



Athena SWAN Bronze department award application

Name of university: University of Edinburgh

Department: Edinburgh School of Architecture and Landscape Architecture (ESALA)

Date of application: November 29th 2013

Date of university Bronze and/or Silver SWAN award: November 30th 2012 (Bronze Renewal)

Contact for application: Professor Remo Pedreschi (Convener)

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Telephone: 0131 650 2301

Departmental website address: www.ed.ac.uk/schools-departments/edinburgh-college-art/architecture-landscape-architecture

Glossary of Abbreviations

CHSS: College of Humanities and Social Science

ECA: Edinburgh College of Art

ESALA: Edinburgh School of Architecture and Landscape Architecture

FT: Full-time

PT: Part-time

PGR: Postgraduate Research

PGT: Postgraduate Taught

SMG: Senior Management Group

UG: Undergraduate

Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

1. Letter of endorsement from the head of department: maximum 500 words

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.



THE UNIVERSITY of EDINBURGH
Edinburgh College of Art

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Athena SWAN Charter
Equality Challenge Unit
Queen's House
55-56 Lincoln's Inn Fields
London
WC2A 3LJ

12 November 2013

Letter of support for an Application for an Athena SWAN Bronze Award for the Edinburgh School of Architecture and Landscape Architecture at the University of Edinburgh.

Dear Sir or Madam,

As head of the Edinburgh School of Architecture and Landscape Architecture I am committed to developing and embedding practices that engender a culture of inclusivity. From my own perspective as a practitioner I am acutely aware of the challenges within the built environment sector in terms of achieving equality and opportunity for all. I have both supported and had an involvement in our Athena SWAN process since its inception, attending meetings and contributing data and information regarding our school especially in the context of widening participation.

For our School, the Athena SWAN process has been invaluable in allowing us to reflect on the work we already undertake. It also assists us in framing additional measures to embed the principles of gender equality. The data collected in this process has been invaluable in facilitating our plans for the future.

We benefit from two senior colleagues in professorial chairs who act as role models for many of our staff and they are active in helping articulating and disseminating their career pathways. Professor Catharine Ward Thomson is director of OPENSpace, the largest research centre within ECA with income in excess of £2m. Catharine was also principal co-ordinator for ESALA's joint submission for the REF, which was undertaken in collaboration with Heriot-Watt University. Professor Fiona McLachlan holds a chair in Architectural Practice that acts as an important role model in what is often a male dominated profession and as such provides an excellent role model both for staff and students. Many of our sessional staff are practicing architects and in this we recruit carefully to ensure a good gender balance. Students see women in positions of professional authority who are excellent designers but also teaching their craft. This I think embeds in students a clear perception of women architects & landscape architects having a full role to play especially in the higher echelons of the professions.

There is much to do. One example is that of helping colleagues adjust work-life balances so that commitments such as childcare do not compromise the ability to participate in the life of our school. At an institutional as well as local level – the rhythms of University teaching and school holidays continue to be a challenge. In our professional practice curriculum, we need to remain vigilant to ensure that both the academic content and practical training activities reflect and also aspire to a more mature, inclusive practice environment.

/continued



THE UNIVERSITY of EDINBURGH
Edinburgh College of Art

I would like to acknowledge the effort and commitment of our Athena SWAN team who have all made invaluable contributions in producing an excellent submission. The Athena SWAN process has been embedded in both our School Action plan and that of Edinburgh College of Art. We will continue to develop this as our strategy evolves. I feel we have now made a significant step in developing a culture of an inclusive, productive and rewarding working environment for all our colleagues.

A handwritten signature in black ink that reads 'John Brennan'.

John Brennan
Head of Edinburgh School of Architecture
and Landscape Architecture,
Edinburgh College of Art
University of Edinburgh
john.brennan@ed.ac.uk

2. The self-assessment process: maximum 800 words (plus biographies)

Describe the self-assessment process. This should include:

- a) *A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.*

Edinburgh School of Architecture and Landscape Architecture (ESALA) established an Athena SWAN self-assessment team in January 2013 (**AC 1.1**). Volunteers from across the School were invited to come forward, so membership is diverse and well placed to effect change. It encompasses established and new academic and support staff, plus past and present Heads of School. The College has also appointed an Athena SWAN Project Officer, who sits on every CHSS self-assessment team, to promote collaboration and encourage best practice. College HR is represented by Izabela Buller and Edinburgh University Students' Association (EUSA) Women's Group provide an undergraduate female perspective. (97)

Table 1: Athena SWAN self-assessment team biographies (ESALA)

Janet Black has been employed by Edinburgh College of Art (ECA) in a variety of administrative roles for ten years, either within or closely associated with ESALA. Throughout her employment, Ms Black has worked between 20 and 25 hours per week, shortly increasing to 30 hours. She is a single parent with a sixteen year old daughter.

John Brennan (Head of ESALA) combines his role as Head of ESALA with directorship of the School's masters programmes in Advanced Sustainable Design. He is also a working architect, in a practice shared with his partner and together manages the pressures of work commitments with raising a young family. He has in the past been widening access co-ordinator for ESALA and a founding member of the Pathways to the Profession team in architecture.

Izabela Buller has a dual role as Assistant HR Advisor/HR Team Leader in the College of Humanities and Social Science. She works full time and provides support and advice in a wide range of HR matters; including employee relations, grievance, disciplinary, promotions, recruitment, redundancy and career development to managers and staff across the College.

Suzanne Ewing is a Senior Lecturer in Architecture. She has recently been appointed to the role of Associate Dean in CHSS (Recruitment and Admissions Strategy), which includes ensuring equality of opportunity for all potential University applicants. She participates at University level on the RASC and Equality and Diversity committees, and in the Student Experience Project. As well as mentoring student interns, architectural students in early stages of practice, and part-time design tutors, she is involved across CHSS in staff recruitment. She contributes experience as a senior academic with a young family juggling work-life balance in a dual career partnership (partner directs their award-winning joint architectural practice, Zone Architects).

Rhona Feist was appointed Athena SWAN Project Officer for the College of Humanities and Social Science in October 2012. She is a member of every CHSS self-assessment team, supporting eleven Schools through the Athena SWAN/GEM application process and promoting best practice across the College. Having worked as a Research Assistant at the University of Dundee, before moving into university administration, she is familiar with the challenges faced by early-career academics. She is currently employed on a fixed term contract and is single with no children.

Kenny Fraser is a Chartered Landscape Architect, Lecturer and MLA Programme Director. In Academic year 2012 – 13, he was Acting Director of Landscape Architecture. He has practiced since 1995 including 6 years as Principal Landscape Architect at RMJM Scotland Ltd where he led the £14 million Scottish Parliament Building Landscape project from 1999 until completion in 2005.

Chris Lowrey is Director of the MA Hons and BA in Architecture at ESALA. He contributes to studio design teaching in courses at Honours level. Chris and his wife Jemma adopted two sisters Sophie and Angel aged three and two years respectively in November 2012.

John Lowrey is a Senior Lecturer in Architectural History. He has published widely on Scottish architecture, from the early modern to the modern period. He was historian to the Scottish Parliament building project and is a trustee of the Scottish Historic Buildings Trust. He has had extensive responsibility for undergraduate teaching at school level and is currently Dean of Undergraduate Learning and Teaching in the College of Humanities and Social Science, with strategic responsibility for curricular matters in the university's largest college. He and his partner have three children, all at senior High School or university level.

Lisa Mackenzie is a Landscape Architect and Senior Lecturer in ESALA. For the last four years Lisa has been involved in the creation and development of a new European Masters in Landscape Architecture, which received substantial funding from Brussels through the Lifelong Learning Programme. Lisa's current research centres upon her practice, which she increasingly presents internationally. During her maternity leave and subsequent return to work Lisa's open air gallery for Highlands and Islands Enterprise was on site in Inverness. Lisa was promoted to Senior Lecturer in 2012 shortly before taking maternity leave with her first child. She contributes experience as a new mother in a dual career partnership. Her partner spends considerable time traveling and Lisa is constantly balancing practice, teaching, research and family life.

Fiona McLachlan (previous Head of School, Convener jointly with Professor Pedreschi) started her academic career as a part-time studio tutor in 1988. She subsequently was appointed as a full-time lecturer in 1989 and her career has progressed to Senior Lecturer in 1995 and to a personal Chair in Architectural Practice in 2011. She is an architect and a partner in her own architectural practice. Following a maternity break in 1997/8, she returned full-time and was appointed Head of Architecture in 2002-6. She has held a series of key roles leading the development of the new ESALA, as Academic Change Leader 2006-9, and as Head of ESALA from 2010-12.

Sarah Moffat is an undergraduate student in the School of Social and Political Science. She sits on the self-assessment team in her capacity as Convener of the Edinburgh University Student Association's (EUSA) Women's Group. Her role is to act as liaison between the Women's Group and Athena SWAN self-assessment team. She also brings a valuable undergraduate perspective to the team.

Remo Pedreschi (Convener jointly, with Professor McLachlan) holds the Chair of Architectural Technology at the University of Edinburgh and is also Director of Research for Edinburgh College of Art. He has three children each at various stages of study or in their careers. He is married to Theresa Pedreschi, Director of the PCT Partnership, a company that provides training, development and advice on returning to the work place, career development and training. Theresa has provided particular advice on issues related to women returning to the workplace.

Eva Silveirinha de Oliveira completed her PhD in Landscape Architecture in 2012 at the University of Edinburgh. In April 2012, she joined the OPENspace Research Centre as a full-time research fellow, co-ordinating a project on woodlands' improvement and mental wellbeing. She contributes experience as an early career researcher who recently transited from PhD to academic life and balances her family life as a mother of a three-year-old boy with the full-time research post.

Penny Travlou is a Lecturer in Cultural Geography and Theory at ESALA. For 10 years, she worked as a Research Fellow at the OPENspace research centre involved in various research projects funded by AHRC, EPRC and The British Academy. Her academic career shifted from a 3 year (full-time) fixed contract as a Research Associate at OPENspace to a Research Fellow and Lecturer in permanent part-time contracts until her appointment as a full-time Lecturer at ESALA in 2012.

Iain Boyd Whyte is Professor of Architectural History and has enjoyed a long career as researcher, teacher, and postgraduate supervisor. A former fellow of the Alexander von Humboldt-Stiftung and Getty Scholar, he has served as a Trustee of the National Galleries of Scotland, is a Fellow of the Royal Society of Edinburgh, and currently chair of RIHA, the International Association of Research Institutes in the History of Art. In addition to his experience as a mentor and advisor to younger colleagues, he

has a close understanding of the career and employment landscape as it affects his own children, now in their '30s.

- b) An account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.*

ESALA's self-assessment team met FOUR times in 2013 (**AC 1.4**), with additional planning meetings between the Conveners and the Athena SWAN Project Officer. A working group also met independently to format staff and postgraduate student surveys. Responsibility for information gathering and application report writing were delegated to reflect personal experience of gender equality issues, and team meetings enabled the group to discuss sub-section drafts and action points. Gender equality news articles and training opportunities are circulated regularly and team members act as champions for Athena SWAN within ESALA and Edinburgh College of Art (ECA). A public 'Athena SWAN – ESALA' Wiki enables staff to access the Athena SWAN statistical analysis and survey results (**AC 1.3**). Leadership of the team transferred from Fiona McLachlan (Head of School) to Remo Pedreschi in August 2013, when Professor McLachlan commenced sabbatical leave. John Brennan (current Head of School) has also played an active role since the team's inception and is joined by Professor Pedreschi in representing Athena SWAN and ESALA's gender equality agenda on the Senior Management Group (SMG).

To gauge existing gender culture within ESALA, self-assessment commenced with a survey of academic and support staff. The survey generated a response rate of 40.9% and highlighted as primary concerns transparency and understanding of issues relating to gender equality; such as promotions policy, workload allocation and career development opportunities. The programme was extended to include a postgraduate student survey. In 2013 the response rate was 1.7% and the survey will be repeated on an annual basis with the aim to increase the response rate to over 50%. The launch date for both surveys will be reviewed for 2014 to optimise participation (**AC 1.2**).

Meetings with the PCT Partnership (**AC 3.4**), and participation in a 'CV Workshop', gave the team an insight into challenges faced by a group of ten females returning to work after an extended period of leave. Feedback was taken into consideration when writing ESALA's action plan and will be reported to College HR. Rigorous analyses of Architecture and Landscape Architecture were also conducted separately, to isolate SET and non-SET data. This highlighted strengths and weaknesses particular to each discipline, in relation to staff and student statistics, and survey results. Data relating to non-SET subject areas was removed from the Athena SWAN statistical analysis (**AC 3.4**).

The team works hard to promote gender equality and participate in activities that raise the profile of Athena SWAN and encourage internal and external collaboration. The Convener and Athena SWAN Project Officer are invited to attend the University's Athena SWAN Network quarterly. These meetings are attended by representatives from every self-assessment team, providing a valuable insight into activity across the institution. In December 2012, Yvonne Galligan (Queen's University, Belfast) and Averil MacDonald (University of Reading) led an Athena SWAN/GEM Seminar, coordinated by Rhona Feist. The event highlighted the challenges faced and obstacles overcome by other institutions and enabled staff from eleven CHSS self-assessment teams to network. ESALA representatives included Fiona McLachlan. In July 2013, the team were represented at the University of Nottingham's WinSET debate 'Academia does not provide equal opportunities for females and males to obtain professorial

posts in STEMM subjects', and attended an Athena SWAN Workshop in September 2013. ESALA have also collaborated with the PCT Partnership, a Skills Development Scotland funded training company, which runs courses for women returning to work **(AC 3.4)**.

- c) *Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.*

The self-assessment team will meet quarterly to monitor progress on the action plan **(AC 1.4)**, promote the Athena SWAN agenda and plan future activity. Responsibility for action points will be delegated to team members, who will report to the Convener. An annual statistical analysis of the Athena SWAN data set will allow the team to measure progress **(AC 1.6)** and will be published, together with an annual report **(AC 1.6)** on ESALA's Athena SWAN Wiki **(AC 1.3)**. To facilitate a comparative analysis, staff and postgraduate student surveys will run annually and the Athena SWAN Project Officer will produce and circulate a summary report of results to promote transparency and generate feedback **(AC 1.2)**. Commitment to Athena SWAN and the gender equality initiative in ESALA are demonstrated by Senior Management's readiness to strategically embed related practices and policies. To facilitate efficient implementation of ESALA's action plan, Athena SWAN has been written into the College, School and subject plans and is now a standing item on the Senior Management Group agenda. **(AC 1.7)**

(800 words)

3. A picture of the department: maximum 2000 words

- a) *Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.*

The years 2010-13, have seen great change for Architecture at the University of Edinburgh. Prior to 2011, Architecture was a subject area in the School of Arts, Culture and Environment; one of 11 schools in the College of Humanities and Social Science. In 2009, two new 'jointly-owned' professional degree programmes were launched by the University and the, then independent, Edinburgh College of Art. This had been in planning since 2002, through a series of Scottish Government funded feasibility studies, and a strategic change grant to support academic change leaders. The longer-term goal was the establishment of a joint school of architecture, which would also collaborate with the School of the Built Environment at Heriot-Watt University in taught postgraduate programmes and research.

In August 2011, and following the successful collaboration of the joint architecture degrees, a full institutional merger took place between University of Edinburgh and Edinburgh College of Art. This has brought together the University subject areas of Music, History of Art and Architecture with Art, Design, Architecture and Landscape Architecture from Edinburgh College of Art. The new grouping retains the name 'Edinburgh College of Art', although it operates as a 'School' within the existing University of Edinburgh's College of Humanities and Social Science. A new Principal and Head of Edinburgh College of Art, was appointed in September 2011.

University of Edinburgh – School of Architecture & Landscape Architecture (ESALA)

Chart 1: Organisation and structure of the University of Edinburgh, post-merger with Edinburgh College of Art.

POST-MERGER Organisational Structure and Student Data from 2011/12

University of Edinburgh (c. 31,000 students)

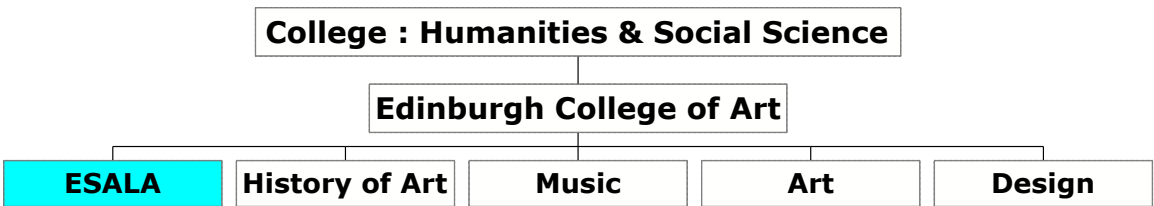
Principal					
CHSS (c. 19,000)	CSE (c. 7,800)	CMVM (c. 4,300)	Student and Academic Services Group	Corporate Services	Information Services
Headed by: Vice Principal & Head of College	Headed by: Vice Principal & Head of College	Headed by: Vice Principal & Head of College	Headed by: University Secretary	Headed by: Director of Corporate Services	Headed by: Vice Principal
11 Schools	7 Schools	4 Schools	10 Support Services	10 Support Services	6 Support Services
Business (1464)	Biological Science	Clinical Science & Com Health	Careers	Accommodation Service	IT Infrastructure
Education (3078)	Physics & Astronomy	Vet Medicine	Registry	Health & Safety	Library
New ECA (c. 2,723)	Engineering	Biomedical Science	International Office	Research Park	(IT) User Services
Divinity (461)	Geoscience	Mol & Clinical Medicine	etc.	Finance	etc.
Economics (810)	Informatics			etc.	
Health (593)	Mathematics				
History/Classics (1430)	Chemistry				
Law (1515)					
Literature & Language (2161)					
Phil'phy & Psychology (1492)					
Social & Pol Science (1904)					
and:					
Lifelong Learning					
College General (1,535)					

NEW ECA POST-MERGER

Post-merger the new ECA has c. 2,723 students (1,830 UG, 834 PG) including M.Arch, 259 PGR)

History of Art
Music
ESALA
School of Design
School of Art

Chart 2: Organisation and structure of CHSS, post-merger with Edinburgh College of Art.



The institutional merger has proved to be of great benefit in many respects. All staff and students are now part of the University of Edinburgh; budgeting and management are now clearer. The identity of the School, which had the potential for confusion, is now clarified, with the formation of the Edinburgh School of Architecture and Landscape Architecture (ESALA), encompassing all undergraduate and postgraduate activity that was previously in Architecture and Landscape Architecture at the two institutions. ESALA is the only institution in Scotland offering professional programmes in Landscape Architecture and also offers non-accredited programmes, for example in Architectural History, as well as a very wide range of postgraduate taught programmes in Cultural Studies, Sound Design, Design and Digital Media, Architectural Conservation, Sustainable Design, and Urban Design. The school has a number of collaborative programmes, including a MEng/BEng professionally accredited programme in

University of Edinburgh – School of Architecture & Landscape Architecture (ESALA)

Structural Engineering with Architecture that builds on a strong relationship with the School of Engineering.

Student numbers, together with the proportion of overseas students, have increased significantly to a point where ESALA has by far the largest international student body amongst the academic groupings in ECA. In session 2013/14, almost half of the undergraduate intake to the professional programme are overseas students.

Since the merger, the school has taken time to implement a gradual re-profiling of staff, leading to a number of new appointments. This has meant a period of high workloads, at a time when staff, especially former ECA staff, have been, learning new procedures and processes and adjusting to a different culture, especially in relation to research. Staff and students are divided across a number of different locations, which has some benefits in relation to facilities, but which also creates logistical issues and a challenge in relation to the cohesion of the new School. The period of reflection covered by this application is one of substantial transition.

- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

Academic planning in the new school was based originally on a slow transition, allowing the students on existing programmes to continue to graduation; a process that will only be fully completed in 2014, with incoming students enrolling on the new joint programmes. The statistics therefore include programmes that are being phased out as new ones are phased in. For the purposes of this application the statistics for session 2010/11 relate only to the University of Edinburgh Architecture department. From 2011 onwards the statistics relate to ESALA and demonstrate a shift in staff and student numbers, and the expansion of the school. The school anticipates the next three years to be more stable, which will facilitate action planning. However, as part of the University's investment in the ECA, major renovation of the campus at Lauriston Place is required, with a decant of Architecture into temporary accommodation expected from 2015-2020. Clearly there will be further challenges for ESALA and its ongoing programme of development. **(AC 5.5)**

Student data

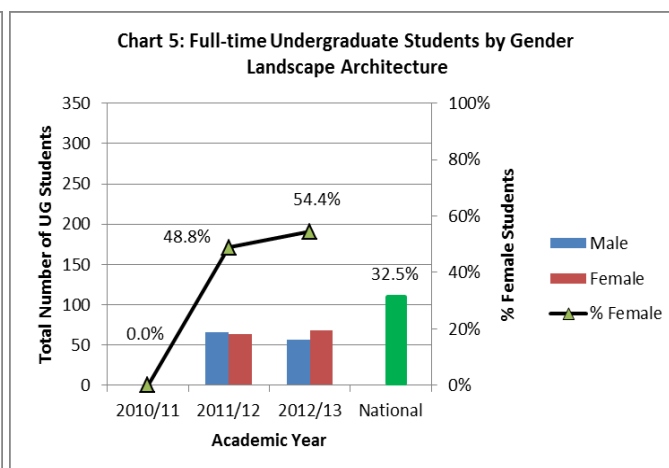
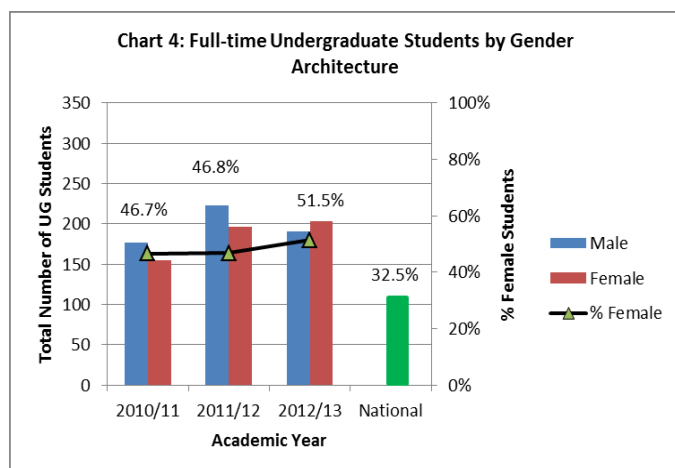
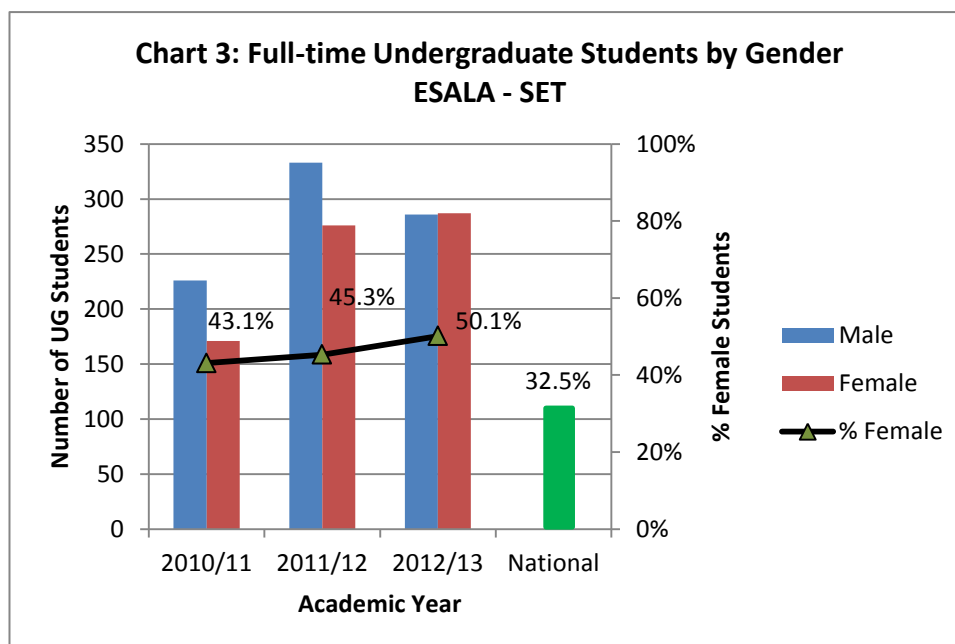
- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.*

Since 2008, Architecture has taken part in a number of initiatives to widen access to architecture and this is intended to extend to landscape architecture. The 'Pathways to the Profession' programme provides support and advice to school students from 46 local secondary schools. As part of the structured programme, a session "So you want to be an Architect?" is held in the University to introduce final year students to the subject prior to their UCAS applications. **(AC 2.4)**

However, the school does not accept applicants from foundation courses and only a few have entered the Architecture programme via official Access routes. Between 2010/11 and 2012/13, one male mature student entered via the Scottish Wider Access Programme (SWAP), and three students entered with HND/C qualifications. Over this period, 50% of the total access route intake has been female (i.e.

two), which compares favourably with the HESA benchmark of 18.9% (FT) and 28.3% (PT). In 2012/13, no students entered via Access routes.

- (ii) **Undergraduate male and female numbers – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.**



The charts above illustrate undergraduate students enrolled on professional programmes in Architecture and Landscape Architecture. The statistics for Landscape are only available post-merger. In general female recruitment in Landscape Architecture tends to be three or four percentage points higher than Architecture and around 20 percentage points higher than the national average.

Numbers of full-time female undergraduates enrolled on the Architecture programme have increased slightly from 46.7% in 2010/11 to 51.5% of the total number of students in 2012/13 (a 3 year average of 48.3%). The Russell Group benchmark for 2011/12 is 46.3%.

This is broadly comparable with the national figures of female students entering Universities to study architecture in the same period: 49.4% (2010/11), 46.4% (2011/12), 47.3% (2012/13): a 3 year average of 47.7%¹. It is worth noting that there has been a steady increase of female students of architecture from approximately 34% in the late 1990s to a nearly equitable balance (**AC 1.6**).

We currently do not offer part-time degrees at undergraduate level, although it is a route sometimes offered to students already on programme, under special circumstances. The numbers are very small with only one Architecture student (female) currently following this route. The core delivery of architectural education has been through project based studios, an important element of which is peer-to-peer learning, which is difficult to experience on a part-time programme

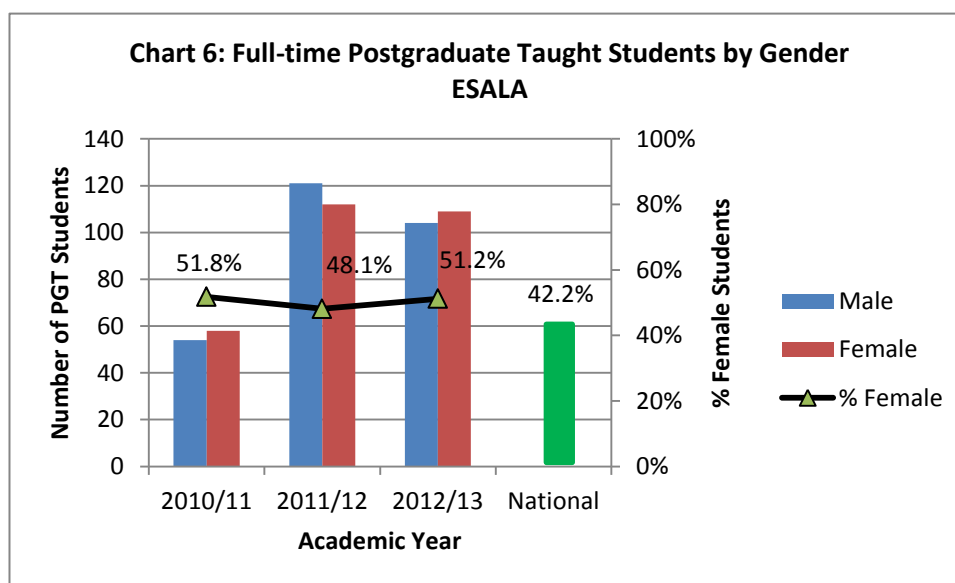
Table 2: Part-time undergraduate students by gender (ESALA)

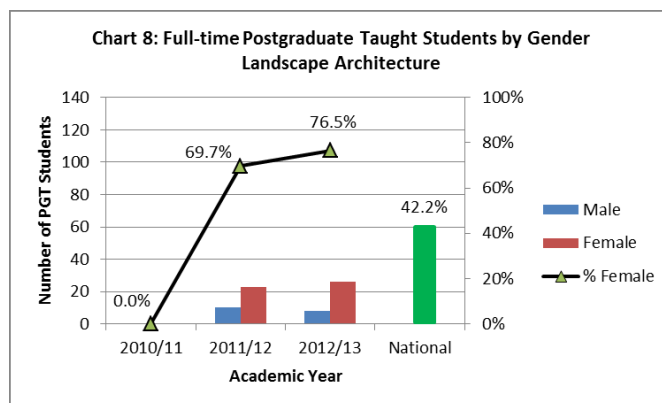
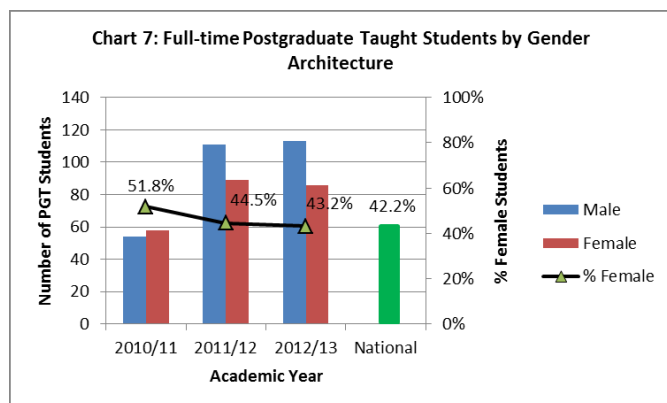
Part-time UG ESALA	Female	Male	% Female
2010/11	1	1	50
2011/12	1	0	100
2012/13	1	0	100

- (iii) **Postgraduate male and female numbers completing taught courses – full and part-time** – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

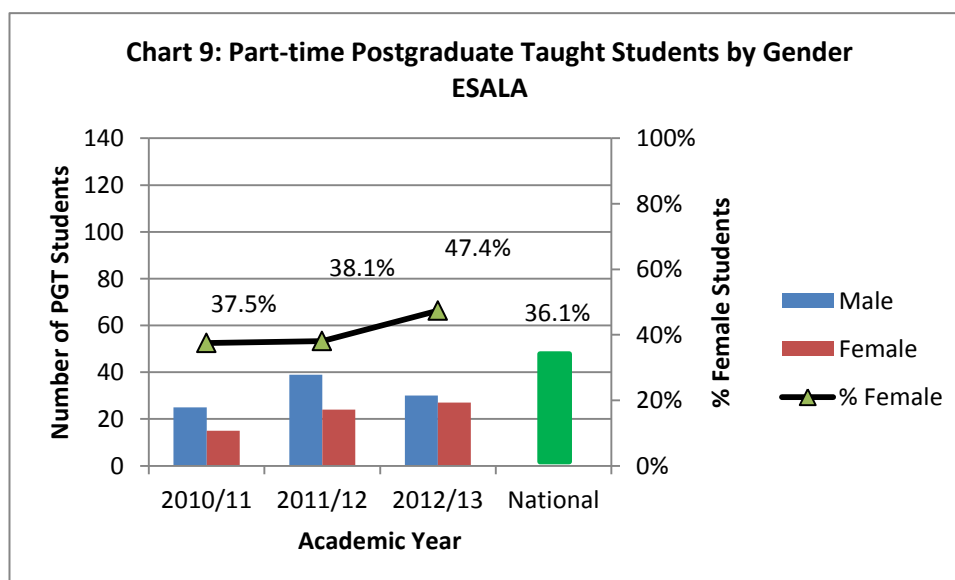
ESALA offers twelve full-time postgraduate taught programmes, of which eight are also run on a part-time basis. The gender ratio is reasonably balanced for both part- and full-time modes.

The proportion of female students in full-time PGT courses increased from 48.1% in 2011/12 to 51.2% in 2012/13. This number is above the HESA national average of 42.2% for full-time PGT.





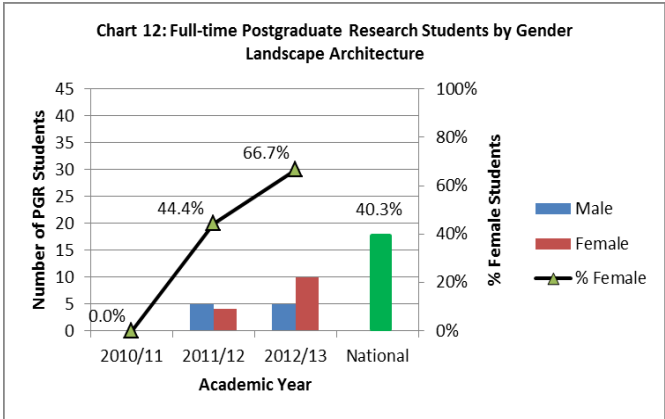
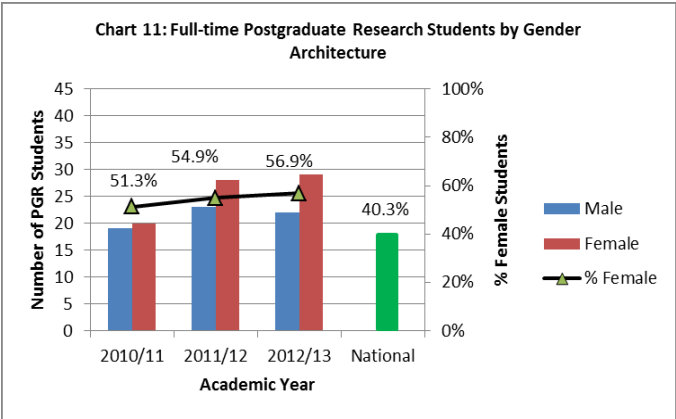
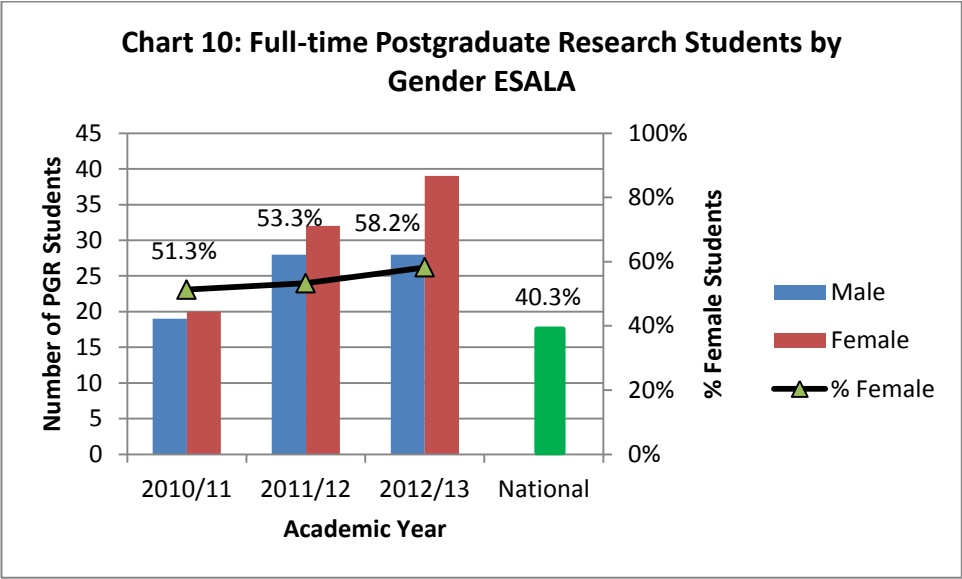
While that overall picture is encouraging, it is worth noting some particular features of recruitment into the professional programmes in Architecture (M.Arch – RIBA part 2) and Landscape Architecture (MLA, 2 year graduate conversion course). In Architecture, 40% of the M.Arch student cohort is female, still broadly in line with the HESA national picture, but below the 50% figure at undergraduate. In Landscape Architecture there is a marked difference in the opposite direction, from slightly above 50% at undergraduate to around 70% in the MLA specifically. **(AC 1.5)**



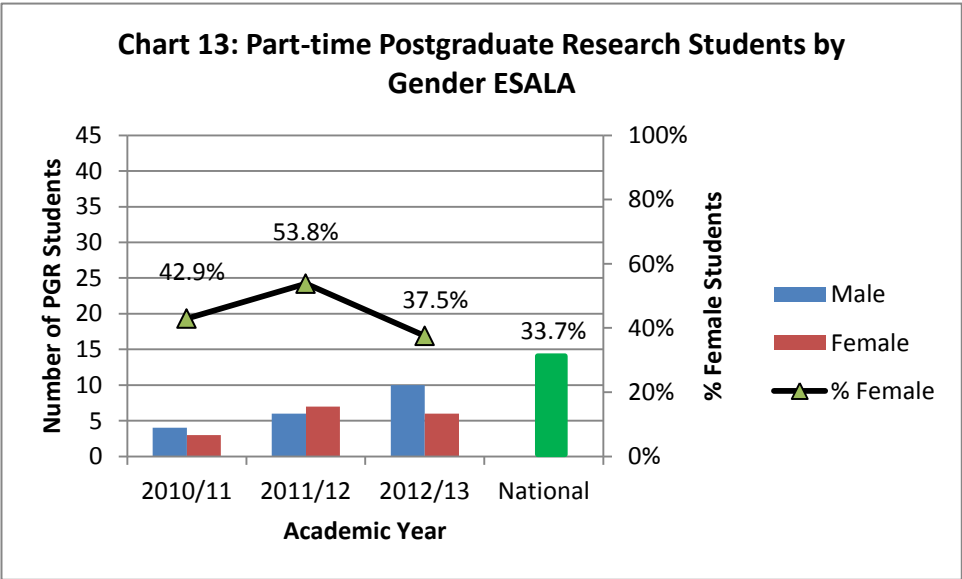
The number of female students attending part-time PGT courses has increased over the last three academic years, from 37.5% in 2010/11 to 47.4% in 2012/13. This figure, like that for full-time PGT, is also above the HESA national average of 36.1% for part-time PGT and the Russell Group average of 43.4%. Part-time PGT programmes are not available for Landscape Architecture. **(AC 1.6)**

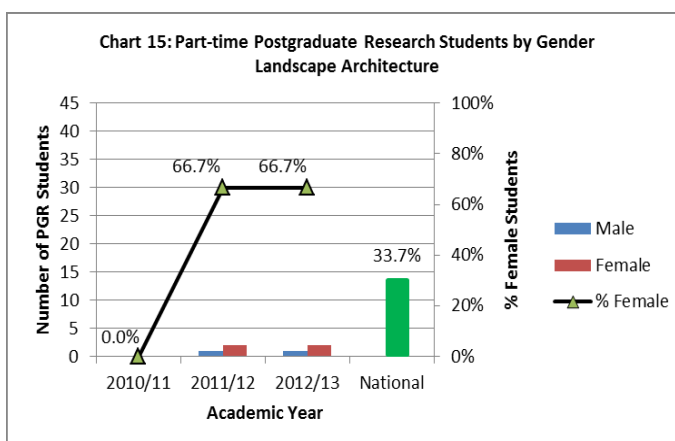
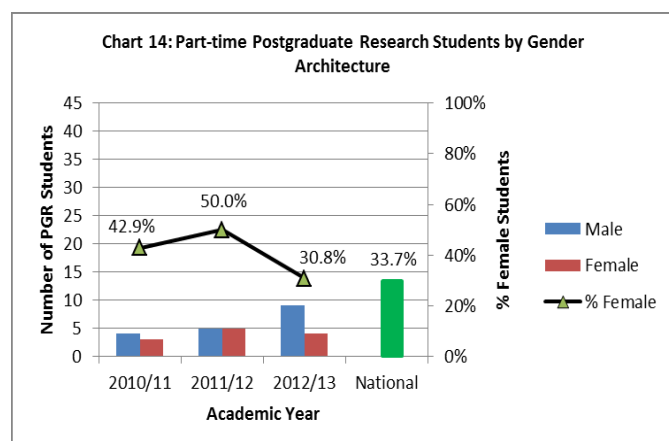
- (iv) **Postgraduate male and female numbers on research degrees – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

ESALA offers various programmes including MSc by Research; MPhil and PhD across all subject areas and with part-time study.



The number of female students in full-time PGR increased from 51.3% in 2010/11 to 58.2% in 2012/13. This number is above the 40.3% HESA national average and the Russell Group average of 48.5% for 2011/12. Overall, there is a higher proportion of female students, compared to the PGT courses, in PGR. The PhD in Landscape Architecture programme has the highest female to male ratio (2:1). (AC 1.6)





Numbers of students on part time research degrees are around 25% of those on full-time degrees. However, the numbers are very low and mean the statistics are less significant. The percentage of female students in part-time PGR decreased from 53.8% in 2011/12 to 37.5% in 2012/13, but is above the national average of 33.7%. This decline in the proportion of female students was predominantly due to an increase in male part-time PhD students in Architecture, Approximately, only one third of part-time students in PGR courses in Architecture are female (30.8%). This number is lower than the national average of 33.7%. Conversely, two-thirds (66.7%) of part-time students on the PhD in Landscape Architecture programme are female. The differences in trends between Landscape Architecture and Architecture need further study. **(AC 1.5)**

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.**

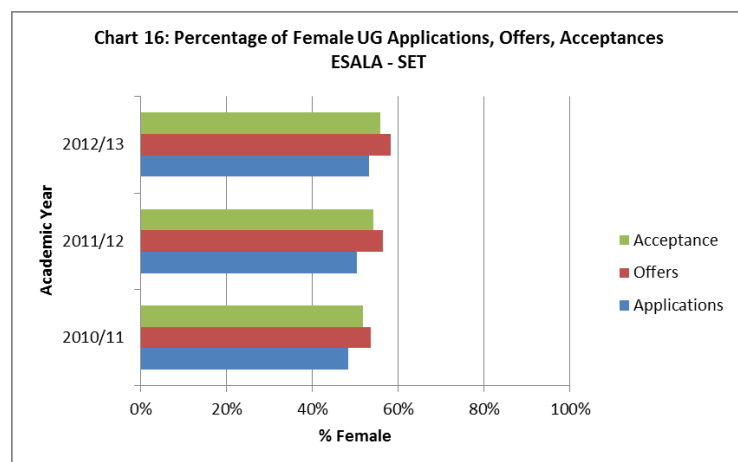


Table 3: UG application success rate by gender (ESALA)

	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2012/13	754	228	30.2%	662	163	24.6%
2011/12	670	253	37.8%	662	195	29.5%
2010/11	659	162	24.6%	703	140	19.9%

Undergraduate (UG): Between 2010/11 and 2012/13 the proportion of applications from women has increased by 4.8% to 53.2%. The proportion of offers and acceptances for female applicants have also increased to 58.3% and 55.8% respectively. Over this period, the conversion rate has been consistently higher for female applicants, by an average of 6.2%. **(AC 1.6)**

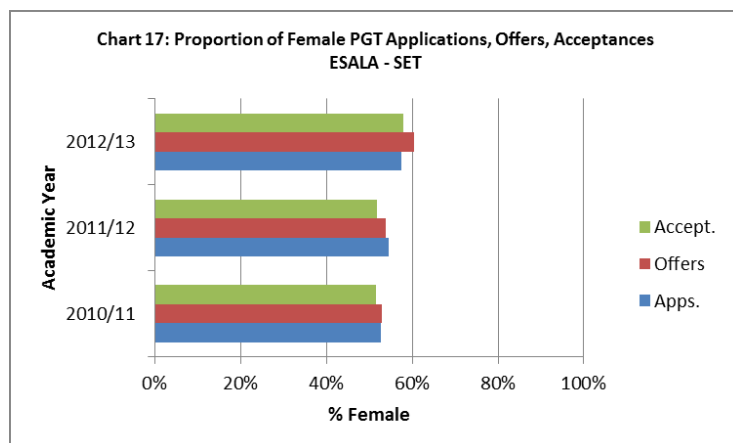


Table 4: PGT application success rate by gender (ESALA)

	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2012/13	648	196	30.2%	481	128	26.6%
2011/12	498	240	48.2%	418	205	49.0%
2010/11	353	131	37.1%	318	116	36.5%

Postgraduate Taught (PGT): Between 2010/11 and 2012/13 the proportion of applications from women has increased from 52.6% to 57.4%. The proportion of offers and acceptances for female applicants have also increased :(+7.5%) and (+6.3%) to 60% and 57.9% respectively **(AC 1.6)**

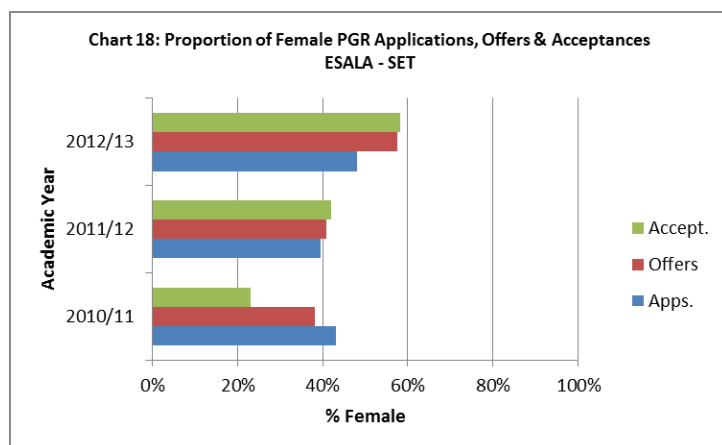
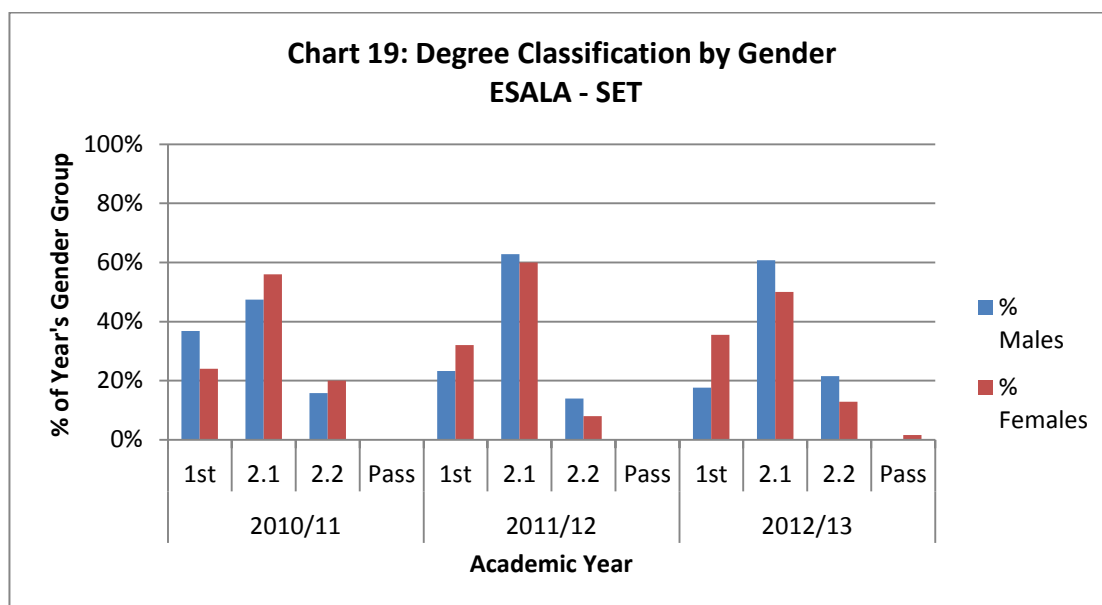


Table 5: PGR application success rate by gender (ESALA)

	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2012/13	49	19	38.8%	53	14	26.4%
2011/12	30	9	30.0%	46	13	28.3%
2010/11	22	8	36.4%	29	13	44.8%

Postgraduate Research (PGR): The proportion of acceptances from female applicants has increased consistently and significantly over the last three years, from 23.1% to 53.3%. Likewise, the proportion of offers to female students has also increased from 38.1% to 57.6%. Interestingly, the proportion of applications has not increased to the same extent (43.1% to 48.0%), indicating significantly improved conversion rates for female students. The application to offer success rate is now 12.4% higher than the male success rate. This may in part be due to the changes in staff profile since the merger, particularly the introduction of Landscape Architecture, which generally has a higher proportion of female students. **(AC 1.5, 1.6)**

- (vi) ***Degree classification by gender*** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.



The figures above present the degree classification as a percentage of the gender group.

Female students are performing extremely well in the ESALA professional degree programmes. In the Architecture graduating cohort in 2012/2013 specifically, 8 out of the top ten students in the first class were women, and 20 out of 29 (69%) first class awards went to female students. 26 out of 45 (57.8%) upper seconds were also women. When looking at ESALA as a whole, 85.5% of female students attained a 1st or 2.1 degree in 2012/13 compared with approximately 78.4% for the male student population.

Table 6: Male and female students by Degree classification (ESALA)

ESALA Classification	Degree	Female	Male	% Female
2010/11	1st	6	14	30.0%
	2:1	14	18	43.8%
	2:2	5	6	45.5%
	3rd/Pass	0	0	0.0%
2011/12	1st	8	10	44.4%
	2:1	15	27	35.7%
	2:2	2	6	25.0%
	3rd/Pass	0	0	0.0%
2012/13	1st	22	9	71.0%
	2:1	31	31	50.0%
	2:2	8	11	42.1%
	3rd/Pass	1	0	100.0%

The figures above illustrate the percentage of females qualifying in each classification group.

The HESA benchmarks for female UG qualifiers in 2011/12 were 29.7% (1st), 30.0% (2:1), 28.4% (2:2) and 22.9% (3rd). Corresponding figures for ESALA were 44.4% (1st), 35.7% (2:1), 25.0% (2:2) and 0 (3rd).
(AC 1.6)

Progression of Women Students

In this comparison of cohorts of students over time we assume that students take Part 1 finals in Year 3, Part 2 finals in Year 6 and Part 3 finals in Year 7 of their seven year education.

Historically the figures suggest a female drop-out rate of about 2 percentage points between Parts 1 and 2, and another 2 percentage points between Parts 2 and 3. In no cohort year has the proportion of women passing Part 3 exceeded

the proportion of women entering Part 1. In the last four years there is an exact match between the proportion of women applying to, and entering, Part 1.

The figures show that there has been a rise in the proportion of women at all stages, particularly applicants and new entrants to Part 1.

Table 19: Women as a percentage of all students (validated courses only)

	original year of entry to Part 1														
	98/9	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Applicants to Part 1	33	34	35	36	37	40	36	38	42	43	42	44	45	46	47
Entering Part 1	34	34	37	34	38	37	38	39	42	42	41	44	45	46	47
Passing Part 1	35	35	36	36	36	37	38	40	41	44	41	43			
Entering Part 2	35	31	34	34	34	35	36	37	40	41	37				
Passing Part 2	37	35	30	33	34	35	35	37	39						
Passing Part 3	31	28	32	34	32	36	34	34							

Figure 19: Trends in the progression of women students (validated courses only)

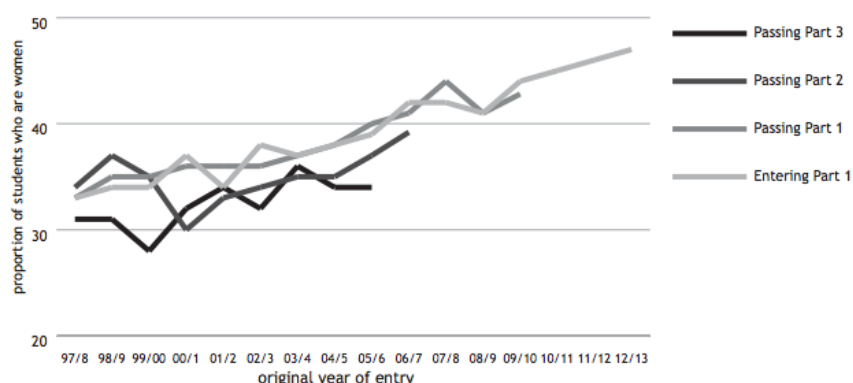


Chart 20: Academic progression of female students in Architecture (Part1-Part3)

The success of female students noted here refers to Part 1 of the professional programme.²The figures produced by the RIBA however also indicate that fewer female architects proceed to part 3, the final stage of professional registration. This examination occurs after a period of professional practice and is administered but not taught by the universities. The results indicate a gender imbalance that is not a consequence of academic performance. The result shall be monitored on an annual basis and anecdotal experience sought from post-part 2 students. **(AC 1.5, 2.5)**

¹ <http://www.architecture.com/EducationAndCareers/Validation/EducationStatistics> - accessed 21.08.13]

² [Ref. RIBA Education Statistics 2012-13, p15]

Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.

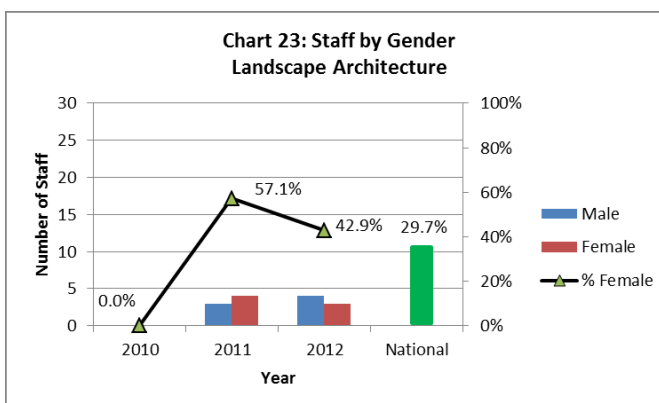
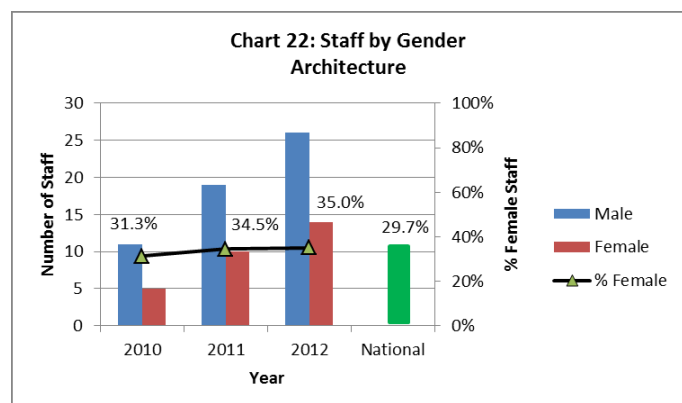
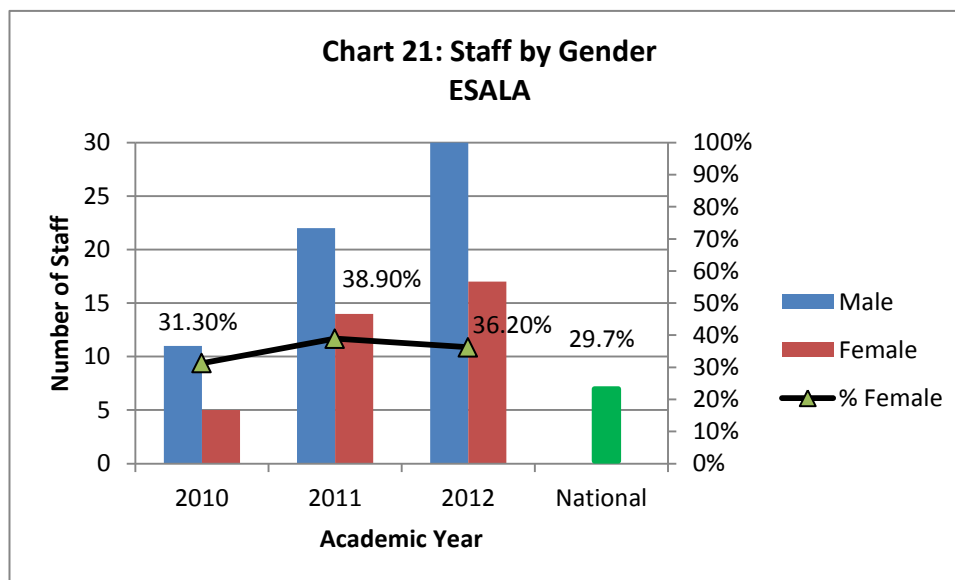


Table 7: UE Grade and equivalent job description (University of Edinburgh)

Grade	Equivalent Job Description
UE06	Research Assistant, Research Associate
UE07	Teaching Fellow, Research Associate
UE08	Lecturer, Research Fellow, Research Investigator
UE09	Senior Lecturer, Reader, Senior Research Fellow
UE10	Professor, Professorial Research Fellow

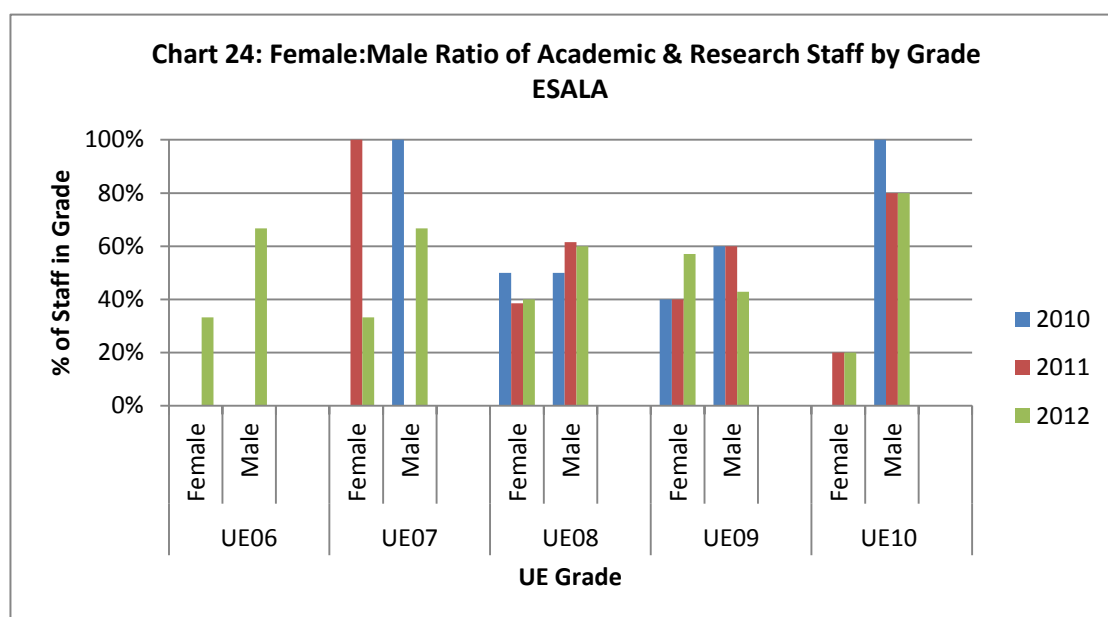


Table 8: Academic and Research staff by UE Grade (ESALA)

Academic & Research Staff - ESALA		UE06	UE07	UE08	UE09	UE10
2010	Male	0	1	3	3	4
	Female	0	0	3	2	0
	% Female	0.0%	0.0%	50.0%	40.0%	0.0%
2011	Male	0	0	8	6	8
	Female	0	3	5	4	2
	% Female	0.0%	100.0%	38.5%	40.0%	20.0%
2012	Male	2	4	10	6	8
	Female	1	2	4	8	2
	% Female	33.3%	33.3%	28.6%	57.1%	20.0%

The statistics reflect the sudden change of the staff profile at the point of institutional merger, when a female ratio of 31.3%, consistent with the Russell Group benchmark of 31.6%, improved to 38.9%, before dropping slightly back. In session 2012/13, 35% of the total ESALA staff is female. The grade profiles confirm a bunching of women in the Grade 8/9 Lecturer and Senior Lecturer grades. Since the merger there has been an increase in the proportion of female staff at Grade 9 from 40% at Grade 9 in 2010, to 57.1% in 2012. The representation at Grade 10 is poor, but has also seen some improvement over the last three years (from 0 – 22%). The HESA national benchmark figure for female professorial staff is 14.2%.

The University of Edinburgh is taking steps to address not only the low numbers of women at professorial level, but has also documented a pay gap between men and women across all grades and significantly at Grade 10. These Equal Pay Audits (2007, 2010 and 2013) are used by the Equality and Diversity Committee to consider actions that are not already underway in relation to University policy. The reasons for this are complex and may relate in some cases to women delaying promotion applications within their career, perhaps due to maternity breaks. As annual increments apply,

promotion later in a career can mean substantially lower pay within a grade. The Athena SWAN team will review current University actions regarding Equality and Diversity and advise both ESALA and ECA on appropriate action, and where relevant look at CHSS average grade profiles as additional benchmarking. **(AC 1.6, 3.1)**

An analysis of the statistics relating to research staff only suggests a slight clustering of female research staff in the lower grades over the period surveyed but the actual numbers are so small as to make valid comparisons difficult and inconclusive.

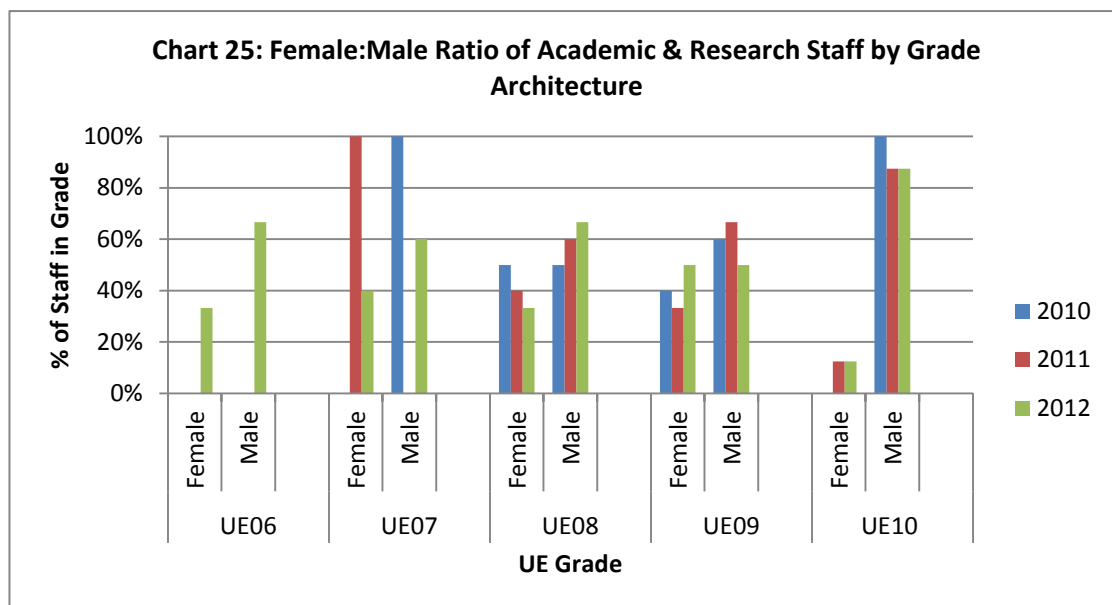


Table 9: Academic and Research staff by UE Grade (Architecture)

Academic & Research Staff - Architecture		UE06	UE07	UE08	UE09	UE10
2010	Male	0	1	3	3	4
	Female	0	0	3	2	0
	% Female	0.0%	0.0%	50.0%	40.0%	0.0%
2011	Male	0	0	6	6	7
	Female	0	2	4	3	1
	% Female	0.0%	100.0%	40.0%	33.3%	12.5%
2012	Male	2	3	8	6	7
	Female	1	2	4	6	1
	% Female	33.3%	40.0%	33.3%	50.0%	12.5%

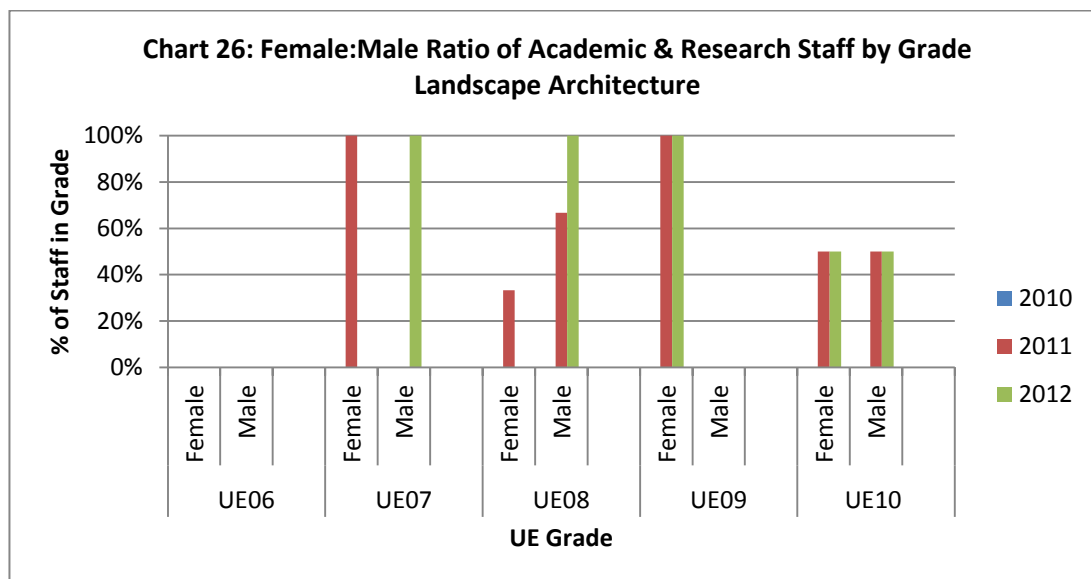


Table 10: Academic and Research staff by UE Grade (Landscape Architecture)

Academic & Research Staff – Landscape Architecture		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
2010	Male	0	0	0	0	0
	Female	0	0	0	0	0
	% Female	0.0%	0.0%	0.0%	0.0%	0.0%
2011	Male	0	0	2	0	1
	Female	0	1	1	1	1
	% Female	0.0%	100.0%	33.3%	100.0%	50.0%
2012	Male	0	1	2	0	1
	Female	0	0	0	2	1
	% Female	0.0%	0.0%	0.0%	100.0%	50.0%

The tables above compare the staff in Architecture and Landscape Architecture. The merger brought together two separate architecture departments resulting in a nearly 100% increase in staff. Landscape Architecture was only taught in ECA, had fewer staff and therefore has not changed significantly due to the merger. **(AC 1.6)**

- (viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

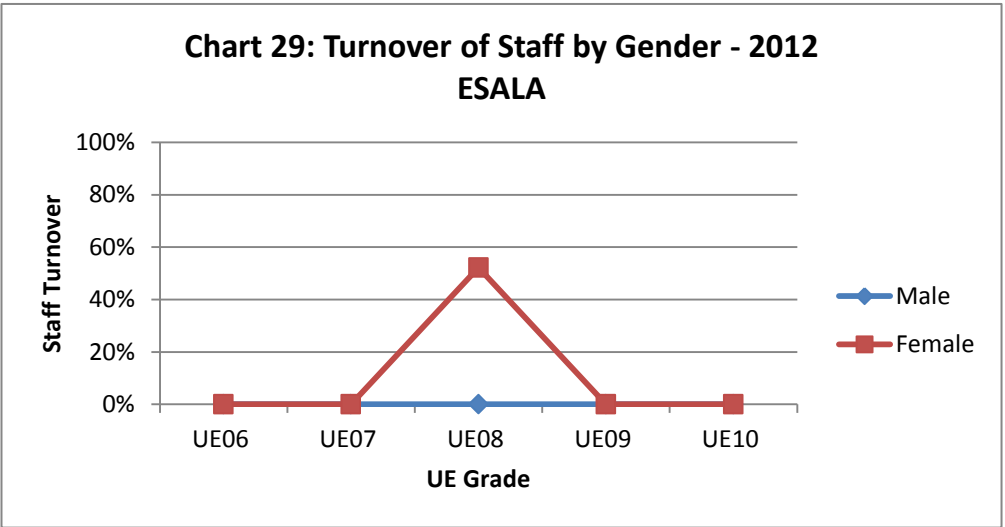
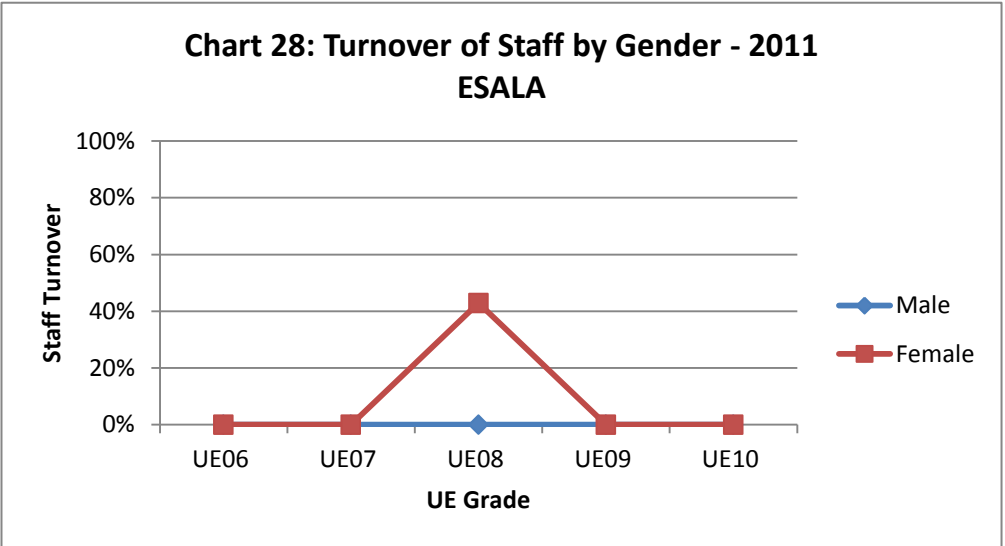
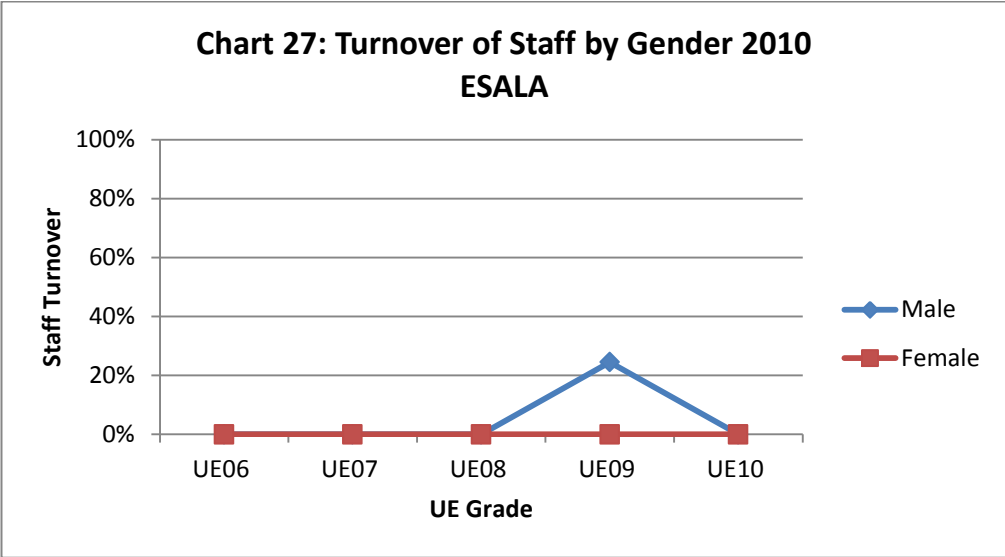


Table 11: Male and female leavers (ESALA)

Year	2010		2011		2012	
Grade	Male	Female	Male	Female	Male	Female
UE06	0	0	0	0	0	0
UE07	0	0	0	0	0	0
UE08	0	0	0	1	0	1
UE09	1	0	0	0	0	0
UE10	0	0	0	0	0	0
Total	1	0	0	1	0	1

Staff turnover 2010-2012 is low with only three leavers. One senior male member of staff (to take up a chair at another university) and two female staff (one to take a post at Harvard and the other choosing voluntary severance to concentrate on writing) have left since the merger. These have been replaced by two male junior academic staff and three part time fixed contracts staff, one female. Although the gender balance has not changed significantly overall, the age demographic has shifted substantially during this period, with the recruitment of younger staff. **(AC 1.6)**

(2000 words)

4. Supporting and advancing women's careers: maximum 5000 words

Key career transition points

- a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*
- (i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

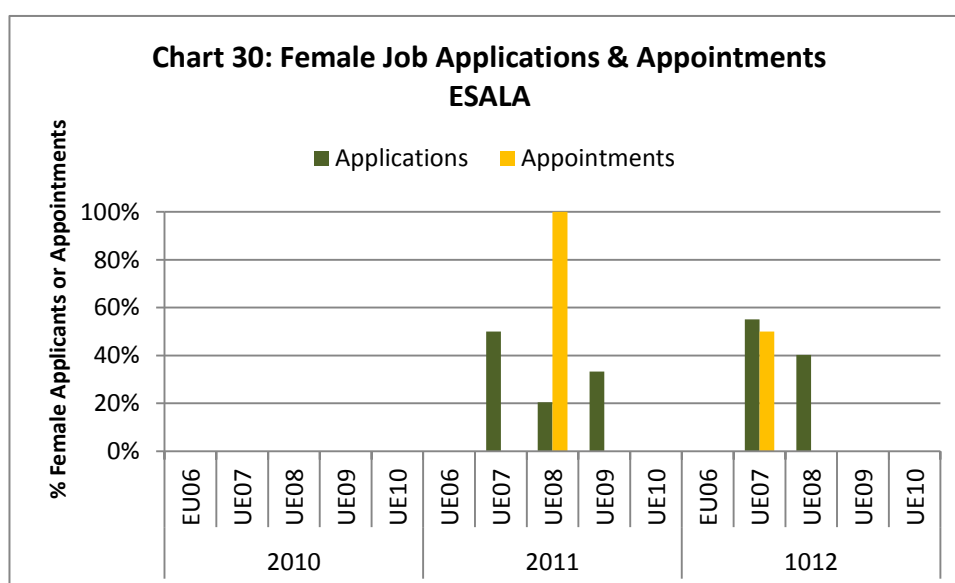


Table 12: Job Applications in 2011 (ESALA)

2011 Applications	Female	Male	Total	% Female
UE06	0	0	0	0.0%
UE07	1	1	2	50.0%
UE08	21	82	103	20.4%
UE09	4	8	12	33.3%
UE10	0	0	0	0.0%
Total	26	91	117	22.2%

Table 13: Appointments 2011 (ESALA)

2011 Appointments	Female	Male	Total	% Female
UE06	0	0	0	0.0%
UE07	0	1	1	0.0%
UE08	1	0	1	100.0%
UE09	0	0	0	0.0%
UE10	0	0	0	0.0%
Total	1	1	2	50.0%

Table 14: Job Applications in 2012 (ESALA)

2012 Applications	Female	Male	Total	% Female
UE06	0	0	0	0.0%
UE07	27	22	49	55.1%
UE08	49	73	122	40.2%
UE09	0	0	0	0.0%
UE10	0	0	0	0.0%
Total	76	95	171	44.4%

Table 15: Appointments 2012 (ESALA)

2012 Appointments	Female	Male	Total	% Female
UE06	0	0	0	0.0%
UE07	1	1	2	50.0%
UE08	0	1	1	0.0%
UE09	0	0	0	0.0%
UE10	0	0	0	0.0%
Total	1	2	3	33.3%

Data is not available for external appointments prior to the merger across the two institutions. Only five appointments were made in the 2011-2012 period, so the data needs to be treated with some caution. Two appointments were female (40% compared with the HESA benchmark of academic started of 35.9%). Of greater significance is that the rate of applications over the last two years shows an increase in the proportion of applications from female candidates. On the other hand there is an indication that far fewer female than male candidates are applying for the key starter positions at UE08. ESALA is keen to understand the reasons for this (e.g. in presentation of job adverts) and also to monitor applications more closely. **(AC 1.6, 3.2, 3.4)**

- (ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Table 16: Applications for promotion and success rates (ESALA)

	Male			Female		
	Applications	Promotions	% Success Rate	Applications	Promotions	% Success Rate
2010/11	1	1	100.0%	2	2	100.0%
2011/12	0	0	N/A	1	1	100.0%
2012/13	2	0	0.0%	1	1	100.0%

The statistics indicate a high success rate for women applying for promotion, better than male colleagues, which may be partly due to women leaving applications later in their career. Promotion applications can be instigated by the member of staff, or encouraged by line managers. Potential candidates are identified through annual staff appraisal as part of continual discussions on career development. ESALA does not distinguish between male and female staff in this respect and this is acknowledged in the staff questionnaire, but there is a general lack of understanding of the process and how to prepare an application. This is not specific to ESALA, and is being addressed at the College of Humanities and Social Science level with trial workshops on promotion launched in 2013. More can certainly be undertaken at ESALA level. **(AC 1.6, 3.1, 3.2)**

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

*(i) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies*

At present, although the department complies with the university’s equal opportunities policies, there are no active measures in place to attract applications from female staff. Most new appointments have been at a Lecturer level (U0E8) and an issue has been identified with the proportion of female applicants (see 4ai, above) on which action will be taken, although we are cautious at this point in identifying this as a trend. What is clear is that perception among female staff is that ESALA does not take action to encourage women to apply for posts; only 15.4% of women agreed that such action was taken, highlighting a large disparity between male and female perceptions of this issue, with 63.6% of male staff agreeing with the statement. The survey has also revealed that a large majority (92.3%) have received neither gender equality nor unconscious bias training. **(AC 3.1, 3.3)**

The action plan in this area is also informed by the feedback from the workshop with the PCT Partnership on Women returning to work, which highlighted where improvements could be made in the way that information is presented to candidates regarding PT and flexible working. **(AC 3.4)**

*(ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development*

training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

Annual Review and line management by the Head of ESALA are currently the principal methods of helping and providing support for staff at key transition points. This may lead to further mentoring with other senior colleagues. There are examples of senior female staff in ESALA mentoring colleagues in other disciplines within the ECA such as in Music and Design, and senior male colleagues have also been involved in mentoring. This tends to be arranged informally, normally following a staff career review in another school, or a recent appointment. The University provides a considerable number of effective training programmes and support for research academic and administrative staff, these deal with many issues relevant to this application, such as career transition, recruitment for excellence, e-recruitment and equality and diversity and leadership. The Institute of Academic Development also provides courses specifically for women such as 'Ingenious Women'. What is also clear from this current self-review is that there is no consistent monitoring, reflection or follow-up of these opportunities. The current appraisal system does consider an assessment of training needs, but this generally is quite passive rather than taking advantage of opportunities for development. Some courses, such as the research leadership programme are actively promoted by the CHSS and staff are nominated to attend. It is also clear that ESALA may not be taking full advantage of the skills it needs to develop help provide more effective support for staff.

As other schools in the College have identified, there are opportunities to implement a more structured support system. **(AC 3.1, 4.4, 5.1)**

Career development

- a) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*
- (i) **Promotion and career development** – *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

Prior to 2010 there had been a poor record of staff appraisals within Architecture. This was identified by the Head of ESALA as the key priority for session 2010/11. This process gives all members of staff the opportunity to talk confidentially and at length with a senior colleague about their work to identify problems that are impeding progress and mitigating against personal development, and to identify and implement solutions.

ESALA now has a team of seven senior staff reviewers, of whom three are female, and has a high completion rate. This is now embedded as an annual review. ESALA follows University policy in the review process. Academic staff prepare a self-review form and updated CV prior to review, after the review the appraiser summarises the discussion as a Note of Action, which is agreed by the appraisee; that is then signed off by the Head of ESALA as academic staff line manager. This allows for consideration to be made of responsibilities for teaching, administration and research to be reviewed and individuals who may be approaching promotion to be identified. As this cycle has only been in place for two sessions, it is being closely monitored.

Promotion applications are based on set grade profile criteria and there is an expectation that academic staff support their application with evidence of performance at the higher grade over a sustained period prior to promotion. Promotion applications are measured less by the titles of roles undertaken, than by evidence of achievement within the role. As noted previously, there is a general lack of understanding of the evaluation of contributions, and the importance of explicit grade matching of criteria and greater awareness is required. **(AC 3.1)**

Note: A table capturing the gender balance in these key roles is included in the Organisation and Culture section.

ESALA has not previously undertaken any monitoring of promotion success, pay equality, or the effect of career breaks and flexible working on promotion. This is a key opportunity for action both short term, and over a sustained period. **(AC 3.2)**

As is the norm in the University, academic leadership, committee convenors and office bearers are rotational. Posts are not aligned with these activities, but these are undertaken as supplementary roles that can contribute to promotion. All academic staff in ESALA are Personal Tutors to students; this is therefore less likely to contribute to promotion directly.

The University acknowledges that work is required to establish more effective measures for evaluating teaching quality, which, in comparison to research output, is less verifiable by external assessors in promotion applications.

(ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

To date, formal staff induction procedures have been less structured than they might have been. This in part may have been due to the relatively small size of the pre-merger department of Architecture. Induction was structured around a series of meetings with established colleagues to help new staff and recent appointees and encouraging attendance and participation at some of the more formal university procedures such as the UoE welcome event. Given the increase in size post-merger there is scope for significant development of ESALA induction procedures that align more directly with the resources and support provided by the university and our procedures are developing accordingly. HR also provides a 6-stage programme: from pre-arrival to probation and evaluation. This is implemented through the Edinburgh College of Art Director of Professional Services, who works with the direct academic line manager, the Head of ESALA. There is a collection of sample documents including an induction programme, checklist, evaluation and probationary review form. The guidance also includes a list of tips: on role of team working as part of induction, using guidance, 'hands off', and the buddy system. All of these do take place to some extent but with very high workloads of recent years there is scope for considerable improvement in this area

The University has an induction programme for all new members of staff. This includes a half-day long welcome event and includes a discussion on equality and diversity, highlighting Athena SWAN. The aims of the event are: formal welcome to University of Edinburgh, history of the University, network with new colleagues and provide information on university services for staff. The Event is supported with an information pack, which is available on the web and

provides more detailed information on the university and Human Resources. There are links to Equality and Diversity. There is a framework for induction with the commitment to develop and support all new staff and that this should be shared between University and the School. For the latter the onus is placed largely on the line manager. An Induction guide for managers is provided and it discusses the importance of identifying specific needs and staff circumstances. The guide places primary responsibility for induction in the hands of both the manager and the inductee. It mentions secondary responsibility lying with a wide team (for example- close work colleagues) HR, Health and Safety and this can include a 'buddy'. This latter point on the 'buddy' recognizes the need for an informal contact related less to formal requirements of the post but directed towards 'showing the ropes'. HR recommends that the buddy needs to be properly briefed, particularly to define the limits of their role. The idea of the buddy system seems sensible but the guidance is more directed towards the mechanics of the post. From the position of Equality and Diversity there may be an opportunity for a slightly different role here.

In ESALA recent appointments have benefitted from an informal buddy arrangement with one or two colleagues, themselves often recent appointments to give advice on accommodation, childcare, etc.

Although substantial useful information and practices are available in the HR guidance, it tends to be generic and although it specifies the dual responsibility of the University and the school it is unclear at present exactly how the two interact and relate to each other.

From the particular perspective of ESALA and the recent merger, induction does require a more carefully nuanced approach, given the changes in contract conditions of former ECA staff, the increasing number of part-time staff, and number of new staff who come from practice, where objectives and responsibilities are quite different rather than following a conventional academic route. **(AC 4.1, 4.2, 4.3)**

The Athena Swan questionnaire also revealed widespread ignorance of University policy in this area and a general lack of awareness of good employment practice or attitudes to flexible working. One respondent noted that they had no knowledge of whether their contract permitted flexible working. Despite this, staff noted that they considered that the University would have policies in place if and when they were needed. There is clearly a need to follow up the information revealed by the survey regarding issues such as networking, mentoring and career development and will inform the effectiveness of our induction procedures. **(AC 3.1)**

*(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.*

There are numerous role models for female students within ESALA and across the University, from vice-principals to female professors. ESALA itself has two female professors (Professor Fiona McLachlan and Professor Catharine Ward Thompson) who were Heads of School (ESALA between 2010 and 2012, and Landscape Architecture between 1989-2000, respectively) and both are highly involved in practice and research. Professor Ward Thompson is Director of the OPENspace Research Centre and currently manages a portfolio of £2.465m. research funding .

Professor McLachlan was Head of Architecture during the period 2003-2006. She was also the first head of the joint School in 2010, selected by nomination from the academic staff.

Many architectural practices are quite small, 2-5 people. ESALA has four full-time members of staff, all at senior grades who are partners in architectural practices with their spouses. Two are female, and two are male and all are senior lecturers or above, all have children and all have won awards or had their work exhibited nationally. Since the formation of the CHSS in 2003, all three Heads of the College of Humanities and Social Science have been female and a number of the key Vice Principals of the University are also significant female role models (VP External Engagement, VP Learning and Teaching, VP Equality & Diversity, VP Quality Assurance).

Female undergraduate and Masters students within ESALA are involved in decision making and feedback to staff through Staff-Student Liaison Committees where year representatives raise any issues of concern. Class Representatives ensure that students' views on academic matters are heard to improve teaching, learning, assessment and academic services. In 2012/13, female students held 57% of the rep posts, somewhat higher than their combined proportion of UG and PGT population.

Studio-based teaching methods increase the contact between staff and students. Within their own disciplinary area students may raise issues informally directly with staff they are currently working with, prior to a more formal approach to their Personal Tutor. Students can also choose to change Personal Tutor if they so wish.

As part of the introduction of Personal Tutors a new administrative post was introduced in all schools, Student Support Officer. The role provides direct and easily contactable support for students on both academic and other matters.

All PGR students are invited to attend induction events within the University and more specifically, in ESALA. PhD students have two supervisors, but the allocation of supervisors is dependent on the specialist field in question, and not on gender. However, all students are welcome to express their concerns regarding the supervision team, should they feel the need. Students can attend various seminars across the school or more specialised seminars in their main field (e.g. Landscape Architecture runs PhD seminars on a Monday afternoon which are organised by a female member of staff).

Student support is also offered centrally by the university. The Institute for Academic Development (IAD) offers courses tailored to suit the various phases of the research programmes and to allow students to move from postgraduate research into an academic career. IAD also runs courses for women (e.g. 'Ingenious women, a programme to boost enterprise, creativity and resilience in women researchers'). Careers Services also offers courses and advice specifically tailored to postgraduate students and ESALA encourages students to attend these courses.

For those students with young children, the university has two nurseries, which offer childcare facilities (part-time and full-time places) and these are open to all members of the public, staff and students.

University of Edinburgh – School of Architecture & Landscape Architecture (ESALA)

The University has an international group (part of the University of Edinburgh Women's Club), which offers support to female postgraduates, post-docs and their families. The group provides social support, offers English lessons and runs a crèche.

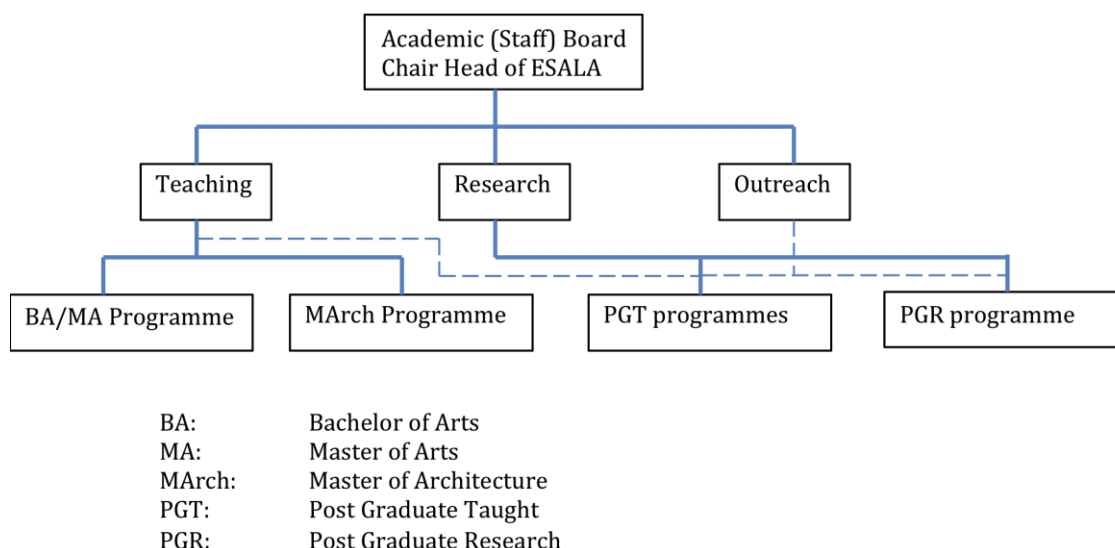
To support further development of gender equality, ESALA will establish a student E&D group (AC 2.1)

Organisation and culture

- a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*
- (i) **Male and female representation on committees** – *provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.*

The ESALA committee structure is a key component of the school's collegial governance. All members of academic, technical, and administrative staff are invited to the meetings of the Academic Staff Board, which are held twice each semester, chaired by the Head of ESALA. The Board receives reports from all of the contributing committees and also communicates back to them. The chairs of ESALA committees rotate regularly and provide opportunity for staff to develop management and administrative experience.

The following diagram illustrates the committee structure within ESALA.



University of Edinburgh – School of Architecture & Landscape Architecture (ESALA)

Session 2010/2011					
	Convenor	Female	Male	% Female	Convener
Academic Staff Board	Fiona McLachlan	19	34	36%	Female
Teaching Board	Fiona McLachlan	7	7	50%	Female
Research Board	Iain Boyd Whyte	5	6	45%	Male
Outreach Board	Dorian Wiszniewski	5	9	36%	Male
BA/MA Programmes Committee	Soledad Garcia-Ferrari/ Fiona McLachlan	11	15	42%	Female
M/Arch Programme Committee	Suzanne Ewing	7	12	37%	Female
PGT Programme Committee	John Brennan	NA	NA	NA	Male
Average female representation %				Av. 39.4%	
Session 2011/12					
Academic Staff Board	Fiona McLachlan	24	34	41%	Female
Teaching Board	John Lowrey	10	12	45%	Male
Research Board	Iain Boyd Whyte	5	5	50%	Male
Outreach Board	Dorian Wiszniewski	5	8	38%	Male
BA/MA Programmes Committee	Soledad Garcia-Ferrari	10	15	40%	Female
M/Arch Programme Committee	Iain Scott	11	10	47%	Male
PGT Programme Committee	John Brennan	5	13	28%	Male
Total				Av. 42%	
Session 2012/13					
Academic Staff Board	John Brennan/ and Fiona McLachlan	22	33	40%	Female/Male
Teaching Board	Kate Carter	5	5	50%	Female
Research Board	Ola Uduku	6	7	46%	Female
Outreach Board	Dorian Wiszniewski	4	8	33%	Male
BA/MA Programmes Committee	Soledad Garcia-Ferrari	16	20	44%	Female
MArch Programme Committee	Iain Scott	8	12	40%	Male
PGT Programme Committee	John Brennan	4	14	22%	Male
PGR Committee	Alex Bremner	2	4	33%	Male
Total				Av. 39.6%	

Table 17: Committee membership in ESALA by gender (2010/11-2012/13)

Female representation on boards and committees has stayed relatively constant at around 40% over the last three years (**AC 1.6**). This slightly exceeds the proportion of full-time female staff in ESALA (35%). The convenorships have moved in recent years from having a slight majority of women, to a clear majority of men, to a situation of near parity. The only committee to stand out as having a low female membership is the PGT committee; this is because the relevant programmes are directed mainly by male colleagues.

All female staff are encouraged to put themselves forward for senior roles in ESALA's management and teaching structure, and in addition to their representation on boards and committees, female colleagues play a leading role as course organisers (33%) and programme directors. The latter role is filled by a process of nomination and is rotated every three years.

The ESALA committee structure feeds into the wider ECA, CHSS and University level administration and colleagues in ESALA also have roles at these higher levels.

Table 18: ESALA membership in decision making committees (CHSS/ECA)

Committee	Name	Role
ECA Management Group	John Brennan	Head of ESALA
	Sole Garcia Ferrari	ECA Director of Quality Assurance
	Remo Pedreschi	ECA Director of Research
ECA Undergraduate Studies Committee	Kate Carter	ESALA: Convenor Teaching Board
	Sole Garcia Ferrari	ECA Director of Quality Assurance
ECA Postgraduate Studies Committee	Alex Bremner	ESALA: Convenor PGR Programme Committee
	Dimitris Theodossopoulos	ESALA: Convenor PGT Programme Committee
	Sole Garcia Ferrari	ECA Director of Quality Assurance
ECA Research & Knowledge Exchange Committee	Ola Uduku	ESALA: Convenor of Research
	Remo Pedreschi	ECA Director of Research
	Catharine Ward Thompson	Director of OPENSOURCE
ECA Library and Collections	Iain Boyd Whyte	Convenor and ESALA

Committee		representative
ECA Planning & Resources Committee	John Brennan	Head of ESALA
	Sole Garcia Ferrari	ECA Director of Quality Assurance
	Remo Pedreschi	ECA Director of Research
ECA Public Programmes Committee	John Brennan	Head of ESALA
ECA Undergraduate Board of Studies	Kate Carter	ESALA: Convenor Teaching Board
	Sole Garcia Ferrari	ECA Director of Quality Assurance

ECA Directors represent the School on the equivalent committees in the College of Humanities and Social Science (CHSS); in this case, the Director of Quality assurance (F) and the Director of Research (M) sit on the College committees. A number of ECA colleagues, all of them ESALA, also fulfil key roles at CHSS level.

Table 19: Colleagues holding a dual role within the University (ESALA)

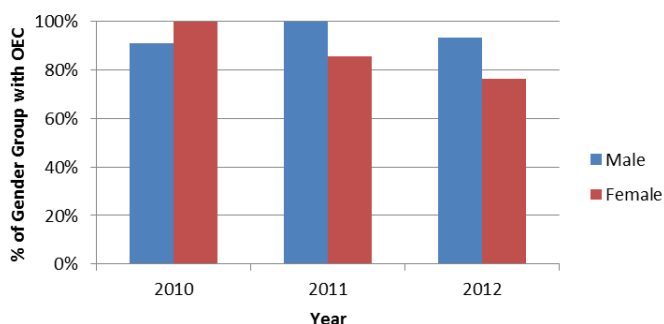
	Role
Richard Coyne	Dean, Postgraduate Research
Suzanne Ewing	Associate Dean, Recruitment and Admissions Strategy
John Lowrey	Dean, Undergraduate Learning and Teaching
Fiona McLachlan	Member of the Senatus Student Progression Committee

It is worth noting that in almost all of these cases, the decision to apply for College posts was encouraged by informal mentoring within ESALA.

- (ii) ***Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts*** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

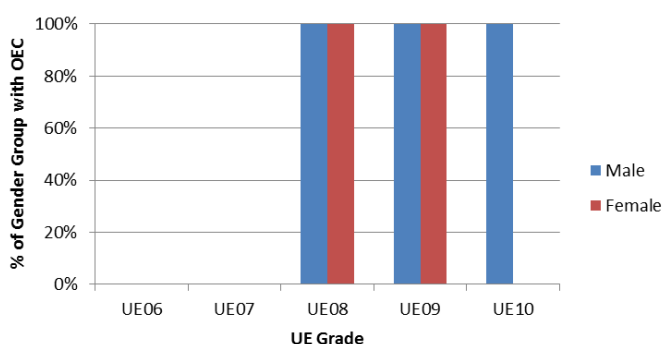
The following chart illustrates the proportion of staff with open-ended contracts (OEC) since 2010. While it suggests that female staff in ESALA are more likely to have a fixed term contract than male colleagues since the merger, very low numbers compromise the statistical analysis. Only one member of staff was employed on an OEC prior to 2011. Since the merger externally funded fixed term research contracts has increased (+4 females, +2 males), in part through the OpenSPACE Research Centre. The team will monitor contractual agreements as a priority, to analyse this trend in a larger dataset and action. (AC 1.6)

**Chart 31: Open-Ended Contracts - Academic & Research Staff
ESALA**



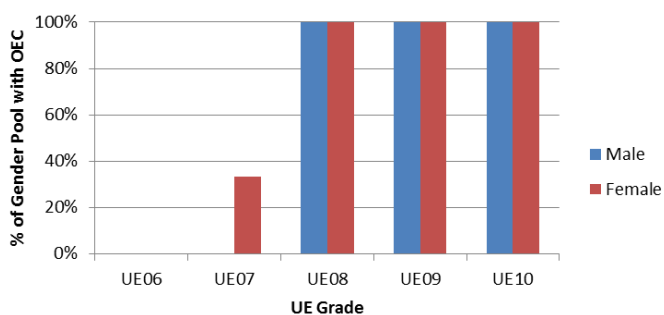
	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
2010	0	5	100.0%	1	10	90.9%
2011	2	12	85.7%	0	22	100.0%
2012	4	13	76.5%	2	28	93.3%

**Chart 32: Open-Ended Contracts by Grade - 2010
ESALA**



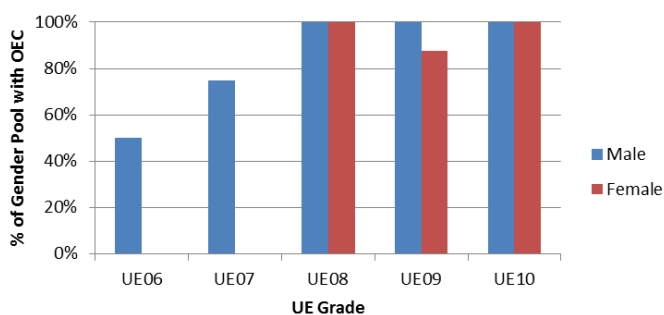
2010	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	0	0	0.0%	0	0	0.0%
UE07	0	0	0.0%	1	0	0.0%
UE08	0	3	100.0%	0	3	100.0%
UE09	0	2	100.0%	0	3	100.0%
UE10	0	0	0.0%	0	4	100.0%

**Chart 33: Open-Ended Contracts by Grade - 2011
ESALA**



2011	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	0	0	0.0%	0	0	0.0%
UE07	2	1	33.3%	0	0	0.0%
UE08	0	5	100.0%	0	8	100.0%
UE09	0	4	100.0%	0	6	100.0%
UE10	0	2	100.0%	0	8	100.0%

**Chart 34: Open-Ended Contracts by Grade - 2012
ESALA**



2012	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	1	0	0.0%	1	1	50.0%
UE07	2	0	0.0%	1	3	75.0%
UE08	0	4	100.0%	0	10	100.0%
UE09	0	7	100.0%	0	6	100.0%
UE10	0	2	100.0%	0	8	100.0%

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

See the figures under Organisation and Culture. Committee membership is often *ex officio*. A good example of that is the role of Director of Quality Assurance, currently held by a female member of ESALA. That role allows the occupant access to the most influential ECA committees, CHSS QA committee and also the Senatus level committee. On the other hand, the relative lack of female representation on the ESALA postgraduate committees, noted in the commentary above, cannot be redressed simply by adjusting the membership; the actual issue lies much further back and is more fundamental because it requires female colleagues to be encouraged to develop programmes and adopt roles at postgraduate level. Two new PGT programmes will come on stream in 2014/15, directed by Dr Travalou and Dr Uduku, which will partly address this issue.

With that proviso, however, women are encouraged to put themselves forward for these roles both through their annual reviews and as and when opportunities arise. The Head of ESALA will encourage individuals to take on committee memberships but more senior roles (convenorships and directorships) are applied for. Women have taken on some of the most important and influential strategic roles ever since the creation of ESALA, with Fiona McLachlan and Ola Uduku operating as the change managers for three years in the lead up to the merger of the professional programmes and the key undergraduate programme also having a woman as programme director.

The danger of committee and admin overload is however recognised and the slight disproportion in female committee membership could be indicative of a problem rather than any commitment to gender equality. At the moment, the perception in ESALA is that we have the balance about right between encouraging women to take up these roles and pushing mundane administration tasks towards women, but we are committed to monitoring the balance of membership and convenorship. **(AC 5.4)**

In the development of the submission to REF 2014 a team of 5 senior colleagues from ESALA oversaw the process, chaired by Catharine Ward-Thomson. The gender balance was 40% female and 60 % male. The team was responsible for preparing the documentation, reviewing research output and making recommendations for inclusion of staff following approved criteria. Ola Uduku was nominated by ESALA and is a member of the REF UoA 16 sub-panel.

In recent years ESALA has actively sought out opportunities to engage with CHSS and University strategy and academic administration by encouraging staff to apply for posts or committee memberships outwith ESALA and ECA. This is partly inspired by the recognition that the years of merger have, of necessity, involved a degree of introspection, and partly by the understanding that the newly merged ECA must actively engage with the wider university community in order for the merger to be a success.

Results from the staff survey indicate that slightly less than 50% of all staff, male or female, agree that the school values administrative and pastoral work and that approximately 40% didn't know. Clearly more analysis is necessary here **(AC.3.1)**

Some key Academic Management roles in CHSS are now occupied by members of ESALA, male and female and those colleagues, as well as some other senior people are closely involved in College and University committees and action groups. Some of these roles include Ethics Committee (M) and the Equality and Diversity Committee (F).

Workload model – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

The WAM (workload allocation model) is updated each year, based on discussions between staff and the Head of School. Its principle purpose is to ensure transparency and equality in the allocation of tasks, both academic and administrative.

The very high workloads noted in section 1, have eroded confidence in workload modelling and the school has yet to establish a fair and transparent method of workload allocation that also captures research activity. Opinions vary widely on the effectiveness of detailed workload modelling but budget allocation has been reasonably effective as a tool to allocate part-time teaching resource to courses on an appropriate and equitable basis. It is to the credit of successive heads that, despite scepticism about the WAM, the survey indicates that most staff are confident that work is allocated on a fair and transparent basis. **(AC 5.4)**

(ii) ***Timing of departmental meetings and social gatherings*** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

The majority of committee meetings are scheduled between 10:00 am and 16:00 and the main ESALA research seminar series runs over lunch-time. Some ad hoc research seminars are held in the early evening as part of a special event often to suit external guest speakers. There is a clear lack informal social events across the school and being split across two sites makes informal interaction more difficult. **(AC 5.2, 5.3)**

(iii) ***Culture*** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The positive overall female gender balance of both staff and students, and the presence of many senior female role models (including the previous Head of ESALA, the Associate Dean for Recruitment and Admissions Strategy, and the founder and Director of OPENSspace research centre) creates a positively female friendly atmosphere within ESALA, and there is no sense of gender inequality within the School.

The female-friendly atmosphere is confirmed in the results of the staff questionnaire, which portrayed ESALA as:

- non-sexist (83%)
- friendly (83%)
- respectful (83%)
- welcoming (67%)
- inclusive (67%)
- supportive (67%)
- encouraging (67%)

The response to the staff survey was 50% female, 42.3% male and 7.7% not stated.

The figures for collegiality (50%) and willingness to collaborate and cooperative (both 50%) are less positive, however, indicating a necessity to address these aspects of the ESALA culture. This may be due to less opportunity for informal interaction partly as a consequence of the split campus. **(AC 5.3)**

The overall academic staff gender ratio of ESALA is 35% female, compared to 20% in 2008, reflecting a policy to promote good employment practice for women. This commitment to equality of opportunity is reflected by promotion policy over the last five years, whereby 50% of the promotions — Professor (2), Senior Lecturer (5) and Reader (2) — have been made to female colleagues. Additionally, 35% of new appointees to ESALA over this period are women. There is encouragement for further career progression via access to relevant career development courses available to all staff. Wider approaches to supporting equality and diversity include positive responses to individual circumstances and needs, for example through flexible working agreements when staff return to work following maternity leave or after extended illness.

By its very nature, ESALA embraces a broad spectrum of the specialisms that come under the generous rubric of architecture. The ratio of female and male colleagues is distributed equally across all these fields, with no particular gender concentrations attached to specific sub-disciplines, as the following table, based on the session 2012/13 indicates:

Table 20: Proportion of staff in each discipline by gender (ESALA)

Discipline	Female	Male	% Female
Design	6	7	46%
Landscape	3	4	42%
History	1.5	5	23%
Technology	1	2	33%

Computing	0	4	0%
Cultural and urban theory	3	1	75%
Conservation	1	1	50%

- (iv) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

The School has a wide range of outreach activities, addressing a broad spread of constituencies, ranging from school children to professional partners and involving both female and male members of staff.

As a member of the University of Edinburgh’s “Pathways to the Professions” initiative, ESALA works with local schools, prospective students, their families and professional bodies to raise awareness of courses and careers in architecture and cognate disciplines.

(See http://www.docs.sasg.ed.ac.uk/SRA/Pathways/Pathways_Booklet.pdf)

The work of the Edinburgh Knowledge Exchange Partnership (EKEP) - created as the vehicle for outreach from ESALA to other non-academic bodies - has been funded internally by both institutions and EKEP has held four major outreach events since 2011 with industry partners and with social stakeholders.

ESALA staff are regularly invited to appear in radio and television broadcasts. One of many outstanding outreach initiatives, “Community Hacking Web 2.0”, based in Wester Hailes, a housing estate on the outskirts of Edinburgh, used storytelling as an initial method with which to investigate social practices, the team identified the principle of ‘writing back’ to a subject as a form of hacking. Local residents were involved at every stage of the work, including workshops to encourage residents to share their memories, and the design of the two design interventions for the area.

The OPENspace research centre is a collaborative, multi-disciplinary team based in ESALA, which brings together experts in landscape architecture, environmental psychology, human geography, forestry, quality of life measures and design for all ages and abilities. The centre has a female director, and fifteen from a total group of twenty members are women. The research has been disseminated widely in the public arena, including the broadcast media and has had a significant impact in informing public policy on health and access to the outdoor environment.

All outreach activities are recorded in PURE and feed into appraisal and research review.

Flexibility and managing career breaks

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Table 21: Maternity leave uptake (ESALA)

	Architecture	Grade	Landscape Architecture	Grade	Total
2010/2011	No data		0		0
2011/2012		2 UE06, UE08	1	UE09	3
2012/2013		2 UE06, UE06	0		2

In 2011/12, 3 members of staff took maternity leave and there was a 100% return rate. In 2012/13, 2 members of staff took maternity leave and are expected to return to work when it concludes. There is no data prior to merger.

The University of Edinburgh allocates a designated personnel officer to discuss maternity leave arrangements and options with staff well in advance of their leave period. In an initial meeting, along with the primary issue of the timing of leave, the discussion addresses flexible hours, pay, crèche facilities and childcare vouchers. The University offers a generous 'Enhanced Maternity pay option' for staff who believe at the time of taking leave that they will return within 1 year of the start of their maternity leave period. Staff can change their mind about their return date during their maternity leave period. The University offers UK students Lone Parent's grants, Childcare Funds and Day Nursery Bursaries that do not have to be repaid. There are two nurseries within the University that take children from the age of two. ESALA recognises an additional need to manage return to full duties after a career break. **(AC 6.2)**

- (ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

Paternity leave has traditionally been dealt with in an informal manner with workload and cover agreed directly with the academic line manager. In the period 2010-13, 2 male staff took paternity leave.

The University has also recently (July 2013) produced a new policy on supporting students who are about to become parents. This applies to birth and adoptive parents, male and female. It also applies to UG and PG students and provides both academic support (on assessment deadlines and interruptions) and practical support (e.g. nursery bursary). The School will conduct a review of best practice across the institution and develop specific guidelines for workload allocation **(AC 6.2)**

Numbers of applications and success rates for flexible working by gender and grade – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

For the period 2010-2013, there are no formal flexible working cases agreed for academic staff. **(AC 1.6; 6.1)**

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

The School and CHSS report no flexible working arrangements in ESALA. Staff within the Athena Swan team believe that this can be attributed to a culture of trust within the School and that staff feel they can set and adjust their own hours to accommodate flexible working needs.

However, 66.7% of staff within ESALA disagree that they are kept informed by ESALA about career advancement and work-life balance matters that affect them (e.g. changes to maternity/paternity leave entitlements, gender equality legislation and institutional policies, application procedures and standards for promotion and recognition awards). 33.3% answered “don’t know” to this question. As such, Institute specific ESALA briefings in association with CHSS HR could enhance awareness. **(AC 1.6)**

Table 22: Academic staff by contractual agreement (ESALA)

		Female			Male		
Academic & Research		Full-time	Part-time	% Part-time	Full-time	Part-time	% Part-time
2010	UE06	0	0	0.0%	0	0	0.0%
	UE07	0	0	0.0%	0	1	100.0%
	UE08	3	0	0.0%	3	0	0.0%
	UE09	2	0	0.0%	3	0	0.0%
	UE10	0	0	0.0%	4	0	0.0%
2011	UE06	0	0	0.0%	0	0	0.0%
	UE07	0	3	100.0%	0	0	0.0%
	UE08	3	2	40.0%	4	4	50.0%
	UE09	4	0	0.0%	6	0	0.0%
	UE10	2	0	0.0%	7	1	12.5%
2012	UE06	0	1	0.0%	2	0	0.0%
	UE07	1	1	50.0%	3	1	25.0%
	UE08	3	1	25.0%	6	4	40.0%
	UE09	6	2	25.0%	6	0	0.0%
	UE10	2	0	0.0%	7	1	12.2%

- (ii) ***Cover for maternity and adoption leave and support on return*** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

In results from the staff survey 65% of staff believe the School has a supportive framework for maternity, paternity and adoption leave and return to work following other career breaks, 23% 'don't know' and 12% disagree. In the past three years there have been no requests for changed hours, although these would always be looked on sympathetically.

Two Senior lecturers were on maternity leave in 2011/2012 and both returned to work within 6 months. Both individuals used their allocation of 'stay in touch' days to advise and be a party to developments in significant projects that they had been involved with before going on leave. The use and appropriateness of using these days was discussed this with their line manager, a female professor within the school.

One Lecturer was on adoption leave in 2011/2012 and returned to work within 6 months. The staff member discussed going on leave with their line manager, the same, as above, female professor within the school. The University recognises the particular circumstances of commencement of adoption leave, that being, the adopter may be required to take this up this leave within 14 days of the actual placement date of the child to facilitate child introductions. A further 6 paid leave days are available to adoptive parents for the purposes of Social Worker meetings, child appreciation day and approval panels.

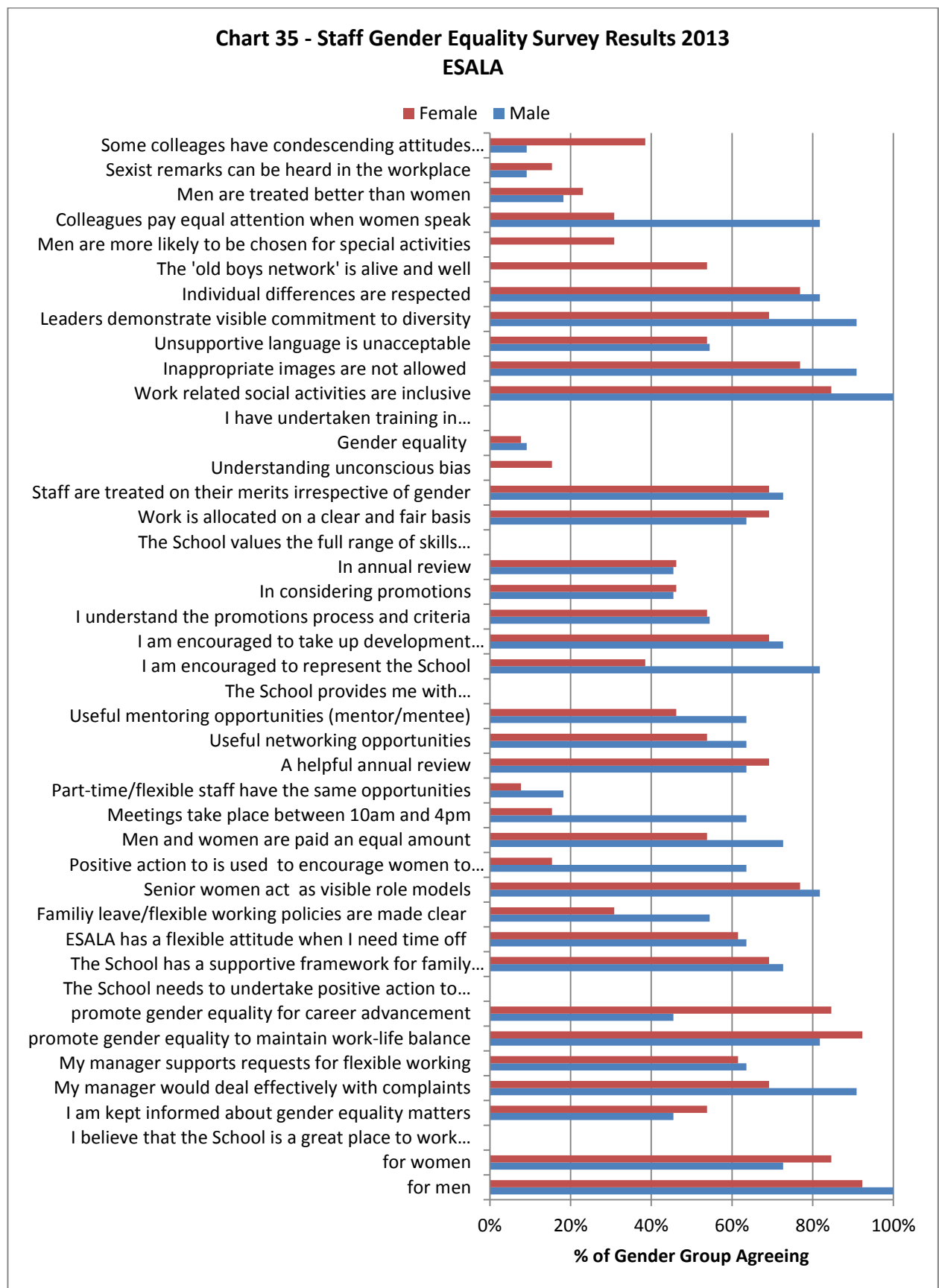
In this instance the staff members' line manager assisted in the organising of teaching support and timetabling during the adoption leave period **(AC 1.6, 6.2)**

(4998 words)

5. Any other comments: maximum 500 words

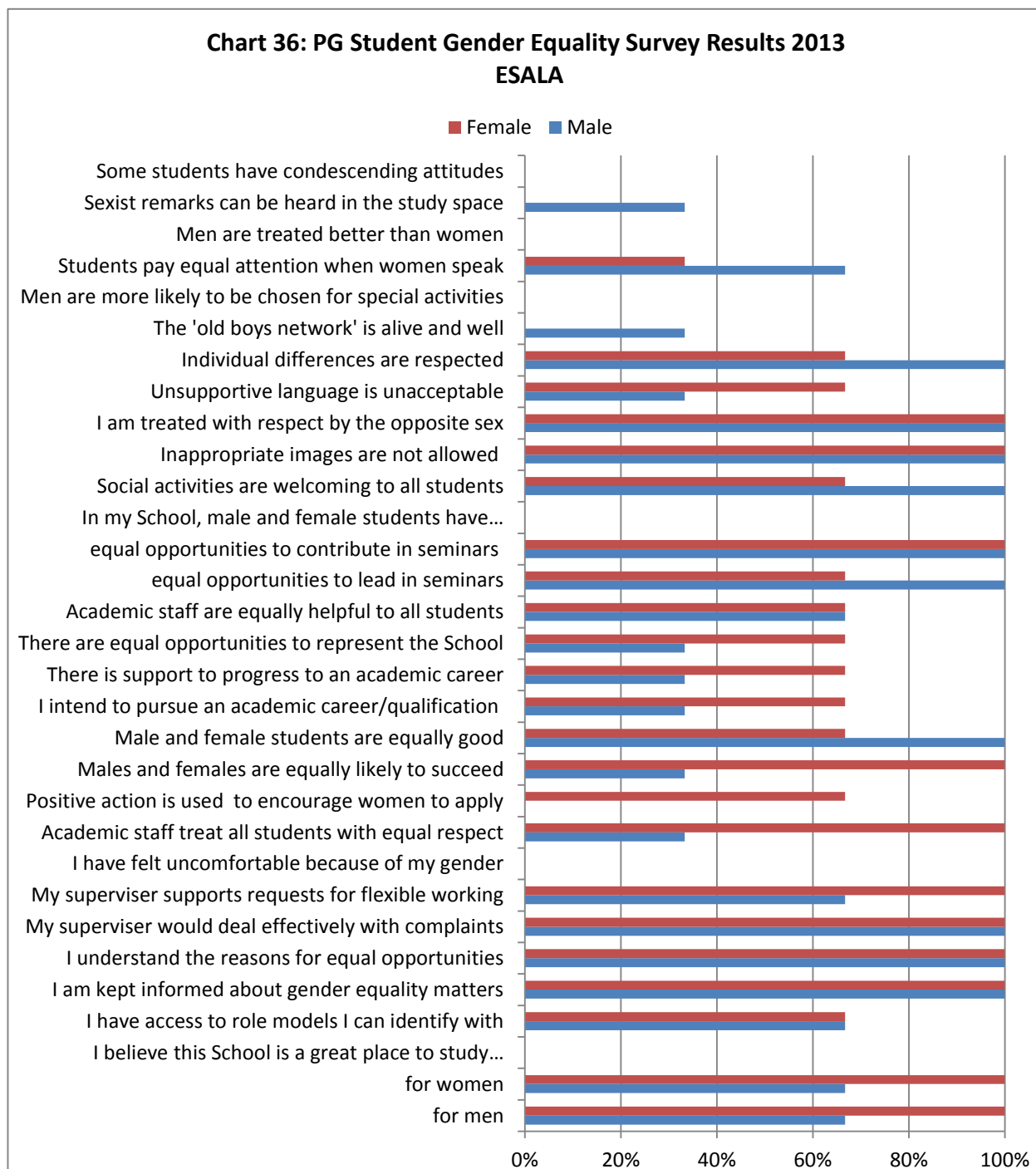
Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

ESALA launched a gender culture survey of staff in February 2013. The staff survey ran for 4 weeks and generated 27 responses. A request was sent to 54 academic staff and 12 support staff, generating a response rate of 40.9% overall. Participants included 6 Professors, 1 Reader, 4 Senior Lecturer/Researcher, 7 Lectures, 1 Postdoctoral Researcher, 1 Early Career Fellow and 6 members of support staff. 1 members of staff opted not disclose their role, to maintain anonymity. 13 females and 11 males opted to take part, and 2 chose not disclose their gender. The following chart summarise the results of the staff survey. Questions are shown in abbreviated form.



The gender culture survey programme was extended in June 2013, to include postgraduate students. A request was sent to all postgraduate taught and postgraduate research students, generating a response rate of 1.7% (6 students) overall. Participants were all PhD students, 3

females and 3 males. As the low number of respondents made the results less statistically meaningful on this occasion, the team will endeavour to repeat the survey and expand the response pool in 2014 (**Ac 1.2**). Regardless, this activity gave a valuable insight into postgraduate perceptions of gender culture in ESALA.



The results of the staff and postgraduate student surveys were generally encouraging in relation to the supportive atmosphere and equality of opportunity but there is evidently also considerable work to address a culture of very high workloads, long working hours which has become the norm partly due to staff re-structuring and a growth in student numbers. The aim to

maintain a light touch managerial approach with a collegiate, committee structure and with Informal and loose implementation of University policy, although preferable to most colleagues, has also led to inadequate induction and training and poor awareness and communication of policies in support of flexible working.

Although promotion for female academic staff is slowly addressing the lack of female representation on higher grades, more could be done to promote role models in relation to teaching and learning activity such as through invited lectures, student reading lists; this latter action is in line with EUSA strategy and has been broadly agreed by the university. ESALA further recognises the need to address perceptions of gender in the architecture and construction industries. **(AC 2.2, 2.3, 2.4)**

In a number of instances this AS application process has highlighted a lack of formal monitoring of data, which will support a greater and deeper understanding of issues. **(AC 1.6)** The inter-relationships between themes need further exploration and focus groups are seen as a useful next step to consider gender disparities and wider issues of Equality and Diversity **(AC 1.5)**.

(430 words)

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

*The Action Plan should be a table or a spread sheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.*

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

ESALA

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Review: This Action Plan will be reviewed annually

1. Initiating, maintaining and developing Athena SWAN						
Action Ref.	Objectives	Action	Responsibility	Timescale	Start Date	Success Indicator
1.1	Initiate Athena SWAN (AS) self-assessment	Form and organise AS team	AS Convenor	Completed	01/2013	Team established and operating.
1.2	Survey gender culture within ESALA, for comparative analysis and action.	Repeat Staff and PG student surveys and run on an annual basis.	AS Convenor and ESALA PG Director	Repeat on an annual basis	02/2012	Increase in response rate to exceed 50% of all staff in ESALA. Increase response rate to exceed 20% of all PG students in ESALA.
1.3	Promote Athena SWAN and gender culture activity in ESALA (staff and PG students).	- Create and publicise 'Athena SWAN ESALA' Wiki, to make Athena SWAN statistical analysis, survey results and progress reports available to staff and PG students.	AS Convenor, HoE	Ongoing	04/13	Wiki is updated at least quarterly (statistical analysis, staff/PG survey results, staff/PG survey report, annual Athena SWAN progress report). Increased awareness and understanding of equality, career development and a culture of respect throughout the school – reflected in gender culture survey results and decline in 'Don't know' response rate.
		- Create a dedicated Athena SWAN	AS Convenor	Ongoing	05/14	Analysis of web traffic to be

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		page on the ESALA website, to promote Athena Swan and commitment to equality and diversity.	ESALA Website coordinator			monitor and gauge staff/student interest.
1.4	Develop and maintain Athena Swan and embed a process of review of Athena Swan within the annual academic planning cycle.	<p>Conduct regular meetings of AS team to monitor progress of action plan.</p> <p>Produce an annual review of AS progress and publish.</p>	<p>AS Team</p> <p>AS convenor, HoE ESALA PG Committee</p>	<p>On-going</p> <p>Annually from April 2014</p>	<p>01/2013</p> <p>04/14</p>	<p>Quarterly meetings of team.</p> <p>Present the review, action plan and subsequent monitoring to the ESALA Academic Board and PG committee. (Report to Academic Board in April 2014 for review and discussion in May and subsequent actions in session 2014/15 and thereon on an annual basis).</p> <p>Review published on Wiki and reported to Academic Board</p>
1.5	Ensure that further research into issues arising from the current AS process is addressed.	<p>AS team to brainstorm potential areas of study and produce a prioritised set of issues.</p> <p>Expand the activities of the AS group and bring in other staff as necessary and form a series of focus groups to study in these in more detail:</p> <p>‘Different patterns of gender balance in the recruitment between of staff/students in Architecture and Landscape Architecture’.</p>	<p>AS team</p> <p>AS team and other staff and students to be identified.</p>	<p>Annually from 02/14</p> <p>2013/2014/2015</p>	<p>02/2014</p> <p>04/14</p>	<p>Brainstorming session scheduled.</p> <p>Focus groups will be established and scheduled to meet once in 2013/14 and at least once in 2014/15.</p> <p>Report of findings produced with recommendations for Academic Board.</p>

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		'A decline in women completing part three of the Architecture professional programme'.				
1.6	Monitor gender balance across ESALA and measure progress through analysis of staff and student data (including distinct analyses of Architecture and Landscape Architecture).	<p>Collect and review the full Athena SWAN data set on an annual basis.</p> <p>Staff data to include: male:female ratio, turnover, applications, promotions, committee representation, contracts, family.</p> <p>Student data to include: UG, PGT, PGR headcount, Access entrants, degree classification, applications, offers, acceptances.</p> <p>Produce a statistical report</p>	AS team, with support from ESALA administration, University and student records	<p>Annually, by calendar year</p> <p>Annually by academic year</p> <p>Annually</p>	<p>01/14</p> <p>08/14</p> <p>04/15</p>	<p>Full Athena SWAN staff data set available for comparative analysis.</p> <p>Full Athena SWAN student data set available for comparative analysis.</p> <p>Report to be published on Wiki in April, for previous year.</p>
1.7	ESALA is the only STEM subject area within the ECA. Ensure Athena Swan activities are disseminated to the ECA.	Actions on Athena Swan reported to ECA Management Committee.	AS Convenor HoE	2013/14	02/14	Report and discussion at ECA management committee scheduled.
2. UG and PG Students						
2.1	To raise and promote issues of gender equality and diversity	Promote ESALA's Athena Swan activities to UG and PG students through staff student liaison and student association, (EUSAS) – Form Student centred	AS team, other colleagues, Convenor of Staff/Student	2013/14	02/14	Establish student group Meeting with group and AS Team.

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		Equality and Diversity group (SED).	Liaison and President of EUSAS			
2.2	Reinforce positive women role models in both academic and professional contexts Invite course organisers and tutors to review reading lists and other reference material to reflect important contributions from women academics and practitioners	<p>Conduct a review of current course content in relation to female academics and professionals.</p> <p>Publish review and feedback on ESALA's Athena SWAN and Equality and Diversity webpages.</p> <p>Update project briefs for Semester 2 2013/14</p> <p>Update programme handbooks for 2014/15</p> <p>UG and PG teaching committees to review after three year period and report to AS team.</p>	AS Convenor and UG and PG programme directors	<p>From Sem 2 /2013 and thereafter annually from</p> <p>SM1 2013 ongoing</p> <p>SM1 2013 ongoing</p> <p>SM1 2013 ongoing</p> <p>2015</p>	Rolling from SM2 2013	<p>Positive feedback from UG and PG programme directors recorded, key role models identified.</p> <p>Review and feedback featured on ESALA and E & D webpages.</p> <p>Project briefs updated and available for Semester 2 2013/14.</p> <p>Programme handbooks updated and available for 2014/15.</p> <p>Report from UG and PG teaching committees received by AS team.</p>
2.3	Address issue of gender stereotypes in the construction industry.	<p>Conduct a review of the role of women and gender stereotypes in the MArch course the 'Construction Game'</p> <p>The construction industry is often</p>	MArch Director Course organiser for Architectural	Review content for introduction in Nov	Nov 2014	Discussion of role of gender stereotypes in the introduction to the course and in final review of course.

		characterised by gender stereotypes and sexist attitudes. The game ³ provides an excellent opportunity to challenge these.	Practice and Law	2014		
2.4	Promote successful exemplars of women in the Architectural Profession and Academia	<p>Ensure that visitors to school for lectures and seminars include women architects and academics.</p> <p>Discuss with EUSAS and SED (as future professionals) how they perceive the issue might be tackled - Women in the Architectural profession are generally under-represented and there is a poor retention of women in the profession ten years after qualification (see focus group issues under action 1.3)</p> <p>Encourage EUSAS to consider as an annual event, similar to seminar 'Women in Architecture', which took place on November 22nd 2013.</p> <p>Incorporate exemplars of successful female architects into the Pathways to the Profession programme</p>	AS team and SED, EUSAS and Prokalo	<p>Ongoing</p> <p>Annually from 2013/14</p> <p>Annually from 2013/14</p> <p>Annually from 2014/15</p>	<p>01/2013 Ongoing</p> <p>Nov 2013</p> <p><u>Nov 2014</u></p>	<p>Proportion of visiting female speakers increases.</p> <p>Meeting with EUSAS scheduled and feedback reported to AS team.</p> <p>Annual EUSAS event on Women in Architecture.</p> <p>Revised programme content</p>

³ The Construction Game runs in November for all senior architecture students. It is a three day intensive project which simulates the progression of a building project from commencement to completion and involves an number of characters including architects, engineers, contract managers, specialist contractors and surveyors.

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2.5	Investigate reduction in Female students continuing to Part 3 of the professional programme.	Monitor Part 3 completion gender statistics. Informal survey of female part three candidate (see also action point 1.5)	AS team, Professional practice tutor	Annually from 2014/15 Annually from 2014/15	Autumn 2014	Part 3 completion statistics available for comparative analysis. Report on experiences of female Part 3 candidates available for review by AS team.
2.6	Investigate high percentage of female students to MLA programme.	Conduct a comparison of recruitment strategies for MArch and MLA programmes.	MLA director MArch Director and ESALA PG office	2014/15 (in the first instance)	02/2014	Report on female recruitment to MArch and MLA programmes available for review by AS team.
3. Key Career Transition Points, Appointments and Promotions						
3.1	Improve the clarity of ESALA communication on training, promotion and career development opportunities.	ESALA to arrange and host workshop on career development for staff. Highlight Gender related issues. Highlight recognition of pastoral and administrative roles AS team to review UoE developments on Equality and Diversity and feed into workshop.	AS Convenor, HoE, HR	2013/14	06/2014	Monitor attendance at workshop and repeat annually to ensure all staff have opportunity to take part. Improvement in responses to staff on career development to staff surveys in 2014/15, Target response rate to exceed 50% of staff.
3.2	Regular review and monitoring by ESALA of gender based statistics on appointments and promotions.	ESALA to create a database to record vacancies and subsequent appointments and promotions. AS team to review and feedback to	ECA professional services/ CHSS and HR	Annually	2014/15	Database operational and process of updating embedded in standard office procedure. No gender-based inequalities

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		ESALA Academic board. Procedure for review of information given to Appointments Committees.				observed during monitoring process.
3.3	Improve staff skills in recruitment and selection and ensure staff on recruitment panels have knowledge of gender awareness	Ensure that (minimum) two members of staff undertake recruitment training each calendar year. Ensure that Chair of recruitment panel has undergone gender equality training. Encourage all staff to undertake gender equality training.	HoE HoE HoE	Embedded Embedded Embedded	From 2014 onwards From 2014 onwards	Increase in participation rate exceeds 2 members of staff. Checklist of participating staff in operation and process of updating embedded in standard office procedure. Increase in participation rate.
3.4	Raise awareness of issues facing women returning to work after career breaks.	Provide feedback from workshop with PCT Partnership and Women returners on UoE procedures to HR, e.g. how information on flexible working is presented in Job adverts and further particulars	AS Convenor	01/2014	11/2013	Information passed to HR.
4. Career Advice and Support						
4.1	Improve induction procedures for new staff.	Prepare ESALA an ESALA specific Induction Guide for new staff that draws on UoE HR procedures, but reflects the particularities of the transition from practice to academia. Conduct a review of new staff, currently in their first year of employment, for	AS team and HoE	Annually	06/2013	Induction Guide available for new staff. Testimonies of new starts appear in Induction Guide.

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		input into induction guide. Perceptions of female new starts to be highlighted.				
4.2	Recognise different backgrounds and needs of incoming staff appointments.	Review experience of recently appointed staff in relation to induction and information to inform the development of new procedures	HoE and/or delegated colleague	2013/14-15	04/2014	Meet and discuss with new staff see 4.1
4.3	Recognise different support for staff to develop research depending on their background.	Introduce a workshop on research for new colleagues, repeated on an annual basis, to ensure that all staff understand the role of research, research support and mentoring.	ECA Director of Research	Annually	12/2013	Participation rates, as measured by number of attendees, and increased uptake in mentoring partnerships.
4.4	Encourage more active mentoring	Conduct a review of new developments in mentoring at CHSS level.	AS team, HR and HoE	2013/14	04/2014	Report on Mentoring Connections Pilot produced.
		Produce briefing notes to communicate opportunities for networking and mentoring experience to colleagues, both as mentors and mentees.	AS team, HR and HoE	2014/15	07/2014	Briefing notes available for new staff. Participation rates, as measured by number of mentoring partnerships increases.
		Conduct a review of current mentoring partnership to gauge whether gender has an impact upon uptake, satisfaction and turnover.	AS team,	2014/15		All staff report a satisfactory mentoring programme.
		Create a skills register of staff who have completed training on career development and staff appraisals	AS team	2014/15	04/2014	Skills Register on WIKI
5. Culture, Communications and Departmental Organization						

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5.1	Improve understanding of gender equality related issues in ESALA staff.	Promote UoE training courses on gender equality, unconscious bias and wider E and D related issues across ESALA through website. Introduction of a register to monitor uptake.	HoE and AS Convenor HoE and AS Convenor	2013/14 On going 2013/14	02/2014 02/14	Target to have at least two staff to attend UoE courses per year. Register of participating staff in operation and process of updating embedded in standard office procedure.
5.2	Ensure that family responsibilities such as childcare are recognised in administrative planning.	For start of session 2014/15, core committees are generally scheduled between 10.00 and 16.00 where practicable.	HoE/committee convenors	2013/14	09/14	A majority of core staff and committee meetings are held between 10.00 and 16.00, reflected in an increase in the 'Agree/Strongly agree' response rate to this question in the annual survey.
5.3	Improve social interactions and opportunities for family friendly activities.	Schedule a discussion at Academic Board to identify appropriate actions in SEM 2 2013/14 and aim to establish a programme of activity by the end of 2014.	HoE	2013/14	04/14	A programme of family friendly social activities has been introduced, reflected in an increase in the 'Agree/Strongly agree' response rate to this question in the staff survey.
5.4	Re-assess workload allocation model.	The ESALA Academic Board will review the forthcoming CHSS review of workload modelling to consider implications of AS.	ESALA board AS team	2013/14	When information available	Revised Workload allocation model
5.5	Determine if forthcoming decant from Lauriston Place in 2015 will create additional pressures of	Discuss, review and identify any particular issues raised for staff as a consequence of decant at Academic Board.	HoE	2015	2014/15	Minutes of Academic Board published. Issues identified and actioned.

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	staff in relation to workload and planning.	Once estate plans for decant are confirmed review staff most likely to be affected and evaluate if there are any particular needs.				
6. Career breaks/flexible working						
6.1	Improve awareness of UoE policy and procedures for family leave and flexible working.	Invite HR to lead an annual lunchtime seminar on 'Family Leave and Flexible Working' for ESALA staff. Information on flexible working to be incorporated into the new Induction Guide for new staff (see 4.1).	HR CHSS	2013/14	06/14	Increased awareness of family leave and flexible working policies reflected in annual survey and drop in 'Don't know' response rate.
6.2	Develop and implement strategy for workload planning on return from maternity breaks that support career development fully	Review best practice from other schools regarding return to work following maternity breaks. Combine in workshop above and present guidelines based on findings with HR during SM1 2014/15.	AS team/HR department	2014/15	09/14	Guidelines available for SM2 2014/15.
		Develop guidelines for work-load allocation that specifically respond to the need to support a return to research activity as well as teaching and administrative duties.	AS team/HR department	2014/15	09/14	Guidelines available for SM2 2014/15.

Notes and Key to Action Plan:

Start Date	Code
Already embedded/completed	
Semester 2 – 2013/14	SM2 2013/14

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Semester 1 – 2014/15	SM1 2014/15
Semester 2 – 2014/15	SM2 2014/15
Semester 1 – 2015/16	SM1 2015/16
Semester 2 – 2015/16	SM2 2015/16
Academic Year 2016/17	AY2016/17

1. HoE: Head of ESALA
2. SED: Student Equality and Diversity group
3. AS: Athena Swan
4. EUSAS: Edinburgh University Student Architecture Society
5. ECA: Edinburgh College of Art
6. CHSS: College of Humanities and Social Sciences
7. MLA: Master of Landscape Architecture