Athena Swan renewal application form for departments

Applicant information

Name of institution	University of Bath
Name of department	Physics
Date of current application	November 2024
Level of previous award	Bronze
Date of previous award	2018
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Section	Words used
An overview of the department and its approach to gender equality	2421
An evaluation of the department's progress and issues	3493
Future action plan*	
Appendix 1: Culture survey data*	
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Overall word count	

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

Overall word limit: 5500 + 500 (Covid allowance) words

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

1.1 Letter of endorsement from the Head of Department

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Athena SWAN Bronze Award Renewal Application: Department of Physics, University of Bath

In my role as Head of Department, it is with great pleasure that I support this renewal application from the Department of Physics for an Athena SWAN Bronze Award.

When I began my term as Head of Department, we were 4 years into our previous Athena Swan action plan and had recently emerged from the dark days of the Covid-19 pandemic. Shortly after, one of our senior female colleagues left to take on a prestigious role as Director of Science at the European Space Agency. Now, two years later, the percentage of female and nonbinary academic staff in the department stands at approximately 33% – it is the highest it has been.

I have had the privilege of leading the Department through these changes. During my tenure, we have appointed 10 new members of academic staff (5 male, 4 female, 1 nonbinary), significantly broadening our representation. I also supported the appointment of our first female Deputy Head of Department, and we have appointed our first female Research Group Leader from within our existing staff, marking another milestone in fostering internal career progression.

The leadership landscape of the department has also evolved. The Physics Operational Group, which meets weekly, is now composed of three men and three women, reflecting our commitment to balanced representation in decision-making. Beyond appointments, we have supported the awarding of two sabbaticals – one to a male and one to a female colleague – and endorsed seven promotion applications, comprising four men and three women.

To ensure equitable career development, we are expanding our support for all staff, with particular attention to women and other under-represented groups. As part of this effort, I am personally facilitating "Career Development Coffee" sessions, where I mentor and guide early-career colleagues. These sessions aim to provide tailored advice and encouragement to help colleagues thrive professionally.

I wholeheartedly support the new action plan detailed in this application. Creating an inclusive culture of respect and professionalism is an important challenge. Time allocation (within our workload allocation model) is being provided to Department SAT members and any required funding will be allocated to ensure that the Department SAT is fully supported and that the action plan is resourced going forward.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department. I also confirm that our priorities and action plan were agreed collectively, and that the Department will strive collectively to enact them.

Yours faithfully,

Professor Ventsislav Valev, Head of Department of Physics

1.2 Description of the department and its context

1.2.1 Overview

The Department of Physics is one of six departments in the Faculty of Science, and is located on the University of Bath Claverton Down campus. Both the University of Bath and the Department of Physics are highly ranked in independent league tables for overall performance, student satisfaction and graduate employment.

The Department recruits around 160 UG students per year, with a standard offer of A*AA for all our UG courses. We seek to foster an outstanding and inclusive community at Bath. As part of that, we make a reduced contextual offer of AAB to applicants from backgrounds who have historically been less likely to join us.

The Department does not offer any taught postgraduate courses, but there are currently around 40 PhD students in the Department, along with 59 members of academic staff, including 13 postdoctoral researchers.

In REF 2021, 96% of our research was assessed as internationally excellent or world-leading. The Department has 5 research groups, which provide a stimulating and supportive environment for our academic staff, postdoctoral researchers and PhD students. As well as providing research group meetings and seminars, the research groups nurture collaborations, including co-authorship of papers and joint applications for research funding, and provide opportunities for peer review and career development. Departmental research discussions, colloquia and teaching- and research-themed away days complement these research group activities, encouraging engagement and collaboration across research group boundaries.

Since our last submission, the Department has moved to another building on campus (8W), which has improved the quantity and quality of space available to us. As well as housing many of our research labs and offices for our staff and PhD students, this building also includes several collaborative networking spaces for staff and students (PhD and UG). This has strengthened the sense of community and togetherness in the Department, which was particularly important as we emerged from the Covid-19 pandemic, and increasingly moved back to working on campus. The University explicitly acknowledges the flexibility and adaptability demonstrated by staff and students during the pandemic and, following an extensive review of the benefits and challenges of hybrid working, remains committed to this approach wherever possible. This is now an integral part of the University's Flexible Working and Leave Policy.

Our academic life is enriched by a range of events throughout the year for both staff and students, albeit with a hiatus during the Covid pandemic. These include weekly coffee get-togethers, networking opportunities following departmental research colloquia and the annual Christmas lecture, "Equali-tea" events, including a baking competition, Thursday "Crafternoons" for colleagues to network over crafting, as well as staff-student events organised both by the Department (events are organised for each student year group) and by the students (predominantly through Physoc and the Network of Women in Physics).

Figure 1.2.1: Some of the social meeting and working spaces available to Department of Physics students and staff

1.2.2 Staff and student numbers

Physics is one of the least gender-diverse disciplines nationally, and the challenges we face are illustrated in the table below, which shows the gender profile for our Department, based on the most recent centrally-provided data:

Table 1.2.2: Department of Physics staff (2023/24) and student (2022/23) data by gender

Staff/student group	Female	Male	Non-binary	%F
Total Academic Staff	15	37	0	29%
Teaching & Research	6	19	0	24%
Teaching Staff	2	4	0	33%
Research Staff	7	14	0	33%
PGR Students	18	46	0	28%
PGT Students	0	0	0	N/A
UG Students	145	402	0	27%

Our department is supported by a team of 16 PTO staff, half of whom are female. Nearly all these staff are line managed at Faculty level, not by the Department, which is why their data does not appear in Table 1.2.2 or Appendix 2. In terms of working arrangements and departmental culture, however, they form an integral part of the Department, and they are therefore fully included in our submission, including through contributing to our culture surveys (Appendix 1) and to our discussions about our future priorities and action plan.

1.2.3 Departmental governance

Many of the policies and processes relevant to this submission have been established at University level; for example, we have institutional criteria and processes for promotion and probation, as well as an institution-wide workload management system (WAMS). Faculties sometimes adopt some limited flexes to these institutional processes; for example, the Faculty of Science recently trialled a "Career Conversations" approach to annual appraisals, rather than the standard institutional Staff Development & Performance Review (SDPR) process.

The Department's management structure is shown in Figure 1.2.2:
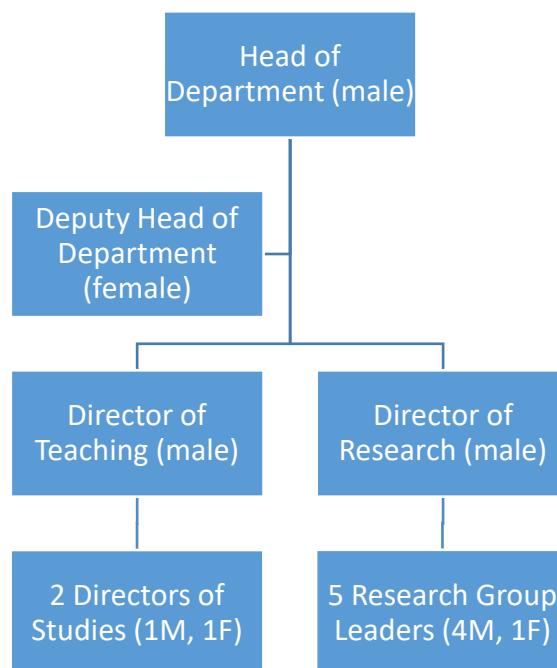
Figure 1.2.2: Department of Physics management structure

The HoD is supported by a Physics Operational Group (POG), which meets weekly to discuss issues and agree actions in relation to the day-to-day running of the Department. The Department Executive Committee (DEC) meets less frequently and has a more strategic role; its remit is to advise the HoD on matters relating to departmental strategy, including departmental policies, academic staffing and departmental resources and infrastructure. These committees, along with the other main departmental committees, are shown in Figure 1.2.3.

Overall, the proportion of women on departmental committees is 34% for staff positions, and 38% for student positions, which is higher than the proportion of female staff and students in the Department (A2.1.1, A2.1.4 and A2.3.2). Some staff are members of more than one departmental committee, and so it is also important to note that 52% of male staff and 57% of female staff are members of at least one departmental committee.
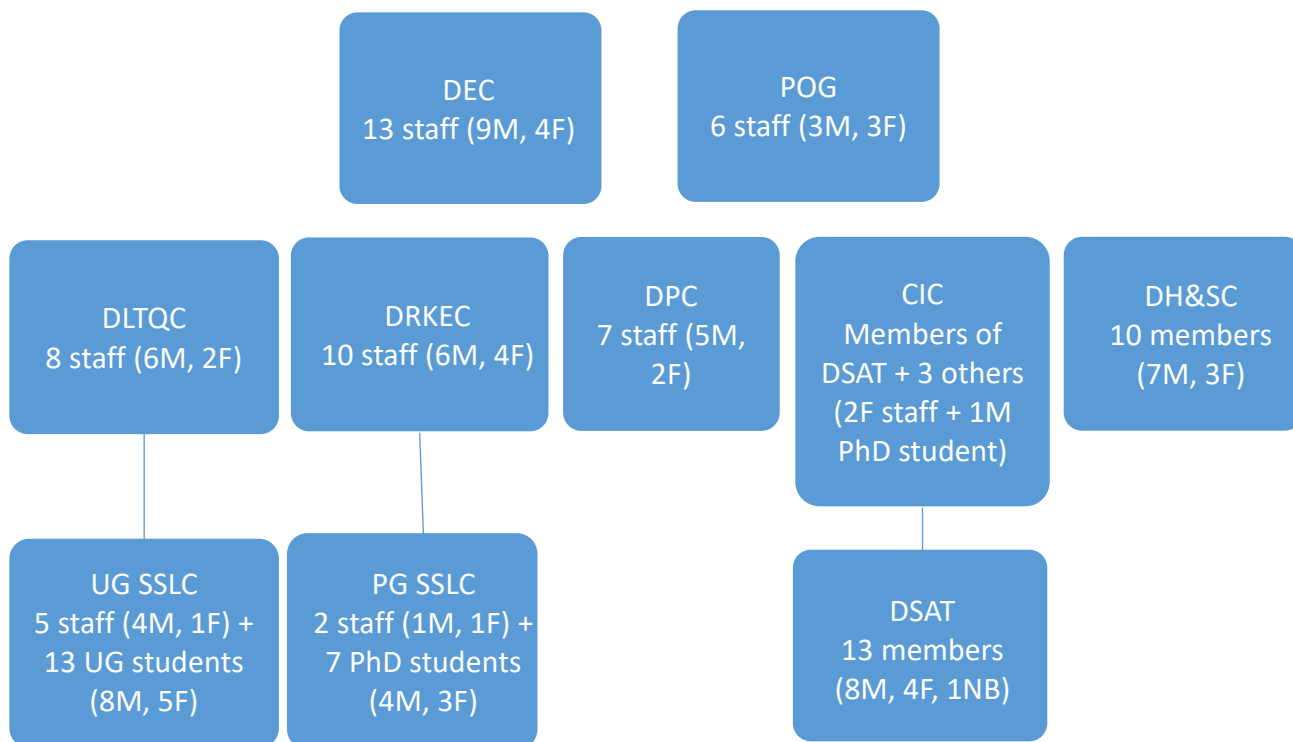
Figure 1.2.3: Department of Physics committee structure

1.3 Athena Swan self-assessment process

This application was prepared by the current members of the Department Self-Assessment Team (DSAT):

Table 1.3.1: Departmental SAT membership

Name	Department Role	DSAT Role
Kamal Asadi	Professor	Focus on departmental culture & Priority 3, Review
Philippe Blondel	Senior Lecturer	Focus on UG students, Review
Soraya Caixero	Prize Fellow	Focus on Priority 3, Review
Joshua English	Teaching Support Technician	Focus on PTO staff & culture survey data presentation; Review
Kerrianne Harrington	Postdoctoral Research Associate	Focus on career support & development & Priorities 1 & 2, Review

Jonathan Knight	Professor	Focus on recruitment & Priority 3, Review
Frances Laughton	Senior Lecturer, Deputy HoD, University WomenCAN Network co-Chair & DSAT Chair	Focus on departmental management & Priority 5, culture survey & quantitative data presentation, Lead writing, Review
Rox Middleton	Lecturer	Focus on Priority 1, Review
Mat Olszewski	PhD student	Focus on Priority 1, Review
Steven Ramnichal	PhD student	Focus on PhD students, Review
Carolin Villforth	Senior Lecturer, Postgraduate Director of Studies & Chair of CIC	Focus on PhD students & Priorities 2 & 4, Review
William Wadsworth	Professor	Focus on Priority 1, Review
Stijn Wuyts	Professor & previous DSAT Chair	Focus on Priority 4, Review

Overall, the Department SAT comprises 8 male, 4 female and 1 nonbinary members. The team consists of a representative group of departmental colleagues, including academic staff (at a range of levels), PhD students and PTO staff. The collective experience of the team covers the full range of departmental work and life. The team also includes research-only, research-and-teaching and teaching-only staff, as well as a range of nationalities, ethnicities and lived experiences, including caring responsibilities.

Most SAT members were appointed through invitations for Expressions of Interest to join the team, which are circulated around once a year to all staff and PhD students. Given the importance of SAT members being personally committed to Athena Swan's goals, we believe that it is beneficial to recruit most SAT members in this way. However, we also recognise that this approach may lead to the SAT membership not being sufficiently representative of the staff and students in the Department, for example if proportionally more women express an interest in joining the SAT, which is typically the case. We have therefore supplemented the global invitations for Expressions of Interest with some more targeted invitations to particular individuals to join the SAT, especially where their presence would help to make the SAT more representative of the Department as a whole, and/or where their particular skills or experience would supplement those of the rest of the group.

A significant change since our last Athena Swan submission is that the Departmental SAT is now part of a broader Culture and Inclusion Committee (CIC), which was inaugurated in 2023. CIC's remit includes all aspects of the remit of the Department SAT, along with a broader remit to promote equality, diversity and inclusion (ED&I)

improvements in the Department. The intention is that this new committee enables us to drive forward improvements in relation to EDI initiatives that are broader than gender (for example in relation to race equality, disability, widening participation), while not losing focus on the important gender equality work that we are carrying out through the Department SAT. It is nevertheless important that there is strong alignment between the work of CIC and the Department SAT, which is why all members of the Department SAT are also by default members of CIC.

The work of Department SAT members is recognised and rewarded through departmental communications and newsletters, as well as by time allocated to academic staff in the workload allocation model (30 hours per year for CIC membership, 75 hours for combined CIC and SAT membership, and 125 hours for the CIC and SAT Chairs). EDI contributions can be rewarded through the University's Recognising Excellence and Outstanding Contribution award schemes, and are also recognised in promotion and progression cases.

The Department SAT took into account both the results of departmental culture surveys (Appendix 1) and quantitative staff and student data (Appendix 2) when undertaking the self-assessment process. The data in Appendix 2 was provided by the relevant central University administration teams.

The Department SAT has met regularly throughout the review period. For most of the review period, the SAT has met approximately monthly, although there was a hiatus in some meetings during the Covid pandemic. The SAT has met at fortnightly intervals from January 2024, and weekly from September 2024.

Departmental staff and students were invited to fill in culture surveys in 2018, 2020, 2022 and 2024; in all cases, the results were analysed and circulated to the Department, as well as being carefully scrutinised by the Department SAT. The results of the 2024 culture survey were a key source of data that informed this application. The results are shown in Appendix 1, including the number of responses and response rates disaggregated by gender for the different staff and student groups, which are given in A1.1.

As well as departmental culture surveys and periodic discussions in departmental staff meetings throughout the review period, we consulted more extensively with departmental colleagues in the latter stages of formulating our new priorities (Section 2.2) and action plan (Section 3.1). As well as circulating our draft priorities and action plan, and inviting comments and suggestions via email, the Departmental SAT also led a substantive group discussion session at our departmental away day in September 2024 (Figure 1.3.2). This enabled department colleagues (including staff and PhD students) to provide written and oral feedback, and to steer the development of our finalised priorities and action plan.

The Department SAT also took into account the panel feedback provided on the previous application. In particular, our renewal application includes clearer links between identified issues, action and impact, and our new action plan includes stronger and more ambitious actions to tackle differential gendered perceptions within staff surveys of working culture.
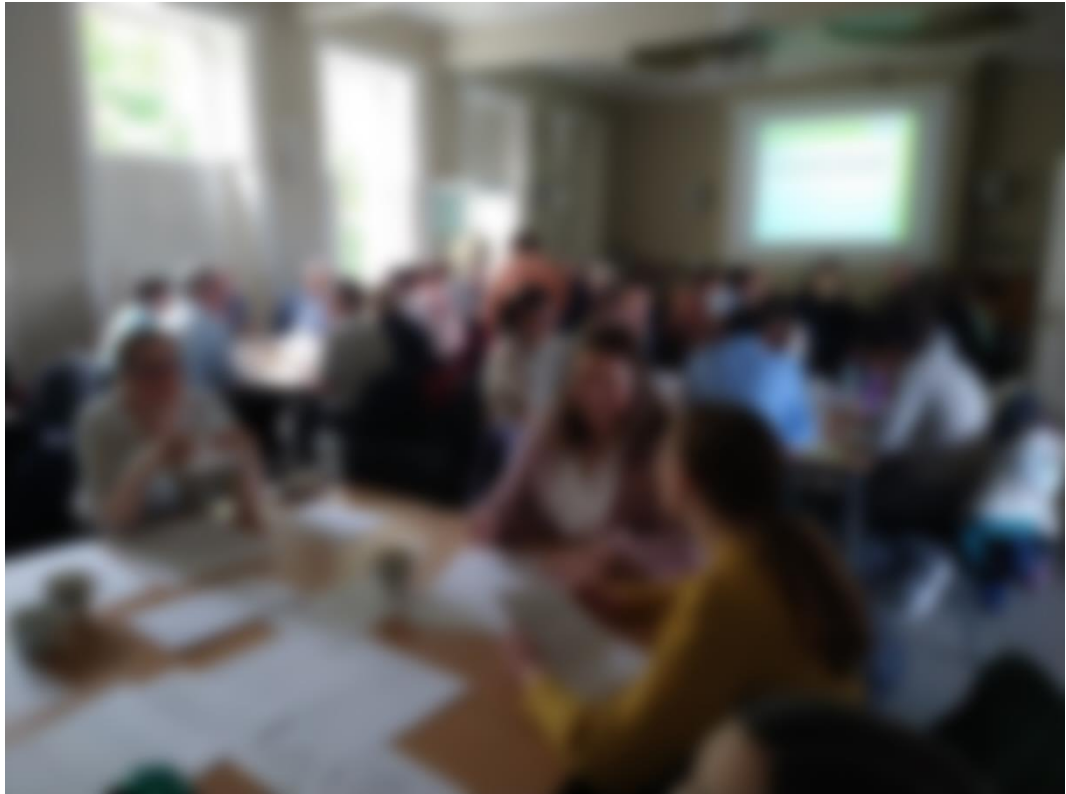
Figure 1.3.2: Group discussions about our draft 2024 Athena Swan priorities and action plan at our departmental away day at Bath Royal Literary & Scientific Institution (September 2024)

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

2.1 Evaluating progress against the previous action plan

2.1.1 Previous Bronze Action Plan – RAG rated

ID	Rationale	Proposed Action	Success criteria	Action taken since previous action plan	Current situation	RAG rating
1. Departmental management (committees, communication, workload allocation)						
1.1a	**Enhancing intradepartmental communication:** All four surveyed groups express a wish to be better informed about issues affecting the Department, ranging from updates on new arrivals and leavers to succession planning, workload and role allocations.	i) Establish biannual **all-hands meetings** for everyone: PGR, PTO staff and academic & research staff. Presentation slides to be stored on Staff Moodle page as a record of the Department's evolving state and strategy. ii) Measure views on communication through the respective surveys of different groups.	Biannual meeting in place and slides stored on Staff Moodle. Improved appreciation of information flow in survey with 70% of each survey group agreeing there is effective communication in the Department (currently ranging between 27% and 40%).	Following further consideration, different measures were deemed more effective for enhancing departmental communications: • Departmental staff meetings include more regular updates on issues affecting the Department. • The HoD now sends monthly email departmental news updates to all staff and PhD students. • We held a Departmental Strategy Away	In the 2024 departmental culture survey, 71% of academic staff, 75% of research staff, 80% of professional and support staff and 57% of PhD students agreed that "*Departmental communications are clear & relevant to me and my role*" (AS Q5). This is a substantial improvement on the 2018 survey results. While the agreement rate is noticeably lower for PhD students, only 14% disagreed with this statement, and a significant portion (29%) were neutral, suggesting an opportunity to engage this group further.	Partial progress

				Afternoon in May 2023 for colleagues to contribute to the development of our departmental cultural strategy, along with periodic updates at department staff meetings.	Notably, perceptions of departmental communication among PhD students have significantly improved since 2018. Then, 60% of PhD students felt poorly informed about departmental matters.	
1.1b		**HoD surgery**: fixed half weekday scheduled free for 15-minute meetings with the HoD (appointment bookings through Departmental Coordinator).	80% of responders say they are able to access the HoD within 5 working days of requesting a meeting.	• A wide range of information, covering all aspects of departmental life, has been uploaded to the departmental Teams page.	In the 2024 departmental culture survey, 74% of academic staff, 100% of research staff, 80% of professional and support staff and 36% of PhD students agreed that "*I find it easy to access the senior leadership of the Department (HoD / Deputy HoD) when needed*" (DQ1). Similarly to the point above, while the agreement rate is lower for PhD students, only 7% disagreed with this statement, while 57% neither agreed nor disagreed.	Partial progress
1.1c		**Arrivals & leavers e-mail** to be sent to PGR, PTO staff and academic & research staff on a quarterly basis, with introduction	70% of each survey group agreeing there is effective communication in the Department.		We have met the target of 70% agreement on effective communication for 3 out of 4 groups (AS Q5). While 71% of PhD students, 82% of academic staff, 60% of	Partial progress

		paragraph by new arrivals.	80% of PGRs feeling integrated in the Department beyond the level of their own research group.		PTO staff, and 50% of PDRAs feel that they belong in the Department (AS Q1), small sample sizes for PTO staff and PDRAs may affect the data. Renewed efforts will continue to ensure all groups feel fully integrated.	
1.1d		**Departmental meetings**: i) agenda to be circulated timely with explicit call for agenda items. ii) DSAT to present survey results; specifically gendered response on opinions being heard and treated respectfully. iii) To start 14:15	100% of both male and female academic and research staff feel valued, respectfully treated and that their opinions are being heard (currently 80% of men but only 63% of female academic staff feel valued within the Department, 25% feel treated respectfully and 12% find it easy to have their opinion heard.	These actions have all been implemented.	In the 2024 departmental culture survey, 56% of academic staff, 75% of research staff, 80% of professional and support staff and 64% of PhD students agreed that "*My contributions are valued in my department*" (AS Q3). 79% of academic staff, 100% of research staff, 60% of professional and support staff and 78% of PhD students agreed that "*I feel comfortable speaking up and expressing my opinions*" (AS Q4). Notably, 38% of female academic staff felt comfortable expressing their opinions, a significant improvement from 12% in the 2018 survey. However, a notable disparity remains,	Partial progress

				compared to male academics at 85%. 63% of academic staff, 75% of research staff, 80% of professional and support staff and 72% of PhD students agreed that "*People treat each other with respect in our department*" (DQ2).	
1.2	**Enhancing fairness & transparency of workload allocation:** Due to non-circulation of the 2017/18 workload model (WLM), concerns arose regarding the fairness of workload allocations.	i) Continue annual **request for preferences** regarding teaching & admin. ii) **Circulate resulting WLM** annually as done pre-2017/18. iii) Repeat **all-staff WLM discussion** that was initiated in response to survey results (i.e., a means to explain the process to new arrivals, refresh memory of others, and inform staff about WLM restructuring by the University centrally).	70% of Department agree WLM allocation is fair and transparent. WLM discussion meeting attended by 80% of academic staff.	These actions have all been implemented: details of the departmental workload allocation are circulated annually, and all-staff WLM discussion meetings are held periodically.	WLM discussion meetings were held twice (with good attendance) during the review period. In the 2024 departmental culture survey, 66% of academic staff, 75% of research staff and 60% of professional and support staff agreed that "*Workloads in my department are allocated fairly*" (AS Q13).	Good progress

| 1.3 | Enhancing transparency & inclusive nature of role allocation and committee membership:

Per Bronze Actions DSAT prepared a report reviewing the structure of departmental committees. Changes were proposed to enhance transparency and inclusive nature of role allocation on which committee membership is based. The guiding principles, in line with Athena SWAN, were agreed upon during a Department meeting. Implementation has started, but the process is not yet fully (e.g., rotating terms) and consistently (e.g., calls for each opening role) embedded. | Full implementation of DSAT's committee structure review.

Specifically, the review proposes committee membership to be role based, with roles being on terms of 3 years with normally no more than one renewal. Newly opening roles would prompt a call for expressions of interest accompanied by a role description and person specification. The committee review also foresees EDI and early career representation on all key committees. | While the committee review does not propose enforcing gender quota for each committee (mindful of committee overload for women), the rotating nature of roles and open call for expressions of interest should allow gender representation across all decision-making committees. | These actions have all been implemented, including the outcomes of the committee structure review being fully implemented. Invitations for Expressions of Interest for more major departmental roles are circulated annually as part of the invitation for staff to give their views on the following year's workload allocation. | In the 2024 departmental culture survey, 57% of academic staff, 67% of research staff and 60% of professional and support staff agreed that "*Responsibilities & decision making in the Department are distributed appropriately*" (DQ3).

Only 11% of academic staff indicated that they would like to better understand how to get on to important committees in the Department (DQ4).

Overall, the proportion of women on departmental committees is 34% for staff positions and 38% for student positions (Section 1.2.3), which is higher than the proportion of female staff and students in the Department (A2.1.1, A2.1.4 and A2.3.2). | Good progress |
|---|---|---|---|---|---|

1.4	**Delegation of management responsibilities:** 93% of academic staff indicate that the HoD should share out [more] responsibilities.	**Appointment of a deputy HoD** through call for expression of interest, accompanied by role description and person specification.	Deputy HoD in place, and delegated responsibilities made clear to all staff during department meeting.	This has been implemented – the DHoD role has been in place since 2019.	Action completed. Only 25% of academic staff respondents to the 2024 culture survey agreed that the HoD should share out their leadership responsibilities more widely, compared to 93% in 2018 (DQ5).	Good progress

ID	Rationale	Proposed Action	Success criteria	Action taken since previous action plan	Current situation	RAG rating
2. Career support & development (for Early Career Researchers and senior staff)						
2.1	**Mentorship programme:** While positively evaluated by all those that have a mentor, the uptake among PDRAs remains low at 43%.	Mentor coordinator and junior mentor coordinator to **discuss option of a mentor with every PDRA** and member of academic staff. This consultation serves to poll interest, identify for what areas of academic work mentoring would be most valued, and consequently who would be a suitable choice.	60% uptake of mentorship scheme among PDRAs and Fellows. Continued positive evaluation of mentorship scheme by those participating (currently 100% positive feedback in PDRA culture survey).	This action has been implemented, and all PDRAs now have a mentor. All probationary academic staff continue to have a mentor, to provide guidance, advice and support throughout their probationary period. Other academic staff may also request a mentor, and the Department Mentoring Co-ordinator reminds colleagues of this option periodically.	100% of PDRA respondents to the 2024 culture survey reported that they had a mentor and that the mentoring scheme had been helpful for them. 29% of academic staff respondents to the 2024 culture survey reported that they have a mentor. There is a striking gender differential in these figures: 50% of female academic staff and 43% of PNTS respondents have a mentor, compared to 8% of male academic staff respondents. 75% of academic staff respondents to the 2024 culture survey reported that the mentoring scheme had been helpful for them. The reasons given by the two respondents who answered no to this question were: "*I have sometimes used my*	Partial progress

					mentor to seek advice, but I have also used other colleagues and have found that equally helpful", and *"I do not see the value of having a mentor"*).	
2.2	**Staff Development Committee (SDC):** Per Bronze Actions a Career Progression Advisory Group (CPAG) was formed and contributed to several successful promotion cases. However, its meetings were infrequent and remit of identifying potential candidates for promotion who may otherwise not step forward had the adverse effect of creating an opaque impression in the perception of others.	i) **Membership** of a new SDC to represent all career levels and include mentor coordinators. ii) SDC will focus on **raising awareness** about the promotion process (promotion criteria, career development opportunities, …). iii) SDC will not give unsolicited advice but will send out an **annual call asking those who want feedback on their career progress** to let them know. iv) SDC to monitor uptake of this opportunity by **gender**.	100% of staff are aware of promotion criteria, including 100% of female staff. Uptake of SDC's call for feedback on career progress in line with gender representation in the Department. 10 promotion cases submitted over the next Athena SWAN review period, reflecting gender representation in the Department.	Department Promotion Committee meets regularly, and regular emails are sent to the departmental staff about promotion.	83% of respondents to the 2024 culture survey (79% of male respondents and 90% of female respondents) agreed that they understand the University's promotion processes and criteria. Only 7% of respondents disagreed with this statement. Since 2018/19, there have been 19 promotion applications (A2.9). Additional text here redacted. 17 of the 19 promotion applications were successful, which represents an 80% success rate for female applicants, and a 93% success rate for male applicants. Additional text here redacted.	Good progress
2.3	**Appraisals:**	i) **Schedule SDPRs** for PDRAs together with those of other staff **in a**	100% of academic staff and PDRAs		The completion rate for annual appraisals is now very high, although not quite	Partial progress

Different appraisal schemes (SDPR for staff and PDRAs, probationary evaluations, Prize Fellows' own scheme), the relatively short (typically 2-3 year) contracts of PDRAs that arrive at different times of year, and inconsistent uploading of appraisal reports to iTrent make the records of appraisal uptake over past years difficult to monitor and potentially incomplete. Since SDPR recently also became compulsory for PDRAs, a streamlining of the process would be timely.

Additionally, most but not all (e.g., Prize Fellows) are given the choice of another | **narrow time window** each year (i.e., irrespective of the PDRA starting date). Liaise with HR to guarantee an up-to-date staff list (including PDRAs) is used for this.

ii) Instruct reviewers to consistently **upload reports to iTrent**. At the end of each annual review period, the number of uploaded reports will be reported to DEC, for a more consistent monitoring.

iii) All staff (i.e., including Prize Fellows) to be offered the **choice of a reviewer** alternative to their line manager.

iv) **Reviewers to (re-)take training** on conducting an effective review on a 4-yearly basis. | complete an annual appraisal.

70% of staff and PDRAs agree SDPR is effective in supporting career progression.

All staff performing appraisals have completed/refreshed training every 4 years. | | 100%. For example, in the latest appraisal round, which started in spring 2024, 92% have been completed.

Annual reviews for PDRAs are now scheduled in a narrower time window each year, which makes it easier to check which have and have not been completed.

In the 2024 culture survey, 54% of academic staff, 25% of PTO staff and 67% of PDRAs agreed that they receive useful feedback on their career development through performance reviews (AS Q24). |

	reviewer than their line manager.				
2.4	**Creating an environment conducive to scientific interaction and career success:** Research and other academic endeavours inherently are team efforts. Colleagues within the Department are the most immediate potential collaborators and offer resource for sharing of good practice. Facilitating settings for formal and less formal interactions is therefore crucial for the Department's success and that of its members.	i) Actively engage PDRAs as speakers in the departmental **Research Lunch** series. Schedule welcome seminars for new staff shortly after arrival as part of the series. ii) A **dedicated, bookable collaborative space** has been in use since a year. A refurbishment took place over the summer. Its use is particularly important for ECRs who share office space, to schedule small-group or supervisory meetings and telecons. This kind of space will remain a **high priority in future building developments**.	All PDRAs, Fellows and newly arriving probationary lecturers delivered a Research Lunch talk. Collaborative journal publications. A networking space allocated in the Department's new building plans.	Research lunches have not run for much of the review period; they were not reinstated after the end of the Covid pandemic. We now have a dedicated, bookable breakout room and a seminar room available within our new 8W building, both of which are frequently used for networking and collaborative meetings.	We plan to restart research lunches as soon as possible; we are about to circulate an invitation for Expressions of Interest to appoint a Research Lunch Co-ordinator. In the 2024 culture survey, 89% of academic staff, 75% of PDRAs, 75% of PTO staff and 71% of PhD students agreed that they were happy with the social meeting spaces available within the Department (DQ6).	Partial progress

ID	Rationale	Proposed Action	Success criteria	Action taken since previous action plan	Current situation	RAG rating
3. Recruitment						
3.1	**Align departmental strategy with changing UK funding landscape:** With the establishment of UKRI and specifically its recently instated Future Leaders Fellowship scheme which requires Universities to offer proleptic lectureship contracts, the way in which many new members of academic staff are recruited may change significantly (e.g., from a selection process that is mostly internal to the Department to an external selection by UKRI).	Formulate a **departmental policy** regarding search for and process to internally select and/or prioritise candidates for the **UKRI Future Leaders scheme**. This should be a two-step process, starting with an open discussion during a Department meeting, followed by a written report to be posted on the Staff Moodle page.	Report on departmental policy for new staff recruitment through the UKRI Future Leaders scheme posted on Staff Moodle. At least one candidate to be nominated for each call.	The Department has not made any appointments through the FLF scheme. On the other hand, we have taken steps to pro-actively align our recruitment with the changing UK funding landscape. We have recruited several current members of academic staff as female ECRs through the University Prize Fellowship scheme. We have supported female members of staff in bids for externally-funded fellowships. Generally, there is a wider appreciation of the value of supporting female applicants for fellowships.	Support for proposals for externally-funded Fellowships is currently agreed between the HoD and the DoR. In future, we plan for DRKEC to play a more systematic role in this process, in order to increase the level of consultation and oversight. The University's Research & Innovation Service representative on DRKEC would periodically bring the collated proposals to DRKEC for consideration.	Partial progress

3.2	**Recruitment panel composition** in terms of gender breakdown and checks on take-up of required training are not systematically recorded or monitored. This applies specifically also to postdoctoral recruitment.	Liaise with HR to **record and monitor panel composition**, in the form of an annual report provided to DSAT. Follow up with research group in case of missing training uptake or single gender panels.	100% unconscious bias training for all panellists, also for postdoctoral recruitment. Representation of each gender for all recruitment, including postdoctoral positions.	There have been 33 interview panels in the Department since 2022/23, only 2 of which have been all-male.	Review of our interview panel data shows that although a small number of panels have been all-male, there is nearly always excellent gender representation in our interview panels, at all levels. We have not conducted checks on training, nor do we have a mechanism to do so, given that only the line manager has access to this data.	Partial progress
3.3	**Gender statistics in recruitment:** While showing a gender-balanced intake overall, Figure 21 may suggest a difference in starting grade between men and women among new additions to the academic staff. Figure 20 on the other hand indicates that female applicants, if anything, do better in the selection process.	i) Annual **monitoring of staff recruitment statistics by gender and grade**. ii) Continue **advertising new positions pro-actively to potential female candidates** on an individual basis, and through networks.	Percentage of female applicants in line with the UK average for the sector (at least 20% across academic positions)	New positions are advertised proactively to prospective female applicants through the use of appropriate lists and individual targeting. We have not established annual monitoring reports although HR now report a pathway to gaining this information.	During the review period (2018/19 to 2022/23), 20.5% of applicants, 24.7% of shortlisted candidates, and 21.9% of appointed candidates for academic positions were female (A2.7).	Good progress

ID	Rationale	Proposed Action	Success criteria	Action taken since previous action plan	Current situation	RAG rating
4. Departmental culture						
4.1	**External colloquium & seminar speakers:** Our Athena SWAN analysis (in 2018) revealed a gender bias in externally invited speakers for the departmental colloquium and several seminar series. Since those speakers act as role models to particularly the younger audience (PGR and for some seminars also including UG students) it is important to rectify this trend.	i) Departmental **financial support for seminars tied to a gender-balanced list of invited speakers** (i.e., at least representative for the field). Enhancing the diversity of speakers in a broader sense than gender will also be acknowledged. ii) Research group leaders and colloquium organiser to report speaker list annually to DSAT for monitoring purposes.	Increase the representation of women among external speakers across departmental colloquia and seminars to at least 20%.	The Department Colloquia Co-ordinators have actively invited female physicists to give departmental colloquia, and have established guidelines for inviting colloquium speakers to ensure balance in relation to gender and other EDI-related characteristics.	There were 34 colloquia speakers between 2020 and 2024, of which 9 were female (26%), thus achieving our target. During 2023/24, there were 33% female invited speakers, which is well above the proportion of UK Physics academic staff who are female ([Figure A2.3.2](#)). We aim to keep the proportion of female invited speakers at this level. We have also gone beyond the 2018 success criteria, by including ECRs as departmental colloquia speakers (20% of the invited speakers during the period in question were ECRs). We have also seen an increased participation of final-year UG students, PhD students, PDRAs and other staff in the colloquia audiences. However, the participation rate has not been	Good progress

					recorded, and stats cannot be provided. The statistics for invited female speakers for seminars within research groups have also gone far beyond our target. 50% and 64% (respectively) of the seminar speakers for the Nanoscience and Astrophysics research groups from 2019/20 to 2023/24 were female.	
4.2	**Socials and informal networking:** Several survey respondents comment they want more social activities. A few PTO staff and (foreign) PGRs feel such activities are not equally welcoming to everyone. At present, the organisation of socials relies heavily on the Department Coordinator.	i) Establish a Physics Social Society through an open call to all staff (academic, research and PTO staff) and PGRs. ii) The Physics Social Society will take responsibility over organising the Department's **Christmas social**, and a **family-friendly summer social**. A first summer social was organised more impromptu by DSAT	Socials attended by a large cross section (70%) of the Department, including PGRs and Professional & Support staff. 80% of all surveyed groups indicating a positive evaluation of the Department's social cohesion.	The move to our new 8W building, including having a dedicated room for socialising, has positively impacted planning for social activities at the Department. Academic staff, PDRAs and PhD students lunch together daily in the 8W meeting room. Tuesday morning tea/coffee meetings have been re-established after COVID interruption, with weekly invitation emails sent to all departmental staff and PhD students.	There are now more established social events across the Department, compared to 2018. Attendance statistics of our social events have not been routinely monitored, and so this data is not available at this point. We also now recognise that attendance of 80% in social events may be hard to achieve. Nevertheless, the social events listed here are usually well-attended and are now established events across the Department.	Good progress

		in immediate response to the requests for more social and inclusive interactions (invitations were extended to PGRs, PDRAs and Professional & Support staff explicitly).		Socialising events are also organised after departmental staff meetings and colloquia. The Department organises an annual BBQ for all its staff and students (UG and PhD), along with a UG Finalist dinner, a Welcome Dinner for 1st year UG students and staff, and a PhD Welcome Day, including a pizza lunch with academic staff.	In the 2024 culture survey, 60% of academic staff, 75% of PDRAs, 100% of PTO staff and 64% of PhD students agreed that departmental social events are equally welcoming to all (DQ7). Female respondents were more likely to agree with this statement.	
4.3	**Flexible working:** The low uptake of available flexible working schemes prompts the question whether (especially early- and mid-career) staff are aware of the options. In the 2018 survey this was only asked from PTO staff with 50% indicating awareness.	Invite HR to Department meeting to explain the available flexible working schemes. Start monitoring awareness on flexible working across academic and research staff as well as PTO staff.	70% of survey respondents indicate a satisfactory understanding of flexible working schemes	HR attended a Department staff meeting during the review period to explain the available flexible working scheme.	The stats indicate that the majority of the members (80%) have a good understanding of the flexible working hour scheme. In the 2024 culture survey, 79% of survey respondents agreed that the Department enables flexible working (AS Q12). It is particularly pleasing to note that 94% of female respondents agreed with this statement. Hence it can be concluded that the Department has met its target.	Good progress

ID	Rationale	Proposed Action	Success criteria	Action taken since previous action plan	Current situation	RAG rating
5. Postgraduate students						
5.1	**PhD peer mentorship** Scheme has been initiated per Bronze Actions, forms a valuable complement to the induction week by the Doctoral College, but PGR survey respondents indicate it lacks in regularity of mentor-mentee meetings later in the PhD programme.	PG-SSLC to send out regular announcements of a **mentor-mentee meeting day**.	60% of PGRs find the mentorship scheme helpful.	Since the last assessment, the current PhD mentorship scheme has been maintained and PhD students are still assigned mentors to provide support separate from their supervisor for their doctoral candidates.	The peer mentor scheme is ongoing, although it lacks a formalised periodic reminder to meet, often relying on mentors and mentees to remind themselves. Despite its availability, 55% of PhD student respondents to the 2024 culture survey do not participate in the mentoring scheme. Furthermore, only 43% of the PhD students who responded find the current mentor scheme useful. This indicates a need for increased engagement and possibly a reassessment of the scheme's structure to enhance its effectiveness and accessibility.	Partial progress
5.2	**Building department-wide cohesion between PGRs** PGR students speak favourably about their interactions with supervisor(s) and	PGRs will be invited to a biannual **departmental all-hands meeting**.	PGR attendance from each Research Group. Increased number of PGRs feeling well informed about departmental issues.	Several initiatives have been implemented during the review period to foster a sense of community and to build departmental cohesion among PhD students within the Department. The main	The annual "Eureka" conference is well-attended by PGRs, providing an excellent opportunity for research sharing and networking. Alumni seminars, though limited to once or twice in the	Partial progress

	members of their research group. Initiatives to engage them at a Department-wide level would be welcome.	A **PGR seminar series** starting next academic year will serve to build cohort spirit, reduce the occasional feeling of isolation beyond interaction with the supervisor, and offer an opportunity for public speaking practice. Talks are held among PGRs internally to keep the threshold low, with rotating presence of one staff member to give feedback if desired.	Well attended seminar series. Frequent requests for feedback from attending staff member.	action undertaken by the Department is in running the "Eureka" conference, a free event that invites the entire Department and other those in Physics departments of nearby South West universities to share their research, promoting interdisciplinary dialogue and networking. Additionally, the introduction of Bath Alumni with less academic-focused backgrounds, such as those in industry, into our seminar sessions connects current students with graduates, providing insights into various career paths and fostering mentorship opportunities.

The Department also now runs a PhD research highlight afternoon, which serves as a dedicated platform for PhD students to present their work to the whole Department and receive feedback from both | past academic year, have started to bridge the gap between current PhD students and graduates. Monthly PhD lunches have seen good attendance, fostering regular social interaction among students, and with 10-15 PhD students typically attending each lunch session. The Optica society frequently organizes events for PhD students, further enhancing engagement. Most PGRs view the communal spaces in the new 8W building favourably, with 78% expressing satisfaction (DQ6). Additionally, 64% of PhD student respondents to the 2024 culture survey feel that departmental events are welcoming to everyone (DQ7), and 71% feel a sense of belonging within the Department (AS Q1). | |

| | | | | academic staff and their peers. These afternoons are very well attended by PhD students and staff.

Monthly "PhD lunches" are also now run by the Department as an opportunity for PhD students to discuss with invited staff topics such as spin out companies, conferences, publications and networking. Lunch is provided and this meeting is usually well attended by PhDs. In 2023, typical attendance was 10-15 PhD students per session. A communal social space has also been established in 8W, where many PhD students gather for lunch with research staff and informal meetings; this space is bookable for events and frequently used by the Optica Student Chapter. | | |
|---|---|---|---|---|---|---|
| 5.3 | **PGR arrival** | Establish **departmental PGR induction session** | 100% uptake by newly starting PGRs. | The Department conducts an PhD student induction session with 100% | Teams channel with this info is for staff only. | Partial progress |

	While the Doctoral College and PGR peer mentorship scheme together provide helpful induction, consultation of PG-SSLC revealed a departmental induction providing a basic "who, what and where in the Department" is currently missing, leading also to repeated questions to the Departmental Coordinator.	informing new arrivals about Health & Safety, how to order things, public engagement and EDI. This includes signposting the appropriate support channels should issues with the supervisory team arise.		attendance, designed to introduce incoming PhD students to the Department. There are also central induction events, organised by the University's Doctoral College. Other departmental welcome events for PhD students include a lunch, which provides an opportunity for the new PhD students to meet departmental staff. During their inductions, PhD students are also introduced to their mentors.	Monthly PhD lunches with rotating attendance of different academic staff members helps provide an overview of 'who's who' in the department, whilst also learning about conferences, spin-outs etc..	
5.4	**PGR departure** PGR experience and destination information are not systematically recorded upon completion of the programme.	Compose **exit sheet** with both backward- and forward-looking questions to be completed by PGRs upon thesis submission.	Database with PGR reflections and first destination information to be analysed. Adjust PGR induction or career sessions if prompted by this analysis.	While the PG-DOS has held informal discussions with PhD students who are leaving the Department, no systematic recorded reflection process is in place. From an administrative perspective, determining the exact point at which a PhD student leaves their course is complex. Additionally, some exit interviews have revealed less positive	No official procedure or further actions have been taken for this point. Any departure discussions still happen informally with the PG-DOS or supervisors, and is not systematically recorded or acted upon. Upon review, this action has complex needs and a review of objectives for this process is needed, in order to identify	No progress

				experiences, raising concerns about confidentiality if such information is centrally recorded.	the most effective approach to achieve them.	
5.5	**PGR visibility to outside world** PGR students have not had a web presence except occasionally on the initiative of individual supervisors. An increased web presence can increase their chances of being allocated conference talks or seminar invitations, and improve their chances on the job market.	Departmental webpages are currently being revamped following a University-wide new format. Ensure **PGRs to have a web presence** alongside other Research Group members with name, photo and research interests.	All Research Group webpages to comply with Action.	PGRs are encouraged by the University and the Department to complete and update their Pure profiles. All departmental research groups include PhD students in their information on the research group webpages.	PGR visibility is systematically ensured through the University-wide Pure system. All PhD students have their own Pure page, and they can add photos and research interests through Pure. Research groups are encouraged and reminded to keep their PhD student information up to date on the University webpages.	Good progress

ID	Rationale	Proposed Action	Success criteria	Action taken since previous action plan	Current situation	RAG rating
6. Undergraduate students						
6.1	**Recruitment** There is tentative evidence for gender differentiation in enrolment for BSc vs MPhys/MSci programs, and potentially programmes with vs without Astro.	Continue to review **recruitment statistics and practices** to ensure gender representation in line with the Department and highlighting of the Department's diversity at Open Days and online.	25% female UG applicants and starters.	We reviewed our recruitment resources for UG students, to include conscious and systematic highlighting of female role models, both staff and students. This is directly coupled with the description of varied career paths in Applicant Visit Days and online, in general talks and individual discussions. Regular review of admissions statistics to identify trends. Critical analyses of differences between degree programmes and any need for specific actions.	As shown in Figure A2.1.2, the percentage of female Year 1 entrants varies from year to year, primarily due to fluctuations in relatively small numbers. Aggregating across the full 2018/19 to 2022/23 period, there were 604 Year 1 entrants to the Department of Physics, 147 of which (24%) were female. This is close to our 25% success criterion.	Good progress
6.2	**Outreach and widening participation** Since the primary limiting factor in recruiting a diverse UG population into Physics	Combine the various outreach and public engagement activities within the Department under one umbrella coordinated by the	25% female UG applicants and starters. Engagement in outreach activities from UG to staff with	Department members organised a series of workshops for Key Stages 2 and 3 students in local and SW regional schools, with an emphasis on equal gender representation in the	After school outreach workshops, questionnaires filled by about 700 KS2 and KS3 students show that their confidence ("can I become a Physicist?") increases from 21% before to 63% after the	Good progress

is the gender breakdown and ethnic diversity (BME percentage) of the potential applicant pool (i.e., school children taking A levels in STEMM) our Department is committed to engage in outreach and widening participation involving schools.	**Public Engagement Working Group**, who annually advertise their school activities and solicit participation from UGs, PGRs and academic and research staff alike.	a gender breakdown representative for the Department.	presenting team, with support from the Royal Society and STFC. Some workshops were for all children, others for girls only. Questionnaires were filled before and after each workshop, asking in particular about confidence levels ("can I become a Physicist?"). Department staff members also regularly support the Physics strand of the WP Discover Bath Summer School. Departmental PhD students also lead the Physics strand of the Pathway to Bath programme, a free blended learning programme for Year 12 students to work with staff and current students, to develop key skills for university study and beyond, and to participate in a free 3-day residential visit to experience life as a student at Bath.	workshops. Activities have been conducted with all-children and girls-only workshops, showing their self-confidence increased on average from 17% (before) to 64% (after). This tripling in motivation and self-confidence will potentially feed into the likelihood of these pupils choosing to continue Physics in the future. The Physics strand of the Pathway to Bath curriculum enhancement (available to Year 12 students who meet the University's WP criteria) enrolled 22 students (12 female; 54.5%) in 2023/24.

ID	Rationale	Proposed Action	Success criteria	Action taken since previous action plan	Current situation	RAG rating
7. Professional & support staff						
7.1	**Enhancing recognition of Professional & Support staff** While most PTO staff fall under line management of the Faculty, the Department can contribute more to acknowledge and recognise their technical and administrative support.	Consider all PTO staff eligible for **"Outstanding Contribution"** award for nomination. Encourage **acknowledgments or co-authorship** in journal publications where relevant contributions are made by technical support staff.	At least one eligible member of PTO staff to be nominated each year. Visibility of technical staff in journal publications. 70% of PTO staff feeling integrated in the Department.	Due to the personal and confidential nature of this award scheme, the Department does not keep records of Outstanding Contribution nominations, and HR were unable to share this information. In 2022, several members of the teaching technical staff were nominated for and won an award under the Recognising Excellence scheme. Since 2018, there has been one case of co-authorship including technical staff, though no structured process exists to further encourage this.	80% of PTO staff respondents to the 2024 culture survey agreed that "*My contributions are valued in my department*" (AS Q3). In contrast, in 2018, only 50% of PTO staff respondents agreed that "*I feel valued within the Department*". Departmental culture survey results in relation to belonging have shown varied results. Agreement among PTO staff culture survey respondents that "*I feel like I belong in my department*" was 75% in 2018 and 60% in 2024 (AS Q1); however, agreement that "*I feel part of the Faculty*" was 25% and 60% respectively in those same surveys. The rate of agreement with the departmental belonging survey question in 2024 is lower than that for both Academic staff (82%) and PhD students (69%), and also lower than the 70% target.	Partial progress

| 7.2 | **Treating PTO staff respectfully and as full members of Department** Only 42% of PTO staff report departmental social activities, team building or networking events are equally welcoming to everyone. One member of PTO staff complains about responsiveness from academic staff to e-mail. | Consistently include technical and administrative support staff in **invitations to departmental socials** (e.g., Christmas and summer social), as they already are to Department meetings. Bring comment to the attention of academic staff in summary of survey results. | 100% of PTO staff feeling treated respectfully. 80% of PTO staff feeling welcomed to social and networking events. | PTO staff are informally invited to some social events and sometimes have integral roles in their planning, organisation and execution. However, some departmental events are still promoted only via emails to the academic and postgraduate mailing lists and are therefore missed by any PTO staff members who have not had themselves added to those lists. The comment was brought to the attention of academic staff, as part of the communications about the 2018 culture survey results. | Respect is a difficult quality to quantify, but related PTO staff responses to culture surveys have consistently maintained high agreement. Examples include:

• In 2024, 60% of PTO staff respondents agreed "*I feel comfortable speaking up and expressing my opinions*" (AS Q4). In 2018 only 27% agreed that "*I find it easy to have my opinion heard in the Department.*"

• Agreement from PTO staff respondents that "*My relationships with work colleagues are generally good*" was 84% in 2018 and 100% in 2024 (DQ9).

• Additional text here redacted.In 2024, 80% of PTO staff survey respondents agreed that "*In meetings, everybody's contributions are treated in a respectful way*" (DQ10).

• In the 2024 culture survey, 100% of PTO staff agreed that "*Departmental social activities, such as parties, team building or* | Partial progress |

				networking events, are equally welcoming to everyone" ([DQ7](#)). This is a clear improvement on the 2018 survey results, in which only 42% of PTO staff agreed with this question.		
7.3	**Communication with Faculty line management** Some PTO staff expressed difficulties in obtaining approval for training, concerns regarding succession planning and the University opting out of HEaTED.	Department **Technical Manager to liaise with Faculty on succession planning**, including the advertisement of two imminent replacements. DSAT to report summary of survey results on **PTO staff training** (including HEaTED membership) to Director of Faculty Technical Services and Dean.	60% of PTO staff indicate the Department/Faculty considers succession planning for their job family (currently 8%). Increase uptake of training opportunities by 30%	More recent replacements have been advertised in a timely manner.	Despite some recent improvements, the overall view of succession planning among PTO staff remains low. In the 2018 departmental culture survey, 92% of PTO staff respondents disagreed that "*I feel the dept./faculty consider succession planning for my job*". While the equivalent figure for the 2024 survey was 50%, this still indicates significant dissatisfaction with this issue. Comments made in the 2024 survey cited concerns that being a small team with relatively stable roles makes career progression and succession planning difficult, and that there has been an increased workload on others while a role is unfilled, sometimes for long periods. Among technical staff, 60% have now completed *Diversity in the*	No progress

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				Workplace and *Unconscious Bias* training, with an equal ratio of male/female uptake. This is more than 30% above their uptake rates in 2018. Corresponding rates for administrative staff was not available. In the 2024 departmental culture survey, only 25% of PTO staff agreed that "*I am offered sufficient training and career development opportunities*", in contrast to other survey groups, who largely reported satisfaction with this question ([DQ11](#)).	

2.1.2 Critical evaluation of progress against the 2018 Bronze Action Plan

Our 2018 Bronze Action Plan (Section 2.1.1) comprised 27 Action Points, which were reviewed periodically by the Department SAT. The SAT has RAG rated 11 of these action points as green, 14 as amber, and 2 as red.
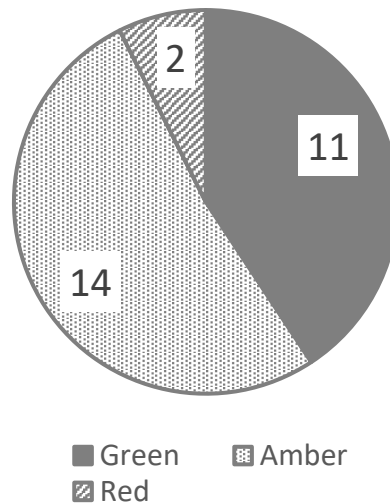
Figure 2.1: Pie chart showing the distribution of red, amber and green-rated action points from the 2018 Bronze Action Plan

Green-rated action points:

- We reinstated the annual circulation of the departmental workload allocations from 2019 onwards, and have held workload model discussion meetings periodically.

- We now have clear role descriptions for all departmental roles and ToRs for all committees. Invitations for EoIs are circulated for all substantial/influential departmental roles, and these roles are now appointed for a 3-year term of office, with normally no more than one renewal.

- We exceeded our 2018 success measures in relation to academic staff recruitment (A2.7) and promotion (A2.9), and the proportion of female UG students also rose over the review period (Figure A2.1.1).

- There has been a substantial and sustained increase in the proportion of women speakers for our department colloquia.

- Awareness of the availability of flexible working options has increased, as has confidence that these are supported by the Department.

- Our building move has improved the quantity and quality of our social meeting spaces, and a range of social events take place across the year for staff and students.

- There has been a significant increase in seniority for the female academic staff in our department during the review period; this is a key success story. While the proportion of our academic staff who are women has increased over the review period (Figure A2.3.2), there has been a much greater increase in the proportion of our Grade 9 academic staff (Senior Lecturers or Readers) who are women. In 2017/18 only 8% of our female academic staff were at Grade 9, compared to 36% of male academic staff (Figure A2.3.4). This situation has been transformed over the review period: in 2023/24, 33% of our female academic staff were at Grade 9, compared to 38% of male academic staff (Figure A2.3.4). It is important to note that this change has taken place solely through our existing female academic staff colleagues being promoted, not through us appointing external candidates directly into Grade 9 roles.

Amber-rated action points:

- Departmental communications have improved, although PTO staff and PDRAs remain less likely to report that they feel that they belong in the Department.

- While staff who have mentors are generally satisfied with this provision, our departmental mentoring scheme remains less cohesive than it could be.

- Our PhD peer mentoring scheme is also less structured and less effective than it could be. A range of events are provided for PhD students throughout the year, but the provision of some opportunities may not be robust to changes to individual role-holders.

- Most staff engage well with the annual appraisal process, although there is mixed feedback on how useful they find it.

- While more PTO staff now report that they feel valued in the Department, these staff are still less likely to feel they belong in the Department.

Red-rated action points:

- Implementing our planned action to hold exit interviews with PhD students proved more complex than anticipated.

- We also did not make any progress in relation to improving succession planning for PTO staff, or in accessing training data for PTO staff.

General learning:

Several key challenges and lessons emerged from this evaluation:

- Some of our 2018 action points were too specific, which made it difficult for us to claim that we had successfully fulfilled that action, even if we had carried out other actions that achieved the underlying objective in a different way.

- There was a lack of clarity about who was responsible for some action points, especially when individual role-holders changed during the review period.

- Some planned actions were outside our control within the Department, such as changing Faculty succession planning processes for PTO staff.

We have taken note of this learning when formulating our new Action Plan (Section 3). We have focussed more strongly on the underlying rationale for actions and taken care to ensure that our success criteria are reasonably achievable. We have also included some action points that aim to embed existing good practice within departmental role descriptions, to ensure that these practices continue even when role-holders change.

2.2   Key priorities for future action

We have identified the following key priorities for our future actions:

- **Priority 1:** Foster a positive and encouraging work environment by promoting an inclusive culture, recognising contributions and supporting wellbeing.

- **Priority 2:** Promote and enhance proactive career development support for all staff, with a particular focus on female and other under-represented staff.

- **Priority 3:** Embed a culture of zero tolerance to bullying and harassment in the Department.

- **Priority 4:** Build a supportive culture for female and other under-represented UG and PGR students from recruitment to graduation.

- **Priority 5:** Strengthen and embed continuous monitoring and reflection processes in relation to gender equality.

Priority 1: Foster a positive and encouraging work environment by promoting an inclusive culture, recognising contributions and supporting wellbeing.

Aims:

We will recognise contributions and support diversity, integrating these values into our departmental culture. We will enhance this culture with a supportive environment where all colleagues feel valued, and confident that their views will be heard and considered in departmental decision-making.

Evidence:

Data for evidence is from the 2024 departmental culture survey results:

- **Feeling valued:** Overall PhD students, PTO staff, and PDRAs reported feeling valued, 26% of academic staff disagreed. There is a gender gap: 30% of female respondents reported that they felt undervalued, compared to 12% of male respondents (AS Q3).

- **Feeling heard:** Not all members of the Department feel able to voice their opinions and be heard. Women were less likely than men to report they felt comfortable voicing their opinions (AS Q4), or confident that their opinion would be heard (DQ12).

- **Distribution of Responsibilities and Decision-Making:** While 77% of male academic staff respondents agreed that responsibilities and decision-making in the Department are distributed appropriately, only 38% of female and 43% of PNTS academic staff agreed (DQ3).

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- **Influential Roles:** Only 15% of male academic staff respondents agreed that they would like to have an influential role in the Department, compared with 51% of female and 33% of PNTS academic staff (DQ13). PhD student respondents did not indicate strong views on this, and there were no obvious gender differences in these responses. No PTO staff agreed that they would like a more influential role in the Department, but 100% of the PDRA respondents agreed with this statement.

- **Treatment Based on Merit:** While no males reported issues, 51% of female and 17% of PNTS survey respondents disagreed or strongly disagreed that individuals are treated on their merits irrespective of gender (DQ8).

- **Recognition of EDI work:** While 63% of female and 50% of PNTS academic staff respondents disagreed that EDI contributions are recognised in applications for promotion or progression, no male respondents disagreed with this statement (AS Q10).

Associated actions:

- **Enhance communication channels:** Implement a regular communication system to inform all staff and PhD students about departmental issues, and add further opportunities to contribute to consultation. Resulting actions should be communicated back to the Department through a monthly newsletter. Actions taken without input should also be noted, so review of these decisions is possible.

- **Promote gender balance and involve a range of departmental views in decision making:** Continue assigning roles based on EoIs, but also approach and encourage a diverse range of staff to apply, including through conversations in annual appraisals. Review committees' membership to determine if PDRAs and PhDs should have representatives. Include the need to consider the option of wider departmental consultation in committee ToRs.

- **Support the Early Career Lunch group to allow PDRAs to develop career support and representation.** This will facilitate the appointment of PDRA representation in departmental consultations and events, and on any relevant committees.

- **Review promotion criteria:** Arrange a focus group to identify potential issues in promotion criteria, including unconscious bias, to feed into the University's current review.

- **Inclusive events:** Create a group that organises events in the Department that are designed to foster a stronger sense of community and stronger links between all staff and students.

Priority 2: Promote and enhance proactive career development support for all staff, with a particular focus on female and other under-represented staff.

Aims:

Despite ongoing EDI efforts, women and other under-represented groups report greater dissatisfaction with promotion processes, networking opportunities, and leadership roles. This issue is compounded by a lack of departmental support specifically tailored to address the specific challenges for our under-represented staff. We therefore aim to provide a more supportive career development environment.

Evidence:

Supporting evidence comes from departmental culture surveys and comments:

- **Managerial Support:** Most survey respondents felt their career development is supported by their direct line managers, with 69% of academic staff, 93% of PhD students, 75% of PTO staff, and 100% of PDRAs expressing satisfaction. However, some feedback highlighted a gap between general support/encouragement and specific career development activities.

- **Conference/Seminar Support:** Support for attending conferences and seminars was perceived as weak. Several respondents stated that they were unaware of any active support mechanisms.

- **Gender Bias and Leadership:** Comments suggested leadership undervalued female perspectives and lacks diversity. Further comments identified departmental leaders as career development gatekeepers. EDI training will be mandatory for influential role-holders. We will also target career development initiatives that strengthen individual agency and reduce the potential for gatekeeping.

- **Promotion and Implicit Bias:** Concerns were raised about promotion processes, including the use of Online Unit Evaluation (OUE) scores. This is backed by research studies which have shown that student feedback can be biased against those who do not fit with their image (whether conscious or unconscious) of a 'typical' lecturer (i.e., white, male, different dialects).

There is evidence of positive experiences related to career support and flexible working. However, the data also underscores some gaps relating to structural support, inclusivity, and implicit biases, that may disproportionately hinder the career progression of under-represented staff.

Actions:

- **Cohesive mentorship scheme for all (PhDs to academic staff):** Establish a departmental mentorship scheme, including support for those interested in mentoring. All mentors must undertake training on unconscious bias and diversity. Mentors will be assigned based on a discussion with the mentee, including their career plans and current challenges. Mentorship will also be offered to those seeking leadership roles.

- **Workshops and Training:** Organise departmental workshops on career advancement topics, tailored to address specific challenges faced by female and under-represented staff – survey comments indicated that University-run courses were not well known or regarded.

- **Networking Opportunities:** Facilitate networking events within the Department, the wider University, and with external organisations, to connect female and under-represented staff with peers, collaborators, and industry leaders.

- **Career Development Plans:** Add to pre-established "Career Conversations" discussion guidance relating to specific career hurdles such as career breaks, care giving responsibilities, etc.

- **Promotion Pathway Support:** Develop clear guidelines and provide information sessions for staff on the promotion process, emphasising support for under-represented groups on promotions paperwork and criteria for promotion. The current Department Promotions Committee will be reviewed so the Department can be more proactive in identifying staff who should be encouraged and supported to submit a case for promotion.

- **EDI Training:** EDI training for all department members with influential responsibilities, with a focus on understanding unconscious biases and their impact on career development for under-represented staff.

- **Conference support:** Provide support for conference attendance by encouraging non-semester absence for conference attendance and by facilitating/permitting semester absence for conference attendance where suitable arrangements can be put in place, e.g. to cover teaching. Research Group Leaders will signpost grants (often external) for conference attendance.

Priority 3: Embed a culture of zero tolerance to bullying and harassment in the Department.

Aims:

We will foster a safe, inclusive, and respectful environment in the Department. We aim to eliminate behaviours that can harm employees' mental and physical well-being, ensuring that all members of the Department feel valued and safe. By implementing a zero-tolerance policy, we will establish clear expectations for behaviour and consequences for unacceptable conduct, thereby promoting a positive culture.

Evidence:

A range of questions from the 2024 culture survey indicate issues in this area, reflected in respondents' sense of belonging and how easy they find it to have their voices heard, through to responses to explicit questions, notably in the "Bullying and harassment" section.

Additional text here redacted.

Actions:

- Support staff and students to talk about bullying and harassment and to report it. We will establish a 'community of practice'-style Departmental meeting open to and including staff and PGR students, to meet quarterly, where we can discuss and share (e.g. trainings, literature etc.), including with other department leads across the University.

- Implement transparent leadership role development training and communication strategies to foster a culture of 'lead by example' through strong departmental role models.

- Create a safe and confidential environment for staff and PGR students to report incidents. A trial network of "Allies" will allow staff and PGR students to highlight and raise issues less formally, to go alongside a higher profile for "Bringing in the bystander"-type training and actions. This network will be advertised across the Department.

Priority 4: Build a supportive culture for female and other under-represented UG and PGR students

Aims:

We will create opportunities and allocate resources for under-represented students throughout their academic journey. By building a supportive culture and providing tailored support systems, we will reduce barriers to success and belonging. This includes improving mentorship programs, supporting inclusive events, and

reviewing policies to address unique challenges faced by under-represented groups. Ultimately, we will improve the retention and success of under-represented students, enrich their educational experience, and promote diversity.

Evidence:

- Existing peer mentorship scheme for PhD students: around half of PhD students reported having a mentor within the Department/Faculty, of which most reported the programme as helpful.

- Survey results suggest the success of this scheme is variable. Regular follow-ups aren't always happening after the initial meeting with a mentor. Without regular meetings, peer support is often directly linked to the occupancy and level of social interaction in PhD students' specific office space (some offices may offer a more social and supportive environment than others). In the later PhD stages, the peer mentor has often graduated and left the Department.

- While there are routes for our UG and PhD students to report inappropriate behaviour (including bullying, harassment and sexual misconduct) to the University, we currently have limited understanding of our students' day-to-day experiences in the Department.

Actions:

- **Structured peer-mentorship scheme for incoming PhDs:** During the first 6 months of the PhD, students will be invited to monthly catch-ups with peer mentors and the PG-DoS (bi-monthly thereafter). These will address questions that arise after induction and help to build a cohort structure.

- **Later PhD mentoring:** Mid-way through a PhD, most students' peer mentors will have graduated. Additional, continued mentorship will be made available to PGRs, with mentors consisting of PDRAs or academic staff, optionally from outside the Department (potentially including Bath Physics alumni as remote mentors). This may complement the supervisory team by having a mentor for students from under-represented groups with a similar background, a relevant career path, or a valuable outside perspective. Allocation of these mentors would be facilitated by the PG-DoS, in consultation with the mentee and the Department Mentoring Co-ordinator. Longer-term career planning forms an integral part of such mentorship.

- **Recognition and avoiding overload:** Care will be taken when assigning mentorship to prevent an overload of tasks assigned to ECRs who themselves belong to an under-represented group. Credit for taking on mentorship will be given to academic staff through workload allocation and to PDRAs through mentions in department emails or at department meetings, and by inclusion in postdoctoral staff prize nominations. Where ECRs are working in the same research area, it may be more appropriate for them to join the supervisory team and thus be credited as supervisor, rather than serve as a mentor.

- **Further cohort building:** We recently launched a career development lunch series for PGRs. Each lunch is a roundtable discussion on a specific topic

(e.g., publications, academic career paths) with invited academic guests from across campus. A recently launched annual PGR research highlight afternoon displays PhD research to the Department, offering a broader audience for PGRs than their own research group. We will further develop these initiatives and embed them to ensure they continue.

- **Student engagement:** Regularly invite feedback from UG and PhD students (particularly female other under-represented groups) on their experiences in the Department. We will enable students to propose and develop beneficial additional EDI initiatives, and to engage as full partners. We will continually ensure that future actions undertaken have grassroots support from students.

- Continue to support the **Network for Women in Physics**, as a space where women can share experiences, questions, and challenges. The network supports women in early career stages; encouraging active participation from academic staff and PhD students will enhance mentorship opportunities. We will create support networks for underrepresented groups and host inclusive events/workshops.

Priority 5: Strengthen and embed continuous monitoring and reflection processes in relation to gender equality.

Aims:

We will review and refine our departmental working practices, including committees. Gender EDI considerations should not be siloed as only for CIC and DSAT, but a core element throughout departmental work. We will ensure that both individual role-holders and departmental committees are aware of their responsibilities for progressing the actions on our future action plan, and will encourage a wider range of departmental colleagues to engage.

Evidence:

We have progressed many of the actions on our previous action plan, but gender equality monitoring and improvement processes could be more deeply embedded in our departmental structures and practices.

Evaluating our progress with departmental chairs revealed why some actions were unfulfilled:

- A lack of ongoing awareness from some colleagues of the actions for which they were responsible, particularly when there had been a change in role-holder.

- EDI considerations are not strongly embedded in departmental committees, and there is not a clear common understanding of the responsibilities for analysing core data.

- There has not been a strong sense of common ownership of our EDI initiatives across the Department, and a lack of communication and consultation between CIC (including SAT) and other departmental colleagues.

Actions:

- Review departmental leadership and management role descriptions, along with the ToRs for all departmental committees, to ensure that EDI responsibilities (including responsibilities for AS action points) are embedded.

- Annual schedules for all colleagues who are responsible for action points to report to DSAT on progress, and to propose any amendments or extensions to these actions.

- Annual schedules for departmental committees to review and analyse EDI data (quantitative and qualitative), to evaluate progress on relevant actions, and to propose any new or extended actions.

- Annual schedules for DSAT to report to colleagues and to invite feedback on progress towards meeting the action points on the future action plan, including providing ways for colleagues to propose new or extended actions.

Section 3: Future action plan

3.1 Action plan

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

ID	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Success Criteria & Outcomes
Priority 1: Foster a positive and encouraging work environment by promoting an inclusive culture, recognising contributions and supporting wellbeing.						
1.1	Feeling heard and confidence in voicing opinions	Significant gender imbalance in feeling comfortable voicing opinions, and confidence that their voice will be heard if they express an opinion about a departmental decision. 71% of female respondents to AS Q4 in the 2024 culture survey agreed that they felt comfortable speaking up and expressing their opinions, compared	**A1.1:** Monthly newsletter distributed to all staff and PhD students, including information on: (i) New starters and leavers; (ii) Opportunities to input opinions in relation to upcoming departmental decisions; (iii) Departmental decisions that were made during the previous month, including how input from colleagues informed those decisions; (iv) Updates from CIC and DSAT.	Oct 25 to Sept 28	Department Operations Manager, with input from HoD, committee chairs, and with support from the Department Co-ordinator	At least 75% of respondents in each survey category (academic staff, PDRAs, PTO staff and PhD students) agreeing that they feel valued, that they feel comfortable expressing their opinions, and that they feel well informed about issues affecting the Department. No significant gender differences in the responses to these questions.

		with 88% of male respondents.			
		Similarly, 47% of female respondents to the 2024 culture survey agreed that they find it easy to have their opinion heard in the Department, compared with 67% of male respondents (DQ12).			
1.2	Improve balance of influence.	Less than 50% of female and PNTS staff survey respondents believe that the current distribution of departmental responsibilities and influence within decision making is appropriate.	**A1.2.1:** Review distribution of responsibilities and decision-making roles prior to the annual allocation of workload – this data will be included in DSAT's annual report to the Department (see A 5.3). Adjust workload allocation where necessary to ensure that the holding of influential roles reflects the make-up of the department.	Apr 25 to Apr 28	Departmental Workload Co-ordinator	At least 75% of respondents in each staff survey category (academic staff, PTO staff and PDRAs) agreeing that responsibilities & decision making in the department are distributed appropriately, with no significant gender differences in the responses.

		38% of female respondents to the 2024 culture survey personally want to have a more influential role in the Department, compared to 28% of male respondents (DQ13).	**A1.2.2:** Continue to assign roles based on Expressions of Interest, but additionally approach and encourage a diverse range of staff to apply.	Jan 25 to Sept 28	Departmental Workload Co-ordinator and Research Group Leaders to actively encourage staff in under-represented groups to submit an EoI.	
			A1.2.3: Career Conversations (annual review) guidance is produced by the University, but additional departmental-specific notes to emphasise or supplement these for Career Conversations with academic staff will be produced by CIC, in agreement with HR and the Department Executive Committee. This will include questions about satisfaction with levels of personal influence within the Department, and encouraging staff to take on influential roles. Reviewers will be encouraged to actively include this discussion in the conversation.	March 25 to Sept 25	Chair of CIC and HoD (as Chair of the Department Executive Committee)	Less than 25% of survey respondents that they would personally like to have a more influential role in the Department, with no significant gender differences in the responses.

| | | 100% of PDRA respondents to the 2024 culture survey want a more influential role in the Department (DQ13). | **A1.2.4:** The Early Career Lunch Club will be supported to continue to enhance community and mutual support amongst PDRA and other early career staff. To further empower PDRAs, the lunch club will be expanded with the remit to increase the level of influence for PDRAs.

Attendees will be encouraged to enhance the PDRA community through annual election of representatives, both in leading the Lunch Club initiative and on committees, including where PDRA turnover has left representative positions unoccupied. | Oct 25 to Sept 28 | Early Career Lunch Club Convenor and Department Research Staff Co-ordinator | Increased PDRA involvement in decision-making, with at least 75% of PDRA respondents agreeing that responsibilities & decision making in the department are distributed appropriately, and no significant gender differences in the responses. |
| | | | **A1.2.5:** Department Executive Committee to review departmental committees to determine where PDRAs should have representatives. This will be submitted to the committees and the roles filled from PDRA community. | March 25 to Sept 25 | HoD (as Chair of the Department Executive Committee) | |

		A1.2.6: Additional departmental-specific notes to supplement the Career Conversations guidance for PDRAs will be produced by CIC, in agreement with HR and the Department Executive Committee. This will include guidance that reviewers should explicitly encourage PDRAs to take on roles. PDRAs will be offered a Career Conversation when they first join (within two months).	March 25 to Sept 25	Chair of CIC and HoD (as Chair of the Department Executive Committee)	
1.3	Ensure that members of the Department can participate in decision-making wherever possible	Despite a stated desire in culture survey responses for more influential roles, there is often a very low take-up of invitations for colleagues to submit EoIs for departmental roles. A potential explanation is that some colleagues want more influence in decision-making, rather than more responsibilities, as	**A1.3:** Departmental committees will be asked to make a note in their minutes for each suggested action, indicating whether or not it will be consulted upon. This is intended to prompt consideration (a 'stop and think' moment) and also explanation "no consult because..." (e.g. the decision is urgent). Amendments to the document outlining the remit and responsibilities of departmental committees to reflect this will be proposed by CIC, in agreement	Sept 25 to Nov 28	Chair of CIC and HoD (as Chair of the Department Executive Committee) for amendments to the departmental committees document. Committee chairs and secretaries for ensuring that the minutes include additional notes on	At least 75% of respondents in each survey category (academic staff, PDRAs, PTO staff and PhD students) agreeing that they find it easy to have their opinion heard in the Department, with no significant gender differences in the responses.

		when they take on roles. We therefore interpret this as a desire for increased and more impactful consultation.	with the Department Executive Committee.		consultation on actions.	
1.4	Improve recognition of EDI work	50% of female and PNTS respondents to the 2024 culture survey disagreed that EDI contributions are recognised in promotion and progression (AS Q10).	A1.4: The institutional academic promotion criteria are currently under review by a University-level Task and Finish group. We will provide input to this review, including suggesting amendments to the promotion criteria to ensure that EDI work is properly recognised when assessing cases for promotion. This will include identifying instances where a current promotion criterion that implicitly or indirectly refers to EDI work could be clarified to state this more explicitly and directly, and addressing potential bias.	Jan 25 to May 25	DSAT Chair for consulting with DSAT and other departmental colleagues for suggested amendments, and for feeding these into the University-level Task & Finish group, via the Women Academics Change Agent Network and/or USAT.	Amendments suggested by DSAT are included in the amended promotion criteria. Improved recognition of EDI contributions in promotion and progression. At least 75% of respondents in each staff survey category (academic staff, PTO staff and PDRAs) agreeing that EDI contributions are recognised in promotion and progression, with no significant gender differences in the responses.

| 1.5 | Improve fairness in recognition of merit | 24% of female respondents to the 2024 culture survey disagreed that people in the Department are treated on their merits, irrespective of gender, compared to 0% of male respondents disagreeing with this question (DQ8). | A1.5: Beyond promotion, colleagues' successes will be recognised in department emails and newsletters (see A1.1), staff meetings, and the annual departmental report. The full range of promotion criteria will be taken into account when highlighting individuals' successes across a range of contributions beyond those traditionally celebrated. Reviewing and helping to draft communications will be part of the work of CIC. | Oct 24 to Sept 28 | Department Operations Manager, in consultation with the HoD and with support from CIC Chair | Greater awareness of successes of colleagues across different types of activity. At least 75% of respondents in each survey category (academic staff, PDRAs, PTO staff and PhD students) agreeing that people in the Department are treated on their merits, irrespective of their gender, with no significant gender differences in the responses. |
| 1.6 | Enhance inclusive culture | Inclusive events are intended to enhance a sense of community for all members of the Department. Historically, this role has often fallen to students, which can put them at financial risk. In future, this should be aided by the Department. | A1.6: Create a Departmental Events Committee that actively organises inclusive events in the Department and provides support for staff and students wanting to organise such events, including through access to an allocated budget. | April 25 to Sept 25 | HoD | Greater and broader attendance of staff and students at departmental events. At least 75% of respondents in each survey category (academic staff, PDRAs, PTO staff and PhD students) agreeing that departmental events are equally welcoming to |

						everyone, with no significant gender differences in the responses.

ID	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Success Criteria & Outcomes
Priority 2: Promote and enhance proactive career development support for all staff, with a particular focus on female and other under-represented staff.						
2.1	Strengthen a cohesive mentorship scheme for career development	40% of academic staff respondents to the 2024 culture survey reported that they have a mentor. There is a striking gender differential in these figures: 50% of female academic staff respondents have a mentor, compared to 8% of male academic staff respondents. This provides some	**A2.1.1:** We will amend the Department Mentoring Co-ordinator role description to ensure that mentoring is: (i) actively offered to all academic staff and ECRs, including PDRAs, with annual reminders about the availability of this opportunity; and (ii) appropriately tailored to the needs and wishes of individual mentees, especially those from under-represented groups, through conversations before and after mentor allocation to check what would be useful.	April 25 to Sept 25	HoD to amend the role description. Department Mentoring Co-ordinator to send the annual invitation for mentoring to all academic staff and ECRs.	Role description is amended. All academic staff and ECRs are regularly offered a mentor. At least 75% satisfaction expressed in surveys for the usefulness of this option, and feedback invited about the shortcomings of the scheme for future improvements.

		gratifying evidence that women are taking advantage of the option of requesting a mentor for post-probationary academic staff.	**A2.1.2:** Mentoring-specific training will be identified and offered to all mentors.	Sept 25 to April 26	Department Mentoring Co-ordinator to identify and implement training for mentors.	At least 90% of mentors complete the training
2.2	Reduce the power of gatekeepers in career development through strengthening support for individuals' career development.	Comments identified departmental leaders as career development gatekeepers, increasing the risk of bias or discrimination. We aim aims to strengthen career development support for staff and reduce the impact of adverse circumstances.	**A2.2.1:** In conjunction with A1.2.3, we will produce additional Career Conversations guidance, in agreement with HR, to consider and discuss any circumstances that may disproportionately affect under-represented groups (for example childcare responsibilities, sexism, etc) and to identify action to alleviate problems posed by these challenges.	April 25 to Sept 25	Chair of CIC and HoD (as Chair of the Department Executive Committee)	Additional guidance introduced. At least 75% of respondents in each staff survey category (academic staff, PTO staff and PDRAs) agreeing that the rate people progress in the Department is not affected by their gender, with no significant gender differences in the responses.
2.3	Promotion Pathway Support	Concerns were raised about a lack of robustness against potential bias within the	**A2.2.2:** We will develop and share guidelines and provide regular information sessions for all staff on the promotion processes, and how to put	April 26 to Sept 26	HoD, with support from the Department	Guidelines written and shared with all staff. Annual information sessions on promotions. At least 75% of

		promotion processes.	together a case. This will emphasise support available for under-represented staff from mentors in preparing a case for promotion.		Promotions Committee	respondents in each staff survey category (academic staff, PTO staff and PDRAs) agreeing that decisions about promotion/progression are made fairly, with no significant gender differences in the responses.
2.3	Combat the impact of potential bias from senior department members.	Several comments from female staff pointed to a perceived undervaluing of female perspectives from leadership and a lack of diversity within the leadership team.	**A2.3.1:** EDI training will be required for anyone with departmental duties or responsibilities (such as mentorship or committee membership).	March 25	HoD	100% of eligible staff completing the training.
			A2.3.2: Department EDI interventions will be sought through high-quality physics/STEM-specific training or events, or 'inverse mentoring' initiatives.	Sept 26 to April 27	Chair of CIC	Annual EDI training or development initiative produced by CIC.
2.4	Build structures to enhance mutual support for under-	We aim to increase the support and other opportunities available to female and other under-	**A2.4:** We will actively invite female and under-represented staff to meet speakers (including potential collaborators or industry leaders) at our	April 26 to Sept 28	Eureka and Alumni Seminar Co-ordinators	All departmental events and seminars should include opportunities for networking. At least 75% of respondents agreeing

	represented groups	represented staff through networking.	networking events (e.g. Eureka and Alumni Seminars).			with a new future culture survey question about whether departmental activities provide opportunities for respondents to develop their professional networks, with no significant gender differences in the responses.
2.5	Conference and career development support	Support for attending conferences and seminars was perceived as weak. Many staff were unsure about the availability of support, with several academic staff explicitly stating that they were unaware of any active support mechanisms.	**A2.5:** We will provide clear support and encouragement for conference attendance through circulation of relevant and appropriate meetings, as well as meeting-specific funding opportunities and guidelines about appropriate absence from campus. This will be shared at research group meetings, and sharing of information through posters and emails encouraged.	April 26 to Sept 28	Research Group Leaders	Information about relevant conferences, including deadlines and sources of potential funding, is available to staff and PhD students. At least 50% of culture survey respondents agreeing that they are supported to attend conferences, with no significant gender differences in the responses.

ID	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Success Criteria & Outcomes
Priority 3: Embed a culture of zero tolerance to bullying and harassment in the Department.						
3.1	Safe work environment devoid of bullying and harassment	Survey results revealed substantial concern around bullying and harassment. Additional text here redacted.	**A3.1.1** The Department will volunteer to trial the new "Be the Change" staff training that has recently been developed by HR.	April 25 to April 26	HoD	At least 75% of department staff completing the training module by April 2026.
			A3.1.2 Establish a network of volunteer "allies" across the department, openly promoted to staff, PGRs, and PhD students, to empower individuals to report perceived bullying, harassment, and inappropriate behaviour. This network will provide a safe, informal space to discuss concerns, reinforce awareness of acceptable standards, and reiterate formal reporting options. Allies will track complaints and share anonymised information with CIC to support departmental action. The goal is not to discourage formal reporting but to create an intermediate	Sept 25 to Nov 28	Department EDI Co-ordinator	Network of "allies" recruited and promoted. At least 75% of respondents in each survey category (academic staff, PDRAs, PTO staff and PhD students) agreeing that they are satisfied with how bullying and harassment as addressed in the Department, with no significant gender differences in the responses.

			step to address issues early and identify potentially problematic individuals.			
3.2	Tackling instances of bullying and harassment	Only 43% of survey respondents were satisfied with how the Department addresses bullying and harassment, which indicates a widespread perception that the Department lacks commitment in addressing this critical concern.	**A3.2.1** Provide "Bringing in the bystander"-type training and actions, tailored to the types of problematic behaviours reported in previous years and to be attended by all staff, for example at departmental meetings and away days.	Sept 26 to March 27	Department EDI Co-ordinator	At least 75% of respondents in each survey category (academic staff, PDRAs, PTO staff and PhD students) agreeing that they are satisfied with how bullying and harassment as addressed in the Department, with no significant gender differences in the responses.
3.4	Awareness of reporting mechanisms	Most people in the department reported knowing how to report bullying and harassment. A small number of PhD students and PDRAs reported not knowing.	**A3.4.1** University Support and Report weblink, which allows for both anonymously reporting or support from an advisor will continue to be advertised, with particular attention to new joiners. In particular, this information will be added to the 'new starters' checklist.	Sept 25 to Sept 26	DSAT	All respondents in each survey category (academic staff, PDRAs, PTO staff and PhD students) agreeing that they know how to report bullying and/or harassment.

ID	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Success Criteria & Outcomes
Priority 4: Build a supportive culture for female and other under-represented UG and PGR students from recruitment to graduation.						
4.1	Cohort building and PGRs feeling supported	While PGRs do not stand out in their survey responses on questions regarding a feeling of belonging, the number statistics are small and uptake may be biased to more engaged members of the PhD community. Survey comments make mention of a lack of longevity to mentor – mentee connections.	**A4.1.1:** Increase the level of structure in the peer mentorship scheme with regular points of contact during mentee's first year.	April 25 to Oct 25	PG-DoS	Positive evaluation of mentorship scheme in survey
			A4.1.2: Implement later stage PhD mentorship scheme.	Oct 25 to April 26	PG-DoS + Department Mentoring Co-ordinator	Positive evaluation of mentorship scheme in survey
			A4.1.3: Amend role descriptions for PG-DoS and PGR Recruitment Co-ordinator to include ensuring that career development lunches and the annual PGR research highlight afternoon & speaking practice continue to be provided for our PhD students, even when the individual role-holders change. This should include the responsibility for the PG-DoS to continue to invite UG students to attend the annual PGR research highlight afternoon.	Jan 25 to April 25	Departmental Workload Co-ordinator	Role descriptions amended

4.2	Helping to ensure that all our UG students feel welcome, safe and included in the Department	We recognise that there can be specific challenges for UG students who are women or belong to another gender minority, due to the gender imbalance in Physics departments. We need to better understand the experiences of female and other gender minority students within our department, to enable us to plan meaningful, effective professional development and other actions, as appropriate, to ensure our culture is as supportive as it can be for all students.	**A4.2.1:** Hold focus group meetings, open to all UG students who are women or belong to a gender minority, to explore what challenges they may face due to the gender imbalance in the Department, and to propose actions to help to alleviate these challenges. These focus groups will be facilitated by trained staff from the University's Student Support team, who will provide anonymised feedback on the views and experiences that the students express during these discussions.	Oct 25 to June 26	Chair of DSAT	Focus groups are held and attended by at least 30 UG students, with useful feedback provided to inform the development of the action plan
			A4.2.2: In consultation with NWP, SSLC and PhySoc, develop an action plan in response to the issues raised by our female and other gender minority students	Oct 2026 to June 27	Chair of DSAT	Action plan developed, in consultation and collaboration with NWP, SSLC and PhySoc.

ID	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Success Criteria & Outcomes
Priority 5: Strengthen and embed continuous monitoring and reflection processes in relation to gender equality.						
5.1	Review and revise (where needed) the role descriptions for all leadership and management roles in the Department.	This action aims to ensure that relevant EDI responsibilities (including responsibilities for AS action points) are embedded within all relevant role descriptions, so that they are clear to the post-holders, including when there is a change in role-holder during the implementation period of relevant actions.	**A5.1.1:** Review and revise the role descriptions for all departmental leadership and management roles to include clear expectations and responsibilities in relation to equality, diversity and inclusion.	Jan 25 to July 25	Chair of DSAT	Revised role descriptions for all leadership and management roles in the Department (including the annual schedule for them to report to DSAT on action point progress) agreed by Department Executive Committee and circulated to relevant colleagues. All colleagues who are responsible for action points report to DSAT on progress in accordance with the agreed schedule.
			A5.1.2: Establish an annual schedule for all colleagues who are responsible for action points to report to DSAT on progress, and to propose any amendments or extensions to these actions.	Jan 25 to July 25	Chair of DSAT	
5.2	Review and revise (where needed) the terms of reference for all	This action aims to ensure that relevant EDI responsibilities (including responsibilities for reviewing and analysing relevant EDI data) are	**A5.2.1:** Review and revise the Terms of Reference for all departmental committees to include	Jan 25 to July 25	Chair of DSAT	Revised ToRs for departmental committees (including the annual schedule for reviewing and analysing

	departmental committees.	embedded within the terms of reference for all departmental committees, so that they are clear to the committee members. EDI considerations are not as strongly embedded in the ongoing business of departmental committees as they should be, and there is not a clear common understanding of the responsibilities for analysing core data.	clear expectations and responsibilities in relation to EDI (including the schedule for reviewing and analysing EDI data referred to in **A5.2.2**).			relevant EDI data) agreed by DEC and circulated to relevant colleagues. Committee members are more aware of the committee's EDI responsibilities, including the action points for which the committee is responsible. All department committee chairs review and analyse all EDI data that is relevant to them and report to DSAT on progress in accordance with the agreed schedule.
			A5.2.2: Establish an annual schedule for departmental committees to review and analyse all EDI data (quantitative and qualitative) that is relevant to them, to evaluate progress on actions that are relevant to them, and to propose any new or extended actions.	Jan 25 to July 25	Chair of DSAT	
5.3	Establish a regular schedule for DSAT to update departmental colleagues on progress towards fulfilling the action plan.	This action aims to increase awareness of our EDI initiatives among departmental colleagues, as well as providing the opportunity for colleagues to provide feedback and to propose new or extended actions. The overall aims are to increase the sense of common	**A5.3:** DSAT will distribute an annual report to departmental staff and students on progress towards fulfilling the action plan. This will include updated quantitative and qualitative (culture	April 26 to April 28	Chair of DSAT	Annual schedule agreed by DSAT and implemented. At least 75% of respondents to new future culture survey questions report that they are aware of

		ownership of our EDI initiatives across the Department, and to involve more departmental colleagues in formulating and enacting our action plan.	survey) data, including data on the distribution of responsibilities and decision-making roles (ref A1.2.1). It will be discussed annually in a Department staff meeting, and staff and students will be invited to give feedback, including any proposals for new or extended actions.		positive EDI actions that are being taken in the Department, and that they feel able to make proposals for new or extended actions, with no significant gender differences in the responses.

Appendix 1: Culture survey data

A1.1 Response rates by staff/student group and gender for 2024 departmental culture survey

Redacted.

A1.2 Results of 2024 departmental culture survey: Athena Swan culture survey questions

Notes:

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

The numbers in the table are the percentages of respondents in each staff or student category who agreed / strongly agreed or who disagreed / strongly disagreed with the statement in each survey question.

* Where an asterisk is included after the text for a question, the wording of the equivalent 2018 survey question was slightly different.

Valuation: The overall numerical 'scores' listed throughout Appendix 2 are calculated as a weighted mean of all the survey responses within the relevant category, using the following numerical coding:

- Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 5

Theme 1: Belonging and Inclusion

AS Q1: I feel like I belong in my department

Overall numerical 'score' for all respondents: 3.61

Female: 3.65, **Male:** 3.76, **Other / Prefer Not To Say:** 3.11

All Staff (academic, PTO & PDRA): 3.65, **Academic Staff:** 3.75, **PhD students:** 3.50

More detailed data redacted here.

AS Q2: I feel like people really care about me in my department

Overall numerical 'score' for all respondents: 3.29

Female: 3.44, **Male:** 3.44, **Other / Prefer Not To Say:** 2.50

All Staff (academic, PTO & PDRA): 3.34, **Academic Staff:** 3.33, **PhD students:** 3.14

More detailed data redacted here.

AS Q3: My contributions are valued in my department

Overall numerical 'score' for all respondents: 3.48

Female: 3.53, **Male:** 3.68, **Other / Prefer Not To Say:** 2.75

All Staff (academic, PTO & PDRA): 3.47, **Academic Staff:** 3.37, **PhD students:** 3.50

More detailed data redacted here.

AS Q4: I feel comfortable speaking up and expressing my opinions

Overall numerical 'score' for all respondents: 3.78

Female: 3.76, **Male:** 4.00, **Other / Prefer Not To Say:** 3.13

All Staff (academic, PTO & PDRA): 3.81, **Academic Staff:** 3.74, **PhD students:** 3.71

More detailed data redacted here.

AS Q5: Departmental communications are clear and relevant to me and my role

Overall numerical 'score' for all respondents: 3.65

Female: 3.53, **Male:** 3.88, **Other / Prefer Not To Say:** 3.22

All Staff (academic, PTO & PDRA): 3.68, **Academic Staff:** 3.64, **PhD students:** 3.57

More detailed data redacted here.

Theme 2: Gender Equality

AS Q6: Departmental leadership actively supports gender equality

Overall numerical 'score' for all respondents: 3.66

Female: 3.65, **Male:** 3.76, **Other / Prefer Not To Say:** 3.38

All Staff (academic, PTO & PDRA): 3.72, **Academic Staff:** 3.63, **PhD students:** 3.50

More detailed data redacted here.

AS Q7: My department is committed to achieving gender balance in leadership positions

Overall numerical 'score' for all respondents: 3.61

Female: 3.53, **Male:** 3.75, **Other / Prefer Not To Say:** 3.38

All Staff (academic, PTO & PDRA): 3.69, **Academic Staff:** 3.59, **PhD students:** 3.43

More detailed data redacted here.

AS Q8: The rate people progress in my department is not affected by gender

Overall numerical 'score' for all respondents: 3.44

Female: 3.06, **Male:** 3.63, **Other / Prefer Not To Say:** 3.63

All Staff (academic, PTO & PDRA): 3.38, **Academic Staff:** 3.41, **PhD students:** 3.57

More detailed data redacted here.

AS Q9: Equality, diversity & inclusion work is recognised when workload is allocated

Overall numerical 'score' for all respondents: 3.42

Female: 3.46, **Male:** 3.64, **Other / Prefer Not To Say:** 2.83

All Staff (academic, PTO & PDRA): 3.42, **Academic Staff:** 3.41

More detailed data redacted here.

AS Q10: Equality, diversity & inclusion work is recognised in applications for promotion/progression

Overall numerical 'score' for all respondents: 2.97

Female: 2.64, **Male:** 3.50, **Other / Prefer Not To Say:** 2.50

All Staff (academic, PTO & PDRA): 2.97, **Academic Staff:** 2.89

More detailed data redacted here.

AS Q11: My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff

Overall numerical 'score' for all respondents: 3.19

Female: 2.86, **Male:** 3.55, **Other / Prefer Not To Say:** 2.67

All Staff (academic, PTO & PDRA): 3.10, **Academic Staff:** 3.04, **PhD students:** 3.45

More detailed data redacted here.

Theme 3: Work-Life Balance

AS Q12: My department enables flexible working

Overall numerical 'score' for all respondents: 3.84

Female: 4.25, **Male:** 3.60, **Other / Prefer Not To Say:** 3.75,

All Staff (academic, PTO & PDRA): 3.80, **Academic Staff:** 3.69, **PhD students:** 3.93

More detailed data redacted here.

AS Q13: Workloads in my department are allocated fairly

Overall numerical 'score' for all respondents: 3.69

Female: 3.67, **Male:** 4.07, **Other / Prefer Not To Say:** 2.83,

All Staff (academic, PTO & PDRA): 3.69, **Academic Staff:** 3.63

More detailed data redacted here.

AS Q14: The timing of departmental meetings and events takes into consideration those with caring responsibilities

Overall numerical 'score' for all respondents: 3.61

Female: 3.81, **Male:** 3.61, **Other / Prefer Not To Say:** 3.14,

All Staff (academic, PTO & PDRA): 3.74, **Academic Staff:** 3.59, **PhD students:** 3.25

More detailed data redacted here.

AS Q15: My department provides staff with support around all types of caring leave

Overall numerical 'score' for all respondents: 3.51

Female: 3.86, **Male:** 3.39, **Other / Prefer Not To Say:** 3.17,

All Staff (academic, PTO & PDRA): 3.55, **Academic Staff:** 3.52, **PhD students:** 3.42

More detailed data redacted here.

Theme 4: Bullying and Harassment

AS Q16: I have experienced bullying and/or harassment in my department in the past 12 months

Overall numerical 'score' for all respondents: 1.94

Female: 2.53, **Male:** 1.32, **Other / Prefer Not To Say:** 2.63,

All Staff (academic, PTO & PDRA): 2.14, **Academic Staff:** 2.15, **PhD students:** 1.43

More detailed data redacted here.

AS Q17: I have witnessed bullying and/or harassment in my department in the past 12 months

Overall numerical 'score' for all respondents: 2.18

Female: 2.53, **Male:** 1.68, **Other / Prefer Not To Say:** 3.00,

All Staff (academic, PTO & PDRA): 2.39, **Academic Staff:** 2.44, **PhD students:** 1.64

More detailed data redacted here.

AS Q18: I know how to report bullying and/or harassment

Overall numerical 'score' for all respondents: 3.82

Female: 3.82, **Male:** 3.80, **Other / Prefer Not To Say:** 3.88,

All Staff (academic, PTO & PDRA): 4.03, **Academic Staff:** 3.96, **PhD students:** 3.29

More detailed data redacted here.

AS Q19: Departmental management is active in tackling bullying and/or harassment

Overall numerical 'score' for all respondents: 3.23

Female: 3.00, **Male:** 3.40, **Other / Prefer Not To Say:** 3.17,

All Staff (academic, PTO & PDRA): 3.24, **Academic Staff:** 3.32, **PhD students:** 3.21

More detailed data redacted here.

AS Q20: I am satisfied with how bullying and/or harassment are addressed in my department

Overall numerical 'score' for all respondents: 3.20

Female: 2.86, **Male:** 3.46, **Other / Prefer Not To Say:** 3.00,

All Staff (academic, PTO & PDRA): 3.69, **Academic Staff:** 4.00, **PhD students:** 3.21

More detailed data redacted here.

Theme 5: Career Development

AS Q21: My line manager supports my career development

Overall numerical 'score' for all respondents: 3.90

Female: 3.88, **Male:** 4.08, **Other / Prefer Not To Say:** 3.38,

All Staff (academic, PTO & PDRA): 3.68, **Academic Staff:** 3.54, **PhD students:** 4.43

More detailed data redacted here.

AS Q22: Decisions about appointments are made fairly

Overall numerical 'score' for all respondents: 3.56

Female: 3.40, **Male:** 3.73, **Other / Prefer Not To Say:** 3.50,

All Staff (academic, PTO & PDRA): 3.56, **Academic Staff:** 3.48

More detailed data redacted here.

AS Q23: Decisions about promotion/progression are made fairly

Overall numerical 'score' for all respondents: 3.44

Female: 3.21, **Male:** 3.57, **Other / Prefer Not To Say:** 3.67,

All Staff (academic, PTO & PDRA): 3.44, **Academic Staff:** 3.41

More detailed data redacted here.

AS Q24: I receive useful feedback on my career development through performance reviews

Overall numerical 'score' for all respondents: 3.19

Female: 3.54, **Male:** 2.93, **Other / Prefer Not To Say:** 3.00,

All Staff (academic, PTO & PDRA): 3.19, **Academic Staff:** 3.25

More detailed data redacted here.

Theme 6: Wellbeing

AS Q25: My current workload is manageable

Overall numerical 'score' for all respondents: 3.55

Female: 3.29, **Male:** 3.84, **Other / Prefer Not To Say:** 3.22,

All Staff (academic, PTO & PDRA): 3.32, **Academic Staff:** 3.18, **PhD students:** 4.14

More detailed data redacted here.

AS Q26: My mental health and/or wellbeing are supported in my department

Overall numerical 'score' for all respondents: 3.35

Female: 3.18, **Male:** 3.63, **Other / Prefer Not To Say:** 2.86,

All Staff (academic, PTO & PDRA): 3.26, **Academic Staff:** 3.16, **PhD students:** 3.57

More detailed data redacted here.

AS Q27: I know where to seek support for mental health and/or wellbeing at work

Overall numerical 'score' for all respondents: 3.60

Female: 3.29, **Male:** 3.83, **Other / Prefer Not To Say:** 3.57,

All Staff (academic, PTO & PDRA): 3.65, **Academic Staff:** 3.68, **PhD students:** 3.50

More detailed data redacted here.

AS Q28: I feel confident asking for mental health and/or wellbeing support at work

Overall numerical 'score' for all respondents: 3.19

Female: 3.00, **Male:** 3.42, **Other / Prefer Not To Say:** 2.88,

All Staff (academic, PTO & PDRA): 2.97, **Academic Staff:** 2.85, **PhD students:** 3.71

More detailed data redacted here.

A1.3 Results of 2024 departmental culture survey: Additional departmental-specific survey questions that are referred to in this application

DQ1: I find it easy to access the senior leadership of the Department (HoD/Deputy HoD) when needed

Overall numerical 'score' for all respondents: 3.65

Female: 3.69, **Male:** 3.72, **Other / Prefer Not To Say:** 3.38

All Staff (academic, PTO & PDRA): 3.77, **Academic Staff:** 3.63, **PhD students:** 3.36

More detailed data redacted here.

DQ2: People treat each other with respect in our department

Overall numerical 'score' for all respondents: 3.64

Female: 3.35, **Male:** 4.12, **Other / Prefer Not To Say:** 2.75

All Staff (academic, PTO & PDRA): 3.53, **Academic Staff:** 3.41, **PhD students:** 3.93

More detailed data redacted here.

DQ3: Responsibilities and decision making in the Department are distributed appropriately

Overall numerical 'score' for all respondents: 3.31

Female: 3.00, **Male:** 3.87, **Other / Prefer Not To Say:** 2.71

All Staff (academic, PTO & PDRA): 3.31, **Academic Staff:** 3.21

More detailed data redacted here.

DQ4: I would like to better understand how to get on to important committees in the Department

Overall numerical 'score' for all respondents: 2.29

Female: 2.30, **Male:** 2.14, **Other / Prefer Not To Say:** 2.57

All Staff (academic & PDRA): 2.29, **Academic Staff:** 2.18

More detailed data redacted here.

DQ5: My Head of Department should share out their leadership responsibilities more widely than at present in my Department

Overall numerical 'score' for all respondents: 2.93

Female: 3.63, **Male:** 2.62, **Other / Prefer Not To Say:** 2.71

Academic Staff: 2.93

More detailed data redacted here.

DQ6: I am satisfied with the social meeting space(s) available in the Department

Overall numerical 'score' for all respondents: 4.02

Female: 4.18, **Male:** 4.04, **Other / Prefer Not To Say:** 3.67

All Staff (academic, PTO & PDRA): 4.14, **Academic Staff:** 4.18, **PhD students:** 3.71

More detailed data redacted here.

DQ7: Departmental social activities, such as parties, team building or networking events, are equally welcoming to everyone

Overall numerical 'score' for all respondents: 3.58

Female: 3.76, **Male:** 3.72, **Other / Prefer Not To Say:** 2.75

All Staff (academic, PTO & PDRA): 3.56, **Academic Staff:** 3.37, **PhD students:** 3.64

More detailed data redacted here.

DQ8: People in the Department are treated on their merits irrespective of their gender (e.g. both women and men are actively encouraged to apply for promotion and take up training opportunities)

Overall numerical 'score' for all respondents: 3.61

Female: 3.29, **Male:** 3.88, **Other / Prefer Not To Say:** 3.50

All Staff (academic, PTO & PDRA): 3.57, **Academic Staff:** 3.41, **PhD students:** 3.71

More detailed data redacted here.

DQ9: My relationships with work colleagues are generally good

Overall numerical 'score' for all respondents: 4.12

Female: 4.12, **Male:** 4.28, **Other / Prefer Not To Say:** 3.63

All Staff (academic, PTO & PDRA): 4.14, **Academic Staff:** 4.07, **PhD students:** 4.08

More detailed data redacted here.

DQ10: In meetings, everybody's contributions are treated in a respectful way

Overall numerical 'score' for all respondents: 3.78

Female: 3.71, **Male:** 4.12, **Other / Prefer Not To Say:** 2.88

All Staff (academic, PTO & PDRA): 3.64, **Academic Staff:** 3.48, **PhD students:** 4.14

More detailed data redacted here.

DQ11: I am offered sufficient training and career development opportunities

Overall numerical 'score' for all respondents: 3.71

Female: 3.56, **Male:** 3.92, **Other / Prefer Not To Say:** 3.38

All Staff (academic, PTO & PDRA): 3.62, **Academic Staff:** 3.62, **PhD students:** 3.93

More detailed data redacted here.

DQ12: I find it easy to have my opinion heard in the Department

Overall numerical 'score' for all respondents: 3.39

Female: 3.29, **Male:** 3.67, **Other / Prefer Not To Say:** 2.75

All Staff (academic, PTO & PDRA): 3.42, **Academic Staff:** 3.48, **PhD students:** 3.31

More detailed data redacted here.

DQ13: I would personally like to have a more influential role in the Department

Overall numerical 'score' for all respondents: 2.86

Female: 3.06, **Male:** 2.72, **Other / Prefer Not To Say:** 2.88

All Staff (academic, PTO & PDRA): 2.77, **Academic Staff:** 2.70, **PhD students:** 3.07

More detailed data redacted here.

Appendix 2: Data tables

Please note that the University of Bath data contained in Appendix 2 extends to 2022/23 for student data, and 2023/24 for staff data, as those are the latest years of confirmed data in each instance.

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

The Department of Physics does not have any students at foundation or PGT level.

A2.1.1 Undergraduate students

Figure A2.1.1 shows the number of Year 1 UG entrants to the Department of Physics from 2018/19 to 2022/23, along with the percentage of female UG students in each of these years. The proportion of female students fluctuates from year to year, largely due to relatively small numbers.
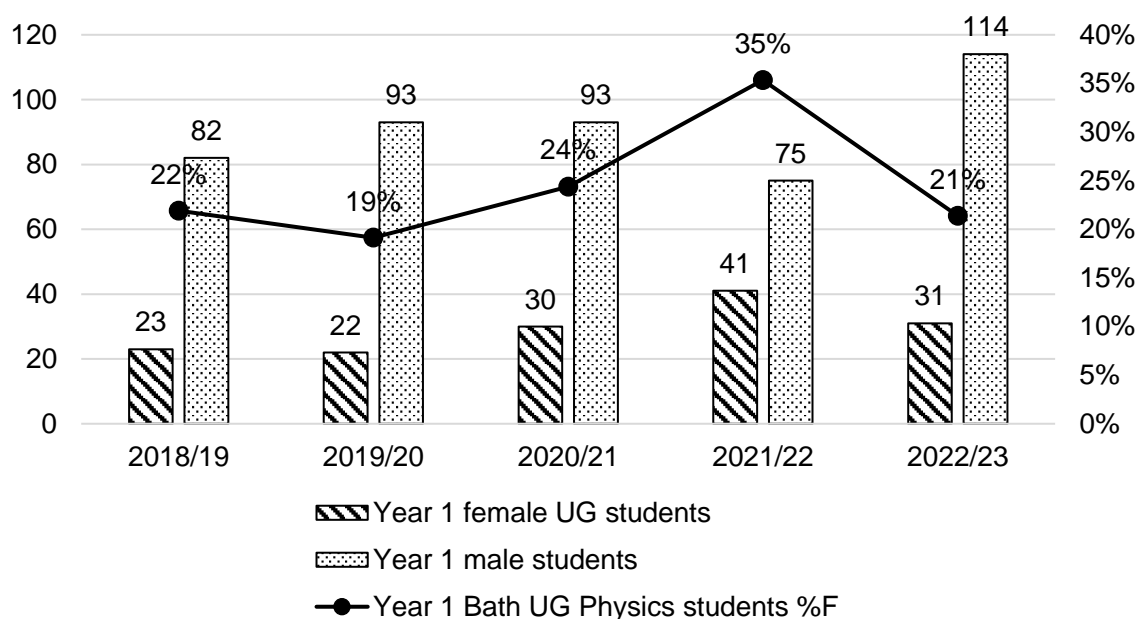

Figure A2.1.1: Department of Physics UG Year 1 entrants by gender

Figure A2.1.2 shows the total number of male and female UG students (across all year groups) in the Department of Physics from 2015/16 to 2022/23, along with the overall percentage of female UG students in each of these years. The equivalent national benchmarking data (accessed via the Institute of Physics' HESA Dashboard) for female UG Physics students in UK universities and other HEIs is also included on this graph. The percentage of female UG students at Bath is close to the national benchmarking data for most years; there was a slight dip in 2019/20 and 2020/21, but this has improved more recently.
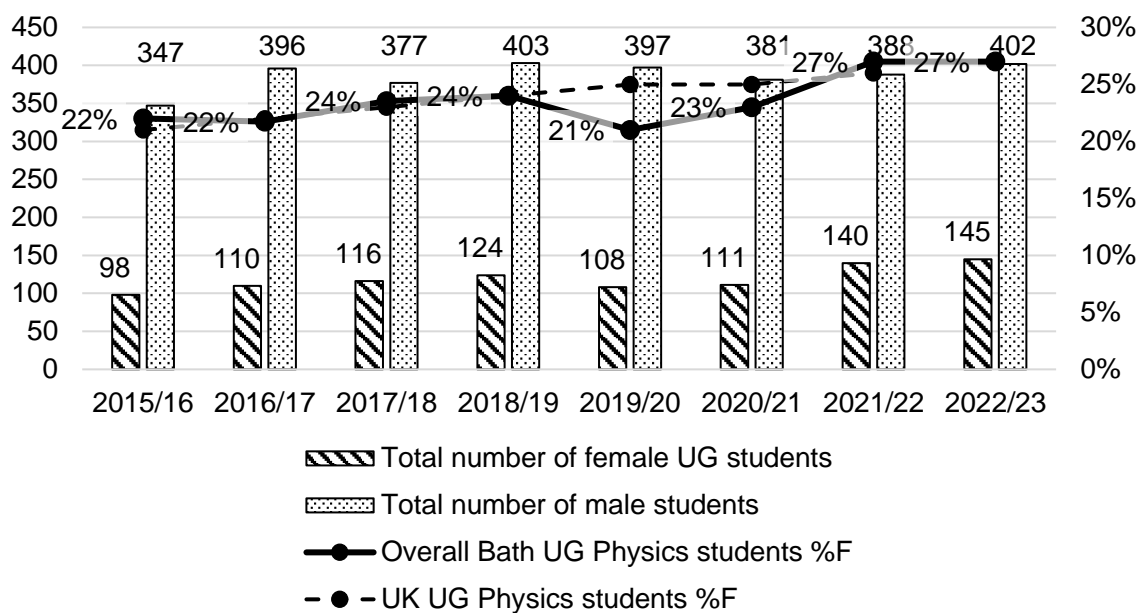
Figure A2.1.2: Department of Physics UG student profile (all year groups) by gender, compared to national benchmarking data

A2.1.2 Postgraduate research students

Table A2.1.3: Department of Physics PGR student profile by gender

PGR STUDENTS		Total	Full-time	Part-time
2018/19	Female	25	25	0
	Male	57	56	1
	% Female	30%	31%	0%
2019/20	Female	14	14	0
	Male	42	41	1
	% Female	25%	25%	0%
2020/21	Female	21	21	0
	Male	47	46	1
	% Female	31%	31%	0%
2021/22	Female	18	18	0
	Male	46	44	2
	Non-binary	1	1	0
	% Female	28%	29%	0%
2022/23	Female	18	14	0
	Male	46	38	2
	Non-binary	0	0	0
	% Female	28%	27%	0%

Figure A2.1.4 shows the total number of male and female PhD students in the Department of Physics from 2015/16 to 2022/23, along with the percentage of female PhD students in each of these years. The equivalent national benchmarking

data (provided directly by the Institute of Physics) for female UG Physics students in UK universities and other HEIs is also included on this graph for 2020/21 to 2022/23. We are pleased to note that the percentage of female PhD students at Bath appears to be generally higher than the national benchmarking data.
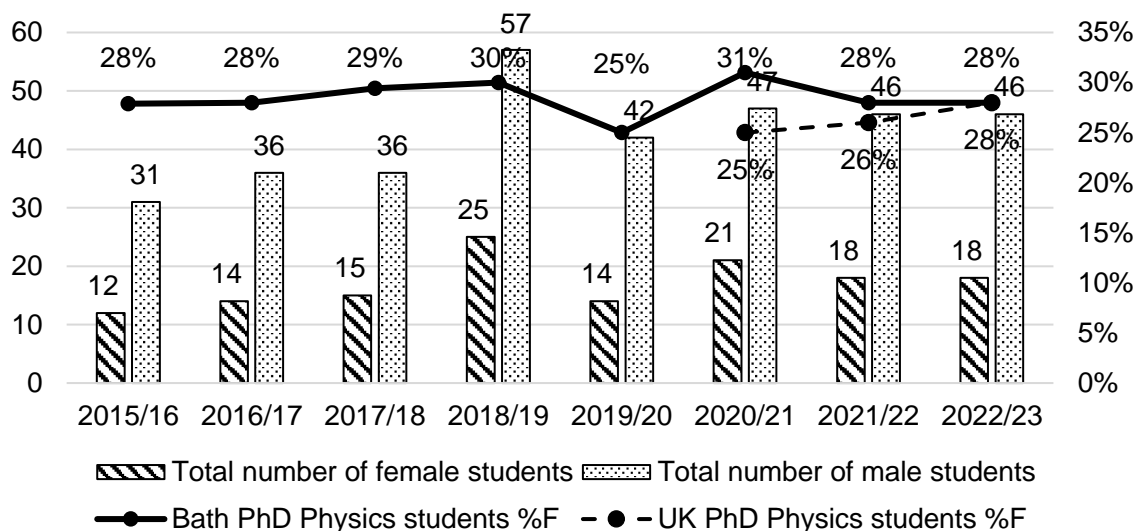

Figure A2.1.4: Department of Physics PGR student profile by gender

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

The Department of Physics does not have any students at foundation or PGT level.

A2.2.1 Undergraduate students

Table A2.2.1 and Figure A2.2.2 show the degree classifications awarded to UG students in the Department of Physics from 2018/19 to 2022/23.

Table A2.2.1: Department of Physics UG degree classifications by gender

Table and Figure redacted

Figure A2.2.2: Department of Physics UG degree classifications by gender

Figure A2.2.3 shows the degree classifications awarded to male and female UG students in the Department of Physics, aggregated over the full period from 2018/19 to 2022/23. There are no significant differences in the overall proportion of 1st class and 2.1 degree classifications awarded to male and female students during this period.

Figure redacted

Figure A2.2.3: Department of Physics UG student attainment by gender, aggregated over the period 2018/19 to 2022/23

Additional text redacted.

A2.2.2 Postgraduate research students

Table A2.2.4 and Figure A2.2.5 show the PGR student completion rate in the Department of Physics for entry years from 2014/15 to 2019/20.

Please note that this data is a cohort analysis which looks at the entry points, instead of the year the PGR degree was submitted. Submission rates look at the proportion of research students that submit their thesis within the maximum period of registration, which for full-time PhD students is 4 years. The time taken has been adjusted to take account of any period of agreed suspension. In cases where the student has not yet submitted their thesis but periods of suspension mean that they potentially could still submit within the maximum period of registration, these have been recorded in the column "Not submitted (in time)". Re-registrations have been specifically excluded, as the new registrations tend to skew the submission rate figures.

Figure A2.2.5 shows substantial year-to-year fluctuations in the submission rate, due to small numbers of students submitting in each year. Aggregating the data over entry years from 2014/15 to 2019/20:

- The overall submission rate during that period was 63% for female PhD students, and 67% for male PhD students.

Table A2.2.4: PGR student completion rate by gender

Table and Figure redacted

Figure A2.2.5: PGR student completion rate by gender

Additional text redacted.

A2.3 Academic staff by grade and contract function

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

Table redacted

A particularly noteworthy trend that is apparent from the data in Table A2.3.1 is that the average seniority of female academic staff in the Department of Physics has increased significantly during the last Athena Swan review period.

Figure A2.3.2 shows the total numbers and percentages of male and female academic staff in the Department of Physics during the period 2017/18 to 2023/24, along with the equivalent national benchmarking data (accessed via the Institute of Physics' HESA Dashboard) for the percentage of female academic staff in UK Physics departments. While the percentage of female academic staff in UK Physics departments rose from 19% in 2017/18 to 22% in 2021/22, the percentage of female academic staff in Bath Physics was higher than the national average during most of the review period, rising to 29% in 2023/24.

Figure A2.3.2: Total academic staff by gender in the Department of Physics, compared to national data

Figure redacted

There has been an even more striking increase in the seniority of female academic staff during this period. Figure A2.3.3 shows the proportion of Grade 9 academic staff (Senior Lecturer or Reader posts) who are female, along with the equivalent national benchmarking data for academic staff of an equivalent grade in UK Physics departments. While the percentage of academic staff at the equivalent of Grade 9 who are female rose from 13% in 2017/18 to 18% in 2021/22 across UK Physics departments, the percentage of academic staff at Grade 9 who are female rose from 6% in 2017/18 to 26% in 2023/24 in Bath Physics.

Figure A2.3.3: Proportion of Grade 9 academic staff that are male and female in the Department of Physics, compared to national data

Figure redacted

A similar trend is seen in Figure A2.3.4, which shows how the proportion of male and female academic staff that are at Grade 9 has evolved over the review period.

Figure A2.3.4: Proportion of male and female academic staff that are at Grade 9 in the Department of Physics

Figure redacted

While the proportion of male academic staff who are at Grade 9 has stayed relatively constant over the review period (around 35-40%), the proportion of female academic staff who are at Grade 9 has substantially increased, from 8% in 2017/18 to 33% in 2023/24.

A2.4 Academic staff by grade and contract type

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

Table redacted

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

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

Table redacted

A2.6 PTO staff by grade and contract type

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

Table redacted

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

The Applicants/Shortlisted data in Table A2.7.1 were collected from the University's job applications database (Stonefish) and show the number of applicants, and those who were shortlisted for each academic year between 1st August and 31st July. Academic new starters data has been collected from the iTrent database and includes the number of new appointments who actually started between 1st August and 31st July of the same academic year. Note that for new starters for a particular year, one or more could have applied in the previous academic year and thus appear as applicants/shortlisted in the previous academic year.

Aggregating the data in Table A2.7.1 over the full period from 2018/19 to 2022/23:

- 25% of female applicants for academic posts were shortlisted, compared with 19% of male applicants.

Table A2.7.2 shows the equivalent data for new starters. Aggregating the data in this table from 2018/19 to 2022/23:

- 9% of female applicants were appointed, compared with 8% of male applicants.
- 36% of female shortlisted candidates were appointed, compared with 42% of male shortlisted candidates.

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

Table redacted

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

Table redacted

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

The data in Table A2.8.1 were collected in the same way as for the tables in Section A2.7. Aggregating the data in Table A2.8.1 over the full period from 2018/19 to 2022/23:

- 50% of female applicants for PTO posts were shortlisted, compared with 35% of male applicants.

- 21% of female applicants were appointed, compared with 11% of male applicants.

- 43% of female shortlisted candidates were appointed, compared with 31% of male shortlisted candidates.

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

Table redacted

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

Tables A2.9.1 and A2.9.2 show applications and success rates for academic promotion by gender and grade.

Table A2.9.1: Academic promotion rates by gender

Table redacted

Table A2.9.2: Academic promotion rates by grade

Table redacted

Aggregating the data in Table <u>A2.9.1</u> over the full period from 2018/19 to 2022/23:

- 80% of female applicants for academic promotion were successful, compared with 93% male applicants.

- 26% of the academic promotion applications were made by women, and 24% of the promoted candidates were women.

A2.10 Applications and success rates for PTO progression by grade (where there are formal routes for progression)

Table A2.10.1: PTO promotion rates by gender

Table redacted

Please note that the University defines PTO progression* as a movement up by a grade either via re-grading route or starting a new role.

Appendix 3: Glossary

Abbreviation / acronym	Full Description
8W	Building 8W (the building on the main University of Bath campus in which the Department of Physics is primarily housed)
A	Agree
AS	Athena Swan
CIC	(Department) Culture and Inclusion Committee
D	Disagree
DEC	Department Executive Committee
DH&SC	Department Health and Safety Committee
DHoD	Deputy Head of Department
DLTQC	Department Learning, Teaching & Quality Committee
DoR	Director of Research
DoS	Director of Studies
DoT	Director of Teaching
DPC	Department Promotions Committee
DRKEC	Department Research and Knowledge Exchange Committee
(D)SAT	Department Self-Assessment Team
ECR	Early Career Researcher(s)
EDI	Equality, Diversity & Inclusion
EoI	Expression of Interest
FT	Full-time
HoD	Head of Department
HR	Human Resources
IoP	Institute of Physics (professional body and learned society for physics in the UK & Ireland)
KTP	Knowledge Transfer Partnership
N	Neither Agree Nor Disagree
NWP	Network of Women in Physics
OUE	Online Unit Evaluation (these are the online evaluation forms that our students are invited to fill in for each module that they study)
PDRA	Postdoctoral Research Associate
PG-DoS	Postgraduate Director of Studies (i.e. Director of Studies for PhD students)

PGR	Postgraduate Research
PG-SSLC	Postgraduate (Research) Staff-Student Liaison Committee
PGT	Postgraduate Taught
Physoc	The student-led departmental Physics students' society
POG	Physics Operational Group
PT	Part-time
PTNS	Prefer Not To Say
PTO	Professional, Technical & Operational Staff
RAG	Red, Amber, Green
SA	Strongly Agree
SD	Strongly Disagree
SDPR	Staff Development & Performance Review (annual appraisal process). A process of "Career Conversations" has been recently trialled as a replacement for SDPRs; this new process is intended to be more focussed on the reviewee's development needs and aspirations.
SSLC	Staff-Student Liaison Committee
ToR	Terms of Reference
UG	Undergraduate
UG-DoS	Undergraduate Director of Studies
UG-SSLC	Undergraduate Staff-Student Liaison Committee
WAMS	Workload Allocation Management System (this is the institutional IT system used to allocate, monitor and record workload hours for academic staff)
WLM	Workload Model
WomenCAN	Women Academics Change Agents Network (University of Bath network)
WP	Widening Participation