Department Application

Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise1 that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

Athena SWAN Silver DEPARTMENT awards

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
– **Word limit**	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

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Name of institution	Heriot-Watt University
Department	School of Energy, Geoscience, Infrastructure & Society
Focus of department	**STEMM**
Date of application	May 2021
Award Level	**Bronze**
Institution Athena SWAN award	**Date: Nov 2016** **Level: Bronze**
Contact for application Must be based in the department	Dr Mehreen Gul; Prof Theodore B. Henry
Email	M.Gul@hw.ac.uk; t.henry@hw.ac.uk
Telephone	▇▇▇▇▇▇▇
Departmental website	http://www.hw.ac.uk/schools/energy-geoscience-infrastructure-society

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.

Dear Athena Swan Assessment Panel,

As Head of the School of Energy, Geoscience, Infrastructure and Society (EGIS), I am pleased to endorse our Bronze Athena SWAN Award application. I can confirm the information presented in the application (including qualitative and quantitative data) is honest, accurate and true. I was appointed Head of School for a five-year term in 2019. The past few years have been challenging with the School expanding to incorporate a wider group of disciplines, while navigating a programme of voluntary redundancies, national strikes, and the global pandemic.

Our self-assessment process has revealed underrepresentation of women in some of our disciplines [e.g., Geoscience engineering, Construction/Building design] compared to national benchmarks, requiring a new approach to student and staff recruitment, and identified practices that affect female staff career progression negatively. We have reflected on feedback from our previous Athena Swan submission that indicated a need to embed consideration of Athena Swan more thoroughly into all our activities. In response, we have restructured School governance to include a new Management Committee for Building our Community (MCBC) at the top of the EGIS management structure alongside management committees for Learning & Teaching and Research & Innovation.

The MCBC includes the committees for Equality, Diversity and Inclusion (EDI); Staff Engagement and Well-being; and Staff Development. Our SAT Chair is a member of the MCBC, and operation of the SAT has been fundamentally changed to empower SAT members to assess delivery of our Action Plan (AP) with senior managers identified as accountable for individual actions. The Staff Engagement and Well-being Committee will address staff surveys, engage focus groups as appropriate, and champion initiatives around staff well-being. The Staff Development Committee will enhance and support career progression and will consider PDR development, staff mentoring, and promotion. Membership includes the new Postdoctoral Coordinator and representation from the Futures Forum (to develop future leaders among staff). I chair the Joint Management Committee which meets biannually, and I host weekly virtual Drop-in sessions open to all staff to enable regular communication and updates as well as invited speakers to enhance information sharing and sense of community.

We have approached this submission with a critical eye to the future, establishing structures that will enable us to create a culture worthy of a future Silver Award. The self-assessment process and our reflection have been highly beneficial, and we have implemented changes in our management and decision-making that already benefit our staff community by increasing communication, transparency, and inclusivity.

This embedding of EDI at the heart of what we do combined with our passion and energy will build the EGIS community to become the fair and positive environment we envision. Our targets are ambitious and include new projects such as a targeted campaign to promote EGIS to prospective female students and employees, embedding the Concordat principles and best practice for Early Career Researchers; and celebrating achievements of our staff. I am looking forward to prioritising and championing these over the coming years.

Best wishes,

Professor Malcolm Chrisp, Head of School

[Word count: 494]

Table 1. List of abbreviations

Abbreviation	Meaning
ABP	Architecture, Building & Planning
AE	Architectural Engineering
AP	Action Plan
CE	Civil Engineering
CMS	Construction, Management & Surveying
CPA	Contribution Pay Awards
CPD	Continuing Professional Development
DHoS	Deputy Head of School
DoA	Director of Administration
DoI	Director of Institute
DoR	Director of Research
E&D	Equality & Diversity
EA	Executive Assistant
ECR	Early career researcher
EDI	Equality, Diversity & Inclusion
EGIS	The School of Energy, Geoscience, Infrastructure and Society
EPS	The School of Engineering & Physical Sciences
E&T	Engineering & Technology
FT	Full Time (contract)
FTC	Fixed Term Contract
Geo	Geology
GPC	Good Practice Checklist
HoS	Head of School
HRD	Human Resources & Development
HWU	Heriot-Watt University
IDL	Independent Distance Learning
IGE	Institute of GeoEnergy Engineering
IIE	Institute for Infrastructure and Environment
ILES	Institute of Life and Earth Sciences
ISBD	Institute of Sustainable Building Design
I-SPHERE	Institute for Social Policy, Housing, Environment & Real Estate
LEADS	Learning Enhancement and Development Skills
MCBC	Management Committee for Building our Community
MCLT	Management Committee for Learning and Teaching
MCRI	Management Committee for Research and Innovation
OE	Open-ended (contract)
PDR	Performance and Development Review

PDRA	Postdoctoral Research Associate (aka postdoc)
PE	Petroleum Engineering
PI	Principal Investigator
PGR	Postgraduate Research
PGT	Postgraduate Taught
PT	Part time (contract)
REC	Research Education Committee
REF	Research Excellence Framework
RKEB	Research & Knowledge Exchange Board (University Committee)
SAT	Athena SWAN Self-Assessment Team
School	School of Energy, Geoscience, Infrastructure and Society
SDoS	Senior Director of Studies
SMG	Senior Management Group
SSLC	Student Staff Liaison Committee
SSPP	School Senior Promotions Panel
TUI	The Urban Institute
UG	Undergraduate
UoA	Unit of Assessment (for REF)
US	Urban Studies
WiP	Women in Property

National benchmarking data sources from HESA. Student numbers are based on headcounts of students who spend at least half their time reading a specific subject. Data in this submission includes material from the latest datasets available to us. Whenever possible, we have provided 5-year datasets from 2015/16 to 2019/20, but in some cases for which we have only recently begun to collect the relevant information, we present snapshot data, or data until 2018/19.

[Word count: 73]

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.

The School of Energy, Geoscience, Infrastructure and Society (EGIS) is one of five schools of Heriot-Watt University (HWU) and has staff and students on each campus of our international university (Edinburgh, Orkney, Dubai, Malaysia) (Figure 2.1). Although we provide the same academic standards and operating policies on each campus, this Athena Swan (AS) application focuses on the UK-EGIS community following guidance received from Advance HE. We are led by Head of School (HoS), Professor Malcolm Chrisp, and have autonomy over our budget, appointments, and research and teaching strategies. Professional Services staff (PS) are led by Director of Administration (DoA), Caroline Brown. In total, UK-EGIS includes 187 academics (of which 30% are female (%F) and 98 PS staff (53%F), (Table 2.3).

Edinburgh Campus

Orkney Campus

Dubai Campus

Malaysia Campus

Figure 2.1 EGIS on each campus

The academic disciplines of EGIS fit into six Institutes (Table 2.1); each Institute is led by a Director of Institute (DoI) (33%F) and a Senior Director of Studies (SDoS) (33%F):

- Sustainable Building Design (ISBD)
- Infrastructure and Environment (IIE)
- Life and Earth Sciences (ILES)
- Social Policy, Housing and Equalities Research (I-SPHERE)
- GeoEnergy Engineering (IGE)
- The Urban Institute (TUI)

Table 2.1 EGIS Institutes and leadership. Academic staff numbers by Institute (as of 1 April 2020) with the proportion of staff that are female and the gender of each DoI and SDoS

EGIS Institute	Female	Male	Total	% Female	DoI gender	SDoS gender
IIE	8	21	29	28%	M	F
IGE	14	54	68	21%	M	M
ILES	16	21	37	43%	F	M
ISBD	7	26	33	21%	M	M
I-SPHERE	6	2	8	75%	F	N/A
TUI	4	8	12	33%	M	M
Total	55	132	187	29%	33%	33%

Teaching and learning activities align with the Institutes (Table 2.2) and support a strong sense of community at discipline-level from undergraduate (UG) student to senior professor.

Table 2.2 Taught subjects and the Institute responsible for delivery

EGIS Institute	Taught subjects
IIE	Civil Engineering
IGE	Petroleum Engineering Geoenergy
ILES	Biology
ISBD	Architectural Engineering Construction Management and Surveying
I-SPHERE	*Research-only institute*
TUI	Urban Studies Geography

In 2020, UK-EGIS enrolled 2273 students (36%F), and delivered 29 UG programmes (1352, 39%F), 670 postgraduate taught students (PGT) (30%F) and 251 postgraduate research (PGR) students (35%F), (Table 2.3).

Table 2.3 EGIS Composition (Staff Headcounts; Students FTEs), 1 April 2020

Role	Female	Male	Total	% Female
Teaching & Research Staff	20	77	97	21%
Teaching & Scholarship Staff	4	10	14	29%
Research Only Staff	33	45	78	42%
ALL ACADEMIC STAFF	**57**	**132**	**189**	**30%**
ALL PROFESSIONAL/SUPPORT STAFF	**52**	**46**	**98**	**53%**
Postgraduate Research	87	164	251	35%
Postgraduate Taught	204	466	670	30%
Undergraduate	524	828	1352	39%
ALL STUDENTS	**815**	**1458**	**2273**	**36%**

In describing the governance structure of our School it is critical to explain our response to panel feedback on our 2019 Bronze application (unsuccessful), which advised that we should better demonstrate 'how AS Self-Assessment Team (SAT) fits into the School's governance structure…'. At that time our SAT was reporting to an informal senior management group rather than within the formal governance structure of the School. During our self-assessment we reflected that consideration of gender equality was not embedded properly in the Terms of Reference of decision-making committees or in our governance structures. To address these issues, we have fundamentally changed the governance structure (Figure 2.2) of the School (**AP1**) by the creation of a new Management Committee for Building our Community (MCBC), and we will revise the Terms of Reference of our committees (see Section 5.6(i) and **AP 18**) to embed consideration of gender equality in all decisions. The MCBC is positioned between the Management Committees for Learning and Teaching (MCLT) and Research and Innovation (MCRI) and will meet quarterly. It will be led by the DHoS (member of MCLT, MCRI and SAT), and include senior leaders from across the School in Research, Teaching

Action 1:

➢ **Objective: Ensure robust consideration of Athena Swan and EDI issues, and enhanced impact, by embedding the SAT within the formal School governance structures.**

➢ Deliverable: Implement revised governance structure, demonstrating a clear reporting line from the SAT to a new parent committee, MCBC. MCBC Terms of Reference to reflect responsibility for progressing a supportive and inclusive culture within EGIS.
MCBC remit supports Athena Swan SAT to hold action owners to account, including by monitoring progress on delivery of the Action Plan in biannual Joint Management meeting.

➢ Success measure: New management structure is in place by the end of 2021. SAT membership confident that EDI is embedded and measured via a focus group by the end of 2023.

and Planning to ensure embedding of equality across our activities. Our SAT will report directly to MCBC.

Figure 2.2 EGIS governance structure with identification of the four Management Committees (MC) including the new MC for Building our Community (MCBC).

The MCBC includes the committees for Equality, Diversity and Inclusion (EDI); Staff engagement and well-being; and Staff development. Our Athena Swan SAT reports into the MCBC as part of our broader portfolio of EDI initiatives delivered at each of our campuses as appropriate for consideration of local EDI aspects. The Staff engagement and well-being committee will address staff surveys, engage focus groups as appropriate, and champion initiatives around staff well-being. The Staff development committee includes the Postdoctoral Coordinator, representation of the Futures Forum (for development of future leaders among staff), PDR development, staff mentoring, and promotion. At the top of EGIS governance structure is the Joint Management Committee, which meets biannually and is chaired by the HoS. The HoS hosts weekly online Drop-in sessions open to all staff, and these sessions enable regular communication and updates as well as invited speakers (internal EGIS and internal HWU) that enhance information sharing and sense of community.

[Word count: 597]

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

For EGIS and the SAT, 2015 to 2019 represented a period of delivery of our 2014 action plan (AP) and subsequent self-assessment and submission of our application for a new award in May 2019 under new AS criteria. While unsuccessful, the panel commended our hard work. The key recommendation was more in-depth analysis particularly in relation to our staff pipeline and staff survey data, with a view to strengthening our AP.

In 2019, Dr Mehreen Gul (previously Deputy-Chair of SAT) took over as Chair, and a new Deputy appointed, Dr Alexander Graham. Membership was refreshed (1) to address historically low engagement of men (17% improvement in male participation from 26%M to 43%M) and (2) to enhance engagement with students by doubling PGR student representation (from 1 to 2) and establishing a strong link with UG/PG students via the Student/Staff Liaison Committee's chair (SSLC), an active SAT member. Gender representation within the SAT for the 2020 self-assessment was 54%/46% (12F/10M).

New members were recruited by an email to all staff, inviting expressions of interest, as well as SAT leaders directly approaching staff and students to ensure representation across different career stages, disciplines/Institutes, and with experience of key processes e.g., recruitment and promotion. Both the HoS and DHoS are members of our SAT. Our members have diverse life experience that contributes multiple perspectives of understanding. Some have returned after career breaks and juggle caring responsibilities, dual-career families and job sharing. Full-time, flexible, and part-time work patterns are represented. The University's AS Officer and the School Human Resources Partner attend SAT meetings as observers.

Both Chair and Deputy-Chair roles are credited in the School workload model (1 day/month). The contributions of SAT members are recognised in staff annual performance development reviews (PDR) as delivery of 'Citizenship and Values' activity at HWU – an essential component for promotion. The School provides 0.2FTE administrative support to AS.

Between our 2019 and current submission the Covid-19 pandemic began. The pandemic reduced the availability of some members from March 2020: eight members had young children at home, two were furloughed, and eleven switched to online teaching, reducing the available time for the SAT to work (see section 3 (ii)).

Connecting into the broader University EDI governance structure, our SAT Chair and Deputy-Chair are members of the University-wide AS Champions Group, consisting of SAT leads from each School. The Champions Group is a critical element of the University AS governance structure and the route to escalate common issues. It also acts as a peer support network to share best practice.

Table 3.1 EGIS SAT membership

Name	Role	Institute	Gender	Role (Pre-Covid) Subgroups	Role (During-Covid) Subgroups
Craig Kennedy	Associate Professor	ISBD	M	Family Friendly work/life balance	Student group - data and analysis
Abbie Hutchison	Admin Assistant	PS	F	Student Experience	Staff Group – data and analysis
Kumar Debnath	Postdoc (PDRA)	ISBD	M	Culture and Sense of Belonging	Staff Group – data and analysis
Mehreen Gul	Assistant Professor/ **Chair SAT**	ISBD	F	Career Development	Student group - data and analysis
Ahmed ElSheikh	Assistant Professor	IGE	M	Marketing and Communications	Staff Group – data and analysis
Dorrik Stow	Professor	IGE	M	Career Development	Staff Group – data and analysis
Jo Porter	Assoc Prof	ILES	F	Culture and Sense of Belonging	Student group - data and analysis
Melis Sutman	Assistant Professor	IIE	F	Culture and Sense of Belonging	Staff Group – data and analysis
Malcolm Chrisp	**Head of School**	IIE	M		
Julianne Bischoff	Laboratory Technician	ILES	F	Career Development	Staff Group – data and analysis
Ted Henry	Professor/**DHoS. Link to SMG committees**	ILES	M	Family Friendly Work/life balance	Staff Group – data and analysis
Alexander Graham	Research Fellow/ **Deputy-Chair SAT**	IGE	M	Student Experience	Student group - data and analysis
Neil Dunse	Professor	TUI	M	Marketing and Communications	Student group - data and analysis
Elli-Maria Charalampidou	Assistant Professor	IGE	F	Culture & Sense of Belonging	Staff Group – data and analysis
Janice Blenkinsopp	Postdoc (PDRA)	I-SPHERE	F	Career Development	Student group - data and analysis
Sandhya Patidar	Assoc Professor/ **Chair SSLC**	IIE	F	Student Experience	Student group - data and analysis
David Kelly	Assistant Professor	ISBD	M	Marketing and Communications	Student group - data and analysis
Caroline Brown	DoA/**Link to SMG Committees**	PS	F	Marketing and Communications	Staff Group – data and analysis
Fenella Watson	Executive Assistant	PS	F	Culture and Sense of Belonging	Staff Group – data and analysis
██████████	PGR student	ISBD	F	Student Experience	Student group – data and analysis
Ryan Woolrych	Professor	TUI	M	Culture and Sense of Belonging	Staff Group – data and analysis
████████ ██████	PGR student	ILES	F	Student Experience	Student group - data and analysis

The SAT met every six weeks with the first meeting taking place in November 2019. Members were invited to join a subgroup: Student Experience, Culture & Sense of Belonging, Family-Friendly & Work/Life Balance, Marketing & Communications, and Career Development (Table 3.1). Upon joining, SAT members were issued with Terms of Reference and signed a Confidentiality Agreement. We analysed areas by comparing rates of participation and success, considering female participation against benchmarks where we had them and considering differential experience based on gender. We discussed our findings with technical experts to better understand underlying issues and to determine priorities/initiatives for further action.

Due to Covid-19 disruption we consolidated our active members into two larger groups – staff and students (Table 3.1) – and established a narrative development group (NG) consisting of the SAT Chair, Deputy-Chair, DHoS, DoA and EA to coordinate application writing and internal and external reviews of drafts prior to submission. The SAT NG met every two weeks to oversee progress and develop the narrative with input from our AS officer and the SAT lead reported informally every 3 months to a senior management group (HoS, DHoS, DoR, DLT, DoA) and formally to the Joint Management Committee every six months (Figure 2.2). Members of the SAT were engaged in specific aspects of the application (see roles Table 3.1) and SAT members reported AS activities via Institute meetings. Drafts during the development of our application were shared within the SAT for review and revision.

We analysed:

- **Institutional numerical data.** We aimed to collate at least three years of data. Staff data is generally a census on 31 December, or in year 1st Jan – 31st Dec. Student data is academic year. We reviewed trends over time. We used discipline-specific HESA benchmarks (2018/2019) for gender comparisons.

- **Staff survey.** 2019 survey results were used, comparing male and female responses to identify areas of gendered experience. 125 members of 187 academic staff responded to the survey (response rate of 67%), of which 54% were male, 18% female, and 29% preferred not to say. Of the staff that responded and identified their gender (54%M+18%F), 25% were female which is sufficiently consistent with the overall proportion of female academics in EGIS (30%). Therefore, our responses are not skewed by the removal of those who prefer not to say. In the survey, staff responded to questions within specific categories by indicating "Agree", "Neither Agree nor Disagree", and "Disagree". Statistical analyses were conducted (chi-squared tests) and differences considered of interest where p-values were ≤0.10 and/or where responses by gender differed by 10% (i.e., a difference in respondents responding with "Agree" or "Disagree").

- **Focus Groups.** We conducted focus groups where survey responses required further understanding. They were: (1) Maternity experience (2) Career progression (3) Part-time working (4) Postdoctoral researchers experience. We also conducted interviews with SDoS to assess the workload model implementation for any gendered differences.

Our application was reviewed by a critical friend from University of Newcastle and a HWU mock panel chaired by an Advance HE representative. The application and action plan were endorsed by EGIS senior management and the University Executive.

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

In addition to changing the governance structure of EGIS by establishing the MCBC, we have fundamentally changed the operation of our SAT to empower them to have a greater impact on the delivery of our AP. The AP has been approved by EGIS senior management and relevant business owners are identified as accountable for each action. Our SAT will act as a focal point for collection and analysis of biannual equalities data in support of Athena Swan activities; and will also champion and act as a consultative body to support accountable owners (managers) on delivery of specific actions. SAT members will be assigned to projects based on interest and will provide expertise and undertake activities that will maximize impact (e.g., seeking out good practice, advising on gendered issues etc.). The SAT will meet every quarter for assignment of project groups that will update the SAT quarterly. Our current SAT Chair (M Gul) has contributed to the AS project for >3 years and will remain in post to facilitate transition and appointment of new Chair and deputies.

We noted from our staff survey that 76% of men agreed that "EDI are valued at HWU" whereas 64% of women were in agreement (Section 5.6 i). Upon reflection we recognized that this gendered difference and that less than 80% of staff overall agreed that EDI is valued identifies a weakness in our previous approach. We have strengthened our approach considerably and this is underpinned by our new high-profile MCBC and revised reporting and communication structure. It is our objective that >80% of staff will recognize that EDI is important and valued at HWU (**AP2**).

Action 2:

> **Objective: To regularise review of data on gender and enhance communication of AS activities.**

> Deliverable: SAT to undertake gender data analysis as basis of the Biannual Equality & Diversity (E&D) Report submitted to the MCBC and Joint Management Committee. Broader communications strategy developed to support improved communications about Athena SWAN activity in EGIS.

> Success measure: Agreement that EDI are valued at HWU to increase by 13% to 80% by end of 2023.

[Word count: 1205]

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words
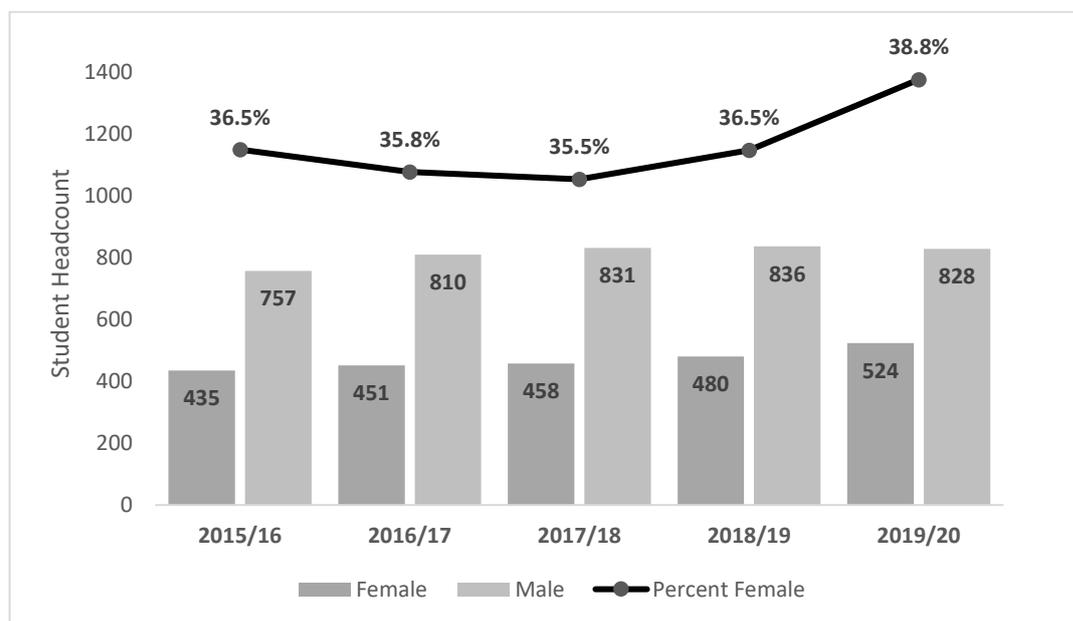
4.1 Student data
If courses in the categories below do not exist, please enter n/a.

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

n/a

(ii) Numbers of undergraduate students by gender

Female UG representation in the School has increased by 2.3% from 36.5% (435) in 2015/2016 to 38.8% (524) in 2019/2020 (Figure 4.1.1).

Figure 4.1.1 Overall numbers of UG students (headcount) by gender over the last five academic years and proportion of female students

Figure 4.1.2 presents trends in female representation over the last five years for each discipline, including comparison with UK benchmarks.

UG Students by Programme - % Female

Biology

Year	Number	%
2015/16	219/387	57%
2016/17	210/396	53%
2017/18	200/364	55%
2018/19	201/332	61%
2019/20	246/396	62%
Benchmark		63%

AE

Year	Number	%
2015/16	57/120	48%
2016/17	53/128	41%
2017/18	59/131	45%
2018/19	45/117	38%
2019/20	46/110	42%
Benchmark		21%

CE

Year	Number	%
2015/16	79/414	19%
2016/17	88/409	22%
2017/18	83/395	21%
2018/19	83/392	21%
2019/20	95/391	24%
Benchmark		21%

CMS

Year	Number	%
2015/16	20/144	14%
2016/17	30/174	17%
2017/18	39/211	18%
2018/19	44/232	19%
2019/20	38/232	16%
Benchmark		17%

US

Year	Number	%
2015/16	60/127	47%
2016/17	70/154	45%
2017/18	77/188	41%
2018/19	107/243	44%
2019/20	99/223	44%
Benchmark		42%

Figure 4.1.2 Total UG student numbers by gender on individual programmes over the last five academic years, and % female. Benchmarks use 2018/2019 national UK data

Female representation (%F) either exceeds or lies within 1% of UK benchmark for all UG disciplines (Table 4.1.1). We observe increases in female representation in Biology (+5%), CE (+5%) and CMS (+2%) since 2015/2016 and decreases in AE (-6%) and US (-3%). AE and US, both continue to demonstrate above-benchmark female proportions.

Table 4.1.1 Proportion of UG female students 2019/20 against UK benchmarks

Discipline	%F EGIS 15/16	%F EGIS 19/20	Change within EGIS since 15/16	%F UK Benchmark	Difference (EGIS - Benchmark)
Biology	57%	62%	+5%	63%	-1%
AE	48%	42%	-6%	21%	+21%
CE	19%	24%	+5%	21%	+3%
CMS	14%	16%	+2%	17%	-1%
US	47%	44%	-3%	42%	+2%

Scottish Funding Council has the ambition to de-gender education with a 25%F minimum gender target (or 25%M where relevant) for all UG disciplines by 2030[1], making CE and CMS a priority for us.

CE and CMS have traditionally been male-dominated disciplines, alongside AE. While CE and CMS did improve female representation over the period, efforts to address gender balance in AE began much earlier (in 2012/2013), and these efforts have resulted in female participation increasing from 29%F to a high of 48%F (2015/2016). AE bucks the trend for female representation in a traditionally male-dominated discipline at 42%F, 21% above benchmark in 2019/2020. Investigation of the AE approach identified a potential model for success that we propose to use for similar disciplines (see the applications/offers/acceptances section).

Finally, looking at modes of study (Table 4.1.2), UG part-time (PT) student numbers are low (2%, 33 of 1352 in 2019/2020) with gender proportions becoming more similar over time. CMS offers PT study in Years 3 and 4, contingent on the student holding employment in the construction industry. Other programmes only offer PT study for medical or personal reasons.

Table 4.1.2 Number and proportion of part-time (PT) students by gender on UG programmes over the last five academic years

Year	Gender	Mode of study		Proportion Part Time
		Full time	Part Time	
2015/16	F	423	12	3%
	M	743	14	2%
2016/17	F	435	16	4%
	M	796	14	2%
2017/18	F	454	4	1%
	M	815	16	2%
2018/19	F	474	6	1%
	M	826	10	1%
2019/20	F	511	13	2%
	M	808	20	2%

[1]www.sfc.ac.uk/web/FILES/Corporate_publications_SFCCP052016_GenderActionPlan/SFCCP052016_Gender_Action_Plan.pdf

Applications, offers and acceptances for UG Programmes

The proportion of female applications, offers and acceptances generally increased in all UG programmes from 2015 to 2019 (Figure 4.1.3 a-e).
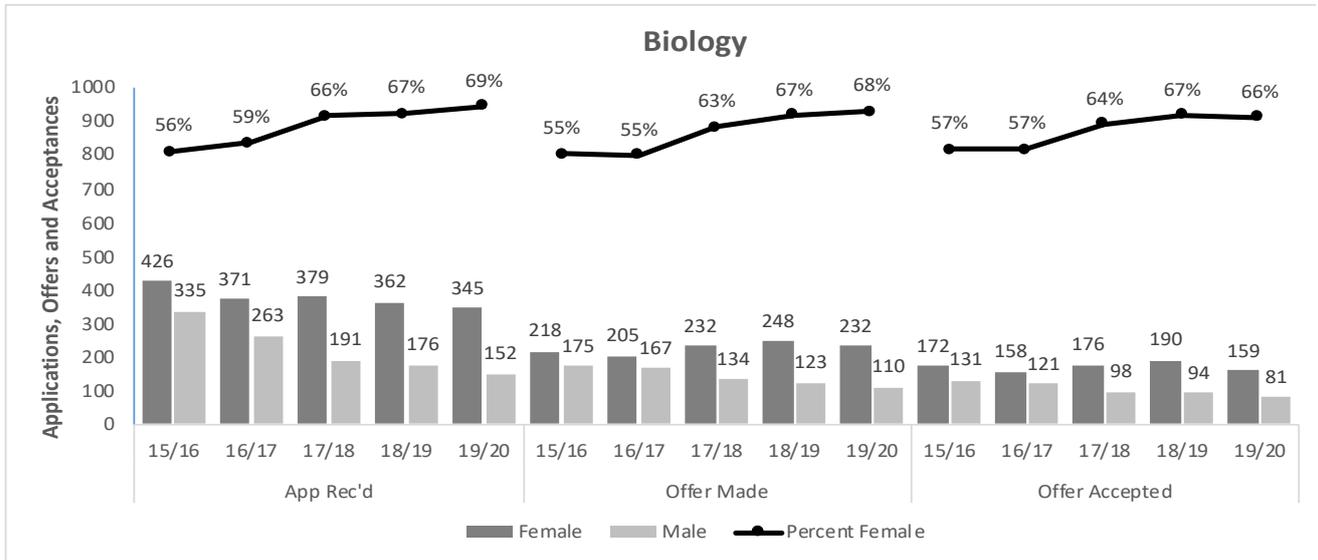

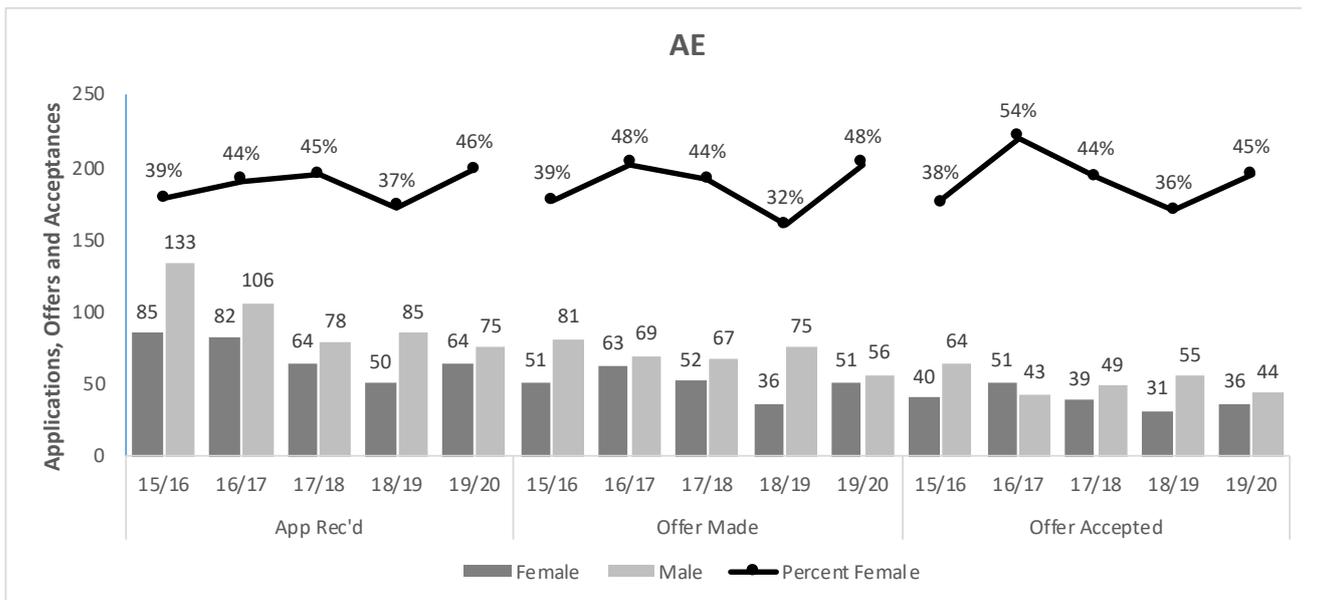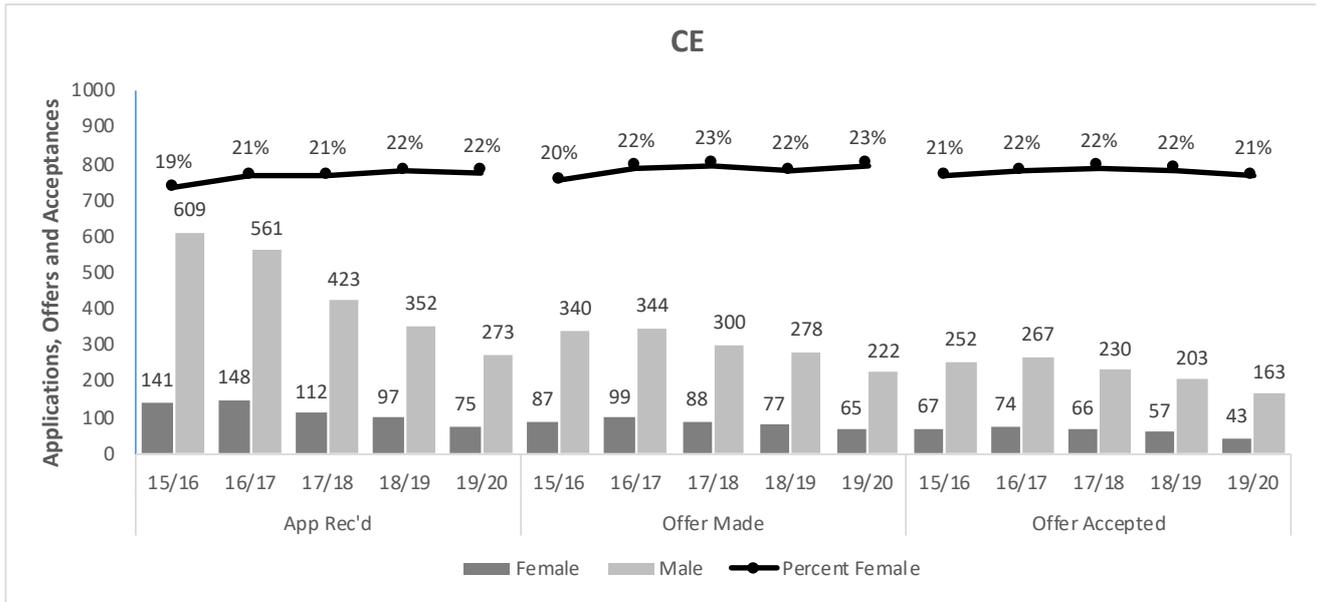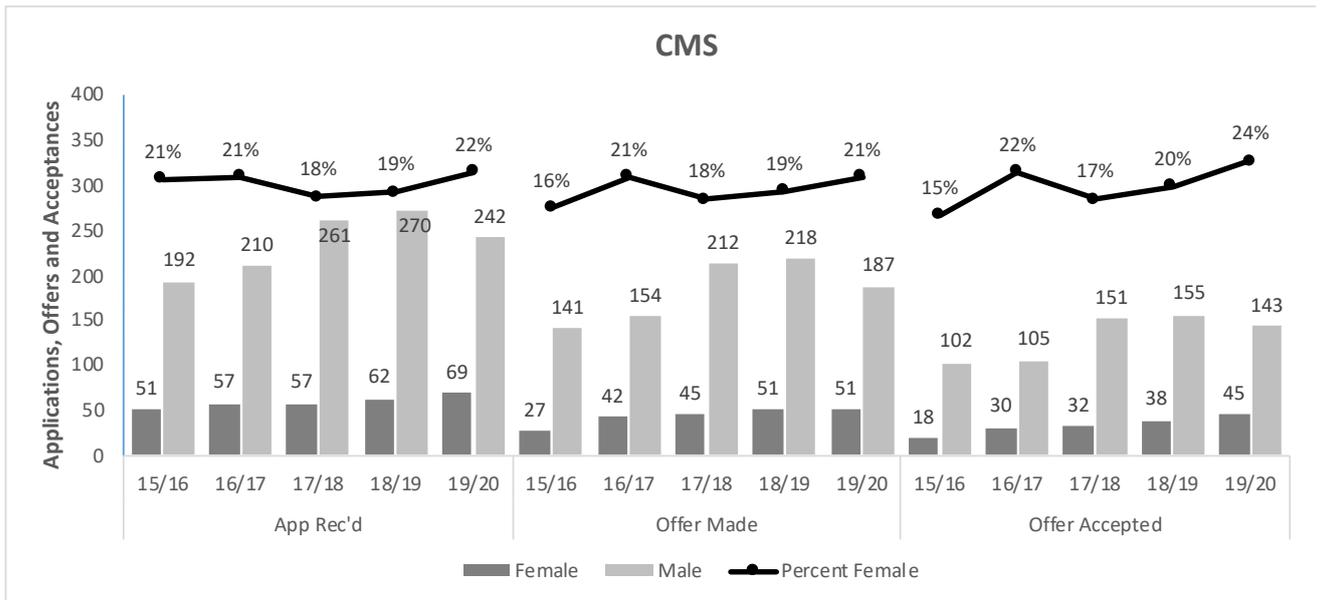**Figure 4.1.3 (a) Biology. UG Applications, offers and acceptances**

Figure 4.1.3 (b) Architectural Engineering. UG Applications, offers and acceptances
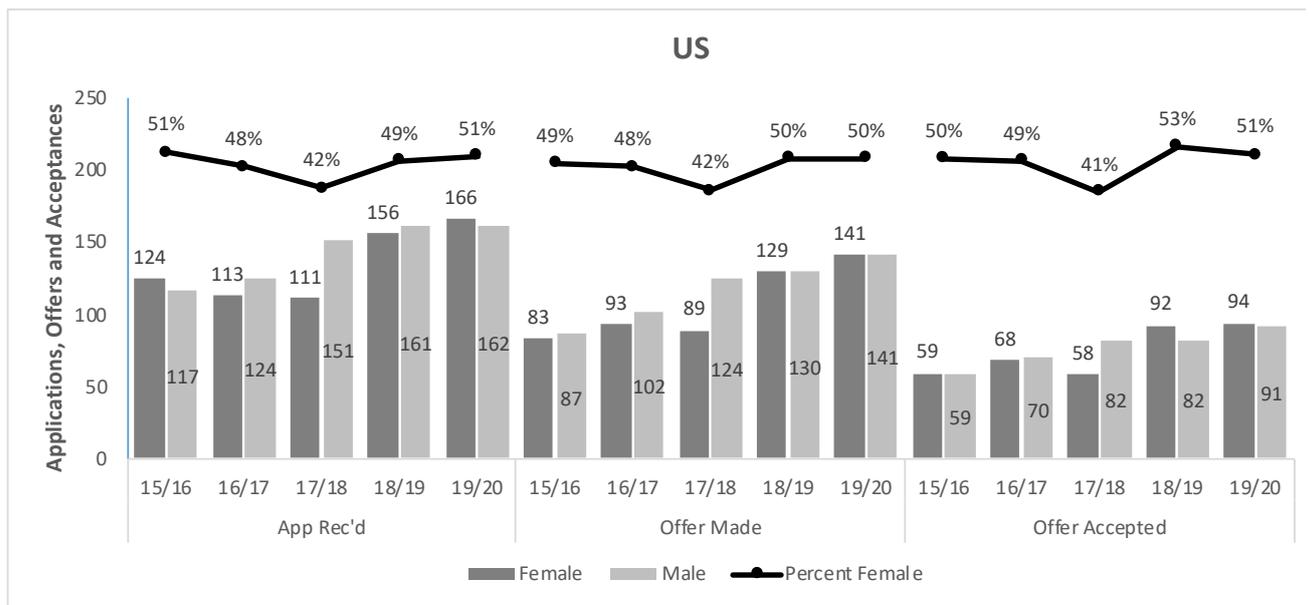
Figure 4.1.3 (c) Civil Engineering. UG Applications, offers and acceptances

Figure 4.1.3 (d) Construction Management and Surveying. UG Applications, offers and acceptances

US

Applications, Offers and Acceptances

Category	15/16 F	15/16 M	16/17 F	16/17 M	17/18 F	17/18 M	18/19 F	18/19 M	19/20 F	19/20 M
App Rec'd	124 (51%)	117	113 (48%)	124	111 (42%)	151	156 (49%)	161	166 (51%)	162
Offer Made	83 (49%)	87	93 (48%)	102	89 (42%)	124	129 (50%)	130	141 (50%)	141
Offer Accepted	59 (50%)	59	68 (49%)	70	58 (41%)	82	92 (53%)	82	94 (51%)	91

Figure 4.1.3 (e) Urban Studies. Upper graph: UG Applications, offers and acceptances

Applications

The number of applications received over the period demonstrates **improved female proportions in disciplines where women have been historically underrepresented** (<50%): AE (+7%, from 39 to 46%); CE (+3%, from 19 to 22%) and CMS (1%, from 21% to 22%). Women's representation remained steady in US at 51%. In Biology, women are increasingly over-represented (+13%, from 56% to 69%).

We have made concerted efforts to improve our appeal to female applicants via improving sense of belonging, and this appears to be paying off. Improvements include:

- Increased female imagery (50%F or greater) in promotional materials
- Increased participation of female staff/students at Open and Offer-holder days
- Enhanced post-offer engagement with individuals to whom offers have been made

Our priority for future action at the application stage is to attract women to CE and CMS[2].

AE was the most successful of all the traditionally male disciplines at improving female applicant rate (+7%) and provides a good practice case study (Table 4.1.3) that can be implemented for CE and CMS **(AP3).**

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[2] We will monitor Biology carefully.

Table 4.1.3 Transformational model to increase female recruitment into traditionally male disciplines

Student recruitment through a gender lens: a case study of Architectural Engineering		
What works*	**Our barrier**	**Our improvement**
Emphasising feminine-coded elements, and potential for gender-diverse inter-disciplinarity	Masculine-coded course name with a perceived single-discipline focus	Changed the course name from Building Services Engineering to Architectural Engineering Emphasising the design element of the course content.
Emphasising problem-solving element of the discipline and building confidence	Open day content traditionally quite didactic	Open day now interactive, focusses on and encourages problem-solving on the day
Creating a sense of belonging and relatability	Use of masculine gendered examples when talking about the discipline	Open day uses an example of house, a feminine-coded object. Participants are presented with an empty shell of a house and are invited to discuss what services are needed to live there comfortably
Emphasising the potential to make a difference	Potential focus on the science and not the application within communities	Focus in communications on sustainability and impact on humans
Engaging with the influencers	Potential exclusion of those who will influence subject selection if the discipline is deemed too theoretical or gendered	Open day content is accessible to, and enjoyable for, parents who are the key influencers of their children
Visibility of diverse role models	Lack of presence of women and other under-represented groups at open days	Female representation in admissions tutor role. Diverse team at open day. Expenses for childcare and adult care made available to support this.
IMPACT: **7% increase in female applications from 39% to 46%,** **translating into 7% increase in rate of female students from 38% to 45%,** **between 2015/16 and 2019/20**		

"What works" reflects peer-reviewed research sources in the public domain ("Our barrier" demonstrates where we were not doing what works).

While we have addressed gender balance of imagery (50%F or greater) (Table 4.1.4), we have room for improvement for testimonials which are predominantly male (60%M or greater). We will build this into our future activity.

Table 4.1.4 Audit of recruitment materials

|	UG Subject brochures		UG Prospectus	
Gender	**Images**	**Testimonials**	**Images**	**Testimonials**
Female	11	2	4	2
Male	9	4	3	3
Total	20	6	7	5
%Female	55%	33%	57%	40%

Action 3:

➤ **Objective: Adopt and build on good practice such as the AE engagement model to increase female recruitment into CE and CMS**
➤ Deliverable: (1) Conduct a good practice workshop to share good practice (the AE transformational model) with traditionally male disciplines including CE and CMS. (2) Include content on conversion from offer to acceptance (3) Adapted CE and CMS student recruitment approach mapped to ambitious female recruitment targets
➤ Success measure: Increase female representation in CE (24%) to 30%, and CMS (16%) to *at least* 25% by 2025 (meeting the Scottish Funding Council target 5 years early).

Offers and acceptances

Figure 4.1.4 compares overall female and male offer and acceptance rates, which are typically within a few percent of each other, although School-level data shows consistently 4% fewer offers to women over the last 3 years (75% v 79%M in 2019/2020).

| Year	Status	Female	Male	%F
	UG summary			
15/16	App Rec'd	827	1386	37%
	Offer Made	466	824	36%
	Offer Accepted	356	608	37%
16/17	App Rec'd	771	1264	38%
	Offer Made	502	836	38%
	Offer Accepted	381	606	39%
17/18	App Rec'd	723	1104	40%
	Offer Made	506	837	38%
	Offer Accepted	371	610	38%
18/19	App Rec'd	727	1044	41%
	Offer Made	541	824	40%
	Offer Accepted	408	589	41%
19/20	App Rec'd	719	904	44%
	Offer Made	540	716	43%
	Offer Accepted	377	522	42%
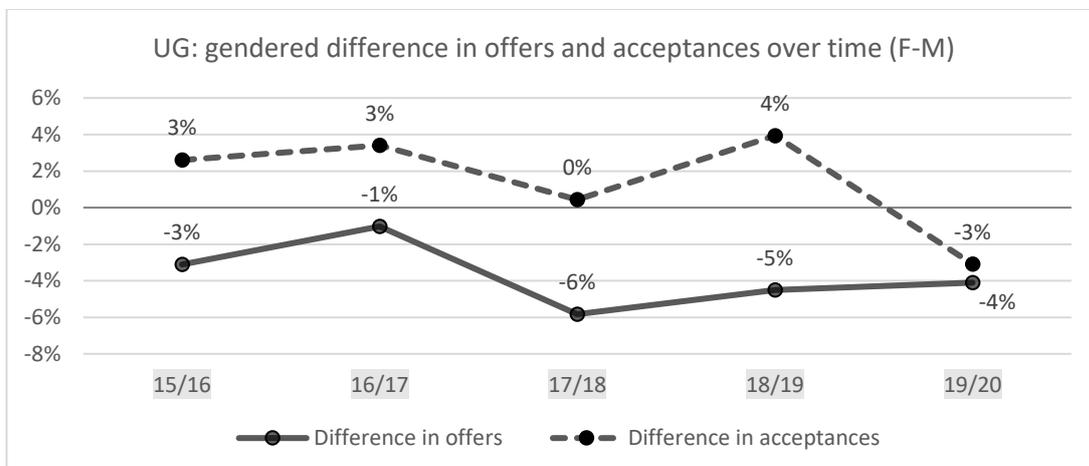
Figure 4.1.4 Overall EGIS UG applications, offers and acceptances and gendered difference in offers and acceptances over time (F-M)

Within discipline offers and acceptance rates (below, Figures 4.1.5 a-e) are largely consistent with the rates for the overall School (above, Figure 4.1.4).
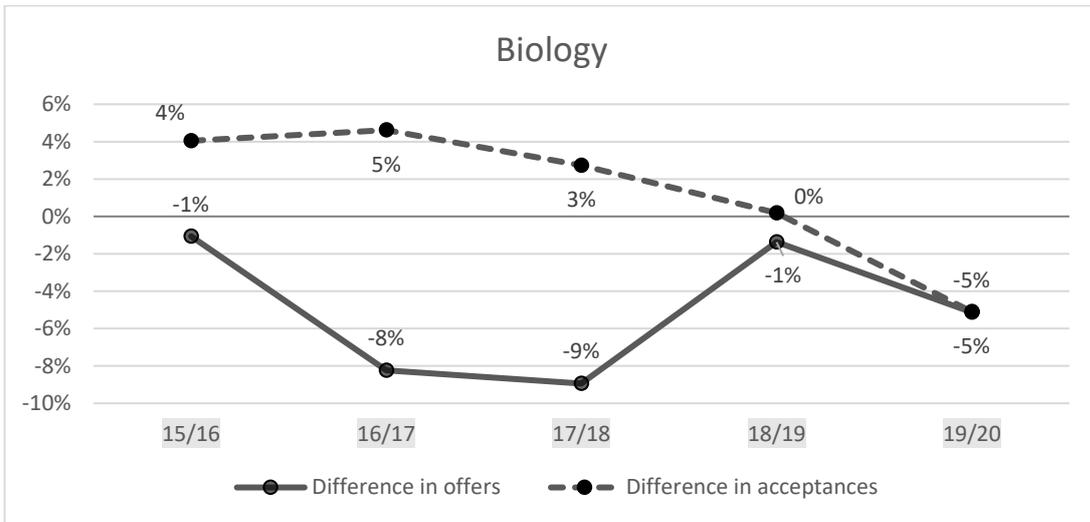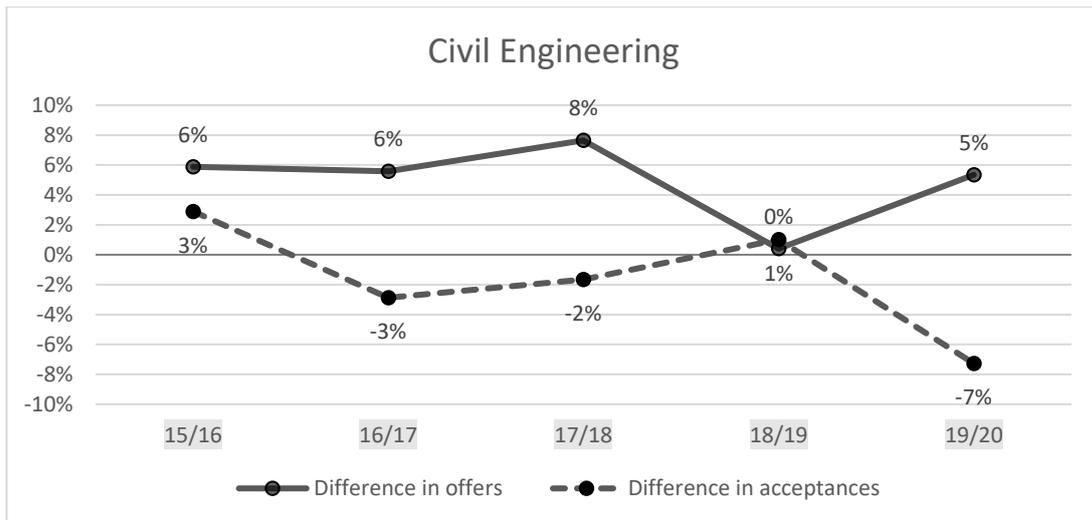

Biology

Figure 4.1.5 (a) Biology. Gendered difference in offers and acceptances over time (F-M)
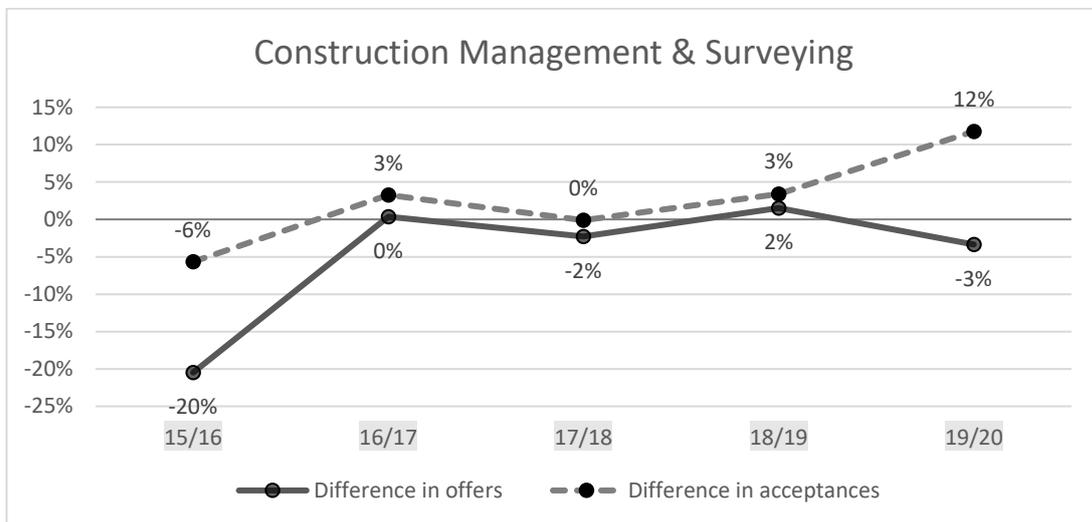

Architectural Engineering
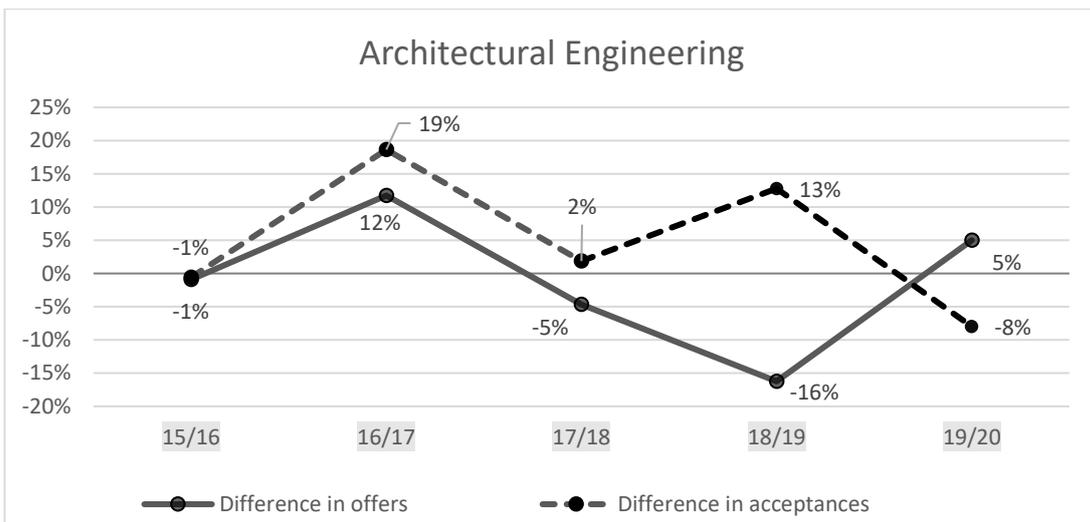
Figure 4.1.5 (b) Architectural Engineering. Gendered difference in offers and acceptances over time (F-M)
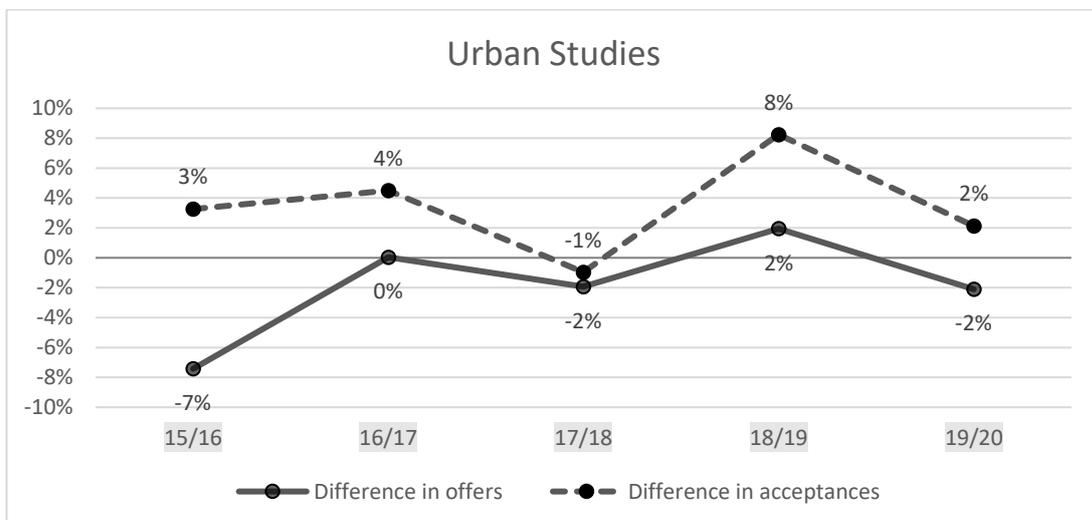
Figure 4.1.5 (c) Civil Engineering. Gendered difference in offers and acceptances over time (F-M)

Figure 4.1.5 (d) Construction Management. Gendered difference in offers and acceptances over time (F-M)

Figure 4.1.5 (e) Urban Studies. Gendered difference in offers and acceptances over time (F-M)

A combination of factors may be may account for the lower rate of female offers in 2019 compared to previous year:

1) A new Scottish Government cap on student numbers is resulting in a more competitive process, with increased use of referee and personal statements potentially introducing bias.
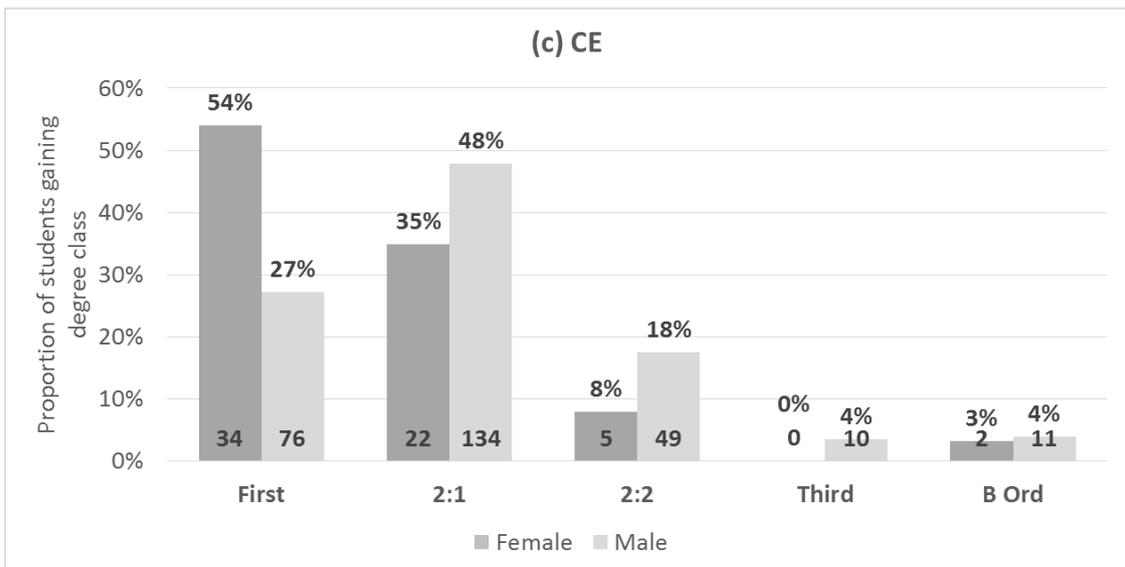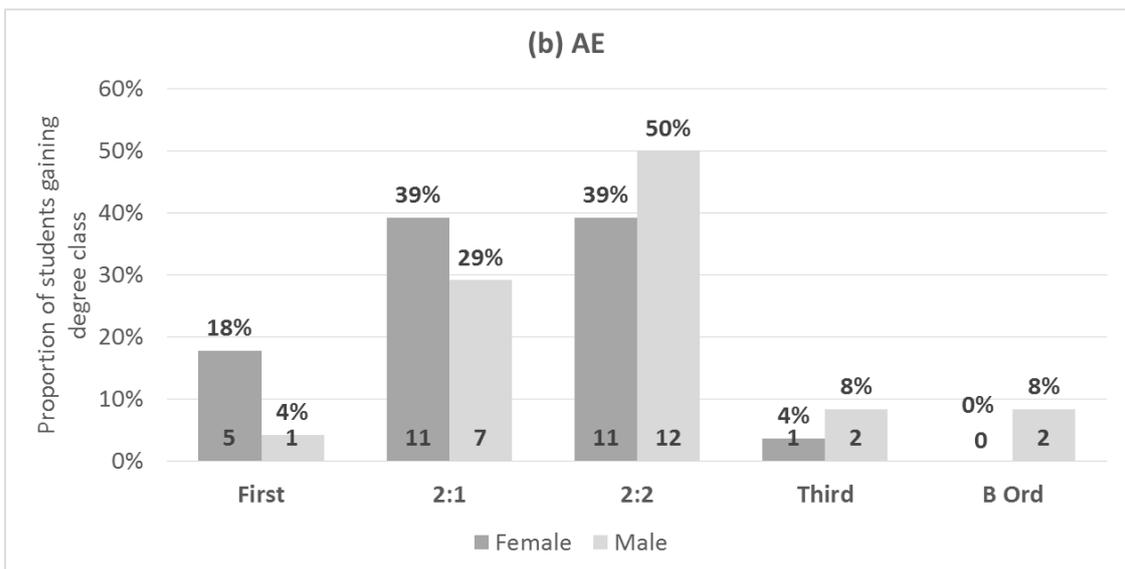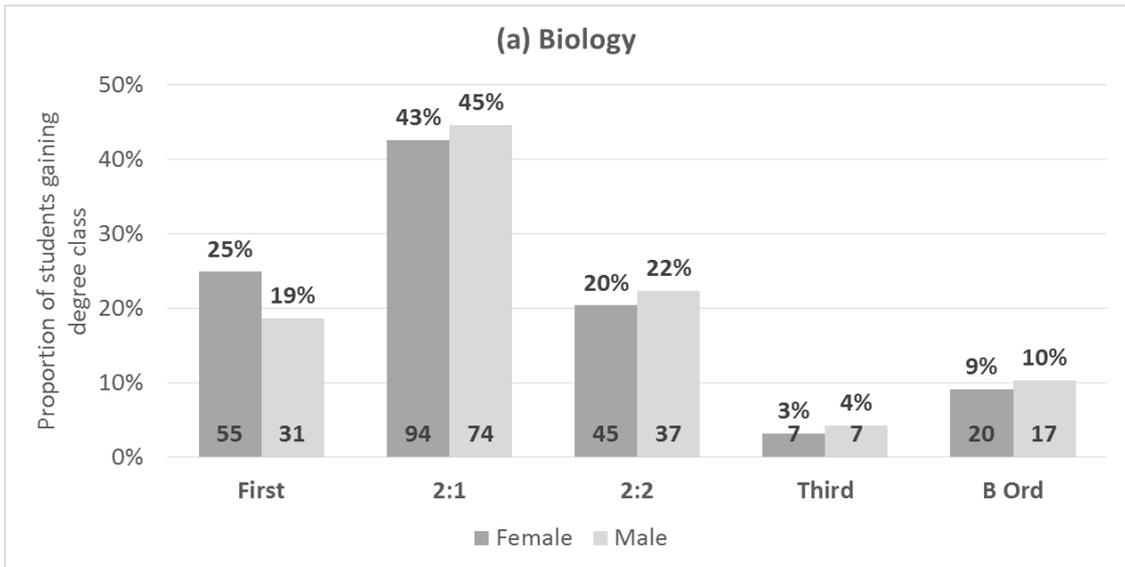
2) The admissions process was centralised in 2019.

We have identified an opportunity to train central admissions team to consciously seek out bias in referee's letters and other narrative materials. The University Athena Swan Officer is taking forward this University-level action.
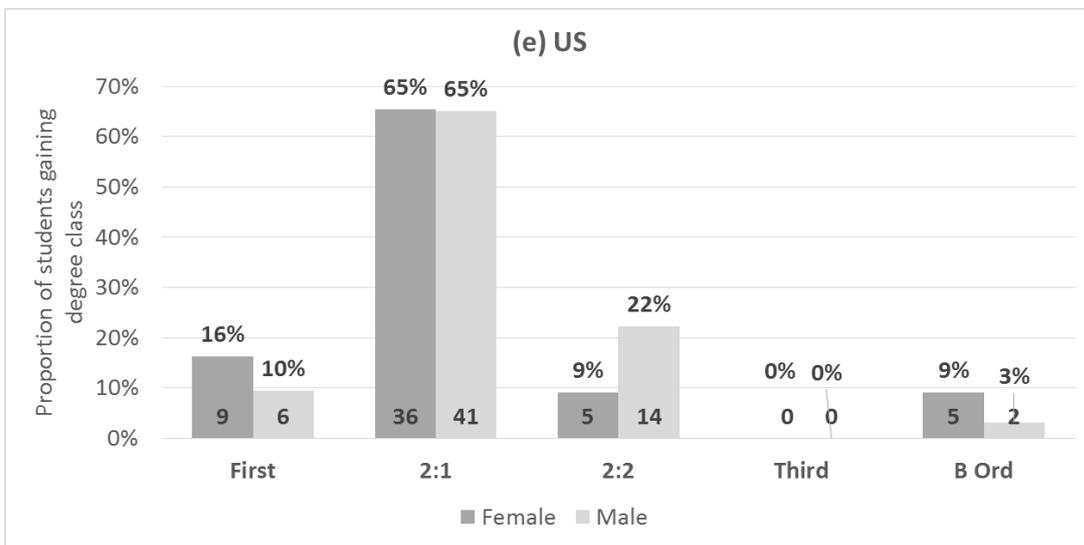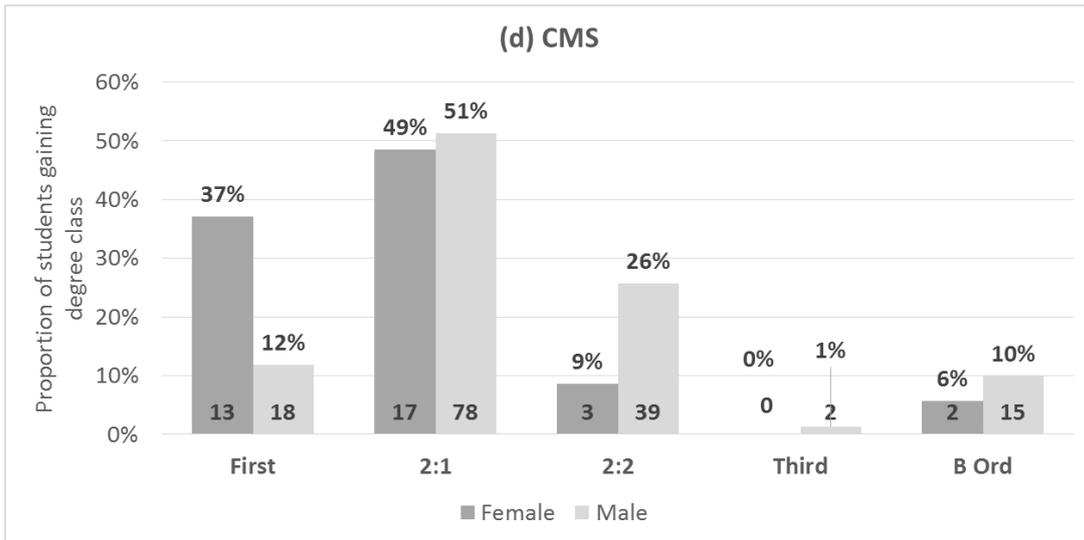
There are many reasons why individuals may choose to take up a university place and each discipline is able to tailor its offer, based on an agreed approach. The proportion of acceptances for women rose significantly for Biology from 57% to 66% (9%), AE from 38% to 45% (7%) and CMS by 9% from **15%** in 2015/2016 to **24%** in 2019/2020. For CE it fluctuated between 21% and 22% and for US it increased slightly from 50% to 51%. Because offer acceptance is likely influenced by post-offer engagement by recruitment teams, our recruitment workshop (AP3) will include strategies for engaging female applicants that have received offers.

Degree Attainment

Where possible, e.g., for exam scripts, marking within the School is anonymous and moderated across campuses to ensure consistency and fairness. Figure 4.1.6 (a-e) presents consolidated degree attainment of men and women 2015/2016 to 2019/2020. Degree classification achieved by female and male students fluctuates over time, but consistent trends emerge across disciplines during this period. A higher proportion of women receive a First in all disciplines compared to men, the percentage of women that receive a 2:1 varies across disciplines, and the proportion of women that receive lower-level degree achievement (2:2, third and B Ord) is higher for men in all disciplines except Urban Studies (women received higher percent of B Ord). This suggests scope to attract more women into our UG courses with the right recruitment and admissions approach.

(a) Biology

Proportion of students gaining degree class

	First	2:1	2:2	Third	B Ord
Female	25% (55)	43% (94)	20% (45)	3% (7)	9% (20)
Male	19% (31)	45% (74)	22% (37)	4% (7)	10% (17)

■ Female ■ Male

(b) AE

Proportion of students gaining degree class

	First	2:1	2:2	Third	B Ord
Female	18% (5)	39% (11)	39% (11)	4% (1)	0% (0)
Male	4% (1)	29% (7)	50% (12)	8% (2)	8% (2)

■ Female ■ Male

(c) CE

Proportion of students gaining degree class

	First	2:1	2:2	Third	B Ord
Female	54% (34)	35% (22)	8% (5)	0% (0)	3% (2)
Male	27% (76)	48% (134)	18% (49)	4% (10)	4% (11)

■ Female ■ Male

(d) CMS

Proportion of students gaining degree class

	First	2:1	2:2	Third	B Ord
Female	37% (13)	49% (17)	9% (3)	0% (0)	6% (2)
Male	12% (18)	51% (78)	26% (39)	1% (2)	10% (15)

■ Female ■ Male

(e) US

Proportion of students gaining degree class

|	First	2:1	2:2	Third	B Ord
Female	16% (9)	65% (36)	9% (5)	0% (0)	9% (5)
Male	10% (6)	65% (41)	22% (14)	0% (0)	3% (2)

■ Female ■ Male

Figure 4.1.6 (a-e) UG degree attainment by gender for each UG programme over 5 years (2015/2016 to 2018/2019)

The proportion of female PGT students shows a 1% increase from 31.8% to 32.8% since 2015/2016. Initial improvement in female proportion, with a high of 44.3% (+13.5%) in 2017/2018 (Figure 4.1.7) then dropped off.
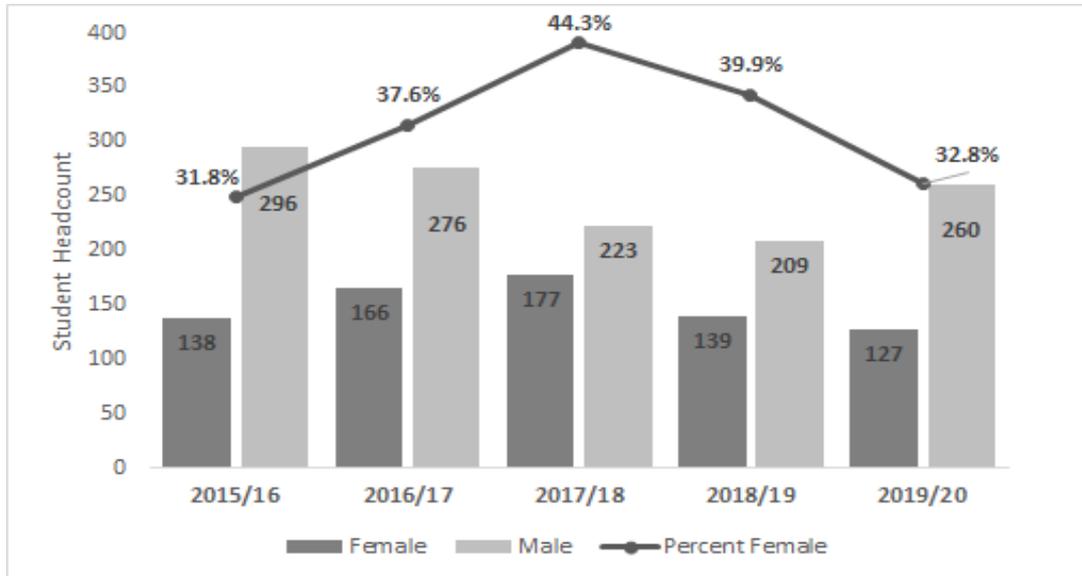
Figure 4.1.7 Overall PGT Student Numbers (Headcounts), and Proportions of Students who are Female

The drop-off is explained in part by two changes:

- The 2018/2019 closure of AE due to lack of financial viability[3] . AE had historically shown strong female representation (44-60%F).

- An increasingly male-gendered overseas student population, from 42% (50F/125M) in 2017/2018 to 20%F (36F/143M) in 2019/2020, (Figure 4.1.8).

The introduction in 2019/2020 of a new CMS MSc "with placement" programme offered in response to a gap in the market identified by our India-based student recruitment office, was more successful than anticipated. It attracted a highly male cohort, impacting on the overall gender balance of our overseas student population. We will equality impact assess our overseas marketing strategy to maximise equitable recruitment.

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[3]Undergraduate Architectural Engineering students have the option to undertake MEng as part of their studies. Others opt to undertake a specialist Masters in a supporting discipline. A general MSc in AE is becoming less attractive and has become financially unviable.
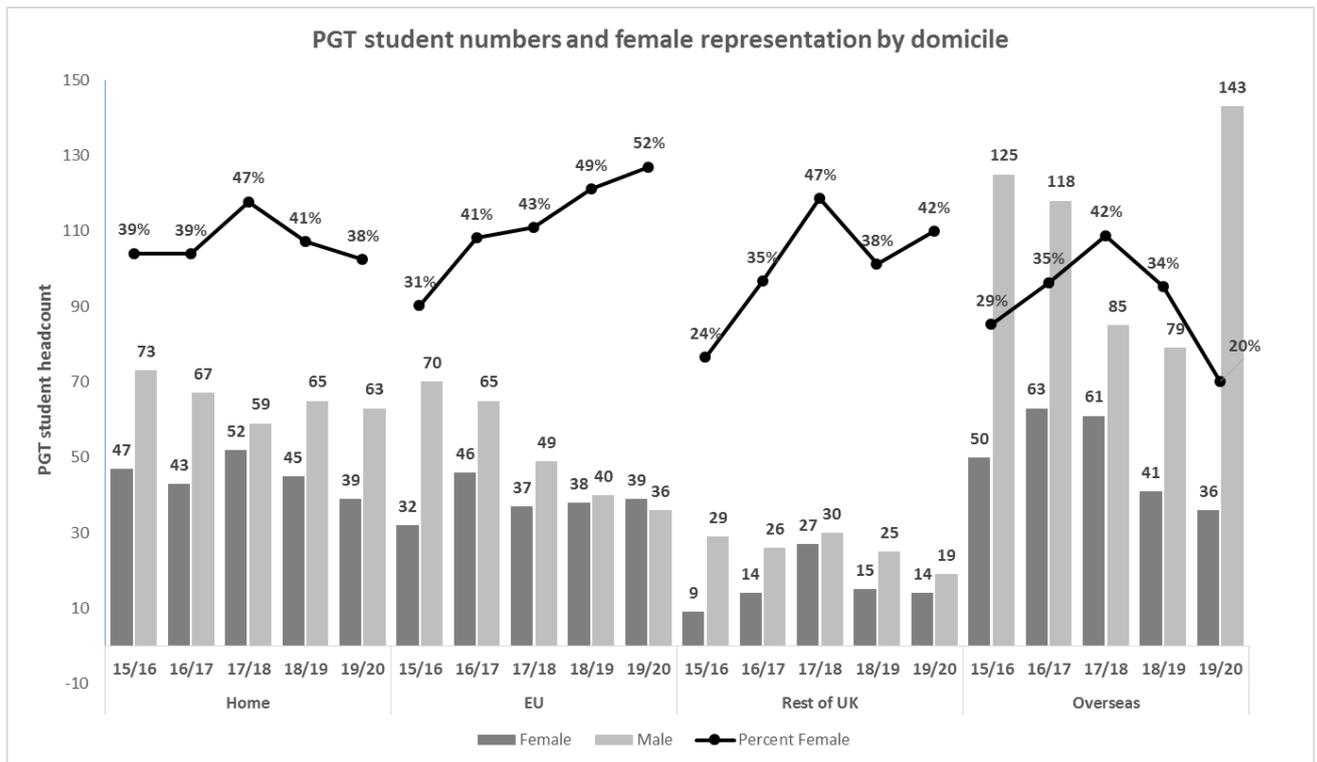
Figure 4.1.8 Overall PGT student numbers (headcount) by domicile, and proportion of students who are female
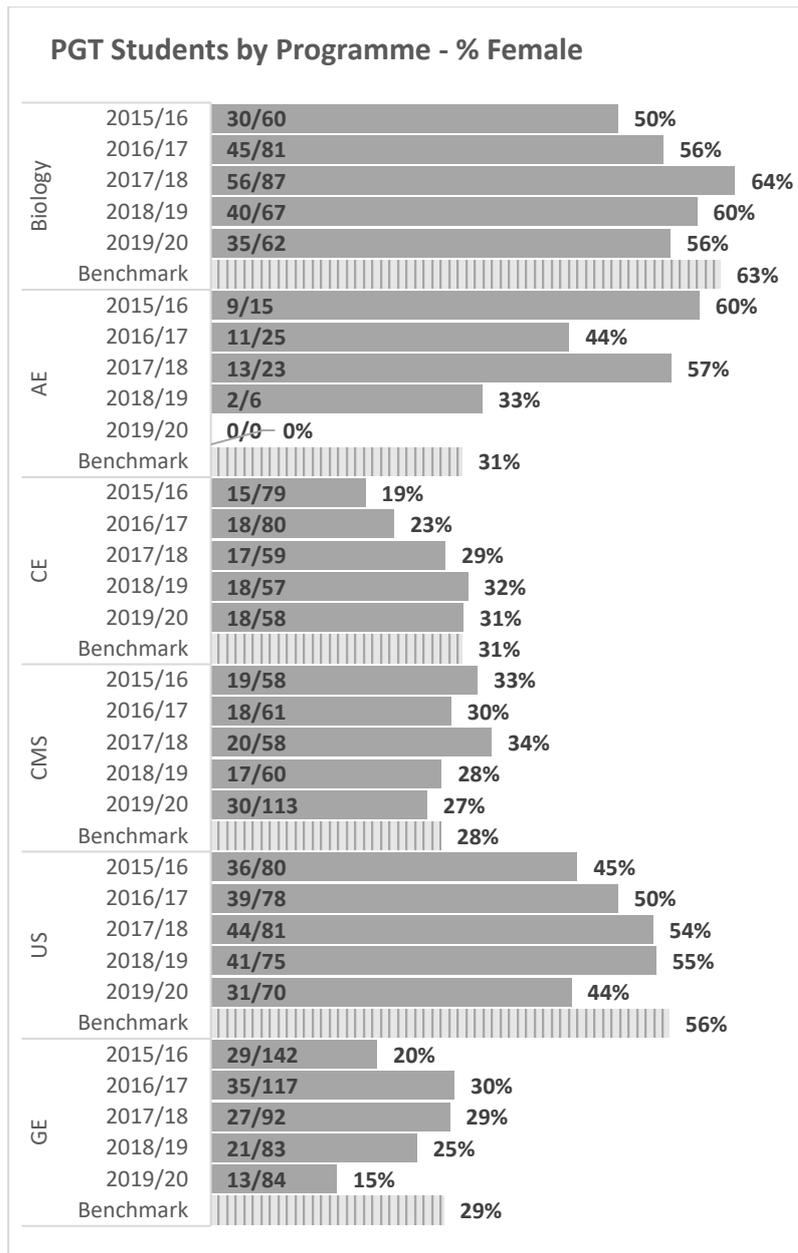
Figure 4.1.9 presents trends in female representation for each discipline, including comparison with UK benchmarks and Table 4.1.5 summarises key changes since 2015/2016. We observe increases in the proportion of female students in Biology (+6%) and CE (+12%) and decreases in CMS (-6%), US (-1%) and GE (-5%).

In 19/20, the proportion of students who are female at PGT-level is close to or meets the UK benchmark for CE (31%, meeting the benchmark) and CMS (27% v 28%). Biology falls below benchmark (-7%) but remains above 50% female.

Our biggest PGT success is the 12% increase in female participation in CE, now matching the 31% UK benchmark although this results in part from a decline in male numbers rather than simply an increase in female numbers.

GE and US demonstrate a substantial difference from benchmark in 2019/2020 (-14% and -12% respectively), with rates earlier in the period being consistently more favourable (25% v 29%, and 55% v 56% respectively in 18/19). We will monitor carefully. The 2014 oil-price crash has impacted overall participation in GE with no lasting recovery.

PGT Students by Programme - % Female

	Year	Numbers	%
Biology	2015/16	30/60	50%
	2016/17	45/81	56%
	2017/18	56/87	64%
	2018/19	40/67	60%
	2019/20	35/62	56%
	Benchmark		63%
AE	2015/16	9/15	60%
	2016/17	11/25	44%
	2017/18	13/23	57%
	2018/19	2/6	33%
	2019/20	0/0	0%
	Benchmark		31%
CE	2015/16	15/79	19%
	2016/17	18/80	23%
	2017/18	17/59	29%
	2018/19	18/57	32%
	2019/20	18/58	31%
	Benchmark		31%
CMS	2015/16	19/58	33%
	2016/17	18/61	30%
	2017/18	20/58	34%
	2018/19	17/60	28%
	2019/20	30/113	27%
	Benchmark		28%
US	2015/16	36/80	45%
	2016/17	39/78	50%
	2017/18	44/81	54%
	2018/19	41/75	55%
	2019/20	31/70	44%
	Benchmark		56%
GE	2015/16	29/142	20%
	2016/17	35/117	30%
	2017/18	27/92	29%
	2018/19	21/83	25%
	2019/20	13/84	15%
	Benchmark		29%

Figure 4.1.9 PGT student numbers by gender on individual programmes over the last five academic years, and proportion that is female. Benchmarks use 18/19 national UK data

Table 4.1.5 Proportion of PGT students who are female against the UK benchmarks 2019/20

Discipline	%F EGIS 15/16	%F EGIS 19/20	Change within EGIS since 15/16	%F UK Benchmark	Difference (EGIS - Benchmark)
Biology	50%	56%	+6%	63%	-7%
AE*	N/A	N/A	N/A	N/A	N/A
CE	19%	31%	+12%	31%	0%
CMS	32%	27%	-5%	28%	-1%
US	45%	44%	-1%	56%	-12%
GE	20%	15%	-5%	29%	-14%

*AE now closed. Included for clarity.

Looking at modes of study (Table 4.1.6), the proportion of all students who study part-time is static (14%-15%). Women remain twice as likely as men to study part-time at PGT-level, 22%F, 11%M with some fluctuation across the period. Lack of part-time study options may be a potential block to overseas women participating and we will consider this in the impact assessment.

Table 4.1.6 Number and proportion of part-time (PT) students by gender on PGT programmes over the last five academic years

| Year	Gender	Mode of study		Proportion Part Time
		Full time	Part Time	
2015/16	F	106	32	23%
	M	267	30	10%
2016/17	F	139	27	16%
	M	243	32	12%
2017/18	F	144	33	19%
	M	186	37	17%
2018/19	F	110	29	21%
	M	176	33	16%
2019/20	F	100	29	22%
	M	233	28	11%

Applications, offers and acceptances for PGT Courses

Overall, the gender proportion for submission of applications, receipt of offers, and acceptance of offers varied between 25-32% for women during 2015-2019 and had a downward trend (Figure 4.1.10). A downward trend in the proportion of women to submit applications, receive offers, and accept offers is observed in each discipline except AE[4] in which an increase in the proportion of applications received by women is recognised (Figure 4.1.11 a-f).
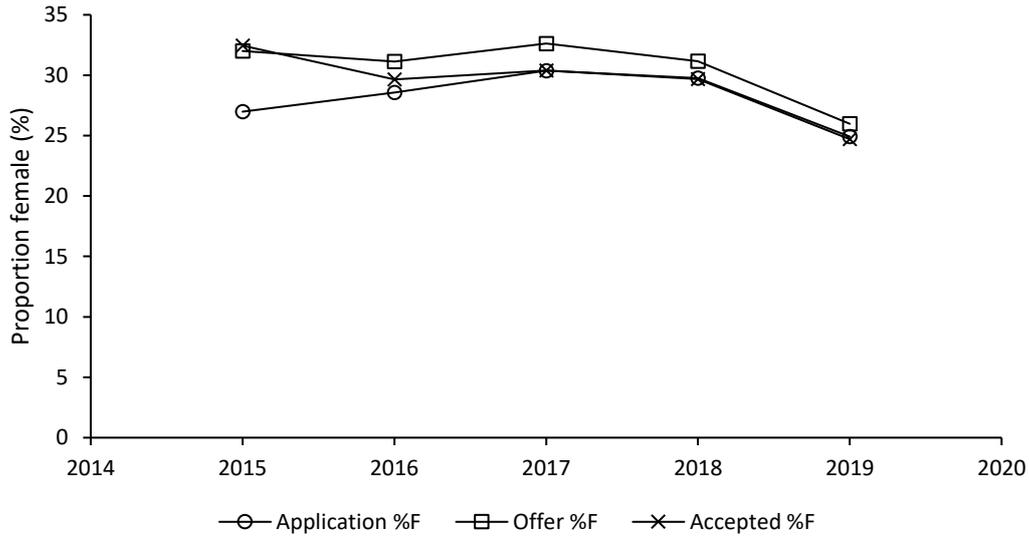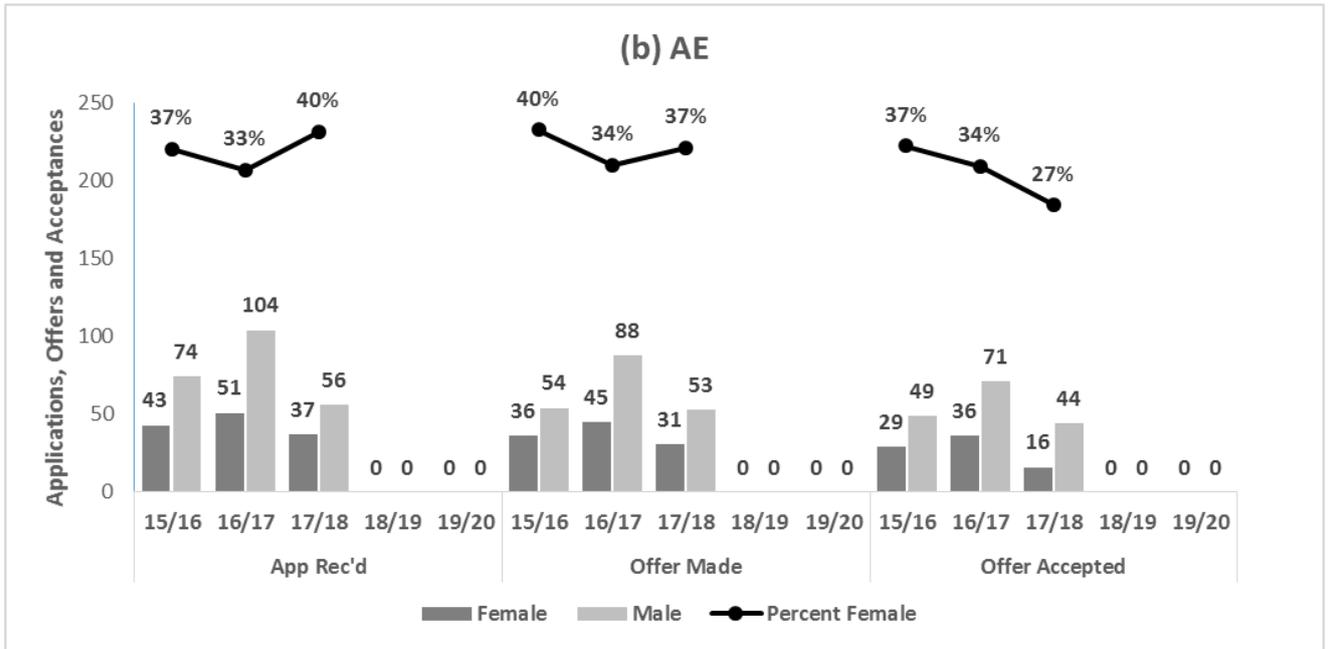
Figure 4.1.10 The proportion of women (F) that submitted applications, received offers, and accepted offers overall all EGIS PGT disciplines
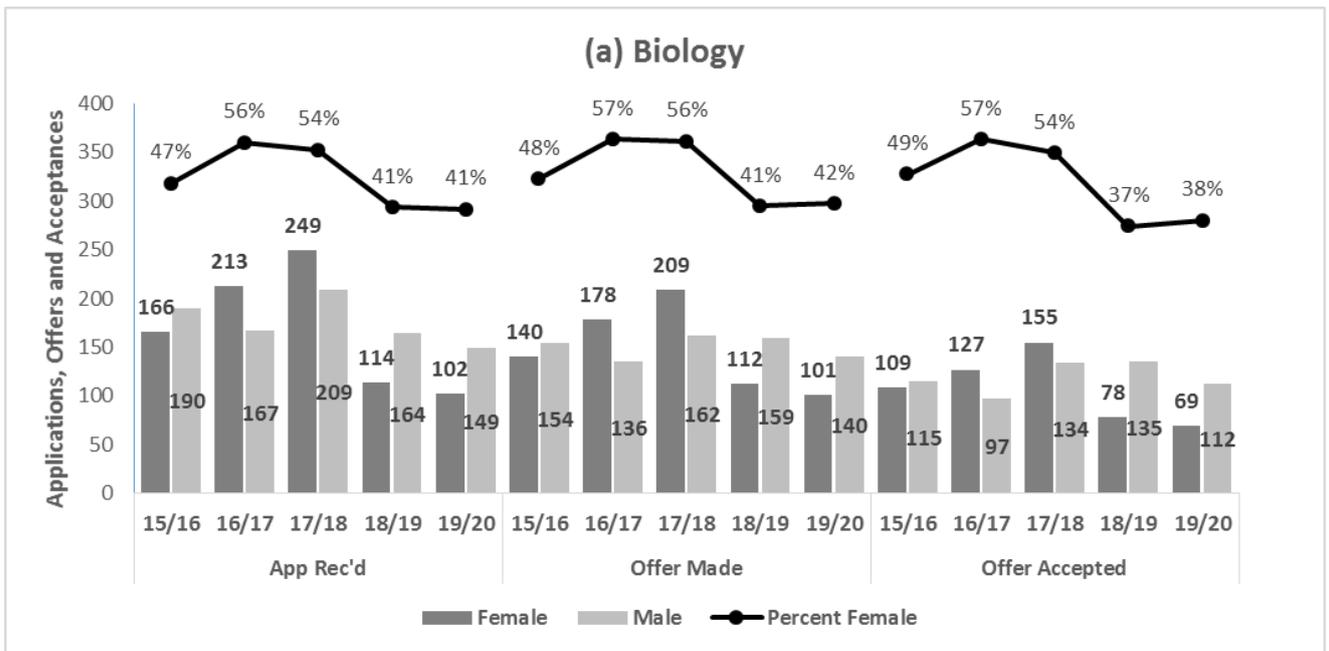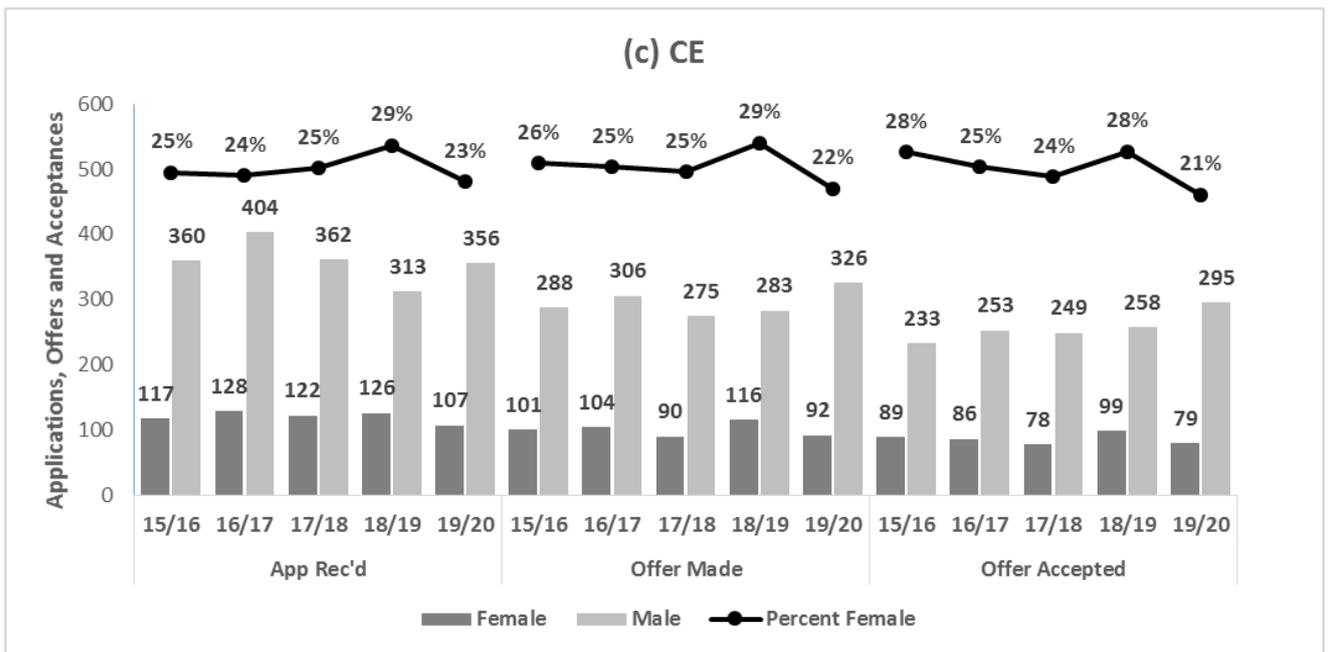

Figure 4.1.11 (a) Biology. Applications offers and acceptances for PGT Courses and proportions of women at each stage
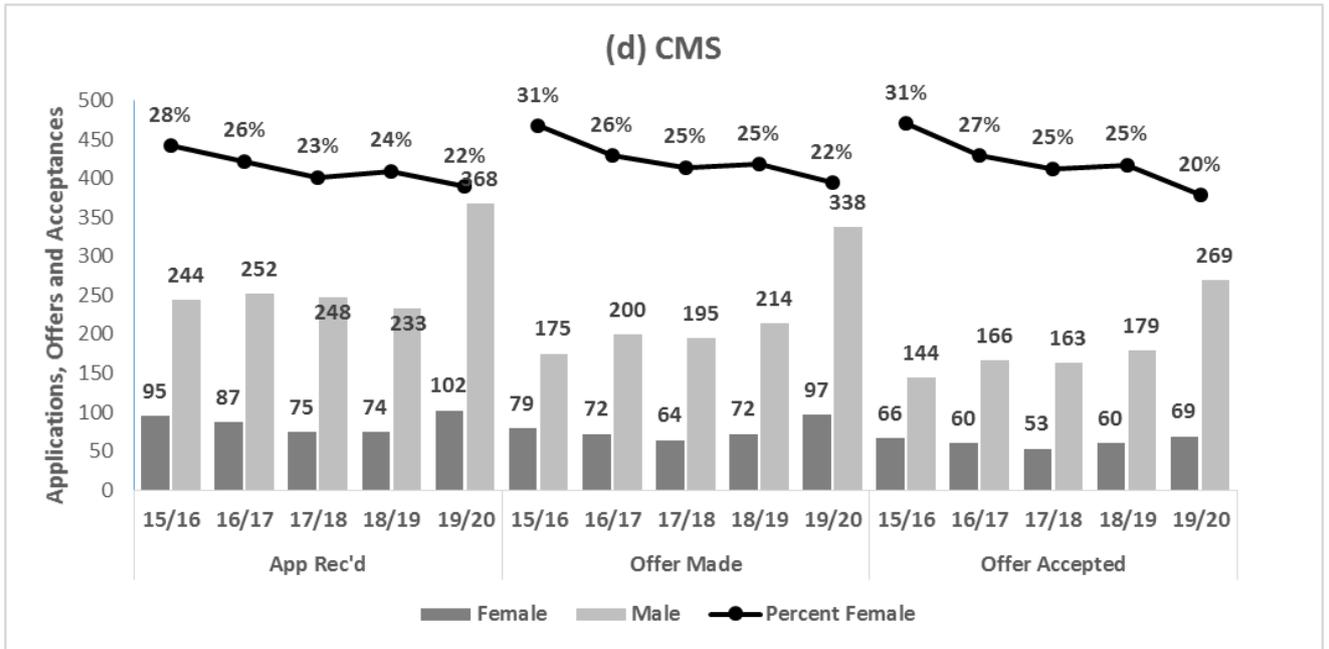
Figure 4.1.11 (b) Architectural Engineering. Applications offers and acceptances for PGT Courses and proportions of women at each stage
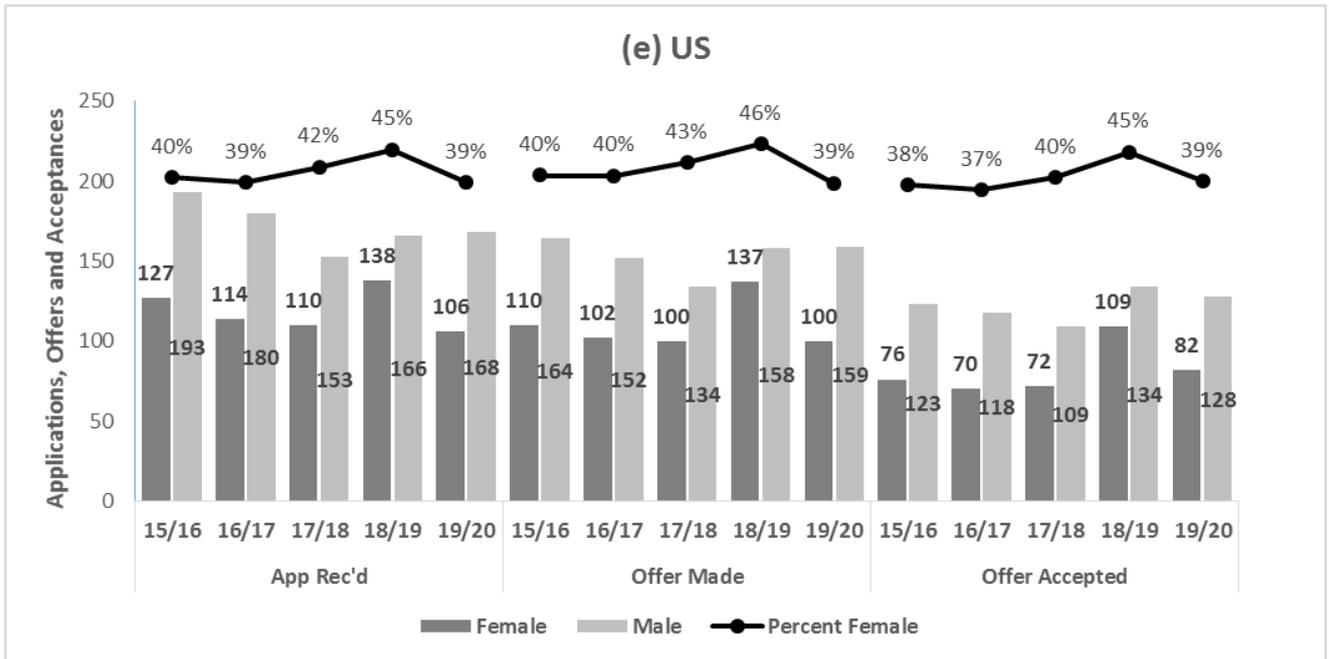

Figure 4.1.11 (c) Civil Engineering. Applications offers and acceptances for PGT Courses and proportions of women at each stage
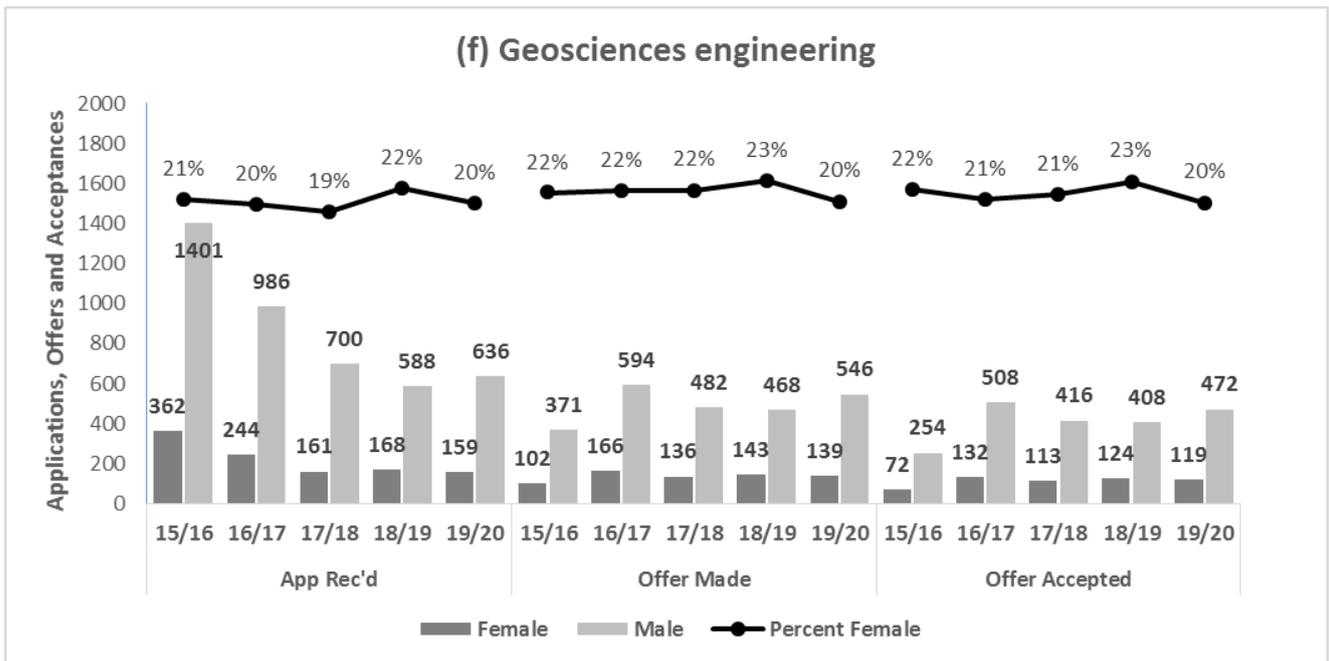
Figure 4.1.11 (d) Construction Management & Surveying. Applications offers and acceptances for PGT Courses and proportions of women at each stage

(e) US

Figure 4.1.11 (e) Urban Studies. Applications offers and acceptances for PGT Courses and proportions of women at each stage

(f) Geosciences engineering

Figure 4.1.11 (f) Geosciences Engineering. Applications offers and acceptances for PGT Courses and proportions of women at each stage
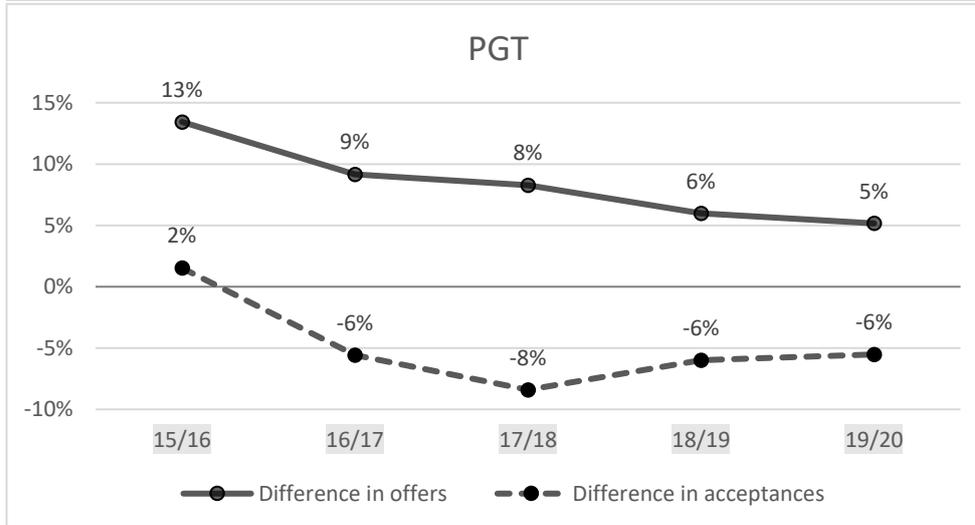
Offers and acceptances

Women are more likely than men to receive an offer than men (Figure 4.1.12); however, that gendered trend reduces over the period from +13% to +5%. For the past four years,

women have been less likely than men to accept the offer[4] (-6% in 2019/2020). We will monitor these trends closely to ensure any fluctuations remain small. There will be the opportunity to rollout training on conversion of female offers to acceptance from the UG workshops as required (**AP3**).

|	**PGT summary**			
Year	Status	Female	Male	%F
15/16	App Rec'd	910	2462	27%
	Offer Made	568	1206	32%
	Offer Accepted	441	918	32%
16/17	App Rec'd	837	2093	29%
	Offer Made	667	1476	31%
	Offer Accepted	511	1213	30%
17/18	App Rec'd	754	1728	30%
	Offer Made	630	1301	33%
	Offer Accepted	487	1115	30%
18/19	App Rec'd	620	1464	30%
	Offer Made	580	1282	31%
	Offer Accepted	470	1114	30%
19/20	App Rec'd	557	1678	25%
	Offer Made	530	1510	26%
	Offer Accepted	419	1277	25%

Figure 4.1.12 (and table above) Overall number of students applying for PGT courses and the proportion who are female at each recruitment stage (b) School trends in gendered difference (F-M) at the offer and acceptance stages. 2015/16 to 2019/20

We observe no major differences among disciplines in the proportions of women that receive an offer and accept an offer (Figure 4.1.13 a-e). For CE, there was a small change in 2019 between male and female proportions, 86%F vs 92%M with only 74%F accepting

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[4] It should be noted that PGT demonstrates a much higher rate of "no-shows" than for UG, especially from within the fee-paying overseas student community. The offers accepted do not necessarily translate into actual student numbers.

offers as compared to 83%M, a difference of 9%. This is a concern; however, such a change is only observed for 2019/2020. We will monitor this closely and take action if the situation persists.
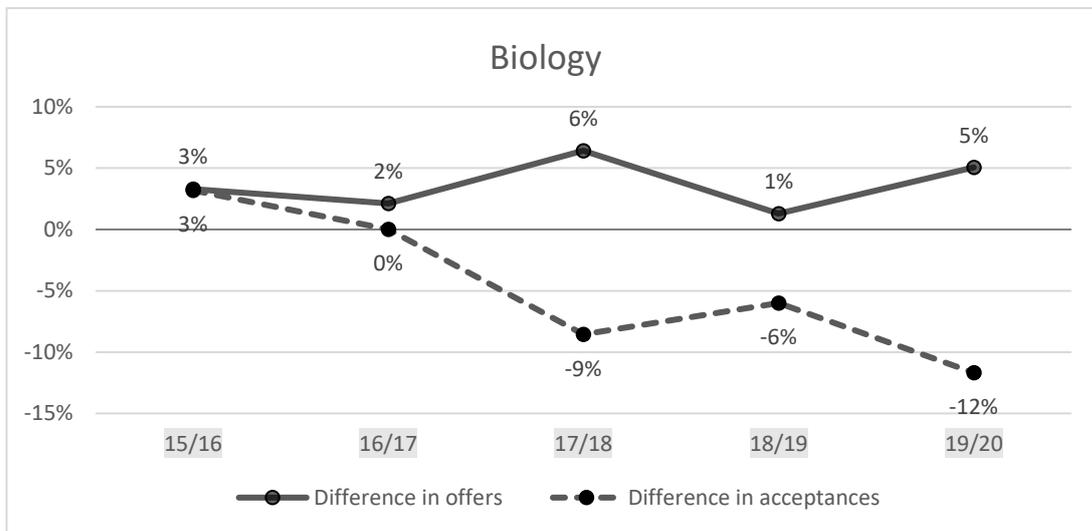
Figure 4.1.13 (a) Biology. Gendered difference in offers and acceptances over time (F-M)
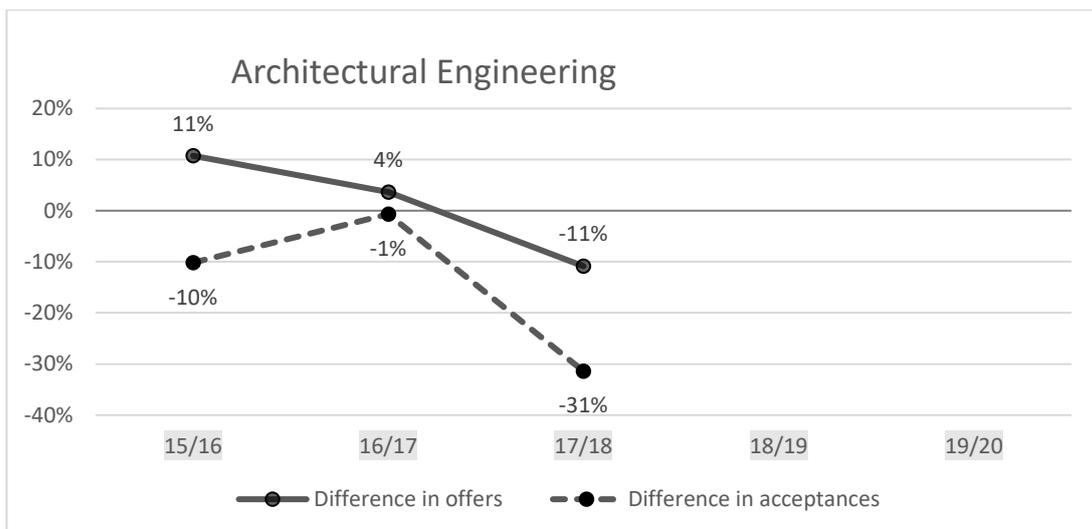
Figure 4.1.13 (b) Architectural Engineering. Gendered difference in offers and acceptances over time (F-M)

Figure 4.1.13 (c) Civil Engineering. Gendered difference in offers and acceptances over time (F-M)

Figure 4.1.13 (d) Construction Management & Surveying. Gendered difference in offers and acceptances over time (F-M)
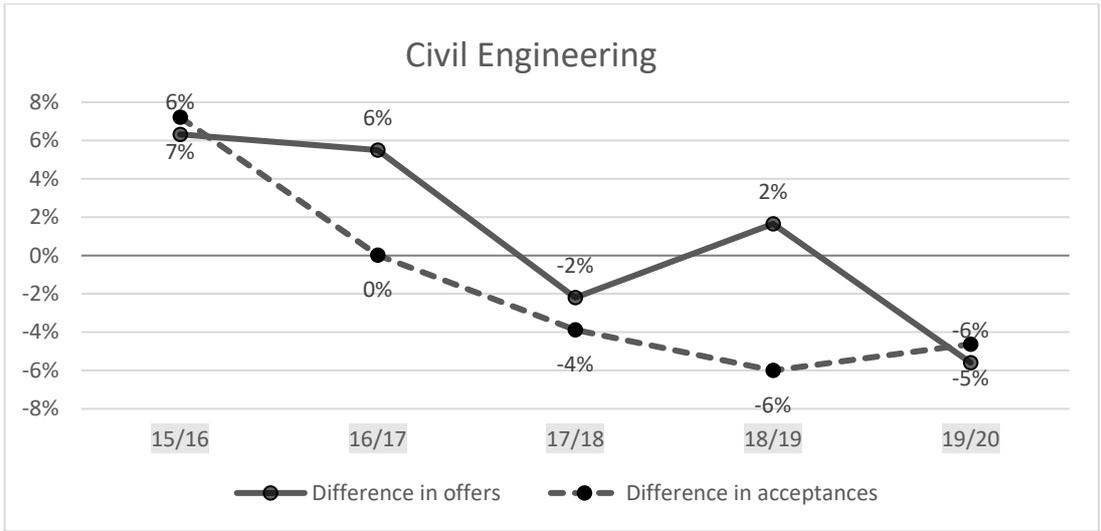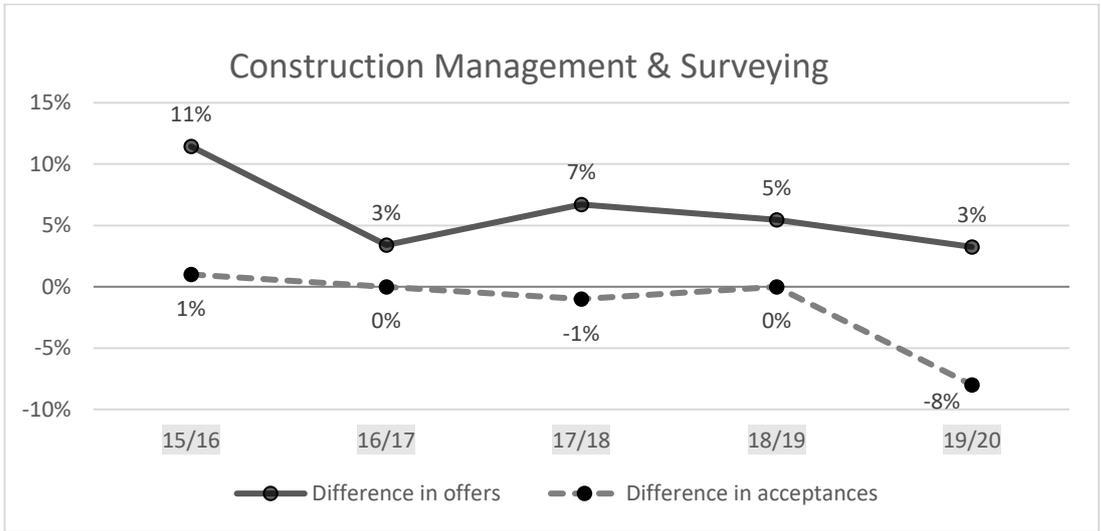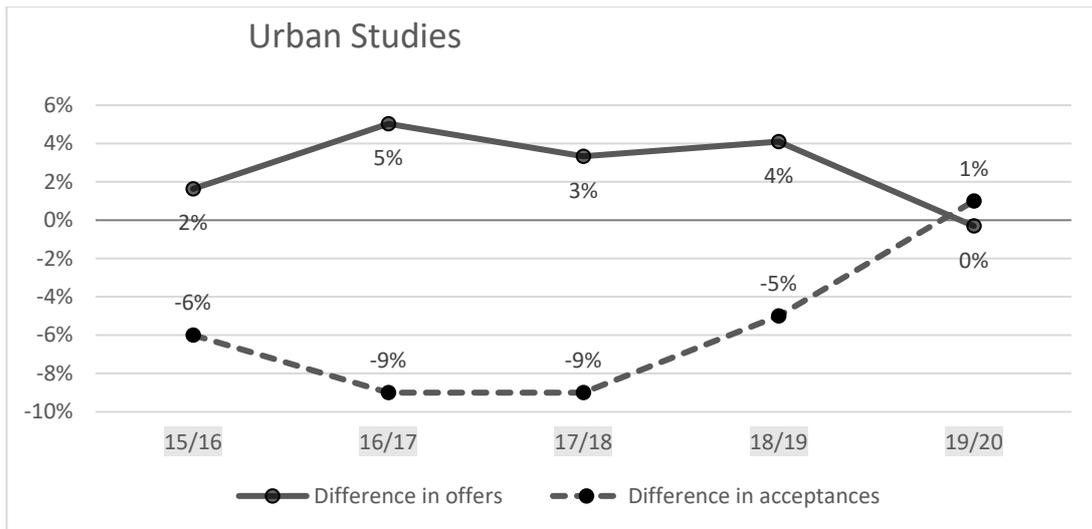
Figure 4.1.13 (e) Urban Studies. Gendered difference in offers and acceptances over time (F-M)
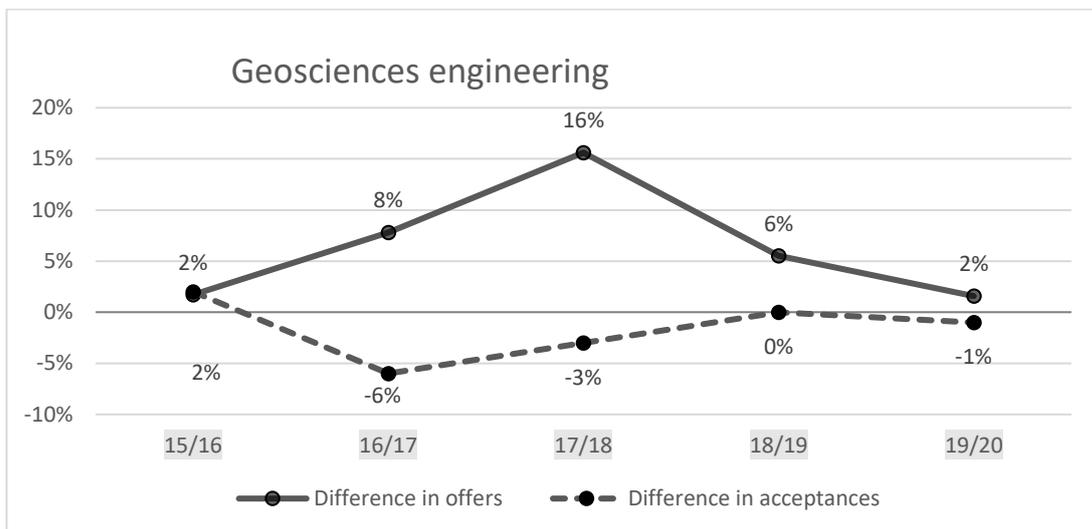
Figure 4.1.13 (f) Geosciences Engineering. Gendered difference in offers and acceptances over time (F-M)

Applications

Mirroring the trends observed in the student population, we observe a 3% increase, to 30%, in the rate of applications received from women up to 2018/2019, followed by a drop in 2019/2020 to lower than 2015/2016 rate (2% drop from 27% to 25%).

Degree Attainment

Figure 4.1.14 shows each degree classification and the % of each gender attaining that classification. It demonstrates a 4% improvement in women's likelihood of attaining a distinction from 15% to 19%, with likelihood now similar across genders (1% gender difference in last 2 years). Women are generally more likely to attain a pass than men, and

men more likely to leave with another award[5]. This suggests scope to attract more women into our PGT courses with the right recruitment and admissions approach.

(a) "Distinction" by gender

	15/16	16/17	17/18	18/19
Female	15% (17)	14% (19)	21% (30)	19% (21)
Male	17% (46)	17% (42)	20% (36)	18% (29)

(b) "Pass" by gender

	15/16	16/17	17/18	18/19
Female	74% (86)	79% (108)	73% (103)	72% (81)
Male	67% (183)	73% (180)	72% (127)	67% (107)

(c) "Other award" by gender

	15/16	16/17	17/18	18/19
Female	11% (13)	7% (9)	6% (8)	9% (10)
Male	17% (46)	10% (24)	7% (13)	15% (24)
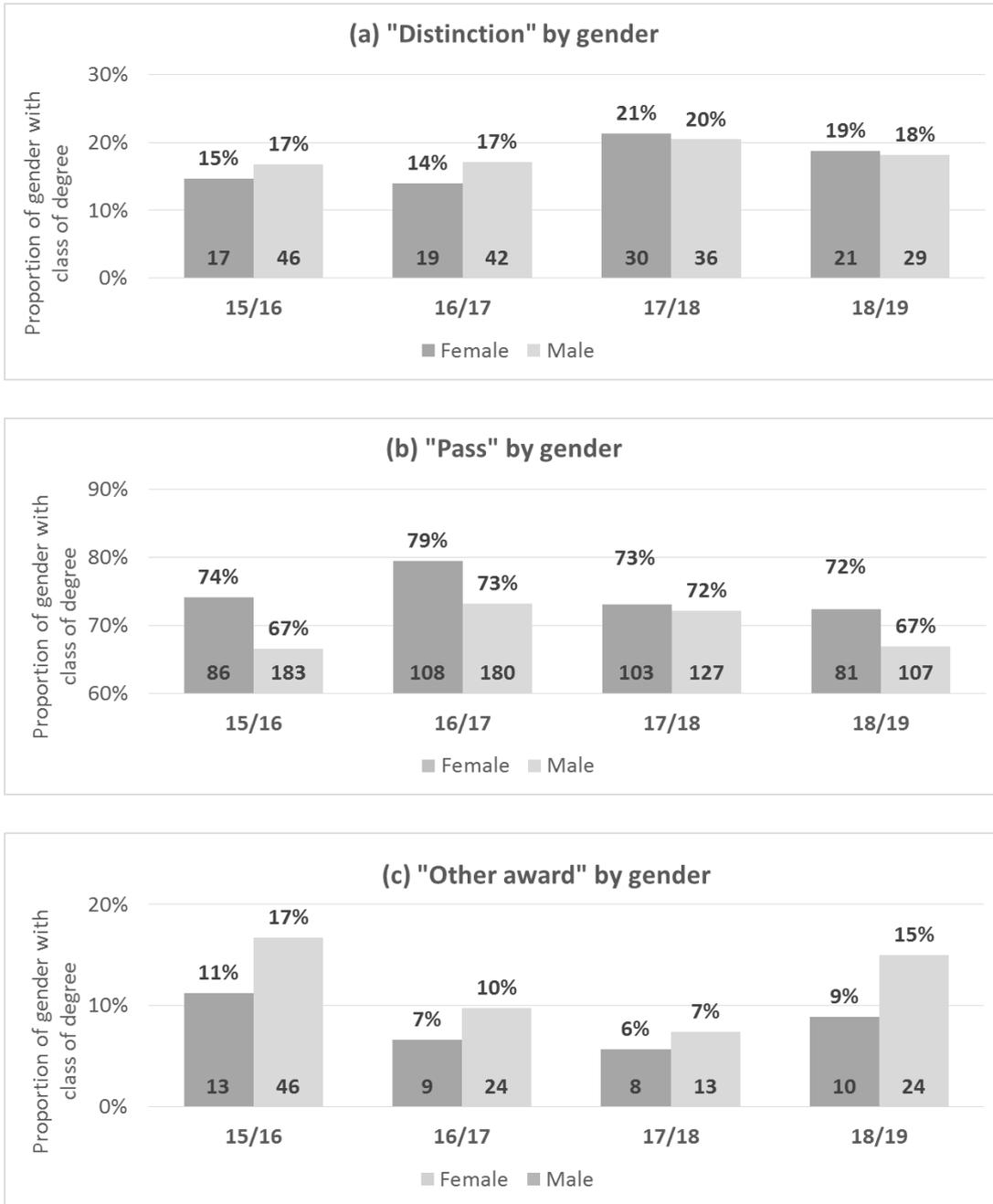
Figure 4.1.14 Completions of PGT Courses: Proportion of female/male gaining different qualifications

[5] "Other award" includes PG Cert and PG Dip

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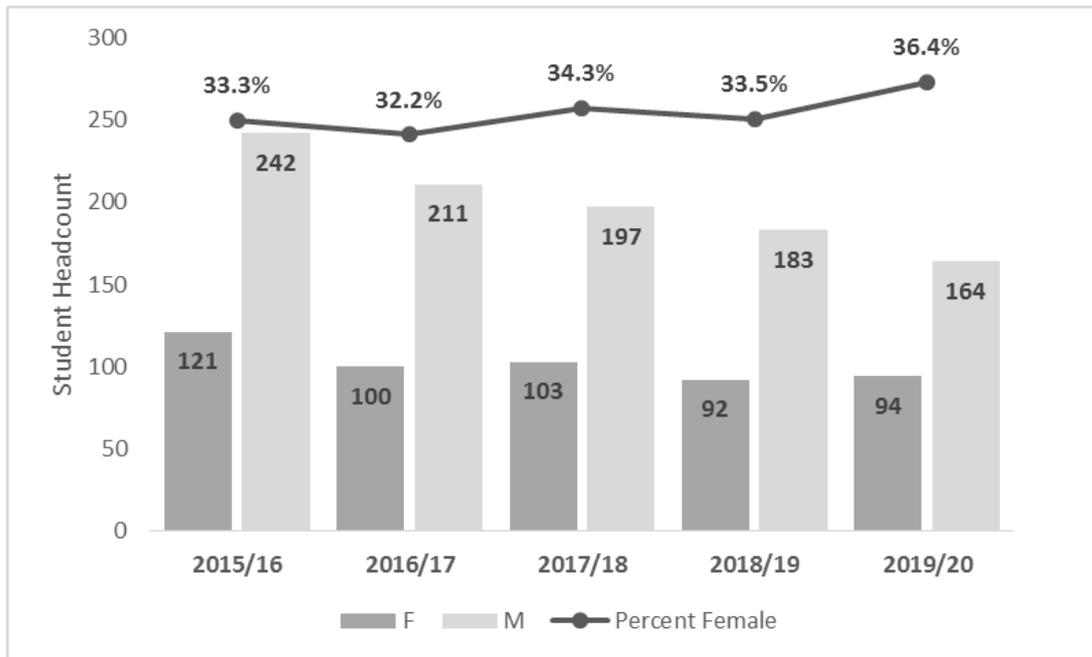   degree completion rates by gender.

The proportion of PGR students who are female has increased by 3% from 33% to 36%
(Figure 4.1.15), and the proportion of women in each program exceeds UK Benchmarks for
all programs except PE (Figure 4.1.16).

**Figure 4.1.15 Overall numbers of PGR students (Headcount) by gender over the last five
academic years and proportion of female students**

The %F increases for Biology (+9%), CMS (+5%) and US (+8%) (Table 4.1.7) mean that the
female proportion for all disciplines except PE over the last five years matches or surpasses
benchmark. The female proportion has fallen for CE (-9% from 40% to 31%) but still
matches benchmark. We will monitor CE.

The female proportion for PE improved (+2%) but sits -9% below benchmark. The IGE
portfolio is transitioning from PE towards renewable energy, carbon capture/storage and
mature field management to meet current global environmental needs. Research
consistently points to the high regard women place on careers that directly help the
world/other people, suggesting that our new Geo-energy portfolio will help increase
female participation to at least 25% by 2025. We will embed this in our approach (**AP5).**

Table 4.1.7 Percent female against the UK benchmark for 2019/20

Discipline	%F EGIS 15/16	%F EGIS 19/20	Change within EGIS since 15/16	%F UK Benchmark	Difference (EGIS - Benchmark)
Biology	57%	64%	+7%	55%	+9%
CE	40%	31%	-9%	31%	0%
CMS	29%	40%	+11%	35%	+5%
US	40%	55%	+15%	47%	+8%
PE	20%	22%	+2%	31%	-9%

PGR Students by Programme - % Female

Programme	Year	Count	% Female
PE	2015/16	25/128	20%
PE	2016/17	28/127	22%
PE	2017/18	31/131	24%
PE	2018/19	27/121	22%
PE	2019/20	26/116	22%
PE	Benchmark		31%
Biology	2015/16	35/61	57%
Biology	2016/17	22/36	61%
Biology	2017/18	24/36	67%
Biology	2018/19	22/37	59%
Biology	2019/20	25/39	64%
Biology	Benchmark		55%
CE	2015/16	19/48	40%
CE	2016/17	18/45	40%
CE	2017/18	16/42	38%
CE	2018/19	13/40	33%
CE	2019/20	10/32	31%
CE	Benchmark		31%
CMS	2015/16	22/76	29%
CMS	2016/17	17/61	28%
CMS	2017/18	20/55	36%
CMS	2018/19	14/43	33%
CMS	2019/20	16/40	40%
CMS	Benchmark		35%
US	2015/16	20/50	40%
US	2016/17	15/42	36%
US	2017/18	12/36	33%
US	2018/19	16/34	47%
US	2019/20	17/31	55%
US	Benchmark		47%

Figure 4.1.16 PGR Student Numbers on individual Programmes over the last five academic years with proportions of female students

Action 5:

➤ **Objective: Increase proportion of postgraduate research students in the Institute of Geo-Energy Engineering (IGE) who are female.**
➤ Deliverable: (1) Conduct equality impact assessment on the development of PGR programmes as IGE pivots into new research and teaching areas around net zero carbon; (2) Improve student recruitment strategies with a view to attracting female applicants.
➤ Success measure: Achieving at least 25% female postgraduate research students in IGE by 2025.

PT patterns of PGR study change over the period with men historically more likely to study part-time and women slowly increasing their rate of PT study to match men's (16%F/17%M in 2019/20) (Table 4.1.8).

Table 4.1.8 Number and proportion of part time (PT) students by gender on PGR programmes over the last five academic years

| Year | Gender | Mode of study | | Proportion Part Time |
		Full time	Part Time	
2015/16	F	109	12	10%
	M	198	44	18%
2016/17	F	89	11	11%
	M	180	31	15%
2017/18	F	90	13	13%
	M	162	35	18%
2018/19	F	79	13	14%
	M	146	37	20%
2019/20	F	78	16	17%
	M	137	27	16%

Applications, offers and acceptances for PGR Courses

We present consolidated PGR data due to small numbers. The rate of applications received from women has remained fairly static at ca. 28% (Figure 4.1.17).
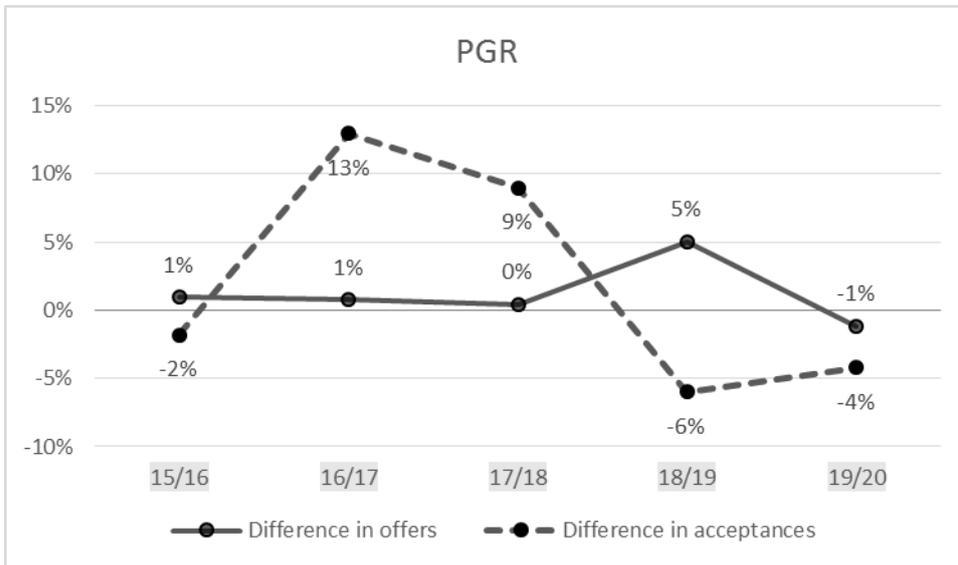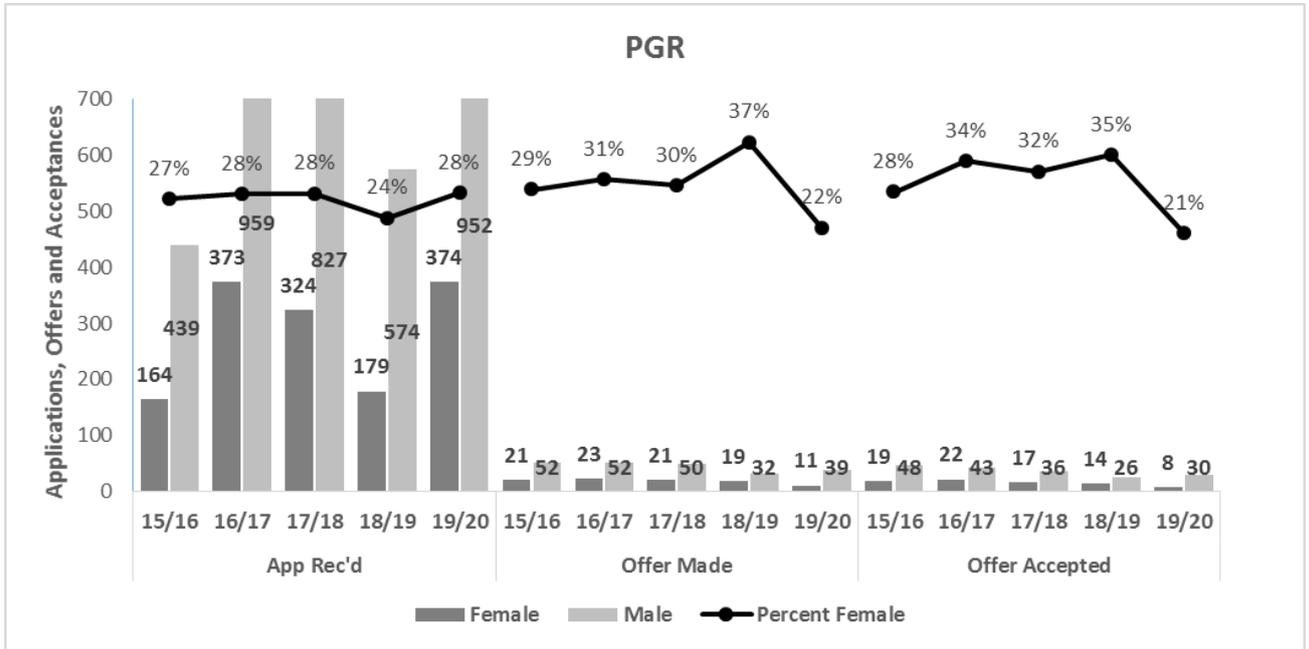
Figure 4.1.17 Applications, offers and acceptances for PGR Course. Gendered difference in offers and acceptances over time (F-M)
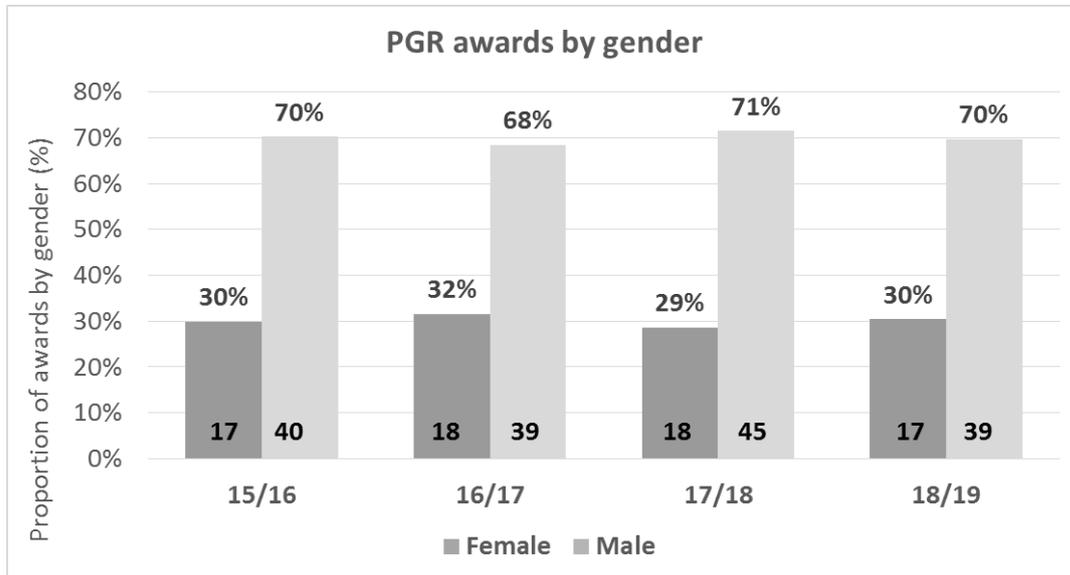
Offers are generally made at a similar rate across gender (1% fluctuation). Acceptance rates do fluctuate; some PGR students are fee-paying, and the offers accepted do not necessarily translate into actual student numbers.

With a 5-year static female application rate, there is scope for improvement, addressed by **AP12** in Section 5.3, support for students.

Degree Attainment

Figure 4.1.18 presents PGR awards by gender. It demonstrates 3% variation in female award rate (29% to 30%), slightly lower than the rate of female PGR students (33-36%F). To best identify any gendered issues that we require enhanced data on dropout rates and reasons for non-completion, which we will develop via **AP2**.


PGR awards by gender

Proportion of awards by gender (%)

	15/16	16/17	17/18	18/19
Female	30% (17)	32% (18)	29% (18)	30% (17)
Male	70% (40)	68% (39)	71% (45)	70% (39)

■ Female ■ Male

Figure 4.1.18 PGR awards by gender, 2015 to 2019.

(v)   Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and post-graduate degrees.

Figure 4.1.19 presents the pipeline for 2015 (36%F UG, 32%F PGT, 33%F PGR) and 2019 (39%F UG, 33%F PGT, 36%F PGR), demonstrating that the entry point of the pipeline is now better sourced, with UG +3%F. We observe +3%F gain at PGR-level and an effective stasis at PGT-level (+1%F). There is attrition from the pipeline at both PGT and PGR level, with PGT demonstrating the lowest %F (33%). The major opportunity for further improvement at all levels is to increase our attractiveness to female students. Our identified actions will support improved recruitment into, and retention of, female students within the academic pipeline.
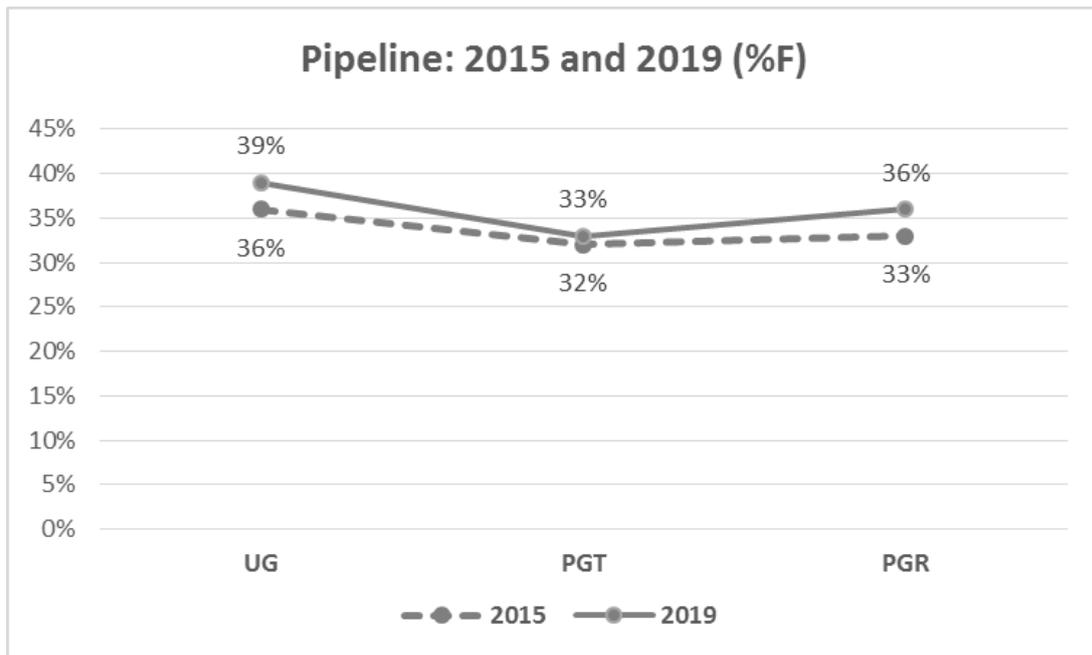
Figure 4.1.19 Change in rate of EGIS female students at UG, PGT and PGR-level between 2015 and 2019

[Word count (students): 2095]

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.

Figure 4.2.1 presents summary staff data. From 2015 to 2019, the **proportion of female academics increased by 5%** from 24% to 29% (Figure 4.1.20). The **total number increased by 31%** (from 39 to 51).
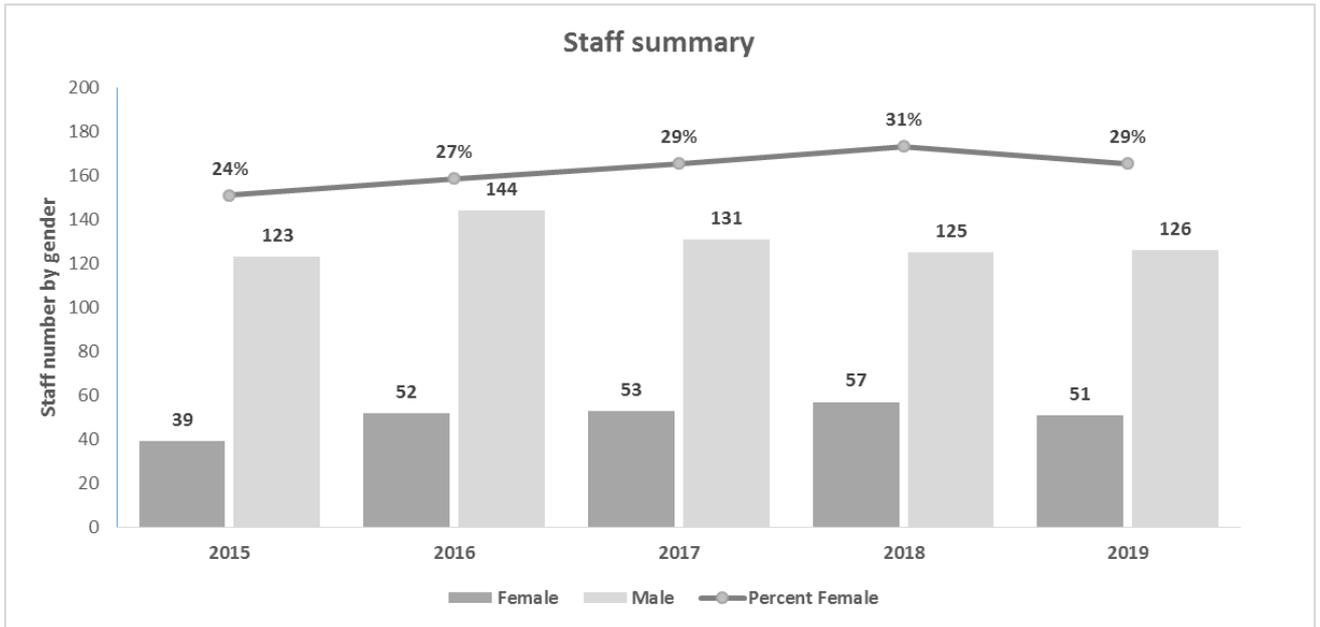
Figure 4.2.1 Changes in the proportion of female Academics in EGIS

Academic Staff by grade

Figure 4.2.2 demonstrates improvement in female proportion at all grades (Gr7: +13%, Gr8: +6% and Gr10: +4%) except Gr9 (-2%) where a long-term static number of women is now improving (+2 to 9 women, 2019, 22%F). Progress is greater in the junior grades particularly at Gr7, primarily postdoctoral roles, where most appointments are made. Representation at Gr8 has improved despite an overall drop in female numbers due to contract end. Gr10 has improved steadily from 15% to 19%F, with 50% growth in numbers, from 6 to 9 women).
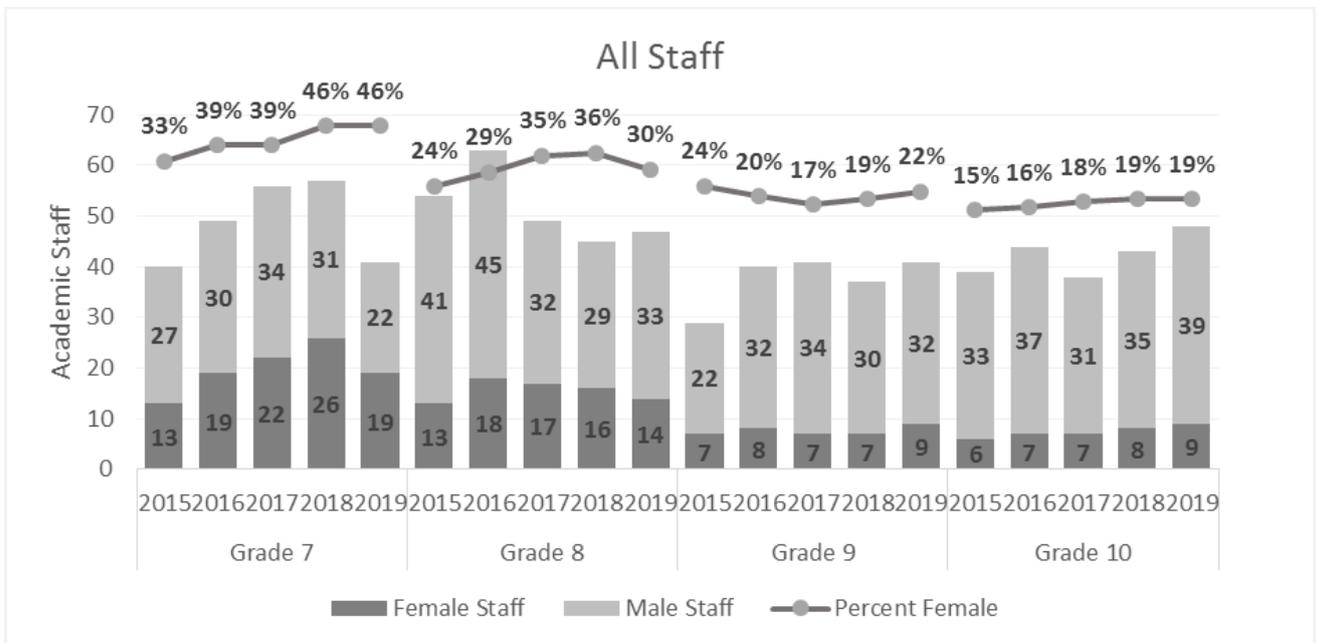
Figure 4.2.2 Changes in the proportion of female Academics in EGIS by grade

Academic Staff by contract function

Academics have one of three contract types: Research-only, Teaching & Research (T&R), or Teaching & Scholarship (T&S). Our research-led teaching approach means that most staff are on Research or T&R contracts with a smaller group of T&S-focussed pedagogical experts and leaders. Career pathway changes are supported.
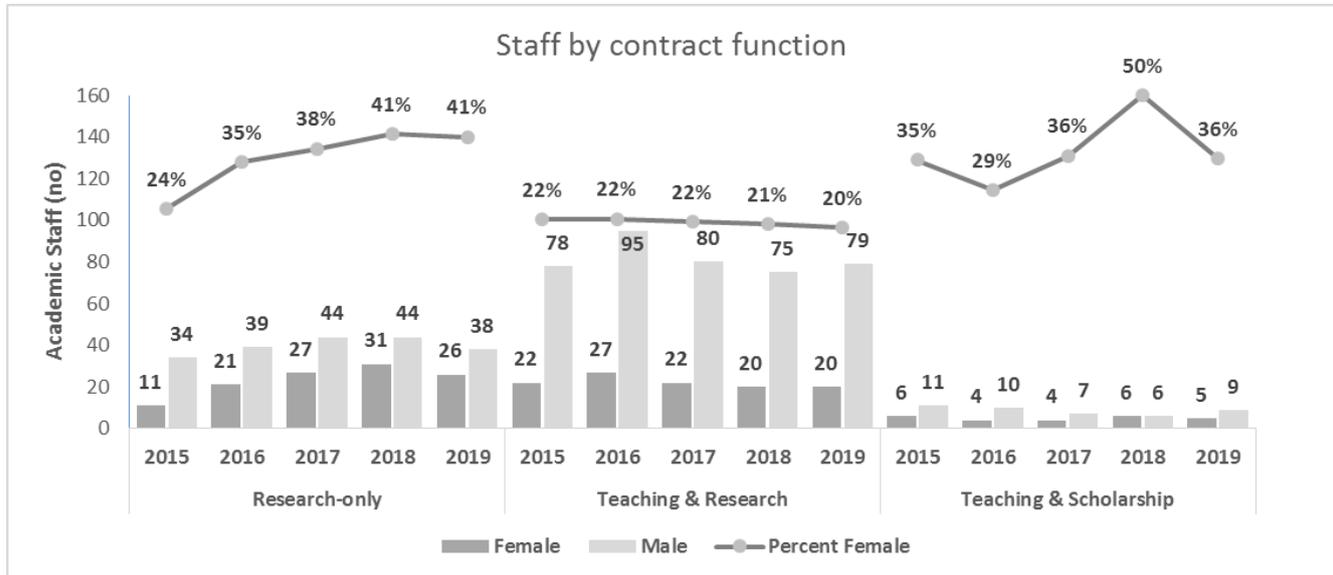

Figure 4.2.3 Changes in the proportion of female Academics in EGIS by contract function

Figure 4.2.3 presents staff by contract function and gender. Women are in highest proportion in Research-only roles (41% in 2019) followed by T&S (5, 36%), then T&R (20%).

The **+17%F increase in R-only** roles from 24% to 41%F (6% below 47.2% UK benchmark[6]) correlates primarily with Gr7/8 increases (Figure 4.2.4), resulting from successful female recruitment to postdoctoral roles (R-only Gr7: +20%, R-only Gr 8: +4%). All Research staff at Gr9 and Gr10 are based in either I-SPHERE, an externally-funded research centre, or in IGE, undertaking industry-funded contract research activity.
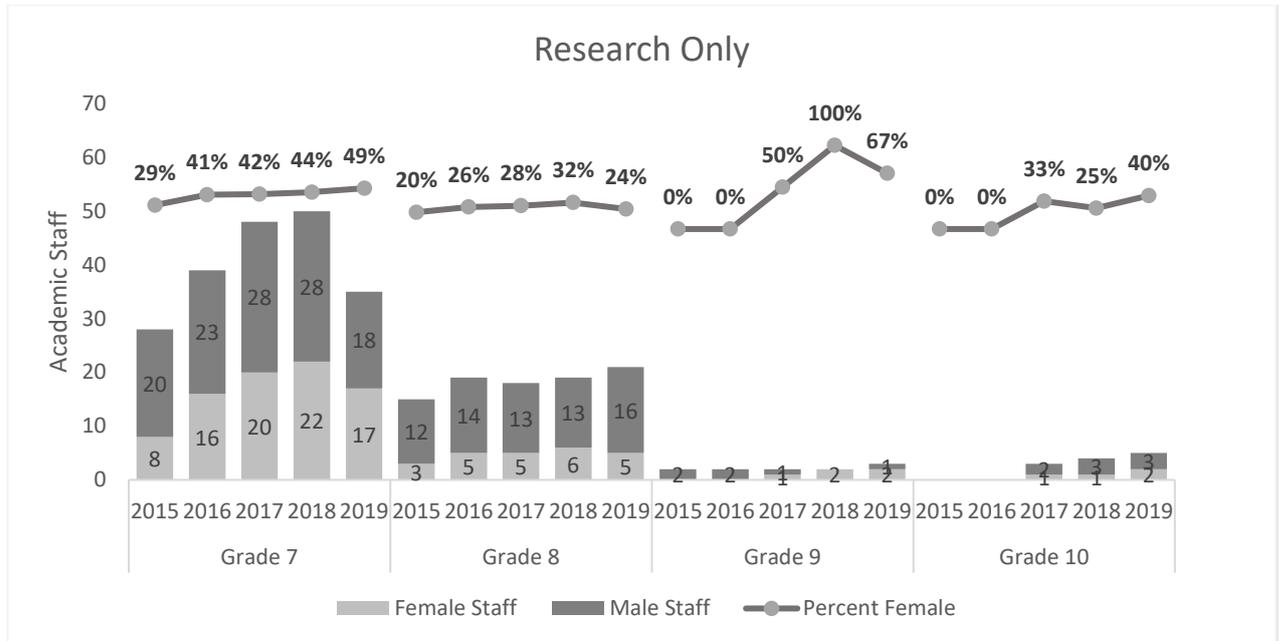
Figure 4.2.4 Research-only staff by grade and gender

<u>Teaching & Scholarship</u>

T&S roles are fewer (range: 11-17 posts), and data (Figure 4.2.3, above) shows greater fluctuation (range: 29-50%F) but always under 52.1% UK benchmark[7]. Female gendering of T&S can result from difficulty retaining a research career after maternity leave. As well as enhancing support for those undertaking maternity or shared parental leave (SPL), the University has taken steps towards parity of esteem for T&R and T&S career pathways e.g. the launch of a new Learning and Teaching Academy ('LTA') dedicated to pedagogical excellence. EGIS T&S roles are generally permanent roles at Gr8/9/10 (Figure 4.2.5). Gr7 are fixed-term contracts covering staff on maternity leave/SPL. We have excellent senior T&S role models, including the HoS (M) and DLT (F), both Gr10.

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[6] Advance HE Statistical Report 2019. Academic staff by research/teaching contract type and gender.
[7] Mapping T&S staff to Teaching-only staff
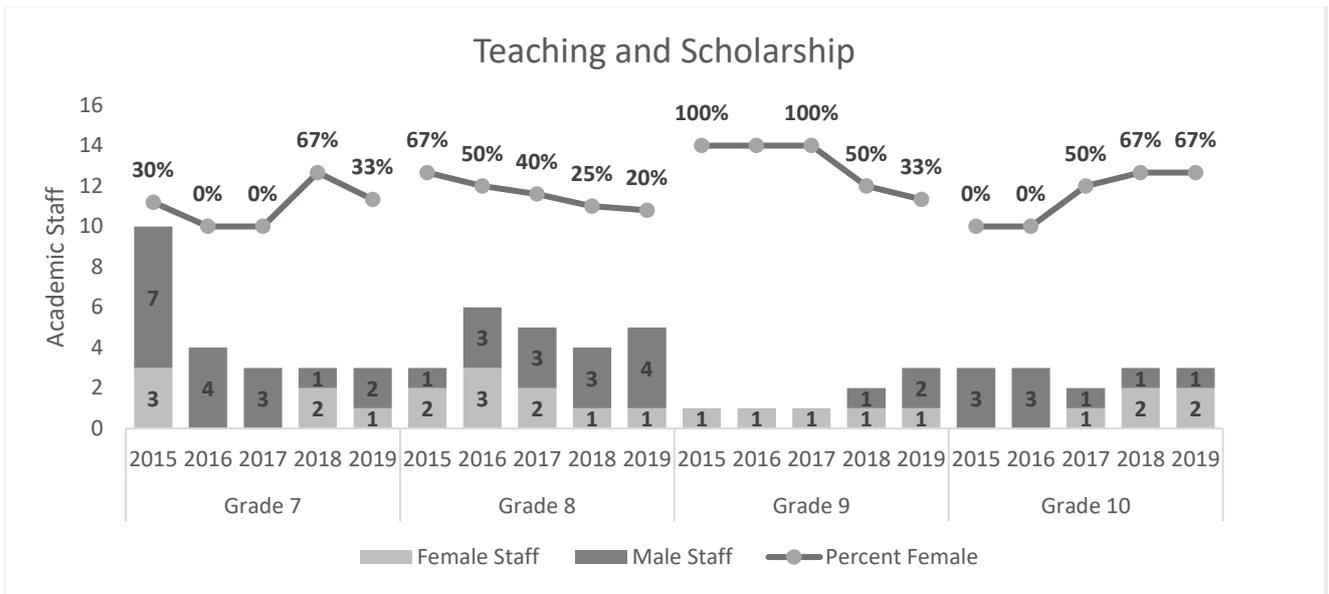
Figure 4.2.5 Teaching & Scholarship staff by grade and gender

Teaching & Research

T&R has the largest gender imbalance of the three contract types, with %F declining slightly over the period (-2%F, 22% to 20%F) (Figure 4.2.6). The 20%F rate falls 21% short of the 41.4% UK benchmark. The **proportion of women at Gr8 increased by 16%** to 38%, primarily due to male numbers declining. The female proportion of Gr9 and Gr10 declined by 6% and 4% respectively (Figure 4.2.6). The decline of women in Gr9 and Gr10 stems from more men being recruited than women. We have a fundamental challenge with female recruitment to T&R posts, discussed further in the recruitment section and **AP7**.
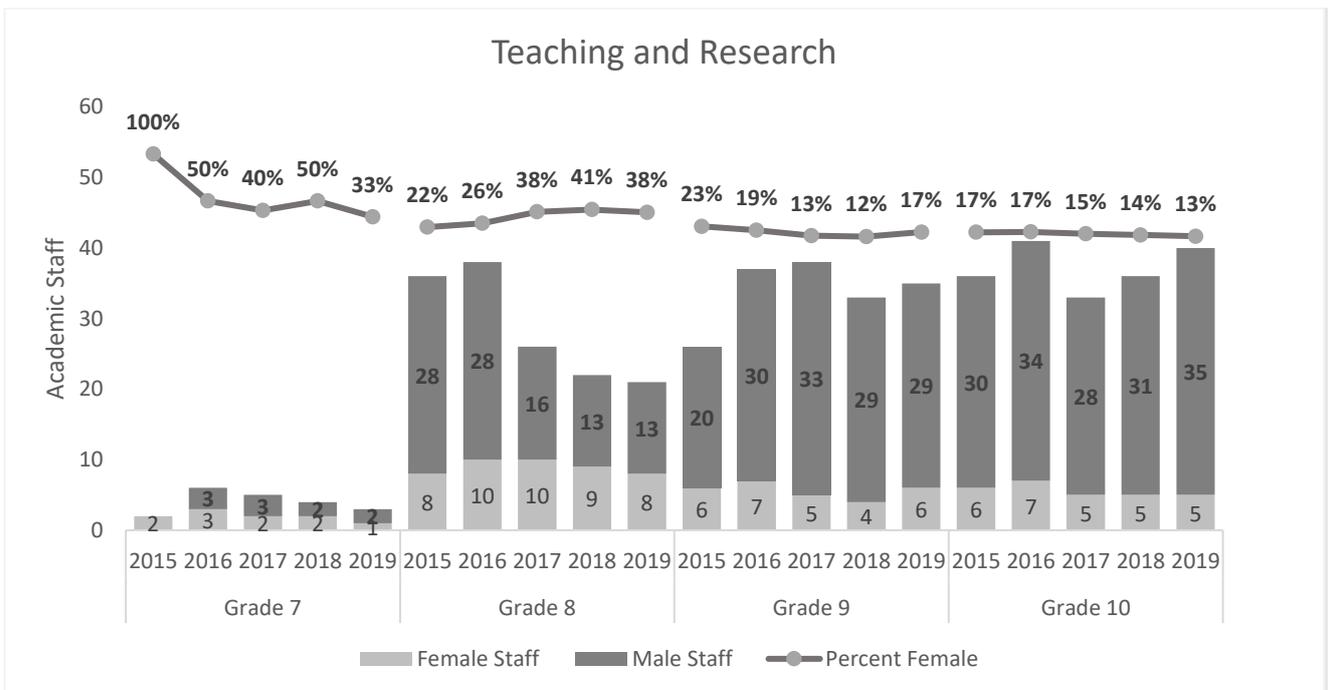
Figure 4.2.6 Teaching and Research staff by grade and gender

Table 4.2.1 presents staff by Institute and gender and compares with discipline benchmarks[8]. IIE, I-SPHERE and TUI are above benchmark and ILES is within 5%. ISBD and IGE are 12% and 8% respectively below the benchmark.

Table 4.2.1 Staff by Institute and Gender within EGIS

Institute	Female	Male	Total	% F	Benchmark	Difference (EGIS - benchmark)
IIE Infrastructure and Environment	8	20	28	29%	23.6%	5.4%
ILES Life and Earth Sciences	14	20	34	41%	46.3%	-5.3%
I-SPHERE Social Policy, Housing, Equalities Research	6	3	9	67%	64.7%	2.3%
ISBD Sustainable Building Design	8	27	35	23%	34.7%	-11.7%
IGE Institute of Geoenergy Engineering	12	53	65	18%	26.3%	-8.3%
TUI The Urban Institute	6	7	13	46%	34.7%	11.3%
Grand Total	**54**	**130**	**184**	**29%**		

Two recent changes in our institutes provide us with opportunity to implement our objectives to undertake equality impact assessment to achieve EDI (**AP6**). First is the creation of a new institute (Institute for Built Environment) that has brought together ISBD and IIE under a unified vision led by Prof Lynne Jack(F); and second, is the transitioning of IGE towards a broader Geo-energy portfolio with new vision for future.

Action 6:
- ➤ **Objective: Improve female staff representation in ISBD and IGE**
- ➤ Deliverable: Conduct an equality impact assessment as reorganisation takes place, resulting in actions to redress gender inequality in the Institutes.
- ➤ Success measure: Increase female representation in ISBD and IGE to within 5% of the benchmark by 2024.

(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.**

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[8] Advance HE Statistical Report 2019. Mapping by Institute: IIE = Civ Eng; IGE = Chem Eng; ILES = Biosciences; ISBD = Arch, Built Env, Planning; TUI = Arch, Built Env, Planning; I-SPHERE = Social Policy

HWU does not have zero-hour contracts. EGIS uses Fixed-Term Contracts (FTC) for externally-funded research roles and to cover career breaks e.g. maternity leave.

Figure 4.2.7 presents trends in fixed-term/open-ended contract type by gender and shows the proportion of fixed-term contracts held by women increasing (+4%, from 37%F to 41%F), reflecting the increase in appointment of more women to primarily externally-funded Gr7 postdoctoral roles. The proportion of open-ended contracts held by women remains consistent at ~25% reflecting the lack of movement in female representation in typically open-ended T&R roles.
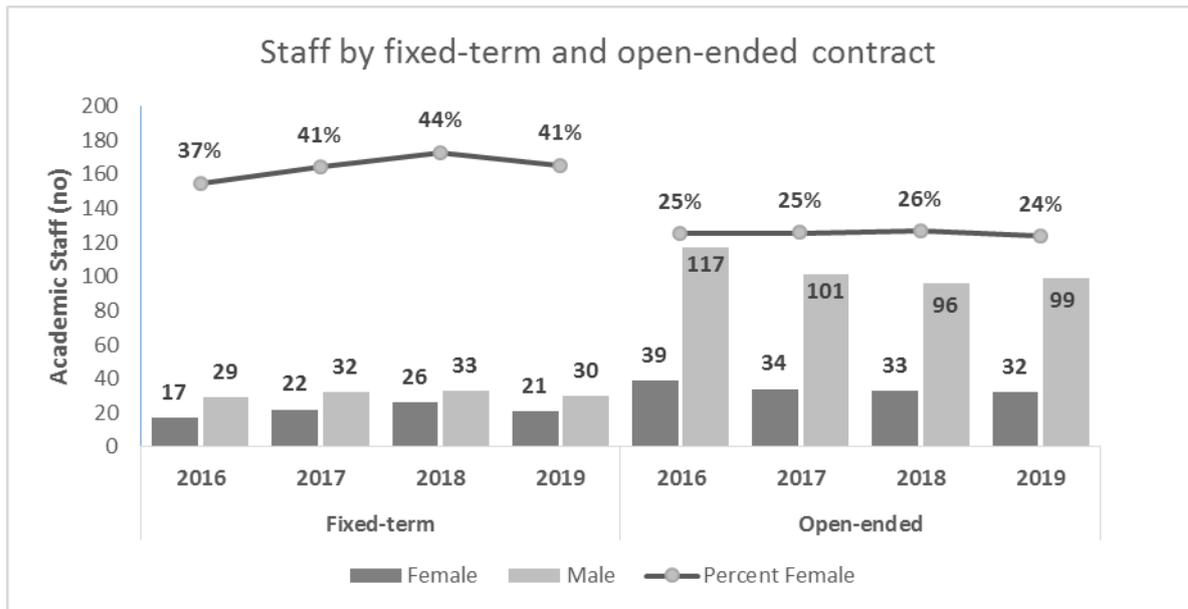
Figure 4.2.7 Staff by fixed-term/open-ended contract and gender.

HWU policy is to consider conversion to open-ended contract after 3.5 years employment. Conversion is typically granted where a funding source is identified.

Staff facing the end of their FTC who have been employed for two years or more are placed on a redeployment list that is checked against all vacancies. If the employee matches the essential criteria of a vacancy, they are interviewed and considered before external advertising. All staff have access to a wide range of personal development courses, including a 1:1 Careers Consultant service as well as HWU's GRADfutures careers platform.

(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.

Numbers of Academics leaving EGIS varied over time partly because of a period of voluntary redundancy (VR) during 2017-2018 (Table 4.2.4). Numbers of leavers at Gr7 and Gr8 were steady, resulting from contract conclusion rather than VR. For Gr9 and Gr10, staff leaving rates were <7% except during 2017-2018 when rates were 12-20% because of VR. Women comprised 20%(3) of the VR leavers. Volunteers selected for VR were awarded an enhanced payment scheme, as well as support to find suitable future employment.

2019 saw a return to similar rates as 2016, with no female T&R or T&S leaving, and Research contracts commensurate with FTC, externally-funded posts.

Table 4.2.2 Leavers and Leaving Rates for Staff by Grade

		2015	2016	2017	2018	2019
Grade 7	**Female**	3	6	4	8	11
	Male	4	8	14	13	17
	%F	43%	43%	22%	38%	39%
Grade 8	**Female**	1	3	2	4	1
	Male	0	6	6	6	3
	%F	100%	33%	25%	40%	25%
Grade 9	**Female**	0	0	2	2	0
	Male	1	1	3	8	2
	%F	0%	0%	40%	20%	0%
Grade 10	**Female**	0	1	1	0	0
	Male	1	2	8	6	1
	%F	0%	33%	11%	0%	0%
Total	**Female**	4	10	9	14	12
	Male	6	17	31	33	23
	Total	40%	37%	23%	30%	34%

Staff working part time had 10-17% higher leaving rates than staff working full time (Table 4.2.5). Part-time staff are more likely to leave because externally-funded project posts are often part-time and because those who are semi-retired are classed as part-time on retiring.

Table 4.2.3 Number of staff leavers by contract status and year

Full Time/ Part Time		2015	2016	2017	2018	2019
Full Time	Staff	165	172	182	160	158
	Leavers	8	22	40	37	33
	Leaving Rate	5%	13%	22%	23%	21%
Part Time	Staff	27	23	23	31	26
	Leavers	4	7	8	7	7
	Leaving Rate	15%	30%	35%	23%	27%
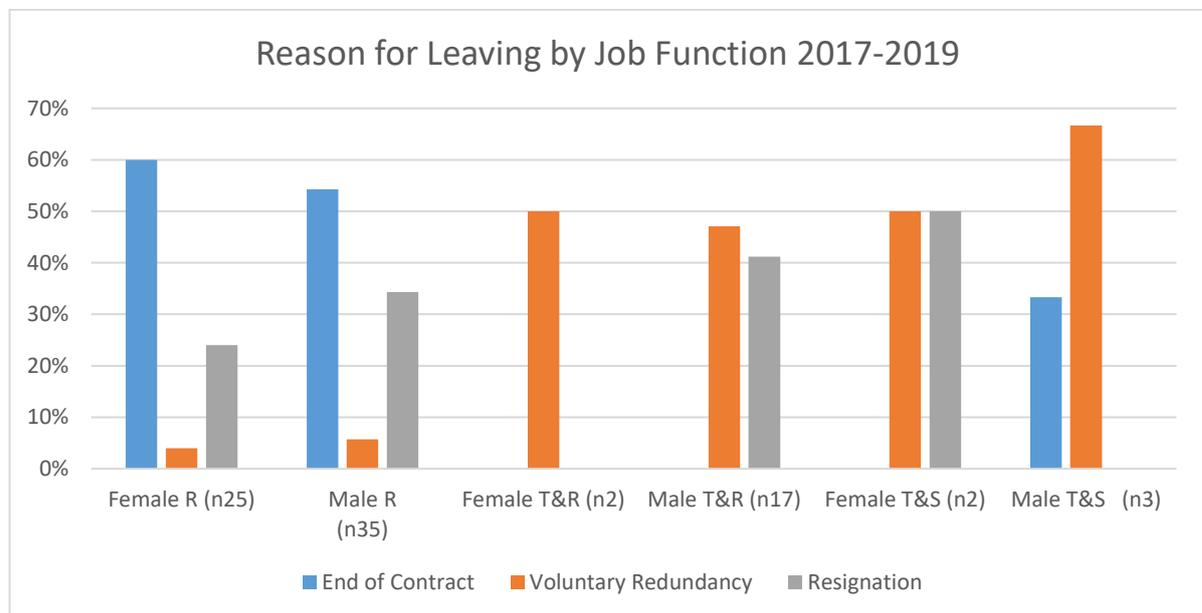
Figure 4.2.8 The three most prominent reasons given for leaving given by female and male Research only (R), Teaching & Research (T&R), and Teaching & Scholarship (T&S) staff

HR data provides contractual reasons for leaving (Figure 4.2.3) but for some time we have understood the need to collect more detailed information to promote our understanding of key themes arising. From 2015, we offered leavers the opportunity of an exit interview with the DHoS, but uptake has been low. Investigation during our self-assessment process revealed the existence of a previously unknown university exit questionnaire, shared with leavers via a URL in a hard-copy letter, resulting in a low completion rate. Due to the pandemic, practice has changed and it is now shared electronically. EGIS now promotes completion of the questionnaire and will monitor results regularly.

[Word count (staff): 1037]

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.

Collection of robust recruitment data has historically been a challenge. The University is investing in its recruitment approach including appointment of a dedicated Director of Recruitment, centralisation of recruitment administration and implementation of a new HR business process management software system. These steps begin to address identified issues and underpin professionalisation of recruitment at the University.

Transition from one HR database to another during the period resulted in inconsistent data capture, particularly for shortlisting and offer stage. We have captured shortlisting data for 54 (64%) of the 84 vacancies advertised, and recruited to, in the period.

For the 84 vacancies, Table 5.1.1 shows the proportion of women in the applicant, shortlisted, offered and accepted/appointed pools by grade and year.

Table 5.1.1 Recruitment stages by gender and grade from 2017 to 2019

Grade	Year	Applied F	Applied M	Applied NK	Applied %F	Shortlisted F	Shortlisted M	Shortlisted NK	Shortlisted %F	Offered F	Offered M	Offered NK	Offered %F	Accepted F	Accepted M	Accepted NK	Accepted %F
7	2017	113	308	19	26%	27	44	4	36%	8	16	4	29%	8	16	4	29%
	2018	82	153	16	33%	23	25	1	47%	11	12	0	48%	9	13	0	41%
	2019	121	387	10	23%	25	48	1	34%	11	18	0	38%	12	14	0	46%
8	2017	2	1	0	67%	0	0	0	N/A	2	1	0	67%	2	1	0	67%
	2018	18	99	14	14%	0	9	0	0%	0	3	0	0%	0	3	0	0%
	2019	8	10	0	44%	2	1	0	67%	1	0	0	100%	1	0	0	100%
9	2017	0	8	0	0%	0	1	0	0%	0	1	0	0%	0	1	0	0%
	2018	1	2	0	33%	1	2	0	33%	0	1	0	0%	0	1	0	0%
	2019	1	1	0	50%	0	0	0	N/A	0	2	0	0%	1	2	0	33%
10	2017	1	5	1	14%	0	0	1	0%	1	0	0	100%	1	0	0	100%
	2018	1	2	0	33%	1	1	0	50%	1	2	0	33%	1	2	0	33%
	2019	1	21	0	5%	0	0	0	N/A	1	0	0	100%	1	2	0	33%
total	2017	116	322	20	25%	27	45	5	35%	11	18	4	33%	11	18	4	33%
	2018	102	256	30	26%	25	37	1	40%	12	18	0	40%	10	19	0	34%
	2019	131	419	10	23%	27	49	1	35%	13	20	0	39%	15	18	0	45%

The rate of applications from women ranges from 23% to 26% of all applications, with the rate of women shortlisted being 10-14% higher (35-40%) than for applications. The female offer rate is reflective of the shortlisted rate, with good conversion to acceptance at 33%-45% of the pool. Figure 5.1.1 presents the differential likelihood of reaching the key stages of "shortlisted" and "offered" by gender over time, showing that women are consistently ~10% more likely than men to be shortlisted and that their likelihood of receiving an offer has improved over the last 3 years, from 7% less likely than men to 7% more likely.
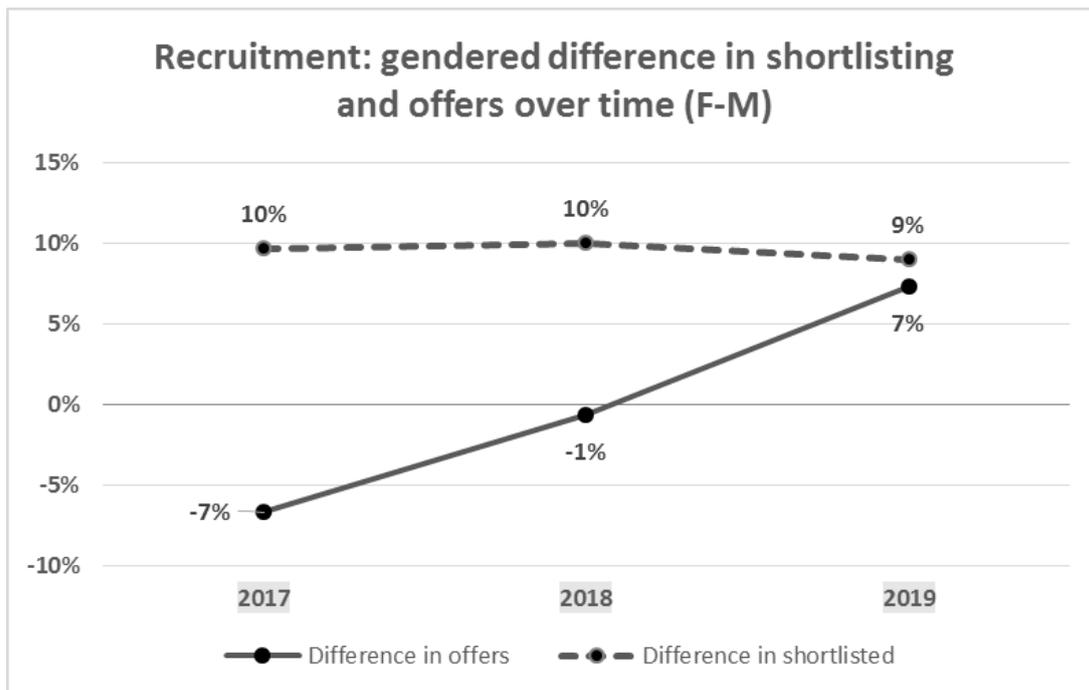
Figure 5.1.1 Differential likelihood of being shortlisted and receiving an offer by gender, 2017 to 2019.

In summary, once women enter the recruitment process there is a higher likelihood of appointment than for male applicants. Data for 2019 bodes well with the School appointing women at a rate 16% higher than current female representation: 45% of appointments being female while the academic employee pool is 29% female.

This positive outlook reflects efforts to pro-actively remove gender bias from the selection process.

- Changes implemented via our new School Recruitment Toolkit include:
  - All open-ended academic job advertisements undergo language review for gender-bias using Equate Scotland's consultancy service.
  - All panellists complete online recruitment and selection training (previously only the Chair).
  - All selection panels contain at least one woman and one man.
  - Panel chair reminds panellists to approach selection with an unconscious bias awareness and commitment to AS principles.

In addition, we have:

- Introduced Unconscious Bias training for panellists; 86% of panellists (43 12F/31M of 50 panellists) have completed training and we are continuing this initiative.
- Made progress towards gender-balanced panels, with the annual average improving by 5% from 35%F in 2017 to 40%F in 2019.

To improve female representation our focus must now be on improving the rate of female applications for vacancies. In considering our actions we have identified tasks that we will gather to **improve our local recruitment approach to increase the proportion of women hired to academic positions (AP7)**.

Most of our recruitment is to Grade 7 and 8 post-doctoral roles, with fewer Grade 9 and 10 tenure-track posts.

Table 5.1.2 shows that we are having more success attracting women to apply for our post-doctoral roles (applicants 25%F) than to tenure-track positions (11%F).

Table 5.1.2 Traditional recruitment (Grade 7 and 8) versus open-call approach (Grades 9 and 10)

Grade	Applied				Accepted			
	F	M	NK	%F	F	M	NK	%F
7 and 8	346	958	59	25%	34	47	4	40%
9 and 10	6	42	5	11%	5	10	0	33%
total	352	1,000	64	25%	39	57	4	39%

The main recruitment route for mid- and established-career academics (Grades 9/10) over the last three years has been the University's "Bicentennial Research Leaders" open-call recruitment initiative, which invites expressions of interest from individuals working in strategically relevant disciplines. This approach requires individuals to contact the University and depends heavily on networks. The University has identified that this model is resulting in underrepresentation of women in the applicant pool and is taking steps to address this, including ring-fencing funds. We will engage actively with the University initiative. Critically for the "Bicentennial Research Leaders" open-call recruitment initiative, we will assign recruitment chairs within EGIS to take formal responsibility for ensuring female candidates are identified, made aware of the specific calls, and are encouraged to apply.

Recruitment to Grades 7/8 is typically undertaken via open advertisement. Some individuals may be named on grants or have personal fellowships (single-applicant vacancies: 15: 6F/6M/3 gender unknown). We identified a small number of multi-applicant vacancies (6 of 57) with a single-gender applicant list: five with no female applicants, one with no male applicants. We will instigate a requirement for mixed applicant and shortlists.

Currently adverts for Grade 7/8 posts aren't checked for gender bias; to improve our practice we will roll-out gender bias checks on adverts for Grade 7/8 posts.

Finally, a review of flexible working options revealed that only 6% (4 of 70) of Grade 7 and 8 vacancies offered part-time/flexible working compared to 44% (4 of 10) of Grade 9 and 10 opportunities. We know this is important for employees, particularly those with caring responsibilities. While external funder and/or visa requirements may restrict part-time working, we will encourage and promote flexible-working actively for all vacancies including Grades 7/8.

Action 7:

➢ **Objective: To embed an inclusive recruitment approach to increase the proportion of women hired to academic positions.**

➢ Deliverables: (1) Assign Recruitment Chair for each "Bicentennial Research Leaders" recruitment call to take formal responsibility for ensuring female candidates are identified, made aware of the specific calls, and are encouraged to apply. (2) Instigate a requirement for mixed applicant and shortlists. (3) Roll-out gender bias checks on adverts for Grade 7/8 posts. (4) Encourage and promote flexible working in adverts for all vacancies including Grades 7/8.

➢ Success measures: (1) Increase the rate of women applying to EGIS vacancies from 25% to 35% (2) Increase from 33% to 40% the proportion of women hired to Grade 9/10 academic positions by 2025. (3) Reduce to zero the number of multiple-applicant vacancies with no female or male applicants by 2025.

Start-up packages as part of recruitment

For new academics, the start-up period can be a critical transition point and have historically been negotiated by the candidate and HoS. The University is advocating that to avoid individual bias and aid transparency, schools standardise start-up packages as far as possible and monitor actual start-up packages by gender, so we include this in our action plan **(AP8)**.

Action 8:

➢ **Objective: To increase consistency and transparency of start-up packages.**

➢ Deliverable: Publish and embed by mid-2021 a matrix of standard start-up packages based on field, grade, and requirements. Conduct a gender audit in summer 2022 and annually thereafter.

➢ Success measure: Reduction in any gendered variation of start-up packages by 2025.

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 HoS welcomes employees with an email announcing new starters to EGIS. An 'induction buddy' is allocated who co-ordinates the process, arranges introductions, provides essential information, acts as point of contact, and ensures starters complete compulsory training. A detailed EGIS handbook and online induction pack are provided.

Following the 2018 Survey (Table 5.1.3) in which women indicated they were less likely to feel welcomed or helped to understand EGIS, we now provide in-advance information about EGIS and allocate an induction buddy. In 2020, we implemented an induction strategy to invite new staff to attend induction events chaired by DHoS within the first 12 months. These introduce, in a relaxed setting, the EGIS senior management and governance structure, discuss expectations for teaching and research, and provide an opportunity for questions/discussion.

Table 5.1.3 Survey of Academics: 15 Female, 17 Male

The induction that I received on taking up my position in the School/Other:	Gender	Agree	Neither	Disagree
Made me feel welcome	Female	53%	27%	20%
	Male	71%	29%	0%
Helped me to understand how the School/Other works	Female	47%	33%	20%
	Male	53%	18%	29%
Included E&D training	Female	27%	40%	33%
	Male	18%	29%	53%

Our survey[9] of PDRAs found that while there were no gender differences, a third (2F,2M) were unaware of the University's Postdoc Forum and the Research Engagement Directorate; half (3F, 4M) lacked information on how to apply for funding; and no respondents knew of the University's commitment to the research career development via the Researcher Concordat. Further investigation revealed a new (2020) University Postdoctoral Researcher Handbook, which we will signpost in our personal email to all EGIS PDRAs. To monitor progress and compliance we will survey new starters experience within 6 months of their start date (**AP10**).

(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.

Promotions data by grade and gender are presented below at Table 5.1.4. Where possible, we have calculated rates using the eligible pool, i.e., the number of staff eligible for promotion, rather than look at gender split.

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[9] 2021 survey of postdocs, 14 responses

Table 5.1.4 Staff applications for promotion and success rates by grade and gender from 2017 to 2020

Grade applied for	Year	Female			Male			Female rate		Male rate	
		Eligible	Applied	Success	Eligible	Applied	Success	App*	Success	App*	Success
8	2017	21	2	1	31	1	1	10%	50%	3%	100%
	2018	21	1	1	36	7	4	5%	100%	19%	57%
	2019	25	1	1	34	3	3	4%	100%	9%	100%
	2020	19	2	2	23	1	1	11%	100%	4%	100%
9	2017	17	4	2	42	11	7	24%	50%	26%	64%
	2018	18	3	2	33	4	3	17%	67%	12%	75%
	2019	16	4	2	29	8	3	25%	50%	28%	38%
	2020	16	2	2	33	5	2	13%	100%	15%	40%
10	2017	8	1	1	32	5	4	13%	100%	16%	80%
	2018	7	1	1	34	4	4	14%	100%	12%	100%
	2019	7	0	N/A	30	6	2	0%	N/A	20%	33%
	2020	9	1	0	31	3	2	11%	0%	10%	67%
All grades	2017	46	7	4	105	17	12	15%	57%	16%	71%
	2018	46	5	4	103	15	11	11%	80%	15%	73%
	2019	48	5	3	93	17	8	10%	60%	18%	47%
	2020	44	5	4	87	9	5	11%	80%	10%	56%

Numbers applying are small at Grade level. For all grades and years (2017-2020) combined, women are slightly less likely to apply although the rates fluctuate (circa 11% v 16%) (Table 5.1.4). Women are more likely to succeed (57%-80%) than men (47-73%), with female rate of success increasing since 2018, corresponding with when HWU implemented consideration of Individual Circumstances (IC) e.g. career breaks and part-time working. This practice allows promotion metrics to be adjusted based on life events and work patterns.

Table 5.1.5 presents data on applications where Individual Circumstances were considered as part of the case. Since implementation in 2018, 43% of promotion cases from women have included information on Individual Circumstances versus 5% of cases from men. Of the 8 cases (6F/2M) considered 4 have been successful (4F: 2 applying for G8, 2 for G9) 4 have not (2F/2M all applying for G9); all successful cases cited maternity leave in their reasoning.

Table 5.1.5 Promotions applications where Individual Circumstances (IC) were considered as part of the case, by gender and part-time/full time, from 2018 to 2020. Rate calculated on numbers of applicants

IC by gender	F IC	M IC	Total IC	F IC rate*	M IC rate*
2018	2	0	2	14%	0%
2019	3	0	3	75%	0%
2020	1	2	3	20%	18%
Summary	6	2	8	43%	5%

IC by FT/PT	PT IC	FT IC	Total IC	PT IC rate	FT IC rate
2018	1	1	2	100%	5%
2019	0	3	3	N/A	14%
2020	2	1	3	100%	7%
Summary	3	5	8	100%	9%

* of eligible pool

Men's rate of promotion success has declined over the period (lowest in 2019, 46%). Table 5.1.6 shows attendance rates of eligible staff attending our annual promotion workshop, designed to engage and support staff through promotion. Amalgamated data shows women are more likely to attend than men (9%F v 5%M), with male participation declining over time, from 7% to 4% of the eligible pool. We will address this in our promotion action **(AP9)** by promoting the benefits of attending and the impact on success rate.

Table 5.1.6 Annual Promotion Workshops attendance by gender and by full-time/part-time from 2017-2020

Workshop attendance	Attendees		Attendance rate*	
by gender	**F**	**M**	**F**	**M**
2017	5	10	8%	7%
2018	6	5	11%	4%
2019	2	6	3%	5%
2020	7	5	13%	4%
Total	20	26	9%	5%
by FT/PT	**FT**	**PT**	**FT**	**PT**
2017	14	1	8%	4%
2018	11	0	6%	0%
2019	8	0	5%	0%
2020	12	0	7%	0%
Total	45	1	7%	1%

* of eligible pool

Looking at promotions via the lens of part-time/full-time working (Table 5.1.7), application and success rates fluctuate with full-time staff generally being more likely to apply for promotion. Only 1% of eligible part-time staff attended the promotions roadshow - multiple events are run and future plans to record the workshop may help, however HWU has identified challenges for part-time staff in accessing career development opportunities addressing this in its 2020-2025 action plan. 100% of part-time staff applying used the IC option (3 of 3 part-time applicants since 2018, Table 5.1.5); the one successful application cited maternity leave. The university recognises that whilst the IC initiative does address the challenges of mid-career staff impacted by career breaks, it does not address those faced by part-time staff to become promotion-ready. We will engage actively in university initiatives to support part-time staff with career development.

Table 5.1.7 Summary of staff applications for promotion and success rates by grade and part-time/full-time from 2017 to 2020

Grade applied for	Year	Part-time			Full-time			Part-time rate		Full-time rate	
		Eligible	Applied	Success	Eligible	Applied	Success	App*	Success	App*	Success
8	2017	8	1	1	44	4	1	13%	100%	9%	25%
	2018	6	1	1	51	6	4	17%	100%	12%	67%
	2019	9	0	N/A	50	5	5	0%	N/A	10%	100%
	2020	4	0	N/A	38	3	3	0%	N/A	8%	100%
9	2017	9	2	1	50	14	8	22%	50%	28%	57%
	2018	9	0	N/A	42	7	5	0%	N/A	17%	71%
	2019	8	0	N/A	37	10	4	0%	N/A	27%	40%
	2020	9	2	0	40	6	4	22%	0%	15%	67%
10	2017	2	0	N/A	40	5	4	0%	N/A	13%	80%
	2018	1	0	N/A	40	5	5	0%	N/A	13%	100%
	2019	2	0	N/A	35	5	2	0%	N/A	14%	40%
	2020	3	0	N/A	38	5	2	0%	N/A	13%	40%
All grades	2017	16	3	2	128	23	13	19%	67%	18%	57%
	2018	15	1	1	116	18	14	7%	100%	16%	78%
	2019	18	0	N/A	108	20	11	0%	N/A	19%	55%
	2020	20	2	0	118	14	9	10%	0%	12%	64%

*Application rate is the number of part-time or full-time applicants over the number of part-time or full-time staff eligible for promotion.

The School aims to provide a fair and equitable promotions process. Key elements of our approach include:

- Newly promoted diverse role models celebrated annually via the university newsletter

- Discussion of individual's promotion plans embedded within annual PDR meetings and part of career-break preparation

- Applications invited annually for consideration by a local panel (UK, Dubai, and Malaysia - tailored metrics reflect local business focus) with recommendations to the School's Senior Promotion Board (SSPB)

- School proactively considers all eligible staff and encourages those who are "promotion-ready" to apply

- Assessment is made based on performance (Teaching and Scholarship, Research, Administration, Management and Leadership in the University and external community), formally taking into account the impact of Individual Circumstances on outputs e.g., maternity leave since 2018

- Teaching- and research-led promotion pathways are available, with flexibility to move between the two

- Applications supported by the School are considered by the University

- Individuals not supported by the School can make a personal application directly

The DHoS is the assigned owner of EGIS promotions, overseeing the process and sharing information and support to staff via tailored emails and annual promotion workshops. Specific improvements implemented since 2015 include:

- Promotion workshop approach progressed to a collaborative model between School and University leads; clearer, joined-up, tailored messaging

- Thorough feedback provided to all applicants prior to University-level submission

- Mentors available on request to staff seeking promotion

- Mock interview for senior-promotion applicants

Despite the evidence above, staff survey feedback demonstrates a gendered difference in perception of fairness of career advancement (Figure 5.1.2), with men more likely to offer a positive response ("agree": 14%F v 45% M) and women offering a neutral response ("neutral": 59%F v 27%M). 28/29% of both genders "disagree" with the statement.
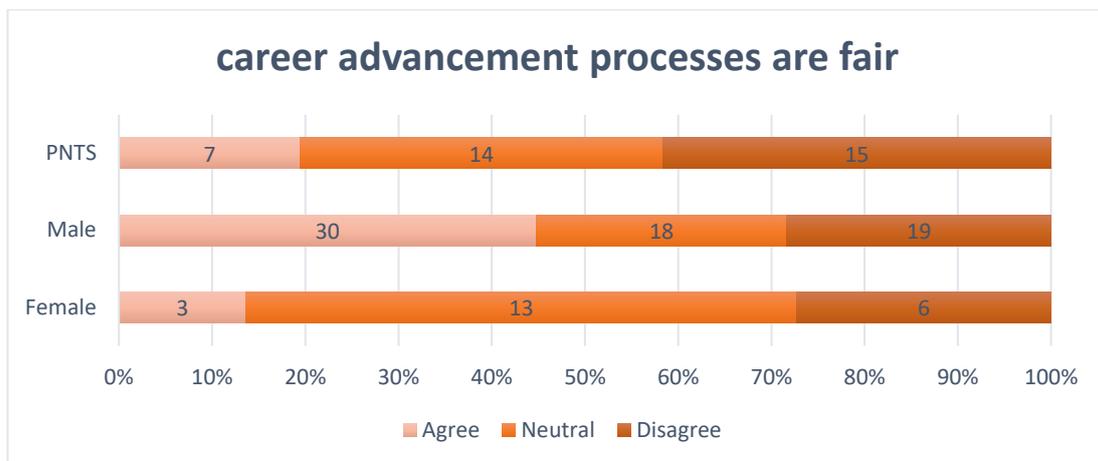
Figure 5.1.2 Academic staff response to 2019 survey questions (PNTS = Prefer Not to Say)

Through reflection we have identified that women and the issues they face are not as visible as they might be within academic promotions. The following opportunities will further strengthen our practice, and thereby improve perceptions of fairness:

- We will revisit the membership of the School's Promotion Board which falls short of School gender balance (29%). Membership is *ex-officio,* comprising of the HoS, DHoS, DoR, DLT, and nominated DoIs. There is scope to expand membership and improve diversity of the panel.

Table 5.1.8 School's Senior Promotion Board (SSPB) membership by gender

Year	F	M	%F
2018	1	5	17%
2019	2	5	29%
2020	1	5	17%

- We will undertake to share the positive changes that have been made, including the impact of the Promotion Workshops and the IC initiative on female success rates.

- University case study webpages currently contain no female EGIS academic role models. We will celebrate diverse female role models via promotion success case

studies. Enhance accessibility, fairness, and perception of fairness of the promotions process (**AP9**).

> **Action 9:**
>
> ➢ **Objective: Continue to improve accessibility and perceived fairness of the promotions process by improving women's visibility in academic promotions**
> ➢ Deliverable: (1) increase diversity of the promotions panel to at least match School gender profile, (2) communicate the improvements that have been made to the promotions process and the impact on success and fairness to help both men and women, (3) develop two female EGIS promotion case studies for the university webpages.
> ➢ Success measure: (1) increased male attendance at promo workshops to within 5% of female attendance (2) Survey shows reduction in gendered difference in perception of fairness of career advancement process to 5% by December 2023.

(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.

All EGIS' independent researchers were submitted to REF2021, therefore the proportion of women submitted was consistent with that of staff identified as independent researchers (Table 5.1.9). Our REF2021 submission was 26%F, a 10% improvement on our RAE2008 submission (16%F). Individual outputs from each staff member submitted were reviewed internally and benchmarked against external reviews to enable selection of highest scoring outputs for submission. REF2021 rules allowed for flexibility in number of outputs per submission. Training of reviewers was conducted within each UoA to remove unconscious bias within the output review process. The REF2021 process supported inclusivity and resulted in a more diverse submission.

Table 5.1.9 Eligible and submitted staff numbers to the RAE2008 and REF2014

	Eligible		Submitted			Submission rate	
	F	M	F	M	%F	F	M
RAE 2008	N/A	N/A	21	107	16%	N/A	N/A
REF 2014	26	110	21	89	19%	81%	81%
REF 2021	32	92	32	92	26%	100%	100%

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SILVER APPLICATIONS ONLY

5.2 Key career transition points: professional and support

N/A

5.3 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?

Since 2019, academic training and development is delivered via the University's Learning and Teaching Academy ('LTA'), dedicated to pedagogical excellence and the Research Futures Academy ('RFA'), dedicated to enhancing the development of research staff and research degree students. Data presented relates to previous activity and work is ongoing to develop a data monitoring approach supportive of Athena goals.

Courses include training on management, PhD supervision, proposal writing, media training and more. Training uptake by female T&R and T&S staff (Table 5.3.1) is generally higher than the female proportion in EGIS (48%/33% versus 29%F population). The same pattern is observed for female research staff (53%/66% versus 45%F population) (Table 5.3.2). High female participation in training appears to mirror gendered patterns of socialisation observed in recruitment where women will only apply if they meet all of the criteria.

Table 5.3.1 Number of Courses Taken by T&R and T&S Staff within EGIS

	F	M	Unknown	%F
Learning and Teaching Development*				
2015/16	74	86	0	46%
2016/17	66	66	0	50%
2017/18	6	15	0	29%
Total	140	152	0	48%
Researcher Development**				
2015/16	8	15	0	35%
2016/17	9	20	1	31%
2017/18	11	23	0	32%
Total	28	58	1	33%

*   Includes PGCAP and LEADS
**   Includes Research Futures and Academic CPD

Table 5.3.2 Number of Courses Taken by Research Staff

	F	M	Unknown	%F
Learning and Teaching Development*				
2015/16	4	8	0	33%
2016/17	16	10	0	62%
2017/18	16	0	0	100%
Total	20	18	0	53%
Researcher Development**				
2015/16	13	8	3	62%
2016/17	35	20	0	64%
2017/18	31	12	0	72%
Total	79	40	3	66%

*　　　　Includes PGCAP and LEADS
**　　Includes Research Futures and Academic CPD

(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.**

We fully implemented our 2016 actions related to performance: embedded the practice of the annual Performance Development Review (PDR) and **achieved more than 85% completion by 2018**; created career pathway materials; and reviewed the workload model for gendered differences.

PDRs are conducted with all staff, usually by their line manager. Before meeting their reviewer, the reviewee completes HWU's form which includes questions about training, development, career plans and support to achieve them. This year HWU added a section on Covid-19's impact, supporting discussions about challenges and recording impacts on careers.

Table 5.3.3 presents PDR data. In 2018, **EGIS piloted online PDR forms** and has been pro-active in using PDRs to discuss promotion prospects, development, and work-life balance. As a result of our efforts, the take-up of PDRs **increased to 95%[10]**

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[10] 2019 breakdown not available to present: PDR period shifted from January to summer.

Table 5.3.3 PDR Uptake by Academics

Year	Gender	Reviewees	Reviews held	% Review held
2015	Female	56	36	64%
	Male	155	113	73%
2016	Female	57	37	65%
	Male	137	109	80%
2017	Female	58	48	83%
	Male	146	127	87%
2018	Female	55	54	98%
	Male	132	122	92%

The 2019 survey (Table 5.3.4) showed women were less likely to agree that good performance is acknowledged (-13% difference) or that their reviewer focused on development and performance (-13/14% difference). Women were more likely to feel they received regular constructive feedback on performance (+11% difference).

Table 5.3.4 Staff Survey 2019 Academic Responses, 90 respondents

	F Agree	M Agree	Difference
Good performance is acknowledged	36%	49%	-13%
Reviewer helped focus on Development	42%	55%	-13%
Reviewer helped focus on Performance	53%	67%	-14%
Received regular constructive feedback on performance	45%	34%	+11%

Since this survey, each year we revise training for PDR reviewers, inform reviewees on what to expect from their PDR, and provide recorded video instructions to guide PDRs for both reviewers and reviewees The EGIS PDR process aligns with and enhances the PDR guidance provided by the University.

(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.

Regular embedded discussion and support: Career progression plans are developed as part of PDR. In preparation, the DHoS specifically briefs reviewers to encourage discussion and in a new initiative a tailored guidance note assists discussion of promotion within academic PDRs.

Training: Academic Leadership and Development workshops support progression of career goals. Most recent data shows 37% (17 of 46) EGIS participants were female, an increase on previous years (2018: 32%F, 2019: 30%F).

In addition, EGIS supports participation in the AURORA Women's Leadership Programme (7 participants in last 4 years, Table 5.3.5) and ad hoc participation in Women in Leadership events (3 in last 3 years).

Table 5.3.5 Participation in AURORA Women's Leadership Programme by staff group.

Year	Academics	PS
2015/16	1	0
2016/17	1	1
2017/18	1	1
2018/19	1	1

Mentoring: All new tenure-track academics are assigned a probation mentor. Mentoring for ECRs is being piloted in IGE via an industry-to-academic mentoring programme which will be assessed in due course.

Support for postdoctoral staff: HWU holds the Vitae Excellence in Research Award and has signed the Researcher Development Concordat. ECRs have access to a broad portfolio of training and support through the University's Research Futures offer. A survey[11] based on expectations laid out in the Concordat found no significant gender differences in experience although scope for more targeted support for ECRs (Figure 5.3.1).

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[11] 2021 Postdoc survey, 14 responses (41% response rate: 5F, 8M, 1 preferred to self-define)
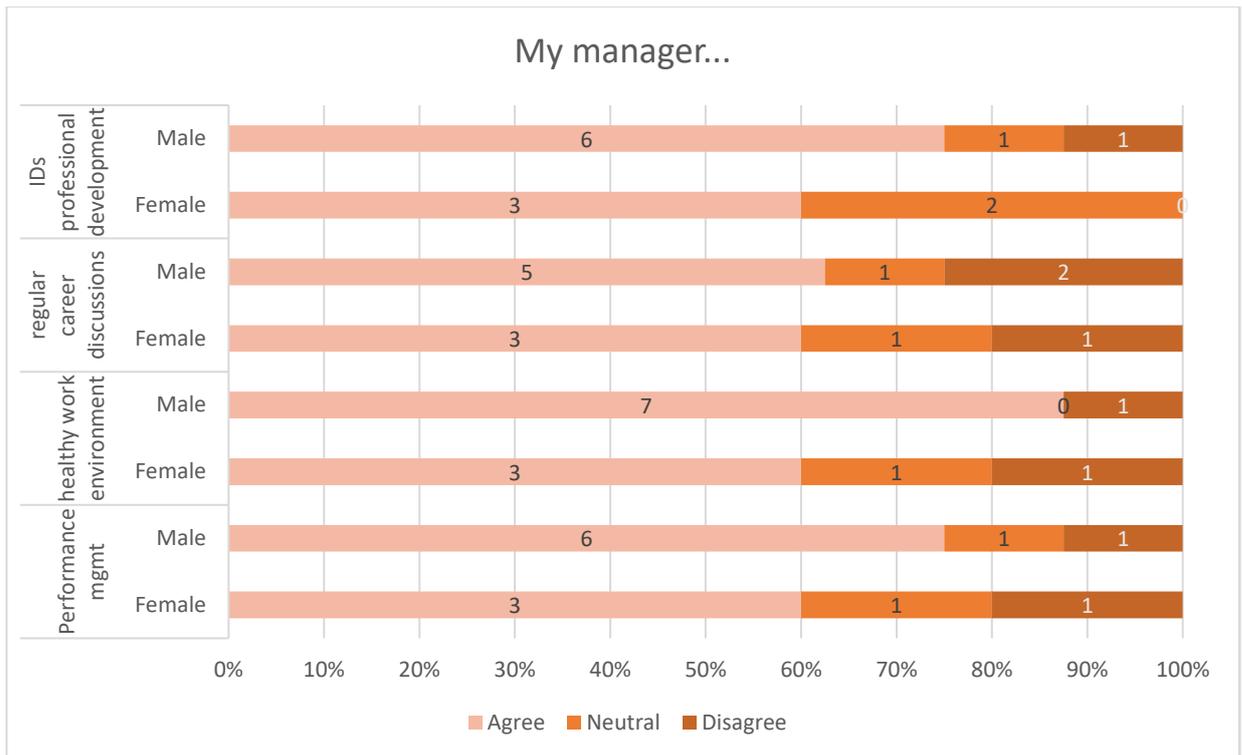
Figure 5.3.1 Responses to 2021 PDRA survey questions regarding management

Locally, our most successful model of support has been the EGIS' Postdoc Forum initiated in 2017; so successful it was adopted by the University and funded at £5K/annum, resulting in three successful joint symposia with University of Edinburgh. Challenges with leadership due to postdoctoral staff turnover mean that the Forum has become inactive, and reflection has led us to conclude that a local model is more sustainable and can help create an "ECR voice" within the School.

EGIS will rejuvenate and stabilise the Forum through formally incorporating it into EGIS' governance structure and creating an attractive new Postdoctoral Coordinator role, reporting into MCBC **(AP10)**. The Coordinator will connect the ECR community into the School, and lead on a biannual speaker series and PDRA "Away day" for professional development. The new role, which will be advertised openly, creates a leadership opportunity and experience of advocacy, senior networking, budgetary management and strategic thinking.

Action 10:

➤ **Objective: To support career development and progression of postdocs by creating formal leadership, governance and a forum for this group.**

➤ Deliverable: Establish new role of Postdoc Coordinator who will lead the PDRAs on the Management Committee for Building our Community (MCBC).
 - Postdoc Coordinator to lead relaunch and rejuvenation of EGIS Postdoc Forum including: bi-annual diverse speakers on PDRA career development and an annual "away day" for professional development.
 - Personal email to all EGIS PDRAs to welcome them to EGIS and sign posting the HWU PDRA induction booklet.
 - Annual PDRA survey.

➤ Success measure: Survey shows at least 75% PDRAs responding affirmatively regarding awareness of RED, Postdoc Forum, and applying for funding by the end of 2022. At least three Postdoc Forum events taking place annually.

Previously it has not been common practice for EGIS PDRAs to teach. With a view to PDRAs' career development, in 2020 we reviewed funding rules for each PDRA to form a list of those whose funders allow them to teach. The list is disseminated to SDoSs to encourage exploration of teaching opportunities for those who wish it **(AP11)**.

Action 11:

➤ **Objective: To support career development of PDRA by providing teaching opportunities.**

➤ Deliverable: Establish a protocol for identifying which postdocs are eligible to teach and communicate this to SDoS and postdocs, encouraging the take-up of this opportunity.

➤ Success measure: By December 2022, 100% of PDRAs eligible to teach respond affirmatively that are aware they have the option to teach as a development opportunity. To have 25% of eligible PDRAs having conducted teaching by December 2022.

(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).

As well as a personal tutor (same sex if requested) students have access to a dedicated EGIS Career Consultant providing professional careers guidance and developing skills needed to maximise employability. The offer includes:

- Individual career guidance
- Supporting Students with Recruitment Process
- Careers Presentations, Workshops, Skills Sessions
- Career Mentoring Programme
- Employer insight and Recruitment Events
- Vacancies
- GRADfutures careers website
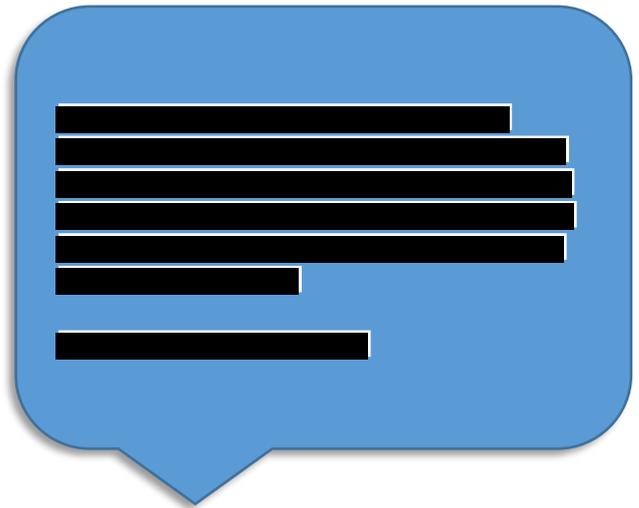
We also participate in CV-boosting awards programmes e.g. the Women in Property Awards. EGIS students have won regional awards for three consecutive years (Figure 5.3.2).

Figure 5.3.2 EGIS WIP Scotland Awards Winners: 2017 top left ████████ (QS), top right 2018 ████████ (CE) and bottom 2019 ████████ (AE)

PGT and PGR students are invited to attend Institute seminars to engage with the broader academic community. Speaking informally to UG and PGT students revealed a lack of knowledge regarding PGR study, suggesting an opportunity to enhance how we promote PGR study to our own students, helping us achieve our recruitment targets **(AP12)**.

Action 12:

➢ **Objective: To increase the rates at which women are undertaking postgraduate study.**
➢ Deliverable: Embed advice on PGR study in our research dissertation sessions, guidance, and the annual career workshops for UG and PGT programmes.
➢ Success measure: By 2023 we will increase by 5% the rate of women in UG and PGT applying for PGR studies. The impact will be assessed over the next three years by monitoring the number of applications received from our students.

PGR students have access to the full portfolio of learning opportunities offered by the University's Research Futures Academy and Learning and Teaching Academy and related Vitae and Advance HE resources. They can develop academic skills via part-time employment undertaking e.g. teaching, marking and paid research. Three (2F, 1M) PGR graduates have been hired as maternity cover in the last four years.

Dissemination of academic findings and networking with the academic community are encouraged e.g. at the annual EGIS PGR symposium, Institute seminars, as well as national/international conferences. Students are given support to access institutional and external funding.
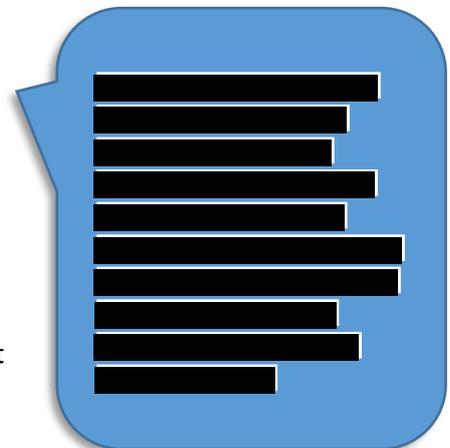
Figure 5.3.3 PGR student Mairi Fenton worked for nine months as a part-time Research Assistant on the impact of scallop dredging project

Female students have access to a number of different Women in STEM societies; Women in Engineering, WattWomen and WattSheSaid all support different elements of the female experience of academia and careers in STEM. International Womens Day and Ada Lovelace Day are key focal points for activity, which focus on celebrating role models and skills development. Men are welcome and encouraged to attend most events.

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

The University's Research Engagement Directorate supports researchers by disseminating funding calls and supporting internal peer review prior to submission. Within EGIS, fellowship applicants are supported via mentorship, internal peer review and mock interview. The number of fellowship applications is typically small (<3 per year).

Institutes are allocated an annual research facilitation budget. Our self-assessment found that budget allocation was not consistently reviewed and no gender analysis was available. In addition approaches to allocation of EGIS-funded PhD scholarships and student travel grants were not consistent across Institutes. Staff survey responses have indicated a lack of understanding and transparency regarding spending decisions of internal research funds. We will improve data collection regarding spend of internal research funds to assess fairness and increase transparency **(AP13).**

Action 13:

➢ **Objective: To assess fairness and increase transparency of internal funding allocation.**

➢ Deliverable: DoR to collect annually how research facilitation funds in Institutes have been allocated in order to ensure transparency and fairness. Conduct an evaluation of Institute research facilitation budget spend and assess fairness and transparency by end of 2022.

➢ Success measure: A system for collecting data is established by the end of 2021. Data is reported in the biannual E&D Report by the end of 2022.

5.4   Career development: professional and support staff

N/A

[Word count: 1185]

5.5   Flexible working and managing career breaks

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

The University provides a maternity leave checklist ("the checklist") to support managers in delivering consistent support to staff undertaking maternity leave. The checklist is designed to facilitate conversation between the manager and the employee before, during and after leave. We outline here expectations in the checklist and the experience of our staff, as measured by a focus group in August 2020[12].

(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.

Before leave, the checklist expectations include:

- Workplace adjustments – including pregnancy-related risk assessment and workstation assessment
- Plans to cover workload during leave
- Encouraging colleagues to take up the University's coaching prior to/during/after leave
- Prompting managers to conduct an interim PDR four weeks before leave
- Identifying staff who are eligible for promotion during a career break and including them in circulated guidance

100% (5) of survey respondents had line managers proactively discuss their needs and received the support they needed; 80% (4) were aware of the manager's checklist; no respondent had an interim PDR prior to leaving. To ensure consistency of experience of taking maternity leave, we will fully implement the maternity checklist and will regularly audit this (**AP14**).

---

[12] Focus group survey conducted August 2020 of all recent Academics returned from maternity leave, and one currently on leave who opted to contribute. Five responded, three chose not to participate.

Action 14:

- ➤ **Objective: Improve EGIS women's experience of maternity leave and return to work.**
- ➤ Deliverable: Ensure consistent use of HWU's Managers Checklist across the School.
- ➤ Success measure: 100% compliance on using the Managers Checklist and pre-leave PDRs. Improved feedback in the focus group.

EGIS policy is to arrange cover wherever possible. Historically the research element of T&R roles is that which is most weakly supported during maternity leave (Table 5.5.1) and a major barrier to maintaining a research career trajectory. Work is ongoing to create flexibility within the academic workload model to enable staff returning from leave a period of reduced or no teaching to restart their research portfolio. Using salary savings to backfill research activities is also a potential opportunity.

To support a coordinated informed approach to good practice, EGIS will offer maternity leavers an experienced advocate to ensure compliance with the checklist and identify strategies to support the employee's research during their absence (**AP15**).

Table 5.5.1 Arrangement of maternity cover in the last two years by contract type.

	Yes	No
R	1	1
T&R	1	2
T&S	2	0
PS	3	0
Total	7	3

Action 15:

- ➤ **Objective: Improve support for staff before, during and after Maternity and Shared Parental leave and ensure absences are sufficiently covered.**
- ➤ Deliverable: Offer experienced advocates to assist line managers and maternity leavers explore options to support the employee and cover the absence. Support institutional continuity by developing a library of cases covering what worked and didn't work. Incorporate the duties of maternity advocate into the job description of the administrator in the EGIS Staff Office.
- ➤ Success measure: 100% of maternity leavers covered in the next four years.

(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 checklist prompts managers to discuss the desired type and frequency of contact during leave, ensures colleagues on leave are invited to School social events and that staff are encouraged and supported to use "Keeping in Touch (KIT) days". Our survey found 100% (5) said contact with work was "about right" and that they were invited to social events. 80% (4) used KIT days but none felt pressured to use them.

(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.

The checklist requires managers to perform an induction and arrange regular meetings to provide support during the return period including any necessary adjustments. A check-in PDR meeting is held at month 3. Staff are encouraged to access the University's mentoring for returners and supported to attend any necessary training. Flexible working is proactively discussed and requests are accommodated unless not practicable.

While we aim to ensure that arrangements are made to accommodate a lighter teaching load for 12 weeks (T&S) or a 12-week break from teaching (T&R) it was not always implemented, due to lack of awareness. We will clarify expectations for maternity returners by role and communicate this to all staff **(AP16)**.

Our focus group showed that requests for flexible working were actively accommodated (100%, 4) however, delivery of other support elements on return was patchy, with only 50% (2) receiving an induction and none receiving a PDR within three months of returning. Reduced workloads were not borne out in practice, again due to this not being explicitly outlined in the checklist. Therefore these expectations will be distributed to all staff as an updated EGIS checklist and implementation will be audited **(AP16)**.

A nursery facility is located on-campus (run externally), which provides early-years childcare for staff. During Covid-19, staff with children in the nursery were given priority access to office space. A childcare voucher scheme operates for all staff.

> **Action 16:**
>
> > ➢ **Objective: Improve communication and understanding of support for maternity and shared parental leavers.**
> >
> > ➢ Deliverable: Write and widely distribute a document laying out expectations for maternity leave. T&R roles not to be allocated teaching duties in first 12 weeks back. T&S roles to have a lighter teaching load in first 12 weeks back.
> >
> > ➢ Success measure: 100% of maternity leavers covered in the next four years.

(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.

Since 2015 all academics (who were not externally funded PDRAs where funding ended) returned from maternity leave (Table 5.5.2). Two PS staff resigned before returning, one for family relocation, the other to spend time with her young child.

Table 5.5.2 Maternity Leave and Return Rates for Academic & Professional Support (PS) staff

Year	Staff category	Number taking leave	Number returned	Return rate	Number still at HWU after:		
					6 months	**12 months**	**18 months**
2015	Academic	2	2	100%	2	2	2
	PS	1	1	100%	1	0	0
2016	Academic	1	1	100%	1	1	1
	PS	3	2	67%	1	1	1
2017	Academic	1	0	0%	Funding ended during mat. leave		
	PS	2	2	100%	2	1	1
2018	Academic	1	1	100%	Funding ended during mat. leave		
	PS	0	0	0%	-	-	-
2019	Academic	3 & 1 SPL	4	100%	4	4	4
	PS	2 & 1 SPL	2*	67%	2	2	2

*A FTC PS member of staff left for a permanent role elsewhere that fitted with career ambitions.

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.

EGIS signposts the University policy and procedures around paternity, shared parental (SPL), adoption, and parental leave via a dedicated and actively used 'Your Working Life' School intranet webpage.

Paternity leave data showed no clear trends in uptake over time (Table 5.5.3). Two female members of staff (1 academic, 1 PS) took SPL in 2019.

Table 5.5.3 Paternity Leave and Shared Parental Leave with grade and gender.

		Paternity leave	SPL
Academic	2016	2 x M Gr7	0
	2017	3 x M Gr8 3 x M Gr9	0
	2018	3 x M Gr7	0
	2019	3 x M Gr8	1 x F Gr9
Prof Services	2016	1 x M Gr4 1 x M Gr6	0
	2017	0	0
	2018	1 x M Gr4	0
	2019	0	1x F Gr 5&6 (two PT contracts)

Provide information on the flexible working arrangements available.

Formal flexible working requests are submitted to central HR; 100% of requests were approved (Table 5.5.4)

Table 5.5.4 Flexible working requests – 100% of formal requests made were approved

Staff Category		2015		2016		2017		2018		2019	
		F	M	F	M	F	M	F	M	F	M
R	Requested					2					1
T&R	Requested				1	1	1		1		1
T&S	Requested										
PS	Requested	2		1		4		3	3	3	3
Total	Requested	2	0	1	1	7	1	3	4	3	5
	Approved	2	0	1	1	7	1	3	4	3	5

EGIS fosters a culture of positive work-life balance. We promote flexible working arrangements through our 'Your Working Life' intranet page, providing case studies and links to University policies (Figure 5.5.1). Posters with flexible working case studies are displayed in staff rooms; information is included in the Induction Pack; and work-life balance is discussed in PDRs and listed on the manager's checklist for career break returners.

Figure 5.5.1 Intranet page 'Your Working Life in EGIS'

Requests for flexible working have varied reasons e.g. caring for dependants, flexible retirement and undertaking part-time training.

While formal arrangements are documented accurately for PS, informal flexibility for academics is harder to capture. Work practices resulting from the pandemic are driving change, including increased awareness of others' working hours and personal commitments.

[Word count: 818]

5.6 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.

We aim to embrace opportunities to demonstrate the principles of gender equality and inclusion, however we identify a gendered perception of the value of EDI within EGIS. 64% (14) female versus 76% (51) male EGIS academics agreed that equality, diversity, and inclusion are valued at HWU (Figure 5.6.1).
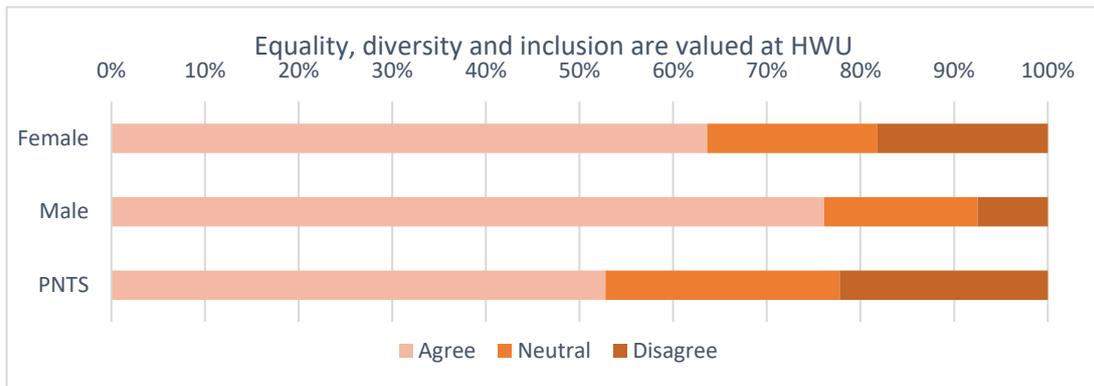
Figure 5.6.1 Academic responses to question in 2019 Staff Survey

Our newly formed Management Committee for Building our Community (MCBC) will formally embed consideration of EDI into School governance structures (see Section 2). The MCBC will oversee the revised Terms of Reference for committees to embed EDI, organise a workshop on gender impact analysis and introduce a clear protocol for equality impact assessment at School-level (**AP17**). SAT, placed at the heart of MCBC, will implement Athena Swan principles and hold Action owners to account through reporting within the MCBC (**AP1**).

Communication is challenging with staff spread across multiple campuses and multiple buildings in Edinburgh. In 2018, EGIS invested £32,500 in improved communications technology in meeting rooms. We have used closed-circuit TVs, posters and the intranet for AS information, but would like to improve. We will use the weekly virtual lunches chaired by HoS and utilise new online approaches to attractively disseminate Athena Swan principles and objectives.

Action 17:

- ➤ **Objective: Formally embed Athena Swan principles and consideration of EDI within our governance structures**
- ➤ Deliverable: (1) Revise committee membership requirements and Terms of Reference (ToR) to reflect our EDI aspirations (2) Build in rotation of leadership roles to create more opportunities for leadership development.. (3) Conduct a workshop to improve the equality impact assessment skills of decision-makers and introduce a clear protocol for equality impact assessment at School level.
- ➤ Success measure: 100% of committees ToRs including EDI requirements. Number of gender impact analyses conducted rising five-fold. Staff survey to show reduced difference in response to question on whether EDI is valued to 5% and improved recognition and understanding of the work the Athena Swan SAT is doing.

In response to Covid-19 and 2019's staff survey, we consulted with staff on how to best support their wellbeing (three workshops, 136 participants: 40%F/60%M). Identified areas for action were: effective communication, improved workload management and improved sense of belonging. When considering wellbeing enhancements, we aim to consider issues via a gendered lens; improvements to date include:

- Weekly global virtual School meetings held at a family-friendly 10:00, also allowing for safe exercising during daylight hours.

- No School meetings arranged for Fridays (Edinburgh schools close at Friday noon).

We have designated social and networking spaces across each main School building including a new space requested by female staff in the male-dominant IGE. Additionally, EGIS now hosts private breastfeeding facilities, and a dedicated quiet room for users of any faith, particularly welcomed by our Muslim community.

Amongst students, we actively support initiatives to enhance women's sense of belonging, removing potential "lonely cohort" experience e.g. Women in Engineering Society and participation in the Women in Property awards provide opportunities to network, celebrate role models, and build a strong CV.
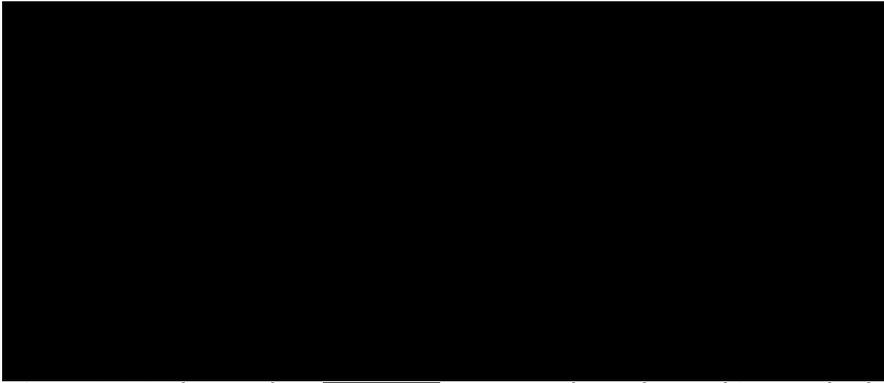
Figure 5.6.2 PhD student ███████, now graduated, speaking at the launch of the HWU Women in Engineering Society
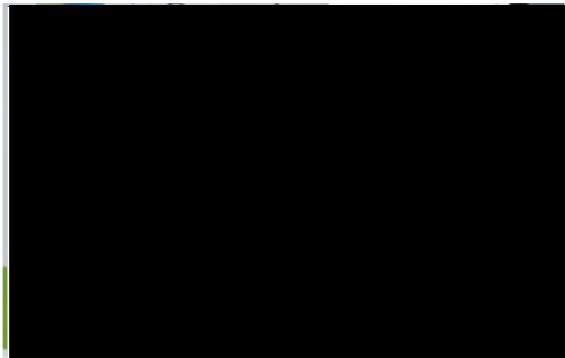
Figure 5.6.3 ████████████, studying BEng Architecture at Heriot Watt University, winner of the Women in Property Central Scotland Student Awards, 2019

The School encourages nominations for the Spirit of Heriot-Watt Awards. Female EGIS staff have either won or been shortlisted from 2016 to date. We value this University-wide recognition of our staff and will continue to nominate for these and similar awards.

(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.

We implement University HR policies and disseminate changes via the weekly drop-in sessions, supported by regular email communication and relevant intranet pages. Staff are supported and encouraged to attend university-organised training e.g., Menopause for Managers. An HR member attends SAT and the Joint Management Committee.

The Institutes do have a character of their own, often aligning with a history and a physical space. They can pilot local interventions that may be rolled out, e.g. in IGE a disability awareness session, and in the Lyell Centre, an awareness-raising session on bullying and harassment during the #MeToo movement. Feedback was positive and the University has adopted the sessions for wider dissemination. EGIS engages with HWU's 'Respect' initiative, which aims to empower staff to challenge inappropriate behaviour. EGIS members, including HoS, attended the first pilot training session. EGIS committed two members to be Respect

Ambassadors for HWU, working towards a safe, healthy work environment. In 2019, a group of senior managers attended the Mental Health Awareness for People Managers training session.

(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.

Historical under-representation of women on decision-making bodies is being tackled, as is under-participation of men in EDI activities. Since 2015, we have:

- **Increased female representation to at least 40% on all committees with the exception of the promotions panel (addressed in AP10) and the Research and Innovation Committee (now resolved by staff changes).**

- **Increased SAT male membership from 26% to 43%.**

- **Implemented ECR representation on the MCRI.**

Membership of the most influential committees (Table 5.6.1) is *ex officio*, creating a structural barrier to participation, requiring longer-term solutions for equitable succession planning. Senior leadership roles are now announced openly and competitively appointed. In **AP17** we will build in rotation of roles to create more opportunities for leadership development. The %F chairing committees has risen from 4(36%) to 5(45%), however a clear divide is recognised between male Academic staff prevalence and female prevalence in PS, reflecting the overall School trend.

We **established a "Futures Forum" (2016) to introduce broader diversity of ideas to decision-making and to develop and prepare future leaders.** Members have become successful leaders including Dr Lindsay Beevers (F) now Deputy Head of IIE Dr Jo Porter (F) currently Acting Director of International Centre for Island Technology in Orkney.
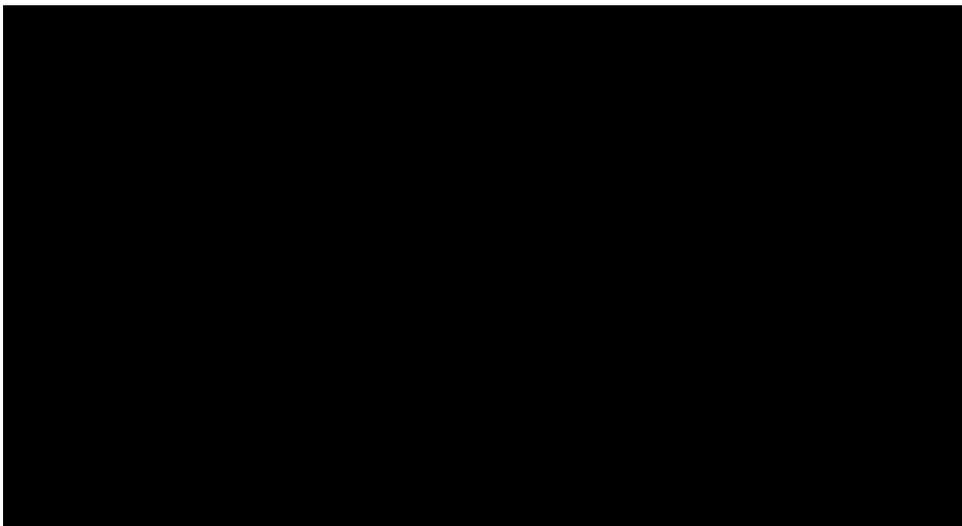
Figure 5.6.4 Futures Forum members 2019 demonstrates inclusive gender participation.

Table 5.6.1 Academic and Professional and Support Staff on School Committees

Committee		Academic/Research			Professional Services				
		17/18							
Name	Chair	F	M	%F A/R	F	M	%F PS	Total	%F
MCRI	M	3	7	30%	2	0	100%	12	42%
MCLT	F	3	9	25%	3	0	100%	15	40%
Research & Innovation	M	3	9	25%	2	0	100%	14	36%
Learning & Teaching	F	4	6	40%	2	0	100%	12	50%
Student-Staff Liaison	M	3	5	38%	1	1	50%	10	40%
School Studies	F	3	4	43%	1	0	100%	8	50%
Health and Safety	M	3	5	38%	3	8	27%	19	32%
Athena SWAN SAT	M	12	6	67%	7	0	100%	25	76%
Futures Forum	F	3	7	30%	2	0	100%	12	42%
School Senior Promotions Panel	M	1	5	17%	0	0	0%	6	17%
School Contribution Pay Board	M	1	3	25%	1	0	100%	5	40%
%F Chairs	**36%**	18/19							
MCRI	M	2	9	18%	2	0	100%	13	31%
MCLT	F	4	10	29%	2	0	100%	16	38%
Research & Innovation	M	2	10	17%	3	0	100%	15	33%
Learning & Teaching	F	4	6	40%	2	0	100%	12	50%
Student-Staff Liaison	F	3	5	38%	1	1	50%	10	40%
School Studies	F	2	5	29%	1	0	100%	8	38%
Health and Safety	M	1	5	17%	4	9	31%	19	26%
Athena SWAN SAT	M	12	7	63%	8	0	100%	27	74%
Futures Forum	M	3	6	33%	0	1	0%	10	30%
School Senior Promotions Panel	M	2	5	29%	0	0	0%	7	29%
School Contribution Pay Board	M	1	3	25%	1	0	100%	5	40%
%F Chairs	**36%**	19/20							
MCRI	M	4	10	29%	4	0	100%	18	44%
MCLT	F	6	12	33%	4	0	100%	22	45%
Research & Innovation	M	2	11	15%	3	0	100%	16	31%
Learning & Teaching	F	5	6	45%	2	1	67%	14	50%
Student-Staff Liaison	F	4	5	44%	1	1	50%	11	45%
School Studies	F	3	5	38%	2	0	100%	10	50%
Health and Safety	M	1	1	50%	4	5	44%	11	45%
Athena SWAN SAT	F	9	10	47%	4	0	100%	23	57%
Futures Forum	M	5	5	50%	1	1	50%	12	50%
School Senior Promotions Panel	M	1	5	17%	0	0	0%	6	17%
School Contribution Pay Board	M	1	3	25%	1	0	100%	5	40%
%F Chairs	**45%**								

(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?

At University level, Professor Fiona Grant - Associate Principal for L&T – and Professor Lynne Jack – Malaysia DoR (pictured in Section 5.6(vii)) – are from EGIS.

EGIS encourages staff to participate in external committees as career development and networking opportunities, through PDR and promotions processes. Several women serve on influential external committees (Table 5.6.2).

Table 5.6.2 Examples of female Academics' Participation on influential external committees

Employee	Grade	Years	Participation
Dr Beth Watts	8	2017-2019	Chair of the Learned Society of the Housing Studies Association
Dr Helen Lewis	9	2020-2023	Elected as European delegate to leadership of American Association of Petroleum Geologists
Dr Elma Charalampidou	8	2019-	Head of the Soil and Rock Mechanics Technical Committee (European Assoc of Experimental Mechanics)
Dr Mehreen Gul	8	2019-2020	Planning Committee member CIBSE ASHRAE Technical Symposium 2020
Prof Morag Treanor	10	2019-	Deputy Chair of the Scottish Government's statutory Poverty and Inequality Commission
Dr Sabine den Hartog	9	2019-	Member of NERC (National Environmental Research Council) Standard Grants Panel
Dr Julia Rosa de Rezende	8	2020-	Member of Steering Group of MASTS Oil & Gas Environmental Research Forum
Prof Fiona Grant	10	2013-2019	Royal Institution of Charters Surveyors World Regional Chairman – UK and Ireland
Prof Lynne Jack	10	2019-2020	President of the Chartered Institute of Building Services Engineers
Prof Suzanne Fitzpatrick	10	2016-2020	Member of several UK and Scottish Government advisory groups on Homelessness and Rough Sleeping

(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.

In 2015 EGIS started using a new workload allocation model, Teaching and Academic related Organisation Tool (TAROT). Workload allocations are considered within Institutes for discipline-specific context and are published openly on the School intranet. Academic activity is overseen by both DLT and DoR ensuring workload accommodates teaching, scholarship, research, and administrative responsibilities. Work-life balance and workload are discussed in the PDR.

Table 5.6.3 Target/ambition for academic management for FT academics

Role	Teaching (%)	Academic related (%)	Research/Scholarship (%)
Asst., Assoc., Prof	max. 40	max. 20	at least 40
Early Career Researcher	20 building to max 40	max. 10	at least 50
Asst., Assoc., Prof (non-research contract)	max. 60	max. 40	at least 10

A review[13] of TAROT revealed no significant gender differences (T-tests) but workload patterns differed between Institutes and grades. The SAT also conducted interviews with SDoSs, concluding that implementation is generally transparent and without gender bias. Differences may exist depending on an individual's specialism.

Our 2018 survey showed no large disparities between women and men's responses regarding workload allocation for institutional culture, professional bodies, and pastoral care. A significant difference (22%F:38%M negative) was observed for 'Scholarship', showing a gap in information flow from PDR to workload allocation that is being addressed.

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[13] Conducted by SAT in 2018

Table 5.6.4 Academics' satisfaction with workload – 2018 Athena Swan survey

In assessing my workload the following contributions are taken into account:		Total responded	Yes, always %	Yes, sometimes %	No %
Institutional culture, visibility and reputation	Female	31	19	39	42
	Male	79	17	35	48
Professional bodies, research councils & learned societies	Female	32	16	44	40
	Male	76	17	34	49
Management & administration	Female	30	27	57	17
	Male	77	27	47	26
Pastoral care	Female	25	12	36	**52**
	Male	64	13	36	**52**
Public engagement & outreach	Female	30	13	53	33
	Male	67	15	42	43
Research	Female	32	**75**	**19**	**6**
	Male	77	**56**	**38**	**6**
Teaching	Female	25	48	44	8
	Male	72	53	29	18
Scholarship	Female	28	32	46	**22**
	Male	74	19	43	**38**

Table 5.6.5 2018 AS Survey, Academics' Response to survey questions on workload

Survey Question	Females			Males		
	Agree	Disagree	NA/ND	Agree	Disagree	NA/ND
Workload is fair	41%	32%	27%	31%	34%	35%
Workload is transparent	40%	30%	30%	30%	21%	49%

Women were more likely to agree that workload allocation is fair and transparent (Table 5.6.5), but the percentage is lower than we would like. HWU formed a committee to evaluate academic workload in July 2019. When the results (delayed by Covid-19) are published, SAT will review them and suggest changes to EGIS' implementation as required.

(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.

Campuses spanning eight timezones mean there is no formal core hours policy but there is a culture of avoiding meetings on Fridays. The dates of key committees are set in September; 95% occur between 9am and 3am GMT. EGIS has invested in technology to enable better campus-to-campus video links. In the 2019 survey, 67%F and 61%M agreed that meetings and gatherings were at times possible to attend (Figure 5.6.6).

Since lockdown, developments in technology improved cross-campus communication[14]. Following feedback from F, PT Academics, we now record the weekly EGIS all-staff meetings distributed with summaries.

> I can join in or play back virtual meeting, participate in meetings with management and research which supports opportunities for professional development and potential future promotion, and have more input into shaping my own career.
> **(F, PT, Academic)**
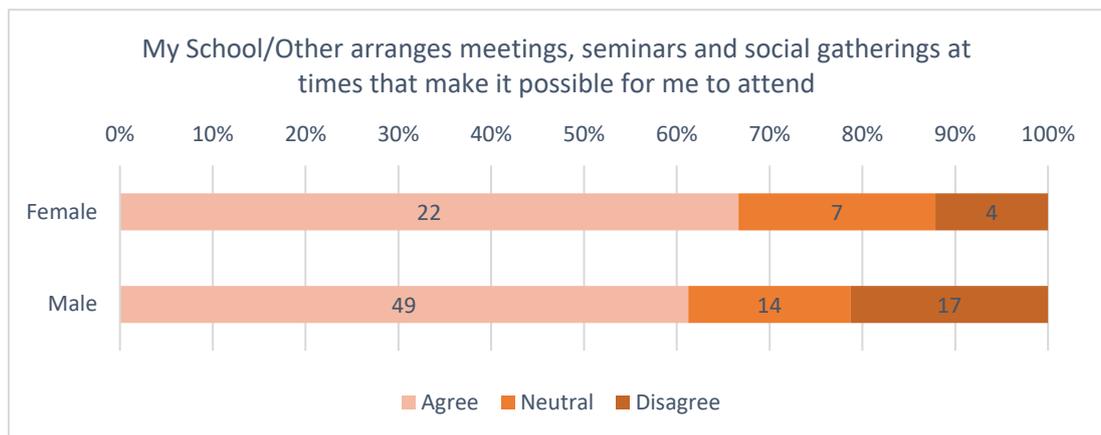
Figure 5.6.6 Academic responses to Staff Survey

A regular programme of School social events was planned at times to maximise the ability to attend. Most social events occur predominantly within smaller teams/Institutes; inclusivity is encouraged (Figure 5.6.7). EGIS contributes £10/head towards an annual meal organised locally.

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[14] From written survey of all PT Academic staff, August 2020
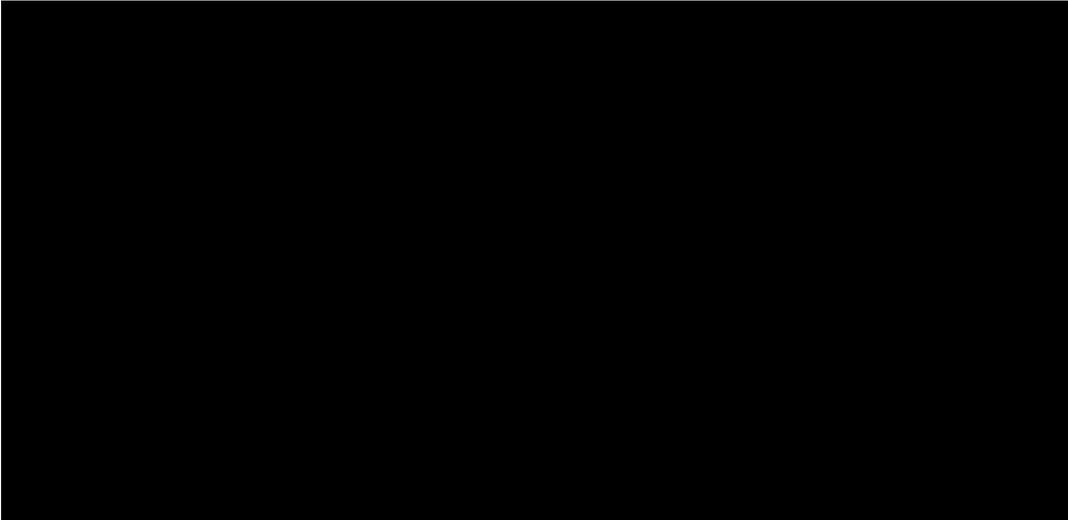
Figure 5.6.7 Lyell Centre BBQ 2019 – Staff, PGR students, 5 kids & 2 babies (not all pictured), 1 staff member on maternity leave

(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.

Amongst our SMG we have a female DLT, Director of Academic Quality, three DoIs, one interim DoI (2017/18), interim Director of ICIT[15] (2019/20), and interim DoA, all recruited internally. At University level, an Associate Principal for L&T and the Malaysia DoR (Figure 5.6.8) are both female EGIS professors.

Figure 5.6.8 Prof Lynne Jack, DoR of Malaysia, first female president for CIBSE

Biographies, photos and achievements of female engineers have been added to intranet imagery and in EGIS common spaces (Figure 5.6.9).

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[15] International Centre for Island Technology in Orkney

Global Pioneers

From discovery to application, our pioneering research delivers results with global impact, helping to transform society, drive the economy and change lives.

Figure 5.6.9 Screenshot from EGIS website celebrating Prof Gabi Medero's ground-breaking sustainable brick, K-Briq

HWU's external website for EGIS now includes positive female images for most of the icons to select.

Figure 5.6.10 EGIS' external website landing pages

In August 2018, Assistant Professor Alexandra Maclaren and a team of UG and PGT students began designing a sustainable house for the Solar Decathlon competition at Dubai's 2020 World Expo. HWU is the only UK university to have secured one of 21 places. Multidisciplinary Team ESTEEM (an anagram of HWU's six schools) is 47% female, led by three MEng and BEng AE female students. The project has been featured in School-wide staff meetings, newsletters and marketing, emphasising the prominent role women have played.
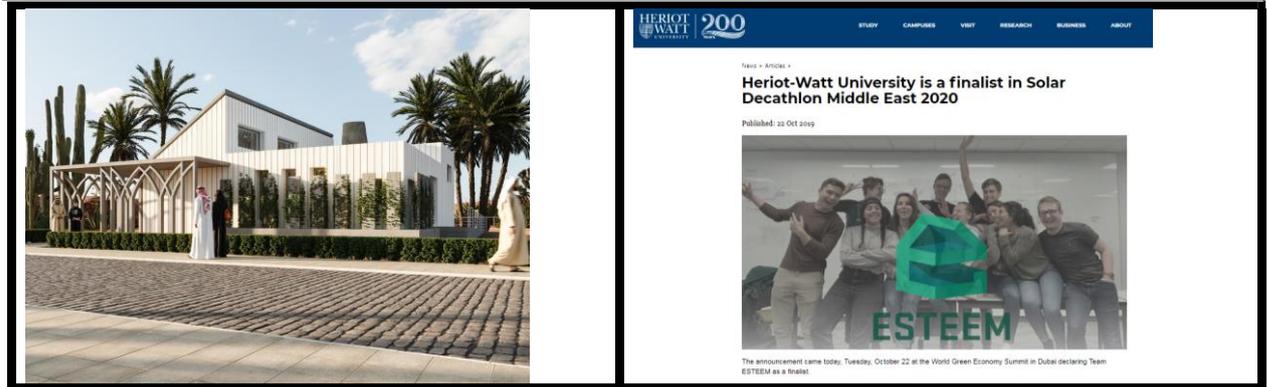
Figure 5.6.11: Team ESTEEM partial group shot; Academic Lead Dr Alex Maclaren left of centre wearing yellow. Render of the solar-powered sustainable house. Featured news item on HWU's website.

Seminars

Each Institute has an active seminar programme (Table 5.6.6). **Representation of women has improved in five out of six Institutes and improved overall by 10% from 35% to 45%.** We continue proactively working with Institutes to diversify speakers. ISBD's seminar programme gender diversity will be improved by the reorganisation **(see AP6).**

Table 5.6.6 The gender of seminar Speakers and Chairs

Institute	Chair	Speakers			Chair	Speakers			Chair	Speakers			2017-2019	
		2017/18				2018/19				to end 2019				
		Total	F	%F		Total	F	%F		Total	F	%F	3yr total	%F
IIE (industry talks)	M	17	5	29%		11	5	45%		17	8	47%	45	40%
I-SPHERE/TUI	1F& 1M	15	7	47%	1F& 1M	6	2	30%	1F& 1M	9	7	78%	30	53%
IGE	F	12	4	33%	F	data lost			F	7	3	43%	19	37%
ISBD	M	11	3	27%		11	2	18%		7	1	14%	29	21%
ILES	F	32	12	38%	F	42	13	31%	M	27	12	44%	101	37%
Total		87	31	36%		70	22	31%		67	31	46%	224	38%

Honorary appointees play a key role in engaging with the life of the School, but we currently lack gender balance. Out of 67 honorary appointees only 12(18%) are female. Likewise, there is significant gender imbalance with honorary graduates. HWU has an Action to increase the number of honorary graduates who are women in STEMM. EGIS will work to support this Action.

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.

Outreach, widening participation and public engagement are very closely linked at Heriot-Watt. Recently the University **transformed its commitment to public engagement with research**, following a UKRI-funded project to embed engagement within EGIS. Recent progress includes:

- A **new *Engaged Research Strategy*** sets out how we will have a 'demonstrable widening of participation and diversity in public engagement'.
- A **new university-level academic lead,** Associate Principal (Widening Participation), developing and coordinating outreach activities with schools and colleges.
- A **new activity tracker**, to map who and how we are engaging the public and particularly school children in research. This tool will allow a strategic approach to outreach with schools, with data on protected characteristics e.g. gender.
- Reward and recognition: public engagement and outreach **included in PDR**, **recognised within the promotions criteria**, and **recognised through the Principals Public Engagement Awards**.

Staff routinely lead outreach activities supported by EGIS, including school visits and festivals (Figures 5.6.10 & 5.6.11). Public engagement training is provided by central HR. While we have anecdotal evidence of engagement, we lack detailed records of how many men/women were involved. The new activity tracker tool will address this **(AP18)**.
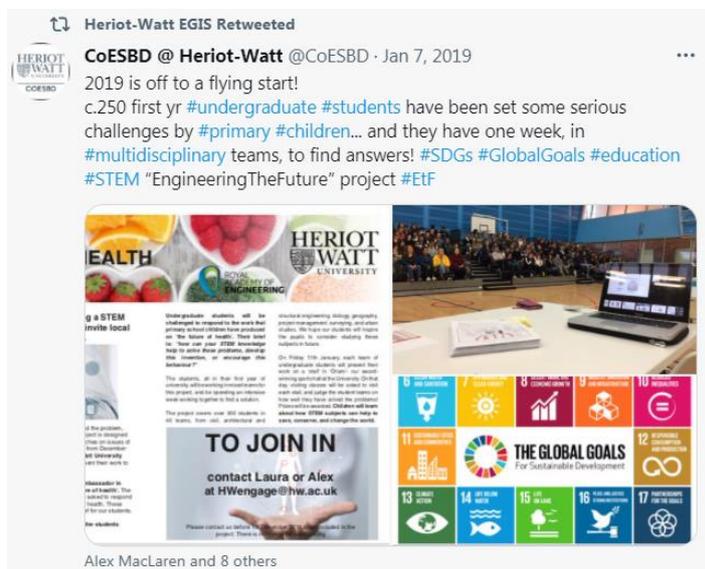
Figure 5.6. Tweet from EGIS' Centre of Excellence for Sustainable Building Design

Figure 5.6.13 Clockwise from top left: WES 2018 Fluids 'n' Rocks: Ratho Primary School; Annual Schools Design Smash; Oriam Family Day 2018 picturing Dr Heidi Burdett (winner of the Charles Lyell Award for Environmental Sciences) and PhD student ▮▮▮▮▮▮▮▮; Edinburgh Science Festival debate on 'Oceans in Crisis', 2019, picturing (left to right) Dr Babette Hoogakker, Prof Dorrik Stow, Prof Teresa Fernandes.

To better share good practice, we are collecting case studies demonstrating impact in the community on our intranet for sharing and our silver application.

> **Action 18:**
> ➤ **Objective: To recognise and value public engagement and outreach activities**
> ➤ Deliverable: Introduce HWU's new Activity Mapper tool and encourage its uptake. Include information in the E&D Report.
> ➤ Success measure: Sufficient data gathered to analyse trends by gender by the end of 2022.

[Word count: 1600]

N/A

7.   FURTHER INFORMATION

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

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

FURTHER INFORMATION

Recommended word count – Silver 500 words

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

[Section 7: 0 words]

8. ACTION PLAN

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

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

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

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

See below for draft Action Plan

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Action Plan – Heriot-Watt University, School of Energy, Geoscience, Infrastructure and Society.

AP No	Section	Planned Action / Objective	Rationale	Key outputs	Measurable Outcome	Timeframe	Owner

1	2, 5.6	Ensure robust consideration of Athena SWAN and EDI issues and enhanced impact by embedding the SAT within the formal School governance structures.	Self-Assessment Team (SAT) reflection showed: • The SAT was reporting to an informal (yet senior) management group rather than within the School's formal governance structure. • EDI discussions were bypassing important constituencies of the School and accountability of action owners to the SAT was diluted. • There was an opportunity to recognise other strategically important activities that support inclusion and good practice within the governance structure.	• Implement revised governance structure, demonstrating a clear reporting line from the SAT to a new parent committee - Management Committee for Building our Community (MCBC) - and beyond. • MCBC Terms of Reference reflect responsibility for progressing a supportive and inclusive culture within EGIS. • MCBC remit supports Athena SWAN SAT to hold action owners to account, including by monitoring progress on delivery of the Action Plan in biannual Joint Management meeting	• New Management Committee for Building our Community is in place. • SAT membership confident that Athena SWAN is embedded measured via a focus group.	By end of 2021 by end of 2023	HoS
2	3	Enhance impact and awareness by regularising review of data on gender	• Survey: Gendered difference in perception re importance of EDI:	• SAT to undertake gender data analysis as basis of the Biannual Equality & Diversity (E&D) Report,	• Biannual E&D report to MCBC and communicated to	First report in July 2021	SAT

		and enhancing communication of AS activities	67% of all staff (63%F, 76%M: 13% difference) agreed that EDI is valued. • Review of practice: Senior Management Group previously have not had timely access to data enabling decision-making to be informed about gender. • Review of practice: There is opportunity to improve our communications regarding AS activity	submitted to the MCBC and joint management committee - and disseminated to community • Broader communications strategy developed to support improved communications about Athena SWAN activity in EGIS.	EGIS community. • Survey results demonstrate that "EDI is valued at HWU" increased by 13% to 80% (allowing for a margin of 5% gender difference).	and then ongoing by end of 2023	DHoS
3	4.1 (ii)	Adopt and build on the AE engagement model to increase female UG recruitment into CE and CMS	• Numerical data: While CMS UG programme is just below the discipline benchmark (16% vs 17%) and CE was above (24% vs 21%) we wish to be ambitious in our targets. External requirement: the Scottish Government has set a target of 25% for any gender in a specific discipline by 2030.	• Conduct a good practice workshop to share good practice (the AE transformational model) with traditionally male disciplines including CE and CMS. • Include content on conversion from offer to acceptance (3) Adapted CE and CMS student recruitment approach mapped to ambitious	• Increase female representation in CE (24%) to 30% and CMS (16%) to at least 25%	by 2025	Head of Student Recruitment

				female recruitment targets			
4	4.1 (iii)	Increase overseas female PGT recruitment into CMS and GE	• Since 15/16 the proportion of female PGT students declined in CMS (-6%) and GE(-5%). • In 19/20 the proportions were 1% below the benchmark for CMS (27% vs 28%) and 14% below the benchmark for GE (15% vs 29%).	• Collect information on how we engage with our overseas students. • Undertake an Equality Impact Assessment of our overseas marketing and recruitment strategy, including consideration of market for part-time study option. • Adapt CMS and GE student recruitment approach mapped to ambitious female recruitment targets.	• Increase female representation in GE (15%) and CMS (27%) to 30% and 35% respectively.	by 2025	Head of Student Recruitment
5	4.1(iv)	Increase proportion of postgraduate research students in the Institute of GeoEnergy	• PE (Petroleum Eng) numbers are below benchmark, but the field of research is changing to a more female-friendly one	• Conduct equality impact assessment on the development of PGR programmes as IGE pivots into new research and teaching areas	• Achieve 25% female PGT and PGR students in IGE	By 2025	IGE DoI

						By Q4 2024	

#							
		Engineering (IGE) who are female		• around net zero carbon. • Improve student recruitment strategies with a view to attracting female applicants			
6	4.2(i)	Improve female staff representation in ISBD and IGE	• Percentage of women in ISBD is 12% below the 34.7% benchmark. IGE is 8% below the 26.3% benchmark.	• Conduct an equality impact assessment as reorganisation takes place, resulting in actions to redress gender inequality in the Institutes.	• Increase female representation in ISBD and IGE to within 5% of the benchmark.	By Q4 2024	DoI of IGE DoI for ISBD
7	5.1 (i)	Embed an inclusive recruitment approach to increase the proportion of women hired to academic positions	• From 2017-2020 only 35% (9) permanent academic posts were filled by women - up by 3% from 2011-2014. We still have shortlists with no women on them.	We will develop and embed an inclusive recruitment policy to increase the proportion of women hired to permanent academic positions. • Assign Recruitment Chair for each "Bicentennial Research Leaders" recruitment call to take formal responsibility for ensuring female candidates are identified, made aware	• Increase the rate of women applying to EGIS vacancies from 25% to 35% • Increase from 33% to 40% the proportion of women hired to Grade 9/10 academic positions by 2025. • Reduce to zero the number of multiple-applicant vacancies with no female or	By Q4 2024	HoS

				of the specific calls and are encouraged to apply. • Instigate a requirement for mixed applicant and shortlists. • Roll-out gender bias checks on adverts for Grade 7/8 posts. • Encourage and promote flexible-working in adverts for all vacancies including Grades 7/8.	male applicants by 2025.		
8	5.1 (i)	Increase consistency and transparency of start-up packages	• Start-up packages have previously been a source of negotiation and have not been consistent and are at risk of gender disparity, which greatly affects the success of women starting new roles.	• Publish and embed by mid-2021 a matrix of standard start-up packages based on field, grade, and requirements. • Conduct a gender audit in summer 2022 and annually thereafter	• Reduction in any gendered variation of start-up packages by 2025	mid 2021 2022	DoA
9	5.1 (iii)	Continue to improve accessibility and perceived fairness of the promotions process by improving women's visibility in academic promotions	• Survey: 13%F vs 45%M (32% difference) agreed that career advancement processes are fair. • Numerical data: panel composition is 17%F vs 35%F	• Increase diversity of the promotions panel to at least match School gender profile • Communicate the improvements that have been made to the promotions process and the impact on success and	• Increased male attendance at promo workshops to within 5% of female attendance • Numerical data shows EGIS promotions panel composition improved to 40%	Starting summer 2021	DHoS

			in School (28% difference). • GPC: Diverse panels improve diversity of thought and fairness	fairness to help both men and women • Develop two female EGIS promotion case studies for the university webpages.	female by Dec 2023. • Survey shows reduction in gendered difference in perception of fairness in career advancement processes to 15%.	By end of 2023	
10	5.3(iii)	Support career development and progression of PDRAs by creating formal leadership, governance and a forum for this group	• Numerical data: Women in EGIS are best represented in Grades 7 and 8: Gr7: 46%; Gr8: 30%. Even so, the step from Gr 7 to 8 (primarily PDRAs) is a leak in the pipeline (13% drop in F representation between Gr7 and 8). • Survey: shows our PDRAs are not aware of support available to them. 0% PDRAs aware of the Concordat; only 33% were aware of HWU Postdoc Forum and Research Engagement Department. 50% lacked information on how to apply for funding.	• Establish new role of Postdoc Coordinator who will lead the Postdoc Forum; the Coordinator will sit on the Management Committee for Building our Community (MCBC). • Postdoc Coordinator to lead relaunch and rejuvenation of EGIS Postdoc Forum including: bi-annual diverse speakers on PDRA career development and an annual "away day" for professional development.	• Survey shows at least 75% PDRAs responding affirmatively regarding awareness of RED, Postdoc Forum, and applying for funding. • At least three Postdoc Forum events taking place annually	by end of 2022 By Q3 2021	Postdoc Coordinator

			• GPC: support of PDRAs is critical to career success. Initiatives often fail due to turnover of staff on fixed-term contracts. Continuity requires embedded support	• Personal email to all EGIS PDRAs to welcome them to EGIS and sign posting the HWU PDRA induction booklet. • Annual PDRA survey			
11	5.3(iii)	Support career development of PDRAs by providing teaching opportunities.	• Numerical data: The step from Gr 7 up to 8 is a leak in the pipeline (13% drop in F representation between Gr7 and 8). • Consultation: Opportunities for a more senior/ permanent post are more likely if a PDRA has teaching experience. Historically that has not been possible within EGIS and our PDRAs tell us they struggle to obtain teaching experience required to secure an Assistant Professor position.	• Establish a protocol for identifying which PDRAs are eligible to teach and communicate this to SDoS and PDRAs, encouraging the take-up of this opportunity.	• 100% of PDRAs that are eligible to teach respond affirmatively that they are aware they have the option • 25% of eligible PDRAs have conducted teaching Assessed via targeted annual survey of PDRAs	by end of 2022	DLT
12	5.3(iv)	Increase female participation in PGR by actively telling all UG and PGT students	• Numerical data: Women have made up 32-36% of PGR students in the last 5 years and we'd like to increase that. We do not currently have a regular	• Conduct annual careers sessions with UG/PGT students informing them of PGR study.	• Increase by 5% the proportion of women in PGR studies.	From autumn 2021,	DLT

		about the PhD career option via dedicated careers sessions.	practice of encouraging UG and PGT students to study at PGR-level.	• Materials include diverse case studies including for male-coded disciplines.		target by 2023.	
13	5.3(v)	Review the gendered distribution of research facilitation funds and address any gendered issues	• Survey: There is a 19% difference between men (40%) and women (59%) disagreeing that they have adequate resources and facilities for their role. • Numerical data: We do not currently have data to assess fairness of allocation resources including research facilitation funds.	• Standard report format, to include gender, agreed by MCRI and provided to DoIs for annual completion • Research facilitation funds report reviewed annually by MCRI, to include Institute level and School level gender trends. • Develop action plans based on gendered patterns identified.	• Annual gender audit of funds and actions. • Reduce the difference to within 10% men and women disagreeing they have adequate resources and facilities for their role. Measured via survey.	Summer 2022	DoR
14	5.5	Embed use of the University's Manager's Maternity Checklist to ensure consistency and quality of experience of	• Consultation: 80% (4 of 5) of maternity leavers were aware of the Manager's Checklist. • Review of process: use of the checklist is ad hoc and dependant on pregnant individual's awareness of the checklist.	• Advocate (see Action 16) to support implementation of HWU's Managers Checklist.	• 100% compliance using the checklist and pre-leave PDRs measured via annual review. • Annual survey consultation shows	from July 2021	DoA

		maternity leave and return to work in EGIS.	• GPC: Managers should be aware of what support can be and is provided.	• Monitor uptake/ completion annually.	majority of leave-takers report feeling supported before, during and after their absence.		
15	5.5	Improve support for staff before, during and after Maternity and Shared Parental leave and ensure absences are sufficiently covered.	• Consultation: Not all maternity leavers in the last 3 years were fully covered for their absences (2 out of 10). One cause was lack of clarity over what cover EGIS allowed. • GPC: Help and advice should be available to support arrangements (for administration/teaching/ research responsibilities) before, during and after the career break.	• Establishment and communication of guidance on what's possible for academic backfill/support (**see Action 17**) • Offer experienced advocates to assist line managers and maternity leavers explore options to support the employee and cover the absence. • Support institutional continuity by developing a library of cases covering what worked and didn't work • Incorporate the duties of maternity advocate into the job description of the administrator in the EGIS	• Annual audit shows 100% of managers engaged with the checklist and explored options for support. • Annual survey consultation shows majority of leave-takers reporting satisfaction with arrangements.	from 2021 to 2024 from October 2021 annual reporting	DoA

				Staff Office.			
				• Completion of Manager's Checklist audited annually.			
16	5.5	Improve communication and actively support Teaching and Research staff to rebuild their research career after Maternity or Shared Parental Leave.	• Consultation: Not all maternity leavers in the last 3 years were fully covered during their absences. One cause was a lack of clarity over what cover EGIS allowed. • University requirement: Following consultation with staff and observation of good practice elsewhere the University has asked Schools to support Teaching and Research Staff to reboot their research activity via two priority initiatives: (1) a defined period of protected research time and (2) establishment of a fund to pump prime research activity for returners.	• Finalise and publish new guidance clearly laying out the following support measures: 1. T&R roles not to be allocated teaching duties within 12 weeks of return 2. T&S roles to have a lighter load for first 12 weeks of return 3. Research roles to have priority access to funding support to attend conferences and fundraising on their return	• Guidance is published and is communicated to all maternity leavers, SDoS and DoIs. • Annual consultation survey shows support is making a difference as measured by staff confidence in their research field and expectation of research activity. • 100% of maternity leavers covered in the next four years	from 2021 review end of 2024	DLT/ DoR
17	5.6 (i)	Promote an inclusive culture by formal embedding of Athena Swan	• Review of practice: Our self-assessment revealed that decision–making did not consistently consider potential	• Newly formed MCBC will oversee revision of Terms of Reference for committees to ensure	• 100% of committees ToRs including EDI element.	End of 2022	HoS

		principles and consideration of EDI within our governance structures.	EDI issues including Athena SWAN principles. • Review of practice: There is no defined term duration for leadership roles or rotation of offices. • Review of practice: our Committee's Terms of Reference found no reference to EDI (other than the SAT). • Consultation: senior staff were not fully aware of what was required in terms of Equality Impact Assessment and wanted support.	EDI is covered. • Build in rotation of leadership roles and identify term duration. • Training workshop on Equality Impact Assessment held for senior staff. Refresher training workshop every 2 years. • School protocol for Equality Impact Assessment agreed, communicated and initiated	• Term duration included in all ToRs. • Increased number of Gender Impact Analyses conducted by each Institute. • Committee Chairs all trained in Equality Impact Assessment.	Ongoing to begin in 2021 End of 2022	
18	5.6(viii)	Improve our understanding and value of EGIS public engagement and outreach activities (PE&O) by rolling out use of the new Activity Mapper tool.	Numerical data: Currently we lack quantitative data on PE&O participation to enable any analysis Review of practice: a new tracker tool is available that will help us.	• Introduce the new Activity Mapper tool and encourage its uptake through the weekly staff meetings, email announcements and the 4 Academic Leads for Public Engagement in EGIS.	• Sufficient data gathered to analyse trends by gender of PE&O • Gender data informs next actions	by end of 2022	SAT

			• Include information in the E&D Report			