total		
		FT	OE	FT	OE	FT	OE	FT	OE	FT	OE	FT	OE	FT	OE	
2015	F	1	0	0	1	0	3	0	1	0	0	0	1	1	6	(14%) (86%)
	M	2	0	1	0	0	4	0	6	0	0	0	3	3	14	(18%) (82%)
2014	F	1	0	0	1	0	3	0	1	0	0	0	1	1	6	(14%) (86%)
	M	2	0	0	0	0	4	0	6	0	0	0	3	2	14	(13%) (87%)
2013	F	2	0	0	1	0	3	0	1	0	0	0	0	2	5	(29%) (71%)
	M	1	0	0	0	0	4	0	6	0	0	0	2	1	13	(7%) (93%)

Over the past five years (from 2011/2012 up to 2014/2015) we have sustained the contributions of between 25-27 experienced professional architects involved in our design studio teaching as tutors. This year however this number has increased to 32, reflecting our continuous commitment to addressing the practical realities of architecture with support from practitioners. There have been very few female tutors over the past few years involved in this part time tutoring. It should be noted in this context that the tutors are already employed by professional architecture firms or have their own firms. Their involvement in teaching is valued by the Department for the expertise they bring to the learning

process. The department plans to address the low number of female tutors (**AP 8.2**).

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

During the three year period, a total of 10 staff members have left of which 80% were planned departures of staff who had come to the end of a fixed term contract (all Grade 6, 50% female, 50% male). Only two members of staff have left who were not on fixed term contracts, one male in 2014-15 and one female in 2013-14 (Table 21).

We will continue to monitor turnover as part of our action plan and seek to encourage staff to complete the Human Resources exit survey if they choose to leave the University (**AP 2.3**).

Table 21: Academic professional leavers by grade and gender

	2014-15			2013-14			2012-13			GRAND TOTAL
	F	M	Total	F	M	Total	F	M	Total	
Planned										
Grade 6	0	1	1	1	0	1	3	3	6	8
Unplanned										
Professor	0	1	1	1	0	1	0	0	0	2
Grand Total	0	2	2	2	0	2	3	3	6	10

(1970 words)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The majority of applications to posts over the past three years were within the Research category at Grade 6, in the year 2012-13 (Table 22). 44% of these were from females. In 2013-14, there were nine applications for Professor, of which only one (11%) was from a female and she was recruited (Table 23).

We have been unable to report on short-listed candidates and offer rates in this submission, as this data was not previously reportable under the University's central HR recruitment system. We will be able to monitor and report on this missing data from 2016/17 academic year (AP 5.1).

Table 22: Academic professional job applications by gender and grade

	2014-15					2013-14					2012-13				
	F	%	M	%	Total	F	%	M	%	Total	F	%	M	%	Total
Grade 6	0	0	0	0	0	0	0	0	0	0	11	44%	14	56%	25
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	1	11%	8	89%	9	0	0	0	0	0
TOTAL	0	0	0	0	0	1	11%	8	89%	9	11	44%	14	56%	25

Table 23: Academic professional job appointments by gender and grade

	2014-15					2013-14					2012-13				
	F	%	M	%	Total	F	%	M	%	Total	F	%	M	%	Total
Grade 6	0	0	1	100%	1	2	67%	1	33%	3	4	67%	2	33%	6
Grade 7	0	0	1	100%	1	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	1	50%	1	50%	2
Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	1	100%	1
Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	1	33%	2	67%	3	0	0	1	100%	1
TOTAL	0	0	2	100%	2	3	50%	3	50%	6	5	50%	5	50%	10

Over the three year period, women have represented 35% of applications, but 44% of appointments. The highest numbers of appointments have been at Grade 6 and were fixed term research contracts. There have been 10 of these appointments over the three years, 60% of which were female appointees (compared to a 44% female application rate for this grade). Within the other

grades over the three year period, there was one Grade 7 appointment (male), two Grade 8 appointments (one male, one female), one Grade 9 (male) and four Professorial appointments (one female, three male). Excepting the Grade 6 appointments therefore, women have made up 25% of the appointees for the remaining posts (Table 23).

Departmental recruitment panel Chairs are currently required to complete the University training module on Diversity in the Workplace. All staff also take this as part of their induction and we are planning refresher training for staff. HR manages the staff recruitment process and ensures equal opportunity at all stages of the process. Short-listing and selection is done on a merit basis according to pre-established essential and desirable criteria. All written documentation, including the individual feedback and comments of panel members and reasons for unsuccessful applications, is cross-checked and recorded by HR. We strive to make panels gender-balanced and as part of our action plan, we will ensure that female representation on the interview panel is always assured by requesting, if necessary, the presence of external female staff members **(AP 5.3)**.

All advertisements for staff positions clearly state the University's equal employment opportunity policy and show the Athena SWAN logo. As per the HR Good Practice in Recruitment guide, adverts are drafted so as to avoid any language which may be considered discriminatory and panel members are instructed on how to avoid inadvertent bias in interview process and questioning (including with regard to gender and pregnancy/maternity).

While the number of staff appointed overall has decreased significantly over the three year period, the overall positive success rate of women applying for posts does not suggest a bias against female candidates. As such, we have mainly targeted our actions in this area around initiatives to attract more women to apply to the department during any future recruitment campaigns and in particular to the 'academic' category (i.e. not research only) posts. However, we have also committed to ensuring that our recruitment panel chairs undertake the University's existing training on Unconscious Bias **(AP 5.3)**. In 2016/17, the University will also introduce a policy requiring all members of recruitment and promotion panels to undertake new online Unconscious Bias training.

We will also conduct a comprehensive review of our departmental webpages to ensure visibility of female students, alumni and staff and highlight their achievements, as well as reflecting our supportive and family-friendly policies as we are aware that potential applicants will refer to our departmental site when researching the department **(AP 5.1)**. We also plan more targeted advertising in future recruitment campaigns to highlight our vacancies to female candidates, such as via the WISE (Women into Science & Engineering) vacancy web portal. To aid the increased recruitment and progression of women, the department will also create a list of University and external prizes and fellowship opportunities specifically aimed towards women and publicise these on our website **(AP 5.1)**. We will also ensure that any of our staff applying for these have access to advice

and support in their applications from more senior members of the department and their peers **(AP 5.2)**.

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

The University holds an induction seminar and fair for all new staff, introducing policies, procedures (including flexible working and parental leave), career development and support services. Each new staff member also has an induction action checklist that they must complete within the first eight weeks of their appointment (including the University training module for Equality and Diversity). Within the department, staff are formally introduced to their colleagues by their line manager or mentor and are provided with a staff handbook. Our staff survey indicated that 60% of women and only 25% of men actively agreed that their induction into the department met their needs already.

While we did not separate the responses of staff that were new to the department from those who had experienced induction a long time ago, we plan significant revamp of our induction practices. This will include the reinforcement of a complete and consistent induction policy and process within the department, including new additions to written guidelines on induction processes for line managers **(AP 6.1)**.

All probationary academic staff within the Department are assigned a Mentor, and this is formally registered with HR. The Mentor is responsible for providing advice and guidance throughout the probationary period. Mentoring formally continues beyond probation if those individuals wish. Staff can request a change in Mentor.

New probationary staff are required to obtain 30 credits within the SPARK programme, run by OSDU. Classes within this programme are designed to support development of key skills required in a first academic post. All new staff members are encouraged both at the University induction and as part of their departmental induction to take advantage of the range of training, development and coaching schemes available at the University, including those organised for female staff by WISE@Strath. Our action plan reinforces the need to maintain and promote these programs **(AP 4.2, 5.2)**.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Only one promotion to Senior Lecturer (male) was made in the three year period (2013). Candidates for promotion are identified by staff or their line managers approaching the HoD to make the case for promotion, as well as through the Accountability and Development Review (ADR) process. In the case of academic staff, the HoD will be line manager and will approach, or can be approached by,

academic staff to suggest applying for promotion. Discussions also take place on promotion with individual members of staff within the ADR process, during which staff can express aspirations and support for promotion within the coming year can be planned.

If a staff member and the HoD do not reach a consensus on the staff member's readiness to apply for promotion, the staff member may still submit the case individually without departmental support.

Submitted promotion cases are first considered by a Faculty Panel and, if successful, subsequently by a University Panel. University panels meet in March and November to decide promotion cases submitted by departments/Faculties and individuals.

To be considered for promotion, candidates must normally show activity in all four areas described in the criteria for promotion for senior academic professional staff (Research, Teaching, Knowledge Exchange and Citizenship). Individuals are not required to meet each individual indicator in all 4 areas listed. However, staff are expected to demonstrate excellence by clearly matching the indicators in at least two of the four areas, one of these being research.

We are taking action to support staff both to become ready for promotion and to prepare their applications. We will encourage in particular female staff at Grades 8 and 9 to apply for Senior Lecturer and Reader (**AP 4.1**). We will also ensure that all female staff are aware of development opportunities available and engage with these as tools for career progression (**AP 4.2**).

The University has recently decided that specific circumstances (e.g. career breaks) should be better incorporated into promotions policy and considered by panels so that women in particular are not disadvantaged as a result of maternity leave(s), using a process similar to that employed in consideration of individual circumstances for REF. The revised procedures will be in place in time for the Spring promotions round of the next academic year.

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

There has been a significant shift in the gender balance with the Department since 2008. Of those submitted for the Research Assessment Exercise RAE2008, the ratio of male to female was 10.3:1 FTE. In the Research Excellence Framework REF2014 the male to female ratio is 8.5: 3FTE (Table 24). Further improvements in the gender balance are expected in the Department in the period following REF2014, as detailed in our Action Plan (**AP 4.1, 5.1**).

Table 24: Submissions to RAE2008 and REF2014

	Total Number of Eligible Staff	Total Number of Eligible Female Staff	Total Number of Eligible Male Staff	Total Eligible Female Staff Submitted	Total Eligible Male Staff Submitted	Total Number of Eligible Female and Male Staff Submitted
Research Excellence Framework 2013 Exercise	10.5	3	7.5	3	5.5	8.5
Research Assessment Exercise 2008	12.3	2	10.3	1	10.3	11.3

5.2. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

A wide range of training is available to staff at all levels and within all staff categories in the department. Most of this is conducted by the University's Organisational and Staff Development Unit (OSDU) and ranges from general skills & personal development courses to tailored courses and mid to longer term development programmes for specific staff roles. Feedback is requested from all course attendees and used by OSDU to review their course offerings. The Department continuously encourages staff to attend these development provisions both by circulating emails through the Department administrator and addressing the value of and benefit of these programmes in departmental meetings.

In the staff survey, 60% of women and 42% of men agreed that they are aware of opportunities for professional development. Our action plan includes enhanced promotion of professional development opportunities within the department and a review of mentorship practices **(AP 6.1)**.

The Strathclyde Programme in Research and Leadership (SPIRAL) offers a wide range of training, professional development, networking opportunities and coaching services, including 'Masterclass' sessions targeted at academic leaders to ensure best-practice dissemination. The SPARK programme is designed to provide staff from each of the University's job families with flexible, individualised, and progressive routes for personal and professional development, leading to postgraduate certificate, diploma, and masters level awards. The Strathclyde Teaching Excellence Programme (STEP) programme is designed to promote and encourage innovation and excellence in teaching and

to act as a catalyst to grow networks and collaborative working across the institution. The department also promotes engagement with the Leadership Foundation for Higher Education's women's leadership programme, Aurora. The University is increasing central funding for attendees on this programme and we will continue to encourage our female staff to engage. **(AP 4.2)**.

All staff take the University's Diversity in the Workplace online training when they join the department. We plan to provide refresher training for any staff who have not completed the course within the last 18 months **(AP 1.7)**.

The Head of Department took part in a pilot of the University's Unconscious Bias training in 2015. The University has reviewed and is increasing its provision of Equality related courses (during 2016 and into 2017) and the department will be fully engaging with these. This will include:

- Online Unconscious Bias training programme for all staff
- 'Face to face' Unconscious Bias training mandatory for staff at Head of Department level and above
- Specific gender equality training mandatory for Heads of Departments and Schools
- An Equality & Diversity online training module for all students

Staff also have the opportunity to become external assessors and examiners to other Architecture schools through various European and international programmes. They are also encouraged to become visiting academics to international schools through the Erasmus-TM Teaching Mobility Programme. The Department maintains an annual budget for specific development opportunities underlying three main activities: teaching, research, and knowledge exchange. We will monitor applications and acceptances to the fund by gender **(AP 5.4)**.

(ii) *Appraisal/development review*

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

The University's Accountability and Development Review (ADR) process is a comprehensive personal career development process. In consultation with an appointed reviewer, staff members set their objectives for the coming year. These are reviewed and appraised at the following year's ADR meeting. Reviewers are rotated as management roles change; however, Department policy is to seek consistency across appraisals to ensure a detailed understanding of individual circumstances. The ADR encourages and enables staff to identify areas for development, assisting them in furthering their careers. Probationary staff conduct an additional annual review with their Mentors and HoD to demonstrate satisfactory progress and plan for achievement of

probationary requirements. Both processes are compulsory. OSDU provides training on both conducting and participating in the ADR.

New researchers are assigned to experienced mentors. Although postdoctoral researchers are not included in the ADR process, there are continuous meetings with their mentors on developmental aspects.

The probation period for new academic staff is three years, during which the probationer is expected to make satisfactory progress in research, teaching, knowledge exchange and citizenship activities (including outreach). Mentoring support and workload management are overseen by the HoD to ensure this process is staged progressively over the three-year period and to avoid excessive demands on new staff members. Teaching and administration duties are increased incrementally, to enable new staff to establish their research activity during the critical post-arrival period. Regular Mentor meetings support this process, and collegiality is encouraged to involve probationary staff in Departmental decision-making.

The staff survey indicated that, while 70 % of women (7 out of 10; 2 skipped the question) and 96% of men (8 out of 12; 2 skipped the question) felt their recruitment had been fair and 75 % of women and 62 % of men believed they had been treated fairly in their ADR process, only 30 % of women and 1.8 % of men believed that the ADR process was useful to their career development. We will ensure ADR reviewers are more proactive in encouraging staff to develop timelines for promotion and to assist them in identifying and addressing current strengths and weaknesses in order to prepare a strong future case **(AP 4.1)**.

The University will be introducing Faculty promotion workshops in 2016/17, which will also have a focus on addressing representation of women in areas where they are under represented. We will strongly encourage staff to engage with these **(AP 4.1)**.

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Mentoring @ Strathclyde is the University's mentoring programme to support staff with their career development. The scheme is promoted to staff in the department via email during the mentee recruitment phase at the start of each academic year. As part of our action plan, we will also highlight the scheme in departmental meetings **(AP4.2)**. Female staff are able to request a female mentor. The SAT convener is a member of the Faculty Committee, WISE@Strath which aims to support career development for women within engineering at Strathclyde, organising events and promoting staff and student networks. Past initiatives have included the facilitation of cross departmental collaboration between women and joint research and funding applications. We plan to encourage as many women as possible to participate in these activities by undertaking enhanced promotion of WISE@Strath to women in our department **(AP 4.2)**.

While a formal departmental mentoring scheme exists for new probationary staff, no formal departmental scheme currently exists for non-probationary staff. The Department is committed to improving mentoring and career development coaching, and will seek to learn and implement best practice from other departments within the Faculty, and provide support for mentoring at all levels of academic development to ensure all staff have access to the information they need to succeed.

Women in our department represent 33% of staff at Grade 6, 50% at Grade 7 and 43% at Grade 8, dropping to 13% at Grade 9 (Senior Lecturer level). There are no women or men at Reader level and 25% of Professors are female (one). It is clear that the department needs to work in three key areas to build the pipeline of academic professional women:

- (a) recruit more women to the department at Grade 6 **(AP 5.1)**
- (b) ensure that women at Grades 7 and 8 are retained and developed within the department **(AP 5.1)**
- (c) ensure that we develop women at Grades 8 and 9 by assessing and developing their potential for promotion into Senior Lecturer, Reader and Professor grades **(AP 4.1)**.

The staff survey indicated that only 50% of women and 41 % of men agreed that they were satisfied with their career progression, and 10 % of women were undecided compared to 17% of men. While we actively encourage all staff to undertake a range of training, development and coaching schemes as discussed above, we plan to review our promotion of these opportunities to ensure that all staff are regularly reminded to participate, regardless of their length of service within the department **(AP 4.2)**.

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

The Department participates in the University's Personal Development Advisor (PDA) scheme, whereby all students are assigned an academic staff member as their PDA. This is in addition to their Year Advisor, who also provides a point of support on issues ranging from personal issues, through to academic and professional matters. The PDA scheme assists students in reflecting upon their performance and achievement, and planning their educational and career development, whilst offering them the opportunity to take ownership of their own development. PDAs are supported by a team drawn from the Careers Service, Centre for Academic Practice and Learning Enhancement, and Learning Technology Enhancement. The Department also encourages networking amongst students through the PDA scheme to provide peer support.

We will review our departmental website to ensure that our student section fully highlights the support services available to students, including pastoral support and maternity guidance **(AP 1.4)**.

In the UG student survey only 49% of women, in comparison with 57 % of men agreed that they were aware of opportunities for personal development. We plan better promotion of University and external personal development opportunities for students, including enhanced promotion of these on our website and directing students to explore these. **(AP 8.1)**.

All new PGR students complete a 60-credit Postgraduate Certificate in Researcher Professional Development (PGCertRPD). It enhances the doctoral student's career prospects, ensures consistency of researcher training and provides quality assurance and rigour through consistent record-keeping and progress monitoring.

When asked whether they had the opportunity to learn new skills and attend training, 80% of female PG students and 83% of male PG students agreed. 70% of female students and 67% of male students stated that they were interested in further study, while 60% of female students and 67% of male students were interested in a career in industry. 100% of female PG respondents were interested in an academic or research career, compared to only 67% of male PG respondents, with the remaining 33% stating they were actively disinterested in an academic career.

We also asked PG students if they felt there were suitable opportunities in their preferred career path, and if there was suitable departmental guidance in their preferred career path. Only 33% of male PG students and 20% of female PG students agreed with there being suitable opportunities, and 33% and 10% of male and female students respectively agreed that the department offered suitable guidance for their career path. With regards to departmental guidance, 33% of male and 20% of female PG students disagreed, highlighting a significant area of improvement for the department to consider. Given the high rates of responses for "neither agree nor disagree" when asked if there were suitable opportunities in their preferred career path – 50% of male and 70% of female students – the results suggest a lack of knowledge and information amongst PG students when it comes to future career options. Another explanation offered for the high percentage of middling responses is a significant amount of students have not yet considered the next step.

While a career in industry is attractive to our students, we plan to enhance promotion of further study and academic careers by promoting these to students at key points in their studies via information sessions, targeted communications, seminars and networking opportunities **(AP 3.2-3.4)**.

In the UG student survey, 70% of female UG students agreed that engagement with academic staff is encouraged in the department, compared to 63% of males. The overall positive response by PG students of both genders concerning engagement with senior role models was moderate, with 50% of male PG

students and only 40% of female PG students responding positively. Negative responses for male and female PG students were 17% and 10% respectively, with the remainder responding neither positively nor negatively. The department should attempt to understand why a significant percentage of both genders feel discouraged from engaging with senior role models, both male and female, in the department. Some UG students have observed a lack of female representation and call for more female design tutors, which is one of our priority actions **(AP 8.2)**.

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The Director of Research with the Support of the Head of Department offers continuous support to individual members of staff in a mentorship capacity. In addition to the budget maintained for development opportunities, staff may apply to the Senior Management Team for temporary support during the time of preparing grant or bid proposals. Support ranges from reducing load in other areas of contribution during the bid proposal writing process to appointing a temporary part time support researcher to aid in the process. We will monitor the support given by gender **(AP 5.4)**.

The University's Researcher Enhancement Service (RES) brings together the teams working in Researcher Development, Research Policy (including the Research Excellence Framework and the Research Audit teams) and PGR Funding. RES provides support to the University's research community to ensure access to all of the necessary resources in order to contribute positively to Strathclyde's research performance.

The HoD and the department's senior management strongly encourage researchers at all levels to engage with the University's extensive Researcher Development Programme (RDP). This has at its core the "My CPD" online tool which helps researchers to identify, plan and record their CPD and identify their development needs and includes a mentoring scheme, which supports researcher career development.

SPIRAL is designed to support staff at various career stages to develop and strengthen leadership skills across research and knowledge exchange. The RDP & SPIRAL programmes provide constructive feedback for all staff on outputs from research (particularly in relation to journal writing), and on grant applications.

New researchers also attend a two-day Faculty-based training event on research proposal writing.

5.3. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

The University Maternity Leave and Pay policy (published on the HR website) incorporates all relevant legislation and entitlements with regard to maternity leave and pay. HR provides the consultation and support required for maternity leave requests and HR Advisors assist in explaining relevant policies to pregnant staff. Line managers have responsibility for ensuring staff have understood all relevant arrangements and for implementing the support required at departmental level.

A discussion is undertaken with the Head of Department on any support or communication which will be appropriate during leave and on return to work. Staff are supported by additional relief from duties as required. Coverage of duties during leave is agreed in advance between the staff member, the line manager and HoD, including the recruitment of additional staff to cover teaching duties where required and to avoid overloading existing staff. The Department ensures that succession plans are in place to cover teaching and research activities and PGT/PGR student supervision as needed.

Staff were asked in the staff survey whether they were aware of the maternity leave policies; 80 % of women and 41 % of men responded “yes”. Only 59% of men and 40% of women were aware of the paternity policies. Our action plan ensures that during induction and at appropriate intervals afterwards, all staff members are informed and reminded of their options for leave arrangements **(AP 7.1)**.

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

Explain what support the department offers to staff during maternity and adoption leave.

The department makes reasonable contact (as agreed before the start of leave) with the member of staff during the period of leave to keep them up to date with developments at work and discuss any arrangements for a return to work.

The employee may also work up to 10 days (Keeping in Touch days) during her maternity leave as long as she and her line manager have agreed to this and to what work will be undertaken. As per our action plan, going forward it will be possible to use KIT days for training and conference attendance to promote women’s development, particularly during periods of extended leave **(AP 7.2)**.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Prior to returning to work, the staff member meets with the HoD and a return plan is established to ensure a smooth transition in terms of teaching, research and other activities. On return to work, staff can also request flexible working

options (these are signposted to staff in discussions before they go on leave and prior to return).

As of the start of 2016/17 academic year, academic staff returning from enhanced maternity leave will be automatically entitled to appropriately resourced research sabbatical leave in order to re-engage with research, as part of a new University wide policy **(AP 7.2)**.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department.

Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Maternity leave was taken by one staff member in 2011/12 and one in 2014/15 and both returned to work.

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

There has been no paternity or other type of parental leave taken in the three year period analysed. As part of our action plan, we will include shared parental leave in our improved promotion of family friendly policies to new and existing staff across the department **(AP 7.1)**.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Employees can request flexible working after being employed for more than 26 weeks. Information on the flexible working policy is currently provided at the University inductions for new staff and communicated within the department directly to staff by their line managers.

There have been no requests for contractual changes to working practices from staff in the department in the last three years. The department supports informal flexible working requests as far as possible, to allow staff to make temporary or varying changes to working patterns without the need for a change of contract. A number of these arrangements are in place, agreed between staff and their line managers. Staff were asked in the staff survey whether they had made use of flexible working. 60 % of women and 25 % of men responded "yes". Within these, 40% of women and 41% of men identified those as informal arrangements and 30% of women and 41% of men identified those as formal arrangements, with the rest not specified.

This underlines a basic trend that is anecdotally recognized due to some job families not having specific working hours: most academic and some non-academic staff members make use of flexible working arrangements simply by informal agreement with their line manager. Some comments in our staff survey, however, suggested that the transparency of these arrangements could be

improved. As such, we have committed in our action plan to adding guidance in our staff handbook on requesting 'informal' or temporary flexible working arrangements with line managers (**AP 7.1**).

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Where a part-time colleague wished to return to full-time work, each case would be considered individually by the Department and Faculty and as with all increases in departmental staffing profiles, a case for transition to full-time work would be made to the University management. This would be accompanied by a business case describing the departmental need to create new duties.

The exception to this is where someone has requested to work part-time for a short defined period with the expectation of reverting to full-time in the same contractual change letter.

5.4. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

In the UG student survey 86% of women and 82% of men agreed that the atmosphere in all learning environments was inclusive for women and men and 78% of the entire group (male and female combined) agreed that the overall atmosphere in the department is inclusive to men and women.

In the PG student survey, 100% of PG students who responded mostly or definitely agreed that the atmosphere in learning environments is inclusive for men and women, with no significant difference in female and male responses.

However, with regard to mentoring of other students, only 67% of male and 40% of female PG respondents mostly or definitely agreed that this was encouraged.

Female PG students were slightly less likely than males to be positive in the survey concerning opportunities for social contact with other research students; 67% of male and 60% of female PG students either mostly or definitely agreed that there were enough opportunities. When asked if networking was encouraged within the department, both genders provided a mixed response; only 50% of male PG students and 33% of female PG students responded positively, with 33% of male respondents and 30% of female students responding negatively. We have responded to these results by including improvement of networking opportunities in our action plan (**AP 3.4**).

With regards to the question about social spaces which meet the students' needs, only 30% of female PG students responded positively, 10% responded negatively, and the remaining 60% responded neither positively nor negatively.

These figures were significantly different for male PG students, with 67% responding positively. No comments were gathered which offered insight into the low positive response rate among females.

We plan further qualitative research with our female students as to their participation in mentoring, networking and personal development and increased promotion of these activities **(AP 3.4)**.

In the staff survey, 40% of women and 50% of men neither agree or disagree that the atmosphere in the department was inclusive and 30 % of women and 33% of men definitely agreed, which is a low agreement and we plan to further investigate it through staff surveys **(AP 1.3)**.

The process of preparing this application and action plan, including developing reporting lines from the SAT to SMT and departmental meetings, has been an important step in embedding Athena SWAN principles and activities within the culture and everyday workings of the department and encouraging engagement from all staff.

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

All members of recruitment panels are required by HR to take online Recruitment and Selection training, which includes instruction on the legal context in relation to equality and diversity in recruitment. They are also strongly encouraged by HR to undertake the University's online Diversity in the Workplace module. While plans are in place at University level on making recent completion of this module compulsory for all members of recruitment and promotion panels, we have included an action in our action plan to implement this at departmental level in the meantime. We have also committed to the University-wide training program on unconscious bias **(AP 5.3)**.

The HoD has responsibility for ensuring that all cases which are raised under the University's dignity at work, bullying, harassment, grievance and disciplinary processes have been conducted according to HR policy.

The University's Dignity & Respect policy covers the mechanisms and support which are available to staff and students if they perceive that they have been harassed, bullied or victimised. All staff have access to this policy via the HR website and can refer to it for details of the steps they can take. Line managers within the Department must also refer to the policy in the first instance if a staff member seeks advice or support from them on a matter of dignity at work, bullying or harassment and follow the steps outlined.

Line managers within the Department must also refer to and follow the University's Disciplinary policy and procedure before taking and during disciplinary action and all staff must refer to and follow the University's Grievance procedure in order to raise either informal or formal grievances.

Any updates or changes to policy are communicated to heads of department as a matter of course by the HR Director and the HoD disseminates as to line managers and staff by email and at departmental meetings.

All new staff are instructed on the University's Equal Opportunities, Discipline and Grievance procedures as part of their induction checklist when they join the University and can refer to these policies at any time as required. In order to further enhance familiarity with the appropriate procedures we will ensure that these policies are also communicated through the departmental induction process and are highlighted in our staff handbook **(AP 6.1)**.

As part of our action plan, we have also made Equality & Diversity a standing item at our regular all staff departmental meetings which will include regularly reminding staff of the availability of policies, procedures and guidance relating to Equality & Diversity, dignity at work, bullying, harassment, grievance and disciplinary processes **(AP 1.7)**.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Departmental committee members (academic, administrative, and technical staff) are selected by the HoD based on their citizenship roles, which are determined by the SMT in consultation with the individual staff members and HoD. Committee membership is reviewed regularly to ensure that all roles are fulfilled by appropriate staff, regardless of gender background. Citizenship roles are based on interests as well as other current engagements. The current breakdown by gender of staff on committees is as follows:

- Senior Management Team: 4 male and 1 female member
- Financial Management Team: 2 male and 2 female members
- Course Management Group: 9 male and 4 female members
- Area Safety Committee: 2 male and 3 female member
- Athena Swan/Equality & Diversity: 1 female convenor and 2 male and 2 female staff members.

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Academic members of staff are chosen to sit on Faculty committees in accordance with their role at the department and skills. Six department members who currently sit on Faculty-level committees are male and five are female. To ensure that women continue to be appropriately represented, we detail in our action plan that the composition of committees be monitored to help promote a representative male/female balance **(AP 1.5)**.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The Department follows the Work Activity Model (provided by HR), with distribution of activities and level of effort across various roles (teaching research, knowledge exchange and citizenship) within the Department. Citizenship roles are proposed by the HoD and cover relationships with all internal and external stakeholders. These are discussed with staff members during individual meetings with the HoD, and are then reviewed by the SMT.

Research and Knowledge Exchange activities are encouraged and coordinated by the Research and Knowledge Exchange Directors. The choice of workload in this area is left to individual staff members who can exercise their academic freedom in terms of preferred research field and their career vision.

The Director of Teaching and Learning allocates approximately the same number of contact teaching hours to all academic staff members irrespective of their position (appropriate to their FTE). Teaching staff are naturally given a higher teaching workload but again it is almost the same for everyone in this group, regardless of position or grade. PGR supervision is also balanced across all academic staff.

If possible, UG and PG projects are allocated to academic and teaching staff based on their expertise but the number of students supervised, and maintaining balance with regard to this, is the main criterion. As described above, the allocation of workload for academic and teaching staff is to some extent voluntary (Research, Knowledge Exchange and Citizenship) and very democratic regarding Teaching. There are no gender related differences in the allocation of workload, which is a distinct benefit of our policy of equally sharing teaching and PGR supervision.

The department is currently in the process of reviewing workload allocation processes and will consider steps to make Citizenship activities more transparent and accountable. ADR reviewers will also encourage reviewees to discuss their workloads and follow up on any imbalances with the appropriate Director or with the Head of Department **(AP 1.6)**. The staff survey asked respondents to agree or disagree with a series of questions regarding workload. 60 % of women agreed that their workloads were fair, compared to 50 % of men.

In addition to our future workload actions we will also engage with staff in the department to monitor workload and non-teaching allocations.

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

All Departmental management meetings are scheduled to start during Departmental core hours (10am-4pm). Social gatherings are generally held within the normal working day and in most cases, staff members are welcome to bring family.

Respondents to the staff survey were asked a series of questions regarding meetings and social gatherings. 30 % of women and 25 % of men agreed that there were sufficient opportunities to socialise with colleagues, and 80 % of women and 50 % of men agreed that meetings were held within core working hours. We will create more opportunities to socialise between staff by creating suitable spaces and activities (including away days) **(AP 3.4)**.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

While we have not previously kept records of our seminar speakers and workshop leaders by gender, we have included this as an action in our 2016-20 action plan **(AP 8.2)**.

The results of the surveys and further conversations with the UG representative of the SAT made evident the importance of female architects as role models for our UG students.

As department we are committed to making female architects more visible as role models, and we have started by appointing a SAT convenor who is a practising architect as well as an academic. She has also created a research group in which her two first PhD students, funded by the university, are female. We will appoint more female architects as design tutors, invite more female speakers to our events and have more female presence in our marketing material **(AP 8.2)**.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Ongoing outreach activities include involvement in the University Research Day, organising public events (lectures) and participation in commercial outreach activities. The department is also involved in University Open days, where we

strive to maintain a gender balance of participants relative to the female and male academic professional staff populations in the department.

Student participation in appropriate outreach activities (e.g. open days and applicant visit days) is encouraged and we make it a priority to maintain a gender balance in our student participants.

Outreach activities are accounted for in workload allocations under the “citizenship” category as well as in the ADR. 56 % of female staff and 33 % of male staff in the staff survey agreed that outreach activities were given consideration in their overall workload, and 11 % of women and 8 % of men disagreed, with 33 % of women and 59 % of men indifferent. Considering the indifferent percentages as those who likely do not have outreach activities, this still indicates a need for reworking of workload consideration with respect to outreach **(AP1.6)**.

(6457 words)

6. FURTHER INFORMATION

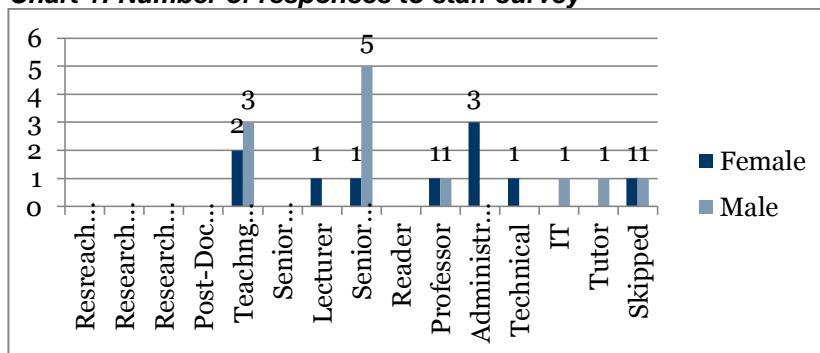
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Please comment here on any other elements that are relevant to the application.

An extensive survey programme has been carried out between December 2015 and February 2016, including staff, undergraduate and postgraduate students. The key points from all the surveys have been previously discussed in the relevant sections and fuller results are summarised below.

A request was sent to 29 academic staff and support staff, with a response rate of 76%.

Chart 1: Number of responses to staff survey



A questionnaire was distributed to all undergraduate, postgraduate taught and postgraduate research students, generating an overall response rate of 46%.

Table 25: Number of responses of the UG survey

GENDER:	MALE		FEMALE		TOTAL RESPONSES	
	N	%	N	%	N	%
YEAR 1	19	33%	39	67%	58	24%
YEAR 2	30	43%	40	57%	70	28%
YEAR 3	15	38%	25	63%	40	16%
YEAR 4	22	38%	36	62%	58	24%
YEAR 5	4	44%	5	56%	9	4%
GENDER TOTALS	90	37%	145	59%		
GENDER UNKNOWN					9	4%
YEAR UNKNOWN					2	1%
					246	100%

Table 26: Responses to the UG survey

SECTION 1	QUESTION		Definitely Disagree		Mostly Disagree		Neither		Mostly Agree		Definitely Agree		No Response (OVERALL)	
			N	%	N	%	N	%	N	%	N	%	N	%
Q1	I am aware of opportunities for personal development	male	3	3%	12	12%	27	27%	45	45%	12	12%	3	1%
		female	5	3%	26	17%	45	29%	60	39%	16	10%		
		overall	8	3%	37	15%	72	29%	101	41%	25	10%		
Q2	Mentoring of students by other students is encouraged	male	4	4%	12	12%	27	27%	39	39%	18	18%	1	0%
		female	7	5%	12	8%	53	34%	58	37%	24	15%		
		overall	10	4%	24	10%	78	32%	93	38%	40	16%		
Q3	I have participated in internally organised events (such as induction activity, field trips etc)	male	3	3%	9	9%	13	13%	39	39%	36	36%	3	1%
		female	8	5%	16	10%	19	12%	49	32%	60	39%		
		overall	10	4%	25	10%	31	13%	84	34%	93	38%		
Q4	I am integrated into the department's undergraduate community	male	3	3%	14	14%	30	30%	39	39%	11	11%	5	2%
		female	10	6%	27	17%	37	24%	55	35%	23	15%		
		overall	13	5%	40	16%	62	25%	92	37%	34	14%		
Q5	The atmosphere in all my learning environments (such as studio, workshop, field work) is inclusive to men and women	male	6	6%	1	1%	11	11%	30	30%	52	52%	0	0%
		female	3	2%	12	1%	17	11%	49	32%	84	54%		
		overall	8	3%	2	1%	27	11%	75	30%	134	54%		

SECTION 2	QUESTION		Definitely Disagree		Mostly Disagree		Neither		Mostly Agree		Definitely Agree		No Response (OVERALL)	
			N	%	N	%	N	%	N	%	N	%	N	%
Q6	Engagement with academic staff is encouraged	male	5	5%	12	12%	18	18%	43	43%	20	20%	4	2%
		female	10	6%	9	6%	24	15%	76	49%	32	21%		
		overall	14	6%	20	8%	41	17%	117	48%	50	20%		
Q7	There are suitable opportunities for social contact with with other undergraduate students	male	7	7%	9	9%	29	29%	32	32%	22	22%	1	0%
		female	7	5%	16	10%	42	27%	57	37%	32	21%		
		overall	13	5%	24	10%	70	28%	87	35%	51	21%		
Q8	Networking within the department is encouraged	male	5	5%	14	14%	42	42%	23	23%	15	15%	3	1%
		female	7	5%	12	8%	51	33%	62	40%	60	13%		
		overall	11	4%	26	11%	89	36%	83	34%	34	14%		
Q9	There are social spaces to suit my needs	male	18	18%	22	22%	22	22%	27	27%	10	10%	1	0%
		female	15	10%	32	21%	37	24%	53	34%	17	11%		
		overall	30	12%	53	22%	57	23%	79	32%	26	11%		
Q10	The atmosphere in the department is inclusive to men and women	male	6	6%	2	2%	13	13%	32	32%	46	46%	15	6%
		female	3	2%	4	3%	23	15%	41	26%	81	52%		
		overall	8	3%	6	2%	43	14%	83	28%	91	51%		

7. ACTION PLAN

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

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

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

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



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2016- 2020 ARCHITECTURE ATHENA SWAN ACTION PLAN

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
1	Departmental organisation and culture						
1.1	Embed role of Athena SWAN SAT in Department Management and Culture	<p>SAT formally established in mid 2015, with frequent meetings held since</p> <p>SAT formally recognised as departmental committee in October 2015</p> <p>Athena SWAN established as a standing agenda item in Senior Management Team (SMT) and Departmental staff Meetings and included in Department's annual Plan submitted to Faculty & University</p>	<p>(a) Review SAT membership, name and remit</p> <p>(b) Showcase Athena SWAN logo in website, email signatures, recruitment and promotional material</p> <p>(c) SAT will continue to meet quarterly to ensure that the action plan is progressed and to monitor outcomes</p> <p>(d) Current HoD will liaise with the next HoD before the end of his term to ensure continuity</p>	<p>(a) SAT, HoD</p> <p>(b) Dept Administrator/ Admin team</p> <p>(c) SAT, HoD</p> <p>(d) HoD</p>	<p>(a) October 2016 and annually</p> <p>(b) Awaiting award result</p> <p>(c) Quarterly meetings (from Sept 2016)</p> <p>(d) June 2017</p>	Ongoing	<p>Progress of Action Plan reported in every departmental staff meeting</p> <p>All staff aware of Athena SWAN Agenda and progress as exemplified in staff survey results</p> <p>SAT membership reviewed annually and wide range of staff given opportunity to be involved</p> <p>Athena SWAN continues to be embedded within the Department Strategic Planning</p>

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
1.2	Ensure Athena SWAN action plan remains fit for purpose and is effective	Action Plan created for Bronze submission	<p>(a)Annual action plan progress report to HoD in liaison with the Gender and Equality Officer & Equality Diversity Manager</p> <p>(b)Progress report at SMT meetings and any action plan amendments discussed</p> <p>(c)Inclusion of further actions for non-academic staff categories and the interplay of protected characteristics other than gender</p>	SAT, HoD, SMT	April 2016	<p>Ongoing</p> <p>(a)April 2017 – April 2020: annual report to HoD</p> <p>(c) October 2016: consider inclusion of further actions for non academic staff</p>	<p>HoD receives annual progress report</p> <p>Action plan updated and amended as new actions or priorities identified</p>

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
1.3	Conduct regular staff and student surveys to assess effectiveness of Athena SWAN actions implemented	Staff and students surveys carried out for Bronze submission	<p>(a) Carry out staff and student surveys annually, based on those carried out for the Athena SWAN application, to be refined in accordance with the outcomes, in particular to investigate the inclusivity issues raised by staff</p> <p>(b) Conduct consultation with potential and incoming students to determine why UG female students are attracted to our programmes</p> <p>(c) Report survey results across department and to SMT</p> <p>(d) Update action plan as appropriate to</p>	SAT	December 2015	<p>(a) December 2016-December 2020: Repeat survey annually</p> <p>(b) (c) Feb 2017-Feb 2020: report survey results annually</p> <p>(d) ongoing</p>	<p>Staff and student survey responses at 85% or above, including PGT students.</p> <p>Associated actions identified and approved by SMT.</p>

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
			address any new issues identified				
1.4	Create and maintain an Athena SWAN/Gender Equality web page within the Department web site and review dept web site to ensure visibility of female staff and students	Dept website format updated as part of University web redevelopment	(a)Create and maintain page. (b)Conduct review of our departmental webpages to ensure visibility of female students, alumni and staff, as well as reflecting our supportive and family-friendly policies, services to students (pastoral support and maternity guidance) and creating a list of prizes and fellowship opportunities specifically aimed towards women.	SAT and website coordinator	June 2016	(a)June –July 2016 (b)Sept 2016-Sept 2020 annually: review website	Gender balance in images and profiles presented on website is maintained year on year Information on family friendly policies and prizes is updated as needed and reviewed annually

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
1.5	Composition of departmental committees is monitored on formation to ensure women are adequately represented, including invitations to probationary staff.	Gender balance on committees reviewed as part of self assessment process	(a) Monitor committee formation annually and propose improvements in guidelines for selection to promote representative gender balance (a) Improve guidelines as needed based on committee formation monitoring (b) Circulate guidelines to staff responsible for committee management	a) HoD, SMT (b) Dept. Administrator	April 2016	(a) By September 2016 and annually (b) By January 2017	Female representation on committees is maintained at or above % of female academic professional staff in the department Staff surveys show high satisfaction ratings with regard to gender balance on committees
1.6	Increase staff awareness of the weighting/relative value of citizenship roles and increase staff satisfaction with workloads	N/A	(a) HoD to consider steps to make citizenship roles more transparent to dept. staff and more formally accountable in overall workload (b) ADR reviewers to discuss workloads with staff and follow up on imbalances	(a) HoD, SMT (b) Line managers/ADR reviewers	October 2016	(a) October 2016 (b) From April 2017 and annually	Staff report high satisfaction with workloads in staff surveys Citizenship roles are transparent and staff more aware of how these are weighted in overall workload (as exemplified by staff survey)

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
							results)
1.7	Achieve and maintain consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes.	Equality & Diversity established as a standing item at Departmental staff and SMT meetings	(a) Review staff handbook to ensure all relevant policies up to date and signposted (b)HoD emails staff at start of each academic year reminding them to refer to policies (c)Identify staff who have not recently completed online Equality & Diversity training and organise refresher training	(a) Dept Administrator (b)HoD (c)Dept Administrator/E&D Manager	June 2016	(a) June 2016 (b)Sept 2016-Sept 2020 annually (c)By Dec 2016 and annually	High awareness of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes, as evidenced in staff surveys All staff complete E&D training module at least every two years
2	Student and staff gender balance monitoring and reporting						
2.1	Monitor and report on UG/PGT/PGR population, intake, application/offer rate, retention and degree performance by gender to identify trends or imbalances and actions required	Data gathered and analysed for Bronze submission	(a) Continue to collate data annually and analyse in SAT meetings (b)Report data annually to HoD and SMT and agree any actions required	(a) SAT (b)SAT/HoD/SMT	October 2015	October 2016 and annually	Data is monitored and reported to HoD/SMT annually and any further actions identified

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
2.2	Conduct further analysis into the higher proportion of male than female students achieving 1 st and 2:1 degrees	Data gathered and analysed for Bronze submission	(a)Further breakdown of year on year exam and course results by gender to assess whether there is any 'drop off' point (b)HoD/Year Directors to examine data and assess any actions required	(a) SAT/HoD (b)HoD/Year Directors	October 2015	(a)Further analysis by October 2016 (b) Any actions identified by December 2016	Gender balance is achieved and maintained in degree performance by 2020
2.3	Monitor and report on staff population, recruitment (applications, offers, accepts), promotion, leavers by gender	Data gathered and analysed for Bronze submission	(a) Continue to collate data annually and analyse in SAT meetings (b)Report data annually to HoD and SMT and agree any actions required (c) Encourage staff to complete Human Resources exit survey when leaving the University	(a) SAT (b)SAT/HoD/SMT (c) HoD	October 2015	(a)(b) October 2016 and annually (c) ongoing	Data is monitored and reported to HoD/SMT annually and any further actions identified
3	Student recruitment and support						
3.1	Attract more female students to PGT courses	PGT student population analysed by gender for Bronze	(a) Hold networking lunches/sessions where UG students can discuss benefits of PG study with current	SAT/HoD	October 2016	(a)By Dec 2016 and at least 2 sessions annually to 2020 (b)October-	Any particular reasons for female applicants accepting or rejecting offers

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
		submission	students and course leaders, ensuring female role models are well represented (b) Undertake a survey of both admitted female students and those who have not accepted offers to explore reasons for accepting versus not accepting offers and whether mechanisms for encouraging more female students to accept offers need to be in place.			November 2016	are identified and actions created where necessary Female PGT student population increased to at least 45% by 2020 and maintained year on year
3.2	To better promote PGR degrees specifically to our current female students as well as external applicants and increase percentage of female PGR	Marketing effort at national and international levels is being undertaken as part of increasing our PGR population.	SAT, in co-operation with the Head of Department, to ask academics to begin to specifically target well qualified female applicants who may be known to them from both inside and outside the	SAT/HoD	June 2016	June 2016-2020 annually: SAT/HoD to remind staff of focus on increasing female PGR population (as necessary) before any PGR recruitment campaigns	Female PGR student population increased to at least 45% by 2020 and maintained year on year

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
	students		department.				
3.3	To increase awareness of part-time study options available to our PGT and PGR population.	N/A	(a)Review PGT/PGR course entries on dept website and recruitment materials to ensure part time study options clearly signposted (b)Ensure staff and students attending open days and PG recruitment events are briefed to inform students of part time opportunities	Website co-ordinator, SAT, HoD	June 2016	(a)June-July 2016 (b)2016-2020 annually, in line with recruitment cycles	Web and recruitment materials and activities clearly signpost part time study options
3.4	Increase networking and social opportunities for staff and students	Communal social space in department is open to and used by staff and students	(a)Organise more regular events with opportunity for networking, including at least two events pre academic year open to all staff and PGR students (b)Carry out further research on female students participation in mentoring (c)Make existing social spaces more	(a)Dept Admin Team in collaboration with HoD, academic staff and student reps (b)SAT, HoD (c) HoD	October 2016	(a)October 2016-October 2017: plan and run initial events October 2017: review type and frequency of events October 2017-October 2020: continue to run events (b) October 2017	Students (particularly PG) and staff report high levels of satisfaction with regard to opportunities for networking and socialising in future surveys

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
			accessible			(c) October 2018	
4.	Staff promotions						
4.1	Female staff at Grades 8 and 9 engage with promotion process, female Lecturers encouraged to apply for Senior Lecturer level and Senior Lecturers encouraged to apply for Reader level	Promotion is discussed via ADR process Guidance on promotion criteria available via HR webpage and highlighted to candidates by line managers	Clarify and disseminate criteria for staff promotion process, targeting potential female candidates and developing timelines for applications. (a) Include links to promotion criteria in staff handbook and on staff SharePoint site (b) Ensure potential candidates identified prior to ADR meetings and are encouraged to apply (c) Ensure future potential candidates given clear and specific guidance at ADR on what they would be required to do to achieve promotion in future (d) Encourage female	(a) Dept. Administrator (b) HoD, line managers (c) HoD, line managers (d) SAT and HoD	April 2016	(a) Links updated by October 2016 (b) From March 2017 and annually (c) From March 2017 and annually (d) Sept 2016 and annually: mentoring information emailed to all staff By Sept 2016: University mentoring co-ordinator to attend departmental staff meeting to present to staff	Staff report high levels of awareness of criteria for promotion in future staff surveys. Relevant female and male staff targeted for promotion and assisted with their applications. Increased percentage of women in senior positions by April 2018

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
			staff to sign up to the University's mentoring programme (via email and presentation by University mentoring co-ordinator) and Faculty promotion workshops				
4.2	Female staff are aware of career and leadership development opportunities available and engage with these as tools for career progression	<p>Opportunities regularly communicated to all staff by email, at ADR and at University induction sessions</p> <p>University offers leadership courses through SPIRAL and by offering central funding for LFHE's Aurora programme</p> <p>University Mentoring @Strathclyde WISE @Strathclyde</p>	<p>(a) Monitor participation in career development courses and workshops by gender</p> <p>(b) Scope out external leadership courses and raise awareness among female staff of leadership training options</p> <p>(c) Invite OSDU staff to present at departmental meetings on University mentoring scheme</p> <p>(d) Work with the Aurora women's leadership development</p>	<p>(a) SAT</p> <p>(b) SAT, OSDU</p> <p>(c) SAT, Dept. Administrator, OSDU</p> <p>(d) SAT, Aurora participants</p> <p>(e) Dept. Administrator/Admin team</p> <p>(f) SAT</p>	September 2016	<p>(a) Collect data in October annually, beginning in 2016</p> <p>(b) Review and advertise available courses by Jan 2017 and annually</p> <p>(c) Presentation takes place before new mentoring cycle begins in Sept 2016</p> <p>(d) Initial meeting with participant before October 2016</p> <p>(e) From summer 2016 and annually</p> <p>(f) ongoing</p>	<p>High level of awareness of career development opportunities, leadership training and mentoring among female staff reported in future staff surveys</p> <p>All staff are engaging with at least one type of career development channel each year: OSDU programmes, mentoring, Aurora or other leadership programmes</p>

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
			<p>programme participant to assess how learning from the programme might be applied more generally across the department to support women's development</p> <p>(e) Advertise future Aurora programme places to relevant female staff in the dept.</p> <p>(f) Advertise WISE @Strathclyde events</p>				
5.	Staff recruitment and career development						
5.1	Increase overall number of female applicants to academic professional posts, recruit more women at Grade 6 and retain and develop women at	<p>Equal opportunity policies and University Athena SWAN logo included in advertisements for all posts</p> <p>Posts widely advertised Internationally</p>	<p>(a) Review potential sites for targeted advertising to female applicants (e.g. WISE vacancy portal)</p> <p>(b) Create a list of prizes and fellowship opportunities specifically aimed towards women and publish on dept website</p>	<p>(a) SAT</p> <p>(b) SAT, Dept. Administrator/Admin team</p> <p>(c) SAT</p> <p>(d) HoD, senior academic staff</p>	February 2016	<p>(a) By October 2016 and annually reviewed in October</p> <p>(b) List created by Sept 2016 and reviewed and updated annually in Sept</p> <p>(c) Review and update by October</p>	<p>Posts advertised as standard on relevant sites (e.g. WISE)</p> <p>List of prizes and fellowship opportunities, specifically aimed towards women published in our web site, created and updated annually</p>

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
	Grades 7 & 8	New central HR e recruitment system in 2015/16 will allow monitoring of recruitment data currently missing from reporting (e.g. shortlisting and offer acceptances) from 2016/17 academic year	(c) Conduct a comprehensive review of departmental webpages and advertising materials to ensure representation of female staff, students, and alumni and highlight flexible working policies, staff support and training and inclusivity (d) Identify strong female candidates for new academic posts, particularly at senior level, and invite them to apply			2016 and review annually in October	Increased female percentage of applications to posts year on year from 2016-2020.
5.2	Support female PGR students and PDRAs in their future research careers	Department actively participates in Faculty and University Research Days, ensuring adequate female representation PG Cert credits awarded to PGR students who attend	Provide networking opportunities for female staff and PGR students (a) Actively promote WISE events and encourage female staff and students to participate (b) Organise annual	(a) Dept WISE representative (b) Research & Knowledge Exchange team	(a) Ongoing (b) October 2017	(a) From May 2015 and ongoing (b) October 2017 and annually	60% of female staff and PGR students participate in at least one WISE event annually Annual career advice sessions established and

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
		<p>research events and seminars</p> <p>Career advice given individually by academic supervisors</p> <p>SAT Chair is dept WISE representative and assists in promoting WISE events to students and staff</p>	<p>career advice sessions, inviting highly successful academics, ensuring a gender-balanced representation</p>				<p>well attended by females</p> <p>PGR students and PDRAs report high levels of satisfaction with networking opportunities in future surveys</p>
5.3	Ensure equality training for all staff and guard against unconscious bias	All new staff and recruitment panel chairs currently required to complete the Equality and Diversity online module	<p>(a) Direct all staff to complete Diversity in the Workplace (E&D) training, by formalising it in ADR and monitor uptake and organise refresher training for staff who have not taken the module in the last two years</p> <p>(b) Direct recruitment and promotion panel chairs to complete Unconscious Bias (UB) training and</p>	<p>(a) HoD</p> <p>(b) HoD</p> <p>(c) HoD</p>	04/2016	<p>(a) All staff to complete by April 2017 and repeat every two years</p> <p>(b) All panel chairs to have completed UB training by June 2017</p> <p>(c) Standard department practice by April 2017</p>	<p>High staff awareness of equality & diversity issues and unconscious bias, as evidenced in future staff surveys</p> <p>100% of staff complete E&D module and this is</p>

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
			<p>monitor uptake</p> <p>(c) Female representation on interview panels to be balanced by requesting, if necessary, the presence of external female staff members</p>				<p>maintained year on year</p> <p>All panel chairs complete UB training</p> <p>Panels routinely include gender balanced representation</p>
5.4	Monitor research and KE funding and research bid support applications and acceptances by gender	N/A	Collate information on applications and success rates for research funding and research bid support by gender and report annually to HoD/SMT	SAT/Dept Administrator	October 2016	October 2016 and annually	Any gender imbalance in application or success rates identified and further actions to address are implemented
6	Induction						

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
6.1	All staff are treated equally in terms of induction and settle in to the departmental environment quickly	<p>Formal staff and induction events available at University level</p> <p>Line managers introduce new staff to departmental colleagues and provide staff handbook and induction checklist</p> <p>Department is currently working to enhance the induction process</p>	<p>Work with department to improve induction process and documentation for line managers, to include but not limited to:</p> <p>(1) Introduction to a dept mentor and explanation of mentorship relationship</p> <p>(2) New, updated staff handbook introduction and availability</p> <p>(3) Clear explanation of maternity/paternity/parental leave availability and support</p> <p>(4) Clear explanation of flexible working guidelines and practices</p> <p>(5) Induction information to also be</p>	HoD, SAT	04/2016	<p>Review of current work and suggested updates complete by 12/2016</p> <p>2017 and annually: induction processes reviewed and any updates required made before start of academic year</p>	Staff report high levels of satisfaction with induction in staff surveys

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
			reinforced when transitioning from fixed to open-ended contracts				
7.	Flexibility and Managing Career Breaks						
7.1	Make working environment more family-friendly	<p>Maternity/parental support and flexible working policies in place at University level and communicated to staff by HoD via HR and at University inductions</p> <p>Individual maternity/parental leave and flexible working requirements discussed with HoD/line managers on a one-to-one basis</p>	<p>Raise awareness of University policies and departmental/ University support and monitor uptake of maternity, paternity, adoption, parental leave (including shared parental leave) and flexible working</p> <p>(a) Inform staff about appropriate policies and availability of support and flexible working options through email, induction materials and SharePoint (including 'informal' arrangements and expectations for flexible working (i.e. those not requiring a</p>	<p>(a) Dept Administrator/ Admin team</p> <p>(b) SAT, Dept. Administrator</p>	04/2016	<p>(a) Emails from October 2016 and annually, induction materials and SharePoint updated by December 2016 and reviewed annually</p> <p>(b) From October 2016 and annually</p>	<p>High awareness of relevant policies and support reported in staff surveys</p> <p>Staff parental leave uptake monitoring established as standard dept. practice</p>

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
			change of contract via HR) (b) Departmental monitoring of maternity, adoption and paternity leave, and return rates by gender.				
7.2	Increase support for staff who take maternity/parental ,adoption or paternity leave	Safety assessment mandatory for female staff during pregnancy Keeping in Touch (KIT) days for staff on maternity/adoption leave Flexible working made available to female staff member during and	(a) Scope out and raise awareness of University policies (e.g. KIT days) and mentoring for women returning from family related leave (b) implement a more formal scheme of reduced admin and teaching for academic staff on returning from prolonged periods of leave (c) Consult with all	(a) HoD, SAT, Dept Administrator (b) HoD (c) HoD, SAT (d)HoD, Dept Administrator	04/2016	(a) Scoping complete by November 2016, publicise from Jan 2017 onwards (b) Scheme scoped by December 2016 (c) Meeting held by January 2017 (d) From 2016/17 academic year and annually	All staff members taking maternity, adoption or shared/extended parental leave are aware of support available, as exemplified in staff surveys Additional support measures required identified

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
		after two pregnancies Staff returning from leave agree reduced admin and teaching loads on a case by case basis with line managers/HoD	staff to identify additional measures of support via dedicated meeting (d) Promote new University initiative to offer research sabbatical leave for staff returning from maternity/extended parental leave				
7.3	Ensure staff in department maintain a satisfactory work life balance	Informal flexible working is agreed on a case by case basis with HoD/line managers	SAT team to investigate mechanisms for contributing to good work/life balance of staff in department, and feed results back to HoD/Management Group for potential action (a) SAT team to engage with staff regarding issues and suggestions for improvement (b) SAT team member to report back on discussions with staff	(a) SAT (b) SAT (c) HoD /SMT	04/2016	(a) Engage and determine solutions by November 2017 (b) Feed back results by January 2018 (c) Establish new actions by March 2018	Specific issues with work life balance identified Actions to improve work life balance implemented Staff report high satisfaction with work life balance in staff surveys

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
			to HoD/SMT (c) Establish any actions required to improve work life balance				
8	Support given to students for academic career progression						
8.1	Make opportunities for personal development more visible to UG students	N/A	(a) Update list of development opportunities and publish on website, encourage year advisors and student committees to signpost opportunities to students regularly	SAT/HoD/Year advisors	September 2016	(a) List updated and published by October 2016 and reviewed annually in September Year advisors to signpost opportunities by email/face to face with students at start of each semester (twice yearly from October 2016 and January 2017)	High awareness of and engagement with personal development opportunities among UG students', as evidenced in student surveys
8.2	Increase visibility of female role models among student population	N/A	(a) Increase the number of female design tutors (b) Invite more female architects as speakers for departmental seminars, lectures and workshops	(a) HoD (b) HoD/academic staff (c) Dept Administrator/ad min team	September 2016	(a) Increase by Sept 2017 (b) Sept 2016 and annually (ongoing) (c) Marketing materials reviewed and updated before	Increase in number of female design tutors appointed and female architects invited to events by 2017 and increased/maintained annually

Action No.	Objective	Action taken as of April 2016	Further action planned as of April 2016	Lead Responsibility	Start Date	Timescale	Success Indicator
			(c)Increase female visibility in all marketing material used in student recruitment			next student recruitment cycle (from 2016/17 and annually)	Students report high levels of satisfaction with visibility of female role models in student surveys