

Athena Swan Silver application form for departments

Applicant information

Name of institution	Cardiff University
Name of department	The School of Computer Science and Informatics
Date of current application	30th September 2024
Level of previous award	Bronze
Date of previous award	2018
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An overview of the department and its approach to gender equality	1825
An evaluation of the department's progress and success	2619
An assessment of the department's gender equality context	3556
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	8000

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

Overall word limit: 8000 words



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The University welcomes correspondence in Welsh or English. Corresponding in Welsh will not lead to any delay.

Elusen Gofrestredig, rhif 1136855
Registered Charity, no. 1136855



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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



School of Computer Science
and Informatics

Ysgol Cyfrifiadureg
a Gwybodeg

Dear Head of Athena Swan,

On behalf of The School of Computer Science & Informatics at Cardiff University I wish to pledge my commitment enthusiastically and wholeheartedly to the principles of the Athena Swan Charter. Whilst the School has gone through a period of significant growth over the last few years, I am proud to highlight several notable achievements:

- Increased number of female Academic staff across the School (29% in 2018 to 38% in 2024 at point of submission).
- An increase of females in key leadership roles and Senior Management roles which has diversified the committees of School Board and School Management Team. Examples include, Deputy Head of School, School Manager, Deputy School Manager, Director of EDI (Equality, Diversity & Inclusion), and Director of Collaborative Learning with Industry.
- Career support for Professional Services staff has been strengthened: we have established a focus on career development, and increased opportunities for secondments and job-shadowing, as well as providing £23.6k worth of financial support for training / further study and attendance at conferences over the last two years.
- The development of a Student Experience team (5FTE) who have shown commitment to embed EDI into all student-related activity, with a particular focus on wellbeing.
- We have introduced a highly recommended EDI module as an integral part of our University induction, to educate students on the importance of a fair, diverse and inclusive environment.

My predecessor Professor Stuart Allen worked hard to develop an inclusive culture and these achievements were implemented and realised during his tenure as head of school.

I have thrived in this environment, and in May 2024, I had the honour of becoming the first female Head of the School of Computer Science and Informatics at Cardiff University. Before this milestone, I held several key leadership roles within the school,

including Director of EDI and Deputy Head of School. As Director of EDI, I diversified committee membership and appointed a deputy to help advance EDI initiatives and actions.

I have published research on gender equality in software engineering, reflecting my commitment to this cause. Currently, I am collaborating with an interdisciplinary team to develop an EDI Conversation Starter game. We have presented this game at the 2024 Advance HE EDI conference and at Exeter University. Additionally, I serve as a steering group member of our college's DiSTEM committee, which organises an annual program of events for staff and students centred on EDI topics.

EDI work is a significant part of my academic life, and I remain dedicated to advancing the aims of the Athena Swan Charter within our school.

A handwritten signature in black ink, appearing to read 'K. Jones'. The signature is written in a cursive, flowing style with a large initial 'K'.

Head of School
School of Computer Science & Informatics

2. Description of the department

Our Space

The School of Computer Science and Informatics (COMSC) at Cardiff University is research-led, based in a Russell Group university, and is the largest computer science school in Wales. It has a reputation for excellent research and innovative courses providing students with hard and soft skills needed to excel beyond study. COMSC is part of the College of Physical Sciences and Engineering (PSE), with facilities based at six sites across the Cardiff University campus (Figure 1).

Our main site is Abacws (Figure 2), an 'inclusive-by-design' building shared with the School of Mathematics and co-designed with staff and students. It opened in 2021, and provides modern facilities, including collaboration and study space for students (Figure 3). It is centrally located beside a train station, and within walking distance of three nurseries and the Centre for Student Life (CSL).

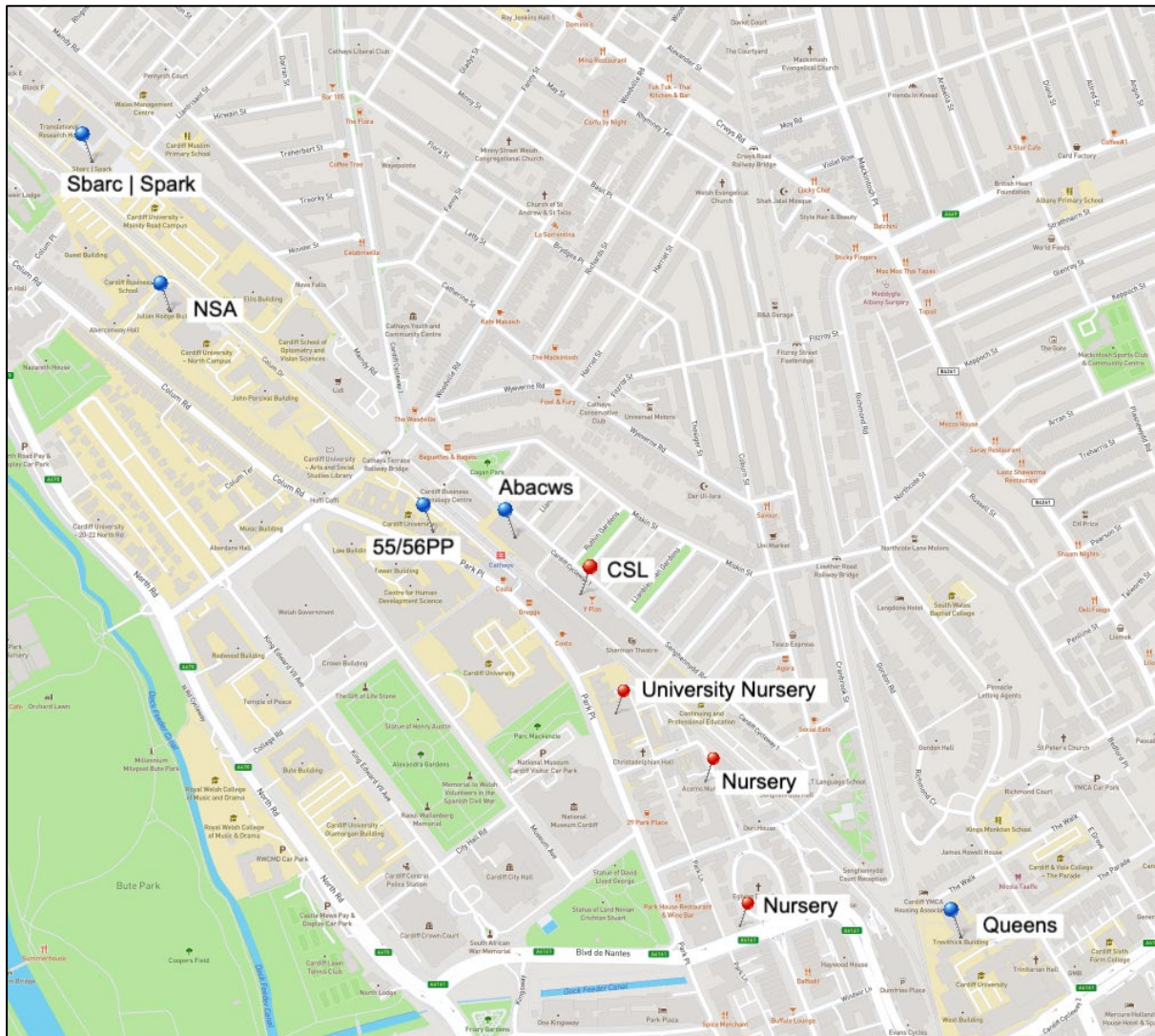


Figure 1 - Campus Map



Figure 2 - Abacws

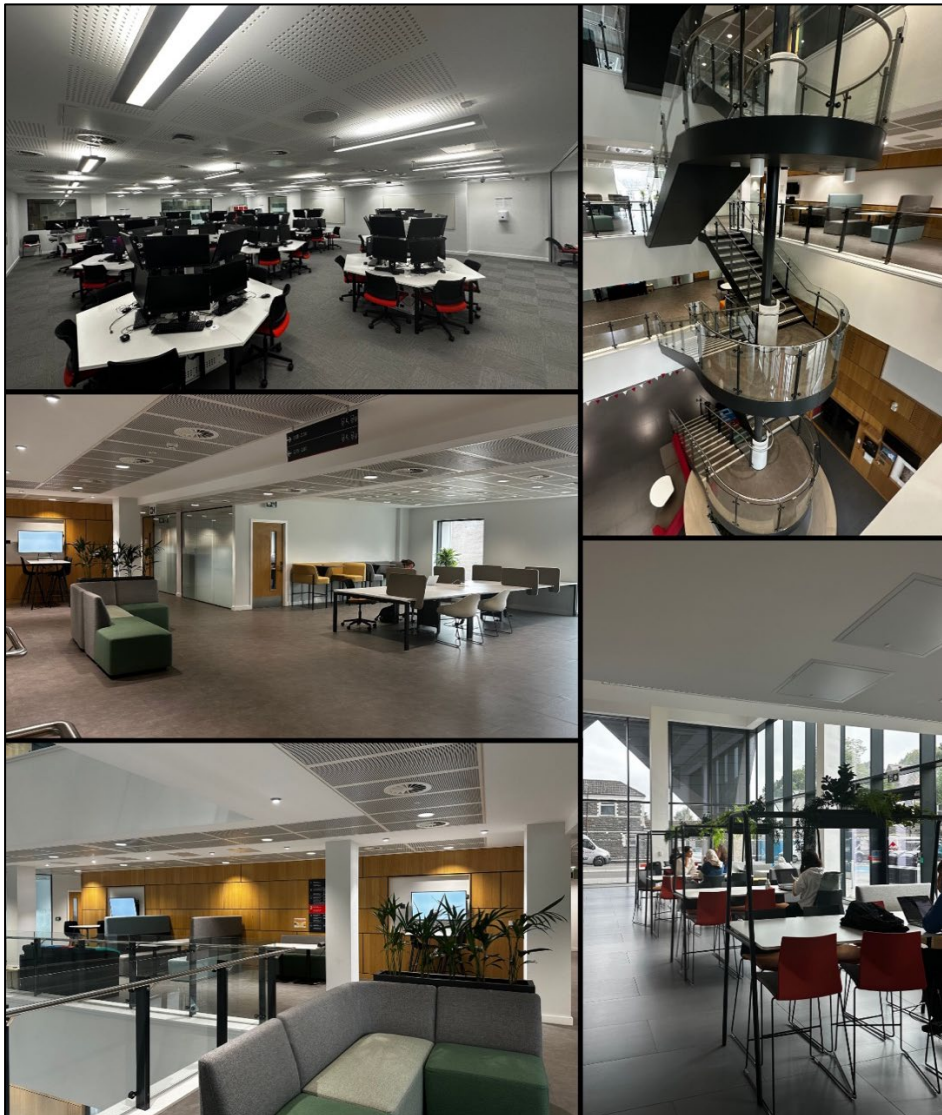


Figure 3 - Collaborative spaces - Abacws

Our National Software Academy (NSA) based in the Julian Hodge building, is designed to foster a commercial atmosphere for our project-led courses. It includes break out spaces, refreshment areas, a ping-pong table and other amenities common in a business environment (Figure 4).

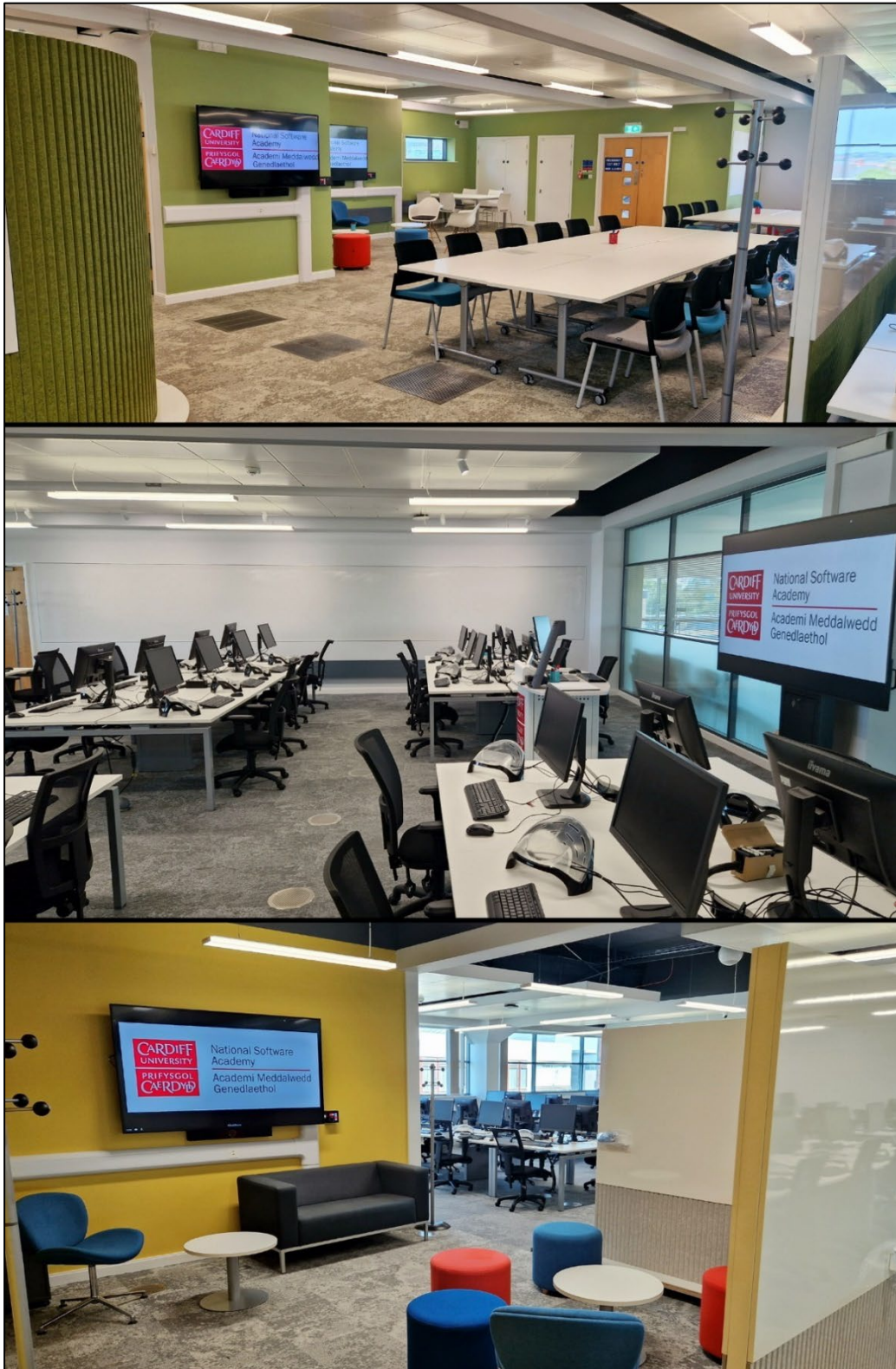


Figure 4 - NSA

Our three innovation centres are based in the sbarc|spark building, where university entities co-habit with public, private and third-sector organisations.



Figure 5 - sbarc|spark

Our remaining teaching and office spaces celebrate EDI within our discipline with commissioned and community-sourced artworks inspired by role models (Figures 6, 7, 8).

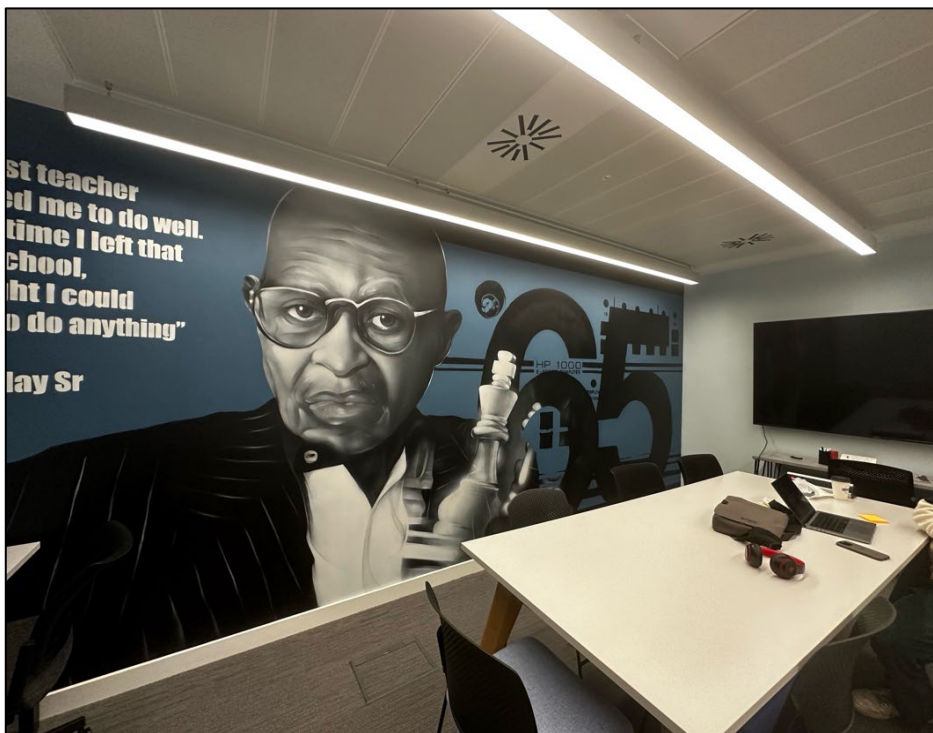


Figure 6 - Roy Clay Sr



Figure 7 - Katherine Johnson Suite



Figure 8 - Sophie Wilson mural- colours from the Trans Flag

Our people

Since our AS Bronze award in 2018, COMSC staff and student population has increased significantly (Figure 9). We have 1625 students across all programmes, and 237 Academic (AS), Professional Services (PS) and Technical Services (TS) staff. In promoting professional development, we have increased the number of Advance HE fellowships to 2 Senior Fellows, 43 Fellows, and 11 Associate Fellows.

We have four research sections: Artificial Intelligence & Data Analytics, Cybersecurity, Human Centred Computing, and Visual Computing. Each comprises several cross-cutting research groups (Figures 10, 11). The Scholarship group consists of Teaching & Scholarship colleagues at Lecturer level and above, whose research has a pedagogical focus. Our Teaching Associates and Teachers form our Teaching Support Cohort (Figure 12).

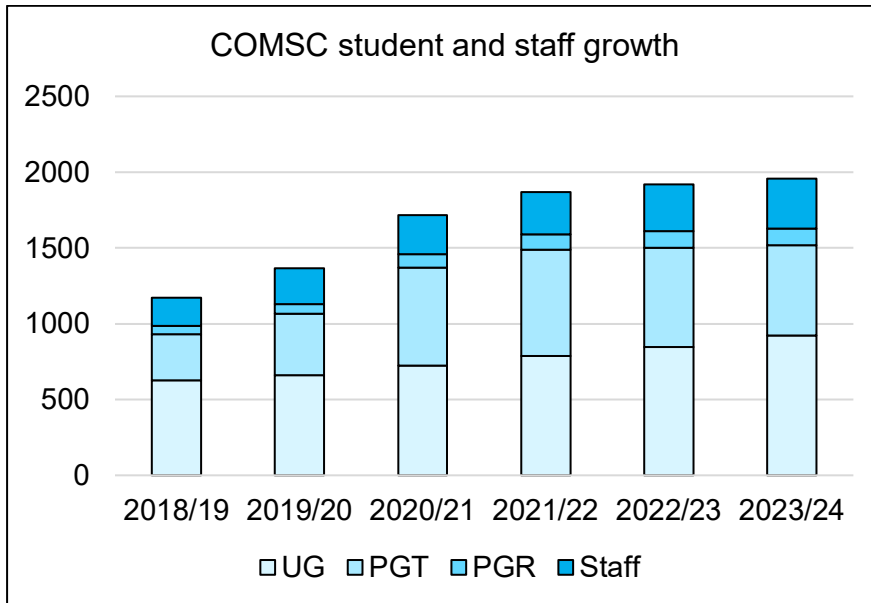


Figure 9 - Student headcount (excluding non-fee paying – placements and additional year PGR), staff headcount

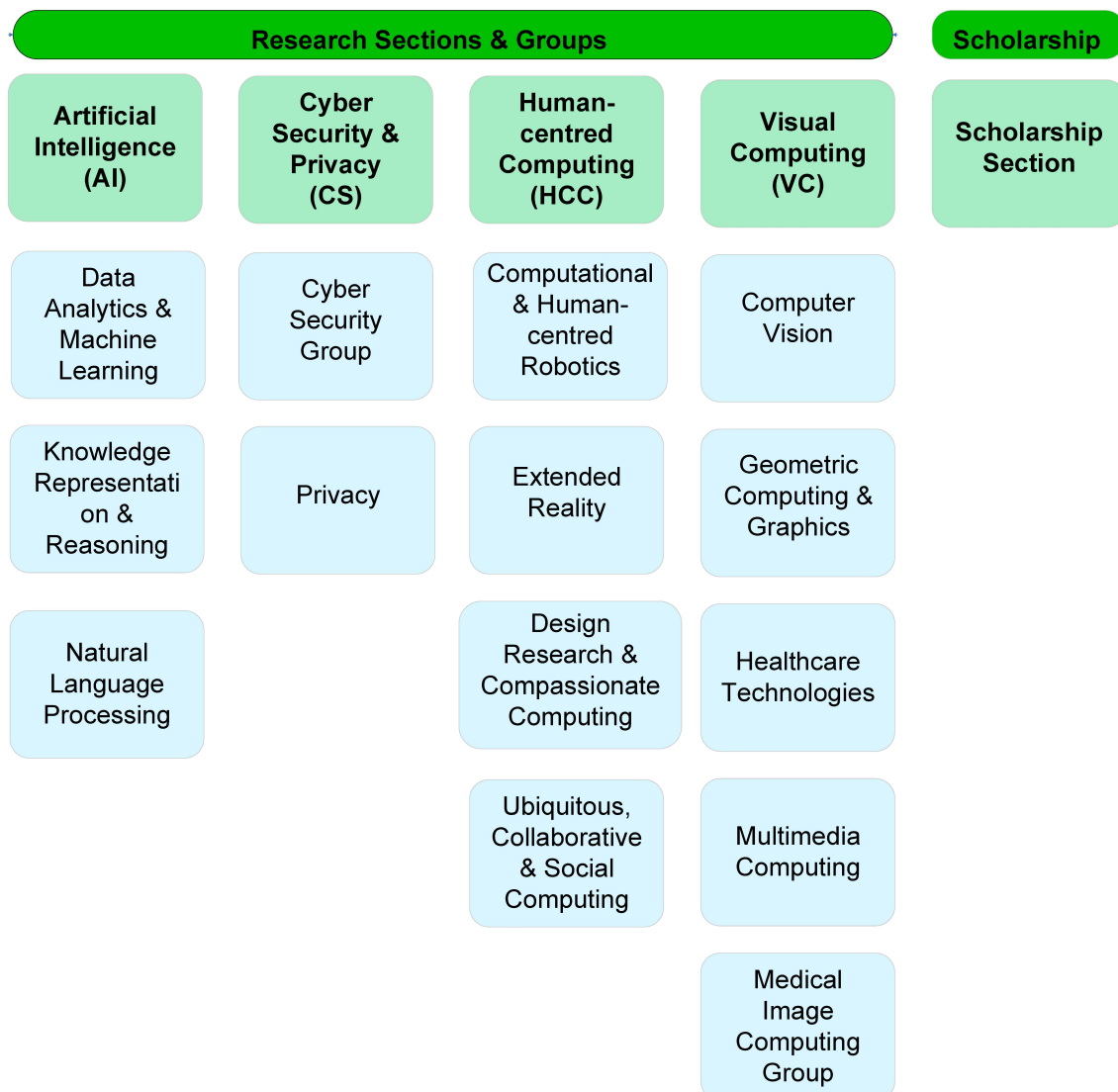


Figure 10 - Section and Groups overview

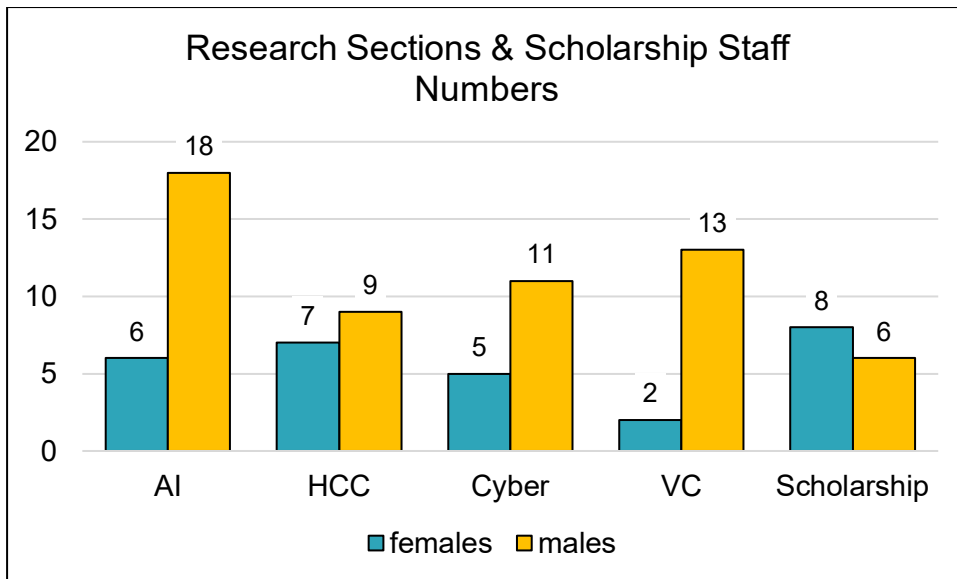


Figure 11 - Sections and membership data

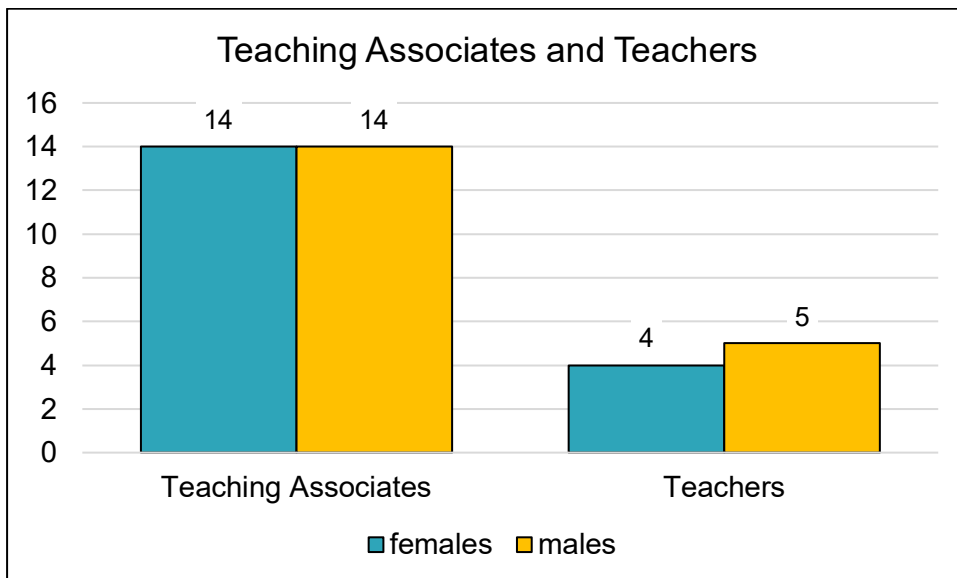


Figure 12 – Teaching Associates and Teachers data

The school is home to three innovation centres: The Cyber Innovation Hub¹; Digital Transformation Innovation Institute², Cardiff Hartree Hub³. They close the gap between research and application, providing opportunities to support government, business and third sector organisations.

The School's researchers' expertise is embedded in the final year undergraduate (UG) and postgraduate (PG) taught programmes, with research-focused student projects, local and international internships and placement schemes. We offer industry-led UG and PGT courses at our NSA, whose teaching team won the 2021 CATE Award for Collaborative Learning and Teaching. We run a joint Data Science

¹ <https://cyberinnovationhub.wales/>

² <https://www.cardiff.ac.uk/digital-transformation-innovation-institute>

³ <https://www.cardiff.ac.uk/hartree>

and Analytics PGT programme with the School of Mathematics. As an NCSC Academic Centre of Excellence in Cyber Security Education (ACE-CSE), we achieved Gold status in 2022, placing us among the UK's top ten for cyber security education.

Our outreach team engages with the community through workshops and activities for students from primary school to sixth form, aiming to inspire interest in computer science, particularly among underrepresented groups such as girls and ethnic minorities (Figures 12 and 13).



Figure 12 - Panel of female academics running an outreach workshop

COMSC Outreach Activities 2018 - 2024

Abacws Events	Technocamps Events		Community Events
Girls into STEM	Workshops	Summer Schools	Night at the Museum
Circluplay	Game of Codes Competition	CPD/INSET training	Grange town Pavillion
Work Experience	Mentoring Year 8 girls	Weekly online Code Club	Cardiff Commitment Rights Fest
She Inspires Me	Mentoring Year 11 GCSE	STEAM Academy Year 10	Women's Aid - refugee project
Science on the Road	GCSE & A level revision	Youth Club workshops	Teen Tech
Cyber First Girls competition	Cardiff Youth Micro course	Rhondda Digi Fest	Summer of Smiles
Children's University	SOP Project	Digital Skills Fest	CC Winter Wellbeing

Figure 13 – Example Outreach activities 2018-2024

3. Governance and recognition of equality, diversity and inclusion work

The growth in our school has seen an increase in gender equality of academic staff particularly in senior roles, on School Board (Figure 15), and the appointment of our first female Head of School.

School Governance Structure

The HoS chairs the fortnightly School Board (figure 15), driving our Strategic direction. It includes representation from PS and AS across key strategic themes:

- Management,
- Learning & Teaching (UG, PGT and PGR level)
- Research
- EDI
- IT & Technical Infrastructure
- Recruitment and Admissions
- Teaching Support
- Collaborative Learning with Industry
- International

Role	2020-21	2021-22	2022-23	2023-24	2024-25
% Female membership	20%	20%	48%	57%	62%
HoS	Male	Male	Male	Male	Female
DHoS	Male	Male	Male	Female	Male
DLT	Male	Male	Male	Male	Female
DoR	Male	Male	Male	Male	Male
DoI	Male	Male	Male	Male	Male
DoCLWI	Female	Female	Female	Female	Female
DoPGR	Male	Male	Male	Male	Male
DoRA	Male	Male	Female	Female	Female
DoEDI (EDI lead)	Female	Female	Female	Female	Female
Research Section Leads	Male	Male	Male	Male	Male
Athena Swan Lead	Male	Male	Male	Male	Male
Ethics Lead	Male	Male	Female	Female	Female
Senior Staff rep	Male	Male			
Lecturing Staff rep	Male	Male			
SM	Female	Female	Female	Female	Female

Secretary / PA	Female	Female	Female	Female	Female
IT Lead			Male	Male	Male
DSM			Female	Female	Female
Education & Students Manager			Male	Female	Female
Finance Manager			Female	Female	Female
Industry & External Engagement Manager			Female	Female	Female
Research Manager			Female	Female	Female
Facilities Manager			Female	Female	Female
IT SD Manger			Male	Male	Male

Figure 14 - School Board members by role 2020/21 – 2024/25

The School Operations Team (HoS, SM and deputies), meets weekly during semester time to ensure day-to-day matters are reviewed and addressed quickly. Our full committee structure is outlined in Figure 15.

All academic roles have job descriptions and standard terms of office for a period of 3 years. In addition to inviting Expressions of Interest, for these roles, we encourage nominations from colleagues to identify strong candidates who may not be confident about putting themselves forward. Roles are usually advertised for 2-3 weeks, unless there is urgent business need to appoint roles sooner except in times around School Holidays. Each Director chairs the corresponding School committee, feeding proposals, actions, and decisions to senior management. A new School policy ensures that each Director is supported by at least one Deputy to distribute the workload, and provide career development opportunities and succession planning.

In 2021 we introduced the Director of EDI role, formalising the head of EDI remit. In 2022 our College formalised this role across all Schools, with a recommendation of workload hours for the role, which we adopted. We have appointed two Deputies, with allocated workload hours. The DoEDI, or Deputies, attend School Board meetings, where EDI is a standing agenda item, ensuring EDI is considered in all strategic decisions.

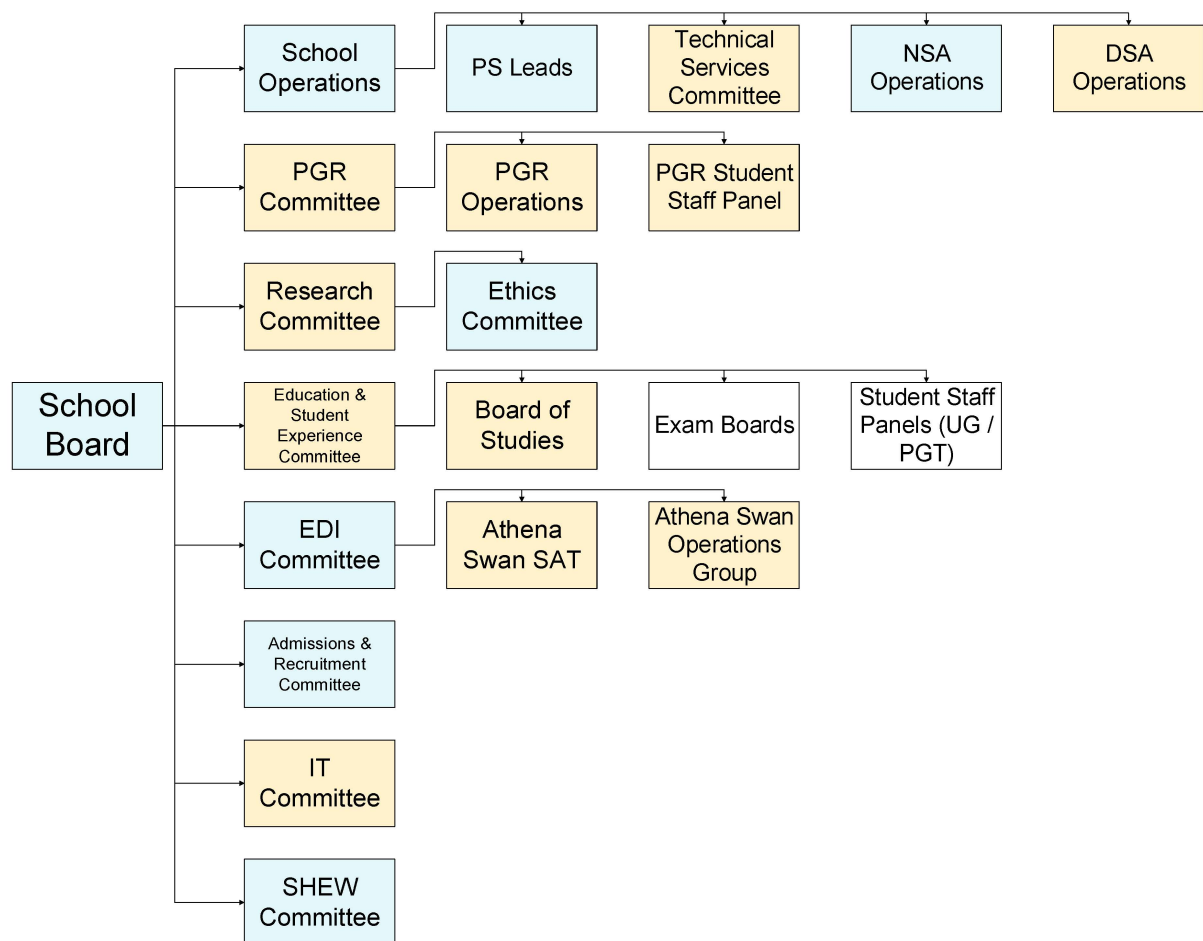


Figure 15 - COMSC committee structure. Blue = female chair, Yellow = male chair

EDI Committee

COMSC's EDI Committee meets five times a year, synchronised with the PSE College EDI Network meetings. The ToR are updated annually, with flexibility for in-year modifications. The first annual meeting focuses on setting new priorities and actions. The committee provides strategic direction for EDI matters across the School, including proposing and implementing new initiatives, supporting programmes of change, and raising awareness of school and university-wide opportunities for staff. The EDI committee has a diverse membership including students, and our School's Wellbeing Officer, Welsh Language Champion and Disability Champion (Figure 16).

Role	EDI Committee	SAT	Other membership
% Female membership	50%	62.5%	
Deputy School Manager	Female	Female	School Board; IT Committee; SHEW Committee
Director of EDI	Female	Female	School Board; EDI Committee
Student Wellbeing Officer	Male	Male	SHEW Committee; SESEC
PGR Student	Female	Female	
Deputy Director of EDI	Male	Male	
Deputy Director of EDI	Female	Female	
Student Services Administrator	Nonbinary	Nonbinary	NSS Working Group
Director of Learning and Teaching	Male	Male	School Board; IT Committee
PA to the Head of School	Female	Female	School Board; IT Committee; SHEW Committee
HR Administrator	Male	Male	

Figure 16- Membership of EDI Committee

Action: P4.6 Ensure there is an EDI representative on every committee.

EDI Network and the EDI Hub

The PSE College EDI Network, including our DoEDI, shares good practice and discusses EDI issues and strategy.

The University is investing heavily in EDI, creating a central EDI Hub to embed EDI and anti-racism at all levels and ensure that strategies and policies set EDI as a priority. It collaborates with departments, colleges, and schools to achieve a shared vision on equality and celebrate progress. COMSC has benefited from its training programmes, including an anti-racism workshop that we have mandated for all our senior staff. COMSC maintains representation on the University SAT, ensuring its priorities influence future developments.

Distribution, recognition and reward of EDI Work

The University is reviewing its workload allocation model (WAM) for Academics. While the roles of DoEDI and DDoEDI and the lead staff members for Athena Swan have specific allocations, at present other EDI work, in particular membership of the SAT, is regarded as an aspect of University Citizenship. We are planning new allocations for such tasks, and to improve visibility of work allocation across COMSC.

Action: P5.5 Ensure that EDI-related committee activities currently included within Citizenship are given a specific allocation in the new workload allocation model.

Action: P5.4 Ensure the workload allocation model is visible to all the staff in the school, and that work is allocated fairly to all staff.

Promotions, rewards, and celebrating successes

The School promotion panel is chaired by the HoS and includes the DoR, DLT, DoEDI, DHoS, and HoS, with members ranging from senior lecturers to professors. Since 2022/23, the panel has achieved 40% female representation and asked all Professors to write references. Promotion criteria recognise EDI work under Collegiality and University citizenship, required by applicants. Exceptional contribution in this area strengthens a marginal application, and we ensure that this is communicated during the PDR process. The School notes that women and other underrepresented groups are less likely to self-advocate for their promotion, and hence encourages a culture of development, celebrating successes & reward, to support the promotion process. Since our last submission, actions focused on career development have led to the promotion of 7 women (5 to SL and 2 to Reader).

During the PDR process, line managers are required to consider individual development and promotion opportunities, and we encourage objective setting in line with these, and identify work which will improve colleague's ability to develop. To further aid development, all new starters are encouraged to apply for a mentor through the College scheme (for both PS and AS colleagues) or EMPOWER University wide mentoring network for women.

To develop a culture of celebrating success, School Management encourages line managers to make nominations for Outstanding Contribution awards (OCAS), and submit nominations for colleagues on the line manager's behalf. This is similar for other schemes in the University such as the SU's Enriching Student Life Awards (ESLA) and Celebrating Excellence Awards, both with EDI excellence categories. The

School nominates colleagues for all of these (Figure 17 and 18) and has received three nominations for Champions of EDI in the ESLAs over the last two years.

	One-off		Sustained	
	F	M	F	M
2019/20	0	0	0	0
2020/21	4	2	0	1
2021/22	6	3	2	0
2022/23	7	7	2	1

Figure 17- OCAS awards 2019/20 - 2022/23

	Nominated			Shortlisted			Winners		
	F	M	Team	F	M	Team	F	M	Team
2019/20	1	3	1	0	3	0	0	3	0
2020/21	5	2	1	2	1	1	0	0	0
2021/22	3	3	3	2	1	3	0	1	0
2022/23	3	1	2	1	1	0	0	1	0
2023/24	8	3	6	3	2	1	TBC	TBC	TBC

Figure 18 - Celebrating Excellence awards 2019/20 – 2023/24

4. Development, evaluation and effectiveness of policies

Institutional policies are reported to via the relevant Director or Manager, and communicated to staff by email or at All-School Meetings. To address School-specific priorities, local policies have been developed, such as the 'Returners Scheme,' which supports staff returning from parental or long-term sick leave by providing funding and additional support for career development. For instance, one academic used the scheme for maternity leave, to engage a specialist to cover teaching while she focused on research. The School has also developed several standard practices to support EDI:

- Core meetings are not scheduled during School Holidays
- Meetings must be held during core hours
- Interview and School panel composition must have gender balance wherever possible, including a representative of the EDI committee
- Interview chairs are encouraged to share questions with candidates in advance, to support neurodivergent candidates
- Flexible working is visible in the School, resulting in 19 formal arrangements in the School.

Committees are encouraged to propose new policies or processes for continuous improvement, which are presented at School Board. Committees review their ToR and policies annually and are responsible for evaluating effectiveness of such policies by considering impact, uptake, and whether new amendments are required. Each

strategic lead holds responsibility to actively consider appropriateness of policy within their area.

Policy observations and issues can be raised at our All-School Meetings, with School Management, in line manager meetings, or through the process, and escalated to HR if unresolved. Informal gatherings, such as Staff Development Away Days, Wellbeing Cafes, and networking events, are held throughout the year to encourage staff interaction. School management and Directors regularly provide feedback on University-wide policies, and challenge decisions wherever appropriate.

5. Athena Swan self-assessment process

The self-assessment team (SAT) is constituted to represent school management, AS on different pathways, and PS staff, as well as student representation. To understand better the profile of the SAT we conducted an anonymous survey of its members, as well as taking note of openly declared characteristics. The SAT is approximately one third male and two thirds female. Approximately half of members have caring responsibilities. Examples of intersectionality include black/female; learning impairment/female; serious health condition/LGBT+. Currently, there is no known trans representation though there was previously.

The SAT composition is somewhat imbalanced regarding gender. This is partially explained in that 4 of the 6 academic directorship roles, and the SM, DSM and HoS roles, are held by women. While PS roles are dominated by women (with two PS men on the team), PS staff have been recruited to provide adequate representation of management, HR, outreach, and student wellbeing services. Most SAT members were invited to join, to ensure coverage of the various roles in the School, but students were recruited by open invitation that welcomed those from underrepresented groups. An open invitation to participate in the SAT either permanently or on an ad hoc basis was also extended to all staff at an All-School meeting.

The work of the SAT has been informed from several sources, including surveys, focus groups, and statistics accumulated from the University and the School, as well as interactions with staff and students and experience of the processes within the School. To supplement the University annual surveys, the School has run two culture surveys since the last Athena Swan submission. A general student culture survey was not previously run due to a perception of student survey fatigue from other surveys. Student feedback was sought instead through informal means, with focus and feedback groups. As engagement was still low, we also ran a student culture survey, which had a very low response rate.

Action: P3.13 Seek effective means to obtain feedback from students in addition to a culture survey

Name	Position /grade	Role In SAT
Kathryn Jones (she / her)	HoS; SL (T&S)	School management; EDI; Strategy
Charlie Balcombe* (she / her)	DSM	PS & School management
Stella Bejide (she / her)	PGT student	Student representative
Sally Burkitt-Harrington (she / her)	Outreach Officer	Outreach
Ian Cooper (he / him)	SL; DPGT	PGT management
Eleanor Dew	UG student	Student representative
Eli Ferreira (they / them)	Student Services Administrator	PS representative
Annelies Gibson (she / her)	Teacher	Teaching & Learning
Barry Hogan* (he / him)	Wellbeing & PT Administrator	Student culture
Elaine Haigh (she / her)	SL; NSS Working Group Lead	Senior AS representative; student experience
Simon Hogg* (he / him)	HR Administrator	Staff recruitment and career development
Yazmin Ibanez-Garcia* (she / her)	DoEDI; Lecturer (T&R)	EDI Committee Chair; SAT Co-chair
Wendy Ivins (she / her)	SL (T&S) ; DoCLI	NSA representative
Christopher Jones* (he / him)	Professor (T&R)	SAT Chair
Louise Knight (she / her)	Lecturer (T&S); DoRA	Student recruitment
Fernando Alva Manchego (he / him)	Lecturer; Deputy DoRA	Student recruitment
James Osborne (he / him)	SL (T&S); DLT	Teaching & Learning
Luiza Patorski. (she / her)	Outreach Officer	Outreach
Paddy Slator (he/him)	Lecturer (T&R); DDoEDI	EDI committee Co-chair
Catherine Teehan (she / her)	Lecturer (T&S); DDoCLI	Employability
Liam Turner (he / him)	SL (T&R); DPGR	PGR Management
Amy Williams* (she / her)	Projects Officer	PS representative
Catrin Wood* (she / her)	HoS Office Administrator	PS representative
Maria Jose Galvez Trigo. (she / her)	Lecturer (T&R); DDoEDI	EDI committee co-chair

Figure 19 - SAT membership (asterisked indicates those who are in the core operational group)

In addition to the SAT which meets bi-monthly, we have a monthly operational sub-group of SAT members (asterisked in Figure 19) responsible for actions and drafting this submission.

Response to feedback on previous submission

In considering feedback from our last submission, we focused on the highlighted issues of PS staff development, and ensuring that students in the NSA were equally well supported regarding EDI and hence not adversely affected in attainment. Two additional actions were created and both actions, both green-rated, with no adverse effects observed on the attainment of female students at the NSA, and the implementation of multiple initiatives to support PS staff development.

Action: A7 Monitor any differences in EDI related levels of attainment between the NSA and the rest of the school.

Action: C6 Ensure that PS staff are aware of paths to career progression and are supported in taking available opportunities.

Future for self-assessment

In the next 5 years the SAT and its sub-group will continue to meet regularly. Membership will be reviewed regularly regarding intersectional representation, with opportunities for staff and students to contribute on an ad hoc basis to address specific issues. Meetings will focus on updating and implementing the action plan to support UG recruitment, AS progression, and addressing gender bias in the student experience. In the next cycle our School Project Manager will co-lead the SAT to assist in implementing actions and aligning to milestones.

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

1 Evaluating progress against the previous action plan

Actions related to collecting information				
Ref.	Planned action/rationale	Success criteria, timeframe, progress	Barriers to progress	Mitigating and future actions
A1	Review and broaden the coverage of the annual staff equality, diversity and inclusion (EDI) staff survey.	<p>Success criteria: 70% of staff complete the survey.</p> <p>Time frame: annual.</p> <p>Progress: The survey was replaced with the AdvanceHE recommended survey. Two surveys conducted since last submission, in 2024 with 61 responses, a 40% response rate, and in 2023 (35%).</p>	Great increase in size of the School and challenges in creating an appropriate communal culture	Closer integration of EDI into all major group activities
A2	Run an annual student survey about equality, diversity and inclusion (EDI). Questions will also be asked to identify factors affecting student decision to enrol in Cardiff, to support better understanding of the issues. Include questions on culture and ethnicity to better understand the interplay between these and gender	<p>Success criteria: 50% of students complete the survey. Where relevant, new actions are identified to address issues that arise from the survey.</p> <p>Time frame: Annual.</p> <p>Progress: Replaced initially with alternative feedback methods, then ran survey in 2024 to target broader range of students, but response rate 2%.</p>	Students understood to be subject to survey fatigue requiring different approaches to seeking feedback.	Running student feedback sessions in several contexts. New action to seek effective ways to obtain feedback.

	<p>under-representation in our discipline. Identify areas of concern; evaluate effectiveness of actions that have been taken; increase understanding of how the school can be made a more attractive place to study for different groups of students.</p>			
A3	<p>Consult with female MSc students (and, if possible, decliners) to identify possible reasons why female applicants might not accept places on MSc programmes. The proportion of female applicants accepting an offer for MSc programmes (27%) is far lower than for male applicants (58%).</p>	<p>Success criteria: Proportion of acceptances is approximately equal among male and female applicants. Time frame: 2018/2019 Progress: Issue resolved with gender differences between acceptances to MSc programmes no more than 1.5%.</p>	<p>Difficult to monitor as the declining students are no longer in the School.</p>	
A4	<p>Monitor the level of effectiveness of staff mentoring (through staff consultation) and the level of take up of post probation period mentoring. </p>	<p>Success criteria: Statistics are obtained about how staff perceive the effectiveness of mentorship opportunities. At least two areas for improvement and</p>	<p>Too few designated mentors for the demand, but successful mentoring opportunities still found through</p>	<p>New action to improve mentor provision.</p>

	There is currently a lack of clarity regarding the effectiveness of available mentorship opportunities.	one success story are identified. Time frame: 2019/2020 Progress: Staff were consulted and reported too few designated mentors. Mentors were found successfully through line managers and personal contacts. Identified need to increase number of mentors.	School contacts.	
A5	Survey postgraduate researchers regarding the effectiveness of current mentoring procedures, opportunities for new types of mentoring and awareness of support mechanisms that are already in place. Some female students have withdrawn from their PhD course for family reasons.	Success criteria: No students withdraw from the PhD course because of preventable reasons. [Changed from "preventable family reasons"] Time frame: 2018/2019 Progress: Students surveyed. Data is routinely obtained on reasons for withdrawal. No evidence found for withdrawal for reasons that the School could have controlled.	The original success criterion inappropriate as referred to circumstances the School cannot control. Mentoring scheme for postgraduate researchers only in place for part of the period. Supply of mentors inadequate for demand.	Pastoral advice from PGR Research Culture and Pastoral Care Officer ensures students aware of possible adjustments to study prior to withdrawal.
A6	Investigate and act upon factors affecting recruitment of females on the Applied Software Engineering (ASE) degree.	Success criteria: Survey carried out during the academic year and/or discussion with female applicants and current female students on CS and ASE degree programmes.		

	It was assumed that the emphasis in the ASE degree on project-based learning would attract a more diverse student population, which has not (consistently) been the case thus far.	Remedial actions are proposed for the next academic year. Time frame: 2018/2019 Progress: Remedial action proved not needed as for the two years following the action as there were more female ASE degree students than on the Computer Science degree. Subsequently numbers fluctuated with no obvious negative pattern.		
+A7	Monitor any differences in EDI related levels of attainment between the NSA and the rest of the school. AdvanceHE raised the question of whether gender equality gains are being made across the whole school given that NSA is located separately from the rest of the school.	Success criteria: Analysis of outcomes indicates no significant gender-related differences in attainment between NSA and the rest of the School. Time frame: 2023 Progress: Analysis of proportion of female students on the NSA and other School programmes indicates no significant difference.		
Actions related to recruitment				
Ref	Planned action/ rationale	Success criteria, timeframe, progress	Barriers to progress	Mitigating and future actions
B1	Review and revise recruitment procedures for researcher staff positions,	Success criteria: The proportion of female research staff increases from around 10% to at		

	<p>especially with regard to advertising material and the gender balance of appointment panels.</p>	<p>least the sector average of 22%. Time frame: ongoing Progress: Very good progress made in all but one of years from 2019 to 2023, exceeding the sector average of 22%. Gender balance consistently checked on interview panels. Recruitment advert text revised and always includes a male and a female contact.</p>		
B2	<p>Create a better balanced and positive website and marketing materials with particular regard to improving current recruitment levels of female researchers and postgraduate researchers. Add case studies at multiple career points and with variation in gender and ethnicity, linked from the respective sections. The percentage of female research staff is noticeably lower than for other staff categories.</p>	<p>Success criteria: The proportion of female research staff increases from around 10% to at least the sector average of 22%. The proportion of female PGR applications increases by at least 5%. Time frame: 2018/2019 Progress: From 2019 to 2023 proportion of female research staff exceeded 22% in all but one of the years (30%, 28%, 28%, 7%, 30%). Numbers of PGR applications remained similar with no overall increase.</p>		

	Despite general improvement in student gender balance, there has been no noticeable change in the proportion of female postgraduate researcher (PGR) applications, although the proportion of PGR females is above the sector average.	Marketing materials for undergraduate and postgraduate taught programmes updated to ensure female students well represented in photos and quotes.		
B3	Increase the prominence of female academics at open days. Encouraging more female students to apply to undergraduate courses.	Success criteria: Recent increases in the proportion of female students are at least sustained, and ideally further extended. Time frame: Continuous Progress: The previous levels were sustained. Only a limited trend since our last submission of increasing applications and enrolments (both about 2% increase).		Given continued gender imbalance, a new priority is to improve undergraduate student gender balance.
B4	Encourage more postgraduates to enrol as STEM ambassadors.	Success criteria: 5% of STEM ambassadors are postgraduate students. Time frame: Annual Progress: Achieved, currently 30% of student ambassadors are		

		postgraduate and 53% are female.		
B5	<p>Review the research student admissions processes to ensure all applications/panel interviews have the input from at least one male and one female member of academic staff. Monitor the effectiveness of these changes through regular admissions reporting.</p> <p>.....</p> <p>The school currently has a policy that recruitment panels should have at least one female member of staff, but no such policy is currently in place for the admission of post-graduate researchers.</p>	<p>Success criteria: All interviews have input from at least one male and one female member of staff.</p> <p>Time frame: Annual</p> <p>Progress: Many panels include a female but not all due to workload on particular female members of staff.</p>	We had only one female student admissions tutor – hence a high workload.	A new action to recruit additional admissions tutors to reduce the burden on interviewing.

Actions related to career development

Ref.	Planned action/ rationale	Success criteria, timeframe, progress	Barriers to progress	Mitigating actions
C1	Improve awareness among staff and line managers of the criteria for promotion, common reasons for failed	<p>Success criteria: Proportion of female staff who apply for promotion is approximately equal to the proportion of male staff.</p> <p>Time frame:</p>	The reasons for lower rate of female applications are unclear.	We have new actions to support female academic staff promotion.

	applications, and the types of support that are available.	2019/2020 Progress: Proportion of female staff applying consistently less than males.		
C2	Ensure staff are aware of mentoring opportunities beyond the probation period and supported in their appraisal (Performance Development Review - PDR) in participating in such schemes; evaluate the uptake of these opportunities.: While various mentoring opportunities are available, it is unclear to what extent staff are taking advantage of these opportunities, and what is the level of engagement of the mentors.	Success criteria: Statistics about the participation in mentoring schemes are obtained. Subsequently aim to increase the level of participation in mentoring schemes by at least 10%. Time frame: Continuous Progress: Feedback obtained on mentoring schemes but no increase in uptake.	The existing mentoring system has proven to be under resourced.	New action to ensure availability of mentors.
C3	Ensure staff are made aware of and encouraged to participate in training opportunities. The university offers a wide range of training opportunities but	Success criteria: Increased awareness evidenced in annual staff survey; higher uptake of training courses. Time frame: continuous Progress:	Monitoring training proved difficult due to inconsistency of the university system which only tracks mandatory courses. Also	In future, staff will be requested to list completed training certificates each year in their performance development review.

	these are not always easy to find on the intranet.	Our data, which is not complete, does not indicate higher uptake of courses. All staff are regularly (at least annually) prompted to take mandatory training.	no survey question directly addressed the issue of training.	
C4	We will consult on any negative attitudes towards the appraisal process and seek to improve this process to address them. 15% of staff in the latest [previous period] survey disagreed with the claim that the school provides a helpful appraisal.	Success criteria: The proportion of staff disagreeing that appraisal is helpful is consistently below 10% in staff surveys. Time frame: 2019/2020 Progress: On our staff culture surveys there was consistently less than 10% disagreed that the appraisal process was helpful.		
C5	Revise the text of open calls for committee membership to stress the wish for gender equality in these roles. Amended to: Review recruitment to committees to achieve improved gender balance relative to the School Improve and maintain the gender balance of senior roles and committee	Success criteria: Gender balance of committees reflects that of the School. Time frame: 2018/2019 Progress: All committees have a gender balance that is either approximately equal or with a proportion of female staff not below that of the School as a whole. Governance committees (Senior Management Team, School Board) have approximately even male/female split.	Multiple changes in staff to support the Head of School in the action hindered progress. The original action revised as did not have an open call, due to need for staff with particular roles and experience.	

	membership in the School.			
+C6	<p>Ensure that PS staff are aware of paths to career progression and are supported in taking available opportunities.</p> <p>.....</p> <p>PS career progression differs significantly from academic in that there is no promotion procedure.</p>	<p>Success criteria: Opportunities are discussed at PDR meetings; career development events organised.</p> <p>Time frame: 2019/20</p> <p>Progress: Multiple career development events held; opportunities discussed at appraisal meetings. Workshops and training sessions on career development, interview skills, CV building; Funding for conferences and professional qualifications.</p>		

Actions related to workload management / flexible working

Ref.	Planned action/ rationale	Success criteria, timeframe, progress	Barriers to progress	Mitigating and future actions
D1	<p>Update the school's Wiki to include material on maternity and paternity leave making clear people's entitlements.</p> <p>.....</p> <p>Increase awareness of support that is available to staff including the recently introduced Returners to Work policy.</p>	<p>Success criteria: Increased awareness evidenced in annual staff survey.</p> <p>Time frame: Ongoing</p> <p>Progress: In the last two surveys: 86% and 83% agree that "My department provides staff with support around all types of caring leave".</p>	<p>Success criterion difficult to apply as no corresponding question on awareness of maternity/paternity leave, but closely related question indicated high agreement on relevant support.</p>	

D2	<p>Ensure all staff are made aware of opportunities for flexible working.</p> <p>.....</p> <p>We are keen to ensure that current levels of awareness and takeup of flexible working are maintained particularly among new staff.</p>	<p>Success criteria: Increased awareness evidenced in annual staff survey.</p> <p>Timescale: Ongoing</p> <p>Progress: In the two staff surveys respectively only zero and 2 people disagreed that the department enables flexible working.</p>		
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Actions aimed at increasing awareness

Ref.	Planned action/ rationale	Success criteria, timeframe, progress	Barriers to progress	Mitigating and future actions
E1	<p>Raise awareness of EDI issues in the School: Head of School to include regular item in monthly update/communications to staff. Update students each semester on EDI. Add a section on EDI in the School Wiki. [Use of School Wiki superceded by material on a School Teams site.]</p>	<p>Success criteria: Increased awareness evidenced in annual staff survey and in Student surveys.</p> <p>Time frame: Continuous</p> <p>Progress: Regular staff updates on EDI and multiple EDI-related communications to students. E.g. Student experience activities, communications for Transgender Awareness Week, Black History Month, Anti-Bullying Week, LGBTQ+ History Month, Women's History Month, Pride.</p>	<p>Marked orange as no clear evidence from student surveys. The action has however been implemented quite effectively.</p>	<p>A new action to improve methods of obtaining feedback from students.</p>
E2	<p>Add a new section to the School Wiki on outreach</p>	<p>Success criteria: Increase in the number of staff</p>		

	<p>activities organised by the School. Action revised to use the School website and Twitter to promote the School's outreach activities Raise awareness among staff of outreach activities and encourage more staff to be involved.</p>	<p>active in outreach activities. Time frame: 2018/19 Progress: Academic staff involved in outreach more than doubled (13 vs 5).</p>		
E3	<p>Initiate and evaluate the effectiveness of an annual workshop aimed at (but not exclusive to) women staff and students to raise awareness of EDI and share insights into academic and research career development. Foster discussion of EDI issues that should be addressed in the school including at the intersection of gender and ethnicity.</p>	<p>Success criteria: Positive feedback on the perceived effectiveness of the workshop from the point of view of staff and of students, which will be followed up by repeating it in subsequent years. Time frame: 2019/2020 Progress: Planned workshop not held, but an EDI awareness session was run along with other awareness raising events including our EDI Conversation Starter game.</p>	School manager who planned the action left the school.	We will repeat the EDI Conversation Starter game. Actions for Priority 4 on EDI dissemination.
Other				
Ref.	Planned action/ rationale	Success criteria, timeframe, progress	Barriers to progress	Mitigating and future actions
F1	Raise the profile of Athena Swan related issues at meetings of the	Success criteria: At least one new action is proposed by the External	The board has not met since July 2022, limiting	The external advisory board due to be re-started late

	<p>External Advisory Board. Introduce as standing agenda item: A greater involvement of the External Advisory Board would likely result in meaningful actions, e.g. based on initiatives from industry to improve gender balance.</p>	<p>Advisory Board. Time frame: Continuous Progress: Actions proposed to: monitor degree outcomes; increase diversity including through increasing interdisciplinarity skills; support inclusion and accessibility. One meeting of the EAB has been devoted to Athena Swan.</p>	<p>opportunities for continued improvement.</p>	<p>2024 and EDI to be included as a standing item.</p>
F2	<p>Review learning materials for bias in gender and other protected characteristics and propose changes to content where appropriate. Efforts to improve gender bias and diversity have so far mostly focused on the public website and marketing materials.</p>	<p>Success criteria: Increased satisfaction with learning materials as evidenced by questions about gender balance in the annual student survey. Time frame: 2020/2021 Progress: The Assessment moderation panel identified a few cases of either inappropriate content or gender bias, and asked for these to be corrected.</p>	<p>No question focused on learning materials in student culture survey – this is a lesson learned from the previous submission regarding care in formulating success criteria.</p>	<p>The action will be maintained in the new action plan as P3.12.</p>
F3	<p>Seminar organisers will be encouraged to increase the percentage of external female speakers. They will be required to</p>	<p>Success criteria: Increased percentage of female external speakers. Time frame: Continuous Progress:</p>	<p>Since action created a number of seminars series were initiated by the different research</p>	

	<p>report this percentage at the end of every year. Provide more female role models for students and staff.</p>	<p>The general trend across all seminar series indicates an increase from 22% of external female speakers in 2019/2020 academic year to 38% in the 2022/2023. However, the percentage of external female speakers for the 2023/2024 academic year was 29%.</p>	<p>groups (separate from school series), with no consistent tracking of external female speakers.</p>	
F4	<p>Improve the diversity of the External Advisory Board.</p>	<p>Success criteria: Annual improvement in diversity of the External Advisory Board members. Time frame: Continuous Progress: The proportion of females on the board has increased to 35% (from 28.6%), but no continuous annual increase. Our Data Science Academy Advisory Board has an approximately equal gender balance.</p>	<p>The School External Advisory Board has not met since July 2022, limiting opportunities for continued improvement.</p>	<p>A new board to be convened with a focus on diversity.</p>

Overview of progress against action plan

The School has a positive story to report in relation to many of the actions, particularly concerning aspects of recruitment, career development, flexible working and increasing awareness.

At the time of the last submission, there was a concern about the proportion of female researchers being below the sector average. Actions B1, B2 addressed this, improving our web-based image and ensuring gender balance on interview panels.

- [B1 outcome] The proportion of female research staff increased from around 10% to 28% or more in four out of five years.

Although these actions had a focus on researchers, their impacts were applicable to recruitment of all academics, and we have seen a marked improvement in the proportion of female academics.

- [B2 outcome] The proportion of all female academics increased from 29% in 2018, to 35% in 2023 and to 38% in 2024.

To address gender imbalance of undergraduate and postgraduate taught course admissions, we successfully implemented actions to increase significantly the proportion of postgraduate student ambassadors and the prominence of female academics at open days (B3, B4). However, it remains a priority to improve undergraduate student balance.

Action: P1.1 Ensure that female academics are always represented to provide role models at Open Days, including at least one female speaker for the introductory talks

Action: P1.3 Monitor annually the gender balance of STEM Ambassadors

Action: P1.4 Seek funding to increase the range of outreach activities targeted at girls in school e.g. Girls into STEM days at COMSC; provision of mentoring in schools

Action: P1.6 Revise the website content to better reflect our course content and opportunities, and accurately reflect the School Culture and increase the visibility of our female staff and their achievements

Actions around academic career development focused on staff mentoring (A4, C2), postgraduate researcher (PGR) mentoring (A5), and raising awareness of promotion procedures and opportunities (C1, C3). The staff mentoring scheme was found to be over-subscribed but was compensated for by mentors found through schemes including the University wide Empower mentoring scheme and contacts via line managers. A new action addresses this situation:

Action P2.4: Implement a revised mentoring scheme in which additional mentors from both T&S and T&R staff are included

Oversubscription of postgraduate researcher mentoring has been ameliorated by the creation of a PGR Research Culture and Pastoral Care Officer. Concerning action D2 on increasing awareness of flexible working, we had no specific staff survey question on awareness, but responses regarding support for flexible working have been very positive.

- [D2 outcome] All teaching staff are invited to express personal preferences for timing of their lectures. In addition to informal flexible working, there are 19 staff with scheduled flexible working arrangements.

Regarding the additional actions in response to AdvanceHE feedback, on PS staff development, C6 resulted in multiple initiatives to support PS staff careers, including multiple bespoke development sessions (e.g. CV building and interview skills), offering conference attendance and further study and funded training opportunities. We have seen a significant impact on PS career progression.

- [C6 outcome] Since 2018, 84% of PS colleagues obtained new roles of higher grade.

Regarding action A7, we conducted an analysis of attainment of NSA students at the 1st and 2(1) class levels which found no evidence of negative impact on the NSA, in fact the opposite at the 1st class level.

Action E2, to raise awareness among staff of outreach activities and encourage more staff to be involved, was originally intended to be implemented on the School's wiki. That was changed to use our School outreach Twitter channel.

- [E2 outcome] Academic staff active participation in outreach increased from 5 in 2018 to 13 in 2024.

In relation to action B4, the outreach team also significantly increased numbers of postgraduate ambassadors.

- [B4 outcome] Proportion of postgraduate student ambassadors increased from less than 5% in 2018 to 30% in 2024 (with 53% of all student ambassadors being female).

Methodology of action implementation, evaluation and iteration

The methods for implementation, evaluation and iteration of actions vary according to the nature of the respective actions. The chair of the SAT has always conferred with the responsible person who often then works with their colleagues, or a relevant committee, on the implementation.

The whole process is data-driven wherever possible to understand the current situation and to evaluate it progressively against success criteria. Some data are obtained from university sources, such as student recruitment, while much data is generated within the school from monitoring the respective aspects of the action (for example profiles of student ambassadors, membership of interview panels, organisation of outreach events).

Implementation of actions can require surveys, consultation with individuals, awareness-raising exercises, initiation of new processes such as internal training sessions, and specific communication with groups. Actions requiring change to current information provision are usually implemented by a member of our School, but web-site updates require assistance from outside the school.

Reflections on Amber and Red actions

There are three issues that have acted as barriers to progress on some of the actions. Shortly after submission of the action plan there were several significant changes in personnel designated as responsible for actions. These include turn-over within various roles, including the HR administrator, the school manager and the deputy school manager, the DLT, the DoR and the chair of the EDI committee. Covid19 introduced some, mostly temporary, delay in implementation of several actions, that can be attributed to some extent to reduced communication following the cancellation of in person meetings. The factor that had the most influence was the very considerable expansion in numbers of staff and students (figure 9). Since 2020 we have had a +32% change in total staff numbers (+40% change in our number of female staff, versus a +21% change in our male staff numbers. The associated recruitment processes and staff management imposed an increased workload that was only gradually compensated for by the appointment of new staff. COMSC has seen a 172% change in Undergraduate and PGT student numbers between 2015/16 and 2022/23, while the university has only seen a 2.84% change during this period. This led to increased workload both in the recruitment processes and supporting teaching. Again, there was delay in benefiting from the increase in staff numbers.

In addition to the above factors that affected many of the actions, several specific issues can be identified. A decision was initially taken not to run an annual student culture survey (A2) due to a perception of “survey fatigue” among students. Subsequently some student focus groups were run as an alternative but attendance at these has been poor, because of this, late in 2024 academic year we ran a student culture survey (Appendix A).

Our action C1 concerned improving awareness of the criteria for promotion, reasons for failed applications, and of available support. We put in place various processes to achieve this, but they nevertheless failed to meet the success criterion for the proportion of female staff applying for promotion to be approximately equal to the proportion of male staff. Nevertheless, eight of our female staff were promoted to

senior lecturer and reader positions. We aim to increase numbers of females applying for promotion, and hence increase the number of females in the highest grades (we have only one female professor), supported by several new actions.

Action: P2.3 Regularly inform staff about the training and development opportunities offered by the school and university to support the Academic Promotion process.

Action: P2.4 Implement a revised mentoring scheme in which mentors from both T&S and T&R are included.

Action: P2.5 Provide career progression support tailored for staff on the T&S career pathway.

Action: P2.2 Hold an annual academic promotions webinar with members of the promotion panel to inform potential applicants about the promotion process and support available.

Regarding action E3 to initiate an annual EDI workshop, no workshops have been held. This was in part because the University runs an annual event open to all staff focused on EDI, which we encouraged our colleagues to attend. Within the School we ran and plan to repeat the EDI Conversation Starter game developed by Dr Kathryn Jones.

2 Evaluating success against department's key priorities

Key Priority: Increasing the proportion of female academic and research staff.

In our previous application, we identified a significant gender imbalance in both academic and research staff, with 29% female academics in 2018. We have made significant progress in addressing the imbalance and in 2024 the figure is 38%. This growth has been supported by the fact that, based on our strong undergraduate recruitment since 2020, the University approved several new academic positions, including lecturers both in T&R and T&S career pathways, as well as Teacher and Teaching assistants.

In aiming to recruit more female academics we have ensured that interview panels are gender-balanced and include a member of the EDI committee. We also revised our website to reflect ethnic and gender diversity, as well ensuring recruitment materials encourage diversity in applicants and always provide both female and male contacts for enquiries.

We have observed a steady increase in the proportion of applications from female candidates for Academic and Research posts in the past three years. Between 2020 and 2023 COMSC has seen a 76% change in proportion of female applicants for T&R and T&S posts. The success of our actions around recruitment is clearer when we consider the proportion of shortlisted candidates, where the percentage of female shortlisted candidates increased from 25% in 2020 to 35% in 2023, with a similar proportion of appointed candidates.

Key Priority: Support career development and promotion pathway for PS Staff within the School.

One of the barriers identified for the career progression of PS staff is the lack of a formal promotion procedure. As a result, PS career progression is mainly realised by applications to higher-grade positions either within the School or to open posts elsewhere within the University. As part of Action C6, activities around training and mentorship were implemented to support the progression via these routes. This included sessions on interview skills, and CV building; funding to attend the AUA conference, and for PG Cert (AUA), Agile Project Management courses, and the CIMA qualification. During Covid'19 we ran training sessions: on Process Automation; Introduction to mental health and wellbeing; Lean Wastes and failure demand; Bystander training; and 5 ways to wellbeing training. We can see the effect of these actions on staff who progressed within the school. According to the data gathered since our last submission, from 2018 to 2023, 80% of PS staff have advanced to higher-grade roles within the University.

As part of the self-assessment process, we asked staff to comment on the impact the support from the School had on their career development." A few quotes follow.

“At the start of my employment, I was thoroughly supported by my line manager to complete my NVQ Level 4 in Business Administration, which gave me the opportunity to learn more about administration within Higher Education and develop my knowledge and skills within my role.”

“I started as an Administrator (grade 3) and expressed an interest in Projects/Events to the school manager and my line manager, I was then offered opportunities to get involved with events within the school so that I had the experience to talk about when a role became available. The school also offered PS development sessions where we learnt about interview skills and CV writing which I found useful. I then got the Projects Officer (grade 4) role within the school.”

“The School gave me the support to empower my team to develop and attend courses and conferences they may not have had the confidence to try without guidance and encouragement. That along with School away days and numerous opportunities to provide feedback made me and my team feel listened to and valued. I think for me it provided a framework for me to gain confidence and have a vision for leading future teams which led me to go for a higher grade role”

Section 3: An assessment of the department’s gender equality context

6. Culture, inclusion and belonging

COMSC is dedicated to ensuring all activity has EDI at the heart of what we do and is aligned to the University’s strategic priority of ‘Culture, Cynefin, and Community’. In the 2024 staff culture survey over 80% of staff expressed a sense of belonging within the school. 83% of women + gender diverse individuals (W+GDI) agreed or strongly agreed that people cared about them (men 78%). Slightly fewer staff feel that their contributions are valued (78% men, 72% W+GDI), however 13% women+GDI disagreed with the statement, in contrast to only 3% of men. There were some negative (10% W+GDI) or neutral (17% W+GDI) feelings regarding the nature and relevance of communications, which we will address through actions supporting Priority 5 on dissemination and communication.

The majority of staff believe that the school leadership actively supports gender equality (W+GDI 76%, men 79%). No one disagreed that the school is committed to achieving gender balance in leadership. Men expressed a greater belief that gender does not affect the rate of progression (72%). Only 55% women+GDI agree and 10% disagree (6% men disagree). Our Priority 2 on supporting gender equality through career development and progression aims to address this situation. There was a low level of agreement that EDI work is recognised in promotion/progression (31%

W+GDI; 48% men), with many responding with don't knows and PNTS. We have a new action regarding formal recognition of EDI contributions. Over half of respondents (W+GDI 59% and 54% men) answered PNTS/Don't know/NA or neutral regarding action to mitigate adverse gender impact of Covid-19, possibly related to the hiring increase post-pandemic, so many had no baseline for comparison.

Action: P4.6 Run EDI feedback sessions to support EDI in the School.

Action: P4.4 Initiate new opportunities to inform people of EDI issues, actions, and training events.

Action: P4.1 Implement Promotion Clinics and 'drop-in' service for those preparing applications, encouraging women and staff with caring responsibilities to attend.

Action: P5.6 Ensure that EDI related activities currently included within Citizenship are given a specific allocation in the new workload allocation model.

The rate of participation in the culture survey (40% in 2024) indicates a need for increased action to raise staff awareness and interest in EDI causes and issues.

Action: P4.7 Improve the response rate of our culture surveys for staff and students

Intersectionality of Gender and Ethnicity

Based on disparities found in the culture survey, we have focused on intersectional issues of gender vs ethnicity, particularly with regard to belonging and to bullying and harassment.

While the survey showed general positivity regarding belonging, there are gender differences, with the overall average rating of answers on a 1-5 scale being 4.1, with 4.15 for men, but 3.7 for women+GDI, while it was 3.5 when only considering non-binary individuals. When also considering ethnicity, we find that white and Asian

women are positive on belonging (4.3 and 4.8 respectively), but women+GDI who do not disclose ethnicity much less so at 3.3 (this is 3% of respondents) (Figures 21, 22).

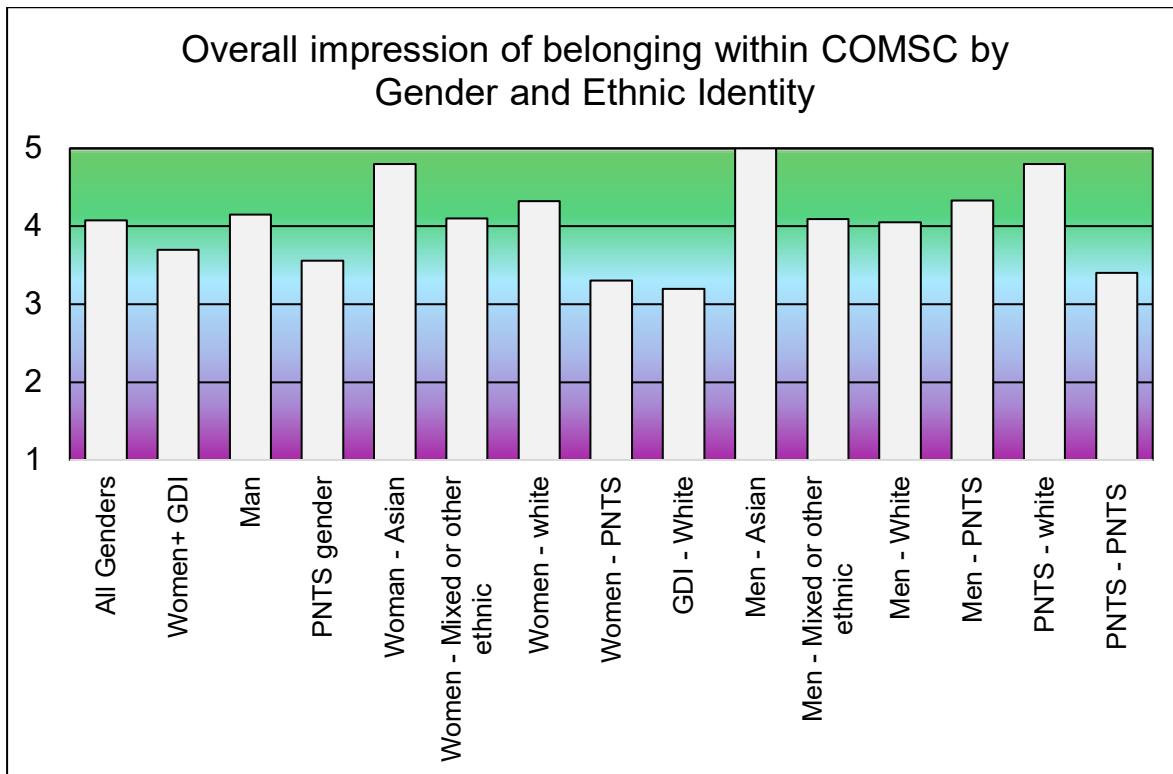


Figure 21: Belonging: strongly disagree (1) through to strongly agree (5)

	Women + GDI				Men			
	Negative	Neutral	Positive	IDK	Negative	Neutral	Positive	IDK
Asian	0%	0%	93%	7%	0%	0%	100%	0%
Mixed Ethnic Background and other ethnic background	12%	14%	72%	2%	7%	13%	73%	7%
White	23%	8%	64%	5%	0%	2%	52%	8%
PNTS	0%	0%	0%	0%	0%	7%	86%	7%

Figure 22: Belonging: average responses by gender and ethnicity

	Women + GDI				Men			
	Negative	Neutral	Positive	IDK	Negative	Neutral	Positive	IDK
Asian	13%	0%	53%	33%	0%	0%	70%	30%
Mixed Ethnic Background and other ethnic background	6%	26%	56%	12%	2%	16%	67%	15%
White	7%	17%	67%	9%	5%	9%	68%	18%
PNTS	40%	3%	60%	0%	0%	7%	80%	13%

Figure 23 – Bullying: average responses by gender and ethnicity

We found disparities for two questions on bullying. 29% of respondents chose “I don’t know / PNTS” to “Departmental management is active in tackling bullying and harassment”, 16% of these were ethnic minority staff, and that group also frequently provided neutral or negative answers. Thus 40% of Asian staff chose “I don’t know / PNTS”, and 20% “disagree. On the question “I am satisfied with how bullying and harassment are addressed in my department.”, only 49% agreed, with 20% neutral, mostly women, and 26% don’t know / PNTS. Regarding intersectionality, Asian women were equally divided between agree, disagree and don’t know / PNTS. 50% of women of mixed and other ethnic backgrounds were neutral, only 30% agreeing (Figure 23). Examples of actions that address these findings include:

Action: P4.1 Create a knowledge hub where policies, procedures and support to address bullying incidents are appropriately signposted and where dignity and wellbeing contacts are visible.

Action: P4.6 Run EDI feedback sessions to support EDI in the School.

Action: P4.4 Initiate new opportunities to inform people of EDI issues, actions, and training events.

Action: 4.8 Initiate procedures to improve completion rates of mandatory training for modules such as unconscious bias training which currently fall short of 100% completion.

Evidence from the student survey on bullying is limited due to low response rate but non-binary and transgender students all disagreed that staff deal effectively with bullying issues.

Action: P3.14 Undertake initiatives to better understand transgender and gender diverse student experience.

Practices and behaviours that promote an inclusive environment.

The new Head of School (HoS) has started a School-wide listening exercise to inform the development of strategic directions for all key areas within the School's activity. A key output of this exercise is the School's strategy and vision document, to be annually updated.

Action: P4.4 Initiate new opportunities to inform people of EDI issues, actions, and training events.

As part of the listening exercise, staff can book 1-1 meetings (in person or online) with the HoS. This exercise has been successful in creating a sense of an 'open door' culture despite staff often working away from campus. Additionally, we have been working on improving information sharing with a Microsoft SharePoint site to collect and catalogue EDI issues, initiatives and opportunities in the school.

To cultivate a sense of community, all-staff meetings are held monthly in a hybrid format and recorded to facilitate participation from those with caring responsibilities or flexible working and typically they include updates on expected actions from staff, student feedback, EDI initiatives, funding opportunities, and scholarly and academic achievements.

Several times a year we hold meet-and-greet gatherings to welcome new starters. These gatherings provide a relaxed and friendly atmosphere for staff members to get to know each other with drinks and snacks.

How instances of negative practices or behaviours are addressed

The process of reporting bullying and harassment in the workplace is formalised and in the first instance staff are encouraged to speak to line managers or the HoS and school manager/deputy manager.

Procedures to address negative behaviours in the school are guided by the University's Dignity at Work and Study policy. Support to staff who feel subject of harassment, bullying or victimisation is given through a network of six Dignity and

Wellbeing (D&W) Contacts. These contacts help staff in deciding how best to challenge or approach the person considered to have inappropriate or unacceptable behaviour. D&W contacts are trained to direct affected staff to appropriate procedures, guidance, and external sources of advice and support, so they are aware of their options for tackling situations informally or formally. D&W contacts can also help staff, whose behaviour is challenged as unacceptable by another person, by directing them to the relevant support, such as Human Resources, Counselling and Occupational Health, and explaining the process.

Culture survey responses regarding Bullying and Harassment indicate incidents are not frequent. Almost 85% of respondents had not experienced or witnessed any incidents of bullying or harassment in the previous 12 months, and only 6% had experienced or witnessed an incident. The intersectionality analysis above found however that mixed ethnic women were less positive about support for bullying and harassment.

Further, we have identified the need to increase the visibility of the procedures to report bullying or harassment, as fewer than 70% of respondents agree or strongly agreed that they knew how to report bullying or harassment.

Action: P4.1 Create a knowledge hub where policies, procedures and support to address bullying incidents are appropriately signposted and where dignity and wellbeing contacts are visible.

Action: P4.2 Inform staff during induction about the process for reporting bullying and/or harassment.

Action: P4.3 Improve visibility of local Dignity & Wellbeing contacts in the School, and formalise sharing of resources / support available to colleagues more widely.

Creating an inclusive work environment

We seek to provide an inclusive physical environment and work atmosphere. Most staff are based in the Abacws, with its communal rooms for staff and PGR students, gender-neutral and accessible toilets and baby-changing facilities. All the toilets have sanitary bins and sanitary products provision with a 'Take what you need' sign. Following a review of accessibility, we installed accessible automated doors and signage of gender-neutral toilets. In our Park Place building, we are installing a quiet room for expressing milk.

We have commissioned and displayed pieces of art in student and teaching spaces that highlight EDI by featuring black, women and gay computer scientists (Roy Clay Snr, Sophie Wilson, Katherine Johnson, Alan Turing).

Recruitment and onboarding

Aiming for inclusiveness and supporting EDI, our job adverts encourage candidates to get in touch prior to applying, ensuring both man and woman contacts. We encourage candidates to contact the School should any reasonable adjustments be required at interview, and provide both in person and hybrid options. We also avoid scheduling interviews outside core hours and during School Holidays to prevent difficulties for individuals with caring responsibilities.

It is compulsory for interview panels to have a gender balance and to consider including individuals from underrepresented areas. We also invite individuals from the Diverse Interview Panel network to participate in interviews.

Newly appointed academics are offered a teach-free period during the first 6-months of employment to help settle into the School's community.

Support for training and development

The School leadership team oversees policies and training designed to ensure an inclusive culture. To implement compliance for mandatory EDI and Unconscious Bias training, our School Management and HR administrator monitor and inform staff about the courses completed, as well as those needing renewal. According to our latest report from February 2024, 65% of all staff had completed the EDI mandatory course, and 63% the Unconscious Bias one.

Action: P5.6 Initiate procedures to improve completion rates of mandatory training for modules such as unconscious bias training which currently fall short of 100% completion.

Participation on leadership and development programs specific to underrepresented groups is encouraged through targeted messages and during PDR meetings. This has resulted in attendance on the Advance HE Aurora development programme; Cardiff University's leadership program Cardiff Futures and its Academic Promotions Development Programme for ethnic minorities or females; and the University's EMPOWER Network, for women principal investigators to receive mentoring in working towards becoming research leaders. During 2024/25, eight staff from diverse career pathways will participate in the Ignite leadership programme on a positive research culture.

Staff Wellbeing

After the COVID-19 pandemic, we renewed efforts to build a sense of community and wellbeing for students and staff. We launched a monthly Wellbeing Café to promote informal networking and mental health. It provides an opportunity to share experiences and speak openly about topics such as menopause, stress, and anxiety management. To foster a family-friendly environment, we organised a "Bring Your Child to Work Day", giving children a space to learn about their parents' work, and serving to promote computer science as a career option. We also had a "Bring Your Dog to Work Day", when staff could socialise outside in the park.

We have also come together through fundraising events including Macmillan Coffee Mornings which have enhanced morale by baking or buying a cake. Various staff away days with a well-being focus have been organised to build team spirit and create a sense of belonging. To recognize the contributions of our staff to the school community, and foster a sense of belonging, we send out well-done and thank-you cards to those taking on new roles or who deserve special appreciation.

Student wellbeing

Since our last Athena Swan submission our Student Services team has more than doubled in size, and we have created a school-based Student Experience team consisting of 5 colleagues (5FTE), including the addition of an Administrative Officer for Student Wellbeing and Personal Tutoring. Their role involves signposting on health and wellbeing services, and helping students understand procedures such as extenuating circumstances and resit rules. The administrative officer and colleagues regularly organise events relating to student wellbeing and EDI, often coinciding with national or international months events such as:

- Black History Month: book raffle, film screening, and celebrations of black musicians.
- Anti-bullying Week: raising awareness of sources of support.
- Odd Socks Day: students provide words of advice to others on a 'Wall of Positivity'.
- Blue Monday: board games, free hot drinks and sharing mental health advice.
- LGBT History Month: raising awareness of and support for LGBTQ+ students.
- Women's History Month: celebrating women in technology through social media, a film screening and displays in communal areas.
- Stress Awareness Month: wellbeing tips via Teams, Discord and email.
- Mental Health Awareness Week: resources for mental health support.

We have also had a guide dogs visit to the Abacws, a museum visit, and multiple student wellbeing cafes.

We are the leading school within the university for engagement with our student newsletter articles such as 'meet the student experience team' achieving double the usual click rate.

Supporting Transgender Students

Between 2019/20 and 2022/23 at least 1% of the COMSC student population has been transgender or had a transgender history (based on University student profile data). Three respondents (10%) of our Student Culture Survey 2024 identified as transgender or having a transgender history and all agreed they were treated with respect by staff. This is echoed by the feedback received by our Administrative Officer for Student Wellbeing and Personal Tutoring who has supported transgendered students through one-to-one meetings, telephone conversations and email. The wellbeing officer has supported six openly transgendered students in recent years, seeing three successfully graduate in high standing, and two are still completing their degrees. The transgender survey respondees however noted they did not feel that students offered the same level of respect as do staff. While 81% of the total student respondees expressed strong confidence in lecturers or tutors to deal effectively with bullying issues, all transgender and non-binary respondees disagreed or were neutral (Appendix A graph X).

Action: P3.14 Undertake initiatives to better understand transgender and gender diverse student experience.

Supporting people with caring responsibilities

When asked in 2024, 90% of women+GDI, and 82% of men believed COMSC enables flexible working (19 staff having formal arrangements). More women are taking Dependents Leave, (30% in 2020; 45% in 2023). Since 2020 14 staff have taken paternity leave, and 8 maternity leave. In addition to newly introduced institution level enhancements (Figure 24), the School has implemented policies to support carers. All paternity leave requests have been approved, with adjustment of workload during absence, and reduction in administrative duties provided in some cases. To support women academics returning from maternity leave, our Returners' Support Scheme provides consistent guidance on minimising the impact of extended leave on career development. It has provided a teaching-free period for academic staff with caring responsibilities to focus on research and scholarship and areas that may be linked to promotion.

	Salaried period		Eligibility criteria	
	previous	new	previous	new
Maternity	18 weeks full + 8 weeks half	26 weeks full	52 weeks employment	26 weeks employment
Paternity	1 week full pay, 1 week statutory	4 weeks full	52 weeks employment	26 weeks employment

Figure 24 - Enhancements in maternity and paternity leave

Students are not eligible for formal maternity or paternity leave, but COMSC has offered advice and support to students, including supporting interruption of study, additional time for completion, applying extenuating circumstances, and exam board remedy if appropriate. All staff and students have access to the University's Little Scholars Nursery, which offers on campus care from 5 months.

7. Key priorities for future action

Priority 1: Supporting Gender Balance and Diversity in Students and Staff

Gender balance remains a persistent issue in our student population across all programmes. We have noticed a slight decrease in female students from the academic year 2018/19 to 2023/24, which highlights a concerning trend. Efforts to support the recruitment of female students in the past 5 years have focused on outreach activities and promoting our programs during open days.

Action: P1.1 Ensure that female academics are always represented to provide role models at Open Days, including at least one female speaker for the introductory talks.

Outreach remains essential to support student recruitment, but given our range of activities and resource constraints we need to understand better which types of outreach are most effective.

Action: P1.2 Investigate the impact of our outreach activities by conducting a survey asking recruited students about outreach activities.

Given that previous sources of funding such as Technocamps have not continued, we need to seek alternative sources, which includes ensuring that we exploit those research grant funding schemes that support outreach efforts.

Action: P1.4 Seek funding to increase the range of outreach activities targeted at girls in school e.g. Girls into STEM days at COMSC; provision of mentoring in schools; and support academics to secure funding as part of grant applications (e.g UKRI) to fund outreach activities.

Our self-assessment has also highlighted the need to enhance coordination between outreach activities initiated by the School Lead for Outreach and the outreach team members.

Action: P1.5 Revise the outreach management to provide greater integration between the School Lead for outreach and the outreach team.

Our 2023/34 Student Culture survey has highlighted that women and GDI students viewed our course curriculum, placement opportunities and facilities as their main reasons to apply to Cardiff University, significantly more so than men (appendix A). A review of the School website has revealed that our content is in need of updating, and some recent initiatives to support EDI issues not adequately portrayed. Featuring the diverse research, course offerings, and study opportunities, particularly those led by women academics and students, on our website will reflect our strengths and gender diversity to potential female students.

Action: P1.6 Revise the website content to better reflect our course content and opportunities, accurately reflect the School Culture and increase the visibility of our female staff and their achievements.

Action: P1.7 Include a dedicated "EDI, culture and belonging" section on the School website.

Further, we are determined to promote these aspects during open days to attract applicants of all genders and cultures.

Action: P1.3 Monitor annually the gender balance of STEM Ambassadors.

Priority 2: Supporting gender equality through career development and progression

Based on the culture survey results in 2023 and 2024, staff feel supported regarding career development. In both surveys, over 85% of all staff agree with the statement “My line manager supports my career development”. However, there is still some work that can be done to improve the quality of support provided by line managers. In 2023 only 66% of respondents agree or strongly agree with the statement, “I receive useful feedback on my career development through performance reviews”. This increased to 76% in 2024, but still highlights a need to improve feedback and support. We have significantly increased the number of female academics since 2018, but our female academic staff are on average more junior than male staff. We currently have only one female professor, but three of our seven Readers are female). Data on staff career progression indicates that female staff are less likely to apply for promotion. Between 2020 and 2023, the proportion of female applications has not exceeded 25%, with a significant decrease in 2021 and 2022, which could be attributed to COVID’19 when women tended to take on most childcare responsibilities during lockdown⁴. However, female and male success rates are equal, indicating that gender bias is not a factor with the promotion panel. Nevertheless, our culture surveys indicate a perception this is not the case, with only 62% of women and GDI agreeing decisions about promotions are made fairly. There is a clear need to support and encourage applications from female academic staff.

The University's deadline for promotion applications coinciding with the school holidays (Christmas break) presents a potential barrier for staff with caring responsibilities for children, resulting in potential disadvantage for those staff. To help everyone meet the deadlines, we will introduce and encourage the use of Promotion Clinics and a drop-in service for individuals preparing applications.

Action: P2.1 Implement Promotion Clinics and ‘drop-in’ service for those preparing applications, encouraging women and staff with caring responsibilities to attend.

Our culture survey showed that 28% of staff responded, "Don't know" to the statement "Decisions about promotion/progression are made fairly," and only 61% agree with the statement. This suggests that information about the promotion process is not transparent to all staff, perhaps due to the considerable number of new staff. To address this, we will hold an annual webinar with members of the school promotion panel to inform eligible staff about the promotion process and support for applicants.

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<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/parentinginlockdowncoronavirusandtheeffectsonworklifebalance/2020-07-22>

We will also keep staff updated about training and development opportunities related to academic promotion.

Action: P2.2 Hold an annual academic promotions webinar with members of the promotion panel to inform potential applicants about the promotion process and support available.

Action: P2.3 Regularly inform staff about the training and development opportunities offered by the School and University to support the Academic Promotion process.

Anecdotal evidence suggests that mentors play an important role in advising academics through the promotion process. However, the number of designated mentors in the School has been found to be inadequate to requirements for staff seeking support for career development.

Action: P2.4 Implement a revised mentoring scheme in which mentors from both T&S and T&R are included.

We have also identified that there are fewer promotion applications to Senior Lecturer grade from T&S staff, compared to T&R staff. Anecdotally there is a perception that promotion to higher grades is very difficult for T&S staff.

Action: P2.5 Provide career progression support tailored for staff on the T&S career pathway.

As PS staff have no promotion procedure, we will continue Action C6 on support for career development (P2.6). Our survey results found while support from line managers for career development is high for all staff, for academic staff only, slightly more men are positive than women, while definitely fewer PS men were positive than PS women (Appendix 1). Action P2.6 aims to address the situation.

Action: P2.6 Ensure that PS staff are aware of paths to career progression and are supported in taking available opportunities.

Priority 3: Supporting gender equality through improving student experience

Our self-assessment process and Student Culture Survey identified evidence of gender bias affecting the experience of our students, which we address with several new actions. Our findings suggest that some female students who are struggling in their studies have been advised by their personal tutors to apply for an interruption of studies, while male students in similar situations are advised differently.

Action: P3.5 Ensure Senior Personal Tutors are aware of the gender bias issue in pastoral care and provide training; and all Personal Tutors and any PS staff who are advising students in difficulties.

Gender balance has remained an issue with PGR student recruitment. Ensuring gender balance in interview panels might have a positive impact, but including female representation in all postgraduate interview panels has been difficult due to too few female admission tutors.

Action: P3.6 Increase the number of admissions tutors, targeting gender balance, to ensure a female is present in all student admission interviews and reduce the workload on the current limited number of female tutors.

We found evidence, through feedback collection, that female students are often directed towards report-writing and project management in group work, while male students take on technical and coding responsibilities. It has been documented that bias and stereotypes can influence how students form their groups which can be disadvantageous in compromising women's technical skills and men's report writing and presentation skills.

Action: P3.7 Run focus groups with students to ask for their input on fair distribution of tasks.

Action: P3.8 Run focus group with PGR Demonstrators who supervise projects to see whether they have any evidence of inequitable distribution of tasks.

Further actions: P3.9, P3.10, P3.11 and P3.12

With the above findings, we deem it as a key priority to further embed EDI into the student curriculum, with particular reference to ensuring all students complete dedicated EDI training and uptake is monitored.

Further actions: P3.1, P3.2, P3.3 and P3.4

Priority 4: Improve the dissemination of information and communication regarding EDI initiatives.

While our culture surveys show a high level of agreement that leadership supports gender equality, when asked if “My department is committed to achieving gender balance in leadership positions”, 29% were either neutral or did not know, which motivates our actions to raise awareness.

Action: P4.6 Run EDI feedback sessions to support EDI in the School.

Action: P4.5 Ensure there is an EDI representative on every committee.

Action: P4.4 Initiate new opportunities to inform people of EDI issues, actions, and training events.

As previously indicated, few staff have expressed experience of being bullied, but 17% of women + GDI were unaware of the procedures for reporting bullying and harassment and only 60% of men stated they had this knowledge.

Action: P4.1 Create a knowledge hub where policies, procedures and support to address bullying incidents are appropriately signposted and where dignity and wellbeing contacts are visible.

Priority 5: Support equality by improving the dissemination of Policies and Initiatives to support fair distribution of workload and work-life balance

Evidence from 2024 culture survey found that 26% of staff don't know or are neutral regarding whether the School allocates workload fairly with no significant gender differences. Only 53% agreed that workload is manageable with women+GDI having double the number of disagree responses than men. These latter responses are despite general satisfaction with flexible working arrangements. In implementing a new workload model (WAM) we will review workload and ensure much greater transparency in the allocation.

Action: P5.4 Ensure the WAM is visible to all members of staff in the school, and that work is perceived to be allocated fairly to all staff

Current support for staff with caring responsibilities, on avoiding scheduling meetings outside core hours and during school holidays, had a positive response in our 2024 survey with only 6% disagreeing that "Timing of departmental meeting and events takes into consideration those with caring responsibilities". However, 20% of the respondents answered "don't know" or were neutral indicating a need for better communications.

Action: P5.3 Improve awareness of the policy around meeting hours

Regarding caring leave, we can report success stories of staff benefiting from our Returners scheme. Equally we know of staff not being aware of it or how to use it, reflected in the high rate of "don't know" answers (31%) to the question "My department provides staff with support around all types of caring leave".

Action: P5.1 Gather case studies from the staff that have benefited from the Returner Scheme, with a view to raising awareness of the scheme.

Action: P5.2 Consult with staff to adjust or improve the use of the Returner's scheme if necessary.

Section 4: Future action plan

Priority 1: Supporting Gender Balance and Diversity in Students and Staff						
Action Nr.	Rationale (Key Issue)	Planned Action	Key outputs and milestones	Timeframe	Responsible	Success Criteria and Outcome
Objective: Increase the proportion of female students to reach the sector average across all our programmes						
P1.1	There has not been consistency in the numbers of female staff at Open Days. We hypothesise that having more female role models at Open Days can impact positively the recruitment of more female students.	Ensure that female academics are always represented to provide role models at Open Days, including at least one female speaker for the introductory talks	Call for interest and targeted invitations to attend Open Days are sent in advance of the events to all-staff.	2024-2029	DoRA, Research Section Leads	There is at least one female speaker each year for the introductory talks during Open Days.

P1.2	Despite having numerous outreach activities, our self-assessment found limited measurement of their impact on the recruitment process. Given that we have limited funding and resources to support outreach activities, it will be helpful to identify the most effective activities	Investigate the impact of our outreach activities by conducting a survey asking recruited students about outreach activities.	Conduct surveys, during offer-holder days, of engagement by students in outreach events. Survey results are collected and analysed by the admissions team and passed to the outreach team to inform decision making.	2025-2029	DoRA, Outreach Lead, Student Services Team	Surveys are run every academic year. Quantitative data is gathered through the surveys and is used to guide the organisation of outreach activities.
P1.3	STEM ambassadors are appointed regularly, and we wish to ensure that females are well represented at recruitment events with a view to encouraging more female students to apply.	Monitor annually the gender balance of STEM Ambassadors.	A record is maintained of appointment of STEM ambassadors, including gender and course of study.	2025-2029	Outreach Lead, Placements Team	At least 40% of STEM Ambassadors are female.

P1.4	<p>We have previously had funding from Technocamps that has not continued. Given the current financial situation in the University, securing external funding will aid the continuity of the outreach activities in the School.</p> <p>Some research grant funding schemes include the possibility of an element to support outreach. From our self-assessment, we discovered that these schemes have not been used to their full potential.</p>	<p>Seek funding to increase the range of outreach activities targeted at girls in school e.g. Girls into STEM days at COMSC; provision of mentoring in schools;</p> <p>Support academics to secure funding as part of grant applications (e.g. UKRI) to fund outreach activities.</p>	<p>Introduction of a procedure to monitor use of research grant outreach funding opportunities</p> <p>Funding opportunities for outreach opportunities will be better utilised. .</p>	Feb-25, ongoing	Research Office, Outreach Lead, DOCLI	At least 50% of research grant applications to include a request for an outreach element.
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P1.5	Our self-assessment has also identified the need to improve coordination between outreach activities initiated by the School Lead for Outreach and the outreach team members.	Revise the outreach management to provide greater integration between the School Lead for outreach and the outreach team.	<p>Actions involving outreach activities will be better coordinated School-wide, including maintaining a shared record of all activities</p> <p>Milestone: June 2026: review success of the new arrangements.</p>	Apr-25, ongoing.	School Management	School Lead for Outreach has taken on responsibility for coordination of all outreach activities within the school and initiates a method for clear and recorded communication among all involved.
P1.6	It is hypothesised that ensuring that website content featuring the varied research, outreach and study activities of women academics and students in the School will reflect our gender diversity and encourage female students to wish to join the School.	Revise the website content to better reflect our course content and opportunities, and accurately reflect the School Culture and increase the visibility of our female staff and their achievements.	<p>Female academics will feel recognised and included in School promotional materials.</p> <p>Potential student applicants will have a better understanding of the inclusive culture of the School.</p>	Dec-26	Student Services Manager, DLT	The achievements of female academics are featured in the recruitment activities of the school.

P1.7	In recent years the School has made several initiatives dedicated to creating a more diverse and inclusive environment, and we wish to promote these activities with a view to attracting applicants of all genders and cultures.	Include a dedicated "EDI, culture and belonging" section on the School website.	EDI work in the School will gain more visibility	Dec-25	DSM, Comms Officer	The addition of and EDI, culture and belonging section to the website and positive feedback from students with regard to that culture.
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Priority 2: Supporting gender equality through career development and progression

Action Nr.	Rationale (Key Issue)	Planned Action	Key outputs and milestones	Timeframe	Responsible	Success Criteria and Outcome
<p>Objective: Increase the proportion of female academics applying for promotion, with the target to increase the proportion of female Readers and Professors.</p>						
P2.1	<p>We have identified that a potential barrier for staff with caring responsibilities (caring for children) is that the University deadline for promotion applications is close to the school holidays (Christmas break). Thus, staff with caring responsibilities are potentially disadvantaged.</p>	<p>Implement Promotion Clinics and 'drop-in' service for those preparing applications, encouraging women and staff with caring responsibilities to attend.</p>	<p>Those preparing applications will be able to prepare a draft and seek feedback earlier during the promotion cycle.</p>	<p>Feb 2025, with annual reviews thereafter</p>	<p>School Management, HR Administrator</p>	<p>An increase of at least 10% in promotion applications from female academics, with at least two applications for personal chair during the period 2025-2029.</p>

P2.2	We continue observing a limited number of female academic promotion applications since 2018 and we have few existing female senior academics (only one professor).	Hold an annual academic promotions webinar with members of the promotion panel to inform potential applicants about the promotion process and support available.	Female staff will feel encouraged and supported in preparing academic promotion applications.	Jul-25	School Management, HR Administrator	An increase in awareness of the promotion process and criteria among all academic staff, measured by our culture survey:
P2.3		Regularly inform staff about the training and development opportunities offered by the School and university to support the Academic Promotion process.	Female academics will receive advice and guidance on developing their profile and good practice for writing applications.	2025-2029	DoEDI, HR Administrator	agreement on the staff survey question "School decisions about promotion/progression are made fairly" to be at least 65%. And "Don't know/prefer not to say" answers to be no more than 15%.

P2.4	Anecdotal evidence suggests that mentors play an important role in advising academics through the promotion process. However, the number of designated mentors in the school has been found inadequate to requirements for staff seeking support for career development.	Implement a revised mentoring scheme in which mentors from both T&S and T&R are included.	Line managers assign mentors to staff on appointment and subsequently via the appraisal process; and routinely report the mentorship status of their assigned staff; Mentorship assignment is reviewed annually	Sep-24	School Management, Line management, HR Administrator	No staff report failure to obtain a mentor.
P2.5	Proportionally fewer T&S staff have been promoted to Senior Lecturer grade than staff on the T&R pathway. Anecdotally there is also a perception that promotion to higher grades is very difficult for T&R staff.	Provide career progression support tailored for staff on the T&S career pathway.	Support methods such as workshops, written advice, and one-to-one sessions are implemented. Milestone: at least one method implemented by October 2025	Jun-24	School Management, Scholarship Lead, HR Administrator	There is at least a 30% increase in applications for promotion from T&S staff over the period.

Objective: Ensure PS staff continue to be supported in advancing their careers

P2.6	<p>Since the last submission we have made significant progress in supporting PS staff to progress to higher graded positions, but it is essential that we continue to provide similar support in future in ensure that PS can continue to advance their careers.</p>	<p>Ensure that PS staff are aware of paths to career progression and are supported in taking available opportunities.</p>	<p>Regular staff development training is provided, and line managers encourage their staff to take advantage of training or other career development events.</p>	2025-2028	PS Leads	<p>At least 90% of PS staff agree that to the survey question “My line manager supports my career development”</p>
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Priority 3: Supporting gender equality through improving student experience

Action Nr.	Rationale (Key Issue)	Planned Action	Key outputs and milestones	Timeframe	Responsible	Success Criteria and Outcome
Objective: Increase awareness of EDI issues among students						
P3.1	The university introduced in 2022/23 an EDI awareness module. However, completion the module is not credit bearing and not mandatory.	Include an info session to introduce the EDI awareness module during the enrolment week for each programme year group.	Students will be incentivised to complete the module.	2025, ongoing	DLT, Module Leads	Completion rate of the EDI module is at least 60% on Year 1 Students across all programmes
P3.2		Secure 2-hour timeslots dedicated to completing the EDI Aware module during induction week.	Students will have an opportunity to complete the module during a scheduled class.	Annually from 2023/24	DLT, Module Leads	Lab sessions are scheduled every year during induction week.
P3.3		Include the EDI awareness module in Year 2 employability module.	Introduce mandatory employability workshop where students are asked to complete the EDI awareness module.	Annually from 2023/24	DLT, Module Leads	Completion rate of the EDI module is at least 50% for Year 2 Students across all programmes

P3.4	We had a relatively healthy student EDI module completion rate during 2023/24. However, disaggregated data by programme or year of study was not available.	Improve the monitoring process of the completion rate of the EDI modules to identify possible intersectionality issues.	We will have a better understanding of the student groups buying into EDI Awareness	Feb-26, ongoing	DLT, Module Leads	Data on completion rates of EDI modules includes programme and year of study.
Objective: Reduce gender bias in pastoral care assessment and recruitment						
P3.5	Anecdotal evidence suggests that some female students who are struggling have been advised by their personal tutors to take an interruption of studies, while male students in similar situations are advised differently.	Ensure Senior Personal Tutors are aware of the gender bias issue in pastoral care and provide training; and all Personal Tutors and any PS staff who are advising students in difficulties.	Procedures for relevant training and advice are in place. Milestone: June 2026 procedures have been implemented.	Aug-26	Director of EDI, Senior Personal Tutors	No complaints or issues raised during student panels regarding biased advice from personal tutors or wellbeing contacts.

P3.6	It has been difficult to ensure that all postgraduate student interview panels include at least one female as we have too few female admission tutors.	Increase the number of admissions tutors, targeting gender balance, in order to ensure a female is present in all student admission interviews and reduce workload on current limited number of female tutors.	At least two more admissions tutors are appointed. Milestone: April 2026 at least two more tutors appointed.	Apr-26	Director of EDI, Director of PGR	All student admission interview panel include a female member of staff.
Objective: Ensure fair distribution of tasks within UGT Group Projects						
P3.7	We found evidence, through feedback collection, suggesting that female students are often directed towards report-writing and project	Run focus groups with students to ask for their input on fair distribution of tasks.	Focus groups are run with undergraduate students.	Dec-26	Director of Teaching & Learning, Student Services Team	Feedback is obtained from undergraduate students on task distribution and guidance issued on task distribution for student group work.

P3.8	<p>management in group work, while male students take on technical and coding responsibilities.</p> <p>Research indicates that when group work is unstructured, bias and stereotypes can influence how students form their groups. This can be disadvantageous for both genders, as it can compromise women's technical skills and men's report writing and presentation skills.</p>	Run focus group with PGR demonstrators who supervise projects to see whether they have any evidence of inequitable distribution of tasks.	Focus groups are run with postgraduate research demonstrators.	Dec-26	Director of Academic Teaching Support, Student Services Team	Evidence obtained from postgraduate demonstrators on task distribution and guidance issued on group work task distribution is adjusted to reflected as required.
P3.9		Reduce group sizes and change assessment to ensure individual students take on multiple tasks.	Advice issued on appropriate student group size.	Jul-26	Director of Learning and Teaching, Director of PGT	A review of project groups sizes confirms implementation of recommended size.
P3.10		Group supervisors monitor the allocation of tasks during structured weekly project meetings.	Instructions issued to group project supervisors on equitable distribution of tasks in group work.	Sep-26	Director of Learning and Teaching	Review of project group work allocation and student feedback provides evidence of equitable distribution.
P3.11		Use buddycheck for peer assessment and adjustment of marks.	Advice issued to lecturers on peer assessment in assignments.	Jul-26	Director of Learning and Teaching	Feedback is obtained from students on effectiveness of operation of peer assessment methods.

Objective: Reduce gender bias in student assignments

P3.12	Assessment moderation panels have identified cases of either inappropriate content or gender bias in assessments.	Review learning materials for bias in gender and other protected characteristics and propose changes to content where appropriate.	Review conducted of evidence of gender bias in student assessments	2025 Advice issued on gender bias; 2026 Review initiated; 2028 Review repeated	Director of Academic Teaching Support, Student Services Team, Director of EDI	The outcome of the reviews indicates no significant evidence of bias.
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Objective: Improve Student Feedback Collection regarding EDI issues and initiatives

P3.13	There has been, from anecdotal evidence, an impression of survey fatigue among students, and feedback and focus group sessions have been poorly attended.	Seek effective means to obtain feedback from students in addition to a culture survey.	Introduction and trialling of new feedback methods	2025-2029	Director of Learning and Teaching, Student Services Team	New introduced methods succeed (in combination with conventional surveys) in providing feedback of a sample of at least 20% of the student population.
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P3.14	Responses to the student survey from transgender students indicate they do not believe students offer each other the same level of respect as is shown by staff to students.	Undertake initiatives to better understand transgender and gender diverse student experience	Implementation of student feedback methods specifically focused on trans and gender diverse individuals.	Jan-26, ongoing	Director of EDI, Director of Learning & Teaching	At least 80% of students agree, in a student survey, that students show each other respect.
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Priority 4: Improve the dissemination of information and communication regarding EDI initiatives.

Action Nr.	Rationale (Key Issue)	Planned Action	Key outputs and milestones	Timeframe	Responsible	Success Criteria and Outcome
Objective: Increase the visibility of the actions taken by the School towards preventing bullying and harassment.						
P4.1	There is a knowledge gap regarding the procedures and support offered in the school and university-wide for victims of bullying and harassment. Whilst the answers to the culture survey are positive regarding	Create a knowledge hub where policies, procedures and support to address bullying incidents are appropriately signposted and where dignity and wellbeing contacts are visible.	All staff will have easy access to information and support regarding bullying and harassment issues.	2026 ongoing	PS Leads, HR administrator	More than 80% of respondents to the staff culture survey indicate that they are satisfied with how bullying and harassment are dealt with in the school.

P4.2	occurrences of bullying and harassment incidents, answers to the questions regarding the procedures to report such incidents indicate that many respondents are unaware of those procedures.	Inform staff during induction about the process for reporting bullying and/or harassment.	Induction procedures include coverage of reporting bullying and harassment.	Feb-25, ongoing	HR Administrator	More than 80% of respondents to the staff culture survey indicate that they know how to report bullying and harassment.
P4.3		Improve visibility of local Dignity & Wellbeing contacts in the School, and improve sharing of information on D&W resources / support	There will be improved awareness of dignity and wellbeing contacts, and they will be more proactive in providing support.	Feb-25, ongoing	HR Administrator, School Management, DoEDI	More than 80% of respondents agree that the school tackles bullying and harassment issues.

Objective: Increase the support and recognition of EDI work in the School.

P4.4	While there is generally good evidence of staff approval of our EDI culture, some answers to questions in the culture survey that show that particular groups, particularly when intersectionality is considered, have less awareness or less confidence in the support for EDI, motivating several actions aimed to raise awareness.	Initiate new opportunities to inform people of EDI issues, actions, and training events.	<p>EDI information sessions, focusing on specific issues and actions are run, such, as at all-school events.</p> <p>Milestone: April 2025 and ongoing.</p> <p>An EDI newsletter on EDI training, school actions and initiatives is published.</p>	2025; 2026; ongoing	DoEDI / HR	Less than 20% of staff indicate neutrality or don't know to questions regarding awareness of EDI policy and actions.
P4.5	As above	Ensure there is an EDI representative on every committee.	All school committees include an EDI representative	2025 ongoing	School Management	

P4.6	As above	Run EDI feedback sessions to support EDI in the School.	Feedback and discussion sessions are run, such as at all school meetings, and at stand-alone events to discuss and invite feedback on EDI actions and initiatives.	2026 ongoing	DoEDI / HR	Responses to culture survey belonging questions among gender diverse and ethnic minority individuals average at least 4 (out of 5) for ratings of positivity.
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Objective: Increase the visibility and monitor the impact of initiatives supporting wellbeing and work life balance

P4.7	Response to rates to our culture surveys have been below 50% and hence are not adequately representative.	Improve the response rate of our culture surveys for staff and students	Staff are reminded of the importance of the culture surveys at all-school meetings and through email communications.	2026 ongoing	DoEDI	Response rates for the staff culture surveys at least 70%.
P4.8	While the University mandates that staff take particular training modules, the completion rates within the School are not sufficiently close to 100%, despite regular reminders to all staff.	Initiate procedures to improve completion rates of mandatory training for modules such as unconscious bias, which currently fall short of 100% completion.	Implement additional measures to encourage staff to complete mandatory training. This could include additional EDI awareness events that refer to the training.	2025 ongoing	DoEDI	Increase completion rates to at least 90%.

Priority 5: Support equality by improving the dissemination of Policies and Initiatives to support fair distribution of workload and work-life balance

Action Nr.	Rationale (Key Issue)	Planned Action	Key outputs and milestones	Timeframe	Responsible	Success Criteria and Outcome
Objective: Increase the visibility and uptake of the current initiatives to support work-life balance						
P5.1	Policies and procedures to support work-life balance are in place. However, survey answers indicate a significant lack of awareness of the schemes available or how to use them to support them.	Gather case studies from the staff that have benefited from the Returner Scheme, with a view to raising awareness of the scheme.	Case studies will be available both in the webpage and the School SharePoint. Milestone 2026: at least one case study .	2025-2028	Deputy School Manager	An increase in the rate of staff aware of support around work-life balance will be observed in future culture surveys.

P5.2	As above	Consult with staff to adjust or improve the use of the Returners scheme if necessary.	An updated version of the Scheme information will be available in the SharePoint, and relevant information will be provided to staff considering long leave. Milestones January 2028; January 2029: Report rates of take up since submission of this application	2026-2029	HR Administrator	Increase on the scheme uptake to be greater than the current 50% participation rate (since the scheme was introduced).
P5.3	A significant number of culture survey responders answered don't know to the question "Timing of departmental meeting and events takes into consideration those with caring responsibilities"	Improve awareness of the policy around meeting hours	Communications are sent periodically to staff reminding them of the policy on meeting hours	2025 ongoing	School Management	No more than 10% of respondents to culture survey indicate that they don't know the policy on the timing of school meetings.

Objective: Ensure that work allocation is clear and fair to all members of Staff

P5.4	An analysis of the negative views on the fairness of workload allocation suggests that women academics are more likely to have a negative view towards work allocation fairness.	Ensure the WAM is visible to all members of staff in the school, and that work is allocated fairly to all staff	The WAM is placed on the School SharePoint, when current revisions are completed. Milestone: 2026 for internal publication of WAM.	2026 ongoing	School Management	The culture survey reflects satisfaction in awareness of how workload is allocated in the School.
P5.5		Ensure that EDI related activities currently included within Citizenship are given a specific allocation in the new workload allocation model	The revised WAM includes specific provision for EDI including SAT membership and some outreach activities.	2026 ongoing	School Management	

Objective: Increase awareness of EDI causes and initiatives

P5.6	While the University mandates that staff take particular training modules, the completion rates within the School are not sufficiently close to 100%, despite regular reminders to all staff.	Initiate procedures to improve completion rates of mandatory training for modules such as unconscious bias training which currently fall short of 100% completion.	Implement additional measures to encourage staff to complete mandatory training. This could include additional EDI awareness events that refer to the training.	2025 ongoing	Line managers, DoEDI, HR administrator,	Increase completion rates to at least 90%.
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Appendix 1: Culture Surveys

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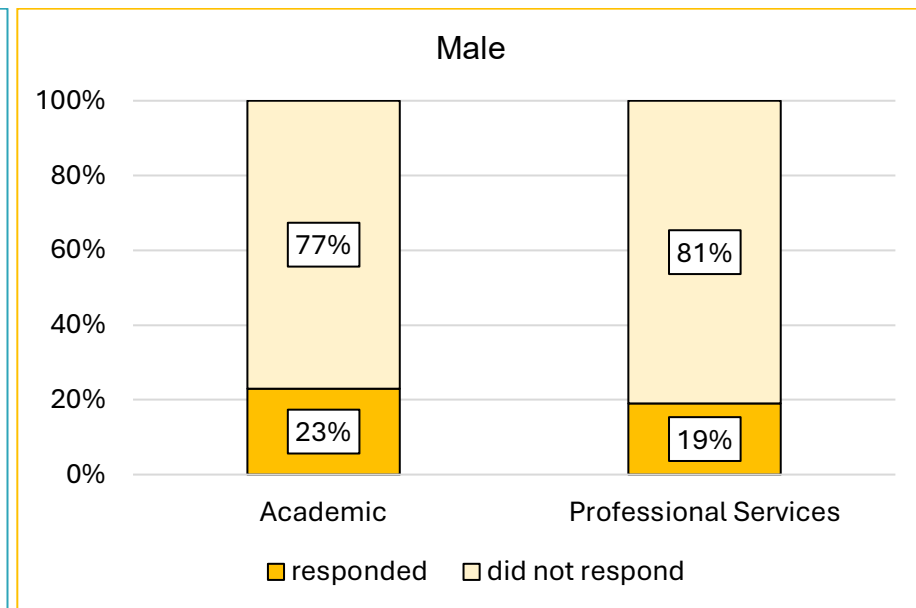
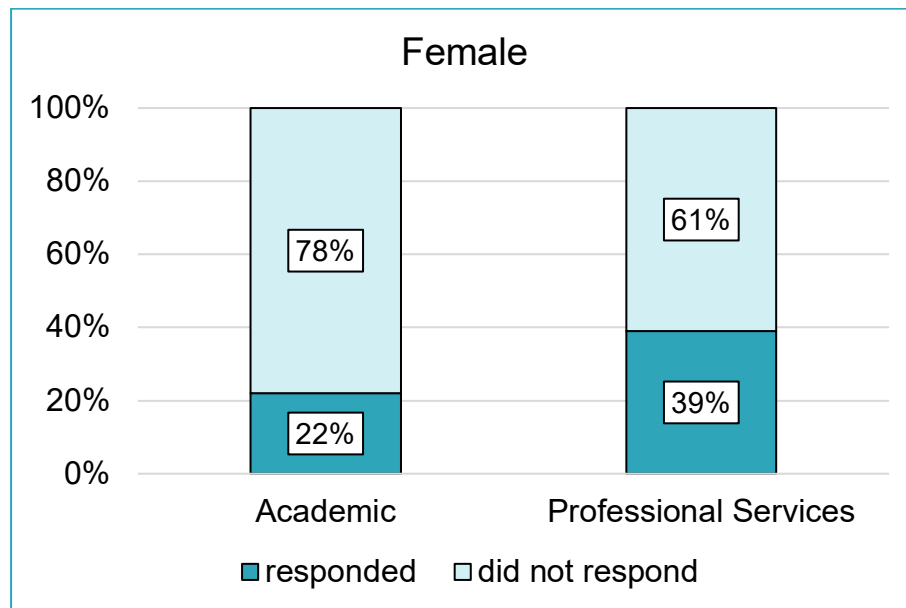
We present most data based on declared gender identity. Therefore, unless otherwise noted, all responses are classified by declared gender identity; the only exception is when analysing response rates by sex. To preserve anonymity and improve data clarity, we have combined women and non-binary individuals under the category “Women + Gender Diverse Individuals (GDI)”. We have also excluded data from individuals who chose not to declare a gender identity (prefer not to say – PNTS), but we summarise their numbers.

1.1 Staff Culture Survey 2024

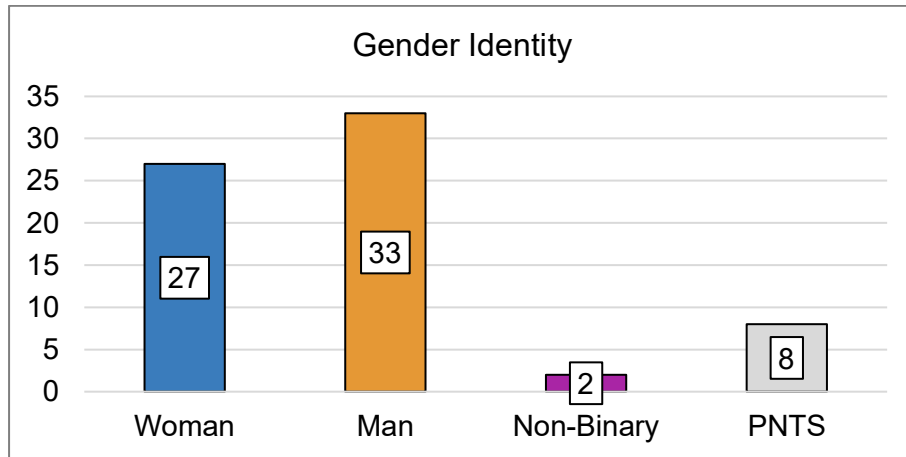
Response Rates

Staff numbers are taken from headcount staffing numbers at the survey closure date, 30th April 2024. Overall response rate was 30%.

	Staff No.	Responded	Did not respond
Total Staff	237	70	167
Academic	176	47	129
Professional Services	61	20	41
Prefer not to say		3	

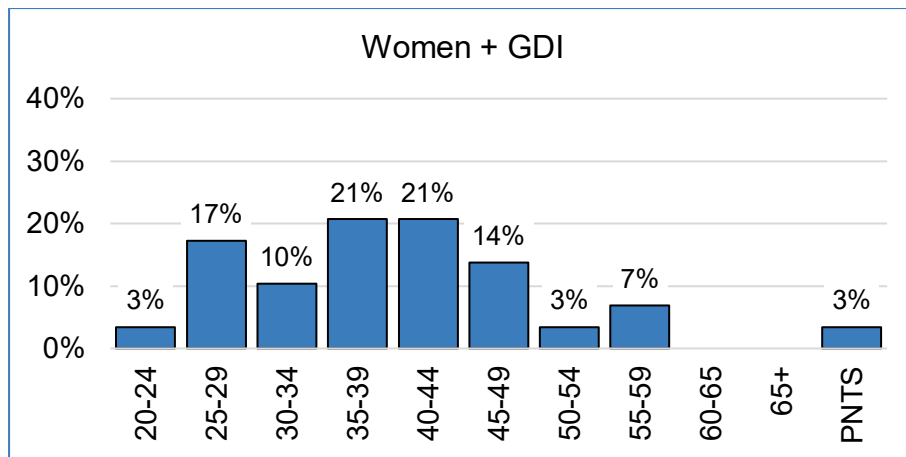


Response rate based on sex - 11 staff declined to disclose sex.

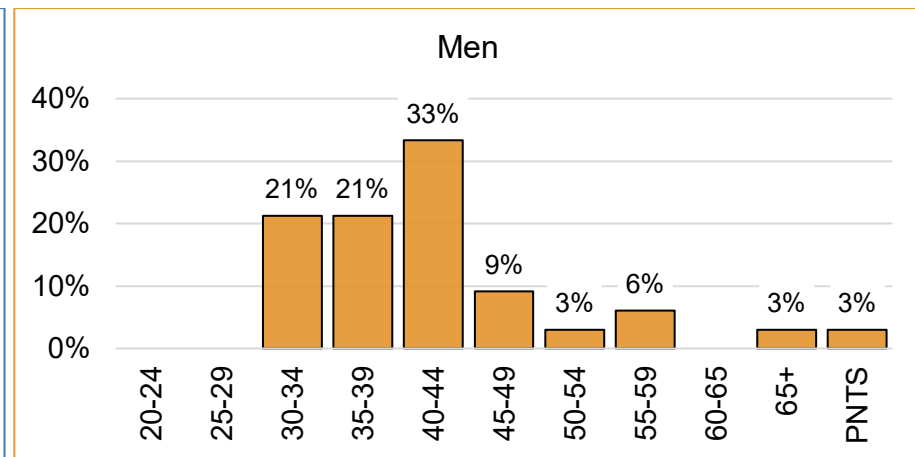


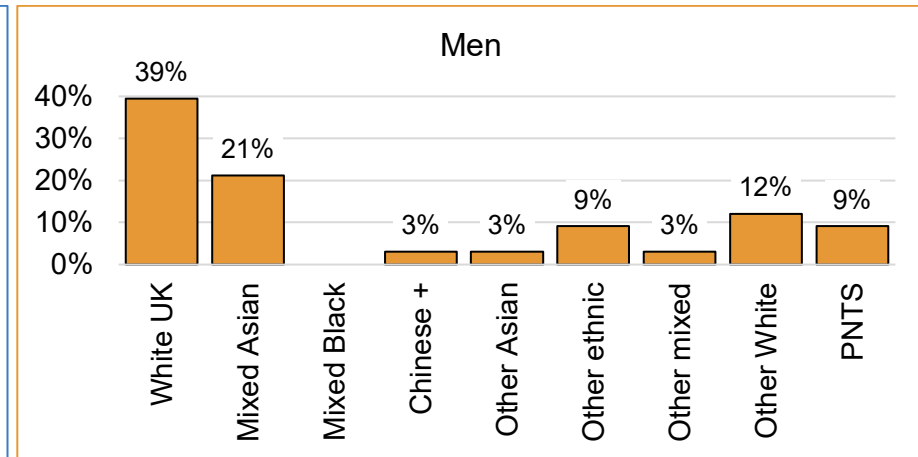
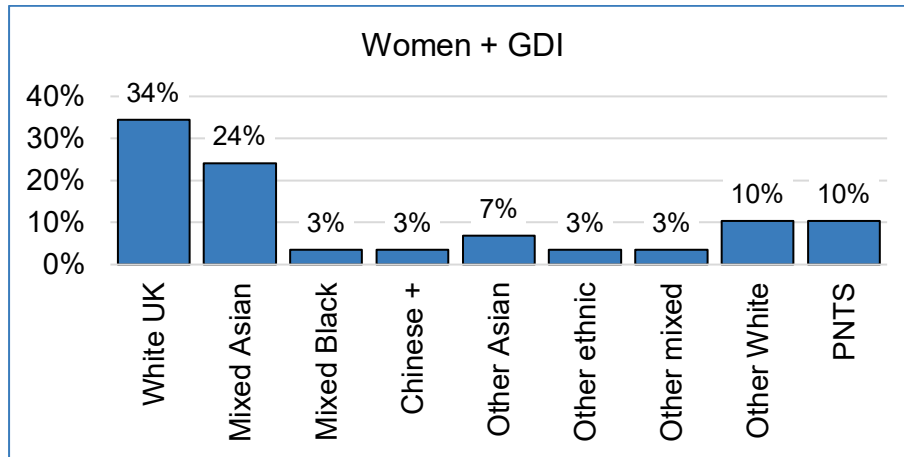
Number of responses by gender identity – number = individuals

Intersectional Data



What is your age bracket?

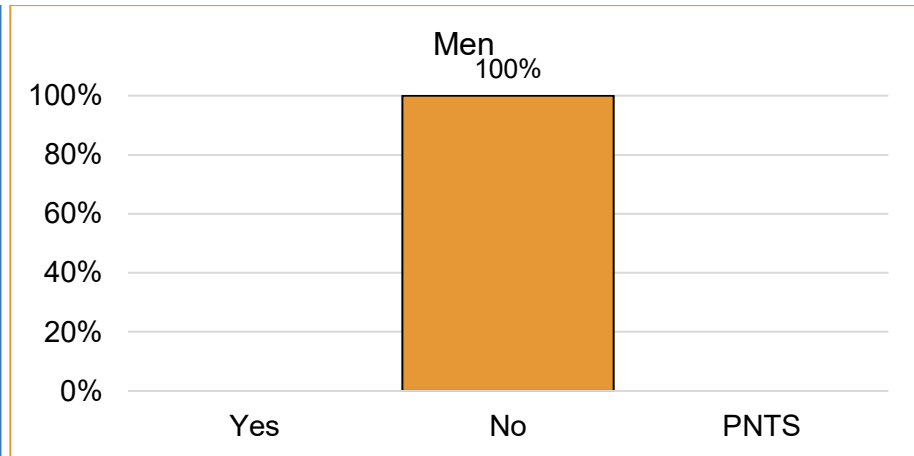
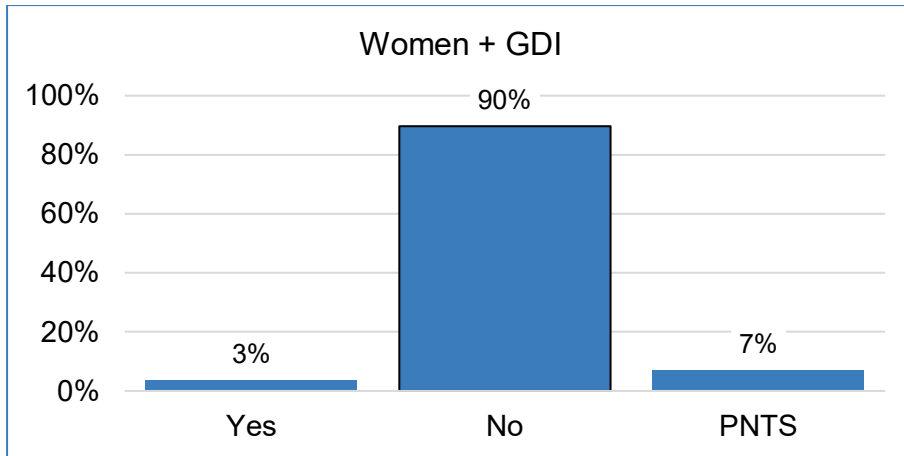




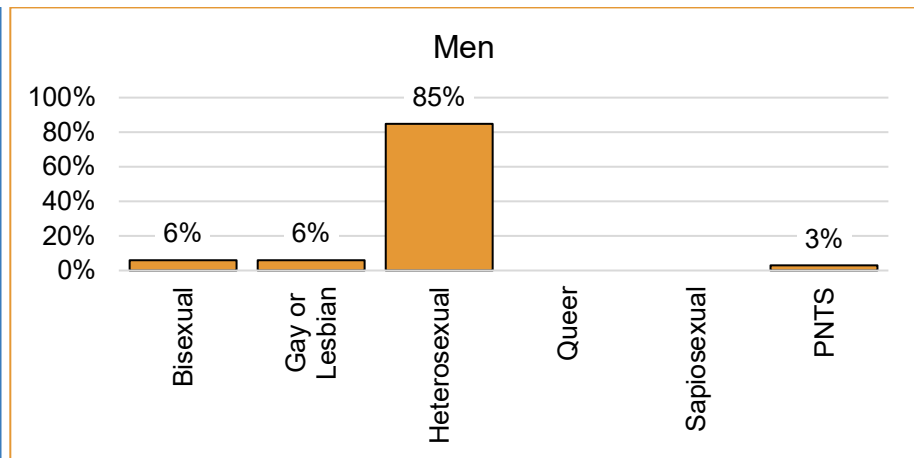
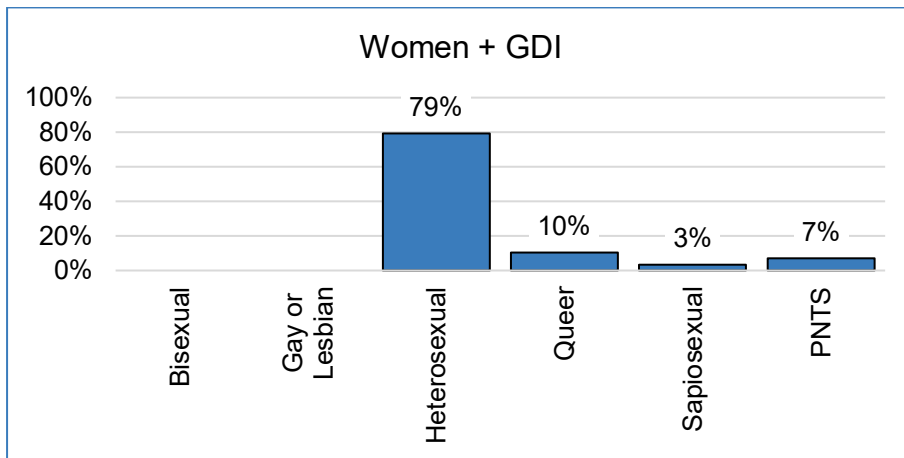
How would you describe your ethnicity or ethnic background?

X Axis Key – ethnicity

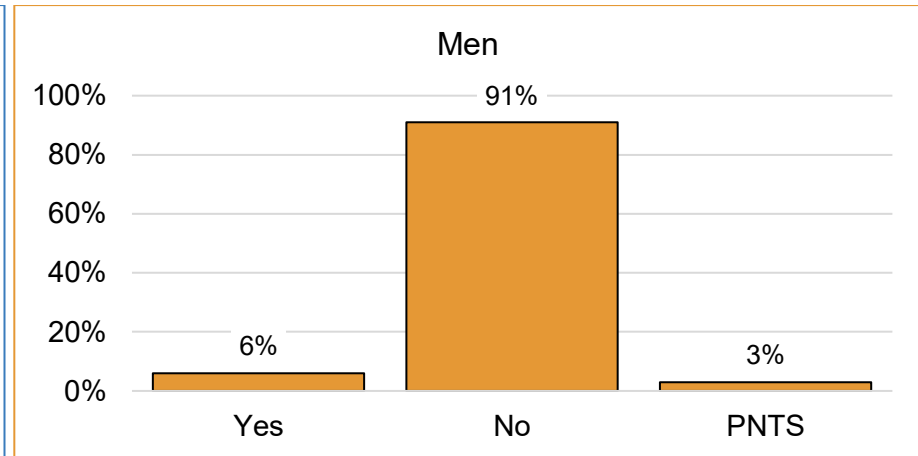
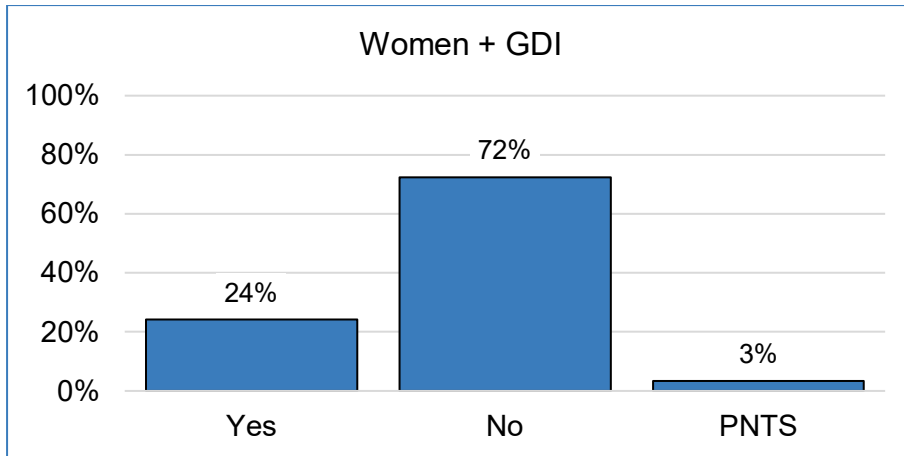
White UK	White English, Scottish, Welsh, Northern Irish
Mixed Asian	White or White British and Asian or Asian British
Mixed Black	White or White British and Black Caribbean or Black Caribbean British
Chinese +	Chinese or Chinese British
Other Asian	Any other Asian
Other ethnic	Any other ethnic
Other mixed	Any other mixed or multiple ethnic
Other White	Any other white
PNTS	Prefer not to say



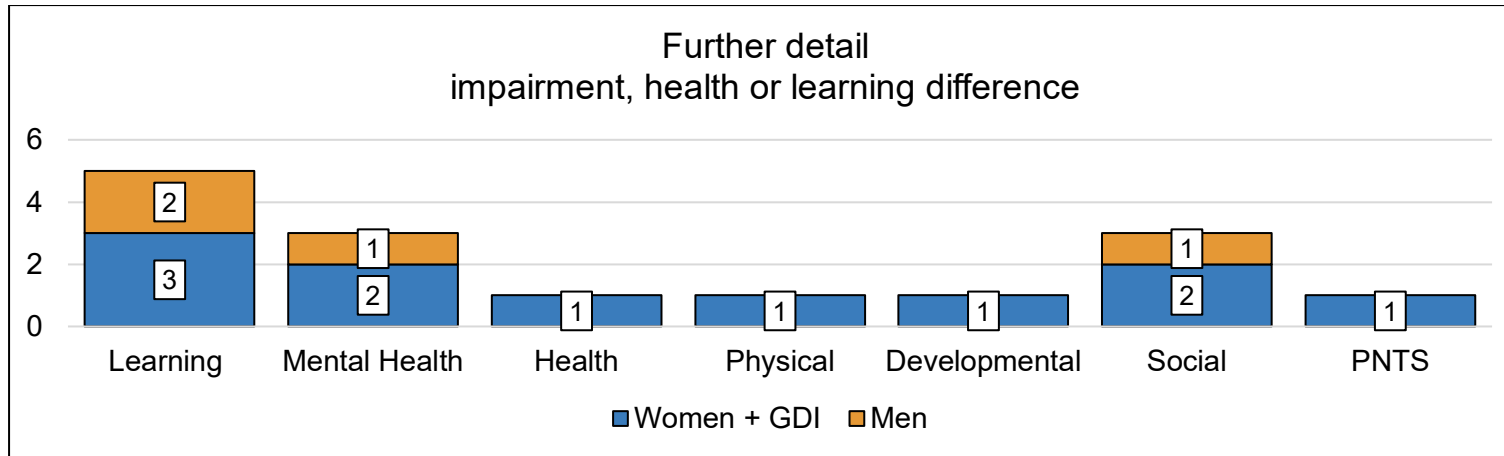
Are you transgender or do you have a transgender background?



How would you describe your sexual orientation?



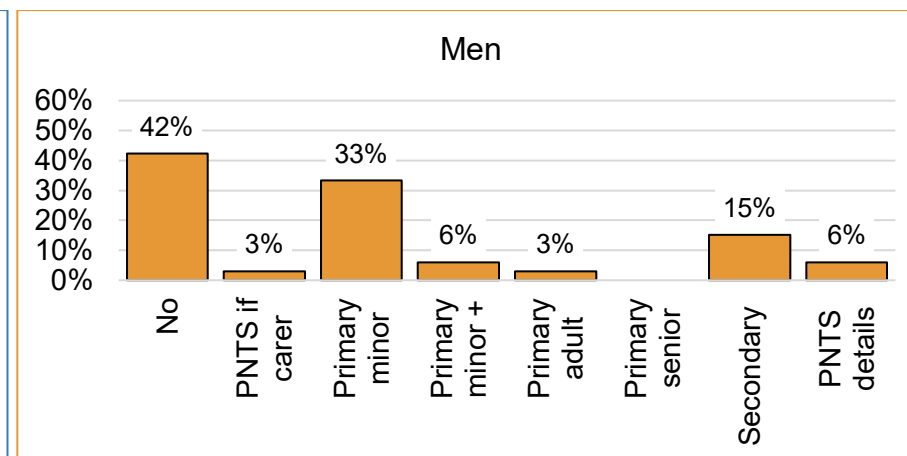
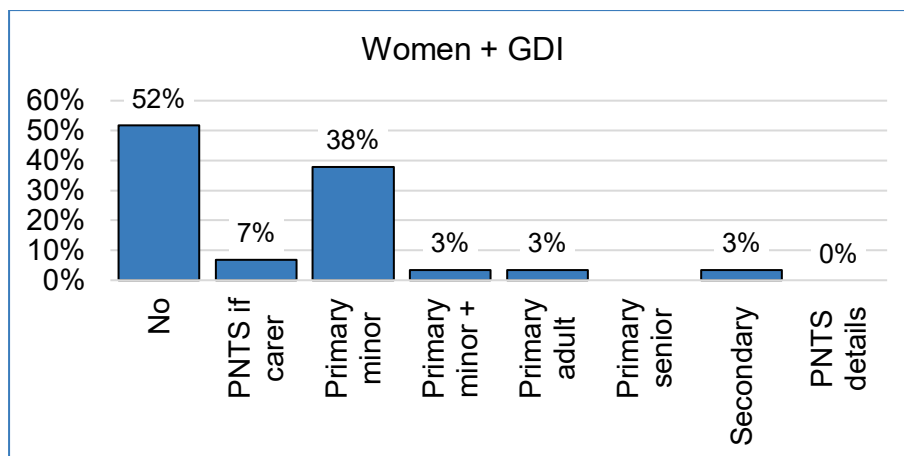
Do you have an impairment, health condition or learning difference that has a substantial or long-term impact on your ability to carry out day-to-day activities?



If you have an impairment, health condition or learning difference please provide further detail (multiple answers allowed)
number = individuals

X Axis Key – further detail, impairment, health or learning difference

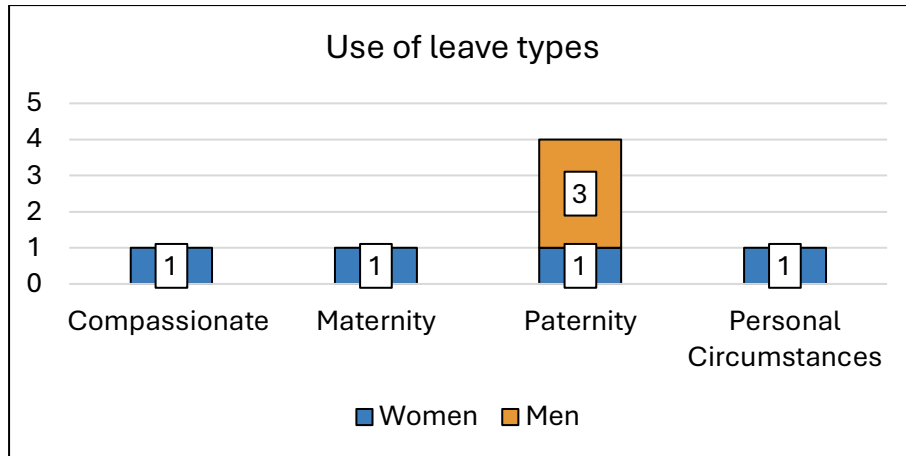
Learning	Learning difference such as dyslexia, dyspraxia or AD(H)D
Mental Health	Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety
Health	Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease or epilepsy
Physical	Physical impairment
Developmental	Development condition since childhood affecting motor cognitive, social or emotional skills
Social	Social and communication conditions such as speech or language impairment or an autistic spectrum condition
PNTS	Prefer not to say



Do you have caring responsibilities? (multiple answers allowed)

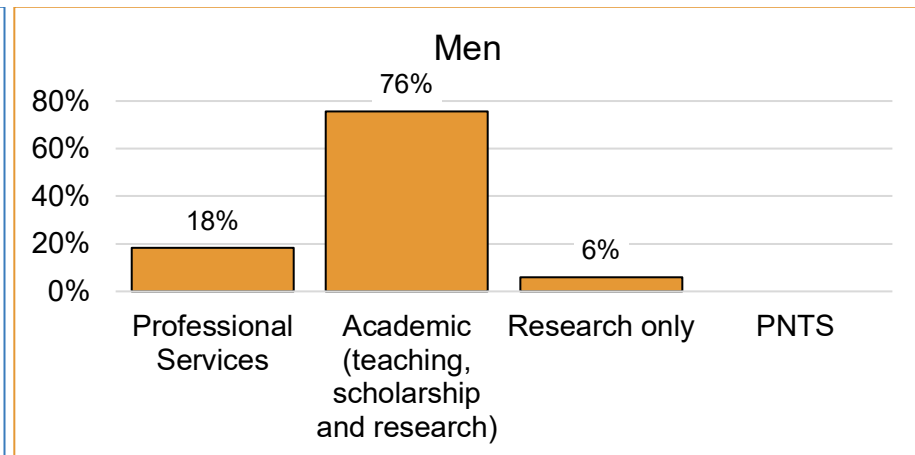
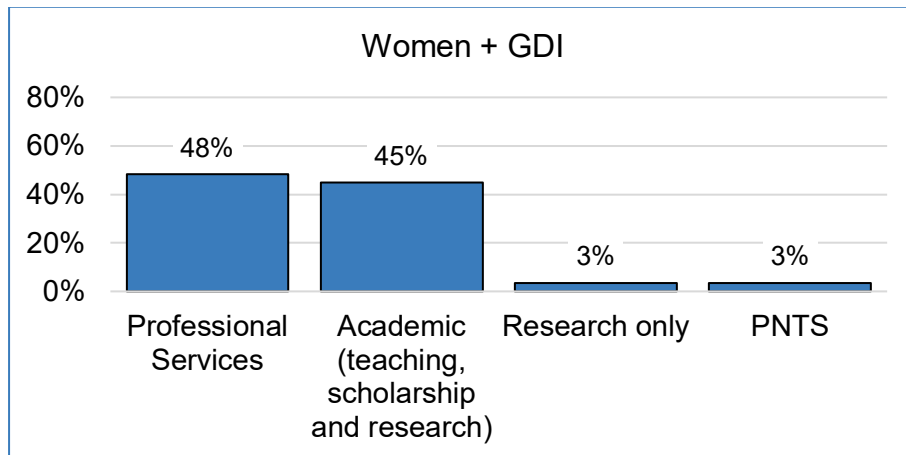
X Axis Key – caring responsibilities

No	No caring responsibility
PNTS if carer	PNTS if have caring responsibility
Primary minor	Primary carer of child/children (under age 18)
Primary minor +	Primary carer of a child/children who is disabled or has a health condition or illness or temporary caring needs (under age 18)
Primary adult	Primary carer or assistant for a disabled adult or adults (over age 18)
Primary senior	Primary carer or assistant for an older person or people (over age 65)
Secondary	Secondary carer
PNTS details	PNTS details of caring

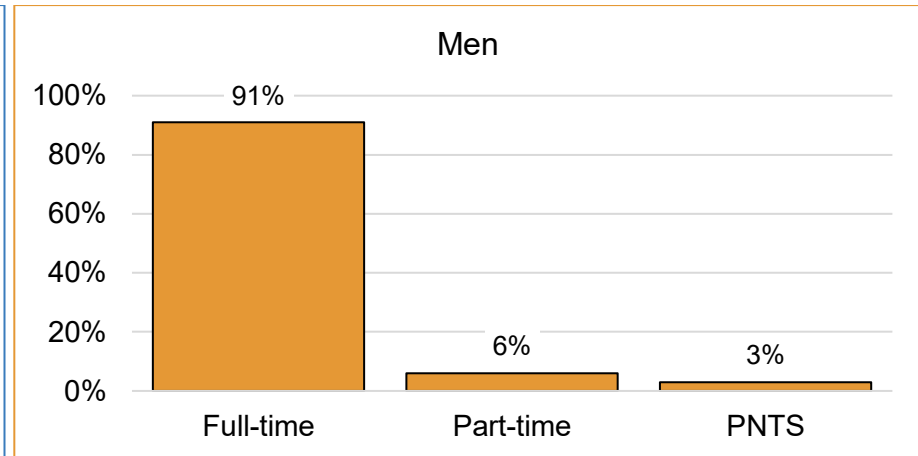
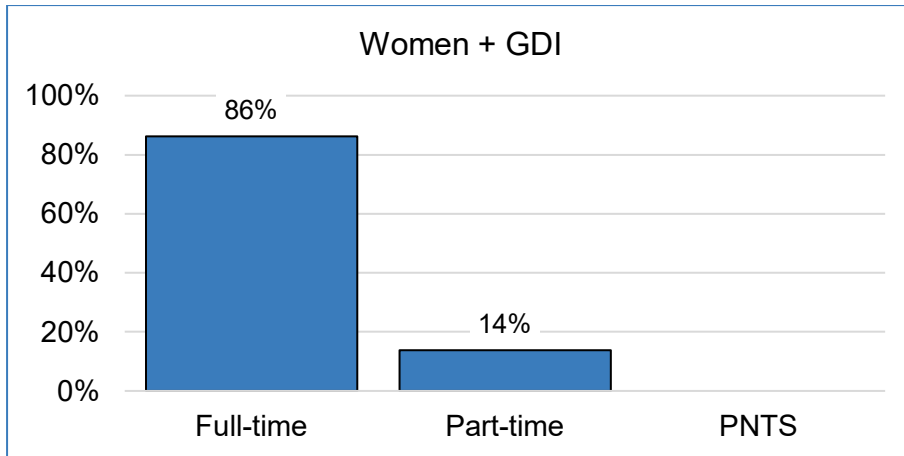


In the past 12 months, have you taken any of the following types of leave? (multiple answers allowed)
 Number = individuals

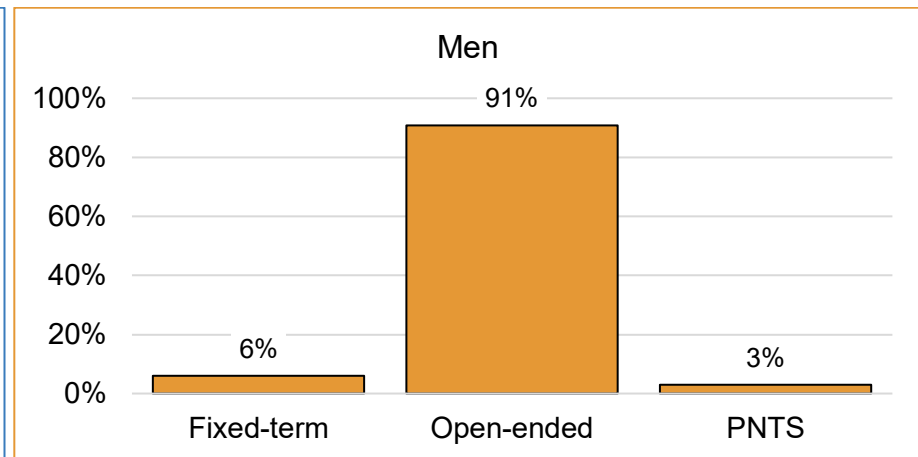
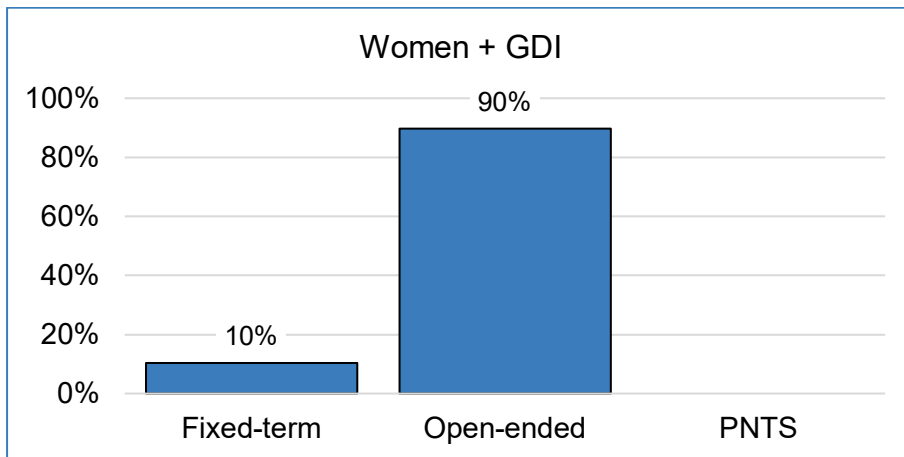
Employment Data



What type of role do you hold?

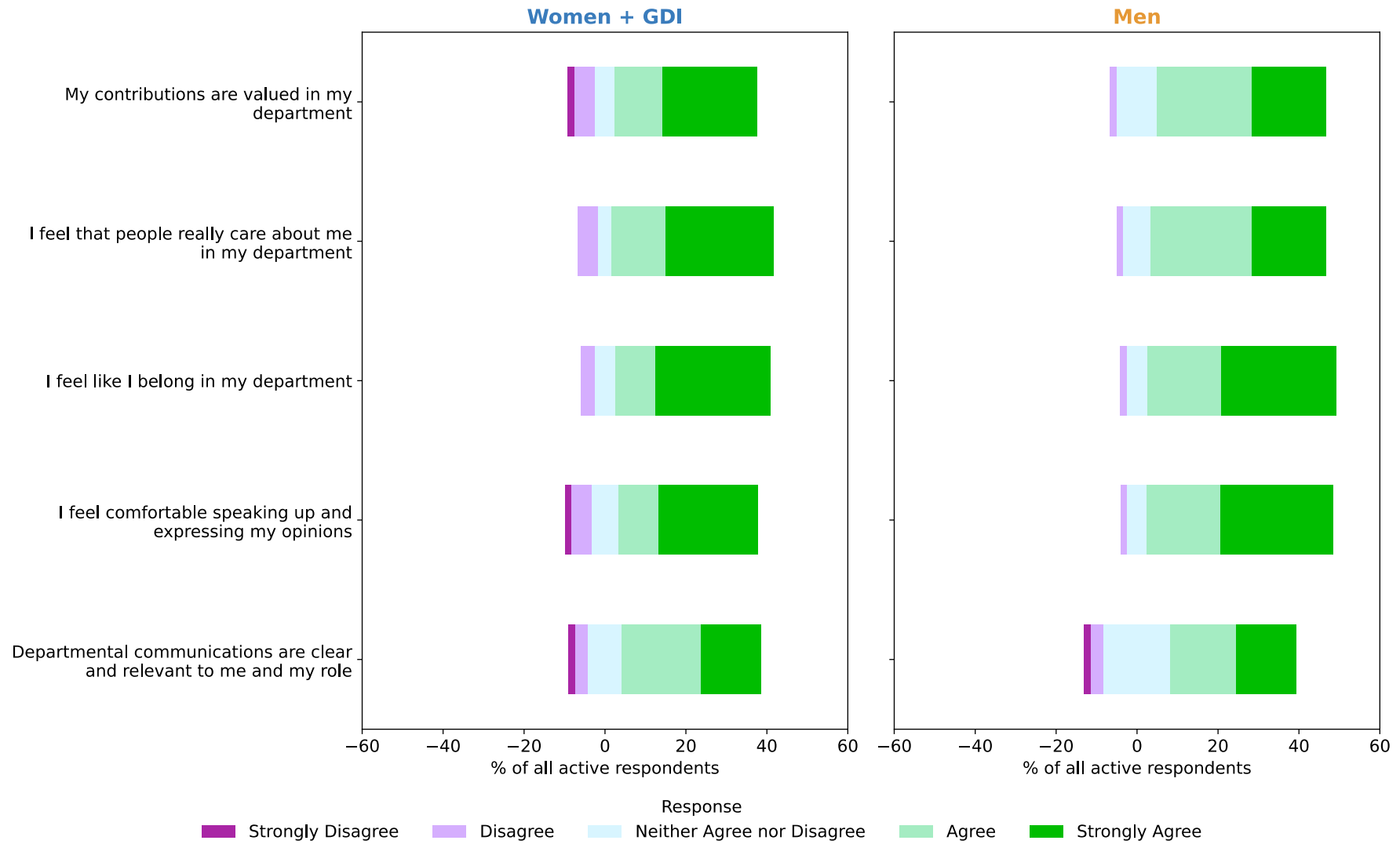


What are your working hours?

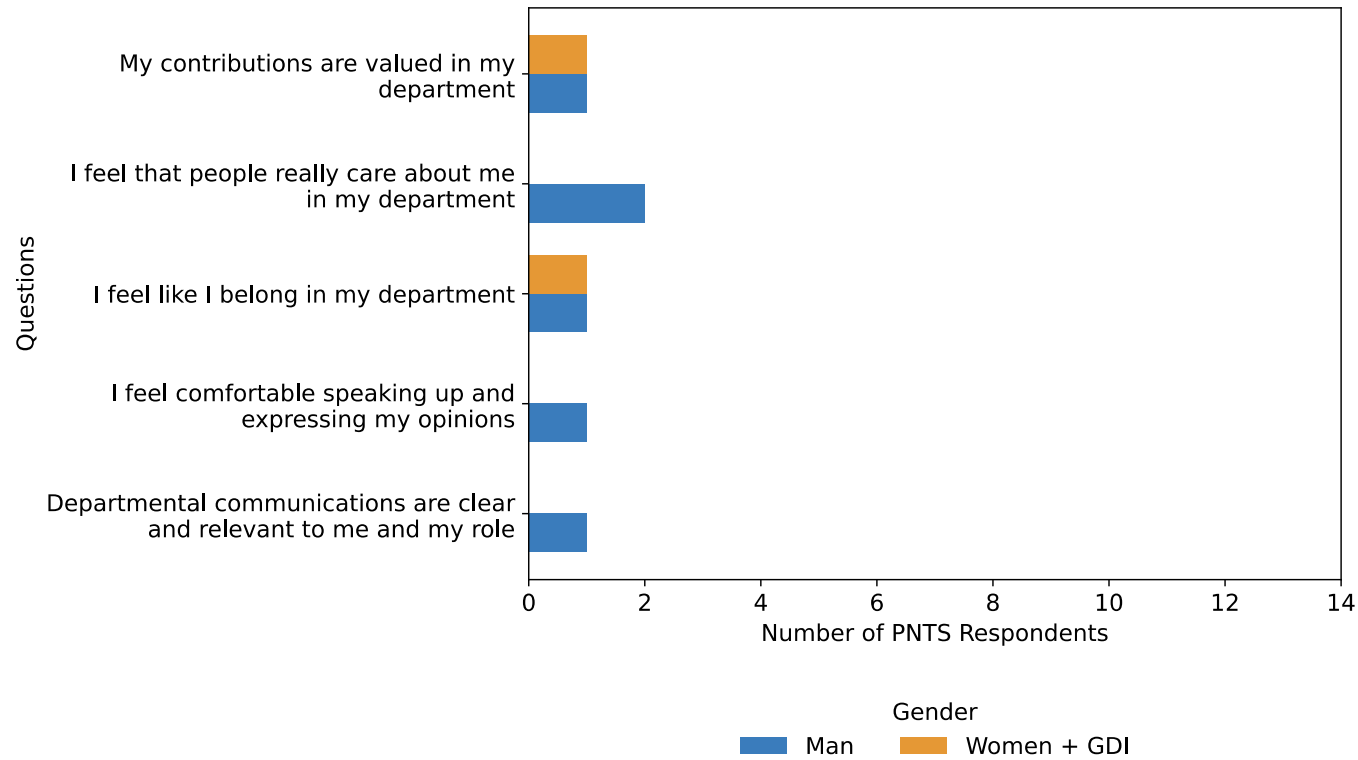


What are the terms of your contract?

Belonging and inclusion

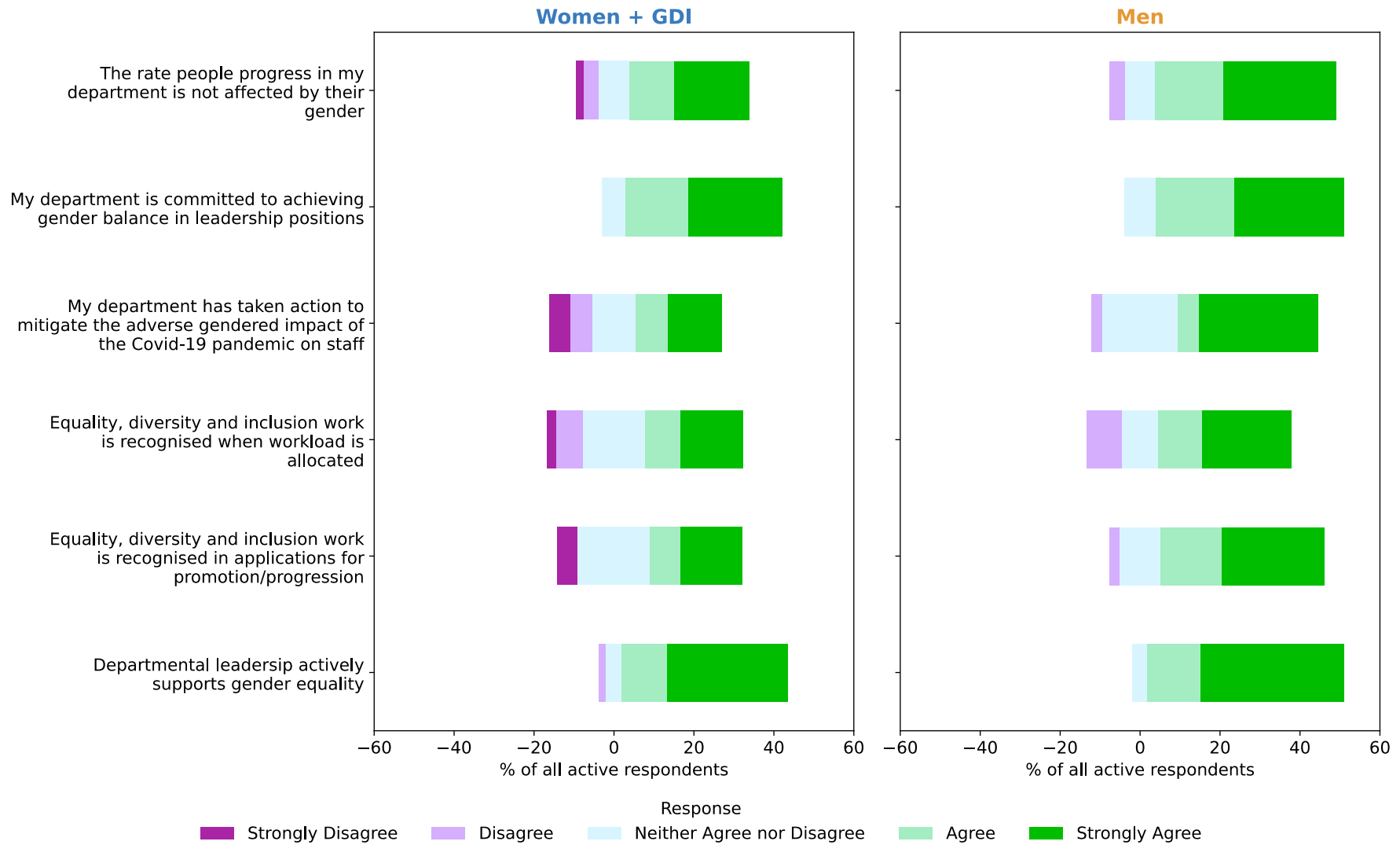


Percentages represent the proportion of all active respondents, excluding those who selected “prefer to not say”



Number of respondents who answered prefer not to say for each question

Gender Equality

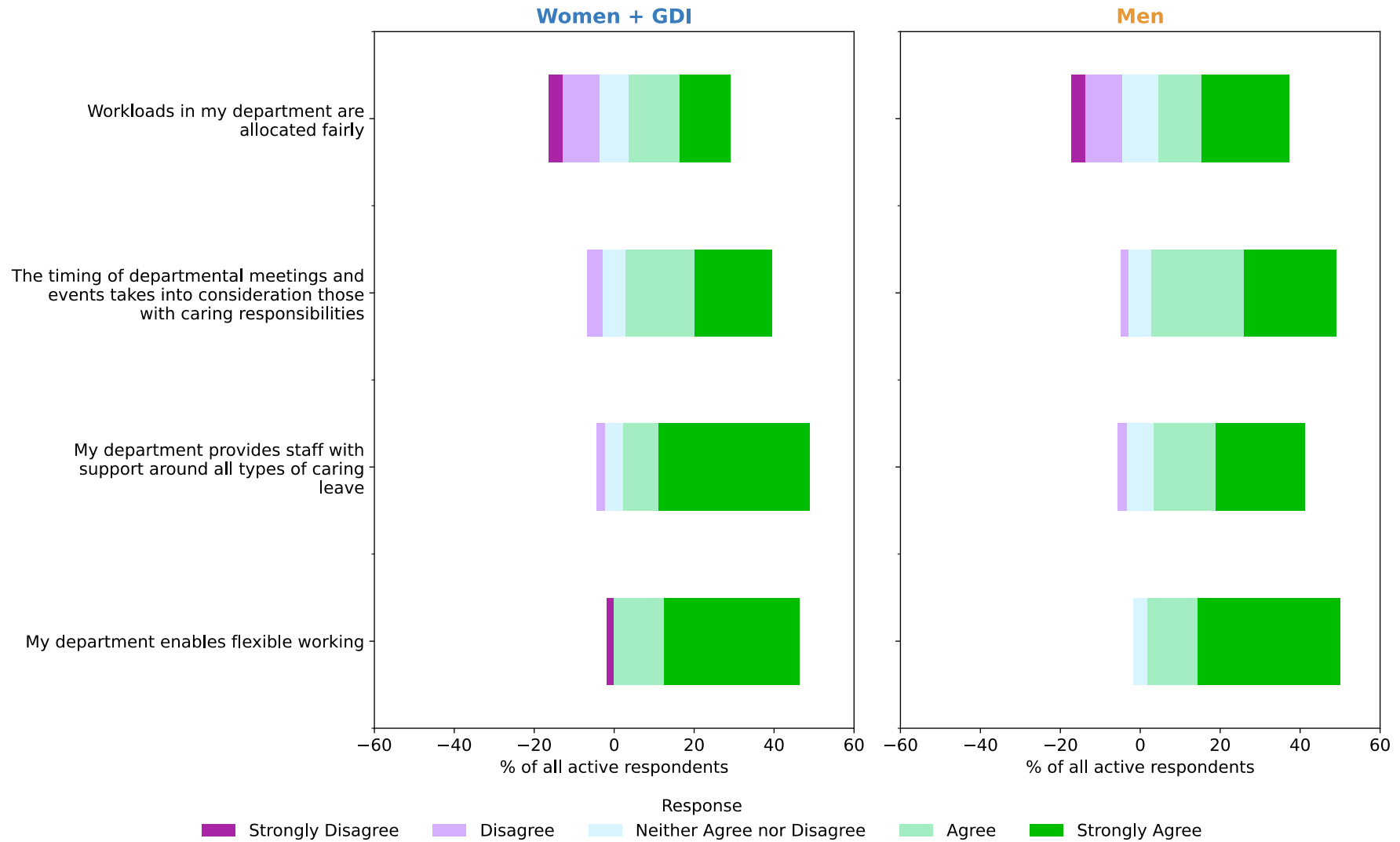


Percentages represent the proportion of all active respondents, excluding those who selected “prefer to not say”

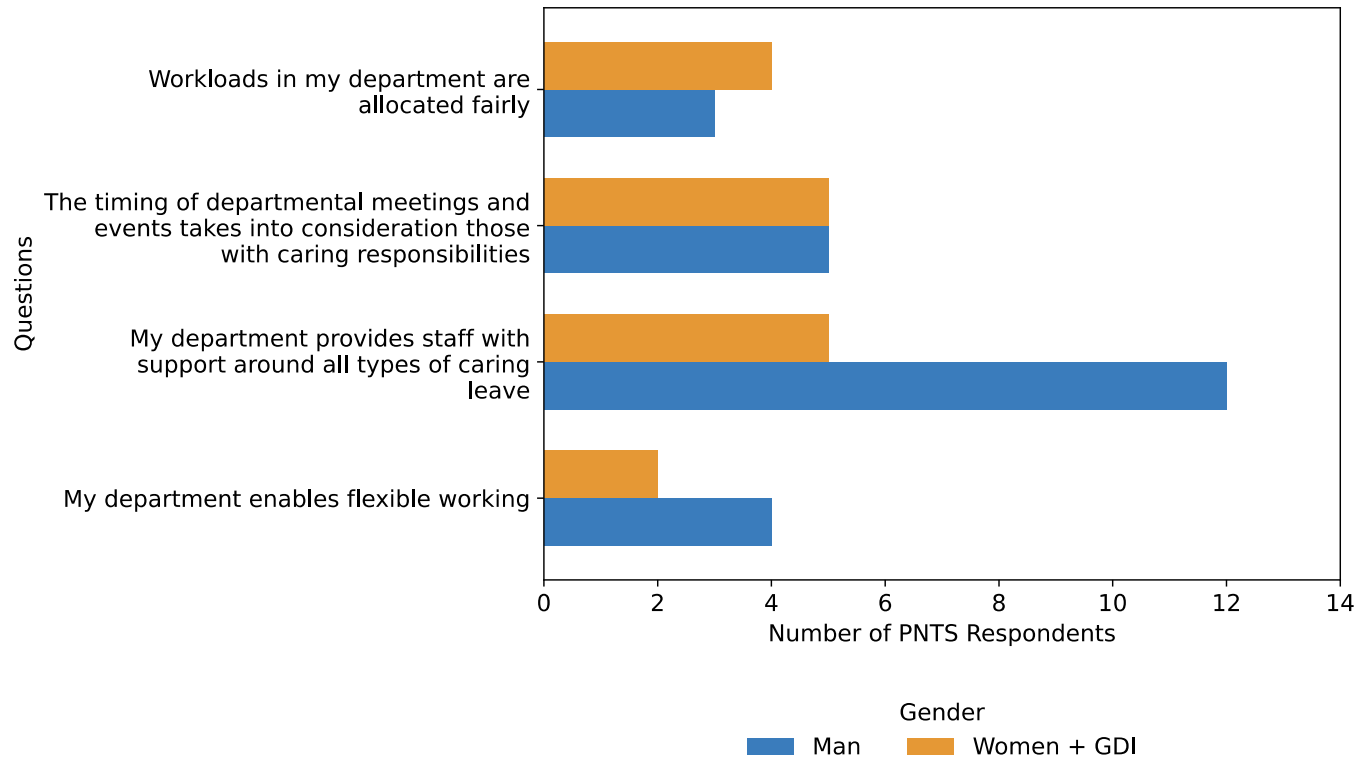


Number of respondents who answered prefer not to say for each question

Work-Life Balance

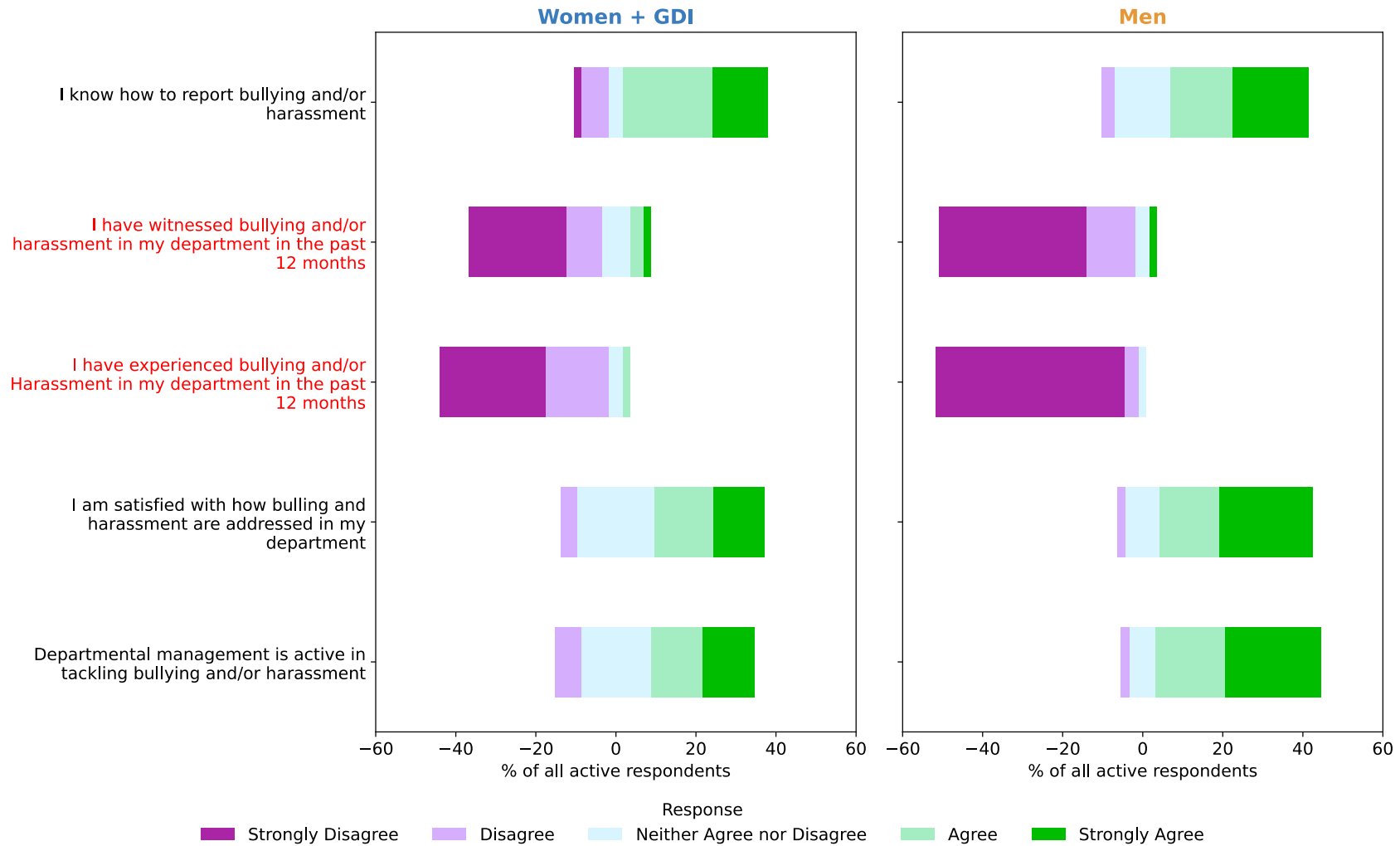


Percentages represent the proportion of all active respondents, excluding those who selected "prefer to not say"

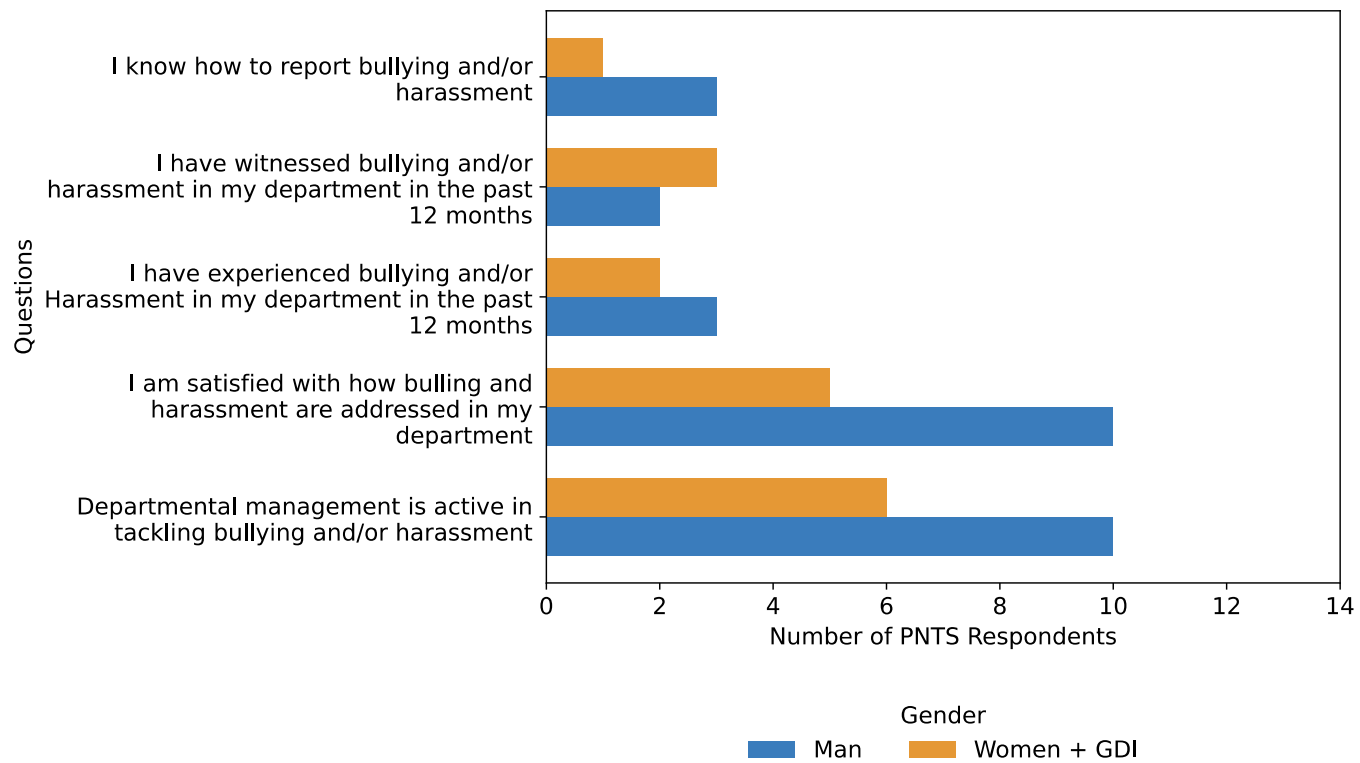


Number of respondents who answered prefer not to say for each question

Bullying and Harassment

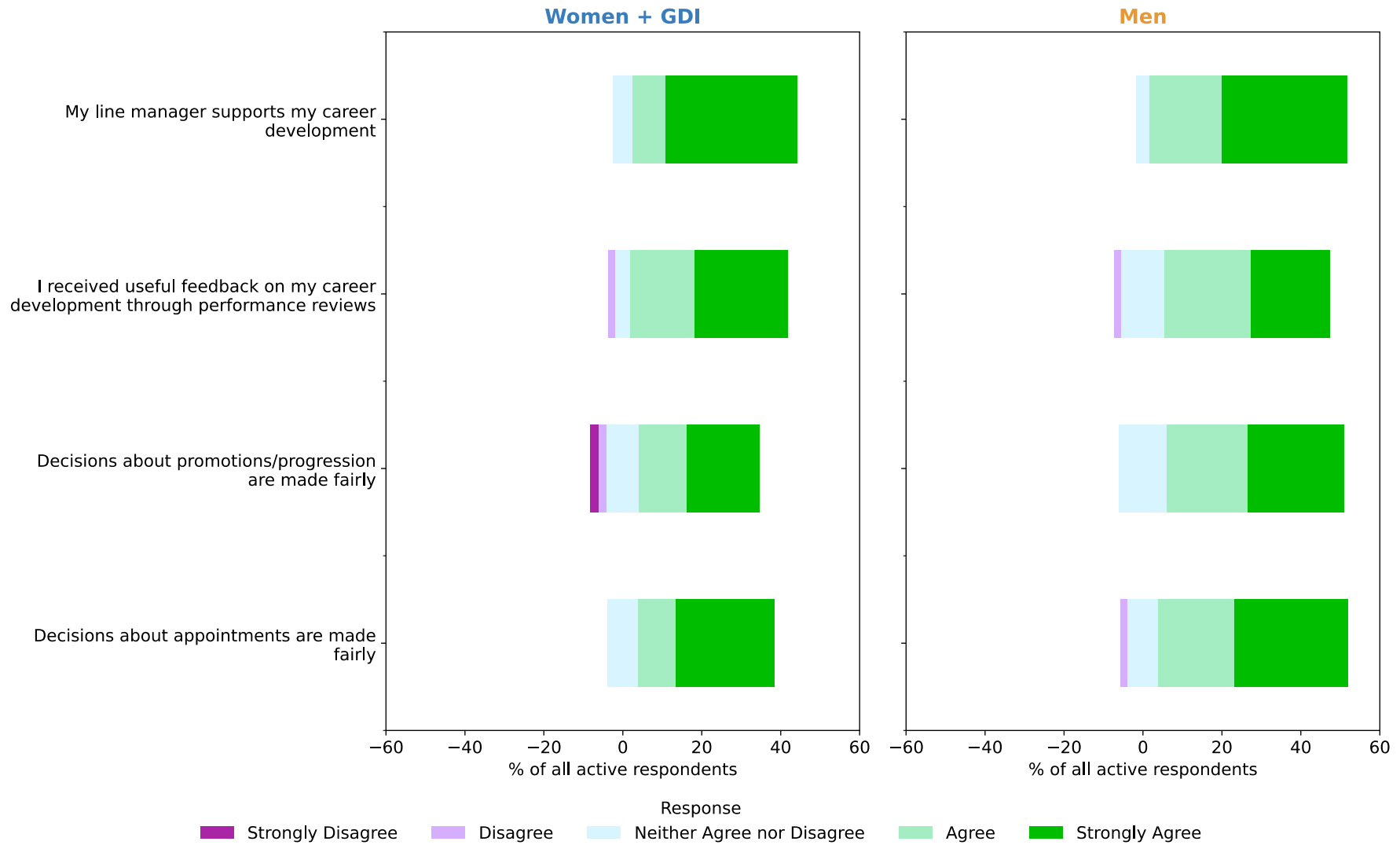


Questions where disagree answers are positive are highlighted in red. Percentages represent the proportion of all active respondents, excluding those who selected “prefer to not say”

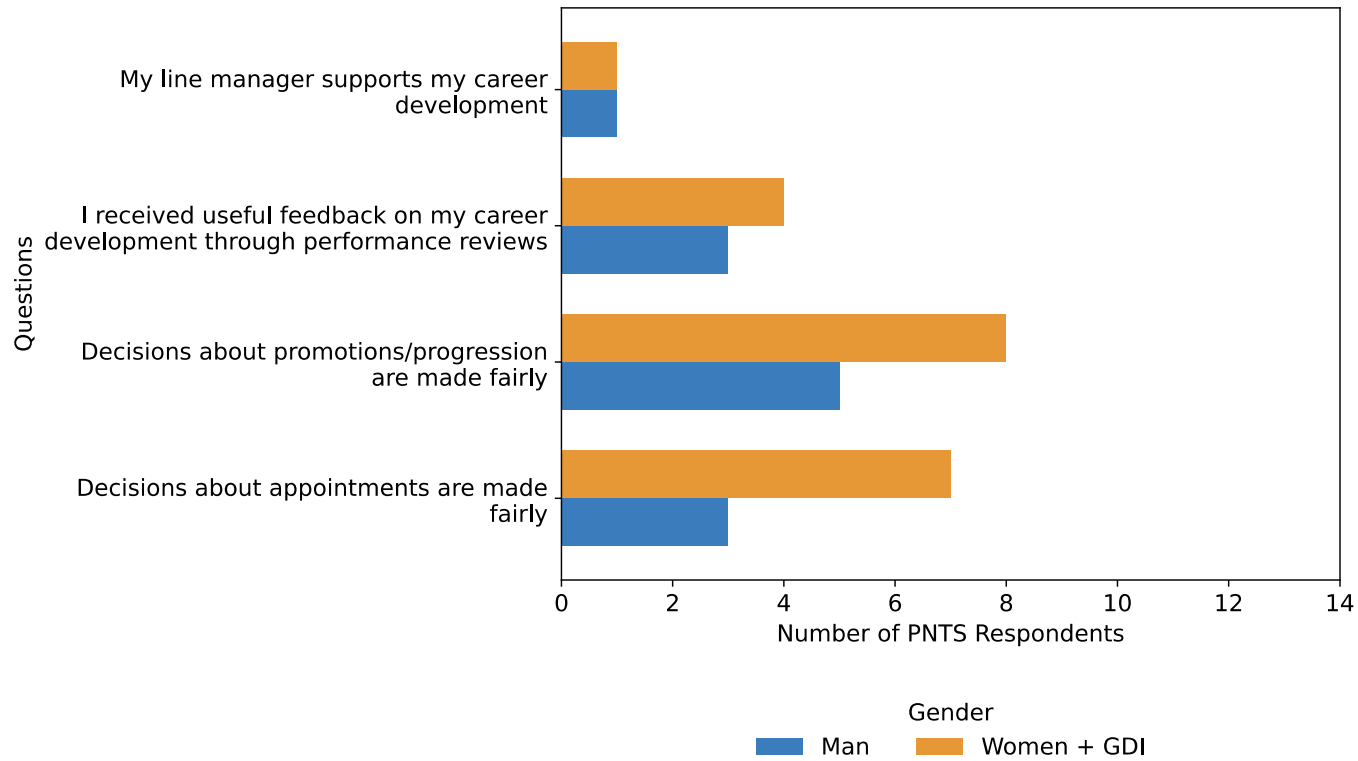


Number of respondents who answered prefer not to say for each question

Career Development

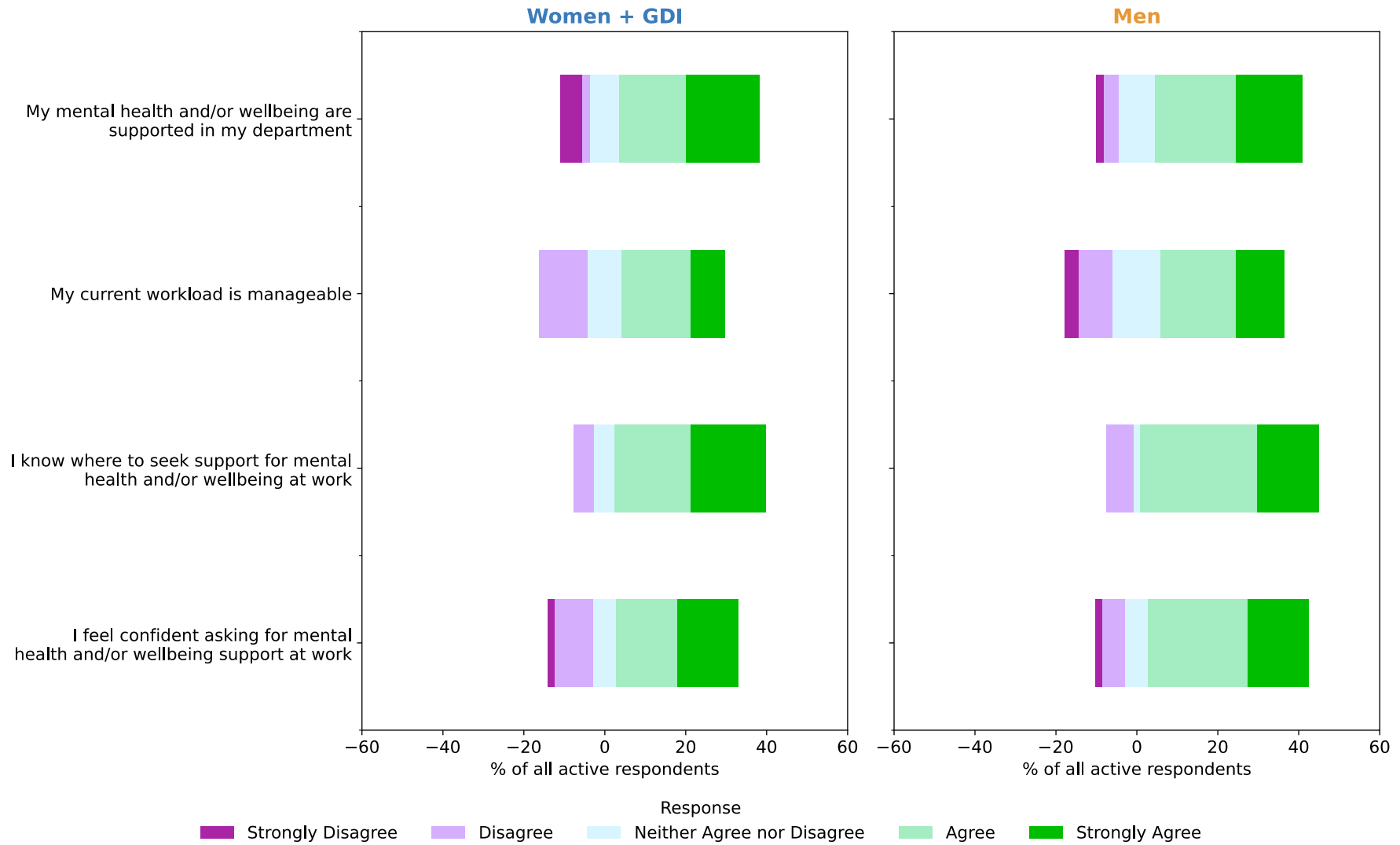


Percentages represent the proportion of all active respondents, excluding those who selected “prefer to not say”

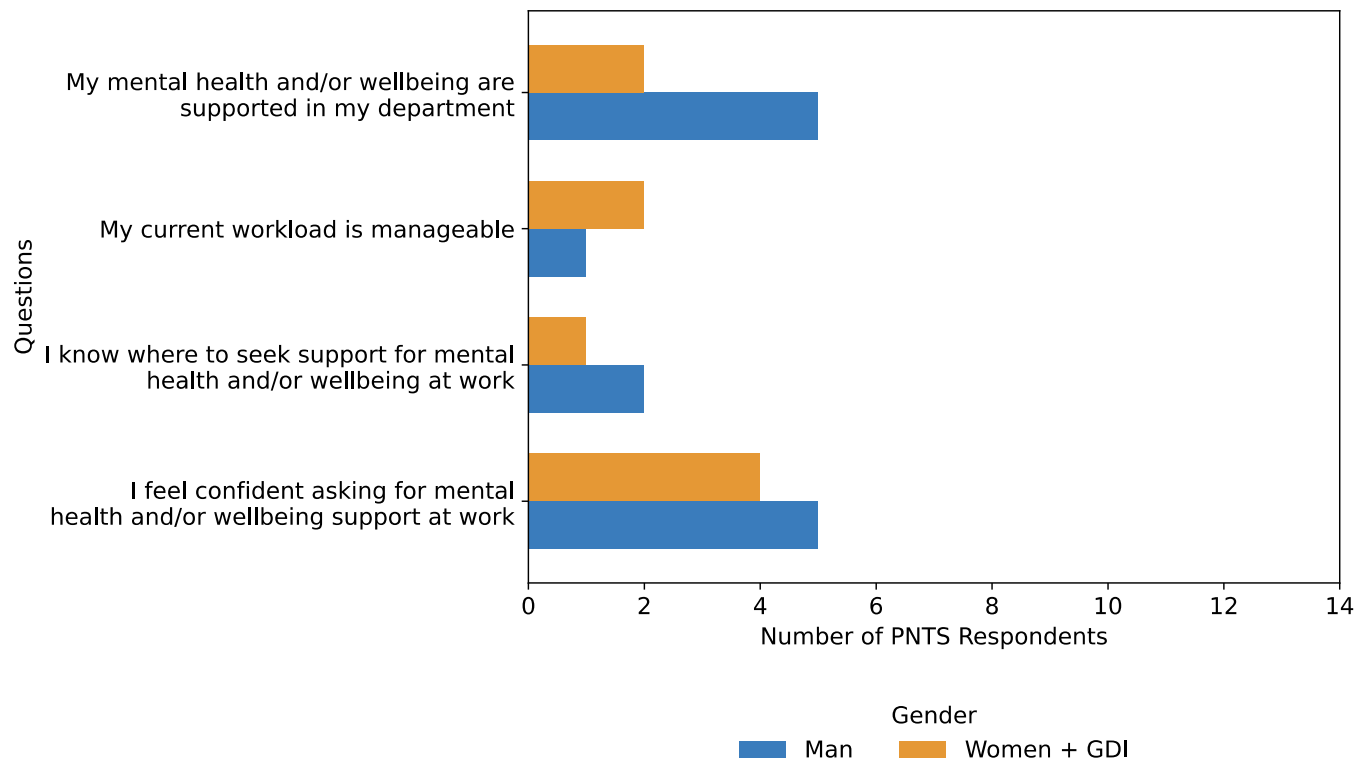


Number of respondents who answered prefer not to say for each question

Wellbeing



Percentages represent the proportion of all active respondents, excluding those who selected "prefer to not say"



Number of respondents who answered prefer not to say for each question

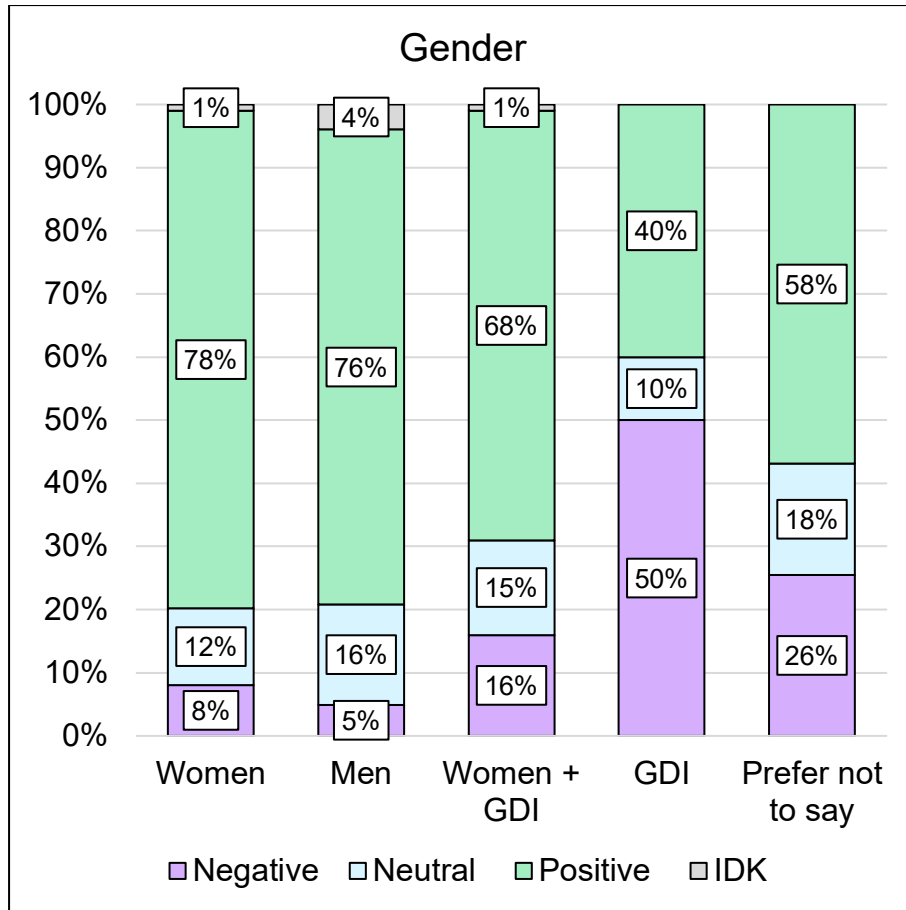
Further Intersectional Analysis

This section presents the data relating to our intersectional analysis of the 2024 Staff Culture Survey results

Belonging

Overall impression of sense of belonging within COMSC by gender

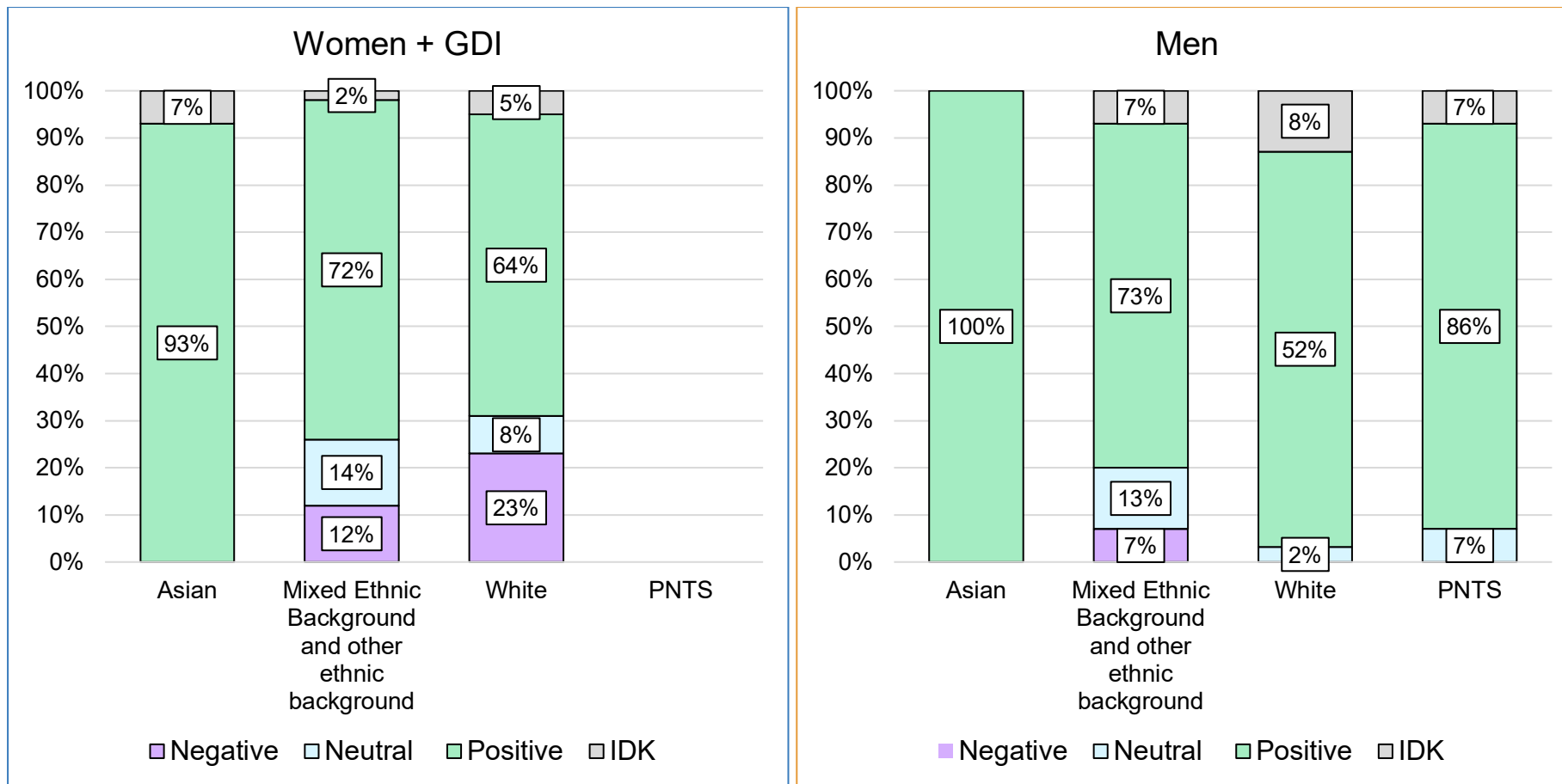
	Negative	Neutral	Positive	IDK
Women	8%	12%	78%	1%
Men	5%	16%	76%	4%
Women + GDI	16%	15%	68%	1%
GDI	50%	10%	40%	0%
Prefer not to say	26%	18%	58%	0%



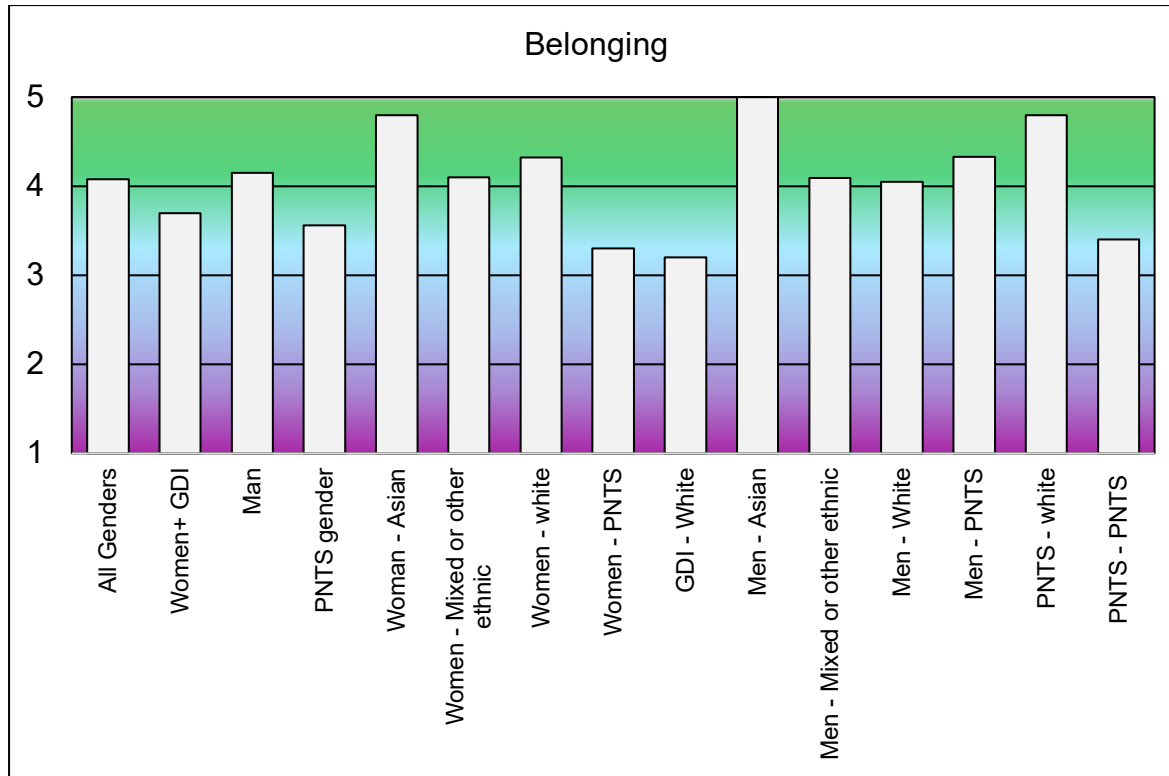
Overall impression of sense of belonging within COMSC by gender

Overall impression of sense of belonging within COMSC by Gender and Ethnic Identity

	Women + GDI				Men			
	Negative	Neutral	Positive	IDK	Negative	Neutral	Positive	IDK
Asian	0%	0%	93%	7%	0%	0%	100%	0%
Mixed Ethnic Background and other ethnic background	12%	14%	72%	2%	7%	13%	73%	7%
White	23%	8%	64%	5%	0%	2%	52%	8%
PNTS	0%	0%	0%	0%	0%	7%	86%	7%



Overall impression of sense of belonging within COMSC by Gender and Ethnic Identity

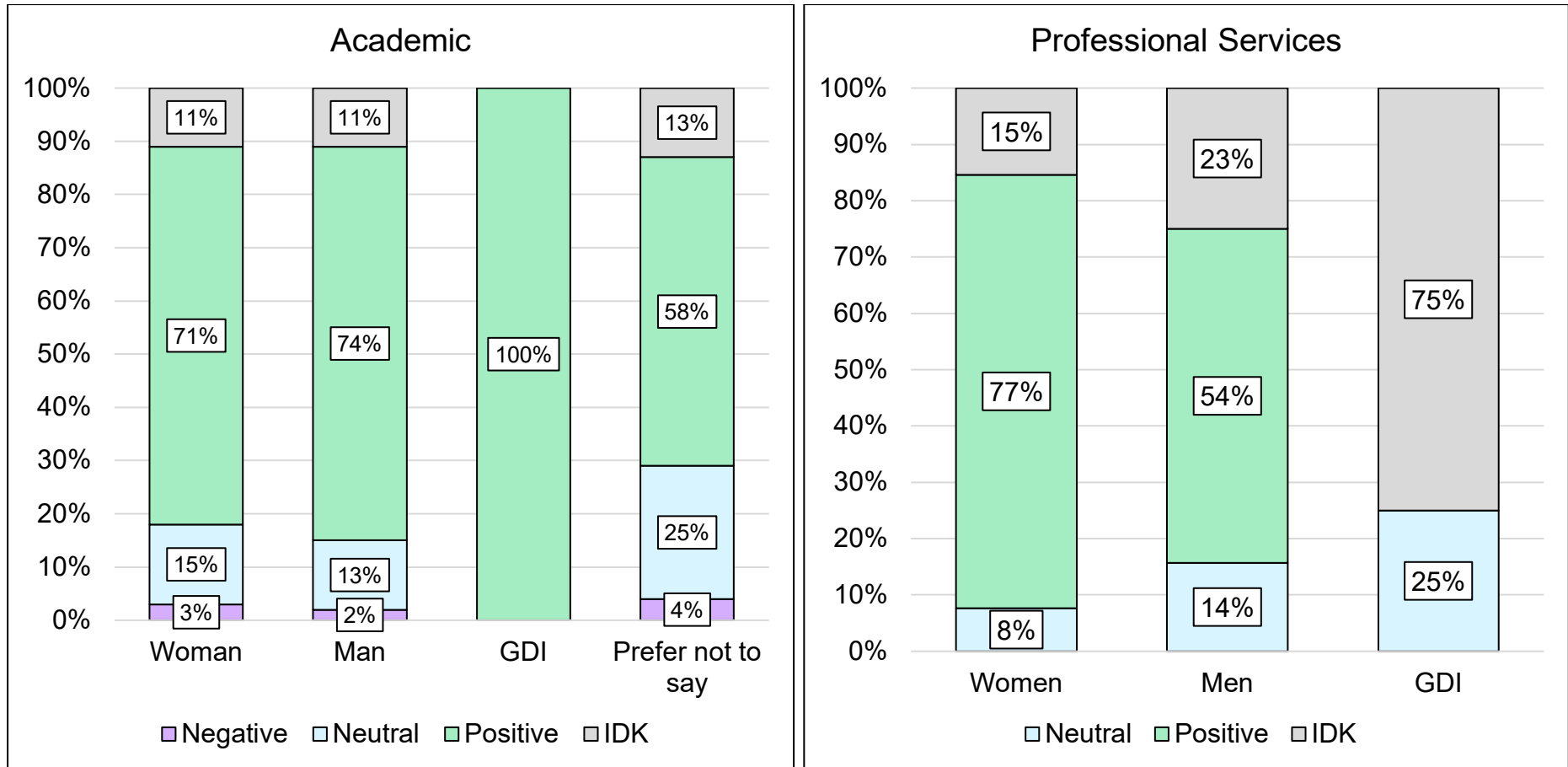


Overall impression of sense of belonging within COMSC by Gender and Ethnic Identity – average responses from strongly disagree (1) to Strongly agree (5)

Career Development

Overall impression of career development support and opportunities by Gender and Career Pathway

	Academic				Professional services			
	Negative	Neutral	Positive	IDK	Negative	Neutral	Positive	IDK
Woman	3%	15%	71%	11%	0%	8%	77%	15%
Man	2%	13%	74%	11%	0%	14%	54%	23%
GDI	0%	0%	100%	0%	0%	25%	0%	75%
Prefer not to say	4%	25%	58%	13%	0%	0%	0%	0%

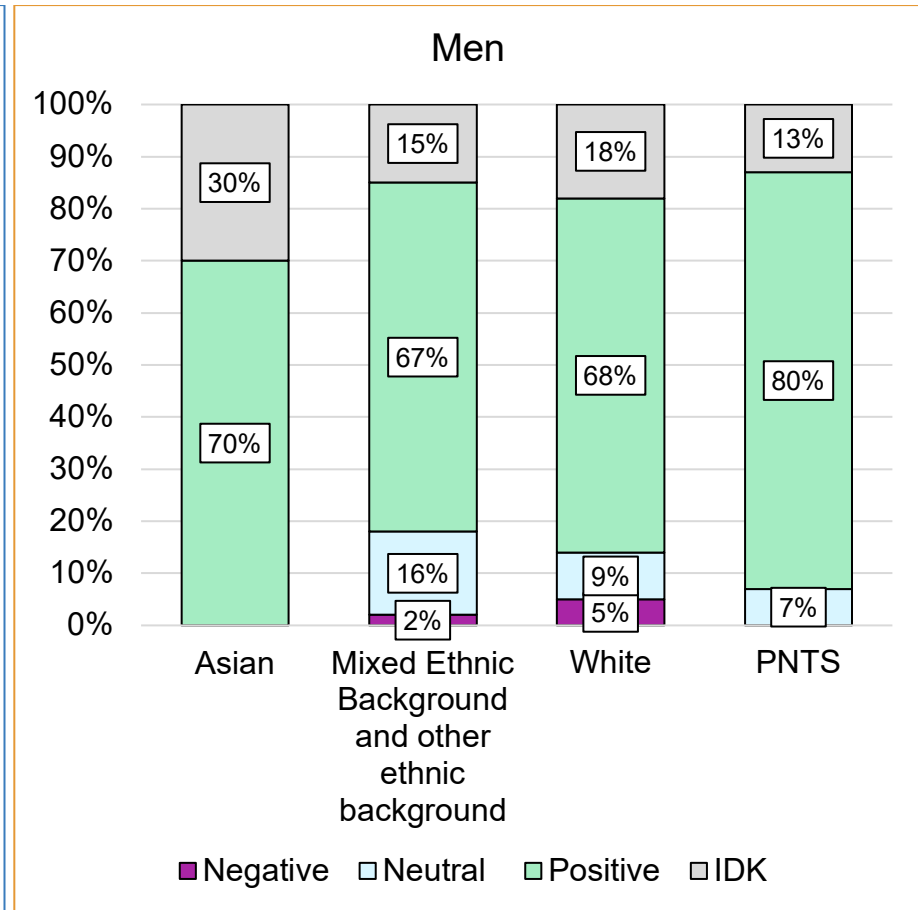
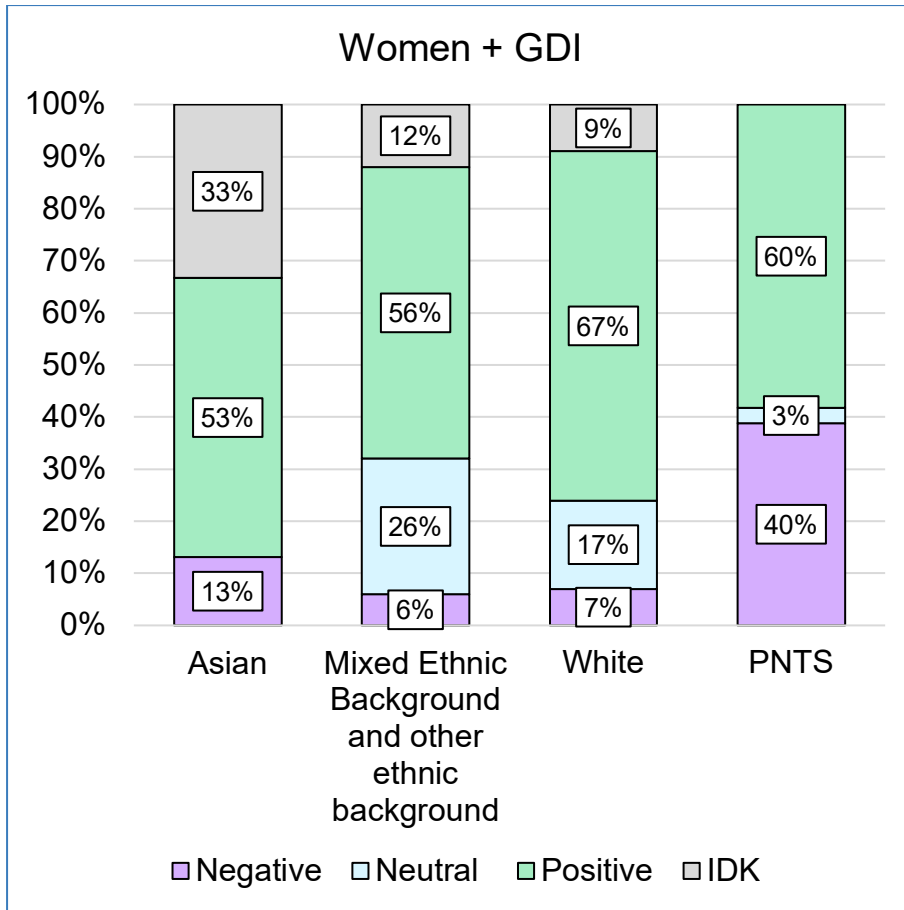


Overall impression of career development support and opportunities by Gender and Career Pathway

Bullying and Harassment

Overall impressions of bullying and harassment issues by Gender and Ethnic Identity

	Women + GDI				Men			
	Negative	Neutral	Positive	IDK	Negative	Neutral	Positive	IDK
Asian	13%	0%	53%	33%	0%	0%	70%	30%
Mixed Ethnic Background and other ethnic background	6%	26%	56%	12%	2%	16%	67%	15%
White	7%	17%	67%	9%	5%	9%	68%	18%
PNTS	40%	3%	60%	0%	0%	7%	80%	13%



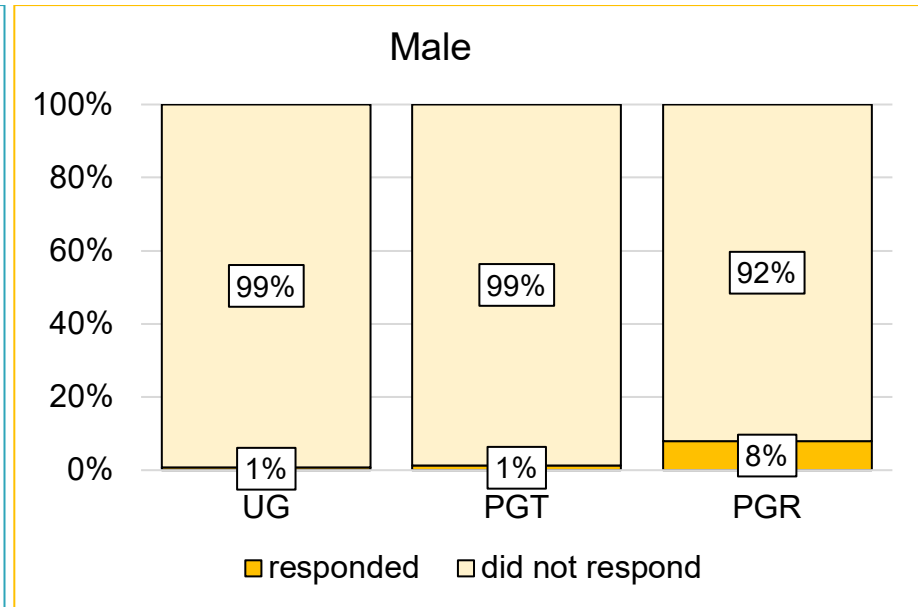
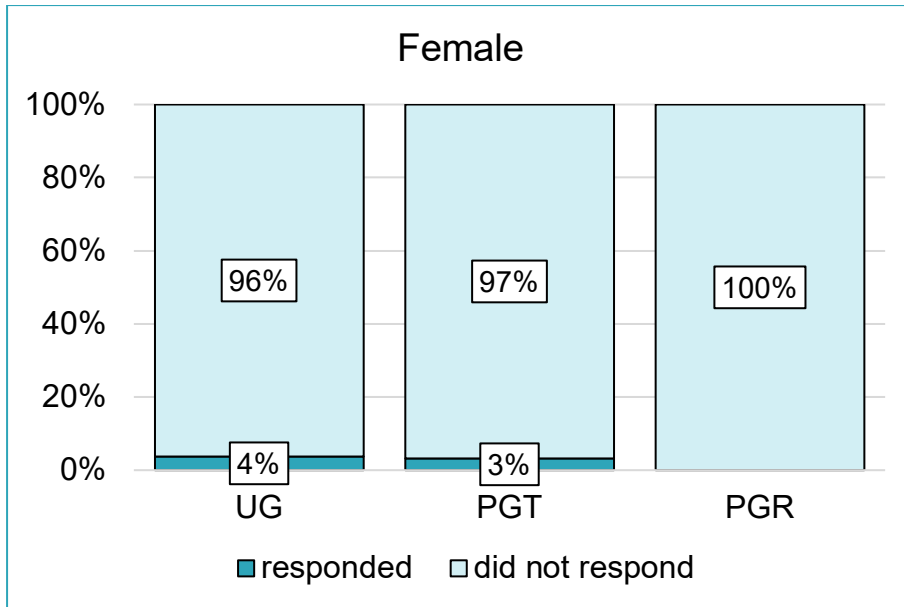
Overall impression of bullying issues and responses: Gender and Ethnic Identity

1.2 Student Culture Survey 2024

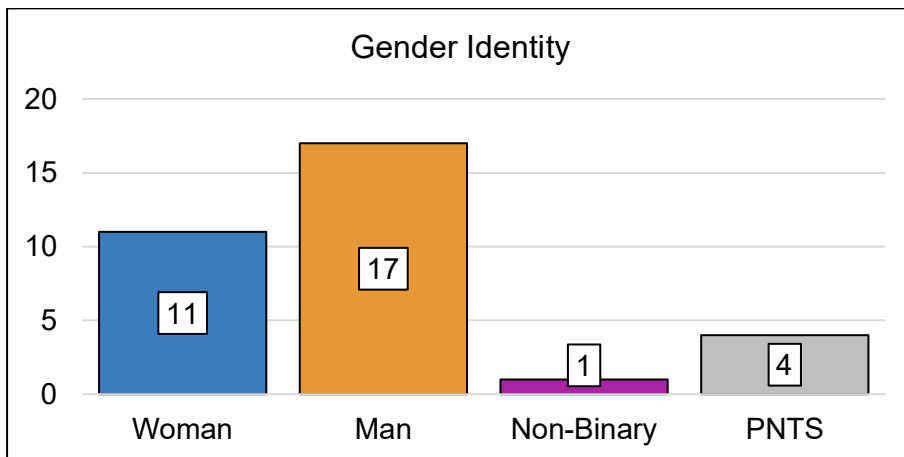
Response Rates

Total student numbers are taken from student head count for all courses 2023/24.

	Student No.	Responded	Did not respond
Total Students	1635	33	1602
Female	350	11	294
Male	1285	18	1267
PNTS		4	

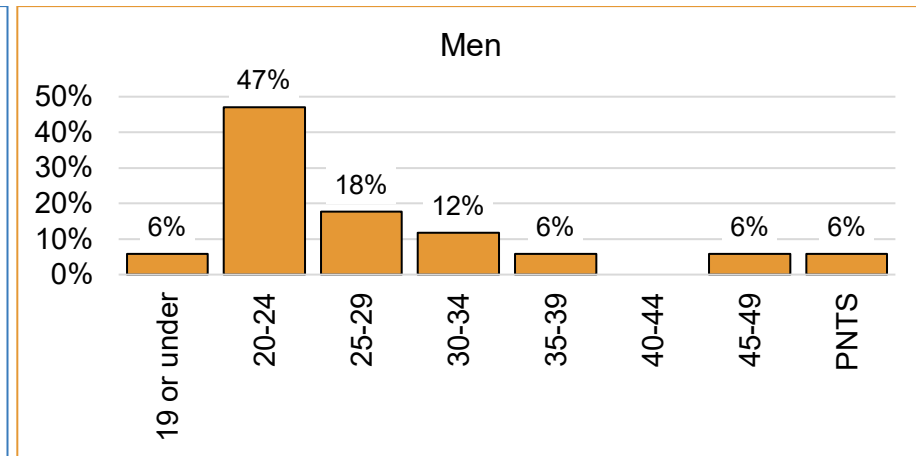
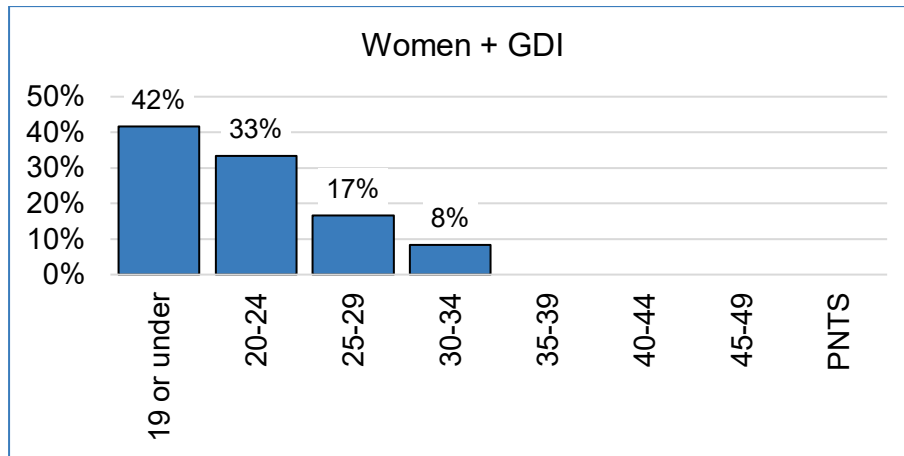


Response rate based on sex

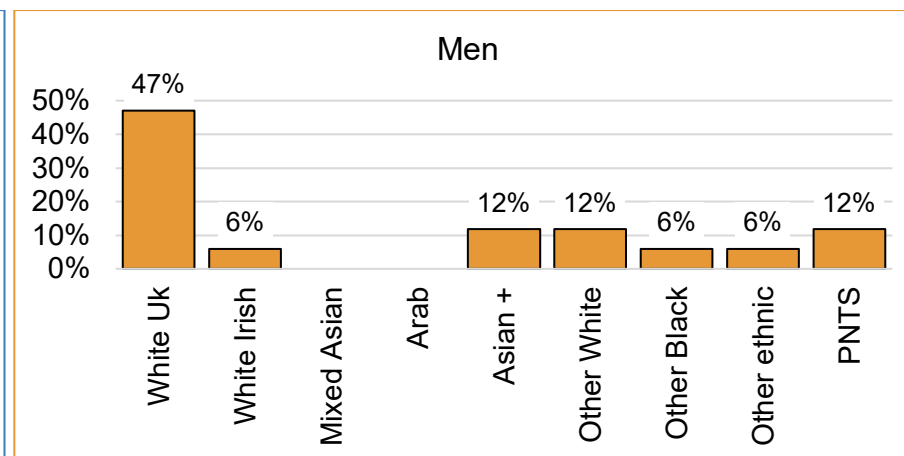
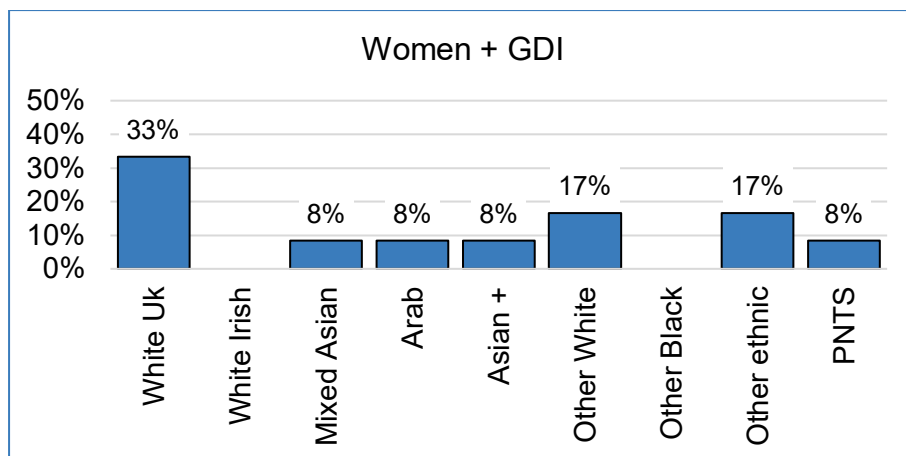


Number of responses by gender identity – numbers = individuals

Intersectional Data



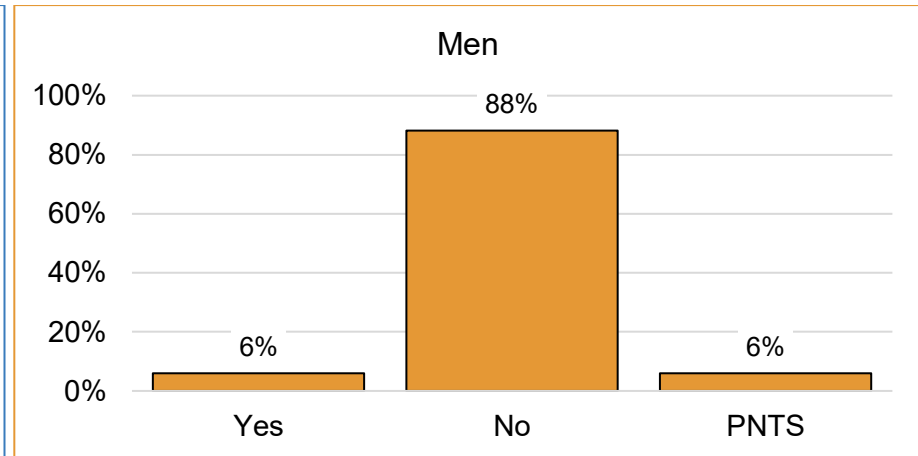
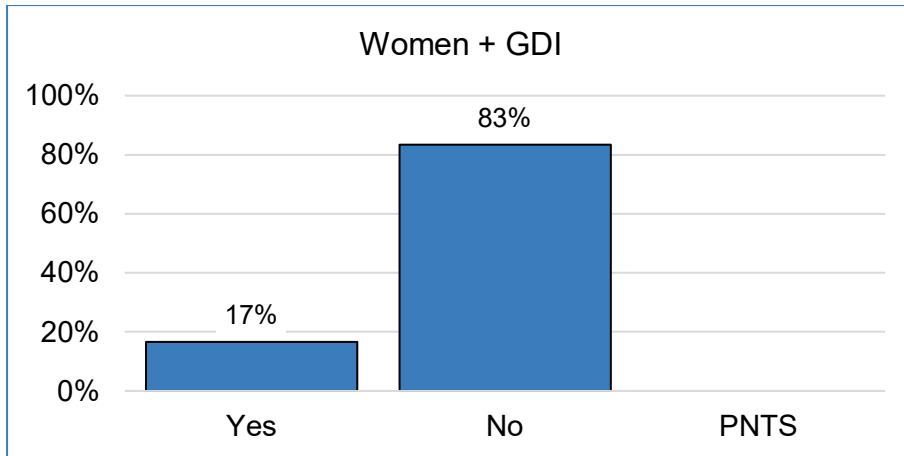
What is your age bracket?



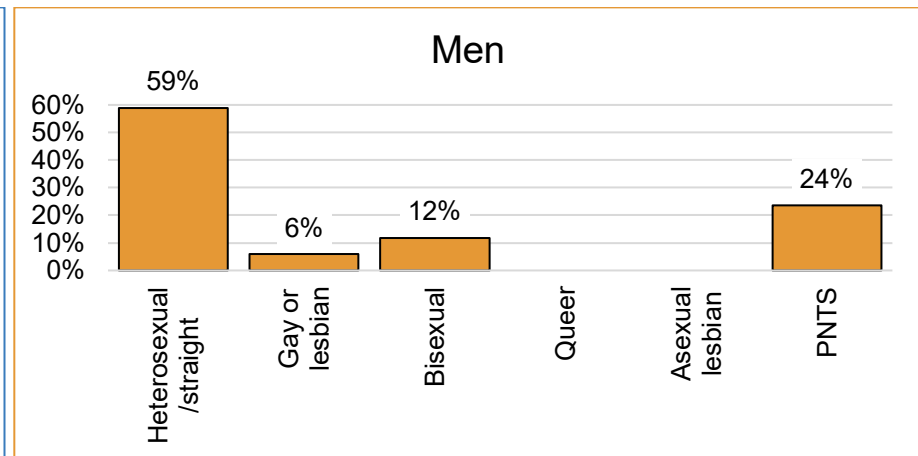
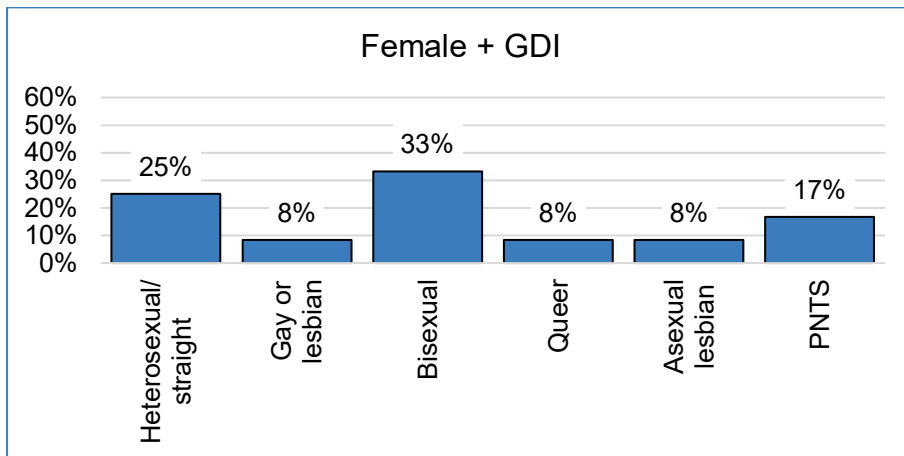
How would you describe your ethnicity or ethnic background?

X Axis Key - ethnicity

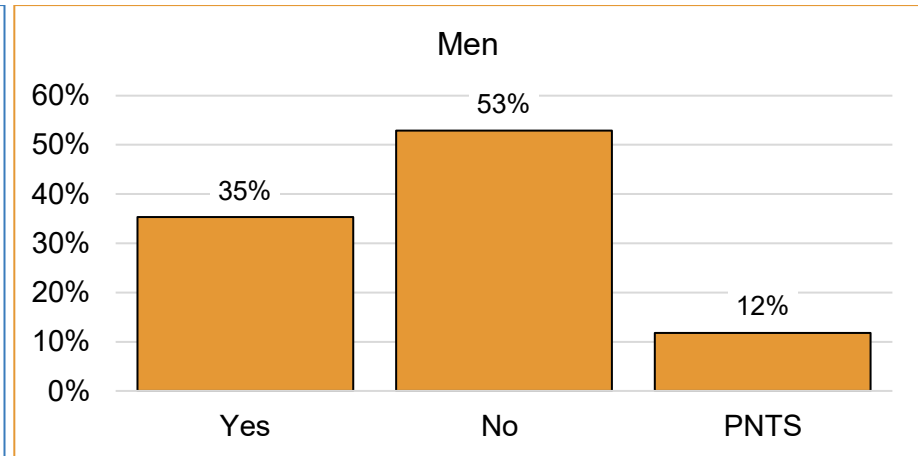
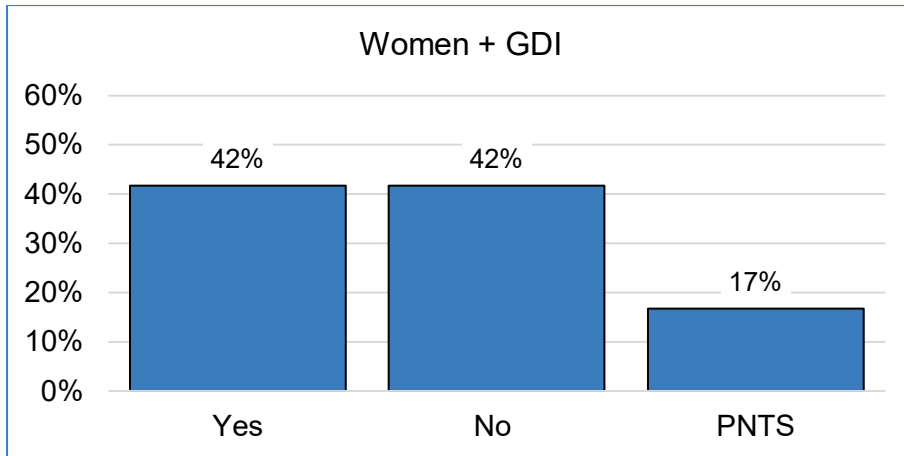
White UK	White English, Scottish, Welsh, Northern Irish
White Irish	White Irish
Mixed Asian	White or White British and Asian or Asian British
Arab	Arab
Asian +	Indian or Indian British Pakistani or Pakistani British
Other White	Any other White background
Other Black	Any other Black background
Other ethnic	Any other ethnic
PNTS	Prefer not to say



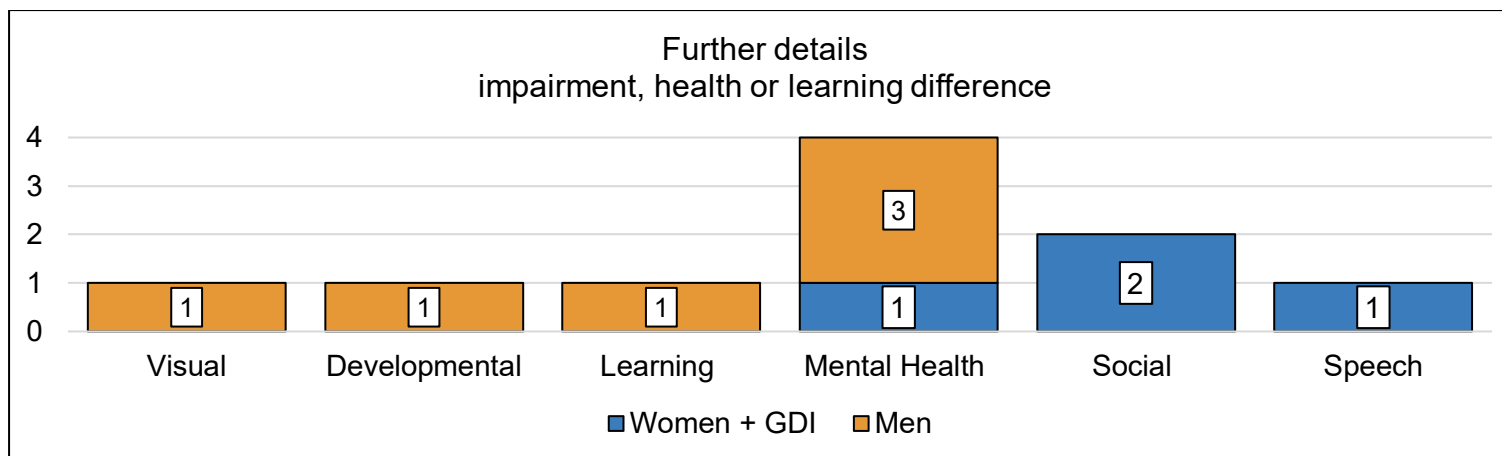
Are you transgender or do you have a transgender history?



How would you describe your sexual orientation?



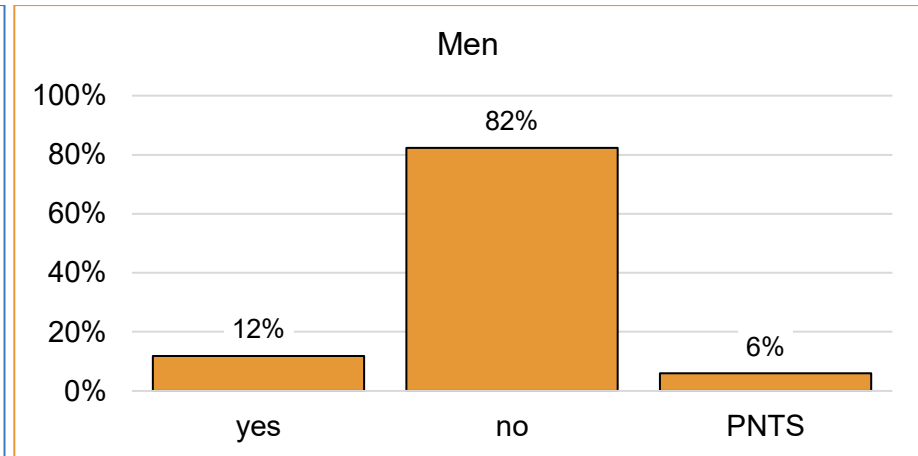
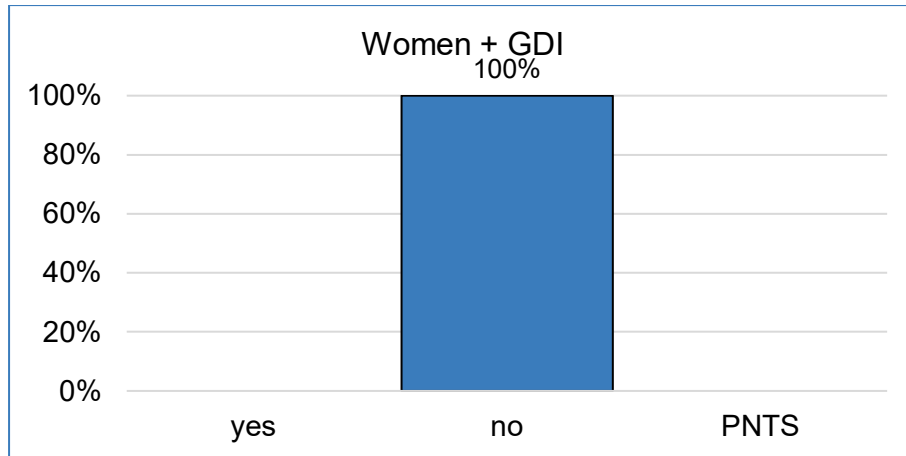
Do you have an impairment, health condition or learning difference that has a substantial or long-term impact on your ability to carry out day-to-day activities?



If you have an impairment, health condition or learning difference please provide further detail (multiple answers allowed)
number = individuals

X Axis Key – impairment, health or learning difference

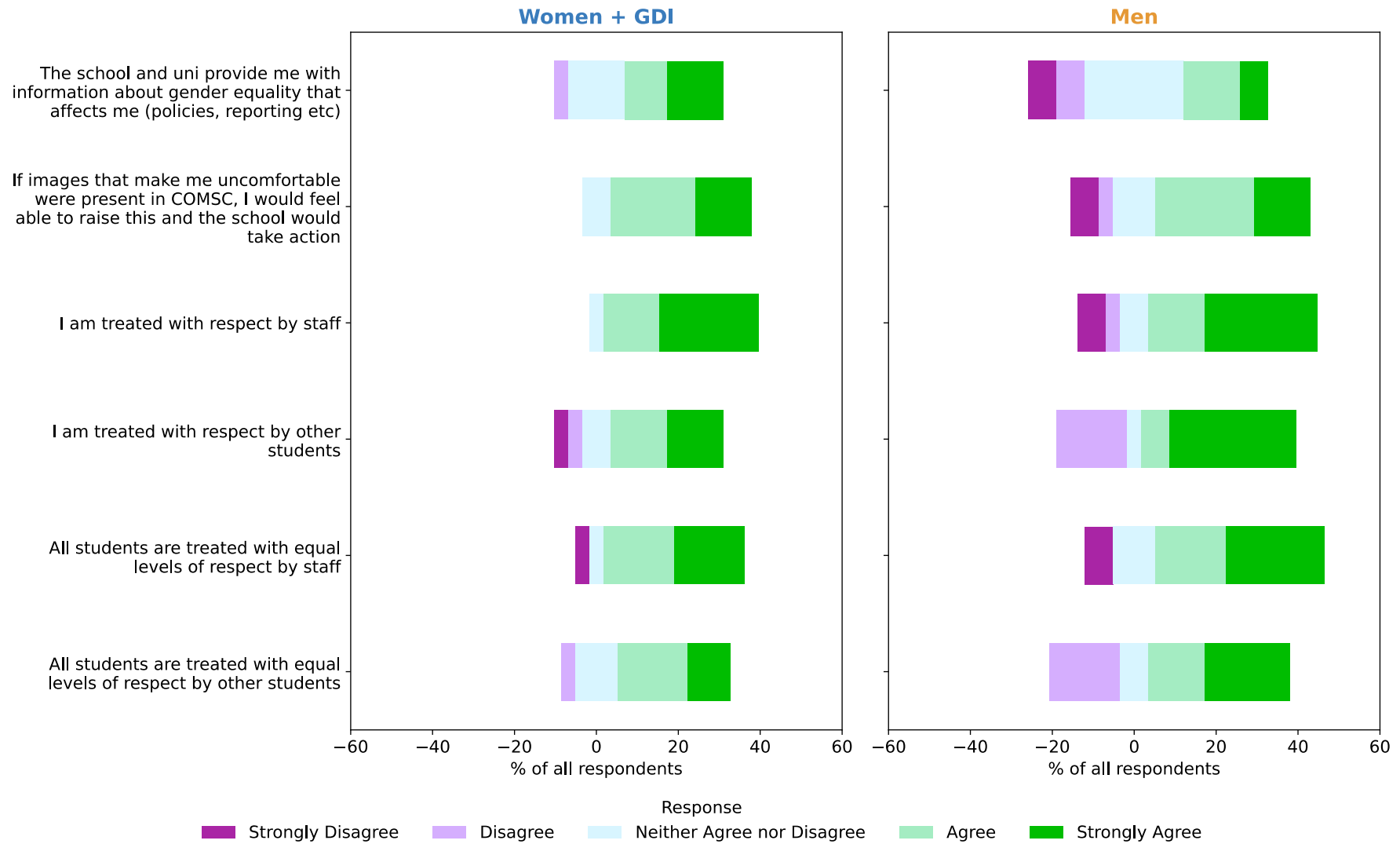
Visual	Blind or visual impairment
Developmental	Developmental condition since childhood which affects motor, cognitive, social and emotional skills, and speech and language
Learning	Learning difference such as dyslexia, dyspraxia or AD(H)D
Mental Health	Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety
Social	social/communication conditions such as a speech and language impairment or Asperger's syndrome/other autistic spectrum disorder
Speech	speech disorder



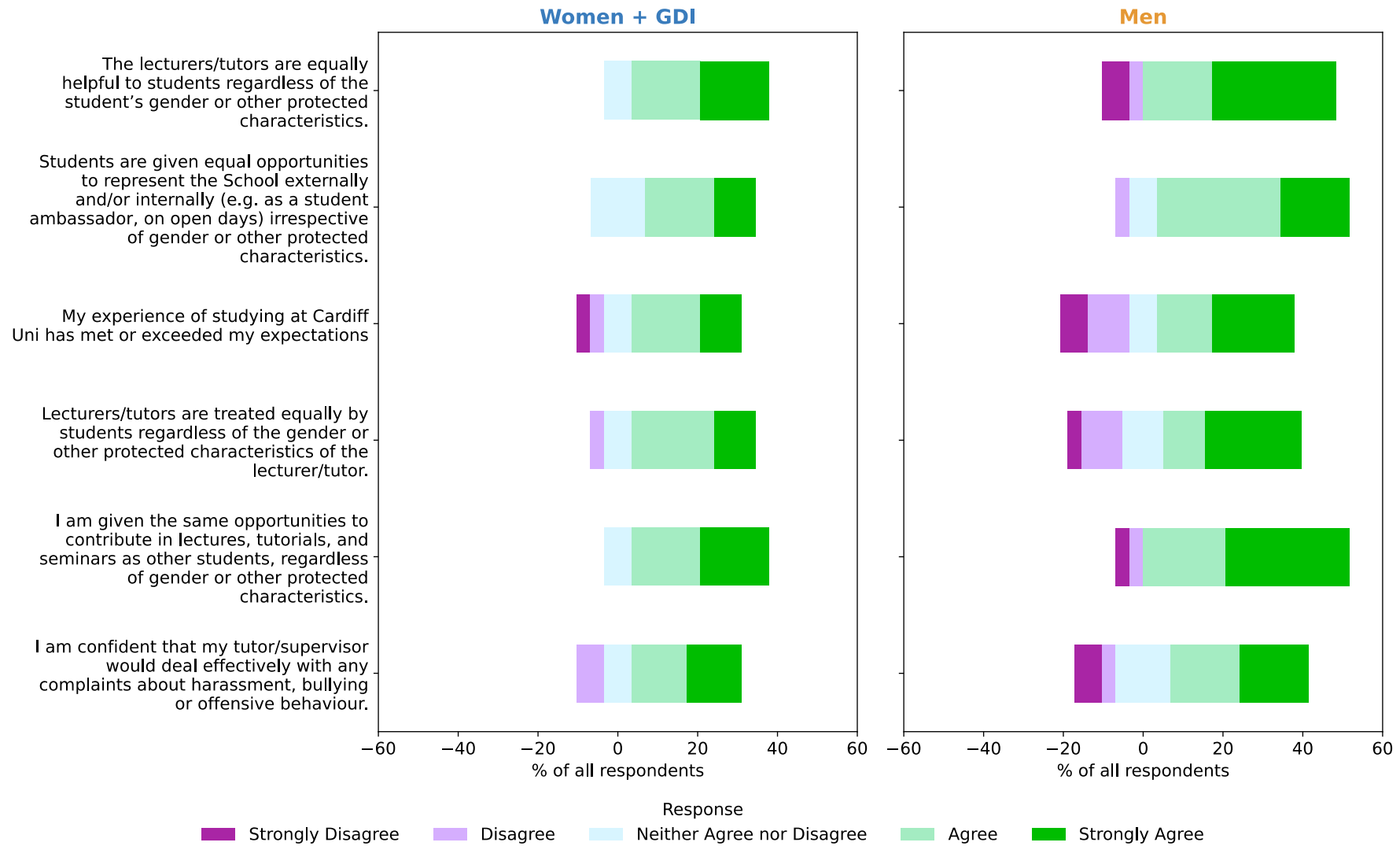
Do you have any caring responsibilities?

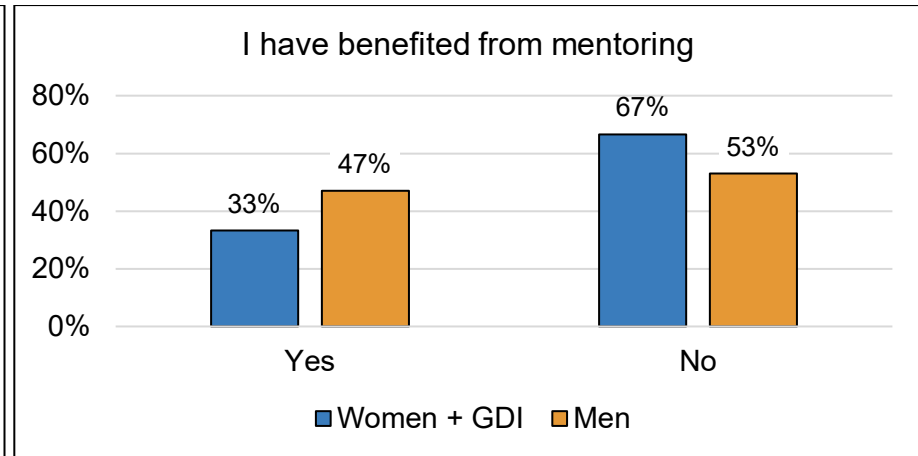
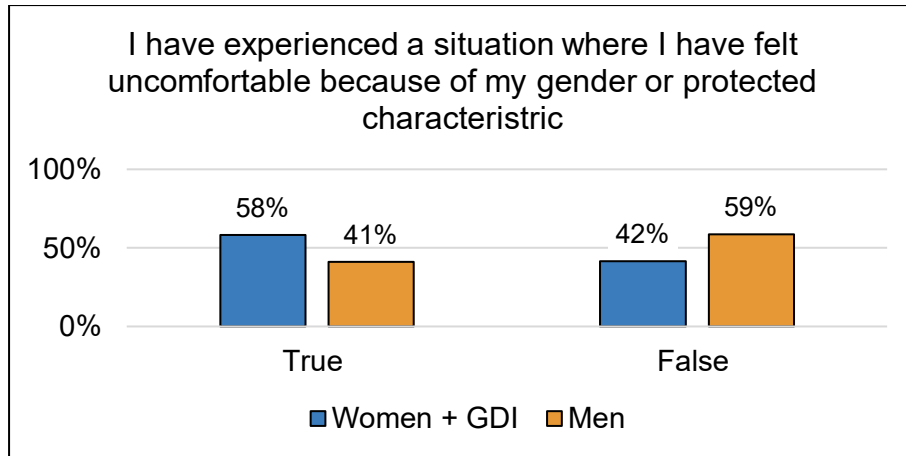
All carers identified being the primary carer of a child/children under the ages of 18.

School Environment

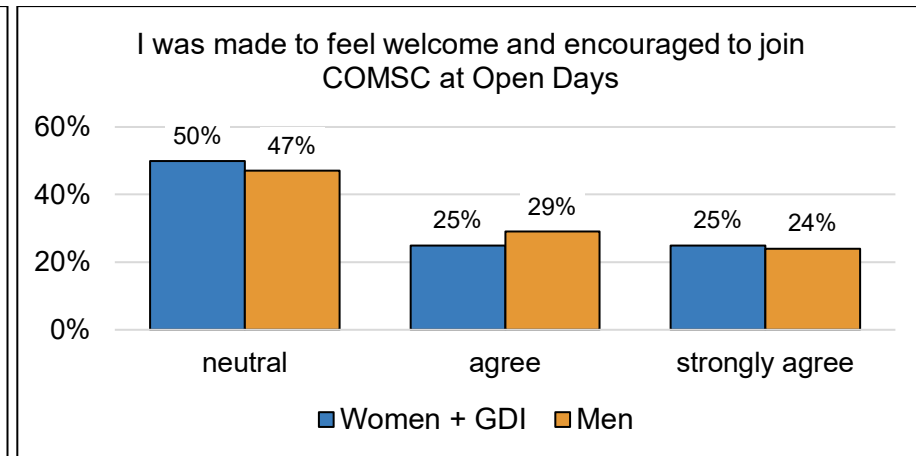
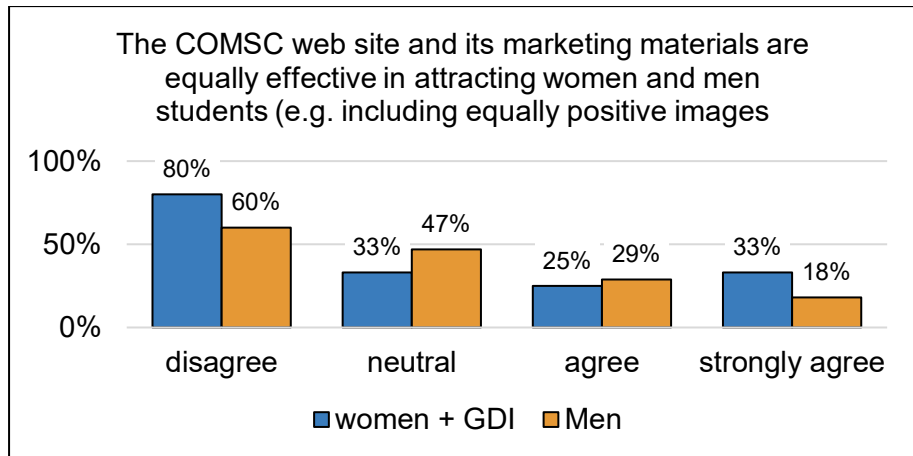


Experience

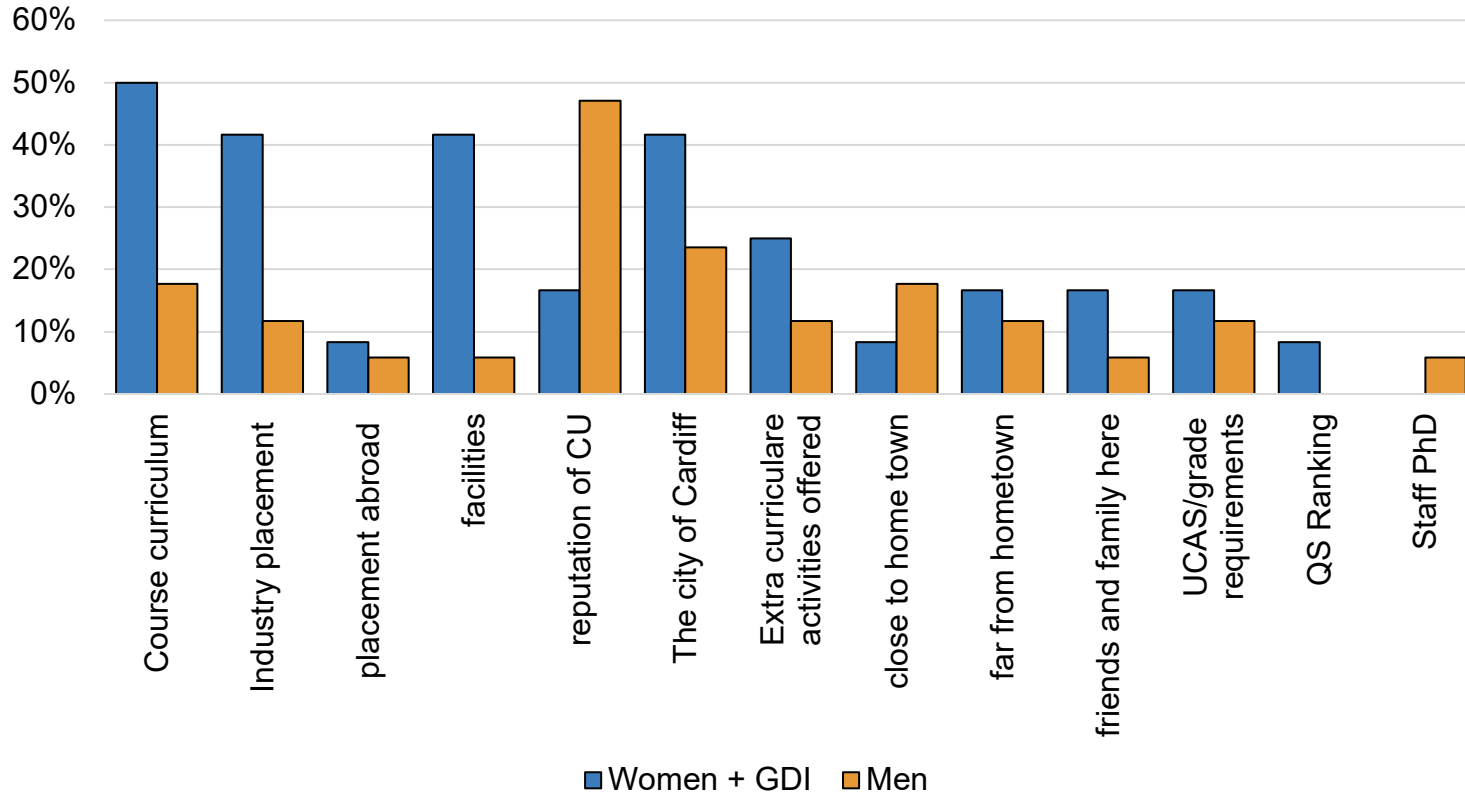


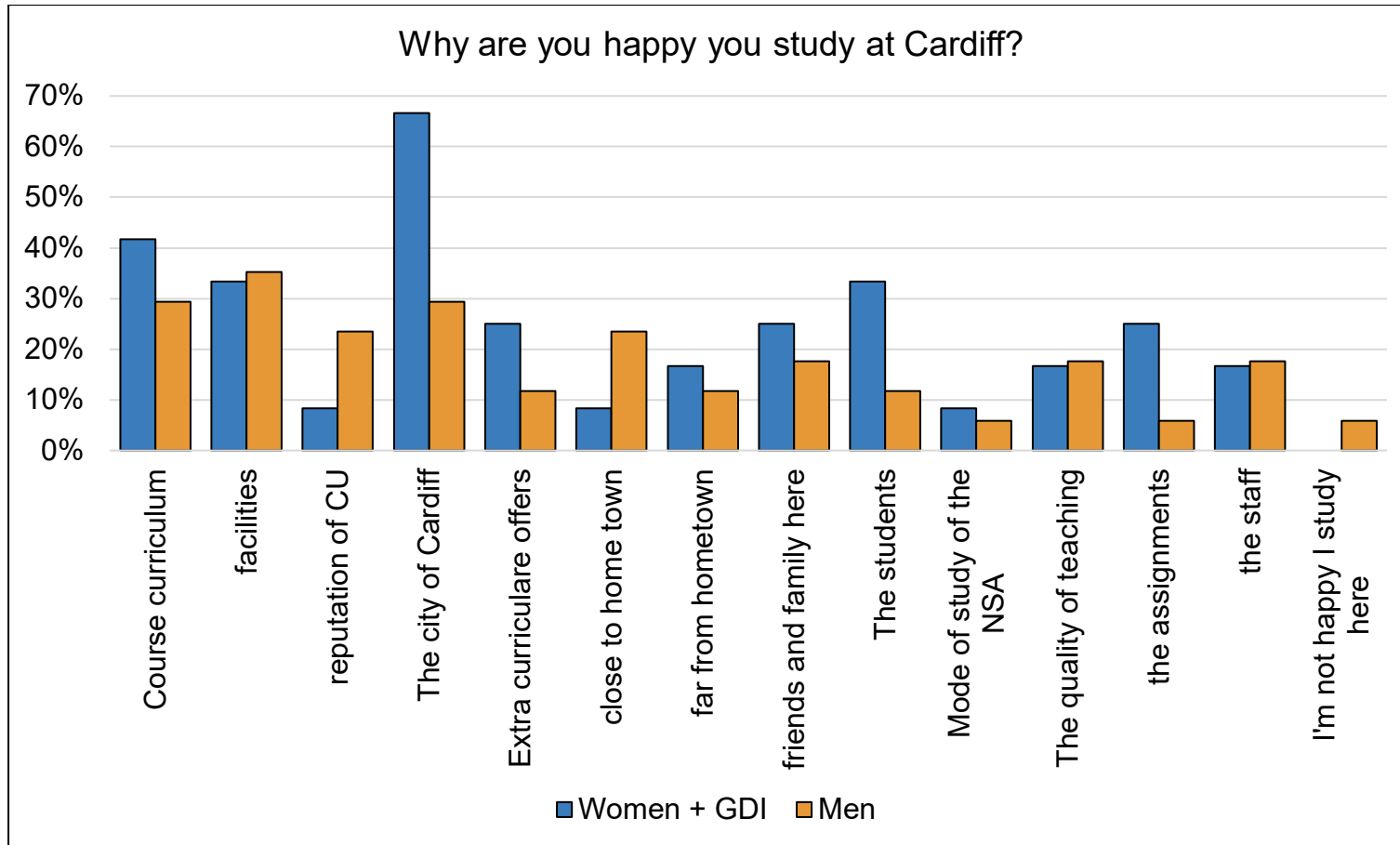


Recruitment



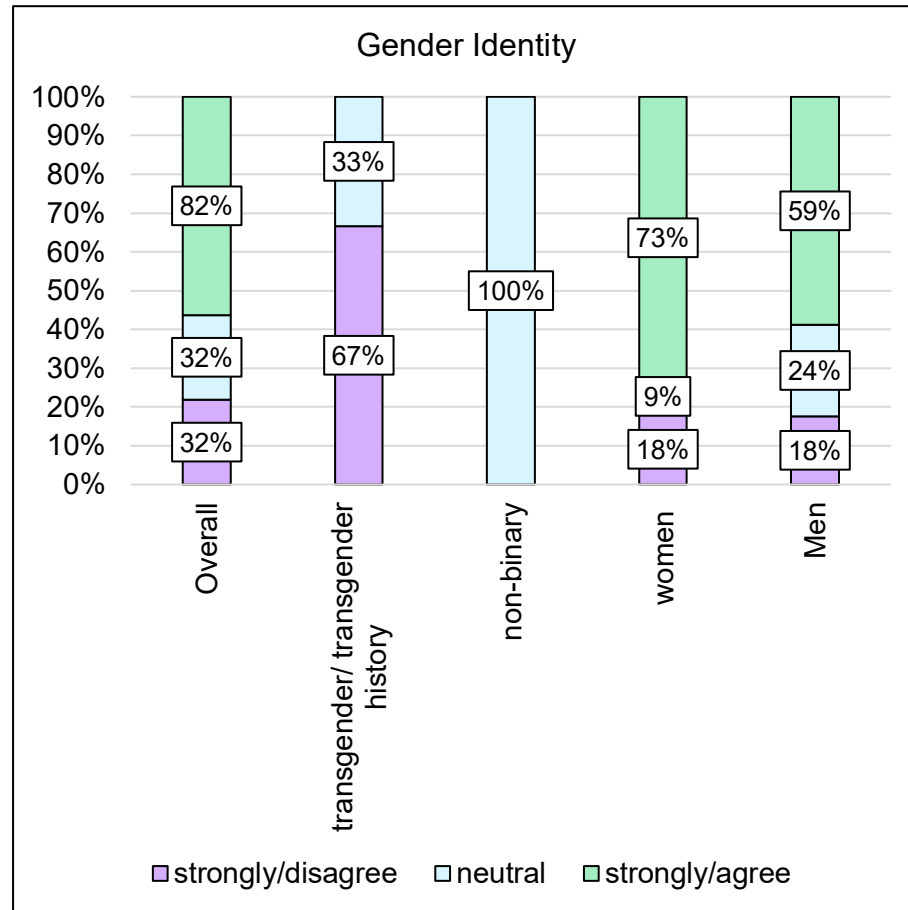
What Motivated you to come to Cardiff University?





Further Intersectional Analysis

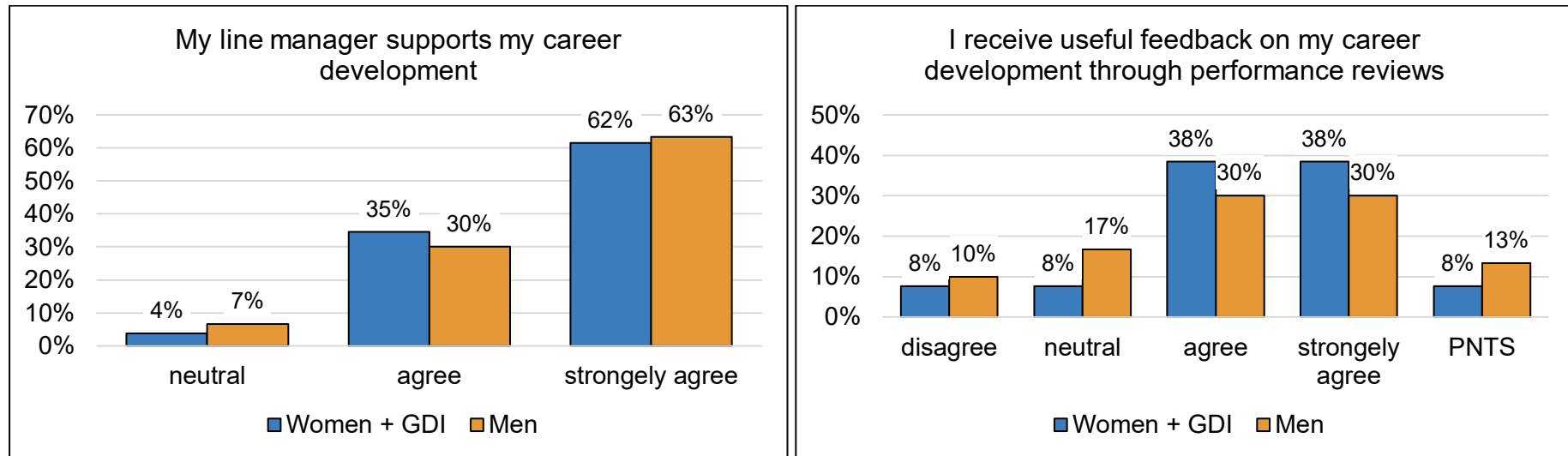
This section presents the data relating to our intersectional analysis of the 2023/24 Student Culture Survey results

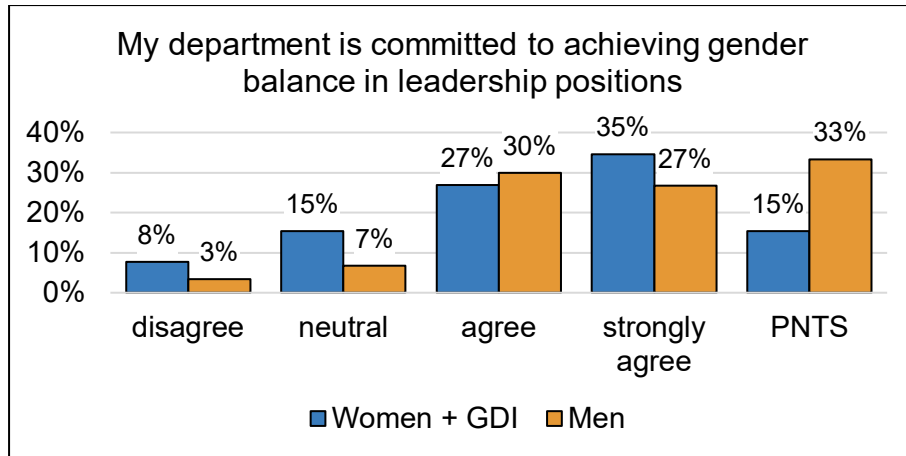


I am confident that my tutor/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour: Gender and Transgender

1.3 Staff Culture Survey 2023

This section presents data referenced in the application.





Appendix 2 – Data Tables

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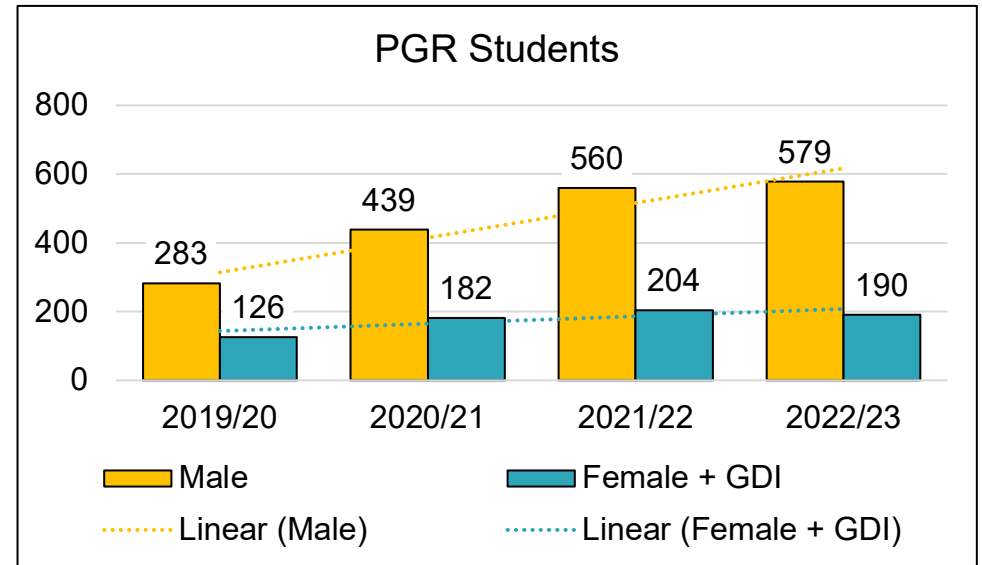
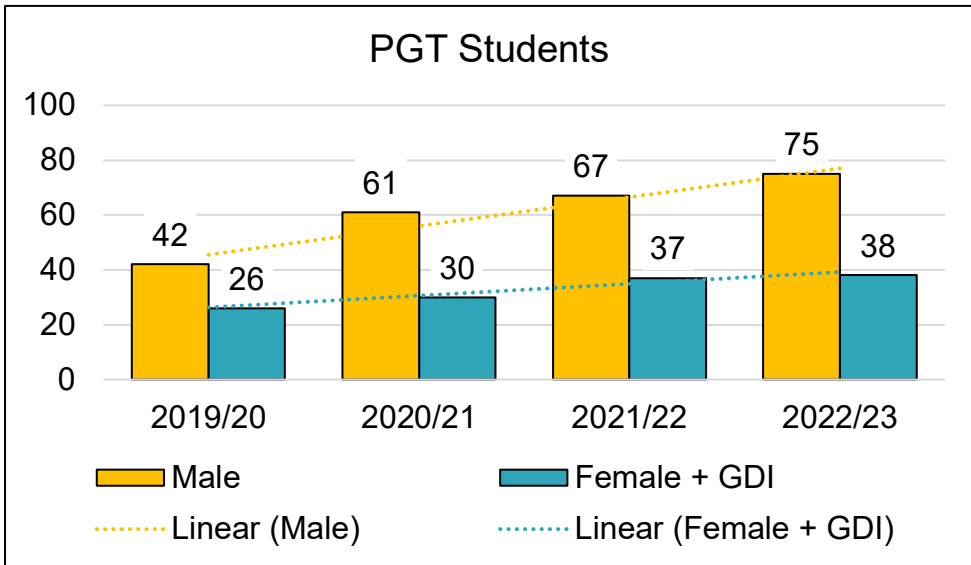
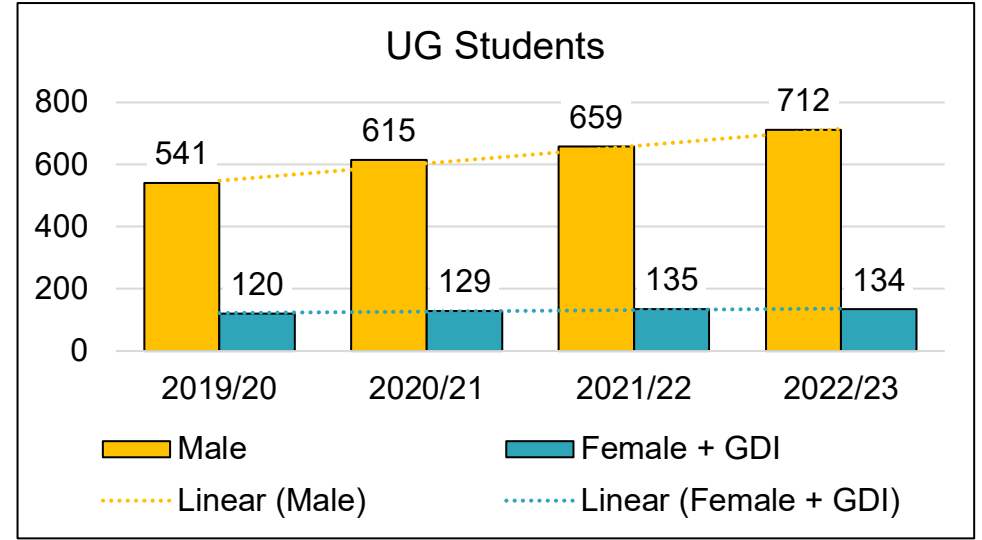
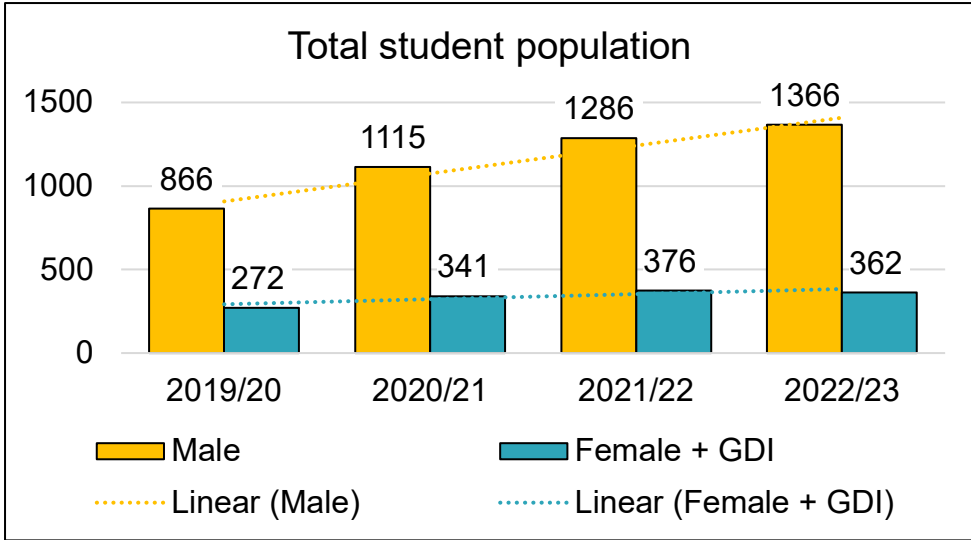
The data covers the review period 2019-2023, due to data availability for 2023/24, at the time of submission it has been excluded as a partial data set would not be representative). All data is extracted on the 1st of August at the end of the review year.

2.1 Student Data

Student population

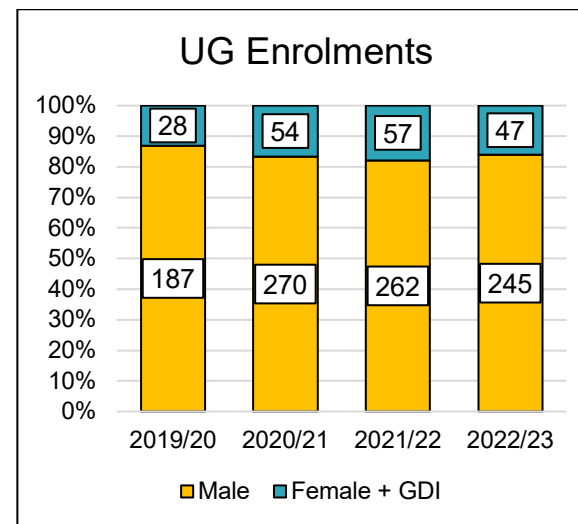
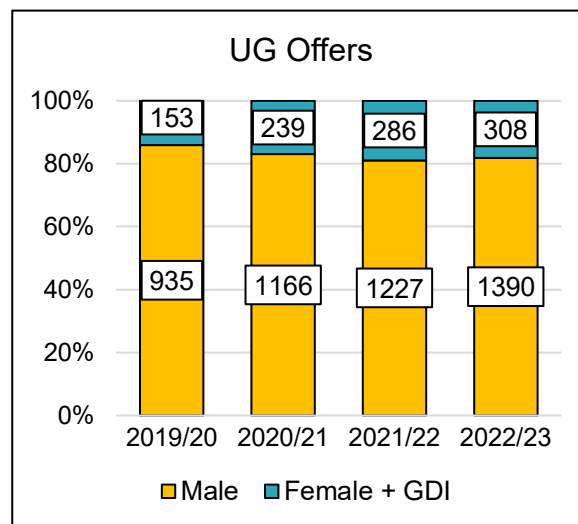
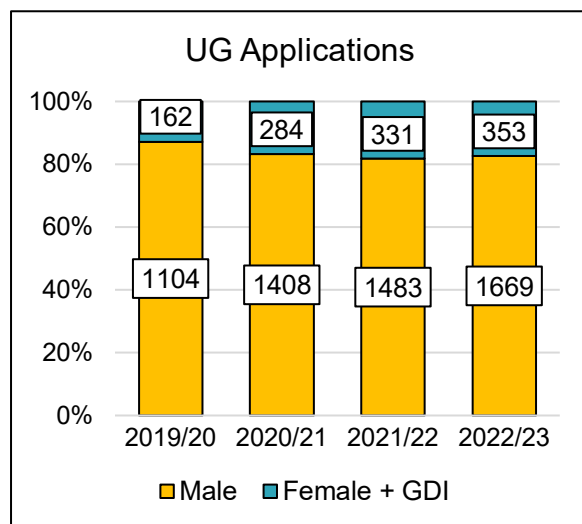
Total	Total	Female + GDI		Male	
Year	No.	No.	%	No.	%
2019/20	1138	272	24	866	76
2020/21	1456	341	23	1115	77
2021/22	1662	376	23	1286	77
2022/23	1728	362	21	1366	79

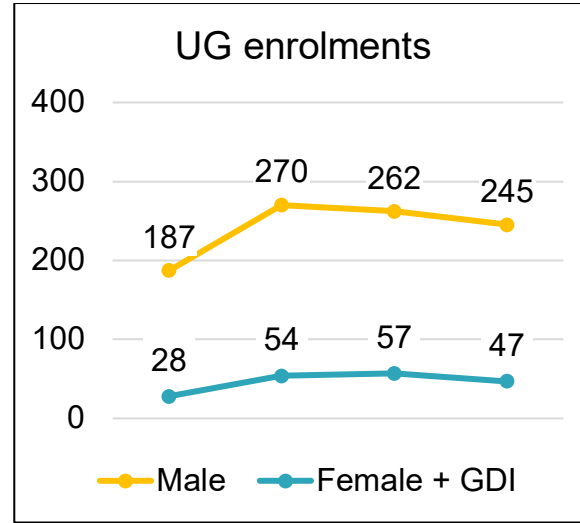
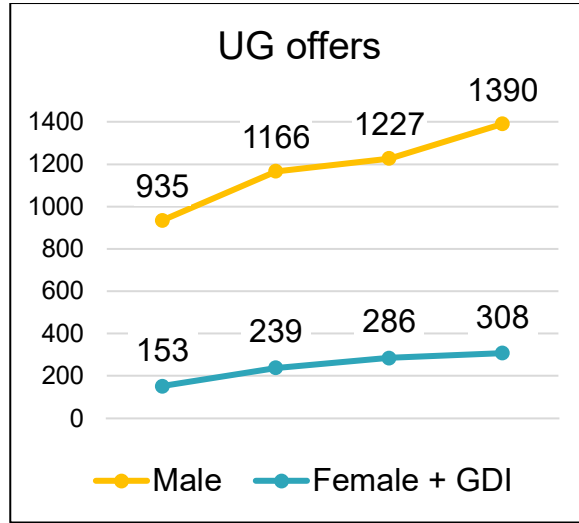
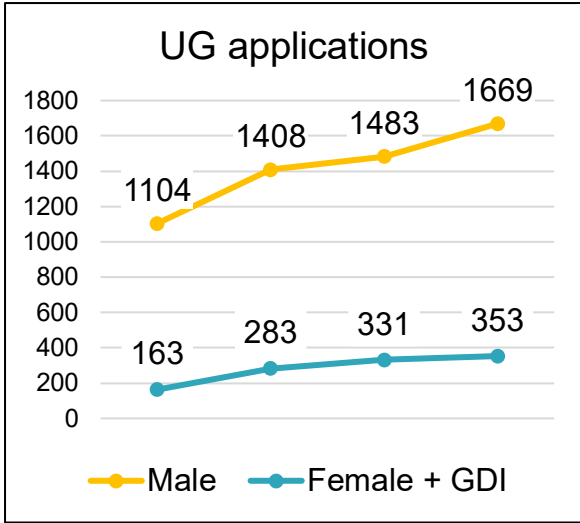
UG	Total	Female + GDI		Male	
Year	No.	No.	%	No.	%
2019/20	661	120	18	541	82
2020/21	744	129	17	615	83
2021/22	794	135	17	659	83
2022/23	846	134	16	712	84
PGT	Total	Female + GDI		Male	
Year	No.	No.	%	No.	%
2019/20	409	126	31	283	69
2020/21	621	182	29	439	71
2021/22	764	204	27	560	73
2022/23	769	190	25	579	75
PGR	Total	Female + GDI		Male	
Year	No.	No.	%	No.	%
2019/20	68	26	38	42	62
2020/21	91	30	33	61	67
2021/22	104	37	36	67	64
2022/23	113	38	34	75	66



Undergraduate recruitment

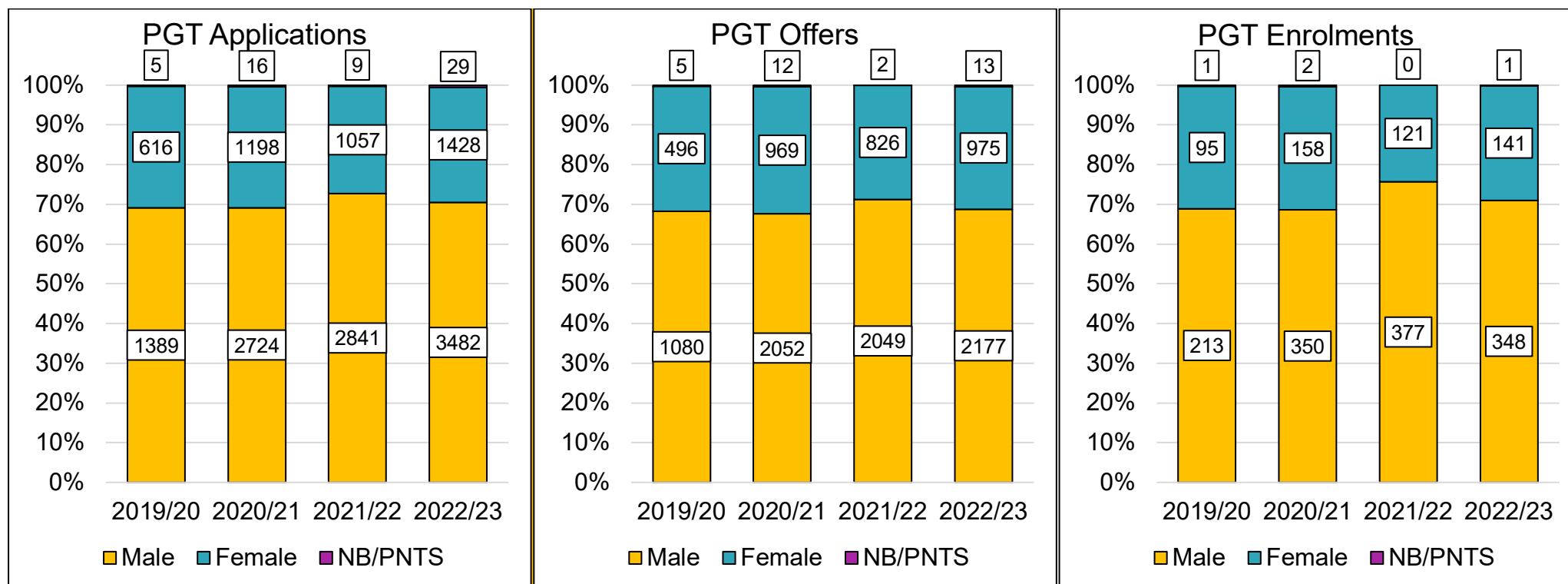
	Applications				Offers				Enrolments - Acceptances previously			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Male	1104	1408	1483	1669	935	1166	1227	1390	187	270	262	245
Female + GDI	163	283	331	353	153	239	286	308	28	54	57	47
Female + GDI %	15	20	22	21	16	20	23	22	15	20	22	19
Total	1267	1691	1814	2022	1088	1405	1513	1698	215	324	319	292

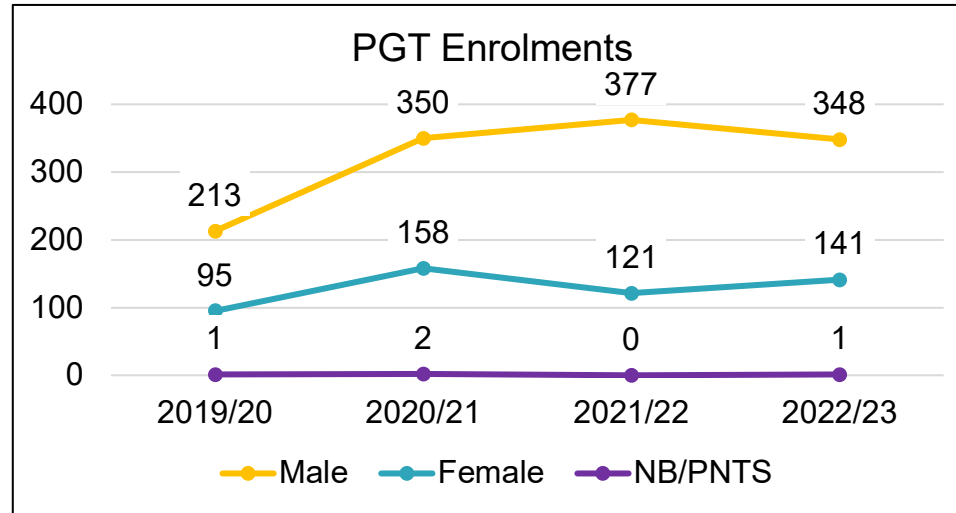
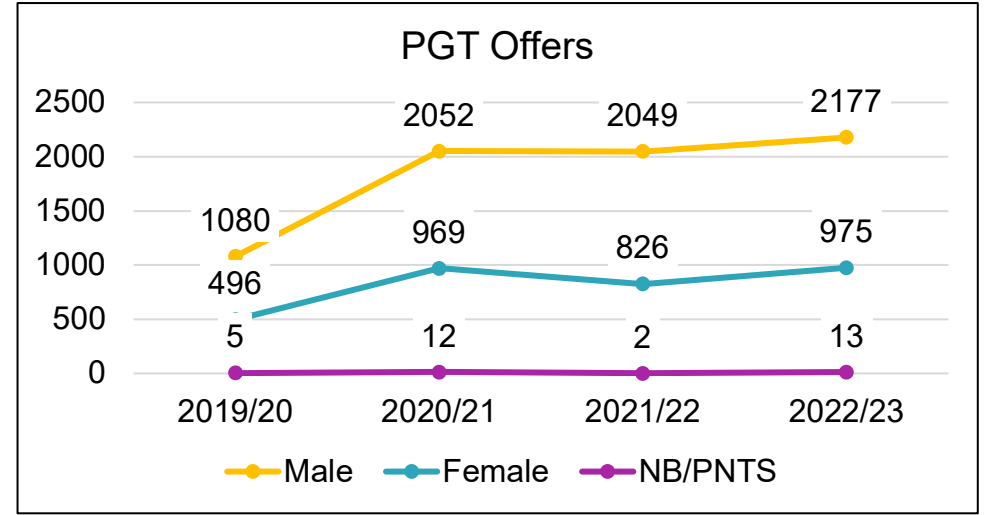
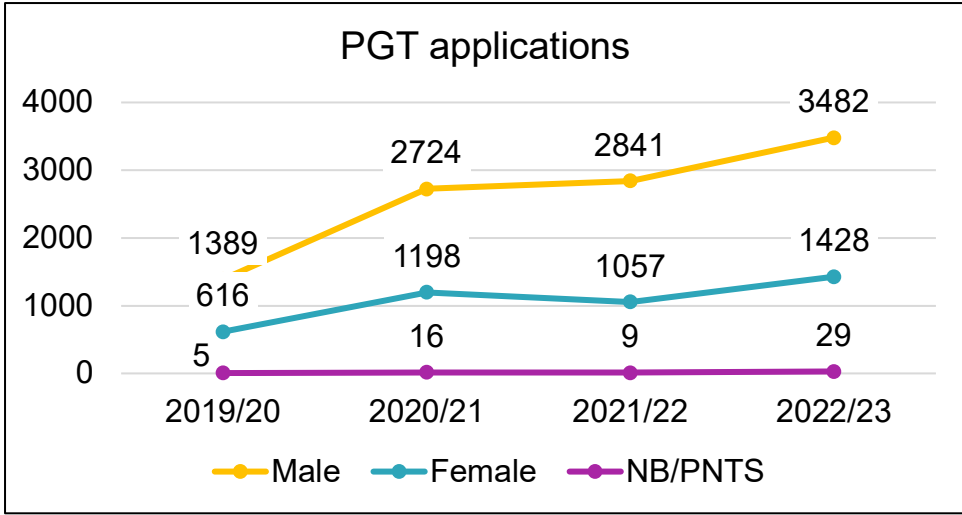




Postgraduate Taught recruitment

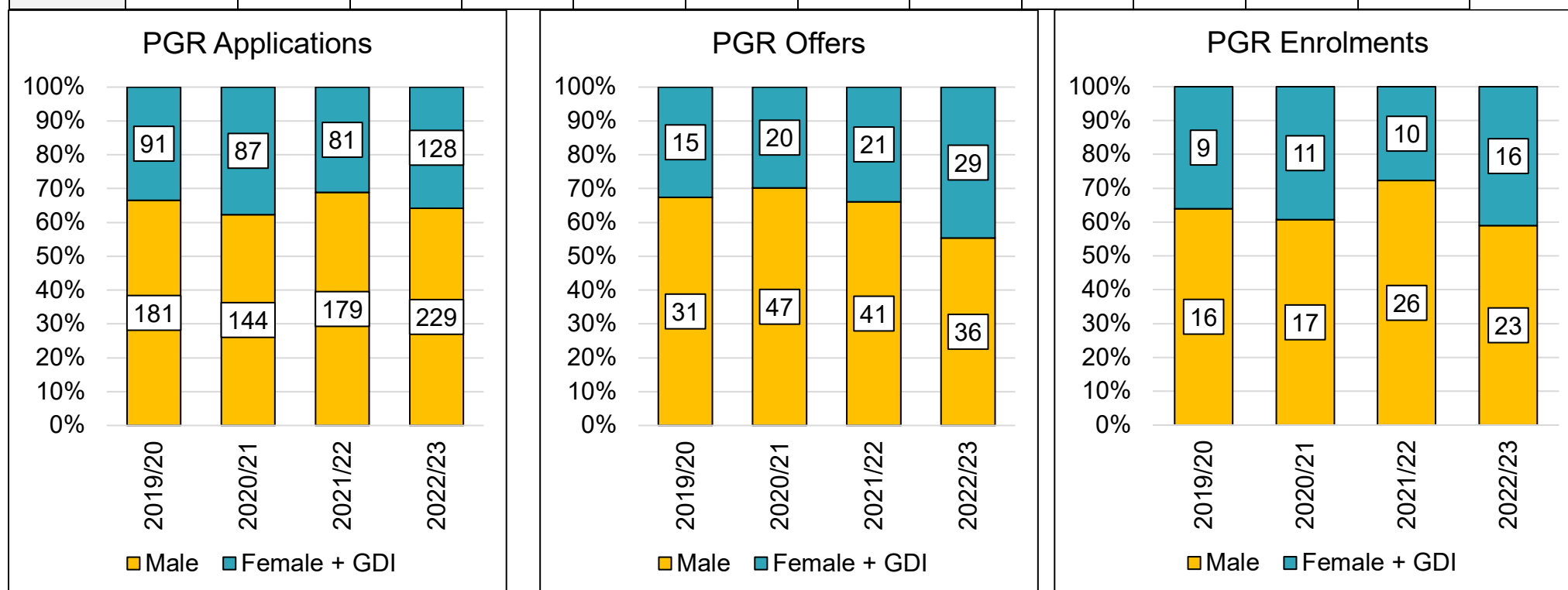
PGT	Applications				Offers				Enrolments - Acceptances previously			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Male	1389	2724	2841	3482	1080	2052	2049	2177	213	350	377	348
Female	616	1198	1057	1428	496	969	826	975	95	158	121	141
NB/PNTS	5	16	9	29	5	12	2	13	1	2	0	1
Female%	31	30	27	29	31	32	29	31	31	31	24	29
Total	2009	3937	3906	4938	1580	3032	2876	3165	309	510	498	490

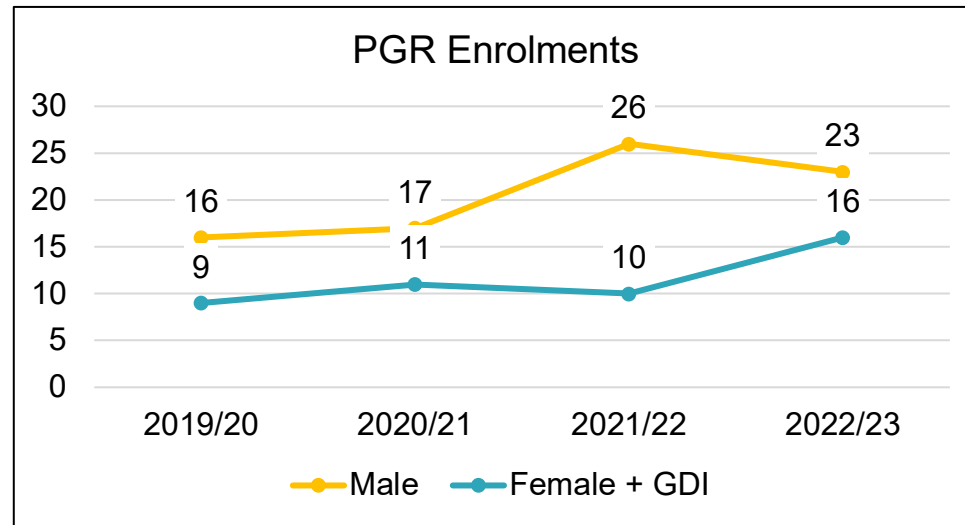
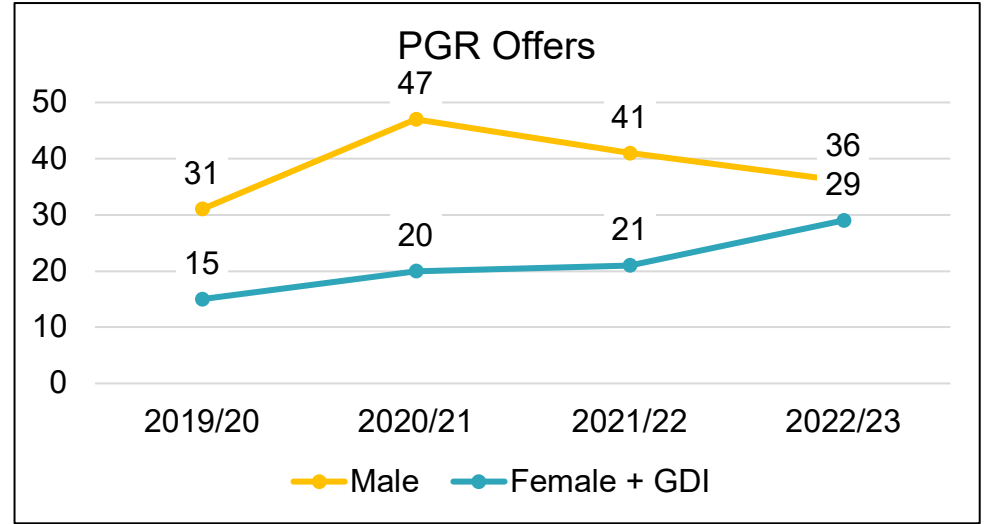
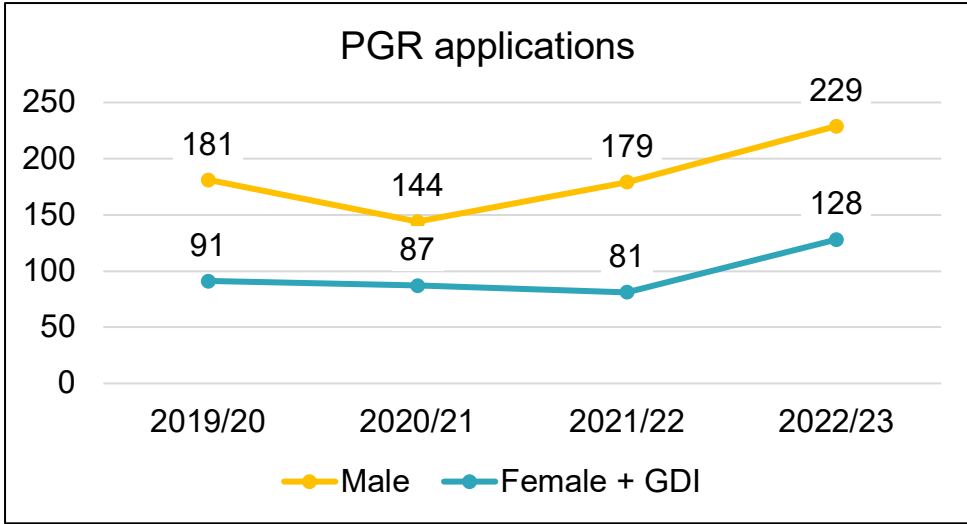




Postgraduate Research recruitment

PGR	Applications				Offers				Enrolments - was Acceptances previously			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Male	1104	1408	1483	1669	935	1166	1227	1390	187	270	262	245
Female + GDI	163	283	331	353	153	239	286	308	28	54	57	47
Female %	15	20	22	21	16	20	23	22	15	20	22	19
Total	1267	1691	1814	2022	1088	1405	1513	1698	215	324	319	292

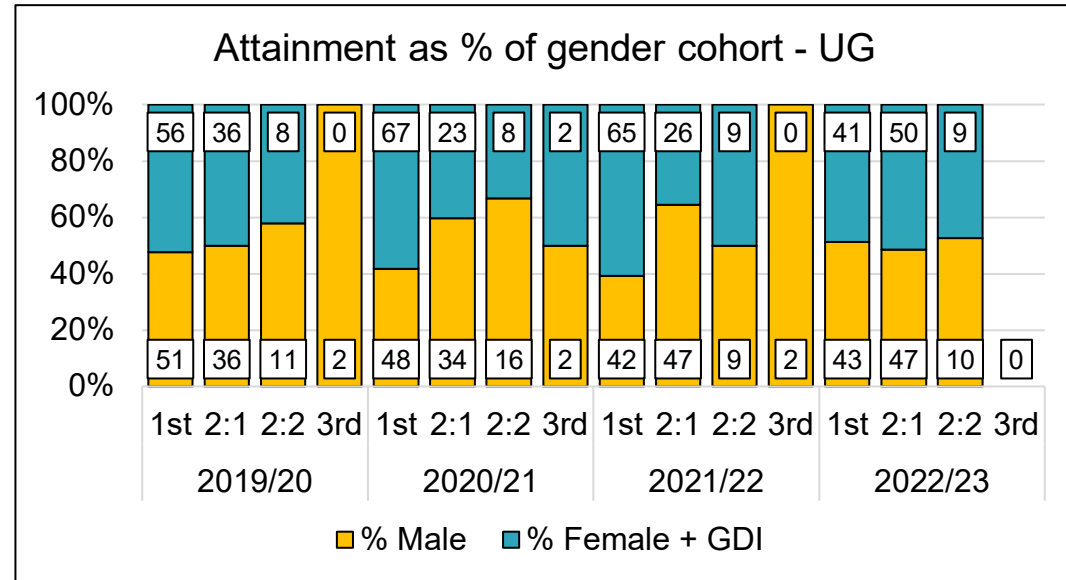


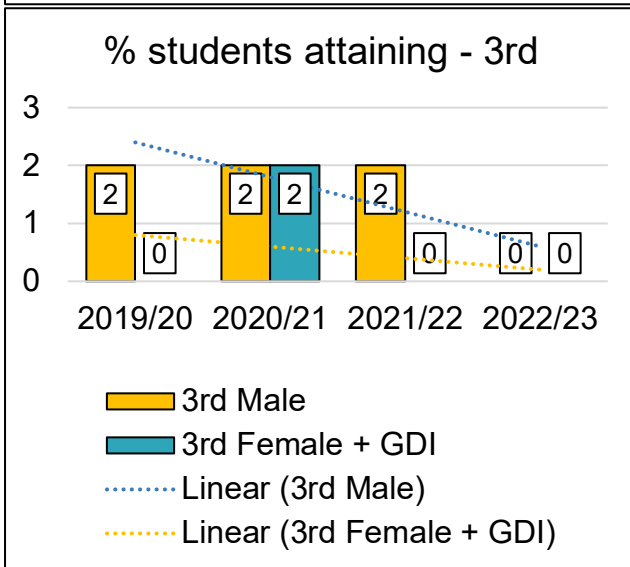
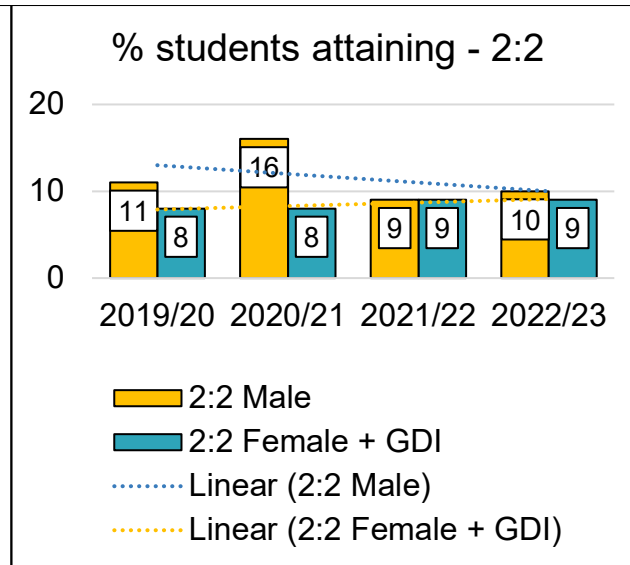
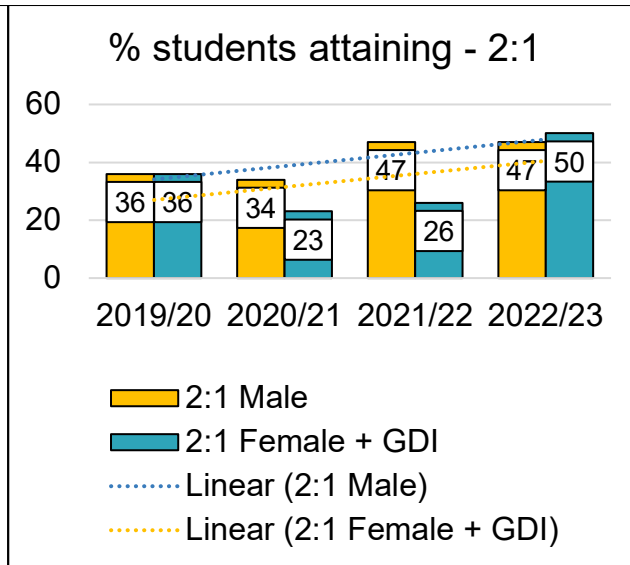
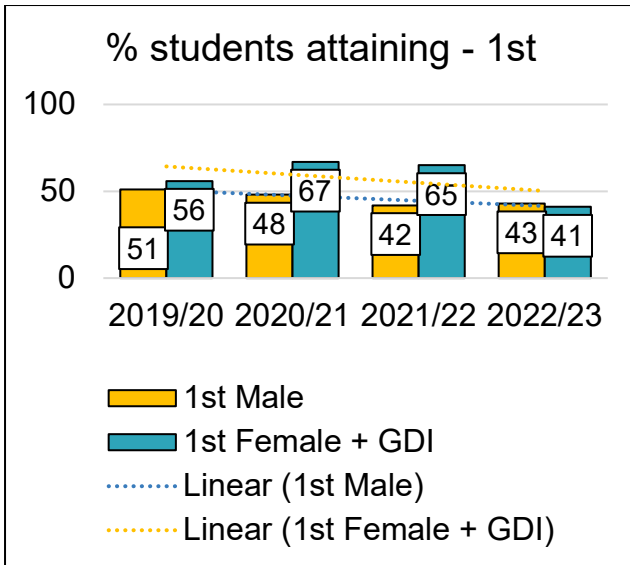


2.2 Degree Attainment

Undergraduate Degree Attainment

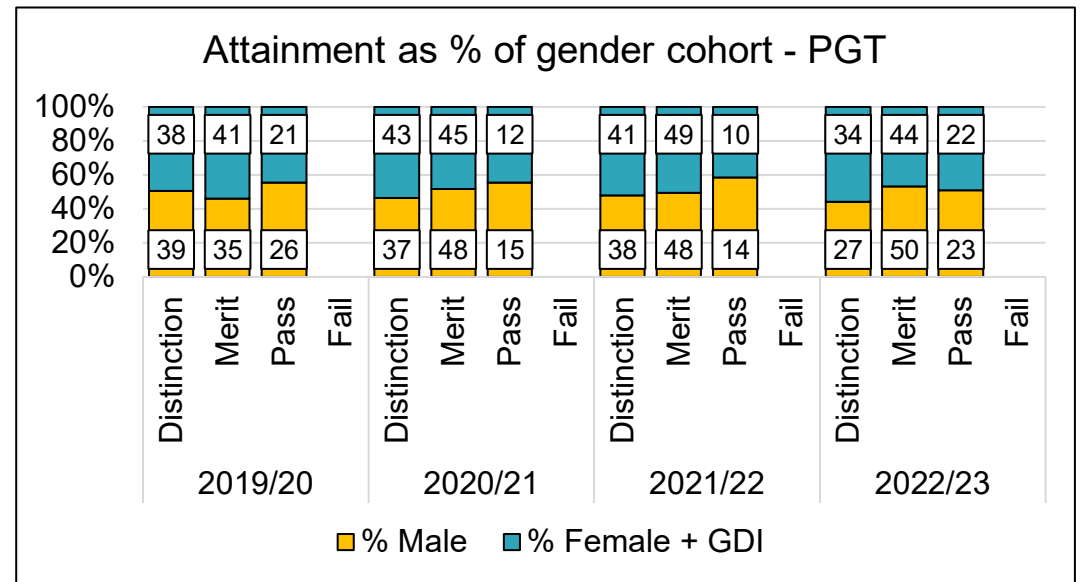
UG		Female + GDI		Male	
		No.	%	No.	%
2019/20	1st	20	56	75	51
	2:1	13	36	53	36
	2:2	<5	8	16	11
	3rd	0	0	<5	2
2020/21	1st	26	67	76	48
	2:1	9	23	54	34
	2:2	<5	8	25	16
	3rd	<5	2	<5	2
2021/22	1st	20	65	60	42
	2:1	8	26	67	47
	2:2	<5	9	13	9
	3rd	0	0	<5	2
2022/23	1st	13	41	75	43
	2:1	16	50	80	47
	2:2	<5	9	18	10
	3rd	0	0	0	0

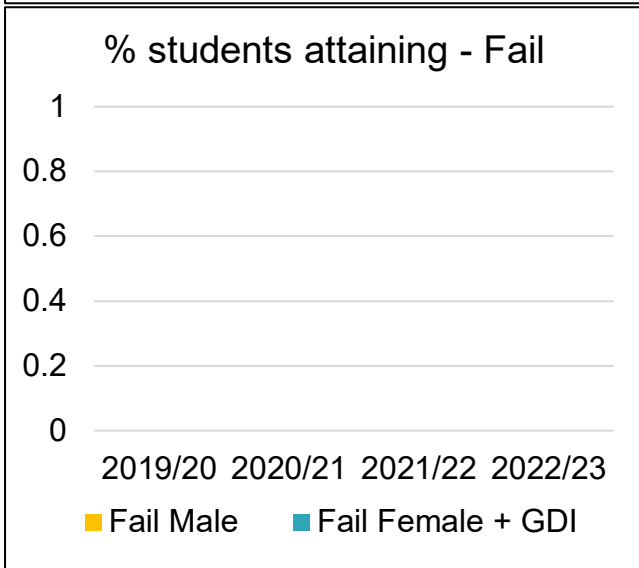
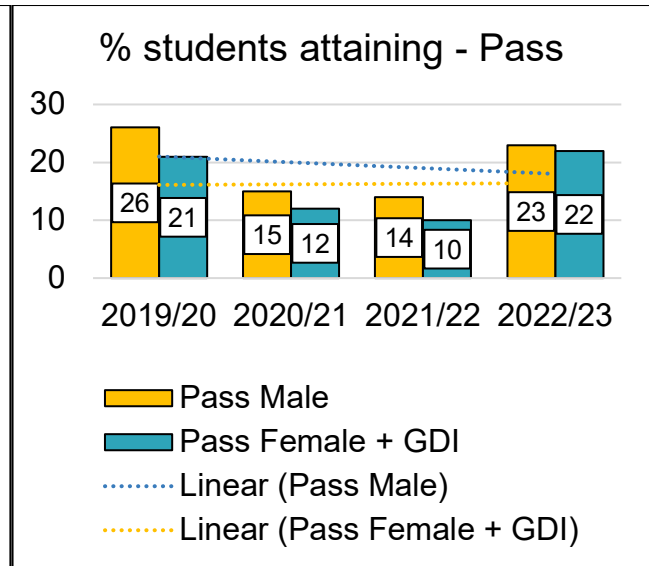
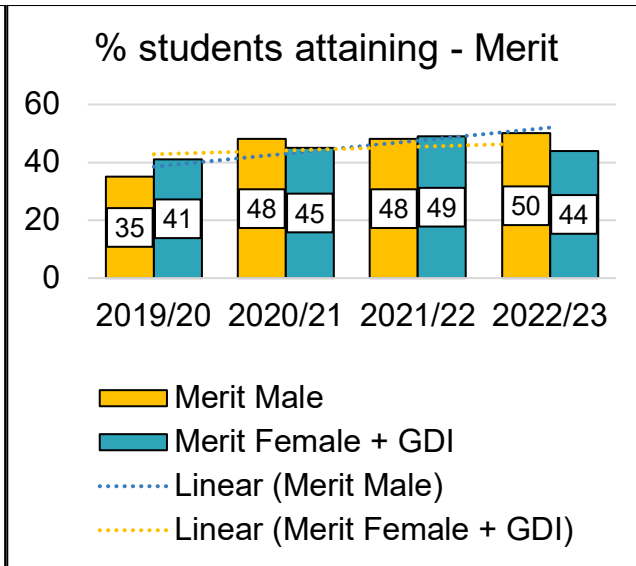
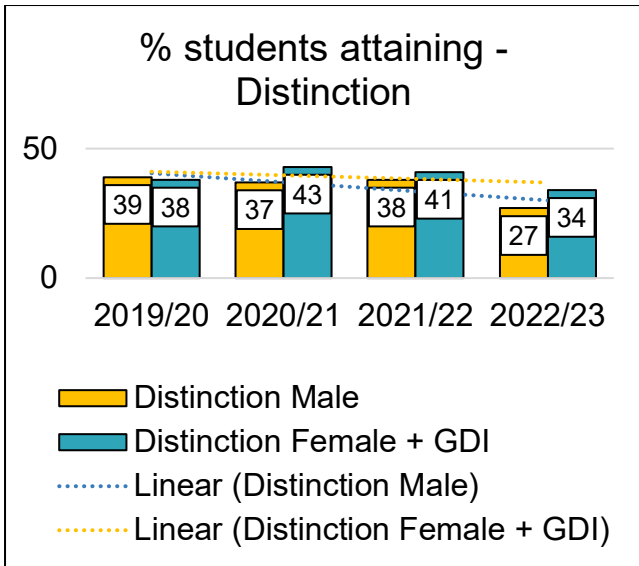




Postgraduate Taught Degree Attainment

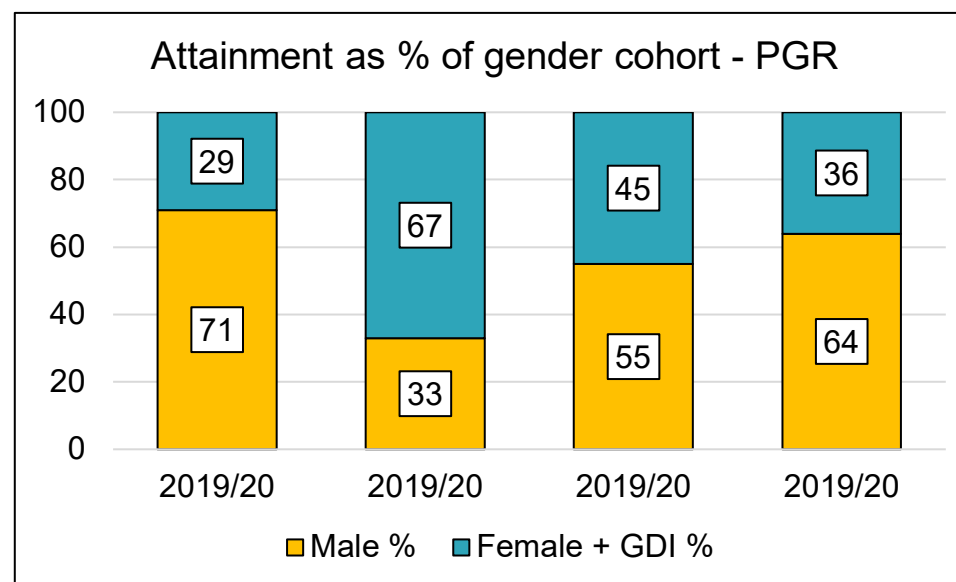
PGT		Female + GDI		Male	
		No.	%	No.	%
2019/20	Distinction	28	38	51	39
	Merit	30	41	46	35
	Pass	16	21	34	26
	Fail	0	0	0	0
2020/21	Distinction	45	43	70	37
	Merit	47	45	90	48
	Pass	12	12	27	15
	Fail	0	0	0	0
2021/22	Distinction	67	41	119	38
	Merit	80	49	151	48
	Pass	16	10	43	14
	Fail	0	0	0	0
2022/23	Distinction	46	34	112	27
	Merit	59	44	203	50
	Pass	29	22	95	23
	Fail	0	0	0	0





Postgraduate Research Degree Attainment

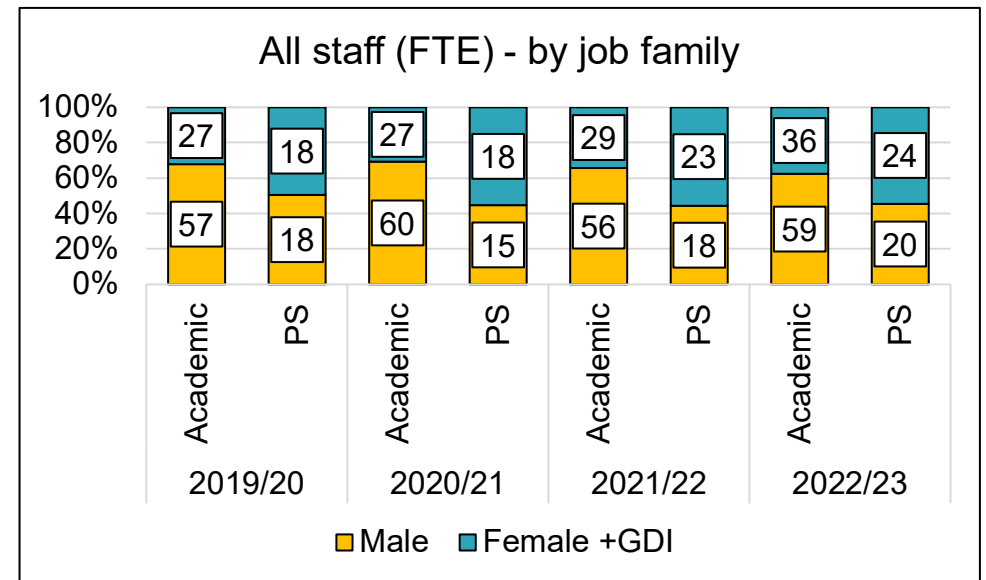
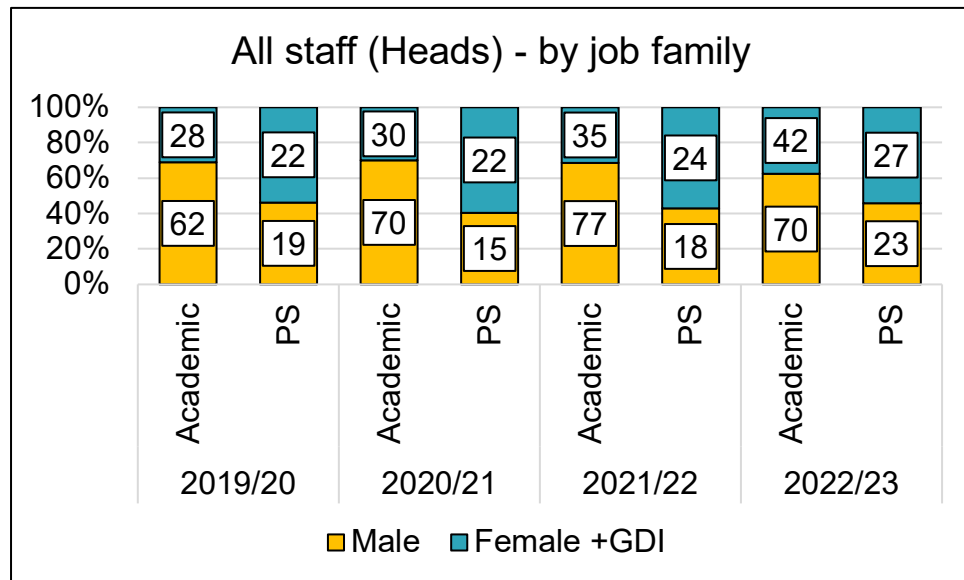
PGR Awards	Female + GDI		Male	
	No.	%	No.	%
2019/20	2	29	5	71
2019/20	6	67	3	33
2019/20	5	45	6	55
2019/20	4	36	7	64



2.3 Staff profile

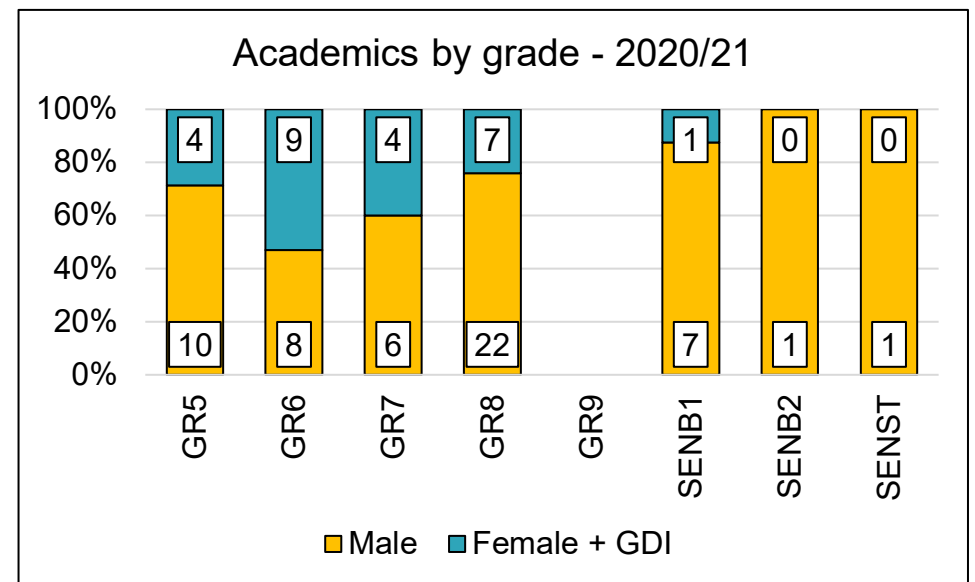
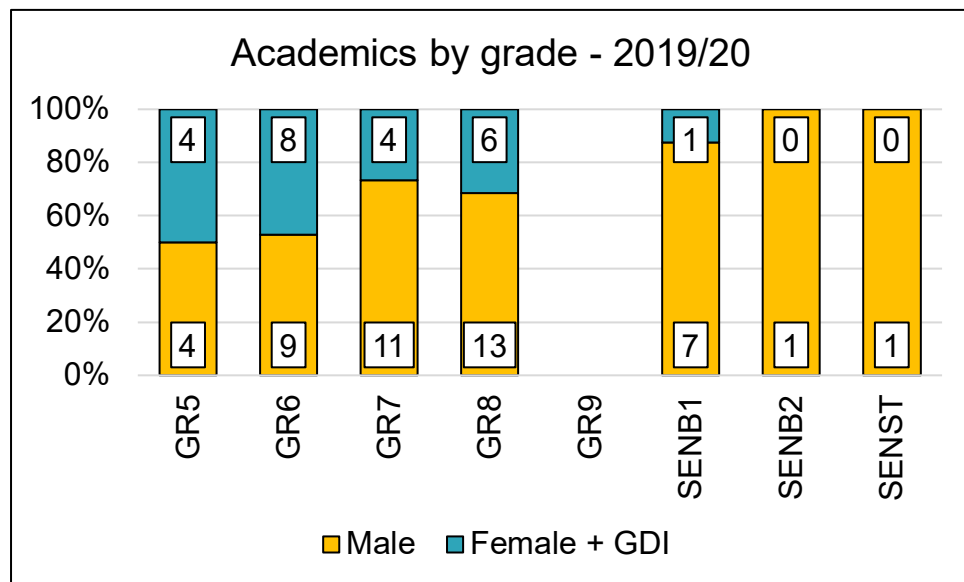
All staff

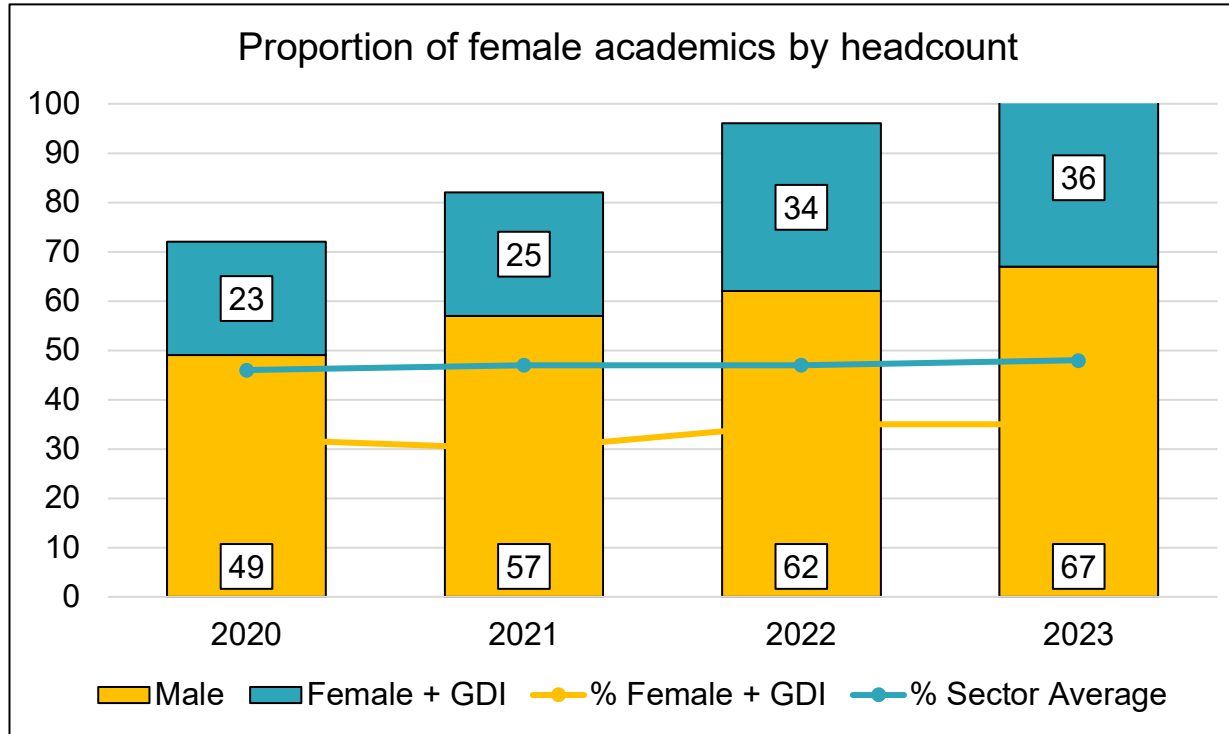
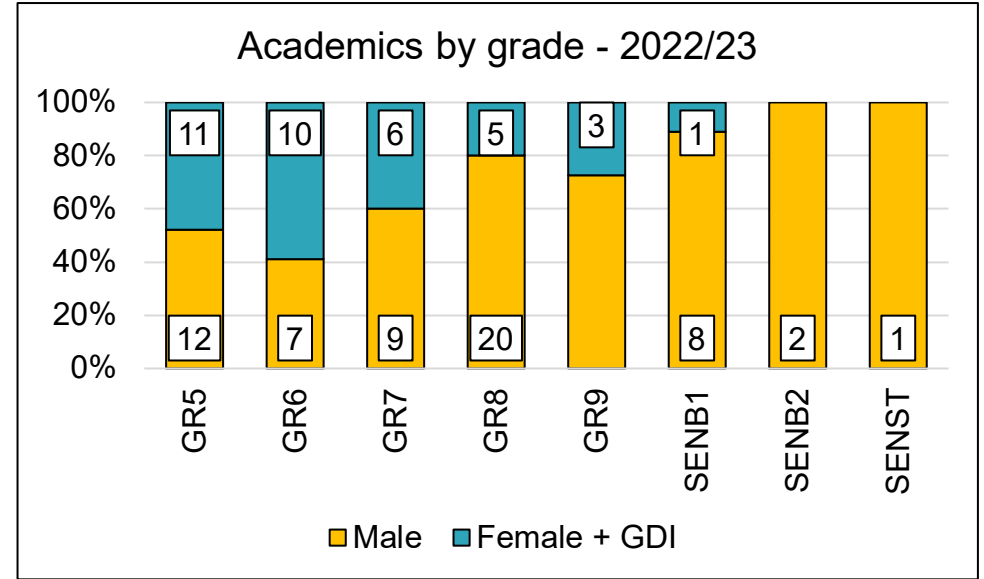
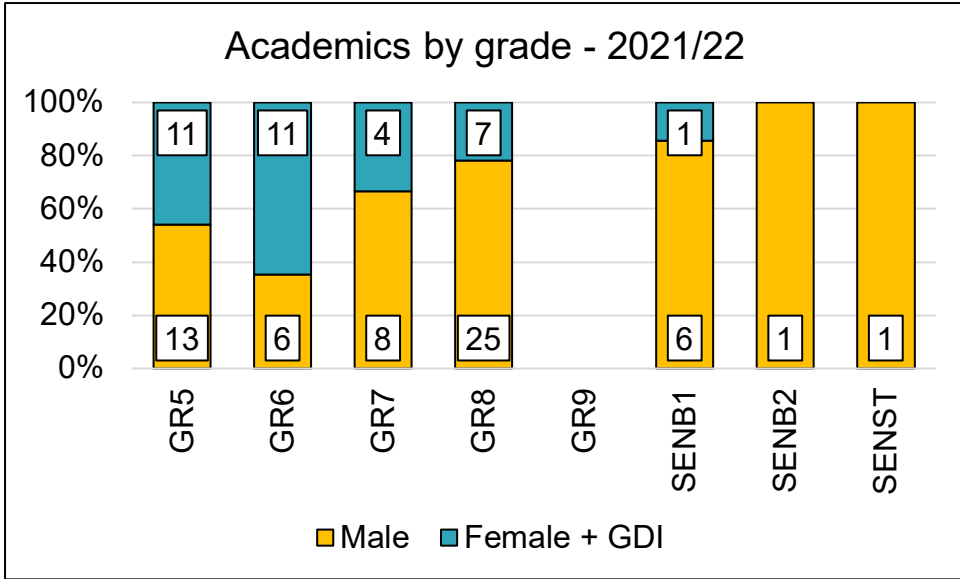
All Staff	2019/20				2020/21				2021/22				2022/23			
	Female + GDI		Male		Female + GDI		Male		Female + GDI		Male		Female + GDI		Male	
	Head s	FT E	Head s	FT E	Head s	FT E	Head s	FT E	Head s	FT E	Head s	FT E	Head s	FT E	Head s	FT E
Admin Support	10	7	8	8	9	7	7	7	12	11	10	10	13	12	8	8
Managerial & Professional	12	11	9	8	12	11	6	6	12	11	6	6	14	13	13	10
Research	5	5	13	11	5	5	13	11	1	1	15	14	6	6	14	10
Senior Management	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0
Senior Staff	0	0	1	1	0	0	1	1	1	1	11	8	1	1	11	9
Teaching & Research	11	10	37	35	13	11	39	36	15	13	42	28	17	15	36	35
Teaching & Scholarship	12	11	12	10	12	10	18	13	19	15	20	14	19	15	20	14
Technical Services	0	0	2	2	1	1	2	2	0	0	2	2	0	0	2	2
Total	50	44	83	75	52	45	87	76	60	51	107	85	70	60	105	88



Academic staff by grade and contract function

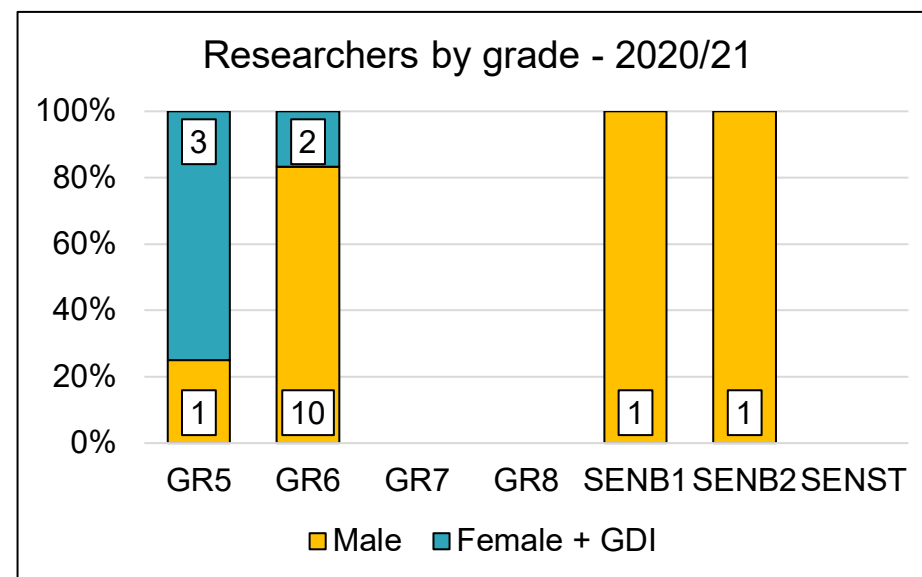
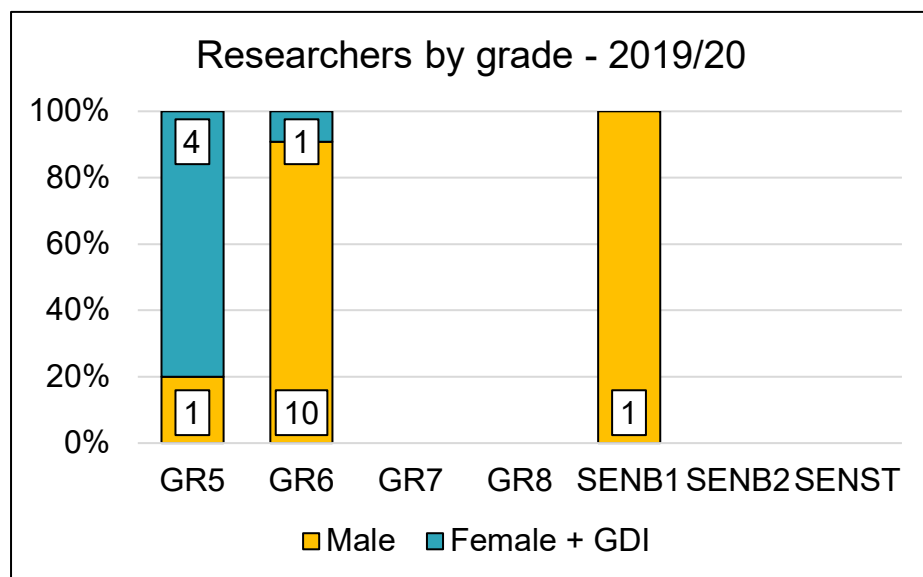
Academic Staff		2019/20		2020/21		2021/22		2022/23	
Function	T&R/T&S	Male	Female + GDI	Male	Female + GDI	Male	Female + GDI	Male	Female + GDI
Teaching Associate	GR5	4	4	10	10	13	11	12	11
Lecturer/Teacher	GR6	9	8	8	8	6	11	7	10
Senior Lecturer	GR7	11	4	6	6	8	4	9	6
	GR8	13	6	22	22	25	7	20	5
Reader	GR9	0	0	0	0	0	0	8	3
Professor	SENB1	7	1	7	7	6	1	8	1
	SENB2	1	0	1	1	1	0	2	0
	SENST	1	0	1	1	1	0	1	0
Total		46	23	57	57	62	34	67	36

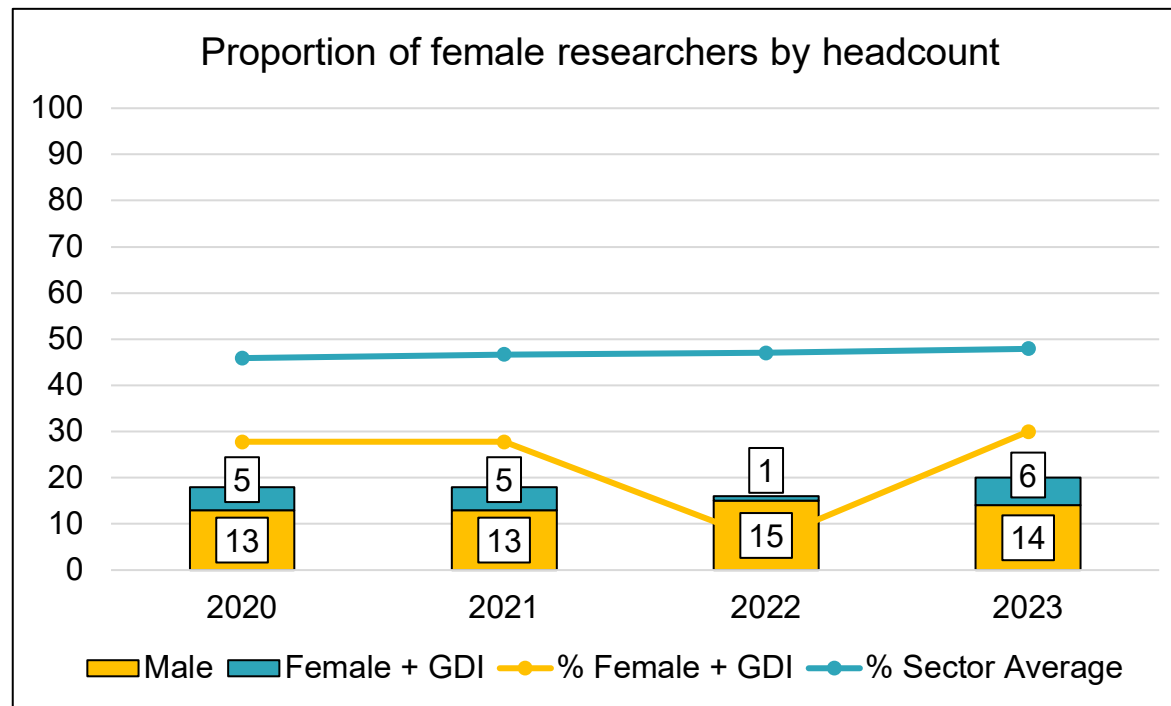
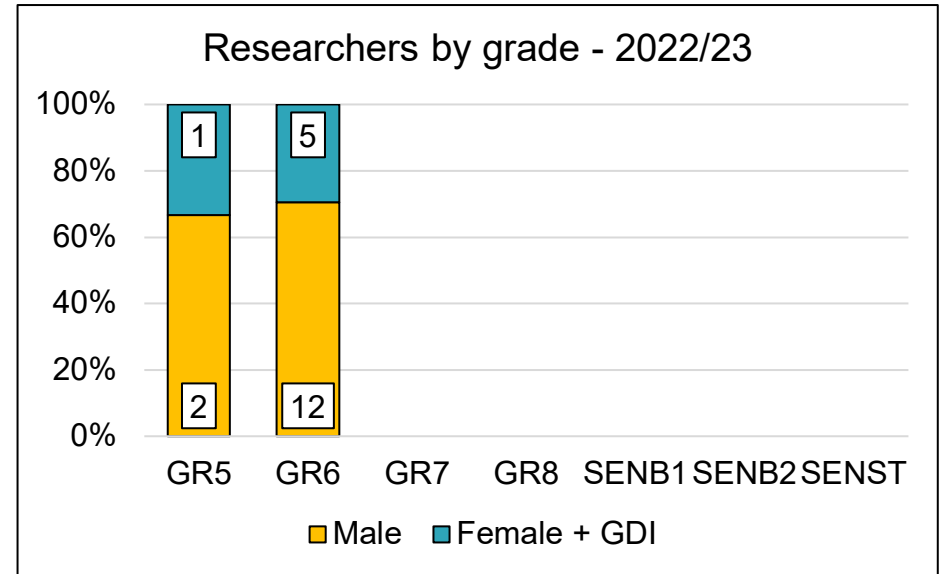
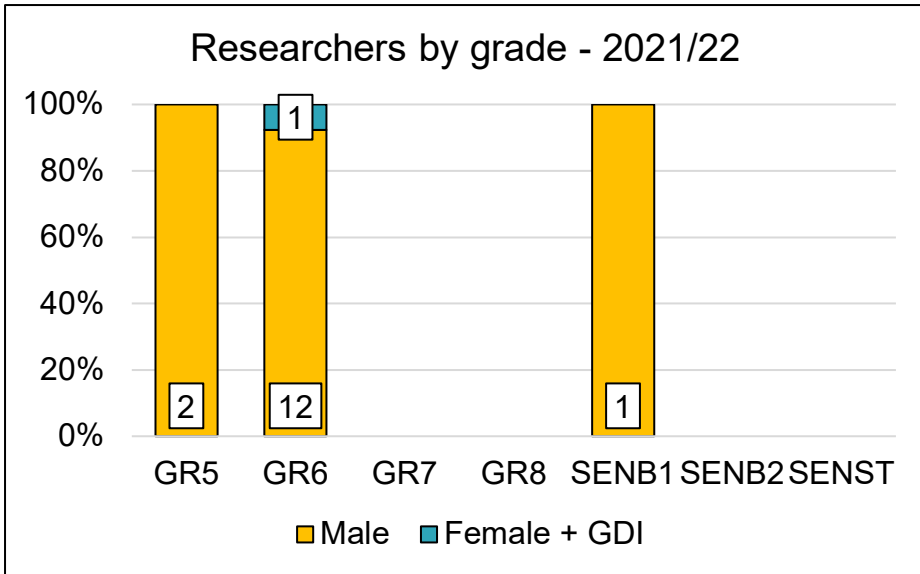




Research staff by grade and contract function

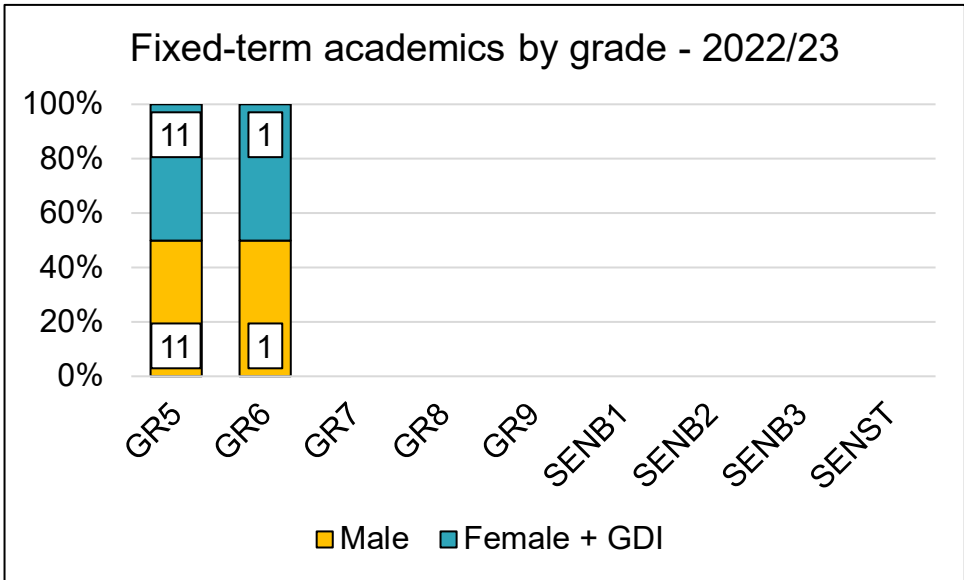
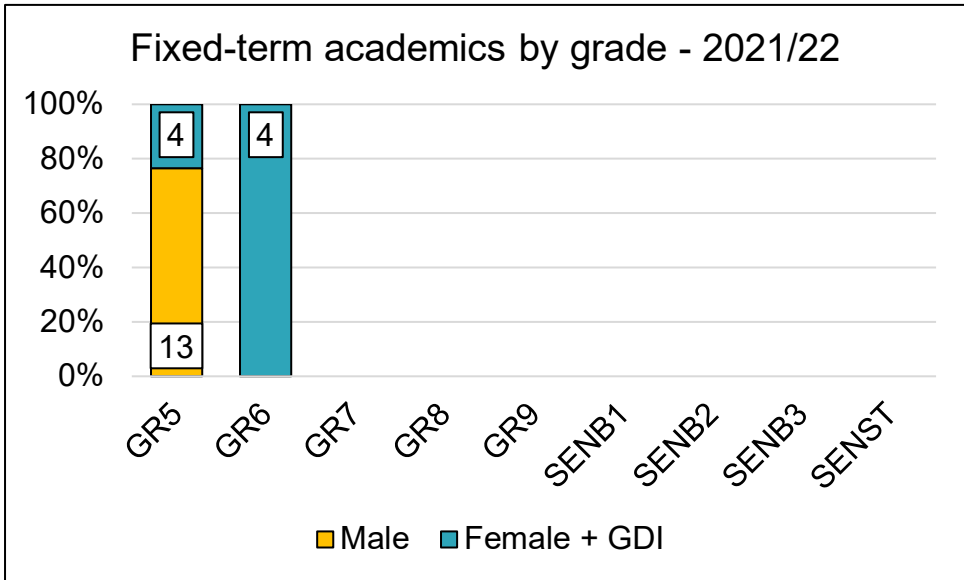
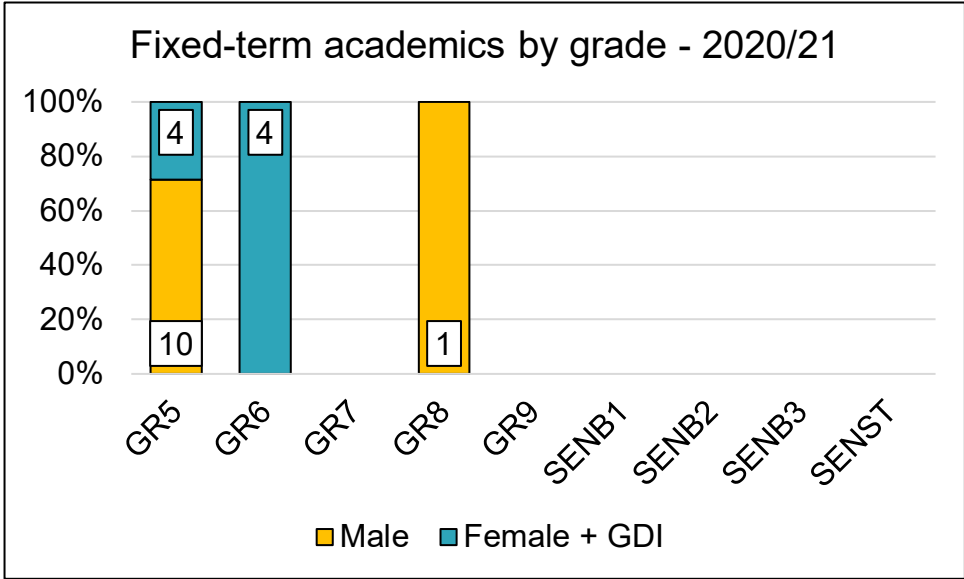
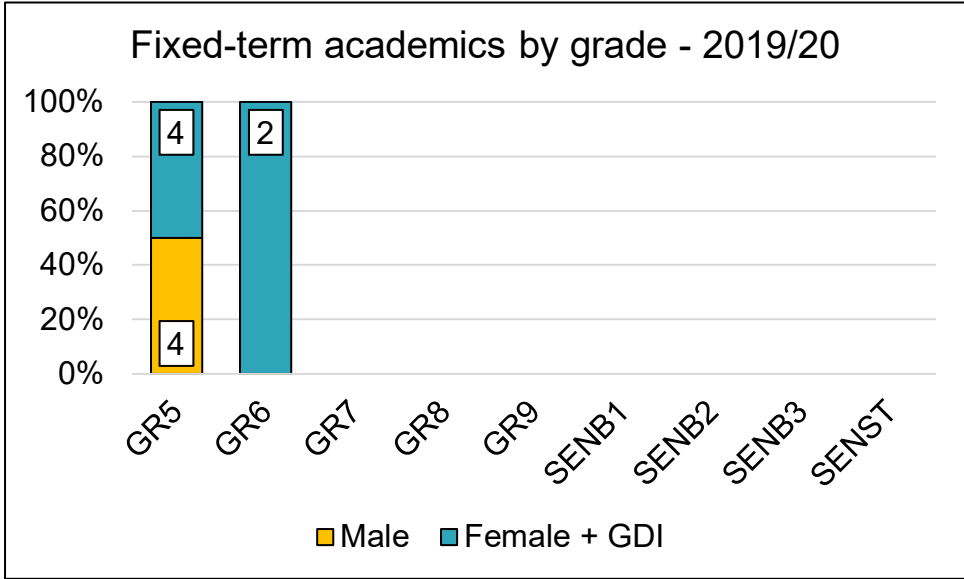
Research Staff		2019/20		2020/21		2021/22		2022/23	
Function	Research	Male	Female + GDI	Male	Female + GDI	Male	Female + GDI	Male	Female + GDI
Research Assistant	GR5	1	4	1	3	2	0	2	1
Research Associate	GR6	10	1	10	2	12	1	12	5
Research Fellow	GR7	0	0	0	0	0	0	0	0
	GR8	0	0	0	0	0	0	0	0
Professor	SENB1	1	0	1	0	1	0	0	0
	SENB2	0	0	1	0	0	0	0	0
	SENST	0	0	0	0	0	0	0	0
Total		12	5	13	5	15	1	14	6

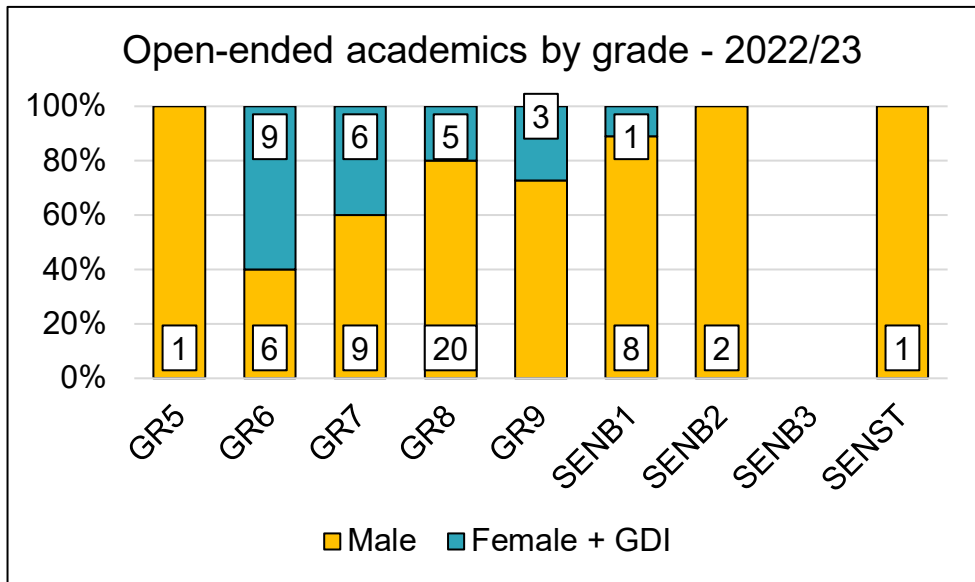
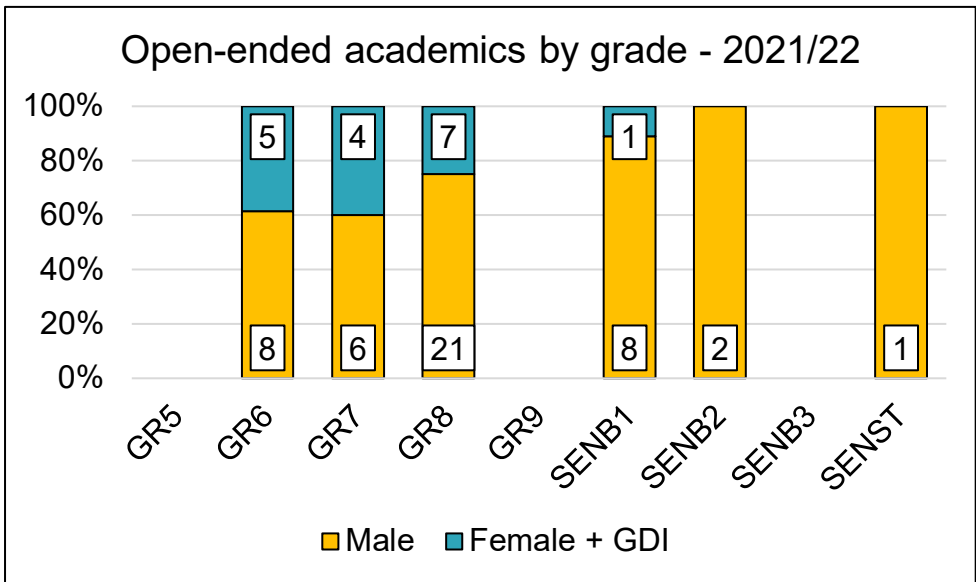
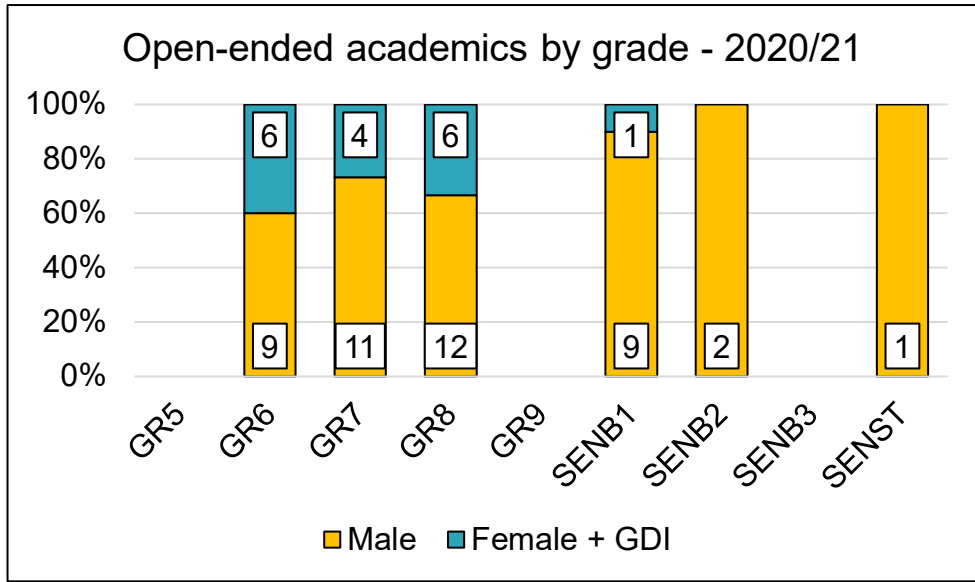
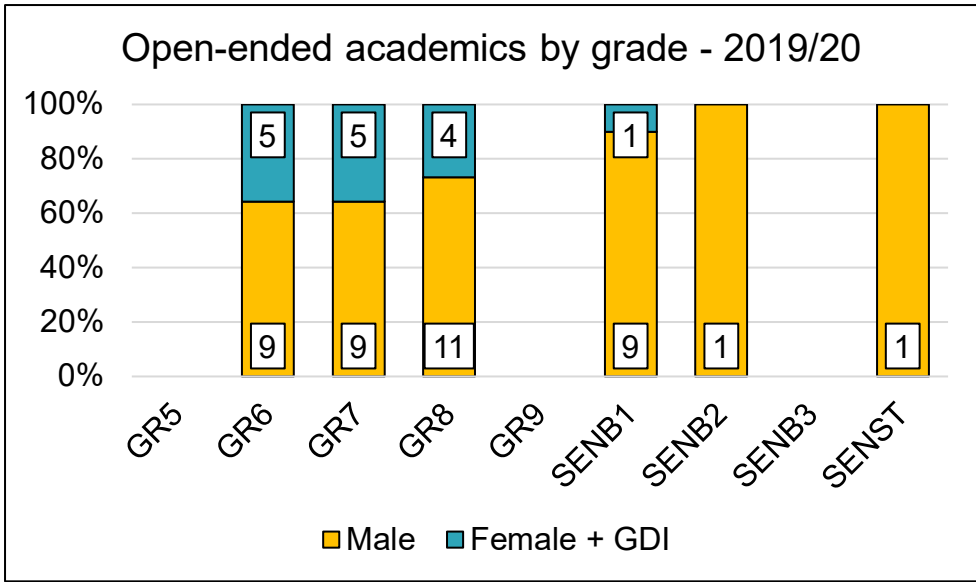




Academic staff by grade and contract type

Fixed term	2019/20				2020/21				2021/22				2022/23			
	Female + GDI		Male		Female + GDI		Male		Female + GDI		Male		Female + GDI		Male	
	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
GR5	4.0	3.5	4.0	2.6	4.0	2.5	10.0	5.9	11.0	7.0	13.0	7.6	11.0	7.5	11.0	7.1
GR6	2.0	2.0	0.0	0.0	4.0	4.0	0.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	0.6
GR7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GR8	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GR9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SENB1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SENB2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SENB3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SENST	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	6.0	5.5	4.0	2.6	8.0	6.5	11.0	6.1	12.0	8.0	13.0	7.6	12.0	8.5	12.0	7.7
Regular	2019/20				2020/21				2021/22				2022/23			
	Female + GDI		Male		Female + GDI		Male		Female + GDI		Male		Female + GDI		Male	
	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
GR5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.5
GR6	5.0	5.0	9.0	9.0	6.0	6.0	9.0	9.0	5.0	5.0	8.0	7.2	9.0	8.8	6.0	6.0
GR7	5.0	4.8	9.0	8.6	4.0	3.8	11.0	10.6	4.0	2.8	6.0	5.6	6.0	5.4	9.0	9.0
GR8	4.0	3.4	11.0	11.0	6.0	5.4	12.0	11.6	7.0	6.4	21.0	20.6	5.0	4.8	20.0	18.3
GR9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	1.4	8.0	8.0
SENB1	1.0	1.0	9.0	6.3	1.0	1.0	9.0	7.5	1.0	1.0	8.0	6.5	1.0	1.0	8.0	7.1
SENB2	0.0	0.0	1.0	1.0	0.0	0.0	2.0	1.9	0.0	0.0	2.0	1.9	0.0	0.0	2.0	1.0
SENB3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SENST	0.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0
Total	15.0	14.2	40.0	36.9	17.0	16.2	44.0	41.6	17.0	15.2	46.0	42.8	24.0	21.4	55.0	50.9

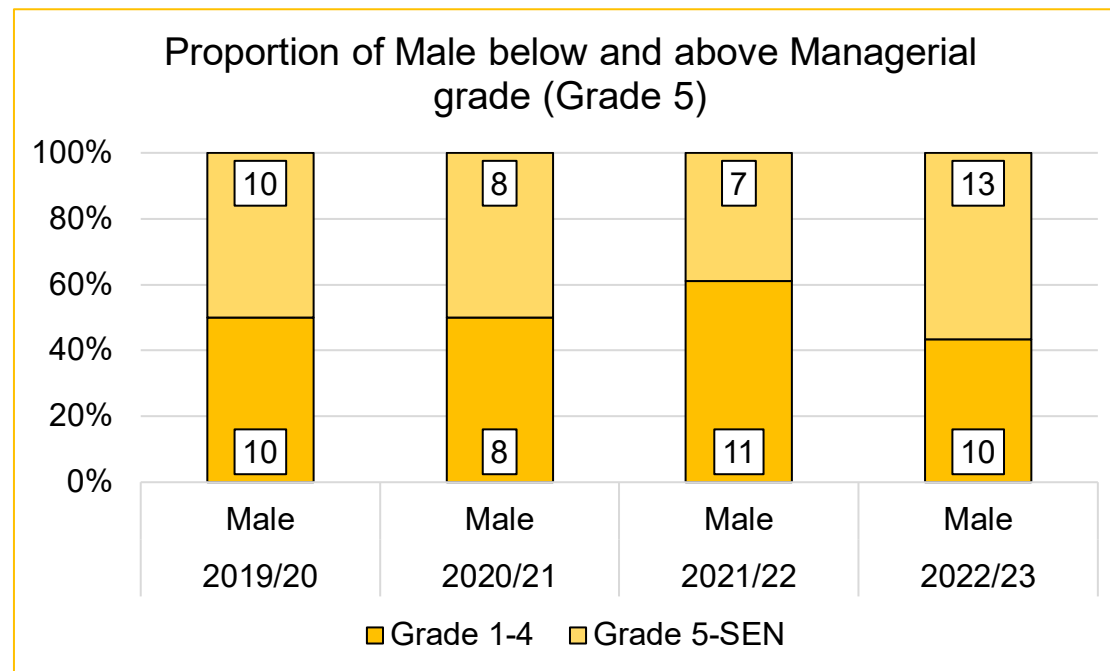
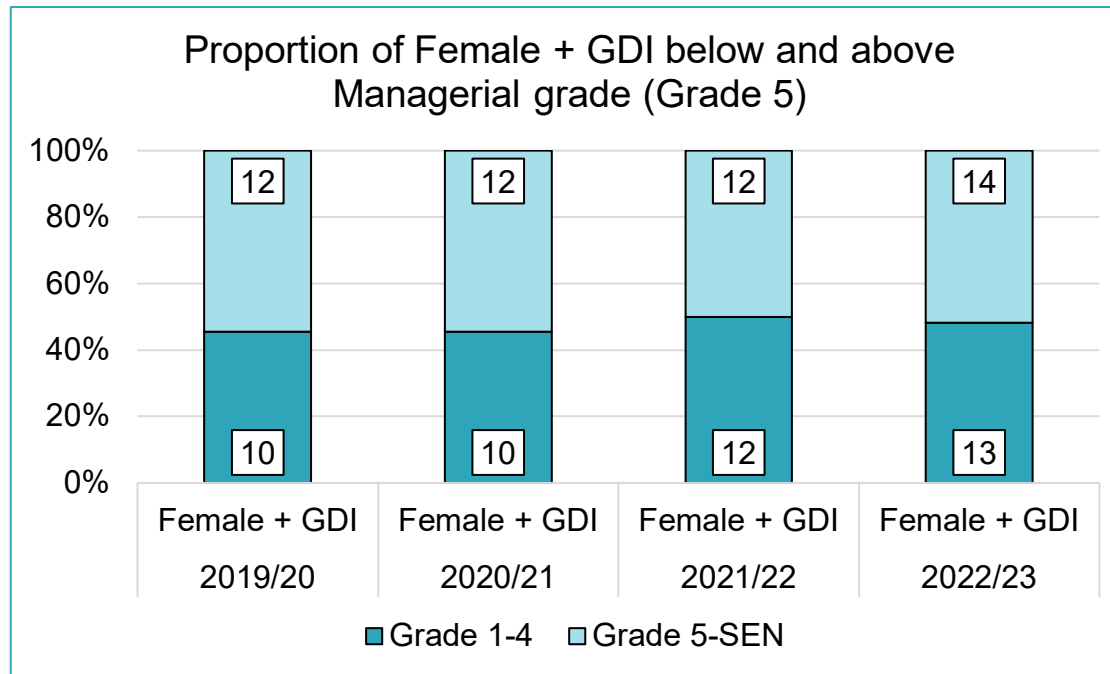




Professional staff by grade and job family

PS Staff	2019/20				2020/21				2021/22				2022/23			
	Female + GDI		Male		Female + GDI		Male		Female + GDI		Male		Female + GDI		Male	
Career Pathway	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
Admin Support	10	7	8	8	9	7	7	7	12	11	10	10	13	12	8	8
Managerial & Professional	12	11	9	8	12	11	6	6	12	11	6	6	14	13	13	10
Technical Services	0	0	2	2	1	1	2	2	0	0	2	2	0	0	2	2
Total	22	18	19	18	22	18	15	15	24	23	18	18	27	24	23	20

PS Staff	2019/20				2020/21				2021/22				2022/23			
	Female + GDI		Male		Female + GDI		Male		Female + GDI		Male		Female + GDI		Male	
Grade	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
FIXD	0	0	2	2	1	1	1	1	0		1	1	0	0	2	2
GR2	2	2	2	2	1	1	3	3	1	1	5	5	1	1	3	3
GR3	2	1	1	1	2	1	0	0	4	4	0	0	5	4	0	0
GR4	6	4	5	5	6	5	4	4	7	7	5	5	7	7	5	5
GR5	4	3	2	1	5	4	2	2	3	2	3	3	6	5	3	2
GR6	6	5	3	3	5	5	1	1	6	6	2	2	4	4	6	5
GR7	2	2	1	1	1	1	3	3	1	1	2	2	3	3	3	2
GR8	0	0	3	3	1	1	1	1	2	2	0	0	1	1	1	1
SENST	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0
Total	22	18	18	16	22	18	16	16	24	23	18	18	27	24	23	20

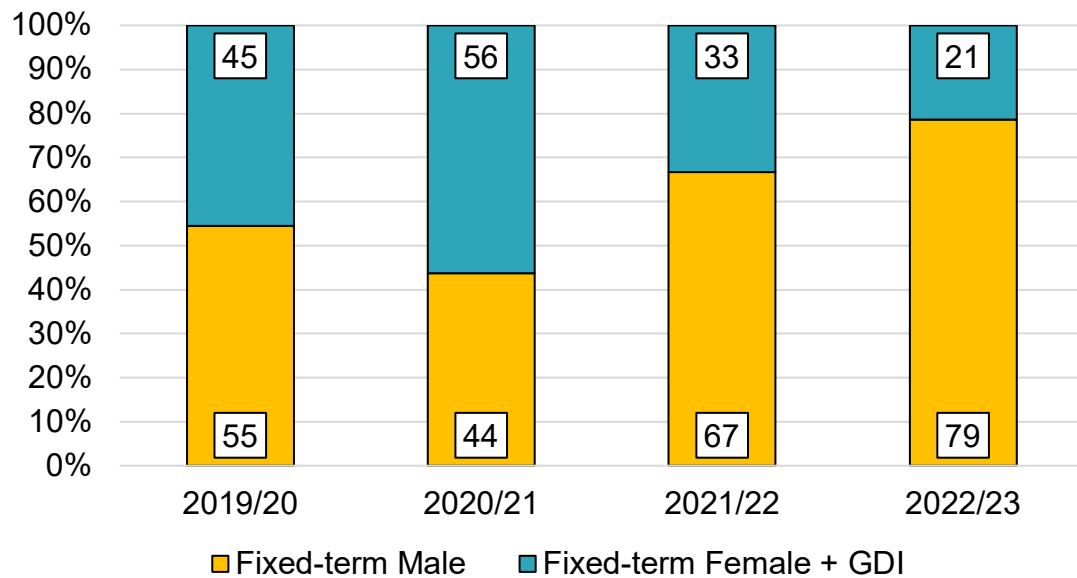


Professional staff by grade and contract type

Fixed term	2020				2021				2022				2023			
	Female + GDI		Male		Female + GDI		Male		Female + GDI		Male		Female + GDI		Male	
	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
FXD	0	0	2	2	1	1	1	1	0	0	1	1	0	0	2	2
GR2	2	2	2	2	1	1	3	3	1	1	5	5	1	1	3	3
GR3	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
GR4	2	1	4	4	2	1	1	1	0	0	0	0	0	0	0	0
GR5	3	2	0	0	2	2	0	0	1	1	0	0	1	1	0	0
GR6	2	2	1	1	2	2	0	0	2	2	1	1	0	0	4	3
GR7	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	1
GR8	0	0	3	3	0	0	1	1	0	0	0	0	0	0	1	1
SENST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	10	7	12	12	9	7	7	7	4	4	8	8	3	3	11	10

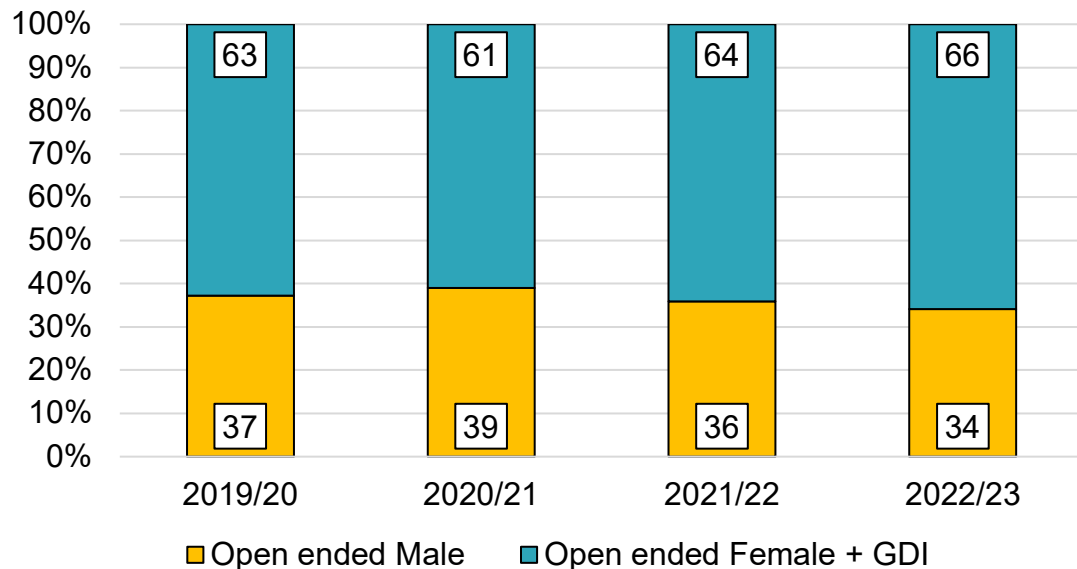
Regular	2020				2021				2022				2023			
	Female + GDI		Male		Female + GDI		Male		Female + GDI		Male		Female + GDI		Male	
	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
FXD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GR2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GR3	1	1	1	1	1	1	0	0	4	4	0	0	5	4	0	0
GR4	4	3	1	1	4	4	3	3	7	7	5	5	7	7	5	5
GR5	1	1	2	1	3	3	2	2	2	2	3	3	5	4	3	2
GR6	2	2	1	1	1	1	1	1	3	3	1	1	4	4	2	2
GR7	2	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1
GR8	0	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0
SENST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	10	8	6	5	11	10	7	7	18	16	10	10	23	20	12	10

Fixed term PS staff composition %



		2019/20	2020/21	2021/22	2022/23
Fixed term	Male	55%	44%	67%	79%
	Female + GDI	45%	56%	33%	21%

Open ended PS staff composition %



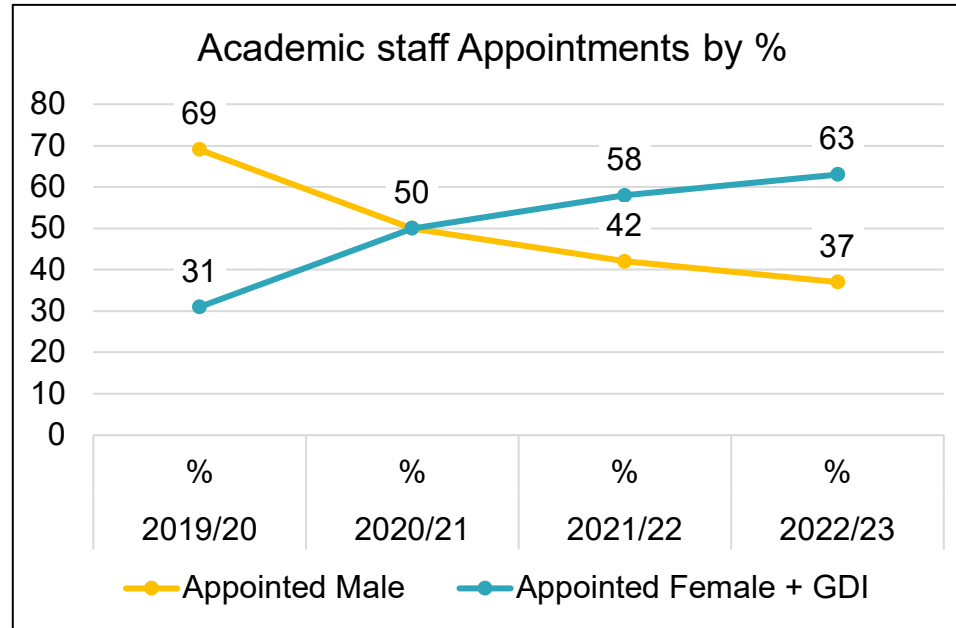
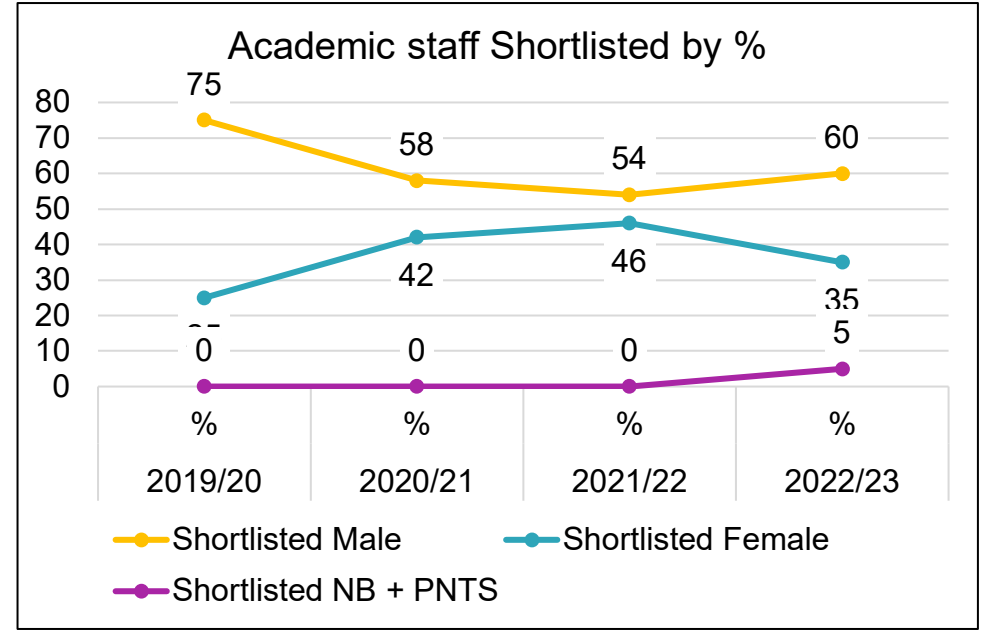
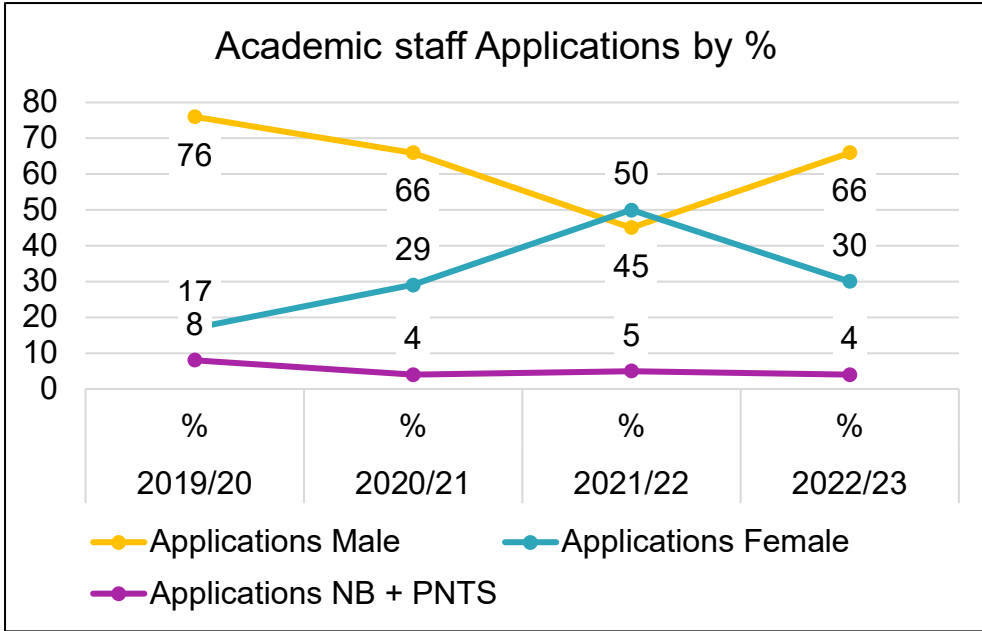
		2019/20	2020/21	2021/22	2022/23
Open ended	Male	37%	39%	36%	34%
	Female + GDI	63%	61%	64%	66%

Academic Recruitment

		2019/20		2020/21		2021/22		2022/23	
		No.	%	No.	%	No.	%	No.	%
Applications	Female	22	17	34	29	11	50	17	30
	Male	100	76	77	66	10	45	37	66
	NB + PNTS	10	8	5	4	1	5	2	4
	Total	132	100	116	100	22	100	56	100

		2019/20		2020/21		2021/22		2022/23	
		No.	%	No.	%	No.	%	No.	%
Shortlisted	Female	3	25	11	42	6	46	7	35
	Male	9	75	15	58	7	54	12	60
	NB + PNTS	0	0	0	0	0	0	1	5
	Total	12	100	26	100	13	100	20	100

		2019/20		2020/21		2021/22		2022/23	
		No.	%	No.	%	No.	%	No.	%
Appointed	Female + GDI	4	31	11	50	7	58	12	63
	Male	9	69	11	50	5	42	7	37
	Total	13	100	22	100	12	100	19	100

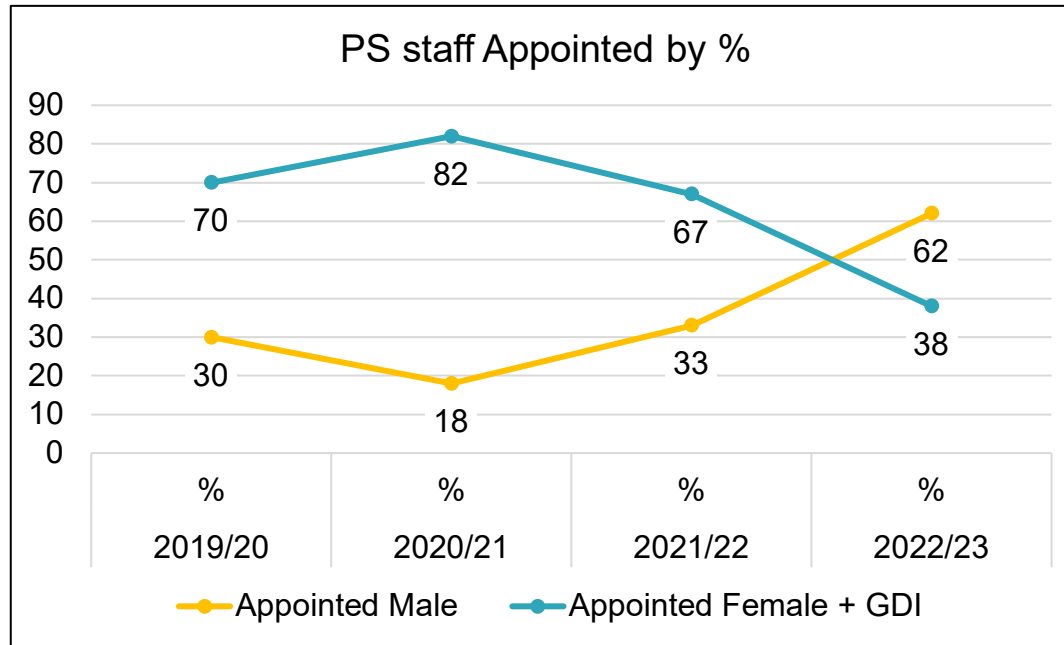
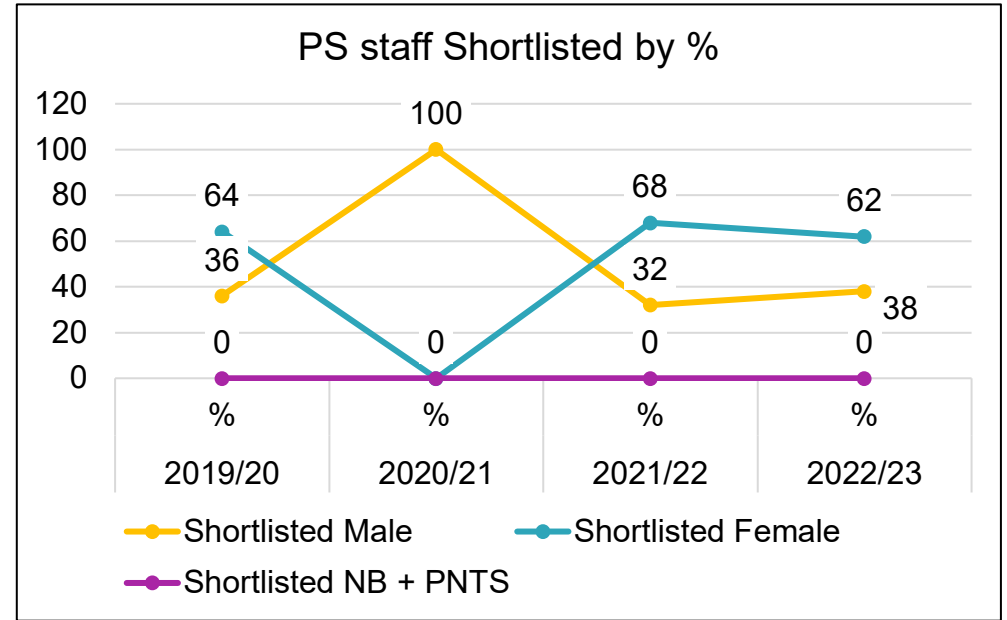
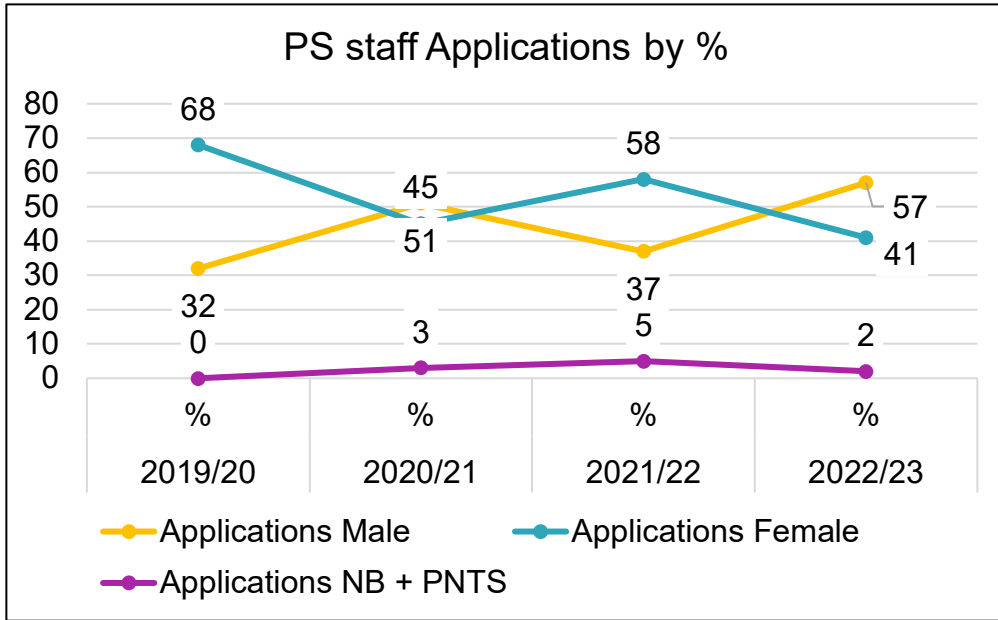


Professional Recruitment

		2019/20		2020/21		2021/22		2022/23	
		No.	%	No.	%	No.	%	No.	%
Application	Female	15	68	25	45	69	58	45	41
	Male	7	32	28	51	43	36	63	57
	NB + PNTS	0	0	2	4	6	5	3	3
	Total	22	100	55	100	118	100	111	100

		2019/20		2020/21		2021/22		2022/23	
		No.	%	No.	%	No.	%	No.	%
Shortlisted	Female	7	64	0	0	25	68	16	62
	Male	4	36	7	100	12	32	10	38
	NB + PNTS	0	0	0	0	0	0	0	0
	Total	11	100	7	100	37	100	26	100

		2019/20		2020/21		2021/22		2022/23	
		No.	%	No.	%	No.	%	No.	%
Appointed	Female + GDI	7	70	14	82	20	67	5	38
	Male	3	30	3	18	10	33	8	62
	Total	10	100	17	100	30	100	13	100

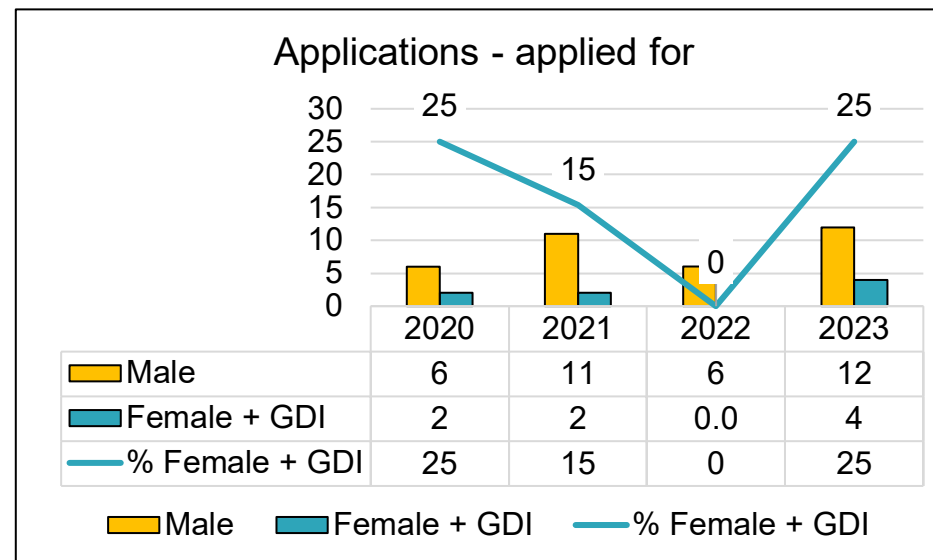


Academic Promotion

Applications

Applied for	2019/20				2020/21			
	Female + GDI		Male		Female + GDI		Male	
	Total	%	Total	%	Total	%	Total	%
Senior Lecturer	2	40	3	60	1	10	9	90
Reader	0	0	2	100	1	33	2	67
Personal Chair	0	0	1	100	0	0	0	0
Total	2	25	6	75	2	15	11	85

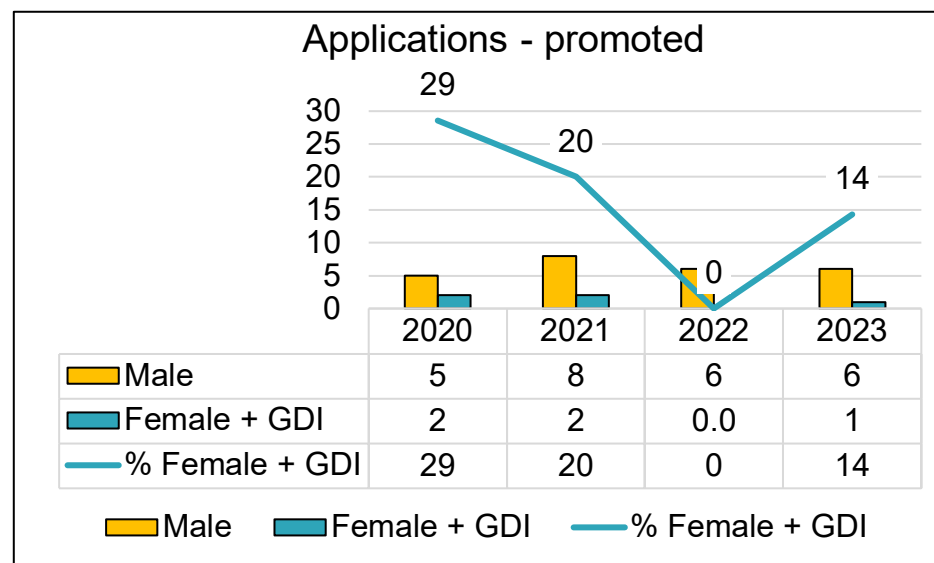
Applied for	2021/22				2022/23			
	Female + GDI		Male		Female + GDI		Male	
	Total	%	Total	%	Total	%	Total	%
Senior Lecturer	0	0	4	100	2	33	4	67
Reader	0	0	2	100	2	29	5	71
Personal Chair	0	0	0	0	0	0	3	100
Total	0	0	6	100	4	25	12	75



Promotions

Promoted to	2019/20				2020/21			
	Female + GDI		Male		Female + GDI		Male	
	Total	%	Total	%	Total	%	Total	%
Senior Lecturer	2	50	2	50	1	13	7	88
Reader	0	0	2	100	1	50	1	50
Personal Chair	0	0	1	100	0	0	0	0
Total	2	29	5	71	2	20	8	80

Promoted to	2021/22				2022/23			
	Female + GDI		Male		Female + GDI		Male	
	Total	%	Total	%	Total	%	Total	%
Senior Lecturer	0	0	4	100	1	33	2	67
Reader	0	0	2	100	0	0	3	100
Personal Chair	0	0	0	0	0	0	1	100
Total	0	0	6	100	1	14	6	86



Withdrawals

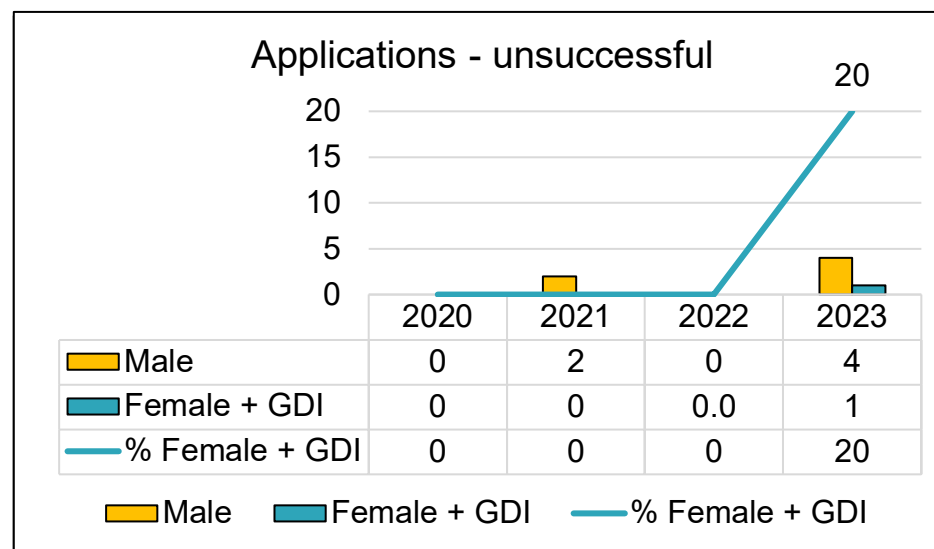
	2019/20				2020/21			
Withdrawn	Female + GDI		Male		Female + GDI		Male	
	Total	%	Total	%	Total	%	Total	%
Senior Lecturer	0	0	1	100	0	0	0	0
Reader	0	0	0	0	0	0	1	100
Personal Chair	0	0	0	0	0	0	0	0
Total	0	0	1	100	0	0	1	100

	2021/22				2022/23			
Withdrawn	Female + GDI		Male		Female + GDI		Male	
	Total	%	Total	%	Total	%	Total	%
Senior Lecturer	0	0	0	0	0	0	0	0
Reader	0	0	0	0	2	67	1	33
Personal Chair	0	0	0	0	0	0	1	100
Total	0	0	0	0	2	50	2	50

Unsuccessful

Unsuccessful	2019/20				2020/21			
	Female + GDI		Male		Female + GDI		Male	
	Total	%	Total	%	Total	%	Total	%
Senior Lecturer	0	0	0	0	0	0	2	100
Reader	0	0	0	0	0	0	0	0
Personal Chair	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	2	100

Unsuccessful	2021/22				2022/23			
	Female + GDI		Male		Female + GDI		Male	
	Total	%	Total	%	Total	%	Total	%
Senior Lecturer	0	0	0	0	1	33	2	67
Reader	0	0	0	0	0	0	1	100
Personal Chair	0	0	0	0	0	0	1	100
Total	0	0	0	0	1	20	4	80



Professional Regrading

Professional Regrading by grade

PS	2019/20				2020/21				2021/22				2022/23			
	Male		Female +GDI		Male		Female +GDI		Male		Female +GDI		Male		Female +GDI	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fixed Salary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Professional Regrading by job family and contract type

ALL STAFF	2020				2021				2022				2023			
	Female + GDI		Male		Female + GDI		Male		Female + GDI		Male		Female + GDI		Male	
Full Time	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Admin Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Managerial & Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technical Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Part Time	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Admin Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Managerial & Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technical Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2.11 Special Leave & Maternity

Adoption leave

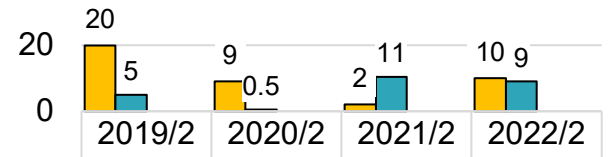
Adoption leave	2020				2021			
	Female + GDI		Male		Female + GDI		Male	
	Number	Instances	Number	Instances	Number	Instances	Number	Instances
Career Pathway								
Admin Support	0	0	0	0	0	0	0	0
Managerial & Professional	0	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0	0
Teaching & Research	0	0	0	0	0	0	0	0
Teaching & Scholarship	0	0	0	0	0	0	0	0
Technical Services	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0

Adoption leave	2022				2023			
	Female + GDI		Male		Female + GDI		Male	
	Number	Instances	Number	Instances	Number	Instances	Number	Instances
Career Pathway								
Admin Support	0	0	0	0	0	0	0	0
Managerial & Professional	0	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0	0
Teaching & Research	0	0	0	0	0	0	0	0
Teaching & Scholarship	0	0	0	0	0	0	0	0
Technical Services	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0

Dependent leave

	2019/20				2020/21			
Dependents leave	Female + GDI		Male		Female + GDI		Male	
Career Pathway	Number	Instances	Number	Instances	Number	Instances	Number	Instances
Admin Support	0	0	4	2	0	0	0	0
Managerial & Professional	2	2	1	2	1	1	5	1
Research	0	0	0	0	0	0	0	0
Teaching & Research	0	0	15	3	0	0	0	0
Teaching & Scholarship	3	1	0	0	0	0	4	1
Technical Services	0	0	0	0	0	0	0	0
	2021/22				2022/23			
Dependents leave	Female + GDI		Male		Female + GDI		Male	
Career Pathway	Number	Instances	Number	Instances	Number	Instances	Number	Instances
Admin Support	0	0	0	0	1	1	1	1
Managerial & Professional	8	3	1	1	1	1	6	2
Research	0	0	0	0	0	0	1	1
Teaching & Research	2	2	1	1	2	2	1	1
Teaching & Scholarship	1	1	1	1	5	1	1	1
Technical Services	0	0	0	0	0	0	0	0

Dependent leave (days taken)

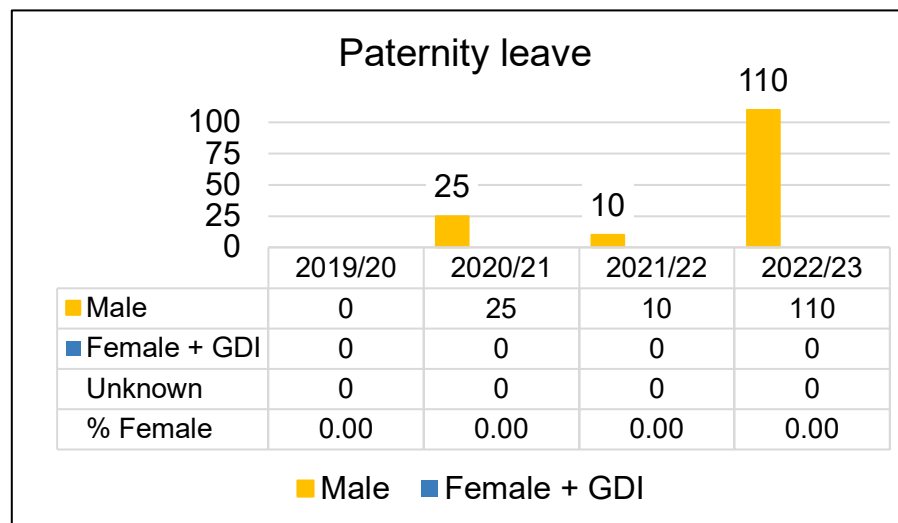


	2019/2	2020/2	2021/2	2022/2
Male	20	9	2	10
Female + GDI	5	0.5	11	9
Unknown	0	0	0	0
% Female	0.00	5.26	84.00	47.37

Male Female + GDI

Paternity leave

	2019/20				2020/21			
Paternity leave	Female + GDI		Male		Female + GDI		Male	
Career Pathway	Number	Instances	Number	Instances	Number	Instances	Number	Instances
Admin Support	0	0	0	0	0	0	5	1
Managerial & Professional	0	0	0	0	0	0	5	1
Research	0	0	0	0	0	0	0	0
Teaching & Research	0	0	0	0	0	0	15	3
Teaching & Scholarship	0	0	0	0	0	0	0	0
Technical Services	0	0	0	0	0	0	0	0
	2021/22				2022/23			
Paternity leave	Female + GDI		Male		Female + GDI		Male	
Career Pathway	Number	Instances	Number	Instances	Number	Instances	Number	Instances
Admin Support	0	0	0	0	1	1	1	1
Managerial & Professional	8	3	1	1	1	1	6	2
Research	0	0	0	0	0	0	1	1
Teaching & Research	2	2	1	1	2	2	1	1
Teaching & Scholarship	1	1	1	1	5	1	1	1
Technical Services	0	0	0	0	0	0	0	0



Shared Parental leave

	2019/20				2020/21			
Shared parental leave	Female + GDI		Male		Female + GDI		Male	
Career Pathway	Number	Instances	Number	Instances	Number	Instances	Number	Instances
Admin Support	0	0	0	0	0	0	0	0
Managerial & Professional	0	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0	0
Teaching & Research	0	0	0	0	0	0	0	0
Teaching & Scholarship	0	0	0	0	0	0	0	0
Technical Services	0	0	0	0	0	0	0	0
	2021/22				2022/23			
Shared parental leave	Female + GDI		Male		Female + GDI		Male	
Career Pathway	Number	Instances	Number	Instances	Number	Instances	Number	Instances
Admin Support	0	0	0	0	0	0	0	0
Managerial & Professional	0	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0	0
Teaching & Research	0	0	0	0	0	0	0	0
Teaching & Scholarship	0	0	0	0	0	0	0	0
Technical Services	0	0	0	0	0	0	0	0

Maternity leave

	2019/20	2020/21	2021/22	2022/23
Maternity Leave	Female + GDI	Female + GDI	Female + GDI	Female + GDI
Career Pathway	Number	Number	Number	Number
Admin Support	0	0	0	0
Managerial & Professional	0	0	0	0
Research	0	0	0	1
Teaching & Research	1	1	1	1
Teaching & Scholarship	0	1	1	1
Technical Services	0	0	0	0
Total	1	2	2	3

Appendix 3: Glossary

Acronym/ Abbreviation	
ACE-CSE	Academic Centre of Excellence in Cyber Security Education
AI	Artificial Intelligence Research Section
AS	Academic Staff
AUA	Association of University Administrators
BMG	Building Management Group
CATE	Collaborative Award for Teaching Excellence
COMSC	School of Computer Science and Informatics
CS	Cyber Security and Privacy Research Section
CSL	Centre for Student Life
DDoEDI	Deputy Director of Equality, Diversity & Inclusion
DHoS	Deputy Head of School
DDLT	Deputy Director of Learning & Teaching
DSM	Deputy School Manager
DoCLWI	Director of Collaborative Learning and Industry
DoEDI	Director of Equality, Diversity & Inclusion
DoI	Director of International
DLT	Director of Learning & Teaching
DPGT	Director of Postgraduate Taught
DPGR	Director of Postgraduate Research
DoRA	Director of Recruitment and Admissions
DoR	Director of Research
D&W	Dignity and Wellbeing Contact
DiSTEM	Diversity in Science Technology Engineering and Mathematics
EAB	External Advisory Board
EDI	Equality, Diversity & Inclusion
ESLA	Enriching Student Life Awards
FTE	Full Time Equivalent
GDI	Gender Diverse Individual(s)
HCC	Human Centred Computing Research Section
HE	Higher Education
HEFCW	Higher Education Funding Council for Wales
HR	Human Resources
HoS	Head of School
IDK	I Don't Know
IT	Information Technology
LGBTQ+	Lesbian, Gay, Bi, Trans, Queer +
NCSC	National Cyber Security Centre
NSA	National Software Academy
NSS	National Student Survey
OCAS	Outstanding Contribution Award

PA	Personal Assistant
PDR	Performance Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PNTS	Prefer Not to Say
PSE	Physical Sciences and Engineering
PT	Personal Tutor
SAT	Self-Assessment Team
SB	School Board
SD	Service Delivery
SHEW	Safety, Health, Environment and Wellbeing
SL	Senior Lecturer
SM	School Manager
SMT	School Management Team
STEM	Science, Technology, Engineering and Maths
SU	Student Union
TA	Teaching Associate
T&R	Teaching and Research
T&S	Teaching & Scholarship
ToR	Terms of Reference
TS	Technical Services staff
UCU	University and College Union
UG	Undergraduate
UKRI	UK Research and Innovation
VC	Visual Computing Research Section
WAM	Workload Allocation Model
W+GDI	Women and Gender Diverse Individuals