

Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Bath
Name of department	Electronic and Electrical Engineering
Date of current application	September 2024
Level of previous award	Bronze
Date of previous award	30 November 2018
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An overview of the department and its approach to gender equality	2628
An evaluation of the department's progress and success	1410
An assessment of the department's gender equality context	3860
Future action plan*	
Appendix 1: Culture survey data*	

Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7898 (+ additional word count for condition reply)

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

Overall word limit: 8000 words

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

1 Letter of endorsement from the Head of the Department

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8 April 2025

Equality Challenge Unit

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Endorsement of Application for Athena SWAN Silver Department Award

To whom it may concern,

As Head of the Department of Electronic and Electrical Engineering (EEE), and an active member of the Department Self-Assessment Team, it is with great enthusiasm that I write to support our Athena SWAN Silver Award application and confirm its full endorsement by the Department Executive Committee.

The two principal ambitions for EEE are to generate world-class research and to produce graduates of the highest quality. We require the full diversity of talent to achieve and sustain these ambitions and this continues to drive our staff recruitment and promotion initiatives.

The Athena SWAN process supports our ambitions and has brought about a culture change within the Department. We now have an environment in which gender inequality is addressed as part of our daily routines. It has been instrumental and impactful in helping to steer and motivate the Department to improve equality and diversity.

Implementation of our Bronze Action Plan continues to direct and foster our inclusive culture. Our new Action Plan further underpins our commitment to equality and inclusivity and will have a positive impact on our further growth and development.

As Head of Department, I have driven good practice by nurturing an open and transparent environment relating to all aspects of the Department including gender balanced selection and interview processes, staff promotion and the advertising of internal roles in management, administration and committee membership. Introducing formalised annual discussions of career development / promotion plans, together with a proactive approach to communicating opportunities to all staff has resulted in a better gender balance within the Department and a positive change in culture. Despite this, we recognise that more needs to be done and our Silver Action Plan highlights further steps that we will take to embed the Athena SWAN principles. At the core of our success is the absolute commitment of the entire Department to equality and diversity.

Our Silver Award application describes a programme focused on attracting, promoting, and retaining an increased proportion of women in EEE at all stages of the career pipeline, including professional support and technical staff. Our aim is to achieve a fully inclusive environment for work and study that embraces an intersectional approach to equality and diversity and a Silver Award would be reward for the hard work of everyone in the Department.

I fully appreciate and recognise the impact of the Athena SWAN Charter and will mobilise all necessary resources to help achieve our commitments, including financial support for initiatives from our operating budget. Finally, I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department.

Sincerely,



Dr Benjamin W. Metcalfe FIPEM FRSA FHEA CEng

Head of Department, Electronic & Electrical Engineering

2 Description of the Department

The Department of Electronic & Electrical Engineering (EEE) is one of the four departments in the Faculty of Engineering & Design (FED) (Figure 1). We deliver a range of undergraduate and postgraduate courses and specialise in electronic and electrical engineering research reflected in 6 department research groups which are anchored in the University of Bath's three research pillars of Health & Wellbeing, Digital and Sustainability (Figure 2). In addition to our core EEE research, the Department has significant cross-disciplinary research activities, benefitting from the collaborative environment in the University. All EEE academics have core membership of one of the Faculty of Engineering and Design's 6 research centres (Figure 2). Many academics and researchers (staff and students) are affiliated to University Research Institutes or Centres for Doctoral Training. Research has a strong profile and 96% was graded as world leading/internationally excellent in REF2021.

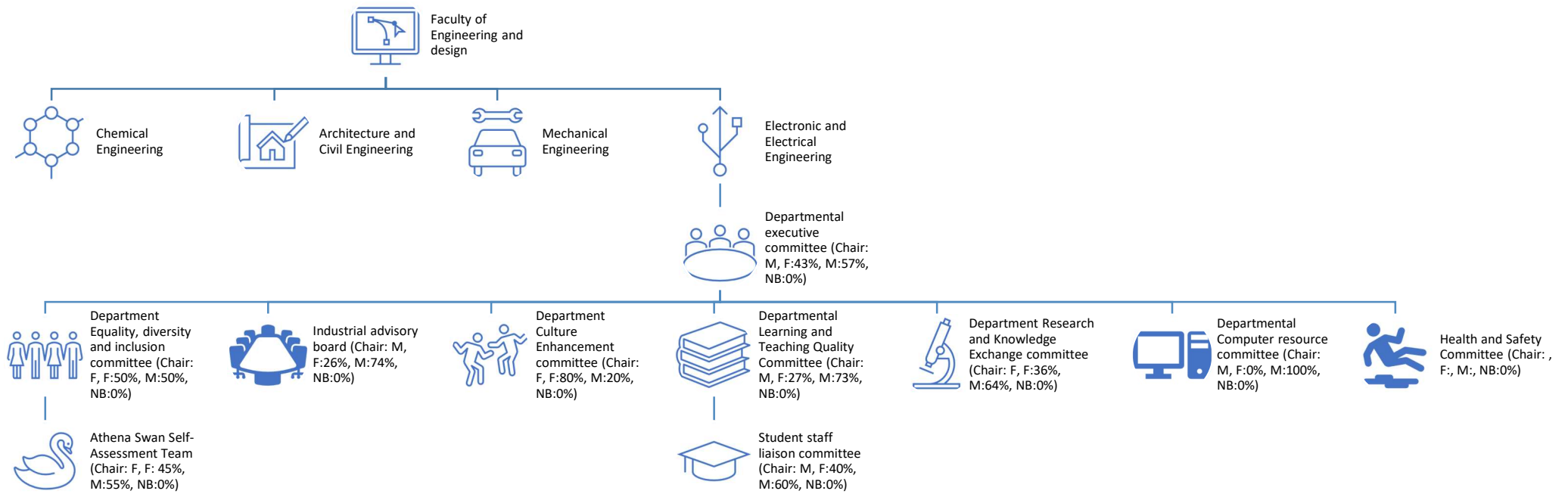


Figure 1: The Department of Electronic and Electrical and committees within the FED.

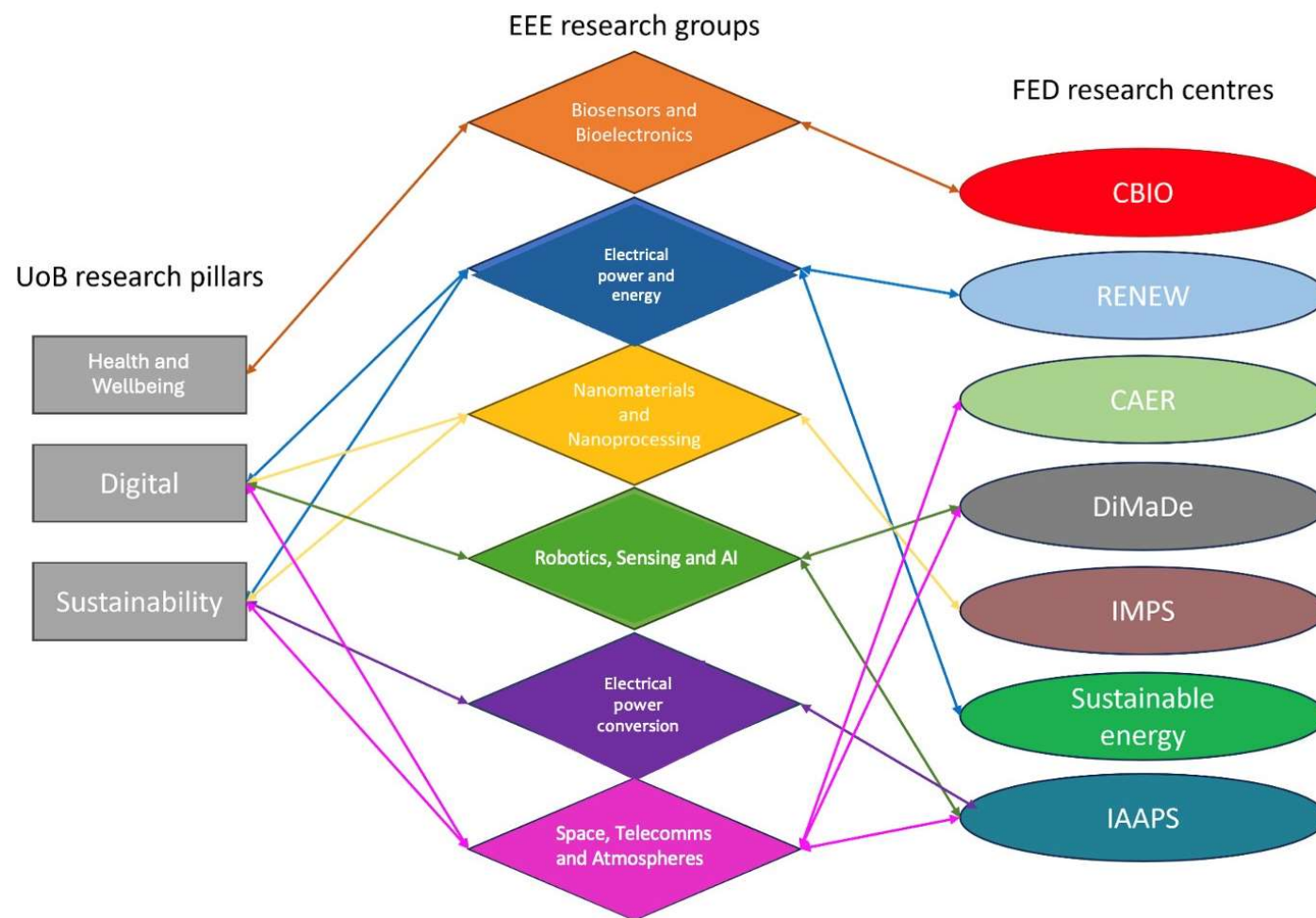


Figure 2: Department research groups and their relationship with university research pillars (left) and Faculty Research Centres (right)

Staff and student profile in the department

The full gender profile of the Department EEE in 2021/22 is shown in Table 1. Of the current 21% female academics, 75% are professors which compares very favourably to the 28% of male professors. We are pleased to note that recent academics appointments include two female lecturers, helping to reduce the academic gender imbalance.

Female representation in EEE and related subjects is low which is reflected in our student gender profile. We recognise that it is an important issue, noting that our female representation is below the sector average although it has improved in recent years.

The annual undergraduate intake is currently ~200 students across our five UG degree courses. The academic standard is high, with the current BEng/MEng offer being AAA/A*AB. We make alternative offers to Widening Participation applicants (AAB). All courses are available with an optional industrial placement taken after the second year. Although the most recent full data set used in preparing this submission is for 2021/22, a snapshot of the 2023/24 gender breakdowns is below (Figure 3), with full details in Appendix 2. Female UG representation varies from 12.1% to 21.9% and is 14.7% overall. Although the EESST courses have ~22%F, EESST students are only 5.6% of total undergraduates. We offer one MSc in Robotics and Autonomous System with an annual intake of ~25 students, predominantly male.

All our courses are accredited by the Institution of Engineering and Technology (IET) and the IMEE courses also have Institution of Mechanical Engineers accreditation.

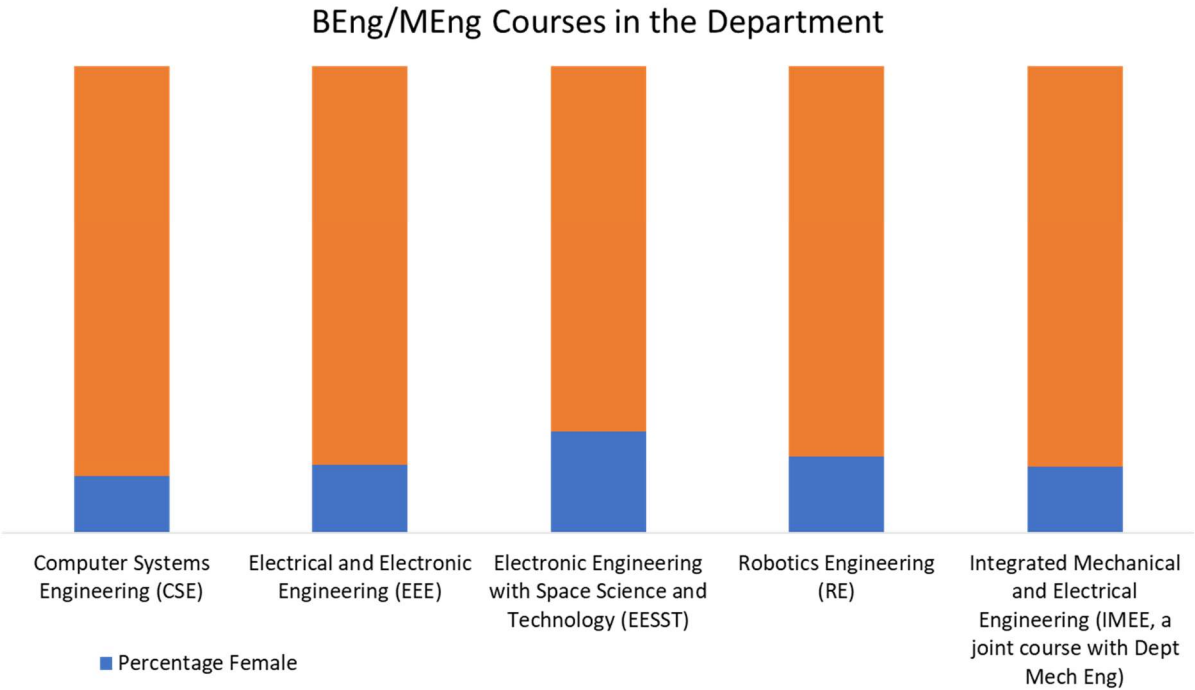


Figure 3: Undergraduate courses in the Department.

Table 1: Department EEE staff and students' profile by gender in 2021/22.

Staff/Student Group	Male	Female	Non-binary	% Female
Academic staff				
Teaching and research	21	4	0	16
Teaching staff	2	1	0	33
Research staff	8	3	0	27
Total academic staff	31	8	0	21
Professional, technical and operational (PTO) staff				
Administrative staff	1	1	0	50
Total PTO staff*	1	1	0	50
Students				
PGR Students- FT	49	19	0	28
PGR students - PT	5	0	0	0
PGT students	46	3	0	6
UG students	554	66	2	11
Total students	654	88	2	12

* The administrative staff are managed by the Department, technical staff managed at Faculty level are not shown.

Environment

The Department of Electronic and Electrical Engineering (EEE) enjoys a central campus location in Building 2 East, at the heart of the University's Claverton Down campus (Figure 3). The building which contains a suite of well-equipped teaching laboratories, computer rooms and research facilities, offices, meeting rooms and a dedicated department social space with hot drinks facilities that provides a common area for all staff and research students. Additional research spaces, including facilities associated with the Faculty Research Centres, are found elsewhere on campus.

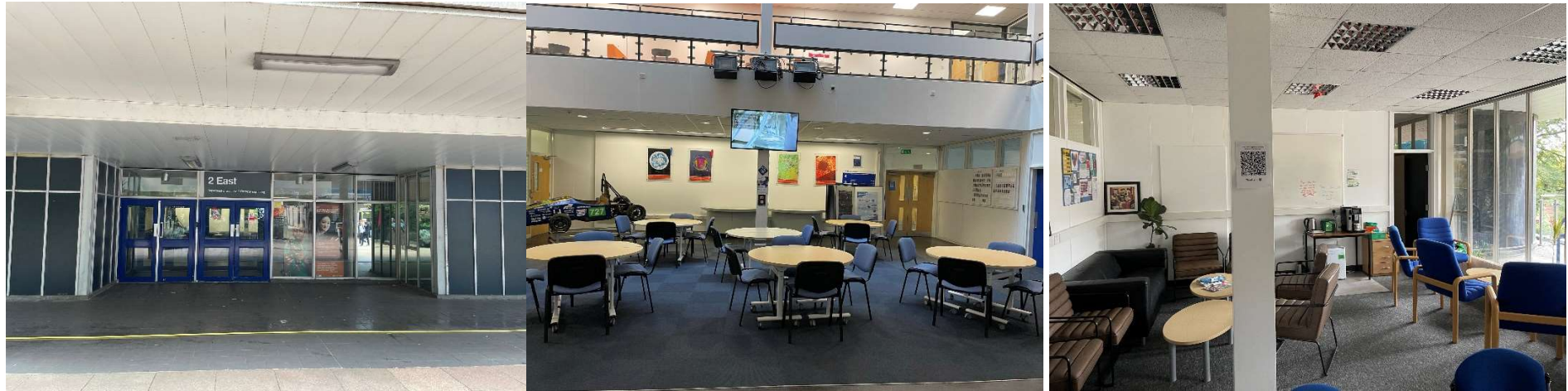


Figure 4: The Department's 2East building. Top: External; Foyer; E-hub (the common area for staff and PhD students.). Bottom: Welcome Week Save the EEEgg team bonding activity in Foyer (REDACTED).

The teaching laboratories underwent major refurbishment in 2016, with ongoing efforts to enhance the student experience through continuous laboratory infrastructure improvements. Most recently, the laboratories were equipped with audio and video systems, enabling simultaneous material delivery across multiple rooms.

Supporting these facilities is a dedicated Technical Manager, alongside a team of six technicians (20%F) who oversee their operations.

Since September 2022, social events have been organised by the Department Culture Enhancement Committee (DCE). This committee organises a monthly activity offered to all staff and postgraduate research (PGR) students. Activities range from crafting workshops, online competitions, to social gatherings aligned with seasonal events throughout year.

In June 2023, a celebratory BBQ marked the academic year end for graduating undergraduate students and from 2023/24 team bonding activities for new undergraduates are held, fostering camaraderie and supporting their transition into university life (Figure 4, bottom).

3 Governance and recognition of equality, diversity and inclusion work

For the last Athena Swan submission in 2016, a Department Self-Assessment team (DSAT) was created. After the submission the DSAT was merged with the Departmental Equality, Diversity and Inclusion committee (DEDIC). Since 2017, DEDIC has run open calls for new members to join. In addition, standing items and invitations were made to include EDI in other departmental committees.

The Department Equality, Diversity and Inclusion Committee (DEDIC) has terms of reference (ToR) that stipulate that its membership represents the diversity within the Department, including gender, career stage, and job role. Following a transition from DSAT in October 2017, the DEDIC had held responsibility for assessing our Bronze Action Plan (BAP) progress, reviewing data, and making priority group recommendations. The DEDIC membership is checked each year, and new positions are advertised when they become available. The length of term is 3 years (staff) and 1 year (students). The DEDIC is chaired by an academic (REDACTED) and its current membership includes representation from all job families and students' groups, including the Head of Department (HoD) and Deputy HoD (DHoD) as core members.

The DEDIC promotes EDI initiatives and oversees the implementation, monitoring, and evaluation of our AS Action Plan. It also appraises core data, staff/student surveys and leads new initiatives, including departmental workshops e.g., harassment intervention, decolonising the curriculum, unconscious bias training. The Chair has an annual workload allocation of 150 hours, with 50 hours for other academic members, and DEDIC also has two co-Chairs with responsibilities for specific areas (BAP A3).

The DEDIC meets a minimum of 3 times a year, is supported by Faculty Professional, technical, and operational (PTO) staff, and has a dedicated secure Teams space, which enables the storage/access to core data, and other materials (e.g., Action Plan, minutes) and an area for staff and student discussion. All staff can attend DEDIC meetings and access the Teams channel. There is additional support from our central University EDI team, which oversees institutional policies, mandatory training, guidance, and toolkits.

Management/Committee Structures that Support EDI

The HoD has ultimate responsibility for departmental work and operations, including staffing, supported by the DHoD. The **Departmental Executive Committee (DEC)** comprises the HoD, DHoD and the Directors of Research, Teaching (DoR and DoT) and of UG Admissions. The DEC meets approximately monthly, at the discretion of the HoD. The EDI Chair became a DEC member commencing in the 2023/24 academic year and has a dedicated standing agenda item.

The **Department Learning and Teaching Quality Committee (DLTQC)** meets 6 times per year. Since 2021, the EDI chair is a member of this committee with a dedicated standing agenda item. By doing this, we ensure that EDI discussion is also embedded in the teaching and learning discussions. A climate action item was also included by default in the agenda of this meeting in 2021.

All staff members are invited to attend **Department Staff Meetings (DSMs)** which are scheduled every month. Their aims include sharing key information with all the staff members. Since 2020/21, the EDI chair has a dedicated DSM slot to provide an update on items related to the EDI for all staff. By doing this, we ensure that EDI is a common topic and that the information related to EDI are communicated to all staff.

The Faculty Equality, Diversity and Inclusion Committee (FEDIC) is composed of representatives of the faculty's four departments, including PTO representatives. The chairs of the four departmental EDICs are invited to attend at least 3 times a year. The FEDIC Chair is the Faculty EDI champion. The FEDIC enables members to share good practice and initiatives and provide support in progressing AS work. The FEDIC Champion provides a direct link to the Faculty Executive Committee and University EDI Committee (UEDIC).

The DEDIC Chair is a member of the **University EDI Network (EDIN)** which comprises of representatives from all staff and students across the University. The EDIN co-chairs sit on the UEDIC, where EDIN members' concerns can be raised to the University Executive Board (UEB). In addition, the University has an Athena Swan Network consisting of its 16 Academic AS Leads and four Faculty Champions. This network reports to the University SAT, which is an institutional AS Committee, reporting to the institutional EDIC, which in turn reports to Senate and Council. Three workshops were delivered to this network in the last academic year.

4 Development, evaluation, and effectiveness of policies

Faculty and University policies are often developed via programmes of open consultation with staff and trade unions. All policies are available on the University's internal web pages and changes and revisions are disseminated directly to HoD and staff with senior management responsibility, and to the whole community through email and the university news webpages. Equality Impact Assessments (EIA) are conducted for all new university policies and communicated/discussed within our DEDIC and/or relevant committees.

Staff and student representatives can submit agenda items to DEDIC meetings, providing an opportunity to discuss issues/concerns, explore needs, and establish actions relating to EDI. Policy recommendations are developed, and documents are discussed at the DEC and other committees, and meetings such as the DSM. Operational matters relating to staffing are usually overseen by the HoD and DHoD, whereas programme level initiatives are implemented by the DoT and Directors of Studies (DoS) for taught and research students, and research-related initiatives (REF, equipment, lab space) are led by the DoR.

The Department champions anti-harassment workshops (#BeTheChange, which has now become #NeverOk), and decolonising our curriculum, which is an on-going process.

There is an institutional requirement for all staff to engage in EDI (#BetheChange/#NeverOk), unconscious bias and pastoral care training, and the completion of annual SDPRs is the responsibility of the HoD.

Feedback is collected from staff and students through surveys to assess the effectiveness of those processes and procedures.

5 Athena Swan self-assessment process

The DEDIC and DSAT have representation from across the Department and reflect its profile in relation to staff type, grades, roles, and student representation (Table 2). After the Bronze submission, DSAT was merged into our DEDIC but was reconstituted for the AS Silver application. Some DEDIC and DSAT positions are role based, others are representative and were filled after open calls to the relevant cohorts. We plan to retain our DSAT after submission. The DSAT's ToR will be redefined to focus on analysing departmental data and overseeing the implementation of the Silver Action Plan (SAP).

The structure of the DSAT is shown in Figure 5 and comprises of 7 women and 10 men (41%F); this relatively high female representation reflects the enthusiasm of female staff and students in contributing to AS aims. The members are split in "groups of interest" which represent all the different sectors in the department.

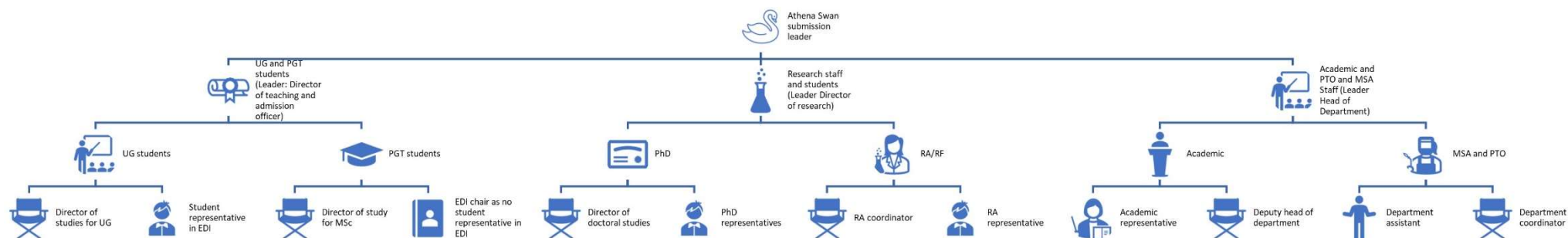


Figure 5: 2023/24 DSAT committee

A detailed breakdown of the DSAT membership is provided in Table 2. Both the HoD and DHoD actively participate in DEDIC and have been deeply involved in all consultation activities and discussions.

Table 2: DSAT members for 2023/24 (REDACTED)

Name	Group of interest	Gender	Department role	Position
Students (UG and PGT)				
	All students	M		Senior Lecturer
	All students	M		Senior Lecturer
	PGT students	M		Senior Lecturer
	UG students	M		Lecturer
	UG students	M		Lecturer
	UG students	F		Student
Research (PGR and RA)				
	All research	F		Professor
	PGR students	M		Senior Lecturer
	PGR students	M		PGR
	PGR students	F		PGR
	RA staff	M		Professor
	RA staff	F		RA
	RA staff	F		RA and Lecturer
Other staff (academic and PTO)				
	All staff	M		Senior Lecturer
	Academic staff	M		Professor
	PTO staff	F		PTO
Overall				
	All groups	F		Lecturer

5.1 Action Plan Implementation and the Self-Assessment Process

The SAT provided regular updates to the Department, facilitating feedback and discussions to ensure input from various departmental stakeholders (Table 2). Monthly SAT meetings encompassed discussions on direction and the creation of initial drafts. Updates from these meetings were further discussed in DEDIC and DEC meetings. Additionally, DSM and Away Days were utilised to raise awareness, stimulate discussions, and gather feedback. Specific focus groups were conducted, guided by insights gleaned from culture survey analysis.

The DSAT members analysed their group surveys and data. They completed an analysis file containing details of issues identified and potential actions to address them. All this information was then gathered in a master file, from which some priorities were identified. Additional priorities were identified based on the BAP or from priorities from the DEDIC and draft list of actions was defined. To finalise the list, we consulted the different groups of interest to get their feedback on the proposed actions.

5.2 Consultation

The SAT has collaborated extensively to engage in broad consultations. Every member of the Department has been given the opportunity to provide feedback and engage in discussions regarding the AP (Table 3). As we move forward with our SAP, we aim to expand and enhance this consultation process even further.

Table 3: Consultations with Department members to develop our SAP.

Date	Activity	Description	Participation
September 2022	Staff survey	During the annual away day, the staff is completing the AS survey	80% of academic staff (12% F, 88% M)
September 2023	Staff survey	During the annual away day, the staff is completing the AS survey	80% of academic staff (15% F, 85% M)
October 2023	UG, PGR, PhD, RA surveys	AS surveys sent to all students and RA. Each group has a specific survey addressing the specific of each group.	40% of students, 50% of RA (UG, 20% F, PGR 0%F, PhD 38%F, RA 71%F)
November 2023	PTO focus group	A focus group was conducted due to low number of PTO staff	100% of PTO staff (50% F, 50%M)
January 2024	PhD feedback session	The actions identified from the DSAT related to the PhD students were feedback to them. Further discussions help refined the different actions for the SAP.	10 PhD Students (40% F, 60% M)
February 2024	UG feedback session	The actions identified from the DSAT related to the UG students were fed back to them. Further comments from the students help refined the different actions for the SAP.	10% of UG students (40% F, 60% M)
September 2024	Staff and RA feedback session	Through an online survey the complete SAP was submitted for staff and RA to review and comments. The comments were used to refine the SAP.	80% of academic staff (20% F, 80% M)

5.3 The Future

The DEDIC, with HoD and DEC support, will oversee the implementation of the SAP. The current DEDIC will stay in office for at least the next 24 months. If there are any changes in personnel, continuity will be ensured through overlap of posts during handover. We will need to define how the DSAT and the DEDIC will work together. We will introduce an annual review at the beginning of each academic year to enable us to recruit to vacancies (particularly in student posts) which can be advertised and filled.

The DSAT will analyse departmental data, track actions, oversee ongoing evaluation and consultation, and update/report on the SAP progress annually to the DEDIC and Department. Completed actions from the SAP can be signed off and the remaining actions potentially modified accordingly to the circumstances. Updated versions of the SAP will be presented to the Department, to keep its profile high and raise awareness of the priorities over the upcoming year.

SAP
3.6

SAP
2.4

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

1 Evaluating progress against the previous action plan

Table 4 shows the RAG-rated BAP 2018-2023. The Department was able to complete 49% of its actions (36/74), 27% (20/74) are still in progress (some will be continued) and 8% (6/74) actions were withdrawn due to ownership change (not under the Department's responsibility anymore). The remaining 16% (12/74) of actions were not completed, the main reasons being the COVID impact and restructuring at the Department/Faculty level, in particular the establishment of Faculty Research Centres.

Methodology of action implementation, evaluation and iteration:

- Actions were implemented by DSAT (and then DEDIC) subgroups. Subgroup progress updates formed standing agenda items at every full DSAT meeting, as part of a broader evaluation and collaboration process.
- Presentations to the full DSAT, Department and Faculty were made following key actions, such as survey findings.
- Barriers were reported on an annual basis to the faculty, to address at higher level. These barriers were discussed and, where appropriate, measures were discussed and implemented to adapt the action plan.
- The subgroups assigned the BAP RAG-ratings which were verified by the wider DSAT. In the future, although those subgroups are still identified, we have changed the presentation of the action plan to reflect better the priorities defined by the Department.

Barriers

- Departmental staff changes and COVID-19 in particular impacted DSAT membership.
- Due to the evolution and changes of strategies at University, Faculty or Department level, some actions moved out of the scope of the DSAT, and these have been identified in the Table 4.
- On reflection, there were too many actions diluting focus of the effort. During the implementation, priorities were set and pursued accordingly, as detailed in the following section, see also Table 4.

Facilitators

- Advance HE's extensions to the previous award period and the COVID-19 pandemic allowance have provided additional time for our DSAT to be able to complete our BAP.
- Inclusion of the previous AS DSAT Chair in the Faculty of Engineering EDI Champion role facilitated changes and action implementation and sharing of best practice across the faculty. In the future, the AS DSAT Chair will not be the same person than the FED EDI champion as the two roles are now dissociated.

Key Learning

The DSAT, subsequently transformed to DEDIC, has become a cohesive and focused group over the past five years, learning that sustainability is improved with some members being ex officio, and that support for membership transition is beneficial, especially mentorship of a new chair by an outgoing chair. All groups within the Department are represented and allocated tasks related to their group. DEDIC represents staff and students of the Department, including individuals who may experience intersectional inequalities, which is essential to support an inclusive and diverse culture. Engagement of all staff and students within the EDI agenda has been the key factor for successful

implementation and was accomplished gradually, on a year-on-year basis. For example, as the culture around departmental social events developed through increased events, awareness and participation, PGR students have become more integrated in the Department's culture and have started to take the lead in event organisation. Maintaining and improving our engagement levels within the Department underpins progress.

The DEDIC has learnt that it is better to have fewer, more impactful actions rather than many less impactful ones and found the benefit of annually reviewing and RAG-rating the live action plan, using evidence-based monitoring and evaluation, to maintain progress year-on-year.

Table 4: RAG-rated Bronze Action Plan (BAP) 2018-2023

No	Rationale	Proposed Action (s)	Status	Success criteria	Progress/Evidence/Changes to Action Plan
A1	Get Department-specific insight on culture, not covered by the generic University wide-surveys	a. Biennial Departmental staff survey	COMPLETE	Survey results collected and presented in DEDIC and staff meetings	Surveys were conducted every two years, during the annual away day. The results of the surveys were then analysed and disseminated in staff meetings.
		b. Biennial Departmental PDRA and PGR focus group			Surveys for PDRA and PGR were conducted every two years. The results were analysed and presented in the DEDIC.
		c. Biennial Departmental student survey			Surveys for students were conducted every two years. The results were analysed and presented in the DEDIC.
A2	Increase staff and student engagement and awareness of AS & EDI in the Department	a. Web-page establishment	WITH-DRAWN	Updated DEDIC online presence	Due to Marketing team guidelines this was not possible.
		b. DEDIC update standing item on Academic Staff meetings and Away Days	COMPLETE	AS included in staff meeting agendas	The DEDIC chair has a standing item in all staff meetings and away days. It is part of the default agenda. In addition, the EDI chair is also now part of the Department Executive Committee
		c. Coordinate actions with Faculty DEDICs and University AS network	COMPLETE	Participation of DEDIC chairs in Faculty and University AS meetings	The DEDIC chair has attended most of the FEDI and University AS meeting. They are still attending those meeting. It has become a standard practice.
A3	Assure DEDIC diversity and efficiency in action	a. Rotate DEDIC membership for diversity in expertise.	COMPLETE	At least one representative from each Departmental stakeholder group in the DEDIC	This membership requirement will be added to the ToR of the DEDIC in the SAP for sustainability.

	implementation and cultural change	b. Ensure co-chair succession through shadowing	COMPLETE	2 DEDIC co-chair members	This membership requirement will be added to the ToR of the DEDIC in the SAP for sustainability.	SAP 3.4
		c. Create working groups (WGs) corresponding to respective actions	COMPLETE	100% of DEDIC member allocated to at least one WG	The working groups were defined at the start of the BAP but have been revised over the years. New groups have now been created based on protected characteristics and all members of the DEDIC have been allocated to one or more depending on their interests.	
		d. 5 DEDIC meetings per year reporting progress on actions	COMPLETE	Minutes and agendas for at least 5 DEDIC meetings	At least 5 meetings have taken place each year, with minutes and agendas.	SAP 3.4
		e. DEDIC membership in workload model	COMPLETE	50 hours allocated to each DEDIC member annually	This workload allocation will be part of the ToR of the revised DEDIC in SAP.	
A4	Analyse effect of actions on student and staff population diversity	a. Collect and analyse UG, PGT, PGR, PDRA and staff data annually	COMPLETE	Annual report on departmental data and presentation during staff meetings	Once a year the report was presented to one staff meeting.	
B1	Personal tutor response rates and communication variable	a. Signpost students to alternative routes for individual support during Welcome Week (named female non-academic member of staff, openness of academic staff)	COMPLETE	Alternative support routes within the Department included in student Welcome Week presentation.	For the last 5 years, these details have been provided as part of a presentation that takes place during Welcome Week.	
		b. Add slide on Departmental inclusivity policies and acceptable behaviour within the Department in HoD Welcome Week talk	COMPLETE	Inclusivity and acceptable behaviour Departmental policies included in student Welcome Week presentation	The slide was added to the Welcome Week presentation but will be updated for the future ones taking into account potential emerging issues.	SAP 1.2
B2	Communicate inclusivity and friendliness of	a. Revision of Departmental marketing material biennially	IN PROGRESS	Achieve perception of Department inclusivity >80% in Open Days/AVD participants questionnaire	Affected by COVID, as the pandemic as affected interpersonal activities within the Department. Since returning to in-person working the surveys show 90% of students,	

	department better in open days/AVDs	b. Ensure female role models (staff, student ambassadors) in AVDs without overburdening female staff	IN PROGRESS	At least 20% of Department participants in each event female	<p>staff perceive the Department as inclusive.</p> <p>During COVID the Open Days and AVDs were online. As there is a limited pool of female academics, who we did not wish to overburden, a good gender balance was achieved by using female student ambassadors (who we proactively recruited) in online events presented by male academics. This strategy continued after the move back to in person events. This action will be continued but the female staff % representation will be reduced for the SAP.</p>	SAP 3.2
B3	Increase visibility and perceived significance of inclusivity among students	a. Participate and advertise WES events	COMPLETE	Achieve UG student awareness of WES to 80% in student survey	<p>100% of UG female students are aware. 71 % of UG male students are aware.</p> <p>77% of all UG surveyed are aware of WES (100% female 71% male Figure A1.2.15). It is obviously not 80% but very close.</p>	
B4	Increase appeal of EEE programmes to female candidates	a. Review gender-biased language in course descriptions.	IN PROGRESS	All of our course descriptions achieving neutral scores in gender-bias calculator	As new course descriptions were developed due to the curriculum transformation happening in the Department. The new course descriptions need to be checked again.	SAP 5.2
		b. Outreach events targeted to girls-only schools	COMPLETE	At least 1 event per year organized with girls-only school.	AFFECTED BY COVID as during the pandemics no events took place. Since the pandemic ended, we have a UKSEF event every summer to promote electronics to girls. We have also run other events as a weather balloon launch for a girls-only school. Details of those outreach activities are detailed in section 3.	
		c. Add outreach/open days/AVD EEE activities	IN PROGRESS	Recording >80% satisfaction on at least one activity from female participants	IMPACTED BY COVID as no events took place during the pandemic. Outreach is taking	

		appealing to female candidates			place each year but currently in the Department, there is nobody in charge of collecting the information related to those outreach activities. An action to create an outreach strategy and monitoring process for the Department is in our SAP.	SAP 5.1
		d. Revise IMEE recruitment strategy	COMPLETE	Reduce the IMEE UG F:M ratio recruitment gap with EEE programmes to 10%	In addition to reviewing language and images in course descriptions, female IMEE students were actively recruited for Open Days and AVDs which also highlighted Team Bath Heart and Team Bath Biosensors without Borders as a competition team with strong appeal to female applicants. The current IMEE first year is 14.9% Female and 1.1% Nonbinary, showing an improvement on previous years (Table A2.2)	
C1	PGT female:male ratio currently below sector average	a. Focus group/interviews on current PGT students	COMPLETE	Survey results analysed in DEDIC and presented in staff meetings	Once a year the report was presented to a department staff meeting.	
		b. Review language in course/programme descriptions	IN PROGRESS	All of our course/programme descriptions achieving neutral scores in gender-bias calculator	As new course descriptions were developed due to the curriculum transformation happening in the Department. The new course descriptions need to be checked again.	SAP 5.2
		c. Analyse current recruitment channels for PGTs and diversify our marketing and recruitment strategy	IN PROGRESS	Increase in female: male ratio of PGT students to at least national benchmark by 2020	Data shows positive picture in 2019/20 but in 2021/22 we only had 3 Female PGT student (out of 46 which is 6% against 25% for sector average Table A2.4). As the PGT isn't no longer under the Department remit, we can't continue this action but an action to check attainment is added to the SAP.	SAP 5.4
		d. Add slide on Departmental inclusivity policies and acceptable behaviour	COMPLETE	Inclusivity and acceptable behaviour Departmental policies included in student Welcome Week presentation	Action in place. We will make sure that this remains standard practice and that the presentation are updated with new policies.	SAP 1.2

		within the Department in welcome week talk			
D1	Identify and promote good practice in PGR recruitment/supervision within the Department	a. More detailed research on female: male ratios per research area	COMPLETE	Achieve at least national average PGR female: male ratios.	Achieved for most research area: Biosensors and Bioelectronics (F:29%) Electrical power conversion (F:50%) Electrical power and energy group (F:50%) Nanomaterials and nano processing (F:0%) Robotics, Sensing and AI (F:0%) Space, Telecommunications and Atmospheric Research (F:17%)
		b. Interview individual members of staff with high female: male PGR ratios over time and promote their good practice in staff Away Days	INCOMPLETE	Compilation of a Departmental good practice guide circulated to members of staff annually.	A group of PGR students have been interviewed and have given feedback on some key points to address. The document compiling all those information hasn't been written yet. This will be finalised in our SAP
D2	PGR career development	a. Promote teaching opportunities for PGRs systematically via Departmental administration process	IN PROGRESS	Increase PGR awareness on Departmental teaching opportunities to >80%	Some meetings have happened in the last years to inform PGRs of teaching opportunities. About 70% of our PGR are aware of teaching opportunities. This will be continued in our SAP as it needs better monitoring.
		b. Upgrade communication of non-research related Departmental activities available (e.g. lab demonstrations, outreach activities, departmental representation) and importance for future career development	IN PROGRESS	Increase PGR perception on non-research related activity importance in their career development to >80%	Through consultation about 70% of the PGRs are aware of non-research related Departmental activities. Improvement of the outreach strategy and awareness is part of our SAP as they aren't consistently encouraged to participate in outreach activities (Figure A1.3.23).
		c. Connect Departmental activities with Doctoral	WITH-DRAWN	Inclusion of Departmental activities in PG Skills training list	This is centrally managed. DEDIC explored the option, but it wasn't possible.

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E1		College PGSkills requirements			
		d. Establish career options discussion with supervisor at least once per year	IN PROGRESS	Increase uptake of annual career option discussion with supervisor to >80%	Through consultation, 50% have minimum annual career options meetings with supervisor and most of them are encouraged to develop their career by their supervisor (Figure A1.3.24). The plan is to improve this in our SAP with all line manager receiving training to conduct SDPR.
	Increase female staff recruitment	a. Create Departmental job advert template, explicitly inviting applications from females and other underrepresented groups, and circulate via e-mail to staff annually	COMPLETE	Exploitation of the renewed Departmental Template in >80% of our job advertisements	Since 2021, all staff job advertisements invite application from women and underrepresented groups.
		b. Highlight our Departmental Bronze Award (if awarded) on future departmental job advertisements	COMPLETE	Athena SWAN bronze logo added on Departmental job advertisement template	The logo is consistently added to 100% of job advertisements
		c. Monitor departmental shortlisting and interview procedures	COMPLETE	Achieve compliance with university shortlisting and interview gender-balance guidelines in >90% of Departmental academic recruitments	For 100% of academic posts the department was following university shortlisting and interview gender-balance guidelines.
		d. Advertisement of posts on women's networks	COMPLETE	>80% of our job advertisements included in WISE job website	University of Bath is a member of WISE and the department roles were advertised on WISE by central Recruitment team.
		e. Annual and in response to specific calls internal e-mail reminder to staff in order to put forward PDRAs with potential for fellowship applications	COMPLETE	At least 1 PDRA per year applying for a fellowship within the Department	One application per year since 2020/21 academic year.

E2	PDRAs isolated from Departmental activities	a. Departmental Research Staff Coordinator role created and participating in DEDIC	COMPLETE	Acknowledgement of role in workload model	(REDACTED) has been the PDRA coordinator since 2020. He has dedicated workload allocation for this role.
		b. Create central Departmental procedure for new PDRA induction to the Department	INCOMPLETE	Departmental procedure adhered to in >80% of new PDRA appointments	The RA coordinator tried to put it in place, but it wasn't adhered to. This action is part of our SAP.
		c. Mentor assigned to all PDRAs at the induction phase	WITHDRAWN	Mentors assigned to all PDRAs in the Department	This was transferred to faculty research centre level and supported by the faculty mentoring scheme.
		d. Create PDRA welcome pack including: key contact persons mentorship details job requirements acceptable behaviour within the Department guidelines alternative routes for work-related complaints career development information training opportunities social events maternity/paternity/family-related support information	IN PROGRESS	Increase PDRA awareness on all related subjects to >80%	All induction material will be revised within our SAP.
		e. Annual e-mail to Department PDRAs highlighting teaching-related opportunities within the Department, at a voluntary basis	IN PROGRESS	At least 20% of PDRAs annually involved in teaching related activities	Depending on the contract of the PDRA, it isn't always possible for them to have teaching in addition of the research contract. Consequently, although teaching opportunities are regularly advertised within the department, it isn't not always possible

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					for the PDRA to take part. 65% of PDRA are aware of the opportunities (Figure A1.4.30).
		f. Highlight teaching-related courses available to PDRAs	IN PROGRESS	At least 20% of PDRAs each year undertaking teaching related courses	PDRA's notified of opportunities but little take up. As per previous comment, if they can't teach the PDRA won't follow teaching related courses. In addition, they don't have allocated time for personal development which restrains them to attend extra lectures.
		g. Circulate invites to PDRAs to Departmental social events	COMPLETE	PDRA perception on integration within the Department >80%	All PDRA consider it is important to be integrated in the department (Figure A1.4.16) but 50% of the male PDRA don't feel fully integrated (100% female feels fairly integrated Figure A1.4.15).
E3	Currently offered staff mentorship within the Department inconsistent and often ineffective	a. Organization of unconscious bias training-workshop in staff Away Day	COMPLETE	At least 50% of academic staff attending unconscious bias training workshop	75% of the staff attend the unconscious bias training workshop.
		b. Upgrade online mentoring and unconscious bias training for staff from optional to compulsory	COMPLETE	At least 90% of academic staff completing online unconscious bias training	Each new staff member has to complete the online unconscious bias training. Completion of a refresher training course by current member of staff is required.
		c. Add mentoring duties in the workload model	IN PROGRESS	10 hours annually per mentee allocated	There is a faculty initiative currently being drafted. But despite the mentoring is proposed, the associated workload isn't added to the workload model yet.
E4	PDRA SDPR uptake unmonitored	a. Systematically monitor proportion of completed SPDRs within the Department	IN PROGRESS	PDRA SDPR completion rate >80%	This has been started but not completed consequently, SDPR compulsory for PDRA is one of our SAP actions.
		b. Periodic SDPR training workshop for PDRA line managers	IN PROGRESS	Staff perception on SDPR competence >80%	Staff perception is currently at 50% (Figure A1.1.8 Female are the ones who feel the less competent). The training will be pursued as an action in our SAP.

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		c. Personal reminder to staff to do their SDPRs	INCOMPLETE	PDRA SDPR completion rate >80%	As the SDPR for PDRA hasn't been put in place, there is currently no reminder sent. But as there is a reminder sent for staff, it will be easy to implement by adding the PDRA to the mailing list. This action has been added to our SAP to be continued and finalised.	SAP 3.5
E5	Low awareness on promotion process	1. Periodic promotions workshop	COMPLETE	Staff awareness on promotion routes >80%	76% respondents feel well informed of promotion process (agree/strongly agree). 96% feel neutral or well informed of promotion process (agree/strongly agree/neither agree nor disagree). 92% feel neutral or positive that the department promotion process is fair and appropriate. Figure A1.1.5 & A1.1.6	
F1	Transparency of workload model	a. Work with University teams on the development of the new universal workload model and ensure our Department-specific requirements are taken into account	IN PROGRESS	Staff satisfaction with workload model accuracy >70%	28% happy with workload model accuracy. 52% happy or neutral. Figure A1.1.9 84% of academic staff approved their 2023/24 workload. Transparency improved by early distribution of workload tariffs at provisional and final verification stages.	SAP 3.5
		b. Analyse workload allocation by gender annually	COMPLETE	Achieve equal average workload between male and female staff.	In July 2024, the average workload for female in the department is 1591 hours and 1642 hours for male staff.	
		c. Avoid committee overload for female staff	COMPLETE	Membership of committees by gender	Each committee gender balanced is analysed. Although it is difficult to establish	SAP 3.5

					the overload just with this data. This will be revised and implemented in our SAP.
F2	Working environment improvement	a. Department inspection from an external inclusivity professional to suggest improvements	IN COMPLETE	Implementation of at least three actions arising from external feedback	Due to COVID, the inspection has never happened.
		b. Develop guide for unacceptable behaviour and internal support mechanisms for staff/students in distress	IN PROGRESS	Increase staff awareness on unacceptable behaviour and available support routes >80%	Reporting tool developed. Posters displayed around department. 56% aware. 84% aware or neutral. Figure A1.1.11 An action plan to address unacceptable behaviour is proposed in our SAP.
		c. Organization of periodic social activities for staff	COMPLETE	Staff satisfaction with social activities within Department >70%	Impacted by COVID but online events organised and attended. Since the end of the pandemic, a dedicated committee was created to reestablish social activities, the DCEC. More information about it is given in section 3. 84% satisfied with social activities (female more satisfied than male). Figure A1.1.3
		d. Upgrade Department aesthetics	IN PROGRESS	Year-on-year increase of staff satisfaction with Department aesthetics	Aesthetics improvement and refurbishment of the common spaces have taken places. 24% Happy with Department aesthetics. 56% Happy or neutral about Department aesthetics. Figure A1.1.12
		e. Exit interviews from leavers	WITH-DRAWN	More than 50% of departmental leavers provide feedback to the Department	This data isn't available. HR will not share the data.

F3	Improvement of Departmental family-friendly culture	a. Signposting of staff to University family-related University policies on induction and from mentors/line managers	IN PROGRESS	Awareness of family-related policies to >80%	<p>Last staff survey Figure A1.1.13: 23.5% aware.</p> <p>Current survey: 32% aware – 43% of female respondents, 28% of male respondents. A new approach to share policies is proposed in our SAP.</p>	SAP 2.2
		b. Organization of annual Departmental family-friendly social event	COMPLETE	At least 1 family-friendly social event per year	In 2024, an end of the academic year picnic was proposed for all department member and their family. In previous years, other family-friendly events were proposed (except during COVID).	
		c. Departmental conference childcare-support supplementary fund	COMPLETE	At least £1,000 per year available from the Department every year for child-support during conference participation	Increased from £500 2023.	
		d. Periodic seminar on University family-friendly policies for staff	IN PROGRESS	Awareness of family-related policies to >80%	<p>Last staff survey Figure A1.1.13: 23.5% aware.</p> <p>Current survey: 32% aware – 43% of female respondents, 28% of male respondents.</p>	SAP 2.2
		e. Introduction of “maternity/paternity-buddy” scheme	INCOMPLETE	All members of staff taking maternity/paternity assigned to a “buddy” within the Department.	There was only 2 academics going in paternity leave during the last 6 years. The “buddy” system wasn’t adhered to by those academics. And consequently, never used. Another system will be considered in our SAP.	SAP 4.4
F4	Transparency in Departmental decision-making process	a. Ensure gender balance of representation within departmental committees	IN PROGRESS	All committees achieving a minimum of 20% female participation by 2021.	20% expectation on representation is too ambitious considering the gender distribution in our department. This number will be revised and the ToR of all the committees will be change as part of our SAP to make sure this is sustainable in time.	SAP 3.2

		b. Staff from all career levels included in decision making process	INCOMPLETE	At least 1 member per committee from each academic grade	The intention was to have a fair representation of all categories in the department. This isn't always possible because it results in some individuals having committee overload.	
F5	Re-organization of Departmental Outreach activities	a. Establishment of Departmental Outreach coordinator role	INCOMPLETE	Acknowledgement of role in workload model	Not implemented in the BAP due to financial constraints but this action has been forwarded to our SAP as it is part of the department priorities.	SAP 5.1
		b. Coordination at a Departmental level of outreach activities by Departmental outreach officer	INCOMPLETE	Departmental Outreach officer becomes a member of the DEDIC	Not implemented in the BAP but this action has been forwarded to our SAP, as it is part of the Department priorities.	SAP 5.1
		c. Monitoring of inclusivity on our outreach activities	INCOMPLETE	Satisfaction from our outreach activities by female participants >80%	IMPACTED BY COVID as no event took place during the pandemic. However, as mentioned above, this is within our SAP. This will part of the role of the new outreach working group.	SAP 5.1
		d. Monitoring of gender balance in outreach activity engagement	INCOMPLETE	Recorded engagement gender balance of outreach events >20%	IMPACTED BY COVID as no event took place during the pandemic. However, as mentioned above, this is within our SAP. This will part of the role of the new outreach working group.	SAP 5.1
		e. Include staff outreach-related activities in new workload model	INCOMPLETE	20 hours allocated per outreach event per member of staff	IMPACTED BY COVID as no event took place during the pandemic. However, as mentioned above, this is within our SAP. This will part of the workload of the new outreach working group.	SAP 5.1
		f. Make outreach standing item of the Departmental Academic Staff meetings and Away Day agendas	COMPLETE	Perception of outreach importance among academic staff >60%	84% respondents agree that outreach activities are important. 100% Female respondents agree.	

					78% Male respondents agree. Figure A1.1.14
F6	Visibility of female role models	a. Re-organization of Research Seminar	WITH-DRAWN	Recording of Departmental external speakers	Because of the restructure of the research within the faculty, this is now recorded at faculty research centre level.
		b. Inaugural lecture by recently appointed/promoted members of staff	INCOMPLETE	At least 80% of recently appointed/promoted staff delivering inaugural lecture.	Only 50% of the newly appointed/promoted staff have delivered an inaugural lecture. That was affected by COVID.
		c. Invitation of female external seminar speakers	WITHDRAWN	At least 1 external female speaker per year	Because of the restructure of the research centre, this is now recorded at Faculty level.

2 Evaluating success against department's key priorities

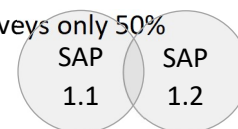
The priorities below were drawn from our BAP.

Priority One – Raise EDI Profile Across Department

Our first DSAT was organized in 2018 and, as such, commenced the first fully coordinated EDI work at that point. Since then, we have come a very long way as a department, with currently more than 80% of our existing staff appreciating the importance of EDI in our role.

Some indicative successes include:

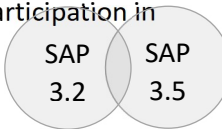
- EDI action plan discussed actively with whole staff during staff meetings regularly. This includes the gender related actions.
- Establishment of staff social activities (84% of staff agree/strongly agree Figure A1.1.3).
- 92% of staff believe that EDI actions are important in their current role (Figure A1.1.2). Some females disagree taking it into account in their role.
- Staff and student gender balance data and policies discussed annually with the whole department during away days.
- Inclusivity and acceptable behaviour towards gender minorities departmental policies included in student Welcome Week presentation.
- Some ad-hoc outreach activities undertaken by staff, including only girls activities as annual Girls in Electronics events (Figure 5). This is poorly monitored despite most staff considering it important (84% Figure A1.1.14 100% female agree it is important).
- Departmental policies on inclusivity and acceptable behaviour included in student Welcome Week presentations (60% UG male and female Figure A1.2.7 and 80% of MSc Figure A1.5.4).
- Increased PGR student teaching opportunities.
- Reporting tool for unacceptable behaviours developed. Posters displayed around the Department. But will be improved through consultation and surveys only 50% of students and staffs know how to report (Figure A1.1.11. A1.2.7, A1.3.19, A1.4.20, A1.5.4).
- Departmental Code of Conduct



- Renewed departmental lobby in 2022 to facilitate student social interactions and collaboration breaking the isolation of minorities including women (Figure 4)
- Creation of staff and research student common room in 2022. Monthly activities proposed in this space, breaking the isolation of minorities including women (Figure 6).

Some resulting drawbacks:

- Due to some of the actions implemented in the BAP, like the representation of women in all panel and committee, the workload for women and the EDI chair has increased. An action for the SAP is to ensure the effort are pursued but with a proper workload allocation (WA). All the activities related to women's participation in panels should be properly accounted.



Priority Two – Female staff recruitment and career development

Priority was given in developing a healthy female staff career development pipeline, by revising our recruitment practice, retraining and educating our male staff on EDI and reviewing and revising our promotion practice.

Some indicative successes include:

- Female academic staff headcount increased from 4 to 8 over 5 years.
- Developed a healthy female staff career development pipeline: currently 3 at professorial level, 1 at Senior Lecturer and 3 at Lecturer level.
- Met University targets of shortlisting and interview gender-balance guidelines in >90% of Departmental academic recruitments.
- 75% of academic staff trained on unconscious bias.
- In 2022/23 survey, 71% of female staff happy with promotion process (76% of all gender staff Figure A1.16). Against 50% in the 2019/20 survey.
- Mentors assigned to all new members of staff.
- PGR female: male ratio consistently above national average (In 2021/22 Table A2.6 26%, sector 24%).
- £1,000 per year available from the Department every year for child-support during conference participation.

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

1 Culture, inclusion and belonging.

1.1 Department gender profile, recruitment, and attainment/promotion

1.1.1 Student profile

1.1.1.1 Recruitment (UG, PGT, PGR)

- Generally female representation among UGs is slightly lower than the sector average (Sector 17%, EEE UoB 11% in 2021/22) (Table A2.1). Outreach and recruitment processes will be reconsidered to address this issue.
- The PGT cohort is normally small (15-25 students) resulting in large variation in female representation; 6% to 31% in the last 5 years, (sector 25% in 2021/22) (Table A2.4). In 2022/23 there were no female students.
- Female representation is higher than the sector average among PGRs: representation has been consistently above 26% over the last 5 years (sector 24%) (Table A2.6).

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1.1.1.2 Attainment

- Recently female UG students have been less likely to gain first class degrees than males (Table A2.8).
- Among PGT students, while the average attainment for males and females is similar over 5 years (Table A2.10), over the last 4 years, females consistently achieved fewer Distinctions than male students (Table A2.10).
- Male PGR students are more likely to submit within 4 years; female PGRs are more likely to submit after 4 years or not to submit.
- All those points will be studied, and actions proposed to address the issues.

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1.1.2 Staff profile

1.1.2.1 Female Representation Among Academic Staff

- **Since 2017/18**
 - Consistent increase in female representation among teaching and research staff.
 - Fluctuations for research-only and teaching-only staff.
 - 2021/22: Achieved higher proportion of female staff than sector average (Sector 17%; EEE UoB: 21%) (Table A2.15).

1.1.2.2 Academic Recruitment

- **Applications**
 - Overall increase in female applications over the last five years.
 - 2021/22: Female applications reached 19%.
 - Research posts: Female applicants stable around 20%, except anomalous COVID-19 years.
 - Teaching posts: Female representation stable around 12%.

- Lectureship positions: Female representation never higher than 11% over the last five years (Table A2.26).
- **Shortlisting**
 - Increase in female applicants shortlisted, reaching 25% in 2021/22, which is consistent with the pool of available candidates.
 - 2021/22: Proportionally more women shortlisted than men across all post categories (research, teaching, lecturer).
 - Introduction of anonymised selection process in January 2021 may have contributed to this improvement.
 - Shortlisting data to be further analysed in the SAP as data currently from 2021/22.
- **New Starters**
 - Fluctuation in proportion of female researcher new starters over the last five years.
 - 2019/20: Reached a low of 0% due to COVID-19.
 - Low numbers of new starters in other roles make conclusions difficult (Table A2.29).

1.1.2.3 PTO Recruitment

- **Applications**
 - Over the last five years, more than 50% of applicants have been female (Table A2.31).
 - Except in 2021/22, women were more likely to be shortlisted and appointed than men.
 - Small number of PTO staff leads to fluctuations in data.

1.1.2.4 PTO Retention

- Several changes in MSA and Technical teams due to staff leaving for career progression within the Faculty/University.

1.1.3 Supporting staff career progression

1.1.3.1 Academic Staff

- **Professorial Staff**
 - Continued and sustained increase in female representation.
 - 2022/23: Three out of nine professors are women.
 - Female representation lower for other grades, except grade 7 (research assistant grade, Table A2.14).
 - Fluctuations, especially during COVID years, with no clear trend over the last 5 years.
- **Research Staff**
 - All research staff at G6 and G7 are on fixed-term contracts.
 - More male staff (5) on part-time contracts than female (1) (Table A2.16).
- **Academic Promotions**
 - Increasing likelihood of women applying for promotion.
 - 2014/15 to 2017/18: 1 out of 5 promotion applicants were female.
 - 2017/18 to 2021/22: 3 out of 7 promotion applicants were female.

- High success rates: all applicants (male or female) were promoted from 2017/18 to 2021/22 (Table A2.33).

1.1.3.2 *PTO by Job Family and Contract Type*

- Number of PTO staff has been relatively stable over the last 5 years.
- No MSA staff in the Department.
- 2021/22: 1 male and 1 female T&E staff.
- Working with the Faculty to improve monitoring and data for departmental analysis (Table A2.22).

1.1.3.3 *PTO Progression*

- University defines career progression for PTO as movement up by a grade.
- Data collected since 2021 shows no career progression for PTO staff.
- Action to promote training for PTO to aid career progression.

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1.1.3.4 *Mentoring*

- All probationary staff have mentors.
- New mentoring scheme for all department members established through Faculty mentoring scheme (launched November 2022).
 - Open to all faculty staff and PGRs.
 - Training provided to all potential mentors.
 - Voluntary, developmental scheme part of the wider Faculty People Strategy.
 - Considered important by PhD and PDRA (Figure A1.3.29, Figure A1.4.36 PDRA female seems to be less aware and have less mentors), to be promoted it better in the department.
- For probationary academic staff, the faculty scheme is in addition to departmental probationary mentor.

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1.2 **Belonging and Wellbeing**

The Department has made some improvements for the staff and students well-being.

1.2.1 **Environment improvement**

- **Foyer Enhancements (Last 3 Years)**
 - New furniture including tables and chairs.
 - Space for students to work, eat, or chat.

- **E-Hub Development (2022)**

- Dedicated social space for staff and PhD students.
- Uses include:
 - Lunch and coffee/tea breaks.
 - Casual meetings and social activities.
 - Research gatherings.
 - Activities from the Department Culture Enhancement Committee (DCEC).
- Mentioned positively in recent PhD and PDRA surveys (Figure A1.3.16, A1.4.19). But UG students would like better social spaces (Figure A1.2.10).
- Plan to use for improved communication and key information signposting.

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1.2.2 Department Culture Enhancement Committee (DCEC)

A dedicated committee was created to cover culture enhancement, the DCEC.

- **Formation and Purpose**

- Formed in response to COVID-19 socialisation challenges.
- Aims to foster social and interpersonal connections, reduce isolation, especially for minority groups like women.

- **Activities and Participation**

- Monthly activities with varied formats to encourage participation.
- Inclusive of all department members (technicians, academic staff, PDRAs, PhDs, PTOs).
- Initially excluded UG and PGT students.
- Research-focused monthly pizza lunches for PhDs and PDRAs, extended to all researchers.

- **Impact and Future Plans**

- Mitigated feelings of isolation fostered new connections. Particularly beneficial for minorities as women.
- Continued support from the new HoD.
- Plans to increase participation among technicians, PTOs, and academic staff.
- Introduction of research-oriented activities for ECRs to showcase research and focus on careers.

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1.2.3 Initiatives for UG and PGT Students

We have dedicated initiatives for UG and PGT students to improve their sense of belonging.

- Feedback indicated isolation among female students through consultation.
- Introduced team-building activities in Welcome Week 2023:
 - Treasure hunt.
 - “Save the EEg” challenge.
- Positive feedback on “Save the EEg” activity.
- Plans to continue bounding and informal learning activities.

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1.2.4 Assessing Belonging

- It was clear from our self-assessment and consultation that the sense of belonging to the Department wasn't properly assessed. Only one question for PhD and PDRA (Figures A1.3.14, A1.4.14).

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1.2.5 Inclusion for Trans and Non-Binary People

Despite currently having low number of trans members of the department. We want to improve awareness and processes related to them.

- **Awareness and Process Improvements**
 - Raise awareness and increase training for staff and students.
 - Promote pronouns display on emails.
 - Promote the process to change pronouns for students.
 - Commitment to remove the use of dead names for trans students.

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1.2.6 Work-life balance.

- **Hybrid Working Environment:**
 - Post pandemic, new hybrid working environment with flexibility in work patterns.
 - Good awareness about flexible working for staff and a bit less among PhD students (Figures A1.1.4, A1.4.5, A1.4.6, A1.3.5, A1.3.6).
 - Beneficial to all gender with caring responsibilities.
- **Career Support:**
 - Need to provide departmental career support for both women and men PGR.
 - Only 50-55% of PDRA's agreed that their careers are supported by the department and university (Figure A1.4.27, A1.4.28).
- **Buddy System for Leave:**
 - Not used.
 - Reconsider it, to enable a better support and connection while on those types of breaks.
- **Sabbatical Leave:**
 - Supports sabbatical leave.
 - Only one sabbatical leave taken in the last 5 years.
 - No identified hurdles to sabbatical leave.

SAP
3.8

SAP
4.2

SAP
4.4

1.3 Training, education, and committees

Consultation highlighted the need to raise awareness and understanding of bullying, harassment, bias and being a bystander. We are focusing on awareness, training, and peer to peer student misogynistic behaviour issues.

1.3.1 Awareness and Understanding

- Need to raise awareness of bullying, harassment, bias, and being a bystander.

SAP
1.1

SAP
1.3

- Mixed responses in staff surveys on reporting unacceptable behaviour. 50% do not know how to report better understanding among students. (Figure A1.1.11, A1.2.7, A1.3.19, A1.4.20, A1.5.4).
- 2022/23 PGRs and RAs surveys show some experienced discrimination in their careers, not necessarily in the Department (Figures A1.3.30, A1.4.36).
- More men reported experiencing discrimination than women.
- Identified issue: surveys did not ask all groups about experiences or witnessing bullying/harassment. Only one question for PhDs and PDRA about discrimination (Figures A1.3.30, A1.4.36).

SAP
1.4

1.3.2 Training and Completion Rates

- Training includes EDI, unconscious bias, diversity in the workplace, and #BeTheChange.
- Low representation of women slightly biases results.
- Plan to increase face-to-face training.
- SDPRs/career conversations to identify training needs; external support to be organised.
- New compulsory training on “Being a Bystander” added after staff consultation.

SAP
1.2

SAP
3.5

1.3.3 UG Students and Misogynistic Behaviour

- Feedback from the University “Support and Report” system and direct reports show female students experiencing misogynistic behaviour from male classmates.
- Department takes these reports seriously with defined short-term and long-term actions.
- Collaboration with the #NeverOK team (previously #BeTheChange) to propose Bystander training for all members.
- Creation of professional etiquette for lab and group work.
- Meeting with female and gender minority students to assess the situation and discuss a detailed action plan.

SAP
1.1

SAP
1.2

1.3.4 Committees for inclusion

The Department is committed to have inclusive Groups and Societies which will benefit the women and under-represented groups in the department. Dedicated committees

1.3.4.1 DEDIC

- Ensuring students have opportunities to join groups, societies, and teams.
- Promoting inclusive groups to represent minorities, including women. Low awareness among students about DEDIC opportunities (Figure A1.2.12, A1.5.8).
- Societies and groups presented during Welcome Week at the “Societies Fair” in the 2E foyer.
- Proposing activities dedicated to promote women and women in engineering, Figure 7 (REDACTED).

1.3.4.2 WES - Women's Engineering Society Bath

- Supports female students in the Faculty of Engineering and Design.
- Encourages the next generation of female engineers.
- Student-led group.

1.3.4.3 TBH - Team Bath Heart

- Student-led competition team participating in the Heart Hackathon. Aims to design a Total Artificial Heart.
- Composed of members from Electronic and Electrical and Mechanical Engineering departments.
- Recruits students from all years.
- Co-led by supervisors from both engineering departments.
- Unique focus on biomedical topics, leading to a more diverse and inclusive team.
- 25% women team membership compared to less than 10% in other competition teams.

In addition, the Department is organising some outreach activities to promote STEM specifically to women.

1.3.5 Promoting STEM and EEE

1.3.5.1 Current activities

- 84% staff recognise outreach as important (Figure A1.1.14 100% female agree it is important).
- Participating in various ad-hoc outreach activities to promote STEM, especially for women.
- Hosting annual "Girls into Electronics" event in July with UK Electronics Skills Foundation (UKESF).
 - Inviting female students to participate in electronics activities and hear from inspiring female professionals.
- 2023 weather balloon launch for the Astrogazer team, a group of female students from a Croydon secondary school, Figure 8 (REDACTED).
 - First launch had a technical issue; second launch was successful.
 - Collaboration to continue in 2024 with another weather balloon launch.

1.3.5.2 Future Outreach Strategy

- Need for more structured outreach activities.
- Aim to encourage female students to choose STEM topics and study in the department.
- Define an outreach strategy and allocate workload for leading outreach activities.

1.4 Intersectionality

1.4.1 Staff and Student Opportunities and Experiences

- Consider multiple interacting factors: race, class, gender, sexuality, and ability.
- Core data exploration shows a lack of diversity, but low numbers make it difficult to explore intersectionality.
- Attempted to investigate intersectionality within the department but University unable to provide raw data for proper cross-factor investigation.
- Address lack of access to relevant data.

SAP
3.6

1.4.2 Impact of COVID on UG Female Students

- Explored specific issue based on departmental data.
- Identified COVID impact on joint educational programme with North China Electric Power University (NCEPU), China.
 - Chinese students spend 2 years in China, then join the second year of selected BEng courses.
 - Programme was gender balanced (more females than males in 2016/17).
- Pandemic and post-pandemic period (since 2017):
 - Decrease in NCEPU students.
 - Only 2 male students in 2021.
 - Significant impact on overall gender balance for UG students (Figure 9). Impact of NCEPU cohort on overall UG female intake is clear but not the only cause of decrease.
 - Investigate root causes of gender imbalance. Propose actions to encourage more women to join programmes.

SAP
5.1

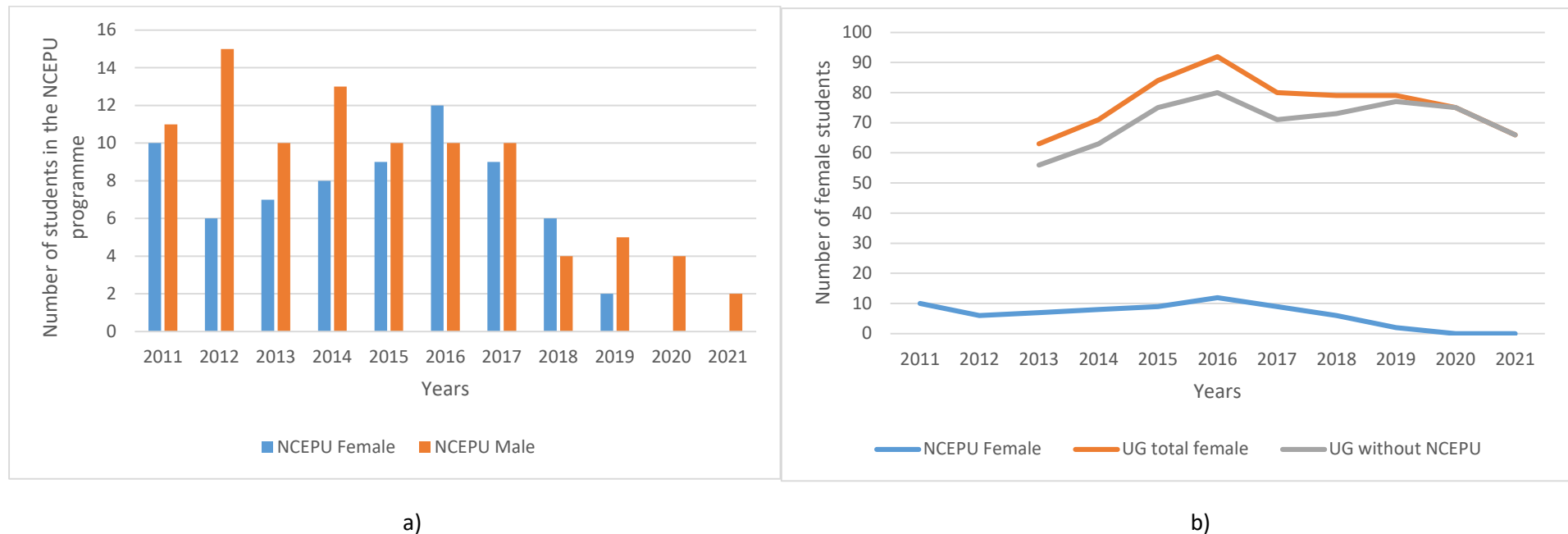


Figure 9: Number of a) students in the NCEPU programme by gender b) female students in different programmes between 2011 and 2021

1.4.3 Bath Black Engineering and Science Society (BBESS)

- Formed to empower, support, and provide an inclusive safe space for Black STEM students at the University of Bath. Hosted in the EEE department.
- Activities focus on:
 - Community and network building.
 - Career progression.
 - Feedback collection to effect change within departments and faculties.
- Open to all STEM students regardless of defining characteristics.
- Welcomes speakers from various backgrounds and career stages.
 - Provides students with a wider and more informed outlook on the world after university.
- Driven by students with staff support.
- Committee roles defined by society needs and informed by focus groups.
 - Key roles: Women's Representative and Postgraduate Representative.
- Committee works to expand network and community by connecting with like-minded groups locally and nationally.

1.4.4 Condition request after initial submission

1.4.4.1 *Current Application*

In our Athena Swan application, we dedicated a section to intersectionality, highlighting the challenges we face in gathering comprehensive data. The exploration of staff and student opportunities at the University of Bath underscores the need to consider intersecting factors such as race, class, gender, sexuality, and ability. Initial data reveals a lack of diversity, but low numbers hindered a thorough intersectional analysis. Our efforts to investigate intersectionality were somewhat limited by the University's inability to provide raw data, emphasising the need for better access to relevant information.

We discussed the intersectionality between gender and race, noting that the decline in female intake is partly due to the reduction of Chinese female students on one of our partner programs, due to COVID-19. This prompted a need to investigate the root causes and propose actions to encourage more women to join our programs. We also highlighted the Bath Black Engineering and Science Society (BBESS), established to empower and support Black STEM students. Hosted in the EEE department, BBESS focuses on community building, career progression, and feedback collection to drive change. Open to all STEM students, the society welcomes diverse speakers and is driven by student leadership with staff support. The BBESS committee, informed by focus groups, includes key roles such as Women's Representative and Postgraduate Representative, and works to expand its network by connecting with similar groups locally and nationally.

1.4.4.2 *Gender and Race*

Following the conditional award, we obtained additional data on gender and race for our students and staff and conducted focused surveys with our BAME and disabled students. The data, shown in Figures 1 and 2, reveal a significant difference in race diversity representation between students and staff.

Figure 1: Staff representation related to race and gender over a 3-year period.

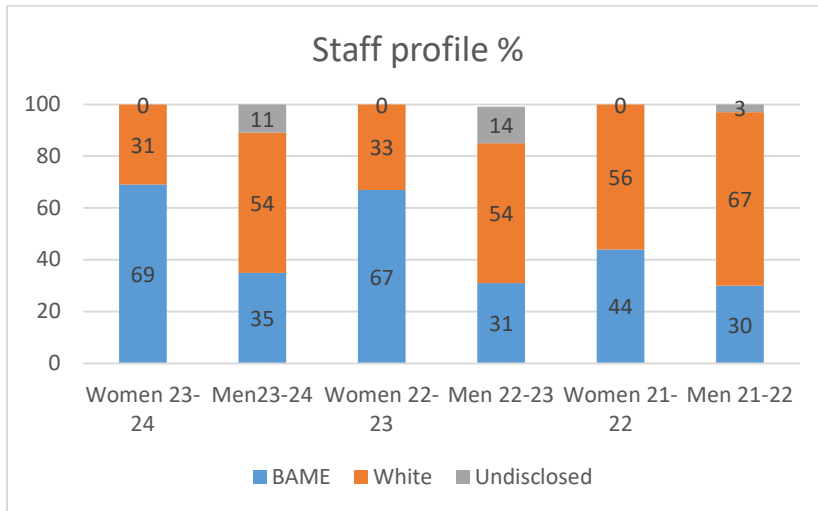
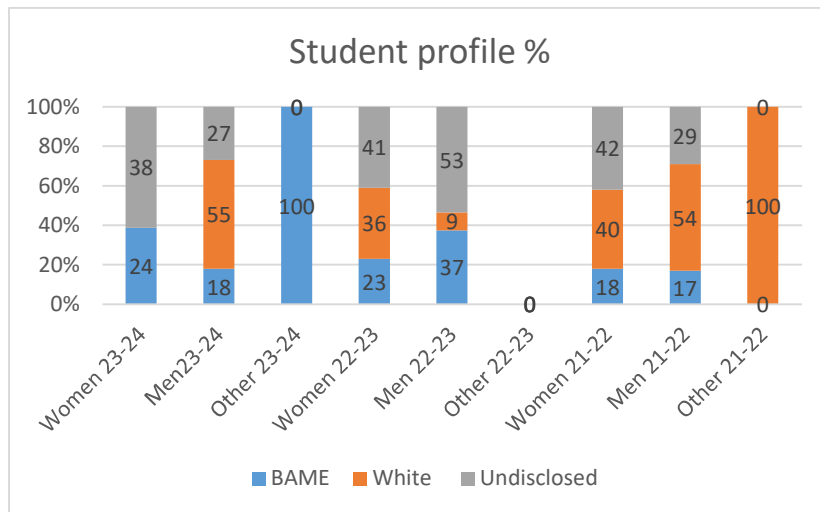


Figure 2: Student representation related to race and gender over a 3-year period.



This difference means that students may lack role models of their race among the staff. While the BBESS committee provides a good alternative, the Department will aim to improve the diversity of its representation by inviting external role models to present lectures or seminars. These role models can provide tangible examples of success and resilience, inspiring others to pursue their goals despite potential barriers. Additionally, we will train our staff in allyship, encouraging individuals from

privileged groups to actively support and advocate for the rights and inclusion of underrepresented groups. By recognising and addressing the unique challenges faced by individuals at the intersections of various identities, we can create a more inclusive and supportive environment for all.

Celebrating the achievements of diverse role models through awards, public recognition, and media representation can help normalise diversity and challenge stereotypes.

Surveys show that BAME female and male students report similar satisfaction with their inclusion and representation in the Department, with no clear discrepancies between genders. However, BAME students feel slightly less represented and included than white students, thus our actions noted under Criterion C below will aim to address this.

1.4.4.3 Gender and Disability

The same survey was also conducted with disabled students in the Department. Unlike BAME students, disabled students express different views depending on their gender. Disabled female students feel less included or represented than their male counterparts. They believe that teaching materials and methods are not necessarily adapted to meet their diverse learning needs and that they lack access to resources accommodating their learning styles or disabilities. Overall, disabled students feel less included or supported than BAME students. The absence of a supporting group for disabled students, unlike the BBESS for BAME students, could contribute to these discrepancies. The Department will create a dedicated group for disabled students to empower and support them, providing an inclusive and safe space.

1.4.4.4 Student to Staff Transition

We also surveyed some of our BAME staff who were educated in the department. Their responses reflect the department's evolution and assess how they have transformed their teaching to be more inclusive as role models for race and/or gender.

Their answers related to their experience as students is less favourable than the answers of our current students. A good sign that the inclusivity in the department has progressed.

As per University guidelines and training they are working on making their content accessible, but they do recognise that they could do more regarding including more diversity in their content.

They do mention the importance of including examples which represent diversity but didn't manage to do it yet as they have inherited previous content.

They also mention the lack of opportunity they receive to be part of curriculum planning.

Consequently, the Department is aiming to:

- Encourage all lecturers to “decolonise” the examples provided in their unit. Decolonisation related to race but also other protected characteristics which aren’t mainstream.
- Provide more opportunities for all lecturers to take part in curriculum transformation.
- Allocate workload to create more inclusive teaching material.

1.4.4.5 Awareness and Inclusivity

Overall, the surveys indicate that men are less aware of policies or practices supporting inclusivity or against harassment and bullying. Men are less likely to recognise diversity, being more likely to say they are unsure whether they have worked in diverse groups. The first step in addressing inequities is awareness. There is still work to be done to make the majority aware of the inequities faced by underrepresented groups.

1.4.4.6 Current actions linked to intersection in the action plan.

Our initial action plan includes two actions related to intersectionality, one aimed at getting better data and the other to encourage more women to join our programmes (aiming for more diversity). These actions are given below:

1. 3.6: By end of academic year 2029, have an accurate, annually updated data pack and efficient data analysis process through the creation of a new DSAT and implementation of new tools, training, and clear data management protocols. This action is maintained in our action plan as we are still missing key data to complete our analysis of intersectionality. New actions will be drawn once we have accessed and analysed those data.
2. 5.1: By end of 2026, achieve a 5% increase in the female undergraduate enrolment ratio through targeted outreach programs and partnerships with schools.

1.4.4.7 Additional proposed actions.

Related to the additional content provided in this feedback, we will add additional actions to incorporate the following:

3. Invite external speakers from broader diversity background to give lectures or seminars to our students. Ensuring 50% of your external speakers are from marginalised groups (including BAME, disabled, and other).
4. Propose an allyship training for all our students and staff.
5. Propose diversity training for all members of the Department. Already in our action plan in action
6. Promote the achievements of diverse role models through awards, public recognition, and media representation.
7. Create a disabled student group.
8. Encourage all lecturers to “decolonise” the examples provided in their unit. Decolonisation related to race but also other protected characteristics.
9. Provide more opportunities for all lecturers to take part in curriculum transformation.
10. Allocate workload to create more inclusive teaching material.

These will be integrated into our Action Plan through the amendments detailed below.

Action 1.2: By end of 2029, enhance the existing training program on unacceptable behaviours to increase departmental participation to 80% of both female and male staff completing the training and 100% of students (both female and male) and achieve a 15% improvement in staff understanding and handling of such behaviours, as measured by post-training surveys, in collaboration with the related training team and department heads.

Under this action, the diversity training is already mentioned in 1.2a, b and c. We will add under this action *1.2e: Propose an allyship training for all our students and staffs. The training should be taken by 100% of the staff and students by end of 2029 and 1.2f: Create a departmental group for disabled students. The group will be created in 2025. We will monitor the attendance to the group by students and the outcome through surveys.* On an intersectionality perspective, we hope to see the same outcome than the ones related to having BBES in the department (better inclusion feeling for our disabled students). Those action are both allocated to (REDACTED) and supported by the (REDACTED) and (REDACTED).

Action 1.3: By the end of 2027/28 academic year, integrate comprehensive EDI topics into at least one of the courses, achieving a 20% increase in female and male students' understanding of EDI principles as measured by pre- and post-course surveys, in collaboration with related units convenors or year directors.

Under this action, 1.3a has been amended to capture the decolonisation of the examples: *1.3a Addition of inclusive practice in the teaching curriculum. Including decolonisation of the examples in the curriculum for any protected characteristics. Our aim is to decolonise all our curriculum by end 2027.* The outcome should be that our underrepresented students will find the teaching material more representative. This will be evaluated through the annual culture survey. This action is allocated to the (REDACTED), responsible for the annual culture surveys.

We will also add, *1.3c: Invite external speakers from broader diversity background to give lectures or seminars to our students. At least once a year for each academic year. We will start this 2025-26 academic year. The outcome should be that our underrepresented students will feel more represented in the teaching content.* This action is allocated to (REDACTED) to be sure the content proposed by the external speakers matches the curriculum.

The promotion of achievements of diverse role models through awards, public recognition, and media representation will be 1.4b. This will happen at least once a year from 2025-26. This action is led by (REDACTED) and supported by (REDACTED).

Finally, in **Action 4.3:** By end of academic year 2029, increase career support initiatives by 30% and achieve a 25% increase in both genders of ECRs reporting preparedness for diverse career paths through targeted programs, workshops, and industry partnerships, we have added *4.3g: Support ECR to take part in curriculum transformation. This will be monitor by making sure that we will have a representation of ECR in any curriculum transformation meeting.* This will make sure that intersectional underrepresented groups have a say in the curriculum definition. This action is allocated to (REDACTED) as they have responsibility towards the curriculum transformation.

Action 3.5: By end of academic year 2029, increase staff satisfaction scores related to the workload model by 20% through a comprehensive review and implementation of a transparent and inclusive workload model, is changed to add a dedicated action to allocate workload to create more inclusive material, 3.5e.

This will be monitored by making sure a tariff is dedicated to that in the yearly workload allocation tariff. This will be put in place from 2025-26. This action is allocated to (REDACTED) as they are responsible of the workload tariff.

1.5 Communication issues

1.5.1 Communication Issues Identified by DSAT

- **Survey Analysis Findings**

- Significant issue with departmental communication. Very bad scores on awareness for all groups about different University policies beneficial to women (Family friendly policies Figure A1.1.13, A1.3.7, A1.4.7, Maternity/Paternity/Adoption policies Figure A1.3.3, A1.3.4, A1.4.3, A1.4.4).
- Failure to communicate relevant EDI or Athena Swan information to department members (Athena Swan Figure A1.1.1, A1.2.13, A1.3.1, A1.4.1, A1.5.9, EDI policies Figure A1.1.2, A1.3.21, A1.4.25).

- **Impact on Minorities**

- Communication issues predominantly affect minorities, including women.
- Detailed issues are provided in the next section as this is one of the department priorities for SAP.

2 Key priorities for future action

Together, we identified five core priority areas. These areas were informed by our self-assessment and arose from consultation with department members:

1. Ensure there is zero-tolerance for unacceptable behaviour.
2. Ensure that communications are efficient and inclusive.
3. Promote an inclusive culture, recognising contributions, and supporting wellbeing.
4. Promote and enhance career development support for women, carers, and under-represented staff and PGRs.
5. Ensure continuous support for all female students and under-represented groups from recruitment to graduation.

Table 5: Summary of evidence sources for department priorities

	Evidence				
Priority Area	Core data	Survey data	BAP review	EDI priority groups	DSAT appraisal
Ensure there is zero-tolerance for unacceptable behaviour	X	X	X	X	X
Ensure that communications are efficient and inclusive		X	X		X
Promote an inclusive culture, recognising contributions, and supporting wellbeing		X	X		X
Promote and enhance career development support for women, carers and under-represented staff and PGRs		X	X		X
Ensure continuous support for all female students and under-represented groups from recruitment to graduation.	X		X		

Table 6: Details about each department priorities

Priority Area 1 (SAP 1)	Ensure there is zero-tolerance for unacceptable behaviour
Evidence	<ul style="list-style-type: none"> • Core data (Table A2.1, A2.2, A2.4, A2.6, A2.14, A2.22). • Culture surveys (all groups) (Figure A1.1.11. A1.2.7, A1.3.19, A1.4.20, A1.5.4). • Consultation of staff, students, RAs and PhDs. • DSAT and DEDIC analysis and priorities. • BAP incomplete actions (B1b, C1d, F2b).
Identification of problem/issue	In the consultation, we have discovered cases of unacceptable behaviour in the department. It is currently difficult to assess the extent of it. Consequently, we will investigate the extent of the situation, improve awareness of what is bullying and harassment and the understanding of the impact of micro-aggressions and creating an active-bystander and safe call-it-out environment. 50% of members of the department reported not knowing how to report bullying and/or harassment.
Proposed solutions	<ul style="list-style-type: none"> • Better signposting of how to report unacceptable behaviour. • Creation of a professional etiquette for all groups to clarify what is an unacceptable behaviour. • Assess the extent of unacceptable behaviour towards women and gender minority groups by organising a survey in a focus group. • Extend mandatory training for all staff and students about bystander and bias. • Add inclusive practice in the teaching curriculum.
Success Criteria	<ul style="list-style-type: none"> • 20% increase in agree/strongly agree among F and M in a survey question addressing bullying and harassment. • 80% of both F and M staff completing the training and 100% of students (both F and M) and achieve a 15% improvement in staff understanding and handling of such behaviours. • 20% increase in F and M students' understanding of EDI principles. • 75% reduction of bullying and harassment incidents towards gender minorities.
Priority Area 2 (SAP 2)	Ensure that communications are efficient and inclusive
Evidence	<ul style="list-style-type: none"> • Culture surveys (all groups) (Family friendly policies Figure A1.1.13, A1.3.7, A1.4.7, Maternity/Paternity/Adoption policies Figure A1.3.3, A1.3.4, A1.4.3, A1.4.4, Athena Swan Figure A1.1.1, A1.2.13, A1.3.1, A1.4.1, A1.5.9, EDI policies Figure A1.1.2, A1.3.21, A1.4.25). • Consultation of staff, students, RAs and PhDs.

	<ul style="list-style-type: none"> • DSAT and DEDIC analysis and priorities. • BAP incomplete actions (E2b, E2d, F3a, F3d).
Identification of problem/issue	The feedback received by staff and students in the Department either from the surveys or through consultation show that the Department has a communication issue. Key information which are more likely to affect women and under-represented groups (including carers) aren't known or accessible easily. The consultation of the different groups has shown that there is a lack of knowledge about where to find information in general. The induction for all groups has been identified as a weak point which needs to be improved. There is also a lack of transparency in some processes. The consultation has shown that the different groups aren't equal in the way they access information, and that bespoke communication path should be created depending on the specific group to be addressed. Finally, there is a lack of transfer of information from the University level to the department staff and students. This lead to miss key opportunities.
Proposed solutions	<ul style="list-style-type: none"> • Define preferred communication channel depending on the group. • Define clear location of information accessible by everyone. • Develop a communication strategy for the DEDIC's actions. • Revise inductions processes.
Success criteria	<ul style="list-style-type: none"> • 20% improvement in communication effectiveness. • 30% increase in both genders employee awareness about family-friendly, maternity/paternity, and adoption policies. • Increase EDI and Athena SWAN awareness scores by 30% through communication campaigns. • 40% for both F and M about the induction pack.
Priority Area 3 (SAP 3)	Promoting an inclusive culture, recognising contributions, and supporting wellbeing
Evidence	<ul style="list-style-type: none"> • Culture surveys (all groups) (Figures A1.1.4, A1.3.14, A1.4.14). • Consultation of staff, students, RAs and PhDs. • DSAT and DEDIC analysis and priorities. • BAP incomplete actions (A3a, A3b, A3e,B2b, D1b, E3c, E4a,Eab,E4c,F1a, F1c, F4a).
Identification of problem/issue	Feedback from staff and students evidenced wellbeing/belonging as an area for further improvement. We also need to improve our practices in recognising department members contributions to improve the sense of belonging and feeling valued across the Department community. Shared physical spaces have also been flagged as a big contributor to supporting a positive working environment. Currently, the department is missing a strong statement about its view on culture and inclusion.

Proposed solutions	<ul style="list-style-type: none"> • Define a new culture structure and core values for the Department. • Increase feeling of inclusion within the Department and engineering by recognising the wide range of individual circumstances and removing related barriers. • Transparent and inclusive processes. • Transparent and inclusive workload. • Better data collection and analysis. • Increase knowledge and transparency about the AS action plan. • Support positive working environment. • Support staff and student wellbeing. • Continue support of parents and carers.
Success Criteria	<ul style="list-style-type: none"> • 90% awareness for female and male and understanding of the new core values. • Achieve a 10% female representation in all committees. 100% of committees have a workload associated with membership. • Increase inclusion scores for non-binary and transgender people by 25% and ensure 100% of department policies are updated to remove barriers. • Increase any gender employee satisfaction scores related to transparency and inclusivity by 30%. • 20% increase in transparency recognition and satisfaction about workload for any gender staff. • improve gender-based data accuracy by 40% and increase the efficiency of data analysis processes by 30%. • 20% increase awareness and transparency about belonging, wellbeing and harassment. • 20% improvement in overall departmental satisfaction and engagement scores. • Increase the understanding of policies for parents and carers by 25% and ensure at least 90% of carers and parents know how to access those initiatives.
Priority Area 4 (SAP 4)	Promote and enhance career development support for women, carers, and under-represented staff and PGRs
Evidence	<ul style="list-style-type: none"> • Staff and students culture surveys (Figure A1.3.24, A1.4.27, A1.4.28). • BAP incomplete actions (D2a, D2d, F3e). • DSAT and DEDIC analysis. • Consultation with the RAs and PhDs groups.

Identification of problem/issue	Further support is needed for women, carers and under-represented staff in academic careers across all stages. We have identified specific groups to focus on, including ECR, PGR and PTO staff, and staff/students from diverse and under-represented backgrounds. We have identified that support for carers needs to be more consistent across the Department, and the proposed actions should be realistically implementable in the Department.
Proposed solutions	<ul style="list-style-type: none"> • Develop and implement department initiatives to create inclusive working environment for PTO staff to foster a supportive and equitable workplace culture. • Develop and implement workshops to build PGR and RA awareness and skills for roles beyond higher education (HE) to diversify their employability and career prospects. • Build on ECR Dept career support for roles in and beyond academia to diversify their employability and career prospects. • Ensure career support for parents and carers in the department.
Success criteria	<ul style="list-style-type: none"> • Increase both gender PTO staff satisfaction scores related to inclusivity and equity by 20%. • 20% increase in awareness of skills for academic and non-academic roles among females. • Increase career support initiatives by 30% and achieve a 25% increase in both gender ECRs reporting preparedness for diverse career paths. • 30% more women takes part in empowering women dedicated programmes. • Increase career support initiatives for parents and carers by 30% and achieve a 25% increase in their satisfaction with career support.
Priority Area 5 (SAP 5)	Ensure continuous support for all female students and under-represented groups from recruitment to graduation.
Evidence	<ul style="list-style-type: none"> • Core data from UGs, PGRs, PGTs (Table A2.1, A2.2, A2.4, A2.6). • DEDIC and DSAT analysis. • BAP incomplete actions (B4a, B4c, C1c, D2b, F5).
Identification of problem/issue	Our female representation among students is low. Despite being in the range of the sector, we could do better. To recruit more female students, we need to structure our outreach activities better to promote STEM at an early stage, before choosing their A-level topics. Once we have recruited female students, we should be sure that we retain them and make everything possible to remove the barriers that could prevent them to have as good attainment level than their male classmate. We also need to be sure that our female staff are kept being recruited fairly and they will remain in the Department.
Proposed solutions	<ul style="list-style-type: none"> • Implement initiatives to increase the female undergraduate enrolment ratio. • Increase conversion rate for female applicants. • Increase retention rate for female and under-represented groups. • Address any gendered pattern in degree level attainment for UGs and PGTs students.

	<ul style="list-style-type: none"> • Address any gendered patterns in submission delay or absence for our PGR students. • Address any gendered patterns in the career outcomes of UG and PGT students and ensure students are aware of PGR opportunities. • Ensure unbiased recruitment on Staff, PGR and RA levels.
Success criteria	<ul style="list-style-type: none"> • Achieve a 5% increase in the female undergraduate enrolment ratio. • Achieve a 5% increase in the conversion rate of female applicants. • Achieve a 10% increase in all gender student retention rate. • Achieve a 10% reduction in gender disparities in degree attainment for UG and PGT students. • Achieve a 10% reduction in gender disparities related to submission delays or absences among PGR students. • Achieve a 10% reduction in career outcome gender disparities. • Ensure unbiased recruitment at Staff, PGR, and RA levels.

Section 4: Future action plan

1 Action plan

The baseline for data in the SAP is the 2021/22 data.

Table 7: Silver Action Plan (SAP) (REDACTED)

#	Objective	Rationale	Related group	Proposed Action (s)	Timeframe		Responsibility	Success criteria
					Start	End		
	1- Zero-tolerance for unacceptable behaviour							
1.1	By end of December 2024, develop and implement a comprehensive plan to address and mitigate unacceptable behaviour in the department, including at least three clear actions, with 20% increase in agree/strongly agree among female and male in a survey question addressing bullying and harassment, in collaboration with the DEDIC and department directors and university related services (#NeverOk), ensuring alignment with university values and policies	In semester 2 of 2023/24 we had an increasing number of reports about unacceptable behaviours happening in the department among students. The Department has taken it very seriously and decided that actions should be taken to address the unacceptable behaviour issues.	All	a) Define an action plan to directly address unacceptable behaviour. This action plan should be revised annually within the DEDIC. This action plan is part of the SAP.	Q4 24	Q1 25		The action plan includes at least 3 actions. The action plan is revised annually (more often if new concerning reports arise).
		From 2022/23 culture surveys ((Figure A1.1.11. A1.2.7, A1.3.19, A1.4.20, A1.5.4), there is a systemic lack of awareness among the different groups about the process to report unacceptable behaviour (only 56% aware). In addition, we are continuing some actions from our BAP.	All	b) Signpost QR code to the report form in: - the E-hub (staff and PhD room) - the RA and PhDs offices and staff offices - the departmental labs - the foyer and the toilets	Q4 24	Q1 25		20% increase in agree/strongly agree among F and M in a survey question addressing bullying and harassment
1.2	By end of 2029, enhance the existing training program on unacceptable behaviours to	Good progress has been made on training for staff and students about	Staff	a) Continue mandatory training for all staff about unconscious bias.	Q4 24	Q2 29		80% F and M staff trained on unconscious bias

	increase departmental participation to 80% of both female and male staff completing the training and 100% of students (both female and male) and achieve a 15% improvement in staff understanding and handling of such behaviours, as measured by post-training surveys, in collaboration with the related training team and department heads.	unacceptable behaviour (Unconscious bias training is compulsory for staff with 75% staff completion, only 24% PDRA, nothing yet for PhDs, taught students have a mandatory training with #NeverOk in Welcome Week) but it isn't sufficient yet. We are continuing actions from the BAP and creating new ones to address the issue.	Students	b) Continue mandatory training for all students within the #NeverOk campaign	Q4 24	Q2 29		100% F and M students trained on the #NeverOk campaign.
			Staff	c) Add a mandatory training on being a bystander for all staff and demonstrators	Q3 25	Q2 29		The training is made available to staff and 80% of F and M staff and demonstrators have completed the training. Through a post-training survey, we aim for 15% improvement in F and M staff understanding and handling of such behaviours.
			Students	d) Add slides about unacceptable behaviour in Welcome Week	Q4 25	Q2 29		30% reduction of unacceptable behaviour towards gender minorities among students
			All	e) Define a professional etiquette for work in the labs and in groups in general	Q1 25	Q3 25		
			Students	f) Create a departmental group for female and gender minorities students	Q3 24	Q2 29		50% of female student feel more support against unacceptable behaviour.
			All	g) Have a #NeverOk week to show that the Department is endorsing University campaign and principles against bullying and harassment.	Q2 26	Q2 29		

			Staff	e) Propose an allyship training for privileged group	Q3 26	Q2 29		
			Students	f) Create a departmental group for disabled students	Q2 25	Q4 25		
1. 3	By the end of 2027/28 academic year, integrate comprehensive EDI topics into at least one of the courses, achieving a 20% increase in female and male students' understanding of EDI principles as measured by pre- and post-course surveys, in collaboration with related units convenors or year directors.	It is now an accredited requirement to include EDI in the curriculum (AHEP4). We believe that to fully do this, in addition of creating new lecture content, the members of the Department, and particularly those students facing should receive training about inclusivity.	Students	a) Addition of inclusive practice in the teaching curriculum. Including decolonisation of the examples in the curriculum for any protected characteristics. Our aim is to decolonise all our curriculum by end 2027.	Q1 25	Q2 29		At least one lecture per year of curriculum identified by the end of academic year 2027/2028. 20% increase in F and M students' understanding of EDI and 20% increase in F and M students' feeling represented in the culture survey.
			Staff	b) Implement leadership role development training and communication to foster a culture of "lead by example"	Q1 27	Q3 27		100% of the department directors have completed the training.
			Students	c) Invite external speakers from broader diversity background to give lectures or seminars to our students. At least one speaker per academic year.	Q3 25	Q2 29		At least one speaker per academic year by the end of academic year 2028/2029. 20% increase in F and M students' feeling represented in the culture survey.

1.4	By the end of 2024, establish a system to regularly monitor and report incidents of bullying and harassment towards gender minorities within the Department, implementing yearly surveys and feedback mechanisms to track and achieve a 75% reduction in such incidents after the next 2 following years, in collaboration with related University services and department person of interest (DEDIC).	Currently, the department has few data (1 question about discrimination experience is asked to PhD and PDRAs (Figure A1.3.19 and Figure A1.4.20)) about bullying and harassment cases happening in the Department. We believe this question should be added to the annual culture survey. Current status, 18% reported discrimination in their career.	All groups	a) Monitor the bullying and harassment patterns in the department through culture survey (add a dedicated question)	Q4 24	Q2 29		The culture survey is amended and released annually with additional questions. The first survey modification is in October 2024. 75% reduction of the incidents towards gender minorities after the next 2 following years.
		11% of PGR respondents said they had experienced discrimination in their career (3/26). One respondent described it as ‘Extreme Bullying’. 43% of PDRA respondents also reported discrimination in their career (3/7). However, the majority of these (2/3) state that this was outside the UK and not while at Bath.	All groups	b) Promote the achievements of diverse role models through awards, public recognition, and media representation. At least once a year	Q3 26	Q2 29		At least once a year. 20% increase in F and M students' feeling represented in the culture survey.
2- Efficient and inclusive communication								
2.1	By the end of 2025, identify and establish the most effective communication methods for the different	After consultation with the different groups in the Department it was clear that the current	All	a) Define preferred communication path depending on the group targeted	Q4 24	Q2 25		Communication path identified. A question about communication efficiency is added to the

	groups within the Department, achieving a 20% improvement in communication effectiveness as measured by annual surveys 2 years after the implementation, in collaboration with the DEDIC.	communication path wasn't efficient and that it reaches people differently depending on their group.	All	b) Monitor through the annual survey the efficiency of the new defined communication method for the different groups.	Q4 25	Q2 29		annual survey and 2 years after that 20% improvement in communication effectiveness is achieved.
2.2	By third quarter of 2025, enable access for all staff to digital content to educate employees about family-friendly, maternity/paternity, and adoption policies, achieving a 30% increase in both genders employee awareness as measured by pre- and post-implementation, with the help of the department coordinators	From the 2022/23 surveys there is a systemic lack of awareness from the different groups about family friendly, maternity/paternity and adoption policies (Family friendly policies Figure A1.1.13, A1.3.7, A1.4.7, Maternity/Paternity/Adoption policies Figure A1.3.3, A1.3.4, A1.4.3, A1.4.4). Current survey: 32% aware – 43% of female respondents, 28% of male respondents.	Staff	a) Use of the department SharePoint to provide information about family friendly, maternity/paternity and adoption policies. Signpost in the E-hub where to find information and remind staff in departmental meetings and in the induction pack for the new starters.	Q4 24	Q2 29		The documents are on the share point. 30% increase in F and M employee awareness as measured by pre- and post-implementation through annual surveys
			Research	b) Grant access to all research staff to the department share point	Q4 24	Q2 29		100% of research staff have access to department share point.
2.3	By the end of 2024/25 academic year, increase EDI awareness scores by 30% through communication campaigns, addressing the systemic lack of awareness identified in the culture surveys.	From the 2022/23 surveys (figure EDI policies Figure A1.1.2, A1.3.21, A1.4.25) there is a systemic lack of awareness from the different groups about EDI.	All	a) Develop a communication strategy to release information about what the DEDIC is doing. It will include ensure that the DEDIC is presented at all fairs for committees and societies in the department. It will also include email communication related	Q1 25	Q2 25		Increase EDI awareness scores by 30% in the culture surveys. Awareness then maintained at 60%.

				to current DEDIC activities.				
2.4	By end of first quarter of 2025, increase Athena Swan awareness scores by 30% through communication campaigns, addressing the systemic lack of awareness identified in the culture surveys.	From the 2022/23 surveys (Figure A1.1.1, A1.2.13, A1.3.1, A1.4.1, A1.5.9) there is a systemic lack of awareness from the different groups about Athena Swan	All	a) If the silver award is awarded to the Department, the action plan should be publicised to all department members and specific achievements of the actions could be publicised as they are met. The actions related to specific committees will be put under their remit.	Q1 25	Q1 25		Increase Athena Swan awareness scores by 30% in the culture surveys. Awareness then maintained at 60%.
2.5	By the first quarter of 2026, increase satisfaction scores for both female and male related to the induction pack by 40% through a comprehensive review and revision process, addressing the systemic issues identified in the focus groups.	There is a systemic issue with the induction pack received by the different groups. This was reported through consultation of the different groups.	All	a) The Department will create a working group to revise the induction processes for the different groups. New induction process will be proposed for all the groups. The working group should include a representative of each group.	Q3 25	Q1 26		Creation of a working group with groups representatives. Induction processes created for all groups. Increase satisfaction scores related to the induction pack by 40% for both F and M. Satisfaction maintained at 60% after initial years.

	3 - Promoting an inclusive culture, recognising contributions, and supporting wellbeing							
3.1	By the first quarter of 2025, achieve 90% awareness for female and male and understanding of the new core values among department members through targeted workshops, meetings, and communication campaigns.	The Department currently does not have a set of officially defined core values. The definition of inclusive core values for the Department will help it sustain an inclusive approach.	All	a) Define department core values which should be inclusive	Q1 25	Q3 25		Achieve 90% awareness for both F and M and understanding of the new core values among department members assessed through annual survey.
3.2	By first quarter 2026, achieve a reduction of 10% of female representation and ensure 100% committees have associated workload.	Following our BAP, where the criteria of female representation were set too high (20%), this is reduced to 10%. In addition, to ensure women representation is sustainable and up to date practices are in place in the department.	All	a) Ensure that all committees have 10% of female representation and that the associated workload is clearly identified	Q3 25	Q2 29		Achieve a 10% female representation in all committees. 100% of committees have a workload associated with membership.
3.3	By end of summer 2027, increase inclusion scores for non-binary and transgender people by 25% and ensure 100% of department policies are updated to remove barriers, through a comprehensive audit, training, and policy revision process.	Currently, the Department has a small (around 2%) representation of non-binary and transgender students. Although the representation is small it is growing. We want to facilitate the inclusion and belonging of transgender and non-binary people.	All	a) Encourage staff and student to add their pronouns in their email's signature.	Q3 25	Q2 29		20% of email signature include pronouns for all gender staff.
			All	b) Ensure all staff receive training about transgender difficulties.	Q3 27	Q2 29		100% of any gender staff have taken part in the training
			Staff	c) Add slides in the welcome week on how to change pronouns.	Q4 25	Q2 29		50% increase in pronouns accuracy for students.

		Including pronouns in email signatures helps staff and students recognise how to address one another and has been shown to increase feelings of inclusivity and allyship for non-binary and transgender people.	All	d) Work towards transgenders' dead name not being used in the Department.	Q3 26	Q2 29		Dead names no longer used, evaluated by survey question in 2029.
3. 4	By end of 2026, increase employee satisfaction scores related to transparency and inclusivity by 30% through a comprehensive review and implementation of transparent and inclusive processes.	Some of the processes in place in the Department are still relatively opaque. To help the adoption of those processes, the Department needs to work towards improving their transparency.	PhD	a) Creation of a handbook for PhD students and the PhD supervisor where good practices and essential information for the PhD will be gathered.	Q1 26	Q4 26		The handbook is available on the SharePoint to 100% of the PhD students. PhDs students feels increase in support and adoption of good practices (50% increase).
			All	b) Implement ToR for all committees in the Department. Those ToR need to include associated workload with committee membership.	Q1 25	Q1 26		100% of committee have a ToR. Workload for membership is defined and added to the tariff for WAMS. 30% increase in staff satisfaction with workload.
			Staff and research	c) Include all staff in departmental staff meeting and away day. Create stand-alone items for technicians, department coordination and RAs in the staff meeting.	Q1 25	Q3 25		100% of staff invited to staff meeting and away day (monitor through meeting invitation). Stand-alone items are added to the agenda and maintained. 30% increase recognition by staff of inclusive processes in the Department.

3. 5	By end of academic year 2029, increase staff satisfaction scores related to the workload model by 20% through a comprehensive review and implementation of a transparent and inclusive workload model.	<p>From the staff culture survey (figure A1.1.9) there is a recurring dissatisfaction with the workload model (WAMS). 28% happy with workload model accuracy.</p> <p>52% happy or neutral.</p> <p>84% of academic staff approved their 2023/24 workload. Transparency improved by early distribution of workload tariffs at provisional and final verification stages.</p>	Staff and research	a) Ensure WAMS is transparent. Release the tariff allocated to all activities that members of the Department could do. Release anonymised data of the WAMS in the Department. Use transparent workload allocation tools for projects allocation.	Q2 25	Q2 29		WAMS tariffs are released each year per email. WAMS data are sent to all staff and presented in staff meeting. Project workload is released each year before projects. 20% increase in transparency recognition for workload.
			Staff and researcher	b) Link the SDPR and WAMS in the annual review meeting	Q4 25	Q2 29		WAMS is discussed while undergoing SDPR for 100% of staff. 20% increase in transparency recognition for workload.
			Staff and researcher	c) Continue monitoring the staff satisfaction of the SDPR model	Q4 24	Q2 29		A question about staff workload satisfaction is present in the annual culture survey. 20% increase in staff satisfaction about workload model.
			Staff and researcher	d) Monitor staff overload per gender and committee commitments	Q2 25	Q2 29		Data about workload per gender is calculated annually. Maintain balance between gender.
			Staff	e) Allocate time to create more inclusive teaching material	Q3 25	Q2 29		20% increase for having inclusive taught material in the culture survey by 2029. Tariff allocation in workload model.

3. 6	By end of academic year 2029, improve gender-based data accuracy by 40% and increase the efficiency of data analysis processes by 30% through the creation of a new DSAT and implementation of new tools, training, and clear data management protocols.	The data pack given by the university to analyse the gender issues in the Department isn't sufficient to assess all the different aspects of the issues. Currently, the Department doesn't have an established DSAT committee, separate from the DEDIC, no monitoring of data other than the received data pack.	All	a) Create a departmental self-assessment team.	Q1 25	Q2 25		DSAT committee exists and is maintained. 30% improvement in data analysis for the Athena Swan action plan.
			All	b) The DSAT will collate all the gender data related to the department and analyse them. It will share this analysis with the DEDIC and DExec.	Q3 25	Q2 29		Data about gender are collected by the DSAT through the University annually. 40% increase in gender related data availability and accuracy. The data are analysed annually.
			All	c) The DSAT will ensure that the data related to this action plan are recorded for the next AS submission. They will ensure to provide measurable data for the achievement of this action plan.	Q4 25	Q2 29		A list of actions requiring data is created. Data about the different Athena Swan Actions are collected and analysed by the DSAT on an annual basis. The DSAT shares those data to DEDIC and DEC in a dedicated meeting. 30% improvement in data analysis.
			All	d) Improve data access for intersectionality through the data available from the University.	Q1 27	Q2 29		Data about gender, race and disability are available to the DSAT and could be crossed checked. 40% increase in data accuracy.
3. 7	By the end of the academic year 2029, 20% increase in awareness and transparency about key topics for culture analysis, as belonging, wellbeing and harassment.	The culture surveys released periodically within the Department don't include enough key questions that would help the Department to assess its current situation. Only one	All	a) Each year the DEDIC will develop the culture surveys to be released to the different groups based on the action plan and the current department data.	Q4 24	Q2 29		Culture surveys are released to staff and students every year. 50% increase in monitoring those topics.

		question for PhD and PDRA (Figures A1.3.14, A1.4.14).	All	b) The surveys will be revised to include a question to assess belonging, well-being, and harassment in the department.	Q4 24	Q2 29		Question about belonging and wellbeing, and harassment is in the annual culture survey. 20% increase in awareness about those topics.
3. 8	By end of academic year 2029, achieve a 20% improvement in overall departmental satisfaction and engagement scores through the implementation of initiatives, ensuring a cohesive and supportive environment for all members.	These efforts are designed to create a cohesive and supportive environment, where all members feel valued and included, ultimately contributing to the Department's success and sustainability. These aspects come from the consultations of the different focus groups and are in line with university initiatives.	PGR and research	a) Ensure any issues are raised to DEC from PGRS and RAs groups via the director of research.	Q3 25	Q2 29		DRC chair discusses PGRs and RAs matter in the DEC. 20% improvement of overall department satisfaction for RAs.
			All	b) Continue proposing social activities accessible to all department members	Q4 24	Q2 29		At least 4 activities are proposed each year to all department members. 20% improvement in department members satisfaction about cohesion and support.
			All	c) Raise awareness of the range of services and initiatives, such as mental health support and trainings, including suicide awareness and prevention, wellness workshops, stress management resources, and healthy lifestyle initiatives, and staff and student networks, such as menopause support groups, women's network, staff men's network, MENTion it, neurodiversity networks.	Q3 26	Q2 29		The awareness about mental health support and training (including suicide awareness and prevention, wellness workshops, stress management resources, and healthy lifestyle initiatives, and staff and student networks, such as menopause support groups, women's network, staff men's network, MENTion it, neurodiversity networks) is increased of 20% (monitored through culture survey).

3.9	By the end of academic year 2029, increase the understanding of policies for parents and carers by 25% and ensure at least 90% of carers and parents know how to access those initiatives.	From our BAP, we want to continue the actions related to the support for parents and carers. By continuing to support the wellbeing of parents and carers, the department can create a more supportive, productive, and inclusive environment for all its members.	Staff, PGR, RA	a) Ensure Line Managers and Supervisors/Academic Advisors have good understanding of carers policies and how to access them in a timely way and actively share information about support available to both staff and student parents and expectant parents.	Q2 26	Q2 29		Increase the understanding of policies for all gender parents and carers by 25% and ensure at least 90% of carers and parents know how to access those initiatives (assessed through annual survey).
4- Promote and enhance career development support for women, carers and under-represented staff and PGRs								
4.1	By end of academic year 2029, increase both gender PTO staff satisfaction scores related to inclusivity and equity by 20% through the development and implementation of targeted initiatives, such as diversity training, mentorship programs, and encouraging nominations for internal schemes.	Creating an inclusive environment for PTO staff that promotes equity, boosts engagement, enhances retention, and brings diverse perspectives, improving overall wellbeing and the Department's reputation. Currently, our PTO weren't considered as much as other groups and	PTO	a) Work with the faculty MSA for that PTO staff in the department can access improved training and development opportunities developed by the institution (T&E framework and MSA framework).	Q1 27	Q2 29		20% more training is proposed to F and M PTO staff. 20 % increase in the PTO satisfaction scores related to inclusivity and equity.

		dedicated actions should be put in place for their needs.	PTO	b) Recognise PTO contributions through internal schemes by encouraging nominations. Promoting the schemes when they are open for both self-nomination and colleague nomination. Monitor nominations made from the department as well as successful applications.	Q1 26	Q2 29		Emails about internal schemes are circulated to all staff. 20 % increase in the PTO satisfaction scores related to support.
4. 2	By end of academic year 2029, increase PGR and RA awareness and skills for academic and non-academic roles for female, achieving a 20% increase in reported preparedness for such roles through targeted training, mentorship, and industry engagement.	From our culture surveys for PGR and RA and focus group ((Figure A1.3.24, A1.4.27, A1.4.28), it merges that both those groups don't feel prepare for their next steps once their position is finished. The Department wants to ensure that PGRs and RAs are equipped with the knowledge and skills needed to thrive in various career paths, ultimately contributing to their long-term success and satisfaction.	PGR and RA	a) Role models – recognition of diverse role models that have gone into industrial careers from the PGR studies in the department, highlight in Dept seminar series/speakers from this group.	Q3 27	Q2 29		At least 2 events a year are organised for role models to share their experience. 20% increase in awareness of skills for academic and non-academic roles among females.
			PGR and RA	b) Encourage PGRs women and under-represent PGRs to take up the mentoring scheme in the faculty, through targeted meetings, WES-Bath etc.	Q1 26	Q2 29		The mentoring scheme and WES Bath are included in the induction pack for PGRs. 20% increase of awareness about WES among PGR students.
4. 3	By end of academic year 2029, increase career support initiatives by 30% and achieve	Similarly, than the previous objective, through the culture surveys and the	Staff and research	a) All line managers to complete conducting SDPR training.	Q1 25	Q3 26		100% of line manager have been trained to conduct SDPR

	a 25% increase in both genders of ECRs reporting preparedness for diverse career paths through targeted programs, workshops, and industry partnerships.	consultation it emerges that our ECRs lacks preparedness for their next career step (Figure A1.4.32, A1.4.33).		b) Ensure that all staff including RA complete SDPR. Reminder to all staff and RA is sent each year.	Q3 25	Q2 29		100% of staff including RAs undergo SDPR annually. An email is sent to all staff as a reminder.
			Staff and research	c) Encourage all research staff uptake of the recently established Faculty-level mentoring scheme.	Q1 25	Q2 29		Mentoring scheme is promoted by email every year and is added to the induction pack for all research staff. 25% more research staff take part in the mentoring scheme.
			Staff and research	d) Strengthen teaching opportunities for research staff in the Department, by DoT organising discussion meetings so that research staff know the opportunities available.	Q3 25	Q2 29		At least one meeting a year is organised by the DoT to promote teaching opportunities. 50% increase in teaching opportunities for research staff.
			Staff and research	e) Actively encourage staff, particularly women and underrepresented research staff to develop skills to overcome the challenges faced in academic positions in HE and promote initiatives such as ELEVATE (for staff from minority ethnic groups, all job families from G4-G8) and Aurora programme.	Q2 25	Q2 29		30% more women takes part in empowering women dedicated programmes.

			Staff and research	f) Revise the Department Research Committee (DRC) membership to ensure a stronger voice for the research staff community.	Q3 25	Q1 26		All type of research staff is part of the DRC committee. 25% increase in ECRs reporting preparedness for diverse career paths through targeted programs, workshops, and industry partnerships.
			Staff	g) Support ECR to take part in curriculum transformation	Q3 25	Q3 27		This will be monitored by making sure that we will have a representation of ECR in any curriculum transformation meeting. Curriculum transformation will should be finished by summer 2027.
4.4	By beginning of 2026, increase career support initiatives for parents and carers by 30% and achieve a 25% increase in their satisfaction with career support through tailored resources and community.	From the culture surveys and the departmental consultation, there was a lack of awareness about resources for carers and parents. They also mentioned a need to be able to discuss with their peers. The Department ensures that parents and carers have the resources and community support they need to thrive both personally and	All	a) Provide on the department SharePoint, information about relevant sources of information for parents and carers, thereby creating a clear source of information for staff and students and enabling parents and carers to understand what support is available outside of the Department.	Q3 24	Q1 25		Resources about parents and carers policies are available on the department SharePoint. 30% increase in awareness about those policies for both F and M.

		professionally (Family friendly policies Figure A1.1.13, A1.3.7, A1.4.7, Maternity/Paternity/Adoption policies Figure A1.3.3, A1.3.4, A1.4.3, A1.4.4).	All	b) Facilitate the creation of a Departmental Carers Group and raise awareness of parenting network with Department members, through Department communications streams and the Department carer group.	Q3 25	Q1 26		25% increased satisfaction with career support for parents and carers.
5 - Ensure continuous support for women and under-represented groups from recruitment to graduation								
5.1	By end of 2026, achieve a 5% increase in the female undergraduate enrolment ratio through targeted outreach programs and partnerships with schools.	The Department currently undertake outreach activities targeted towards women although those activities are organically happening. There is currently no overarching strategy from the Department or monitoring of the outcome of those activities.	All	a) Create a departmental outreach working group.	Q1 26	Q4 26		An outreach working group is created and maintained. The department outreach strategy includes at least 2 line of work related to female.
			All	b) Define an outreach strategy for the department and make sure it represents diversity.	Q1 26	Q2 26		The outreach strategy is created. achieve a 5% increase in the female undergraduate enrolment ratio.
			All	c) Establish an annual exercise to collate outreach activities across the Department.	Q2 26	Q3 26		20% more outreach activities towards female students are created.
5.2	By August 2029, achieve a 5% increase in the conversion rate of female applicants through targeted recruitment campaigns and revised recruitment processes.	Currently, the Department doesn't see a clear trend in conversion rate for female applicants after they have attended our AVDs or Open days. The Department is	All	a) Reinstate the recruitment team which manages AVDs, Open days. Monitor conversion rate of female applicants.	Q4 24	Q1 25		Conversion rates are monitored every year.

		keen to monitor this and adjust those recruitments events appropriately.	All	b) Revamp of AVDs and Open days to address the new generation of potential students	Q1 25	Q2 29		At least 2 activities during away day and AVDs are dedicated to the recruitment of female students. 5% more female applicants are converted after attending open days or AVDs.
			All	c) Review gender-biased language in course descriptions	Q1 27	Q2 29		Course descriptions achieving neutral scores in gender-bias calculator
5.3	By end of academic year 2029, achieve a 10% increase in all gender student retention rate through targeted initiatives, peer to peer social activities, and engagement activities.	Currently, the Department doesn't monitor closely the student retention based on gender. The Department is interested in having a clearer assessment of the topic and will continue proposing social activities to reinforce the sense of belonging among students and ideally retain them.	UGs and MScs	a) Continue proposing a more inclusive and engaging Welcome Week to create strong cohort bounding among our students	Q3 24	Q2 29		At least one inclusive team bounding activity is proposed during Welcome Week. 10% increase in sense of belonging among students.
			UGs and MScs	b) Gather data on the numbers of students that enrol on the MEng and BEng UG courses and determine if there are any factors that affect the enrolment choices of students, e.g. gender, ethnicity, etc. Consider also the degree outcomes of the MEng and BEng cohorts by gender, etc., and how the graduate outcomes of the two cohorts differ.	Q4 25	Q2 29		Achieve 10% increase in student retention rate (particularly female).

			UGs and MScs	c) Organise more social activities for UG students	Q1 25	Q2 29		At least one social activity is proposed to the UG students each year. 10% increase in sense of belonging among students.
5. 4	By end of 2025, complete a thorough analysis of the gender disparities in degree attainment and if there are disparities, achieve a 10% reduction in gender disparities in degree attainment for UG and PGT students through data analysis, targeted support programs, and defined action plans.	The Department is currently lacking data and understanding of the gender disparities in degree attainment. The available data aren't sufficient to draw conclusion and draw an action plan.	UGs and MScs	a) Examine attainment data per gender for UGs and PGTs over the last 5 years period, to establish whether there are gendered patterns. And propose a related action plan.	Q4 25	Q2 29		If a gender pattern is identified, an action plan is created and achieve a 10% reduction in gender disparities in degree attainment for UG and PGT students 4 years after action plan implementation.
5. 5	By end of 2025, complete a thorough analysis of gender disparities related to submission delays or absences among PGR students and if there are disparities, achieve a 10% reduction in gender disparities related to submission delays or absences among PGR students through data analysis, targeted support programs, and defined action plans.	The department is currently lacking data and understanding of the gender disparities related to submission delays or absences among PGR students. The available data aren't sufficient to draw conclusion and draw an action plan.	PGRs	a) Examine submission delays or absence for PGRs over the last 5 years period, to establish whether there are gendered patterns and propose a related action plan.	Q4 25	Q2 29		If a gender pattern is identified, an action plan is created and achieve a 10% reduction in submission delays or absences among PGR students 4 years after action plan implementation.
5. 6	By end of 2026, analyse gendered patterns in the career outcomes of undergraduate (UG) and postgraduate taught (PGT) students. If disparities are	To promote gender equality by identifying and addressing disparities in career outcomes for UG and PGT students. This ensures	UGs, MScs and PGTs	a) Informed by the data on graduate outcomes, hold focus groups with current UG/ PGT to understand the drivers behind their choices	Q1 26	Q4 26		10% reduction of gender disparities in degree outcome.

	found, reduce them by 10% through data analysis, targeted support programs, and action plans. Additionally, ensure all students are informed about postgraduate research (PGR) opportunities via workshops, seminars, and informational sessions.	all students have equal opportunities for success.		and to identify any solutions to address any issues identified.				
			UGs, MScs and PGTs	b) Increase the awareness of research careers among UGs by: - Introducing gender balanced "meet the researchers' events in the 2nd year undergraduate labs, - Holding focus groups on research conducted in 3rd year (during design) and early in 4th year (before research projects). - Having a pool of summer projects students can look for (link up with Research Centres) and advertising those projects in the Department.	Q1 26	Q2 29		80% of final year students aware of postgraduate research opportunities. At least one activity proposed to the students related to postgraduate careers. Summer projects advertised to UG each year.
5.7	By beginning of 2026, ensure unbiased recruitment at Staff, PGR, and RA levels by continuing standardised hiring practices, conducted by diverse hiring committees, and regularly reviewing recruitment data. Achieve a	Following on our BAP, the Department will continue to propose anonymous recruitment practices. In addition, the Department will monitor the outcome in terms of diversity metrics in the recruitment.	Staff, PGT and RA	a) Continue and monitor anonymous recruitment selection for staff, PGT and RAs and analyse the impact on our shortlisting outcome based on gender.	Q1 26	Q2 29		Improvement in diversity metrics due to anonymous recruitment selection.

	measurable improvement in diversity metrics.		Staff, PGT and RA	b) Continue diversification of selection panels and ensure the participation in those panels and selection process has an allocated workload.	Q4 24	Q2 29		When possible, 10% of selection panel are diverse. Recruitment has been allocated 10 hours in WAMS
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Appendix 1: Culture survey data (REDACTED)

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

1. **Department Academic Staff Survey Data (October 2023, respondents x male, x female)**
2. **Undergraduate Student Survey(October 2023, respondents x male, x female, x non-binary)**
3. **PhDs Survey Data (October 2023, respondents x male, x female, x non-binary)**
4. **PDRA Survey Data (October 2023, respondents x male, x female)**
5. **MSc Student Survey Analysis (October 2023, respondents x male, x female)**

Appendix 2: Data tables (REDACTED)

Please present the mandatory data tables, and if desired, any additional datasets.

1 Students at foundation, UG, PGT and PGR.

Our department doesn't have student at foundation level.

UG students (MEng and BEng Students)

Table A2.1: Total undergraduate student numbers by year, gender, and full time or part time status 2013/14 to 2023/24

Table A2.2: 2023/24 undergraduate student numbers breakdown by course and gender (all full time)

Figure A2.3: Undergraduate student numbers by gender, and proportion of students who are female 2013/14 to 2021/22

PGT Students

Table A2.4: Total PGT student numbers by year, gender, and full time or part time status 2013/14 to 2021/22

Figure A2.5: PGT student numbers by gender, and proportion of students who are female 2013/14 to 2021/22

PGR students

Table A2.6: Total PGR student numbers by year, gender, and full time or part time status 2013/14 to 2021/22

Figure A2.7: PGR student numbers by gender, and proportion of students who are female 2013/14 to 2021/22

2 Degree attainment and or completion ratio for students at foundation, UG, PGT and PDR

Our department doesn't have student at foundation level.

Undergraduate Degree Attainment

Table A2.8: Undergraduate degree attainment by year and gender 2013/14 to 2021/22

Figure A2.9: Undergraduate degree attainment by classification and gender cumulative between 2013/14 and 2021/22

PGT Degree classification attainment

Table A2.10: PGT degree classification attainment by year and gender 2013/14 to 2021/22

Figure A2.11: PGT degree attainment by classification and gender cumulative between 2013/14 and 2021/22

PGR Submission rates

Table A2.12: PGR submissions by year and gender 2010/11 to 2018/19 only for full time PhD

Figure A2.13: PGR submission rates by submission points and gender cumulative between 2010/11 and 2018/19

3 Academic Staff by grade and contract function

Table A2.14: Academic staff by grade, gender, and year 2017/18 to 2021/22

Table A2.15: Academic staff by contract function, gender, and year 2017/18 to 2021/22

Table A2.16: Distribution of staff per gender and contract function from 2017/18 to 2021/22

Figure A2.17: Total academic staff by gender and year, and distribution of female staff between 2017/18 and 2021/22

Figure A2.18: Proportion of female staff by grade and year between 2017/18 and 2021/22

Figure A2.19: Distribution of female staff per grade and year between 2017/18 and 2021/22

4 Academic Staff by grade and contract type

Table A2.20: Academic Staff by grade, contract type, gender and year, 2017/18 to 2021/22

Figure A2.21: Change in % fixed term academic staff from 2017/18 to 2021/22

5 Professional, technical and operational (PTOs) staff by job family

Table A2.22: PTO staff by job family, gender and year, 2017/18 to 2021/22

6 PTOs staff by contract type

Table A2.23: PTO staff by job family, contract type, gender and year

7 Application, shortlist and appointment mode in recruitment to academic posts

Table A2.24: Applicants, shortlisted numbers and new starters* for academic roles by gender and year, 2013/14 to 2021/22

* New starters data are taken from a separate system to that for applicants and shortlisted numbers so the numbers do not always map and sometimes result in progression rates above 100%.

Table A2.25: Applicants, shortlisted numbers and new starters* for academic roles by contract function/role and gender, 2013/14 to 2021/22 combined

* New starters data are taken from a separate system to that for applicants and shortlisted numbers so the numbers do not always map and sometimes result in progression rates above 100%. **Table A2.26:** Applicants and shortlisted numbers for academic roles by contract function/role, gender and year, 2013/14 to 2021/22

Figure A2.27: Change in % staff shortlisted from 2013/14 to 2021/22

Figure A2.28: Change in % staff shortlisted from 2013/14 to 2021/22 (including non-binary)

Table A2.29: New starters for academic roles by contract function/role, gender and year, 2013/14 to 2021/22

Figure A2.30: Change in number of new starters from 2013/14 to 2021/22

8 PTO Recruitment

Table A2.31: Applicants, shortlisted candidates, and appointed candidates for PTO roles, gender and year, 2017/18 to 2021/22

Figure A2.32: % female PTO staff appointed from 2017/18 to 2021/22

9 Academic Promotion

Table A2.33:Promotion data

Table A2.34: Details of academic promotions, 2014/15 to 2021/22

Figure A2.35: % female academic staff applying for promotions

10 PTO Progression

There were no instances of PTO staff being regraded in the department in 2021/22. PTO progression is identified by the University as a change up by a grade. None of our staff moved up in the reporting period. Data were not captured prior to 2021/22.

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Acronym	Definition
AP	Action Plan
AS	Athena SWAN
AVD	Applicant Visit Day
BAP	Bronze Action Plan
BBESS	Bath Black Engineering and Science Society
BBQ	Barbeque
CAER	Centre for Climate Adaptation & Environment Research
CBIO	Centre for Bioengineering & Biomedical Technologies
CSE	Computer Systems Engineering
DCE	Department Culture Enhancement
DCEC	Department Culture Enhancement Committee
DEC	Departmental Executive Committee
DEDIC	Departmental Equality, Diversity and Inclusion committee

DHoD	Deputy head of department
DiMaDe	Centre for Digital, Manufacturing and Design
DLTQC	Department Learning and Teaching Quality Committee
DoR	Director of research
DoT	Director of Teaching
DSAT	Department Self-Assessment team
DSM	Department Staff Meeting
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EDIN	Equality, Diversity and Inclusion Network
EEE	Electronic and Electrical Engineering
EESST	Electronic Engineering with Space Science Technology
EIA	Equality Impact Assessments
FED	Faculty of Engineering & Design
FEDIC	Faculty Equality, Diversity and Inclusion Committee
HoD	Head of department
IAAPS	Institute for Advanced Automotive Propulsion Systems
IET	Institution of Engineering and Technology

IMechE	Institution of Mechanical Engineers
IMEE	Integrated Mechanical and Electrical Engineering
IMPS	Centre for Integrated Materials, Processes and Structures
MSA	Management, Specialist and Administration
MSc	Master of Science
NCEPU	North China Electric Power University
PDRA	Post-doctoral research assistant
PGR	Postgraduate research
PGT	Postgraduate teaching
PhD	Doctor of Philosophy
PTO	Professional, Technical and Operational Staff
RA	Research Assistants
RAG	Red Amber Green
RE	Robotics Engineering
RENEW	Centre for Regenerative Design and Engineering for a Net Positive World
SAP	Silver Action Plan
SAT	Self-assessment team
STEM	Science Technology Engineering and Mathematics

TBH	Team Bath Heart
ToR	Terms of reference
UEB	University Executive Board
UEDIC	University EDI Committee
UG	Undergraduate
UKSEF	United Kingdom Electronics Skills Foundation
UoB	University of Bath
WA	Workload Allocation
WAMS	Workload Allocation Model Software
WES	Women in Engineering Society
WG	Working groups