



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Name of institution	University of Bath	
Department	Education	
Focus of department	AHSSBL	
Date of application	30 November 2020	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2017	Level: Bronze
Contact for application Must be based in the department		
Email		
Telephone		
Departmental website	https://www.bath.ac.uk/departments/department-of-education/	

GLOSSARY

AS Athena SWAN

AP Action Point

CT&L Centre for Teaching & Learning

DEC Departmental Executive Committee

DHoD Deputy Head of Department

DLTQC Department Learning & Teaching Quality Committee

DoR Director of Research

DoS Director of Studies

DoTL Director of Teaching and Learning

DPPC Departmental Promotion and Probation Committee

DRC Department Research Committee

DSAT Departmental Athena SWAN Self-Assessment Team

EdD Doctor of Education

EDI Equality, Diversity, and Inclusion

FTC Fixed Term Contract

HEA Higher Education Academy'

HoD Head of Department

HR Human Resources

MA IEG Master of Arts International Education & Globalisation

MA TESOL Master of Arts Teaching English to Speakers of Other Languages

OE Open Ended

PGR Post-Graduate Research students

PGT Post-Graduate Taught students

REF Research Excellence Framework

SDPR Staff Development and Performance Review

SFHEA Senior Fellow of the Higher Education Academy

SL Senior Lecturer

SSLC Student Staff Liaison Committee

T&R Teaching & Research

UG Undergraduate Students

WG Working Group

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Dear Athena Swan Panel,

The application process has been extremely revealing and has been invaluable in increasing my awareness of the extent and subtlety of the role the department plays in producing gender inequities and our potential contribution to change. We have evolved and changed our practices to reflect government advice during COVID but our application is based upon on pre-COVID practices. We will formally evaluate how COVID practices have impacted on gender inequalities in 6 months' time. We will identify what gender equality work is needed in this new context and highlight and adopt any relevant and viable positive changes of practices on a more permanent basis.

As a female academic, of working-class origin, who gained access to a university education and my career in my thirties and forties, I have personal experience of the corrosive effects of intersecting gender inequalities. This experience has helped to generate my commitment to the work identified by the Athena Swan process. As Head of Department and a sociologist of higher education I was already very aware of many of our obvious strengths (e.g. a growing number of female senior staff) and challenges (e.g. a lack of male undergraduate students), prior to the DSAT exercise. I was also cognisant of more subtle processes. However, belonging to our Departmental SAT, has increased my confidence that we can play a greater and more focused role in tackling gender inequalities from within the department and the work has provided insights and a tangible action plan to which I am fully committed. I will ensure through workload and resource allocation that we do all that we can to embed the processes, actions and practices identified through the department's committee structure. Working with our students, staff, the faculty, and the university we will aim to tackle the following issues:

1. **Undergraduate recruitment and progression.** We are committed to implanting a series of actions to increase the number and proportion of male undergraduates applying and being accepted. We will also seek to increase the progression of students from UG to PGT and onto PGR degrees.
2. **PGT and PGR male underrepresentation.** We will address the underrepresentation of males at PGT and PGR levels by examining our admissions processes and exploring the decliner reasons from males who have been made offers .
3. **PGR students and supervisors.** We will increase the number of female postgraduate supervisors, to address gender imbalances in these areas.
4. **Staff career enhancement and development.** We are pleased to have a high proportion of female Professors in the department (four of the five current professors are male). However, three of the current readers are male and one is female. To ensure balance in the coming years we will undertake actions to support for the career progression for women, to Readerships and ensure that there are sufficient promotions from reader to Professor to increase the gender balance. Whilst the department has taken great strides in developing more gender-balanced recruitment and staffing profile, we also need to encourage more women to apply or be considered for senior positions through our external recruitment practices.

5. **Improving departmental culture.** Whilst we have made significant progress in developing a more gender equitable department there is still more work to improve equity and generate a more respectful environment. We need to ensure that all staff are familiar with: all gender equity training; HR process and practices around flexible working; flexible leave; career breaks; returning from sickness; appraisal processes; work-life balance; and, the purposes and value of these initiatives. Men and women should feel supported when they or their partners are having or adopting babies and children. We need to monitor and address gender imbalances in workloads pertaining to research, teaching and administration to address gendered inequalities in experiences and outcomes in relation to males and females.

I can confirm that the data presented in this report is an accurate portrayal of our department.

Yours Sincerely,

Head of the Department of Education

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Word count: 464

The Department of Education is one of six in the Faculty of Humanities and Social Sciences and dates to the creation of the University in the late 1960s. It is based in one building

on Claverton campus. Until 2016 we offered middle and secondary 'school centered initial teacher training' (SCITT) and through this provision we maintained strong school-based links in the South West. All our Teaching and Researching staff are being submitted to REF2021 reflecting our strong national and international research. The Department is preparing for the university wide 'curriculum transformation' as part of its commitment to excellence in teaching. The University achieved a Gold rating in the 2019 Teaching Excellence Framework (TEF).

We have 42 Academic and Research and 9 Professional Services staff supporting 943 students (Table 2.1).

Table 2.1 Total Number of academic staff, professional and support staff, and students, by gender (2018-19)

Academic, research and teaching staff		Numbers for 2018/19 (%)	
		F	M
	Research	(100%)	(0%)
	Teaching	(57%)	(43%)
	Lecturer	(54%)	(46%)
	Senior Lecturer	(55%)	(45%)
	Reader	(0%)	(100%)
	Professor	(71%)	(29%)
	Other (e.g. Knowledge Transfer Programme)	(100%)	(0%)
	Total	24 (57%)	18 (43%)
*Professional and support staff	Total	(72%)	(28%)
Students	Undergraduate Students	131 (94%)	8 (6%)
	Postgraduate Teaching Students	396 (71%)	161 (29%)
	Postgraduate Research Students	149 (60%)	98 (40%)
	Total	676 (72%)	267 (28%)

*Professional services are connected to a Faculty framework for departmental support; therefore, our department does not regulate their numbers or gender.

Our student population is predominately female (**AP 2.1.1**). For staff we have an underrepresentation of females at Readership level and an underrepresentation of males at the Professorial level. Before 2015-16, the situation was reversed with only male representation at Professorial level. Whilst we are pleased we have successfully addressed the earlier trend, we need to improve the recruitment of female staff to Readership and male staff to Professorial level, for more balanced representation (**AP 2.2.1-2**).

We deliver:

- One undergraduate programme - Education with Psychology BA Hons. (on campus)
- A range of postgraduate taught programmes
- Two doctoral programmes: the traditional PhD and the EdD, a professional doctorate with online and face-to-face elements accessible to those based at a distance.
- Our postgraduate programmes draw in international teachers and administrators, many from international and IB World schools, and many teachers and administrators from similar contexts across the world are enrolled as part-time MA and EdD students.

Table 2.2 Teaching programmes and numbers of students split by gender (2018-2019)

	Numbers (2018-2019) and %		
	T	F	M
UG Students BA (Hons) Education with Psychology	139	131 (94%)	8 (6%)
PGT	557	396 (71%)	161 (29%)
PGR Students <i>Edu.</i> <i>MPhil/PhD</i> <i>Doctor of Ed</i> <i>(EdD)</i>	247	149 (60%)	98 (40%)
TOTAL	943	676 (72%)	267 (28%)

Academic and research staff alongside PhD students are organised into four research clusters linked through shared research interests (see Figure 2.3).

Our Head of Department (HoD) line manages academic staff and structural leadership is through the Executive Committee (Exec). Exec roles have a three-year term and rotate amongst senior staff, with open calls for expressions of interest. There is a gender balance amongst staff who head the various departmental research clusters. However, there is an underrepresentation of male staff in Director of Studies roles (**AP2.3.1**).

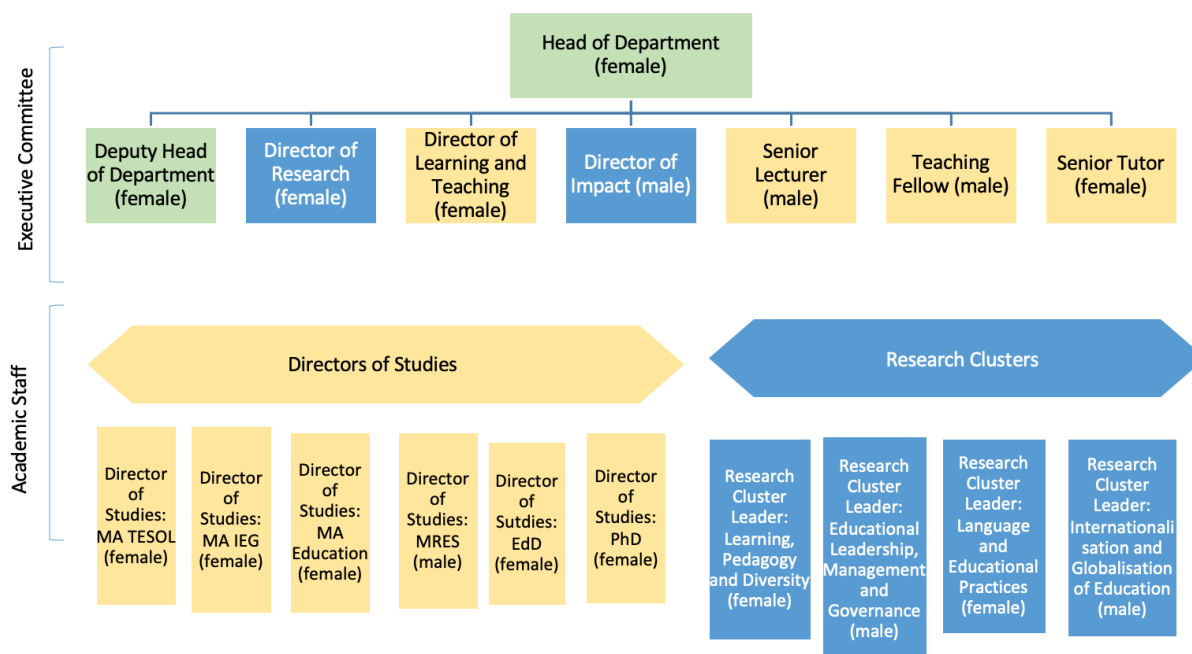
AP 2.1.1: Increase male students at all levels.

AP 2.2.1: Improve gender balance at Readership level

AP 2.2.2: Improve gender balance at Professorial level

AP 2.3.1 Assess the organisational structure of departmental committees (including Director of Studies roles), for gender balance.

Figure 2.3 Department Organisational Structure: 2018/19



3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Word count : 702 words

(i) a description of the self-assessment team

DSAT membership includes representation from academic and professional services staff and postgraduate research students. The current gender balance of the committee is 83%F:17%M, falling from 71%F:29%M previously. We aim to increase male engagement **(AP3.1.1)**. Members have experience of part-time working, some are dual-career families, with others having significant caring responsibilities. There are no researcher representatives due to the low numbers of researcher only staff (1F), and the wish not to over burden them. Two Professor members research gender equality, and four are also members of Exec.

AP3.1.1: Encourage male members of staff and male post graduate students to become members of DSAT

Table 3.1: Members of the Department Self-Assessment Team, academic role and DSAT responsibility as of Jan 2020

	Name	Gender	Study/Career Path & FTC/Open Ended & FT/PT	Title/ Lead role
		F	T&R, OE, FT	Senior Lecturer, DSAT Chair, Application writing and coordination
		F	T&R, OE, FT	Head of Department, letter of endorsement, advice throughout the application, commenting on the final document
		F	T&R, OE, FT	Lecturer, quantitative student data analysis, career development
		M	T&R, OE, 0.8	Senior Lecturer, staff survey analysis, flexible working, career breaks
		F	T&R, OE, FT	Senior Lecturer UG student data, career transition points, qualitative data collection
		F	T&R, OE, FT	Senior Lecturer, PGT student data, flexible working, managing career breaks
		F	PS, OE, FT	Departmental Administrator, department data description, supplementary survey distribution
		F	T&R, OE, FT	Senior Lecturer, quantitative data collection and analysis, write-up, co-writer of final application
		F	T&R, OE, FT	Lecturer, UG student data analysis, qualitative data collection
		M	T&R, OE, FT	Senior Lecturer in Education, PGT student data collection, career transition points.
		F	PGR Student, PT	PhD student, PGR student data collection, organisational culture for PGR students
		F	T&R, OE, FT	Professor of Higher Education and Gender, research-related data, organisational culture.
		F	T&R, OE, FT	Associate member and a co-Chair of University Equality and Diversity Network

(ii) An account of the self-assessment process

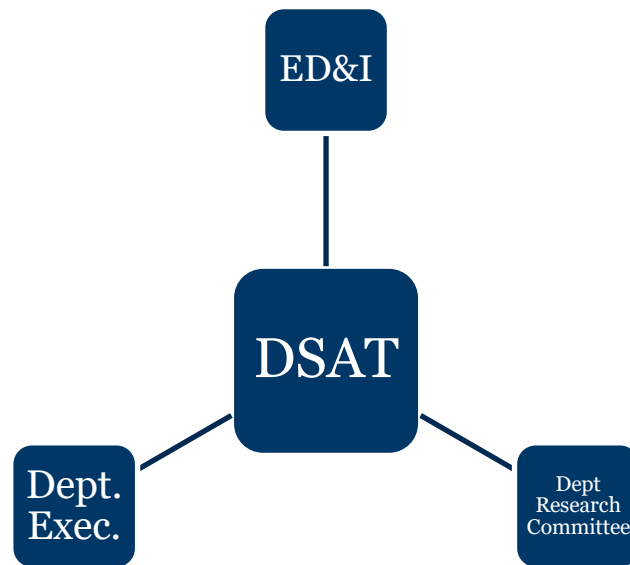
Our HoD launched our commitment to Athena Swan at a Departmental staff meeting in March 2019. We invited volunteers for DSAT membership from all academic, research and professional services staff. Directors of Studies sent out group emails inviting all students to get involved. DSAT duties are now recognised in academic workload. We allocated 200 hours to the Chair who is also the co-ordinator and first author, 100 hours to the co-author who is also the quantitative lead, and between 10-50 hours to remaining DSAT members, depending on the tasks for which they were responsible. Meetings were held at least one or two per semester, with the focus of our meetings summarised in Table 3.2. Outside meetings, DSAT members spoke informally to discuss actions, how they were progressing, and updates were circulated via email and in staff meetings.

Table 3.2: Department Self-Assessment Team meetings for Bronze Award

Meeting	Date	SAT Focus
1	June 2019	Setting up the DSAT as a group, understanding the Charter Framework, self-assessment and application process
2	September 2019	Focussing on data collection finding out about Charter activities elsewhere in the Faculty, understanding what data is produced centrally for the DSAT and what we would source locally
3	October 2019	This meeting was dedicated to staff data analysis, identifying trends, and beginning of our action plan to resolve negative trends
4	November 2019	The DSAT was split into working groups to focus on different elements of the framework and application and allocated tasks to complete
5	December 2019	Revisiting data analysis following allocation of tasks, discussions on benchmarking and comparator group
6 and 7	January 2020	Two drop-in writing days in which staff dedicated time to draft application
8	February 2020	Focus on the action plan to review this in light of writing the application
9	August 2020	On-line - focus on further analysis/writing of student data
10	August 2020	On-line - focus on further analysis/writing of staff data
11	October 2020	DSAT Athena Swan Summary meeting

DSAT reports to the Exec, Dept. Research committee and representatives from the University EDI committee (Figure 3.2.1). Communication and updates to staff were via our staff meetings (two in Semester 1 and three in semester 2). For UG and PGT students, communication continues via our Staff Student Liaison Committee and for PGR and EdD, via our bimonthly on-line coffee and chat meetings.

Figure 3.2.1: DSAT Communication Structures



We networked internally with the Faculty Athena SWAN Champion, other department EDI representatives, and the DSAT Chair attended a DSAT Chairs' event in which an outside equality expert conducted a workshop on 'data presentation' and participants shared best practice. We also networked externally via the Great West 4 (GW4) network (Bath, Bristol, Cardiff and Exeter University) to attend gender events, and our EDI University team highlighted Athena Swan activities and resources to us.

We consulted with staff via

- A Culture Survey (Table 3.3).
- A supplementary Staff Survey (additional information e.g. Outreach and committee membership)
- Discussions with the HoD and 15 members of staff at a range of levels and roles

Table 3.3 Department of Education culture survey responses: June 2019

		Responses				
		Total	F	Male	GNI	Response rate
Staff Culture survey		31	19	11		74%
Supplementary Survey		11				26%

We consulted with student focus groups :

- UGs – 3-year group cohorts

- PGTs - 2 (MA TESOL and MA IEG students)
- PGR – 2

We gleaned several emerging themes to inform our actions going forward. For staff these related to workload, appraisal processes, flexible leave, culture and work-life balance; and for students male underrepresentation, career development through the take up of support and opportunities, and the visibility of role models (particularly male).

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

After submission we will continue to meet at least three times each year (**AP 3.2.1**) and continue to report our progress to Exec and to University EDI committee representatives. We will produce an annual evaluation of progress for these committees. We will conduct further surveys and focus groups to inform our work (**AP. 3.2.3 - 4**). To implement our action plan, we are implementing working groups corresponding to key sections of the action plan (**AP 3.2.2**). To facilitate further communication, we are creating a Department EDI webpage to include the AS principles, our AS activities and action plan (**AP. 3.3.1**).

AP 3.2.1 : Transform DSAT into a subgroup of EDI and schedule at least 3 meetings per year

AP. 3.2.2 : Create Athena SAT working groups (ASWG) corresponding to respective actions, e.g. webpage, surveys, students, events

AP. 3.2.3 : Conduct and analyse departmental staff surveys and staff focus groups every two years.

AP. 3.2.4 Conduct and analyse student surveys and student focus groups each year

AP. 3.3.1 Create a Departmental ED&I webpage displaying Athena Swan principles, our activities and action plan

Membership of DSAT will be reviewed annually to maintain broad representation of the Department and to increase male engagement. We will adopt a co-Chair model to enhance our liaison with others and communications.

SAT will report to the Department EDI after each meeting as well as ensuring there are methods for exchange of communications through email and an annual meeting between SAT and EDI.

We have looked at succession planning for membership given most members commenced at the same time. For continuity, half our membership will remain, and when we recruit new members we will seek to engage with our male colleagues and students as part of a broad representation of the Department (**AP 3.1.1**; **AP 3.2.6**). DSAT duties will continue to be included within our workload model.

AP 3.1.1: Encourage male members of staff and male post graduate students to become members of DSAT

AP 3.2.6: Create EDI committee ensuring broad representation of the Department

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Word Count: 2283

4.1. Student data

Please note that the numerical data provided for this section on 'student data' is produced centrally. Our student benchmark data is taken from the Higher Education Statistics Agency HESA (covering a four-year period : 2015/16-2018/19).

Numbers of men and women on access or foundation courses

N/A

(iv) Numbers of undergraduate students by gender

Our UG Education with Psychology (EwP) Honours degree introduced in 2016-17, is a full time 4-year degree with an optional work placement year (UK and/or international). This is increasingly popular, with +50% of students having taken a placement since 2016/17.

Figures 4.1.1 & 4.1.2 show an increase from 91%F to 94%F with males remaining underrepresented and below the benchmark. Exploring why this may be the case we looked at the destination data for our graduates and identified many students consider this degree to be a preparation for primary education teacher training, which has a circa 70% female workforce. To address this, we are reviewing our recruitment and marketing material (**AP 4.1.1 - 2**) and focusing on engaging males with the subject, in our Outreach work (**AP 4.1.3**).

Figure 4.1.1 : Percentage of undergraduate students by gender

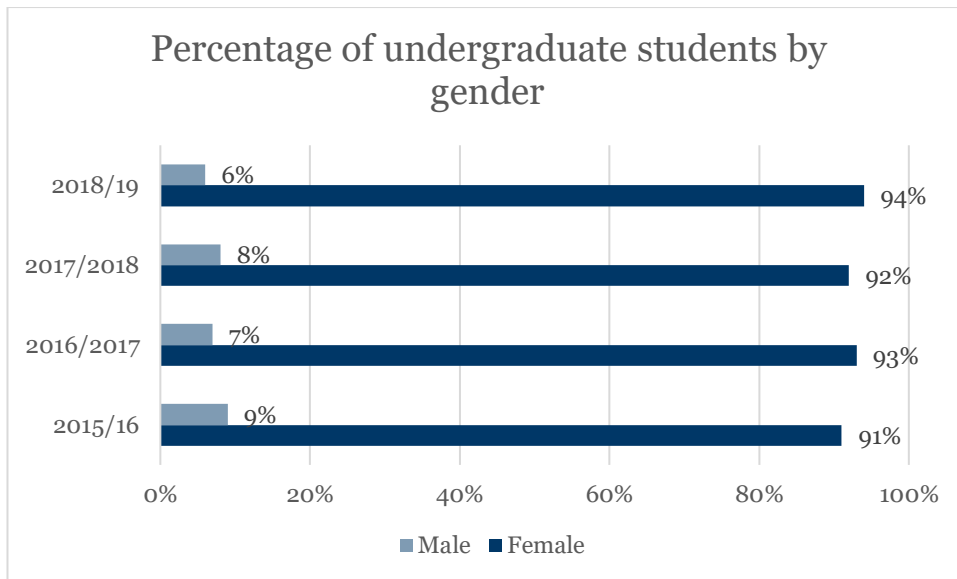
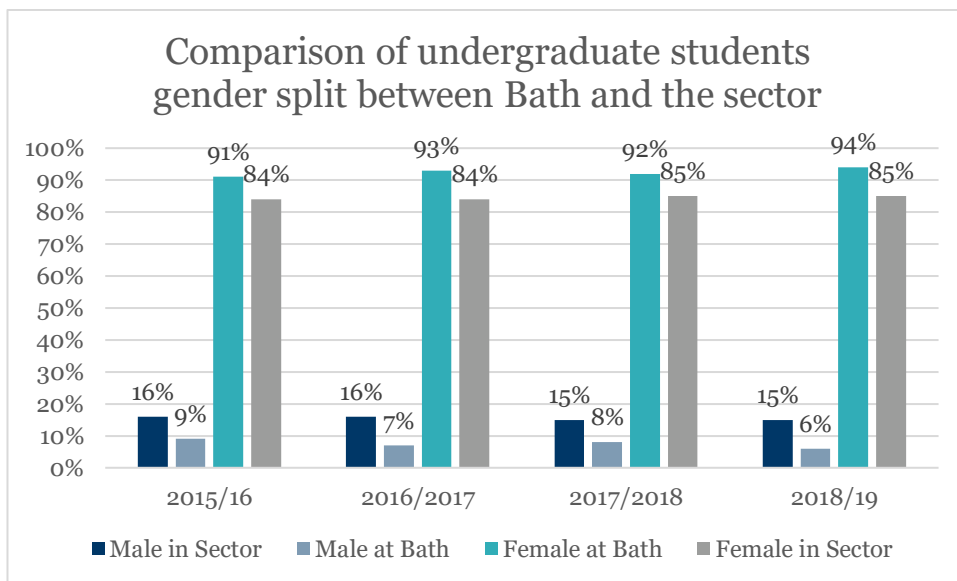


Figure 4.1.2: Percentage of female UG students in Education at the University of Bath, compared to the sector average (HESA data)



Turning to applications, offers and acceptances (Table 4.1.3) we identified :

- A change to a more gender-neutral degree title in 2016/17 may have brought about an increase in male applicants and a 50% increase in offers issued to male candidates (from 4% to 8% of all offers) between 2016-2018, compared to 2015/16.
- Females are more likely to accept their offers compared to males.
- The percentage of offers accepted, declined for female candidates in 2018-19 (from 35% in 2017-18 to 28% a year after).

- The percentage of offers accepted, declined for male students (from 57%% in 2015/16 to 14% in 2017-18 to 10% a year after), despite a 50% increase in offers made to male UG students between 2016-2018.

Male candidates are less likely to accept offers than female ones. Our actions (**AP4.1.1-3**) will be linked to show a flow from pre-university application to application stage (see also section on Outreach Activities) .

AP 4.1.1: Develop marketing material that has equal representation of male and female, including student role models and case studies.

AP 4.1.2: Assess admissions process to alleviate any unconscious bias.

AP 4.1.3: Develop Outreach activities specifically for pre-university students to engage with the subject.

Table 4.1.3 UG applications, offers and acceptance rates by gender since 2015/16

	UG students	Apps	Offers	Accepts	Offers/Apps	Accepts/Offers
2015/16	Female	229 (93%)	155 (96%)	50 (93%)	68%	32%
	Male	18 (7%)	(4%)	(7%)	39%	57%
2016/17	Female	250 (92%)	194 (92%)	59 94%)	78%	30%
	Male	22 (8%)	17 (8%)	(6%)	77%	24%
2017/18	Female	190 (90%)	155 (92%)	55 (96%)	82%	35%
	Male	20 (10%)	14 (8%)	(4%)	70%	14%
2018/19	Female	197 (93%)	163 (94%)	46 (98%)	83%	28%
	Male	15 (7%)	10 (6%)	(2%)	67%	10%

Degree attainment by gender

Figure 4.1.4 Degree attainment by gender

FIGURE REDACTED

The undergraduate attainment reflects gender ratios of students. In 2015/16, and 2016/17, no male students achieved a first or upper-second-class degree. This changed in 2017/18. We cannot make solid claims about any gender related differences in attainment due to the very small number of male students.

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

We offer three main postgraduate taught (PGT) courses - MA TESOL (Teaching English to Speakers of Other Languages FT), MA IEG (International Education & Globalisation FT), and MA Education (Distance Learning PT) which is delivered both on-line and via overseas Study Centres. MAIEG is a new full-time one-year MA, for internationally focused postgraduate study, whilst the full-time MA TESOL continues to attract growing numbers of students from around the world.

Table 2.2.1 Disaggregated PGT programmes and numbers of students split by gender (2018-2019)

PGT Programmes	Numbers (2018-2019) and %		
	F	M	Total
Acdmc & Prof Prac (disbanded provision)			
MA Coach Ed & Sports Dev PT 5 year (disbanded provision)			
MA Educ OS-M PT (5 Yr)			
MA Educ PT (5 Year)			
MA Education (Educ Ldrshp & Mang) PT			
MA Education (Intl Ed) PT			
MA Education (Lrn & Tchg) PT			
MA Intl Ed & Glbsn w Pre-sesnl Engl (PS4)			

MA Intl Education & Glbstn			
MA TESOL			
MA TESOL w Pre-sesnl Engl (PS4)			
MRes Educ			
MRes Educ PT			
MRes Education (leading to PhD)			
PG Cert Educ Studies			
PG Cert Educ Studies PT (5 year)			
PG Cert Educ Studies PT (8 year)			
PG Dip Education PT (5 year)			
Grand Total	396 (71%)	161 (29%)	557

There is no natural progression from our UG to PGT programmes. The majority of our PGT students are teaching (in international schools) and are international students, who are already qualified teachers. Analysis of our UG destination data illustrates the majority of our UG students continue onto primary school teacher training or conversion courses qualifying them to become educational psychologists. Neither of these routes are offered at Bath.

Over the data period we can see (Figures 4.2, 4.2.1, 4.2.2) :

- The continued underrepresentation of males (30%M) but comparing favourably with the benchmark (27%M).
- A downward trend in our male PGT numbers , 37%M 15/16 versus 30%M 18/19.
- Although the proportion of females enrolled on both FT and PT PGT programmes is higher than males; a much higher proportion of females enroll on FT PGT programmes. In fact, two thirds of our 2018/19 cohort was female and 93% of those females were full time. The discrepancy is not so wide for part-time enrollment, with both genders much more equally represented.

To explore this further we looked at the source of our student intakes. We have a very high proportion of overseas students on our FT programme, which comprise a higher percentage of female students who are not in full time employment (we have a high proportion of Chinese females on two PGT programmes (TESOL and IEG)). In contrast, our PT programmes draw from the professional employment sector (teachers/ head teachers in international schools) living internationally.

The trends from the data reinforce the underrepresentation of male students on both full and PT programmes, and particularly on the FT. Whilst this is very much due to both the discipline and the professional non-UK PGT pool we draw from, we aim to address the underrepresentation by assessing our admissions process, and developing the marketing material of both our FT and PT MA programmes **(AP 4.2.1-2)**.

AP 4.2.1: Assess admissions process on MA programmes to alleviate any unconscious bias.

AP 4.2.2: Develop marketing material for equal representation of male and female.

Figure 4.2 PGT Student Numbers by Gender

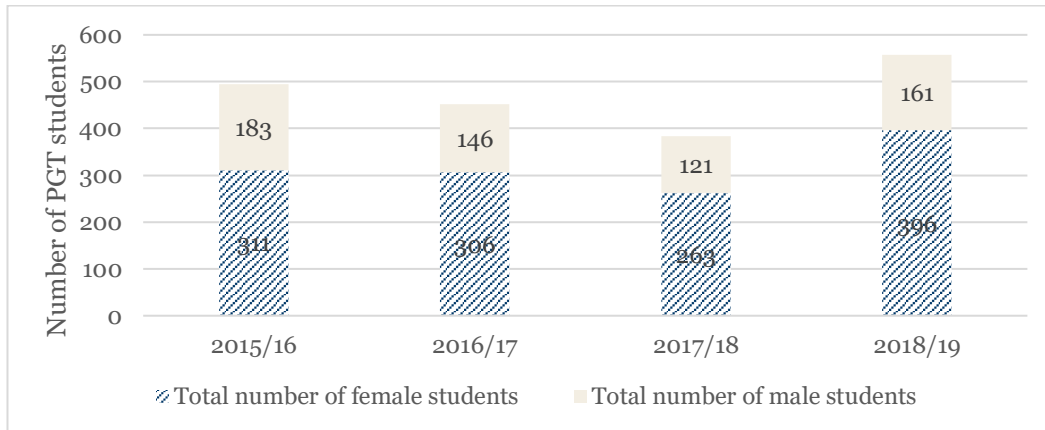


Figure 4.2.1: PGT Student Numbers by Gender and Sector Benchmark

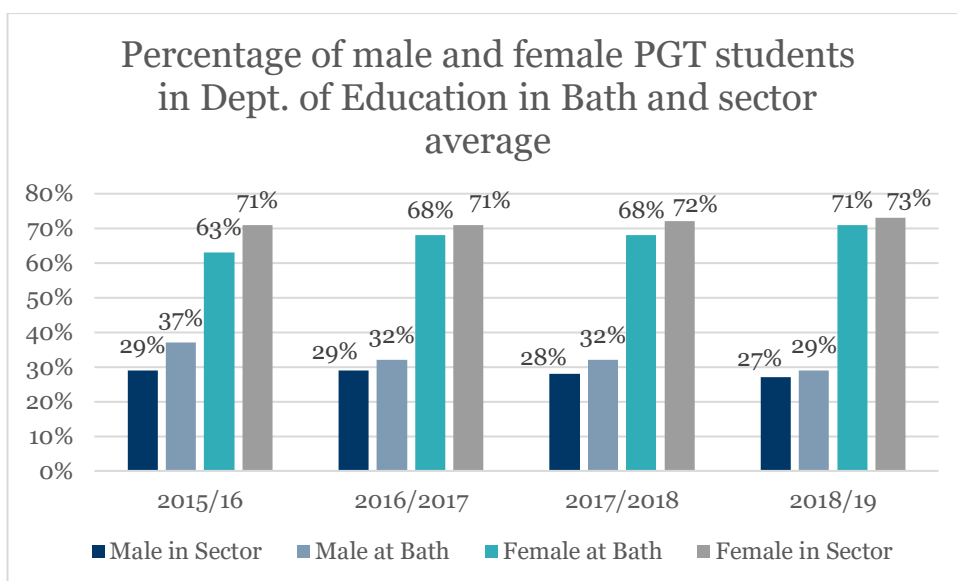


Table 4.2.2: Post-graduate taught FT/PT recruitment by gender

PGT STUDENTS		Total	FT	PT
2015/16	Female	311 (63%)	72 (88%)	239 (58%)
	Male	183 (37%)	10 (12%)	173 (42%)
2016/17	Female	306 (68%)	115 (90%)	191 (59%)
	Male	146 (32%)	13 (10%)	133 (41%)
2017/18	Female	263 (68%)	111 (95%)	152 (57%)
	Male	121 (32%)	6 (5%)	115 (43%)
2018/19	Female	396 (71%)	212 (93%)	184 (56%)
	Male	161 (29%)	16 (7%)	145 (44%)

Turning to PGT applications, offers and acceptances (Table 4.3):

- The relation of female to male applications has remained stable across the four years.
- The offer acceptance rate amongst female applicants has decreased from 41% in 2015/16 to 34% in 2018/19, even though a similar proportion of female and males receive offers.
- The gender ratios of offers reflect the gender pool of applications which suggests no bias at offers stage.

Table 4.3: Numbers of applications, offers and acceptances for female and male applicants to our PGT courses

2018/19										
Course Name	F Apps	M Apps	F Offers	M Offers	F Acpt	M Acpts	F App : Offer	M App : Offer	F Offer : Acpt	M Offer : Acpt
MA TESOL FT	561	63	357	34	65	6	63.6%	54.0%	18.2%	17.6%
	89.9%	10.1%	91.3%	8.7%	91.5%	8.5%				
MA TESOL PSG5 FT	34		33		27		97.1%	100.0%	81.8%	100.0%
	91.9%	8.1%	91.7%	8.3%	90.0%	10.0%				
MA Intl Ed & Gblstn FT	183	29	120	20	18		65.6%	69.0%	15.0%	10.0%
	86.3%	13.7%	85.7%	14.3%	90.0%	10.0%				
MA Intl Ed & Gblstn PSG5 FT	7		7		7		100.0%	100.0%	100.0%	100.0%
	87.5%	12.5%	87.5%	12.5%	87.5%	12.5%				
MA Educ DL PT	105	69	88	62	49	35	83.8%	89.9%	55.7%	56.5%
	60.3%	39.7%	58.7%	41.3%	58.3%	41.7%				
MA Educ SC Amman DL PT	17		15		8		88.2%	0.0%	53.3%	0.0%
	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%				
MA Educ SC Bangalore DL PT	5		2	0	2	0	40.0%	0.0%	100.0%	0.0%
	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%				
MA Educ SC Bangkok DL PT							100.0%	100.0%	100.0%	100.0%
MA Educ SC Doha DL PT							100.0%	100.0%	75.0%	50.0%
	66.7%	33.3%	66.7%	33.3%	75.0%	25.0%				
MA Educ SC Mumbai DL PT							75.0%	100.0%	66.7%	0.0%
	80.0%	20.0%	75.0%	25.0%	100.0%	0.0%				
MA Educ SS DL PT							0.0%	0.0%	0.0%	0.0%
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
MRes Educ FT	17	8	10				58.8%	25.0%	20.0%	0.0%
	68.0%	32.0%	83.3%	16.7%	100.0%	0.0%				
MRes/PhD Educ FT							0.0%	100.0%	0.0%	100.0%
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%				
MRes Educ PT							100.0%	0.0%	0.0%	0.0%
	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%				
All Programmes	941	178	642	127	185	50	68.2%	71.3%	28.8%	39.4%
	84.1%	15.9%	83.5%	16.5%	78.7%	21.3%				
2017/8										

Course Name	F Apps	M Apps	F Offers	M Offers	F Acpt	M Acpts	F App : Offer	M App : Offer	F Offer : Acpt	M Offer : Acpt
MA TESOL FT	497	57	322	30	51		64.8%	52.6%	15.8%	13.3%
	89.7%	10.3%	91.5%	8.5%	92.7%	7.3%				
MA TESOL PSG5 FT	33		33		29		100.0%	100.0%	87.9%	100.0%
	97.1%	2.9%	97.1%	2.9%	96.7%	3.3%				
MA Intl Ed & Gblstn FT	204	39	129	15	17		63.2%	38.5%	13.2%	6.7%
	84.0%	16.0%	89.6%	10.4%	94.4%	5.6%				
MA Intl Ed & Gblstn PSG5 FT							100.0%	0.0%	50.0%	0.0%
	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%				
MA Intl Ed & Gblstn PSG4 FT							100.0%	0.0%	100.0%	0.0%
	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%				
Crt Educnl Stds DL PT	11		11		11		100.0%	100.0%	100.0%	100.0%
	91.7%	8.3%	91.7%	8.3%	91.7%	8.3%				
MA Educ DL PT	144	103	130	82	94	61	90.3%	79.6%	72.3%	74.4%
	58.3%	41.7%	61.3%	38.7%	60.6%	39.4%				
MA Educ SC Amman DL PT							100.0%	100.0%	66.7%	100.0%
	60.0%	40.0%	60.0%	40.0%	50.0%	50.0%				
MA Educ SC Bangalore DL PT	8		8	0	6	0	100.0%	0.0%	75.0%	0.0%
	88.9%	11.1%	100.0%	0.0%	100.0%	0.0%				
MA Educ SC Bangkok DL PT							100.0%	83.3%	80.0%	100.0%
	45.5%	54.5%	50.0%	50.0%	44.4%	55.6%				
MA Educ SC Doha DL PT							80.0%	66.7%	50.0%	100.0%
	62.5%	37.5%	66.7%	33.3%	50.0%	50.0%				
MA Educ SC Mumbai DL PT							85.7%	75.0%	100.0%	100.0%
	77.8%	22.2%	80.0%	20.0%	80.0%	20.0%				
MA Educ SS DL PT	14	12	14	11	13	9	100.0%	91.7%	92.9%	81.8%
	53.8%	46.2%	56.0%	44.0%	59.1%	40.9%				
MRes Educ FT							63.6%	75.0%	28.6%	0.0%
	73.3%	26.7%	70.0%	30.0%	100.0%	0.0%				
MRes Educ PT							100.0%	0.0%	33.3%	0.0%
	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%				
All Programmes	957	233	686	155	247	89	71.7%	66.5%	36.0%	57.4%
	80.4%	19.6%	81.6%	18.4%	73.5%	26.5%				
2016/7										
Course Name	F Apps	M Apps	F Offers	M Offers	F Acpt	M Acpts	F App : Offer	M App : Offer	F Offer : Acpt	M Offer : Acpt
MA TESOL FT	505	61	286	30	68	8	56.6%	49.2%	23.8%	26.7%
	89.2%	10.8%	90.5%	9.5%	89.5%	10.5%				
MA TESOL PSG5 FT							100.0%	0.0%	74.2%	0.0%
	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%				
MA Intl Ed & Gblstn FT	156	35	103	21	24	5	66.0%	60.0%	23.3%	23.8%
	81.7%	18.3%	83.1%	16.9%	82.8%	17.2%				
MA Intl Ed & Gblstn PSG5 FT							100.0%	0.0%	60.0%	0.0%
	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%				
MA Educ DL PT	137	103	125	83	98	59	91.2%	80.6%	78.4%	71.1%
	57.1%	42.9%	60.1%	39.9%	62.4%	37.6%				

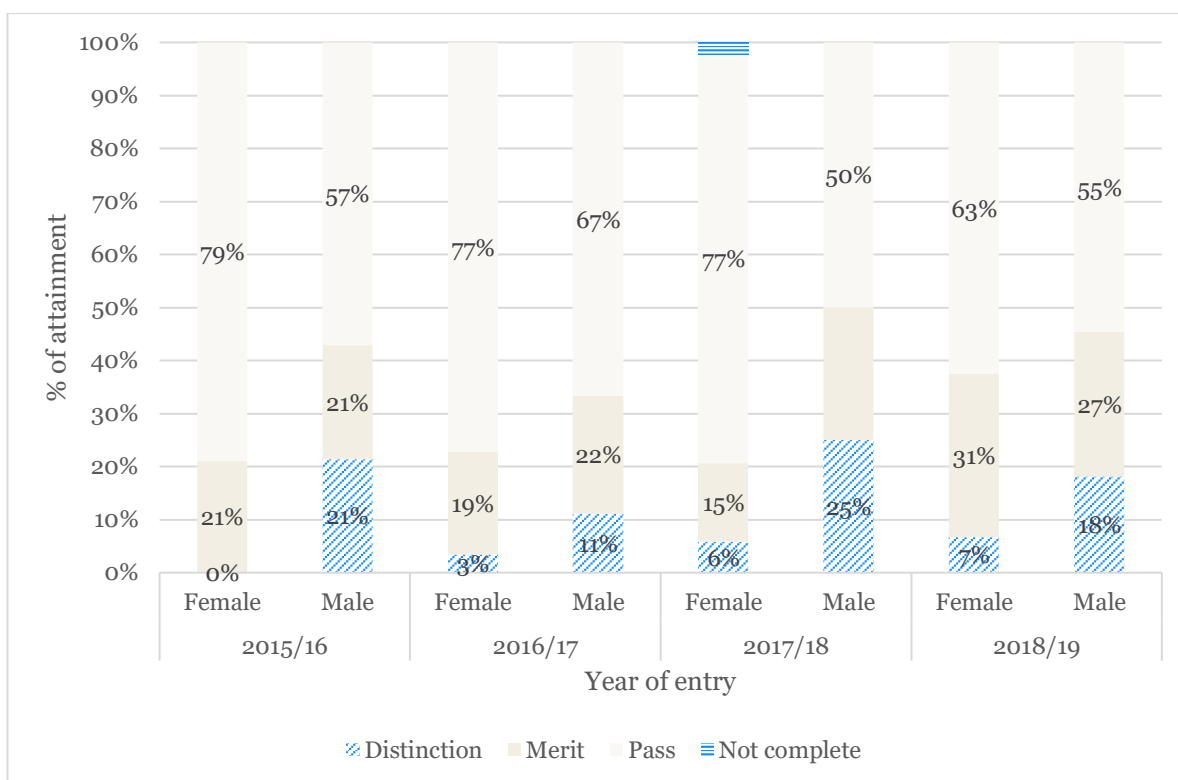
MA Educ SC Amman DL PT							100.0%	0.0%	80.0%	0.0%
	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%				
MA Educ SC Bangalore DL PT							100.0%	100.0%	78.6%	100.0%
	87.5%	12.5%	87.5%	12.5%	84.6%	15.4%				
MA Educ SC Bangkok DL PT							50.0%	0.0%	100.0%	0.0%
	66.7%	33.3%	100.0%	0.0%	100.0%	0.0%				
MA Educ SC Doha DL PT							100.0%	100.0%	83.3%	100.0%
	75.0%	25.0%	75.0%	25.0%	71.4%	28.6%				
MA Educ SC Mumbai DL PT							73.3%	100.0%	54.5%	0.0%
	88.2%	11.8%	84.6%	15.4%	100.0%	0.0%				
MA Educ SS DL PT	14	11	12	10	11	9	85.7%	90.9%	91.7%	90.0%
	56.0%	44.0%	54.5%	45.5%	55.0%	45.0%				
MRes Educ FT							66.7%	75.0%	16.7%	33.3%
	69.2%	30.8%	66.7%	33.3%	50.0%	50.0%				
MRes Educ PSG5 FT							100.0%	0.0%	100.0%	0.0%
	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%				
MRes Educ PT							0.0%	0.0%	0.0%	0.0%
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
All Programmes	901	221	606	153	256	86	67.3%	69.2%	42.2%	56.2%
	80.3%	19.7%	79.8%	20.2%	74.9%	25.1%				

Degree attainment by gender

Data in Figure 4.4 suggests a persistent difference between female and male PGT students in the attainment of distinctions. We currently anonymise scripts at UG level and at PGT level there are always two markers to avoid bias. We will identify reasons for differences between female and male students in gaining distinctions (**AP 4.3.1**).

AP 4.3.1: Group interview with sample of PGT markers to identify reasons for differences and possible gender bias.

Figure 4.4 PGT degree classification



Numbers of men and women on postgraduate research degrees

Our PGR students come through four routes:

- EdD (FT and PT) : This is our professional doctorate, and most students are from the international school market and
- PhD (FT and PT): Students are both international and home based, self-funded or funded through scholarships (for example, University scholarships, ESRC scholarships through the GW4 South West doctoral competition, other external funding such as charities or government agencies). These issues have an impact on the applications received in the Department.

Figures 4.5 and 4.5.1 compares the number of PGR students by gender, and then compares them to HESA data for the sector. Tables 4.5.2 and 4.5.3 disaggregates the gender according to the four routes.

Like our PGT students, all PGR students are predominantly overseas, the overseas cohort has a relatively high female representation, and women consistently comprise a higher proportion of full-time students. We do however compare well for PGR male engagement (45%M v 33%M benchmark). We attribute this success to the strong reputation of the EdD in the international schooling sector. We can see this demonstrated through the data across the four routes, where more men engage in PT PGR study of the EdD (see also PT EdD application stage data), and consequently there is less of a difference in gender balance for the EdD programme than for the PhD, where a considerably larger proportion of students are female (mainly overseas). We will build on the success of the PT EdD to improve the representation of males at PGR level through our study centre provision , as

we know that many of our EdD students come to the EdD, having engaged with the MA Ed Study centre provision (**AP 4.4.1**). One of the areas that we are currently encouraging is PhD through publication, and this may also be a route which will encourage more males to apply because of its direct significance to the competitive requirements of the higher education employment market, where they are in a stronger position for employment if they have written for publications (**AP 4.4.2 -3**).

AP 4.4.1: Organise annual workshop (online/ face to face/Study Centres) on academic opportunities for UG and PGT students in our Department.

AP 4.4.2: Invite (or provide a recording of) students who have experienced the PhD through publication route, at the workshop.

AP 4.4.3: Target and contact UG and PGT (female but particularly male) students who are in line for 1st/distinctions (in penultimate or final year) to attend the workshop.

Figure 4.5: Number of PGR students by gender - 2015/16- 2018/19

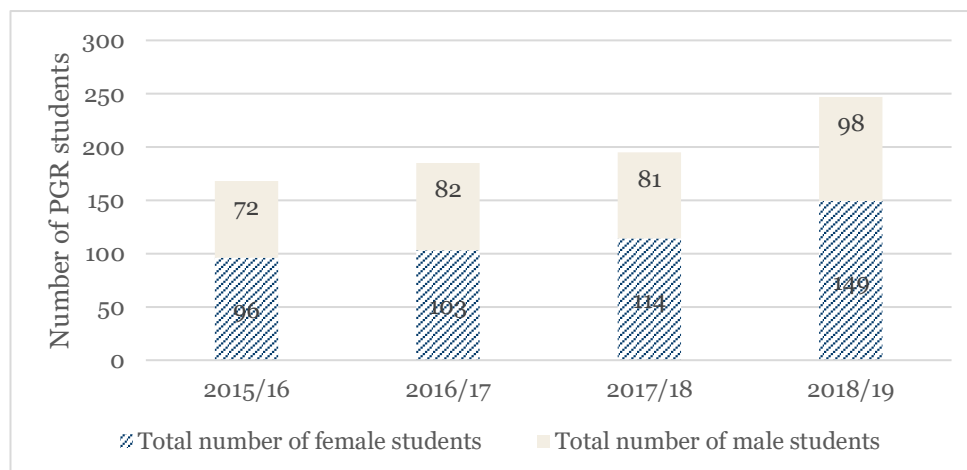


Figure 4.5.1: Percentage of PGR students by gender and HESA benchmarking data - 2015/16- 2018/19

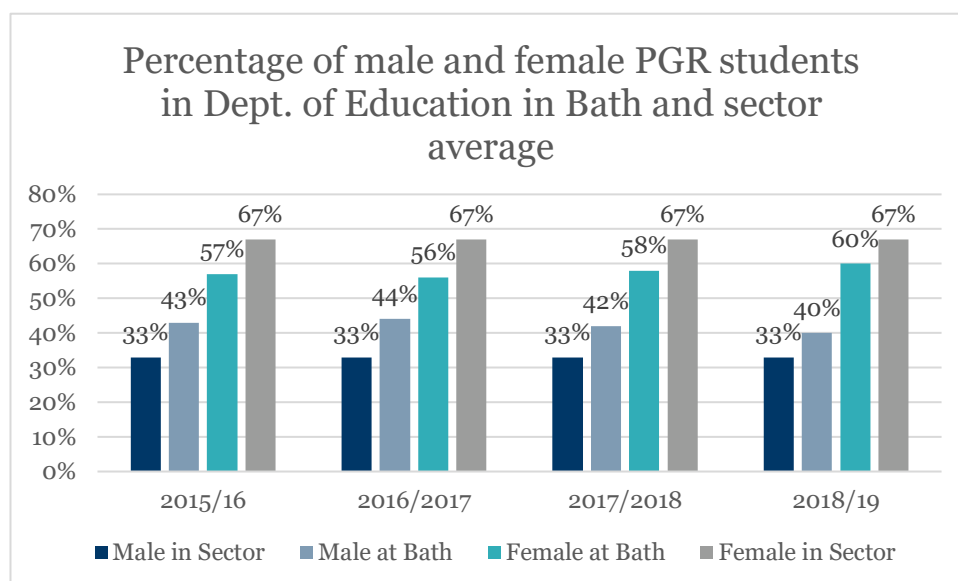


Table 4.5.2: Numbers and percentages of PGR students by gender and PT/FT status 2015/16- 2018/19

PGR STUDENTS		Total	Full time	Part time
2015/16	Female	96 (57%)	19 (83%)	77 (53%)
	Male	(43%)	(17%)	(47%)
2016/17	Female	103 (56%)	20 87%)	83 (51%)
	Male	(44%)	(13%)	(49%)
2017/18	Female	114 (58%)	29 (88%)	85 (52%)
	Male	(42%)	(12%)	(48%)
2018/19	Female	149 (60%)	43 (81%)	106 (55%)
	Male	98 (40%)	10 (19%)	88 (45%)

Table 4.5.3: Numbers and percentages of full and part time PGR students by gender and course 2017/18 - 2018/19

2017/18			
Courses	Female	Male	Total
EdD Res in Educ	(100%)	(0%)	
EdD Res in Educ PT	76 (51%)	74 (49%)	150
PhD Res in Educ	26 (87%)	(13%)	30
PhD Res in Educ PT	9 (75%)	(25%)	12
Total	114 (58%)	81 (42%)	195
2018/19			
Courses	Female	Male	Total
EdD Res in Educ	(67%)	(33%)	
EdD Res in Educ PT	93 (53%)	84 (47%)	177
PhD Res in Educ	41 (82%)	9 (18%)	50
PhD Res in Educ PT	13 (76%)	24%	17
Total	149 (60%)	98 (40%)	247

Table 4.5.4: Applications, offers and acceptances for PGR study

2018/19										
Course Name	F Apps	M Apps	F Offers	M Offers	F Acpt	M Acpt	F App : Offer	M App : Offer	F Offer : Acpt	M Offer : Acpt
MPhil Educ FT							16.7%			
	66.7%	33.3%	100.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%
PhD Educ FT							41.2%			
	60.7%	39.3%	67.7%	32.3%	77.8%	22.2%		30.3%	33.3%	20.0%
EdD PT							20.0%			
	38.5%	61.5%	22.2%	77.8%	40.0%	60.0%		43.8%	100.0%	42.9%
PhD Educ PT							44.4%			
	81.8%	9.1%	100.0%	0.0%	100.0%	0.0%		0.0%	50.0%	0.0%
All Programmes	76	53	28	17	11	5	36.8%			
	58.5%	40.8%	62.2%	37.8%	68.8%	31.3%		32.1%	39.3%	29.4%
2017/18										
Course Name	F Apps	M Apps	F Offers	M Offers	F Acpt	M Acpt	F App : Offer	M App : Offer	F Offer : Acpt	M Offer : Acpt
MPhil Educ FT							0.0%	0.0%	0.0%	0.0%
	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%				
PhD Educ FT	82	40	28	11	16	2	34.1%	27.5%	57.1%	18.2%
	67.2%	32.8%	71.8%	28.2%	88.9%	11.1%				
EdD PT	42	28	35	21	31	15	83.3%	75.0%	88.6%	71.4%
	60.0%	40.0%	62.5%	37.5%	67.4%	32.6%				
PhD Educ PT							100.0%	42.9%	66.7%	33.3%
	30.0%	70.0%	50.0%	50.0%	66.7%	33.3%				
All Programmes	129	77	66	35	49	18	51.2%	45.5%	74.2%	51.4%
	62.6%	37.4%	65.3%	34.7%	73.1%	26.9%				
2016/17										
Course Name	F Apps	M Apps	F Offers	M Offers	F Acpt	M Acpt	F App : Offer	M App : Offer	F Offer : Acpt	M Offer : Acpt
EdD FT							0.0%	0.0%	0.0%	0.0%
	41.7%	58.3%	0.0%	0.0%	0.0%	0.0%				
MPhil Educ FT							0.0%	50.0%	0.0%	0.0%
	50.0%	50.0%	0.0%	100.0%	0.0%	0.0%				
PhD Educ FT							26.2%	26.2%	23.5%	36.4%
	60.7%	39.3%	60.7%	39.3%	50.0%	50.0%				
EdD PT	34	39	29	36	23	27	85.3%	92.3%	79.3%	75.0%
	46.6%	53.4%	44.6%	55.4%	46.0%	54.0%				
MPhil Educ PT							0.0%	0.0%	0.0%	0.0%
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
PhD Educ PT							42.9%	100.0%	33.3%	50.0%

	77.8%	22.2%	60.0%	40.0%	50.0%	50.0%				
All Programmes	114	92	49	50	28	32				
	55.3%	44.7%	49.5%	50.5%	46.7%	53.3%	43.0%	54.3%	57.1%	64.0%

In our applications, offers and acceptances for PGR students (Tables 4.5.4, 4.6), there is a continued underrepresentation of male applications. The last four years show a trend to increase the proportion of offers made to women, from 42% at its lowest in 2015/16, to 58% in 2018/19. 2018/19 was the only year in which the percentage of women offered a place was proportionally higher than that of women who applied for a place. Of those offered a place, more women accepted than men, the exception being 2016/17. These data suggest that if women are offered places, they are more likely to accept and that the trend is to increase the proportion of places offered to women. To identify why this is we will explore the decliner reasons from PGR males who have been made offers (**AP 4.4.4**)

Table 4.6 : Numbers and percentages of applications, offers and acceptances for PGR study

		Apps (*)	Offers	Accept s	Offers/Apps	Accepts/Offer s
2015/16	Female	132 (65%)	55 (65%)	33 (67%)	42%	60%
	Male	70 (35%)	30 (35%)	16 (33%)	43%	53%
2016/17	Female	114 (55%)	49 (49%)	28 (47%)	43%	57%
	Male	92 (45%)	50 (41%)	32 (53%)	54%	64%
2017/18	Female	129 (63%)	66 (65%)	49 (73%)	51%	74%
	Male	77 (37%)	35 (35%)	18 (27%)	45%	51%
2018/19	Female	98 (57%)	57 (59%)	38 (61%)	58%	67%
	Male	74 (43%)	39 (41%)	24 (39%)	53%	62%

Table 4.7 shows a cohort analysis for submission rates, which tracks students from their entry points, instead of the year the PGR degree was completed. Therefore 2015/16 represents the latest data (2018/19) since this is the entry point.

Since numbers are very small, it is difficult to make any definite claims about submission rates according to gender.

Table 4.7: PGR submission rates by gender

Education: PhD submission rates (Full time)	Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2012/13 Female						-
2012/13 Male						100%
2013/14 Female						0%
2013/14 Male						50%
2014/15 Female						43%
2014/15 Male						100%
2015/16 Female						14%
2015/16 Male						100%

The institution does not collect PGR completion data for part-time students. Given that a substantial proportion of our Department's PGR students are enrolled on the part-time professional doctorate programme (EdD), it is important to collect data on their submission rate to indicate if there are gender related blockages in the pipeline from recruitment to submission, and if there are, what we can do to support those part time students (**AP 4.4.1-5**).

AP 4.4.4: Identify reasons for male decliners for offer acceptance rates at PGR level

AP 4.4.5: Request central university to collect PT EdD submission rate data and analyse according to gender. Identify actions needed for any issues from analysis.

(vi) Progression pipeline between undergraduate and postgraduate student levels

Our UG degrees do not directly lead to vocational qualifications and therefore students leave for further training elsewhere. UG destination data show our students go into professional education routes in other subject areas e.g. to qualify as educational psychologists, Primary PGCE or Teach First.

We have compared our student pipeline at the start and the end of our data period (Figs 4.8, 4.8.1, 4.8.2). During this time, our student numbers (total) have increased by 48.

Our first leak is prior to UG with males making a small (and decreasing) group. At PGT we see an increase in male engagement due to male applicants from international schools. The same trends emerge again in % terms at PGR, where we are closer to 50:50% engagement. We believe this is also linked to our pool of students from international schools, who go on the PT MA Education or MA TESOL Education and then continue to study for the EdD professional doctorate.

Figure 4.8.1: Students pipeline for 2015/16

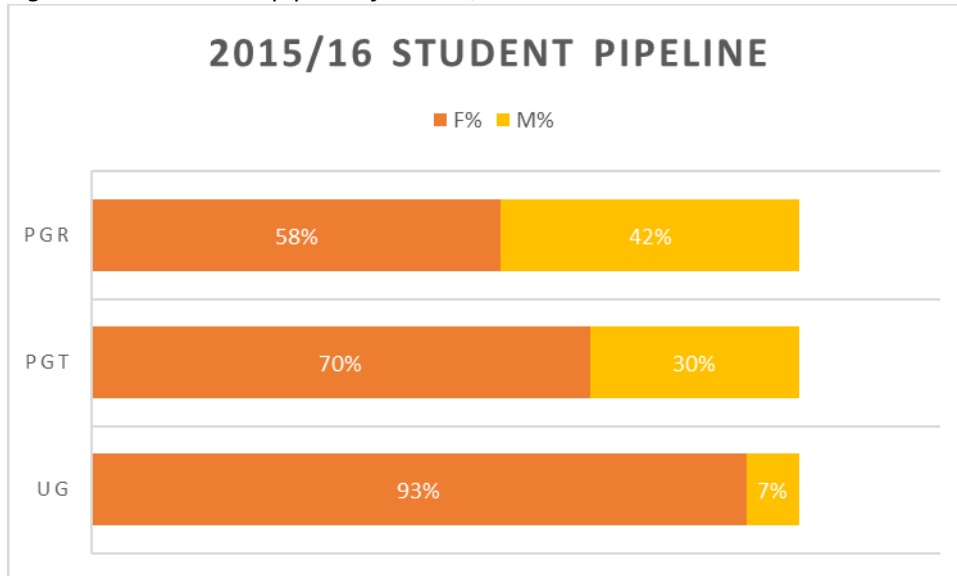
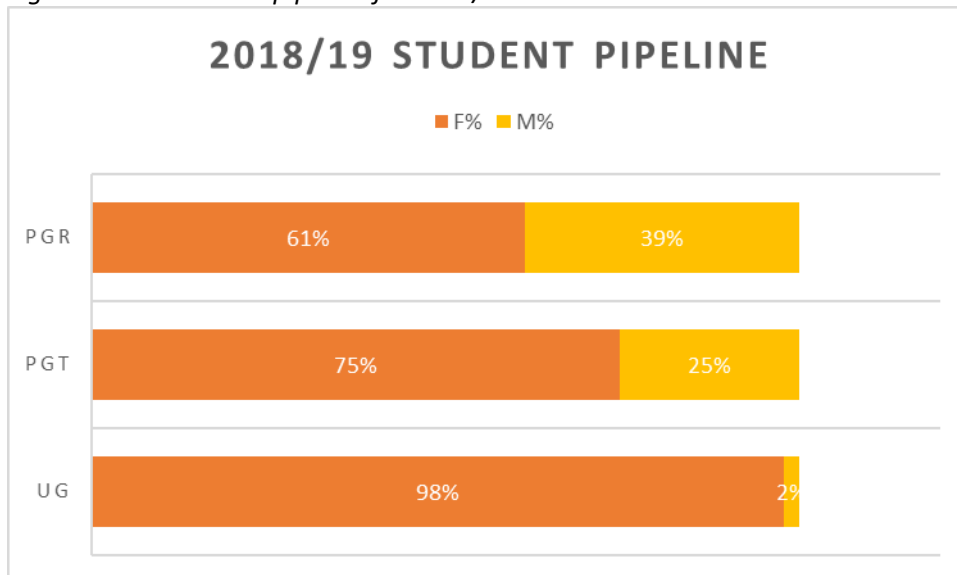


Figure 4.8.2: Students pipeline for 2018/19



We will address our pipeline leaks through developing our marketing material (**AP 4.5.1**) and collecting data on reasons for low-recruitment of male students at all levels (**AP 4.5.2**) to identify and provide support for issues specific to Bath and our Department.

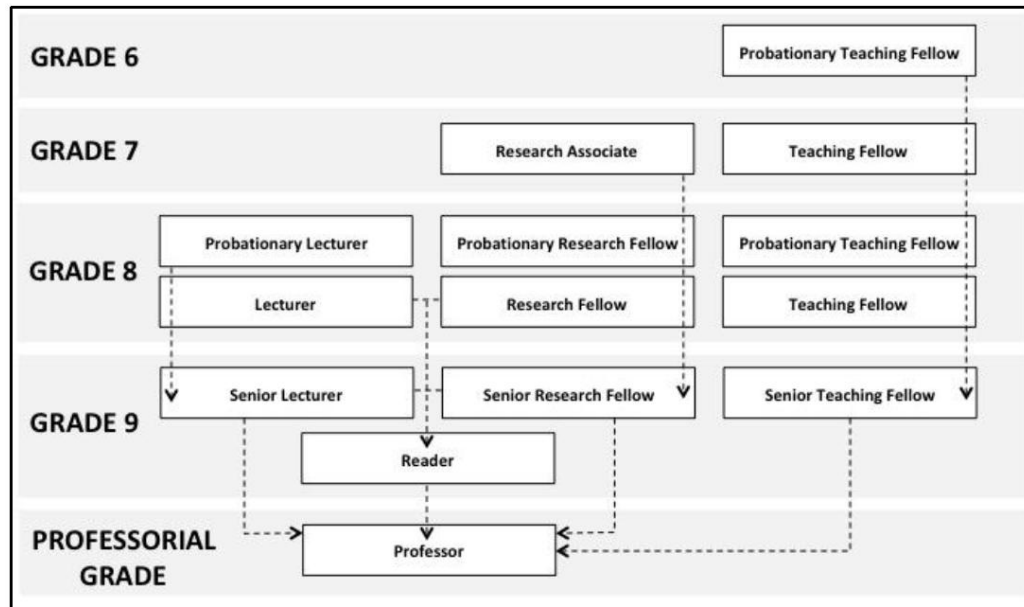
AP 4.5.1: In marketing material identify the career pathways that our male and female UG and PGT students have and show these as online case studies to market the courses.

AP 4.5.2: Collect data on reasons for non-recruitment of males at all levels.

4.2 Academic and research staff data

(i) Figure 4.9 shows the three career paths each leading ultimately to Professor

Figure 4.9: Career pathways in the Education and research job family. Please note that Reader and Senior Lecturer are roles at the same grade.



Our staffing numbers have grown over the data period (Table 4.9.1a). We have a small cohort of researchers (~1-3) and a larger but still modest cohort of Teaching Fellows. Trends are difficult to identify given the size of these cohorts. Over the data period our early career academic ratios (Lecturers) have hovered within 9% of 50:50. This provides us with a sustainable pool of academic talent to develop and provide equal opportunity of progression. We start to see variances when we move through the pipeline to Senior Lecturer and Reader which for us, is the same grade of post. Historically Readers carry more status due to the association with 'research' (as opposed to management and administrative tasks related to Senior Lecturer). We have not yet overcome this barrier and explore the reasons behind current trends in our workload allocation model (see section 5.5V). We have increased the percentage of female Professors due to greater support to existing female staff to gain promotion and being more successful in securing Professorial vacancies. The number of male Professors is now underrepresented. This is an issue we will address either through recruitment or internal promotion (**AP 4.6.1**).

Table 4.9.1a: Percentage of female staff by job role, comparison of 2015/16 to 2018/19

Year	Grade/Title	F (F%)	M (M%)	Total
2016/17	7 Research Assistant	(67%)	(33%)	
	8 Teaching Fellow	(43%)	(57%)	
	8 Lecturer	7(59%)	10 (41%)	17
	9 Senior Lecturer	(50%)	(50%)	
	9 Reader	(0%)	(100%)	
	Professor	(67%)	(33%)	
2017/18	7 Research Assistant	(67%)	(33%)	
	8 Teaching Fellow	(25%)	(75%)	
	8 Lecturer	6 (43%)	8 (57%)	14
	9 Senior Lecturer	7 (58%)	(42%)	12
	9 Reader	(0%)	(100%)	
	Professor	(71%)	(29%)	
2018/19	7 Research Assistant	(100%)	(0%)	
	8 Teaching Fellow	(57%)	(43%)	
	8 Lecturer	7 (54%)	6 (46%)	13
	9 Senior Lecturer	(56%)	(44%)	11
	9 Reader	(0%)	(100%)	
	Professor	(71%)	(29%)	7

Table 4.9.1b: Staff by function

		2016/17	2017/18	2018/19
Teaching & research	Female	13	17	18
	Male	15	16	15
	Total	28	33	33
	% Female	46%	52%	55%
	% Male	54%	48%	45%
Research Only	Female			
	Male			
	Total			
	% Female	67%	67%	100%
	% Male	33%	33%	0%
Teaching Only	Female			
	Male			
	Total			
	% Female	43%	25%	57%
	% Male	57%	75%	43%

Looking at staff by function, the proportion of colleagues in Teaching & Research roles is balanced, although a small increase in the proportion of women can be noticed over the period of three years. The number of colleagues on research only contracts has been very small, and women were overrepresented in this function. In the teaching only function,

the proportions fluctuate, with more men in these positions in 2016/17, and more women in 2018/19. Hence, there is no clear pattern.

Figure 4.9.2: Staff pipeline for 2018/19

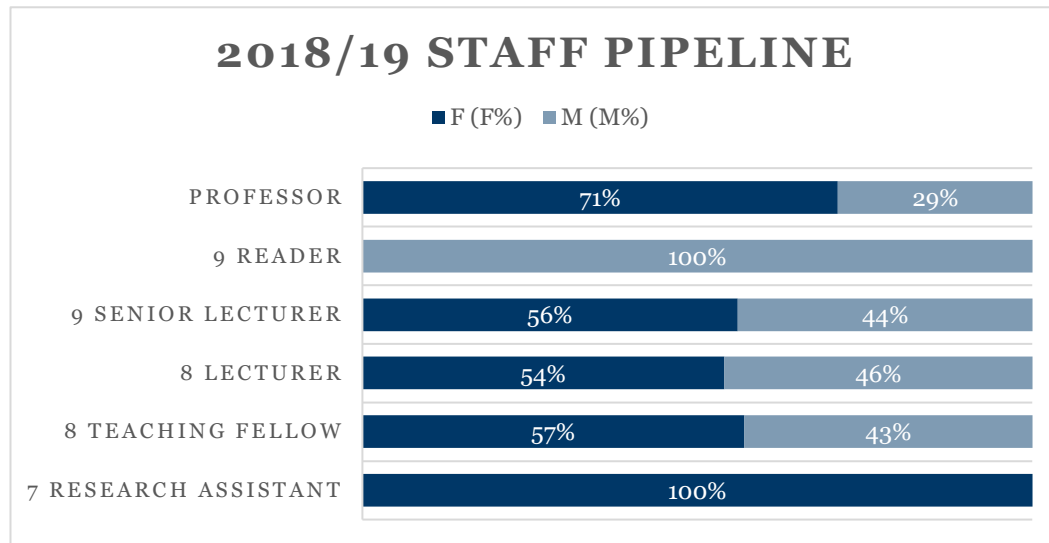
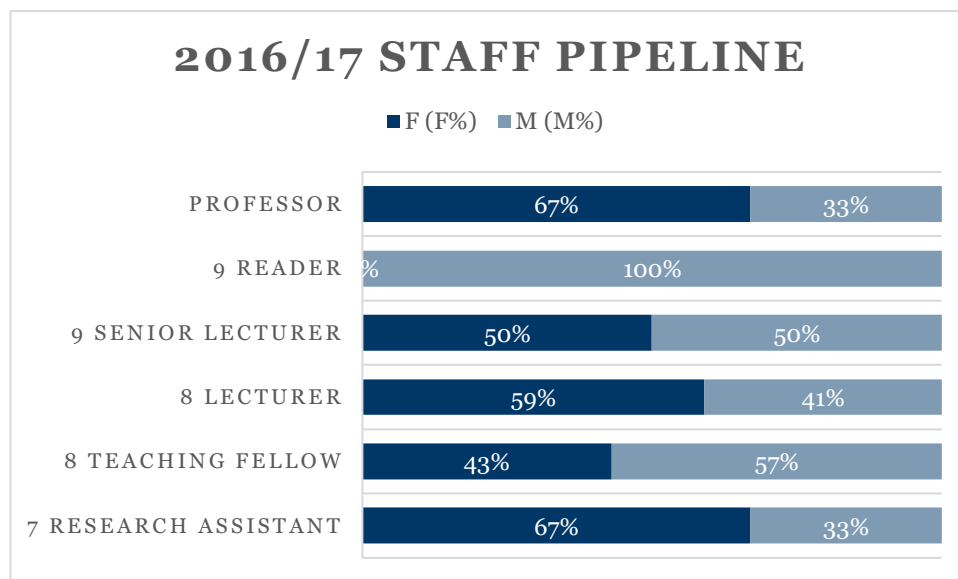
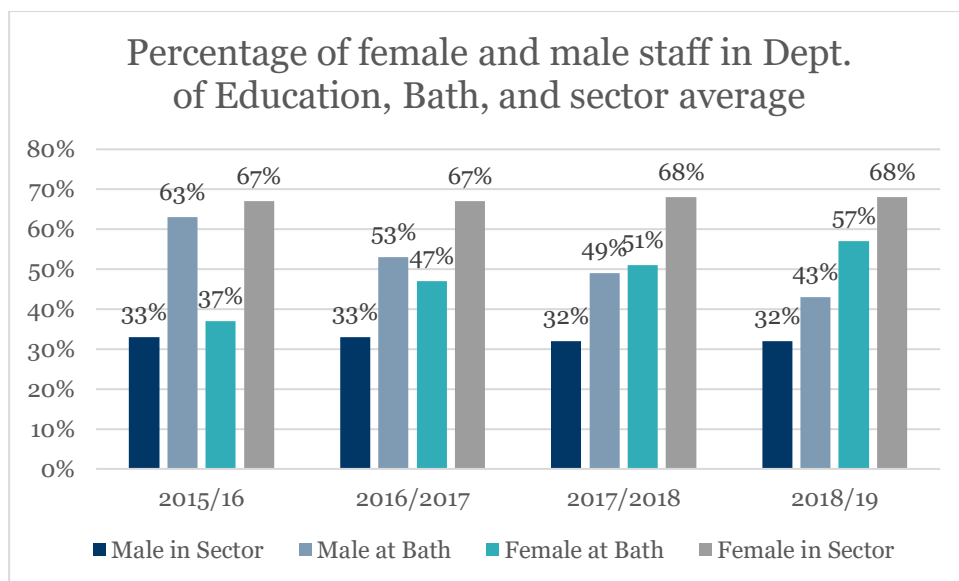


Figure 4.9.3 Staff pipeline for 2016/17



Compared to the sector, Figure 4.9.4 shows the Depart of Education at Bath is more gender balanced. However, in contrast to the sector, in the past the Department was dominated by male academics. We are pleased to see that we have achieved a much stronger balance.

Figure 4.9.4 Staff by gender and HESA sector average



AP 4.6.1: Mentors and members of Promotion Committee to identify females who could potentially prepare and apply for 'Readership' position, and males for Professorships.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Most staff are permanent (Table 4.10). Staff on fixed term contracts are researchers or employed to cover a specific gap in teaching provision e.g. illness, sabbatical, maternity leave. Over the data period we are pleased to see an increasing number of females on open ended contracts. The increase relates to both Teaching only and Teaching and Research open ended contracts. Looking at fixed term contracts (FTC) our analysis is based on ≤ 8 posts each year. Within this 8 we have up to 3 researchers in any given year, therefore the other FTC relate to Teaching only posts. For research posts, females have been more successful than males in recent years. Our gender ratios for these posts have been close to equal across the data period, indicating that our selection process for FTC is gender inclusive.

Table 4.10: Numbers of staff by contract type (2015/16-2018/10)

Education (ACADEMIC AND RESEARCH)		Female	Male	Total	% Female
2015/16	FTC				0%
	Open	11	16	27	41%
	Total	11	19	30	37%
2016/17	FTC				50%
	Open	14	16	30	47%
	Total	18	20	38	47%
2017/18	FTC				50%
	Open	18	17	35	51%
	Total	21	20	41	51%
2018/19	FTC				67%
	Open	20	16	36	56%
	Total	24	18	42	57%

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

In looking at leavers (Figures 4.11.1-3) we have looked first at FTC staff:

- Between 2015/16 – 2016/17 a higher proportion of leavers were male, of which more than half were on FTC contracts. Their reasons for leaving were a mixture of the ending of a FTC or leaving to secure employment elsewhere.
- We see a reverse trend between 2017/18 – 2018/19 where a higher proportion were female. Four of these leavers were on FTC so like their male counterparts in earlier years, their reasons were either the ending of a FTC, or leaving to secure employment elsewhere.

Turning to open ended resignations, over the data period covered, staff left to take up equivalent posts in other parts of the country or due to retirement. We note that 2 females resigned (Lecturer and Reader) following unsuccessful promotion applications to seek promotion posts elsewhere. We have sought to address this via our support for promotions (see section 5.1iii).

Figure 4.11.1 Percentage and numbers of staff leaving by gender

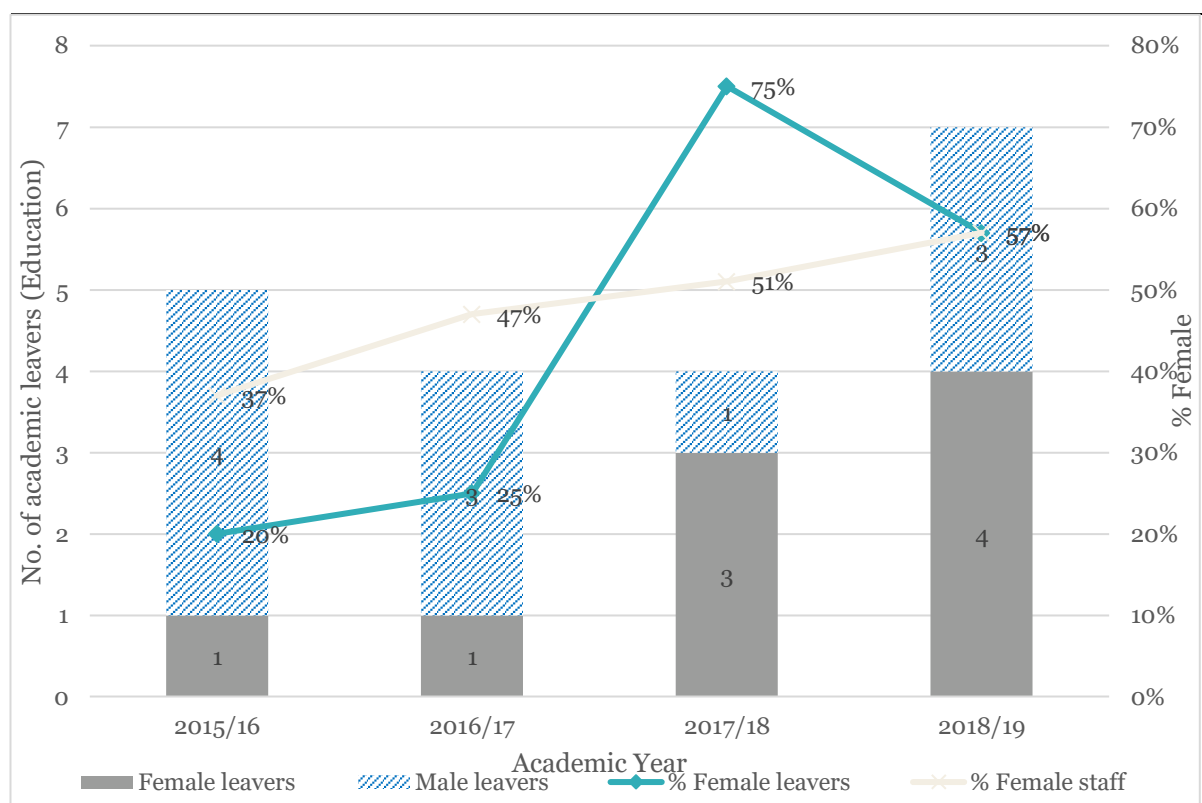


Table 4.11.2: Leavers by grade/role and gender

Education (ACADEMIC & RESEARCH)		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor
2015/16	Female							
	Male							
	% F/%M	20%/80%						
2016/17	Female							
	Male							
	% F	25%/75%						
2017/18	Female							
	Male							
	% F/%M	75%/25%						
2018/19	Female							
	Male							
	% F %M	57%/43%						

Table 4.11.3 Academic leavers by contract type and gender

Education (ACADEMIC & RESEARCH)		Total (all contracts)	Full-time	Part-time
2015/16	Female	(20%)	(33%)	(0%)
	Male	(80%)	67%)	(100%)
2016/17	Female	(25%)	(0%)	(50%)
	Male	(75%)	(100%)	(50%)
2017/18	Female	(75%)	(100%)	(67%)
	Male	(25%)	(0%)	(33%)
2018/19	Female	(57%)	(50%)	(67%)
	Male	(43%)	(50%)	(33%)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Word count: 4,529

5.1. Key career transition points: academic staff

(i) Recruitment

Vacancies for our Department are openly advertised including job specification criteria. Shortlisting occurs in our recruitment committee using this criterion and for Teaching and Research posts, applicants are also asked to send in their 5 best publications which are assessed against the REF criteria. These are assessed independently internally, by two members of the senior team and the scores fed back to the interview panel. This supports an independent, fair process matched against an external criterion (REF), to minimise unconscious bias in recruitment.

We have seen an increase in academic headcount over the data period (Table 5.1 and 5.1.1). The data trends show:

- The underrepresentation of female academic appointments has been reversed since 2015/16, with gender equity initially at Lecturer level, which has now fed through to Senior Lecturer.
- A shift at Professorial level to 71% reflecting both the recruitment of new female staff and promotion of existing female staff who had previously not applied, been considered or been successful at this level.

Our actions going forward, focus on sustaining a fair and transparent recruitment process. We will analyse the recruitment data annually to identify whether our measures are impacting positively (**AP 5.1.1-2**).

Table 5.1: Academic recruitment by gender and grade – applicants and shortlists

	APPLICANTS (*)	SHORTLISTED
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Education (ACADEMIC & RESEARCH)		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other	Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2015/16	Female	117	21	26	57	0	0	13	0	12							0
	Male	79	14	12	35	0	0	18	0	12							0
	% F	60%	60%	68%	62%	-	-	42%	-	50%	0%	38%	56%	-	-	80%	-
	% M	40%	40%	32%	38%			58%		50%	100%	62%	44%			20%	
2016/17	Female	233	91	66	61	0	0	15	0	28							0
	Male	160	59	40	50	0	0	11	0	15							0
	% F	59%	61%	62%	55%	-	-	58%	-	65%	64%	54%	69%	-	-	83%	-
	% M	41%	39%	38%	45%			42%		35%	36%	46%	31%			17%	
2017/18	Female	114	0		39	53	0	14	0	11							0
	Male	103	0		26	50	0	22	0	13							0
	% F	53%	-	62%	60%	51%	-	39%	-	46%	-	50%	67%	25%	-	50%	-
	% M	47%		38%	40%	49%		61%		54%		50%	33%	75%		50%	
2018/19	Female	123	0	32	80	11	0	0	0	20	0				0	0	0
	Male	134	0	25	88	21	0	0	0	15	0				0	0	0
	% F	48%	-	56%	48%	34%	-	-	-	57%	-	62%	56%	50%	-	-	-
	% M	52%		44%	52%	66%				43%		38%	44%	50%			

(*) Some positions were advertised as multiple level posts e.g. Lecturer/Senior Lecturer/Reader. In these cases, the lowest position has been taken.

Table 5.1.1: Numbers of academic appointments by gender and grade – new starters

Education (ACADEMIC & RESEARCH)		NEW STARTERS							
		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2015/16	Female								
	Male								
	% F	33%	0%	-	33%	50%	-	-	-
	% M	67%	100%		67%	50%			
2016/17	Female								
	Male								
	% F	62%	67%	50%	50%	-	-	100%	-
	% M	38%	33%	50%	50%			0%	
2017/18	Female								
	Male								
	% F	100%	100%	-	100%	100%	-	100%	-
	% M	0%	0%		0%	0%		0%	
2018/19**	Female								
	Male								
	% F	77%	-	67%	75%	100%	0%	100%	-
	% M	23%		33%	25%	0%	100%	0%	

AP 5.1.1: Analyse the recruitment process for gender distribution

AP 5.1.2: Analyse the recruitment data annually to identify whether our measures are impacting positively.

(ii) Induction

There is a Department and University induction process. The University 1-day in-person induction covers services and support opportunities at University and Faculty level and all new staff are invited to attend via a personal email from HR. The Department induction includes:

- Meeting the Department administrator who familiarises colleagues with a dedicated Wiki page containing information and links for new staff, staff handbook, and a health and safety booklet. 100% of all new starters do this.
- Three 1-2-1 meetings with a) the HoD to discuss their transition to Bath, b) the DoR about their research career and planning future research; and c) DoTL to discuss the teaching ethos and department processes and procedures.
- A formal introduction at the whole-department staff meeting.
- Meeting new colleagues informally through social activities such as the bi-monthly coffee and catch up.

Additionally, early career academic staff are allocated a mentor during the induction, who provides long term support.

Staff survey and qualitative data revealed positive responses to the departmental induction process but highlighted the view that the University induction did not meet their needs. This will be fed into the University Probation and Promotion committee. Through our analysis we have picked up the need for colleagues to have multiple options for part-time staff to ensure they can access induction opportunities (**AP 5.2.1**).

Figure 5.1.2 Staff survey responses to department Induction

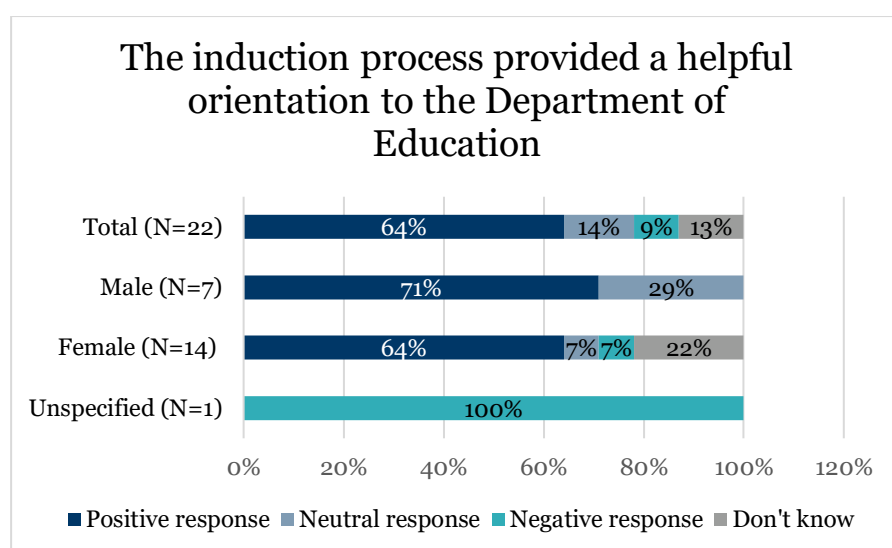
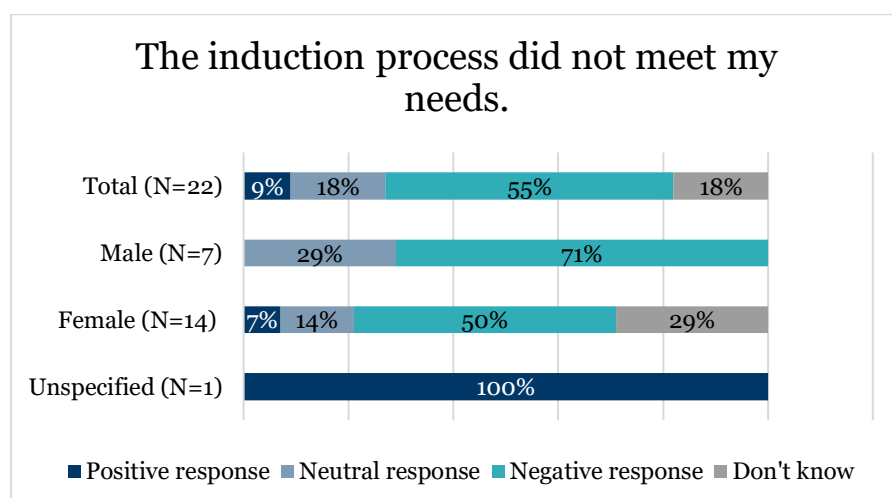


Figure 5.1.3 Staff survey responses to university Induction



We have implemented a specific Teaching Fellows induction, to meet staff needs, and it involves both the DHoD and the HoD. All new starters were met by our HoD this year (2019-20). We will review induction again in January 2022 to evaluate progress (**AP 5.2.1**).

AP 5.2.1: Assign all incoming colleagues (FT and PT) a staff member to act as their main contact point for Departmental induction.

(iii) Promotion

The University Academic Staff Committee (ASC) decides academic promotions, based on the candidate's CV, a letter of support from the HoD, and letters from independent external referees.

Over the data period (Table 5.1.4, 5.1.5) more women applied for promotion and were successful, with 2017/18 being a particularly successful year. The data shows that in that year we had a high level of staff at Lecturer and SL but no Readers. The fall off of applications in T&R posts in 18/19 is due to staff on OE Lecturer contracts being new or completing their three-year probation period.

Table 5.1.4: Staff application for promotion by gender and their success rate

Education	Applications				Promotions				Success rate		
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total
2015/16*				0%				0%	-	50%	50%
2016/17				50%				50%	100%	100%	100%
2017/18				60%				63%	83%	75%	80%
2018/19				50%				0%	0%	100%	50%

*In 2015/16, only Faculty level data was available, while the following years collected Departmental data

Table 5.1.5 Staff promotion by gender and grade

Education (ACADEMIC & RESEARCH)		Promotions to:							
		Total	Senior Research Fellow	Senior Teaching Fellow	Lecturer	Senior Lecturer	Reader	Professor	Other
2016/17	Female								
	Male								
2017/18	Female								
	Male								
2018/19	Female								
	Male								

We looked at the views of staff in relation to promotion via the DSAT staff survey (Figures 5.1.6, 5.1.7). More females than male (74%F:46%M) said they understood the promotion process with females being slightly more positive than males (58%F:46%M), believing staff were equally encouraged to apply for promotion.

Figure 5.1.6 Staff survey responses to promotion process and evaluation criteria

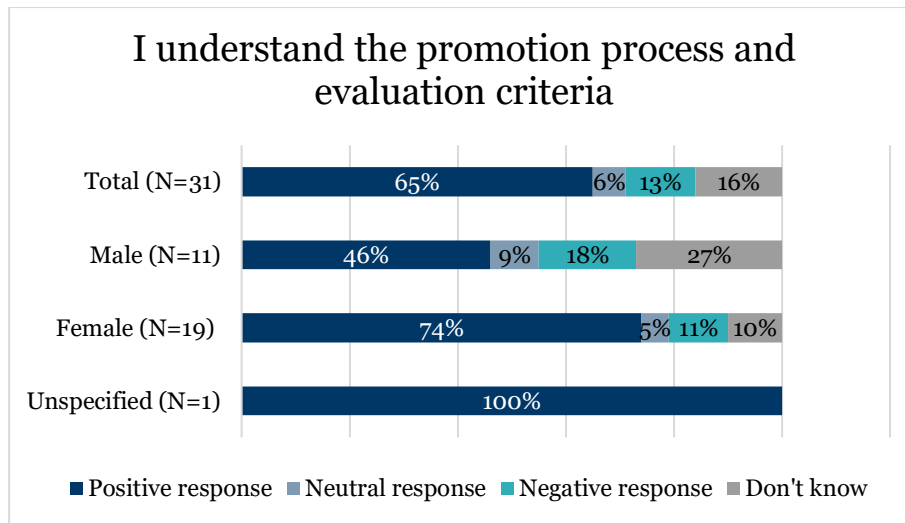
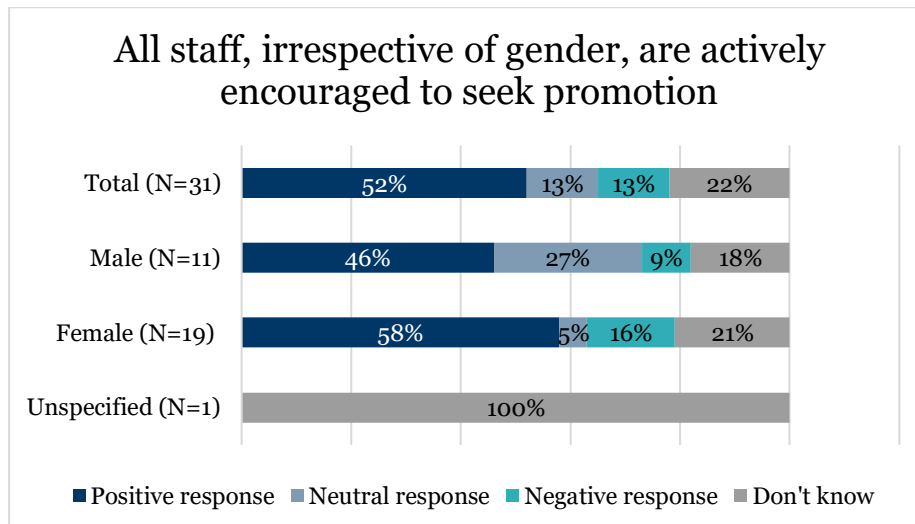


Figure 5.1.7 Staff survey responses to promotion process and equity in encouraging promotion



Qualitative comments from data identify concerns about who/how colleagues are encouraged to apply for promotion, and support for promotion cases. To address this issue, we will feed the issues into our Departmental Promotions and Probation Committee which meets four times a year (since 2019) **(AP 5.3.1)**. The committee:

- Advises staff who are applying for promotion and provides feedback to improve their cases before formal submission.
- Annually reviews staff's outputs to identify and encourage those who haven't sought to submit applications but are in a position to apply.
- Act as mentors to support career goal conversations.

This committee is looking at how to make better use of the Staff Development and Performance Reviews (SDPR) which is a form of appraisal and improve internal guidance on promotion processes **(AP 5.3.2 - 3)**.

AP 5.3.1: Identify inequity issues from the DSAT data and feed into the ongoing work of the Departmental Promotions and Probation Committee
AP 5.3.2 Allocate a person on the Departmental Promotions and Probation Committee for checking ED&I issues, developing the processes through the SDPR system.
AP 5.3.3: Organise a promotion workshop in the department

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

All our Teaching and Research staff (14F: 15M) have been submitted to REF2021. The REF2021 entry criteria are a significant shift from previous exercises and has allowed a greater pool of eligible staff for submission.

Three of the 13 eligible female staff (23%) were submitted to RAE2014, compared to four of the 15 eligible male staff (28%). While this indicates no substantial gender imbalance, RAE2014 was a selective exercise and eligible staff were selected based on quality of research. Gender breakdown of the RAE 2008 submission is not available. All those in the department have completed the REF EDI training. We have a central process to assess mitigating circumstances which is supported at University level for confidentiality and discretion.

Table 5.1.8: REF 2014 submission by gender

Submitted to REF	Submitted to REF	Total eligible	% of eligible staff submitted
Female		13	23%
Male		15	27%
Total		28	25%

5.3. Career development: academic staff

(i) Training

The University provides a broad suite of training for staff at all levels, including research integrity, unconscious bias, and diversity in the workplace.

There is a mandatory Recruitment and Selection training for staff taking part in recruitment processes. Our analysis of training uptake (Table 5.3.1) indicates that females generally take up training opportunities more than males across a range of topics. Over the last 4 years, almost two thirds of the staff (63%) who took up training courses were female; rather than male.

Staff career development, including training, is monitored through appraisal. The effectiveness of training is continually monitored by the Staff Development Unit feedback questionnaires.

Table 5.3.1: Number of academic and research staff enrolments on training courses since 2015/16 by gender.

	Female	Male
Bath course induction		(100%)
Athena SWAN Annual Lecture	(100%)	
Nuts & Bolts of Managing People	(100%)	
Leading Teams: Building, Motivating & Developing Staff	(100%)	
Project Management: Core Project Management Skills	(100%)	
Recruitment and Selection for panel members	(50%)	(50%)
Bath scheme	(80%)	(20%)
THE BATH SCHEME INTRODUCTORY WORKSHOP	(100%)	
Bath Scheme SF Workshop 1		(100%)
Bath Scheme SF Workshop 2		(100%)
Academic Leaders Programme	(100%)	
Academic Leaders Programme Day 1	(100%)	
Academic Leaders Programme Day 2	(100%)	
Academic Leaders Programme Day 3	(100%)	
Academic Leaders Programme Day 4	(100%)	
Nuts & Bolts of Managing People		(100%)
Aurora Leadership Training – competitive process	(100%)	
SDPR for Education & Research staff	(50%)	(50%)
Career planning for new postdoctoral researchers	(67%)	(33%)
Embracing cultural differences and building working relationships		(100%)
Mental Health First Aid Higher Education	(100%)	
Diversity in the Workplace Training	(56%)	(46%)
Unconscious Bias Training	(67%)	(33%)
Total	36 (63%)	21 (37%)

We explored take up themes for training via our DSAT staff survey data (Figures 5.3.2, 5.3.3), which suggested females feel more encouraged than males to take up training; although both genders are familiar with the range of opportunities on offer (AP 5.4.1).

Figure 5.3.2: Staff responses to Encouragement and relevant training by gender

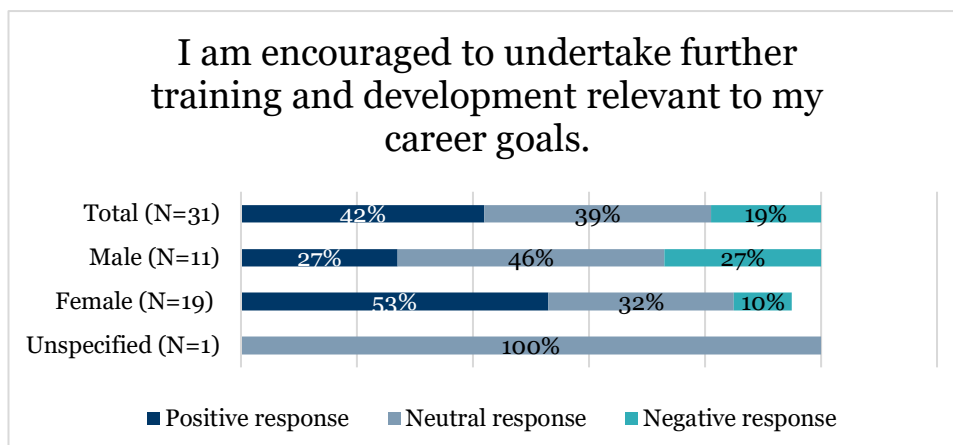
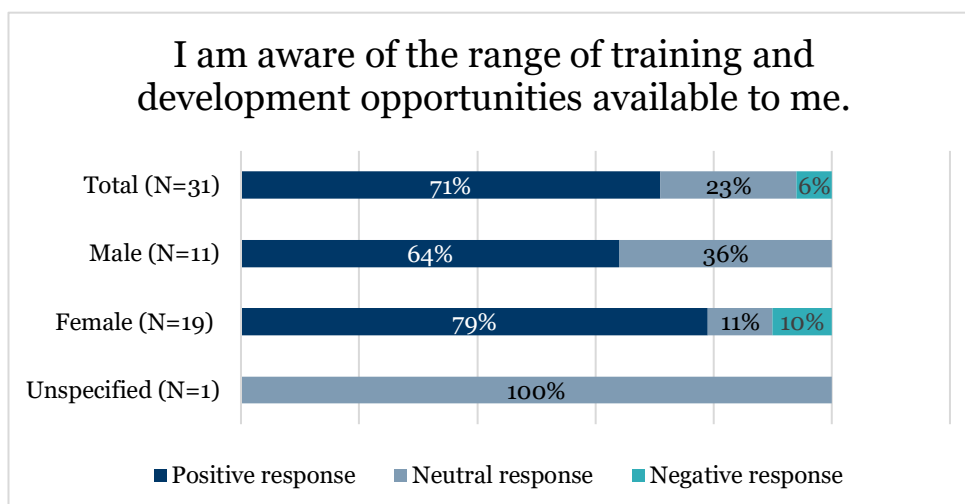
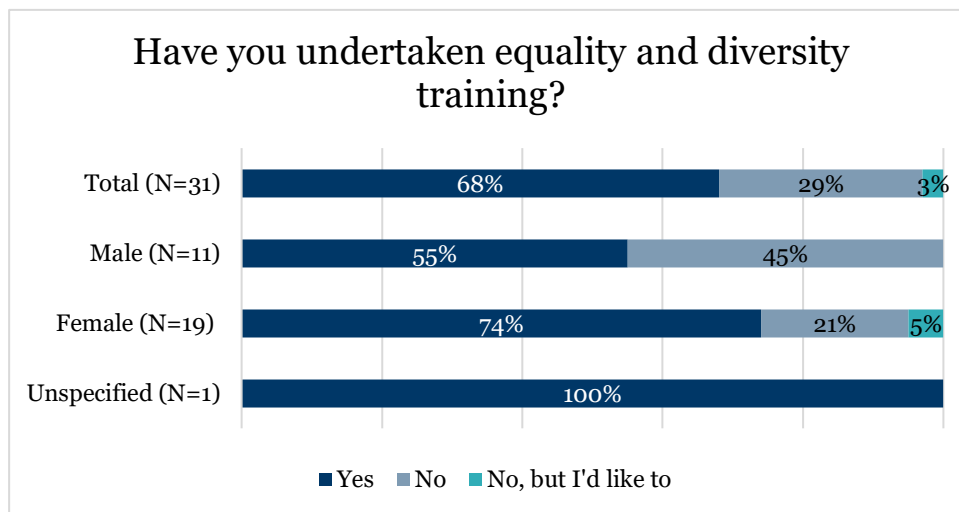


Figure 5.3.3: Staff Awareness of training opportunities by gender



We focussed in on training uptake for equality and diversity training (Figure 5.3.4) and identified a higher rate of engagement from females compared to males (74%F: 55% M).

Figure 5.3.4: Staff take up of Equality and Diversity training by gender



These trends are highlighted again in Bystander and Unconscious Bias training (Figures 5.3.5, 5.3.6). Whilst similar percentages of females and males have completed this training, the wish to engage with this type of training is far stronger in females. This relates to our wish to engage more with male colleagues for Athena Swan, and we reflect on this in our culture section (Section 5.5i). (AP 5.4.2-3)

Figure 5.3.5: Staff take up of bystander bias training by gender

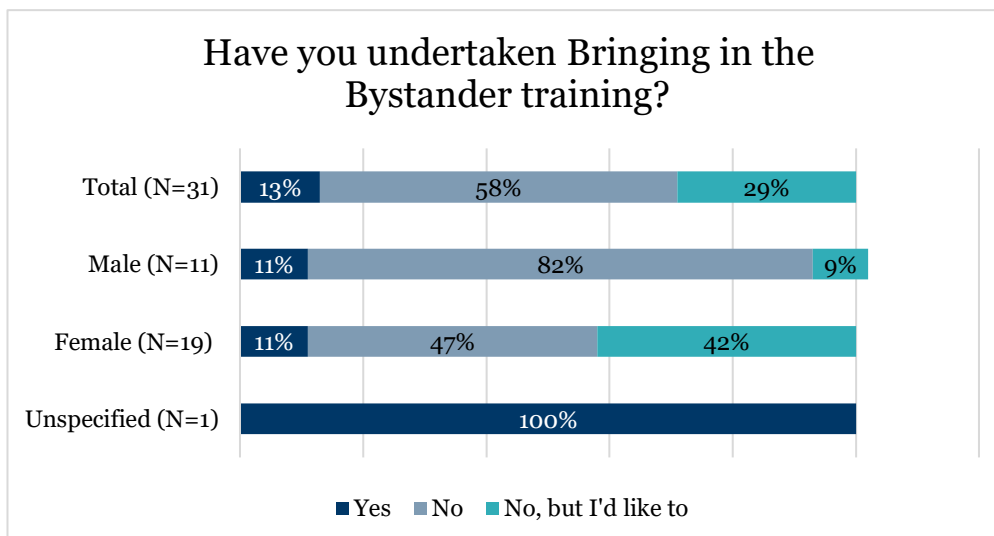
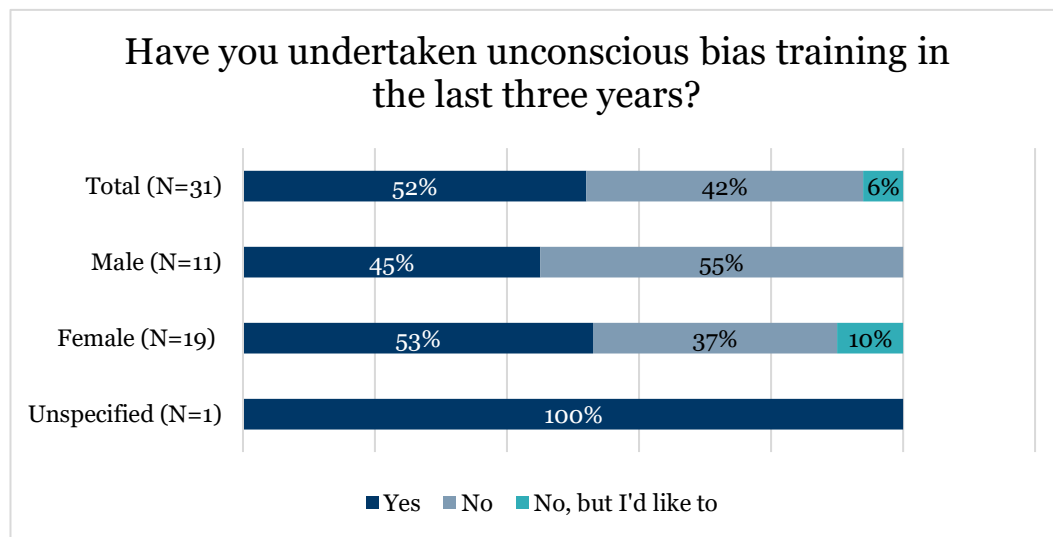


Figure 5.3.6: Staff take up of unconscious bias training by gender



We believe there is a clear need to improve our training take up, thus we commit to a number of actions on increasing the number of staff attending Unconscious Bias and Diversity in the Workplace training, as well as making sure all members of Departmental Exec. are trained in Bringing in the Bystander. (AP 5.4.1-4)

AP 5.4.1: Encourage all staff to carry out training on 'Diversity in the Workplace' & unconscious bias training as part of staff meetings.

AP 5.4.2: Unconscious Bias and Diversity in the Workplace mandatory for all members of departmental recruitment panels, SDPR reviewers, admission tutors, and members of promotions committee.

AP 5.4.3: Training on Bringing in the Bystander mandatory for members of Departmental Exec.

(ii) Appraisal/development review

We have an annual appraisal with staff choosing their reviewer. Completed appraisals are uploaded to a central HR system. Our analysis (Table 5.3. 7) shows that recorded numbers of appraisals are low (they may have been completed but not uploaded), and females are less likely to upload than males.

Table 5.3.7: Numbers of completed SDPR reports uploaded to the HR system by gender

	2015/16		2016/17		2017/18		2018/19	
	Female	Male	Female	Male	Female	Male	Female	Male
Academic and Research								
Professional and Support Staff								

We explored this via the DSAT staff survey. Responses indicated staff felt they would benefit from more tailored discussion on workload allocation. In particular, they highlighted importance of regulating work, to reflect the difference between "busy" and

prestigious” academic duties, which translate into promotion and progression opportunities. Almost one quarter of the proportion of female responses (23%) and a third of males (33%) do not feel confident or do not know if they are confident to discuss their career goals (Figure 5.3.8) (we will link actions for this, for example, through upskilling appraisers about the different kinds of work/academic duties **(AP 5.5.1)**).

Figure 5.3.8: Staff percentage of confidence in discussing career development by gender

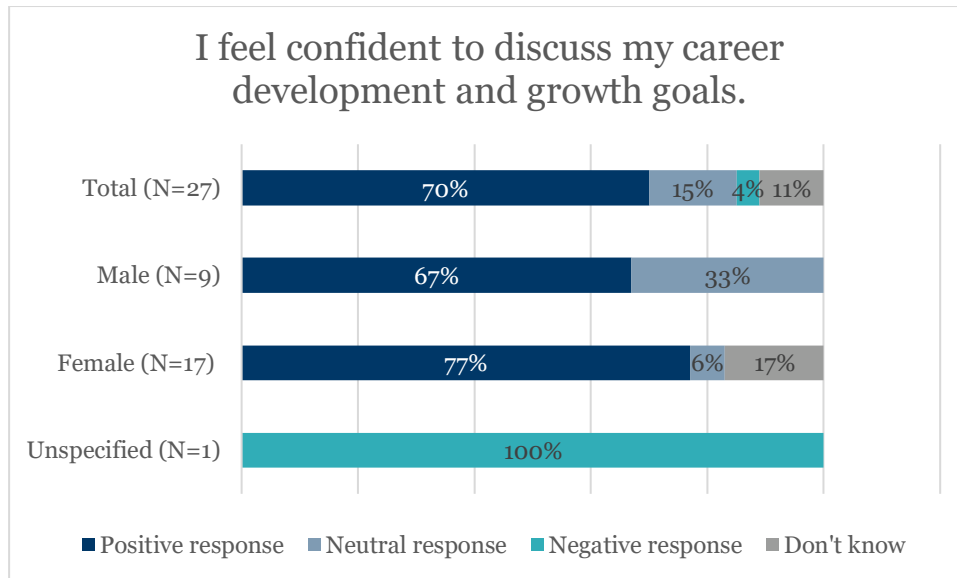
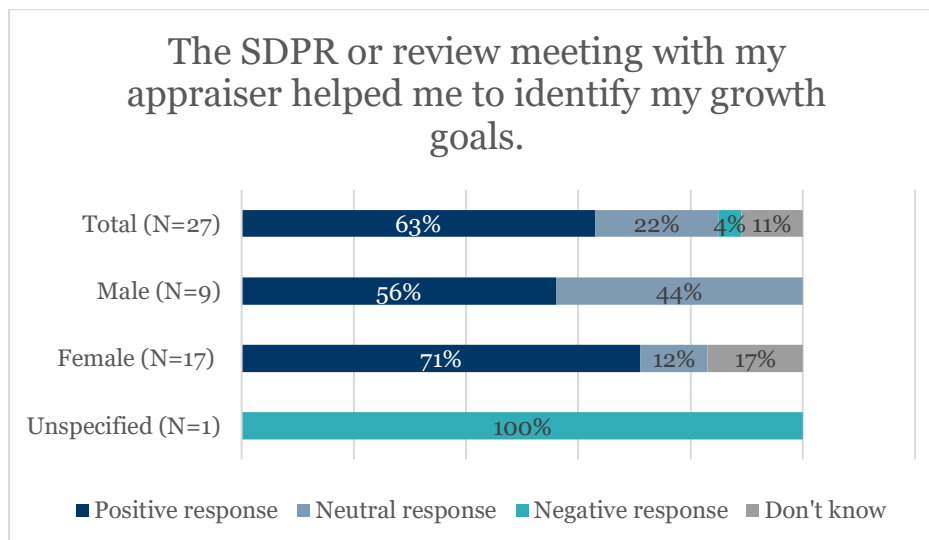


Figure 5.3.9: Staff percentage by gender, who believe SDPRs help identify growth goals



AP 5.5.1 Organise an annual upskilling meeting of all reviewers with direction from both the DSAT and HoD to inform staff about gender inclusiveness; discuss routes to promotion & build male and female confidence to self-assess through types of work activities.

(iii) Support given to academic staff for career progression

Training is supported at University level via the Department of Education and is aimed at different career stages (e.g. Early Career Researcher) and role types. The Department provides additional support. Staff on probation have a reduction in workload and an allocated personal mentor. In addition, the department provides mentoring support for those at early career progression stages at two levels:

Teaching support: All new staff members participate in 'The Bath Course in Enhancing Academic Practice' that provides staff with teaching support (discontinued in 2020 and replaced with a professional development model based on appropriate pathways for staff at all career stages. The Centre for Teaching and Learning (CT &L) provide support for the 'Higher Education Academy' (HEA) and 'Senior Fellow of the Higher Education Academy' (SFHEA) accreditation. We have three SFHEA Fellows and our HEA Champion is working with colleagues who plan to submit their application for a HEA Fellowship. Two of our academics developed a more 'complete career' support package for teaching, which was implemented in Semester 1, 2020-21.

Support for developing research and scholarly skills: The Department holds 'What I am Working On' (WIWO) seminars where staff present current research projects. These serve as 'friendly but critical' spaces where staff can receive input and feedback. We also have other initiatives such as 'write a paper in a year', which began in late 2020 and are going on currently.

We have no knowledge of whether staff at Senior Lecturer or Reader level are benefitting from support. We should develop this part of our culture, through groups of colleagues, and we will gather feedback and monitor its benefit (**AP 5.6.1**).

Support for early career researchers: Our Department provides a framework of support for ERCs through implementing the Research Development Framework (RDF). The RDF supports the implementation of the Concordat to Support the Career Development of Researchers, the QAA Code of practice for research degree programmes, and the 'Roberts' recommendations for postgraduate researchers and research staff.

Support for female academics: The department has supported 2 staff to complete the Aurora Programme and another attended the university Academic Leaders' Programme. Both initiatives are concerned with developing leaders across the University, the former being directed at women. One female member also attended a REF-related EDI session on protected characteristics.

AP 5.6.1: Promote University mentoring scheme in an annual email and department funded coffee card for mentor/mentee or for groups of colleagues to use.
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(iv) Support given to students (at any level) for academic career progression

We have several support opportunities for students. The primary point for UG and PGT students are personal tutors and the DoS. Students can request a change of tutor, including requesting a male or female tutor if they wish. A DoTL and a Senior Tutor respectively provide guidance and updates on University regulations, expectations and provision to programme DoS and personal tutors, which is disseminated to staff.

All UG students are assigned a 2nd year peer mentor and we will assess the effectiveness of this (**AP 5.7.1**). For UG students who undertake a placement year there is a placement tutor, who mentors students through their placements.

We also offer the option of studying towards the International Baccalaureate Educator Certificates (IBEC) as part of the MA Ed., aimed at supporting careers in international schools. Holders of these qualifications are recognised by the International Baccalaureate (IB) as having met the professional development requirements associated with the IB's programme authorisation and evaluation procedures.

In considering the MA TESOL students, we have some supportive programme aspects (e.g. The Teaching TESOL sessions). At MA level, since the majority of our PGT students are overseas, we need to reflect on any differences in supporting campus versus distance learners, and then collect relevant gendered data on supporting the career of our PGT students, according to their status as overseas or home (**AP 5.7.2-3**).

The university careers service offers one-to-one career advice and guidance sessions to students, but we need to know the gendered take up and benefit of this provision (**AP 5.7.1**).

AP 5.7.1: Collect data on: Benefits of UG student mentoring scheme; Careers service take up to our students at all levels by gender.

AP 5.7.2: Collect relevant gendered data on supporting the careers of our PGT students according to their status.

AP 5.7.3: At exam boards, identify UG 2nd year students and PGT students who are on track for 2.1/1st class and distinction degrees, encouraging them to apply for higher study.

Most PGR students (EdD and PhD) join as a cohort at the start of the academic year, but a smaller cohort starts with a January intake. The Doctoral College provide a tailored weeklong induction. Additionally, department DoSs organise local induction events e.g. in 2020 the Department of Education organised inductions about PhD milestones, the work of the research clusters and EDI. This year we recorded +80% take up at our departmental induction, with positive feedback from both males and females in a follow up survey. We have also recently introduced online support through a bi-monthly PGR coffee and chat with guest speakers and will be monitoring its benefits (**AP 5.7.4**).

PGR students are part of the University peer mentoring scheme, where they are assigned a senior PhD/EdD student. Peer Mentors complete mentoring training and Peer Mentors

tend to be matched with mentees from their own Department. This is a way to help PGRs students feel included. In 2020/21 we have 4 Peer Mentors trained; an increase from 2 the year before. Gender based data is not currently collected (**AP 5.7.5**).

AP 5.7.4: Assess the benefits of PGR (on-line) student support

AP 5.7.5: Address potential gender imbalance in the uptake/satisfaction of the mentoring scheme.

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

We currently have informal support processes for grant applications, and we will formalise this going forward, taking on board views from staff on what they would find helpful (**AP 5.8.1-2**). Current informal support processes are:

- Staff members who receive funding calls share them across the departmental mailing list.
- Senior colleagues provide feedback on draft grant applications.
- Members of the REF sub-committee, Convenors of the Research Clusters, and the DoR provide advice on draft grant applications.
- Unsuccessful grant applications are supported by the DoR, whether this is identifying several alternative funders and/or using funder feedback to re-submit

The informal nature of this support means we have no specific data on whether there is gender bias on who asks for, or who receives support. Data on success and rejection of grant applications is held by the University Research and Innovation Services and we are exploring what data they can provide (**AP 5.8.1**).

AP 5.8.1: Create a successful proposals library; explore what data the University Research and Innovation Services provide on successful proposals.

AP 5.8.2: Deliver seminars focused on grants and bidding.

5.4. Flexible working and managing career breaks

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

We have provided links on our department Wiki page to relevant HR policies and guidance regarding maternity, paternity and adoption leave, to make accessing information easier. New colleagues are shown the Wiki during the department induction. In addition to the support staff receive from HR, the HoD discusses support individually with them e.g.

- how continuity of teaching and research will be managed during leave
- keep in touch (KIT) days
- workload arrangements to allow flexibility

52% of respondents (58%F:45%M) to the Staff Survey indicated they are aware of the University's maternity and adoption policies. Since 52% is quite a low response, we will familiarise staff with these policies **(AP 5.9.1)**.

AP 5.9.1: HoD reiterating by emailing staff annually, where to locate these policies online as well as how to reach out to HR if they need a 1:1 advice session that would be useful.

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

Staff can choose to use their KIT days to maintain their involvement in research groups, PhD supervision, and in planning their return to work. Staff on leave remain on department emailing lists if they wish. Workload is covered for staff during their leave period.

We explored staff's experiences of leave via our survey. The views were mixed; two female colleagues were satisfied, and one female reported a negative experience. The comments suggested that support has improved over time.

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

Returning to work can be phased in, using annual leave and/or through flexible working. We identified some worrying trends on returning after leave, in the Staff Survey. T&R or Research only staff returning from work received mixed support on their return, with some negative experiences in earlier data years. The department has responded to that and now colleagues meet with the HoD to plan their research and teaching prior to departure and following their return **(AP 5.9.2)**. We currently have 2 staff on maternity leave and will assess this new approach following their return **(AP 5.9.2)**.

Staff can apply for promotion if they are on leave and there is a section on the Promotion form to factor in those planned absences. This policy is working, as evidenced by a female staff member who was recently promoted to Reader during maternity leave.

Colleagues can also request their teaching to be structured around childcare (or other caring responsibilities), and these requests are met whenever possible.

AP 5.9.2: Review the possibility of lower teaching load in the first year. Set objectives and refocus in a return to work meeting. Draw on peer mentoring to support the process.

(iv) Maternity return rate

Between 2015-16 and 2018-19, only one member of academic staff has taken maternity leave. Currently, two colleagues are on maternity leave. The rate of return from maternity leave to full time employment is 100%.

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

Between 2015-16 and 2018-19, one early career Lecturer took paternity leave (two weeks paid), and none took shared parental leave. We explored this low uptake and found a lack of awareness on ways partners can take leave, which we are now addressing **(AP 5.10.1)**.

Our staff survey (Figure 5.5) indicates that awareness of the paternity policy is only slightly lower than that of maternity policy, whereas the awareness of the adoption policy is very low.

Figure 5.5: Staff survey responses to awareness of University paternity policies

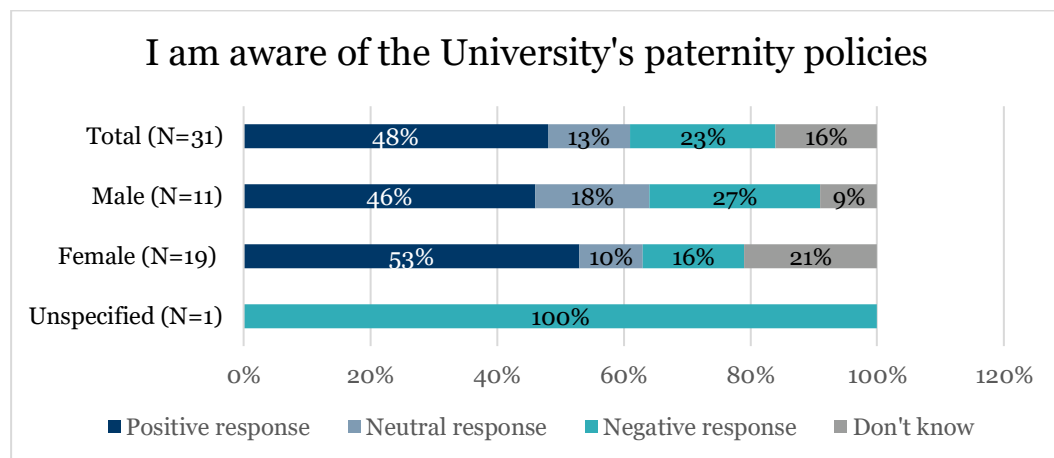
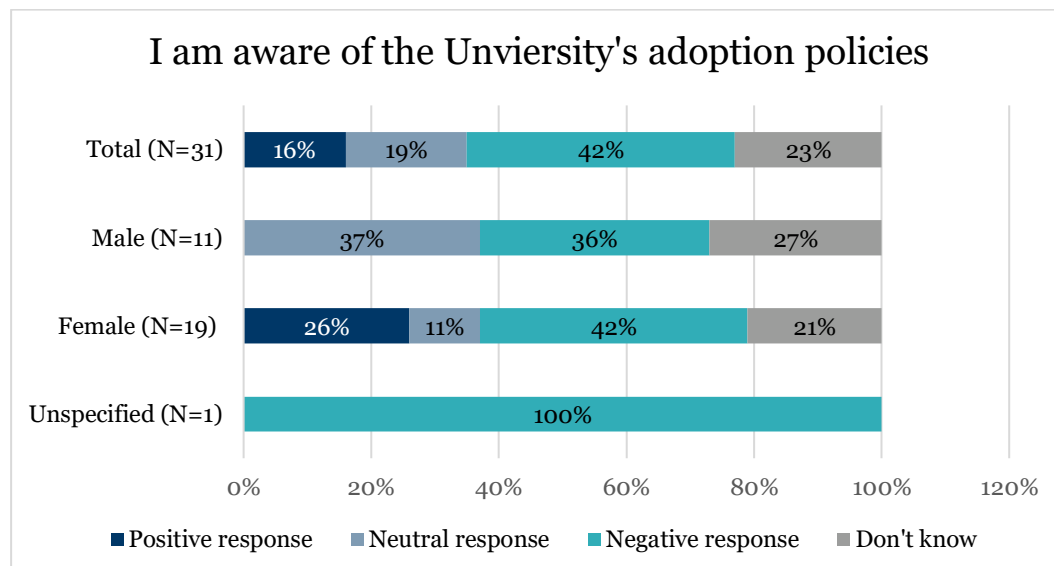


Figure 5.5.1: Staff survey responses to awareness of University adoption policies



The staff survey raised the issue of other caring responsibilities, especially for older members of staff, and we will explore this further (**AP 5.10.2**).

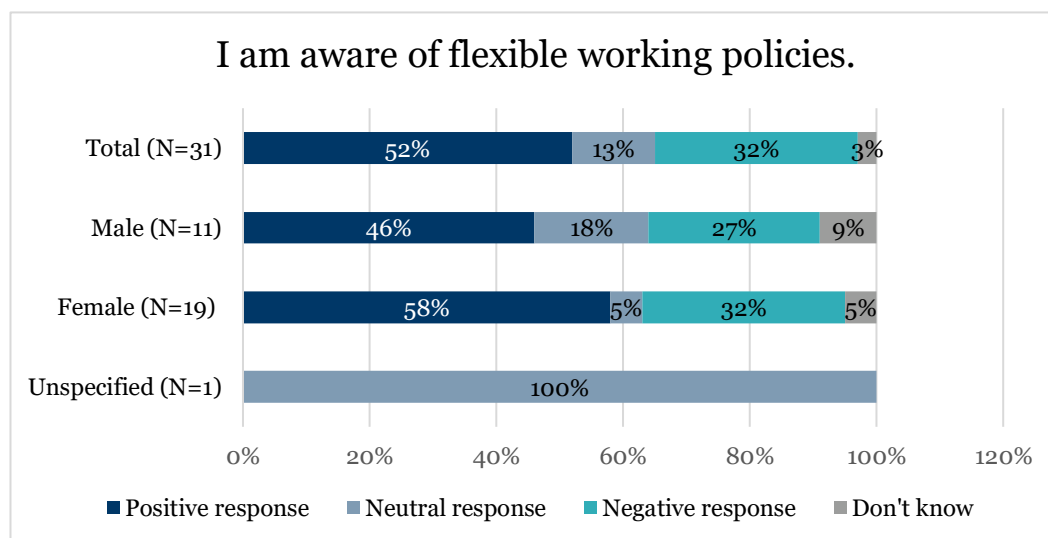
AP 5.10.1: Promote all flexible working policies offered by the university
AP 5.10.2: Collect data to identify issues relating to caring responsibilities of all staff, with a focus on examining staff >50 years of age in terms of their experiences of issues, aspirations and development.

(vi) Flexible working

Whilst many staff work flexibly on an informal basis, agreed with their line managers, our staff survey data (5.5.2) highlighted:

- a gap with 58%F:46%M being aware of the University's flexible working
- 38.7% (less than a half of total respondents) know where to find relevant HR policies
- 52% are aware of the University's flexible working policies. Additional communication regarding this topic might be beneficial for all staff members (**AP 5.10.1**).

Figure 5.5.2: Staff survey responses to awareness of flexible working policies



We schedule essential meetings to take place between 10:00 and 15:00 hours because we have both male and female colleagues who work flexibly (school run etc) and are visible role models.

The University has taken on board the Athena Swan advice regarding support for menopause (highlighted in the University of Leicester's Silver Award). The University has a menopause support network which we have promoted via the web, emails and a talk within the department.

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

There have been no cases of transition from part-time to full-time work in the department. Staff wishing to transition to a full-time role from part time discuss this with the HoD and the HR adviser, who supports them with the process; for example, through staggered reintegration to full time work enabling staff to phase the change.

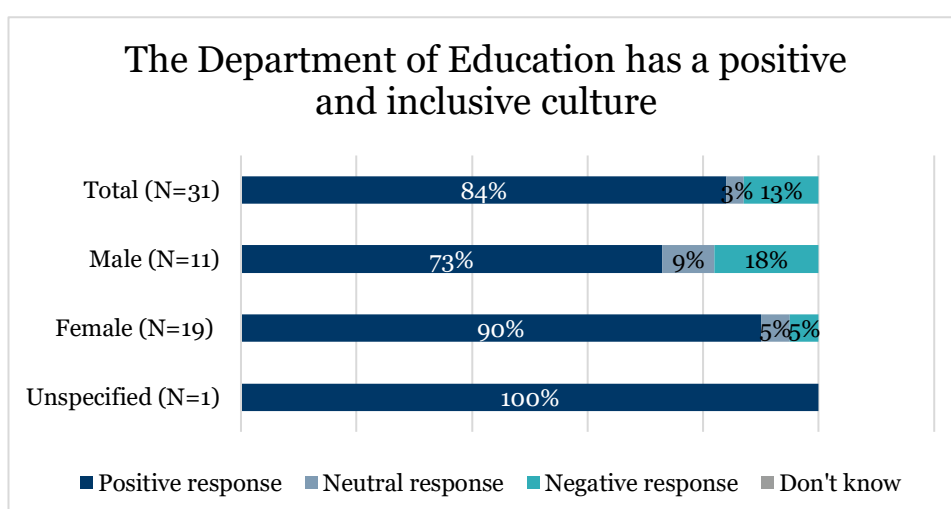
5.5. Organisation and culture

(i) Culture

We are a relatively new DSAT and this is our first application. Working with the Athena Swan Bronze framework has helped us identify our pipeline leaks and focus efforts via our action plan.

In terms of culture our staff survey showed that 84% of staff (90%F:74%M) agreed that 'The Department of Education has a positive and inclusive culture' (Figure 5.6). We noted that males were less likely to agree and will work on this as part of our actions regarding male engagement (**AP 5.11.1-2**).

Figure 5.6: Staff survey responses to the Department's positive and inclusive culture



In looking at our departmental culture, we have reviewed our physical and material space:

- Framed posters of students and staff related to their research (from all levels and gender) are displayed in our entrance, and shared seating areas.
- A widescreen television advertises the work of the department and current activities and events including, going forward, DSAT led events (**AP 5.11.1**).

We aim to foster a sense of community and inclusivity and therefore:

- There is a shared kitchen for staff (including visiting academics), PGR students
- We have provided office space for our PGR students

- Given our high numbers of overseas students we are conscious of different national cultures and working practices. Since September 2020, the department PGR induction included an EDI and Athena Swan presentation.
- We have implemented a series of EDI sessions in the bi-monthly PGR coffee and chat.

We will assess the impact of EDI sessions and in doing so, consider rolling it across our UG and PGT cohorts (**AP 5.11.3**).

We look to celebrate success in all its forms, and we do this through:

- announcements of PGR students who have successfully defended theses
- news of research success by staff who have won awards and published papers/books
- recognition on social media
- social events
- the announcement of new family members to enable all staff to send their good wishes and to recognise male and female staff with caring roles.

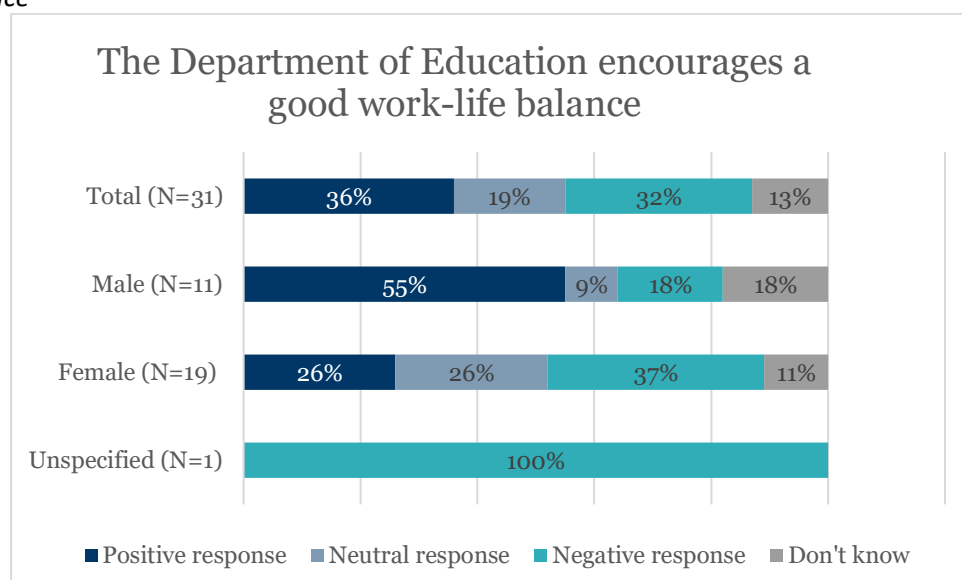
AP 5.11.1: Identify and link web advertised events with the work of Athena Swan and the university EDI network and campaigns

AP 5.11.2: Identify, promote, and link issues related to gender inclusion and the university EDI network in induction events.

AP 5.11.3: Monitor the impact of EDI sessions with PGRs and consider rolling out to UG and PGT cohorts.

We wish to recognise the challenges of balancing academic and family life (**AP 5.12.1-2**). Whilst considered positive and inclusive, only a third of Staff Survey respondents (26%F:55%M) consider the department to encourage a good work life balance. This is discussed in more detail in section 5.6v: 'Workload'.

Figure 5.6.1: Staff survey responses to the Department encouraging a good work-life balance



AP 5.12.1: Conduct a role analysis of work activities by gender

AP 5.12.2: Identify changes and monitor them to encourage good work life balance.

As part of our honest reflection on department culture we explored the Staff Survey feedback on discrimination. colleague reported instances where they felt uncomfortable or believed they were treated unfairly because of gender. In three instances, the female colleagues experienced such situations more than once.

Staff felt that students do not always respect them; 9% of males reported that students demonstrated disrespectful behaviour towards male staff, and 21% of women chose this option with regards to disrespectful behaviour towards female staff.

The survey showed that some staff were not sure whether the incidents they experienced were discrimination, but given they occurred, we will implement further training on: bullying and harassment at work, discrimination (and reporting of) and inclusivity (**AP 5.13.1-3**).

Figure 5.6.2: Staff survey responses to students' disrespectful behaviour towards male academic staff

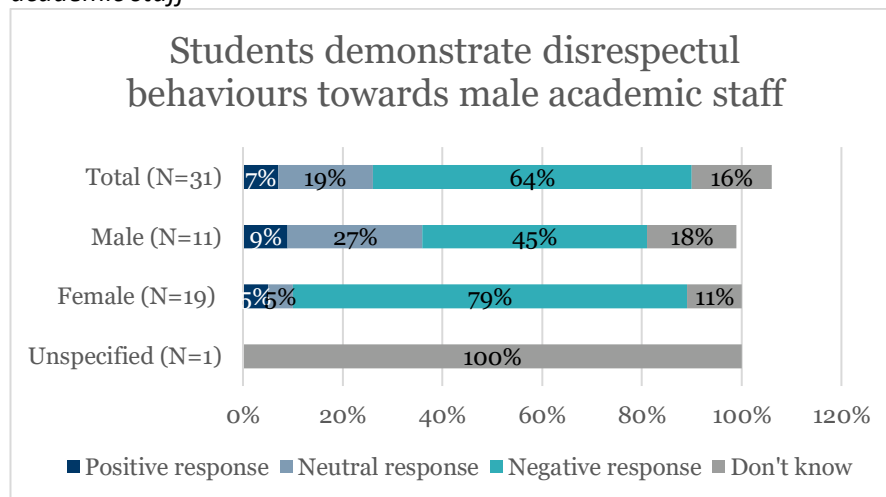
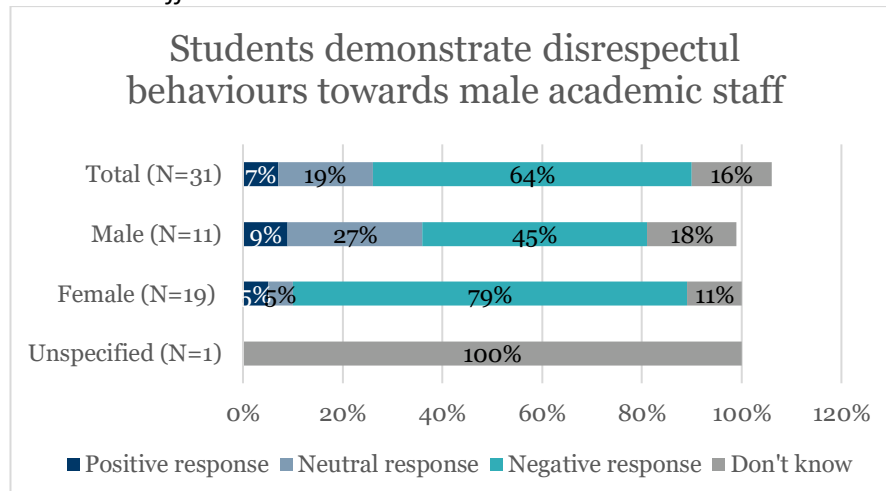


Figure 5.6.3: Staff survey responses to students' disrespectful behaviour towards female academic staff



AP 5.13.1: University ED&I representatives provide annual sessions at staff meetings designed to raise awareness of bullying, harassment, and discrimination; and dignity and respect
AP 5.13.2: Encourage every member of staff to have read the most recent dignity and respect policy
AP 5.13.3: Develop better reporting channels for reporting staff concerns

(ii) HR policies

The HoD holds regular meetings with the HR partner for the Faculty of Humanities and Social Science to ensure HR policies are correctly applied in the Department. A dedicated HR contact is available to department staff to offer advice and support. All students and staff can access the HR policies directly from the University website. The newly updated 'Dignity and Respect for Students and Staff' policy includes guidelines relating to harassment, bullying or victimisation. The previous central policy was not working as effectively as it could, particularly for female academics, so we are aiming to improve this locally (**see AP 5.13.1-3**).

(iii) Representation of men and women on committees

There are five main committees of which the highest level is the Executive committee. It consists of the HoD, Chairs of other department-wide committees and the heads of Research Clusters. The 5 committees are:

1. Departmental Executive Committee (DEC) –advises on strategy
2. Departmental Research Committee (DRC)
3. Departmental Learning and Teaching Quality Committee (DLTQC)
4. Departmental Promotion and Probation Committee (DPPC) – supporting promotion and probation
5. Student Staff Liaison Committee for UG, and PGT students (SSLC)

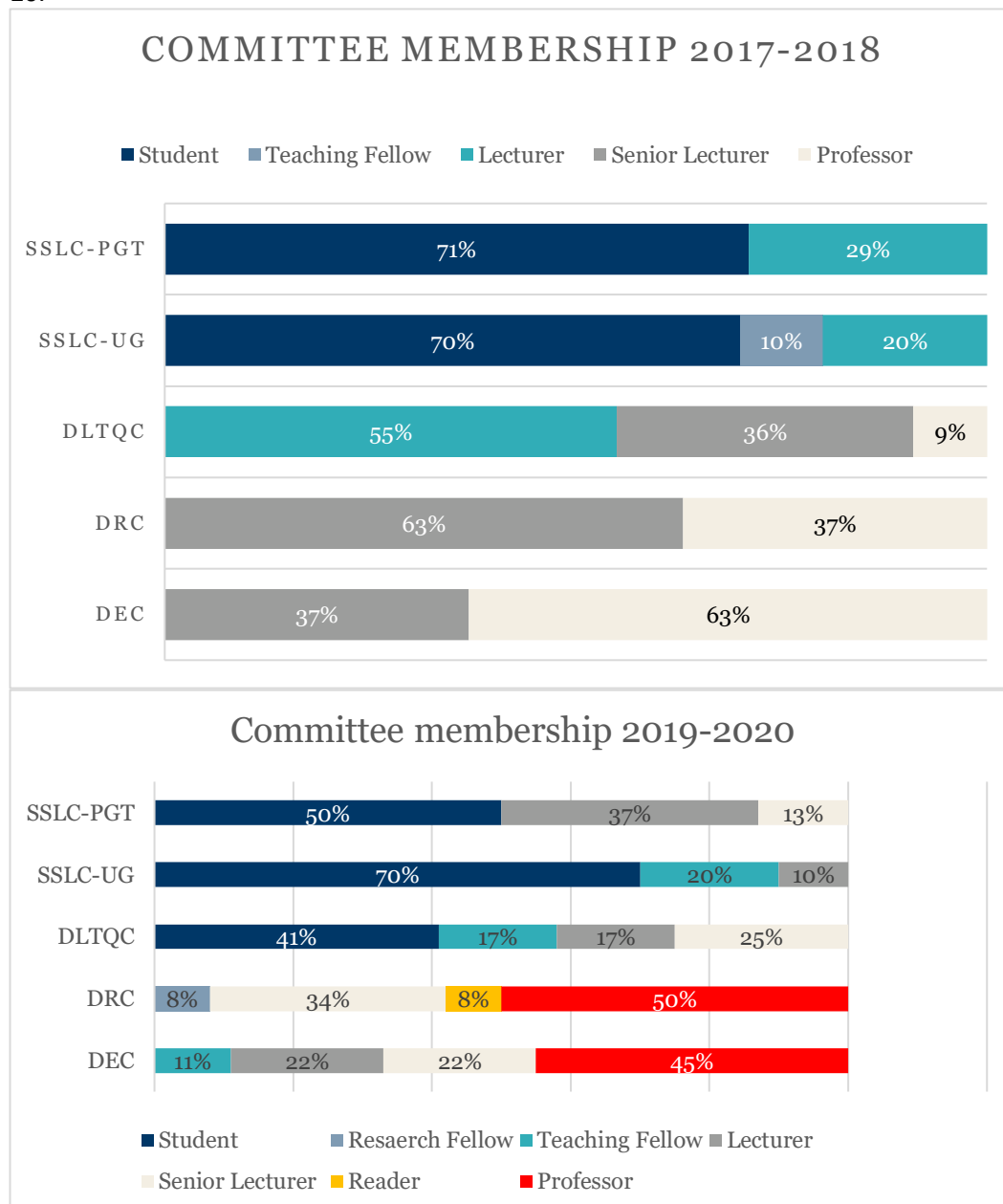
Table 5.6.4: Departmental committee membership by gender 2017-2020

	2017-18		2018-19		2019-20	
Committee (all are on T&R)	F%	M%	F%	M%	F%	M%
DEC	50%	50%	67%	33%	56%	44%
DRC	50%	50%	50%	50%	58%	42%
DLTQC	62.5%	37.5%	71%	29%	71%	29%
DPPC	NA	NA	NA	NA	78%	22%
SSLC-UG	70%	30%	67%	33%	90%	10%
SSLC-PGT	17%	93%	64%	36%	50%	50%

In assessing membership, we felt it useful to look at the “levels” staff held (Figure 5.6.5), given the gender ratios seen above. In recent years we see membership and levels of role changes between committees, with early career staff populating teaching related committees and in contrast, research and executive committees include many more senior members of staff.

Membership of committees is often, although not always, related to holding an administrative responsibility, for example DoSs are automatically members of DLTQC.

Figure 5.6.5: Pipeline graphs comparing committee membership in 2017-18 and 2019-20.



Three committees tend to be dominated by females, as expected given our staffing population. However three are close to 50:50, and going forward, we will review how

roles which lead to committee membership are allocated – especially given the “weight” and perceived prestige related to some committees e.g. research (**AP 5.14.1**). Student representatives join the relevant committees, i.e. SSLCs. The UG and PGT SSLC membership also reflects a gender skew in student percentages.

AP 5.14.1: Review how roles which lead to committee membership are allocated

(iv) Participation on influential external committees

We encourage participation on influential external committees. If there are specific vacancies, staff are informed so that they can put themselves forward. At present we have female senior lecturer who is a member of Senate, female Reader who just completed a term of office at Senate, 2 males who sit on committees associated with applications for ESRC scholarships awarded through the SW doctoral competition, which we participate in as part of the GW4 University consortium.

(v) Workload model

The workload allocation has recently been standardised across the University. The new model, developed in consultation with staff, aims to ensure fairness and transparency. It includes teaching, administrative roles, research and scholarship. The DHoD is responsible for oversight of the department’s workload. Our analysis shows:

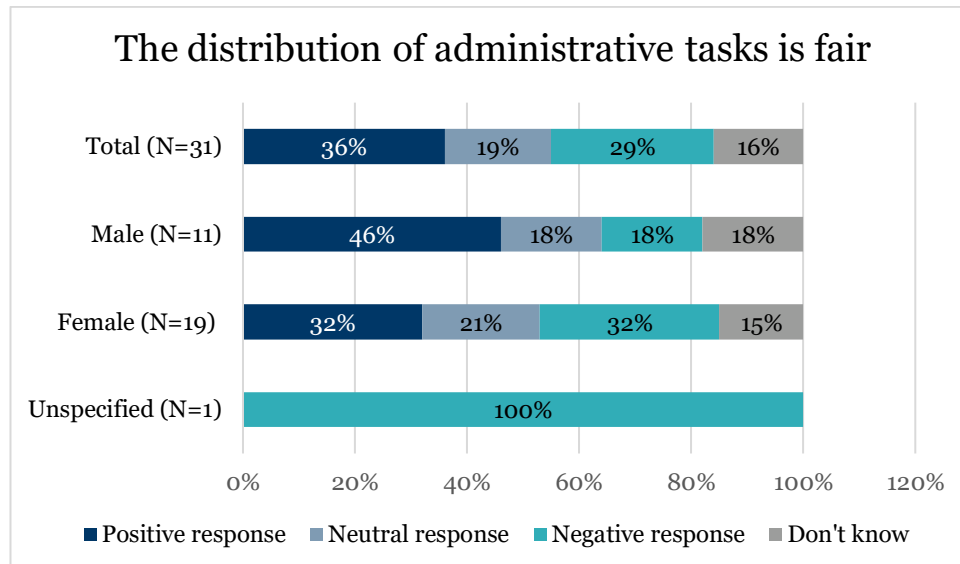
- Current workload data from 2019-20 shows that on average there is no gender imbalance.
- Both male and female colleagues have a full workload allocation at a rate of 108% equivalent to 1742 hours for 1.0 FTE post.
- There is variation between how full workloads are, ranging from 92% (1484 hours on a full-time contract) to 132% (2129 hours on a full-time contract), with 7 male and 7 female colleagues having workloads higher than 110% of the expected annual allocation.
- The overall overload combined with differences in allocations, results in the perception that the department does not promote a good work life balance.

Looking at the individual workload components, there are some clear gender differences:

- Research workload allocation accounts for 23% of female colleagues compared to 31% of male colleagues.
- Male colleagues tend to have twice as many research students as female colleagues.
- Administration and management account for 22% of an average female colleague’s workload, whereas it is 12% for male colleagues.
- There is little difference in teaching load (29%F: 28% M).

We have identified that there are two types of work: “busy” roles which are administrative roles that have little weight or esteem (Figure 5.6.6); or “esteem” roles which bring gravitas and recognition. Going forward, we will look at these differences to ensure that they are fairly allocated to offer opportunity to all (**AP 5.15.1**).

Figure 5.6.6: Staff survey responses to fairness of distribution of administrative tasks



AP 5.15.1: Annual update & explanation of workload allocation and the way roles are assigned in the department, whilst monitoring for gender differences.

Our staff survey (Figure 5.6.7) revealed that 32%F:37%M staff did not understand workload allocation and only 26%F:9%M felt there was a fair allocation (Figure 5.6.8). We therefore need to create a much more inclusive understanding (**AP 5.15.1**).

Figure 5.6.7: Staff survey responses to understanding workload allocation

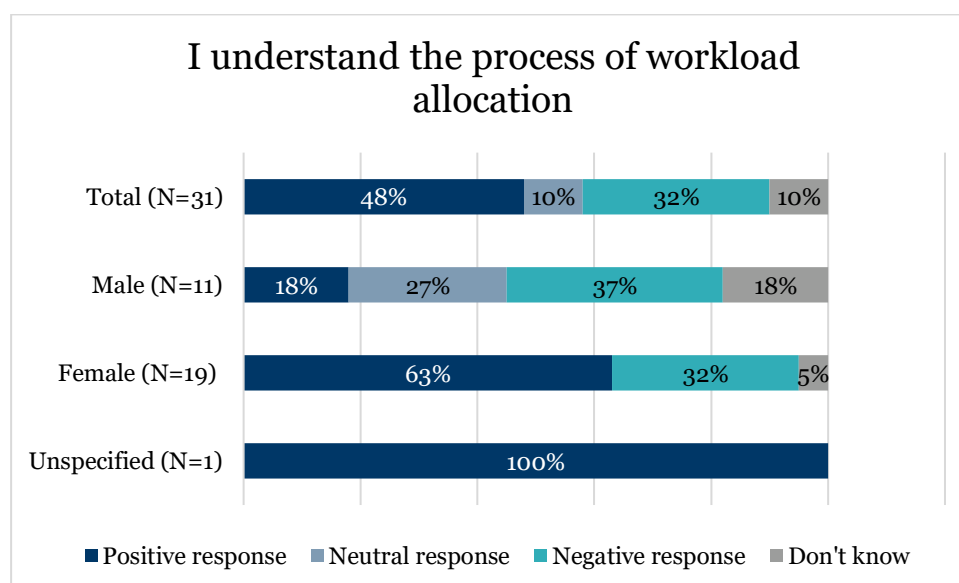
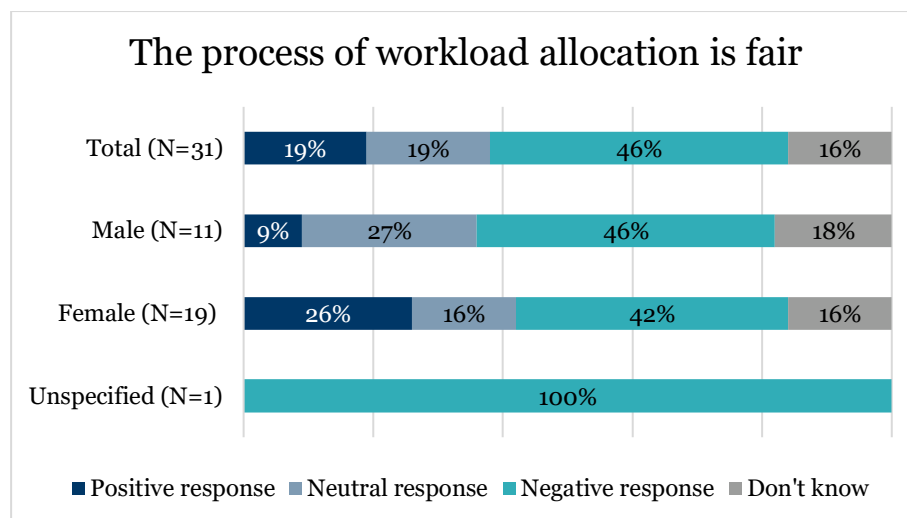


Figure 5.6.8: Staff survey responses to fairness of workload allocation



In response to this feedback we have already shared all workloads and discussed them at a staff meeting.

(vi) Timing of departmental meetings and social gatherings

Since November 2019, Academic staff meetings have been scheduled between 10.00 and 15.00 hours to ensure the widest participation of staff. Departmental Away Days are full days, therefore they are advertised well in advance to give colleagues with caring responsibilities the opportunity to plan, to enable attendance. We have checked this has been implemented via our Staff Survey, and 68%F:73%M colleagues responded positively, reflecting the newness of the initiative at the time of survey.

We have a weekly on-line mid-morning coffee and catch up (before Covid 19 it was held bi-monthly, face to face). Attendance varies depending on staff workloads. Coffee and catch up are used to meet socially with colleagues, to share news and celebrate successes.

We hold social gatherings in December and June annually. They include a Christmas lunch following a departmental staff meeting, and a lunchtime/afternoon tea in June, following the end of our Summer School. There are also social gatherings for PGR and EdD students; an annual Christmas lunch funded by the department is held for all PGR students and is open to staff. In addition, unit convenors organise social gatherings in the evening during Summer and Winter Schools for EdD students to attend.

Figure 5.6.9: Staff survey responses to scheduling of meetings during core hours

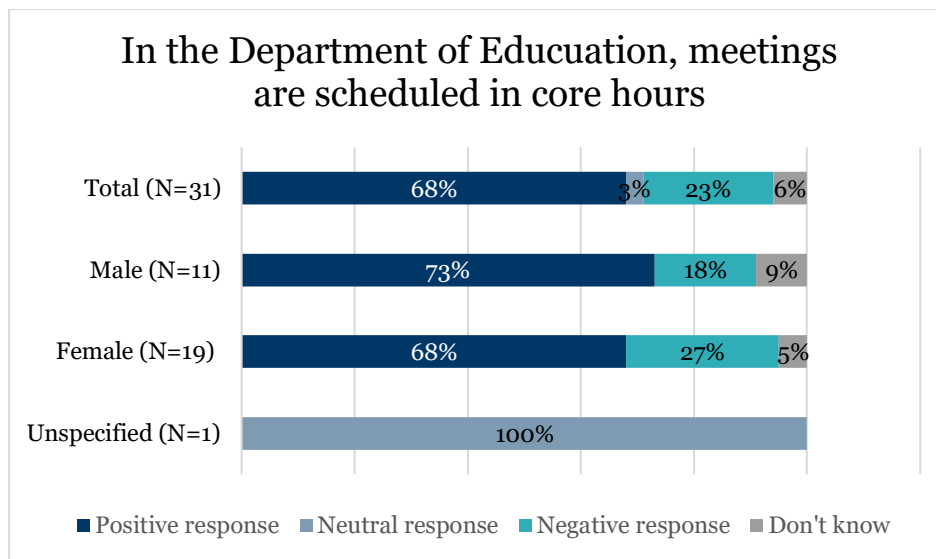
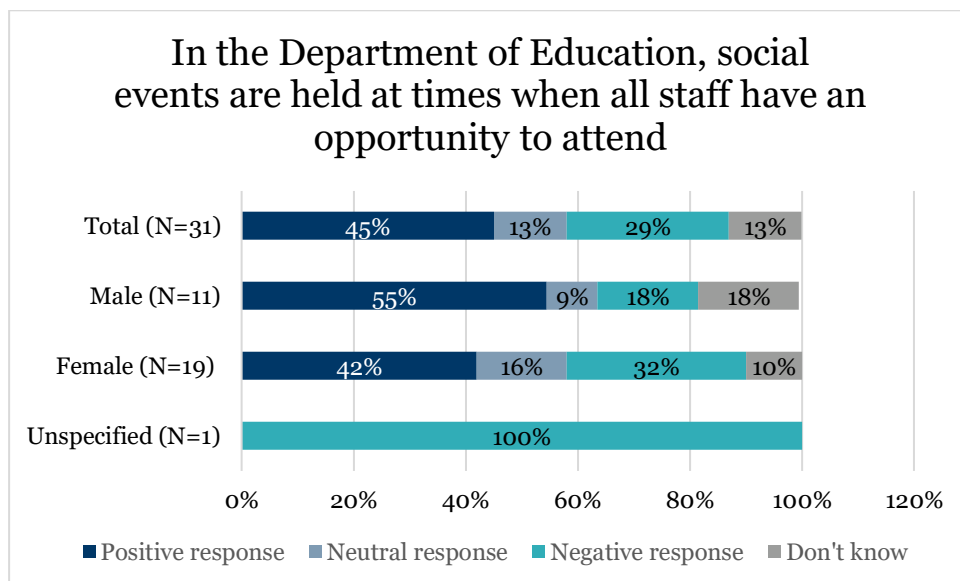


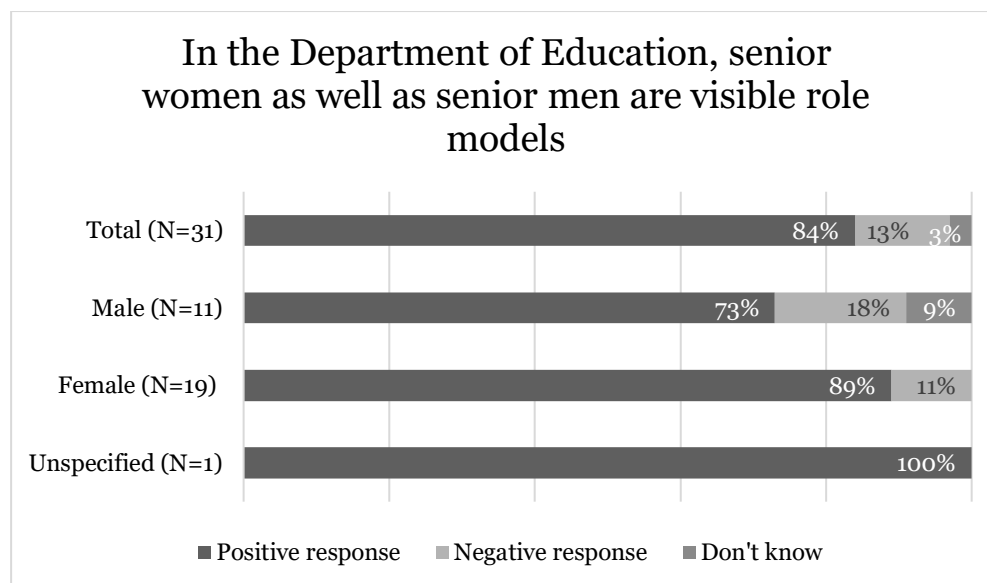
Figure 5.6.10: Staff survey responses to timings of social events so all have the opportunity to attend



(vii) Visibility of role models

Our Staff Survey results point to good visibility of role models for both genders, as 89%F:73%M colleagues agreed to the statement below:

Figure 5.6.11: Staff survey responses to visibility of senior role models, male and female



We explored the visibility of senior staff role models for students, via focus groups, with students reporting role models from both genders. Females are more visible than males at Professorial level. Key attrition points in our pipelines for students are UG males and PGR males. Therefore, they will our main target for visibility (**AP 5.16.1-2**).

We are pleased with having female Professor role models, given there were none prior to 2015/2016. Having these female Professors has widened our knowledge of women and higher education, gender and feminist research, research methodologies associated with narrative and biographical approaches, feminism, and post humanist perspectives on education. We will also ensure that male role models occur through internal promotion and recruitment, for the purposes of supporting UG students and to ensure a balanced recruitment of staff at Professorial level.

AP 5.16.1: Showcase case studies of male PhD students and their research on our education website, along with those of our female students.

AP 5.16.2: Present a gendered balance of external speakers in the seminar series .

(viii) Outreach activities

We currently have no systematic approach to outreach activities. This is mainly because our previous links with local state and independent schools including several where alumni teach and staff contributed to programmes of extracurricular talks, were connected to our Middle and Secondary School teacher training provision (SCITT), which was disbanded in 2016. Given that our UG student pipeline shows a particularly low % of males, we will develop an outreach strategy and deliver outreach that focuses in on engagement to promote the subject to male pre university students (**AP 5.17.1**).

AP 5.17.1: Work with widening participation team to set up an outreach strategy for the Department and develop ways to promote the subject to male pre university students.

6. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Word count: 291

In this section we outline our specific challenges, but also potential opportunities because of the self-assessment process.

We recognise male underrepresentation both at student and staff level, is firstly structural and disciplinary related, in that 2/3rds of the humanities, especially education, are women. That being said, we have a higher proportion of men than the benchmark for the discipline.

Female academics in this discipline (like disciplines such as nursing) often bring research expertise that sits on the margins of high-status knowledge in education. Male colleagues in this discipline are often associated high-status knowledge such as policy and the quantitative data set methodologies. Through advancing women at Professorial level in our department, we have been widening the gendered knowledge base for the discipline.

We have always been aware of the bias towards female representation at UG level; where subjects like education and nursing for example are female dominated. We believe we can improve the issue of male underrepresentation at UG level through working with the widening participation arm of the university, to work on male engagement with the discipline with pre-university applicants; and additionally, improving the visibility of role models, by showcasing the work of our doctoral students.

Our self-assessment has revealed to us the distinction between busy work and high status work, and how gendered workload distribution needs to be routinely assessed and adjusted so that female staff are not overburdened with the 'busy' responsibilities, to the detriment of having the time to do status work such as writing and submitting grants.

One key issue for our broader concern with inclusivity and gender equality will be to ensure that all our staff are assessed fairly against their caring responsibilities, as these kinds of responsibilities can amount to years of reduced opportunity.

7. ACTION PLAN

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

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

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

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

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
2. Description of the Department					
2.1	Improve representation of male students at all levels	1.. Increase the representation of male students at UG and PGT levels.	Dec. 2020 – Nov. 2021 Review annually	Programme DoSs/admissions tutors	Male UG and male PGT ratios to increase by 1% by Sept. 2022 date then to 3% by Sept. 2024
2.2	Improve the recruitment of female staff to Readership and male staff to Professorial level	1. Identify and encourage female staff to prepare and apply for Readership 2. Identify and encourage male staff to prepare and apply for Professorship	Dec. 2020 – Jan.2022	Promotions committee, HoD & mentors	Female Readers to 50F:50 M by 2022; male Professor to at least 60% F -40% M by 2024
2.3	Improve representation of males in organisational structure (committees)	1.Assess the organisational structure of departmental committees (including Director of Studies roles) for gender balance.	Dec.2020 – May 2021	HoD & DHoD	Staff survey in 2023/24 shows 80% see equitable structures in membership of committees

3. The Self-Assessment Process					
3.1	Increase representation and engagement of males for both staff and students on future SAT.	1.Encourage male members of staff and male post graduate students to become members of DSAT through 1:1 chats with HoD/EDI Chairs, emails and improved visuals.	Dec.2020 – April 2021	HoD DSAT/EDI chairs	Increase male engagement in the future DSAT to at least 35%
3.2	Implement the Action Plan, track progress and identify deficiencies	1.Transform DSAT into a subgroup of an EDI (Equality, Diversity and Inclusion) committee after AS submission with regular meeting scheduled (at least 3 times a year).	Dec. 2020 – April 2021	DSAT/EDI chairs	Notes and agendas for at least 3 annual meetings provided
		2. Create Athena SAT working groups (ASWG) corresponding to respective actions, e.g. webpage, surveys, students, events.	Feb. 2021 – May 2021	DSAT/EDI chairs	All DSAT members participate in at least one AS Working Group (ASWG)
		3. Conduct and analyse departmental staff surveys and staff focus groups every two years.	Sept. 2021 – Jan. 2022	ASWG, chairs	Staff survey responses and data presented and discussed in EDI and all-staff Departmental meetings
		4. Conduct and analyse student surveys and student focus groups each year.	Nov. 2021 – April 2022 annually thereafter	ASWG, DSAT/EDI chairs	Student survey responses and data presented and discussed in EDI and all-staff Departmental meetings
		5. Include Athena Swan and EDI in students and staff handbook	Sept. 2021 – January 2022	EDI Chair /ASWG	AS and EDI promoted in handbooks

		6. Create EDI committee ensuring broad representation of the Department.	Dec. 2020 – April 2021	DSAT/EDI chairs	Notes, agendas, dept. representation for at least 3 annual meetings provided
3.3	Increase staff and student engagement and awareness of Athena Swan and EDI in the department	1. Create departmental Athena Swan (AS) webpage, linked to Department EDI webpage, publishing AS action plan, AS principles, incorporating URL links to University EDI and AS webpage.	May 2021 – May 2022	ASWG	Updated webpage and staff emailed about the updates webpage by Nov. 2021
		2. EDI update standing item on staff meetings and away days, including annual progress report on AS Action Plan	November 2020 – October 2024	HoD, ASWG	EDI / Athena swan update is standing item in all staff meetings and away days, >80% of respondents are aware of EDI initiatives and Athena Swan Action Plan as evidenced in future staff surveys
		3. Include AS and EDI presentations on student Open Days; PGR Induction (already in place and delivered in Sept 2020) and staff induction event	January 2021 – April 2021	HoD, UG admissions tutor PGT & PGR DoS responsible for induction processes	AS/EDI promoted during open days; student and staff inductions, >80% of respondents are aware of AS policies and Action Plan as evidenced in future student and staff surveys.

STUDENT DATA AND SUPPORTING EVIDENCE					
No	Objective	Proposed Action(s)	Timescale	Responsibility	Success criteria
4.1	Decrease male underrepresentation in UG applicants' offer acceptance rates	1. Develop marketing material that have equal representation of male and female, including student role models and case studies.	Updated marketing material to be in place by Oct 2021.	EwP DoS/ admissions tutor/ university ED&I and widening participation (WP) reps.	Male UG ratios to increase by 1% by Sept. 2022; then to 3% by Sept. 2024
		2. Assess admissions process to alleviate any unconscious bias.	Review to commence in Dec. 2020 and present finding by June 2021	EwP DoS/ admissions tutor/ED&I rep.	Male UG ratios to increase by 1% by Sept. 2022; then to 3% by Sept. 2024
		3. Develop Outreach activities specifically with pre-university students to engage with the subject.	Dec. 2020 – November 2021 Review annually	EwP DoS/ admissions tutor/ WP rep.	Male UG ratios to increase by 1% by Sept. 2022; then to 3% by Sept. 2024
		4. Analyse UG admissions data for impact of actions above.	Admissions data to be analysed and report to the DSAT annually beginning Dec. 2021	EwP DoS/ admissions tutor/DSAT Chair	Male UG ratios to increase by 1% by Sept. 2022; then to 3% by Sept. 2024
4.2	Male underrepresentation PGT applicants' offer acceptance rates	1. Assess admissions process for our 2 full time MA and 1 part time programme to alleviate any unconscious bias.	Review to commence in Dec. 2020. Present finding by June 2021	PGT DoSs/ admissions tutor/DSAT Chair	Male PGT ratios to increase by 1% by Sept. 2022; then to 3% by Sept. 2024

		2. Develop marketing material that have equal representation of male and female, including student role models and case studies.	Updated marketing material to be in place by Oct 2021.	PGT DoSs/ PGT admissions tutor/ university ED&I reps.	Male PGT ratios to increase by 1% by Sept. 2022; then to 3% by Sept. 2024
		3. Analyse PGT admissions data for impact of actions above.	Admissions data to be analysed and report to the DSAT annually beginning Dec. 2021	PGT DoS/ admissions tutor/DSAT Chair	Male PGT ratios to increase by 1% by Sept. 2022; then to 3% by Sept. 2024
4.3	Gender bias in assessment practices at PGT level - 2 FT MA -1 PT MA	1. Identify reasons for differences between female and male students in gaining distinctions : Working group interview with sample of PGT markers to identify reasons for the difference and any gender bias.	Interview semester 2: Feb, 2021 and identify and implement any actions for improvement. Review annually	DoSs for PGT programmes and ED&I rep.	< 10% Difference between male and females awarded distinctions by September 2024
4.4	Improve male representation on PT EdD whilst also addressing other three PGR routes Phd FT, PhD PT and EdD FT	1.Organise annual workshop (online/ face to face/Study Centres) on academic opportunities for UG and PGT students in our Department, e.g. MRes, MAIEG, EdD, Phd; record attendance rates. 2. Invite (or provide a recording of) students who have experienced the PhD through publication route, at the workshops.	February 2021 – June 2021 Review annually	PGR, UG and PGT DoSs/admissions tutors	>70 % of respondents are aware of academic opportunities beyond current UG programme in future student surveys

		3.Target and contact UG and PGT (female but particularly male) students who are in line for 1 st /distinctions (in penultimate or final year) to attend the workshop.	February 2021 – June 2021 Review annually	PGR, UG and PGT DoSs/admissions tutors	At least 50% of targeted UG and PGT students (in penultimate or final year) attend workshop
		4. Identify reasons for male decliners for offer acceptance rates at PGR level and develop further actions to improve offer acceptance rates (i.e. work with admission team to send out automated questionnaire to decliners).	Dec. 2021- Nov.2024	PGR DoSs/ admissions	1% increase in male applicants accepting offers by 2022 and 3% increase by 2024
		5. Request central university to collect PT EdD submission rate data and analyse according to gender. Identify actions needed for any issues from analysis.	Collect data over 3 years beginning in Jan 2021	EdD DoS/DDoS and admissions, doctoral college	Pipe line issues for PT EdD identified by 2022. Any potential issues to be actioned by 2024
4.5	Address progression pipeline: UG -PGT –PGR	1.In marketing material identify the career pathways that our male and female UG and PGT students have and show these as online case studies to marketing the courses.	Updated marketing material to be in place by Oct 2021.	DoSs/ admissions tutors/ university ED&I	At least 10% increase in retention numbers from UG to PGT to PGR over three years Jan 2021-24
		2.At the same time, collect data on reasons for non-recruitment of males at all levels, to identify and provide support for issues specific to Bath and our Department.	December 2020- 2021	Student reps. UG/PGT and ED&I Dept. rep. admissions tutors/	At least 10% increase in retention numbers from UG to PGT to PGR over three years Jan 2021-24
ACADEMIC AND RESEARCH STAFF DATA					
4.6	Increase numbers of female Readers and male Professors	1.Mentors and members of Promotion committee to identify females who could potentially prepare and apply for 'Readership'	Over 3 years : Jan.2021-2024	Chair of Promotions committee & HoD	Increase in numbers of female Readers in department and male Professors , in line with numbers

		position, and males for Professorships			of male readers and female Professors, and 50:50 distribution by September 2024.
SUPPORTING AND ADVANCING CAREERS					
5.1	Improve staff recruitment for equal gender distribution of applicants at senior levels	1. Analyse the recruitment process for gender distribution to check it is a fair and transfer recruitment process. 2. Analyse the recruitment data annually to identify whether our measures are impacting positively.	December 2020 – October 2021 Annually thereafter	Exec, Chair of Promotions committee & HoD	At shortlist and appointment stage - there is no underrepresentation of males at Professorial level, and females at Reader level by September 2024.
5.2	Formalise aspects of Department Induction process to support staff.	1. Assign all incoming colleagues (FT and PT) a staff member to act as their main contact point.	Main contact points between Oct 2021 – 2022; review induction again in Jan.2022 and annually thereafter	DHoD and DoLT	>80% of new staff (FT&PT) in future surveys agree that having a main contact colleague for induction is helpful.
5.3	Better support for Promotion to address inequities identified in qualitative data	1. Identify issues from the DSAT data and develop a set of questions about the issues, to feed into the ongoing work of the Departmental Promotions and Probation Committee to monitor and address	December 2020- - June 2021	Chair of Promotions committee & HoD, EDI Dept rep.	Questions to address inequities used by the committee from June 2021 and > 75% respondents

		the inequities identified in qualitative data (ie. age/ethnicity/ FTC/and the unconscious bias linked with 'waiting to be identified' for promotion). The steps will be part of the remit of the committee.			perceive promotion process as fair in future staff surveys.
		2. Allocate a person on the Departmental Promotions and Probation Committee each year who is especially responsible for checking EDI issues, so that they are monitoring how to do that and developing the processes through the SDPR system.	December 2020 - June 2021	HoD, EDI Dept rep.	> 75% respondents perceive promotion process as fair in future staff surveys.
		3. Organise a promotion workshop in the department with a specific focus on external income generation, as an important promotable factor; advertise to all staff, record the number and gender of participants and collect feedback after the workshop.	July 2021	EDI rep., ASWG	Workshop organised with at least 50% uptake by staff, >75% agree promotion process is fair and transparent as evidenced in future staff surveys.
5-4	Improve training opportunities and uptake	1. Encourage all staff to carry out training on Diversity in the Workplace, offering additionally, a face to face option conducted by the University's EDI team instead of online options. On unconscious bias organise such training as part of staff meetings in the future if possible, so it is more visible.	December 2020 – June 2021	EDI Dept. Rep., Central EDI team	>80% of academic staff completed online or face to face training
		2. Training in Unconscious Bias and Diversity in the Workplace mandatory for all members of departmental recruitment panels,	December 2020 – June 2021	EDI Dept. Rep., Central EDI team	100% members of mentioned panels completed the

		SDPR reviewers, admission tutors, and members of promotions committee. Additionally, offering face-to-face training opportunities conducted by the University EDI team.			mandatory online training.
		3.Training on Bringing in the Bystander mandatory for members of Departmental Exec.	July 2021 – November 2021	EDI Dept. Rep.	100% members of Executive Committee completed training
5.5	Improve SDPR process so more staff complete SDPR as currently circa 1/3rd staff are completing appraisals	1.Organise an annual upskilling meeting of all reviewers with direction from both the DSAT and HoD to : a)inform them about the department's ethos and priorities for gender inclusiveness b) discuss the routes for promotion and have a common understanding of the different routes to get to Reader/ research/ teaching roles. c)build female and male confidence to ensure they are self-assessing themselves with regards to promotion by identifying the difference between 'busy' work and 'prestigious work', in activities staff take on.	Reviewer meeting held before the annual SDPR round in the academic year 2021/22	HoD, DHoD	>80% of staff complete appraisals as evidenced in future staff surveys
5.6	Improve mentoring for staff career development	1. Promote the University mentoring scheme to all levels of male and female staff (not only early researchers) with an annual email and department funded coffee card for mentor/mentee or for groups of colleagues to use.	December 2021 – June 2022	DHoD/HoD	>80% of all staff perceive it useful to have a personal mentor as evidenced in future staff surveys

		2.HoD letter of support for promotion must include the applicant's caring responsibilities in order that they are assessed fairly. This is not done now. It would require disclosure to the HoD by the applicant.	February 2021 and annually thereafter	HoD/DHoD	75% all staff agree promotion process is fair and transparent as evidenced in future staff surveys.
5.7	Improve student academic career progression through male and female take up of support and opportunities to students at UG and PGT/PGR level	1.Collect data on: Benefits of UG student mentoring scheme; Careers service take up to our students at all levels by gender (UG, PGT and Ed and PhD), and career guidance opportunities to all final year students.	Collect data over 3 years from Jan 2021 -24	ASWG	1 st set of data collected by Jan 2022, to inform support for males and females to be in place in academic year 2022-23
		2.Collect relevant gendered data on supporting the career of our PGT students according to their status as overseas or home.	Collect data over 3 years from Jan 2021 -24	Programme DoS & ASWG	1 st set of data collected by Jan 2022, to inform support for males and females according to status to be in place in academic year 2022-23
		3. At their exam boards , identify 2 nd year UG students and PGT students who are on track for 2.1/1 st class and distinction degrees, encouraging them to apply for higher study.	Identify and inform students in June 2021	Programme DoS/ admissions tutor	1 UG (male) and/or 1 PGT (male) apply for next stage of study annually beginning in 2021-22
		4. Monitor the benefits of PGR (on-line) student support activities introduced in July 2020.	Student surveys conducted between October 2020-Oct 2021 (and annually	DoT&L PGR DoS/Dep DoS	80% of survey respondents are satisfied with on-line support .

			thereafter until 2024)		
		5. Address potential gender imbalance in the uptake/satisfaction of the mentoring scheme.	June 2021- 2022	PGR DoS/Dep DoS	Data and gender patterns identified by July 2022, ready to be shared with Athena Swan SAT . PG and UG student surveys in 2023/24 shows 80% benefit from all mentoring activities for career progression
5.8	Develop actions to support grant writing and increased numbers of submitted grant applications by male and female staff.	1. Create a successful proposals library available to all staff and explore what data the University Research and Innovation Services can provide for the library on successful proposals.	December 2020 – November 2021, library reviewed annually thereafter until 2024	DoR	Successful grant proposal library in place by November 2021
		2.Deliver seminars focused on grants and bidding, for example, draw on staff expertise in grant applications in the department .	December 2020- 2021; and annually thereafter	DoR	Increase numbers of grant submission by at least one third for both male and female staff between 2022- 2023
5.9	Develop Departmental processes for staff before leave and returning from long term leave (maternity, parental and sick leave)	1. HoD reiterating by email to staff, where to locate the policies online as well as how to reach out to HR if they need a 1:1 advice session that would be useful.	January 2021 and annually thereafter	HoD	>80% awareness of where to locate maternity, parental and sick leave policies as evidenced in future staff surveys

		2. Review possibility of lower teaching load in the first year. Set objectives and refocus in a return to work meeting. Draw on peer mentoring to support the process.	Departmental Policy in place by Jan 2022.	HoD/DHoD	By 2024 80% of returnees are happy with measures taken according to staff survey.
5.10	Improve staff understanding of leave and flexible working policies, including shared parental leave and associated support	1. Promote all flexible working policies offered by the University, including the newly updated University's shared parental leave to all staff through alerting staff annually to familiarise themselves with what's on the Education wiki page.	January 2021-2022	ASWG	>80% awareness of flexible working policies as evidenced in future staff surveys
		2. Collect data to identify issues relating to caring responsibilities of older staff (50+) and their gender in terms of their experiences of issues, aspirations and development. Address the issues in staff meeting linking them with maternity, paternity, and parental carer issues.	January 2021-2022	ASWG	University HR informed about departmental issues related to flexible working.
5.11	Improve awareness of a gender inclusive culture at departmental level	1. Identify and link web advertised events (where possible) with the work of Athena Swan, the University EDI network and relevant campaigns (e.g. NeverOK initiative).	December 2020 – 21; and then annually until 2024	EDI , ASWG	>80% awareness of gender inclusiveness in the culture of the department , as evidenced in future student and staff surveys
		2. Identify, promote, and link issues related to gender inclusion and the university EDI network through departmental materials in the on-line space used for induction events.	December 2020 – 21; and then annually until 2024	EDI, ASWG	>80% awareness of gender inclusiveness in the culture of the department , as evidenced in future

					student and staff surveys
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		3. Monitor the impact of EDI sessions with PGRs and consider rolling out to UG and PGT cohorts.	June 2021 – 21; and then annually until 2024	EDI, ASWG	>80% awareness of gender inclusiveness in the culture of the department , as evidenced in future student and staff surveys
5.12	Improve work life balance, especially for women in the department.	1. Conduct a role analysis of administration, teaching and research activities by gender and career stage.	December 2020 -June 2021. Review	EDI, ASWG	>70% of staff agree administration, teaching and research activities are equally distributed by gender in the department. the department > 60% female colleagues agree with that in future staff surveys
		2. Identify and monitor changes annually and review them annually at relevant committees, to encourage	June-2021-22, and then annually with review	EDI, ASWG	>70% of staff agree administration, teaching and research activities are equally

		good work life balance for both male and female staff.			distributed by gender in the department. the department > 60% female colleagues agree with that in future staff surveys
5.13	Improve staff understanding of bullying, harassment, and discrimination; and dignity and respect	1.University EDI representatives to provide annual sessions at staff meetings designed to raise awareness of policies, structures and practices that challenge bullying, harassment, and discrimination in organisations.	January 2021 and annually thereafter	EDI, ASWG	>80% awareness of unacceptable behaviour and available support routes in student and staff surveys
		2. Encourage every member of staff to have read the most recent dignity and respect policy on the Education wiki page because of departmental survey findings.	January 2021 – March 2021	ASWG	>80% awareness of unacceptable behaviour and available support routes in student and staff surveys
		3.Develop better reporting channels for reporting staff concerns for example, to be heard e.g. Suggestions box (to facilitate anonymous comments/suggestions additional to verbal contributions in staff meetings) .	January 2021-March 2021	ASWG	>80% awareness of unacceptable behaviour and available support routes in student and staff surveys
5.14	Gender imbalances (e.g. committees) in departmental structures and their links to other issues	1. Review how roles which lead to committee membership are allocated –to understand factors and links with any systemic gender imbalances e.g. workload; especially teaching committees.	Jan 2021-July 2024	DHoD/HoD	Link roles to committee membership; aiming towards a 50 F:50 M distribution within the research type committee and

					teaching committee. by March 2024.
5.15	Support understanding and development of a fairer workload model	1. Annual update & explanation of workload allocation and the way roles are assigned in the department, whilst monitoring for gender differences.	March 2021 and thereafter annually	DHoD/HoD	>70% staff have a clearer understanding of the workload allocation and model according to future staff surveys.
5.16	Improve visibility of male role models to improve male underrepresentation	1. Showcase case studies of our male PhD students and their research on our Education website, along with those of our female students.	Jan 2021-Jan. 2022	UG admissions tutor /university marketing/ASWG	Increase in numbers of male UG,PGT (FT) and PGR applicants by >10% by 2024
		2. Present a gendered balance of external speakers in the seminar series representing different cluster interests.	October 2020-July 2021, and thereafter annually during the same period.	Dept seminar series co-ordinator	50:50 M/F external speakers in annual seminar series.
5.17	Outreach activities to address male underrepresentation at UG level to improve gendered balance of student pipeline.	1. Work with widening participation team to develop an outreach strategy and clear ways to promote the subject to male pre university students.	October 2020-July 2021,	UG admissions tutor , central widening participation team, DSAT Chair	Male UG ratios to increase by 1% by Sept. 2022 date then to 3% by Sept. 2024