Athena Swan Gold application form for departments (redacted version)

Applicant information

Name of institution	University of Bath
Name of department	Department of Mathematical Sciences
Date of current application	November 2024
Level of previous award	Silver
Date of previous award	30 September 2019
Contact name	Prof. Matthew Roberts
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Contact telephone	

Section	Words used
An overview of the department and its approach to gender equality (2500)	1.1: 617 1.2: 324 1.3: 496 1.4: 389 1.5: 675 Total 2501
An evaluation of the department's progress and success (2500)	2.1: 517 2.2: 1807 Total 2324
An evaluation of the department's sector-leading activity (1500)	3.1: 936 3.2: 775 Total 1711
An assessment of the department's gender equality context (3500)	4.1: 2226 4.2: 1183 Total 3409

Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	**9,945**

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

Overall word limit: 10,000 words

Table of Contents (redacted version)

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

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

1.1 Letter of endorsement from the head of the department

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the department.

Endorsement of Application for Departmental Athena Swan Gold Award

Dear Equality Charters Manager,

I am writing to express the strongest possible support for my department's application for a gold Athena Swan award. I have personally been involved in the self-assessment process for the last year, attending every DSAT meeting in person, and I have been an active member of the Department's Equality and Diversity Committee (DEDC) for several years.

It has long been the ambition of the department to deliver gender equality, not only because it is the right thing to do, but because it will improve our research and teaching, and make the department a better place for everyone to work. One of my proudest achievements as Deputy Head of Department, prior to becoming HoD, was leading the culture change of our Promotions Committee so it played a developmental role for candidates to build successful promotions cases, with one-to-one advice and annual information sessions.

EDI is on the agenda of every Departmental Executive meeting, and each year Exec critically reviews the Athena Swan action plan to ensure it is still relevant and explore where additional support or intervention from the department may be required to drive change.

Our department has championed and promoted gender equality beyond our own University through key sector-leading projects. For example, the inclusive nature of our Integrative Think Tanks (week-long interactive workshops with industry) acted as the inspiration for us to launch a nationwide programme of Collaborative Incubators around the same principles, backed by an EPSRC Inclusion Matters grant.

Over the last five years there has been improvement in a number of gender equality metrics within the department, including an increase in the proportion of women students on our flagship MMath degree to 29% (from 20% in 2018/19, and in line with our total UG %W of 30%), recruitment of academic staff running above 35% female on average (well above the

26% of mathematics staff nationally who are female), and increases in both the number of applications and the success rate of promotion for women.

Although it is harder to quantify, I have witnessed that the department environment has improved too, and there is evidence of a more positive culture for women in the responses to our staff surveys, e.g. Figure 12. This has been the result of a sustained effort, with the whole department bought in to the principles of the transformed Athena Swan charter.

We recognise, however, that we have much still to do, and we believe that our new action plan is the next step in that process. We have identified five key priorities for further improvement: supporting the progression of women to senior and leadership roles, eliminating gendered inequalities in workload for staff, reducing the awarding gap for Asian and Black male undergraduate students, improving induction and mentoring, and ensuring that our success in some areas of recruitment is translated to create fair and inclusive processes across the board.

My personal commitment to the Athena Swan agenda is evident in my direct support as a member of our Equality and Diversity Committee (DEDC) but also through an annual budget of £2k to support gender equality initiatives. I will work with DEDC to ensure the timely implementation of the action plan, and more generally I recognise my central role in inspiring the whole department to continue to improve and further develop what I believe is already a warm and welcoming culture.

I am proud of this application, and of the positive impact that the Athena Swan process has had on our department over the last ten years. I look forward to further progress and I hope that you feel able to recognise our continuing efforts with a Gold award.

Yours sincerely,

Gunnar Traustason

Head of the Department of Mathematical Sciences

1.2   Description of the department

Please provide an introduction to the department.

The Department of Mathematical Sciences is a vibrant community of students and staff, with a strong record of research and teaching. We are home to 1055 students (30%W) and 102 staff (20%F) (see Appendix 2 for note on data regarding gender and sex).

Table 1: Snapshot of department numbers in 2022/23 (most recent data available)
[Some numbers have been redacted to avoid issues with identification of individuals.]

	UG	PGT	PGR	Postdoc	Lecturer	SL/R	Prof	PTO
W	277	7	32					
M	620	20	99					
%W	31%	26%	24%	18%	24%	27%	8%	80%
HESA %F (cost centre mathematics)	35%	42%	28%	26%				-

Our department is one of five in the Faculty of Science, with many administrative functions sitting at faculty level. Staff, including PDRA and some PTO, and PGRs are housed in two adjacent buildings with a dedicated lecture theatre, meeting room, and social area.
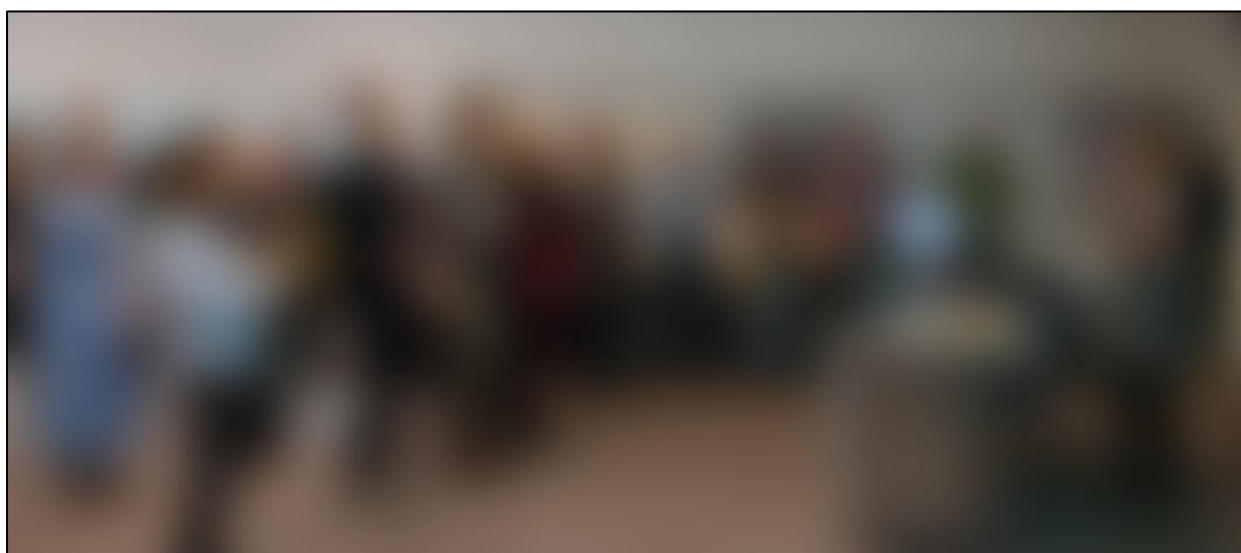
Image 1: Staff and PhD information event during Welcome Week.

We recruit approximately 300 students per year (31%W) to our undergraduate programmes, primarily BSc Mathematics. Approximately 40 students per year (11F and 29M in 2023/24) remain for a further year on our undergraduate Masters (MMath) degree. Many of our undergraduates (50% of women and 34% of men) spend a year working in industry during their degree.

Our PGT offering has undergone significant change in recent years, with a long-standing MSc Modern Applications of Mathematics replaced by an expanded offering of three courses. PGT student numbers were low (10-20 per year) but increased to 27 in 2022/23 (26%W) and are forecast to increase further.

The department is home to 131 PhD students (24%W). The centrepiece of postgraduate research is the EPSRC Centre for Doctoral Training in Statistical Applied Mathematics at Bath (SAMBa),which has been built with EDI at its core and has acted as a national exemplar as well as having a strong positive influence on department culture (see Section 2.2.2).

The Covid-19 pandemic had a significant impact on all aspects of the department. Teaching and exams moved online, staff were encouraged to work from home, and changes were put in place to support students and staff to be able to continue to work as effectively as possible in unprecedented circumstances. This affected all statistics, most visibly around undergraduate outcomes. However, the positive department culture and support networks enabled us to continue to provide a positive and inclusive environment, and some best practices implemented during Covid-19 have remained in place.

1.3 Governance and recognition of equality, diversity and inclusion work

Please provide a description of your equality, diversity and inclusion (EDI) structures, staff and department-level resources.

Figure 1: Department leadership

Department executive			Committees	
Head of Department (M)	Deputy Head of Department (M)		Executive committee 1 woman, 7 men	Career development committee 2 women, 7 men
Director of Teaching (M)	SAMBa Director (F)	Head of Group (Mathematics) (M)	Learning, teaching and quality committee 4 women, 10 men	SAMBa executive 3 women, 6 men
Chair of DEDC (M)	Director of Research (M)	Head of Group (Statistics) (M)	Equality and diversity committee 8 women, 7 men	Research committee 6 women, 7 men

Figure 2: Research groups

Mathematics group:
- Algebra, geometry and number theory
- Applied and interdisciplinary mathematics
- Analysis
- Numerical analysis and data science
- Practice and Research in Mathematical Sciences Education

Statistics group:
- Probability
- Statistics
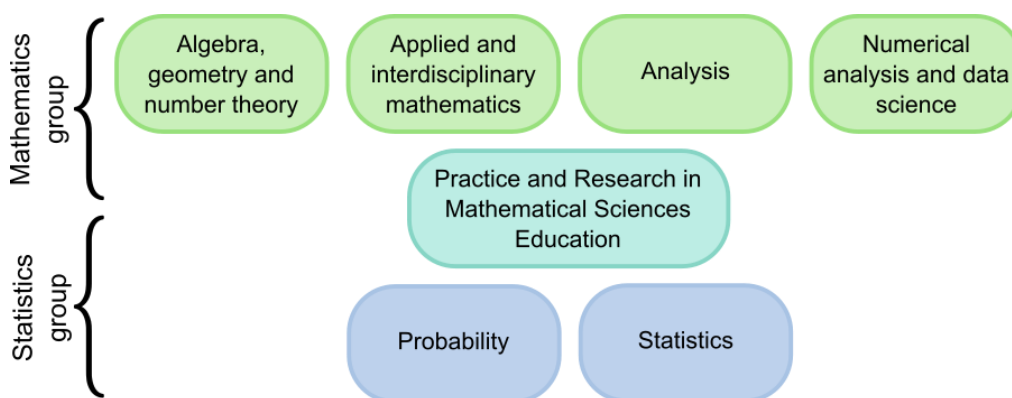
Department Equality and Diversity Committee (DEDC)

DEDC meets 6 times per year, and is responsible for the implementation of the Athena Swan action plan and other EDI matters. DEDC includes representatives from all career stages and job families in the department, as well as student members and DHoD, as an ex-officio member. Members are selected via an annual call to the department, with specific people approached across job families to encourage applications. DEDC works to an agreed terms of reference, describing remit and expectations of the committee along with the period of membership (3 years with option to renew). There has been a smooth transition of chair for the last 10 years, with each chair staying in place for a full Athena Swan cycle and then passing the leadership to another member of the committee in the following year.

DEDC chair is one of eight seats on Department Executive, and EDI business is a standing item at Exec meetings. The Action Plan is presented to Exec annually and progress discussed.

Distribution, recognition and reward for EDI work

Distribution of EDI work is overseen by DEDC chair, with input from Exec for larger projects. There is extensive buy-in across the department, with many administrative roles incorporating an EDI element, e.g. HoD, DHoD, DoS, committee chairs, HoGs, all the way down to seminar organisers. Ongoing monitoring, focus group organisation and feedback, organisation and promotion of EDI training and awareness is led from DEDC.

Each academic staff member of DEDC is assigned 25 hours per year in the university's Workload Allocation Model, and 50 hours during Athena Swan self-assessment periods. Chair is assigned an additional 100 hours. PTO staff and PDRAs are encouraged to contribute within their allocated work hours and contribution to the committee is discussed and recorded at annual appraisals. One member of PTO staff (F) was successfully nominated by the department for a Staff Recognition Award for contributions to DEDC and EDI more generally.

Membership and leadership of committees is recognised in the institution's academic promotions criteria. Both most recent chairs of DEDC have been promoted to Professor during their tenure.

Links with University-level EDI structures

DEDC chair attends university and faculty-level EDI meetings.

Feedback on this application was provided by EDI leads at both Faculty and University level and has also been reviewed by two Athena Swan experts externally. The new Action Plan has been critically discussed in detail four times at Exec and all members of the department had the opportunity to review the application through a secure confidential draft.

Both chair and deputy chair of DEDC gave detailed feedback on the successful institutional Silver Athena Swan application in 2021. Former DEDC chair (and current DEDC member) Jane White is on the institutional EDI committee and in February 2024 became the university's Vice-President Community and Inclusion. Tim Rogers, another former DEDC chair and current DEDC member, is also on USAT, with particular focus on staff recruitment. These roles provide a valuable conduit with central strategy.

1.4   Development, evaluation and effectiveness of policies

Please provide the processes in place for developing, evaluating and revising departmental policies (where relevant), and for evaluating the implementation of institutional policies.

Exec has overall responsibility for setting and evaluating policies. Other departmental committees provide feedback, leading to amendment where required. There is regular consultation with staff through department meetings (6 per year) and annual away days, with additional focus groups or working groups when necessary. Feedback from all staff is also welcomed via email and Exec members have an open-door policy, encouraging colleagues to approach them with comments, concerns or suggestions. This open-door approach has recently led to the implementation of a successful weekly "maths café", and the inclusion of projects on mathematics education within our MMath portfolio.

EDI-related policies proposed by DEDC are raised at Exec by DEDC chair, and agreed or returned for amendment. The role of DEDC chair on Exec includes scrutinising departmental policies to ensure they support an inclusive culture and do not negatively impact any particular group or protected characteristic. The presence of DHoD on DEDC, and HoD during Athena Swan self-assessment, ensures that department leadership is fully engaged with EDI policy development.

Student Staff Liaison Committee (SSLC) meets 4 times a year to allow students to raise issues, including around EDI, and suggest improvements. It includes 12 students (3F, 9M, across all years), 5 academic staff (1F, 4M) and 3 PTO staff (3F). One student and one staff report from SSLC at DLTQC.

University-level policies, including those regarding sex, gender reassignment, gender identity, pregnancy and maternity, or caring responsibilities, are communicated to the department via department meetings and email, usually by the HoD. Feedback is encouraged. In one important example, the HoD shared a new university-level gender identity policy in December 2022 via email. Feedback and discussion with a small number of staff in the department followed, first by email and then in one case in person, with both HoD and DEDC chair. Concerns were passed (with permission) to HR and the University's Vice-President (Community & Inclusion), and one

member of staff was, at their request, put in contact with HR for further discussion. All concerns were addressed satisfactorily.

Effectiveness of policies and their impact is evaluated via biennial department surveys. Anonymised results are analysed and discussed by DEDC and Exec, and appropriate policies and actions are developed in response. Results of the surveys, and consequent actions, are fed back to the department by DEDC chair via open meetings, separately for staff and PGRs.

1.5   Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the department's future gender equality work.

The self-assessment team

In April 2023, DEDC chair spoke at a department away day outlining the Athena Swan process, and asked for volunteers to join an expanded DEDC to take on the role of DSAT for the purposes of developing an Athena Swan application; this open invitation was followed up by email. The expanded committee met for the first time in October 2023.

Expanded DEDC represents a full cross-section of the department, including all contract types, grades and roles; and reflects the diversity of the department in terms of gender identity, caring responsibilities and intersectional inequalities. There is a deliberate policy of gender balance on DEDC to ensure input from women at all career levels and roles, despite this leading to an over-representation of women relative to the overall staff ratio; two women on the committee are PTO staff and two are students.

DEDC includes HoD, DHoD, University Vice-President (Community & Inclusion), and Faculty Associate Dean for Research, demonstrating exceptional senior buy-in and ensuring that department leadership is fully engaged in EDI policy development.

Table 2: DEDC biographies

Name (* indicates part of 2016 or 2019 DSATs)	Gender	Role on DSAT	Biography
Matt Roberts*	M	Chair	Redacted
Susie Douglas*	F	Deputy chair	Redacted
Caroline Ang*	F	PTO representative	Redacted
Merisse Baker	F	UG representative	Redacted
Ilaria Bussoli	F	Teaching-focussed representative	Redacted
Veronika Chronholm	F	PGR representative	Redacted
Alex Cox	M	Deputy HoD	Redacted
Silvia Gazzola	F	Mid-career representative	Redacted
Liana Heuberger	F	PDRA representative	Redacted
Tim Rogers*	M	Former DEDC chair, USAT member, Associate Dean Research	Redacted
Jey Sivaloganathan	M	Professorial representative	Redacted
Gunnar Traustason	M	HoD	Redacted
Phil Trinh	M	Mid-career representative	Redacted
Ben Walker	M	Early-career representative	Redacted
Jane White*	F	*Vice-President* Community & *Inclusion,* EDIC member, LMS TEMAC chair, former DSAT chair	Redacted

The self-assessment process

DEDC engages the department in continuous self-assessment. The 2019 Action Plan is a live online document, with actions colour-coded to indicate urgency. Interim data are added regularly, and form the basis for discussions at DEDC and Exec, on several occasions leading to adjusted or new actions in response to changing circumstances.

A particularly thorough review was carried out early in the Covid-19 pandemic, with several actions de-prioritised and new actions proposed. Following the 2022 department surveys, separate, well-attended, focus groups were held with academic staff, PTO staff, postdoctoral staff, and PGR students to discuss responses and generate ideas for SMART actions to update the action plan.

The expanded DEDC took on the formal DSAT role in October 2023, conducting a comprehensive assessment and consulting:

- Quantitative staff and student data provided annually by central university;
- Extensive further data requested by DEDC from HR, student services, Academic staff committee, Doctoral college, student registry;
- Quantitative and qualitative responses to biennial staff and PGR surveys;
- New focus groups with (a) women academic staff, (b) PTO staff, (c) staff on teaching-only contracts;
- National student survey (NSS) data;
- 2019 Silver action plan including notes on implementation and progress against milestones and success criteria.

Feedback from the 2019 application was taken into account, with baseline data written into the 2024 action plan in the rationale column as suggested.

Survey response rates

Department surveys were carried out in 2022 and 2024, including the core questions from the transformed Athena Swan charter. A survey was also run in 2018, which informed the previous application, and contained many comparable questions.

Table 3: Survey response rates

2024	Number			Approx. response rate*	
	W	M	PNS	W	M
PGR	17	29	2	53%	29%
Postdoc	2	10	0	50%	56%
Academic and PTO staff	18	37	2	72%	55%

2022	Number			Approx. response rate*	
	W	M	PNS	W	M
PGR	20	32	1	53%	31%
Postdoc	3	5	2	75%	29%
Academic and PTO staff	13	43	4	52%	66%

Response rates are only approximate, because (a) official headcounts are snapshots at a particular date not aligned with the date of the survey, (b) some respondents preferred not to specify their gender.

NSS response rates in 2023 were 71% for men and 89% for women. Results showed very little difference by gender.

Future of DSAT

After the conclusion of the Athena Swan application process, DEDC will retain responsibility for driving gender equality, including oversight of implementation of the action plan, evaluation of actions and development of further policy and actions. Chair will assign responsibility for each priority area to a DEDC member, who will, working with action owners, ensure implementation and future development of that area.

HoD will email all staff to ask for volunteers for a new DEDC chair and deputy chair, who will also take over the roles of Athena Swan leads. The current chair will remain on DEDC for a transition period of at least one year.

DEDC will meet 6 times per year. The new action plan will become a live online document, regularly updated with progress reports and interim data, including colour coding for progress and urgency.

Members of DEDC will continue to serve 3-year terms, with possible extension for a further 3 years. Vacancies will be advertised to the whole department, specifying a focus (e.g. early-career).

At least one year before the next Athena Swan deadline, chair of DEDC will speak at a department meeting and email to request volunteers to form an expanded DEDC which will assume the role of DSAT for the next Athena Swan application.

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

In Section 2, applicants should evidence how they meet Criteria D and E:

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Success in addressing gender inequality has been evidenced*

Recommended word count: 2500 words

2.1   Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

Overview of progress

Our 2019 Silver action has been implemented successfully with significant progress in all seven sections, particularly:

- **recruitment of female staff**, which was well above the 30% target (2019AP5.1, 5.2)
- **improving PGR experience** with e.g. 85% of PGR students aware of departmental expectations on conduct (2019AP3.2)
- **promotion of female staff** with a 100% success rate (2019AP6.2, 6.3).

See Section 2.2 for more details of these three areas.

Specific successful actions include:

- 2019AP2.1 to 2.3, which contributed to increasing the proportion of women on our flagship MMath degree from 23% to 29%.
- 2019AP3.2, "what to do if…" flow charts around the department offering potential solutions to a variety of issues faced during a PhD, with several

metrics drastically improved (see Section 2.2.2), and flow charts adapted for use university-wide by the Doctoral College.

- 2019AP6.2, an annual promotions workshop for staff, which several staff have found useful (Figure 22) and which has contributed to an increased number of promotion applications from women, with a 100% success rate.

Some proposed actions were less successful:

- We were unable to improve the gender mix at UG level overall, and with hindsight our success criterion (2019AP1.1 to 1.3) was too ambitious. Our UG women:men ratio is restricted by the number of girls doing further maths A-level nationally, and though we are working with the AMSP to improve this, it is a long-term project.

- Actions to improve the department's mentoring scheme (2019AP4.4) have undergone several revisions but have not yet resulted in consistent satisfaction among staff. However, PGR student satisfaction with the mentoring offering has significantly improved, and we have attempted to learn from this in the development of AP4.2. Improving mentoring and induction for staff is a key priority for future action (see Section 4.2.4).

- A re-induction programme (2019AP7.2) was not implemented due to workload concerns, initially during the pandemic. Instead tailored training and themed sessions have been provided, and some elements of re-induction have been taken forward to form part of our new action plan (AP4.3, AP6.3).

Point-by-point evaluation of individual actions, and next steps, is included in Table 4.

The department continuously monitored the progress of actions through review of the 2019AP at DEDC and Exec, and altered, merged, added or de-prioritised actions in response. These are indicated in the "updates and progress" column in Table 4.

Methodology of action implementation, evaluation and iteration

The action plan is a live online spreadsheet, updated with interim data and any changes to actions, with a colour-coding system used to evaluate progress according to specified milestones and timelines. Scheduled milestones are raised at DEDC meetings and responsible persons are asked for reports on progress when appropriate. A full review of progress is carried out by DEDC annually, with key

issues brought to Exec for further discussion. Where an action is no longer appropriate or alternative actions are needed, changes are agreed with DEDC, Exec, and the responsible person.

There is good awareness of the action plan and buy-in across the department. A change of personnel for an administrative role has occasionally meant someone not being aware of their responsibility for an ongoing action. In future DEDC chair will meet with any staff taking up new positions to confirm responsibility for action points.

Table 4: 2019 Silver Action plan with updates, progress, RAG rating, and evaluation

RAG ratings have been done separately for actions (to indicate implementation) and for success criteria (to indicate success).

2019AP1. Increase female UG and PGT applications and admissions					
Ref	**Original 2019 action**	**Milestones (as specified in 2019)**	**Updates and progress**	**Success criteria (as specified in 2019)**	**Evaluation and next steps**
1.1	Increase representation of female staff and students at UG open days	1/3 of open day research talks given by women, and equal gender split of student volunteers by 2021-22	Cannot ask female staff to cover 1/3 of open day talks without overloading women. Instead ask all staff to volunteer once every two years, giving the best possible gender mix without overloading women.	Consistently above 35% female UG and PGT intake by 2022 (Amber)	No significant change was seen in women:men ratios in UG intake (31% in both 2017/18 and 2022/23, see Figure 46) or applications (Table 10). PGT W:M ratio fell significantly in 2020/21, and has recovered slightly since but is still down (Figure 49). This could be due to Covid-19 effects, changes in PGT programmes offered, or a combination. Target was unrealistic given it is difficult to increase %W significantly while proportion of girls doing Further Maths A-level is consistently 28-29%. However, dept working with Advanced Maths Support Programme with specific remit to increase number of girls doing further maths; also new BSc "Mathematics, Statistics and Data Science" doesn't require further maths. New "good citizenship tasks" database (AP2.2) will allow us to ask women to prioritise outreach over other small jobs.
1.2	Produce videos for department website prominently featuring female role models	Videos produced in 2019/20, online by Oct 2020	To affect UG and PGT intake, admissions pages are more important than dept website. These display a video featuring a number of women, including prominently on the title screen. Department home page does feature several images of women.		
1.3	Outreach activities to have at least 1/3 female department representatives (students and staff)	Data discussed at DEDC summer 2020, feedback to organisers, 1/3 of outreach activities done by women by summer 2021	Have managed to achieve this due to strong female student participation.		

2019AP2. Improve gender equality in UG programme choice and employment					
Ref	Original 2019 action	Milestones (specified in 2019)	Updates and progress	Success criteria (as specified in 2019)	Evaluation and next steps
2.1	Automatic email sent to high-scoring BSc students (75%+ in year 1) inviting them to consider switching to MMath	First emails sent after results in summer 2019, and each year thereafter	Emails were sent in 2019, 2022, 2023, 2024. This action was not carried out in 2020 or 2021 due to unusual circumstances as a result of the Covid-19 pandemic, but personal tutors were asked to talk to high-performing tutees about the possibility of switching in October every year.	30% female enrolment on MMath by 2022 (Green)	MMath enrolment in 2022/23 was 28.5% women, 1.5% other (Figure 47). This is not quite the 30% female target, but is a vastly improved gender mix than historically has been the case, with 22.8% women and 0.3% other across the four years from 2017/18 to 2020/21. Actions should continue.
2.2	Women in Maths group "switch up" event to be delivered, highlighting benefits and opportunities of MMath degree	Event occurs annually from 2019-20, attended by 75% of target audience (female 2nd year BSc scoring 70%+ in first year) by 2021-22	Combined with 2019AP2.5, delivering "switch up" talk at annual Women in Maths event. Attendance mixed, but positive feedback.		
2.3	Ensure visibility of female staff in UG teaching during first and second years	% of year 1 & 2 UG teaching done by women is at least in line with % of dept that are women by 2021-22	5 of 22 year 1&2 UG lecturers were women in 2021/22, and 4 of 22 in 2022/23. Overall 20.5% of women lecturers over the period, in line with department staff ratios.		

2019AP2. Improve gender equality in UG programme choice and employment					
Ref	Original 2019 action	Milestones (specified in 2019)	Updates and progress	Success criteria (as specified in 2019)	Evaluation and next steps
2.4	Engage with Centre for Learning and Teaching to embed equality, diversity and inclusion best practices in new curriculum	New curriculum in place for 2021, first students graduating in 2024	A new unit, called "Foundations and connections", was added to first year UG courses in 2021/22 and included substantial material on topics related to EDI, designed and delivered by the previous DEDC chair. However, the way that the course was examined appeared to lead to students paying little attention to these parts of the material, and even some pushback against its inclusion. Changes to the course for subsequent years mean the material is now available to students online, but not taught live.	Halve spread in percentage of UG students belonging to different intersectional categories achieving at least 2:i classification by 2025 (Green)	The success criterion was met in terms of spread between highest and lowest performing groups achieving at least 2.i degrees by gender and BAME status (Table 15). However we should be cautious about over-interpretation given the pandemic. There remains a substantial awarding gap in terms of first class degrees (Figure 52). Although this was not part of the 2019 target, it should be taken seriously, and is a key priority for future action. See Section 4.2.3.
2.5	Support Women in Mathematics group to deliver annual conference	Event occurs annually from 2020	Combined with 2019AP2.2 above. An event has been held every year. One year had 60 sign-ups and 34 attendees, whereas in some years only between 5 and 10 UGs have attended. We hope that even in years with small attendances, these may have been a self-selecting target audience.	Increase to 20% of female graduates pursuing further study by 2022 (Green)	In total over 4 years of Graduate Outcomes data from 2017/18 to 2020/21, 20% of female respondents (46 of 230) went on to further study. See Table 37 and Figure 57.
2.6	Promote careers guidance opportunities to final-year students, particularly below 2.i predicted classification	New guidance for personal tutors available by September 2019	Since 2020/21, personal tutors have been asked to promote careers guidance to all (one year later than planned in the initial timeline).	Graduate unemployment rate below 5% for both men and women by 2022 (Amber)	Graduate unemployment for men fell from 7% in 2016/17 to 6% over the 4-year period 2017/18 to 2020/21. This is despite a sharp rise in 2020/21, which may be a Covid-19 effect. Graduate unemployment for women remained low, at 3% over the specified period. See Table 37 and Figure 57.

	2019AP3. Further improve female experience in postgraduate study				
Ref	**Original 2019 action**	**Milestones (specified in 2019)**	**Updates and progress**	**Success criteria (as specified in 2019)**	**Evaluation and next steps**
3.1	Open day for MSc and non-SAMBa PhD applicants following SAMBa equality practices	All interviewees to meet cross-section of department, invited in gender-balanced batches wherever possible; visit days running by 2021	Impractical. MSc open days are delivered at faculty level, and PhD admissions depend on funder so difficult to group. As a partial alternative, emails sent to dept encouraging supervisors to invite candidates on SAMBa interview days so they meet other applicants and a cross-section of dept.	Female PGT acceptance rate returns to at least 35%, and proportion of female non-SAMBa PGR students increases to at least 30%, both by 2022 (Amber)	Female PGT acceptance rate has been significantly above 35% on average over the last 5 years, and above 33% every year since 2019 (Table 12). Proportion of female non-SAMBa PGR students remains very low (see Table 13) and this is a priority for future action: see Section 4.2.5.
3.2	Develop "what to do if..." flow chart to address lack of understanding of relevant policies and processes identified in 2018 survey.	Flowchart on PG Moodle zone by June 2020	Eight flow charts were created and put on PG Moodle Zone in September 2021, behind schedule due to the complex nature of checking and agreeing advice with all stakeholders on sensitive issues. Several copies were also printed, laminated and put up around the department. These have been a great success, with many positive comments.	PG survey in 2022 shows at least 80% awareness of relevant policies and processes (Green)	In the 2022 culture survey, 85% of PGR respondents agreed that the department has made clear what is expected of their conduct; and 79.3% agreed that they know who to talk to if they experience or observe unacceptable behaviour. See Figure 42 and Figure 43. The impact of our proactive approach to raising awareness and supporting EDI has been shared via networks across the university and the flowcharts have been adapted to be used university-wide.

2019AP4. Enhance support for female academics, especially at early career stages					
Ref	**Original 2019 action**	**Milestones (specified in 2019)**	**Updates and progress**	**Success criteria (specified in 2019)**	**Evaluation and next steps**
4.1	"New staff" department meeting to include presentations from new PDRAs and teaching fellows	PDRAs give talks at meetings from 2019-20	All new staff, including PDRAs, are now given the opportunity to give a short talk introducing themselves at a staff meeting. "Teaching fellow" role no longer exists. New PRIME group of teaching-focussed staff created.	2022 staff survey shows 90% of PDRAs and Teaching Fellows feel welcome in the department (Amber)	Numbers are small, and 90% was an unrealistic target. 7 of 10 PDRAs who responded to the 2022 culture survey (3F, 5M, 2PNS) agreed that they felt welcome in the department; only one disagreed. In 2022, only three teaching-focussed staff responded to the survey (1F, 2M). Two did not feel welcome. However, in 2024, five (2F, 3M) teaching-focussed staff responded and four felt welcome in the department. The other was neutral. Induction is a key priority for future action: see Section 4.2.4.
4.2	Coffee with Department Executive for all new staff	Coffee with Exec event occurs twice annually from 2020-21	Exec decided it was better to have individual conversations with new staff, and introduced a standardised induction process for new staff within the department, where they are invited to talk to several members of Exec individually, allowing for more in-depth conversations.		
4.3	Publish up to date information on career breaks / flexible working / suspension of studies for PGRs + PDRAs	Information appears on PG and staff Moodle zones by June 2020, updated annually	Information has been published on PG + staff Moodle zones.	2022 PGR and staff surveys show 80% agree with statement on awareness of relevant policies (Green)	Although we did not reach 80% awareness, we saw a marked improvement in 2022 and 2024 relative to 2018 (50% of PGR respondents agreed in 2022 against 34% in 2018; and 61.8% of staff respondents agreed in 2022 against 54.1% in 2018). See Figure 29 and Figure 45.
4.4	Promote mentoring scheme with annual email, and department-funded coffee card coming with talking points guide (see AP 6.1)	Coffee card and talking points guide available in Dept office by Oct 2019	For admin reasons the coffee card was not possible, and the mentoring champion together with DEDC decided a talking points guide wasn't useful given the wide variety of mentoring needs. Instead the mentoring scheme was refreshed and is promoted via two annual emails, one from the department mentoring champion and the other from the DEDC chair.	2022 staff survey shows 80% satisfaction with mentoring scheme (Amber)	50% of staff respondents to the 2022 culture survey were satisfied with the mentoring scheme, but only 17% were dissatisfied (Figure 19). The 2024 culture survey showed mixed views on mentoring, especially amongst women. Mentoring is a key priority for future action: see Section 4.2.4.

2019AP5. Further improve female academic recruitment rates
Ref	**Original 2019 action**	**Milestones (specified in 2019)**	**Updates and progress**	**Success criteria (as specified in 2019)**	**Evaluation and next steps**
5.1	Time job advertisements into biannual cycle, ensuring multiple posts are open simultaneously	Majority of appointments grouped from 2020	Implemented in 2019, but Covid-19 hiring freeze and limited hiring since have meant that there have been limited opportunities to group advertisements. Three appointments have been grouped in 2023/24.	At least 20% of SL/R/Prof appointments and 30% of Lecturer appointments over 3-year period (2019/20 - 2021/22) are women (Green)	12 lecturers were hired during the specified period, 5 of whom were women, i.e. 41.7% of appointments, well above the 30% target (Table 26). No SL/R/Prof appointments were made during the specified period.
5.2	Advertise senior job openings at SL/R/Prof wherever possible, appropriate offer level to be assessed at interview	Majority of positions advertised at L/SL/R/Prof from 2020	Impractical as VC sits on interview panels for Professor appointments. The availability of three positions in 2023/24 did allow the dept to advertise three positions simultaneously, one at L level, one at SL/R level, and one at Prof level.		
5.3	Improve Teaching Fellow advertisements - add a female contact point, emphasise career development opportunities	New adverts in use for 2019/20 recruitment cycle	This was implemented, and was then superseded by changes to teaching-focussed positions, with teaching roles now embedded within the wider academic job family and therefore having career development opportunities in line with staff employed on teaching and research contracts.	Proportion of female teaching fellow staff in line with rest of department by 2022 (Green)	Redacted due to small numbers.

	2019AP6. Improve career progression opportunities for female staff				
Ref	Original 2019 action	Milestones (specified in 2019)	Updates and progress	Success criteria (as specified in 2019)	Evaluation and next steps
6.1	Talking points guide for SDPR / mentoring, including grant applications, student supervision, next career steps / track to promotion, work-life balance	Talking points guide in dept office, and emailed to SDPR reviewers annually shortly before SDPR process begins, from 2020	This action was superseded by university-level SDPR processes, which now include detailed talking points.	Promotion applications and success rates at same level for men and women; success rates at least 75% over 3-year period 2019/20 - 2021/22 (Green)	Redacted due to small numbers.
6.2	Annual promotions workshop led by Deputy HoD	Workshop takes place annually from 2019-20, attended by majority of eligible female staff	A promotions workshop has taken place annually since 2019-20, led by the Deputy HoD.		
6.3	DPC Chair and HoD to meet with unsuccessful promotion candidates to invite them to reapply and set out plan for development of a new case	Meetings to take place within one month of unsuccessful application; reapplication completed within agreed timeframe. Starting Oct 2019	It is now university policy for HoD to meet with unsuccessful promotion candidates to create a plan for development of a new case. DPC/DCDC chair has also taken an active role.		
6.4	Department to provide CPD budget for professional and support staff	CPD budget available from 2019/20	DEDC has made a CPD budget available for PSS, and this has been advertised twice by email and promoted by line managers to PSS staff working within the department.	75% of PSS staff to attend CPD activities supported by department over 3-year period 2019/20 - 2021/22 (Green)	Since PSS are not usually employed directly by the department, any CPD activities are usually funded centrally, and there has been limited need for department funds. However, two PSS (both women) were funded (£194 each) by DEDC to attend a facilitation training event run by The Collective in 2023.

2019AP6. Improve career progression opportunities for female staff

Ref	Original 2019 action	Milestones (specified in 2019)	Updates and progress	Success criteria (as specified in 2019)	Evaluation and next steps
6.5	Exec to develop nominations for professional and support staff contribution pay awards and other awards	Award nominations discussed at Exec meetings and assigned to suitable colleagues, beginning July 2019	Award nominations discussed at Exec, as shown in minutes available online.	At least one nomination each year from 2019-20 (Green)	Exec has nominated at least one member of PSS for a central award each year since 2019/20. Six such nominations have been successful; overall there have been 22 successful PSS nominations in the department since 2019/20. (Gender balance of nominations redacted.)
6.6	Formalise process for offering interview training for PDRAs and Teaching Fellows	New process in place for 2020/21 recruitment cycle	More support has been put in place for PDRAs, including an annual away day, weekly coffee mornings, and the offer of mock interviews. Teaching fellow roles no longer exist, although fixed-term lecturer (teaching) positions are still used.	Survey of fixed-term staff in 2022 shows 100% awareness and 60% uptake (Amber)	Three PDRAs have taken advantage of the mock interviews. Of these, two were successful in their subsequent interviews. (Gender information redacted.) The other was happy with the support and is still employed as a PDRA, seeking permanent roles. Targets of 60% uptake and 100% awareness were unrealistic, given that not all fixed-term staff are actively looking for new positions in any given year. However we should continue to advertise this offer, via PRIME group of teaching-focussed lecturers and at PDRA away day.

2019AP7. Further improve department working culture					
Ref	**Original 2019 action**	**Milestones (specified in 2019)**	**Updates and progress**	**Success criteria (as specified in 2019)**	**Evaluation and next steps**
7.1	Senior staff email signature to state that staff/students are not expected to respond outside normal working hours	Email signature appears on emails from all Department Executive by April 2020	Exec encouraged all staff to include this kind of signature, and many now do. There was positive feedback from PGRs, but some staff felt this was not the right policy, and a more holistic approach should be taken. DEDC reflected and updated guidance for staff to consider email timings, use a signature when appropriate, and use "schedule send" feature.	Questions on student and staff surveys in 2022 show that at least 90% of respondents do not feel pressure from senior staff to work outside normal hours (Green)	86.8% of PGR respondents to culture survey in 2022 agreed that they did not feel pressure from senior staff to work outside normal hours (Figure 37). Staff were asked a slightly differently worded question in 2022 about whether they felt pressured to work more than their contracted hours, without specifying whether the pressure was from senior staff in the department. There was a large variance in the answers, but they were overall skewed to the positive side, much more so than for a similar question in 2018. In 2024, 81.5% of staff agreed that they did not feel pressure from senior staff in the department to work more than their contracted hours (Figure 13).
7.2	Introduce annual induction/re-induction programme including appropriate EDI specific training	Biannual programme running from 2020	DEDC decided in June 2021 not to enact this action as specified, partly due to the pandemic. Instead the department has held EDI-related talks and training, which have been well-attended.	All new starters from 2020 to attend in first year, 80% of academic staff to have attended at least one session by 2022 (Amber)	Sessions have included an interactive session on "nurturing a safe and supportive workplace" for staff and PGR students, training on "Practical Actions for Anti-Racism" for PGR students, and a talk for staff and PGRs from (redacted), a trans woman, entitled "What's it like to be transgender?" There have also been regular EDI-themed sessions at staff meetings and away days (all staff expected to attend).
7.3	Annual departmental equality review to monitor the progress of 2019 AP and continued effectiveness of embedded 2016 actions.	Annual review of actions starting 2020	An annual review of progress against the action plan was carried out by DEDC in December each year, with a colour-coding system used to prioritise actions according to the specified milestones and timelines. Interim data was collected where appropriate to monitor progress.	Further improvement in key gender-equality metrics (Green)	As mentioned in the overview, several of our actions (2019AP3.2, 5.1, 5.2, 6.2, 6.3) have gone beyond the targets set. Continual evaluation of action plan led to several changes to actions (e.g. 2019AP1.1, 2.2, 3.2, 4.1, 4.2, 4.4, 6.6, 7.1, 7.2).

2.2 Evaluating success against department's key priorities

Please describe the department's key achievements in gender equality.

The department has made a proactive commitment to improving gender equality over the last 10 years. The improvements are significant and can be measured both in the qualitative culture and environment and through quantitative data. This has been a collective effort across the department, led by committed individuals both in leadership roles (HoD, DHoD, DEDC Chair) and members of the department (staff, PGR and UG) who have felt empowered by the support available to take the initiative in driving actions for change.

This section describes success against key department priorities and includes:

- **increasing the proportion of female applicants for lecturer posts** (21% in 2023 compared to 14% in 2016) **and the proportion of female lecturers recruited** (35% over the last 5 years compared to 29% over the preceding 5 years);
- a significant **improvement in the environment for women PGR students**, e.g. in 2024, **82% of women PGRs agreed their contributions are valued in the department**, compared to 58% in 2018 (see Table 7 for more);
- an overhaul of career development structures in the department leading to
  - **100% success rate in 6 promotions of female academic staff;**
  - **a first promotion of a woman to professor;**
  - **5 promotions of female PTO staff.**

More details are provided for each of these three areas below.

2.2.1 Academic staff recruitment (longitudinal)

Goals
- Increase application rates from female candidates.
- Overhaul recruitment practices to ensure equity and inclusivity.
- Increase number and proportion of women in the department.

Key actions

- All adverts to use agreed template including statement on culture of department, mentioning flexible working (2016AP3.1).
- Appointment of recruitment champions (2016AP3.2).
- Systematic search for strong female candidates (2016AP3.2).
- Interviewees to meet a cross-section of the department (2016AP3.2).
- Time job advertisements into biannual cycle, ensuring multiple posts are open simultaneously (2019AP5.1).
- Improve Teaching Fellow advertisements (2019AP5.3).

Progress and evaluation

- **Application rates from female candidates for Lecturer positions have increased from 14% in 2016 to 21% over the last two years.**
- Recruitment practices completely overhauled, with recruitment checklists to ensure consistent approach. These include:
  - standard advert text, including commitment to supportive and inclusive working environment;
  - advice on ensuring a suitably diverse group is involved in recruitment process (not just the interview panel);
  - suggestions for reaching out to women and other groups under-represented in the department, and inviting them to apply;
  - guidelines for application materials and shortlisting questions.
- Shortlisting is carried out anonymously, based on questions that do not reveal a candidate's identity or personal characteristics. Panels include a gender mix wherever possible (2 of 47 panels single gender in last 3 years, both 3-person all-men panels for PDRA positions) and panel members undergo training, including on unconscious bias.
- **35% of new lecturers in the last 5 years have been female.** [Redacted] We believe this is due to our policy of inviting strong women candidates to apply, leading to a stronger subset prior to shortlisting.

- Academic staff have increased from 14%F in 2016 to 20%F in 2024 despite losing several female staff around 2019 (see Section 4.1.2c).

Table 5: Recruitment at lecturer level (see Table 26)

[Redacted due to small numbers.]

- For more senior positions the number of hires is very small, e.g. no professors were hired in the 4 years to 2022/23.
- Recruitment of research-only staff has not been consistently subject to the recruitment practices above, due to being overseen by individual PIs, and the proportion of women hired has been disappointing (19% over the last 5 years). Aspects of our approach at lecturer level should be translated to support improved recruitment strategies for PDRA positions (see AP5.2).

Table 6: Recruitment of research-only staff (see Table 27)

[Redacted due to small numbers.]

New actions

- Recruitment checklists for PDRA positions to be targeted to PDRA supervisors as they begin the hiring process. Supervisors encouraged to reach out to relevant CDTs to ask for potential applicants, especially from under-represented groups (AP5.2).

2.2.2 Women's experiences in postgraduate study

Goals

- Improve environment for women PGR students.
- Increase numbers of women PGR students.
- Improve training offering for PGRs.
- Set expectations of behaviour for staff and students to improve environment.
- Improve knowledge of relevant policies on complaints, leave etc.

Key actions

- Interview candidates in batches where possible; aim to include gender mix of interviewees in batch. Ensure that interviewees meet a cross-section of the department (2016AP1.4).
- Create online Moodle zone for PGR students populated with operational information about the department (2016AP2.1).
- Develop tutor training programme in collaboration with PG representatives (2016AP2.1).
- Develop "what to do if..." flow charts (2019AP3.2).
- Emails sent to department encouraging supervisors to invite candidates on SAMBa interview days so they meet other applicants and a cross-section of department (edited 2019AP3.1).

Progress and evaluation

- **Responses to PGR survey improved on essentially every question that was asked in a similar form in 2018 and 2024,** often significantly. See Table 7 below.

Table 7: Women's responses to PGR surveys in 2018 and 2024.

See A1.2 for details. Positivity score gives an average over responses, assigning 2 for "strongly agree", down to -2 for "strongly disagree".

	2018		2024	
	% agree	Positivity	% agree	Positivity
My contributions are valued in my dept	58	0.5	82	0.93
Career development supported	67	0.5	82	1.35
Happy with the culture of the dept	75	0.92	82	0.88
Expectations over conduct are clear	58	0.5	81	1.12
Know who to talk to if experience or observe unacceptable behaviour	42	0.17	88	1.24
Induction processes helpful	50	0.25	59	0.88
Aware of policies	33	-0.17	53	0.53

- DEDC created eight flow charts demonstrating how to deal with various challenges during a PhD, which have had a **measurable impact: e.g. in the 2018 PGR survey, 38% agreed or strongly agreed they knew who to talk to if they experienced or witnessed unacceptable behaviour; by 2022,**

this was 79% (Figure 43). Several of the flow charts have been adapted by the central University's Doctoral College for wider use.

- There is extensive training for PGR students, including a mandatory live interactive session on positive actions for anti-racism. The trainer for this course commented:

  > "I worked with [the department] to deliver a workshop to over 70 students, all of whom were engaged, asked interesting questions, and ultimately helped me to further develop my training. **It is clear that they are dedicated to the inclusion of their students** not just within mathematics education, but also within the wider university community."

- Staff and PhD students, in collaboration with the university's #NeverOK team, developed a **Code of Conduct** for events and meetings to ensure that all participants are aware of expectations on their own behaviour, and that they will be supported if they experience or witness any undesired behaviour. This code of conduct is now used across the department to ensure a culture of openness and sharing in a harassment-free environment, and has been adopted by other departments and groups across the university. It has also been picked up by the central University's EDI team and **shared as good practice with three external institutions**.

- Numbers of women PGR students have grown markedly (see Section 4.1.2a), creating an environment where women do not feel atypical or excluded.

- There is a network of Women and Non-Binary PGRs who meet regularly (15-20 people to each event) and an active Piscopia branch encouraging women and underrepresented genders to pursue a PhD in Mathematics. Both receive funding from the department (£500 each) to support broad participation. Celebrations of Ada Lovelace Day and International Women's Day are organised by PGRs and attract good attendance (40-80 people) from staff and students. These activities and events did not exist 5 years ago and would not be possible without support and funding from the department.
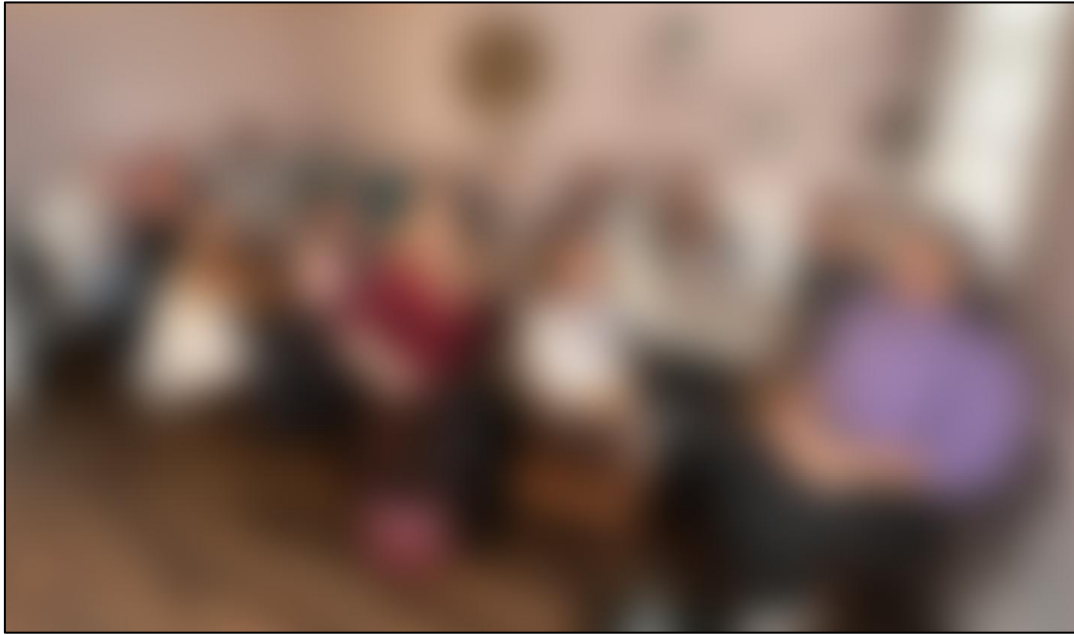
Image 2: Women and non-binary PhD outing.

- Every summer since 2021 the department has led the recruitment of 4-5 undergraduate internships to departments across the University (including maths) for women and other under-represented gender identities, funded by Santander. These provide opportunities for students who are considering a career in research to sample the research environment with one (F) 2023 participant commenting that it was

    "a very enjoyable, fun and enriching experience."

New actions

- PGR admissions tutor to circulate PhD recruitment guidelines to prospective supervisors when advert appears, with advice on e.g. reaching diverse applicants, and ensuring an inclusive interview experience (AP5.1).

2.2.3 Career progression opportunities for female staff (longitudinal)

Goals

- Eliminate gender imbalance in the application rate for promotion.
- Raise awareness of career development and progression opportunities.
- Eliminate gender imbalance in success rate of promotion applications.
- Improve department support for (majority female) PTO staff.

Key actions

- All staff given opportunity to request mentor (2016AP4.1).
- Formation of departmental promotions committee to include mix of genders and career stages (2016AP4.2).
- Promotions committee to identify potential candidates for promotion, encourage and help them to apply (2016AP4.2).
- Annual promotions workshop led by DHoD (2019AP6.2).
- Exec to develop nominations for professional and support staff contribution pay awards and other awards (2019AP6.5).
- Formalise process for offering interview training for PDRAs and Teaching Fellows (2019AP6.6).

Progress and evaluation

- In 2016, we identified a proportionally low number of promotion applications from women, and in 2019 a lower success rate in promotion applications from women than men.
- Since the 2019-20 academic year (specified in 2019AP), the proportion of promotion applications from women (21%) was in line with the proportion of women in the department (currently 20%).
- In that period, [redacted] women have applied for promotion and [redacted] have been successful (details redacted; see Table 33, and Figure 4 for academic career pathways); [redacted] men have applied and [redacted] were successful.

- The 2024 staff survey showed 6 out of 7 women agreeing that the promotions committee (2016AP4.2) was helpful in developing their promotions case, and 4 out of 6 agreeing that the annual promotions workshop (2019AP6.2) was useful. One woman commented:

  "The promotions information session gave me a more concrete idea of what was needed to fulfil the promotions criteria, and made me think that it was worth applying. The feedback from the promotions committee on my application was constructive and helpful, made me feel that the department was supporting my case for promotion."

- In 2021 we saw the first case of a woman in the department successfully applying for promotion to Professor, further demonstrating the impact of our enhanced support. Given the recent success of [redacted] women colleagues in promotion to SL/R, we anticipate further promotions to Professor in the coming years (see AP1.1).

- Direct promotions for PTO staff are not usually possible within the university framework and in 2016 there was no career progression for PTO staff within the department. However, with strong support and investment from the department, since 2018 five female PTO staff based in the department have been promoted to more senior roles (within current job or to new positions within department infrastructure). Another (F) is currently on secondment to a more senior faculty position. The department has also secured retention allowances for key members of PTO staff which led to them turning down jobs elsewhere. DEDC deputy chair has shared good practice for PTO career development and progression with USAT.

- Our 2019 action to develop nominations for PTO staff for university-level awards has also been highly successful. Exec have successfully nominated women PTO staff six times for Recognising Excellence awards, and (including repeat nominations) there have been successful nominations for 16 PTO staff [gender balance redacted] from others in the department. Thirteen staff (5W, three of whom were PTO) were also successfully nominated for University Covid-19 awards for exceptional contributions in response to the Covid-19 pandemic.

- Two women used the department CPD budget for PTO staff in 2023.

New actions

- Promotion strategy meetings to support promotion from Grade 9 to Professor (AP1.1).
- "Large grant target list" with support to reduce gender gap in funding amounts (AP1.2).
- Exec to nominate staff for leadership training and support attendance with workload reduction (AP1.3).
- Reform of Department Executive (AP1.4).

Section 3: An evaluation of the department's sector-leading activity

In Section 3, applicants should evidence how they meet Criterion F:

- *Evidence of sector-leading gender equality practice and supporting others to improve*

Recommended word count: 1500 words

3.1   Maintaining good practice and innovation

Please provide exemplars of good practice and/or beacon activities which demonstrate that the department is, and strives to remain, sector-leading.

The department has built a strong culture over the last 10 years of embedding good EDI practices, learning from others, and sharing our own experience to ensure the inclusion of and support for people of all gender identities. These principles underpin all activity in the department, with significant support from a cross-section of staff and students, not restricted to DEDC.

3.1.1 Inclusive academic workshops, and the role of harassment in barriers to STEM careers for women

Since 2014, the Department has fostered an inclusive research culture through "Integrative Think Tanks" (ITTs), week-long events that unite PhD students, academics, and industrial partners to explore industry problems with mathematical

approaches. ITTs shifted the cultural focus towards teamwork, benefiting diverse students, including women. Notably, 60% of industrially co-funded students are women, and 87% of participants rated the ITTs as "very inclusive". The ITTs have also been a route to exchange EDI good practice with industry partners, with one commenting:

> *"In particular, [the department] challenged us to consider who represented the Environment Agency at the ITT in terms of presenting a diverse group."*

In 2018 the department, together with the Department of Psychology and funded by EPSRC's Inclusion Matters scheme, adapted the ITT model to create "Collaborative Incubators". These are again inclusive workshops designed to encourage diverse contributions, without the industrial element of ITTs. Via an open call, the grant funded 12 incubators in disciplines across the STEM remit. These were delivered and hosted by institutions across the UK (Table 38), following guidance provided by the project team, exploring different innovations such as seed funding to find the most appropriate formats for different subjects. Feedback highlighted the inclusive environment and value of diverse perspectives.

> *""It was a fantastic event which opened many doors for the hospital to collaborate and provided a perfect platform to meet and interact with key individuals on a level playing field."*

Participant, 'Beyond the Car' Incubator

The learning has fed back into improving the ITTs themselves: e.g. 'guidance for group working' was produced as part of the Collaborative Incubators programme and is now shared routinely at ITTs.

This has been a wide-ranging initiative, touching many areas across the EDI space, including facilitating a study of the role of harassment in the STEM leaky pipeline. More information is provided in Section 3.2.1.
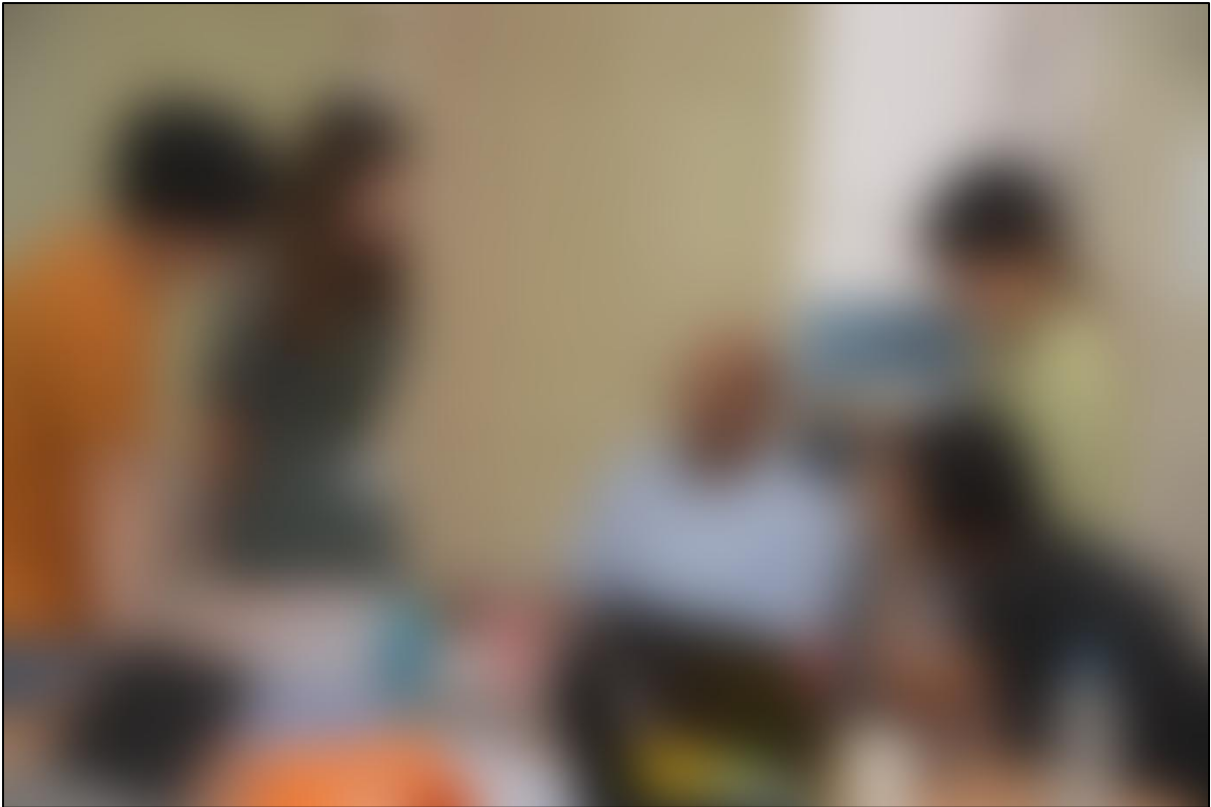
Image 3: Staff and PhD students working as a team during an Integrative Think Tank.

3.1.2 Multimedia approaches to breaking down barriers to mathematics

Two externally-focussed PGR-led initiatives have been proactively supported by the department over the last 3 years, with the aim of diversifying those interested in a research career in mathematics. The leads of each initiative (both women) meet monthly with deputy chair of DEDC to monitor progress and identify training needs. Leads have been supported to attend leadership training (6-week course) and received coaching to develop their skills.

3.1.2a Behind the Research

Behind the Research is run by a team of departmental PhD students (3W, 3M since 2022), showcasing real people doing research in mathematics, using online platforms including Twitch, Instagram and YouTube.

They have more than 350 followers and more than 330 hours of watchtime, and have created:

- vlogs detailing the experience of participating in an ITT and a conference;

- "a day in the life of a PhD student" reel on the university's Instagram account (>12,000 views);
- a promotional video for the Piscopia Initiative, a community encouraging women and underrepresented genders to pursue a PhD in mathematics.

They also broadcast regular interviews with diverse guest researchers which are hosted on public sites and promoted from departmental websites and social media.

The department has provided a dedicated space for filming and co-funded equipment to produce the content. The students involved are paid for their time. In 2023, the department nominated the project for the university's Engage awards.

The impact is evident in two current PhD students (1W, 1M) citing the initiative as the reason they applied to do a PhD at Bath. One team member said:

"As a woman in maths, Behind the Research has given me a platform to share my honest, lived experiences in academia, representation that I hope has helped make a difference."

3.1.2b PhD Your Way

PhD Your Way is a national online event aimed at people from under-represented groups in mathematics who want information about applying for a mathematics PhD. The goal is to break down barriers for potential applicants from a diverse range of backgrounds and lived experiences. It was developed in 2022 by two PhD students. It features a panel session with PhD students from diverse backgrounds across the country, including over 50% representation of women and under-represented genders, and the opportunity to speak with current maths PhDs from across the UK. There were more than 100 attendees in 2022 and 169 in 2023 (with 262 registered for 2024 at time of writing). A 2023 survey of 50 participants found:

- 34% of respondents were women or non-binary;
- 50% were not planning to apply for a PhD prior to the event;
- 100% were satisfied with the event, with 64% very satisfied;
- 70% said the event impacted how they felt about applying for a PhD.

One attendee in 2022, who is now doing a PhD in the Netherlands, said:

"By the end of the event, I felt like light had been shone…
Finally, I had the information I needed to stand a fighting
chance."

The 2023 and 2024 events were partially funded by the department. An academic from the department gave the admissions talk in 2023, and another has been on the advisory board since the initial planning stages in 2022. Discussions have begun on supporting a Physics PhD Your Way in 2025.

3.2   Supporting others to improve

Please describe how the department has supported others to achieve success in gender equality.

3.2.1 Supporting others to run inclusive and diverse academic workshops

Members of the department facilitated and supported 12 "Collaborative Incubators" (see Section 3.1.1) across the country. Pre-meetings were held with the organisers at each institution to share best practice, including recruiting a diverse group of participants and ensuring an inclusive environment. Where possible, members of the Bath project team joined the incubator in person, although this was restricted by Covid-19. One incubator brought in stakeholders from community groups and the local council and has led to ongoing relationships with the broader community.

Detailed guidance produced by the project is available online (https://www.bath.ac.uk/campaigns/how-to-run-a-collaborative-incubator/) and in 2021 the team published an article in *Times Higher Education* detailing how to organise inclusive workshops. In 2023 department members shared good practice at GW4 and Faculty events. The 2023 EPSRC call suggests that CDTs are embracing the principles propagated by ITTs and collaborative incubators: for example, Green Industrial Futures (led by Heriot-Watt, host of a Collaborative Incubator in 2021) plans to deliver ITTs as part of their new CDT.

At least four further workshops have been organised by other groups directly inspired by the "Collaborative Incubator" format: one online, others in Berlin, Sesto, and Grenoble.

"I really enjoyed the workshop and thought the structure helped
everyone to feel included. It inspired me to run my own
workshop along the same lines!"

Collaborative incubator organiser, WIAS Berlin

The project also facilitated psychology research, including notable publications on the impact of harassment in STEM (https://www.bath.ac.uk/announcements/reimagining-recruitment-in-academia/) and the positive role of "micro-affirmations" in helping women to establish academic careers. This is now embedded in the university's research culture strategy (research culture lead was a co-I on the project).

3.2.2 Leading and sharing good practice in gender equality

Supported financially and actively encouraged by the department (by email and personal approaches), staff have worked both within the university and externally to share and embed good practice in gender equality. An example of this is the departmental code of conduct that was developed for our own events but which now, thanks to sharing our experience across the university, has been adopted by many other departments and institutions. These experiences are shared to ensure continual reflection and evaluation of our own practices and policies.

Examples of staff sharing good practice developed within the department and influencing gender equality outside the department include:

- Jane White is University Vice-President (Community and Inclusion), Chair of UEDIC, and Chair of the EDI sub-committee of the Society for Natural Sciences. She was also inaugural chair of the LMS TEMAC sub-committee.
- Veronique Fischer is a member of the LMS Good Practice Scheme committee.
- Kat Phillips spoke at an LMS Good Practice Scheme workshop on "Diversity and Good Practice in PhD Selection".
- Matt Roberts lobbied the university to equalise maternity and shared parental pay, to enable more partners to take substantial parental leave. This was successful (new policy announced in 2021).

3.2.3 Professional Research Investment and Strategy Managers (PRISM)

Nationally many PTO staff, disproportionately women on fixed-term contracts, develop and deliver research initiatives but without formal recognition of their contribution (e.g. not named on grants). Staff affected can feel frustrated and isolated. Thanks to her positive experience in the department, where her role as a research leader was recognised and supported, in 2016 Susie Douglas took on mentorship of a colleague performing a similar role at the University of Exeter. Identifying numerous other people in similar situations, they created the PRISM (Professional Research Investment and Strategy Managers) network in 2020 (https://www.pris-managers.ac.uk/), which has grown to almost 600 members (93%F) across 80 institutions and provides visibility for the varied roles involved in delivery of research activity.

In 2022, Douglas, supported by the department, was instrumental in persuading EPSRC and UKRI to allow the inclusion of PRISMs as co-investigators and peer reviewers for CDT calls, thus recognising their substantial contribution to writing proposals and running the centres. A report describing the experience of PRISMs, and academic collaborators, in developing CDT proposals has been shared widely by the PRISM network and EPSRC. Both successful CDT proposals from Bath (led from Maths and Chemistry) included PRISM co-Is.

Feedback from other universities was positive, both from PRISMs and academics:

> *"I had not led a CDT bid before. Having an experienced PRISM on board, who had run previous CDTs, was a massive help. It was important to our team that we recognised this person with Co-I status. We couldn't have done it without them."*
> Academic lead, University of Leeds

Stepping down from the operational committee in 2024, Douglas joined the PRISM advisory board, with her time still supported by the department, to advise other institutions on implementing good practices developed and demonstrated by our department.

Section 4: An assessment of the department's gender equality context

In Section 4, applicants should evidence how they meet Criterion B:

- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3500 words

4.1 Culture, inclusion and belonging

Please describe how the department ensures their culture and practices support inclusion and belonging.

4.1.1 Belonging and inclusion

Our department prides itself on a collegiate and welcoming atmosphere; e.g. in 2024, 87% of staff (Figure 14) and 83% of PGRs (Figure 38) agreed that they felt welcome in the department.

Weekly get-togethers for staff, postdocs and PhD students are held in the department social space, and the annual Christmas party is popular. Each research group hosts a seminar series, reading groups, and lunch meet-ups. An optional staff WhatsApp group started during the pandemic to help prevent anyone feeling isolated. These informal meeting and communication opportunities are an important way to share experiences and propagate good practice. For example, discussions at coffee mornings on making the undergraduate curriculum more inclusive have led to changes to individual teaching practice.

Responses to surveys regarding belonging and inclusion were generally positive amongst both staff (Figure 5, Figure 12, Figure 14, Figure 16) and PhD students (Figure 30, Figure 36, Figure 38, Figure 40). Four women disagreed with the statement "My contributions are valued in my department" in the 2024 staff survey (Figure 5). This may be because of the under-representation of women in leadership roles: see Section 4.2.1.
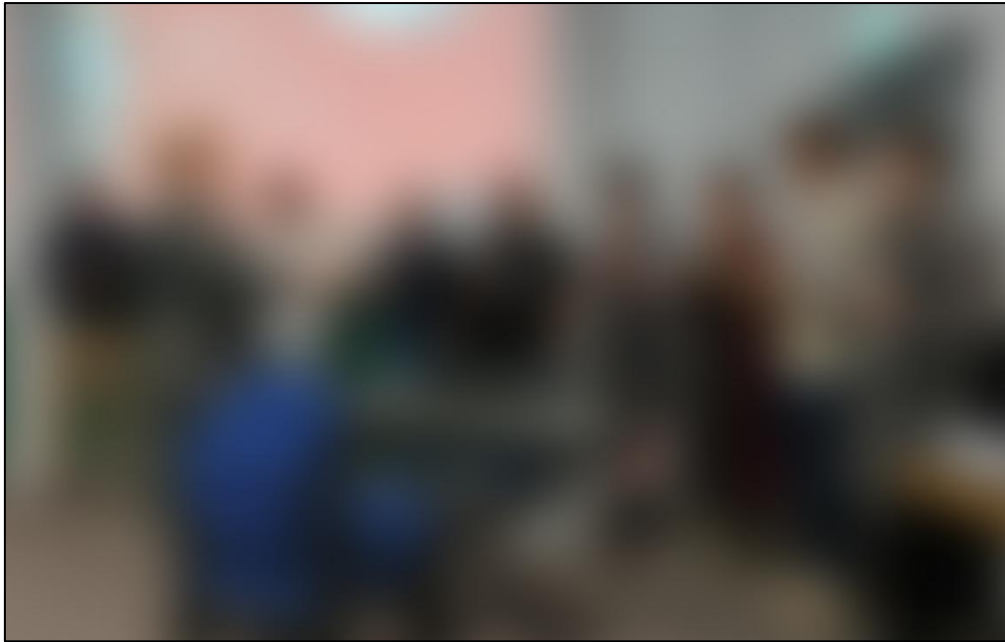
Image 4: The Maths PhD choir performing during information event in Welcome Week.

4.1.2 Gender equality

The department has more men than women at all levels, from UG through to professor; the one exception being PTO staff (Table 1). Our %W figures are low in comparison to national data, but fairly typical when compared with similar research-intensive universities with a further maths requirement for undergraduates.

In our 2024 surveys, 80% of both staff and PGRs agreed that department leadership actively supports gender equality (Figure 6, Figure 31) and 78% of staff and 84% of PGRs were happy with the culture of the department (Figure 12, Figure 36), with little difference by gender.

In early 2023, after the introduction of a new gender identity policy at university level, the department identified a need for greater awareness of issues faced by trans people. HoD invited and paid for [redacted], a trans woman, to give a talk to staff and PhD students, entitled "What's it like to be transgender?" This was well-attended, with many constructive questions (e.g. how to pose mathematical questions which often assume binary genders for simplicity, in a way that is sensitive to trans and non-binary people). The slides and recording are available on the staff Moodle zone.

4.1.2a Student numbers

The proportion of women at UG level (Figure 46) has been fairly stable, and actions have had little effect. The small percentage of girls doing further maths A-level (28-29%) restricts our intake (only a small proportion of UK mathematics degrees require further maths) and the proportion of female applicants is the key factor (Table 10). We are working with the national Advanced Maths Support Programme to improve take-up of Further Maths, including one lecturer in the department working part-time with the AMSP, with annual events on campus for Y8/9 girls and Y12s.

Our 2019 submission noted that the proportion of women on our MMath degree was significantly lower (23%) than on our BSc degree. This has improved to 29% since 2019 (Figure 47).

The number of students identifying as non-binary is low but increasing. Data is inconsistent, but until 3 years ago was generally zero or one student annually, whereas by 2023/24, 14 UGs identified as non-binary (Table 9). Anticipating further increases, we have begun discussions with the SU, Student Support and Kaleidoscope (LGBT+ group) to identify proactive support that could be implemented at the department level to ensure there is an inclusive environment and no barriers to learning for non-binary students.

The number of women PGR students has grown from single figures in 2014/15 to between 28 and 42 over the last 5 years (Table 8). For two years the PGR population was 33% women, above the national average (27%) and in line with the proportion at undergraduate level, demonstrating good progress towards fixing the UG to PGR stage of the "leaky pipeline".

Unfortunately this level has fallen in the last two years, caused largely by recruitment in 2021/22, when non-CDT offers were made to [redacted], despite relatively normal ratios of women applicants (Table 13). It is not clear what caused this fluctuation, but we note that the 2021/22 recruitment round was managed remotely and there are multiple factors in this change of approach which could have skewed things. We quickly identified this had happened and are putting measures in place both through individual supervisors and across the department to mitigate this incidence in the future.

Table 8: PGR numbers

[Raw numbers have been redacted to avoid issues with identification of individuals.]

	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23
W										
M										
NB										
%W	20%	20%	26%	32%	32%	28%	33%	33%	27%	24%

There is a clear difference between SAMBa and non-SAMBa recruitment (Table 13 and Table 14), with SAMBa hiring more women (numbers and proportionally) every year. The SAMBa recruitment process is designed to proactively promote diversity. Interview days are managed so that women applicants always meet other women applicants and all interviewees meet a diverse representation of the department.

There is a clear opportunity to translate the success of SAMBa recruitment strategies to other PhD recruitment in the department (AP5.1).

4.1.2b Student attainment

Male Asian and Black home* UG students are awarded significantly fewer first-class degrees proportionally than the UG cohort overall; see Figure 52. Female Asian and Black home UG students are also awarded fewer first-class degrees than the cohort overall, but the effect is substantially more pronounced for male students. A-level results for male Asian and Black UG students are lower than the cohort overall (see Table 16 and Figure 53) but the difference in A-level results does not appear to explain the full difference in awards at degree level. This intersectional inequality is a **key priority for future action**; see Section 4.2.3.

* See note in Figure 52 for why this grouping has been used.

4.1.2c Staff numbers

Around 2019 several women, especially at SL/R level, left the university. There was no single dominating reason, with factors including Brexit, caring responsibilities, dual-career problems, and desire to return to home countries/regions. Significant efforts were made by the department to retain several of these staff. All leavers remained within academia, with some achieving promotions, including two to Professor level.

Figure 3: Percentage and number of academic staff that are female, by year
[Small numbers redacted.]

Percentage and number of academic staff that are female
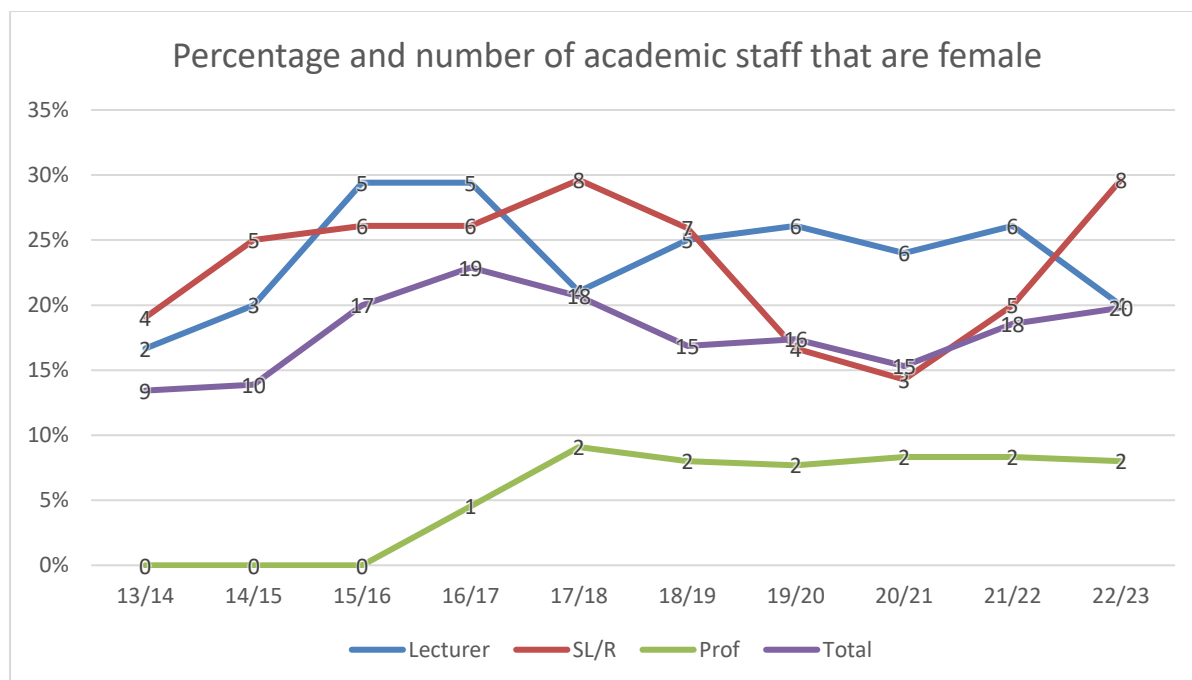
Our success in recruitment of women at lecturer level and promotion to SL/R has helped rebuild an improved gender mix. We still have far too few women at professor level, which is a **key priority for future action**: see Section 4.2.1.

A low proportion of women have been appointed at PDRA level, and the shortlisting rate (number shortlisted per applicant) is lower for women than for men (Table 27). Once shortlisted, female candidates stand a slightly better chance than male candidates of being appointed. AP5.2 will ensure greater consistency of inclusive recruitment practices across PDRA roles, extending successful strategies used at Lecturer level.

4.1.2d Induction, training and mentoring

The department has updated its mentoring offering in several ways over the last award period, reflecting on evolving best practice and the diverse requirements of staff; but satisfaction remains mixed, especially among women (Figure 19). Similarly, the department's staff induction processes were reviewed and updated by Exec in 2022, but again opinions remain mixed, with women less satisfied (Figure 18). A focus group of women academic staff in 2024 did not give a clear reason, but identified a preference for personal, informal mentoring; this is in line with recent practice among PGRs, where "cofactors" (informal peer mentors) are assigned and

satisfaction has increased (Figure 41, Figure 44). AP4.2 proposes translating this good practice to staff.

Improving the department's induction and mentoring for staff is a **priority for future action**: see Section 4.2.4.

4.1.2e Research grants

Department grant income has increased significantly in recent years. The proportion of funding applied for by women has on average been at least in line with the proportion of women in the department (Table 35). The amount applied for per female applicant (or PI) is slightly lower than the amount applied for per male applicant (or PI). Grant income is often an important factor in promotion success, especially to professorial level, so we aim to reduce this gap by encouraging and supporting women to apply for larger grants (AP1.2).

4.1.3 Work life balance

Workload was raised as a concern several times in the 2022 and 2024 staff surveys. Although many textual responses indicated that much of the workload pressure came from the university/sector/academia more generally, quantitative results (Figure 27, Figure 28 and to some extent Figure 13) showed that female academic staff are significantly less happy than men with the way that workload is allocated in the department.

The university's WAM shows no gender bias in hours assigned (Table 39), but does not take into account "good citizenship tasks" which can add up to a significant number of hours, and can fall disproportionately on some staff. In particular HR advises that interview panels include a gender mix, and this leads to extra work for women. Interview panels are not in the WAM, nor are they part of promotions criteria. DEDC's recruitment checklists ask recruitment chairs to consider women's workloads and include postdocs or external members on panels where appropriate, but this provides only a minor offset.

For the reasons above, understanding and addressing gendered inequalities in workload is a **key priority for future action**: see Section 4.2.2.

Flexible working is fully embraced by department leadership and many academics and PTO staff do work flexibly (Figure 7, Figure 32) and feel supported to take their full quota of leave (Figure 15, Figure 39).

The university enhanced its Shared Parental Pay offering in 2021 in line with Maternity pay to make it easier for parents and partners to share parental leave, following repeated lobbying by DEDC chair. The university also introduced a "returning parents support fund", and following a successful pilot for academic staff in 2022/3 (with feedback from the department, including two new parents), this was extended to PTO staff in 2024. Another new parent who missed out on the fund by a few months was given funds directly by the department. Communication with staff taking maternity/adoption/SPL has been handled by HoD but given increased number of staff who have taken maternity leave (details redacted), there is an opportunity to share experience (AP4.4).

4.1.4 Bullying and harassment

The department takes bullying and harassment extremely seriously and has enthusiastically supported university campaigns such as #NeverOK and #BeTheChange. Outputs of the Inclusion Matters project led by the department showed the key role of harassment in the leaky pipeline; see Section 3.1.1.

Within the department, we have increased efforts to clarify expected standards of behaviour, encourage active bystander training, and advertise support routes. Flow charts are posted in department kitchens (primarily for PhD students, but also useful for staff) making clear pathways for dealing with incidents, whether experienced or observed. These were created for 2019AP3.2 and led to a dramatic increase in the proportion of PGRs saying they know who to talk to if they experience or observe unacceptable behaviour, from 49% in 2018 to 82% in 2022 (Figure 43). The introduction of a department code of conduct, together with a sustained effort to improve training for PGR students, in-person and online, also led to a drastic improvement in the proportion of PGR students agreeing that the department has made clear to them what is expected of their conduct towards other students and staff, from 59% in 2018 to 84% in 2022 (Figure 42). See also Figure 8, Figure 17, Figure 33.

The university's "Support and Report" tool is used to report and receive support for incidents of harassment, bullying and discrimination. Anyone using the tool receives advice and practical help to improve their feeling of safety, stop unwanted or inappropriate behaviours they have experienced, and access emotional support. We have increased advertising of Support and Report within the department, including at student induction events.

4.1.5 Career development

In the 2024 surveys, 80% of staff (Figure 10) and 84% of PGRs (Figure 35) agreed that their career development is supported, with little difference by gender. This has improved significantly since 2018 (60% and 57% respectively). On the staff side, we believe this is the impact of continual improvements to the way the department handles promotions, through regular dialogue between DCDC (formerly DPC) and DEDC. DCDC now identifies promotion candidates at an early stage (not relying on self-nomination), assigns a member of DCDC to give advice and assistance in writing a promotion case, and provides examples of recent successful cases. Many staff have found this helpful (Figure 21). The annual promotions workshop also provides more general advice, which staff have also found useful (Figure 22). The impact of these actions includes eliminating the gender imbalance in promotions seen in previous years; see Section 2.2.3. A difference in perceived fairness of promotions between men and women has also been eliminated (Figure 20).

Figure 4: Academic career structure and pathways
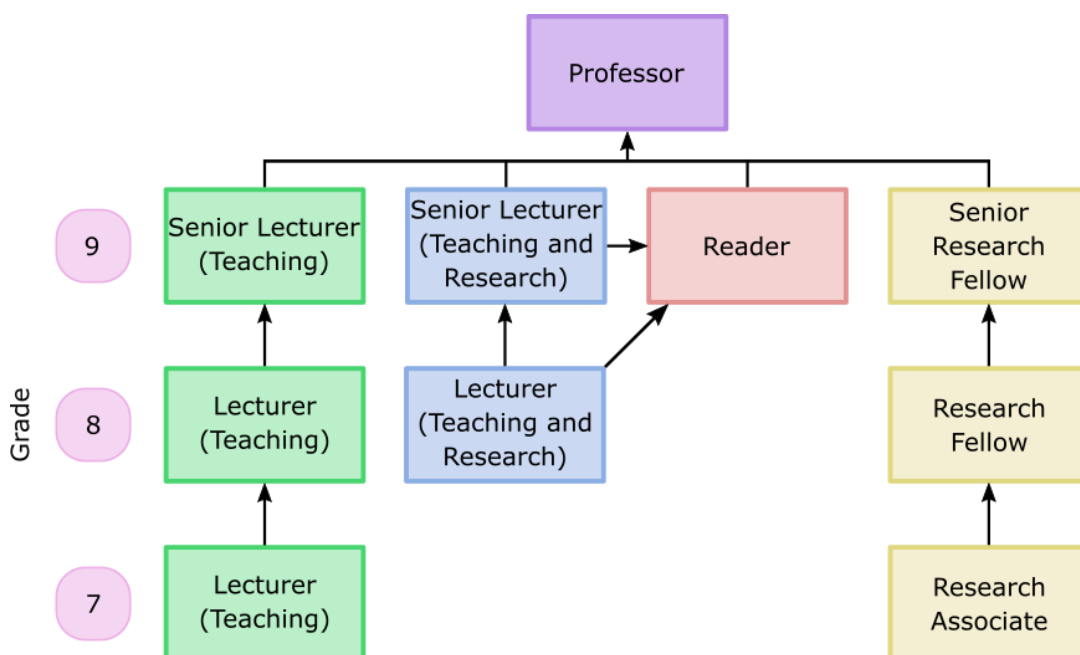
Since 2019, we have taken action to support PDRA career progression with grant writing training, mock interviews, and discussion of diverse career pathways. Taken together with our staff promotion actions, we believe this has had an impact on staff feeling their careers are supported.

DEDC provides a source of funding for CPD for PTO staff (2019AP6.4). Two PTO staff (both women) took up this offer in 2023.

4.1.6 Wellbeing

In the 2024 surveys, 57% of staff and 74% of PGRs agreed that their mental health and wellbeing are supported in the department (Figure 9, Figure 34); only 7% of each disagreed.

The department has a Wellbeing Champion, who has received training in promoting and supporting a healthy culture, raising awareness around health and wellbeing activities and signposting to appropriate resources and support services. Another member of staff has voluntarily organised weekly "time out" sessions since 2022/23.

The university provides a comprehensive support service including mental health provision and counselling. Staff and students are encouraged to make use of these services. One of the flowcharts developed by DEDC (2019AP3.2) focuses on where to get support for health and wellbeing concerns.

Workload is addressed in Sections 4.1.3 and 4.2.2.

4.2   Key priorities for future action

Please describe the department's key priorities for future action.

4.2.1   Support progression of women to senior and leadership roles

Evidence

- Two women professors, compared to 23 men (8%F compared to 30% SL/R, 24% L) (Table 22).
- No department committees led by women, no women on Exec from 2020 to 2023.

Analysis and identification of issue

- Despite sustained progress in recruitment of women, primarily at lecturer level, and continued improvement in progression to SL/R, there remains a lack of women in senior and leadership roles.
- Several women at SL/R left around 2019 (see Section 4.1.2c), and it has taken time to rebuild the pipeline of candidates for promotion to professor. We now need to ensure that these staff feel valued, are supported to develop promotion cases, and are given opportunities for leadership roles within the department.

Proposed solutions

- Ensure SL/R women with ambition to be professor have a strategy for developing a promotion case (AP1.1).
- Support women to develop large grant applications (AP1.2).
- Nominate women for the university's Strategic Leader's Programme and other leadership programmes and support to attend (AP1.3).
- Reform membership of Exec (AP1.4).

Goals

- At least 4 women promoted to professor in the next 4 years.
- Reduce gap between values of grants applied for by men and women.
- Gender balance of Exec in line with gender balance of department.

4.2.2 Eliminate gendered inequalities in workload for staff

Evidence

- 2024 staff survey shows women unhappy with workload allocation (Figure 27, Figure 28).
- HR requirement for female representation on all recruitment panels.
- WAMS shows no bias by gender (Table 39).

Analysis and identification of issue

- Many comments in surveys from staff raising workload as a major issue.
- Women are unhappy with the way that workload, and lecturing in particular, is allocated in the department (Figure 27, Figure 28).
- Certain tasks within the department are disproportionately allocated to women; and there are other tasks such as outreach that we would like to encourage women to do more of, to increase visibility of women role models.
- Focus group of women staff raised issues including administrative duties ("good citizenship tasks") and lack of transparency of lecture allocation and the workload model.

Proposed solutions

- Improve transparency of workload model (AP2.1) and improve teaching allocation (AP2.3).
- Introduce cloud-based "good citizenship tasks" database to share workload from recruitment, project marking, etc. more fairly (AP2.2).

Goals

- Improve satisfaction with workload allocation amongst women.
- Improve satisfaction with lecture allocation amongst women.

4.2.3 Reduce awarding gap for Asian and Black male UGs

Evidence

- UG data showing large awarding gap and intersectional issues (Figure 52).

Analysis and identification of issue

- Asian and Black male home UGs are awarded significantly fewer first-class degrees than other UG students, with an intersectional effect by gender and ethnicity (see Figure 52 and Section 4.1.2b).
- Other gaps in good practice on intersectionality may arise due to the difficulty of analysing data when numbers are small.

Proposed solutions

- Work with faculty to run separate focus groups for Asian and Black male UG students to discuss issues they are facing, then develop new actions to remove barriers to reaching potential (AP3.1).
- Produce crib sheets with diverse examples and topics for lectures and assessment to encourage sense of inclusion (AP3.2).
- Publicly available EDI action plan, including department's Athena Swan and Race Equality action plans (AP3.3).
- Data champion to gather and analyse data including breakdown by gender and ethnicity on UG progression year by year. Annual data summary presented at department meetings (AP3.4).

Goals

- Increase representation of diverse topics and role models in UG teaching.
- Increase proportion of Asian and Black male UGs being awarded first class degrees (will not be fully measurable during this Athena Swan cycle due to 3-year time lag in completing a degree).
- Track detailed intersectional data regularly to address inequalities or barriers as early as possible. Improve awareness of issues across the department.

4.2.4 Improve induction and mentoring for staff

Evidence

- Staff survey identified dissatisfaction with induction process, especially among women (Figure 18).
- Support for current mentoring offering is mixed, with women less positive than men (Figure 19).

Analysis and identification of issue

- Department staff induction processes involve a series of meetings with leadership (largely men). This can be a lot of information all at once, and key knowledge can be missed or forgotten.
- Mentors are not always aware of best practice. Lack of universal expectations on practicalities, e.g. frequency of meetings.
- Focus group of women staff suggested informal, personal mentoring preferred.
- Introduction of "cofactors" has had impact at PGR level (Figure 41) – these are informal peer mentoring relationships with someone at a similar career stage who can offer impromptu advice rather than scheduled meetings.

Proposed solutions

- "Welcome to Bath" guide and induction checklist to be shared with incoming staff before arrival (AP4.1).
- Assign cofactor to new staff, at similar career stage and in nearby office (AP4.2).
- Produce good practice checklist for mentors and mentees. Incorporate regular best practice updates into department meetings (AP4.3).
- Assign cofactor to anyone taking maternity/adoption/SPL (AP4.4).

Goals

- Increased satisfaction with induction.
- Improve standard of mentoring.
- Ease transitions to and from maternity/adoption/shared parental leave.

4.2.5 Translate successful recruitment strategies to improve representation of women at PGR and PDRA stages

Evidence

- PhD recruitment outside CDT has low %W, largely due to low offers per application for women, particularly in 2021/2 (Table 13; see also Section 4.1.2a).

- PDRA recruitment has significantly lower %F than recruitment at lecturer level in recent years (Table 26, Table 27), due to lower shortlisting rates for women than men (Table 27).

Analysis and identification of issue

- For non-CDT PGR positions, and for PDRA positions, recruitment is overseen by individual PIs, who might not use successful recruitment strategies embedded for CDT and permanent academic positions.

- Many staff may not even be aware of an issue, especially given the overall improvement in PGR gender balance in recent years.

Proposed solutions

- Raise at department meeting to ensure staff are aware of data, as well as training available through Doctoral College and University.

- Best practice in PGR recruitment, for example around reaching out to diverse applicants, how positions are marketed, and the interview experience, communicated to prospective supervisors (AP5.1).

- PDRA recruitment checklists sent to prospective PDRA supervisors, translating successful strategies from lecturer level and encouraging reaching out to relevant CDTs for candidates. (AP5.2).

Goals

- Improve gender mix of PGRs in the department, particularly by increasing the number of women outside the CDT.

- Improve gender mix of PDRAs in the department.

4.2.6 Ambitions for sector leadership in gender equality

Beyond our key priorities, the department has the ambition to promote and improve gender equality through further activities over the next 5 years. These depend on external activity or funding, so timescales are not fixed and therefore we have not listed these as part of our action plan. Nonetheless, the intention to move these four areas forward remains a key part of consolidating our role as a sector-leading department.

- Apply for external EDI funding to further develop and share good practice on gender equality, building on our Inclusion Matters grant (see Section 3.1.1).
- Lead work with academic and industrial collaborators to address potential biases in areas of mathematical sciences research, e.g., facial recognition, AI, and health statistical analysis.
- Create a TEMAC stream through our UG degrees, to drive delivery of high-quality training and research in maths education, support gender diversity in maths teaching and provide role models to inspire the next generation of mathematicians.
- Contribute statistical insight to a sector-leading project on the impact of intersectional characteristics on student outcomes, building on recent work by the Office for Students.

Section 5: Future action plan

In Section 5, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

5.1 Action plan

Please provide an action plan covering the five-year award period.

1. Priority area: Support progression of women to senior and leadership roles						
Objective	Ref	Specific actions and implementation	Rationale	Timeframes	Respon-sibility	Success criteria and outcomes
Improve representation of women at professorial level.	1.1	Promotion strategy meeting with HoD or DHoD offered to all current women at Grade 9 (SL/R), and all staff promoted to Grade 9 in future. Meetings held to discuss promotion criteria to target for promotion to professor, and identify any barriers, opportunities, and support required.	Strong record of female recruitment at L level and promotion to SL/R level, but still very low number of women professors. Need to support staff to ensure those looking for promotion to professor are prepared well in advance and feel that the department supports them in this, improving retention.	Meetings with women currently at Grade 9 to take place by September 2025. Meetings with future promoted staff to take place within 12 months of promotion.	DHoD	At least 4 women promoted to professor over the 4-year period 2025-2029.
	1.2	Research committee to develop and maintain "large grant target list" of candidates who should be encouraged and supported to apply for fellowships or other prestigious grants, and offer them support in the form of grant mentor, writing retreats, IMI expertise to support in developing applications.	Grant income is one of the most important factors in promotion cases, especially to professor. Dept data shows that women generally apply for smaller amounts per grant (20% less for PIs, 10% less overall, Table 35). Increasing amounts applied for could support promotion cases more effectively.	Target list created by summer 2026, updated annually from then on.	Director of Research	Reduce gap in average value between applications from men and women by at least 50% by 2029.

Objective	Ref	Specific actions and implementation	Rationale	Timeframes	Respon-sibility	Success criteria and outcomes
Improve representation of women in department leadership and decision-making.	1.3	Exec to discuss annually nominations for the university's Strategic Leaders' Programme, Elevate Leadership and Development programme, and other leadership programmes such as Aurora. Invite candidates to apply, connect with former attendees where possible, and support attendance with workload reduction.	Ensuring staff are equipped and confident to perform senior roles and creating a pipeline of leadership talent that includes female staff is essential to support the embedded culture and success of the department. It is also vital that this pipeline includes a diverse representation of departmental staff.	Discussion shown in minutes of Exec annually from 2025-26.	HoD	At least 8 staff take part in leadership programmes over the 4-year period 2025-2029, including at least 2 women.
	1.4	Reform membership of Department Executive to include input from a broader cross-section of the Department.	Need greater diversity in department leadership and decision-making. Currently Exec consists only of ex-officio members, who tend to be professors. Because of the low numbers of female professors, this meant there were no women on Exec for several years (2020-23).	Review best practice with input from HR and School of Management during 2025, leading to proposal for amended Exec membership / operation and discussion / feedback at department staff meeting by April 2026. New structure submitted for approval by Faculty by December 2026.	HoD	Gender balance of Exec is in line with gender balance of the department over 3-year period 2026-2029.

2. Priority area: Eliminate gendered inequalities in workload for staff

Objective	Ref	Specific actions and implementation	Rationale	Timeframes	Respon-sibility	Success criteria and outcomes
Improve transparency of workload allocation.	2.1	Staff to be sent workload allocation report, including provisional workload for upcoming year, WAMS guide, and comparison to average department workload for career stage, before start of each academic year. Workload allocation report for last 3 years to be included in SDPR paperwork.	2024 staff survey showed women less happy than men with workload allocation (33%F happy compared to 64%M, Figure 28). Need to increase transparency and enable conversations about managing workload for all staff, not just those confident enough to approach their HoG about reductions.	WAMS co-ordinator to develop intra-departmental WAMS spreadsheet during 2025/26 academic year to enable more flexible sharing of data with HoGs. Workload allocation reports designed by workload working group during summer 2026 and first reports sent out by January 2027.	WAMS co-ordinator	In 2028 staff survey, at least 70% of women agree with the statement "I am happy with the way that workload in general is allocated in the department".
Share "good citizenship tasks" not covered by WAMS fairly across the department.	2.2	Introduce cloud-based "good citizenship tasks" database to track number of hours. Each member of staff given a spreadsheet to log small jobs (from a curated list with allocated hours), feeding into central sheet managed by HoGs. Staff told estimate of good citizenship tasks per FTE required by the department for the year and expected to do approximately that many hours.	2024 staff survey showed women less happy than men with workload allocation (33%F happy, 64%M, Figure 28). Some "good citizenship tasks", which are not in the central workload model and are often not useful for promotion or progression, e.g. interview panels, fall disproportionately on women and need to be shared equitably.	Initial system rolled out by April 2025, along with formation of workload working group. Workload working group to gather feedback over summer 2025 ahead of full rollout in 2025/26.	HoGs	

Objective	Ref	Specific actions and implementation	Rationale	Timeframes	Respon-sibility	Success criteria and outcomes
Introduce fairer lecture allocation model.	2.3	Heads of Group to gather preferences and restrictions annually on which units staff are able / prefer to teach via an online form, with the form indicating approximate workload allocations for each unit. Initial matching performed automatically to maximise fairness. Draft allocation then circulated to staff for feedback. Allocations monitored for gender differences in workload.	2024 staff survey showed women less happy than men with lecture allocation (40%F happy compared to 89%M, Figure 27). Need to ensure fairness by carrying out automatic draft allocation based on privately expressed preferences, before ensuring good communication and feelings of participation in process by finalising at research group level.	Pilot ahead of 2026/27 academic year, with feedback gathered and reviewed by workload working group. Workload working group to carry out review in June 2027 and annually thereafter to consider survey results, WAMS allocations by gender, and % of first preferences allocated by gender.	HoGs	In 2028 staff survey, at least 70% of women agree with the statement "I am happy with the way that lecturing is allocated in the department". Allocations show no significant difference in workload by gender over two years 26/27 and 27/28.

3. Priority area: Reduce awarding gap for Asian and Black male UGs, and address wider inequalities and intersectionality

Objective	Ref	Specific actions and implementation	Rationale	Timeframes	Respon-sibility	Success criteria and outcomes
Identify and eliminate barriers to improving degree awards among home Asian and Black UGs, particularly male.	3.1	Work with faculty to run (separate) focus groups for Asian and Black male UG students to discuss issues they are facing, then develop new actions to remove barriers to reaching potential.	Asian and Black male UG students awarded significantly fewer firsts proportionally (Figure 52), with intersectionality effect by gender and ethnicity. This requires more exploration to understand the reasons it is occurring and develop appropriate actions that should be taken.	Focus groups to take place by January 2026, outcomes discussed at DEDC by June 2026 and new actions developed to be added to EDI action plan (see AP3.3) by December 2026/7.	DEDC chair	New actions appear in EDI action plan by 2027/8. Note effects will not feed through to UG attainment until following Athena Swan cycle.
	3.2	Produce crib sheets with diverse examples and topics for academic staff to include in lectures and assessment.	Aiding lecturers in diversifying curriculum to include gender, race and other under-represented characteristics makes content more relevant to all, highlights positive role models and ensures environment feels inclusive and supportive.	Workshop to generate ideas at staff away day in Spring 2025. Crib sheets produced by September 2026.	Director of Teaching	Question in 2028 staff survey shows at least 50% of teaching-active staff have used crib sheets to develop content for lectures or exams.
Ensure joined-up approach to gender and race equality work, plus other intersectionality effects.	3.3	Introduce a new publicly available single EDI action plan, incorporating Athena Swan and Race Equality action plans together with further actions to address disability, economic inequality, etc.	It is important to address the effects of intersectionality without siloing EDI activity. We need to enable an intersectional approach, which delivers transparency and accountability, and holds the department to milestones and timeframes (as has worked successfully for Athena Swan).	Initial EDI action plan, combining Athena Swan and Race Equality action plans, published online by June 2025. Further actions (addressing other intersectionalities, e.g. disability and economic inequality) to follow by January 2027.	DEDC chair	EDI action plan publicly available online and updated at least annually.

Objective	Ref	Specific actions and implementation	Rationale	Timeframes	Respon-sibility	Success criteria and outcomes
Standardise tracking of detailed intersectional data, and improve awareness of this and other EDI-related data across the department.	3.4	Appoint DEDC data champion to gather and analyse data regularly, including UG outcomes and progression year by year broken down by gender and ethnicity. Produce annual data summary to be shared at department meetings.	The department does not regularly receive data on awarding of UG degrees broken down by gender and ethnicity together (only separately); this needs to be requested regularly to measure progress and allow us to address any identified inequalities or barriers at the earliest time point. More detailed analysis of progression year by year through a degree may also give insight on awarding gaps. Combining relevant data from this and other gender equality metrics into an annual data summary would improve wider understanding of issues, enabling broad input to new actions (AP6.3). Having separate data champion role will allow DEDC chair to focus on strategy.	Data champion to be appointed by September 2025; first annual data summary to be produced by September 2026 and discussed at department meeting before December 2026 and annually thereafter.	DEDC chair	Data summaries produced and presented annually at staff meetings from December 2026.

Question in 2028 staff survey shows at least 75% of staff agree that they are aware of relevant department data on gender equality to inform good decisions. |

4. Priority area: Improve induction and mentoring for staff						
Objective	**Ref**	**Specific actions and implementation**	**Rationale**	**Timeframes**	**Respon-sibility**	**Success criteria and outcomes**
Improve induction for new staff.	4.1	Produce "Welcome to Bath" advice on moving to the university and city, with checklist (and suggested timescales) of pre/post-arrival activities for new staff (e.g. opening UK bank account, housing information, registering with doctor and dentist, campus nursery). To be sent as soon as appointment is confirmed.	Dissatisfaction with induction was apparent from the staff survey, especially among women (average score -0.24, Figure 18). Narrative responses show that communication of key information, especially for recruits from overseas, needs to be improved. Timescaled checklist format allows staff to refer back when information becomes relevant. Some information is useful before moving.	Checklists written by October 2026, then sent to all new recruits when appointment confirmed.	HoD	2028 staff survey shows at least 70% of new staff agree that induction materials were helpful.
Improve quality of mentoring offering.	4.2	Assign cofactor (see Section 4.2.4), who is at similar career stage and in nearby office, to new staff.	Enable informal conversations and improve inclusion for new staff.	Cofactors assigned to all new staff from June 2025 onwards.	Mentoring champion	2028 staff survey shows average score for "I am satisfied with the mentoring opportunities available to me" of at least 0.7 for women and men.
	4.3	Produce checklist of mentoring good practice for both mentor and mentee with potential topics for discussion, sources of information, and guidelines for frequency, length of meetings etc. Incorporate regular mentoring best practice updates into department meetings.	Staff survey shows satisfaction with mentoring is mixed, and less positive for women than men (average score -0.07 for women, 0.57 for men, Figure 19). Focus group suggested staff prefer informal, personal mentoring, and this approach has also had impact in improving satisfaction at PGR level shown in surveys. Want to retain informality and flexibility but raise overall standards of mentoring, without creating large additional workload.	Checklists written and put on staff Moodle zone by October 2027, then circulated to all mentors and mentees. At least 2 short mentoring best practice features in dept meetings during academic year 2026/27, followed by at least one annually from 2027/28.	Mentoring champion	

Objective	Ref	Specific actions and implementation	Rationale	Timeframes	Respon-sibility	Success criteria and outcomes
	4.4	Assign cofactor (see Section 4.2.4) to anyone taking maternity/adoption/shared parental leave; where possible, someone who has recently been on similar leave.	It is important to ease transition in and out of career breaks, and improve awareness of rights, expectations, and schemes available. In particular this needs to be done consistently and not rely on who someone happens to talk to on return. This will have an impact on Priority area 1 (supporting progression of women to senior and leadership roles)	Cofactors assigned to anyone taking maternity/adoption/SPL from June 2025.	Mentoring champion	

5. Priority area: Build on successful recruitment strategies to improve representation of women at PGR and PDRA stages.						
Objective	**Ref**	**Specific actions and implementation**	**Rationale**	**Timeframes**	**Responsibility**	**Success criteria and outcomes**
Improve representation of women in non-CDT PhD positions.	5.1	PGR admissions tutor to circulate PhD recruitment guidelines to prospective supervisors at the beginning of academic year and when any specific advert appears, with advice on e.g. reaching diverse applicants, and ensuring an inclusive interview experience.	Non-SAMBa PhD recruitment gives substantially fewer offers proportionally to female applicants than male (only 10% of female applicants for non-SAMBa positions were made an offer over 4 years 20/21 to 23/24, compared to 22% of male applicants, Table 13). This suggests there is inherent bias in the assessment and interview process, of which staff need to be made aware and take positive action to address.	Data on PGR admissions discussed at staff meeting by September 2025. PGR recruitment guidelines and best practice that have already been created by SAMBa staff, further developed by PGR admissions tutor and reviewed at DEDC by October 2025 for dissemination during recruitment cycle for 2026/7 admissions.	PGR admissions tutor	Offers per application for female applicants in line with offers per application for male applicants, for standard PhD (non-CDT) over three years from 2026/7 to 2028/9.
Improve representation of women in PDRA positions.	5.2	PDRA recruitment checklists sent to PDRA supervisors as they begin the hiring process. Supervisors encouraged to reach out to relevant CDTs to ask for recommendations for potential applicants, especially from under-represented groups.	PDRA recruitment data shows only around 20% women hired since 2019 (Table 27), compared to 35% at lecturer level (Table 26). Making staff aware of this issue and establishing a more consistent approach by encouraging inclusive recruitment strategies in line with those used for permanent positions should lead to a more diverse PDRA pool.	Data on PDRA recruitment discussed at staff meeting by September 2025. Recruitment checklists to be modified for PDRA positions by postdoc co-ordinator and reviewed at DEDC by October 2025 to go to PDRA recruitment chairs (usually prospective supervisors) from January 2026.	Postdoc co-ordinator	At least 35% of new hires at PDRA level to be women over three years 2026/7 to 2028/9.

6. Identify and correct further gaps in good practice for gender equality

Objective	Ref	Specific actions and implementation	Rationale	Timeframes	Respon-sibility	Success criteria and outcomes
Improve uptake of Further Maths A-level among girls nationally, eventually feeding into department UG intake.	6.1	Improve engagement with Widening Participation office by creating separate academic roles for "Widening participation and outreach co-ordinator" and "Media and public engagement co-ordinator", with three-year tenure and annual reports to Exec.	Our %F at UG level is below the national average (31%, Figure 46) and despite many years of trying to improve this, the proportion has not changed significantly. Most of our UG degrees require further maths A level and this limits the pool of female applicants since the proportion of girls doing further maths is 28-29%. Improving uptake of further maths amongst girls (and other under-represented groups) is vital to expand our applicant pool. Need to engage with Widening Participation office, and improve lines of responsibility for this activity within the department, to eventually improve gender mix of UG intake.	Separate roles advertised to department by September 2026, with small committee formed and first report to Exec by June 2027, identifying key metrics and plan to improve those metrics.	HoD	Annual report and planning documents on staff Moodle zone each year from end of 2026/7.
Ensure that department and staff are upskilling in EDI-relevant issues.	6.2	Increase engagement with external events (e.g. LMS Good Practice days, Advance HE workshops) from a wider range of staff, including senior staff.	There is good department-wide support for internal EDI activities e.g. Ada Lovelace day, but attendance at external events is dominated by a few people, who have a profile in EDI and/or feel confident engaging on EDI issues externally. Need to keep up with evolving best practice in EDI through a broad network of engaged staff as well as ensuring senior buy-in.	Standing item at DEDC meetings on upcoming EDI events, with discussion of potential attendees, from September 2027. DHoD (as ex-officio member of DEDC) to approach identified individuals to encourage participation and reiterate support from department (funding, time allowed).	DHoD	At least 5 staff, including 2 senior staff, to attend external EDI events by 2028/9

Objective	Ref	Specific actions and implementation	Rationale	Timeframes	Respon-sibility	Success criteria and outcomes
	6.3	Annual open "action workshop" run by DEDC to develop new actions for the department, with input from staff who have attended external events.	It is important to gather feedback and learnings from as broad a cross-section of the department as possible and to take this information forward to benefit the department in a SMART way. Ensure department is engaged throughout the Athena Swan cycle with broad contributions and buy-in to EDI action plan (AP3.3).	Workshop to take place annually in June from June 2027, followed by discussion of outputs at DEDC and implementation into EDI action plan by December 2027 and annually thereafter.	DEDC chair	At least 5 new actions in EDI action plan initiated by non-DEDC staff by December 2028.
Develop list of "Department Associates" - a pool of women who would be good role models and good candidates to approach for senior appointments.	6.4	Create and maintain a list of Department Associates. These will be successful researchers and role models outside the department (in academia and industry) including former PhD students and postdocs. Initially this list will primarily include women but could grow to include other under-represented groups. A departmental contact will be assigned to each Associate to maintain regular contact and identify potential opportunities for engagement.	Several women staff left the department around 2019 for personal reasons (returning to home country, or to be closer to partner, etc) and this affected the pipeline of women at senior levels. There were no cases of women moving in the opposite direction, coming to Bath for personal reasons. We recognise that having strong ties to a place can increase the desire of people to move their career, and potentially their family, there. The department is training talented women at PhD and postdoctoral levels, who may move elsewhere but retain ties to Bath. We should maintain contact as they may wish to return in the future. This will grow a pool of candidates for future senior appointments, as well as develop role models for seminars, research schools, PhD training, or other high-profile events. This feeds into Priority Area 1.	List started by June 2026 and updated by Research Committee at least annually thereafter.	Director of Research	List of at least 20 Department Associates on staff Moodle zone (at least 80% F) by October 2028, all with contact with department at least annually.

Appendix 1: Culture survey data

A1.1 Staff survey results

Figure 5: Staff survey: My contributions are valued in my department

[Redacted.]

Figure 6: Staff survey: Department leadership actively supports gender equality

[Redacted.]

Figure 7: Staff survey: Flexible working

[Redacted.]

Figure 8: Staff survey: Bullying and harassment

[Redacted.]

Figure 9: Staff survey: Mental health and wellbeing

[Redacted.]

Figure 10: Staff survey: Career development

[Redacted.]

Figure 11: Staff survey: Covid-19

[Redacted.]

Figure 12: Staff survey: Culture of the department

[Redacted.]

Figure 13: Staff survey: Pressure to work more than contracted hours

[Redacted.]

Figure 14: Staff survey: I feel welcome in the department

[Redacted.]

Figure 15: Staff survey: Annual leave

[Redacted.]

Figure 16: Staff survey: The department is supportive of all kinds of diversity

[Redacted.]

Figure 17: Staff survey: Unacceptable behaviour

[Redacted.]

Figure 18: Staff survey: Induction

[Redacted.]

Figure 19: Staff survey: Mentoring opportunities

[Redacted.]

Figure 20: Staff survey: I feel the promotions criteria are fair and fairly applied

[Redacted.]

Figure 21: Staff survey: I found the Department Promotions Committee helpful in developing my promotions case

[Redacted.]

Figure 22: Staff survey: Annual promotions information session

[Redacted.]

Figure 23: Staff survey: Support from the department to carry out my role

[Redacted.]

Figure 24: Staff survey: Supportive environment for undergraduate students

[Redacted.]

Figure 25: Staff survey: Supportive environment for postgraduate students

[Redacted.]

Figure 26: Staff survey: Supportive environment for postdocs

[Redacted.]

Figure 27: Staff survey, academic staff only: Lecture allocation

[Redacted.]

Figure 28: Staff survey, academic staff only: Workload allocation

[Redacted.]

Figure 29: Staff survey: I am aware of University and Department policies to support postgraduates and PDRAs for parental leave, sick leave, suspension, etc.

[Redacted.]

A1.2 PGR survey results

Figure 30: PGR survey: My contributions are valued in my department

[Redacted.]

Figure 31: PGR survey: Department leadership actively supports gender equality

[Redacted.]

Figure 32: PGR survey: Flexible working

[Redacted.]

Figure 33: PGR survey: Bullying and harassment

[Redacted.]

Figure 34: PGR survey: Mental health and wellbeing

[Redacted.]

Figure 35: PGR survey: Career development

[Redacted.]

Figure 36: PGR survey: Culture of the department

[Redacted.]

Figure 37: PGR survey: pressure to work more than standard working hours

[Redacted.]

Figure 38: PGR survey: I feel welcome in the department

[Redacted.]

Figure 39: PGR survey: Annual leave

[Redacted.]

Figure 40: PGR survey: The department is supportive of all kinds of diversity

[Redacted.]

Figure 41: PGR survey: Mentoring opportunities

[Redacted.]

Figure 42: PGR survey: Conduct towards other students and staff

[Redacted.]

Figure 43: PGR survey: Unacceptable behaviour

[Redacted.]

Figure 44: PGR survey: Induction

[Redacted.]

Figure 45: PGR survey: I am aware of policies on career breaks / flexible working / suspension of studies

[Redacted.]

Appendix 2: Data tables

We note here that the University staff data records and categorises by sex, whereas University student data records and categorises by gender. HESA data, which we queried by "Cost centre: mathematics", is recorded by sex. We have attempted to refer to these data accurately throughout the document, but for presentation purposes where staff and student data are presented together, e.g. in Figure 1.2.1, we have referred to women and men rather than male and female staff. Culture survey data has been categorised by gender for both staff and students.

A2.1 Students at foundation, UG, PGT and PGR level.

Note: the department has no foundation courses.

A2.1.1 Students at UG level

Figure 46 Students at UG level. (National HESA data by cost centre: mathematics.)
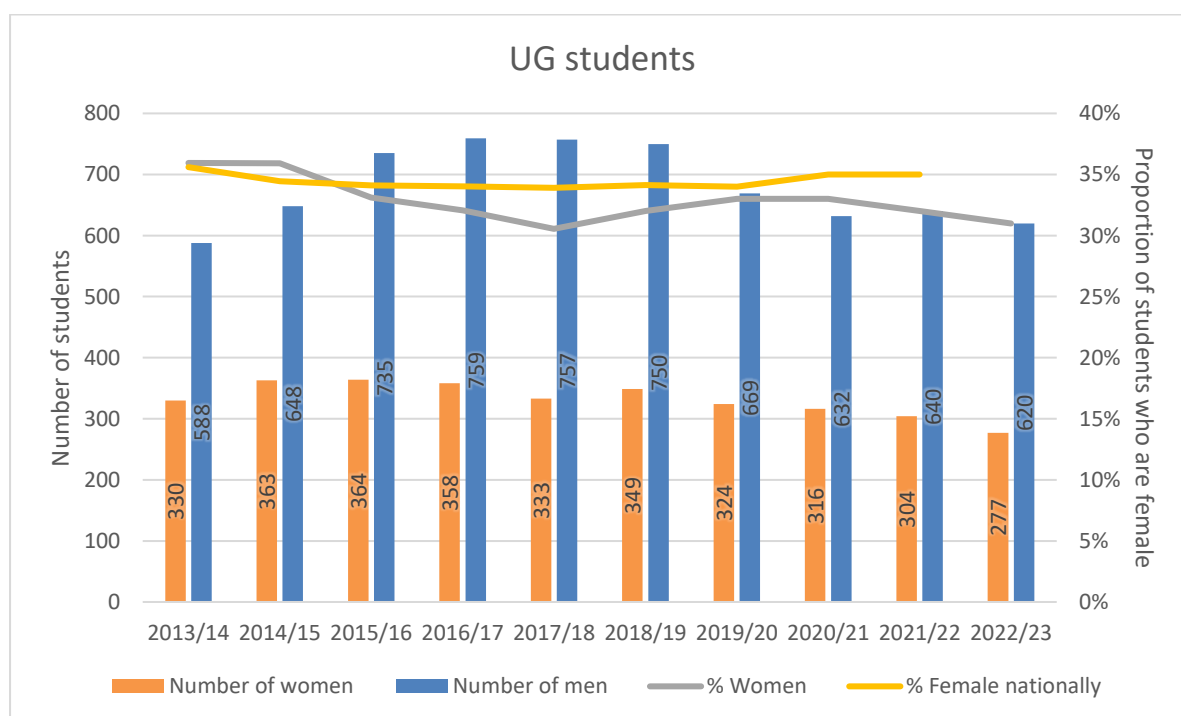
Figure 47: Students on MMath degree.

MMath students

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Number of women	85	99	91	86	83	60	55	62	55	60
Number of men	246	266	288	287	262	236	190	189	186	148
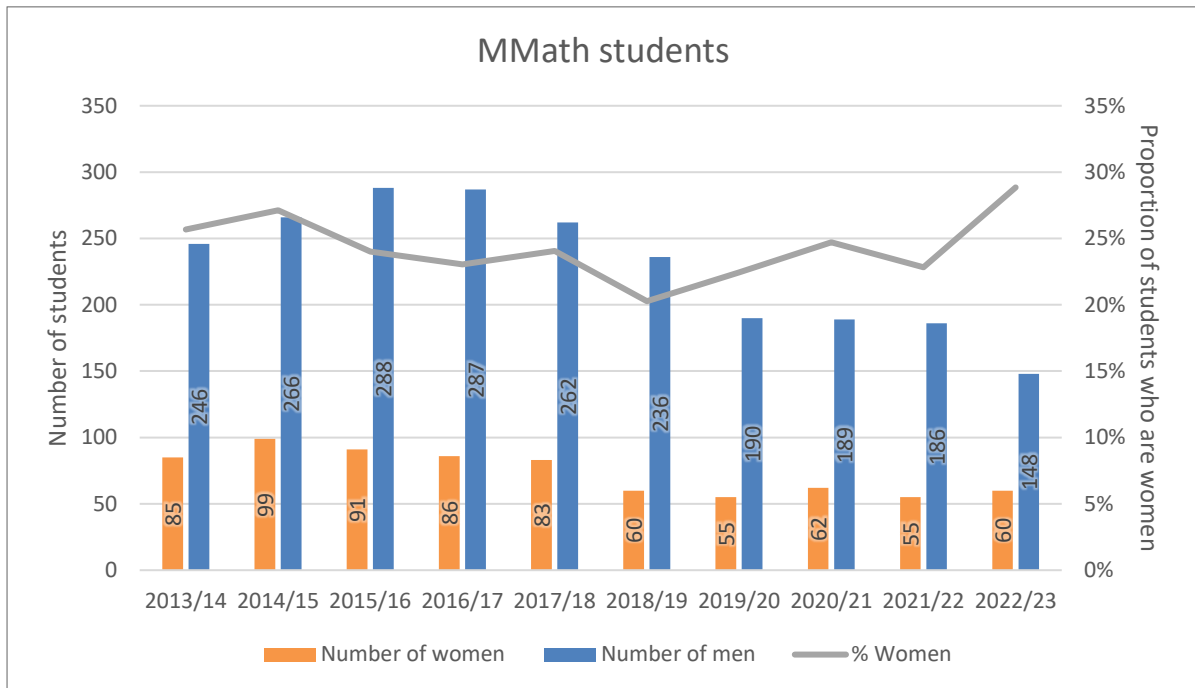
Figure 48: Students on BSc degree.

BSc students

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Number of women	245	264	273	272	250	289	269	254	249	217
Number of men	342	382	447	472	495	514	479	443	454	472
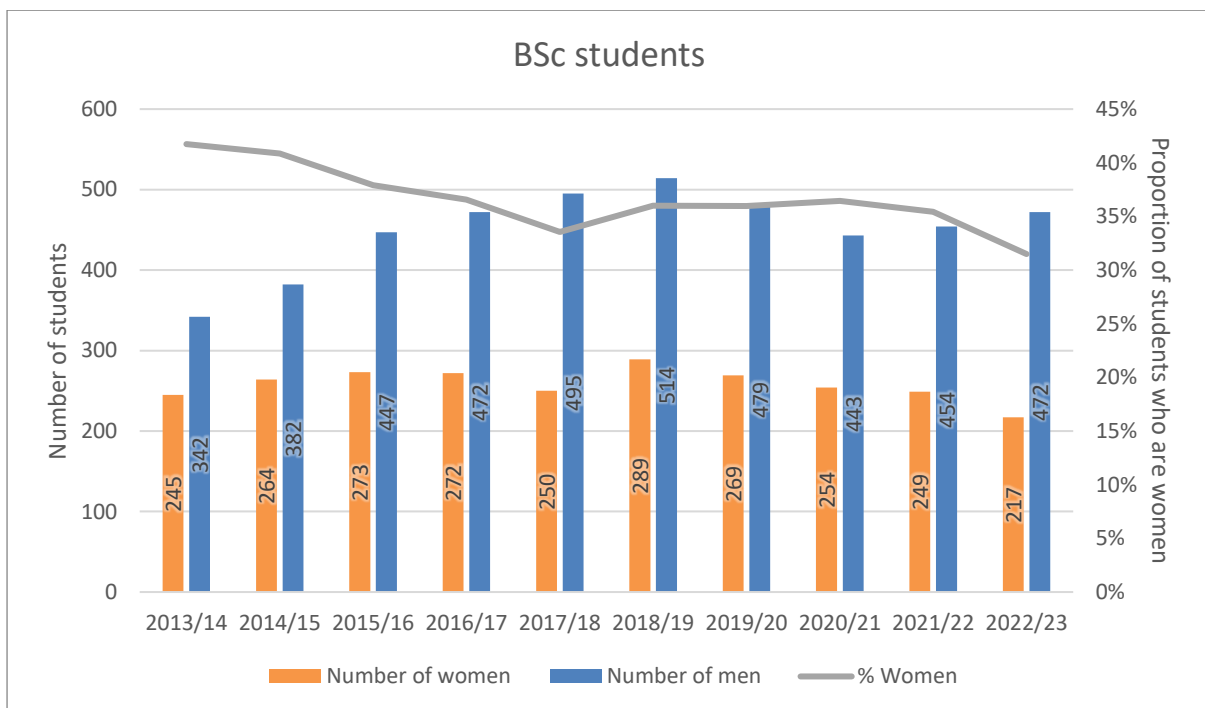
Table 9: Students at UG level, broken down by gender and BAME status

Note that due to small numbers, we have not broken down headcounts further by ethnicity. We will see a breakdown of awards by ethnicity and gender in Figure 52, aggregated over 10 years to ensure large enough numbers for analysis. [Further data was included in the chart below, including overseas students, students declaring non-binary genders, and students whose ethnicity was not known. These have been redacted due to small numbers.]

	2019/20			2020/21			2021/22			2022/23			2023/24		
	W	M	Total	W	M	Total	W	M	Total	W	M	Total	W	M	Total
Home	**301**	**647**	**948**	**285**	**595**	**881**	**275**	**597**	**876**	**260**	**547**	**815**	**248**	**576**	**838**
BAME	47	98	145	51	89	140	48	86	134	52	76	129	52	86	140
White	243	545	788	225	499	725	221	504	729	204	459	670	193	481	685
% BAME	16%	15%	15%	18%	15%	16%	17%	14%	15%	20%	14%	16%	21%	15%	17%

Table 10: Applications, offers and acceptances on BSc programmes

[Redacted.]

Table 11: Applications, offers and acceptances on MMath programme

[Redacted.]

A2.1.2 Students at PGT level

Figure 49: Students at PGT level. (National HESA data by cost centre: mathematics.)
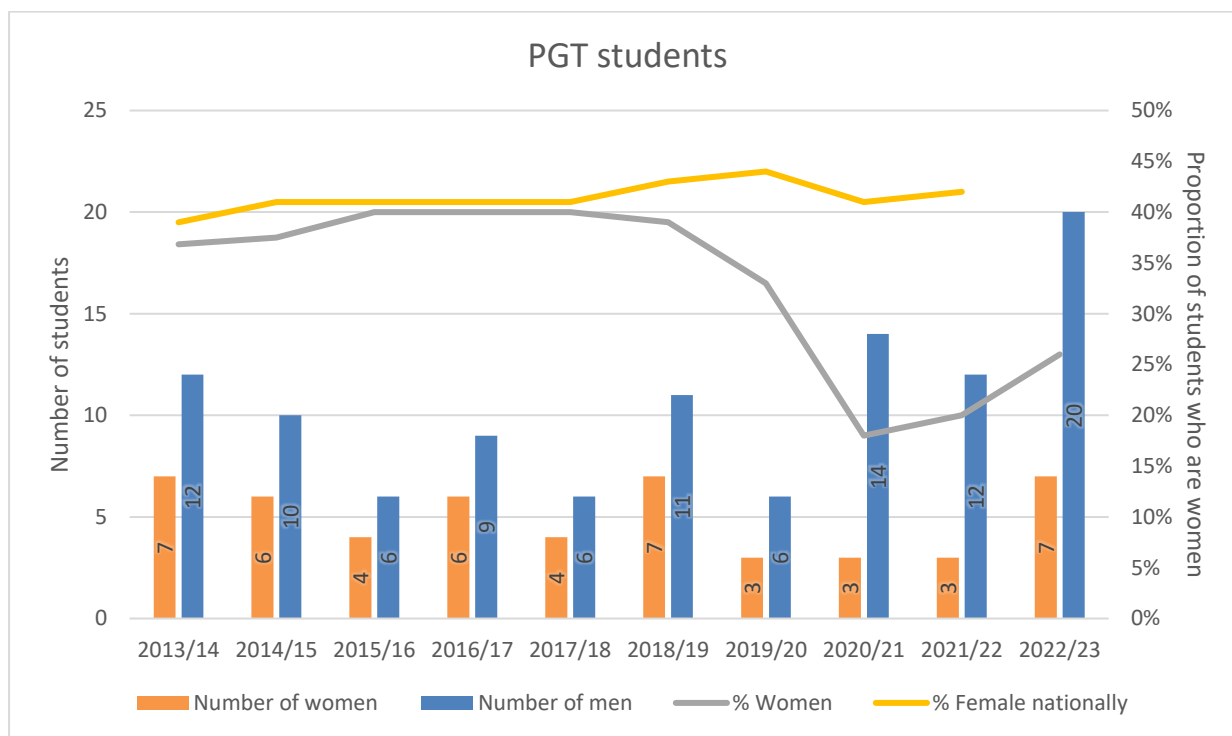
Table 12: Applications, offers and acceptances at PGT level.

[Redacted.]

A2.1.3 Students at PGR level

Figure 50 Students at PGR level. (National HESA data by cost centre: mathematics.)
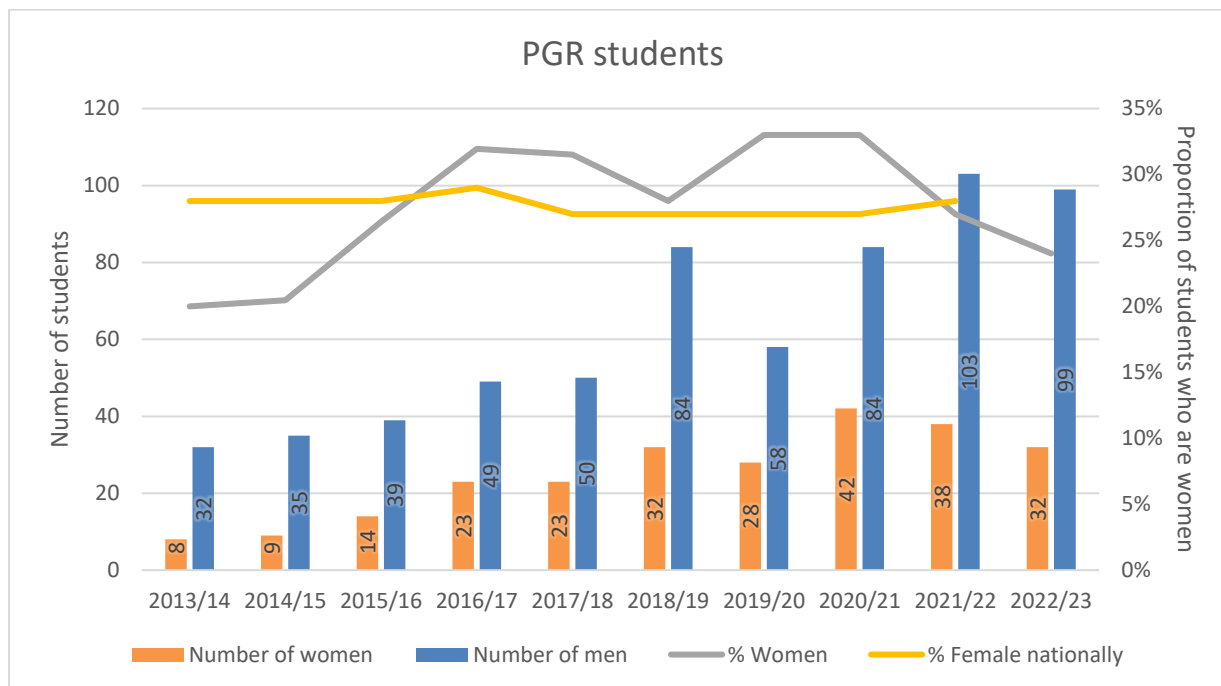
Table 13: Applications, offers and acceptances for standard PhD (non-CDT)

[Raw numbers have been redacted to avoid issues with identification of individuals.]

Non-CDT		Applns	Offers	Accepts	Offers / Applns	Accepts / Offers	Accepts / Applns
2020/21	W				43%	100%	43%
	M				69%	100%	69%
	%W	30%	21%	21%			
2021/22	W				4%	100%	4%
	M				20%	85%	17%
	NB				0%		0%
	%W	22%	5%	6%			
2022/23	W				11%	100%	11%
	M				18%	69%	13%
	NB				0%		0%
	%W	20%	13%	18%			
2023/24	W				7%	100%	7%
	M				18%	79%	14%
	%W	26%	13%	15%			
Total	W				10%	100%	10%
	M				22%	83%	18%
	%W	23%	12%	14%			

Table 14: Applications, offers and acceptances for integrated PhD (CDT)

[Raw numbers have been redacted to avoid issues with identification of individuals.]

CDT		Applns	Offers	Accepts	Offers / Applns	Accepts / Offers	Accepts / Applns
2020/21	W				83%	100%	83%
	M				65%	91%	59%
	%W	26%	31%	33%			
2021/22	W				56%	30%	17%
	M				41%	43%	18%
	%W	26%	32%	25%			
2022/23	W				32%	38%	12%
	M				40%	35%	14%
	%W	37%	32%	33%			
2023/24	W				53%	40%	21%
	M				35%	53%	18%
	%W	28%	37%	31%			
Total	W				49%	45%	22%
	M				42%	52%	21%
	%W	30%	33%	31%			

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

A2.2.1 Degree award for students at UG level

Figure 51: Degree award at UG level.

[Redacted.]

Figure 52: Degree award at UG level, broken down by gender and ethnicity, over 10 years from 2013/14 to 2022/23.

[Redacted.]

Table 15: Proportion of home students achieving at least a 2.i degree over two separate five-year periods, broken down by BAME status.

[Redacted.]

Table 16: Data on A-level results and WP support at UG level, broken down by gender and ethnicity.

[Redacted.]

Figure 53: A-level results of UG intake in maths and further maths, broken down by gender and ethnicity.

[Redacted.]

A2.2.2 Degree award for students at PGT level

Figure 54 Degree award at PGT level.

[Redacted.]

Figure 55: Degree award at PGT level in 5-year blocks.

[Redacted.]

A2.2.3 Completion rates for students at PGR level

Table 17: Completion rates for PGR level (non-integrated PhD).

This data lists students by entry date. This is for non-integrated PhD students, essentially non-CDT (non-SAMBa) students.

[Redacted.]

Table 18: Completion rates for PGR level (non-integrated PhD), grouped into two 5-year blocks 2009/10 - 2013/14 and 2014/15 – 2018/19. 2019/20 data omitted due to number of continuing students.

[Redacted.]

Table 19: Completion rates for PGR level (integrated PhD).

This data lists students by entry date. This is for integrated PhD students, essentially CDT (SAMBa) students.

[Redacted.]

Table 20: Completion rates for PGR level (integrated PhD), grouped into 5-year block 2014/15 – 2018/19. 2019/20 data omitted due to number of continuing students.

[Redacted.]

A2.3 Academic staff by grade and contract function

Table 21: Academic staff by grade and contract function: full table with benchmarking.

Chart in Figure 56, and subtables for each contract function in Table 22. Note that these figures are created from a snapshot taken on 31st July each year, in line with HESA requirements. HESA data are by cost centre: mathematics. [Raw numbers have been redacted to avoid issues with identification of individuals.]

Grade and function	2017/18				2018/19				2019/20				2020/21				2021/22				2022/23			
	F	M	T	%F	F	M	T	%F	F	M	T	%F	F	M	T	%F	F	M	T	%F	F	M	T	%F
5				**-**				**-**				**-**				**-**				**-**				**-**
Research				-				-				-				-				-				-
6				**100%**				**100%**				**100%**				**0%**				**0%**				**0%**
Research				100%				100%				100%				0%				0%				0%
7				**17%**				**0%**				**12%**				**17%**				**21%**				**23%**
Research				23%				0%				17%				16%				19%				18%
Teaching				0%				0%				17%				20%				33%				50%
8				**21%**				**25%**				**26%**				**24%**				**26%**				**19%**
Lecturer				19%				24%				26%				23%				29%				24%
Other																								0%
Research				33%				50%				33%				50%				-				0%
Teaching				-				0%				0%				0%				0%				0%
9				**30%**				**26%**				**17%**				**14%**				**20%**				**30%**
Reader				8%				8%				0%				9%				8%				23%
Research																								100%
SL				47%				40%				31%				20%				31%				31%
Professor				**9%**				**8%**				**8%**				**8%**				**8%**				**8%**
Professor				9%				8%				8%				8%				8%				8%
Teaching				-				-				-				-				-				-
Other (KTP)				**-**				**100%**				**100%**				**-**				**-**				**-**
Grand Total				21%				18%				17%				15%				19%				20%
HESA national data				23%				22%				24%				24%				26%				26%

Figure 56: Academic staff by grade and contract function: chart.

Full table with benchmarking in Table 21 above.

[Raw numbers have been redacted to avoid issues with identification of individuals.]

Note that these figures are created from a snapshot taken on 31st July each year, in line with HESA requirements.
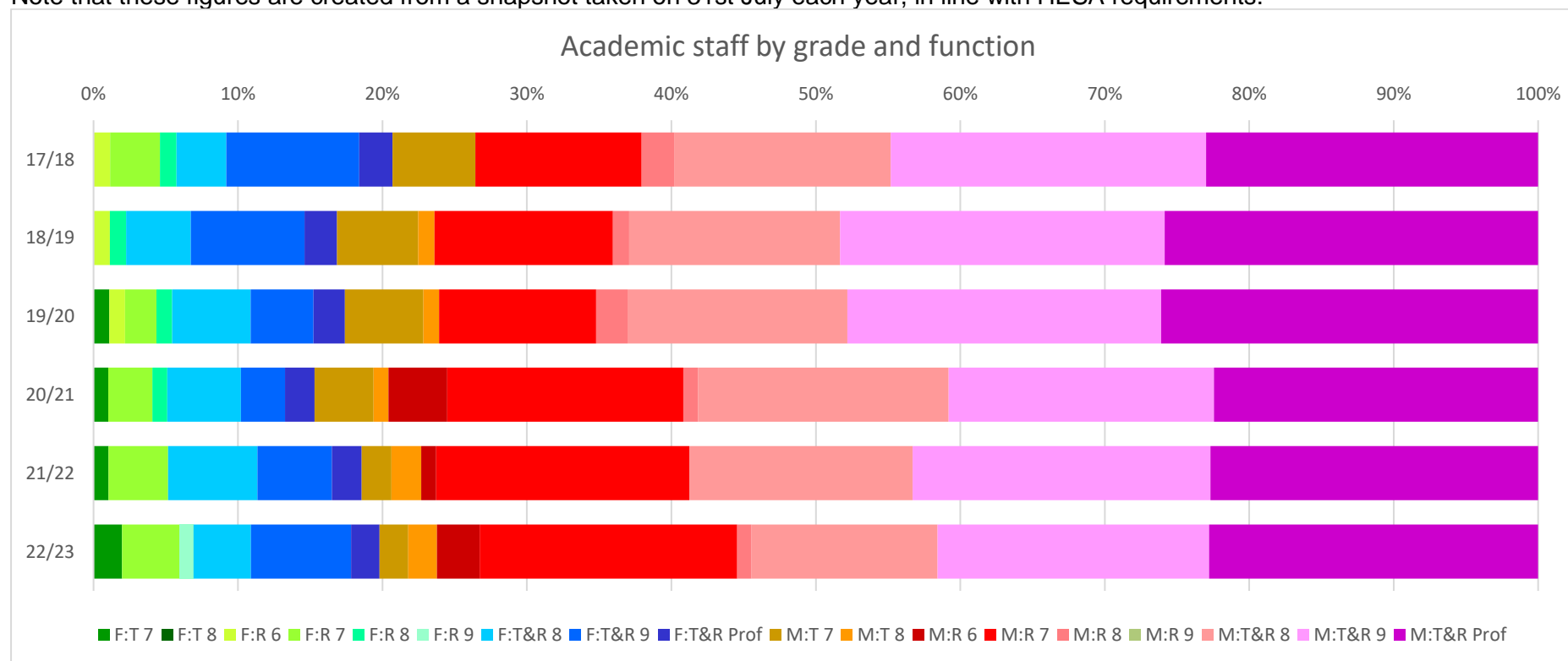
Table 22: Academic staff by grade and contract function: sub-tables by contract function.

Full table with benchmarking in Table 21 above. Note that these figures are created from a snapshot taken on 31st July each year, in line with HESA requirements. [Raw numbers have been redacted to avoid issues with identification of individuals.]

Teaching and research	2017/18			2018/19			2019/20			2020/21			2021/22			2022/23		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
8			19%			24%			26%			23%			29%			24%
9			30%			26%			17%			14%			20%			27%
Prof			9%			8%			8%			8%			8%			8%

Teaching	2017/18			2018/19			2019/20			2020/21			2021/22			2022/23		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
7			0%			0%			17%			20%			33%			50%
8						0%			0%			0%			0%			0%

Research	2017/18			2018/19			2019/20			2020/21			2021/22			2022/23		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
6			100%			100%			100%			0%			0%			0%
7			23%			0%			17%			16%			19%			18%
8			33%			50%			33%			50%						0%
9																		100%

Total	2017/18			2018/19			2019/20			2020/21			2021/22			2022/23		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
6			100%			100%			100%			0%			0%			0%
7			17%			0%			17%			17%			21%			23%
8			21%			25%			26%			24%			26%			20%
9			30%			26%			17%			14%			20%			30%
Prof			9%			8%			8%			8%			8%			8%

A2.4 Academic staff by grade and contract type

Table 23: Academic staff by grade and contract type.

Note that these figures are created from a snapshot taken on 31st July each year, in line with HESA requirements.

[Raw numbers have been redacted to avoid issues with identification of individuals.]

Fixed term	2017/18			2018/19			2019/20			2020/21			2021/22			2022/23		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
6			100%			100%			100%			0%			0%			0%
7			17%			0%			12%			14%			17%			21%
8			50%			50%			100%			33%			50%			0%
9																		100%
Prof						0%			0%			0%			0%			0%

Open ended	2017/18			2018/19			2019/20			2020/21			2021/22			2022/23		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
7												0%						50%
8			18%			22%			23%			23%			24%			22%
9			30%			26%			17%			14%			20%			24%
Prof			9%			8%			8%			10%			9%			9%

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

We note that most PTO staff are employed by the Faculty rather than the Department, so do not appear in these data. However, a significant number of PTO staff are part of the department in a practical sense. All these PTO staff were invited to complete culture surveys and to take part in a focus group as part of the self-assessment process.

Table 24: PTO staff by grade and job family.

[Redacted due to small numbers.]

A2.6 Professional, technical and operational (PTO) staff by grade and contract type

We note that most PTO staff are employed by the Faculty rather than the Department, so do not appear in these data. However, a significant number of PTO staff are part of the department in a practical sense. All these PTO staff were invited to complete culture surveys and to take part in a focus group as part of the self-assessment process.

Table 25: PTO staff by grade and contract type.

[Redacted due to small numbers.]

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

Table 26: Applications, shortlist and appointments made in recruitment to Lecturer T&R positions (Grade 8).

Note that people could appear as applicants/shortlisted in one academic year, but as starters in the following academic year. [Raw numbers have been redacted to avoid issues with identification of individuals.]

Lecturer (T&R) Grade 8		Applns	Shortl.	New starters	Shortl. / Applns	New starters / Shortl.	New starters / Applns
12/13	F				10%	0%	0%
	M				7%	0%	0%
	%F	14%	20%	-			
13/14	F				16%	0%	0%
	M				4%	25%	1%
	%F	15%	43%	0%			
14/15	F				11%	20%	2%
	M				6%	11%	1%
	%F	11%	21%	33%			
15/16	F				16%	50%	8%
	M				7%	14%	1%
	%F	17%	30%	60%			
16/17	F				5%	0%	0%
	M				6%	43%	3%
	%F	15%	13%	0%			
17/18	F				8%	0%	0%
	M				8%	6%	0%
	Other				50%	0%	0%
	%F	18%	18%	0%			
18/19	F				11%	100%	11%
	M				4%	75%	3%
	%F	15%	33%	40%			
19/20	F				3%	200%	7%
	M				11%	23%	2%
	%F	20%	7%	40%			
20/21	F				8%	0%	0%
	M				8%	0%	0%
	%F	15%	15%	-			
21/22	F				63%	20%	13%
	M				36%	11%	4%
	%F	20%	30%	43%			
22/23	F				24%	0%	0%
	M				14%	18%	3%
	%F	22%	32%	0%			

Table 27: Applications, shortlist and appointments made in recruitment to research-focussed positions (Grade 7).

Note that people could appear as applicants/shortlisted in one academic year, but as starters in the following academic year. [Raw numbers have been redacted to avoid issues with identification of individuals.]

Research Grade 7		Applns	Shortl.	New starters	Shortl. / Applns	New starters / Shortl.	New starters / Applns
12/13	F				21%	33%	7%
	M				16%	47%	8%
	%F	23%	29%	22%			
13/14	F				27%	75%	20%
	M				25%	33%	8%
	%F	20%	21%	38%			
14/15	F				53%	13%	7%
	M				26%	16%	4%
	%F	17%	30%	25%			
15/16	F				31%	60%	19%
	M				16%	73%	12%
	%F	19%	31%	27%			
16/17	F				38%	83%	31%
	M				21%	67%	14%
	%F	27%	40%	45%			
17/18	F				17%	50%	8%
	M				27%	42%	11%
	%F	21%	14%	17%			
18/19	F				14%	20%	3%
	M				22%	20%	4%
	%F	23%	17%	17%			
19/20	F				21%	29%	6%
	M				26%	20%	5%
	%F	23%	19%	25%			
20/21	F				13%	100%	13%
	M				32%	42%	13%
	%F	13%	6%	13%			
21/22	F				8%	100%	8%
	M				7%	100%	7%
	%F	21%	25%	25%			
22/23	F				8%	150%	12%
	M				24%	33%	8%
	%F	13%	4%	18%			

Table 28: Applications, shortlist and appointments made in recruitment to teaching-focussed positions (Grade 6+7).

Note that people could appear as applicants/shortlisted in one academic year, but as starters in the following academic year. [Raw numbers have been redacted to avoid issues with identification of individuals.]

From 2019/20, tutors – mostly PhD students - were offered 12-month contracts at Grade 6. Previously tutors were on casual contracts and did not appear in the data. A breakdown by grade is given in Table 29 below.

Teaching Grade 6+7		Applns	Shortl.	New starters	Shortl. / Applns	New starters / Shortl.	New starters / Applns
12/13	F				40%	0%	0%
	M				29%	20%	6%
	%F	23%	29%	0			
13/14	F				50%	0%	0%
	M				60%	67%	40%
	%F	29%	25%	0%			
14/15	F				19%	0%	0%
	M				13%	33%	4%
	%F	19%	25%	0%			
15/16	F				0%		0%
	M				29%	100%	29%
	%F	6%	0%	0%			
16/17	F				50%	50%	25%
	M				19%	50%	10%
	%F	11%	25%	25%			
17/18	F				17%	0%	0%
	M				86%	33%	29%
	%F	46%	10%	0%			
18/19	F				22%	0%	0%
	M				19%	0%	0%
	%F	30%	33%	-			
19/20	F				25%	260%	65%
	M				13%	257%	33%
	%F	27%	42%	42%			
20/21	F				90%	89%	80%
	M				77%	92%	71%
	%F	29%	33%	0.32			
21/22	F				39%	100%	39%
	M				49%	57%	28%
	%F	23%	19%	29%			
22/23	F				68%	11%	7%
	M				77%	2%	1%
	%F	32%	30%	75%			

Table 29: Applications, shortlist and appointments made in recruitment to teaching-focussed positions: breakdown by grade over 3 years.

[Raw numbers have been redacted to avoid issues with identification of individuals.]

Teaching Grade 6, 7		Applns	Shortl.	New starters	Shortl. / Applns	New starters / Shortl.	New starters / Applns
Grade 6	**F**				96%	53%	51%
	M				96%	47%	45%
	%F	31%	31%	33%			
Grade 7	**F**				19%	17%	3%
	M				14%	29%	4%
	%F	24%	30%	20%			

Table 30: Applications and shortlists made in recruitment to academic posts by grade: full table.

All research roles were advertised at grade 7, lecturer roles at grade 8, senior lecturer and reader roles at grade 9. Teaching roles are split between grades 6 and 7; see Table 29 above for a breakdown. [Raw numbers have been redacted to avoid issues with identification of individuals.]

Mathematics (ACADEMIC & RESEARCH)		APPLICANTS (*)								SHORTLISTED							
		Total	Research	Teaching	Lecturer	SL	Reader	Professor	Other	Total	Research	Teaching	Lecturer	SL	Reader	Professor	Other
12/13	F																
	M																
	%F	**19%**	23%	23%	14%	-	-	0%	-	**26%**	29%	29%	20%	-	-	-	-
13/14	F																
	M																
	%F	**17%**	20%	29%	15%	-	-	-	-	**30%**	21%	25%	43%	-	-	-	-
14/15	F																
	M																
	%F	**13%**	17%	19%	11%	-	-	-	-	**25%**	30%	25%	21%	-	-	-	-
15/16	F																
	M																
	%F	**17%**	19%	6%	17%	-	-	-	-	**27%**	31%	0%	30%	-	-	-	-
16/17	F																
	M																
	%F	**19%**	27%	11%	15%	-	-	-	-	**32%**	40%	25%	13%	-	-	-	-
17/18	F																
	M																
	Other																
	%F	**20%**	21%	46%	18%	-	-	14%	-	**13%**	14%	10%	18%	-	-	0%	-
18/19	F																
	M																
	%F	**20%**	23%	30%	15%	-	-	19%	19%	**21%**	17%	33%	33%	-	-	17%	20%
19/20	F																
	M																
	%F	**22%**	23%	27%	20%	-	-	-	20%	**29%**	19%	42%	7%	-	-	-	89%
20/21	F																
	M																
	%F	**16%**	13%	29%	15%	-	-	-	-	**20%**	6%	33%	15%	-	-	-	-
21/22	F																
	M																
	%F	**21%**	21%	23%	20%	-	-	-	-	**24%**	25%	19%	30%	-	-	-	-
22/23	F																
	M																
	%F	**21%**	13%	32%	22%	-	-	-	-	**23%**	4%	30%	32%	-	-	-	-

Table 31: Appointments for recruitment to academic posts by grade: full table.

All research roles were advertised at grade 7, lecturer roles at grade 8, senior lecturer and reader roles at grade 9. Teaching roles are split between grades 6 and 7; see Table 29 above for a breakdown.

[Raw numbers have been redacted to avoid issues with identification of individuals.]

Mathematics (ACADEMIC & RESEARCH)		NEW STARTERS							
		Total	Research	Teaching	Lecturer	SL	Reader	Professor	Other
12/13	F								
	M								
	%F	**14%**	22%	0%	-	0%	-	-	-
13/14	F								
	M								
	%F	**23%**	38%	0%	0%	-	0%	-	-
14/15	F								
	M								
	%F	**25%**	25%	0%	33%	100%	-	-	0%
15/16	F								
	M								
	%F	**27%**	27%	0%	60%	-	-	-	-
16/17	F								
	M								
	%F	**35%**	45%	25%	0%	-	-	-	-
17/18	F								
	M								
	%F	**15%**	17%	0%	0%	-	0%	33%	100%
18/19	F								
	M								
	%F	**26%**	17%	-	40%	0%	0%	0%	100%
19/20	F								
	M								
	%F	**39%**	25%	42%	40%	-	-	-	-
20/21	F								
	M								
	%F	**27%**	13%	32%	-	-	-	-	-
21/22	F								
	M								
	%F	**29%**	25%	29%	43%	-	-	-	0%
22/23	F								
	M								
	%F	**25%**	18%	75%	0%	-	-	-	-

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

We note that most PTO staff are employed by the Faculty rather than the Department, so do not appear in these data. However, a significant number of PTO staff are part of the department in a practical sense. All these PTO staff were invited to complete culture surveys and to take part in a focus group as part of the self-assessment process.

Table 32: Applications, shortlist and appointments made in recruitment to PTO posts by grade.

Note no positions were advertised in 2017/18, 2018/19, or 2022/23. Most PTO positions are advertised by the faculty and do not appear in department data. [Raw numbers have been redacted to avoid issues with identification of individuals.]

PTO		Applns	Shortl.	New starters	Shortl. / Applns	New starters / Shortl.	New starters / Applns
19/20	**F**				62%	13%	8%
	M				33%	0%	0%
	%F	81%	89%	100%			
20/21	**F**				38%	33%	13%
	M				20%	0%	0%
	%F	62%	75%	100%			
21/22	**F**				41%	29%	12%
	M				50%	0%	0%
	%F	89%	88%	100%			

A2.9 Applications and success rates for academic promotion by grade

Date refers to when promotion was considered by Academic Staff Committee. From 2015/16 to 2021/22, all promotions were for full-time staff. In 2022/23, one promotion was for part-time staff. Prior to 2015/16, this information was not recorded.

[Data summarised, individual years redacted due to small numbers.]

Table 33: Applications and success rates for academic promotion.

	Applications				Promotions				Success rate		
	F	M	T	%F	F	M	T	%F	F	M	T
12/13											
13/14											
14/15											
15/16											
16/17											
17/18											
12/13 – 17/18				30%				21%	57%	94%	83%
18/19											
19/20											
20/21											
21/22											
22/23											
18/19 – 22/23				19%				20%	100%	92%	94%

Table 34: Time to promotion for academic staff.

This data is for all staff promoted from Lecturer (Grade 8) to SL or R (Grade 9) within the Faculty of Science since 2015/16. The number of promotions within the department was not large enough to carry out this analysis; nor was the number of promotions to professor level across the faculty.

Mean number of days to promotion for female staff: 2723

Mean number of days to promotion for male staff: 2451.6

Difference: 271.4

Estimated standard deviation based on sample: 1654.9

A2.10 Applications and success rates for PTO progression by grade

University defines PTO (Professional, Technical, Operational) staff progression* as a movement up by a grade either via re-grading route or moving up by a grade within the same Department/School. University started collecting this data in 2021 to respond to new AS Transformation requirements, so only two years of data are available. We note that most PTO staff are employed by the Faculty rather than the Department, so do not appear in these data. However, a significant number of PTO staff are part of the department in a practical sense. All these PTO staff were invited to complete culture surveys and to take part in a focus group as part of the self-assessment process. For more information on PTO career progression, see Section 2.2.3.

Table 35: PTO staff progressions.

[Redacted due to small numbers.]

A2.11 Grants

Table 36: Grants data since 2011/12.

[Raw numbers have been redacted to avoid issues with identification of individuals.]

| Year | PI only | | | | | PI, Co-I, Researcher, Researcher Co-I | | | | |
| | Amount applied for per grant, £k | | Proportion of funding applied for by females | Amount applied for per female PI / amount applied for per male PI | | Amount applied for per grant, £k | | Proportion of funding applied for by females | Amount applied for per female applicant / amount applied for per male applicant |
	Female	Male				Female	Male		
11/12			14%	1.25				27%	1.73
12/13			17%	1.43				17%	1.35
13/14			29%	2.07				29%	1.76
14/15			2%	0.27				24%	1.22
15/16			22%	0.71				24%	0.72
16/17			37%	0.91				29%	0.79
17/18			21%	0.39				27%	0.56
18/19			27%	0.72				23%	0.50
19/20			14%	1.38				16%	0.95
20/21			38%	1.64				34%	1.24
21/22			10%	0.54				25%	0.87
22/23			32%	1.78				29%	1.39
23/24			11%	0.62				12%	0.43
Total			**20%**	**0.83**				**24%**	**0.90**

A2.12 National Student Survey

Table 37: Positivity scores in responses to National Student Survey

	Female	Male	Other	Difference
Teaching on my course	89.22	90	-	-0.78
1. How good are teaching staff at explaining things?	92.16	92.31	0	-0.15
2. How often do teaching staff make the subject engaging?	72.55	75.38	-	-2.83
3. How often is the course intellectually stimulating?	96.08	100	-	-3.92
4. How often does your course challenge you to achieve your best work?	96.08	92.31	-	3.77
Learning opportunities	86.18	82.77	-	3.41
5. To what extent have you had the chance to explore ideas and concepts in depth?	92	83.08	0	8.92
6. How well does your course introduce subjects and skills in a way that builds on what you have already learned?	88.24	87.69	0	0.55
7. To what extent have you had the chance to bring together information and ideas from different topics?	80.39	84.62	-	-4.23
8. To what extent does your course have the right balance of directed and independent study?	88.24	78.46	0	9.78
9. How well has your course developed your knowledge and skills that you think you will need for your future?	82.35	80	0	2.35
Assessment and feedback	77.16	77.54	-	-0.38
10. How clear were the marking criteria used to assess your work?	74.51	67.69	0	6.82
11. How fair has the marking and assessment been on your course?	80.39	87.3	0	-6.91
12. How well have assessments allowed you to demonstrate what you have learned?	66.67	86.15	-	-19.48
13. How often have you received assessment feedback on time?	90.2	85.48	-	4.72
14. How often does feedback help you to improve your work?	74	59.02	0	14.98
Academic support	91.18	91.54	-	-0.36
15. How easy was it to contact teaching staff when you needed to?	94.12	95.38	0	-1.26
16. How well have teaching staff supported your learning?	88	87.69	-	0.31

|	Female	Male	Other	Difference
Organisation and management	93.14	83.85	-	9.29
17. How well organised is your course?	96.08	92.31	-	3.77
18. How well were any changes to teaching on your course communicated?	89.36	74.19	-	15.17
Learning resources	91.5	91.67	-	-0.17
19. How well have the IT resources and facilities supported your learning?	95.65	92.06	-	3.59
20. How well have the library resources (e.g. books, online services and learning spaces) supported your learning?	90.2	85.25	0	4.95
21. How easy is it to access subject specific resources (e.g. equipment, facilities, software) when you need them?	91.49	96.83	-	-5.34
Student voice	77.78	75.93	-	1.85
22. To what extent do you get the right opportunities to give feedback on your course?	90.2	85.48	-	4.72
23. To what extent are students' opinions about the course valued by staff?	82.35	76.19	-	6.16
24. How clear is it that students' feedback on the course is acted on?	60.78	66.67	0	-5.89
The students' union (association or guild) effectively represents students' academic interests	69.39	54.24	-	15.15
25. How well does the students' union (association or guild) represent students' academic interests?	69.39	54.24	-	15.15
Mental wellbeing services	90.2	77.78	0	12.42
26. How well communicated was information about your university/college's mental wellbeing support services?	90.2	77.78	0	12.42
Freedom of Expression	95.83	81.36	0	14.47
27. During your studies, how free did you feel to express your ideas, opinions, and beliefs?	95.83	81.36	0	14.47

A2.13 Graduate outcomes

Contains HESA Data: Copyright Jisc [2023 for 2020/21 data, 2022 for 2019/20 data, 2021 for 2018/19 data, and 2020 for 2017/18 data]. Jisc cannot accept responsibility for any inferences or conclusions derived by third parties from its data.

Table 38: Graduate outcomes data for four years, all UK domiciled, full-time first degree students

[Raw numbers have been redacted to avoid issues with identification of individuals.]

	Work		Further study		Work & further study		Unemployed		Other		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
17/18	71%	67%	9%	11%	14%	10%	2%	8%	4%	4%		
18/19	80%	67%	14%	8%	2%	15%	3%	5%	2%	5%		
19/20	60%	56%	17%	23%	12%	15%	0%	3%	12%	3%		
20/21	79%	63%	7%	8%	7%	11%	5%	11%	2%	7%		
Total	73%	63%	12%	13%	8%	13%	3%	6%	4%	5%		

Figure 57: Graduate outcomes total over four years 2017/18 – 2020/21, all UK domiciled, full-time first degree students.
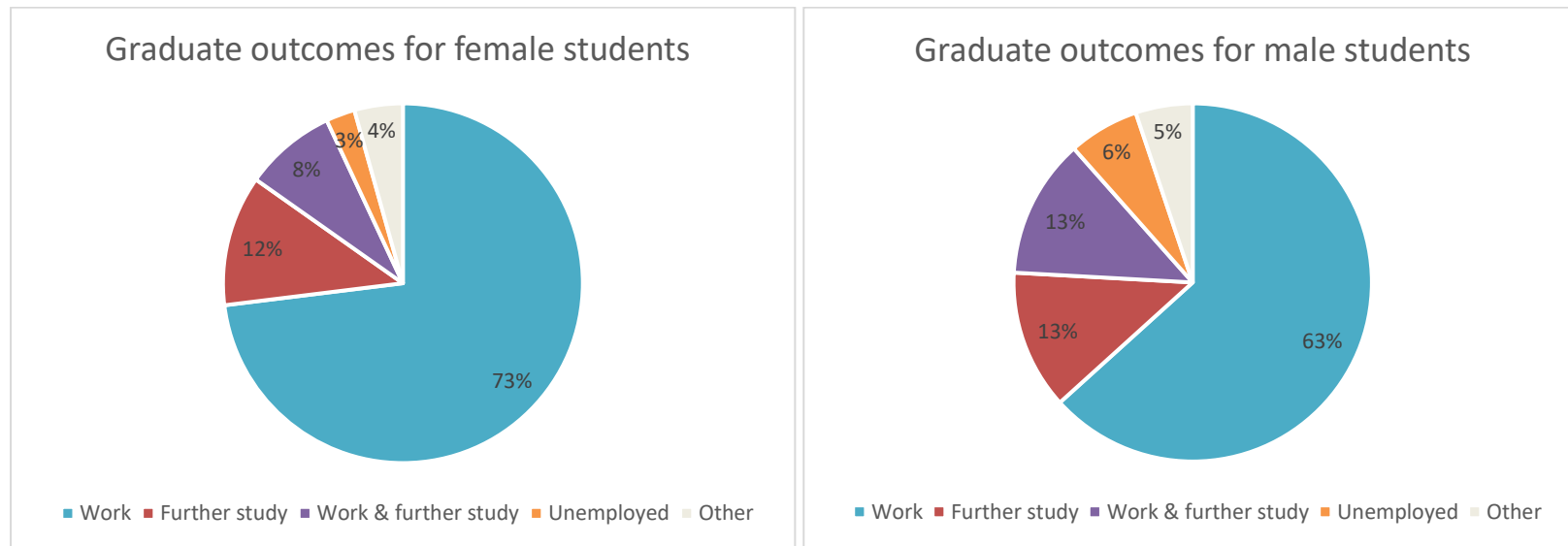
A2.14 Collaborative Incubator programme

Table 39: Collaborative Incubator programme.

Incubator name	Location	Date
Probability meets biology	University of Bath	May 2019
Light@Bath	University of Bath	May 2019
Neuroscience data challenge	University of Bristol	Sept 2019
Growth and division in mathematics and medicine	UCL	Nov 2019
Star formation across the universe	University of Hertfordshire	Jan 2020
Beyond the Car	University of Bath	Feb 2020
Open hardware for academia	University of Bath	Feb 2020
Healthy aircraft journeys – bio-effective surfaces for airplanes	University of Exeter	June 2020
Mental health datathon	Ulster University	March 2021
Automata in the wild	University of Warwick	April 2021
Enhancing the future of transport and urban infrastructure: How to engineer smart, sustainable and healthy cities?	Oxford Brookes University	April 2021
Microalgae and micro technologies	Herriot-Watt University	May 2021

A2.15 Workload per FTE

Table 40: Workload per FTE, by gender, according to Workload Allocation Management System

	Workload per FTE (hours per year)	
	2019/20	2023/24
F	1686	1546
M	1649	1599

Appendix 3: Glossary

AP: Action point (2019AP or 2016AP refer to previous silver and bronze action plans respectively; AP without a number preceding it refers to our new 2024 action plan, included above)

AMSP: Advanced Maths Support Programme (government-funded initiative to increase uptake of mathematics A-levels, with a particular remit to increase the number of girls taking further maths)

ASC: Academic Staff Committee

#BeTheChange: initiative tackling harassment, run jointly by the University and Students' Union, now incorporated as the online component of #NeverOK

C&C: Confirmation and Clearing

CDT: Centre for Doctoral Training

CPD: Continuing professional development

DCDC: Department Career Development Committee (responsible for development of promotion cases; formerly known as Department Promotions Committee, DPC)

DEDC: Department Equality and Diversity Committee

DHoD: Deputy Head of Department (chair of Department Career Development Committee)

DLTQC: Department Learning, Teaching and Quality Committee

DoS: Director of Studies (team)

DoT: Director of Teaching

DPC: Department Promotions Committee (former name of Department Career Development Committee, DCDC)

DRC: Department Research Committee

DSAT: Department Self-Assessment Team

EDI: Equality, Diversity and Inclusion

EPSRC: Engineering and Physical Sciences Research Council (largest funder of mathematical sciences grants in the UK)

Exec: Department Executive Committee

F: Female

GW4: alliance of Bath, Bristol, Cardiff and Exeter universities (https://gw4.ac.uk/)

HEA (fellowship): Advance HE / Higher Education Academy (fellowship), framework for recognising the effectiveness, impact and quality of higher education teaching and learning

HoD: Head of Department

HoG: Head of Group (responsible for teaching allocation)

IMI: Institute for Mathematical Innovation (interdepartmental body supporting research and impact and creating connections through mathematics)

ITT: Integrative Think Tank (collaborative research workshop with academics and external partners)

KTP: Knowledge transfer partnership

L: Lecturer (Grade 8, equivalent of Assistant Professor)

LMS: London Mathematical Society

M: Male

MSA: Management, Specialist and Administration (job family)

NB: Non-binary

#NeverOK: Anti-harassment initiative run jointly by the University and Students' Union

NSS: National Student Survey

PDRA: Postdoctoral Research Associate

PG: Postgraduate (student)

PGR: Postgraduate research (student)

PGT: Postgraduate taught (student)

PNS: Prefer not to say

PRIME: Practice and Research in Mathematical Sciences Education (grouping of teaching-focussed staff in the department)

PSS: Professional services staff

PTO: Professional, technical and operational (staff)

REAP: Race Equality action plan

REF: Research Excellence Framework

SAMBa: Statistical Applied Mathematics at Bath (the Department's CDT)

SAMBa Exec: SAMBa executive team

SDPR: Staff Development and Performance Review (annual appraisal process)

SL: Senior Lecturer

SL/R: Senior Lecturer or Reader

SPL: Shared Parental Leave

SSLC: Student-Staff Liaison Committee

STEM: Science, technology, engineering and mathematics

SU: Students' Union

T: Total

T&E: Technical and Experimental (job family)

T&R: Teaching and Research (job family)

TBC: To be confirmed

TEF: Teaching Excellence Framework

TEMAC: Teaching Mathematics as a Career (LMS initiative which has oversight of promoting teaching mathematics as a career to undergraduate students studying mathematics in the UK)

UCL: University College London

UEDIC: University Equality, Diversity and Inclusion committee

UG: Undergraduate (student)

UKRI: United Kingdom Research and Innovation

USAT: University Self-Assessment Team

W: Women

WAM: Workload Allocation Model (for academic staff only)

WAMS: Workload Allocation Management System (for academic staff only)

WP: Widening Participation