

Summary of progress towards the 2022-2027 action plan

Objectives	Rationale	Actions	Timescale	Lead/Responsibility	Measure of Success and Progress made
Strategic Area: Embedding AS principles through increased engagement and participation					
1 Capture lessons and monitor progress against EDI objectives	Sustainability and capacity building of AS process to inform fair and equitable practices in the School Observe how well implementation and monitoring works	1.1 Assess and evaluate lessons learnt from previous AS submissions (2016, 2017, 2023).	<i>Revised: 2017, 2019, 2021</i>	SAT	Monitored SAT attendance and activities, updated policies
		1.2 Distribute and capture consistently feedback and findings from biennial staff survey.	<i>Completed Nov 2021</i>	Co-DDIs	Increased response rate reporting staff satisfaction across the strategic areas.
		1.3 Review student and staff data and report on qualitative aspects of cultural change (NEW)	<i>Ongoing</i>	SAT	Updated staff and student surveys; pulse surveys for frequent assessment of policies and culture
		1.4 Articulate, review and publish a new Equity, Diversity and Inclusion statement (NEW)	<i>Completed Nov 2022</i>	Co-DDIs	EDI statement underpinning the School policies and practices through an updated Working Lives document
		1.5 Prepare the new AS Culture Survey to be distributed to all staff and students in autumn 2023 (NEW)	<i>Feb-Jun 2023</i>	Co-DDIs	Increase the overall response rate as well as positive response rates across categories
<i>Note: refer to points 3.1, 3.2 from previous Action Plan</i>					
2 Engage and enhance SAT participation and impact within the School	Widen participation and representation, encouraging input from diverse members of staff. Increase knowledge and awareness of EDI principles and the AS impact to our School.	2.1 Review SAT membership annually to ensure representation across departments, roles, grade and diverse communities	<i>Revised termly</i>	Co-DDIs	Diversified participation to represent broad categories of staff and students
		2.2 Update SAT Terms of Reference annually	<i>March 2022</i>	SAT	Personal development and staff satisfaction
		2.3 Identify training opportunities to support SAT members	<i>November 2022</i>	SAT	Staff volunteering information on EDI-related activities in the SAT notebook
		2.4 Evaluate and revise the Self-Assessment Process (NEW)	<i>Ongoing</i>	HoS	SAT reporting directly to SMB on monitoring and progress against the AP
		2.5 Establish routine monitoring of EDI engagement activities through a shared SAT Notebook for staff and SAT members to update (NEW)	<i>March 2022</i>	Co-DDIs	Increased awareness of EDI activities taking place across SBE. Increased satisfaction on staff members' valued contributions in the department/School
<i>Note: refer to points 3.3, 3.4, 3.6 from previous Action Plan</i>					

3 Build AS knowledge and practice in overall School culture	Maintain good practices and strengthen knowledge to prevent instances of bias, harassment, bullying or any other kind of discrimination based on gender, ability, orientation, or background.	3.1 All staff to complete training in anti-bullying (5.6.1)	<i>Annual invitations</i>	HR	High rates in the survey responses on clarity regarding the School's anti-bullying and harassment policies.
		3.2 Enhance outreach activities, include content on anti-bullying and discrimination (5.6.2 and 5.6.5)	<i>Ongoing</i>	Careers Office	High response rates with positive perception of anti-bullying policies and experiences
		3.3 Ensure that outreach activities are included in the work allocation model (5.6.7)	<i>Ongoing, under review</i>	HoS, SAT	Increased satisfaction on perceived fairness in work allocation and valued contributions
		3.4 Arrange STEM-Net coordinator to speak at lunch time seminar series and/or welcome week (5.6.3)	<i>Delayed</i>	coDDIs	Greater awareness and positive perceptions on visible female BE professionals
		3.5 Review female participation on committees to determine equitable share of responsibilities and whether these tasks need to be reduced and redistributed (5.6.6)	<i>Ongoing</i>	HoS, HoDs	More appropriate representation of women on committees (preserving time for other activities)
		<i>Note: refer to points 5.6.1, 5.6.2, 5.6.3, 5.6.5, 5.6.6 and 5.6.7 from previous Action Plan</i>			
4 Grow and expand the EDI Built Environment Network and advance AS practices	Share best practice, increase AS awareness and help with future development with AS goals, connecting them to the sector. It is also important to avoid overwhelming individual colleagues with responsibility for EDI work. Increase the visibility of EDI activities as part of the workload allocation.	4.1 Contact other University built environment departments to start forming a wider sector AS group	Started in Feb 2023	SAT team Co-DDIs	Growth of network and knowledge exchange on the range of EDI practices
		4.2 Invite an external Athena SWAN gold award holder to present to the School on the practices for achieving Gold.	Started in Feb 2023	Co-DDIs	Progress in School practices and increased readiness for applying for Athena SWAN Gold Award in the next application round
		4.3 Develop a range of EDI blended learning opportunities. Promote opportunities to all staff.	Ongoing	SAT	Increased rates of respondents satisfaction on the available learning opportunities
		4.4 Identify two new Athena SWAN champions to build capacity in diversity, inclusion and wellbeing work (NEW)	Start in March 2023	HoS, HoDs	Building the core team of AS members to progress the EDI activities and staff engagement while maintain the manageable workload
		4.5 Create an annual EDI-specific lump-sum award to acknowledge staff members engagement with EDI activities in their daily workload (NEW)	To commence from 2023-24	HoS	Increased rates of respondents' satisfaction on acknowledgment and recognition of EDI-related contributions to the School
		<i>Note: refer to points 3.5, and 3.7 from previous Action Plan</i>			
Strategic Area: Supporting and empowering our students (UG, PGT, PGR)					
5 Attract and increase proportion of female students across all programs (applications)	Encourage application of female students at all levels (UG/PGT/PGR) through visible representation of female role models and alumni case studies	5.1 Continue to ensure female presence during Open Days and Visit Days (UG and PGT)	Continuous	HoDs, Adm. Officers	Positive view of gender-balanced, diverse visual identity, feeling welcomed in arrival, etc (see survey questions)
		5.2 Develop online alumni case studies with 50% representation of successful female students	Revisited Feb 2019	Co-DDIs MCE	High response rate on satisfaction of gender-balanced, perception of the programmes in student survey
		5.3 Keep School web pages up to date with promotional material for its diversity and inclusivity	Revisited Jan 2022	School web officer	New EDI website includes blog posts with stories of current female students. Invited alumnae to contribute their story.
		5.4 Invite female alumni and industry	Ongoing	PDs, Staff	Perception of visible female role models at annual SBE PhD conference and RUAS public lecture series.

		representatives to speak at career events			
		5.5 Invite female guest speakers into UG and PGT classes	Ongoing	PDs, Module Convenors	Based on the different female-male proportion between departments, apply a STEM-based approach to recruitment and admissions.
		<i>Note: refer to points 4.1.0, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.2.1, 4.2.2, 4.2.3 from previous Action Plan</i>			
6 Enrollment process: Monitor progress in student enrollment (UG and PG) and update actions accordingly	Understand the effects of the context-related and School-related initiatives for increasing the overall enrollment and gender balance in student applications	6.1 Review annual UG, PGT and PGR enrollment data against set targets	Annually in Oct	HoDs, PDs	Increased enrolment; majority of student respondents report that the School is a friendly place to work
		6.2 Review progression of students by gender	Annually	PDs, SAT	High and balanced progression rates by gender
		6.3 Work with professional institutes to progress gender equality	Ongoing	PDs	Increased satisfaction on the visibility of female role models in professional practice.
		6.4 Increase support for PGR students with careers, e.g. workshops on careers in Academia for PhDs and PDs	Autumn 2022	HoS, PGR-D	Satisfaction and positive perception of the levels of support among PhDs and PDs.
		6.5 Promote MSc programs within the University and industry events to increase our profile	Ongoing	MCE, PDs	Increased PGT enrolment and positive PGT experience
		<i>Note: refer to points 4.1.7, 4.2.4, 4.2.5, and 4.1.10 from previous Action Plan</i>			
7 Recruit and support students coming from areas characterized by various socio-economic factors of deprivation	Understand the additional characteristics with respect to the awarding gap and intersectionality to provide students with adequate support.	7.1 Recruit and appoint student inclusion partners to support student-led EDI activities	Oct-Jul 2022	Co-DDIs	Increased student engagement and satisfaction on agency in shaping the culture and experience in SBE
		7.2 Support student partners in reflecting and capturing observations, for example in blogs published on the EDI page	Jun 2023	Student and Academic partners	
		7.3 Incorporate EDI-related content and activities during outreach events and Welcome Week	Sept 2022	Co-DDIs, staff	Increased rate in positive perceptions on embracing diversity and inclusivity
		7.4 Understand intersectionality characteristics of our student cohorts (UG, PGT, PGR) to support inclusion, attainment and progression	Annually, started in Oct 2022	SAT, Co-DDIs, SDTL, Student partners	Identified factors that contribute to the attainment gap to inform activities and practices to mitigate
		7.5 Analyse and monitor awarding gap for UK BAME students for each academic year.	Started autumn 2020, ongoing	Co-DDIs, HoD	Assess whether the reduction in awarding gap is attributed to the style of end of year assessment during the pandemic
		7.6 Identify existing practices and new initiatives that can help reduce the awarding gap and understand the data to evidence impact	In progress	SAT, Co-DDIs	Reduced attainment gap and balanced progression across all categories
		7.7 Identify opportunities and practices to support the decolonization of the curriculum	In progress	SAT, Co-DDIs	Increased awareness of sources and influences that shape teaching and learning practices

Strategic Area: Supporting and empowering our staff (academic, research and support)

8 Recruit highly qualified and diverse staff (academic and support) within the School	Build the School culture to make it attractive to highly qualified female applicants, ensuring no gender bias both in recruitment and interview processes	8.1 Encourage more female applicants to staff positions (4.3.1)	Ongoing	HR advisor	Balanced ratio and increased numbers of female applicants.
		8.2 Record data on shortlisting of candidates and provide data annually to PSO (5.2.0)	Dropped	EDI team	Data not available due to privacy and data protection and thus not recorded once the candidate is appointed.
		8.3 Record data on interview panelists to ensure female presence (5.2.1)	Ongoing	HoS	Rotate interview panel members to ensure female presence.
		8.4 Interview new staff to understand recruitment and interview process (5.2.2)	Jan 2023	Co-DDIs	High satisfaction of newly appointed female members of staff with the recruitment and interview process
		8.5 Collect data on academic leavers to inform future SAT actions (5.2.3)	Dropped	HR	This type of data is not collected by HR and has not been available for any sensible analysis
	<i>Note: refer to points 4.3.1, 5.2.0, 5.2.1, 5.2.2, 5.2.3 from previous Action Plan</i>				
9 Retain highly qualified and diverse staff (academic and support) within the School	Support for new staff members and career progression	9.1 Provide an up-to-date induction pack with policies, promotion process, and FAQ (5.2.8)	Annually	Exec. Support	Increase satisfaction with the induction information and clarity of policies.
		9.2 Assign a mentor and check the effectiveness of the arrangements. (5.2.8)	May 2023	HoS	Satisfaction with the mentoring arrangements.
		9.3 Promote research opportunities and training within the University and beyond	Ongoing	School Research Lead	Increased uptake of training and research activity by female members of staff
		9.4 Develop networking opportunities within and beyond University (NEW)	In progress	Research Division Leads	Increased satisfaction of staff survey respondents to the networking opportunities question
	<i>Note: refer to points 5.2.8 from previous Action Plan</i>				
Support in career development, progression and promotion	9.5 Promote annual University promotion information sessions (5.2.12)	Annually, Sep	HoS, HoDs	Increased satisfaction on clarity and transparency of the promotion process and criteria. (link to survey question)	
	9.6 Understand the support levels needed for staff members in progressing their careers (5.2.9)	Annually	HoDs, Staff	Increased awareness of line managers of staffs' personal work allocation, through PDR processes.	
	9.7 Provide feedback on job/grant applications, share examples of interview questions and mock interview for staff on request (NEW)	March 2021-2027	Research Division Leads	Increased research income, and success rates on research grants to department, especially from ECR staff	
	9.8 Increase promotion/progression discussions/feedback within mentoring process for all staff (NEW)	2017-2027	All mentors	Increase the response rate reporting satisfaction on the clarity and transparency of the promotion process	
<i>Note: refer to points 5.2.9 and 5.2.12 from previous Action Plan</i>					
Staff have indicated the need for mentoring	9.9 Provide mentoring training to staff members (5.2.7)	Ongoing	HoS	Updated SBE Mentor Training document All members of staff have undergone mentoring training	

support and mentoring opportunities in the recent staff survey so we want to extend staff mentoring activities	9.10 Encourage more mentors within School with recognition in PDR (5.2.8)	In progress	HoDs	Increased satisfaction with School's recognition of contributions in the staff survey
	9.11 Set up a mentoring forum to serve as a platform for sharing experiences and Q&A (NEW)	Start from Sep 2023	Co-DDIs	Increased satisfaction on the mentoring opportunities in the biennial staff survey
<i>Note: refer to points 5.2.9 and 5.2.8 from previous Action Plan</i>				
We want to support staff wellbeing and a healthy work-life balance for all staff through flexible working, manageable workload and support through career breaks	9.12 Record experience of relevant staff and update processes on career breaks (5.5.1)	Ongoing	SAT	Level of satisfaction in staff survey about the support provided
	9.13 Understand the support needed for (female) staff members applying to be PIs and submitting to REF (5.3.2)	Ongoing	Research Division Leads	Updated Working Lives document; increased rate of REF submissions
	9.14 Hold further information sessions regarding REF submissions (5.5.2)	Ongoing	Research Division Leads	Participation of female staff in research activities
	9.15 Survey staff on flexible working and support needed (NEW)	Summer 2023	Co-DDIs, SAT	Increased rate of respondents' satisfaction with the sense of wellbeing and support
	9.16 Implement working policy to enable all staff to work flexibly post-pandemic restrictions (NEW)	Ongoing	SMB, HoS, HoDs	More hybrid-enabled meeting spaces in the department
	9.17 Survey staff additional workload and impact of support to define WAM adjustments (NEW)	Ongoing	Co-DDIs, SMB	Tested and adjusted Work Allocation Model
	9.18 Rolling review of WAM to ensure new EDI work fully included and inequalities removed (NEW)	Ongoing, 2022-2027	HoS, HoDs, Co-DDIs	Tested and adjusted Work Allocation Model, increased perception of fairness and work-life balance
	9.19 Share best practice for presentation of career breaks/periods of leave on grant/job applications (NEW)	Ongoing	All staff	Guidance document for staff/PGR
<i>Note: refer to points 5.3.2, 5.5.1 and 5.5.2 from previous Action Plan</i>				

