

Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Bath
Name of department	Chemical Engineering
Date of current application	Sept 2023
Level of previous award	Bronze
Date of previous award	2018
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An evaluation of the department's progress and success	1832
An assessment of the department's gender equality context	3297
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	8496

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

Overall word limit: 8000 + 500 words – (500-word extension granted due to discussing impact of COVID-19 – see email below):

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

1.1 Letter of endorsement from the head of the department

Dear Head of Athena Swan,

I eagerly signed up to the principles of the renewed Athena Swan Charter and pledge to support the Department through our commitment to the Athena Swan Charter. I am personally committed to improving equality and inclusion in engineering, and recognise the challenges faced by women who choose to study engineering. While women's representation in chemical engineering is better than in some branches of engineering, the discipline is still male dominated, and I recognise that we need to nurture and support the women who do choose to study and work with us.

Our self-assessment process has enabled us to reflect on our journey over the last five years and to focus and shape our commitment to the Athena Swan Charter over the coming five years. Our Athena Swan work has led to positive change in the Departments' ability to promote, support, encourage and foster gender equality and support good working practices.

We have worked together to build trust and transparency into the self-assessment and future action plan process.

Heads and deputy heads of department have worked with the Equality, Diversity and Inclusion committee (DEDIC) and self-assessment team over the last 5-years by attending DEDIC meetings; supporting the self-assessment team; supporting the implementation of actions and inputting into the self-assessment process and development of the new Action Plan.

Since the award of the Bronze in 2018, the Department has been through a significant amount of change, including the pandemic, three HoD and curriculum transformation (2018-2023), where the Department was in the vanguard. The resilience demonstrated by colleagues and students has been remarkable but has taken its toll on wellbeing and sense of Department community. Nonetheless, during and following the lockdowns, we have been able to strengthen the value and recognition of equality, diversity and inclusion work in the Department and support women and under-represented groups.

We have made good progress in many of our actions and made specific progress in areas of undergraduate (UG) applications and offers to our programmes, converting postgraduate research (PGR) offers to acceptances, supporting early career academics and supporting women's career development in the department.

We are also working together with departments across the Faculty and University to share best practice and support the important initiatives ongoing across the GW4. To further strengthen this, following application submission to EPSRC, a member of our DEDIC is now one of the EPSRC-Women's Engineering Society (WES) Ambassadors, where they will work with a cohort of 21 people from across the UK promoting understanding of gender issues and intersectionality in engineering.

While we recognise and celebrate the progress made, we also recognise there are still challenges ahead as we continue to improve our support for career development, in particular PTO staff, carers, women academic staff and postgraduate researchers. Focus groups with staff and students also highlighted wellbeing is an important issue where Department specific support can be improved.

The Department Executive and wider leadership and management teams are fully committed to delivering and resourcing the new Action Plan.

I confirm this Silver application is a fair and honest representation of our Department and that the direction of our vision and the positive actions were agreed collectively and we will strive as a whole to enact them.

Yours sincerely,

Prof John Chew

Head of Department of Chemical Engineering

1.2 Description of the department

Chemical Engineering is one of four departments in the Faculty of Engineering & Design and is located on the University of Bath Claverton Down Campus. The Department aims for the highest standards in teaching and research and has been ranked 5th in the complete university guide 2024, 8th overall in the Guardian University Guide 2024 and 2nd for career after 15 months for Chemical Engineering. Our vision ([Fig1.1](#)) comprises three specific objectives and a fourth cross cutting objective, Inclusive Performance Culture and Environment, led by the HoD and EDI chair. The vision was developed through extensive consultation with staff and students between 2020-2022.



Fig1.1: Department Strategic Objectives to support the vision and ethos – supporting an inclusive culture and supportive environment underpins the vision and bridges the strategic pillars.

The Department receives more than 650 UCAS applications for its undergraduate programmes, and the F% applications is increasing every year. Recently, A-level entry requirements were revised to a typical offer A*AA in 2023/24, including Chemistry and Mathematics, with the third subject not specified to encourage diversity of applications. The Department also considers applications based on merit, including background and circumstances, through the contextual admissions process, the Access to Bath programmes and by accounting for mitigating circumstances.

In the 2021 REF, 92% of our research was assessed as internationally excellent. This achievement can be set alongside continuing developing our EDI research culture in all Department activities, and significant success in research grants being awarded across the Department in a variety of areas with a big drive in Sustainability.

Since our last award, there have been changes in leadership, including the Head of Department (HoD). [REDACTED] The Department Executive Committee (DExec) has worked continuously to support our Bronze Action Plan (BAP) implementation.

The Department's sense of community was impacted by the COVID-19 pandemic. During these challenging times we were implementing a transformed curriculum. The Department came through these challenges, but there was a significant impact on staff wellbeing. Since 2021, we have strived to support our sense of community, togetherness, and wellbeing, and will continue to do so through the silver action plan (SAP).

Staff and Student Profile

Table 1.1: Staff and Student Profile 2021/22

Staff/Student Group	Male	Female	Non-binary	% Female
Academic Staff				
Teaching and Research				33%
Teaching Staff				50%
Research Staff				43%
Total Academic Staff				36%
PTO Staff				
Administrative Staff				80%
Technical Staff				75%
Total PTO Staff				77%
PGR Students - FT				44%
PGR Students - PT				33%
PGT Students				38%
UG Students				31%

The gender profile of the Department in 2021/22 ([Table 1.1](#)). Our department community has expanded by 35% in the last 5-10 years. Academic research and teaching and teaching posts are line managed by the HoD, and most RS are line managed by academic PIs. The HoD has overall responsibility, with support from the leadership and management (L&M) committees ([Section 1.3](#)). PTO staff are line-managed at Faculty Level. Although there are full-time PTO staff based in the Department, some also support other Departments in the Faculty.

Environment

The Department fosters a welcoming and supportive environment and provides a space for building a strong, inclusive, and collaborative culture. To envisage this, we co-created the non-hierarchical organogram, representing the interconnectedness of all members of the Department ([Fig1.2](#)).

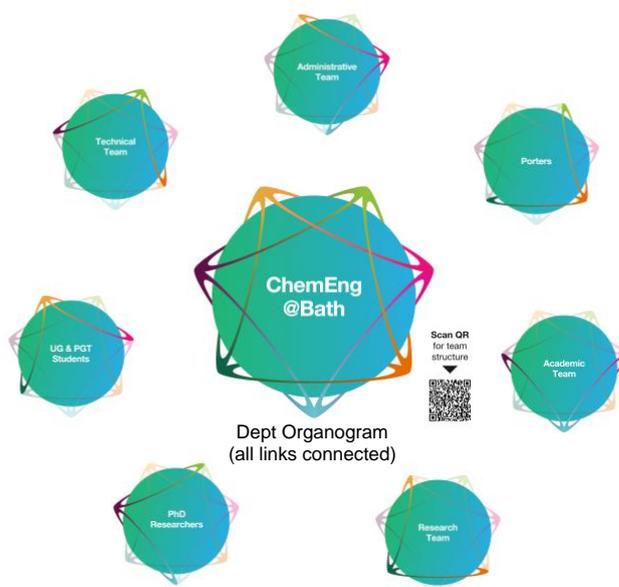


Fig1.2: In consultation with Department, we developed a non-hierarchical organogram to represent the interconnected nature of all members. The organogram is a gif.

The Department is across two buildings, an entire building (9W) and level 7 of Wessex House, both on campus in close vicinity to each other, between them housing our research, teaching laboratories and reception, offices for all Department staff and research students.

We make concerted efforts to bring our community together in different ways, including events like the summer BBQ where we showcase researchers *celebration walls*, the CE-Ball, graduation, Winter Dept Celebration, Department research seminars, pot-luck international lunches, regular coffee mornings, community of practice (CoP) events (sharing good practice on topics from EDI to good teaching/ supervision etc.) and away days focussing on the Department objectives ([Fig1.1](#)).

1.3 Governance and recognition of equality, diversity and inclusion work

During 2019/20 the Department Self-Assessment Team (DSAT) was integrated into the Department Equality, Diversity, and Inclusion Committee (DEDIC). Since 2021, DEDIC has annually reviewed its Terms of Reference (ToR) and run open calls for new members. Current membership includes representation from all job families and student groups.

The DEDIC chair is appointed through an open application process, with a minimum three-year tenure. The post is advertised as an internal position on the University of Bath website with a clear job description and workload allocation (WLA) specified. There is an interview process before appointment.

To enable the tracking and focus on the BAP implementation and progress, and development of the silver application, since 2021, the self-assessment team (SAT) has existed as a separate body reporting to DEDIC.

The DExec is 50:50 F:M, membership includes HoD, Deputy Head of Department (DHoD), Director of Research (DoR), Director of Teaching (DoT), Department Technical Supervisor (DTS), Department Operational Manager (DOM) and Department Equality Diversity Inclusion (DEDIC) Chair. There are sixteen L&M posts across the Department (including DExec) where 31% women, which is currently representative of the F/M% of academics in the Department ([Fig1.3](#)).

The DExec and HoDs are working to embed EDI throughout the Department governance. EDI is a standing item in DExec meetings.

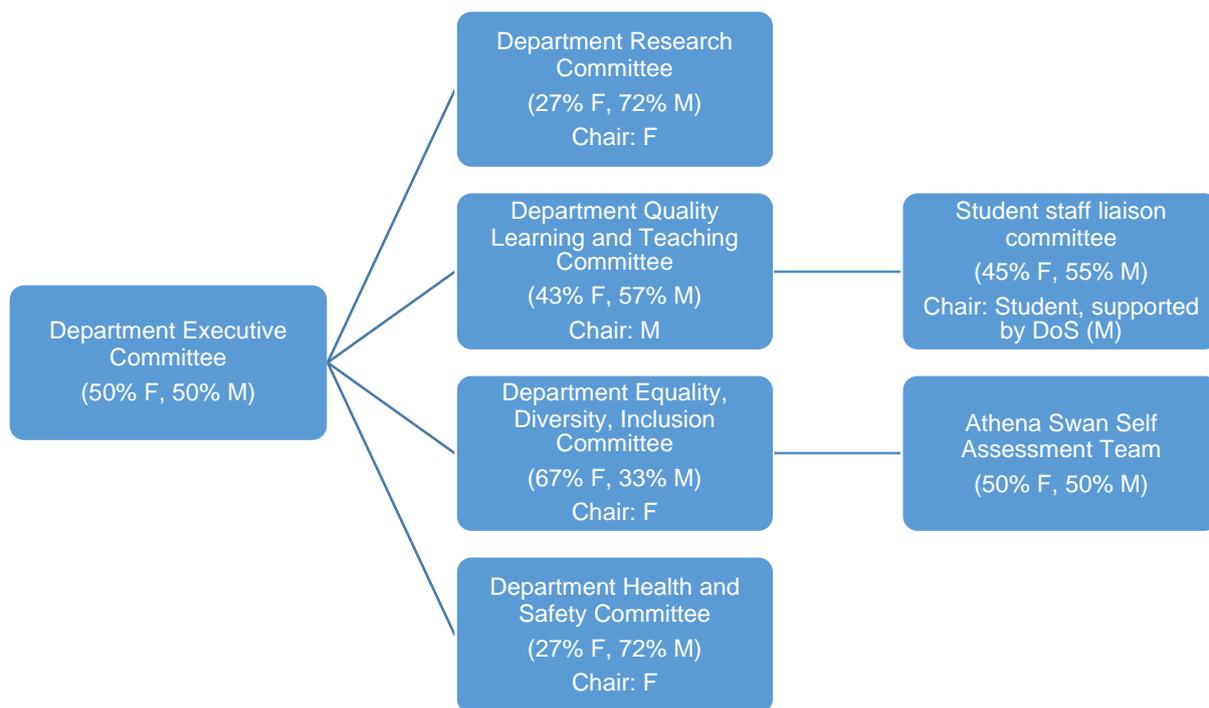


Fig1.3: Department’s management and committee structures 2022/23

The DEDIC Chair is a member of the Faculty EDI committee (FEDIC). Here, all Faculty Dept Chairs discuss issues, share good practice and initiatives, and provide support to each other in progressing AS work. In turn, the FEDIC Champion provides a direct link to the Faculty Executive committee and EDI University Committee (UEDIC). The DEDIC chair is also a member of the University EDI Network (EDIN), holding membership from all staff and students across the University. The EDIN co-chairs sit on the UEDIC where EDIN members’ concerns can be raised to the University Executive Board (UEB) ([Fig1.4](#)).

There are recent examples in CE where we have escalated issues up to university policy level, including issues around equality in academic staff visa support across the University, and the impacts of a cashless campus – leading to the reintroduction of some places you can use cash. These resulted in consultation and change of policy, specifically in the way equality impact assessments (EIA) are conducted.

EDI work is recognised in several ways. For staff covered by the University’s WLM, 250h pa are allocated for the EDI Chair and AS lead, and 50h pa for SAT and EDI members. Staff who are not covered by the University’s WLM, are allocated safeguarded time through discussion with their LM. Their contributions are also recognised through nomination for recognising excellence awards at the University Level; one of our SAT members won an award for their contributions to EDI, outreach and our Dept AS application (22/23). EDI contributions are also recognised in promotion and progression cases in the Department and Faculty.

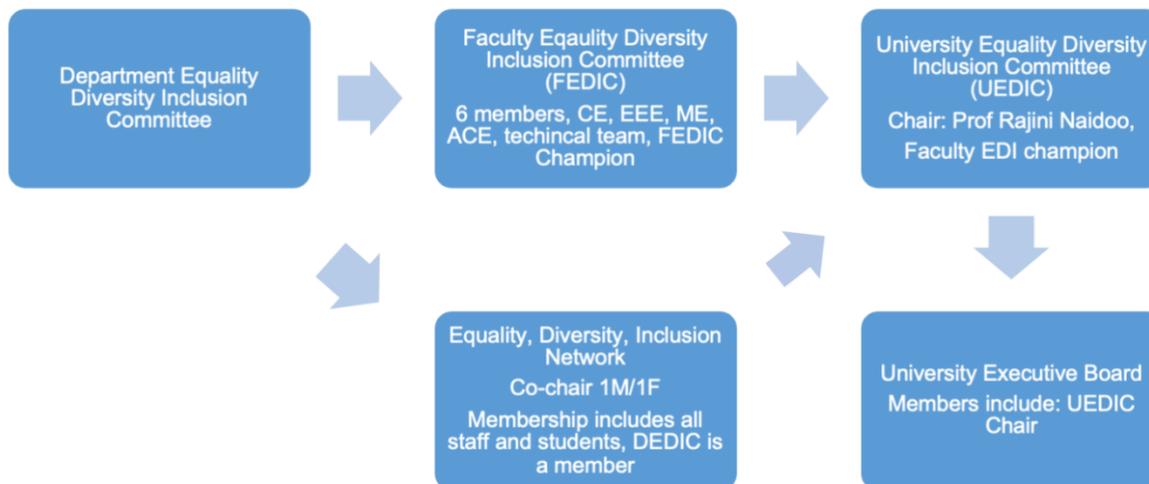


Fig1.4: Overview of EDI structures and pathway across the university from the voice of the Dept pathway to UEB.

1.4 Development, evaluation and effectiveness of policies

At the Faculty and University level, policies originate from committees, directors, or senior leaders beyond the Department. Faculty and University policies are often developed via following programmes of open consultation and staff and trade union engagement. Policies are disseminated directly to HoD and staff with senior management responsibility, and to the whole community through email and the university news webpages. EIA are conducted for all new university policies and communicated/discussed within our DEDIC and/or relevant committees.

Staff and student representatives can submit agenda items to DEDIC meetings, providing an opportunity to discuss issues/concerns, explore needs, and establish actions. Policy recommendations are developed, and documents are discussed at DExec, committees, and staff meetings. Operational matters relating to staffing are usually overseen by the HoD and DHoDs, whereas programme level initiatives are implemented by DoT and Director of Studies (DoS), and research related initiatives (REF, equipment, lab space) are led by DoR.

In the review period, the department has championed anti-harassment workshops (#BetheChange), ran multiple CoP events to share and champion policy changes in the University (including, Gender Identity Policy, Dignity and Respect Policy, Teaching Capture policy), and diversifying and decolonising our curriculum, which is an on-going process.

The institutional requirement for all staff to engage in EDI training, #BetheChange training, unconscious bias training, and pastoral care training, and SDPRs are the responsibility of the HoD for implementation.

1.5 Athena Swan Self-Assessment Process

i) The SAT

Since our Bronze award in 2018, there have been several changes:

- DEDIC chair is now appointed through open application/interview and is on the DExec.
- Revised ToR have been produced for DEDIC and SAT.
- Annual calls for EOI to join DEDIC are sent out to Department staff and students.

The DEDIC and SAT have representation from across the Department and reflects the profile in relation to staff type, grades, roles, and student representation ([Table 1.2](#)). The DEDIC meets at least four times an academic year and the SAT meets at least monthly, throughout the year.

The SAT comprises 4 women and 5 men (44%/56%), there are six SAT core members, who have led different areas of the application, analysis and SAP.

Table 1.2: Members of the Department SAT 2018-present (*current core-SAT members) and EDIC.

F/M	Member Names	Department Role	SAT Role	Work Pattern	Contract type	Contract Grade	Dates
			AP(RS) Review Data(surveys)	FT	P		2019-present
			AP(outreach) Review Data(surveys)	FT	P		2022-present
			AP(admissions and staff) Review Data (surveys)	FT	P		2022-present
			AP(wellbeing and students) Review Data(surveys)	FT	P		2022-present
			AP(outreach and PTO staff) Writing Review Data(surveys)	FT	Fixed Term		2022-present
			Lead Writing AP Data(core+ survey data) Review	FT	P		2021-present
			Review	FT	P		2022-present
			AP(wellbeing and students) Review	FT	P		2023-present
			Review	FT	P		2022-present
			Co-lead Data Review	FT	P		2018-2020
			Co-lead Data Review	FT	P		2018-2020
			Lead Data Review	FT	P		2019-2022
			Bronze-lead	FT	P		2018
			-	FT	P		2018-2022
			-	FT	P		2018-2021
			-	FT	P		2021-present
			-	-	-		2021-present
			-	-	-		2022-present

			-	-	-	-	2021-present
			-	-	-	-	2021-present
			-	-	-	-	2022-present
			-	-	-	-	2022-present

ii) Action Plan Implementation and the Self-Assessment Process

Following the Bronze award in 2018/19, overseen by the DSAT, actions commenced in line with the timeline and were reviewed in 2019. During the pandemic, tracking of the actions was delayed. In Oct 2020, DEDIC inherited the DSAT’s work of assessing BAP progress, reviewing data, and priority group recommendations.

In 2021, a new DEDIC chair was appointed, and a focused SAT was established to ensure there was a dedicated working group for further analysis of our BAP impact and develop our Silver application. The SAT provided updates to the Department, for feedback and discussion to ensure voices from across the department shaped our future priorities ([Table 1.2](#)). The SAT monthly meetings included, discussing, direction, and produce first drafts. Updates were discussed in DEDIC and DExec meetings. Department staff meetings and away days were used to raise awareness, generate discussion and gain feedback, ([Fig1.5](#)). Multiple focus groups with staff and students were conducted, informed by the culture survey analysis.

iii) Consultation

The HoD(s) are active members of DEDIC and have been fully engaged with all consultation activities/discussions. A significant part of our development has been raising awareness of AS and EDI and improving transparency and openness in Department decision making/communication. DEDIC has played an important part in driving this change. The SAT has worked together to consult widely and develop an AP that addresses identified issues identified through our self-assessment. All department members have had the opportunity to feedback/discuss the AP ([Table 1.3](#)). In our SAP, we want to build-on and improve this consultation process further.

Fig1.5: Department AS Away Day May 2023, at the BRLSI, Bath to identify our priorities and develop actions.

Table 1.3: Consultation with Department Members on BAP and developing SAP 2018–2023

Date	Activity	Description	Participation
2018/2019	Implementation of BAP	Discuss awarding of the Bronze and implementation of the AP.	All staff in the Department
Sept-Dec 2019	Department Wellbeing Survey	Wellbeing survey and focus groups conducted, and an AP developed	All academic staff
2020-2021	Personal and professional development sessions for academic staff	Building a professional and personal development programme for all that covers well-being, career satisfaction and success	All academic staff
Mar 2021 and May 2021	Beyond Bronze (online during lockdown)	Working together on our living-AP towards Silver	All staff and DEDIC members
Apr 2021/22	Department Culture Surveys	Full Dept staff survey coming out of the COVID-19 Pandemic	Response rates of survey for all staff +PGR: ca. 50% response, 46% F, 46% M, 3% other, 3% prefer not to say
Oct 2021	Change Management Workshop	Provide members with an understanding of change and how to manage it effectively	Academic staff ca. 20 participants M/F 60/40
July 2022	L&M Team Building	Build a collaborative team spirit working together to achieve our goals with inclusive&generous leadership.	Academic staff 14 L&M attended M/F 50/50
Sept 2022	Staff Community Away Day	Reviewing culture survey data together and discussing key themes strengthening sense of community/belonging.	Academic Staff and PTO staff representation.
Jan-Mar 2022/23	Focus groups with PGRs, UGs, PGTs, Research Staff and PTO staff.	Four focus groups conducted with members to discuss the survey results and highlight priorities and actions.	UG/PGTs – focus group of EDI and SSLC student-reps PGRs: 3F, 3M Research Staff: 3F, 3M Technical Staff:4F, 3M
Feb and Mar 2023	AS Updates Part 1 and Part 2	Updates on application progress - discussion on emerging priorities.	All staff invited, 15-20 attendees.
April 2022/23	Department Culture Survey	All staff and PGR, UG/PGT surveys	Response rates of survey for all staff: All staff ca. 60% (50%F/50%M) PGR ca. 45% (42%F/50%M/7% prefer not to say

			UG/PGTs ca. 8% (55 respondents 40%F/60%M)
May 2023	Development of AS SAP	All the data and analysis, to prioritise our priorities and solidify AP	All staff in the Dept invited. (Fig1.5)
Aug 2023	Sharing AS action plan for feedback	Feedback on the SAP – anonymous form open for month – feedback discussed and implemented	All member of the Dept. (anonymous)
Sept 2023	Pre-submission AP Q&A	Pre-submission Q&A to discuss any queries or amendments to the AP before submission following Department wide sharing.	All staff and PGRs in the Department invited.

iv) The Future

The DEDIC, with HoD and DExec support, will oversee the implementation of the SAP. The current DEDIC will be in post for at least the next 24 months, if there is change in personnel, we will ensure continuity through overlap of posts during handover. The SAT and DEDIC membership will be reviewed annually at the beginning of the academic year, so that vacancies (particularly in student posts) can be advertised and occupied.

The SAT will continue to meet to track actions, oversee ongoing evaluation and consultation, and to update/report on the AP progress annually to the DEDIC and Department.

We are committed to working with departments across the Faculty/ University, and the wider GW4¹, as together we can build momentum and enact change more quickly. The costs of initiatives approved by the department will be supported by the operational budget, which has supported our BAP as well as new initiatives and community building initiatives/away-days etc.

We will embed away days into the annual calendar giving plenty of notice to maximise staff attendance and create a culture whereby staff expect these events. Events like the ChemEng-BBQ, although only run for the past two years (due to COVID-19), are now established as part of the academic year for everyone.

¹ GW4 is a collaboration between the Universities of Bath, Bristol, Cardiff and Exeter

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

2.1 Evaluating progress against the previous action plan

Formulation, monitoring, and development

The submitted BAP comprised 33 items, that were reviewed annually by DSAT/SAT and have been RAG rated.

The BAP had three main themes, and two were added during implementation:

1. Build self-assessment processes.
2. Understand and address gender imbalances in all roles of the Department.
3. Support and advance women's careers
4. Embed an inclusive mindset and culture within the department.
5. Support our Performance, Career Development and Personal Growth.

Overview of BAP Progress to date

Of our 33 Action Points, 23 items are green rated, 10 are amber rated, 0 are red.

Green items: Since 2017/18, we established and improved our self-assessment and monitoring processes and continue to reassess and reflect on these practices ([BAP3.1](#)).

There is continuous senior management support and oversight and DEDIC representation within our DExec, which ensures EDI issues have a voice in central planning and strategic decision making ([BAP3.1](#)). We regularly monitor core gender-related data and data from our annual surveys ([BAP3.3](#)). These data enable us to appraise the effectiveness of initiatives, judge awareness of EDI issues and policies, and examine the degree to which members feel part of an inclusive and supportive environment.

New systems are in place to support careers including improved SDPR processes and a new careers conversations approach; active promotion conversations; coaching and mentoring and bespoke training for individuals; and support for women to be part of career programmes such as AURORA and WomenCAN and proactiveness from senior Dept members to encourage promotion applications ([BAP5.8-5.13](#)). In 2023, the Dept has nine professors, 44% are female, well above the national average for Chemical Engineering. We have also introduced tailored trainings and workshops to support staff wellbeing, which were initiated during the award.

There has been an increase proportion of UG applicants who are female in the last couple of years (up to 37% in 2023) ([BAP4.1-4.4](#)). We have conducted several outreach and widening participation initiatives ([BAP5.23](#)).

We have increased support for our research staff and early career academics, including improved inductions processes, which we continue to reflect and review to improve and update ([BAP5.7](#)). The Department promotes and supports flexible working, with 100% respondents agreeing in the most recent survey (22/23) ([BAP5.20](#)). We have also improved the transparency of applying for and appointing staff members to leadership and management (L&M) roles in the Department ([BAP3.2](#)). We have developed a Chemical Engineering Handbook online, and a research staff support page ([BAP3.3](#)).

Amber items: We classified some actions amber either as we have not yet met the targets we set, or because there have been changes/delays. For example, the staff/student survey completion rates still require improvement and increased responses (staff survey completion ca. 60% and PGR student completion ca. 50%, UG/PGT culture survey ca. 10% - although NSS is 83%) ([BAP3.3](#)), and

SDPRs, although 81% of staff feel their LM supports their career, in 2022/23 only 57% felt the SDPR is useful, albeit an improvement from 37% in 2018. The support and usefulness of career conversations still needs to be further improved ([BAP5.11](#)). We can also improve on our training completion rates ([BAP5.1](#)). We will also continue some actions into our SAP, (e.g., support for carers ([BAP5.17-5.19](#))), or where COVID-19 heavily impacted the action and delayed progress (e.g.[BAP4.6-4.7](#)).

Red items: There are no Red action points.

Critical appraisal: The SAT took a critical approach to work conducted. Although making good progress with most actions, the processes, and structures that we created, have further highlighted more work is necessary to achieve our EDI objectives.

For example, in the most recent culture survey we saw a drop in positive responses to the question about whether the Department supports women in leadership roles. This might be explained by the changes in senior leadership roles (HoD, DHoD and DoT are now men and were women). We also see a slight drop in female PGR representation (although >40%) and a fall in representation of F at lecturer level compared to SL/Prof.

Reflection on Bronze Action Plan

Through the BAP, we have good initiatives in place, following several changes in recent years, the need now is to refine the positive, integrate ways we work and data collection, and use this approach to strategically plan and monitor initiatives in a more targeted manner, thereby supporting every member of the Department.

We know that avenues to recognise members and improving sense of community in the Department can be improved further.

We also recognise some of the targets/objectives of the BAP could have been more specific and made SMARTer, we have taken this on board when developing the SAP.

2.1.1 Bronze Action Plan – RAG rated

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
3. Self-assessment							
3.1	Form Athena Swan Working Committee and continue to meet at least once every semester	Monitor and implement the Action Plan and develop future actions to ensure tracking of progress and stalling blocks/challenges.	<p>Membership from all areas of the Department family</p> <p>Create a two-year rota bases for the members in the group</p>	<p>Regular meetings of the EDI and AS teams.</p> <p>Dept aware of AS and EDI processes in the Dept, and progress towards actions.</p> <p>Dept members know, do and have contributed to the AP and EDI committee.</p>	Completed	<p>The DSAT (in 2018) changed to the DEDIC in 2020, since 2021 we have a DEDIC and a dedicated SAT for our AS action plan.</p> <p>We utilise a Teams page for the EDI and Self-assessment teams, with focused membership of staff on SAT, and Dept wide membership.</p> <p>Established a ToR for the EDI committee.</p> <p>Yearly call for new UG and PGT students joining.</p> <p>EOIs sent out for transparent opportunity to join and contribute to AS and EDI initiatives in the Dept.</p>	Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
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.	Action plan and full application available on the University and Department webpages Blogs on the university website, highlighting Dept events. Revised: Dedicated Dept Teams Page to EDI to provide updates Revised: raised awareness and value of EDI in the Dept	Completed	ToR and membership and updates related to AS and EDI on Teams. We have established a Dept newsletter following focus group discussions, where we have a dedicated section on EDI included AS updates.	Good Progress
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] (ii) Run annual community surveys (iii) Arising issues will be resolved by a focus group	Design and implementation of the survey Revised: since 2020 implemented the AS culture survey with additional questions where required	Completed	During the COVID-19 pandemic there was impact on the SA monitoring through direct Dept surveys. However, we conducted focus groups, had 1-1 meetings with HoD and took part in a wellbeing-survey which enabled us to monitor progress. We now conduct an annual staff survey (introduced annually again in 2021) and tailored PGR and UG and PGT survey. Focus groups with groups of the Dept in different job families and degrees conducted for more in-depth understanding of the	Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
						results and what we can action to support.	

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
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4 Student data and supporting evidence

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.	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. 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.	Increase the number of sessions of “Year 10 Engineering for Women” and “Year 12 Engineering for Women” per year.	Increase the number of female applications by 10% [year 1-2], 20% [3-4].	Completed We have run initiatives in the Department to increase the number of female applicants as well as applications from underrepresented groups through widening participation initiatives, including ‘Exploring Chemical Engineering’ for Yr 11 students. In 2017/18 F applicant 28%, increased to 33% in 2020/21 and 38% in 2022/23.	Revised: Increase the proportion of female applications by 5% [year 1-2], 10% [3-4]. We are continuing work in this action in our SAP.	Good Progress
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#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
4.2	Encourage women that come to Open Days into Chemical Engineering to increase the conversion rate from application to acceptance for female students.	By improving the application conversion rates for women we would further encourage gender equality	(i) During University and Departmental Open Days have 50:50 gender split in the UG students who act as ambassadors. (ii) Introduce WESBath group in all recruitment events. (iii) Undertake additional outreach activities to encourage females into Chemical Engineering.	Increased the conversion rate from application to acceptance to achieve more gender balanced UG classes (more emphasis on conversion of female students).	Completed In 22/23 we had 37% offers made and 34% accepted compared to 14/15 26%, 15/16 29%, 17/18 29%	Revised target to increase 5-10% over assessment period We are continuing actions to support women into Chem Eng in our SAP.	Good Progress
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.	(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.	Increase the application to acceptance rate by 10%.	Complete Application to acceptance rate has increased. % F acceptances in 17/18 was 35% in 2021 it was 60%.		Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
4.4	Increase the number of PGR applications from University of Bath graduates. Important to target recruitment practices at whichever gender is underrepresented and compare with national data.	Inform and engage final year female UG cohort to consider a PhD in Chemical Engineering through focus groups and discussion.	(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.	Increased number of female PGR applications. At least 50% of posters presented by female PGRs at UG events for PGR promotion. Production and publication of publicity materials to attract female applicants from a wider pool. Increase in the % of under- represented genders applying for PGR. Collect data through the culture survey to evaluate success.	In progress Although there has been an increase in % offers and acceptances and the Dept currently has 40% F PGR, above the national average the % applications are static at ca. 32 %.	The UG events during COVID were impacted. However, we have worked with WESBath, the PGR DoS and Doctoral college to promote female PGRs in the Dept and have initiatives in place in the future action plan.	Partial Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
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.	Monitor research staff, technical and academic staff numbers and analysis data to understand the trends.	Completed	We are monitoring fixed term contracts and gender.	Good Progress
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.	(i) Design an academic staff exit questionnaire. (ii) Survey staff before they leave and input data into a database for evaluation.	Information on research and academic staff leaving Department and access to statistical analysis and implement and formulate strategies to rectify any findings.	Ongoing	There have been delays for full implementation of this action, we are building on these discussions with HR as to how best to capture this information for academic staff and research staff and ensure if there are lessons to learnt/ understand trends appearing that the HoD and DHoD act if required. We also want to improve the connections with all staff that leave so we can as a Dept continue to congratulate their success	Partial Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
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.	(i) Design a PDRA exit questionnaire. (ii) Survey staff before they leave and input data into a database for evaluation.	(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.	Ongoing	The DRSC has worked with research staff and the Faculty to build bespoke inductions and trainings for career development, we also have a mentoring programme in the dept for all research staff, and supported staff in their career progression. All research staff leaving posts have either been for their contract end and no further funding or a new post with longer funding/contract available.	Partial Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5 Supporting and advancing women's careers							
5.1	All department staff to complete training in Diversity in Workplace and Unconscious Bias and encourage gender balance nationally.	To encourage all members of the Department to reflect on their own biases and the possible impacts of these biases.	The Department will monitor training compliance. Departmental staff encouraged to participate in university committees & national events discussing diversity e.g. Disability Equality & Inclusive Practice Training courses.	All staff completed training (including unconscious bias) (i) Monitor data and ensure that women are encouraged to represent the University at conferences and in media. (ii) At least one staff member to attend a national conference each year.	Ongoing Mandatory and training and refresher course of unconscious bias and diversity in the workplace (we have 60% completion)	The HoD has provided a portfolio of trainings for the leadership and management roles in the Dept but for all members to engage.	Partial Progress
5.2	All departmental recruitment panels will comprise at least one third female.	To support gender balance in recruitment panels	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.	(i) Database of interview panel composition. (ii) Minimum of 33% female representation on every recruitment panel.	Completed There is at least one female on all interview panels for recruitment of academic and research staff.	Reflecting on this action - we are being mindful and careful of overburdening female staff, and appropriate WLM adjustments have been made and adjustments to panels when required. We will work with HR to monitor this with data going forward.	Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5.3	Applicants are offered childcare provision, if required, while attending interviews.	Currently, we do not provide help with childcare when they are attending interviews.	The Department will approach the University Nursery to request that these facilities are accessible to individuals when they are attending interviews.	(i) Applicants have access to nursery provision. (ii) Monitor take-up rates.	Alternative/adjustments required. Due to capacity of the nursery and safeguarding the University nursery was not able to support this action. Flexible working and shared parental leave have supported parents.	Due the University Nursery's capacity and policies this action needed to change in that the Dept could support parents through ensuring flexible working and support for parent networks. In our SAP we have put in place actions to support this action.	Partial Progress
5.4	All male shortlistings 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.	Monitor shortlists for academic and PDRAs 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.	Ongoing Since the changes in shortlisting, we are monitoring any impacts regarding gender and under-represented groups being shortlisted.	Since 2020, HR policy changes have meant that all applications are anonymous at shortlisting, shortlisting based on application questions, information about candidates only visible after shortlisting.	Partial Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5.5	Broaden the pool of candidates from under-represented groups for academic and PDRA posts and monitor effectiveness.	To further diversify the community of the department	(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.	(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%	Completed COVID-19 impacted the seminar series – however we moved online and have since 2022 conducted hybrid events, with diverse speakers, ca 33% invited F speakers. Several PDRAs at Bath have applied for academic posts - since 2020, 1F and 1M appointed to lecturing posts were PhD students and PDRAs already at Bath.	COVID-19 impacted the seminar series – however we moved online and have since 2022 conducted hybrid events.	Good Progress
5.6	Formalise a Departmental new starter induction process.	To support new staff when settling into their new role and are aware of the support mechanisms around them.	(i) Formulate induction process and checklist. (ii) gain approval for process from Department Executive Committee.	(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.	Completed We have induction processes in place for all new staff starts and are bespoke to their role.	The faculty introduced a faculty focused induction SharePoint, however we have made bespoke inductions for all research staff and also implemented a buddy system and mentors for all new academic staff starting in the Dept.	Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5.7	Monitor the effectiveness of induction process.	To ensure we can review and amend the induction process to improve further and learn from what works well and what doesn't work.	(i) All new staff to complete the departmental process. (ii) Annual survey of new academic and PDRA staff conducted.	(i) All new staff complete checklist. (ii) At least 80%; staff satisfied with the information and training they received.	Completed We have conducted focus groups and 1-1 discussions on the effectiveness of the induction and taken feedback to improve.	Due to a smaller pool we have conducted focus groups and 1-1 sessions on the effectiveness of induction processes.	Good progress
5.8	Creation of a repository of key information for early career academics.	To support early career academics when settling into their new role and are aware of the support mechanisms around them.	Create Wiki including information such as department staff contact details, departmental responsibilities and committees etc.	(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.	Completed We have created a Dept sharepoint to complement the faculty sharepoint and support ECAs.	Rather than a wiki page we have created a SharePoint page.	Good progress
5.9	To highlight the research of PDRAs.	To recognise research staff contributions to the Dept, Faculty and University.	Create a Post-Doctoral Research Symposium	Post-Doctoral Research Symposium is established. At least 25% PDRAs applying for academic positions.	Complete We have introduced different initiatives to celebrate and recognise research staff contributions. More than 25% PDRAs applying for academic positions.	The symposium is Faculty wide. We also introduced coffee/tea mornings with the Dept research staff coordinator to raise any issues or concerns that are raised at the Dept Research Committee. We introduced Celebration Walls to highlight our research staff and share in the Dept.	Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5.10	Provide opportunities for PDRA teaching experience.	Since 2015/16, we have been encouraging PDRA's to become involved in undergraduate teaching by recommending them to attend a short Bath course Teaching experience can be invaluable when applying for new appointments.	(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	Monitor take up rates and effectiveness.	Completed Initiatives to support research staff are ongoing throughout the Dept from UG teaching, demonstrating to outreach initiatives	Diversifying the possible teaching experience in the Department available to research staff, PDRAs meet with the DoT to discuss teaching opportunities.	Good Progress
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.	It is vital that staff feel supported in their career ad professional development to enable them to reflect and reach their ambitions.	(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.	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.	Ongoing 81% feel their LM supports their career, 57% feel SDPR is useful in 2022/23 compared to 37% in 2018. All staff in the Dept have meetings to discuss career progression	We have implemented career conversations which are an alternative to the traditional SDPRs to encourage reflection and career planning.	Partial Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5.12	To develop PDRA career progression plans.	To support research staff in the next stage of their careers	(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/Lecture applications.	(i) By September 2019, 70% of PDRAs will have the opportunity to have a career progression plan. (ii) Effectiveness will be monitored by SAT annual survey and focus groups	Completed All staff have the opportunity, and all the research staff that responded to the survey and in focus groups felt supported in their career progression planning.		Good Progress
5.13	Improve mentoring scheme for Early Career Academics	To support early career academic with an appropriate mentor throughout their probation period.	(i) Develop ToR for the mentoring scheme defining the guidelines and responsibilities (ii) Better matching of mentees and mentors (iii) Avoid assigning recently appointed academics as mentors	(i) Draft ToR by Summer 2018 (ii) Appoint suitable mentors for 100% ECRs by March 2018	Completed We now have a system whereby new starters meet potential mentors before deciding their mentor, we have 1-1 meetings to monitor how this is, all ECA reported its effective, especially the introduction of a buddy. ECAs also gave feedback for improvements. All mentors and mentees go through training.	There is also now a faculty-wide mentoring scheme, however probationary lecturers have a mentor within the Dept and can also request a mentor outside the Dept. The Dept introduced a buddy system for all new ECA in additions to a mentor.	Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5.14	Encourage community building.	Celebrating our community will strengthen our sense of belonging, value and recognition in the Dept.	Formalising social gathering/refreshments prior to department seminars and regular community building events. We have already started to implement this action and ongoing.	Monitoring attendance at social events. 80% of staff expressed feeling of belonging in the culture survey. Secure regular social space.	<p>Completed</p> <p>Since the COVID-19 pandemic we have supported several community building initiatives, Dept wide as well as staff and research focused.</p> <p>Between 21/22 and 22/23 there was a 10% increase from 71% to 81% of staff feeling they belong.</p> <p>We now have a dedicated meeting room with a coffee machine and tea in 9W, in the SAP we are working towards a WH meeting room, we also now have a Faculty Space known as the 'Charging Station' with free tea/coffee.</p>	<p>There have been significant efforts to support our community building over the last 24 months – more details provide below.</p> <p>We have also implemented trainings, workshops and coaching, to support staffs' and students' wellbeing.</p>	Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5.15	Fostering retention and progression of academic community.	To ensure women feel supported in their career progression in the Dept and academic community	(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.	Monitoring attendance at University Mentoring Scheme, Aurora Programme and University's Academic Leaders Programme. By December 2019 increase female SLs by 20% and maintain current percentage of female professorial (40%).	Completed 40% women eligible for the Aurora over the last few years. Women in associate dean roles in the faculty in last few years from CE. >40% prof F in CE First female HoD in the Faculty This bespoke coaching was offered both as a cohort working together and 1-1, 42% of the group participating in the coaching group were F.	The Department has also offered Dept focused coaching to support people in the Dept. This bespoke coaching was offered both as a cohort working together and 1-1, 42% of the group participating in the coaching group were F.	Good Progress
5.16	Encourage PhD progression to academia.	Few UGs from Chemical Engineering go into research degrees, and the proportion of women continuing in HE chem Eng is further impacted.	(i) Encourage UG and PGR students to join WESBath. (ii) DoS and PGR-DoS to provide pastoral support, mentoring and coaching. (iii) Encourage UG and PGR to access independent careers	Monitoring effectiveness of training and support at all levels by annual survey and data analysis	Completed UG and PGRs are members of WESBath. PGRs can sign up for coaching and mentoring schemes.		Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
			advice through the Careers Service.		PGRs seek career support (82% agree they have access to training) Targeted career support through the Dept can be improved (new SAP)		
5.17	Support for maternity and adoption leave; before leave.	Support for women and men before during and after maternity and paternity leave is vital. It is important to discuss early on with staff and students, so they have all the information they require and support to access all the support easily.	Set up a mentoring/buddy system to support the academic before taking maternity or adoption leave.	Feedback from staff taking maternity/adoption leave.	Ongoing There has been good support for new parents in the dept, from 1-1 focus groups, there has been a more informal buddy system with parents and carers sharing advice. Good support from the Dept, including in teaching and flexible working- but we can want to do more in our SAP.		Partial Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5.18	Monitor Keeping in Touch (KIT) day.	To further support parents in the Dept in addition to university support it is important we understand our data to ensure the support is where it is required and identify gaps.	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.	Database stored on Departmental and university Wiki. Report received by ASWC for consideration of any issues raised and action identified.	Ongoing Monitored the return-to-work rates and support provided during this leave and act on the results.	The data collection of the KIT days was heavily impacted by COVID-19 pandemic. Informally the action was undertaken but data not formally discussed at SAT – we are reviewing this action in our SAP.	Partial Progress
5.19	Promoting the Shared Parental Leave Policy to all staff.	To ensure members of the Dept feel supported when they are supporting their own families.	Provide information and raise awareness of the Shared Parental Leave Policy to all staff through: i. Annual newsletter/email ii. TV display screens iii. Department Wiki page	Monitoring of information available. Enhancements identified via annual culture survey.	Completed Staff have reported being aware of the shared parental policy, 2 (2 M) out of 4 (50:50 M/ F) new parents have opted for this over the last 3 years.		Good Progress
5.20	Promoting Flexible Working Policy to all staff.	To support all members of the Department especially those with caring responsibilities and those that must commute due to personal reasons.	Provide information and raise awareness of the Flexible Working Policy to all staff through: (i) Annual newsletter/email (ii) TV display screens (iii) Department Wiki page	Monitoring of information available. Enhancements identified via annual culture survey. Report received by SAT for consideration of any issues raised.	Completed 100% of staff in 2023 at least agreed that flexible working is supported.	COVID-19 supported the progress and adjustments to enabling flexible working even more.	Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5.21	Establish long-term targets for female representation at all levels	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.	Set long term targets of at least 40 % female representation across all Department students and staff at all levels. Analyse and monitor female representation among UG, PG and staff	(i) Process for analysing, reporting and acting on data in all sectors. 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.	Ongoing We are supporting all areas of the Dept - currently we have ca. 40% F across the community, however in our UG population is 31% F (above national average) and academic (R&T) is 33% (also above national average). So, our long term target is for all staff/student groups to have gender parity (we are average 40% due to higher numbers for example of women PTO staff.)		Partial Progress
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.	DoT and HoD discuss WLM with all staff, all staff can discuss their WLMs.	(i) Review of Workload Model to accommodate all staff activities (ii) More staff expressing satisfaction in culture survey.	Completed and ongoing There has been increased agreement that staff WL is manageable/ representative from 20% in 2018 to 56% in 2023.	The WLM has been through significant consultation these last few years, the model is now much more transparent, and all staff can discuss and amend their WLs with DoT and HoDs.	Good Progress

#	Objective	Rationale	Specific Actions and Implementation	Outputs/ Outcomes	Status/ Updates	Changes to original action plan	RAG rating 07/23
5.23	Monitor recognition of staff and students participating in outreach activities.	It is important to recognise and value outreach contributions from Dept members to increase awareness in the community, encourage community members to join outreach events, and widen our reach in supporting under-represented groups to consider chemical engineering.	(i) Award prizes for student engagement in outreach. (ii) Monitor staff engagement to include in Workload Model and promotion criteria.	(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. 20% of staff engaging in outreach activities achieving recognition for their input e.g., successful promotion or pay rise.	Completed The outreach recognition awards at the university have been successfully won by members in the Dept. Outreach is recognised in individual WLMs. More work required in engaging more members of the Dept to be involved in outreach (Priority 5 in SAP).		Good Progress

2.2 Evaluating success against department's key priorities

There are three main areas where the Department has achieved progress in gender equality, which reflect the progress in support of women in the Department at all stage of their careers.

Priority 1: Embed an inclusive mindset and culture within the Department

The Department is often praised by its members for the welcoming, collegial, and supportive atmosphere. In the 2021/22 to 2022/23 surveys, there has been a 10% increase in feeling of belonging, from 71% to 81%, with 87% of women and 80% of male respondents agreeing(A)/strongly-agreeing(SA). There has also been increase in how people feel they are cared for in the Department, e.g., 2021/22 survey only 45% A/SA which has increased to 67% in 2023 for both women and men. However, members felt the department can do more to promote gender equity and support under-represented groups.

A key achievement evidenced by the most recent survey (Apr 2023) and focus group discussions is there has been a significant increase both in awareness and value of EDI work in the Department, from only 9% A/SA in 2021/22 to 66% ([TableA1.1-1.2](#) and [FigA1.1](#)), with 0% of survey respondents saying they did not know if EDI was valued highlighting improved communication and transparency. Response by women and men were similar. Workload is also allocated to EDI contributions in the Dept.

There has also been an improvement in the awareness that EDI work is recognised in applications of promotion/progression, previously 32% A/SA and 39% didn't know; in 2023 44% agreed and only 3% of respondents did not know. A higher proportion of women (60%) than men (33%) agreed. 53% of men neither agreed nor disagreed.

Since our [BAP5.14](#), community building, we have improved the sense of belonging for Department members through our initiatives. As part of this action, we identified and implemented support for Department members wellbeing. Although our recent data reports the Department can still do more, following surveys and discussion groups we produced wellbeing objectives and bespoke trainings to support this ([TableA3.1](#))

Priority 2. Support women into studying Chemical Engineering at UG, PGT and PGR

We have seen increased numbers of applications, offer holders and acceptances across our UG, PGT and PGR courses over recent years ([Fig3.7-3.9](#)). In the last few years, we have seen an increase in UG females applying to and holding offers from 31% to 34% (also up to 37% in 21/22).

Outreach activities are carried out by staff and students. Student ambassadors are a key part of our department-focused interactions and bring a fantastic energy and vibrancy to our events (such as open days and applicant visitor days). They are a diverse group, ca.50:50 F:M – who share their experiences of Chemical Engineering@Bath. Over the last five years events include Open days, International Summer Schools, Exploring Chemical Engineering events for high school students, Science Festivals (e.g., Salter's Festival, Somerset Science Festival), engagement events like "Ask Me Anything" on Reddit, visits to UK and overseas high schools (including Malaysia, Thailand, India or Mexico) and seminars at different levels in their education journeys. T&E staff also regularly offer work experience placements to local school students, 50:50 F:M, and significantly support open days and applicant days. ([see FigA3.10a-d](#))

The department uses social media such as Faculty's Twitter, LinkedIn and blogs, and the department's Facebook to recognise outreach activities and promote research. For example, raising awareness of International Women in Engineering Day (IWED) in CE, and wearing our women in engineering t-shirt (created from an open call to all Dept members ([FigA3.11](#))).

The department also encourages students to engage in outreach activities. A small, but important group of students in the department are proactive in engaging in events and activities to build inclusive cultures, to raise awareness of the diverse contributions to STEM and to increase public understanding of how, for example, CE supports carbon neutrality. Department members are involved in the Student Women's Engineering Society (WES) and deliver outreach to local Brownie Groups ([FigA3.10c](#)). Many survey respondents wanted to be more involved/have greater output on outreach activities, and we need to further support how we recognise these activities effectively.

Priority 3: Support and advance women's careers

We have proactive practices in place to encourage staff to apply for promotion with high success rates. Staff are encouraged by senior staff to apply and are supported in their application process. We have dedicated career focused opportunities for women academics in the Dept (which are university wide), including AURORA and WomenCAN. The WomenCAN initiative also supports and coaches' women to apply for promotion, piloted in 2023, 1F from CE took part. The AURORA programme has had 3 participants from CE participate, (2 in 2020/21, 1 in 2017/18).

Since November 2020 we have organised CDP sessions ([TableA3.1](#)) for all Dept academics, alongside the revised approach to SDPRs which are now orientated around 'career conversations', initiated by the Dept analysis and championed by the then HoD (Prof Ellis) and DHoD (now HoD) (Prof Chew).

Staff that agreeing that the SDPRs and career conversations are useful has increased since 2018 (was 37% and now 56-57%). Members feel supported by their line managers (76% A/SA in 2021/22 and 81% in 2023 with 80% of women and men 87%). There are also improvements in staff members feeling listened to (40% S/SA in 2021/22 and 66% in 2023), however there is a 20% difference in men's and women's responses (M 80%, W 60% A/SA).

We have well-established induction procedures for ECA staff, including meetings with potential mentors before establishing their probationary mentor and a successful 'buddy' system, where new staff members are assigned a staff member who recently joined the Dept too (have been in post for 1-2 years). This initiative has been praised by new staff joining.

Dept members (total so far 23) are part of the additional Faculty mentoring scheme (open to all academic, research, including PGRs, and PTO staff), 11 men and 10 women (2 unknown). Ten are Dept research staff.

We have also developed processes/initiatives to further support research staff ([BAP5.6-5.11](#)). Since 2021, the Department introduced and embedded these, including working with Faculty to build a larger network. There is an academic post, the DRSC, with WLA overseeing research staff activities ([FigA3.11](#)).

In summary, there is much improved practice in supporting careers in general and women's careers specifically, but we can improve and develop further, and ensure we monitor our under-represented members more closely through our data collection and better understand how our good practice impacts Department members.

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

3.1 Culture, inclusion and belonging

The SAT assessment includes core and additional data (admissions, retention, progression promotion), culture survey data, focus groups, 1-1 discussions. Together we have identified ongoing challenges that we must address in the Department to enable a truly inclusive culture and supportive working environment.

3.1.1 Supporting an inclusive culture

Survey data show that wellbeing, and our sense of belonging, value and recognition can all be further supported ([TableA1.1-3](#)).

To build our sense of community since the lockdowns and adapt to new ways of working, we implemented several activities to foster an inclusive and supportive culture:

- Open and transparent calls for leadership roles.
- Establishing annual celebration walls to highlight PGR and Research Staff.
- Initiating a summer ChemEng-BBQ with a creative hat competition, showcasing the celebration walls.
- On Mondays and Wednesdays, a meeting room in 9W is always free for morning and afternoon coffee and tea.
- Department staff lunches reinstated following the lockdowns.
- EDI resources and updates communicated through different streams including: Teams, email, newsletters, dedicated noticeboards in 9W and WH, Dept screens, staff meetings and student committee meetings (SSLC).
- Established 'Exploring Chemical Engineering' WP summer schools ([FigA3.10](#)).
- Raising awareness of IWED and Women in Engineering ([FigA3.11](#)), with Dept-wide Women in Chemical Engineering t-shirt competition.
- Working with student services to support mental health and wellbeing.
- Staff-focused workshops and coaching on wellbeing and resilience to support mental health and wellbeing.
- Improved RS and new staff induction processes; all new staff and PGRs have a buddy in the Department, in addition to mentors.
- All staff and PGRs have the opportunity for coaching and mentoring.
- Ensuring hybrid meetings are available and timing of meetings is always designed to support parents and carers.
- Sharing DExec discussion points with staff ahead of Dept staff meetings.

Belonging and Inclusion

The sense of belonging and value for women (87%) and men (80%) has increased ([TableA1.2,Q1](#)); 76% of UG and PGT agreed they had a sense of belonging, but only 61% of PGRs agreed ([TableA1.3,Q1](#)). There has been an improvement in the last 12 months from 40% to 66% that staff feel opinions are listened too, but for PGRs there is a difference between men and women respondents, with 60% women and 80% of men agreeing. Women are also reporting feeling less comfortable to express their opinion compared to men (50%F, 63%M).

Wellbeing

In 2019 a wellbeing survey and focus groups led to wellbeing objectives ([Table A3.1](#)), focusing on enabling all to reach their potential through supporting wellbeing, conducting self-care, and supporting CPD. Several tools, resources and support services were drawn on, including wellbeing workshops from external speakers, signposting support and developing mentoring and coaching opportunities.

Post pandemic, there are positives such as a new hybrid working environment with flexibility in work patterns which also support wellbeing. 100% of staff agree the Department enables and supports flexible working ([TableA1.2,Q12](#)).

Data suggest that we need to continue to support wellbeing evidenced by the staff and student culture survey data ([TableA1.2,Q24a,Q26](#)).

Our PGR survey and discussion groups highlighted the need to provide Departmental career support, for both women and men; only 50-55% agreed that their careers are supported by the department and university ([TableA1.3,Q21](#)).

Bullying and Harassment

Consultation highlighted the need to raise awareness and understanding of bullying and harassment. The staff and PGR surveys in 2021/22 and 2022/23 showed that ca. 9%-14% had experienced bullying and harassment in the last 12 months and 19-29% had witnessed it ([TableA1.2,Q16-17](#), [TableA1.3,Q16-20](#)). There is little difference between men's and women's responses. In 2022/23, staff awareness of how to report increased from 74% to 84%, with a higher proportion of women than men. Among PGRs a higher proportion of men than women reported witnessing bullying and harassment.

Training and education

Training up-take has improved but there is need for more relevant workshops and events. There is also a difference between Dept staff men (41%) and women (59%) completing training (including mandatory) related to EDI, in unconscious bias, diversity in the workplace and #BetheChange ([TableA3.2](#)). To raise completion rates, we plan more face-to-face training. The SDPRs/career conversations will also identify training needs, and external support will be organised.

Gender Equity

Male staff and PGRs were more positive than females that the Department actively addresses gender inequity, ([TableA1.2,Q6a,1.3](#)). 67% of men and 53% of women agree that progress is not affected by gender, and there was a fall in agreement that the department is committed to achieving gender balance in leadership roles (from 74% 21/22 to 59% 22/23). However, there was a significant increase in staff feeling EDI work is valued, from 9% in 2021/22 to 66% in 2022/23; a larger proportion of women than men agree ([TableA1.2,Q9](#)).

SAP:

[Actions 1.1-1.4, Priority 1 \(Self-assessment and monitoring\)](#)

[Actions 2.1-2.3, Priority 2 \(Bullying and Harassment\)](#)

[Actions 3.1, 3.5, Priority 3 \(Enhancing career development\)](#)

[Actions 4.1-4.4, Priority 4 \(Inclusive culture, wellbeing and recognition\)](#)

3.1.2 Student Profile

Recruitment (UG, PGT, PGR)

Female representation in our UG population is slightly higher than the sector (e.g., 2020/21: Sector 30%, Bath 31/32%), ([TableA2.2.1](#), [Fig A3.2](#)) in 2022/23 we have 33%F.

Small numbers on our PGT course each year (between 10-15 students), means M/F on the courses varies, but %F is consistently higher than the sector average ([TableA2.1.2](#), [FigA3.3](#)). The 5-year average is ca.45% female (sector ca. 37%F, Bath ca 44%F) ([TableA2.1.3](#), [FigA3.4](#)).

Attainment

For UGs, similar proportions of men and women gain firsts but a higher proportion of women than men gain 2.1s ([TableA2.2.1](#)). On average PGT male and female degree attainment is similar over 5-years ([TableA2.2.2](#)). For PGRs, there has been improvement in %F thesis submission but in the last year there was significant drop-off due to the impact of COVID-19, this will be monitored going forward ([TableA2.2.3](#)).

SAP:

[Actions 5.1-5.3, Priority 5 \(Student support from recruitment to graduation\)](#)

3.1.3 Staff Profile

Since 2014/15 our female representation among academic staff profile has been consistently higher than the national average ([FigA3.5](#)). Since 2019 the %F is between 36-38% which is ca.10% higher than the sector (ca. 26-29%).

Academic Recruitment

Applicants:

In the last five years there has been an increase female representation for research posts from 20% in 2017/18 to 42% in 2019/20 and 37% in 2021/22. For teaching posts female representation increased from 8% in 2017/18 to 50% and 31% in 2020/21 and 2021/22, respectively. Female representation for lectureship positions has been 21-25% over the last five-years ([TableA2.7.1](#)).

Shortlisted:

For research posts, overall, 20%F and 27%M applicants were shortlisted. For teaching posts, 57%F and 26%M applicants were shortlisted but for lecturers, 8% of both females and males were shortlisted ([TableA2.7.1](#)).

New Starters:

Over the last five years the proportion of researcher new starters who are female has fluctuated but generally increased. Numbers of new starters in other roles is low making conclusion difficult ([TableA2.7.2](#)).

PTO Recruitment

Over the last five years, 55% of applicants have been female ([TableA2.8.1](#)). Women were more likely to have been shortlisted, but shortlisted men were more likely to be appointed such that overall similar proportions of F/M applicants became new starters.

Retention

Equal numbers of F/M academics have left the department over five years. Overall, the % female staff leaving has been stable at between 33-35% ([FigA3.6](#)).

There have been several changes in the MSA and Technical teams, often through people leaving the Department to enable progression in their grade through taking on a new role elsewhere in the Faculty/University.

SAP:

[Actions 1.1-1.4, Priority 1 \(Self-assessment and monitoring\)](#)

[Actions 3.1, 3.5, Priority 3 \(Enhancing career development\)](#)

[Actions 4.1, 4.4, Priority 4 \(Inclusive culture, wellbeing and recognition\)](#)

3.1.4 Supporting staff careers

Academic staff

There has been continued and sustained increase in %F of professorial staff in the Department, as of 2022/23 4 out of 9 professors are women. Female representation is lower at G9 although over the past four years %F has increased from 10% to 22%. %F at G8 has been relatively stable at around 40% while at G7 there has been an increase in F% over the last four years from 35%F to 50%F. Due to variability in contract type at G6 numbers fluctuate, but as of 2021/22 there was 50:50 F:M ([TableA2.3.1](#)).

All research staff at G6 and G7 are on fixed term contracts. Females at G8 are more likely to be on fixed term contracts than males and most of the fixed term staff are on research or teaching only contracts. ([TableA2.4.1](#)).

PTO by job family and contract type

The number of PTO staff has increased over the years. Most MSA staff are female; in 2022/23 three out of four MSA staff are female. Two out of eight T&E staff are female. We are working with the Faculty to improve the monitoring and data we receive for Departmental focused analysis and impacts ([TableA2.5.1-A2.6.1](#)).

Academic Promotions

Although the numbers are small, there is evidence that women's likelihood of applying for promotion is increasing. Between 2013/14 and 2015/16, one out of seven applicants were female but from 2017/16 to 2021/22 six out of ten have been female. Success rates are high: 2017/16 to 2021/22 only one female candidate failed in their application ([TableA2.9.1](#)).

PTO progression

Data analysis focusses on the centralised Faculty MSA team ([TableA2.10.1](#)). We have minimal data on the technical team 'progression', but four members have been regraded (from G5-G6 or G6-G7) since 2016 (3F, 1M).

Mentoring

Traditionally probationary staff had mentors, but recently a mentoring scheme for all members of the Department was established. The faculty mentoring scheme launched in late November 2022. It is open to all faculty staff and PGRs. Those who wish to be a mentor are trained. Mentoring is a voluntary, developmental scheme that forms part of the wider

Faculty People Strategy. For probationary academic staff, the faculty scheme is in addition to their department probationary mentor.

SAP:

[Actions 1.3, Priority 1 \(Self-assessment and monitoring\)](#)

[Actions 3.3-3.5, Priority 3 \(Enhancing career development\)](#)

[Actions 4.1, 4.4, Priority 4 \(Inclusive culture, wellbeing, and recognition\)](#)

3.1.5 Intersectionality

As a department we need to better understand how staff and student's opportunities and experiences are shaped by multiple interacting factors, including ethnicity, class, gender, sexuality, and ability, which we will address as part of our SAP. Currently, detailed intersectional data are not available; this needs improving. Low numbers in staff roles also make it challenging to explore and understand how Department processes might lead to intersectional inequalities, but we will work together with support from the University to obtain robust data.

Although not fully analysing interacting factors, we have assessed our student degree outcomes data for disparities between different groups including ethnicity, domicile and ability ([TableA3.3](#)). There is a larger percentage of non-UK students achieving first-class degrees in recent years, but the overall proportion is still lower than UK students. The non-UK to UK-gap in achieving first-class reduced from 23% in 2019/20 to 12% in 2020/21. The attainment gap of first-class degrees for students from White and BAME groups has reduced from 18% in 2019/20 to 4% in 2020/21. While the gap remains, the trends appear to be moving in a positive direction and we will cross reference with gender going forward. Students achieving a first-class degree based on ability-status generally (with exception of 18/19) has a higher proportion of students without an ability-status getting first-class degrees.

Over the past two years we have introduced more widening participation events to support diversity our student population ([FigA3.10](#)). In 2021, the Bath Black Engineering and Science Society was created to support the wellbeing of black engineering students at the University. It is a student-led society, currently chaired by a PGR, with 48 members, eight from CE (3F and 5M).

Focus groups with carers have raised caring responsibilities as a considerable concern for both men and women both during and following the pandemic.

Over the next five years we will implement improved data curation to understand intersectional impacts.

SAP:

[Actions 1.1-1.4, Priority 1 \(Self-assessment and monitoring\)](#)

[Actions 3.5, Priority 3 \(Supporting career development\)](#)

[Actions 4.1-4.4, Priority 4 \(Inclusive culture, wellbeing and recognition\)](#)

3.1.6 Inclusion for trans and non-binary people

At present reporting numbers are very small ([TableA2.1.1](#)). We will (i) improve our data collection, understanding both our quantitative and qualitative data (ii) raise awareness and increase trainings for staff and students to improve all department members' understanding and confidence to support trans and non-binary people in our department and (iii) create a community where all feel included.

SAP:

[Actions 1.1-1.4, Priority 1 \(Self-assessment and monitoring\)](#)

[Actions 4.1-4.4, Priority 4 \(Inclusive culture, wellbeing and recognition\)](#)

3.2 Key priorities for future action

Together we identified five core priority areas. These areas were informed by our self-assessment and arose from consultation with department members ([Table 1.3](#)).

<p>Priority Area 1: Strengthening self-assessment and monitoring processes for gender equality and intersectionality</p>
<p><i>Evidence:</i></p> <ul style="list-style-type: none"> • Staff and students culture surveys • Core staff and student data • Dept committee meetings • SAT and DEDIC analysis
<p><i>Identifying the problem/issue:</i></p> <p>Significant changes across the Department, Faculty and University in recent years have disaggregated/siloed some of the structures and processes in place: from COVID-19 to curriculum transformation and working in a hybrid environment. Our analysis identifies a need for more continuity in the surveys and data collection and streamline where possible. We collect many data, over multiple years, and this has become burdensome for staff and students. There are also gaps in some core data (e.g., PTO staff development, intersectionality). We will focus the work of the DEDIC and SAT, to support all Departmental committees to enhance further gender equality, EDI and good working practices and environments.</p>
<p><i>Associated Actions:</i></p> <ul style="list-style-type: none"> • Review and refine our processes and structures to support EDI, enhance gender equality and improve our recording and understanding to respond to intersectional impacts in our work (SAP 1.1a-g) • Review and amend the content of staff and student surveys; time surveys strategically to align with core data, so these can be integrated and distributed to manage workload, analyse and review action plan annually (SAP 1.2a-d) • Embed EDI and action plan responsibilities in all Departmental leadership and management roles and share best practice across the Faculty and University (SAP 1.3a-c) • Implement a student engagement plan to encourage more students to be involved and be truly joint partners with staff in the Department EDI initiatives (SAP 1.4a-e)

Priority Area 2: Embed a culture of zero tolerance to bullying and harassment in the Department

Evidence:

- [Staff and students culture surveys](#)
- Staff and student focus groups/away days
- SAT and DEDIC analysis

Identifying the problem/issue:

The University and Department are committed to a working and learning environment which is supportive and free from discrimination, harassment, bullying and victimisation.

In staff and PGR surveys there were reports of individuals experiencing or witnessing bullying and/or harassment; in the staff survey 9% had experienced and 19% had witnessed bullying and/or harassment. For PGRs 11% had experienced bullying and/or harassment and 21% had witnessed it. We will improve awareness of what is bullying and harassment and the understanding of the impact of micro-aggressions and creating an active-bystander and safe call-it-out environment.

36% of PGRs reported not knowing how to report bullying and/or harassment.

Associated Actions:

- Support a growing confidence and courage to talk about bullying and harassment and to report it. We will establish a 'community of practice' style Departmental monthly meeting, where we can discuss and share (for example trainings, literature etc.), invite external speakers. ([SAP 2.1a-e](#))
- Implement leadership role development training and communication strategies to foster a culture of 'lead by example' and strong role models within the department. ([SAP 2.2a-e](#))
- Create a safe and confidential environment for reporting incidents, through raising awareness of the reporting streams and trialling a 'wellbeing box' to allow staff highlight and raise issues anonymously ([SAP 2.3a-d](#))

Priority Area 3: Promote and enhance career development support for women, carers and under-represented staff and PGRs

Evidence:

- [Staff and students culture surveys](#)
- Core staff and student data
- Staff and student focus groups/away days
- SAT and DEDIC analysis

Identifying the problem/issue:

Further support is needed for women, carers and under-represented staff in academic careers across all stages. We have identified specific groups to focus on, including ECR, SL, PGR and PTO staff, and staff/students from diverse and under-represented backgrounds. We have identified that support for carers needs to be more consistent across the Department, and that any changes in university policies are fully implemented in the Department.

Associated Actions:

- Develop and implement initiatives to create an inclusive working environment for PTO staff and conduct a comprehensive gender-focused review, involving data analysis and staff feedback, to foster a supportive and equitable workplace culture in alignment with the department's vision and mission. ([SAP 3.1a-f](#))
- Build on ECR and PGR Departmental career support for roles in and beyond academia to diversify employability and career prospects ([SAP 3.2](#), [3.4](#), [3.5](#))

- Develop further ways to support academic careers across all levels, with a specific focus on developing women's career progression and take up of senior leadership roles, including proactively identifying and supporting promotion cases ([SAP 3.3 a-c](#))
- Ensure that 100% of eligible academic staff from Chemical Engineering access the Returning Parents Support Fund and make clear in job adverts interview times can be adjusted to accommodate carers. ([SAP 3.6a-f](#))

Priority Area 4: Foster gender equality and diversity by promoting an inclusive culture, recognising contributions, and supporting wellbeing

Evidence:

- [Staff and students culture surveys](#)
- Staff and student focus groups/away days
- SAT and DEDIC analysis

Identifying the problem/issue:

Feedback from staff and students evidenced wellbeing as an area for further support. We also need to improve our practices in recognising Department member contributions to improve the sense of belonging and feeling valued across the Department community. Parenthood and caring responsibilities have been shown to have a significant impact on staff and students. Shared physical spaces have also been flagged as a big contributor to supporting a positive working environment.

Associated Actions:

- Implement and share contributions regularly through different initiatives (e.g., spotlights on..., celebration walls, prizes etc.) to acknowledge and recognise members in the Department ([SAP 4.1 a-e](#))
- To create a positive office/lab environment / wellbeing in shared spaces ([SAP 4.2 a-c](#))
- Support staff and student wellbeing through raising awareness and supporting wellbeing and mental health initiatives in the Department, strengthen Department links with student services, explore the possibility of wellbeing champions in the Department and ensure flexible working continues to be 100% supported. ([SAP 4.3 a-g](#))
- Enable further support for staff and student parents' and carers' wellbeing in the Department ([SAP 4.4 a-d](#))

Priority Area 5: Ensure continuous support for women and under-represented groups from recruitment to graduation

Evidence:

- [Students culture surveys](#)
- [Core student data](#)
- Outreach survey
- Student focus groups/away days
- DSAT and EDIC analysis

Identifying the problem/issue:

Perceptions about STEM are formed at a young age and gender's role in shaping an individual's perception of different STEM subjects is significant. These perceptions influence the subjects selected for GCSE and A-level resulting in, among other things, under-representation of females in Chemical Engineering courses across the UK. We need to engage and build awareness of Chemical Engineering in primary and secondary schools through Outreach and Widening Participation, working nationally and with the

IChemE. Furthermore, parents and teachers are often not aware of what Chemical Engineering is; we need to continue to myth bust that it is only concerned with 'oil and gas' and highlight the wide range of career opportunities and sectors.

We also need to understand better the outcomes of our graduate alumni at all levels to explore whether gender affects the roles undertaken and the sectors worked in.

Associated Actions:

- Implement initiatives to increase the female representation at undergraduate level, including outreach, by working with Departments nationally and with the IChemE. Understand our alumni data and identify any gender-related patterns. ([SAP 5.1 a-i](#))
- Understand any gender-related patterns in students enrolled on, and changing to and from, MEng/BEng courses. ([SAP 5.2 a-c](#))
- Raise awareness of research to UG and PGT students and support application to PhD studies ([SAP 5.3 a-f](#))

Section 4: Future Action Plan

Together we have created our Department's Future Action Plan following a diverse range of consultation and interaction opportunities for staff and students ([refer to Section 1, Table 1.3](#)):

Our identified priorities are:

- [1. Strengthening self-assessment and monitoring processes for gender equality and intersectionality](#)
- [2. Embedding a culture of clear zero tolerance to bullying and harassment in the Department](#)
- [3. Promote and enhance career development support for women, carers, and under-represented staff and PGRs](#)
- [4. Foster gender equality and diversity by promoting an inclusive culture, recognising contributions, and supporting wellbeing](#)
- [5. Ensure continuous support for women and under-represented groups from recruitment to graduation](#)

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of actions and leading actions	Objective Outcomes
1. Strengthening self-assessment and monitoring processes for gender equality and intersectionality						
1.1	Conduct a comprehensive review of the department's structures and processes to support EDI, enhance gender equality and foster an inclusive work environment.	There have been significant changes across the Department, Faculty and University in recent years which has disaggregated/ siloed some of the structures and processes in place, from COVID-19 to curriculum transformation and working in a hybrid environment. Hence, it is necessary to focus the work of the EDIC and DSAT, to support the Department and all Departmental	a) Revise the ToR for the EDIC and SAT highlighting working groups and clear processes to enable two-way communications between the committees and Department members. Include priorities WG, data analysis WG, dissemination of actions and good practice through different communication streams including staff meetings, email announcements and away days thus enabling open dialogue across the Department about our Athena Swan work.	Nov 23 to Nov 24	Chair of DEDIC Leads of working groups	Revised ToR agreed, signed off by Dept Exec and implemented. Revised ways of work for priority groups added to ToR and reported to DExec. Processes in place to ensure action plan and other updates are communicated to the Department member through different channels.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of actions and leading actions	Objective Outcomes
		committees to enhancing further gender equality and good working environments.	b) Consolidate all activities across the department to identify any additional gender-based and EDI initiatives and activities, to ensure they are fully supported, reviewed by EDIC and DSAT committee reporting, and activities recognised. Strengthen links with Faculty, University EDI teams and GW4.	Nov 23 to Nov 25	Chair of DEDIC	Comprehensive list of EDI activities accessible by all Department members, collated and published on EDIC/DSAT webpages, along with status (active/completed/planned etc.)
			c) Raise awareness of Department's gender equality initiatives, processes, and new action plan in the Department through different communication streams, including emails/teams/noticeboards in 9W and Wessex House and the Chem Eng newsletter	Jan 24 to Nov 26	Chair of DEDIC	Over the next two years staff survey target of >75% agreeing/strongly agreeing that they are aware of the department's gender equality and EDI initiatives.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of actions and leading actions	Objective Outcomes
			<p>d) Establish annual reporting of each priority working groups' work focusing on gender equality and intersectionality and supporting a good working environment. Ensure the core data captures non-binary and intersectionality data where possible/practicable. Develop a monitoring plan from the outset which identifies the data required to measure each action plan point and how and when this data will be collected. Use reports to produce a revised version of the Action plan each year which is published and shared.</p>	Oct 24 to Oct 26	Chair of DEDIC	Process in place whereby Action Plan is reviewed and updated annually and working group reports are shared with Department members.
			<p>e) Use WG reports, survey and focus group data (see Action 1.2) and annual data updates to update and revise the Action plan each year. Publish and share the revised plan and progress report and invite feedback, making additional</p>	Oct 24 to Oct 26	Chair of DEDIC	<p>Revised version of the Action Plan produced each year and shared with the Department.</p> <p>Final version of the Action Plan produced having collected feedback and approved by DExec.</p>

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of actions and leading actions	Objective Outcomes
			amendments to the Action Plan if required.			
			f) Assess trust in the EDIC and DExec regarding communication and achieving action plan goals, enable feedback streams such as anonymous Microsoft forms, drop-in sessions and as required, questions added to the surveys.	Aug 25 to Aug 27	Chair DEDIC	Data show increased and diverse engagement in activities to support delivering the action plan. >75% agree they are confident that EDI objectives will be taken forward. >80% report a feeling of belonging and having a sense of what colleagues do as part of their jobs in the Dept.
			g) Put in place a procedure whereby a departmental EIA is carried out when any changes to a departmental policy are proposed using the framework developed by HR Equality Impact Assessments (bath.ac.uk)	Nov 23 to Dec 25	Dept Operations and Project Manager	Processes in place for all departmental policies to have an EIA carried out and all existing departmental policies checked and where necessary EIAs completed. All EIAs published.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of actions and leading actions	Objective Outcomes
			<p>Carry out an audit of existing departmental policies and carry out an EIA for all those which have not had one.</p> <p>Ensure EIAs are available alongside policies to members of the department.</p>			
1.2	Develop and implement staff and student surveys that gather feedback every year on the progress of the identified priorities.	<p>Our analysis identifies that we need to have more continuity in the surveys and streamline where possible and have clear connection to the action plan to enable a good, inclusive working environment for all staff and students.</p> <p>Surveys are one of the essential ways to monitor and assess the work in the EDIC and ensure we can identify anonymously areas that we need to work on, flag emerging</p>	a) Review and amend the content of all staff and student (UG, PGTs, PGRs) surveys and map to our new action plan	Mar 24 to Mar 26	Staff survey working group lead.	Survey revisions completed such that the departmental surveys capture the information required for evaluation of Action Plan progress.
			b) Align timing of the surveys with the annual data to enable a whole picture annual data analysis to inform our progress and implementing new and/or adjusting existing actions.	Sep 24 to Sep 26	Staff survey working group lead.	Annual surveys run which are scheduled to align with the availability of annual datasets.
			c) Focus/core groups following survey – working group leads will have WLM allocation to	Mar 24 to Mar 26	Chair of DEDIC	Focus group schedule in place.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of actions and leading actions	Objective Outcomes
		<p>priorities and understand what is working well.</p> <p>Over the last few years, we have increased the survey completion rates of staff from approx. 50% to 65% but need to improve this number further going forward.</p>	<p>lead and facilitate the groups and monitoring actions, PhD researchers and research staff will be encouraged to facilitate and participate in the focus groups. We will seek external facilitation where needed, for example wider University support or external to the university.</p>			<p>Increased engagement from students through working with the SSLC and EDI student committee members to improve student response rates:</p> <ul style="list-style-type: none"> • Increase staff survey response rate of at least 75% both men and women. • Increase student survey response rates to 40%
			<p>d) Establish the revision and amending of the staff and student surveys annually and have clear documentation of any changes or additional questions asked – to aid analysis in subsequent years.</p>	<p>Sep 24 to Sep 26</p>	<p>Staff survey working group lead. UG, PGT and PGR DoS for student surveys</p>	<p>Surveys updated annual and documentation produced outlining changes/amendments.</p>
1.3	Embed EDI and action plan responsibilities in all L&M roles in the Department	To embed a shared responsibility across the department rather than smaller groups in supporting EDI and gender equality, supports	a) All staff complete training in unconscious bias, diversity in the workplace and #BetheChange, identify training to take place in-person (1-2h focused sessions –	Jan 24 to Jan 26	HoD and Dept Operations and Project Manager	100% staff have completed unconscious bias, diversity in the workplace and #BetheChange training.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of actions and leading actions	Objective Outcomes
		<p>collegiality and dept members working together to improve and implement an inclusive working environment. Only 66-69% staff men and women agreed they had a good sense of what colleagues' roles are in the Dept.</p> <p>By supporting staff in L&M roles through shadowing or 'tasters' and training for roles or overlap in the roles will encourage more members of the Dept to apply and encourage under-represented</p>	<p>example invite external 'EqualEngineers' for additional training support. Ensure sessions are interactive and engaging and promote open discussions and encourage active participation from all staff.</p>			<p>Two face-to-face focused (1-2h) training sessions run each year (including 'refreshers') on a range of topics including EDI principles, diversity awareness, unconscious bias, and action plan responsibilities.</p>
			<p>b) Ensure that EDI responsibilities are included in L&M role job descriptions, including Athena Swan Action Plan responsibilities.</p>	<p>Jan 25 to Jan 26</p>	<p>HoD</p>	<p>All L&M roles include EDI and AS AP responsibilities.</p> <p>100% staff in L&M roles understand their EDI responsibilities in their roles.</p>

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of actions and leading actions	Objective Outcomes
		groups to feel supported and ready for the roles. At present EDI focused trainings in staff needs to be improved, in unconscious bias, diversity in the workplace and #BetheChange, only 41% of male staff have completed all these training and where 59% women have completed. Both numbers need to improve.	c) Organise information and 'taster' sessions for L&M roles coming up so staff members can experience and feel more prepared for the role before application and request support.	Jun 24-Jan 27	HoD	Staff feel more prepared and knowledgeable about what the roles entail and Dept sees an increase in applications for roles by 1-2.
1.4	Implement a student engagement plan that actively involves students to be co-creators and joint partners in the Dept EDI initiatives and decision-making processes,	Although the EDIC has student representatives on the committee and the links with the SSLC have been strengthened, UG, PGT and PGRs can be more involved to further shape and embed our EDI work in the Dept, we can strengthen connections with different	a) Appoint EDI Student Ambassadors each year as peer advocates and role models, encouraging their peers to get involved – in addition to current SSLC student reps.	Oct 24 to Oct 26	UG DoS and Senior Tutor	At least one EDI student ambassadors per year of study appointed each year plus at least one PGT student and and two PGRs.
			b) Hold focus group discussions with students to gain deeper insights into their	Jan 25 to Dec 25	UG lead in EDIC+DoS	Three focus groups held with UG students.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of actions and leading actions	Objective Outcomes
	fostering an inclusive and student-led EDI culture	societies across the Faculty and University including Baths Women in Engineering Society (WES) and Bath Black Engineering Student Society (BBESS), Kaleidoscope, aFLAME etc.	needs, concerns, and ideas related to EDI. Incorporate EDI topics into the curriculum based on student feedback and contributions.			EDI topics incorporated into the curriculum based on student feedback and contributions.
c) Encourage the formation and growth of student-led EDI Dept initiatives that can champion and raise awareness across the Dept.			Oct 25 to Oct 27	Chair DEDIC & UG DoS and PGT DoS	At least 70% of participating students reporting a sense of ownership and impact within two academic years.	
d) Develop sessions for Dept staff and students to engage and collaborate with each other as co-creators in EDI work.			Sep 24 to Sep 26	Admissions Tutor	Increased number of students incorporating EDI principles into their projects, initiatives, and interactions.	
e) Set-up a recognition award/prize recognising efforts of student and staff groups working within the Department in EDI, and highlight examples of students contributing to EDI initiatives in Departmental newsletters.			Oct 25 to Oct 27	DHoD	Recognition in place and student testimonials and stories in the Departmental Newsletters showcasing contributions and influence on EDI initiatives.	

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
2. Embed a culture of clear zero tolerance to bullying and harassment in the Department						
2.1	Establish a community of practice (CoP) dedicated to addressing antibullying and harassment. The CoP will develop training sessions for all staff and PGRs promoting a respectful and inclusive workplace culture.	<p>The University and Dept are committed to a working and learning environment which is supportive and free from discrimination, harassment, bullying and victimisation https://www.bath.ac.uk/campaigns/being-treated-with-dignity-and-respect/</p> <p>In the staff and PGR survey data there was reports of experiencing or witnessing bullying and/or harassment, in the most recent staff survey 9% of respondents agreed they</p>	a) Form the CoP and define its purpose, roles, and responsibilities; identify and recruit key stakeholders, experts, and interested staff and students who are committed to addressing antibullying and harassment. Appoint a CoP lead.	Jun 24 to Nov 24	HoD + EDIC Chair	Dept CoP established and CoP lead appointed.
			b) Develop guidelines for the CoP, outlining its objectives, meeting frequency, and conduct identify specific areas that we want and need to work on as a department.	Dec 24 to Mar 25	CoP lead	Guidelines/ToR for the CoP established and shared.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
		<p>had experienced and 19% agreed they had witnessed. The PGR data 11% of respondents agreed having experienced bullying and/or harassment and 21% agreed they witnessed it.</p> <p>In the staff survey 47% M and 60% F felt management is pro-active in promoting antibullying – we should improve this.</p> <p>Constant awareness on what bullying, harassment and understanding the impact of micro-aggressions.</p> <p>More reminders on how to report, as 36% of PGRs who responded to the survey did not know how to report bullying and/or harassment</p>	<p>c) Raise awareness of the CoP to inform all staff about the new CoP and its objectives. Highlight the importance of fostering a respectful and inclusive workplace culture and encourage participation.</p>	<p>Jan 25 to Dec 26</p>	<p>CoP lead</p>	<p>Dept members report >75% men and women, awareness and proactiveness in promoting anti-bullying from Dept senior management in the staff survey.</p>
			<p>d) Seek support for department focused training sessions that cover antibullying and harassment, including prevention, reporting mechanisms, bystander intervention, and the consequences of such behaviours, with examples of lived experience. Ensure training is provided in different formats, such as workshops, in-person interactive focused sessions, online modules (#BetheChange) to diversify</p>	<p>Jan 25 to Dec 25</p>	<p>CoP lead</p>	<p>Training in place covering the various aspects of antibullying and harassment.</p>

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			ways Department members can engage.			
			e) Gather data on the effectiveness of the CoP's efforts, including the number of staff trained, changes in reported incidents, and staff and student feedback. Annually evaluate the impact of the CoP's activities and adjust strategies as needed.	Jan 26 to Jan 27	CoP lead	<p>The survey questions for staff and students are aligned to monitor the effectiveness of the CoP, adjustments made as required:</p> <ul style="list-style-type: none"> • Gauge confidence through survey and focus groups that action will be taken when bullying and/or harassment is reported. • Increase by 20% people who agree the department management is proactive in promoting anti-bullying culture. • Following specific question in survey at least 80% feel confident in how to report and being an ally/active bystander through – training in bullying and harassment.

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						<ul style="list-style-type: none"> With focused survey questions and focus groups, >70% Department members report the Dept has a culture of 'calling it out' and feeling confident to use the report tool.
2.2	Implement leadership role development training and communication strategies to foster a culture of 'lead by example' and strong role models within the department.	<p>The most recent PGR and staff data showed that 36% and 53% agreed that departmental management was proactive in promoting an anti-bullying culture.</p> <p>Line managers, academics and other lead roles play a crucial role in setting the tone for the Department.</p> <p>PGR survey data showed 64% agreement in strong role department role model.</p>	a) Encourage leadership training for all interested staff within the department. The trainings will focus on fostering ethical leadership, communication skills, emotional intelligence, and leading by example.	Jan 25 to Dec 25	HoD and DHoD	Ethnical leadership training in place and taken up by all interested staff. Training repeated every two years.
			b) Implement a 360-degree feedback system where staff and students can provide anonymous feedback on leadership behaviour. Use this feedback to identify areas for improvement.	May 24 to May 25	Dept Operations and Project Manager	360-degree feedback system in place incorporating facilities for staff and students to provide anonymous feedback.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			c) Recognise responsible leadership, good supervision, tutoring, mentorship by nominating staff to awards offered yearly across the department.	Jan 25 to Jan27	DHoD	There is a positive culture of actively nominating staff for University and National/International awards. At least 80% of staff feel recognised for their contributions in Dept roles.
			d) Include leadership qualities and 'lead by example' behaviour in performance evaluation criteria for department members.	Jan 24 to Jan 25	HoD and senior staff conducting SDPRs	Staff find it useful in SDPRs to reflect on leadership training and development.
			e) Review and update departmental policies to align with ethical leadership practices, promoting accountability and transparency.	Sep 26 to Sep 27	Dept Operations and Project Manager with Dept Coordinator	Dept policies/processes updated in alignment with ethical leadership practices.

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2.3	All Dept members feel confident to report incidents of bullying and harassment, call it out, and be active bystanders.	In the most recent survey 9% of staff and 36% of PGRs do not know how to report how to report bullying and harassment	a) Trial a 'wellbeing box' following previous away day focus group discussions to diversify ways department members can engage in raising issues and reporting, for the Dept can further help	Sep 24 to Apr 26	Dept Operations and Project Manager	From feedback groups dept members feel the wellbeing box is a useful way to raise awareness of issues.
			b) Add the information of the different reporting routes and support to the Dept newsletter.	Jan 24 to Jan 25	Dept Operations and Project Manager	Information of the different reporting routes and support included in the Department newsletter. Survey data show that all staff and students know the different routes to report.
			c) Support bystander training and provide extra active bystander workshops (e.g. by Equal Engineers)	Jan 25 to Jan 26	DEDIC member	100% staff and students have undertaken some form of bystander training. >70% staff and students report confidence in calling out behaviours and how to be an active bystander.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			d) Review effectiveness of the 'wellbeing box' and how Dept members find it/utilise it	Jan 26 to Apr 26	DEDIC member	Understand the utilisation of the wellbeing box and decide to continue and/or adjust.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
<p>3. Promote and enhance career development support for women, carers and under-represented staff and PGRs</p>						
3.1	<p>Develop and implement Department initiatives to create an inclusive working environment for PTO staff and conduct a comprehensive gender-focused review, involving data analysis and staff feedback, to foster a supportive and</p>	<p>PTO staff have historically had less defined pathways and fewer opportunities to progress. The career pathways, and the employment structure is different to academic pathways resulting in PTO staff feeling less included, as evidenced through focus groups.</p> <p>Gender and intersectional aspects are not well evidenced at a departmental level but there is evidence for</p>	<p>a) Develop our data: Work with the Faculty of Engineering and Design and the wider University to understand PTO departmental data in the context of the institution. For example, data and information generated through institutional data queries or surveys or focus groups. Findings will be fed into the departmental EDIC and recommendations and actions determined through the EDIC.</p>	<p>Dec 23 to Dec 25</p>	<p>PTO working group lead</p>	<p>Improved data leading to better understanding of gender-related issues in the department and as appropriate formulation of action to address any new issues identified.</p>

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
	equitable workplace culture in alignment with the department's vision and mission.	<p>gender imbalances from the University level data within T&E job family 67%-72% of the workforce over the 5 years preceding the institutional AS submission were male.</p> <p>Within the MSA job family 30% of the workforce over the 5 years preceding the institutional AS submission were male. The gender disparity is even more pronounced for the Faculty of Engineering.</p>	<p>b) Ensure that high quality SDPRs and career conversations are carried out for PTO in Chemical Engineering including adopting newly developed institutional approaches. Assess the change to staff views at departmental level using culture survey data.</p>	Feb 24 to Jul 26	PTO working group lead	<p>100% PTOs have SDPR paperwork submitted.</p> <p>Departmental AS culture survey with PTO focussed questions and 80% response rate from PTO</p> <p>At least 80% PTO staff completing the departmental AS culture survey report that their SDPR is useful.</p>
			<p>c) Ensure that PTO staff in Chemical Engineering can access improved training and development opportunities developed by the institution (T&E framework and MSA framework).</p>	May 24 to July 26	PTO working group lead	<p>At least 80% report that they have opportunities for training and development through the department via an additional AS culture survey question for Chem Eng.</p>
			<p>d) Ensure that PTO contributing to research are acknowledged in academic outputs by raising awareness</p>	Jan 24 to Jul 27	DoR Head of Research Culture	<p>Target for PTO CRediT acknowledgement established and monitoring publications against this.</p>

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			<p>and focused discussions in staff meetings.</p> <p>Use the CRediT taxonomy framework for publications as well as developing other routes to recognition such as supporting PTO on grant applications or in REF 28 submission.</p>			
			<p>e) Recognise PTO contributions through internal schemes by encouraging nominations. Promoting the schemes when they are open for both self-nomination and colleague nomination.</p> <p>Monitor nominations made from the department as well as successful applications.</p>	Aug 23 to 28	PTO working group lead	<p>Increase staff nominations by at least 20% for PTO</p> <p>At least two nominations for PTO staff in CE across the four categories every year.</p>

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			f) Ensure an inclusive departmental environment for male MSA, create mentorship programs that connect male MSA with faculty staff who can offer guidance and support throughout. Organise events that foster a sense of community among male MSA, promoting networking and mutual support. Implement programs to address stereotypes and bias that may affect male MSA, promoting a more inclusive and respectful environment.	Jan 24 to Jan 27	Dept operations manager with FED Director of Administration	Support for male MSA staff in place and initiatives to encourage diversity in MSA roles started.
3.2	Develop and implement workshops to build PGR awareness and skills for roles beyond higher	PGR studies can be driven by research outputs, with fewer opportunities of priority given to career progression outside of academia despite the finding that “the majority	a) Encourage PGR in particular women and under-represented PGRs to use the careers service and doctoral college and build awareness of the Chemical Engineering relevant opportunities.	Jan 24 to Jan 28	PGR DoS	Dept PGRs feel supported in their career pathway by the Department: at least 70% of participating PGRs reporting increased understanding, confidence, and readiness for non-academic career paths,

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	education (HE) to diversify their employability and career prospects.	<p>of PhD students and many postdoctoral researchers, will not end up in permanent academic positions” UK gov STEM skills</p> <p>Our PGR culture survey showed that a significant proportion of PGR did not feel their career development is supported, that they could seek internship or research visits during their studies with many females respondents 33% disagreeing in the most recent survey that they could access opportunities.</p>	<p>b) Promote internships and research visits during research studies. Build links with industrial partners to create more Chemical Engineering relevant internship opportunities. Academics to pool their networks to support PGR opportunities and Faculty Research Centres</p>	Jan 24 to Jan 27	PGR DoS	<p>Increase by 20% the proportion of women in the department being aware they can seek opportunities of internships/research secondments during their studies.</p> <p>30% increase in the number of PGRs in Chem Eng seeking and applying for internships</p>
			<p>c) Role models – recognition of diverse role models that have gone into industrial careers from the PGR studies in the department, highlight in Dept seminar series/speakers from this group.</p>	Apr 24 to Apr 27	PGR DoS	<p>Network of alumni PGR graduates as role models for current UG and PGRs in the Department established.</p>
			<p>d) Track PGR alumni career outcomes, by collating the previous years and implement going forward and/or contact alumni for</p>	Nov 23 to Jun 24	PGR DoS	<p>We have identified if there is gender differences in graduate.</p> <p>With agreement from alumni students, have a repository of</p>

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			data, to also understand gender and intersectional differences.			contacts and networks to invite for future seminars/workshops with PGR students.
			e) Encourage PGRs in particular women and under-represent PGRs to take up the mentoring scheme in the Faculty, through targeted meetings, WES-Bath etc.	Jan 24 to Jan 26	DHoD	40% increase in the number of PGRs signing up for the mentorship scheme.
3.3	Develop ways to support academic careers across all levels, with a specific focus on developing women's careers towards career	Although our bronze AP made progress in promoting the academic careers of women, staff survey responses (e.g., SDPR) suggest improvement is still required, such as	a) Utilise SDPRs to better identify training needs that enable all to meet career goals. Enhance the way SDPRs are used to support careers and develop individual career pathways in both men and women.	Feb 24 to Sept 24	HoD and DHoD	An increase in SDPRs being useful from 50-55% to at least 65% agreement for men and women.

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	progression and taking up senior leadership roles.	<p>exploring and improving career progression opportunities for lecturers (e.g., see if there are gender differences in duration to promotion).</p> <p>There is also evidence that women and under-represented groups are more likely to engage in 'good citizen' tasks, and that they are not yet recognised for career progression.</p> <p>Although the numbers are small, our data suggests that we can further support returning staff from a period of leave and that we need to build on the support we have available; we also need to support staff members taking paternity and adoption leave also; while</p>	b) Implement good citizen objectives in SDPRs and ensure that 'good citizen' activities are celebrated in the department.	Oct 24 to Oct 26	HoD with HR	<p>All staff completed SDPRs have considered good citizen objectives for the year ahead and all staff review at 6 months.</p> <p>Staff recognise the value of good citizenship – monitored by at least 70% of staff feel these activities are recognised and rewarded in staff surveys.</p>
			c) Proactively identify staff who may have a good case for promotion (e.g., from SDPRs) and provide advice and support in application process.	Nov 23 to Nov 25	HoD and DHoD	Checks prove that senior staff identify staff ready for promotion and encourage them to apply prior to each promotion round, and that those who do apply are offered support.

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		supporting those with ongoing caring responsibilities.				
3.4	Understand academic and PTO workloads, and workload concerns, for issues around gender equity; address any evidence of inequality to ensure parity	In the most recent staff survey of those that responded, the proportion of the workload being unmanageable was 8% higher in men. There was also difference between respondents where 73% of women feeling their work	a) Continue working with HR to explore gender-related variation in WAMS data to address perceptions of fairness across job levels and roles; if differences are found, consider ways to address increase in future allocations and communicate these with staff members. Ensure Athena Swan action work is recognised in WAMS.	Mar 24-Jun25	DoT and HoD	Athena Swan work is recognised in the WAMS. Gender parity and an increase in agreement by at least 8% that in feeling workload is manageable and fairly allocated.

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	between women and men.	<p>allocation was fair, 67% for men.</p> <p>It is less clear how workloads of PTO staff, who are mostly women, are aligned with roles. There were concerns about gender differences, and good citizen tasks that PTO support go unaccounted for and/or are not useful for career development.</p>	<p>b) Investigate what work-related activities do not currently feature within WAMS and explore them for gender disparities (e.g., submitted grants, event organisation, technical assistance, mentorship, organisational citizenship and collegiality), through survey data, SDPRs and focus group discussions.</p>	Jan 24 to Jan 26	HoD and DoT	<p>All Recognise staff contributions of all job families in good citizenship tasks (open days, outreach activities) that support the Dept.</p> <p>Staff feel the workload is fair and contributions to collegiality are recognised, valued including in workload.</p>
			<p>c) Work with the Faculty working group on recognising PTO good citizenship where their contributions currently are not recognised in career progression.</p>	Jan 26 to Jan 27	Dept PTO working group lead	<p>Good citizenship contributions identified and shared with the Faculty working group.</p>
3.5	Build on ECR Dept career support for roles in and beyond academia to diversify their	Our ECR focus group indicated that more could be done for ECR (in particular research staff), and/or those on fixed-term contracts. This is a	a) Ensure career support is implemented early on in fixed-term posts, implemented through the probationary (at 3 months and 6 months) period and	Jan 24 to Jan 26	Departmental Research Staff Coordinator	100% research staff have taken the SDPR training, and all line managers have taken how to conduct an effective SDPR training.

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	employability and career prospects	<p>recognised area of national concern, and we wish to find ways to support our ECR staff further to secure permanent positions and feel ready and supported to explore a diverse range of careers.</p> <p>ECRs raised an array of areas that the Dept can further support (including careers and networking and recognition)</p>	reviewing training needs and career conversations again at the first SDPR review at 12 months.			Better support for research staff, especially those with limited social capital, for career advice and progression.
b) All research staff take the SDPR training. All line managers take conducting SDPR training.			Jan 25 to Jan 26	Departmental Research Staff Coordinator	100% research staff have taken the SDPR training, and all line managers have taken training on how to conduct an effective SDPR.	
c) Encourage research staff uptake of the recently established Faculty-level mentoring scheme.			Jan 25	DHoD	100% of research staff have a mentor.	
d) Strengthen teaching opportunities for research staff in the Department, by DoT organising discussion meetings so that research staff know the opportunities available.			Jan 26 to Jan 27	DoT	All research staff who are interested in teaching have met with the DoT to discuss opportunities.	

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			e) Actively encourage staff, particularly women and underrepresented research staff to develop skills to overcome the challenges faced in academic positions in HE and promote initiatives such as ELEVATE (for staff from minority ethnic groups, all job families from G4-G8).	Jun 26	HoD	>80% staff from all job families from grades 4-8 are aware of supportive training.
			f) Create two posts for research staff on the Department Research Committee (DRC) to provide a stronger voice for the research staff community.	Oct 23	DoR	<p>Research staff members active on the DRC and reporting to research staff;</p> <p>Research Staff focus groups will report their voice is heard on the committee, and changes are implemented from issues raised.</p> <p>The culture survey reports > 75% research staff feel they belong, and communications are relevant to their needs.</p>

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
						Increase engagement of research staff in targeted events by 50%.
3.6	Ensure career support for parents and carers in the department.	<p>Discussions with staff that had recently taken maternity/ paternity leave revealed that early on (before they wished to inform others) staff were unclear as to what the process was and what maternity/paternity leave involved.</p> <p>Caring responsibilities have impacts on careers and can impact career progression, which the Department can further support.</p>	a) Provide a link in the Departmental Staff and Student Handbooks to relevant sources of information for parents and carers, thereby creating a clear source of information for staff and students and enabling parents and carers to understand what support is available outside of the department.	Oct 23 to Mar 24	Department Coordinator (staff handbook) and UG DoS (student handbook)	Links to information for parents and carers available in handbooks.
			b) Establish the practice that staff and students informing HoD and or their line manager/ supervisor/ personal tutor they are taking maternity/ adoption/ paternity leave will be informed of the option of having an informal	Oct 23 to Oct 26	HoD	All those preparing to take maternity/ adoption/ paternity leave offered the chance to have an informal buddy to mentor them.

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			<p>maternity/ paternity leave buddy.</p> <p>The buddy's role will be to ensure no information is missed and there is continuation on the information provided.</p> <p>The buddy will also provide informal advice in issues related to maternity/paternity impact in career</p>			
			<p>c) Returning staff members from leave (maternity, shared paternal leave, sick leave, caring leave) have monthly check-ins in the first 6 months with their line managers.</p> <p>Regular meetings with returning staff following a period of leave will support staff and ensure any problems or issues raised can be addressed and</p>	Jan 24 to Jan 27	HoD	<p>Monthly meeting with line managers in place for all returns for the first six months.</p> <p>Returning staff members from a period of leave feel supported and confident to raise issues/difficulties.</p>

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			supported as early as possible.			
			<p>d) Annual discussion group will be conducted with those that have taken maternity/paternity/shared parental leave in previous 2 years. The feedback from the group will be used to provide advice and support for new parents.</p> <p>The information provided to students and staff will be reviewed and updated.</p>	Oct 24 to Oct 26	Chair DEDIC	Annual discussions with returners established. Feedback used to update and improve information provided to students and staff.
			e) Establish a Departmental Carers Group and raise awareness of parenting network with Department members, through Department communications streams and the Department carer group.	Oct 23 to Oct 25	Dept Carer Group (co)-leads	Departmental carer Group established and meeting at least twice a year.

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			f) To support potential applicants with caring responsibilities, make clear in the job description that interview times can be adjusted to accommodate carers.	Jul 2024 to Jul 2027	HoD	Job descriptions clearly state to contact the Dept if interviews times need to be adjusted and that interviews with multiple stages will be online then in-person.

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4. Foster gender equality and diversity by promoting an inclusive culture, recognising contributions, and supporting wellbeing						
4.1	Implement and share contributions regularly to acknowledge and recognise members in the Department, to foster a positive and appreciative working environment	Improve sense of belonging and feeling valued, respondents in the most recent survey data 76% and 81% agreed they feel included or sense of belonging, 61% of PGRs feel they belong. Only 21% of PGR survey respondents agree that their contributions are valued and 56% of staff. 69% of UG/PGT agreed the student voice is listened to.	a) Develop clear guidelines and criteria for recognising contributions, ensuring that they align with the department's values and goals.	Dec 24 to Dec 26	HoD and EDIC Chair	Guidelines and criteria for recognising contributions developed and implemented.
			b) Promote a culture where colleagues can nominate each other for recognition, awards, prizes etc., fostering a sense of teamwork and camaraderie.	Nov 23-Dec 27	Dept Op Manager and DHoD	Culture established whereby colleagues nominate each other for recognition, awards, prizes etc., Survey data show: <ul style="list-style-type: none"> • Increase sense of belonging and feeling valued by at least 15% in staff. • Increase PGRs feeling valued by at least 40%.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			c) Introduce 'Spotlights on...' – actively asking members if they would like to take part and/nominating them, as well as continuing the celebration walls where researchers create posters with the theme 'Chem Eng and Me'.	Jan 24 to Jan 26	Dept Operations and Project Manager	Staff and students have the opportunity to share information about their role and themselves (if they wish) – rotated on the screens in 9W and in WH. Increase the number of Department members men and women engaging in different events in the Dept (such as the celebration walls, away day events etc.) by 20%.
			d) Enhance the department newsletter sent every 3 months to highlight events on-going in the Department and across our four objectives.	Jan 24 to Jan 25	Dept Operations and Project Manager	Survey data and focus groups evidence the usefulness of the newsletter with 75% of staff agreeing they read the newsletter and find it useful; number of reads tracked online as newsletter is Sway.
			e) Measure the impact of recognition efforts through survey and focus group initiatives.	Jan 25 to May 28	SAT lead	Surveys identify the progress and adjustments and improvements made where required.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
4.2	Support a positive working environment for PGRs and research staff to improve wellbeing	Through improving the working environment and wellbeing in shared spaces, we will increase job satisfaction, productivity, and collaboration, while supporting the community's health and retention.	a) With support of the EDI team, identify key issues in shared spaces and co-create 'shared code of conduct' in offices and labs.	Nov 23 to Nov 24	Chair EDIC Dept coordinators	New shared code of conduct in shared spaces communicated to staff and students.
			b) Establish PGR and Research staff committees and ensure any issues are raised to DExec.	Nov 23 to Nov 25	Chair EDIC Dept coordinators	PGR and Research Staff committees established and meeting three time a year. Issues identified by members raised at DExec.
			c) Establish a buddy system for all new research staff, technical staff and PGRs (we have buddy's for academic staff).	Oct 23	DHoD, PGR DoS, Technical Manager	New staff and PGRs feel supported by buddy system, evidence through feedback from focus groups.
4.3	Support staff and student wellbeing	All focus groups and survey data evidenced wellbeing as an area for further support from the Department.	a) Conduct a thorough assessment to identify specific areas of concern related to staff and student wellbeing. Gather input from staff and students.	Jan 24 to Jan 26	Chair DEDIC	Assessment completed and areas of wellbeing that that require support identified.

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		<p>UG only 58% respondents to the survey agreed they had a good work-life balance, and that they would seek support when stress was beginning to affect mental health.</p> <p>46% of PGR respondents agreed their mental health and wellbeing was supported enough by the department.</p> <p>63% staff agreed their mental health and wellbeing was supported by the Dept.</p> <p>25% of PGRs responding to the most recent survey did not know what annual leave they were entitled to.</p>	<p>b) Raise awareness of the range of services and initiatives, such as mental health support and trainings, including suicide awareness and prevention, wellness workshops, stress management resources, and healthy lifestyle initiatives, and staff and student networks, such as menopause support groups, women's network, staff men's network, MENTion it, neurodiversity networks.</p> <p>c) Explore how the Department can further support UG and PGTs to manage their workload and uni-work/life balance.</p>	<p>Dec 23 to Jan 26</p> <p>Nov 25 to Nov 27</p>	<p>Wellbeing champions for the Dept with initial support from DEDIC chair</p> <p>UG DoS(s) with SSLC reps</p> <p>UG Portfolio lead</p>	<p>Action taken to raise awareness of mental health support and trainings, including suicide awareness and prevention, wellness workshops, stress management resources, and healthy lifestyle initiatives, and staff and student networks, such as menopause support groups, women's network, staff men's network, MENTion it, neurodiversity networks.</p> <p>Staff and students surveys show a 15% increase in awareness of services and initiatives in place.</p> <p>The SSLC reps report that UG and PGTs in all years feel they have support to manage workload.</p> <p>Areas for improvement identified.</p>

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			d) Appoint two Dept wellbeing champions, one woman, one man, with allocated WLM and have training. Staff supported in the Department regarding health and wellbeing by appointing a Dept wellbeing champion/mental health first aider.	Oct 24 to Oct 25	HoD	Wellbeing champions in place.
			e) Encourage work-life balance for staff and students, through supporting flexible working, managing stress and anxiety, encouraging time-off.	Jan 25 to Jan 26	HoD and PGR-DoS, Senior Tutor, Personal Tutors	Increase by 20% the positive response of good work-life balance for all dept members (staff, PGRs and UGs). All PGRs know/have been told at induction what leave they are entitled to.
			f) Organise community/social events to foster collegiality and collaboration across the whole Dept (e.g., summer BBQ, weekly coffee/tea gatherings, Dept lunches etc).	Apr 24-Aug 26	Dept Op manager and Dept coordinators	Staff and students report feeling an improved sense of community through these events (>80%)

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			g) Collect annual feedback from staff and students on the effectiveness of the wellbeing support (student/staff surveys, NSS etc.). Use data to evaluate the Dept wellbeing support, understand impact of initiatives, and make improvements/ implement amendments to Action Plan where required.	Apr 24 to Dec 27	SAT Lead	Evaluation of the effectiveness of wellbeing support and initiatives carried out. Improvements made where necessary and/or amendments/additions made to Athena Swan Action Plan.
4.4	Support the wellbeing parents and carers.	The impact of parenthood and caring has been shown to have a significant impact on staff and students' wellbeing and mental health.	a) Improve the questions in the departmental survey that allow us to understand the extent to which parental and caring responsibilities impact on their studies/work	Nov 2023	SAT lead	We have annual data with which we can test the effectiveness of our actions as well as gauge the level of need for further actions.
		Three in five people will be carers at some point in their lives in the UK.	b) Ensure that 100% of eligible academic staff from Chemical Engineering access the Returning Parents Support Fund	Oct 2023	HoD	100% of eligible staff access the Returning Parents Support Fund.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			c) Ensure Line Managers and Supervisors/Personal tutees have good understanding of carers policies and how to access them in a timely way and actively share information about support available to both staff and student parents and expectant parents.	Jan 2024 to Jan 2025	HoD	All line managers and supervisors/personal tutees are aware of carers policies and how to access them.
			d) Develop guidance so that that meetings and teaching is managed in ways that allows inclusion of people who are affected by caring responsibilities.	Dec 2024	Chair of DEDIC	Staff and student surveys show that those caring responsibilities feel included: at least 75% of staff and student with caring responsibilities report feeling included.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
5. Ensure continuous support for women and under-represented groups from recruitment to graduation						
5.1	Implement initiatives to increase the female undergraduate enrolment ratio.	<p>Current UG F:M student population is 31:69 (increased by 3% over 5 years)</p> <p>Small % of the Department family currently engage with Department outreach activities (< 20% of staff and < 5% of students)</p> <p>Continued widening participation initiatives, communicating with staff and students early in the academic year to encourage engagement and readiness.</p> <p>Target younger students (yr 9 and earlier) to raise</p>	a) Run open call for Departmental Outreach working group lead and ensure that role has a WLM allowance.	Jan 24 to Mar 24	HoD	Outreach lead recruited and WLM agreed.
			b) Form an outreach working group and agree objectives. Commence and identify recommendations of 'Recognition of outreach' project.	Apr 24 to Jun 24	Outreach working group lead	Outreach working group established and objectives agreed. 'Recognition of outreach' project recommendation reviewed and any appropriate amendments to actions made.
			c) Establish department outreach team by inviting department members (students and staff) to sign up.	Jun 24 to Dec 24	Outreach working group lead and	Outreach team in place with membership comprising both staff and students. Meeting schedule and work programme agreed.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
		<p>awareness and encourage excitement of STEM, in particular raising awareness of Chemical Engineering, working with teachers and career support in schools. There is evidence that perceptions about STEM and gender biases are made at a young age. These then influence the subjects selected for GCSE and A-level resulting in under-representation of females in applications to CE courses across the UK. Additionally, parents and teachers may not be aware of CE, the subject interests it relates to or the career opportunities it can lead to.</p>	<p>Team to have responsibility for:</p> <ul style="list-style-type: none"> • Building links and liaising with key external (to the department) stakeholders: University's widening participation team, IChemE, Bath Student Women in Engineering Society; • Organising and participating in outreach events by/with external stakeholders, by joining national outreach schemes where possible (IChemE, Chem Eng Dept across UK). • Developing a database of interested staff and students; • Developing resources and offering training, and, • Promoting activities. 		Admissions Tutor	

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
		<p>Students are unaware of female and under-represented group figures within the CE sector:</p> <p>Form a working outreach group to identify ways to recognise outreach efforts (appropriate for different job role families and for students). Implement recommendations.</p>	<p>d) Outreach team to advertise outreach opportunities and enable other staff and students to deliver outreach activities, through sharing good practice/training and repository for resources (inc. kit)</p>	<p>Jan 25 to Jan 28</p>	<p>Outreach working group lead with Admissions Tutor</p>	<p>Opportunities for outreach advertised in the Department. Increase staff engagement in outreach by 20-30%.</p>
			<p>e) Prepare easy-to-access resources to increase confidence of representatives in outreach activities</p>	<p>Apr 24-26</p>	<p>Outreach working group lead</p>	<p>Increased return rate for HE-BCIS activity reporting. Increase in agreement of those involved in outreach activities by 20% that outreach efforts are recognised by the Department.</p>
			<p>f) Establish an annual exercise to collate outreach activities across the department. Information to be fed into the HE-BCIS run by PE unit.</p>	<p>Apr 26 to Apr 28</p>	<p>Chair EDIC</p>	<p>Annual collation of outreach activities in place – all highlighted in the newsletters and request for interested members to be involved next time.</p>

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			g) Organise PAL system in Years 2 and 3, in addition to Year 1 to support UG community and discuss opportunities for outreach/student ambassadorship.	Sep 24 to Sep28	UG DoS	Staff and students shared good practice through networking. UG report to SSLC reps that they have an even greater sense of community.
			h) Conduct joint activities with WES and Chem Eng alumni to increase awareness and contributions from Dept staff and PGRs to WES.	Jan 26 to Jan 28	Outreach working group lead	Increase events with CE staff and students by 20%.
			i) Work with the Maths Department to develop outreach that supports women to choose maths beyond GCSE	Sep 27 to Sep 29	Outreach working group lead	New resources produced for outreach for Chem Eng and Maths.
5.2	Understand if there are differences between students enrolled, and	Students can change the courses in Chem Eng, but we do not know if there are gendered, or other patterns, that affect the	a) Gather data on the numbers of students that enrol on the MEng and BEng UG courses and determine if there are any factors that affect the enrolment choices	Oct 23 to Oct24	UG-DoS	Data on MEng and BEng cohorts collated and analysed. Any patterns relating to gender and/or other characteristics elucidated.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
	changing to and from, the MEng and BEng UG courses.	enrolment choices of students.	of students, e.g. gender, ethnicity, etc. Consider also the degree outcomes of the MEng and BEng cohorts by gender, etc., and how the graduate outcomes of the two cohorts differ.			
			b) If there are gendered patterns and/or patterns related to other characteristics, conduct focus groups to understand why different groups choose different courses.	Oct 24 to Oct 25	UG DoS	Focus groups completes and reasons for course choices identified.
			c) Following this review address issues within the control of the Department.	Oct 25 to Oct 28	UG DoS	Changes made to address issues within the control of the Department that affect the course choices of different groups.
5.3	Address any gendered patterns in the	There is a small number of Dept UG and PGT communities that continue	a) Examine graduate outcomes data, at the level of SIC and SOC codes for	Jan 24 to Dec 24	DoT and Admission Tutor	Report produced on the graduate destinations of UGs highlighting any differences

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
	career outcomes of UG and PGT students and ensure students are aware of PGR opportunities.	<p>onto PGR studies in our department – there are several barriers, international funding support being a major factor. This is the case across the UK sector.</p> <p>We need to understand the destination of all our graduates, UG, PGT and PGR to monitor if there are gender and intersectional differences. By understanding this we can then start to put in place actions to support the differences we may find, to enhance and further diversify our student population.</p> <p>UG students often experience research later in their degrees, to embed this earlier in their university degree can raise</p>	<p>students entering employment, to establish whether there are gendered patterns in whether graduates enter chemical engineering-related/STEM-related careers/or undertake further study in chemical engineering/STEM after UG studies.</p>			between groups, e.g., gender, race, etc.
			<p>b) Informed by the data on graduate outcomes, hold focus groups with current UG/PGT to understand the drivers behind their choices and to identify any solutions to address any issues identified.</p>	Jan 25 to Jan 26	Admissions Tutor	Focus groups held and issues affecting careers choices of different groups identified. Where practicable, solutions to address issues identified put forward and implemented.
			<p>c) Increase the awareness of research careers among UGs by:</p> <ul style="list-style-type: none"> Introducing gender-balanced 'meet the 	Dec 23 to Oct 26	DoT and UG Portfolio lead	Feedback gained through surveys and focus groups/tutor groups shows an increase by 20% in awareness of research careers early in the UG Chem Eng experience following

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
		awareness to the possibility of PGT and PGR studies.	<p>researchers' events in the 2nd year undergraduate labs,</p> <ul style="list-style-type: none"> • Holding focus groups on research conducted in 3rd year (during design) and early in 4th year (before research projects). • Having a pool of summer projects students can look for (link up with Research Centres) and advertising those projects in the Department through placements. 			baseline data collected in Dec 2023.
			d) Ensure PGT students are integrated in the new Faculty Research Centres, meeting students across the Dept and faculty.	Oct 24-26	PGT-DoS, PGR-DoS, DoR	Opportunities for better integration of PGT students in Faculty Research Centres in place.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Oversight of action and leading actions	Objective Outcomes
			e) Seek GW4 collaborative research projects and explore how industry secondments can be integrated on the course.	Jan 25-28	DoR	Possible projects shared with UG and PGT students. Project adverts can be integrated with the faculty placements office pages for students looking for summer internships.
			f) Offer support to PGTs and UG for PGR application writing.	Oct 24 to Oct 26	PGR-DoS, PGT-DoS and UG-DoS	Support offered to PGTs and UG for PGR application writing

Appendix 1: Culture survey data (removed)

Table A1.1: AS Culture Survey Questions mapped to Bath Staff Survey items in 2018/19

Table A1.2: AS Culture Survey Questions Staff (overall and gender)

Figure A1.1: Q4b and Q9 highlighting significant improvements in Dept staff feeling listened too and that EDI work is valued in the Dept.

Table A1.3: AS Culture Survey Questions Comparison Staff and Postgraduate Researchers 2022/23 (overall and gender)

Table A1.4: AS Culture Survey Questions UG and PGT student 2022/23 (overall and gender)

Appendix 2: Core Data tables (removed)

Notes about approach to data sets

For this application the data presented spans the review period from 2018/19 when we were awarded the Bronze level award to 2021/22. It reflects the data provided by the university at the time of writing. The core data (e.g., staff student profile, recruitment, attainment) reflects August 1st-July 31st each year. We have obtained some 2023 data from Department members.

The Transformed Athena Swan Charter requires data and analysis to be provided for PTO staff. For the Department of Chemical Engineering at Bath our PTO staff are situated in, and line managed by, the Faculty of Engineering and Design; as such they do not show up in the core data provided by the University.

We plan to work with the University and Faculty to support PTO progression. For the current purposes, where we can we have included faculty staff who work within the department within our total staff numbers. We have also collected data from Faculty where PTO staff job role has changed and therefore a change in their grading.

A2.1 Students at UG, PGT and PGR Level

Table A2.1.1: Undergraduate Student profile by gender

Figure A2.1.1: Undergraduate Student profile by gender since 17/18-21/22

Table A2.1.2: Postgraduate Student Taught profile by gender

Figure A2.1.1: Postgraduate Student Taught profile by gender since 17/18-21/22

Table A2.1.3: Postgraduate Student doctoral profile by gender

Figure A2.1.3: Postgraduate research student profile by gender since 17/18-21/22

Note: Foundation – N/A

A2.2. Degree attainment and/or completion rates for students at UG, PGT and PGR level

Table A2.2.1: Undergraduate Student attainment by gender

Figure A2.2.1: Undergraduate Student attainment by gender each year and overall (from 17/18-21/22)

Table A2.2.2: Postgraduate Student Taught attainment by gender

Figure A2.2.2 : Postgraduate Student Taught attainment by gender each year and overall (from 17/18-21/22)

Table A2.2.3: Postgraduate Research Student completion rates by gender

Note: Foundation – N/A

A2.3. Academic Staff Profile by grade and contract function

Table A2.3.1: Academic staff by grade, contract function (teaching, research and teaching and research) and gender

A2.4. Academic Staff Profile by grade and contract type

Table A2.4.1: Academic staff by grade. contract type (FTC/Open) and gender

A2.5. Professional, technical and operational (PTO) staff by job family

Table A2.5.1: PTO staff by job family (contract function) and gender

A2.6. PTO staff by contract type (FTC/Open)

Table A2.6.1: PTO staff by contract type (FTC/Open) and gender

A2.7. Applications, shortlist and appointments made in recruitment to academic posts

Table A2.7.1: Applications and Shortlisted in recruitment to academic posts by gender

Table A2.7.2: Appointments made in recruitment to academic posts by gender

A2.8. Applications, shortlist and appointments made in recruitment to PTO posts

Table A2.8.1: Applications, shortlisted and appointments made in recruitment to PTO posts by gender

A2.9. Applications and success rates for academic promotion

Table A2.9.1: Academic promotion rates by gender

A2.10. Applications and success rates for PTO promotion

Table A2.10.1: PTO promotion rates by gender

Appendix 3: Additional Data (removed)

Includes:

Figure A3.1: Profile of the Department (academic staff, PTO staff and students) by gender 2021

Figure A3.2: Profile of the Department (academic staff, PTO staff and students) by gender 2021

Figure A3.3: Gender profile of postgraduate taught students in the Department of Chemical Engineering compared to sector.

Figure A3.4: Gender profile of postgraduate research students in the Department of Chemical Engineering compared to sector.

Figure A3.5: Gender profile of academic staff in the Department of Chemical Engineering compared to sector benchmark.

Figure A3.6: Females leavers and %of female staff leaving between 2013/14-20/21.

Figure A3.7: Gender profile of undergraduate student applications, offers and acceptances.

Figure A3.8: Gender profile of postgraduate taught student applications, offers and acceptances.

Figure A3.9: Gender profile of postgraduate research student applications, offers and acceptances.

Figure A3.10: Chemical Engineering Exploring Chemical Engineering widening participation (a), Chem Eng student ambassadors (b) and outreach events (c-d) from Chemical Engineering.

Figure A3.11: Photographic evidence of Department initiatives supporting gender equity and community building.

Table A3.1: Bespoke continuing professional development (CPD) initiated during the bronze action plan to support identified wellbeing objectives.

Table A3.2: Snap-shot of 2023 training in unconscious bias, diversity and #BetheChange completion data for men and women in the Department

Table A3.3: Intersectional degree classification awarded by gender, ethnicity, non-UK domicile, BAME, disability.

Appendix 4: Glossary

Abbreviation/ Acronym	Full Description
A	Agree
A(N)	Appendix(number)
AP	Action Plan
AS	Athena Swan
BAME	Black, Asian, Minority Ethnic
BAP	Bronze Action Plan
CE	Chemical Engineering
CoP	Community of Practice
CPD	Continuing Professional Development
DCAA	Department Climate Action Advocate
DExec	Department Executive Committee
(D)EDI	(Department) Equality, Diversity and Inclusion
(D)EDIC	(Department) Equality, Diversity and Inclusion Committee
DHoD	Deputy Head of Department
DOM	Department Operations Manager
DoS	Director of Studies
DoT	Director of Teaching
DoR	Director of Research
DSAT	Department Self-Assessment Team
DRSC	Department Research Staff Coordinator
DTS	Department Technical Supervisor
ECA	Early Career Academic
EDIN	Equality Diversity Inclusion Network
EIA	Equality Impact Assessment
EOI	Expression of Interest
EPSRC	Engineering and Physical Sciences Research Council
(F)EDIC	(Faculty)Equality, Diversity and Inclusion Committee
FT	Full-time
FTC	Full-time contract
G(N)	Grade (number)
HE-BCIS	Higher Education Business and Community Interaction Survey
HoD	Head of Department
HR	Human Resources
IChemE	Institute for Chemical Engineering
IWED	International Women in Engineering Day
LM	Line Manager
L&M	Leadership and Management
MSA	Management, Specialist and Administration
NSS	National Student Survey
OFS	Operational and Facilities Support
P	Permanent
PA	Per annum
PAL	Peer assisted learning
PDRA	Post-Doctoral Research Associate
PGR	Postgraduate Researchers
PGT	Postgraduate Taught students
PI	Principal Investigator
PT	Part-time
PTO	Professional, Technical and Operational staff

RA	Research Associate
RAG	Red, Amber, Green
REF	Research Excellence Framework
RS	Research Staff
SA	Strongly Agree
SAP	Silver Action Plan
SAT	Self-Assessment Team
SDPR	Staff Development and Performance Review
SL	Senior Lecturer
SMART	Specific, Measurable, Achievable, Relevant, and Time-bound
SSLC	Staff student liaison committee
ST	Senior Tutor
T&E	Technical and Experimental
ToR	Terms of Reference
UCAS	Universities and Colleges Admissions Service
UEB	University Executive Board
UEDIC	University Equality, Diversity, Inclusion Committee
UG	Undergraduate students
WAMS	Workload Allocation Management System
WES	Women in Engineering Society
WH	Wessex House
WLA	Workload Allocation
WL	Workload
WLM	Workload Model