**Athena Swan Bronze application form for departments**

**Applicant information**

|  |  |
| --- | --- |
| Name of institution | University of Birmingham |
| Name of department | School of Computer Science |
| Date of current application | 30th January 2023 |
| Level of previous award |  |
| Date of previous award |  |
| Contact name | Dr Jacqueline Chetty Kate Campbell |
| Contact email | [j.chetty@bham.ac.uk](mailto:j.chetty@bham.ac.uk) k.campbell.1@bham.ac.uk |
| Contact telephone | 0121 4142791 |

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| An overview of the department and its approach to gender equality | 2225 |
| An assessment of the department’s gender equality context | 3624 |
| Future action plan\* |  |
| Appendix 1: Culture survey data\* |  |
| Appendix 2: Data tables\* |  |
| Appendix 3: Glossary\* |  |
| **Overall word count** | 5849 |

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

**Overall word limit: 6000 words**

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

**1. Letter of endorsement from the head of the department (600 words)**

School of Computer Science

I am delighted to support the Athena Swan Bronze Award application from the School of Computer Science at the University of Birmingham. I have enthusiastically signed up to the principles of the renewed Athena Swan Charter. I confirm that the information presented in our bid is an honest and accurate representation of the Department.

When I joined the School in July 2022 it immediately became clear that the Department’s work environment is heavily male-dominated and traditional in its modes of operation. The Department also found itself under significant and exceptional stress caused by a combination of working under the pandemic and an unprecedented increase in student numbers. This application has thus been undertaken at a particularly challenging time for the Department. Taking the decision to pause our application until the additional strains of the pandemic had passed, our awareness of the gendered impacts of COVID19 has subsequently informed the ambitious action plan developed as part of this application.

One of my immediate decisions when joining the Department was to assume the role of EDI Lead, which at that moment became vacant. I assumed this role myself because it had become apparent to me that my immediate, visible, leadership in EDI was required for staff to regain trust in the equality/diversity/inclusion foundations of the Department’s work environment. Come January, when a new organisational structure of the Department goes live, a new EDI Lead will come into post to be appointed following open, transparent, EDI-focused processes.

As EDI Lead I have taken a number of urgent steps in my first months. First, to assist the Athena Swan SAT team in preparing this application of Athena Swan Bronze, which had been postponed several times under the pandemic. I am very pleased to be able to write this letter supporting the very strong application our SAT team produced. Secondly, I addressed immediate issues related to the way we work with Teaching Fellows, who are on fixed-term contracts, and had voiced complains about the work circumstances and in two cases left their post. We have reached out to the Teaching Fellows individually and put in place a management and support structure which includes a separate mentor and line management role, with a strong emphasis on career development. Thirdly, I gratefully leveraged the work by my predecessor in organising transgender awareness sessions for staff.

I believe the described EDI actions that took place under my leadership have been perceived very positively. However, this is only a small step in our journey to embed EDI in all stages of a staff member’s journey, from recruitment to induction, promotion, retention and retirement. As shown through our data gathering for this application, there remain significant concerns about how staff and students of different genders experience life in the Department, with only a small minority of women colleagues expressing confidence in the School being committed to achieving gender equality, and students raising concerns around culture. These challenges speak to ongoing gender inequities, but also the intersectional experiences of our staff and students.

As our submission shows, there is still much work to be done and we have identified five ambitious and yet achievable areas of action. These relate especially to: diversity in recruitment of staff and students; staff development and career support; effective embedding of EDI and gender equality in Department’s operations; an inclusive working culture; and a focus on gender and intersectionality for Black and LGBTQ+ students and staff. By embedding responsibility for these priorities across the Department’s structures and staff, we will ensure we can make progress in embedding equality in all aspects of School life.

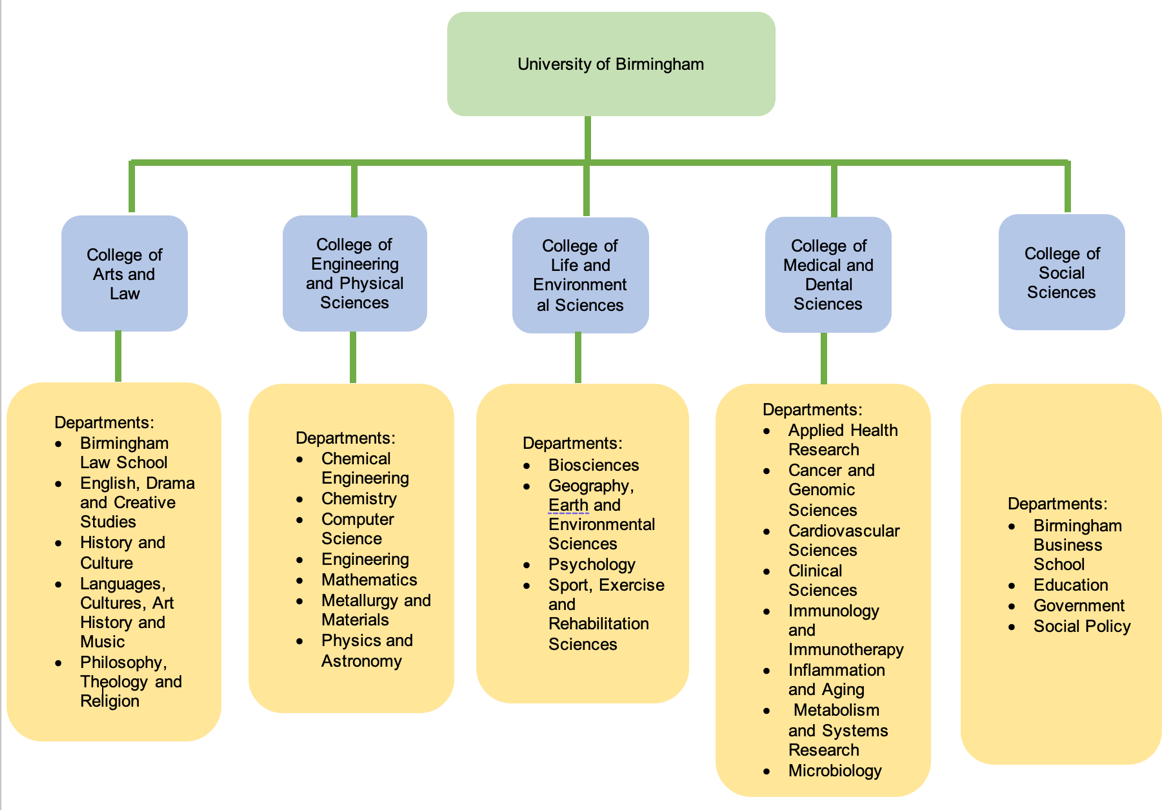
Yours faithfully,



Prof Aad van Moorsel  
Head of School of Computer Science  
University of Birmingham

**2. Description of the department (347 words)**

The School of Computer Science is a teaching and research department within the College of Engineering and Physical Sciences at the University of Birmingham. This has many benefits for providing infrastructure and support for the Department and helping determine policies and institutional priorities to be followed. Within this framework the Department does have a reasonable level of autonomy to define its own strategies and local practices to inform the running of the Department.



Internally the Department is made up of five research themes which provide the academic community for staff across research and teaching contracts. Professional services are managed through a matrix system with the School Head of Operations coordinating all School activity but thematic leads within the College having direct line management of areas such as education support, wellbeing, student experience and admissions. Below is a snapshot of the Department.

|  |  |  |
| --- | --- | --- |
| **Description** | **Male** | **Female** |
| Students | 1095 | 300 |
| Academic Staff | 49 | 7 |
| Professional Services (line managed in the School) | 5 | 12 |
| Research Fellows | 13 | 3 |
| Teaching Fellows | 3 | 2 |

The Department has grown tremendously over the past five years through an expansion of students, programmes and setting up a branch of the Department in Dubai (not included in the data or this application). As a result, the Department currently has a poor Staff Student Ratio giving rise to issues of workload capacity. The Department has support from the University to recruit academic staff to address these staffing pressures and work is continually being pursued to create efficiencies to reduce workload to make the Department as positive a work environment as possible.

Despite these challenges the Department is high performing achieving 3rd place in the 2021 REF for GPA and 4\* outputs and ranking well in the Times (9th) and Complete University Guide (18th) league tables. The Department is fortunate to have its own dedicated building (Figure 1 and 2) where we can foster a sense of community with spaces to bring people together and hold events. We have an active community with weekly events for staff and PGR students and a collegiate approach to delivering the Department’s objectives.

*Figure 1: The School of Computer Science – University of Birmingham*



*Figure 2: The atrium of the School of Computer Science*



**3. Governance and recognition of equality, diversity and inclusion work (535 words)**

The Department has a well-established Equality, Diversity and Inclusion (EDI) Committee that meets at least three times per academic year. It ran informally until 2018, and then in 2019 it became a formal committee, chaired by the EDI lead, supported by a secretary from Professional Services (PS). As set out in the annually reviewed Terms of Reference, the role of the committee is to “*embed principles of equality, diversity and inclusivity in the School of Computer Science following the University and College strategies and values.*” Part of the Department is based in the University’s Dubai campus, and we ensure that we have an EDI representative from there on the EDI committee, and they also sit on the Dubai committee. Core membership is made up of academic and professional services leadership role holders and is open to all staff members in the Department. Meetings are advertised to everyone to attend. Student representatives from both the taught student and research student committees also form part of the core membership. The College EDI lead sits on our EDI Committee, and this then feeds into the wider University EDI committee structure. (Figure 4) The Department’s Head of EDI also sits on the College EDI Operations Committee. There are also informal networks for EDI leads across the College to meet and share best practice.

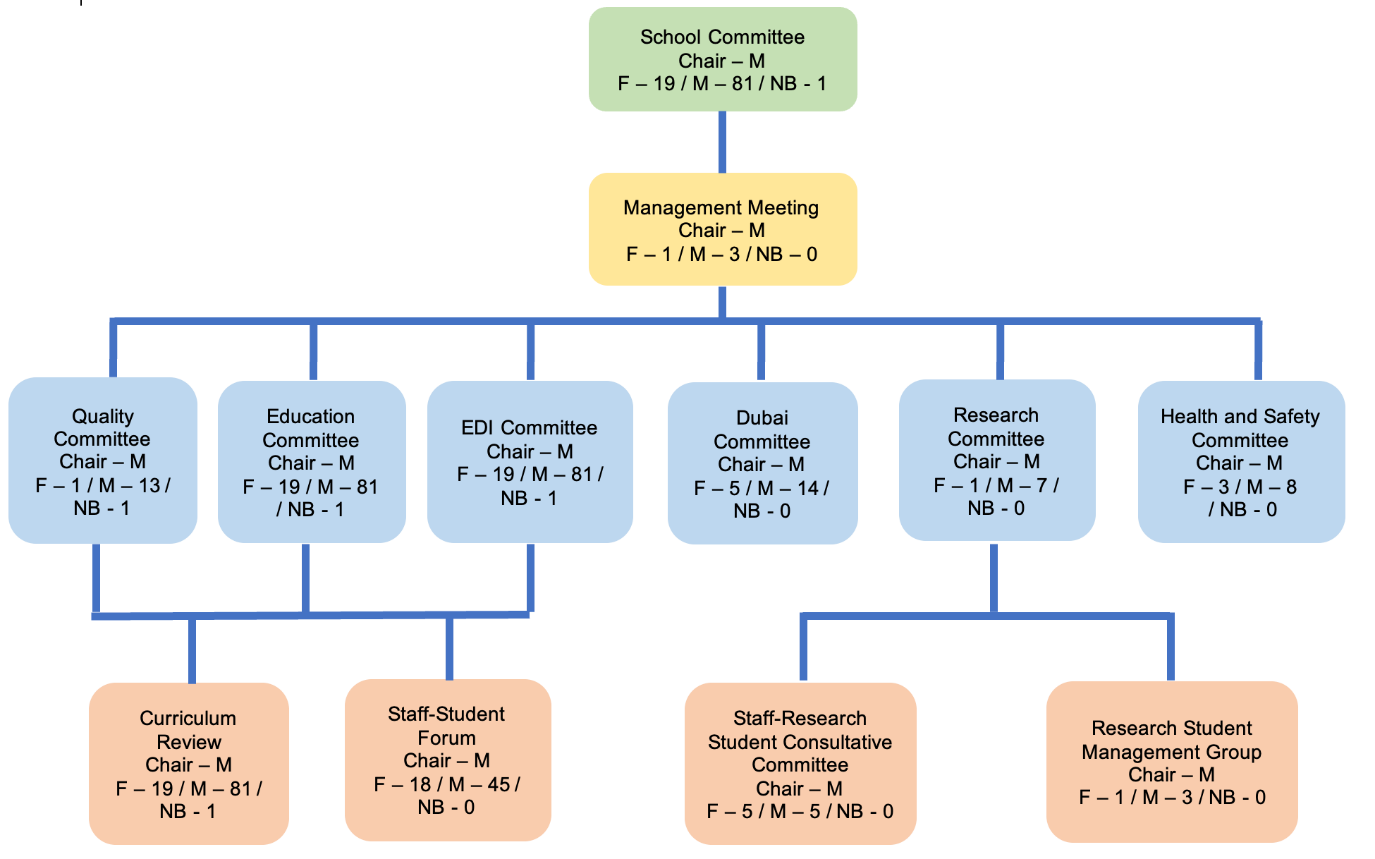
The EDI Committee is one of six core committees (Figure 3), and the AS Self-Assessment Team (SAT) sits as a sub-group to that. Each committee reports into Management Meeting (MM), which in turn feeds into School Committee, that the whole Department attends. Committees are responsible for reviewing, designing and implementing policies, as overseen by the 5 members of MM. MM is made up of the Head of School, Head of Operations and other key role holders in the Department, including our EDI lead, forming our MM. EDI is the top agenda item at all committees, and the committee implemented “three questions” to be asked during decision making at other committees.

Is there a risk of inequality:

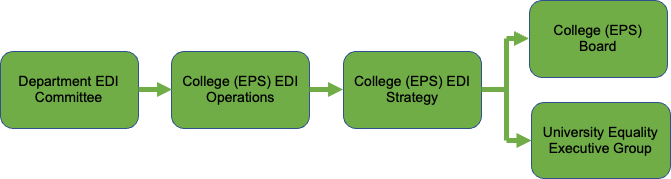
* In access to decision-making?
* Of assessment?
* Of access to resources?

The EDI Lead receives an allocation of half a day a week, in line with other leadership roles. They are the chair of the EDI committee and sit on MM. This is an academic leadership role, that normally lasts for three years. Staff can volunteer for this role, and in the event of no volunteers the Head of School asks someone to take this on. There currently is not a role descriptor for this role, but this is something we would like to implement (AP3.1) It is worth noting that currently, all committee chairs are male (Figure 3). It is hoped that with Action Point 1.1, this will improve in line with increasing the number of female staff members we have in senior roles. Every academic receives an allocation just over a quarter a day a week for “citizenship”, including sitting on committees. EDI is currently part of some PS staffs’ objectives, set during induction, and then subsequently during the formal Professional Development Review (PDR) process. Going forwards, this will be included in every PS staff members’ objectives (AP3.4). It is also a key part of the promotions criteria for academics through all levels and career pathways, with criteria such as “Promoting equality and valuing diversity and inclusion, acting as a role model and fostering an inclusive academic culture” and “Championing equality, diversity and inclusion in own research area”.

*Figure 3: Departmental Committee Structure*



*Figure 4: University Committee Structure*



**4. Development, evaluation and effectiveness of policies (391 words)**

The HoS and the Operations Manager implement and review the University’s HR policies on employment and procedures, pay and reward schemes, equality and diversity, and voluntary staff benefits. The central HR office provides data on matters related to recruitment, staff numbers and pay, and checks the consistency of the procedures adopted. These data sets are used internally for planning and externally for national benchmarking and league tables.

Within the Department, there is no systematic and embedded dissemination and review of policies. The Department does not store policies centrally at a departmental level and there is no way of locating a consolidated record of all Departmental policies. There is a need to consolidate a record of all Departmental policies. Additionally, a review process through which all policies can be evaluated is also required. The Head of School and Head of Operations should be tasked to ensure there is sign posting to all policies that affect the Department; to conduct regular policy reviews with staff to ensure that they are fit for purpose and that policies are shared with all staff. (AP3.5).

All staff were invited to participate in a survey to determine whether staff are aware of the policies in place; if they feel that they can evaluate and provide feedback regarding policies; and whether they feel that policies play an important role daily. There were 59 (25% female, 66% male, 9% did not specify gender) respondents (Appendix 1, Table 2) and the survey data showed that:

* When it came to where policies could be found / located 40% of the males and 21% of the females did not know where policies could be found;
* 39% of the males felt that policies are communicated to them, however only 5% of female (5% unspecified gender) staff felt the same;
* When asked whether staff felt that the gender related policy was proactive 36% of males and 9% of females (4% unspecified gender) responded positively about the policy; and
* When asked about the awareness of certain policies (see Table 3, Appendix 1), such as the expenses policy, maternity, flexible promotions, sick leave and fairness & diversity, there was a mixed response, with many (60%) of both males and females (unspecified gender included) having an awareness of these policies. Including (AP3.5) would ensure that all staff are aware of policies that may affect their daily lives.

**5. Athena Swan self-assessment process (352 words)**

In November 2021 we formed a small SAT as a sub-committee to the EDI Committee. An open call was issued to all staff and students to sit on SAT, with 5 academic staff (1F, 4M) and 4 professional staff (4F, 1M) putting themselves forward. Due to a small number of interested staff members, we recognise that SAT is not fully representative of the wider department, and we will seek to address this through action point (AP3.2).

To ensure students are consulted during the application process, we have used Staff Student Forum and Staff - Research Student Consultative Committee meetings and focus groups for taught students, with feedback and findings informing self-assessment.

The makeup of the SAT is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Gender** | **Staff Type** | **Grade** |
| Jacqueline Chetty | F | Academic | G8 |
| Kate Campbell | F | Professional Services | G7 |
| Aad van Moorsel | M | Academic | Prof |
| Rajesh Chitnis | M | Academic | G8 |
| Jens Christian Claussen | M | Academic | G9 |
| Chris Baber | M | Academic | Prof |
| Becca Alforque | F | Professional Services | B400 |
| Martin Johnson | M | Professional Services | B500 |
| Jessica Mylchreest | F | Professional Services | G8 |

A core writing team made up of the Head of School, SAT co-chairs and other academic and professional services team members drafted the application. The draft application has been shared for review with the entire SAT, College ED&I Project Officer, and a critical friend - an ED&I Officer from the University of Bath - which all enabled good practise to be shared and the application to benefit from different viewpoints and suggestions that were carefully considered by the core writing team.

As seen in Appendix 1, Table 1 we developed data packs, consisting of both quantitative and qualitative data to draw upon and broaden our understanding of the culture within the Department.

We also had plans for a research student focus group, but due to staff shortages this hasn’t taken place yet. We will build this into our action plan, as research students are a key part of the Department, and we want their voices to be heard (AP4.7).

Following this application, the SAT will continue as a subcommittee to the EDI committee. The SAT will have operational responsibility for enacting the action plan, with the EDI committee having strategic oversight. The EDI committee will have AS become a regular item on the EDI committee agenda, and the SAT will meet twice per term to ensure progress. Updates on progress against the action plan will be given yearly at School Committee meetings (AP3.2).

**Section 2: An assessment of the Department’s gender equality context**

## Culture, inclusion and belonging (1924 words)

The Department aims to foster an inclusive culture and a sense of belonging for all members of our community. However, the self-assessment process, university data of the Department as well as the focus groups and surveys conducted revealed that culture, inclusion and belonging can be improved upon. For example, the culture survey (Appendix 2, Table 4) showed that only 50% men; 17% women agree that the Department leadership is committed to achieving gender equality with 12% men and 5% women undecided. The following section gives an account of culture within the Department based on the data.

**Student profile**

Our data (Appendix 2, Table 1) regarding UG students, shows that the number of female students from 2018/19 is steadily rising, although not as a percentage of the total, due to the high student numbers. For example, in 2018/19 there were 120 UG female students enrolled and by 2020/21 that number had risen to 175. The industry standard for first-year female students within a computer science department range from 13% (across all universities within the UK) to 27% (taking the top 20 UK universities into consideration[[1]](#footnote-2)). The outlook for females working in industry is 15% of the workforce. The Department’s UG female students is currently 19%. Several interventions have been proposed, such as role models at open days, outreach activities (AP4.4) and support structures (compassionate mentoring) within the Department for female students (AP5.1).

For the PGT (see Appendix 2, Table 2) it shows that female student numbers have remained consistent across all 3 years. Although not informed by analysis Covid-19 may have had a negative effect. For example, the following year (2021/22) the number of females enrolled rose again and was consistant with the years prior to the 2020/21 intake. The PGR (Appendix 2, Table 3) student numbers are consistant. We will continue to support both groups with (AP5.1).

In terms of student characteristics data on Black, Asian, Minority Ethnic (BAME) students over the last 3 years Appendix 2, Table 16 shows that there is a low number of Black students across UG (5%), PGT (7.3%) and PGR (1%) cohorts. Nationally, the number of Black students enrolled at UG is 8.7%. There is an awareness of diversity within the Department, including the updating of the Departments web presence and promotion materials to use images of staff and students that more accurately reflect the profile. However, with no Black staff member present the recruitment committee will review its commitment and develop strategic interventions (AP1.2) to attract Black academics and PS members. A discussion with Black students around inclusive teaching practice and culture could highlight and raise issues about diversity with the possibility of identifying intersectional student concerns (AP4.5).

**Awarding gap**

Appendix 2, Table 4a shows that the number of female students that enrolled in 2018/19 was 35, whereas there were 110 males. In 2019/20 this number was the same for both females and males. In 2020/21 the number of female enrollments dropped to 25 and the number of male enrollments rose to 135. The UG degree attainment (Appendix 2, Table 4b) in 2018/19 showed that 38% of the total number of females achieved a first compared to 53% of males. The following year we noted a stark improvement with 63% of females achieving a first compared to 52% of males. In 2020/21 59% of females achieved a first with 69% of males achieving a first. Furthermore, the total number of females that attained a First or a 2:1 was 77% compared with 95% of male students. This is something we need to keep an eye on in the coming years, as it is not clear if this is due to COVID. This will be monitored and attended to over the next three years (AP5.1).

Some attention should be paid to female students that receive a 2:2 as from 2018/2019 to 2020/21 the number of female students that received such awards is higher than their male counterparts. This is not noticiable for 2:1 degree’s. Interestingly, there are no female students that have received a 3rd or a pass whereas 5 male student (20%) received a pass in 2018/2019. However, both in student recruitment and admissions process and in student culture the existing practices and initiatives are to be continued and extended (AP5.1).

The PGT females with distinction is steadily rising as seen in Appendix 2, Table 5. In terms of PGR students’ (seen in Appendix 2, Table 6) female student attainment rose from 2018/19 to 2019/20, where 27.5% female students received a pass. Although there was a slight drop the following year the number of female students receiving distinctions is improving. Support structures and processes for both PGT and PGR students are in place (AP5.1).

**Staff**

The Department is very aware (Appendix 2, Table 7, 8 & 9) of the gender imbalance for academic staff within the Department and has recently focused on academic staffing, seeking to rectify imbalances in staff profile. Furthermore, Appendix 1, Table 5 shows that 2 female staff have left the Department, in less than favourable terms. Recognising this, a staffing strategy is being put into place (AP2.1) to ensure that female academic staff are supported.

A similar pattern emerges for PS staff; however, there is more of a balance (seen in Appendix 2, Table 10 & 11).

**Academic and PS recruitment**

Appendix 2, Table 12 shows that the Department is aware of the low numbers of female staff. Staff indicated in the culture survey (Appendix 1, Table 4) that the decision taken on appointments was fair. However, there is an urgency to recruit senior female academics as there is currently only 1 that forms part of the Department. Appendix 2, Table 13 shows that there is more of a balance among PS staff, and the focus for them will remain on development (AP2.3).

Another area of concern regarding recruitment is that of Black female and male staff. Currently, no Black staff form part of the Department either as an academic or as PS. The culture survey (Appendix 1, Table 4) highlighted the concern by BAME staff members that there is a cultural gap, lack of inclusion. A solution may be a greater emphasis on acting on the unconscious bias training, that is part of the recruitment / interview process (AP1.1, AP1.2).

**Staff promotions and career development**

For academic staff, there is a focus on supporting women through the promotions pipeline. For example, the recent appointment of a senior staff member mentoring female TF’s towards attaining promotion; mentoring of female staff to prepare them towards promotion. The university makes use of the Academic Career Pathway (ACP) to encourage women to apply for promotion. The Department supports this. Currently, there are 4 pathways, namely 1. Research and Education; 2. Enterprise, Engagement and Impact; 3. Research only (RF’s and SRF’s only); and 4. Education specialist. This provides opportunities for staff with a wide variety of expertise to apply for promotion.

Appendix 2, Table 12 shows that although the Department has female applicants and these applicants are shortlisted, the number of female appointments is declining. A systematic review of the interview process is required (AP1.1). For PS staff Appendix 2, Table 13 highlights that female staff are favoured, and more female staff are shortlisted and appointed. However, Appendix 2, Table 14 highlights that for the last 3 years (2019 to 2021) no academic female staff (senior lecturer, reader and professor) applied for promotions (AP2.2). The culture survey (Appendix 1, Table 4) shows that although most staff, both female and male have confidence in the decisions made around appointments, 5 of the 10 females indicated that they were not confident that promotions were handled fairly. Recently, 2 female teaching fellow staff members have resigned, both identifying a lack of support as one of the reasons for leaving (see Appendix 2, Table 5, Comment 1) during an exit interview as well as informal discussions with a member of the SAT. Positively, the recent recruitment of a senior education academic has led to a better support mechanism being put in place (AP4.3). The processes and procedures in place regarding mentoring and supporting early career female staff is being implemented, an initiative by the newly appointed HoS (AP2.1, AP4.3).

For PS staff, there is a majority female staff in post. The University policy is adhered to where staff can be re-graded, awarded an increment or apply for a new post (AP2.3).

**Department culture**

During the first half of 2022 staff members were invited to take part in a focus group discussion. There were 4 focus groups, and a range of both academic and professional services staff took part. The focus group revealed the following:

* It was not evident that all academics were clear on the promotional criteria so we will be raising awareness of the promotion criteria (AP2.4).
* 76% of staff members are informed of promotion and others (3 of the 5 females, 19% males) are not so we will be ensuring that staff are aware of the promotions criteria (AP2.4).
* More opportunities are needed for professional staff members to develop skills and build their understanding of how PS staff can progress (AP2.3).
* The development of interpersonal skills may assist with creating a more welcoming culture, particularly raising awareness of pronouns, being respectful when staff are speaking (AP4.1, AP5.2).
* There is an expectation to complete work, regardless of public holidays and a work / life balance and this needs to be addressed by raising awareness of expected work hours and perhaps a rule about sending emails during after work hours (AP4.2, AP2.4).

Sixty staff members (65% of staff) completed the culture survey. The survey (Appendix 1, Table 5) highlights that staff from “non-British Eton backgrounds” feel less included and isolated (AP3.3, AP3.5). Recently, several social events (facts and snacks, cake-conversation-coffee ,meet ups after work) have been included to provide opportunities for conversations to take place. Additionally, all staff members undergo mandatory EDI training (AP4.1, AP4.6).

Positively, staff do feel that the Department is a good place to work (Appendix 1, Table 5, comment 4). As seen in Appendix 1, Table 5, generally staff feel that they belong, feel cared for, their voices are heard, they are supported and communication within the Department is clear. While there were negative comments (Appendix 1, Table 5, comment 1 & 2) these have been addressed by the recruitment of a senior education academic as discussed in Staff Promotions and Development above (AP4.3).

More awareness to all staff regarding Athena Swan and how to engage with gender equality / Athena Swan at a senior level, ensuring that the message conveyed to staff is in support of gender equality (AP4.1).

**Consideration of all gender identities**

To determine all gender inequalities, 2 focus groups were conducted with an emphasis on transgender and non-binary communities. The first focus group was conducted with staff and the question posed to the group was “*Overall, are you satisfied or dissatisfied with the level of acceptance for transgender non-binary adults in the SoC today?*”. There was a lengthy discussion (5 staff members participated), and the consensus was that there is a good measure of dissatisfaction. Some of the highlights are as follows:

* Staff members are often not conscious of the use of pronouns;
* Separate water closets (WC’s) for non-binary staff and students are currently insufficient; and
* A bathroom facility that accommodates one person (an individual) would be ideal.

The second focus group was conducted by students that are either transgender or non-binary. The question posed to the group was “*What is it like to be LGBTQ+ in the school of computer science, what are your experiences, positive or negative?*”. There were 9 students that took part in the focus group (led by a student). The participants in the focus group were very engaging and the leader of the focus group felt that it was a very positive experience. Some of the highlights are as follows:

* All participants felt that the SoCS was very welcoming, and that they were continuing to enjoy a positive experience from both staff and fellow students;
* They felt that the inclusion of specific events to provide an opportunity for this community to network and engage with like-minded people would be appreciated; and
* The emphasis on separate WC’s to be used by students of all genders was also highlighted as an urgent problem.

For both staff and students, the problems are similar. Raising awareness of pronouns can be addressed by creating a guide on using pronouns and this is to be distributed to the Department via email and highlighted at a departmental meeting (AP5.2). Lobbying the university executive team to change one toilet into a facility that accommodates a one-person toilet facility (AP5.3).

## Key priorities for future action (1700 words)

Based on the quantitative data presented in appendix 2; as well as the data from appendix 1, drawn upon from a variety of surveys and focus groups; the following key priority areas have been identified.

1. **Recruitment – more diverse for academic, research and professional services staff and students**

As seen in Appendix 2, Table 12 there has been a steady number of female candidates being shortlisted for academic posts at grade 8 and grade 9, however we have only hired at grade 8. For professorial posts, we have only shortlisted and hired one female professor (they are yet to start, so do not appear in the data). It is a similar story for research fellows. The Department needs to improve these numbers and will review our shortlisting and interview practices to ensure that all candidates are given due consideration (AP1.1). For Professional Services staff the priority is development, as recent recruitment (not included in the data) has improved the gender balance.

Appendix 2 Table 16 shows the ethnically diverse breakdown of students. We do not currently monitor this for staff, although we do not currently have any staff member who identifies as Black. To improve inclusion for staff and students, we will create a recruitment strategy to improve this, with a particular target for at least one Black female (AP5.1).

Looking at Appendix 2 tables 1 to 3, and table 16, the number of female students is steady, but there is room for improvement, and there is a lot of work to be done on improving the number of Black students. The focus of this work will be through engaging in outreach events and activities (AP4.5) as well as increasing the diversity of staff at open days, to have more visible role models available for students (AP4.4). These action points will be addressed in key priority 4, “a working culture that is inclusive”.

1. **Staff Development**

Appendix 2, Table 14 shows that no female academic staff have applied for promotion in the last three years. The culture survey (Appendix 1, Table 4) shows us that many staff are unaware of the promotions policies and procedures. The Department needs to offer targeted training and support to all staff eligible for promotion (AP2.2). This needs to begin from the start of a new academic’s time in the Department, so work must also be done on ensuring that the probation processes are understood and followed effectively (AP2.1). More broadly, female academic staff have not felt supported (appendix 1, Table 1 and 5), as explained in focus groups and the staff survey. The Department is implementing practices to improve the support for all staff, particularly female staff members, ensuring that they have networks, development opportunities and mentors, this will be addressed in key priority 4, “a working culture that is inclusive” (AP4.1).

Considering the improved gender balance in recruitment, we now intend to support all professional services by offering further training, shadowing and mentoring opportunities for PS staff (AP2.3).

1. **Embedding EDI and gender equality more effectively in the School**

The following paragraphs clearly indicate that the EDI committee needs to be restructured. The Department is aware of this and for now the HoS is chairing the committee. Appendix 1, Table 5 indicates that EDI issues were not always taken seriously in the past, but staff believe that recently there is a genuine interest being shown (Appendix 1, Table 5, Comment 2 and Comment 3). Very soon, a new committee will be formed and, in line with the college, a set of EDI practices are to be established and agreed upon (AP3.1). Additionally, the outcomes of self-assessment process have highlighted the following.

Appendix 2, Table 16 highlighted the low number of Black students. In addition to other suggested actions, a focus group with Black students to identify any concerns, suggestions for support, highlight issues of discriminatory behaviour or academic support is necessary (AP5.1). It is important to include a diverse group from UG to PhD students, as needs differ.

The results from the survey (Appendix 1, Table 4) shows that the respondents view gender equality differently, with 50% of women and undisclosed respondents viewing it negatively. Similarly, 60% (6 of the 9 female respondents) felt that bullying was not effectively dealt with. Apart from the actions in (AP3.1) staff will be encouraged to attend the following training modules (one or more):

* EDI training to promote EDI in the classroom;
* Diversity awareness training;
* Unconscious bias training;
* Bullying awareness training; and
* Highlighting awareness months, such as Black history month, LGBTQ+, etc.

The survey on policies (Appendix 1, Table 2) showed that many staff were not aware of where to locate and find a list of policies that impact their daily lives. The Department will use a central location to signpost to all policies and improve communications to staff regarding these. Awareness of these policies could be advertised in the staff handbook. Policy review and opportunities for feedback need to be established, especially for policies related to promotion, recruitment, bullying, maternity / paternity leave (AP3.5).

The AS process has shown that data is currently underutilised in strategic decision making and planning. For example, the university data shows that the number of Black students is very low for UG, PGT and PGR cohorts. This means that female Black students are even more in the minority than their female white counterparts. To date, there is no Black academic or PS staff member that forms part of the Department. This leads to the lack of role models and therefore a low possibility of attracting Black students in the future. The low number of Black students (highlighted by the AS process) and no Black staff within the Department needs to be prioritised (AP3.3). Committees can make use of the data to inform their decision making. This should start with the recruitment process (staff and students); highlighted to committees to create an awareness and to be actioned. A yearly review of the data and how this can be used to inform future strategic priorities and actions for each new year should be done (AP3.5).

1. **A working culture that is inclusive**

Firstly, a review of Departmental culture (Appendix 1, Table 4) suggests that most male staff (80%) feel a sense of belonging in the Department. They feel that their voice matters and that they are cared for and valued. however only 50% of female staff feel that they belong. There is also evidence to suggest that many staff are unsure, or do not feel that the Department is committed to EDI (AP4.1). There was a concern by a staff member (Appendix 1, Table 5, Comment 5) about not being British / Eton educated and that this makes them feel less included. Informal conversations with staff members revealed a similar pattern. Some of these concerns have been discussed in 3 above. However, there are other actions that can also be taken to improve collegial associations amongst all staff, such as:

* Coffee-cake-conversation for staff (in place) for all staff (academic and PS) should continue;
* Facts and Snacks (in place) where researchers discuss their research should continue;
* More formalised allocation of mentoring of staff; and
* Regular conversations with HoS (drop-ins) to provide mentorship and support; as well as within the wider leadership team.

Secondly, some early career female PGTAs have voiced their concern regarding the lack of support provided to them (Appendix 1, Table 5). For TF as well as early career female staff particular attention should be paid to the following (AP4.3):

* A suitable mentor that can support them in a compassionate manner;
* A workload that is fairly distributed, assessed and signed off by their mentor;
* Further career opportunities; and
* Monthly catch ups with mentors as well as a drop-in with the HoS.

Thirdly, in the various focus groups we have held, in SAT meetings, and conversations with non-male colleagues, there is a clear concern that there are not many women (including Black staff) role models in the School. Although this is highlighted as an action for recruitment, having role models for events such as open days, EDI events and other gatherings is important to students. However, the shortage means that the few role models are under pressure to be present at all events. An awareness, understanding and good planning (AP4.4) can ensure that role models are supported.

Fourthly, to provide an opportunity for both females and Black students (females in particular), the Department is in the process of planning a summer school, aimed at Widening Participation (WP) students, in particular Black females and female students. There has been a pilot summer school successfully completed and we hope to roll this out as a yearly summer programme (AP4.4).

Lastly, there are already several social networking activities available for female students. Some activities already running are a weekly Badminton club; a monthly conversation-coffee-cake catchup; once a term WiCS event with inspirational speakers; and focused welcome week events for women.

1. **A focus on gender and intersectionality for Black and LGBTQ+ students and staff**

The focus groups aimed at transgender communities highlighted a lack of understanding and knowledge by staff. Very little support is provided to these communities, for example staff expressed concern in terms of allies, lack of support from senior management, and a lack of belonging in the Department. However, students felt supported by the Department but felt that there was a lack of events tailored towards the LGBTQ+ community. One aspect that was highlighted by both LGBTQ+ staff and students was the lack of understanding and sympathy towards separate toilets. They felt that although the cost to the university was high, it was still very necessary to have these facilities in place, as staff at the focus group seemed to be under the impression that the Department has one of the highest numbers of LGBTQ+ numbers of students (AP5.3).

Appendix 2, Table 4, 5 and 6 show that female students are behind their male counterparts in terms of receiving first class degrees. Although not linked to degree awards it should be noted that there is a very low number of Black students, seen in Appendix 2, Table 16. Support mechanisms are required from academic support and including events and small group support (AP5.1).

**Section 3: Future action plan**

1. **Action plan**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item** | **Rationale** | **Actions** | **Start Date** | **End Date** | | **Success** | | **Responsible Person/People (some actions will be split across multiple people) Each action has an over-arching owner, listed in bold, with suggested collaborators** |
| 1. **Recruitment** | | | | | | | | |
| 1.1 Review of academic recruitment processes. | The Department has a lack of women in senior academic roles (1 female professor appointed in the last 3 years, and only in the last 3 months). No new appointments at associate professor level.  No Black academic or PS staff member within the Department. | Review Departmental data for the past 4 years to identify areas of bias.  Refresh recruitment training with all staff involved in recruitment and selection.  Write a staffing strategy committing to recruiting a more diverse range of staff.  Review job descriptions and shortlisting processes for senior staff, focusing on language used in job descriptions and exploring interdisciplinary recruitment, to increase diversity. | October 2023 | August 2024 | | Actions identified then implemented to reduce/remove bias in recruitment processes.  At least 3 women staff in academic leadership roles as part of the MM. | | **Head of School**  Head of Operations  Chair of EDI Committee |
| 1.2 Create a recruitment strategy to increase gender diversity, with a particular focus on Black female staff. | No Black academic or PS staff member within the Department. | Write a staffing strategy committing to recruiting a more diverse range of staff, with a particular focus on ethnicity. | October 2024 | August 2028 | | A clear and well communicated staffing strategy is in place, and targets are set for future recruitment, monitored by the senior leadership team.  At least one Black woman appointed. | | **Head of School**  Head of Operations |
| 1. **Development of staff** | | | | | | | | |
| 2.1 Changes to academic probation within the School – improved communications, set clearer expectations and provide more support through buddy schemes and mentoring. | Action points 2.1 and 2.2 are closely linked. From the focus groups, it was clear that academic staff were unaware of the promotion criteria. This process begins during the probation process for academics, and a review of these processes in the Department is crucial. The aim of this will also be to increase the number of female staff promoted to G9 and Professorial level. | Arrange tailored mentoring training for senior academics in the School, for those who mentor academics on probation.  Give probationers opportunities to feed back on their mentors through focus group and survey.  Formalise opportunity to change mentor if needed.  Monitor which probationers are progressing to promotion to assist with assessing if mentoring/promotions awareness is effective.  A buddy system is implemented for new academic staff, offering peer to peer support. | August 2023 | | December 2025 | | A survey demonstrating that at least 80% of new female staff members feel fully engaged with life in the School.  Every new female staff member has a mentor and a buddy. | **Head of School**, Theme Leads, Head of Education, Head of Research  Line Managers |
| 2.2 Improvements to internal Department promotion procedures for academic staff. | From the focus groups it was clear that some academics understood the promotions criteria and process and others were unaware. | Ensure mentors for academic staff on probation understand the promotions process, particularly for those under the recently refreshed University promotions procedure.  Arrange tailored information sessions on promotions for academic staff.  Senior colleagues offer feedback before, during and after the process, both formally and in the form of coaching.  Staff surveys to assess how the process is perceived. | March 2025 | | March 2028 | | At least 3 female staff have applied for and achieved promotion. | **Head of School**  Operations Manger |
| 2.3 Opportunities for PS staff to undertake development activities, and clearer pathways for progression | 100% of the support staff (Band 400 and 500) between 2019 and 2021 were female. An action is needed to ensure that there are opportunities for them to develop and progress.  There needs to be clearer signposting to paths for progression for professional services staff | Run cross-team development sessions for staff.  Increase opportunities for job shadowing, and make use of mentors.  Work with the College to review current pathways for progression and action recommendations from that. | January 2024  January 2024  January 2025 | | December 2024 (& ongoing)  December 2025  December 2026 | | Monitor through surveys, team meetings, and focus groups, showing that at least 80% of female PS staff have opportunities for training and development.  Yearly review of the number of female PS staff who are re-graded, or move onto other roles, to form a long-term repository of data to allow reflection and development of new initiatives.  Monitor if female staff who move on to other roles remain in the Department, in the College, or in the wider University to form a long-term repository of data to allow reflection and development of new initiatives, making use of a new exit interview process initiated by the College. | **Head of Operations**, wider professional services team |
| 2.4 Improvement to staff engagement with procedures and policies. | Academic staff in particular seem unaware of policies that affect their development, progression and wellbeing. | Make use of a monthly School newsletter to highlight key policies and to communicate when policies change.  Use EDI and School Committee to communicate these to staff.  Use the Staff Handbook to have clear links to relevant university policies. | November 2024 | | September 2026 | | At least 3 female staff have applied for and achieved promotion.  A survey shows that at least 85% of female staff are aware and confident in the procedures and policies surrounding development and progression. (currently 57%) | **Head of School**  Operations Manager  Chair of EDI Committee |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Embedding EDI into the Department** | | | | | | |
| 3.1 EDI Committee to be re-organised. | The survey results indicate that many staffs do not feel that EDI is effective / recognised. It also demonstrated that Covid had a negative effect on EDI related support (discussed informally with staff). | Proper planning of EDI goals and objectives / what the committee is responsible for / how to achieve those goals and objectives.  Allocate a budget for EDI activities and create a method of people bringing initiatives to the group, to legitimise activities and encourage wider participation.  Create a role descriptor for the EDI Chair | March 2023 | July 2023 | EDI activities are recorded across the Department.  A staff survey shows that 80% of female staff feel that EDI work is recognised, and they feel it is effective. (currently 45%) | **Head of School**  EDI Chair |
| 3.2 Diversify membership and formalise the SAT team as a sub-committee within EDI | The SAT currently represents a small sub-section of the wider School. To enact this action plan effectively, this needs a more diverse group. Formalising the group will allow progress to be monitored over the next 5 years. | SAT will continue as a subcommittee to the EDI committee, having operational responsibility for enacting the action plan, with the EDI committee having strategic oversight.  EDI committee will have AS become a regular item on the EDI committee agenda, and the SAT will meet twice per term to ensure progress. | August 2023 | August 2028 | Reports on progress made to School Committee.  Athena Swan SAT is more representative of all groups in the School, with at least one member of academic staff, PS staff, taught students (UG and PG) and PGR students.  Athena Swan SAT has a clear Terms of Reference and membership. | **EDI chair**  SAT chairs |
| 3.3 Increasing the use of data for departmental decision-making regarding gender. | The Athena Swan process has shown that whilst the Department has access to some data about staff and students, this data is not widely available and is underutilised when it comes to making strategic decisions as well as planning. | All departmental committees to identify useful data that could be used to guide their activity.  An annual discussion on data, analysing key EDI related staff and student data. | September 2023 | Annually until 2028. | An annual list of data sources.  Annually a report of recommendations to the D=departmental senior management team. | **Head of School**  Head of Education  Head of Research  EDI chair  Head of Operations |
| 3.4 All Professional Service staff have EDI form part of their objectives | To ensure buy-in for Professional Services staff, EDI should be part of their objectives and yearly professional development review. | Support line managers in creating SMART EDI objectives, and encourage PS staff to get involved with initiatives. | March 2023 | August 2028 | 100% of Professional Services staff have an EDI objective in their PDR.  50% of female professional services staff at EDI events can be seen over the next 5 years. | **Head of Operations** (with support from wider PS team) |
| 3.5 The EDI Committee will, yearly, review policies conveyed to staff from HR, and issue own communications regarding this. | The staff policy survey demonstrated that there was a significant number who either did not know about policies or were unsure. Policies that concern the Department directly or policies created within the Department do not exist at Department level. | Create a centralised signposting for all Department policies within the Department, with a spreadsheet to indicate what the policy is; who created it; who is responsible for it; and review dates.  Update the Staff handbook to reflect policy information. | February 2024 | Ongoing until 2028 | A survey shows that 80% of staff have a greater awareness of policies that impact them and others. (currently 64%) | **Operations Manager**  Head of School |
| 1. **A working culture that is inclusive** | | | | | | |
| 4.1 Supporting a diverse staff complement. | Some members of staff feel that their voices are not heard. | Existing events that provide networking opportunities or wellbeing events for staff to continue, such as: 1. Cake-conversation-coffee for staff (in place) for all staff (academic and PS) should continue. 2. Facts and Snacks (in place) for all academic staff, including TF and RF should continue.  More formalised allocation of mentoring of staff.  Regular conversations with HoS (drop-ins) to provide mentorship and support; as well as within the wider leadership team.  Link wider school initiatives to AS priorities. | Ongoing | 2028 | On a yearly basis a follow up focus group / cultural survey that shows 85% female staff feel more supported. The results should show a year-by-year (2% per year) improvement. | **EDI chair**  Staff mentors |
| 4.2 Implementing a School Code of Conduct. | Feedback from the student survey shows that some female students had concerns about how students were treating each other and how they were treating staff. | Implement a code of conduct for the Department for staff, students and visitors, communicating that effectively through signage, in lectures, and on staff and student handbooks. | May 2023 | September 2023 | New School Code of Conduct in place.  Further focus groups with all genders to show that 85% of staff feel that the conduct is fair, with a particular focus on female staff. | **Head of School**  EDI chair  Senior Tutor  Departmental mentors |
| 4. 3 Providing support to early career female staff. | The data revealed that early career academics (female) do not feel well supported.  They feel that they don’t have a say in their workload / etc. | A suitable mentor that can support them in a compassionate manner.  A workload that is fairly distributed, assessed and signed off by their mentor.  Expectations regarding workload are kept balanced.  Further career opportunities.  Monthly catch ups with mentors as well as a drop-in with the Head of School. | September 2023 | September 2028 | A suitable mentor / buddy allocated.  Follow up small group conversations with early career female staff to verify if adequate support is being implemented.  Make use of staff surveys to show that 85% of early career female staff feel supported. | **Head of School**  Head of Education  Staff mentors |
| 4.4 Role models within the school at events. | The lack of female and Black role models at events, such as open days is a concern. However, utilising the same role models can lead to those staff being overworked. | Create an awareness with colleagues that this needs to be urgently addressed through recruitment and staff development.  An understanding of the workload / time on the minority role models within the Department.  Increasing role models with the inclusion of TF and RF at events.  Most staff to assist with an open day, to relieve the pressure on the few.  Open days and offer holder days recognised as part of the workload. | May 2024 | May 2028 | At least 2 diverse (Black) and female role models are seen at events.  The workload model shows a balanced and fair split for attendance at events, ensuring female staff are not overly burdened. | **Head of School**  Head of Education  Head of Research  Marketing and admissions leads |
| 4.5 Outreach activities to attract minority genders / race. | Low number of Black students and female students within the Department. | The development of a summer school that focuses on WP and female students.  Provide opportunities for Black students to feed back about the curriculum and teaching styles | July 2024 | 2028 | The summer school has taken place with at least 30% of attendees being from WP, diverse or female communities.  The female and Black student numbers increase 2% year-on-year. | **EDI Chair**  A committee that plans, develops, and implements the events for the summer school within the Department and perhaps across departments. |
| 4.6 Areas of concern regards to bullying and harassment are addressed promptly and effectively. | The data shows that there have been some instances of bullying across the Department, concerning junior, female staff. | Create safe methods to report bullying (through mentor, buddy, line manager, or anonymous feedback).  Working with HR to ensure that policies are adhered to, and areas of concern are handled sensitively and responsibly, making use of College and University support available.  Training for staff. | February 2023 | Ongoing | 100% of staff attend mandatory EDI training, in particular male staff.  An additional question about bullying to be added to the cultural survey.  A cultural survey shows that 80% of female staff feel comfortable reporting bullying and that it is effectively dealt with. | **Head of School**  Line Managers  Operations manager |
| 4.7 Student focus groups are held regularly. | Due to staffing constraints, the SAT were unable to run a PGR focus group. | Set up a regular focus group for all students. | September 2023 | August 2028 | Yearly focus groups have been held and the findings are reviewed, and actions are taken as required. | **Head of PGR**  Head of Student Development  Student Experience Officer |
| 1. **A focus on gender and intersectionality for Black and LGBTQ+ students and staff** | | | | | | |
| 5.1 Student data – award gap / minority groups gap. | The number of female students getting firsts is lower than their male counterparts. This is exacerbated for Black female students. | Provide focused academic support for female students across the years.  Provide additional support through the student experience officer allocating volunteers to support students (peer-to-peer). | February 2023 | 2028 | The number of female students that receive firsts and 2:1’s increases year-on-year by 3% from 15%, to 18% until gender parity is reached, and the same improvements for minority groups, particularly Black students. | **Head of Education**  Senior tutor  Student Experience Officer  Head of Student Development |
| 5.2 Education on the importance of pronouns. | The focus group reported the lack of respect / lack of education that some staff members have regarding pronouns. | Provide training sessions for staff.  Encourage allies to highlight misuse of pronouns in a respectful manner. | November 2023 | 2028  Annual review | 80% of staff to attend an LGBTQ+ workshop / training. | **EDI chair** |
| 5.3 Transgender and non-binary toilet facilities. | Both students and staff have indicated their concern regarding the lack of single-use toilets for transgender / non-binary people.  This has been brought to the attention of the Department and although they would like to facilitate the upgrade, it is the responsibility of the university to grant permission (building alterations). | Lobbying the university executive team to highlight the importance of this matter. It is thought that the Department has the highest number of transgender / non-binary students (not confirmed) at the university; and it is the Department where there are no facilities for such students. | February 2023 | 2028 | The design and implementation of a single use toilet has been agreed to. | **Head of School** to lobby the university executive team  Students to work with the guide to lobby the university executive team |

**Appendix 1: Culture survey data**

Table 1: School of Computer Science Quantitative / Qualitative Data Collection

|  |  |  |
| --- | --- | --- |
| **Activity type** | **Description** | **Participants** |
| Cultural focus group for students | A focus group that provided opportunities for UG students to discuss culture and diversity | UG, female students (12) |
| Cultural focus group for staff | A series of focus groups that provided opportunities for staff to discuss culture and diversity | Female staff academic and PS (11); male staff academic and PS (7); RF (0) |
| Cultural survey (AS) | AS suggested culture survey | Female RF and TF(2), academics (6), PS (7);  Male RF and TF (0), academics (30), PS (9);  Did not specify gender academics (5) |
| Policy awareness survey | A survey was distributed to determine staff awareness of policies | Female (15); male (39); did not specify gender (5) |
| Transgender and non-binary focus group for staff | A focus group to determine acceptance within the department. | Male (1); Did not specify gender (4) |
| Transgender and non-binary focus group for students | A focus group to determine acceptance within the department. | Did not specify gender (9) |

Table 2: Survey regarding HR policies (SA - Strongly agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly disagree)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Statement** | **SA** | | | **A** | | | **N** | | | **D** | | | **SD** | | | **Not read**  **/** **Not aware** | | |
|  | **F** | **M** | **X** | **F** | **M** | **X** | **F** | **M** | **X** | **F** | **M** | **X** | **F** | **M** | **X** | **F** | **M** | **X** |
| I know where policies are located | 1 2% | 2 3% | 1 2% | 5 9% | 13 22% | 1 2% | 3 5% | 12 20% | 0 | 5 9% | 9 15% | 3 5% | 1 2% | 3 5% | 0 |  | | |
| I am aware of some of the policies that affect me | 1 2% | 6 10% | 1 2% | 6 10% | 23 39% | 1 2% | 5 9% | 7 12% | 0 | 3 5% | 2 3% | 2 3% | 1 2% | 1 2% | 0 |  | | |
| I feel that the policies I have read are clear and readable. | 0 | 1 2% | 0 | 5 9% | 17 29% | 3 5% | 5 9% | 13 22% | 0 | 0 | 3 5% | 0 | 0 | 1 2% | 0 |  | | |
| I readily engage with policies. | 0 | 3 5% | 0 | 3 5% | 16 | 2 3% | 6 10% | 12 | 2 3% | 4 7% | 5 9% | 0 | 2 3% | 3 | 1 2% |  | | |
| I think about the way in which policies are developed and implemented centrally. | 0 | 6 10% | 1 2% | 5 9% | 13 22% | 1 2% | 2 3% | 9 15% | 1 2% | 5 9% | 7 12% | 1 2% | 3 5% | 4 7% | 1 2% |  | | |
| I feel that the policies I have read are clear and readable. | 1 2% | 3 5% | 1 2% | 3 5% | 13 22% | 2 3% | 6 10% | 13 22% | 1 2% | 4 7% | 6 10% | 0 | 1 2% | 4 7% | 1 2% | 3 5% | 1 2% | 2 3% |
| I would like to get involved with policy development. | 1 2% | 3 5% | 1 2% | 3 5% | 13 22% | 2 3% | 6 10% | 13 22% | 1 2% | 4 7% | 6 10% | 0 | 1 2% | 4 7% | 1 2% |  | | |
| I have been involved in the development of policies. | 0 | 5 9% | 1 2% | 2 3% | 8 14% | 1 2% | 0 | 4 7% | 1 2% | 7 12% | 12 20% | 1 2% | 7 12% | 10 17% | 0 |  | | |
| Policies are communicated to me. | 0 | 1 2% | 1 2% | 3 5% | 22 37% | 2 3% | 7 12% | 8 14% | 0 | 1 2% | 4 7% | 1 2% | 2 3% | 4 7% | 1 2% |  | | |
| I can provide feedback about policies. | 0 | 3 5% | 1 2% | 2 3% | 19 32% | 1 2% | 4 7% | 11 19% | 1 2% | 6 10% | 3 5% | 1 2% | 3 5% | 3 5% | 1 2% |  | | |
| I would like to get involved with policy review. | 1 2% | 6 10% | 1 2% | 4 7% | 8 14% | 2 3% | 3 5% | 16 27% | 1 2% | 5 9% | 3 5% | 0 | 2 3% | 6 10% | 1 2% |  | | |
| I have been involved in the review of policies. | 0 | 3 5% | 1 2% | 1 2% | 8 14% | 1 2% | 2 3% | 5 9% | 0 | 5 9% | 11 19% | 2 3% | 8 14% | 12 20% | 0 |  | | |
| I feel positive about policies. | 0 | 5 9% | 0 | 4 7% | 15 25% | 2 3% | 8 14% | 11 19% | 2 3% | 1 2% | 5 9% | 0 | 2 3% | 3 5% | 1 2% |  | | |
| I understand the purpose of policies. | 2 3% | 10 17% | 1 2% | 10 17% | 23 39% | 2 3% | 1 2% | 1 2% | 1 2% | 1 2% | 3 5% | 0 | 1 2% | 2 | 1 2% |  | | |
| I feel that policies are inclusive to all. | 0 | 5 9% | 1 2% | 6 10% | 14 24% | 2 3% | 7 12% | 14 24% | 0 | 2 3% | 5 9% | 1 2% | 0 | 1 2% | 1 2% |  | | |
| I feel that the gender policy is proactive. | 0 | 3 5% | 1 2% | 5 9% | 18 31% | 1 2% | 5 9% | 10 17% | 1 2% | 1 2% | 3 5% | 0 | 0 | 1 2% | 0 | 5 9% | 4 7% | 2 3% |
| I feel that policies do impact / guide my daily work life. | 0 | 3 5% | 1 2% | 9 15% | 17 29% | 1 2% | 2 3% | 10 17% | 1 2% | 3 5% | 7 12% | 0 | 1 2% | 2 3% | 2 3% |  | | |

Table 3: Policy monitoring (where X is not disclosed)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Policy** | **Yes** | | | **No** | | | **Not sure** | | |
| **F** | **M** | **X** | **F** | **M** | **X** | **F** | **M** | **X** |
| I am aware of the Expenses Policy. | 9 15% | 24 40% | 3 5% | 5  9% | 8  14% | 1 2% | 1  2% | 7 12% | 1  2% |
| I am aware of the Maternity / adoption / parental leave policy. | 7  12% | 24  40% | 2  5% | 5  9% | 10  17% | 1  2% | 5  9% | 3  5% | 2  3% |
| I am aware of the flexible working policy. | 8  14% | 23  38% | 3  5% | 4  7% | 9  15% | 0 | 3  5% | 7  12% | 2  3% |
| I am aware of the promotion policy. | 7  12% | 28  47% | 3  5% | 4 7% | 6  10% | 1  2% | 4  7% | 5  9% | 1  2% |
| I am aware of the sick leave policy. | 7  12% | 28  47% | 3  5% | 5  9% | 7  12% | 2  5% | 5  9% | 4  7% | 0 |
| I am aware of the Fairness and Diversity Policy. | 6  10% | 21  35% | 2  5% | 5  9% | 9  15% | 2  5% | 4  7% | 9  15% | 0 |

Table 4: Culture survey (SA - Strongly agree, A – Agree, N – Neither Agree or Disagree, D – Disagree, SD – Strongly disagree, DK – Don’t Know)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Statement** | **SA** | | | **A** | | | **N** | | | **D** | | | **SD** | | | **DK** | | |
| **F** | **M** | **X** | **F** | **M** | **X** | **F** | **M** | **X** | **F** | **M** | **X** | **F** | **M** | **X** | **F** | **M** | **X** |
| I feel like I belong in my department. | 7 | 14 | 0 | 6 | 20 | 2 | 2 | 3 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 2 | 0 |
| 12% | 23% | 0% | 10% | 33% | 3% | 3% | 5% | 0% | 2% | 2% | 3% | 0% | 0% | 0% | 0% | 3% | 0% |
| I feel that people really care about me in my department. | 1 | 10 | 1 | 11 | 21 | 2 | 2 | 5 | 0 | 0 | 3 | 1 | 2 | 1 | 0 | 0 | 0 | 0 |
| 2% | 17% | 2% | 18% | 35% | 3% | 3% | 8% | 0% | 0% | 5% | 2% | 3% | 2% | 0% | 0% | 0% | 0% |
| My contributions are valued in my department. | 4 | 10 | 0 | 9 | 24 | 3 | 1 | 2 | 2 | 1 | 2 | 0 | 0 | 1 | 0 | 0 | 2 | 0 |
| 7% | 17% | 0% | 15% | 40% | 5% | 2% | 3% | 3% | 2% | 3% | 0% | 0% | 2% | 0% | 0% | 3% | 0% |
| I feel comfortable speaking up and expressing my opinions. | 3 | 15 | 1 | 6 | 16 | 3 | 4 | 4 | 1 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5% | 25% | 2% | 10% | 27% | 5% | 7% | 7% | 2% | 3% | 8% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Departmental communications are clear and relevant to me and my role. | 0 | 7 | 0 | 12 | 15 | 3 | 2 | 12 | 1 | 0 | 4 | 0 | 1 | 2 | 1 | 0 | 0 | 0 |
| 0% | 12% | 0% | 20% | 25% | 5% | 3% | 20% | 2% | 0% | 7% | 0% | 2% | 3% | 2% | 0% | 0% | 0% |
| Departmental leadership actively supports gender equality. | 1 | 15 | 1 | 9 | 15 | 1 | 3 | 4 | 0 | 2 | 2 | 2 | 0 | 1 | 0 | 0 | 2 | 1 |
| 2% | 25% | 2% | 15% | 25% | 2% | 5% | 7% | 0% | 3% | 3% | 3% | 0% | 2% | 0% | 0% | 3% | 2% |
| My department is committed to achieving gender balance in leadership positions. | 1 | 11 | 1 | 7 | 8 | 1 | 7 | 10 | 1 | 2 | 3 | 2 | 1 | 1 | 1 | 0 | 7 | 2 |
| 2% | 18% | 2% | 12% | 13% | 2% | 12% | 17% | 2% | 3% | 5% | 3% | 2% | 2% | 2% | 0% | 12% | 3% |
| The rate people progress in my department is not affected by their gender. | 1 | 12 | 1 | 7 | 15 | 2 | 4 | 5 | 1 | 2 | 1 | 0 | 0 | 1 | 0 | 1 | 6 | 1 |
| 2% | 20% | 2% | 12% | 25% | 3% | 7% | 8% | 2% | 3% | 2% | 0% | 0% | 2% | 0% | 2% | 10% | 2% |
| Equality, diversity and inclusion work is recognised when workload is allocated. | 1 | 7 | 2 | 7 | 8 | 2 | 5 | 8 | 0 | 2 | 3 | 0 | 0 | 5 | 0 | 0 | 8 | 1 |
| 2% | 12% | 3% | 12% | 13% | 3% | 8% | 13% | 0% | 3% | 5% | 0% | 0% | 8% | 0% | 0% | 13% | 2% |
| Equality, diversity and inclusion work is recognised in applications for promotion/progression. | 0 | 9 | 0 | 6 | 13 | 1 | 6 | 41 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 13 | 3 |
| 0% | 15% | 0% | 10% | 22% | 2% | 10% | 68% | 2% | 2% | 0% | 0% | 0% | 2% | 0% | 3% | 22% | 5% |
| My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff. |  | 3 |  | 3 | 7 | 2 | 4 | 10 |  | 2 | 1 | 2 | 1 | 1 |  | 5 | 16 | 1 |
| 0% | 5% | 0% | 5% | 12% | 3% | 7% | 17% | 0% | 3% | 2% | 3% | 2% | 2% | 0% | 8% | 27% | 2% |
| My department enables flexible working. | 3 | 19 | 3 | 9 | 17 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 |
| 5% | 32% | 5% | 15% | 28% | 3% | 3% | 3% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 2% | 3% | 0% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Workloads in my department are allocated fairly. | 1 | 7 | 0 | 3 | 13 | 3 | 7 | 4 | 1 | 1 | 7 | 0 | 1 | 2 | 1 | 2 | 6 | 0 |
| 2% | 12% | 0% | 5% | 22% | 5% | 12% | 7% | 2% | 2% | 12% | 0% | 2% | 3% | 2% | 3% | 10% | 0% |
| The timing of departmental meetings and events takes into consideration those with caring responsibilities. | 0 | 7 | 0 | 9 | 23 | 2 | 3 | 1 | 2 | 1 | 1 | 0 | 0 | 2 | 0 | 2 | 5 | 0 |
| 0% | 12% | 0% | 15% | 38% | 3% | 5% | 2% | 3% | 2% | 2% | 0% | 0% | 3% | 0% | 3% | 8% | 0% |
| My department provides staff with support around all types of caring leave. | 0 | 8 | 0 | 6 | 12 | 1 | 4 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 5 | 14 | 3 |
| 0% | 13% | 0% | 10% | 20% | 2% | 7% | 2% | 2% | 0% | 3% | 0% | 0% | 0% | 0% | 8% | 23% | 5% |
| I have experienced bullying and/or harassment in my department in the past 12 months 17 I have witnessed bullying and/or harassment in my department in the past 12 months. | 0 | 1 | 1 | 3 | 1 | 0 | 1 | 1 | 0 | 4 | 13 | 0 | 0 | 29 | 0 | 1 | 0 | 1 |
| 0% | 2% | 2% | 5% | 2% | 0% | 2% | 2% | 0% | 7% | 22% | 0% | 0% | 48% | 0% | 2% | 0% | 2% |
| I have witnessed bullying and/or harassment in my department in the past 12 months 17 I have witnessed bullying and/or harassment in my department in the past 12 months. | 0 | 1 | 1 | 2 | 3 | 0 | 1 | 1 | 0 | 4 | 10 | 1 | 7 | 20 | 2 | 1 | 0 | 1 |
| 0% | 2% | 2% | 3% | 5% | 0% | 2% | 2% | 0% | 7% | 17% | 2% | 12% | 33% | 3% | 2% | 0% | 2% |
| I know how to report bullying and/or harassment. | 1 | 7 | 0 | 10 | 16 | 2 | 1 | 2 | 2 | 2 | 7 | 1 | 0 | 4 | 0 | 1 | 3 | 0 |
| 2% | 12% | 0% | 17% | 27% | 3% | 2% | 3% | 3% | 3% | 12% | 2% | 0% | 7% | 0% | 2% | 5% | 0% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Departmental management is active in tackling bullying and harassment. | 0 | 5 | 0 | 6 | 14 | 2 | 2 | 4 | 1 | 2 | 3 | 0 | 0 | 0 | 1 | 5 | 9 | 1 |
| 0% | 8% | 0% | 10% | 23% | 3% | 3% | 7% | 2% | 3% | 5% | 0% | 0% | 0% | 2% | 8% | 15% | 2% |
| I am satisfied with how bullying and harassment are addressed in my department. | 0 | 5 | 0 | 4 | 9 | 1 | 6 | 4 | 0 | 1 | 2 | 0 | 0 | 1 | 1 | 4 | 12 | 3 |
| 0% | 8% | 0% | 7% | 15% | 2% | 10% | 7% | 0% | 2% | 3% | 0% | 0% | 2% | 2% | 7% | 20% | 5% |
| My line manager supports my career development. | 5 | 14 | 1 | 7 | 17 | 2 | 2 | 6 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| 8% | 23% | 2% | 12% | 28% | 3% | 3% | 10% | 2% | 0% | 2% | 2% | 0% | 2% | 0% | 2% | 2% | 0% |
| Decisions about appointments are made fairly. | 1 | 11 | 1 | 6 | 18 | 2 | 3 | 7 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 3 | 4 | 0 |
| 2% | 18% | 2% | 10% | 30% | 3% | 5% | 12% | 2% | 2% | 0% | 2% | 2% | 2% | 0% | 5% | 7% | 0% |
| Decisions about promotion/progression are made fairly. | 1 | 5 | 0 | 3 | 12 | 3 | 4 | 3 | 1 | 1 | 4 | 0 | 1 | 1 | 0 | 5 | 10 | 1 |
| 2% | 8% | 0% | 5% | 20% | 5% | 7% | 5% | 2% | 2% | 7% | 0% | 2% | 2% | 0% | 8% | 17% | 2% |
| I receive useful feedback on my career development through performance reviews. | 2 | 2 | 0 | 6 | 18 | 2 | 3 | 7 | 0 | 2 | 3 | 1 | 1 | 5 | 2 | 1 | 1 | 0 |
| 3% | 3% | 0% | 10% | 30% | 3% | 5% | 12% | 0% | 3% | 5% | 2% | 2% | 8% | 3% | 2% | 2% | 0% |
| My current workload is manageable. | 2 | 2 | 0 | 5 | 18 | 1 | 2 | 4 | 1 | 4 | 9 | 2 | 2 | 7 | 1 | 0 | 0 | 0 |
| 3% | 3% | 0% | 8% | 30% | 2% | 3% | 7% | 2% | 7% | 15% | 3% | 3% | 12% | 2% | 0% | 0% | 0% |
| My mental health and/or wellbeing are supported in my department. | 2 | 3 | 0 | 6 | 18 | 1 | 5 | 9 | 0 | 1 | 4 | 2 | 1 | 2 | 1 | 0 | 2 | 1 |
| 3% | 5% | 0% | 10% | 30% | 2% | 8% | 15% | 0% | 2% | 7% | 3% | 2% | 3% | 2% | 0% | 3% | 2% |
| I know where to seek support for mental health and/or wellbeing at work. | 2 | 2 | 0 | 8 | 22 | 3 | 1 | 6 | 1 | 2 | 4 | 1 | 0 | 2 | 0 | 2 | 2 | 0 |
| 3% | 3% | 0% | 13% | 37% | 5% | 2% | 10% | 2% | 3% | 7% | 2% | 0% | 3% | 0% | 3% | 3% | 0% |
| I feel confident asking for mental health and/or wellbeing support at work. | 0 | 4 | 0 | 9 | 17 | 1 | 1 | 4 | 1 | 2 | 8 | 1 | 3 | 3 | 1 | 0 | 3 | 1 |
| 0% | 7% | 0% | 15% | 28% | 2% | 2% | 7% | 2% | 3% | 13% | 2% | 5% | 5% | 2% | 0% | 5% | 2% |

Table 5: Comments for the cultural survey

|  |  |
| --- | --- |
| **Comment** | **Description** |
| 1 | Two female staff have left in very bad circumstances, XXX and XXX. These female staff were not supported. I there is a huge difference in support depending on who your line manager is. Some are great, some are awful. |
| 2 | EDI issues were not taken seriously in the past, but I believe that there is now an EDI committee that is genuinely interested in EDI issues and on improving the School on this respect. We can already see some improvements compared to how things used to be in the past. |
| 3 | Recent changes in leadership may make some responses outdated. |
| 4 | Computer Science has a great workplace culture!!! |
| 5 | UoB currently is not an inclusive workplace (except for bureaucracy geeks and people grown up in England) for academics due to the extreme level of centralized (cryptic, acronymic, badly documented, no person to ask, only centralized aliases or "complaint tickets", especially CORE, IT, HR (not to mention the teaching-related systems). This is probably below sector-average in UK and clearly internationally not on a comparable level. Only the library is fit to purpose among the centralized systems. All else should be de-centralized towards local professional support, such that academics can spend appropriate fraction of their workforce towards teaching and research.  While this affects nearly all academics, it especially handicaps academics from non-british-Eton backgrounds, for instance coming from abroad and only having 0 or 1 previous UK universities background. From the inclusion point of view, centralization not only detriments lecturer's efficiency but in the end endangers equal opportunities towards promotion.  Most of the problems are not necessarily at the departmental level; they are the result of actions higher up in the university management. |

**Appendix 2: Data tables**

Table 1: UG by gender

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **2018/19** | **2019/20** | **2020/21** |
| Female | 120  (19%) | 125  (18%) | 175  (19%) |
| Male | 500  (81%) | 565  (82%) | 745  (81%) |

Table 2: PGT by gender

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **2018/19** | **2019/20** | **2020/21** |
| Female | 80  (25%) | 195  (33%) | 95  (25%) |
| Male | 235  (75%) | 400  (67%) | 285  (75%) |

Table 3: PGR by gender

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **2018/19** | **2019/20** | **2020/21** |
| Female | 30  (30%) | 30  (29%) | 30  (32%) |
| Male | 70  (70%) | 75  (71%) | 65  (68%) |

Table 4a: Attainment UG by gender

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2018/19** | | **2019/20** | | **2020/21** | |
| **F** | **M** | **F** | **M** | **F** | **M** |
| 1st | 19.2% (15) | 80.8% (60) | 23.8% (20) | 76.3% (60) | 11.9% (15) | 88.1% (95) |
| 2:1 | 28.8% (15) | 71.2% (35) | 16.3% (10) | 83.7% (40) | 9.5% (5) | 90.5% (35) |
| 2:2 | 36.8% (5) | 63.2% (10) | 20.0% (5) | 80.0% (10) | 40.0 % (5) | 60.0% (5) |
| 3rd / Pass | 0 | 20.0% (5) | 0 | 0 | 0 | 0 |

Table 4b: Attainment UG total number per gender

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2018/19 | | 2019/20 | | 2020/21 | |
|  | F | M | F | M | F | M |
| 1st | 38% (15) | 53% (60) | 63% (20) | 53% (60) | 59% (15) | 69% (95) |
| 2:1 | 41% (15) | 33% (35) | 27% (10) | 36% (40) | 18% (5) | 26% (35) |
| 2:2 | 19% (5) | 11% (10) | 10% (5) | 10% (10) | 18% (5) | 4% (5) |
| 3rd / Pass |  | 4% (5) |  |  |  |  |

Table 5: Attainment PGT by gender

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2018/19** | | **2019/20** | | **2020/21** | |
| **F** | **M** | **F** | **M** | **F** | **M** |
| Distinction | 18.1%  (15) | 81.9%  (55) | 27.5%  (55) | 72.5% (150) | 24.7%  (35) | 75.3% (110) |
| Merit | 25.9%  (15) | 74.1%  (45) | 41.2%  (85) | 58.8% (120) | 27.4%  (35) | 72.6%  (90) |
| Pass | 26.7%  (20) | 73.3%  (55) | 24.4%  (20) | 75.6%  (60) | 28.3%  (15) | 71.7%  (35) |

Table 6: Attainment PGR by gender

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2018/19** | | **2019/20** | | **2020/21** | |
| **F** | **M** | **F** | **M** | **F** | **M** |
| Pass | 30%   (5) | 70%   (15) | 15.4%   (0) | 84.6%  (10) | 26.3%   (5) | 73.7%  (15) |

Table 7: Academic staff by contract type

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **Education focused** | | | **Research only** | | | **Research and Education** | | |
| **2019** | **2020** | **2021** | **2019** | **2020** | **2021** | **2019** | **2020** | **2021** |
| Male | 7  (100%) | 6 (86%) | 6 (86%) | 12  (86%) | 14 100%) | 13 (81%) | 44 (90%) | 42  (89%) | 44 (88%) |
| Female | 0 | 1  (14%) | 1  (14%) | 2  (14%) | 0 | 3  (19%) | 5 (10%) | 5  (11%) | 6  (12%) |

Table 8: Academic staff by grade fixed term

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **R (6-8)** | | | **RF (7)** | | | **AProf (8)** | | |
| **2019** | **2020** | **2021** | **2019** | **2020** | **2021** | **2019** | **2020** | **2021** |
| Male | 0 | 0 | 0 | 12  (86%) | 14 (100%) | 13 (81%) | 0 | 0 | 0 |
| Female | 0 | 0 | 0 | 2  (14%) | 0 | 3  (19%) | 0 | 1  (100%) | 0 |

Table 9: Academic staff by grade permanent

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **AProf (8)** | | | **RF (8)** | | | **SRF (9)** | | | **SL (9)** | | | **Prof (10)** | | |
| **2019** | **2020** | **2021** | **2019** | **2020** | **2021** | **2019** | **2020** | **2021** | **2019** | **2020** | **2021** | **2019** | **2020** | **2021** |
| Male | 15 (83%) | 16  (80%) | 16  (70%) | 0 | 0 | 0 | 0 | 0 | 0 | 19  (100%) | 13  (100%) | 17  (100%) | 13 (86%) | 16   (94%) | 16 (94%) |
| Female | 3  (17%) | 4  (20% | 6  (30%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2  (14%) | 1 (6%) | 1  (6%) |

Table 10: PTO staff by grade (job family)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **2019** | **2020** | **2021** | **2019** | **2020** | **2021** | **2019** | **2020** | **2021** | **2019** | **2020** | **2021** | **2019** | **2020** | **2021** |
|  | **Support (B400)** | | | **Support (B500)** | | | **Admin and Other Related (6)** | | | **Admin and Other Related (7)** | | | **Admin and Other Related (8)** | | |
| Male | 0 | 0 | 0 | 0 | 0 | 0 | 3  (39%) | 2  (29%) | 1  (17%) | 0 | 1  (50%) | 2  (67%) | 2  (67%) | 2  (67%) | 2  (67%) |
| Female | 4  (100% | 3  (100%) | 4  (100%) | 1  (100%) | 1  (100%) | 1  (100%) | 5  (61%) | 5  (71%) | 5  (83%) | 1  (100%) | 1  (50%) | 1  (33%) | 1  (33%) | 1  (33%) | 1  (33%) |

Table 11: PTO staff by contract type

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **Fixed term** | | | **Permanent** | | |
| **2019** | **2020** | **2021** | **2019** | **2020** | **2021** |
| Male | 1  (25%) | 0 | 1  (25%) | 3  (23%) | 5  (36%) | 4  (29%) |
| Female | 3  (75%) | 2  (100%) | 3  (75%) | 10  (77%) | 9  (64%) | 10  (71%) |

Table 12: Academic recruitment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2019** | | **2020** | | **2021** | |
| **F** | **M** | **F** | **M** | **F** | **M** |
| Applications | 82  (19%) | 359  (81%) | 76  (21%) | 291  (79%) | 121  (22%) | 436  (78%) |
| Shortlisted | 16  (26%) | 45  (74%) | 19  (21%) | 72  (79%) | 33  (19%) | 143  (81%) |
| Appointments | 10  (32%) | 21  (68%) | 18  (22%) | 5  (78%) | 4  (12%) | 30  (88%) |

Table 13: PS recruitment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2019** | | **2020** | | **2021** | |
| **F** | **M** | **F** | **M** | **F** | **M** |
| Applications | 144  (62%) | 90  (38%) | 5  (29%) | 12  (71%) | 43  (54%) | 37  (46%) |
| Shortlisted | 29  (69%) | 13  (31%) | 0 | 1  (100%) | 36  (56%) | 28  (44%) |
| Appointments | 5  (71%) | 2  (29%) | 0 | 1  (100%) | 9  (90%) | 1  (10%) |

Table 14: Academic promotions

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **SL (9)** | | | | | | **Reader (9)** | | | | | | **Prof (10)** | | | | | |
| **2019** | | **2020** | | **2021** | | **2019** | | **2020** | | **2021** | | **2019** | | **2020** | | **2021** | |
| **applied** | **approved** | **applied** | **approved** | **applied** | **approved** | **applied** | **approved** | **applied** | **approved** | **applied** | **approved** | **applied** | **approved** | **applied** | **approved** | **applied** | **approved** |
| Male | 3  (100%) | 2  (100%) |  |  | 2  (100%) | 2  (100%) | 1  (100%) | 1  (100%) | 1  (100%) | 0  (100%) | 2  (100%) | 2  (100%) | 1  (100%) | 1  (100%) | 4  (100%) | 4  (100%) | 2  (100%) | 2  (100%) |
| Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 15: PS promotions

|  |  |  |
| --- | --- | --- |
| **Gender** | **Numbers** | **Description** |
| Female | 2  (100%) | Band500 to grade 6 |

Table 16: UG, PGT and PGR data according to Race (only percentages available)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Race %** | **2020/21** | | | **2021/22** | | | **2022/23** | | |
| **UG** | **PGT** | **PGR** | **UG** | **PGT** | **PGR** | **UG** | **PGT** | **PGR** |
| Asian | 14.8 | 22.5 | 19.0 | 19.1 | 27.8 | 13.2 | 3.1 | 34.3 | 8.3 |
| Black | 3.3 | 5.7 | 1.9 | 4.7 | 4.2 | 1.9 | 5.0 | 7.3 | 1.0 |
| Chinese | 13.4 | 32.9 | 28.6 | 13.2 | 41.4 | 30.2 | 14.4 | 36.9 | 31.3 |
| Mixed/Other | 5.6 | 6.3 | 17.1 | 7.5 | 4.0 | 17.0 | 8.1 | 4.7 | 17.7 |
| White | 45.6 | 30.5 | 28.6 | 39.4 | 22.0 | 34.9 | 37.5 | 15.5 | 39.6 |
| Unknown | 17.4 | 2.1 | 4.8 | 16.0 | 0.7 | 2.8 | 11.8 | 1.4 | 2.1 |

**Appendix 3: Glossary**

|  |  |
| --- | --- |
| ACP | Academic Career Pathway |
| AS | Athena Swan |
| B | Band (salary scale) |
| EDI | Equality, Diversity and Inclusion |
| F | Female |
| G | Grade (salary scale) |
| GPA | Grade Point Average |
| HoS | Head of School |
| HR | Human Resources |
| LGBTQ+ | lesbian, gay, bisexual, transgender and queer plus other gender identities |
| M | Male |
| MM | Management Meeting |
| PGR | Post-Graduate Research |
| PGT | Post-Graduate Taught |
| PGTA | Post graduate teaching assistant |
| Prof | Professor |
| PS | Professional Services |
| REF | Research Excellence Framework |
| RF | Research Fellow |
| SAT | Self-Assessment Team |
| SoC | School of Computer Science |
| SRSCC | Staff-Research Student Consultative Committee |
| SSF | Staff-Student Forum |
| TF | Teaching Fellow |
| UG | Undergraduate |
| WC | Water Closet |
| WiCS | Women in CS |

1. https://www.information-age.com/uk-universities-leading-way-computer-science-gender-diversity-17429/ [↑](#footnote-ref-2)