



Department Application Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

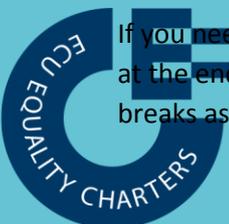
DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

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

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

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

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



WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Abbreviations

Academic	Academics, teaching & research fellows
AS	Athena SWAN
ASWC	Athena Swan Working Committee (Department)
DSAT	Departmental Self-Assessment Team
ChemEng	Chemical Engineering
CLT	Centre for Learning and Teaching
DEC	Department Executive Committee
DoS	Director of Studies
DoPS	Director of Postgraduate Studies
DRSC	Departmental Research Staff Coordinator
ECU	Equality Challenge Unit
E&D	Equality & Diversity
HEA	Higher Education Academy
HoD	Head of Department
HoG	Head of Group (Research Centre/Units Directors etc.)
PGT	Post Graduate Taught
PGR	Post Graduate Researcher (PhD Students)
PDRA	Post-Doctoral Researcher (Research Officers/Associates)
RDU	Researcher Development opportunities
RIS	Research and Innovation Services
SDPR	Staff Development and Performance Review
SL	Senior Lecturer
UG	Under Graduate
UoB	University of Bath
USAT	University Self-Assessment Team
VCG	Vice-Chancellor's Group
WES(Bath)	Women Engineering Student Group at Bath
WISE	Campaign to promote Women in Science and Engineering
WLM	Workload model

Name of institution	UNIVERSITY OF BATH
Department	CHEMICAL ENGINEERING
Focus of department	STEM
Date of application	29 November 2017
Award Level	Bronze
University of Bath Athena SWAN Bronze Award	Date: October 2009, April 2014, April 2017
Contact for application <small>Must be based in the department</small>	PROFESSOR SEMALI PERERA
Email	cessp@bath.ac.uk
Telephone	01225 386584
Departmental website	http://www.bath.ac.uk/chem-eng/

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Dr Ruth Gilligan
Athena SWAN Manager
Athena AWAN Charter
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
LONDON SE1 7SP

29 November 2017

Dear Dr Gilligan

Athena SWAN Bronze Award Application

I am pleased to endorse enthusiastically our application for an Athena SWAN (AS) Bronze Award. Our Department Assessment Team (DSAT) was chaired by a female professor and membership was gender balanced. As a measure of the importance attached to the process, the DSAT Chair has been allocated 250 hours pa, and other DSAT members 50 hours pa in the University's Workload Model (WLM), which operates on the basis of a notional 1,613 hours pa per individual.

The application process has significantly raised our awareness of AS issues with a focus on female representation and participation. I am pleased with the increasing proportion of female academic, research and teaching staff (27 % in 2012/13 to 33 % in 2015/16). I also welcome the high proportion of female colleagues in Management & Leadership posts. This includes our Technical Supervisor, Director of Taught Postgraduate Studies, Director of Research and the Deputy Head of Department. Additionally, there has been 50 % female membership of the Department's Executive Committee (DEC) for the past two years. This inspires other ambitious female staff and students in their careers.

Our AS application and three-year Action Plan (AP) have emerged after full consultation with Department students and staff, including focus groups and an internal Department survey, and has the full endorsement of our DEC. Clear targets have now been established for at least 40 % female membership across all Department students and staff by 2020/21 and around 50 % by 2026/27. This is ambitious but makes clear that the Department is serious about achieving gender balance.

We have made concerted efforts to encourage females to join the Department. For example, we aim for gender balance in promotional material for undergraduates and contacts for informal enquiries for staff posts.

As part of our AP we are determined to develop staff mentoring. This is required for staff on probation, and there is a Department co-ordinator for research staff. However, there are opportunities to enhance mentoring provision for post-probation staff at all levels, with a focus on ensuring

appropriate support of female staff. As part of the AP we will also review the gender balance of undergraduate tutors, tutorial groups and project teams and postgraduate supervision.

We will fully implement all University Equality & Diversity policies through the Department's E&D coordinator. I will oversee the implementation of other AS-relevant University policies such as flexible working. However, there remain opportunities to improve awareness in the Department of these important areas.

In order to deliver on our AP I will ensure that all necessary resources are made available, and I will also ensure that all AS staff activity continues to be recognised in WLMs, Staff Development and Performance Reviews and in probation and promotion cases.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department. This submission has my full support and I commend it to you.

Yours sincerely



Professor T J Mays
Head of Department of Chemical Engineering

[491/500 WORDS]

2. DESCRIPTION OF THE DEPARTMENT [494/500 WORDS]

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

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Chemical Engineering at Bath began in 1966, when the University received its Charter, as an undergraduate course in Process Chemistry in the School of Chemistry. An undergraduate degree in ChemEng and research commenced in 1968. The School then became the School of Chemistry and Chemical Engineering. Separate Schools of Chemical Engineering and Chemistry were eventually formed in 1974. The University's School system was replaced by faculties and departments in 1997. Since then Chemical Engineering has been one of four departments in the Faculty of Engineering & Design.

The Department aims for the highest standards in teaching and research and is ranked 3rd for course satisfaction in the Guardian University Guide 2018, and overall 5th of 25 UK University Departments of Chemical Engineering. The Department receives more than 1,000 UCAS applications for entry onto its undergraduate programmes, A-level entry requirements having been increased to A*AA in 2015/2016. In the 2014 Research Excellence Framework, 89% of our research was assessed as internationally excellent in terms of originality, significance and rigour. These achievements have been met alongside continuing development of equality and diversity in all activities in the Department.

Table 1 provides an overview of the gender balance over the past four academic years and Table 2 provides a summary snapshot of the gender balance for 2015/16. 'Academic, Research and Teaching Staff' includes all staff in the Education and Research Job Family for which the headcount data is at 31st July. In 2015/16, 44% of Lecturers and 33% of Professors were female and as at August 2017, the Professorial figure increased to 40%. This is above the sector average (See Table 18).

Technical and Administrative staff, who work within the ChemEng, are excluded from Table 1 since they are employed by the Faculty of Engineering & Design, not the Department. The breakdown of such staff, who work day-to-day within Chemical Engineering, are shown in the Table 2 snapshot. Technical staff, who support our research staff, PGRs and teaching programmes, are well qualified and as at August 2017 comprise 50 % females. The Technical Supervisor for Chemical Engineering (Dr Brigitte Rodrigues) is female, and she manages the Technical staff, chairs the Department Health & Safety Committee and is responsible for overseeing the safety culture in the Department. From the Faculty staff, we have a Department Co-ordinator and a Department Administrative Assistant (Table 2) who work full-time within Chemical Engineering; both these posts have been filled by females over the past four academic years.

Table 1 shows that the Department has significantly expanded its undergraduate student numbers over the last four years and this has been followed by an expansion in academic staff numbers. Table 1 shows that whilst the number of postgraduate research students has remained more or less constant, the number of postgraduate taught students has declined markedly over the past four years and this relates to the gradual phasing out of a distance learning MSc programme on which the female percentage was typically around 50 %.

Table 1: An Overview of Gender Balance within the Department by Academic Year

		2012/13			2013/14			2014/15			2015/16		
		Numbers		F (%)									
		F	M		F	M		F	M		F	M	
Academic, research and teaching staff (*)	Research	2	4	33%	3	9	25%	2	8	20%	5	10	33%
	Teaching	0	0	-	0	0	-	1	0	100%	1	0	100%
	Lecturer	2	3	40%	2	2	50%	4	4	50%	4	5	44%
	Senior Lecturer	2	5	29%	2	5	29%	1	6	14%	1	5	17%
	Reader	0	1	0%	0	2	0%	0	2	-	0	2	0%
	Professor	0	3	0%	0	2	0%	2	3	40%	2	4	33%
	Other (eg. KTP)	0	0	-	0	1	0%	0	1	0%	0	0	-
	Total	6	16	27%	7	21	25%	10	24	29%	13	26	33%
Professional and support staff (*)	Management, specialist and administration	0	0	-	0	0	-	0	0	-	0	0	-
	Technical and Experiment	0	0	-	0	1	0%	0	1	0%	0	0	-
	Operational and Facilities Support	0	0	-	0	0	-	0	0	-	0	0	-
	Total	0	0	-	0	1	0%	0	1	0%	0	0	-
Students (**)	Undergraduate Students	79	234	25%	91	262	26%	113	315	26%	125	362	26%
	Postgraduate Teaching Students	104	113	48%	70	58	55%	42	42	50%	18	12	60%
	Postgraduate Research Students	16	21	43%	16	18	47%	16	19	46%	9	26	26%
	Total	199	368	35%	177	338	34%	171	376	31%	152	400	28%

Table 2: A Summary of Gender Balance for 2015/16. Snapshot of data at 31st July 2016

2015/16	Female	Male	% Female
UG	125	362	26%
PGT	18	12	60%
PGR	9	26	26%
Research	5	10	33%
Technical	2	5	29%
Administrative	2	0	100%
Teaching	1	0	100%
Lecturer	4	5	44%
Senior Lecturer	1	5	17%
Reader	0	2	0%
Professor	2	4	33%

3. THE SELF-ASSESSMENT PROCESS [969/1000 WORDS]

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team
- (ii) an account of the self-assessment process
- (iii) plans for the future of the self-assessment team

(i) Department Self-Assessment Team (DSAT)

Members of the DSAT were chosen or volunteered to represent all grades of staff as well as students. Throughout the DSAT's life, four members have been promoted (one to Reader, one to Senior Lecturer and two to Professor (one male and one female)). The DSAT (Table 3) is equally balanced between male and female, representing all stages of academic life, including our current Head of Department, an Honorary Professor (formerly twice HoD), early career staff and the Equality and Diversity Officer. DSAT members represent a variety of different perspectives on personal work-life experiences with 60 % of membership having caring responsibilities.



Chair of DSAT - Professor Semali Perera has progressed from PDRA through Lecturer and Senior Lecturer to Professor in the Department.

Co-Chair - Dr Salvador Eslava was appointed Lecturer in the Department of Chemical Engineering in September 2014.

Table 3: The Department Self-Assessment Team

NAME	DEPARTMENT ROLE	DSAT ROLE	WORK-LIFE BALANCE
Professor Semali Perera (F)	Professor; lead in Women in Engineering Academic Group, Director of Research for ChemEng, member of DEC. Department Outreach lead. Leading the WES Bath student group.	DSAT Chair; Responsible for the Department AS submission; process/action plan. Member of WISE.	1.0 FTE
Dr Salvador Eslava (M)	Lecturer; Departmental Equality & Diversity Officer. Young academic, less than 10 years from PhD	Co-Chair DSAT	1.0 FTE

Professor Tim Mays (M)	Professor; HoD; Chair, Department Executive and Exam Boards; Ex-officio Member of all other Department committees; Member, Faculty Executive and Board of Studies.	Ensues AP aligns with Department and Faculty strategies.	1.0 FTE [REDACTED]
Honorary Professor Barry Crittenden (M)	Honorary Professor 43 years of experience at University of Bath including two terms as Head of School/Dept	Advisor able to provide advice on developments over 43 years of continuous employment.	0 FTE [REDACTED]
Mrs Suzanne Barkley (F)	Senior Technician	Supporting (22 years of experience of technical support roles).	0.6 FTE [REDACTED]
Ms Parimala Shivaprasad, (F)	PhD Student Role is to provide knowledge and action to assist postgraduates undertaking a PhD whilst managing their work-life balance.	Focus group (i) lead to provide Postgraduate student perspective.	1.0 FTE [REDACTED]
Dr Olivier Camus (M)	Research Associate (PDRA)	Focus on staff DSAT data analysis and defined the outreach objectives in our AP.	1 FTE [REDACTED]
Dr Elias Martinez Hernandez (M)	New Lecturer; Role includes teaching, career progression of PhDs /PDRAs, and pastoral care to the PGR cohort.	DSAT member, research students and staff rep. Actively engaging with research staff to develop relevant Action Plan.	1.0 FTE [REDACTED]
Dr Ana Lanham (F)	Probationary Lecturer. Young academic, less than 10 years from PhD. Department Seminar Coordinator.	Focus group (ii) survey lead. DSAT member; Propose AP for improving young academics work life balance choices.	1.0 FTE [REDACTED]
Dr Marianne Ellis (F)	Senior Lecturer; Associate Dean for Learning & Teaching.	DSAT member; Providing information to case study.	1.0 FTE [REDACTED]

Dr Matthew Lennox (M)	Probationary Lecturer. Young academic, less than 10 years from PhD.	DSAT member; PhD champion, responsibility for pastoral care for the research postgraduate student cohort and PDRAs.	1.0 FTE
Dr Mi Tian (F)	Postdoctoral Research Officer	DSAT member; Proposing actions to assist in increasing our female undergraduate entries.	1.0 FTE
Arsalan Ashraf (M)	Research Associate	DSAT member. Focus group (iii) lead; Considering PDRA and Department culture.	1.0 FTE
Simran Mohnani (F)	MEng Undergraduate student year 3	DSAT member; Student Union equalities & diversity representative. Advising on undergraduate student perspective.	
James Close (M)	MEng Undergraduate student year 3	DSAT member; Advising on undergraduate student perspective.	
Sam Farr (M)	Graduated with MEng Chem Eng from Bath. PGR year 1	DSAT member; Advising on postgraduate student perspective.	
Jennifer Gee (F)	MEng UG year 5. Completed an industrial placement with Air Products, as a Process Engineer and after graduation she will be going back to Air Products on their graduate scheme.	DSAT member. Focus group (iv) lead; Proposing actions to assist in increasing female undergraduate entries.	
Megan Thomson (F)	MEng Undergraduate student year 5. After completing her degree, she will be commencing a PhD at the University of Bath.	DSAT member; Actively engaging with Undergraduate students to develop relevant AP.	
Sarah Stead (F)	Student Experience Officer	Faculty of Engineering & Design staff. Co-ordinator WESBath and outreach for Faculty.	1.0 FTE

(ii) An account of the self-assessment process

In February 2015, Professor Semali Perera (DSAT Chair), Dr Salvador Eslava (DSAT Co-Chair) and Professor Tim Mays (HoD) commenced a review of the Department's activities with the aim of achieving an Athena SWAN Departmental Bronze Award. This initial review included gaining insight and information from external and internal experts. Also in February 2015, Perera, Mays and Eslava attended an Athena SWAN briefing with the University Secretary and the University's Equality and Diversity Manager (Table 3). From February 2015 to February 2016, the DSAT Chair, Deputy-Chair and various DSAT members, including Honorary Professor Crittenden, had regular meetings with the University Equality and Diversity Manager and the Director of Policy and Planning, to gather data and information and to plan for the AS submission.

DSAT has met regularly (initially quarterly and then monthly from August 2016) to lead the self-assessment process by evaluating Departmental performance, identifying potential barriers to career progression for female staff, reflecting on quantitative and qualitative data and developing the 2017 Action Plan (AP). DSAT conducted a comprehensive survey of all academic, technical and administrative staff and undergraduate and postgraduate students to find out how well they felt supported and to identify real or perceived barriers to career advancement.

Consultation was carried out through three surveys, to elicit views on Departmental practices and procedures, including inclusivity of Departmental culture: one for staff, one for postdoctoral researchers and PGRs, and one for undergraduate students. 71 staff and students completed the surveys. In addition, four focus group leads were appointed from DSAT to carry out one-to-one and group discussions with staff and students in the Department. This has informed the self-assessment process.

Since 2015, the DSAT Chair has led the Women in Engineering Network meetings to gain advice and insight from female members of the Faculty of Engineering & Design. From 2009 to 2013, the DSAT Chair has sat on the USAT Committee, and the DSAT Co-Chair currently sits on the University E&D Committee, providing good opportunities for sharing best practice across campus. To feed into the strategy and enable the DSAT to have a comprehensive view of the Department in terms of its Athena SWAN activities, the DSAT delegated activities to a number of working groups and individuals (including DSAT and non-DSAT members). In addition, the USAT regularly reviews performance data and supports departmental submissions. An internal shared drive (on Moodle, a virtual learning environment) for depositing all data and draft documentation for the Department has been established. From the outset contact was established with other University Departments which have submitted AS applications, and with central administration including the University Secretary's Office, Human Resources, the Alumni Office, etc. to share experience and to gather data. To assist the DSAT, the Faculty AS representatives including Dr Harney, from the Department of Architecture & Civil Engineering (Faculty AS Champion), and Prof Linda Newnes, from Mechanical Engineering (USAT Chair) acted as critical friends for the ChemEng AS submission and development of its AP.

Progress on DSAT actions has been considered at the Department's Staff Student Liaison Committee as well as regular staff meetings and Away Days. The application, as it has progressed, has been posted on the Department's AS Moodle page, thereby ensuring that the AS activities

are permeated throughout the Department. The final AS application and the Action Plan has been approved by the HoD and DEC.

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

An Athena SWAN Working Committee (ASWC) reporting to the Department Executive Committee will be formed and will continue to meet every Semester **[Action 3.1]**. Since students remain in the Department for fixed periods of time and most academic administrative jobs rotate on a three-yearly basis, membership of the ASWC will change over time, but with stability assured by retaining key members such as the DSAT Chair or Co-Chair. The inclusion of new members (both students and staff) will bring in fresh ideas. Members of ASWC will be expected to act as Athena SWAN ‘ambassadors’ and to represent the Department at appropriate fora. We believe that exchanging representatives with other Departments is invaluable in sharing best practice and friendly criticism. The ASWC will monitor and implement the Action Plan and develop further actions to progress gender equality. The ASWC will review datasets annually. Membership will be reviewed annually to ensure that it remains representative, to benefit from input from new members and to consider the workload of existing members as their roles develop within the Department and the University.

Athena SWAN will remain as a standing item on all relevant Department committee agendas and annual progress will be discussed at the Department’s Executive Committee. The Action Plan will be uploaded onto the Department’s web page and a blog will be created as a means of communicating with staff and students about AS actions **[Action 3.2]**. A dedicated notice board and the Departmental display screen will provide AS updates in the future. The Department will operate a continuous enhancement process, informed by feedback from staff and student surveys and we will plan to implement an annual Athena SWAN survey **[Action 3.3]**.

4. RECOMMENDED WORD COUNT: BRONZE: 2000 WORDS | SILVER: 2000 WORDS [1982/2000 WORDS]

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

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

n/a

(ii) Numbers of undergraduate students by gender

Full and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

All undergraduate students normally study full-time on one of three degree programmes (BEng in Chemical Engineering (3 years), MEng in Biochemical Engineering (4 years), or MEng in ChemEng (4 years)) and all students may take an additional full year of Industrial Placement in their penultimate year. In the following tables and figures, all full-time students on these programmes have been aggregated for simplicity. Part-time study is infrequent and cases to the Faculty for approval are made only occasionally for special reasons.

Table 4 shows that there has been significant growth recently (and mirrored nationally) in the total number of undergraduate students. However, the percentage of students who are female (Table 4 and Figure 1) across the three degree programmes is consistently in a narrow range of 25 to 27%, which is in line with the sector average (Table 5 and Figure 2). All Bath student data is based on headcount and small differences between University and HESA data are noted (Table 5).

Table 6 and Figure 3 show that across the three years under consideration, women were more likely than men to receive offers, however, women with offers are less likely than men to accept those offers. The patterns tend to be the same each year and requires action. The Action Plan aims to increase the application rate and the conversion rate from application to acceptance and then conversion for female students **[Action 4.1]**.

The DSAT Chair has met four times with undergraduate focus groups to identify any perceived challenges due to gender. Female students felt that the Department was inclusive and free from gender bias, and were not concerned with the gender split in the student population.

We aim to increase the percentage of female students applying to study ChemEng. The Department currently leads a number of recruitment events for all students to help break the gender stereotyping in Engineering. We actively encourage female students in schools/ colleges to take up ChemEng: (i) by running annual Taster Days for girls; and (ii) by running, on NWED, workshops for girls. Whilst these are aimed at local students, these activities, which are replicated by Universities in other regions, help to increase the proportion of female applications nationally. We intend to attend national and international recruitment exhibitions. To encourage gender equality at undergraduate level, the Department aims to have 50:50 gender splits in the UG students who act as Ambassadors at Open Days **[Action 4.2]**. The DSAT Chair took an active role in successfully launching the WESBath Group in April 2014. The aims of WESBath and the support available are discussed in Section 5.3 (iv). The Department plans to increase the number of promotional events and the work associated with them will be included in the WLM **[see Action 5.22]**.

Degree attainment by women: Table 7 and Figure 4 show that, in general, there appears to be some gender difference in favour of female students' degree outcomes. Once enrolled at Bath, the percentage of female students who gain good degrees (firsts and upper seconds) are significantly higher than the average percentage of females in the total student population. Accordingly, the percentages of female students who gain poorer degrees (lower seconds and thirds) are significantly lower than the average percentage of females in the cohort. It should be noted that all examinations and much coursework is marked anonymously. Formal tutorial and design groups involve a mix of male and female students.

Table 4: A Summary of Undergraduate Student Numbers by Gender

UNDERGRADUATE STUDENTS	2012/13	2013/14	2014/15	2015/16
Total number of female students	79	91	113	151
Total number of male students	234	262	315	419
% Female	25.2%	25.8%	26.4%	26.5%

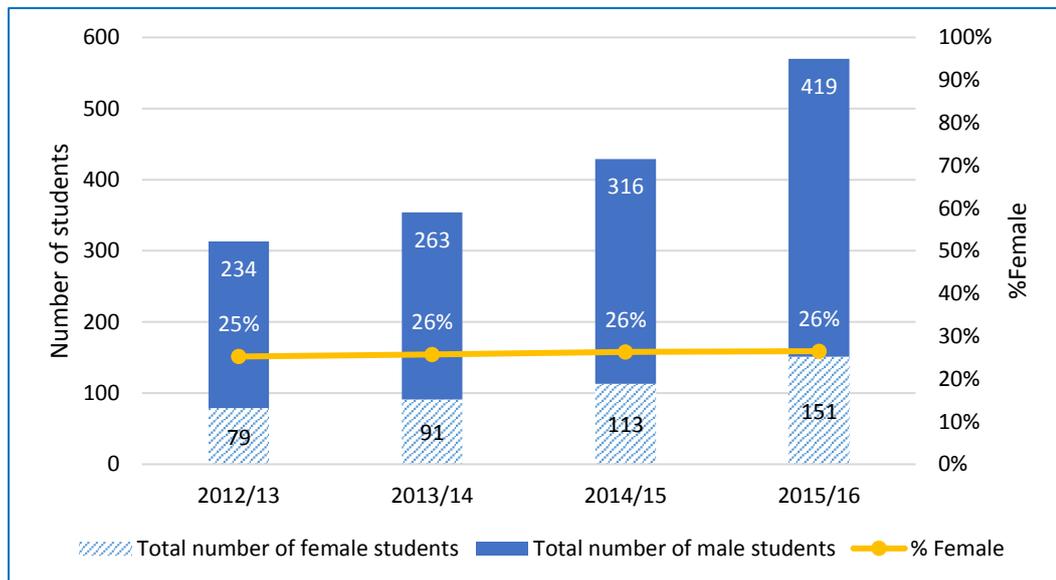


Figure 1: The Number of Undergraduate Students by Gender

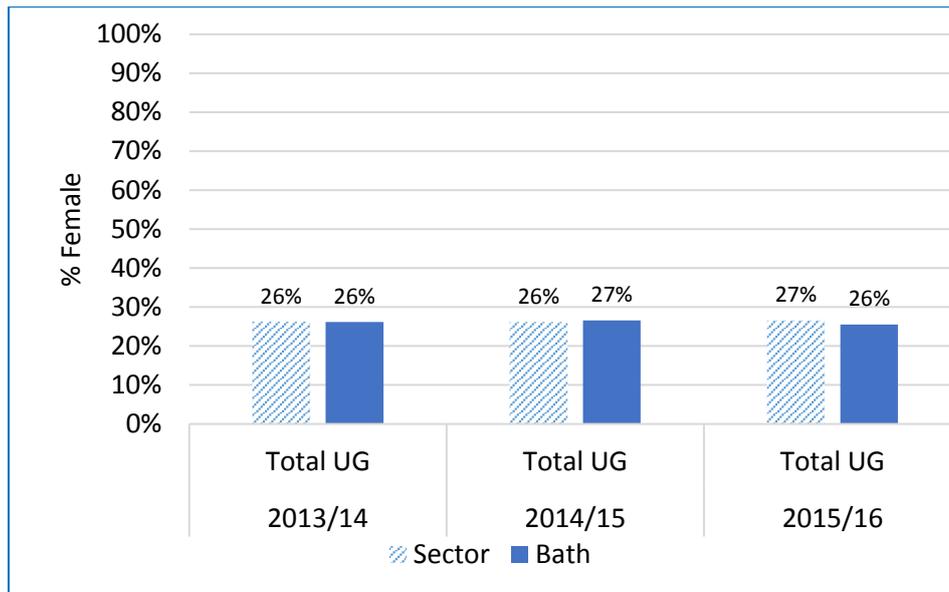


Figure 2: Undergraduate Chemical Engineering Students and HESA Sector Data by Gender

Table 5: Undergraduate Chemical Engineering Students and HESA Sector Data by Gender

HESA Cost Centre: Chemical Engineering		University of Bath				All HEIs			
		Total	Full time	Part time	N/A	Total	Full time	Part time	N/A
2013/14	Female	85	85	0	-	1670	1650	20	-
	Male	240	240	0	-	4690	4615	75	-
	Other	-	-	-	-	-	-	-	-
	Total	325	325	0	-	6360	6,265	90	-
	%F	26%	26%	-	-	26%	26%	22%	-
	%M	74%	74%	-	-	74%	74%	83%	-
2014/15	Female	105	105	0	-	1845	1830	15	-
	Male	290	290	0	-	5210	5110	100	-
	Other	-	-	-	-	-	-	-	-
	Total	395	390	0	-	7055	6940	115	-
	%F	27%	27%	-	-	26%	26%	13%	-
	%M	73%	74%	-	-	74%	74%	87%	-
2015/16	Female	115	115	0	-	2130	2115	15	-
	Male	335	335	0	0	5875	5770	105	0
	Other	-	-	-	-	-	-	-	-
	Total	450	450	0	0	8010	7885	120	-
	%F	26%	26%	-	-	27%	27%	13%	-
	%M	74%	74%	-	-	73%	73%	88%	-

HESA data and internal data (based on headcount); the HESA data is Full Time Equivalent (FTE) [compiled on a module basis]. Internal data based on students numbers on a particular course within a department.

Table 6: Undergraduate Course Applications, Offers and Acceptance Rates

UG: Chemical Engineering		Apps			Offers			Accepts		
								Offers/Apps	Accepts/Offers	Accepts/Apps
2013/14	Female		279	225	29		81%	13%	10%	
	Male		721	529	92		73%	17%	13%	
	% F		28%	30%	24%					
2014/15	Female		305	220	35		72%	16%	11%	
	Male		758	545	98		72%	18%	13%	
	% F		29%	29%	26%					
2015/16	Female		425	270	40		64%	15%	9%	
	Male		988	566	96		57%	17%	10%	
	% F		30%	32%	29%					

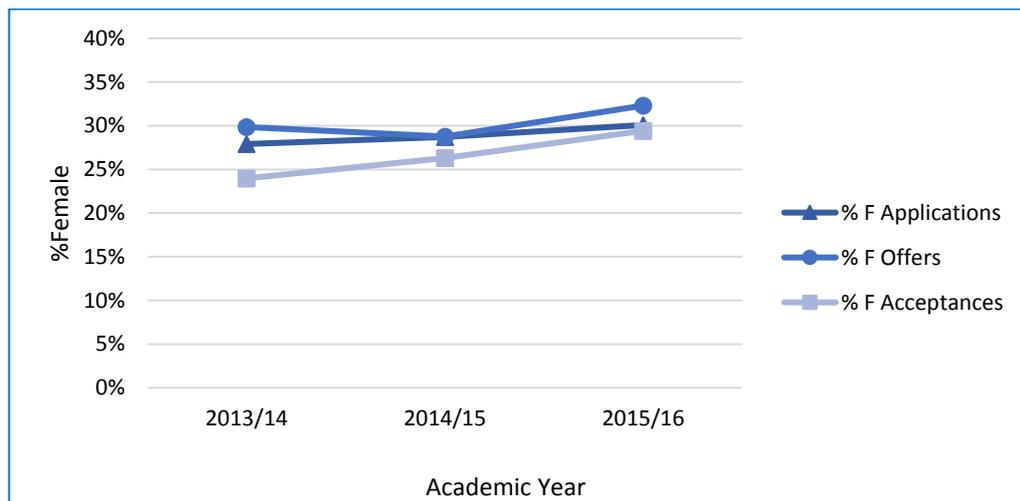


Figure 3: Undergraduate Course Applications, Offers and Acceptance Rates

Table 7: Undergraduate Degree Attainment by Classification and by Gender

Chemical Engineering: UG DEGREE ATTAINMENT		1st	2.1	2.2	3rd	Unclassified	Total
2012/13	Female	5	7	2	0	0	14
	Male	13	24	7	2	0	46
	Total	18	31	9	2	0	60
	%F	36%	50%	14%	0%	0%	-
	%M	28%	52%	15%	4%	0%	-
2013/14	Female	3	7	1	1	0	12
	Male	13	14	5	2	0	34
	Total	16	21	6	3	0	46
	%F	25%	58%	8%	8%	0%	-
	%M	38%	41%	15%	6%	0%	-
2014/15	Female	9	9	1	0	0	19
	Male	11	23	9	0	0	43
	Total	20	32	10	0	0	62
	%F	47%	47%	5%	0%	0%	-
	%M	26%	53%	21%	0%	0%	-
2015/16	Female	7	6	3	0	0	16
	Male	22	26	6	0	0	54
	Total	29	32	9	0	0	70
	%F	44%	38%	19%	0%	0%	-
	%M	41%	48%	11%	0%	0%	-

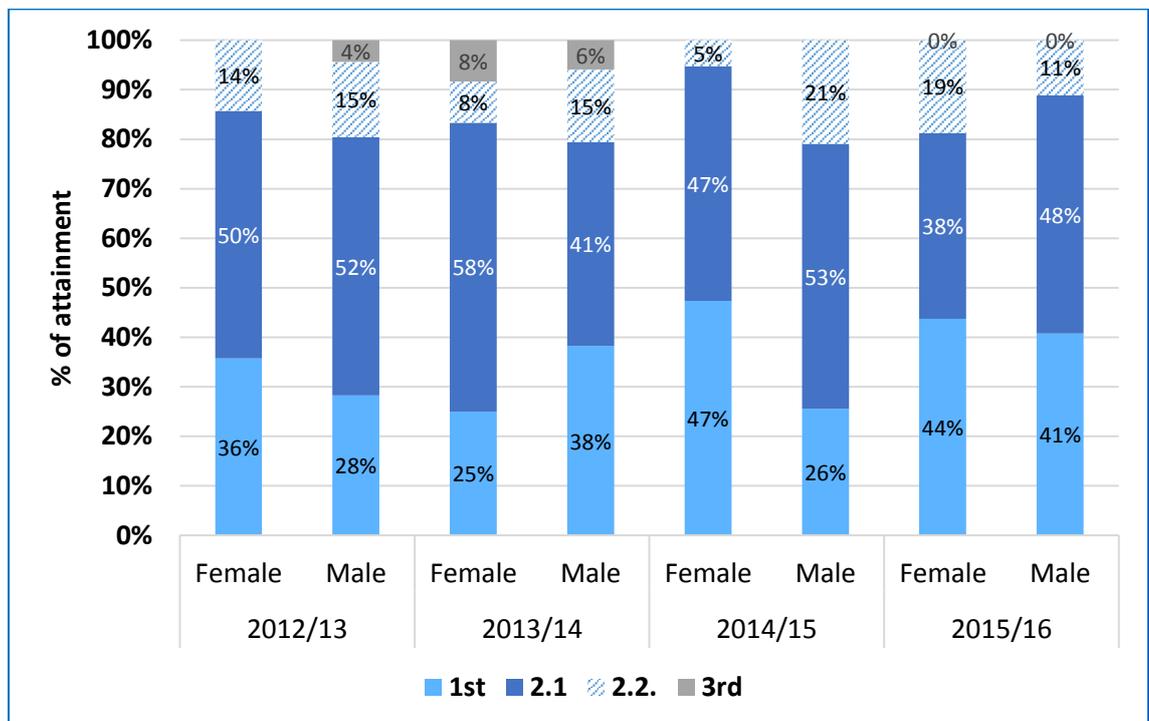


Figure 4: Undergraduate Degree Attainments by Classification and by Gender

(iii) Numbers of men and women on postgraduate taught degrees

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

To date, all postgraduate taught students in the Department have been registered part-time on the MSc/Diploma/Certificate in Integrated Environmental Management (IEM) by Distance Learning. This degree programme is being phased out and a new MSc in Sustainable ChemEng is being introduced with its first students enrolling in 2017/18. Table 8 and Figure 5 show reductions in students enrolled on the closed MSc and Table 10 shows that application numbers in 2015/16 were zero, as intended.

Table 9 and Figure 6 reveal that the IEM PGT programme attracted more than 50 % female students (Tables 10 and 11). Departmental data shows that the MSc in Sustainable ChemEng is attracting around 40 % female applications, but we will wait until the course is established before drawing any firm conclusions.

Table 8: Number of Postgraduate Taught Students by Gender for Chemical Engineering

PGT STUDENTS		Total	FT	PT
2012/13	Female	104	0	104
	Male	113	0	113
	% Female	48%	-	48%
2013/14	Female	70	0	70
	Male	58	0	58
	% Female	55%	-	55%
2014/15	Female	42	0	42
	Male	42	0	42
	% Female	50%	-	50%
2015/16	Female	18	0	18
	Male	12	0	12
	% Female	60%	-	60%

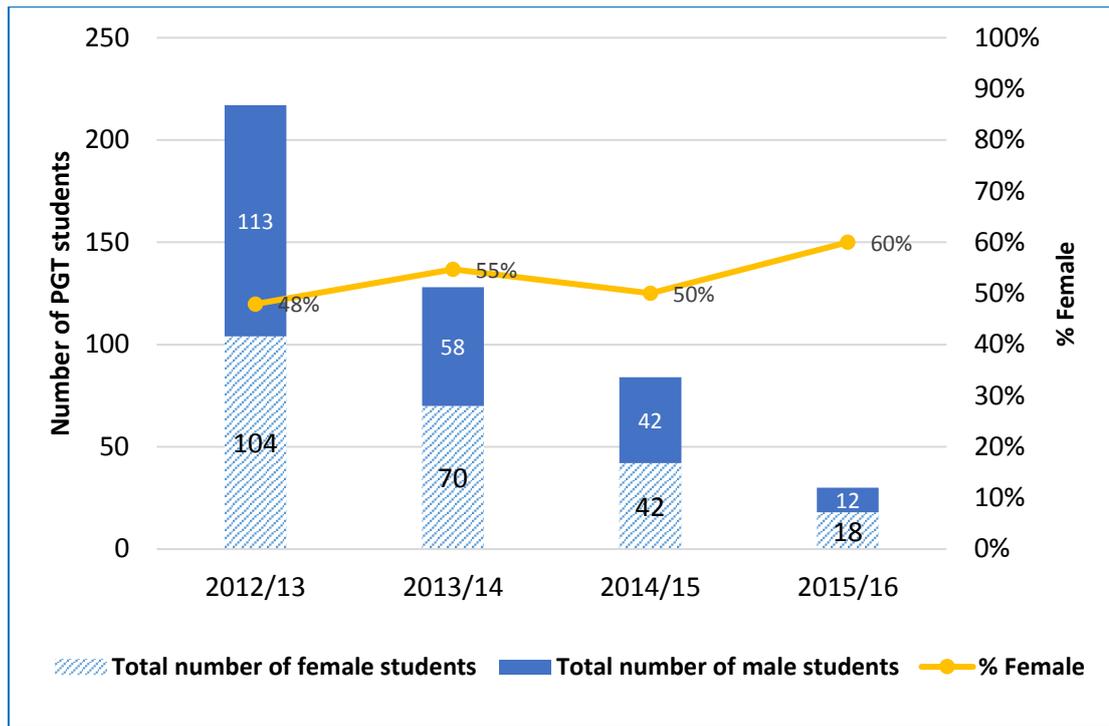


Figure 5: Number of Postgraduate Taught Students by Gender for Chemical Engineering

Table 9: Benchmarking PGT University of Bath and Sector, by HESA cost centre (*)

HESA Cost Centre: Chemical Engineering		University of Bath				All HEIs			
		Total	Full time	Part time	N/A	Total	Full time	Part time	N/A
2012/13	Female	12	0	12	0	297	267	30	0
	Male	12	0	12	0	682	568	114	0
	Other	0	0	0	0	0	0	0	0
	% Female	50.0%	-	50.0%	-	30.3%	32.0%	20.8%	-
	% Male	50.0%	-	50.0%	-	69.7%	68.0%	79.2%	-
2013/14	Female	10	0	10	0	310	279	31	0
	Male	8	0	8	0	617	517	93	7
	Other	0	0	0	0	0	0	0	0
	% Female	55.6%	-	55.6%	-	33.4%	35.1%	25.0%	0.0%
	% Male	44.4%	-	44.4%	-	66.6%	64.9%	75.0%	100.0%
2014/15	Female	9	0	9	0	296	269	26	1
	Male	6	0	6	0	587	504	81	2
	Other	0	0	0	0	0	0	0	0
	% Female	60.0%	-	60.0%	-	33.5%	34.8%	24.3%	33.3%
	% Male	40.0%	-	40.0%	-	66.5%	65.2%	75.7%	66.7%

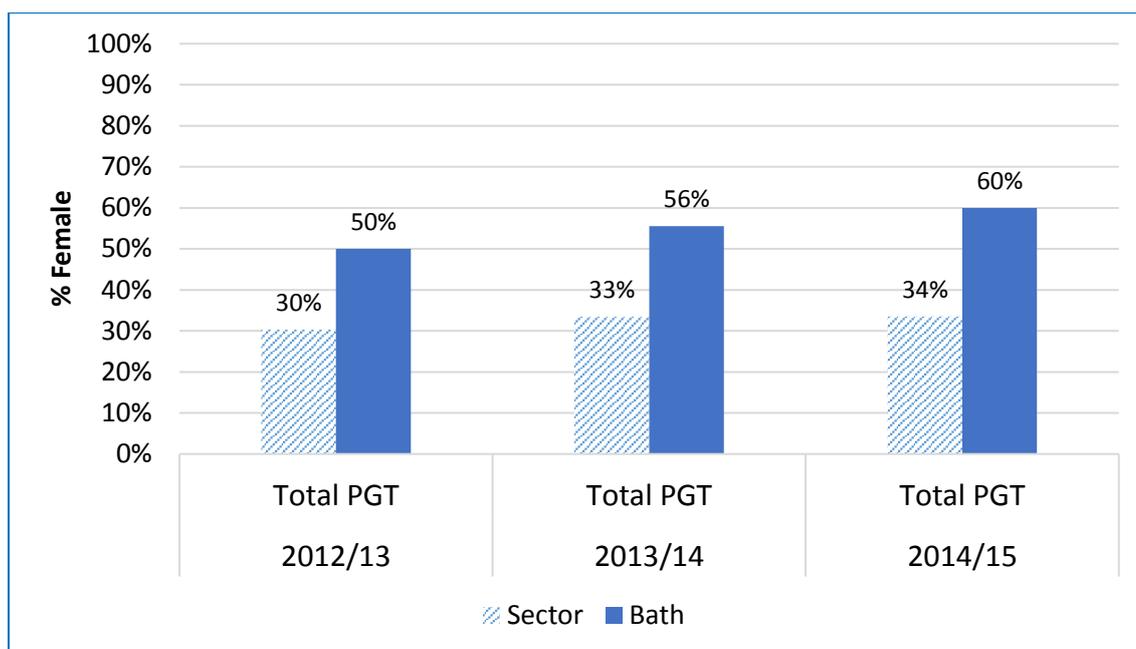


Figure 6: The Percentage of Female PGT Students - University of Bath and Sector

Table 10: PGT applications, offers and acceptances rates

		Apps(*)	Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps	
PGT: Chemical Engineering	2013/14	Female	15	12	10	80.0%	83.3%	66.7%
		Male	31	20	15	64.5%	75.0%	48.4%
		% F	32.6%	37.5%	40.0%			
	2014/15	Female	30	17	9	56.7%	52.9%	30.0%
		Male	84	46	20	54.8%	43.5%	23.8%
		% F	26.3%	27.0%	31.0%			
	2015/16+	Female	-	-	-	-	-	-
		Male	-	-	-	-	-	-
		% F	-	-	-	+ Course being phased out		
*Excluding applications made by visiting students								

Table 11: PGT Degree Attainment

Chemical Engineering: PGT DEGREE CLASSIFICATION		Distinction	Merit	Pass	Not complete	Total
2012/13	Female	3	3	1	0	7
	Male	0	2	1	0	3
	Total	3	5	2	0	10
	% F	43%	43%	14%	0%	-
	% M	0%	67%	33%	0%	-
2013/14	Female	0	1	0	0	1
	Male	0	2	0	0	2
	Total	0	3	0	0	3
	% F	0%	100%	0%	0%	-
	% M	0%	100%	0%	0%	-
2014/15	Female	0	1	0	0	1
	Male	0	2	0	0	2
	Total	0	3	0	0	3
	% F	0%	100%	0%	0%	-
	% M	0%	100%	0%	0%	-

(iv) Numbers of men and women on postgraduate research degrees

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

Table 12 and Figure 7 show that the Department (Bath headcount data) typically has around 35 students pursuing research for a PhD in each academic year, the majority studying full-time. Female representation was around 45 % of the total for 2012/13 to 2014/15, but fell to 26 % in 2015/16. HESA cost centre data in Table 13 and Figure 8 show that the proportion of students who are female (at around 43 %) for years 2013-15, was higher than for the HESA cost centre across all HEIs, however, in 2015/16 the percentage of female students fell to 36 %, equivalent to sector average.

There is a difference between Bath's headcount data and HESA's data; this is relating to different ways of counting (FTE vs. Bath's headcount). Table 14 and Figure 9 show that the number of applications from PhD students increased from 49 (37 % F) in 2013/14 to 95 (29 % F) in 2015/16. In tandem, the proportion of applicants receiving offers has fallen significantly and the difference in offer rates to women and men fell.

Table 14 and Figure 9 also show that the percentage of applications from females has, in general, decreased year-on-year. Reversing this downward trend is a focus for action. A research student focus group met in 2016 and concluded that the Department supports equal opportunities and there has not been any gender discrimination. Students are recruited based

on academic achievement and research potential, irrespective of gender. We will review the recruitment processes and ensure that females are encouraged to apply and take up PhD offers. Promotional materials will be reviewed and, where possible, female role models will attend recruitment exhibitions and interviews [Action 4.3].

The PhD submission rate and graduation rate are given in Table 15. The percentage of females graduating has been increasing year on year for the last 3 years.

Table 12: The Number of Postgraduate Research Students by Gender

PGR STUDENTS		Total	Full time	Part time
	% Female	43%	41%	67%
2013/14	Female	16	16	0
	Male	18	16	2
	% Female	47%	50%	0%
2014/15	Female	16	16	0
	Male	19	18	1
	% Female	46%	47%	0%
2015/16	Female	9	9	0
	Male	26	25	1
	% Female	26%	26%	0%

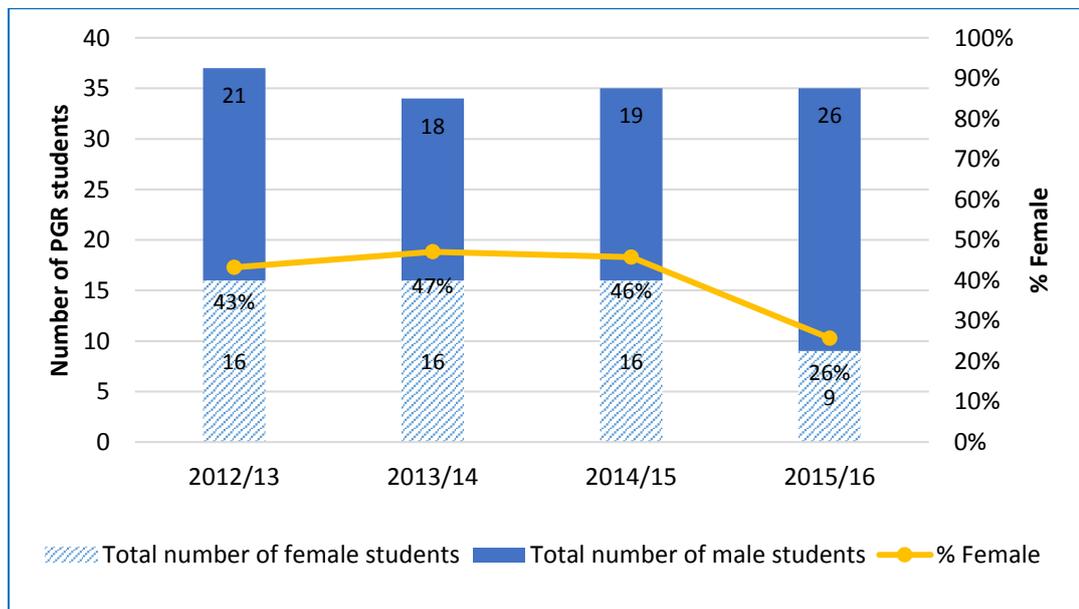


Figure 7: The Number of Postgraduate Research Students by Gender

Table 13: Benchmarking PGR University of Bath and Sector, by HESA cost centre (*)

HESA Cost Centre: Chemical Engineering		University of Bath				All HEIs			
		Total	Full time	Part time	Other	Total	Full time	Part time	Other
2013/14	Female	20	20	0	0	460	400	15	45
	Male	25	25	0	0	855	745	30	80
	Other	-	-	-	-	-	-	-	-
	Total	50	45	0	5	1,315	1,145	45	125
	%F	40%	44%	-	0%	35%	35%	33%	36%
	%M	50%	56%	-	0%	65%	65%	67%	64%
2014/15	Female	25	20	0	5	490	430	15	50
	Male	30	25	0	0	890	765	30	95
	Other	-	-	-	-	-	-	-	-
	Total	55	45	0	5	1380	1195	40	145
	%F	45%	44%	-	100%	36%	36%	38%	34%
	%M	55%	56%	-	0%	64%	64%	75%	66%
2015/16	Female	20	15	0	5	490	430	10	50
	Male	35	35	0	0	890	765	25	10
	Other	-	-	-	-	-	-	-	-
	Total	55	50	0	5	1380	1195	35	150
	%F	36%	30%	-	-	36%	36%	29%	33%
	%M	64%	70%	-	-	64%	64%	71%	7%

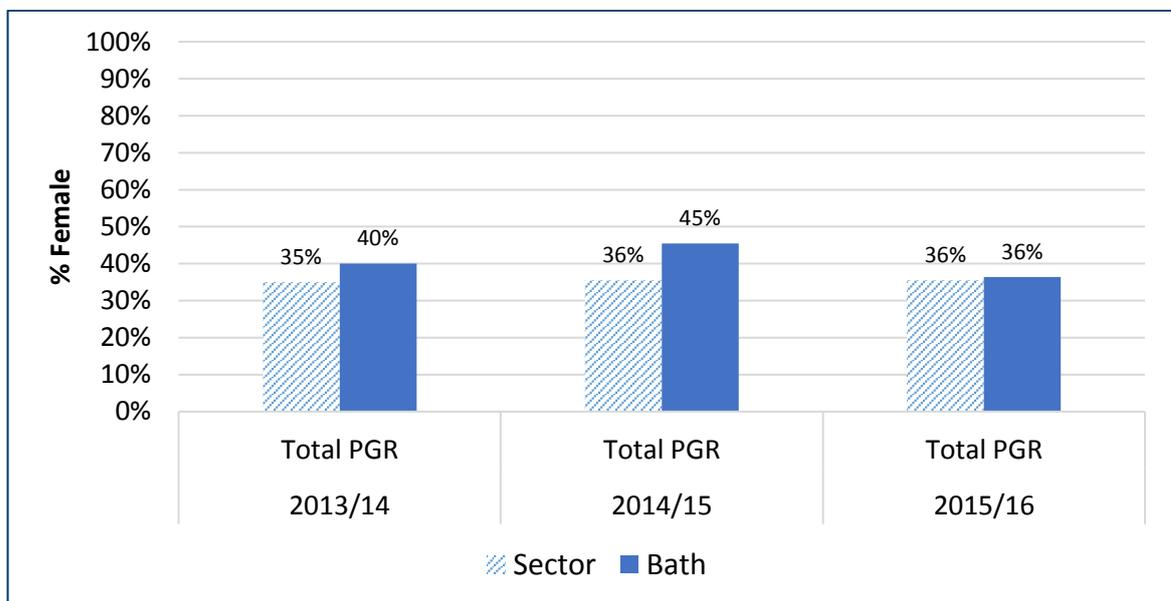


Figure 8: The Percentage of Female PGR Students - University of Bath and Sector

Table 14: PGR applications, offers and acceptances rates

PGR: Chemical Engineering	Apps (*)			Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
	Female	Male	% F					
2013/14	Female	18	10	9	55.6%	90.0%	50.0%	
	Male	31	12	8	38.7%	66.7%	25.8%	
	% F	36.7%	45.5%	52.9%				
2014/15	Female	16	10	3	62.5%	30.0%	18.8%	
	Male	38	16	10	42.1%	62.5%	26.3%	
	% F	29.6%	38.5%	23.1%				
2015/16	Female	27	7	3	25.9%	42.9%	11.1%	
	Male	68	16	9	23.5%	56.3%	13.2%	
	% F	28.4%	30.4%	25.0%				

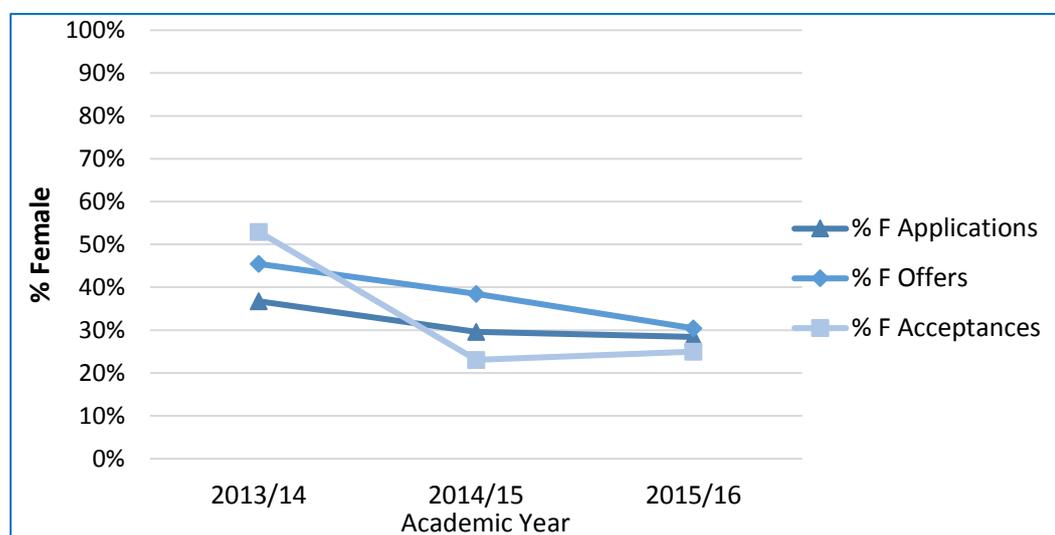


Figure 9: PGR Applications, Offers and Acceptance Rates

Table 15: PhD Graduation of PGR by gender

Chemical Engineering: PhD submission rates (*)		Total of Submissions	Total of Graduations	% Graduated
2013/14	Female	3	3	27%
	Male	8	8	73%
	% F	27%	27%	-
2014/15	Female	10	10	50%
	Male	10	10	50%
	% F	50%	50%	-
2015/16	Female	4	4	57%
	Male	4	3	43%
	% F	57%	57%	

- (v) Progression pipeline between undergraduate and postgraduate student levels.

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Table 14 shows that in 2013/14, 9 out of 17 students accepting PhD places were female, but in 2014/15 only 3 out of 13 were female, and in 2015/16 only 3 out of 12 were females. These data show that the overall proportion of PGR students who are female has fallen.

An analysis of our own students (see Figure 10) shows that progression between undergraduate and postgraduate levels is very low. In 2015/16, only two Bath ChemEng graduates registered to do a PhD at Bath out of 70 UG student cohort. We will take action to increase the attractiveness of PhDs to our undergraduates by inviting them to weekly research seminars and our PGR research exhibition/showcase days. We will investigate reasons for the observed trends through Actions – including monitoring the downward trends in PGRs by implementing a survey; Collect data on conversion rates from application to PGRs [Action 4.4].

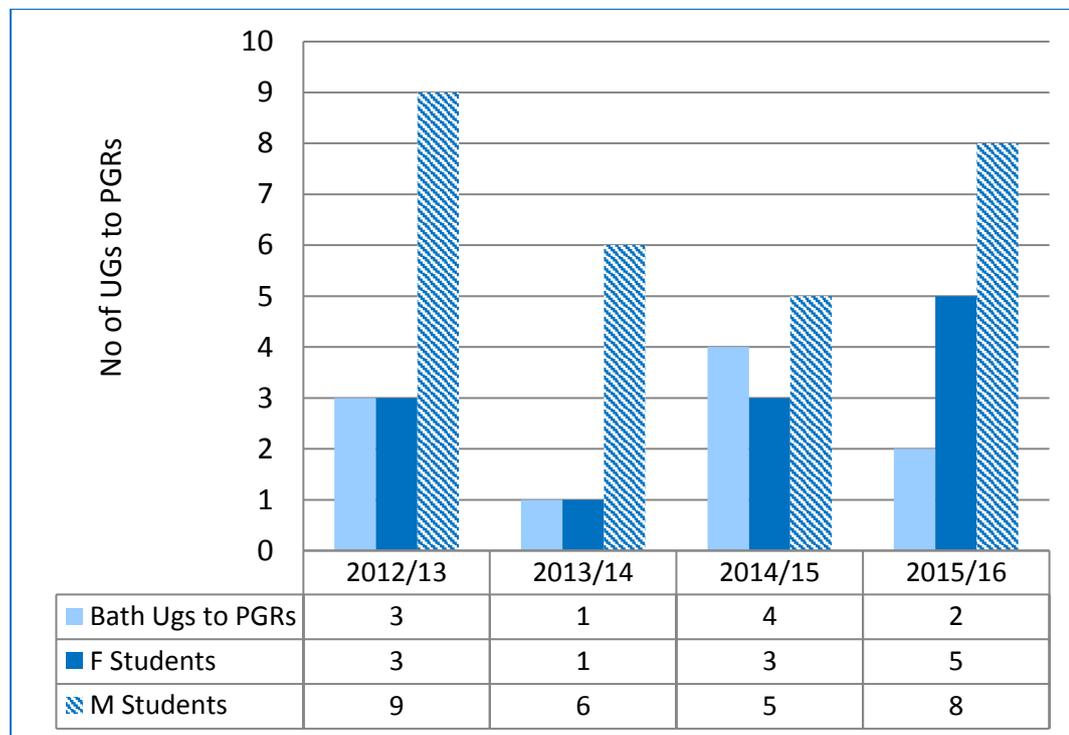


Figure 10: Progression pipeline between undergraduate and postgraduate (Bath and other)

4.2. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only. Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Table 16 and Figure 11 show that as the Department has expanded its staff numbers in recent years. The proportion of staff who are female has also grown from around 26 % to 33 % (Table

17). Table 18 and Figure 16 (HESA data) show that recently the proportion of academic staff who are female exceeded the benchmark figure of 28 % (2015/16).

Table 17, Figure 12 and Figure 13 show the changes in numbers and gender of staff in various categories. The data show that the proportion of staff (under contract function) who are female have increased from 2012/13 to 2015/16. Figures 14 and 15 show academic and research staff by grade, contract function and gender as at July 2015 and July 2016 respectively. The following observations were made from the data:

- The numbers of research staff (grade 7) has increased from 6 to 15, and the proportion who are female has remained at 33 %.
- Lecturing staff (grade 8) numbers have increased from 5 to 9, and the proportion who are female has risen slightly from 40 % to 44 %; this remains higher than the sector average. During this period, one female Lecturer resigned in 2015/16 to take up a Lectureship at Cambridge, and another female Lecturer gained an appointment in 2016/17 as a Reader (grade 9) at Bristol.
- Senior Lecturer numbers fell from 7 to 6 and the proportion who are female fell from 29 % to 17 %. The Professorial salary is off-scale, however Professorial salaries for women remain comparable to men.
- The number of Professors increased from 3 – no females - to 6 and there are now two female Professors, both having gained promotions in their grades, one internally at Bath, the other on recruitment from another HEI. The proportion who are female (33 %) is much greater than the sector average (13 %) [Engineering Prof Council data].

From SL upwards to Professor, the proportion of women declines steadily; addressing this leaky pipeline is a key priority. The 2015/16 figures show that female representation at SL level was low and none at Reader level, however, by taking positive action in 2016/17, one female was promoted to SL (grade 9) and one female appointed as Teaching Fellow (grade 8). With a strong pipeline of female early career academics (33%); our major priority is to provide proactive support to these staff to achieve promotion to SL/Reader/Professor. **[Action 5.15 in section 5.3 (iii)]**.

Table 16: A Summary of Academic and Research staff by Gender

Chemical Engineering (Academic and Research)	Female	Male	Total	% Female
2012/13	6	16	22	27%
2013/14	7	21	28	25%
2014/15	10	24	34	29%
2015/16	13	26	39	33%

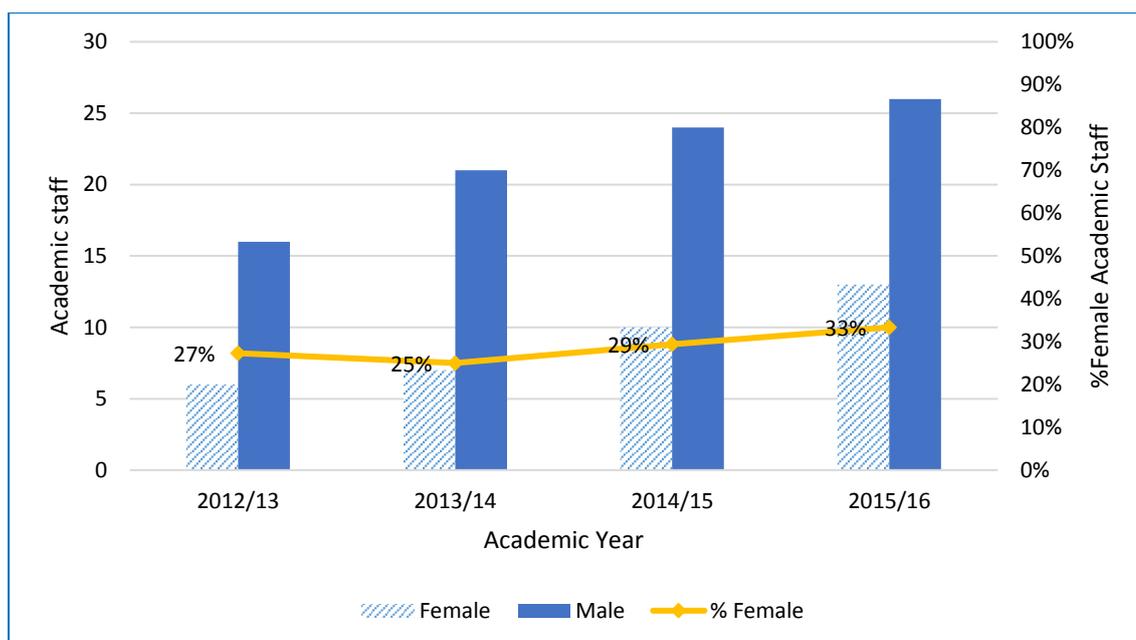


Figure 11: A Summary of Academic and Research Staff by Gender

Table 17: Staff by contract function, Grade and Gender

Chemical Engineering (Academic and Research)		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2012/13	Female	6	2	0	2	2	0	0	0
	Male	16	4	0	3	5	1	3	0
	%F	27%	33%	-	40%	29%	0%	0%	-
2013/14	Female	7	3	0	2	2	0	0	0
	Male	21	9	0	2	5	2	2	1
	%F	25%	25%	-	50%	29%	0%	0%	0%
2014/15	Female	10	2	1	4	1	0	2	0
	Male	24	8	0	4	6	2	3	1
	%F	29%	20%	100%	50%	14%	0%	40%	0%
2015/16	Female	13	5	1	4	1	0	2	0
	Male	26	10	0	5	5	2	4	0
	%F	33%	33%	100%	44%	17%	0%	33%	-

Staff, in “research”: Research Associates and Research Assistants, linked to projects (pay scale Grade 6-7 with options to apply for Grade 8); Staff, in “teaching”: teaching only (Grade 8); Staff in “academics”: “Lecturer” (Grade 8), “SL” and “Reader” (Grade 9), and “Professor” (above the pay-scale). KTP Officer appears under “Other”.

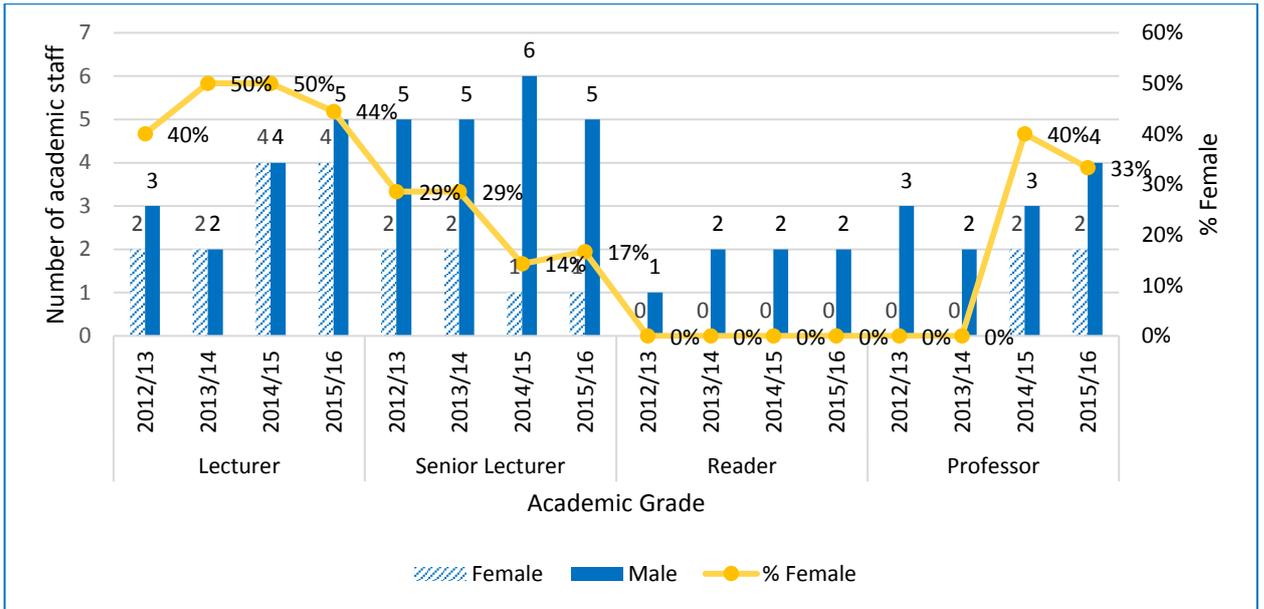


Figure 12: Academic Staff by Contract Function and Gender

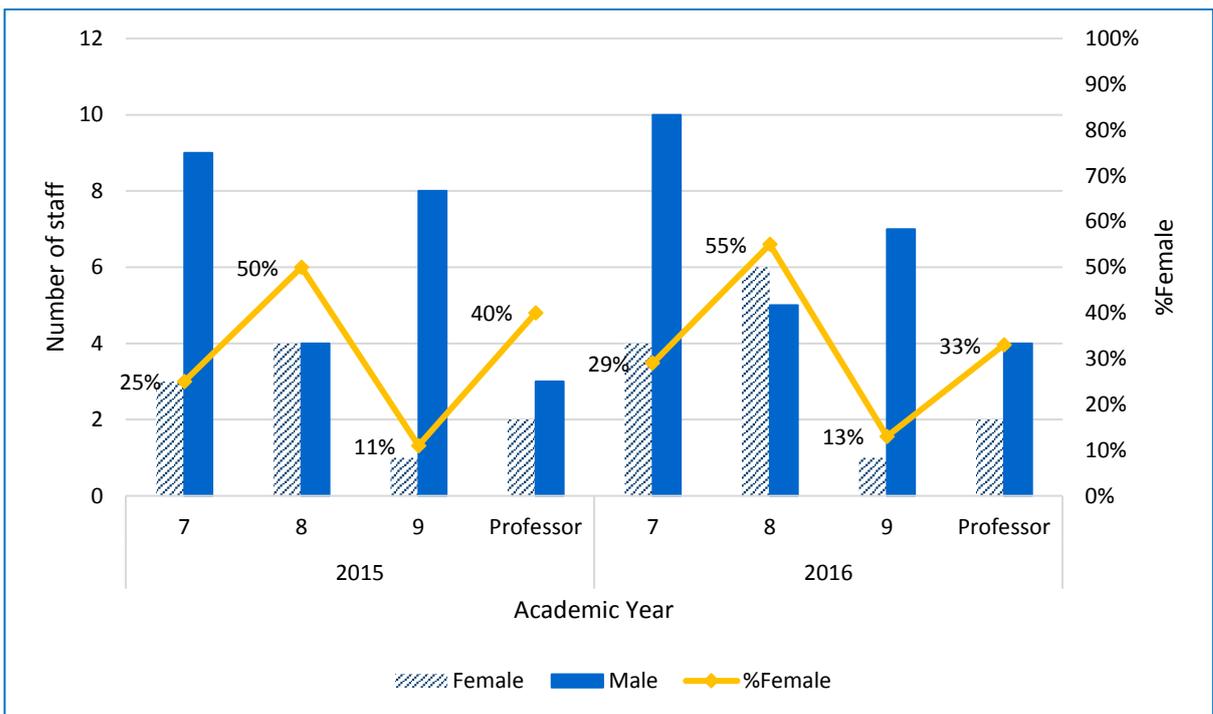


Figure 13: A Summary of Academic and Research Staff by Grades, Academic Year and Gender

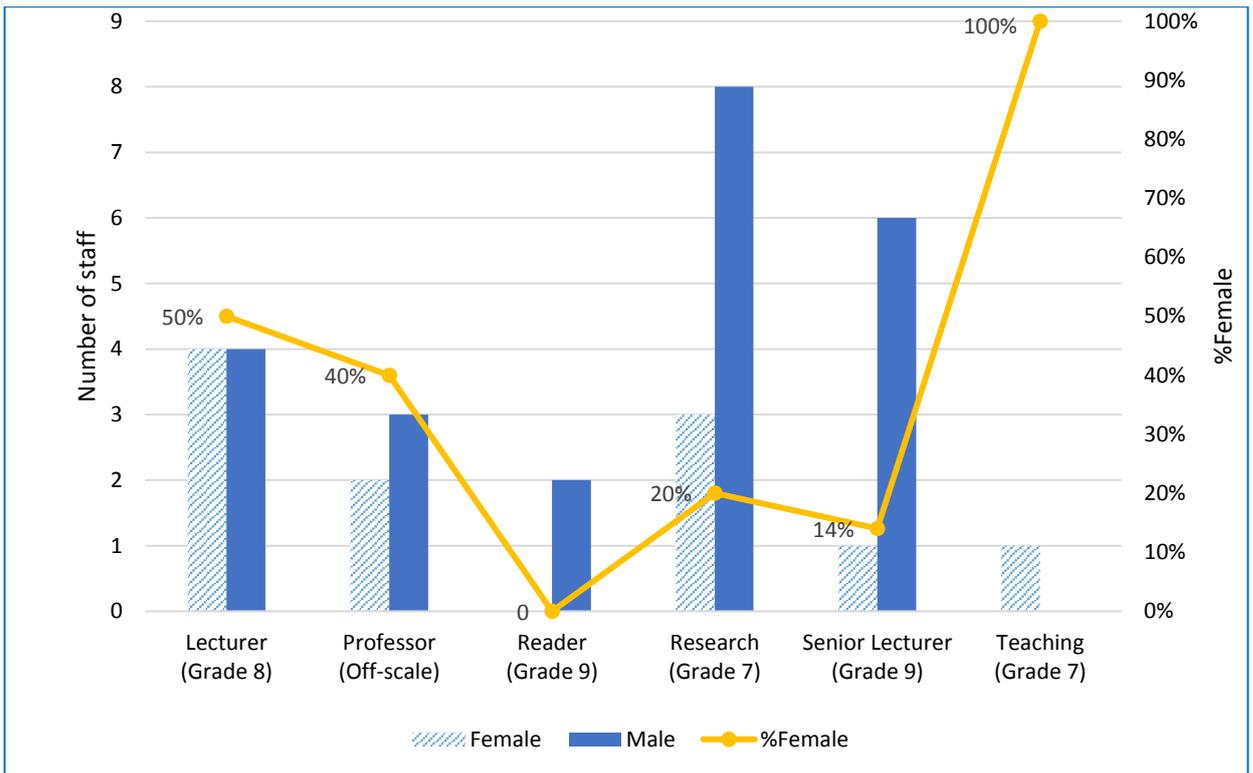


Figure 14: Academic and Research Staff by Grade, Contract Function and Gender in July 2015

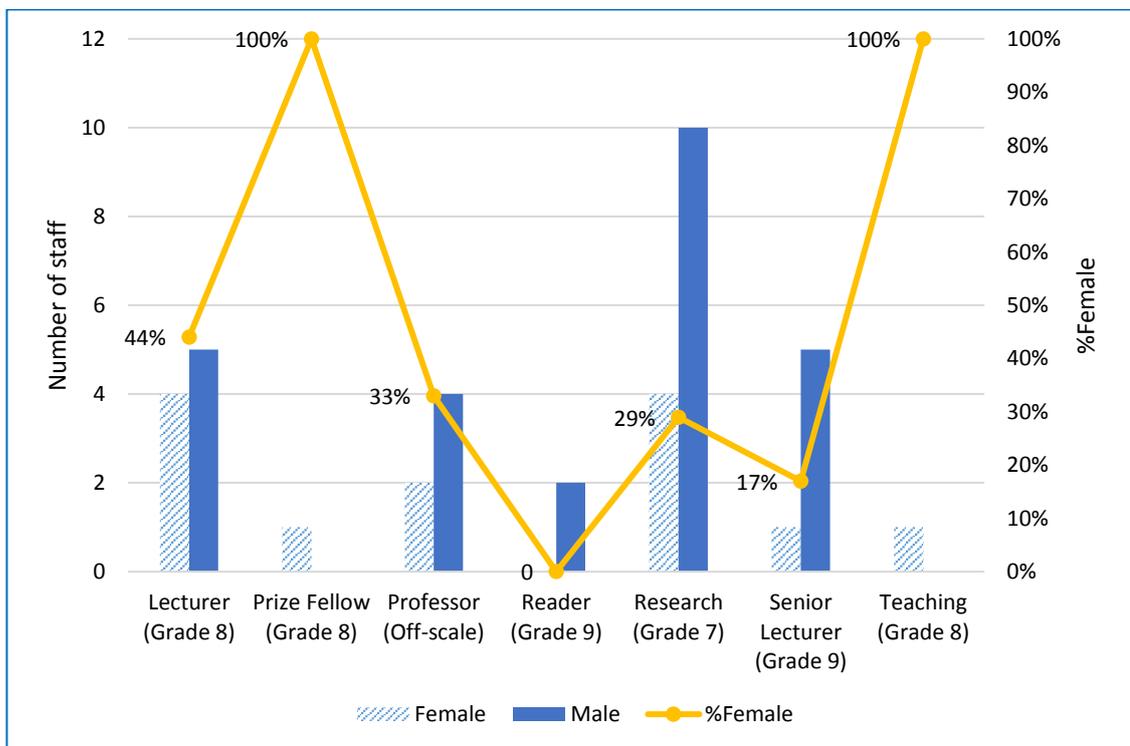


Figure 15: Academic and Research Staff by Grade, Contract Function and Gender in July 2016

Table 18: Benchmarking - Academic staff University of Bath and Sector, by HESA cost centre (*)

HESA Cost Centre: Chemical Engineering (Academic Staff)		University of Bath	All HEIs
2013/14	Female	5	255
	Male	15	705
	Total	25	955
	% Female	20%	27%
2014/15	Female	10	280
	Male	20	770
	Total	30	1045
	% Female	33%	27%
2015/16	Female	15	310
	Male	20	810
	Total	35	1115
	% Female	43%	28%

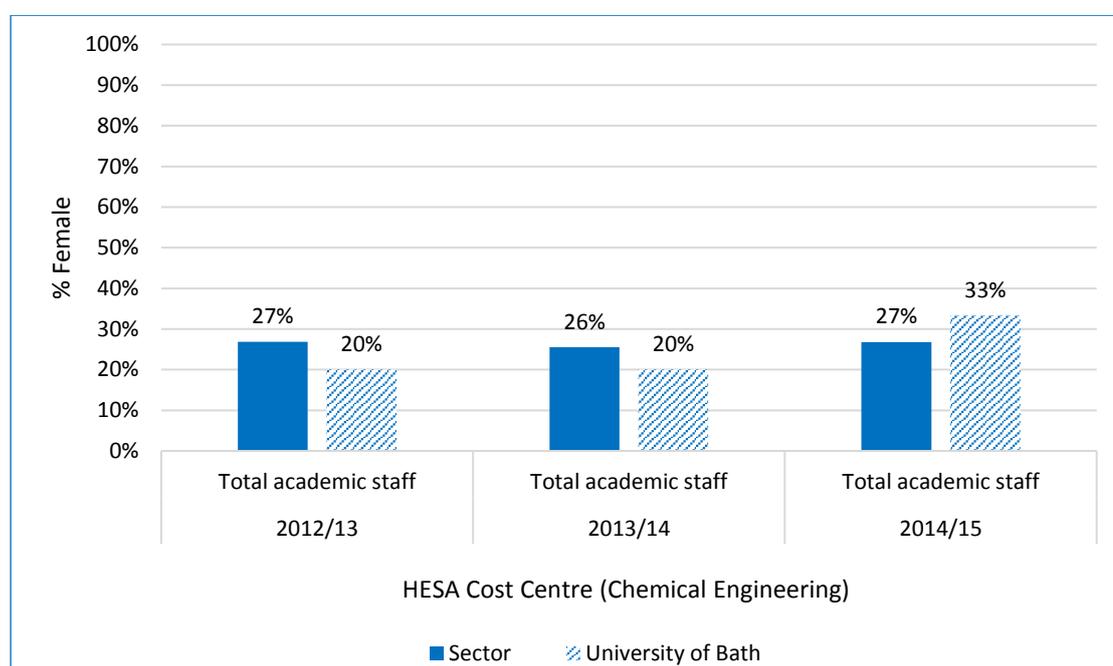


Figure 16: Benchmarking - Academic staff, University of Bath and Sector, by HESA cost centre (*)

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender. Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Table 19 shows that the vast majority of research staff are on fixed-term contracts. These positions are created through grant-income, are externally funded and funding is defined and time limited – for that reason the positions are fixed term to reflect the funding arrangements and to avoid setting unfair expectations for that employee (by recruiting them permanently). In 2015/16, one woman was on an open-ended contract. In contrast, the majority of teaching, and teaching & research staff, are on open ended contracts. As the Department expands, it is intended that all staff will be encouraged to apply for open-ended positions, when they become available. We will monitor and ensure no gendered patterns are formed **[Action 4.5]**.

Research students, UGs and some staff are allowed to undertake paid casual work. Zero-hour contracts are used in this instance and are paid on an hourly basis. Most PhD students take this opportunity to earn extra money on top of their scholarships.

ChemEng uses fixed term contracts for appointments of 24 months or less - for example, maternity cover/medical absence/appointment for Faculty positions (e.g. Associate Dean for Teaching, 0.5 FTE). Every effort is made to extend funding where possible and staff whose contracts are due to come to an end have access to UoB's redeployment register. The Department also does everything feasible to find suitable alternative employment.

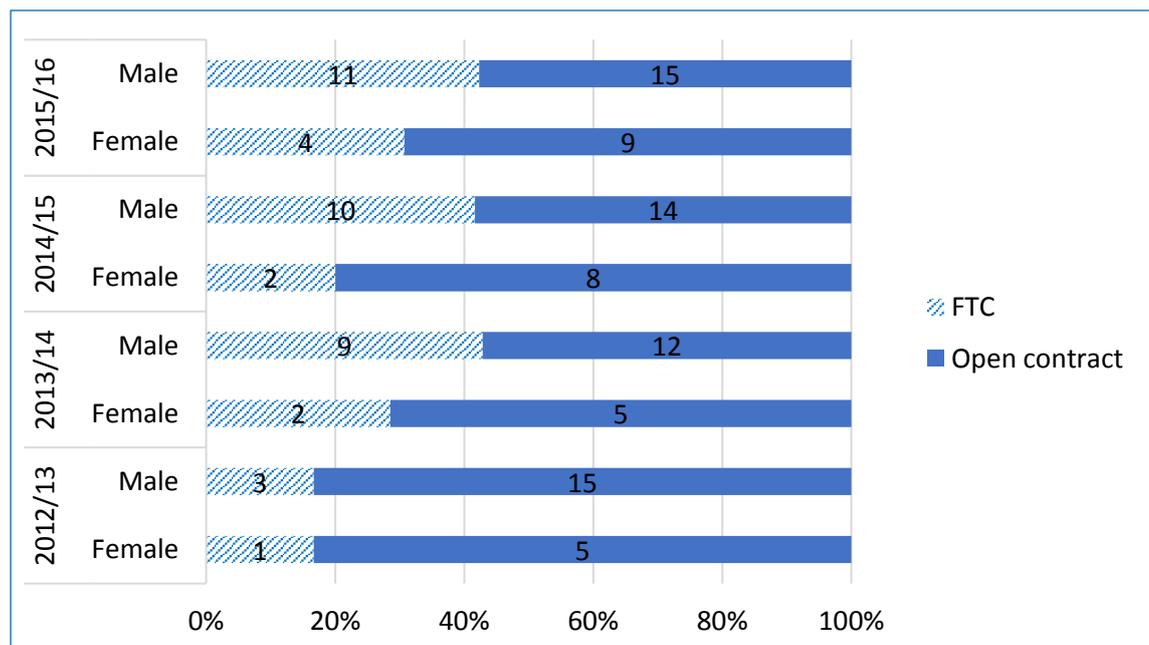


Figure 17: Academic and Research Staff on Fixed Term and Open Ended Contracts by Gender

Table 19: Academic and Research Staff on Fixed Term and Open Ended by Gender Split by Contract Function

CHEMICAL ENGINEERING (ACADEMIC AND RESEARCH)		FEMALE					MALE				
		TOTAL	Research-only	Teaching-only	Teaching and Research	Other	TOTAL	Research-only	Teaching-only	Teaching and Research	Other
2013/14	FTC	2	1	0	1	0	9	9	0	0	0
	Open	5	1	0	4	0	12	1	0	11	0
	% FTC	29%	50%	-	20%	-	43%	90%	-	0%	-
2014/15	FTC	2	1	1	0	0	10	9	0	1	0
	Open	8	1	0	7	0	14	0	0	14	0
	% FTC	20%	50%	100%	0%	-	42%	100%	-	7%	-
2015/16	FTC	4	4	0	0	0	11	10	0	1	0
	Open	9	1	1	7	0	15	0	0	15	0
	% FTC	31%	80%	0%	0%	-	42%	100%	-	6%	-

(iii) Academic leavers by grade and gender and full/part-time status

[Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.](#)

Data for academic staff shown in Tables 20 and 21 are sparse and therefore trends cannot be determined with any degree of certainty. Data for academic staff show that the majority of leavers are research staff on fixed-term contracts. Academic staff leave the Department either due to retirement or to progress their careers. There has been one retirement of a male Professor in 2015/16 and another left to progress his career as a Dean 2013/14. During the period under review two female staff left for career progression. All staff leaving the department have exit interviews with the HoD, however, these data is not officially recorded and evaluated. As from November 2017, we will use exit questionnaires, and these data will be useful, especially for researchers and for staff retention **[Action 4.6]**.

Retention of our PDRAs: Turnover is higher amongst Postdoctoral Research staff; almost exclusively they leave when fixed-term funding runs out. There is no discernible difference in the numbers of males and females in this category (Table 21). We have identified that we do not record destination information for this staff group, so we cannot monitor whether Postdoctoral Researchers are leaving academia, or whether there are any gender issues at this key transition step. Analysis of these data will allow us to develop an action plan around career development support for Postdoctoral Researchers **[Action 4.7]**.

Table 20: Leavers by Grade and Gender

Chemical Engineering (Academic and Research)		Total	Research (Grade 7)	Teaching (Grade 7/8)	Lecturer (Grade 8)	Senior Lecturer (Grade 9)	Reader (Grade 8)	Professor (off-scale)	Other (Grade 7)
2013/14	Female	0	0	0	0	0	0	0	0
	Male	2	1	0	0	0	0	1	0
	% F	0%	0%	-	-	-	-	0%	-
2014/15	Female	2	1	1 (grade 7)	0	0	0	0	0
	Male	3	3	0	0	0	0	0	0
	% F	40%	25%	100%	-	-	-	-	-
2015/16	Female	8	5	2 (grade 7 and grade 8)	1	0	0	0	0
	Male	8	6	0	0	0	0	1	1
	% F	50%	45%	100%	100%	-	-	0%	0%

Table 21: Leavers by Contract Type and Gender

Chemical Engineering (Academic and Research)		Total (all contracts)	Full-time	Part-time
2013/14	Female	0	0	0
	Male	2	2	0
	% Female	0%	0%	0%
2014/15	Female	2	2	0
	Male	3	3	0
	% Female	40%	40%	0%
2015/16	Female	8	8	0
	Male	8	7	1
	% Female	50%	53%	0%

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS [5644/6000 WORDS]

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Job Descriptions and Person Specifications are produced for each post advertised. Training is mandatory for Chairs of Recruitment Panels and Panel members for academic appointments. HR ensures that Departments comply with the Code of Practice, relating for example, to the conduct of Selection Panels and the shortlisting process (USAT 2014 Action B3). HoDs are responsible for the proper conduct of the selection and recruitment process for all posts in their department and for ensuring that all staff involved in recruitment are made aware of this guidance.

- Departmental policy is that all members of staff should undertake online training in Diversity in the Workplace and Unconscious bias and staff returns are monitored annually by the Equality & Diversity Office to ensure compliance (USAT 2017 Action 3.7). In addition to the university guidelines, the Department will also monitor training compliance [**Action 5.1**].
- Departmental policy is that there should be at least one third female member on each interview panel (33 %) and that where possible; the interview panel comprises 50 % females, however, we are mindful not to overload the female staff in the Department.
- The Chair of the Interview Panel is required to assess any gender balance/equality issues [UAST 2014 B3-B4]. While we are confident this is happening consistently, we will formally monitor all interview panels' compositions in the department [**Action 5.2**].

The Department is currently making sure that advertisements and role specifications are written to attract candidates from under-represented groups, hence the following information is included in each advert: "The University of Bath is an Equal Opportunities Employer and has an excellent..... To achieve our global aspirations, we welcome applicants from all backgrounds". The following sentence is added to adverts: "Female applicants are particularly welcome as the Department aims to improve the present gender balance within the academic staff." Currently in all adverts the Department provides two main contacts, a man and a woman.

All applicants are made aware of our policies and procedures including job sharing, onsite nursery provision, Fidelity voucher scheme, etc. Currently we do not have any arrangements to help candidates with caring responsibilities to attend an interview. However, the Department intends to approach the University Nursery to request that these facilities are accessible to individuals when they are attending interviews [**Action 5.3**].

Table 22 clearly shows that the percentage of women applying for academic jobs is much less (19 %) than men. However, data show that overall women are more likely to be shortlisted than men.

Table 23 shows that the percentage of female starters in the Research category has increased markedly over the last three years. Candidates are shortlisted based on quality and selection criteria. In 2015/16, four candidates were interviewed for academic positions and were filled with two male academics and one female, but in 2014/15 all the academic positions were filled by male academics (Table 23). In order to improve the gender balance all male shortlisting will cause the applications search process to be reopened to give a further opportunity for mixed short lists based on merit [Action 5.4]. It is important to note that application and starter data is obtained from different systems by HR and there are some difficulties reconciling the two data sources. UAST 2017 Action 3.10 is to improve the granularity of internal mapping data to inform benchmarking data.

Special measures to encourage applicants for academic posts: Because our female application numbers are consistently lower than male (Table 22), we will take action to broaden the pool of candidates and monitor its effectiveness [Action 5.5]. Specific actions to improve our women application rates are as follows:

- Staff are encouraged to be proactive in searching for suitable candidates from their contacts, hence staff regularly identify potential candidates from under-represented groups at conferences, etc., who are then invited to give a presentation in the Department at our regular Seminar Series. This has meant that potential candidates are invited to visit the Department even when posts are not currently available.
- When posts are advertised, suitable candidates, in particular from under-represented groups (women), are approached and encouraged to apply.

We will take similar actions [Action 5.5] to encourage applicants for PDRA posts: We have introduced new PDRA training opportunities [see Section 5.3 (i)].

Table 22 Applicants and Shortlisting of Academic Staff

Chemical Engineering (Academic and Research)	APPLICANTS (*)									SHORTLISTED							
	Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other	Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other	
2012/13	Female	15	11	-	-	-	-	0	4	2	1	-	-	-	-	1	
	Male	29	13	-	-	-	-	4	12	7	4	-	-	-	-	3	
	% Female	34%	46%	-	18%	-	-	0%	25%	22%	20%	-	-	-	-	-	25%
2013/14	Female	30	8	5	10	2	-	5	-	7	0	3	3	0	-	1	0
	Male	159	24	9	57	16	-	53	-	30	7	2	9	4	-	8	0
	% Female	16%	25%	36%	15%	11%	-	9%	-	19%	0%	60%	25%	0%	-	11%	-
2014/15	Female	63	39	2	21	-	0	-	1	14	9	2	2	0	0	-	1
	Male	233	128	0	94	-	11	-	0	26	19	0	6	0	1	-	0
	% Female	21%	23%	100%	18%	-	0%	-	100%	35%	32%	100%	25%	-	0%	-	-
2015/16	Female	56	36	-	20	-	0	-	-	10	7	-	3	-	0	-	-
	Male	285	132	-	127	-	26	-	-	32	25	-	5	-	2	-	-
	% Female	16%	21%	-	14%	-	0%	-	-	24%	22%	-	38%	-	0%	-	-

Table 23: Academic New Starters

Chemical Engineering (Academic and Research)		NEW STARTERS							
		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2012/13	Female	0	0	-	0	-	-	-	0
	Male	3	2	-	1	-	-	-	-
	% Female	0%	0%	-	0%	-	-	-	-
2013/14	Female	1	1	-	-	-	-	-	0
	Male	6	5	-	-	-	-	-	1
	% Female	14%	17%	-	-	-	-	-	0%
2014/15	Female	4	1	2	0	-	-	1	-
	Male	6	3	0	2	-	-	1	-
	% Female	40%	25%	100%	0%	-	-	50%	-
2015/16	Female	10	8	1	1	-	-	-	-
	Male	11	9	0	2	-	-	-	-
	% Female	48%	47%	100%	33%	-	-	-	-

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All new members of academic staff are required to undertake an institutional induction programme that covers a wide range of topics, including key institutional policies such as flexible working (monitored by the Staff Development Office). It provides networking opportunities and familiarisation with critical professional services such as Staff Development, RIS and CLT, however, recent feedback has identified that the University induction process could be improved and a formal process is now underway. Within the Department, all new staff are provided with operational information and advice by the HoD and, in the case of staff on probation, by their mentors. All newly appointed female staff are informed of the Women in Engineering Network (see Section 5.3 (iv)) by their line managers.

New starters are given lower teaching and admin loads for three years. They are also provided with funds (based on a proposal submitted to the HoD).

The quote below is from a new member of academic staff:

“I meet with my mentor once per month. I have a reduced teaching load. In support of research, the department has provided lab space and start-up funds which are most welcome. However, studentships have been more difficult and, while we are given priority for URSA studentships, they are very difficult to secure in practice. The Department has been very welcoming and senior academics have been extremely supportive.”

The mandatory Bath Course supports teaching development and successful progress leads to Associate Fellowship or Fellowship of the HEA (see Section 5.3 (i)).

Chemical Engineering Induction: the Department does not have a formal induction programme. For the new intake of academics and research staff commencing in September

2018, we will introduce and formalise a two-day induction programme; including a social event in the evening, which all staff and PDRAs should attend. We will introduce an induction check list, e.g. maternity/paternity leave information, key milestones for the first six months and all training requirements. When induction is completed, the checklist will be signed off by the new starter and their line manager and recorded by the Department Office **[Action 5.6]**.

We do not currently monitor the effectiveness of the induction programme or mentoring scheme for new starters, therefore, we will put in place formal monitoring arrangements, including monitoring return of checklists **[Action 5.7]**.

Focus group discussions with new starters indicated that it is important to consider centralising and ensuring the updating of key information in the Department. We will consider adding a section (a Wiki page) targeting recently appointed or early career academics with key information they will need, for example, mentoring support, initial training, list of departmental responsibilities and committees, phone numbers and e-mail lists, etc. **[Action 5.8]**.

(iii) Promotion

[Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.](#)

Under the University Career Development Model, research and scholarship, teaching and administration, are equally taken into consideration for promotion. Under teaching activities, evidence of initiatives to improve student support, i.e. pastoral care, and/or mentoring of staff, are also considered. The promotions criteria are circulated to the Department twice a year in writing and staff are invited to apply for promotion. After consultation with senior staff, all eligible staff are invited to submit a CV for consideration and meet with the HoD to discuss their application. On receiving support from the HoD, Department Professors and the Dean, the applicant submits their application via the HoD for consideration by the appropriate University Committee. Staff can also apply directly to HR for promotion without the support of the Department.

Table 24 shows that whilst the numbers are low, the success rate from application to promotion of academic staff has been excellent, and includes one internal promotion of a female from Senior Lecturer to Professor in 2014/15 (Table 25). In 2011 to 2014, only one academic was promoted to a Senior Lecturer. This recent high success rate arises because the current HoD, in consultation with all other senior staff at appropriate levels, reviews CVs to determine the likelihood of success. Staff who are not quite ready for promotion are advised, encouraged and mentored to strengthen their case. Unsuccessful applicants receive direct feedback and support to move forward with their case for promotion. The Departmental survey indicated that 10 % of male staff were not fully aware of the promotion criteria or they were not sure that they were eligible to apply for promotion. However, 40 % of female staff were fully aware of the process, but they were less confident than men **[Section 5.3 (iii) Action 5.15]**

Table 24: Applications for Promotions and Success Rates

Chemical Engineering - Academic and Research Staff	Applications				Promotions				Success rate		
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total
2012/13 to 2015/16	1	2	3	33%	1	2	3	33%	100%	100%	100%
2012/13	0	0	0	0%	0	0	0	0%	-	-	-
2013/14	0	1	1	0%	0	1	1	0%	0%	100%	100%
2014/15	1	1	2	50%	1	1	2	50%	100%	100%	100%
2015/16	0	4	4	0%	0	3	3	0%	-	75%	75%

Table 25: A Summary of Promotions

Chemical Engineering	
2012/13	N/A
2013/14	1 M promoted to R
2014/15	1 F promoted to P 1 M promoted to SL
2015/16	1 M promoted to R 2 M promoted to P

The data also show that female staff are under-represented in applications and successful promotions, in comparison to male staff. The promotion processes are not covered in the Department induction/regular workshops. We will address this issue by focusing on promotion workshops and through the Women in Engineering network, as a way of raising awareness and encouraging women to apply, but also by marshalling information and support for women at the application stage in order to improve their chances of success [Section 5.3 (iii) Action 5.15].

(iv) Department submissions to the Research Excellence Framework (REF)

Table 26 shows the gender breakdown for REF 2014. All eligible female staff were submitted, and all but one eligible male staff. The Department followed the Selection Procedure, Equality & Diversity and Special Circumstances sections of the REF 2014 Code of Practice. All staff potentially eligible for selection for REF 2014 were asked to complete a form about their individual circumstances. This process was managed centrally to ensure confidentiality of the process. In the 2014 RAE, five females (29 %) submitted compared with 12 males (71 %).

The Department aims to have all eligible staff submitted for the next REF and has set up monitoring and strategy teams through the Department Research Centres and Units. Research Directors and impact groups provide support to all academics to submit high quality papers,

grant applications and write case studies. To provide training and support for research, ECR Impact Away Days are planned for September 2017 and January 2018.

Table 26: REF 2014 - Chemical Engineering

	Submitted to REF	Total eligible	% of eligible staff submitted
Female	5	5	100%
Male	12	13	92.3%
Total	17	18	94.4%

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5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Supporting academics: New Academics and Research Fellows are subject to a 3-year probationary period. The Bath Course provides a platform for professional recognition of teaching and supporting learning. Following completion, staff are awarded a teaching qualification by the HEA (normally Fellowship of the FHEA). The information on staff attendance at the Bath Course is monitored by HR and shared with the Department. Over the last three years, 14 members of departmental staff have successfully received accreditation as Fellows (six men and four women) and Senior Fellows (three women and one man).

ECRs' progress and training needs are identified and discussed during monthly meetings with the DHoD and during SDPRs. All staff receive a monthly newsletter to inform them of training opportunities; workshops are also promoted via emails, Twitter and the internal website. Some specific opportunities are:

- The Department encourages academics to attend educational conferences to share good practice. Academics can request funding from the Department for these activities.
- For senior academic staff, leadership training courses are identified in discussion with the HoD. The uptake has increased due to our promotional process via posters and plasma screens [**Section 5.3 (iii) Action 5.8**].

PDRAs/Prize Fellows training and progression to academic posts: After focus group discussions with early career academics and with the postgraduate community, DSAT identified that one of the reasons for the reduction in female academic applications [Table 22] is the poor progression from the female researcher population into our academic career path.

This is a key transition point, if we wish to maintain and enhance the percentage of female academics in the Department. We are more successful at attracting male PGR/PDRAs to apply and be awarded academic positions. This transition has been identified as our key point of loss in our 'leaky pipeline' and is a priority for intervention, hence, to sustain the pipeline we need females to apply for positions. This can be achieved in part by increasing the number of females applying at Researcher level and then proactively managing the transition from Researcher to Lecturer. Since 2015/16, we have been encouraging PDRAs to attend training courses delivered by Bath Course, to become involved in undergraduate teaching. Their teaching performance is monitored. However formalised qualification is needed. In January 2016, in order to improve career progression of PhDs /PDRAs, a career progression champion was appointed (Dr Hernandez until June 2017). From July 2017, Dr Lennox was appointed as the PDRAs career progression champion.

He has been actively engaging with the research community to implement the proposed Action Plan, as follows:

- To act on Focus Group feedback from the research staff, we plan to extend the successful Postgraduate Symposia scheme to include a dedicated PDR Symposium [**Action 5.9**].
- PDRAs wishing to gain accreditation as Fellows of the HEA will be encouraged to complete the Bath Course and monitor the take-up rate. We will make sure all principle investigators allow their PDRAs a reasonable amount of time for training [**Action 5.10**].

(ii) Appraisal/development review

[Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.](#)

The SDPR requires staff to meet annually with line manager/HoD to discuss performance against previously set goals, new goals and any training needs. The SDPR is an opportunity for staff to receive feedback on their performance and to explore and support their career aspirations. Consideration is given as to how personal circumstances might affect individuals, and whether duties can be adapted to suit. Training is compulsory for appraisers, and it is also available for appraisees.

The Staff Survey and Focus Group discussions, involving all staff, showed only 40 % of respondents agreed with the statement "Appraisals (SDPRs) have been helpful in developing my career."

10 % indicated that SDPRs are seen as irrelevant, in part, because no actions in terms of workload, responsibilities or career development, are considered. Since 2014, the Department has been working to improve support for career progression and improve gender balance in all groups. Effective use of SDPRs includes objective setting against promotion criteria, identification of career development needs and encouragement of under-represented groups to apply for promotion. The DSAT committee are keen to develop the SDPR further in order to improve the career progression of all staff, especially PDRAs.

- To ensure all staff at all levels have an SDPR and are given the opportunity to discuss career progression and development of a Personal Action Plans **[Action 5.11]**.

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Career development review for PDRAs: The Department recognises that our Post-Doctoral Researchers (as at 1 August 2017, seven are female (36.8 %) and 12 are male, including PDRAs and Prize Fellows) make a valuable contribution and are an integral component of the Department. PDRAs are closely supported by their supervisor in the early part of their contract via a six-month probation process. Beyond this, researchers are encouraged to reflect on their career development through the SDPR process, which includes the mapping of career goals and objectives. PDRAs have access to the University's Careers Service. Focus Group discussions elicited views on Departmental practices and procedures; 18 PDRAs participated in this activity (three women (16.7 %) and 15 men (83 %)). In order to improve career progression:

- PDRAs' Career Progression Champion will meet with Postdoctoral Researchers individually every three months, to reflect on their career development plan and mapping of short-, medium- and long-term career goals and objectives. Provide one-to-one advice, feedback on research proposals, Fellowship/Lectureship applications and skills development courses. Effectiveness will be monitored **[Action 5.12]**.
- PDRAs will be encouraged to attend national/international conferences. Line managers should help secure funding for conference attendance. Impact Acceleration Grants and department grants allow PDRAs to establish collaboration and to present at conferences.

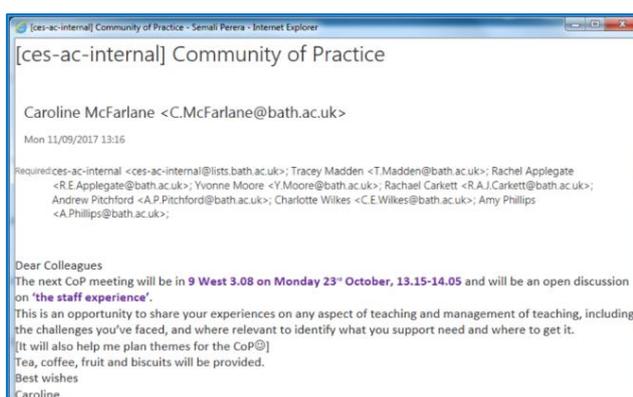
Supporting ECRs: Our DHoD is career advisor for eight ECRs and she meets them individually every month to discuss their experiences and identify development needs. Similar meetings with our HoD mean their progress is monitored within the probation process.

A quote from one probationer:

"My DHoD provides always useful and applicable advice for challenging tasks and how to generally improve in our daily duties. DHoD provide guidance and support, and makes sure I am aware of key milestones/expectations, but doesn't have a career mapped out for me."

Dr Lanham (early career academic) conducted Focus Group discussions with Early Career Academics and Fellows. She found that they feel there is already a very positive, welcoming, international and relaxed atmosphere in the Department, which is conducive to good working relationships and career development. The group highlighted a number of actions/activities that they believe the Department should implement in order to improve the career progression further:

- (i) Terms of Reference could be developed for the mentoring scheme defining terms of responsibilities for mentors and mentees, and guidelines in case of problems. The mentoring system could be improved by better matching mentees and mentors, and by avoiding assigning recently appointed academics **[Action 5.13]**.
- (ii) The refreshments before the Department Seminars could be formalised and extended as a way to promote community building; one example is the Community of Practice meetings we have organised in the Department (see communication email below). We will continue to organise these events **[Action 5.14]**.



Supporting the academic community: After probation, academics have, until now, been expected to manage their own career progression, with informal support from their line manager, friends and colleagues including the HoD, however, to foster retention and progression, the Department needs to offer support throughout a staff member’s career. We propose the following actions **[Action 5.15]**:

- (i) Encourage women to utilise the University Mentoring Scheme (USAT 2017 3.2).
 - (ii) Develop Personal Action Plans, where academics can identify what is required for their next promotion.
 - (iii) Encourage Senior Lecturers (SLs) to apply for the Aurora Programme in line with USAT 2017 Action 2.1 and 3.3.
 - (iv) Encourage Readers to apply for the University’s Academic Leaders Programme.
- (iv) Support given to students (at any level) for academic career progression

Encouraging UGs to Consider PhDs: A research project is completed in the third year of the undergraduate degree programme. This enables the UGs to gain experience of working in a research environment.

We further encourage our undergraduates to take up Research Assistant jobs during the summer, which helps their career progression and encourages them to consider doing a PhD. This policy is an important factor in encouraging women to enter academia.

We have taken the following actions to improve our undergraduate support:

- We encourage a mixed cohort of UG students to represent their year groups as Staff-Student Liaison Committee (SSLC) reps, to build up confidence for placement interviews and graduate jobs.
- We arrange pastoral care, including enabling women students to request a female tutor.
- Tutorial groups are allocated to avoid individual women being the only female in a group to avoid isolating women students. Measures are also in place to deal with harassment.

The Department runs the following events for UGs:

- Industrial Placement Application Clinics, training on soft skills; interview techniques, writing applications and CVs.
- Department research and network events to encourage PhD take-up rates.

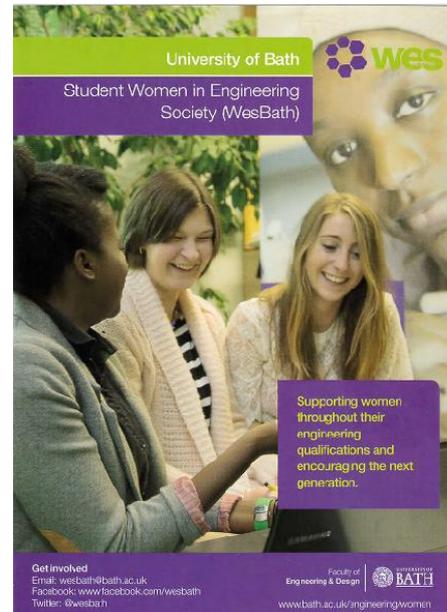


Figure 18 WesBath Publicity Flyer

PhDs' progression to an academic career: We believe that the transition from postgraduate/doctoral student to PDRA is vital for the sustainability of academia. PhDs are employed as Laboratory Demonstrators for UG students. They have the opportunity to participate in exam invigilation and some teaching in the Department; this policy is a major factor in encouraging women to enter academia.

The DoPS provides pastoral support for postgraduate/doctoral students and has an overview of the progress and development of postgraduate/doctoral students. The postgraduate/doctoral students have two supervisors. The second supervisor steps forward if there are problems with the relationship between the student and their main supervisor. Independent of supervision arrangements, mentoring/coaching is provided for PhDs as well as independent careers advice.

In order to support all female students the WEng group successfully launched Student Women's Engineering (WESBath) Group in April 2014. WESBath is a student-led society affiliated to the national Women's Engineering Society (WES). The DSAT Chair took a lead role in launching WESBath. The membership is currently 350; approximately 5% male students and 95% female. Students from Chemical Engineering are strongly active in WESBath.

WESBath provides the following advice and information:

- Apprises students about bursaries and available funding for attending conferences, outreach and voluntary activities.
- PGRs act as role models and encourage UGs to do PhDs.
- Increase awareness of engineering and academic career opportunities.
- Strengthens links with female alumni and engineering companies.

We will monitor (by annual survey and feedback) female student numbers, progress and career development, and PhD take-up rate, as a result of support or advice they receive **[Action 5.16]**.

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

A number of workshops have been organised by RDU to help with writing research proposals to fellowship applications, as well as workshops focusing on research impact. The department offers internal peer review feedback on applications to all staff; often drawing on a reviewer from outside of the Department. This is especially the case for the EPSRC's new Investigator Grant Proposals, which will be sent to a specialist in RIS, for review, as well as to an internal reviewer.

Grant Support: Our female academics have as many national and international research collaborations as males in similar posts. The GW4 Alliance provides excellent opportunities for collaborative networking, including a GW4 Athena SWAN network. Academic staff can also apply for a range of mobility grants to establish collaborations with other institutions in part via strategic links setup through the International Relations Office.

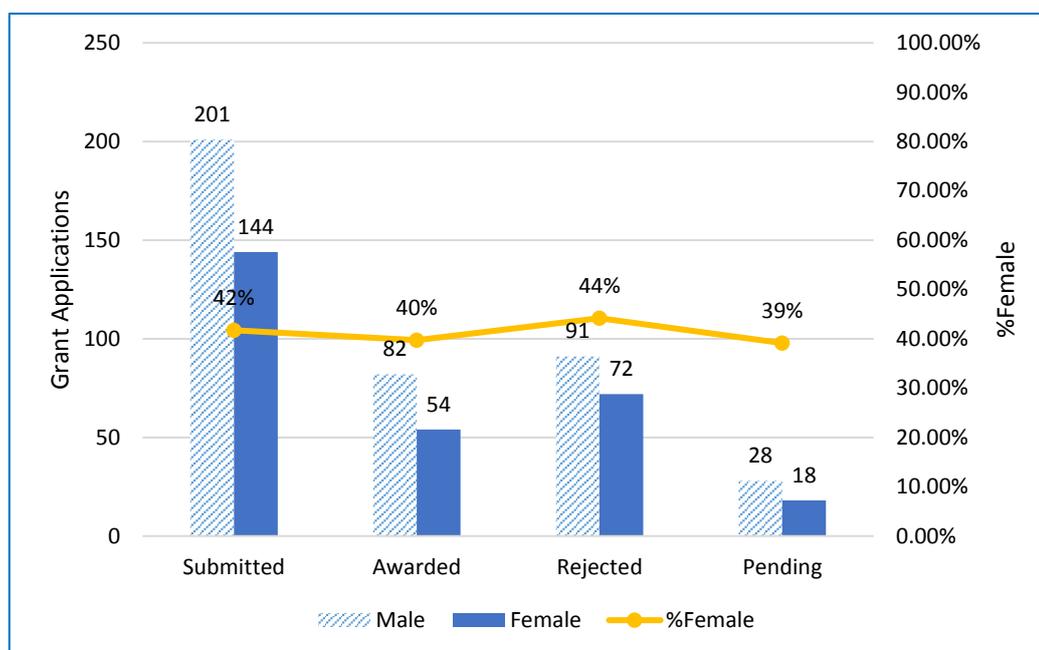


Figure 19: Analysis of Grant Applications by Gender between 2013/14 and 2016/17

In the last four academic years, the number of grant applications per female academic was 14.4 %, compared to 10.6 % applications per male academic. The success rates of grant applications were similar between male and female academics at 41 % and 38 %, respectively.

Collegiate support: We support our colleagues with mock interviews for Fellowship applications, proof reading, and providing feedback on Lecturing. Majority of our recently appointed Lecturers and Research Fellows have successfully obtained grant funding after starting in the Department and the majority have acknowledged the support of senior staff.

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5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5. Flexible working and managing career breaks

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

(i) Cover and support for maternity and adoption leave: before leave

[Explain what support the department offers to staff before they go on maternity and adoption leave.](#)

A full risk assessment of duties and work area is carried out by the line manager as soon as they are made aware of a pregnancy and then, with the HoD, the length of leave is agreed.

Once the HoD informs HR, the staff member is invited to attend an individual maternity/adoption meeting with their HR Advisor. This process provides clear advice on all pay and leave entitlements and processes before, during, and at the end of leave, including: occupational maternity/adoption pay; shared parental leave; return to work options including flexible working and nursery provision. Before maternity leave, staff are encouraged to use Keeping in Touch (KIT) days; staff can undertake up to 10 days paid work during their maternity/adoption leave without bringing maternity/adoption leave to an end. A rest room is made available close to the Department for expectant and nursing mothers. Advice is offered by staff who have previously taken leave. A mentoring/buddy system will be set up to support the academic **[Action 5.17]**. This will be particularly useful for our Department where there are a few early career women.

Arrangements will be put in place to cover staff duties when on leave; colleagues will be asked to cover her teaching and research supervision. Long term leave will be covered by a Teaching

Fellow, funds will be requested from the University to provide maternity cover according to University guidelines.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

Staff remain in regular contact with their line manager while on a career break and birth announcements are celebrated in the Department. Staff are encouraged to use 10 paid 'keeping in touch days' for any work undertaken, e.g. attending team meetings, training conferences or to help plan their return to work. The department will keep a record of the uptake of KIT days **[Action 5.18]**.

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Support for Academic and Research staff: the HoD/line manager meets with returning staff to discuss how the Department can support them during their return to work to achieve professional/personal objectives. Staff may request a phased return to work via the University's Flexible Working Policy. During the meeting, Flexible Working and staff workload reduction can be discussed, e.g. maternity leave cover extension.

The University has Nursery provisions and staff members are eligible to join NurseryPlus (salary exchange scheme). Rest and breastfeeding rooms are available close to the department. A fridge is provided by the Department to store expressed milk.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

During the period 2012 to 2016, no members of staff took Maternity Leave. The Department is happy to support any member of staff who takes Maternity Leave. The provision of 52 weeks (39 weeks paid) is University Policy.

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Over the last three years, out of all 24 academic staff, one male took shared parental leave in 2015/16. We plan to promote the Shared Parental Leave policy among staff at all levels via emails, TV display screens, newsletter and information will be placed on the department Wiki [**Action 5.19**].

(vi) Flexible working

[Provide information on the flexible working arrangements available.](#)

A University Teaching Exemption Form is distributed to all academic staff, so that they can apply for flexible arrangements to meet caring responsibilities. The requests are approved by the HoD and the University's Timetabling Office implements the approved requests. Three out of 24 staff took such flexibility in 2015/16. In addition, academic staff are allowed to work flexibly at home to meet caring/childcare responsibilities, as long as teaching duties are covered.

(vii) Transition from part-time back to full-time work after career breaks

[Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.](#)

Within the last three years, there have been no Maternity Leave absences in the Department. Any requests for part-time working to accommodate child-caring responsibilities have to be agreed. In our Staff Survey, only 20 % of respondents agreed that "the Department has made it clear to me what support there is in relation to Flexible Working". While the information is available through HR webpages at the University, the DSAT have identified that we could do more to raise awareness of Flexible Working, particularly amongst Postdoctoral Researchers. Line managers will be encouraged to support all staff to take up the opportunities to work flexibly [**Action 5.20**].

5.6. Organisation and culture

(i) Culture

[Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.](#)

The ethos of the Department reflects the Athena SWAN principles and strongly encourages all staff to be respectful, supportive, fair and open minded. The Department is committed to maintaining gender balance and inclusivity across all our activities, including all committees from Executive Committee to SSLCs; gender, equality and diversity issues can be discussed and communicated at all levels. Athena SWAN is a standing item on the agenda of the quarterly Department Staff and Academic & Teaching Staff Meetings and these meetings provide an effective way of discussing gender and equality. Athena SWAN is embedded throughout the Department and the Athena SWAN principles are disseminated via our web site and plasma screen in the foyer.

The Department provides a friendly and collegiate environment and encourages good integration of undergraduates, postgrads, postdocs, academics, technicians, and other staff. Networking activities are strongly encouraged and include frequent social activities, weekly research seminars, postgraduate events, and monthly lunches. Such activities are commonly

held within the Department. An annual Department Ball, organised by undergraduates, is a major social event for all students and staff.

In our Departmental Survey and group discussions, 80 % of staff and 70% of students agreed that the Department was a good place to work/study. The Department is viewed as being inclusive and staff/students are treated on their merits, irrespective of gender.

In our survey, we invited individuals to comment on “what could be done to improve the culture of the Department?” A need was expressed for more social interactions together with better communication of activities across the Department. Activities have already been initiated and will continue according to **Action 5.14 [see Section 7]**.

(ii) **HR policies**

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The HoD and the Executive Committee are responsible for any issues arising in the Department and monitor the consistency in application of HR policies. There have been no reported complaints with reference to inconsistencies in application of HR policies for equality, dignity at work, bullying, harassment of staff or students in this department in recent years. All staff are required to undertake training [**See Action 5.1**].

All HR policies are reviewed with the Trades Unions on a risk basis, which also provides an opportunity to ensure that recent changes to legislation or best practice guidance have been incorporated. Any significant changes to an HR policy are approved by the University Executive Committee, which are then communicated through the usual University channels. Relevant HR policies are also subject to an Equality Impact Assessment to ensure that there is no direct or indirect discrimination inherent in the approach taken. The University Equality and Diversity Committee receives an annual report which reviews the application of HR casework processes by protected characteristics to determine whether the application is consistent. HR Advisers, who work closely with Departments, will provide guidance on policy applications and how this is best tailored to meet business needs.

(iii) **Representation of men and women on committees**

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances.

Potential committee members are determined by function, responsibilities and seniority, and not on the basis of gender. The most influential committee is the Department Executive Committee, which comprises two males (one being the Head of Department) and two females.

In general, available departmental roles are advertised internally to all staff and expressions of interest are requested (see example email below). After a short interview process, with a gender balanced panel, the HoD appoints a suitable candidate for the post. Currently, the DHoD

and DoR are females. In other cases, the HoD decides on the final allocation, in consultation with the DEC. The Workload Model is used as a guide in this process. Examination Boards are held separately for undergraduate units (modules) and programmes. Gender representation on the various Boards throughout the year and over the past three years is provided in Tables 27 to 32. The formal Departmental Committees are shown in Figure 20.

Committee membership is determined by leadership and administrative role in the Department. We have increased our efforts to ensure that we have female representation on every committee since 2013 and we have achieved this. Data for the previous three years are presented in Table 8. There was a USAT AP objective in 2014 to have 33 % female representation on influential committees. The Department has exceeded this target; the Executive Committee currently has 50 % women and Research Committee has 35 %. We are determined to ensure that female representation is maintained on all committees, and, as the number of female staff increases, we commit to increasing representation on committees at least in line with staff gender ratios. Finally, we encourage a mixed cohort of students to represent their year groups as SSLC representatives. The Department has established long term targets; at least 40 % female membership across all students and staff at all levels by 2020/21 and an aspirational target of 50 % by 2026/27 **[Action 5.21]**.

<p>From: Tim Mays <T.J.Mays@bath.ac.uk> Sent: 10 March 2017 16:50 To: ces-ac-internal Subject: [ces-ac-internal] Director of Research</p> <p>Dear Colleagues</p> <p>I invite Expressions of Interest from academic staff to be appointed to the post of Director of Research in the Department following Professor Davide Mattia taking on the role of Associate Dean (Engineering) in the Faculty. I attached the Terms of Reference for DoR.</p> <p>I aim to appoint by the end of next week. In which case please email me a 200 word max EoI by 17:00 next Tuesday, 14 March 2017. 20-min interviews will be held between 12:15 and 14:00 on Thursday 16 March. The Panel will include me and at least one senior, female member of Dept staff.</p> <p>While the post is open to all, I should say that a very strong case indeed would need to be made by anyone on probation.</p> <p>Thank you Tim</p> <p>Tim Mays Professor of Chemical and Materials Engineering Head of Department of Chemical Engineering 9West3.01, 01225 38(6528), t.j.mays@bath.ac.uk Mobile / text: 07913 467 693</p>	<p>The email from HoD to staff</p>
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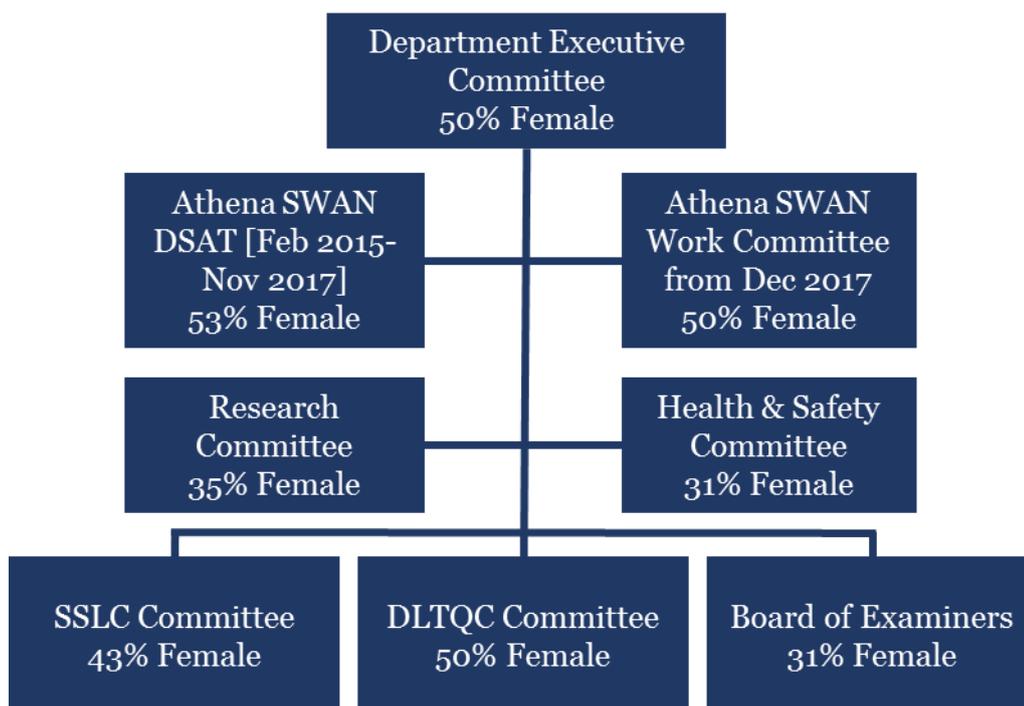


Figure 20: Representation of Committee structure in the Department of Chemical Engineering. Included is the representation of women on Committees and as Chairs (% female data for 2015/16)

Table 27: Membership of Board of Examiners for Units

Membership of Board of Examiners for Units				
	Female	Male	Total	% Female
2013/14	7	12	19	37%
2014/15	5	10	15	33%
2015/16	5	11	16	31%

Table 28: SSLC Committee Members

SSLC Committee Members' list				
	Female	Male	Total	% Female
2013/14	5	9	14	36%
2014/15	7	11	18	39%
2015/16	9	12	21	43%

Table 29: DLTQC Membership list

DLTQC Membership list				
	Female	Male	Total	% Female
2013/14	5	6	11	45%
2014/15	6	8	14	43%
2015/16	7	7	14	50%

Table 30: Department Health & Safety Committee

Department Health & Safety Committee				
	Female	Male	Total	% Female
2013/14	3	9	11	27%
2014/15	3	10	13	23%
2015/16	4	9	13	31%

Table 31: Department Research Committee

Department Research Committee				
	Female	Male	Total	% Female
2013/14	4	10	14	29%
2014/15	5	10	15	33%
2015/16	6	11	17	35%

Table 32: Department Executive Committee

Department Executive Committee				
	Female	Male	Total	% Female
2013/14	2	2	4	50%
2014/15	2	2	4	50%
2015/16	2	2	4	50%

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are under-represented) to participate in these committees?

Staff are encouraged to participate in influential and prestigious committees, both within and outside the University, as invitations arise. Examples include, Editorial Panels, Research Councils, and learned societies. Should funding not be available externally, then an individual's personal devolved budget, provided by the Department, may be used to reimburse expenses.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The Department operates a Workload Model (WLM) template to plan, allocate, update and verify the workloads in each academic year of staff on teaching and research contracts, teaching-only staff and those research staff engaged in teaching. Activities are allocated in the following categories: teaching and assessment, teaching support, research grants and contracts, general research, scholarship and professional development, management and administration, and, consultancy and other income-generating activities. The WLM is applied pro-rata for part-time staff and other adjustments can be made for specific circumstances.

In our Faculty, the WLM template is a tool each Department uses to assist the HoDs and Dean to plan and manage the use of academic staff time fairly, including monitoring balances that do include gender. Accordingly, they retain control for the rotation of responsibilities, the monitoring of workloads, the level of transparency and the use of WLM data in the SDPR process, however, the staff survey indicated some lack of confidence in the WLM and how it strives for fairness and parity. The ASWG plan to address this with the support of the HoD and University [AP 5.22]. In order to address some of the issues, an online workload system is currently being developed by the University, to increase the transparency, consistency and fairness of the system.

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

The Department has a policy of supporting staff to balance their work and home responsibilities. All Department meetings are held within the core hours of 10.00am to 4.00pm to support staff in their home life. Many social gatherings occur within the core period but inevitably some occur outside it. Nevertheless, all meetings and social gatherings are advertised well in advance to allow for individuals to plan their time.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

We encourage all staff to participate in the organisation of events. Currently, the departmental DoR, DHoD and the Associate Dean (Faculty Learning and Teaching) are female. We actively promote all our role models and ensure that there are opportunities (gender balance of speakers and chairpersons in seminars) for all staff.

The Department provides positive role models, for example, the representation of females in the DEC has been maintained at 50 % for the last three years, and the percentage of females giving Departmental Research Seminars has increased from 25 % in 2014/15 to 30 % in 2015/16. All our role models encourage students and staff to pursue and further their careers as Engineers. In our publicity portfolio (Website, Department plasma screen displays and leaflets) we have published profiles and achievements of most of our female role models.



Figure 23: Role Model: Professor Semali Perera, progressed from PDRA, to Lecturer, to SL, to Professor in the Department of Chemical Engineering. She is currently the DSAT chair and Director of the CASE Research Unit for ChemEng. In 2017, she was winner of the Academic Award in the UK's biggest programme championing women in technology, FDM Everywoman in Technology Awards sponsored by Dell.

Dr Marianne Ellis BEng (Hons), PhD, MChemE

Faculty of Engineering & Design Associate Dean (Learning and Teaching)

Marianne oversees strategies for learning, teaching and student experience for undergraduate courses in the Faculty.

Leadership profile

[View more person profiles in Faculty of Engineering & Design](#)

Role

Dr Marianne Ellis was appointed Engineering & Design Associate Dean (Learning and Teaching) in 2016.

She is a Senior Lecturer in Biochemical Engineering in the Department of Chemical Engineering. Her research focuses on regenerative medicine: bioprocesses, bioreactors and tissue engineering.

Related posts

- Deputy-Director of the [Centre for Regenerative Medicine](#)
- Member of the [Bioprocessing Research Unit](#)
- Chair of the Faculty Learning & Teaching Quality Committee
- Member of the University Learning & Teaching Committee
- Member of the Faculty Executive Committee
- Member of the Faculty Board of Studies



Dr Marianne Ellis

Figure 21: Role Model - Dr Marianne Ellis progressed from Undergraduate student, to PhD student, to Lecturer, to Senior Lecturer in the Department of ChemEng and is currently Associate Dean (Learning and Teaching) for the Faculty of Engineering & Design.



Figure 22: Role Model - Miss Gee graduated in June 2017 with a first class Hon degree, joining Air Products Graduate scheme in September.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Chemical Engineering has taken a lead role in promoting STEM subjects; the males and females participating in outreach activities are approximately 50:50 (Table 33). As shown in Table 34, we have taken the lead role for last four years: (i) by sending postgraduate student ambassadors and staff into local schools to inspire female students to take up STEM subjects; and (ii) by academics giving inspirational talks at local schools. In addition, the Department participates in WESBath and at STEM events. We also participate in the local WISE Bristol Hub, to share knowledge and experience of STEM industries.

Table 33: Participation in outreach activities by gender and grade. Data collected for all academic staff in 2014/15 and in 2015/16 (as at year-end 30th September).

Staff Role	School outreach activities						Public engagement with research					
	2014/2015			2015/16			2014/2015			2015/16		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
PGR	4	2		6	4		2	1		4	5	
ECR	-	-		1	0		-	-		1	1	
P&S	5	7		13	8		5	2		6	7	
Academics	9	7		12	11		8	12		9	11	
Postgraduate research students (PGR); Early Career Researchers (ECR); Professional and Support staff (P&S)												

All the events we run get extremely positive feedback from participants. However, we do not monitor the conversion rate/effectiveness of these activities, hence this will be included in the Action Plan [AP 5.23]. Currently, outreach activities, etc., are not taken into account in promotions criteria, neither is specific workload remission provided for these activities [See Action 5.22].



Figure 24: Women in Engineering Day workshop June 2016

<https://www.royalhighbath.qdst.net/our-school/news/women-into-engineering-day>. Feedback included: "The chemical engineering workshop was inspiring and personally helped me confirm that this is a degree that I definitely want to do!"



Figure 25: Two Chem Eng Lecturers, Dr Matthew Lennox and Dr Ana Lanham, running a lab workshop in Chem Eng for Girls, in collaboration with the Girls' Day Schools Trust [March 2017].



Figure 26: Bath Taps into Science, WESBath stand 2016. Participation in school outreach and public engagement with research event.



Figure 27: NWED Day June 2017 Chem Eng Workshop for Girls

Table 34: Some of the outreach activities of the Department of Chemical Engineering

2013/14				
EVENT TITLE	TYPE OF EVENT	AUDIENCE	SIZE	GENDER
NWED* 2014	Networking	Academics, members of WES and students	150	Mix
University Open Day	Open Day	Prospective students	15,000	Mix
Ralph Allen After School Engineering Club	Outreach	Secondary School students	15	Mix
2014/15				
EVENT TITLE	TYPE OF EVENT	AUDIENCE	SIZE	GENDER
WES Student Conference	Conference	Female students and industry	250	Female
Whorrod Lecture	Lecture	University community	100	Mix
Confidence and career workshop	Workshop	Students	40	Female
Bath Taps into Science	STEM Outreach	Primary school students	1,000	Mix
Teen tech	Engineering careers fair	Secondary school students	300	Mix
NWED* 2015	Outreach	Secondary school students	80	Female
NWED* 2015	Networking	University community	40	Mix
Girls Into Engineering Film	Outreach	All school students		Female
What is Engineering	Outreach	All school students		Mix
2015/16				
EVENT TITLE	TYPE OF EVENT	AUDIENCE	SIZE	GENDER
WESBath Intel Seminar	Seminar	University students	30	Mix
WESBath P&G Seminar	Seminar	University students	40	Mix
WESBath Designability Seminar	Seminar	University students	40	Mix
WES Student Conference	Conference	Female students and industry	250	Female
St Gregory's STEM Day	Outreach	Secondary School students	60	Mix
IET Presidential Lecture	Lecture and networking	University students and local engineering community	150	Mix
Bath Taps into Science	STEM Outreach	Primary school students	1,200	Mix
Corsham School STEM Day	Outreach	Secondary School students	40	Female
NWED* Day 2016	Outreach	Secondary School students	70	Female
*National Women's Engineering Day 23rd June annually				

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words [450/500 WORDS]

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





8. ACTION PLAN

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

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

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

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



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CHEMICAL ENGINEERING ACTION PLAN

3 THE SELF-ASSESSMENT						
Action Number	Objective	Rationale	Specific Actions & Implementation	Timescale	Lead Person Responsible	Success Criteria
3.1	Form Athena SWAN Working Committee (ASWC) and continue to meet at least once every Semester.	Monitor and implement the Action Plan and develop future actions.	Select the members from a wide range of staff from academics, students, technicians, and administrative staff. Create a two-year rota basis for the members in the group.	Jan 2018	ASWC Chair and Deputy Chair	Regular meetings of ASWC implement and monitor progression of the Action Plan.
3.2	Creation of a blog and webpage to disseminate the Action Plan.	Aim is to obtain wider participation of all the members of the Department.	Upload Action Plan onto a specific section of the ChemEng webpage. Create a blog as a means of communicating with staff and students about Athena SWAN.	Feb 2018	Chair and Deputy Chair	Creation of a blog and webpage; Wider dissemination of Athena SWAN information and recognition. 80% response rate at all staff grades and attended at ASWC meetings.
3.3	Implement annual Athena SWAN Survey and act on its results.	55% of staff who responded to 2016 survey stated that "ChemEng does not have a regular Culture Survey and the Department does not provide sufficient details on issues that are important to us, such as support provided for promotion, flexible working, policy on mentoring etc."	i. Design a departmental Survey [Some emphasis on Annual Equality Return to monitor our performance against key institution AS objectives]	Aug-Sep 2018	Faculty Manager for WESBath and ASWC	Design and implementation of the annual culture survey. Improved identification and awareness of issues. 80% response rate at all staff grades.
			ii. Run Survey.	Oct 2018, annually thereafter		
			iii. Arising issues will be resolved by a focus group.	Jan 2019, annually thereafter		

4 STUDENT DATA AND SUPPORTING EVIDENCE

Action Number	Objective	Rationale	Specific Actions & Implementation	Timescale	Lead Person Responsible	Success Criteria
4.1	Increase the number of female students applying to study Chemical Engineering at UG level and maintain the number of female UG students above national average.	<p>UG focus groups stated that female students were not actively encouraged to apply for Chemical Engineering degrees. Moreover, many career advisors were not aware of what is Chemical Engineering.</p> <p>The percentage of students who are female across the three degree programmes is consistently in a narrow range of 25 to 27%, which is in line with the sector average. However our aims are to increase the application rate to study Chemical Engineering.</p>	Increase the number of sessions of “Year 10 Engineering for Women” and “Year 12 Engineering for Women” per year.	Commenced October 2018 and monitor annually.	Outreach Co-ordinator/ UG Admissions Tutor & Institution of Chemical Engineers	Increase the number of female applications by 10% [year 1-2], 20% [3-4].
4.2	Encourage women that come to Open Days into Chemical Engineering to increase the conversion rate from application to acceptance for female students.	i. By improving the application conversion rates for women we would further encourage gender equality.	<p>i. During University and Departmental Open Days have 50:50 gender split in the UG students who act as ambassadors.</p> <p>ii. Introduce WESBath group in all recruitment events.</p> <p>iii. Undertake additional outreach activities to encourage females into Chemical Engineering.</p>	Jan 2018-2021	<p>i. Undergraduate Admissions Tutor UG Recruitment team and Departmental Co-ordinator</p> <p>ii. Faculty Manager for WESBath</p> <p>iii. UG Admissions Tutor</p>	Increase the conversion rate from application to acceptance to achieve more gender balance UG classes (more emphasis on conversion of female students ; at least 5% every year for next three years)

4.3	Increase the current female PGR application to acceptance rate.	Currently our female application to acceptance rate is 11%, much lower than male acceptance rate, therefore, by increasing the application and conversion rate this will encourage gender equality.	<ul style="list-style-type: none"> i. Attending recruitment exhibitions and workshops, internally and externally ii. Review recruitment process for PGR students to ensure gender balance e.g. in promotional material, use of role models, gender balance academic staff (role models) at interview day. 	<p>Summer 2018</p> <p>January 2018</p>	<ul style="list-style-type: none"> i. PGR DoS ii. PGR DoS working in conjunction with the Doctoral College 	Increase the application to acceptance rate by 10%.
4.4	<p>Increase the number of PGR applications from University of Bath graduates.</p> <p>Important to target recruitment practices at whichever gender is underrepresented and compare with national data.</p>	Inform and engage final year female UG cohort to consider a PhD in Chemical Engineering through focus groups and discussion.	<ul style="list-style-type: none"> i. At least one seminar to Y3 and Y4 students led by a female academic promoting careers in academia. ii. Encourage female PhD students to present posters to final year UG students at PGR promotion events. iii. Include in the website of PGR applications a specific statement emphasising we welcome applications from all backgrounds and that female applicants are particularly welcome. iv. Using focus groups, gain information on what factors attract female applicants and generate suitable publicity material. 	Semester 2 of 2017-2018 and on-going.	<ul style="list-style-type: none"> i. PGR DoS ii. PGR DoS iii. Doctoral College iv. PGR DoS 	<p>Increased number of female PGR applications.</p> <p>At least 50% of posters presented by female PGRs at UG events for PGR promotion.</p> <p>Production and publication of publicity materials to attract female applicants from a wider pool.</p> <p>Increase in the % of under-represented genders applying for PGR.</p> <p>Collect data through the culture survey to evaluate success.</p>

4.5	Monitoring of zero hour and fixed term contracts; ensuring no gender patterns are formed.	To ensure job security for female staff.	As the Department expands, it is intended that sufficient positions will arise to enable all staff, female and male, to apply for open-ended positions.	January 2018	Head of Department	Monitor research staff, technical and academic staff numbers and analysis data to understand the trends.
4.6	Monitor and evaluate reason for academic and research staff leaving the Department.	All staff who intend to leave have exit interviews with the HoD, however, this data is not officially recorded and evaluated.	<ul style="list-style-type: none"> i. Design an academic staff exit questionnaire. ii. Survey staff before they leave and input data into a database for evaluation. 	November 2017 - ongoing	HoD and DHoD	Information on research and academic staff leaving Department and access to statistical analysis and implement and formulate strategies to rectify any findings.
4.7	Retention and career progression for PDRAs [additional actions also see 5.9 and 5.10]	Turnover is higher amongst postdoctoral research staff. To monitor destination information and to investigate reason for PDRAs leaving academia. Additionally to investigate whether there are any gender issues at this key transition step.	<ul style="list-style-type: none"> i. Design a PDRA exit questionnaire. ii. Survey staff before they leave and input data into a database for evaluation. 	Summer 2018	PDRA Champion	<ul style="list-style-type: none"> i. Process for capturing and monitoring data. ii. Analysis of this data will allow us to develop an action plan around career development support for postdoctoral researchers. iii. Engagement and retention of 50% of PDRA community.

5 SUPPORTING AND ADVANCING WOMEN'S CAREERS

Action NO	Objective Rationale	Specific Actions & Implementation	Timescale	Lead Person Responsible	Success Criteria
5.1	All departmental staff to complete training in Diversity in Workplace and Unconscious Bias and encourage gender balance nationally.	<p>The Department will monitor training compliance.</p> <p>Departmental staff encouraged to participate in University committees & national events discussing diversity e.g. Disability Equality & Inclusive Practice Training courses.</p>	<p>Summer 2017 then ongoing</p> <p>January 2018</p>	<p>HoD</p> <p>HoD</p>	<p>All staff completed training (including unconscious bias)</p> <p>i. Monitor data and ensure that women are encouraged to represent the University at conferences and in media.</p> <p>ii. At least one staff member to attend a national conference each year.</p>
5.2	All departmental recruitment panels will comprise at least one third female.	<p>The University Action Plan (USAT 2017 3.8) is to achieve gender mixed committees at all times. As this Department has a lower male: female ratio, at least one third of females on interview panels will prevent overburdening female staff. All our interview panels will be monitored to ensure gender balance of any recruitment panel.</p>	<p>By end of 2018 then ongoing.</p>	<p>HoD</p>	<p>i. Database of interview panel composition.</p> <p>ii. Minimum of 33% female representation on every recruitment panel.</p>
5.3	Applicants are offered childcare provision, if required, while attending interviews.	<p>Currently, we do not provide help with child care. The Department will approach the University Nursery to request that these facilities are accessible to individuals when they are attending interviews.</p>	<p>Summer 2018</p>	<p>Member of ASWC</p>	<p>i. Applicants have access to nursery provision.</p> <p>ii. Monitor take-up rates.</p>

5.4	All male shortlisting will cause the applications search process to be reopened to give a further opportunity for mixed short lists based on merit?	The department will ensure that each shortlist will comprise of male and female candidates (gender balance) where possible, based on merit.	Next recruitment round in January 2018 for both Prize Fellows and lectures, then ongoing.	HR and HoD	Monitor shortlists for academic and PDRA vacancies, analyse trends and take action to achieve a target of mixed short lists based on merit, of at least 40 (F):60 (M) gender balance by 2020.
5.5	Broaden the pool of candidates from under-represented groups for academic and PDRA posts and monitor effectiveness.	<ul style="list-style-type: none"> i. Staff will identify potential candidates from under-represented groups and invite potential candidates to the department to present at the regular seminar series. ii. When posts become available, encourage to apply for PDRA or academic post. 	April 2018 then ongoing.	DoR, HR and all staff	<ul style="list-style-type: none"> i. Monitor number of invited speakers in 2018-19 with target of 40% female speakers. ii. Monitor rate of female invited speakers to applicant for academic post with a target of 30%.
5.6	Formalise a Departmental new starter induction process.	<ul style="list-style-type: none"> i. Formulate induction process and checklist. ii. Gain approval for process from Department Executive Committee. 	Summer 2019	ASWC	<ul style="list-style-type: none"> i. Generation of induction pack and checklist by December 2019. ii. Organisation of social events by December 2019. iii. Ensure 100% new academic staff undergo the induction process.
5.7	Monitor the effectiveness of induction process.	<ul style="list-style-type: none"> i. All new staff to complete the departmental process. ii. Annual survey of new academic and PDRA staff conducted. 	December 2019	ASWC	<ul style="list-style-type: none"> i. All new staff complete checklist. ii. At least 80% response rate of survey; staff satisfied with the information and training they received.

5.8	Creation of a repository of key information for early career academics.	Create Wiki including information such as department staff contact details, departmental responsibilities and committees etc.	April 2018	Department administrator	<ul style="list-style-type: none"> i. Creation of Wiki page with requested information. ii. Take-up in accessing the Wiki pages and 80% of academic staff report is being useful.
5.9	To highlight the research of PDRAs.	Create a Post-Doctoral Research Symposium	January 2018	PDRA Career Progression Champion	Post-Doctoral Research Symposium is established. At least 25% PDRAs applying for academic positions at the University of Bath.
5.10	Provide opportunities for PDRA teaching experience and encourage accreditation of HEA Fellowship.	<p>Since 2015/16, we have been encouraging PDRA's to become involved in undergraduate teaching by recommending them to attend a short Bath course. However this process could be improve further by allowing PDRA's to get a formal qualification.</p> <ul style="list-style-type: none"> i. Collaborate with Academic Development to deliver training for teaching UG courses. ii. Line managers to encourage PDRAs to take career development courses and allow time for training and development 	December 2017 and ongoing	PDRA Career Progression Champion	Monitor take up rates and effectiveness. At least 25% PDRAs applying for academic positions worldwide by 2019.
5.11	All staff at all levels to have an opportunity to discuss career progression. Our aim is for all staff to consider SDPRs to be relevant and useful.	<ul style="list-style-type: none"> i. All staff at all levels will have the opportunity for a mandatory SDPR. Currently, 40% of staff consider SDPRs to not be useful and not be effective for career progression. ii. All staff will be encouraged to have Personal Action Plans. 	Summer 2018	All line managers	By September 2019, 75% of staff will have the opportunity to have a Personal Action Plan, and 80% of staff expressing satisfaction in the SDPR process. Effectiveness will be monitored by ASWC annual culture survey.

5.12	To develop PDRA career progression plans.	<ul style="list-style-type: none"> i. PDRAs offered opportunity to reflect on their career development plan and career goals 3-monthly. ii. PDRAs offered opportunity for feedback on research proposals/Fellowship/Lectureship applications. 	Start date January 2018 and ongoing	PDRA career progression champion and all staff	<ul style="list-style-type: none"> i. By September 2019, 70% of PDRAs will have the opportunity to have a career progression plan. ii. Effectiveness will be monitored by ASWC annual survey.
5.13	Improve mentoring scheme for Early Career Academics.	<ul style="list-style-type: none"> i. Develop Terms of Reference for the mentoring scheme defining the guidelines and responsibilities ii. Better matching of mentees and mentors iii. Avoid assigning recently appointed academics as mentors 	November 2017 and ongoing	DHoD	<ul style="list-style-type: none"> i. Draft Terms of Reference by Summer 2018 ii. Appoint suitable mentors for 100% ECRs by March 2018
5.14	Encourage community building.	Formalising social gathering/refreshments prior to department seminars and regular community building events. We have already started to implement this action and ongoing (see Section 7).	Started October 2017 and ongoing	ECA and MSc leads	Monitoring attendance at social events. 80% of staff expressed satisfaction in social interaction in the culture survey. Secure regular social space.
5.15	Fostering retention and progression of academic community.	<ul style="list-style-type: none"> i. Encourage women to utilise the University Mentoring Scheme. ii. Develop Personal Action Plans where academics can identify what is required for their next promotion. iii. Encourage Senior Lecturers (SLs) to apply for the Aurora Programme. iv. Encourage Readers to apply for the University's Academic Leaders Programme. 	January 2018 and ongoing	HoD	<p>Monitoring attendance at University Mentoring Scheme, Aurora Programme and University's Academic Leaders Programme.</p> <p>By December 2019 increase female SLs by 20% and maintain current percentage of female professorial (40%).</p>

5.16	Encourage PhD progression to academia.	<ul style="list-style-type: none"> i. Encourage UG and PGR students to join WESBath. ii. DoPS to provide pastoral support, mentoring and coaching. iii. Encourage UG and PGR to access independent careers advice through the Careers Service. 	April 2018 and ongoing	DoPS, Personal Tutors and PhD supervisors	Monitoring effectiveness of training and support at all levels by annual survey and data analysis.
5.17	Support for maternity and adoption leave; before leave.	Set up a mentoring/buddy system to support the academic before taking maternity or adoption leave.	January 2018 and ongoing	All staff	Feedback from staff taking maternity/adoption leave.
5.18	Monitor Keeping in Touch (KIT) day.	In addition to University wide action, USAT 2014 D2, the department will set up a database to monitor uptake of KIT days, ascertain return to work rates and support provided during this leave and act on the results.	January 2018 and ongoing	ASWC	Database stored on Departmental and university Wiki. Report received by ASWC for consideration of any issues raised and action identified.
5.19	Promoting the Shared Parental Leave Policy to all staff.	<p>Provide information and raise awareness of the Shared Parental Leave Policy to all staff through:</p> <ul style="list-style-type: none"> i. Annual newsletter/email ii. TV display screens iii. Department Wiki page 	Summer 2018	ASWC and Departmental Administrator	Monitoring of information available. Enhancements identified via annual culture survey.
5.20	Promoting Flexible Working Policy to all staff.	<p>Provide information and raise awareness of the Flexible Working Policy to all staff through:</p> <ul style="list-style-type: none"> i. Annual newsletter/email ii. TV display screens iii. Department Wiki page 	Summer 2018	ASWC and Departmental Administrator	Monitoring of information available. Enhancements identified via annual culture survey. Report received by ASWC for consideration of any issues raised.

5.21	Our Department's long term targets are to establish at least 40 % female membership across all Department students and staff at all levels by 2020/21 and an aspirational target of 50 % by 2026. Analyse and monitor UG, PG and staff recruitment data and full implementation of AP.	Our long-term goal is to increase our females: male ratio in our Department. We have set a number of actions to improve our gender balance in various sectors; UGs numbers, PGs, PDRAs and academic staff. It is important to have continued strong proactive gender equality in the department.	January 2018 and ongoing 2026	ASWC and all staff HR and Director of Doctoral college	<ul style="list-style-type: none"> i. Process for analysing, reporting and acting on data in all sectors. ii. Target is to achieve an average of at least 40 % female membership across all Department students and staff by 2020 and around 50 % by 2026.
5.22	Influence the University Workload Model.	Work with and influence the University Committee responsible for the Workload Model to enhance transparency and to include all staff activities.	January 2020	HoD	<ul style="list-style-type: none"> i. Review of Workload Model to accommodate all staff activities ii. More staff expressing satisfaction in culture survey.
5.23	Monitor recognition of staff and students participating in outreach activities.	<ul style="list-style-type: none"> i. Award prizes for student engagement in outreach. ii. Monitor staff engagement to include in Workload Model and promotion criteria. 	<ul style="list-style-type: none"> i. October 2017 ii. January 2018 	<ul style="list-style-type: none"> i. Work with Faculty outreach co-ordinator and ASWC ii. ASWC and HoD 	<ul style="list-style-type: none"> i. Prizes and recognition ii. Number of staff taking part in outreach activities iii. Inclusion in Workload Model and recognition of outreach in promotion applications. <p>20% of staff engaging in outreach activities achieving recognition for their input e.g. successful promotion or pay rise.</p>