Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Bath
Name of department	Department of Psychology
Date of current application	December 2022
Level of previous award	Bronze
Date of previous award	October 2017
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Section	Words used
1. An overview of the department and its approach to gender equality	2603
2. An evaluation of the department's progress and success	2352
3. An assessment of the department's gender equality context	3425
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Core Data tables*	
Appendix 3: Additional Data	
Appendix 4: Glossary*	
Appendix 5: Bronze Action Plan	
Overall word count (8000 allowance + 500 words for impact of Covid-19)	8380

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

Table of Contents

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

1.1 Letter of endorsement from the Head of Department

Dear Head of Athena Swan,

I have enthusiastically signed up to the principles of the renewed Athena Swan Charter and am grateful for the opportunity to support this Silver application. In the Department of Psychology, inclusivity is one of four core values we agreed following our Bronze award (among innovation, impact, and integrity) - representing the *intrinsic* merit in bringing together people from diverse perspectives in a supportive academic community. This value and its application in higher education is also important to me personally (including as a father of a daughter working in higher education) and as a scholar who has studied human values, prejudice, and sexism, with Global Challenges Research funding on reducing gender differences in STEM.

I have worked closely with the Chair of our Equality and Diversity Committee (EDC) in forming the Departmental Self-Assessment Team (DSAT), taking part in several action plan meetings, commenting on multiple drafts, and, between us and the Deputy HoDs, discussing our action plans and impacts of the Covid-19 epidemic throughout the review period.

We have completed the majority of the Bronze actions and made significant progress in several respects: we put equality and diversity front and center in departmental business through the establishment of the new EDC in our leadership framework; we helped advance women's careers through the new Career Development and Advisory Group (CDAG) alongside university-leading support for leadership training (e.g., Aurora, Elevate); we made the academic recruitment process more appealing to applications from women by ensuring equal gender representation across the entire recruitment process. We received a commendation from the British Psychological Society for our commitment to equality, diversity, and inclusion (ED&I) in the latest accreditation report.

Notwithstanding this progress, the DSAT has shown that we need to gain ground against varied challenges. Despite the importance of Inclusivity to our department, it is worrying that many staff don't feel included or connected to others, especially since the pandemic. Staff and student well-being is an important issue, improvements are needed to our mentorship within the department, better training opportunities in support of ED&I, increased staff awareness of our supporting ED&I activities, and, despite new widening participation and outreach activities in our Bronze actions, we continue to recruit male students at a lower rate than the national benchmarks. For us to make more progress on these issues, we also need to review the functioning of our EDC and help make its work more structured, concrete, and effective.

This submission includes a precise set of actions to address these challenges and, with perseverance, make the department a beacon for good practice. The

Department Executive is fully committed to resourcing these tasks, including a continuing commitment to workload allocations for the EDC and DSAT, while ring-fencing relevant funds and professional support.

I confirm that this Silver application is an honest and accurate representation of our department.

Sincerely,

Prof Greg Maio

Head of Department of Psychology
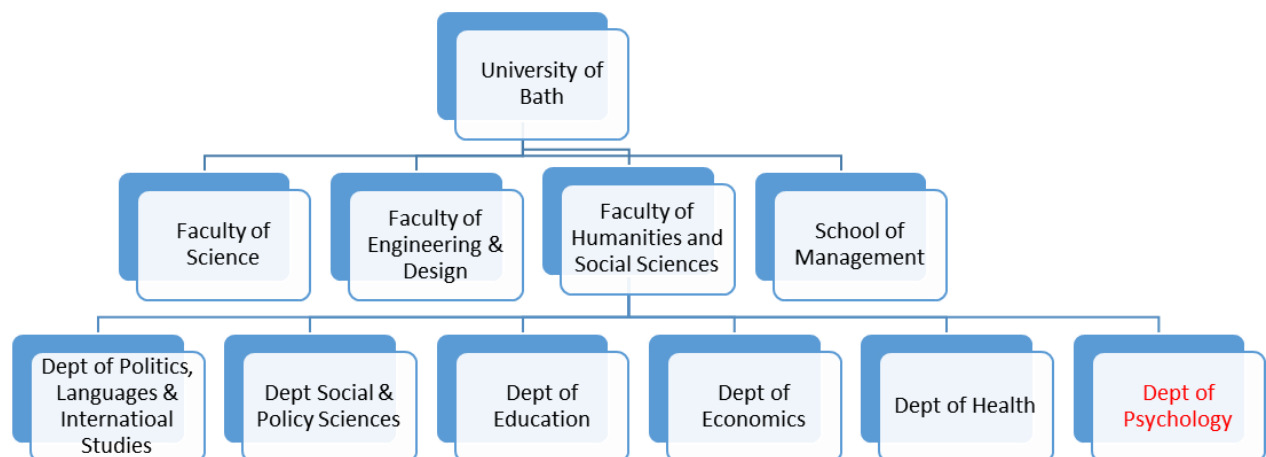
1.2. Description of the department

The Department of Psychology is one of six departments based in the Faculty of Humanities and Social Sciences at the University of Bath (Figure 1). It has seen a period of rapid expansion, doubling in size in just 10 years.

We have a distinctive focus on theoretically informed applied psychology, reflected in six areas of expertise, three University Research Centres, and 12 research groups/networks (Figure 2).

In department-wide discussions following our Bronze award, we established four core values, which are central to our aims and guide our work: innovation, integrity, impact, and inclusivity. We seek to learn through new theories, methods, and challenges (innovation), through a commitment to doing things openly and fairly (integrity), to find solutions to real world problems (impact). We encourage working collaboratively with colleagues and students from diverse backgrounds, while respecting differences and supporting each other (inclusivity).

These values are reflected in our undergraduate and postgraduate programmes, many of which are fully or partially accredited by recognised national bodies e.g., British Psychological Society.

Figure 1: Position of the Department of Psychology within the University.

Figure 2: Research themes, groups and interests of the Department of Psychology.

Research Themes
- Cognitive Science
- Clinical Psychology
- Foresnic
- Developmental Psychopathology
- Health Psychology
- Social and Environmental Psychology

Research Centres
- Pain Research
- Applied Autism Research
- Mindfulness and Compassion

Research networks/groups
- Addiction and Mental Heath
- Child Mental Health and Development
- Critical Research in Social Psychology
- Digital Lives
- Environment Transport and Sustainability
- Neuroimaging and Brain Stimulation
- Social and Cultural Cognition

Research labs
- Human Computer Interaction (CREATE)
- Bath Babylab
- Crossmodal Cognition

Staff and Student Profile

The gender profile of the Department of Psychology in 2020-21 is shown in Figure 3. Of 87 academic staff there are 59 women and 28 men (68%/32%) who focus on research and/or teaching. A very small number of staff and students identify as non-binary (<10). Most academic staff are line managed by the Head of Department (HoD), or if on specific research contracts, by project leads. The department receives administrative support from 7 professional staff (all women) managed by the Faculty, 4 professional staff managed by the Doctoral College, and two technical staff who are line managed by the HoD. The HoD has overall responsibility for the Department, with leadership support from the committees (Figure 1).

There are 1287 students, across undergraduate (621 women, 94 men; 87%/13%), postgraduate taught (337 women, 92 men; 79%/21%) and research (109 women, 34 men; 76%/24%) programmes. The gender profile reflects the national trend of a greater ratio of women to men. Undergraduate programmes have high entrance requirements (A*AA) and includes a BSc (Hons) in Psychology, and BSc (Hons) psychology with a one-year work placement. There are 4 taught Masters Programmes (Health, Applied Clinical Psychology, Applied Forensic Psychology with Counselling, Applied Psychology with Economic Behaviour), and two Masters in Research Methods (Psychology, Sustainable Futures). Additional professional courses include a Foundation Systemic Theory and Practice and a new Clinical Associate in Psychology MSc Apprenticeship. Postgraduate research is split between a PhD in Psychology and Professional Doctorate in Clinical Psychology.

Figure 3: Profile of Psychology staff and students at Bath by gender in 2020/21.
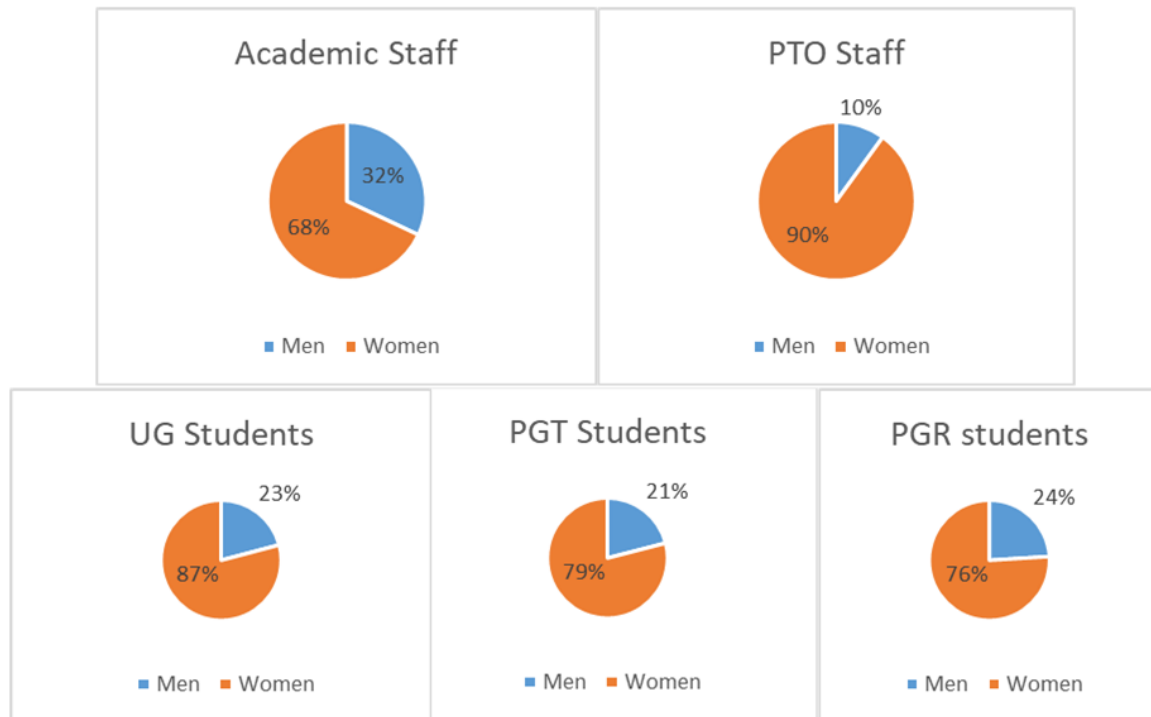
Environment

The department is situated in a new £29 million building, which provides a shared working environment for bringing together staff and students. There are shared social spaces that provide an opportunity to build a strong and inclusive culture (see Figure 4). However, our environment is more than the physical space; it is a friendly and collegial place to work.

Figure 4: Celebrating our Athena Swan Bronze Award in 10 West social space

1.3. Governance and recognition of ED&I

ED&I structures and resources

Robust departmental structures ensure ED&I is embedded in our practice (Figure 5), and that a wide range of staff and students are involved in ED&I-related activities. The primary mechanism is through our Equality and Diversity Committee (EDC). Terms of reference stipulate that membership is a balance of diversity, including gender, career stage, and job role; this is checked each year, and when new positions become available. Length of term is 3 years for staff, and 1 year for students. The EDC is chaired by a senior academic (currently Prof. Ed Keogh), and includes the HoD, Deputy HoDs (DHoDs), and representation from PTO staff, students, research associates, early career lecturing/tutoring and part-time staff. The EDC promotes ED&I principles, and oversees the implementation, monitoring, and evaluation of our AS action plan. The EDC appraises core data and staff/student surveys, and leads new initiatives, including departmental workshops e.g., harassment intervention, decolonising the curriculum. An ED&I sub-committee within the DClinPsy includes users of NHS mental health services and their carers.

Figure 5. Department's management and committee structures 2021/22
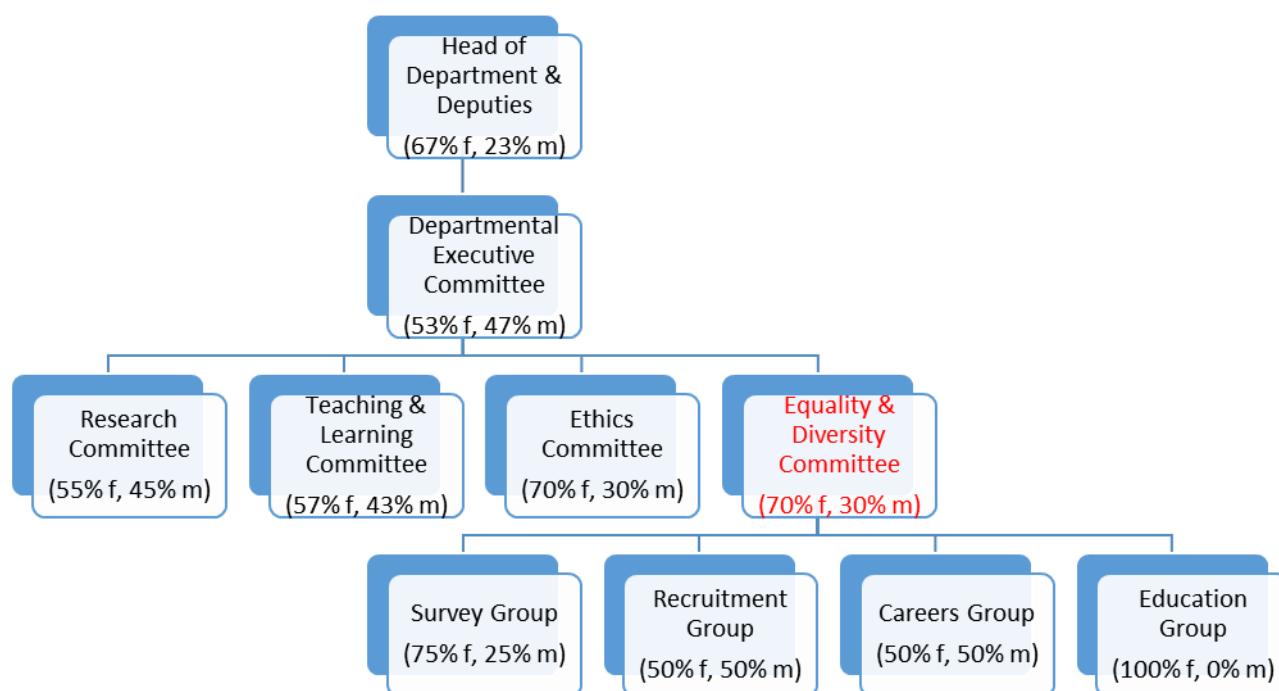
The EDC meets a minimum of three times a year, is supported by faculty PTO staff, and has a dedicated secure Teams space, which enables storage/access to core data, and other material (e.g., action plan, minutes) and an area for staff and student discussion. All staff can attend EDC meetings and access the Teams channel. There is additional support from our Central University ED&I team, which oversees institutional polices, mandatory training, guidance, and toolkits.

Management/Committee Structures that Support ED&I

The HoD has ultimate responsibility for department work and operations, including staffing, supported by a Deputy Head. In 2019, the department became the first in the university to implement the Deputy Head role on a job-share basis.

Departmental Executive Committee (DEC). The HoD/DHoDs meets monthly with the DEC to review departmental activity. The DEC comprises of staff with key departmental responsibilities, including committee chairs e.g., ED&I, Ethics, Research, Learning and Teaching (Figure 5). It receives EDC's minutes and actions, and ED&I is a standing item to ensure its consideration in strategic decision making.

Department Staff Meetings (DSMs). Broader awareness and discussion of ED&I issues is enabled through quarterly DSMs, chaired by the HoD. The DSMs have ED&I as a standing item, which enables the EDC Chair to update staff and facilitate discussion. Support is provided at a faculty and university level through committees and management structures (e.g., University's Self-Assessment Team, Athena Swan Network, Equality and Diversity Network, Equality, Diversity and Inclusion Committee), and the Faculty's Athena Swan Champion.

How ED&I/AS work is distributed, accounted for, recognised and rewarded

Leadership of the department's ED&I work occurs within the EDC and includes the Departmental Self-Assessment Team (DSAT). Membership is voluntary, with calls for expressions of interest announced though HoD emails to the department. We are sensitive to possible overload and there is no quota enforced for women to be part of the committee. To ensure ED&I work is recognised, activities including EDC/DSAT membership are reflected in workloads. The Department follows the University's Workload Allocation Management System (WAMS), which ensures staff workload allocation is transparent and equitable. Staff EDC members received the same allocation as for other core committees (40 hours per annum; 160 for the Chair), with added time allocations for discrete projects (e.g., 320 hours leading DSAT application, 40-80 hours for leading analysis, consultation, and application).

The WAMS data are reviewed annually, and staff can request redistribution of duties. All staff can view their draft workload in WAMS throughout the year to ensure that their activities are appropriately represented and adjusted. Staff Development and Performance Review (SDPR) to assess the balance of activities against personal and departmental needs.

EDC/DSAT work can form part of career promotion cases and is included in the university's Career Progression Framework (CPF), which explicitly invites applicants to identify activity supporting ED&I principles. In the CPF, these activities also count toward making either an essential or outstanding contribution in research, teaching, or leadership. Activity in support of the EDC was a component of 6 successful applications for promotion during the review period, with other successful applications mentioning valued contributions to ED&I more generally.

1.4. Development, evaluation, and effectiveness of policies

Process for developing, evaluating and revising, departmental policies

ED&I policies and initiatives originate from individuals (students, staff), committees and working groups. Faculty and University committees communicate directly to HoD and staff with senior management responsibility, and to the whole community through email and the university news webpage.

New policies are considered within our EDC and/or relevant committees. Staff and student representative can submit agenda items to EDC meetings, providing an opportunity to discuss issues, explore needs, and establish actions. Items often fit within existing priority groups, or if not, smaller working groups can be established. Policy recommendations are developed, and documents discussed at the DEC, departmental committees, and staff meetings. Once approved, a member of staff is usually designated to ensure recommendations are implemented. Operational matters relating to staffing are usually overseen by the HoD and DHoDs, whereas programme level initiatives are implemented by Directors of Studies (DoS). New initiatives are reported to the wider University through committees and networks.

In the review period, the department has championed anti-harassment workshops (Be the Change), initiatives to support neurodiversity in our workplace and student body (e.g., running an annual summer school for prospective neurodiverse applicants), and decolonisation of the curriculum. The Department was awarded funding from Health Education England to support ED&I initiatives within DClinPsy training.

The Department has recently worked with HR: (a) to develop ways to explore WAMS for gender disparity, (b) on the EPSRC funded Reimagining Recruitment project to develop policies to diversify early career recruitment, retention, and progression, and (c) piloting new recruitment procedures e.g., anonymising applications until shortlisting. Other examples of our staff and student contributions to institutional policies include the Report and Support tool for students, and the Dignity and Respect initiatives.

Evaluating the implementation of departmental and institutional policies

Evaluation of policy implementation is overseen by the EDC and/or relevant committee, with additional oversight provided by the DEC, and HoD/DHoDs. For example, the institutional requirement for all staff to engage in ED&I training and SDPRs are the responsibility of the HoD for implementation and monitored by the EDC.

As part of our evaluation, we include items within our staff and student surveys to gain feedback on awareness and effectiveness of policies. Progress on initiatives, recommendations and changes are reported at the EDC for evaluation, and the EDC completes an annual review of impacts and actions, including recommendations for improvement.

1.5. Athena Swan self-assessment process

Who was involved in this application?

Our DSAT (Table 1) comprises 11 women and 5 men (69%/31%), reflecting our staff profile. They were recruited through open calls and individual invitations by the HoD and DSAT Chair. The committee included different genders, career stages, job family/contracts. Each member had at least one role e.g., writing drafts, data analysis, action plan development. All members reviewed drafts. Broader departmental consultation was undertaken via staff meetings, and drafts circulated for review. Students' views were included through membership and representation within EDC meetings. Consultation outside the department was conducted, including academics from Psychology departments at other universities who had submitted Silver applications.

How we conducted the self-assessment process

Work started in the EDC (Sept 2020), assessing BAP progress, reviewing data, and priority group recommendations. The DSAT Chair met regularly with HoD and members of the institutional ED&I group to plan direction. The EDC education priority group oversaw the student ED&I subgroup, which ensured student views about future priorities were heard and incorporated into this application. A DSAT writing subgroup formed in Autumn 2021, meeting twice monthly (late 2021 to Easter 2022) to discuss direction, and produce first drafts. Updates were discussed in EDC meetings (with student representatives), with consultation in the DEC and staff meetings to raise awareness and gain feedback. Our DSAT expanded in Spring 2022 to incorporate all EDC members, and again in the Summer to bring in additional departmental staff.

Discussions were held by the action plan development group on core topics e.g., staff recruitment, training/mentoring, ECR. September and October 2022 included department wide discussion around future action plans. In November a draft application was made available to all staff using our Departmental Teams channel for all to view, edit and comment on. Drafts were also shared with our institutional ED&I team and external consultants.

How will we support the department's future gender equality work?

The EDC will oversee the implementation of the new action plan, evaluate its impact, and develop new initiatives. The EDC reports on progress to the DEC, and initiatives and achievements against actions will be communicated to the department e.g., DSMs, ED&I Teams channel, email updates. To maintain and build momentum, the EDC will draw on relevant expertise within the University (e.g., staff development, student support, HR) as we implement the action plan, and we will continue our annual staff/student surveys, which are four years running, and have been invaluable in understanding the issues we face, as well as evaluating our initiatives. The financial costs of any initiatives approved by the department will be met by its general operational budget, which has supported our Bronze actions and new initiatives (e.g., bringing in the bystander, decolonising curriculum events) throughout the review period.

Table 1: Members of the Department Self-Assessment Team (DSAT)

Member	Sex	Role in the Department	DSAT role	Writing / Planning	Data	Review	Action Plan
		Reader	Action Plan (careers) Review			x	x
		Senior Lecturer	Action Plan (education) Review			x	x
		Senior Lecturer	Data (Surveys)		x		
		Lecturer	Writing Data (Surveys)	x	x		
		Senior Lecturer	Review Data (Surveys)		x	x	
		Dep HoD / Professor	Review			x	
		Chair DSAT and EDC / Professor	Lead Writing Action Plan Data (Core data) Review	x	x	x	x
		Senior Lecturer	Action Plan (co-ordinator)				x
		PD Researcher (part time)	Review Action Plan			x	x
		HoD / Professor	Review	x		x	x
		Experimental Officer	Action Plan				x
		Departmental Co-ordinator	Review Data (Core data) Action Plan		x	x	x

		Dep HoD / Reader	Review			x	
		Lecturer	Writing	x			
		Lecturer	Writing Data (Surveys) Action Plan (careers)	x	x		x
		Lecturer	Writing	x			

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

2.1   Evaluating progress against the previous action plan

Formulation, monitoring, and development, of our Bronze Action Plan

The department's Bronze Action Plan (BAP; Appendix 5) was developed through a consultation with staff and students for our previous application. It comprises of 60 items, with targeted objectives and actions, timeline, and criteria for success. It is Red-Amber-Green (RAG) rated and reviewed annually by our EDC.

Given that our BAP spans 60 pages, guidance from the Athena Swan office suggested it was too long to be embedded within Section 2 and that it could be placed within the Appendix. Our BAP is therefore situated in Appendix 5.

The items are organised around six core areas:

- Self-assessment processes

- Picture of the Department (Academic and Research Staff; Students)

- Supporting and advancing women's careers (Career transition points)

- Career Development (Academic Staff)

- Flexible working and managing career breaks

- Organization and Culture

The EDC is the primary way in which we implemented our action plan and monitor progress. In the early phases of the review period, the EDC created core structures and processes associated with a successful ED&I-led department e.g., committees, data collection. Next, we refined the way we work, developing better appraisal to help us decide areas of focus.

We formed four priority area working groups, mapping onto our action plan, with designated EDC leads: 1. Career Paths, 2. Education and Training, 3. Student recruitment, 4. Surveys and Culture. The EDC receives reports from these groups, detailing progress, obstacles, and future plans. Recommendations are presented to our DEC, and other relevant committees for action.

Our action plan is an evolving document that adapts to changing demands, initiatives, and emerging priorities. The action plan is formally reviewed and updated on an annual basis by the EDC, with RAG ratings to help check on progress, relevance, and identify priorities. As part of our annual review, we assess the impact of our work through analyses of centrally provided staff and student ED&I indicators (e.g., gender ratio, recruitment, attainment), as well as feedback from our department's ED&I staff and student surveys.

Overview of progress made to date on Action Plan

Of our 60 Action Points, 41 items are green rated (completed/ongoing), 16 are amber rated (partially completed), 0 are red (not initiated) and 3 were no longer applicable and removed (Appendix 5).

Green items: We have well-established self-assessment and monitoring processes (BAP3.1-3.4) overseen by our EDC; ED&I is embedded in all aspects of our work. There is top-level management support and EDC representation within our DEC, which ensures ED&I issues have a voice in central planning and strategic decision making (BAP3.2). We monitor core gender-related data and data from our annual surveys (BAP4.1.1-4.1.2), all of which spans several years. This enables us to appraise the effectiveness of initiatives, judge awareness of ED&I issues and policies, and examine the degree to which members feel part of an inclusive and supportive environment (BAP5.5-5.6). New systems are in place to support careers, including improved SDPR processes and a new Career Development and Advisory Group (CDAG) for viewing promotion applications (BAP5.1, 5.3.3-5.3.6).

Amber items: All other items are Amber. Many have been successfully implemented, but Amber marked because we have not yet met the numerical targets we set. For example, the staff/student survey completion rates are not at the target level of 80% and 50% (BAP3.4), and the number of completed SDPRs did not meet our 95% target (BAP5.3.3). We could improve on our training completion data (BAP5.1.1). There was significant positive movement in all of these items, and it could be argued our targets were too high; however, we believe that it is better to be ambitious, and to not view this as a failure, but improve. For the other amber items, there are examples where we have started but not completed an initiative (e.g., WAMs analysis (BAP5.6.5), research grant activity (BAP5.3.11)), or where it has not been possible to maintain initiatives (e.g., outreach officer funding ended (BAP5.6.8) because Covid-19 induced university funding cuts that were out of departmental control (BAP5.3.2)).

Red items: There are no Red marked action points, which is a considerable success.

Critical appraisal: Despite having achieved most of our BAP aims, the processes and structures that we created through this plan have ironically given us a vantage point to see more distance to cover in our ED&I aims. Our DSAT/EDC reviews took a critical approach to what we have done, how we do it, and where to improve. A key conclusion was that whilst we now have good structures and processes, our work can be somewhat reactive and less joined up. We recognise the need to be more focused and strategic in how we operate to achieve our aims. This is reflected in the differences between our Bronze and Silver action plans. For Bronze, we had numerous items and objectives aimed at setting up structures and collating core data to inform direction. The current need is for us to refine what we have, integrate ways we work and data we collect, and use this to strategically plan and monitor initiatives in a more targeted manner.

2.2   Evaluating success against department's key priorities

We have chosen to present two core areas of achievement in gender equality (see Tables 3 and 4), which reflect overarching goals that cut across numerous BAP priorities. These reflect how a better understanding of our department's gender profile has improved equality in recruitment and attainment within our department and led to us to influence wider university processes.

Table 3: Key achievement 1. To have successfully embedded ED&I into the department's process and structures.
Goals
- To set up structures and processes to enable the successful monitoring, assessment, and understanding of our gender profile   - To use this to inform the development of initiatives to combat gender inequality and reflect on the impact of our initiatives   - A key BAP goal was to develop a better understanding of the gender imbalance in our student profile, focusing on recruitment
Key actions
Set up processes to monitor our gender profile (BAP 3.1-3.5)   - EDC established (2018), with terms of reference, membership criteria to ensure representation to oversee our ED&I work (see Section 1, pp. 9-10).   - Annually and across the previous five years, EDC examines our gender profile for imbalances in recruitment and attainment for staff and students. It monitors applications, offers, and acceptance; for students we consider degree results, and for staff, promotion application and success.   - These activities are supplemented with data from our new annual staff and student surveys, which help identify areas of concern for improvement e.g., views on workload allocation, SDPR, mentoring, CDAG, culture.   - More recently, we worked with our HR department to develop and pilot a new process to explore WAMS for gender inequality.   **Understand and improve gender profile of students with a focus on recruitment (planned & unplanned) (BAP 3.4; 4.1-4.2)**   - Established an EDC priority working group on student recruitment to review our programmes and explore good practice.   - Conducted focus groups with current students about university choices and explored local/national reasons for lower male applications.   - Changed our approach to recruitment e.g., gender balance in role models, representation in publicity, open days, outreach.   - Gained University funding for a fixed-term widening participation (WP) post (2019-21) to extend student recruitment initiatives, while including a gender focus e.g., male and female role models in school talks   - Conducted outreach activities that targeted boys' schools in Bath to pilot ways to recruit from local area as part of our Autism Summer School (funded externally).

- Our DClinPsy team explored ways to improve ethnic and gender diversity, piloting new approaches to recruitment interviewing; with funding, and a second fixed-term post in 2022. Good practice was shared in recruitment teams.

Improve gender profile, with focus on staff recruitment (unplanned)
- Consistent balanced gender representation on staff recruitment panels, including male and female points of contacts in all staff advertisements.
- Clear statements of inclusion, and signposting to relevant ED&I policy in all staff recruitment adverts, including flexible working policies.
- Begun to advertise more widely, targeting different professional networks and those supporting disadvantaged groups (e.g., lgbtjobs.co.uk, disabilityjobs.co.uk, bmejobs.co.uk).

Progress/appraisal

- Appropriate processes and structures are now in place to monitor, assess and appraise objectives and work. New priorities were identified and are under development. However, processes could be smarter and better integrated e.g., targeted data monitoring around priorities.
- EDC tends to be business focused, and there is a desire facilitate broader discussion. Priority groups were set up to enhanced this, but do not always work as intended, and work can fall to one or two staff.
- Surveys provide a snapshot **(BAP3.4)**, but there remain limitations (e.g., completion, intersectionality). Some items are less useful, more have been added (Covid-19), and they take time to complete amidst many other staff and student surveys. We could refine our surveys and integrate with core data, to reduce this burden and form a more interconnected analysis.
- We better understand our student and staff gender profiles for recruitment and attainment, and EDC recommendations have led to significant improvements in gender ratios. PGT and PGR ratios are more in-line with national benchmarks, but less so for our UG/DClinPsy programmes **(Appendix 2 and Appendix 3; Section 3.1.1-3.1.2)**. Through our WP efforts, we recruited more Gold Scholars (which are university supported students in WP cohorts) than all other departments through this period. A new challenge is to obtain ongoing funding to support dedicated PTO staff working in this area.
- We had a wider impact on University's processes, including changes in how other departments now map workloads (e.g., workload sheets designed to boost transparency, ease of feedback). Analysis of these data for associations with gender, roles, career stage and other factors (e.g., ethnicity) needs development.
- The main factors that supported this success were to have a strong, committed ED&I team that shares tasks, leadership support both within and outside the department, and shared departmental values that sees merit in pushing this forward.

New Action Plan
 • Develop a new Departmental Action Plan **(Section 4),** which reviews EDC processes and priority working groups and explores ways to integrate this activity in a more strategic way **(SAP5.1)** • Review/revise surveys with fewer, more-targeted items, enabling flexibility to add items that reflect new issues each year **(SAP5.2)** • Continue to monitor staff and student data to strategically inform new practice around recruitment and attainment **(SAP3.1)** • Explore WAMS data for gender inequality (across and within roles, career stage, etc.) as a tool to help guide workload allocation **(SAP2.1)**

Table 4: Key achievement 2. To have positively supported and advanced women's academic careers at all levels
Goals
 • To initiate new approaches to support and advance women's careers • To see a positive changes in the gender profile of academic staff, especially in terms of promotion from Lecturer to SL, and from SL to Reader/Professor
Key actions
 Set up structures to support women's career progression • Established new academic staff roles to support SDPRs and mentoring, made routine an annual SDPR with training needs identified, and all staff were allocated a mentor **(BAP5.3.1, 5.3.3-5.3.6)** • Established CDAG to review and feedback on staff promotion applications, then used by the HoD to support applications and/or to give guidance on how to progress **(BAP5.1.3)** • Annually promoted, resourced, and encouraged take up of staff training (e.g., Aurora leadership programme, team/individual coaching), providing ECR research-only staff with lecturing/supervisory experience, supporting HEA fellowship applications **(BAP5.3.9)** • Introduced a Departmental Staff Development fund to support training, with a steer towards ECRs **(BAP5.3.10)** • Doubled the individually allocated funds to support academic staff research in the year following maternity leave; then following faculty's diversion of all individual funds (2020), continued to provide funds for these staff **(BAP5.5.3)** • Better signposted for all academic staff the University's flexible working processes, with information provided in staff handbook, on webpages, and in emails to staff **(BAP5.5.1 – 5.5.5).** There is careful monitoring of workloads by HoD in the year following extended leave/career break, enabling a slow or phased return and avoiding role changes or additions.

Progress/appraisal
- SDPRs increased from 46% in 2017 to 68% in 2021, and are viewed as useful (in 2021, 93% agreement for women, 87% for men). Uptake of mentoring is high (70 staff), and we have led the University in successful applications to the competitive Aurora and Elevate leadership programmes for women (12 over 5 years; with only 7 Aurora places across the university annually). We need to improve training opportunities as female staff report lower satisfaction and awareness of promotion criteria. Staff mentoring works well for some, but not all, and needs improvements.   - There has been an improvement in promotion success, and combined with recruitment changes, we see a more balanced gender ratio at all levels (see Appendix 2). Our CDAG has been particularly successful (35 staff applications reviewed), with 28 supported applications (18 women, 10 men) receiving 100% success rates following external reviews/adjudication at the University Staff Committee. There are positive changes in the gender ratio at the Grade 9 (Senior Lecturer, Reader) level, indicating an uplift in early-to-mid-career progress for women. We have recently seen a greater gender ratio balance at Reader and Professor levels. Our core data update for 2021/22 (to be released in February 2023) will show that in 2021/2022 the gender ratio for Reader is **now 50:50.** For Professorial level **45% of staff were women** (6 men and 5 women), which is up from 30% in 2018/19.   - Although we have made meaningful differences in women's career progression, our DSAT review suggests we need to examine how to support mid-career women to move to senior roles and fixed-term ECR staff to gain permanent roles. We also have a gap in knowledge around PTO staff due to faculty structures and lack of central promotion/progression pathways for PTO staff.
New Action Plan
- Explore ways to enhance mentoring within the department **(SAP4.1)**   - Continue with what works well, such as CDAG, and enhance **(SAP2.2)**   - Understand support for career progression between stages; examine support at earlier stages (ECR) **(SAP2.2, 2.4)**   - To find ways to support PTO staff in terms of career development **(SAP2.3)**

Section 3: Assessment of the department's gender equality context

3.1 Culture, inclusion and belonging

Our four core departmental values – inclusion, innovation, impact and integrity -- serve as reference points in strategic discussions and in our staff/student induction materials. We have been commended by the British Psychological Society for our commitment to ED&I in admissions processes and support for students through their studies. However, we have more to do, for example addressing lack of diversity in our staff and student bodies. Our DSAT reviewed everything from admissions, retention, progression, promotion to leaving rates, and below are the key points that stood out for us as ongoing challenges.

3.1.1 Student profile

Recruitment: Our student profile reflects the national trend of a high number of females to males (Appendix 2 Tables 2.1.1-4). Although we are trending closer to the sector averages in PGT and PhD recruitment (Appendix 3), the ratio of men and women on our UG programme was consistent across the review period, despite a steady increase in overall student numbers. Also, our PGR data is more nuanced when splitting between PhD and DClinPsy; PhD recruitment is ~60% female, whereas for DClinPsy is it ~85%. Whilst reflecting national trends, we are higher than sector benchmarks, and these remains stubborn despite our outreach activities. Our analysis (from talking to UG students about University choices) suggests this is linked to our strong focus on clinical, health and developmental psychology, which may be more attractive to women. However, we need to discern how to extend the modest improvements at the PGT level to other programmes. We are not particularly diverse, with relatively small numbers from non-white groups, students with a disability, and from lower socioeconomic backgrounds (Appendix 3). A key focus will be the re-establishment of professional WP support from the university to help us diversify student recruitment, as we began to see improvements when we had this support.

Attainment: Completion rates between women and men are broadly similar for PhD and DClinPsy (Appendix 2; Tables 2.2.3-4). For UG and PGT, there is a slight trend for women to earn a higher proportion of higher-level degrees; between the 1st class vs 2i range in UG and the Distinction vs Merit range in PGT (Appendix 2; Tables 2.2.1-2). These need to be monitored, and we may need improve signposting to ensure our male students notice and use existing support where required (e.g., peer-mentoring scheme, personal tutors). Even though our employability rates are very high overall, and we do not yet have data on gender differences in employability; we need to test whether there are employability differences between men and women after completing our programmes (e.g., explore with alumni).

Response

Action plan items 3.1-3.2 within Priority 3 (Staff and student diversity)

Action plan items 2.5 – 2.6 within Priority 2 (Career development and progression)

3.1.2 Staff profile

In 2020/21 our staff profile also reflected the national trend, with a higher number of women than men (Appendix 2 and Appendix 3; Tables 2.3.1 and 2.5.1). This difference is consistent over the review period, at around 65% women for academic staff, and higher for PTO, part-time and fixed-term staff. Previously, we reported a higher ratio of women at early academic career stages, which reversed at higher levels (more men). Most recently, latest unpublished figures from 2022, show 50% of Readers and 45% of Professor are now women; this suggests we are starting to see a greater proportion of women in senior academic roles. In terms of intersectionality, as with our student body, we do not have a diverse range of backgrounds, and numbers are too small to draw any meaningful inferences. Adding more diversity is an area of future focus.

Recruitment: For academic staff, there was an increase in the proportion of women applying to Bath (from 69% in 2017/18 to 74% in 2020/21), being shortlisted (60% in 2017/18; 76% in 2020/21) and joining the department (60% in 2017/18; 79% in 2020/21) (Appendix 2; Tables 2.7.1-3). While most new recruits have been at the Lecturer level, our most recent figures from December 2022 now show that 50% of the new appointments at Reader and 45% at Professor have been women. This suggests we have made some progress in narrowing the gap for women, and in the proportion who move from the application stage to recruitment. No clear patterns exist for PTO staff (Appendix 2; Tables 2.8.1-3).

Retention: In terms of academic staff leavers, a higher proportion of women left the department than men, but the average proportion of women leaving (~64%) is similar to the overall proportion women in the department (~65%). Of leavers, a higher proportion of women were on fixed-term (64%, 100%, 63%, 83%) than open-ended contracts (40%, 50%, 100%, 33%). There was no clear pattern by FT or PT contract.

Response

Action plan items 3.1-3.2 within Priority 3 (Staff and student diversity)

3.1.3 Supporting staff careers and attainment

Our BAP identified career development as a key area to pursue.

Supporting staff careers: A range of formal (e.g., SDPR, CDAG) and informal (e.g., mentoring, ECR Support Network, subject specific research groups) support mechanisms are now in place. Our survey data points to areas for further development for supporting staff, mentoring, workloads, and flexible working.

We established new academic staff roles to support SDPRs and mentoring. SDPR uptake has increased (Appendix 5; BAP: 5.3.3 – 5.3.6), and feedback indicates they are useful, and more so for women than men (Appendix 1; Table 1.5-6; Appendix 5; BAP: 5.3.3). SDPRs enable us to highlight training needs. We have promoted and resourced relevant staff training and development e.g., Aurora and Elevate leadership programme for women; team and individual coaching. We also set up a mentoring system with a high uptake (70%; Appendix 5; BAP: 5.3.6). Nonetheless,

feedback on mentoring is mixed (see below; Appendix 1; Table 1.5-6). Future actions will focus on piloting a new mentoring scheme, matched to individual needs.

Workloads are reviewed annually by HoD/DHoDs, to ensure fairness and equity. Anonymised data is available to staff across the department. However, workloads are viewed by some as unfair, especially amongst women (Appendix 1; Tables1.1-2). Covid-19 amplified workload concerns, when sudden changes, and increased teaching loads were most felt, particularly for those with caring responsibilities. Some staff noted that increased teaching loads and the University's temporary freeze to promotion processes during Covid-19 may have disproportionately affected those with caring responsibilities and ECR staff – two groups where women constitute a majority. There were concerns that women are more likely to prioritise teaching and pastoral care and that this may not be as helpful for promotion. We led a new initiative with HR to explore WAMS for gender differences. While we initially assumed this would be straightforward, this was complex, as it involves recording gender in the system, potentially alongside other protected characteristics, in a manner that is GDPR compliant throughout the university. A key future action is for us to explore this new data, to monitor and ensure equality and fairness. We will be contributing to a related University initiative next in Spring 2023, which explores workload time for 'non-promotional' activities.

We supported flexible working by raising awareness of the university policies. There was approval of all 9 flexible working applications (7 from women), 2 requested returns to their higher FTE (both women), and 100% approval of family-friendly lecture timing allowances (space constraints mean the university reviews requests, rather than blanket family-friendly timing). An additional flexible working policy was adopted throughout Covid-19 lockdowns, with the HoD group ascertaining who had caring duties, and ensuring this was considered in task allocation (e.g., in-person teaching), including entry into the workload allocation system. Staff survey data (2021) indicated women felt slightly less supported in flexible working, and whilst qualitative comments suggested Covid-19 disproportionately affected women (Appendix 1; Tables 1.1-4), quantitative data suggested that women <u>and</u> men in caregiving roles reported being similarly affected. We need to explore with the university ways to support those with caring responsibilities who require more flexible ways of working, whilst also ensuring staff do not feel isolated working from home.

<u>Attainment:</u> A greater proportion of women now apply for and are successful in gaining promotion (Appendix 2; Tables 2.10.1). For our Bronze award, the proportion of applications from women was less than 50%, whereas it has increased to over 70%. Our new CDAG reviews staff applications, to either support promotion applications or to give progress guidance. It has reviewed 35 staff applications, and of the 28 supported, 100% were successful following external reviews and adjudication at the University Staff Committee (18 women, 10 men). This is a considerable success story, and a key driver behind the increase in women at senior levels. More women have been promoted from Lecturer to Senior Lecturer/Reader level, and to Reader/Professor (Appendix 2; Table 2.9.1). There is room for improvement, as we are not able to meaningfully reflect on PTO staff development, which is managed by the faculty, and patterns are complex (staff move between

departments). We nonetheless wish to better understand and support the careers of our PTO staff. There is also a difference between successes demonstrated in the data on promotion successes and staff perceptions (Appendix 1; Tables 1.1-2; 1.5-6). It is unclear whether this due to a lack of awareness (i.e., a perception lag), or if there are other barriers (e.g., differing obstacles for men and women, time to promotion.

<u>Response (attainment)</u>

Action plan items 2.1 – 2.4 within Priority 2 (Career development and progression)

3.1.4 Supporting an inclusive culture

We have sought to build an inclusive and supportive culture in the following ways:

- Routinely inviting expressions of interest for leadership roles and committee membership (including UG/PG students)
- Changing research seminars to more inclusive times (12-2pm), and enabling early career researchers to present their work
- Including more social events e.g., staff/student family friendly BBQ; during Covid-19 lockdown informal coffee mornings and quiz nights on Teams.
- Developed more informal research groups to help support staff research.
- Set up a new dedicated baby/nursing room for staff and students with young children who need a private space (feeding/expressing).
- Since Covid-19 lockdown, regular (monthly) HoD updates included frequent ED&I items to enable staff to feel included and valued while working remotely.
- Made ED&I resources available to staff and students e.g., Teams channel.
- Including ED&I in staff inductions.
- Increasing core ED&I training from 30-38% in 2017 to 71-77% in 2021. Almost all staff have taken part in workshops on sexual harassment and undertaken unconscious bias training.
- Organizing workshops on gender diversity, which was opened up across the University.
- Establishing an annual Autism Summer School (facilitating University entry)
- Working with student support services to address harassment and curriculum biases (e.g., Not the Bystander, Decolonising the Curriculum).

The DSAT assessed the impact of these initiatives through a range of sources, such as staff discussions, analysis of action plan goals, EDC committee, and staff and student surveys (Appendix 1). In addition to the issues mentioned above (e.g., refine self-assessment processes, workloads), the additional themes arising were:

Belonging and inclusion: Staff continue to feel valued by the department, although this dropped slightly since Covid-19 (Appendix 1; Tables 1.3-4). Qualitative remarks suggest a perception of cliques and in-groups around decision making. We need to do more to build back a better sense of community, inclusion and belonging.

Education: We need to enhance how we communicate and disseminate initiatives across the department. For example, women reported being increasingly less aware of student harassment and anti-bullying policies. University-wide shared parental leave policies are viewed as complex and poorly communicated. Although training

take-up has improved, and there is a desire for more relevant workshops and events; satisfaction with training needs to be improved.

Gender representation: Although staff felt personally supported, there was a view that more could be done to support gender equality – this view was slightly stronger in women. This could be due to unequal gender representation at senior levels: recent HoDs have been male (2 women, 4 men; with 2 male HoDs since 2010), as are key recent committee Chairs (see Section 1). Until recently there have been relatively small numbers of senior female staff, and difficulty in identifying female mentors.

Response

Action plan items 1.1 – 1.7 within Priority 1 (Culture, inclusion)

Action plan items 4.1 – 4.4 within Priority 4 (Education, training and communication)

3.1.5 Intersectionality

We need to consider how staff and students' opportunities and experiences are shaped by multiple interacting factors including race, class, gender, sexuality, and ability. When exploring our core data by other characteristics, we are not diverse, and very low numbers make it difficult to explore intersectionality. We nonetheless explored survey data in novel ways, such as for caring responsibilities, and how this intersects with gender (Appendix 1). This showed that caring responsibilities were a considerable concern for *both* female and male staff during the pandemic. We need to consider how we can diversify our profile, monitor and assess this better, and find ways to consider intersectionality in our day-to-day work. During the review period, we sought and received funding to employ a WP Officer for three years to increase diversity in student recruitment within our programmes, and we aim to secure such support on an ongoing instead of fixed-term basis.

Response

Action plan item 5.1 within Priority 5 (Self-Assessment and monitoring processes)

Action plan item 3.2 within Priority 3 (Staff and student diversity)

3.2   Key priorities for future action

We have identified five core priority areas over the next five years to promote gender quality and inclusion, as well as diversify our staff and student profile. These areas were directly informed by the analysis undertaken in sections 2 and 3.1. They are mapped against the core sources of evidence that informed their selection in Table 5.

Table 5: Identified future priority areas mapped against ways they were identified

Priority Areas	Core Data	Survey Data	BAP Review	ED&I priority groups	DSAT appraisal	Rank order (& importance rating) *
Advancing gender quality through culture, representation, and wellbeing		x			x	1 (4.5)
Supporting gender equality through career development and progression	x	x		x	x	2 (4.5)
Staff and student gender balance and diversity (Recruitment)	x	x	x		x	3 (4.2)
Education, training and communication to enhance gender equality	x	x	x	x	x	4 (4.1)
Self-assessment and monitoring processes around gender equality			x	x	x	5 (3.7)

Note: Rank order (1 = highest) and importance rating (out of 5) given by staff during consultation briefing held in October 2022

Priority Area 1: Advancing gender quality through culture, representation, and wellbeing

Evidence
- Staff survey – Culture items (Appendix 1; Tables 1.1-1.2)
- Staff survey - Covid items (Appendix 1; Tables 1.3-1.4)
- DSAT/EDC analysis (Section 2 and Section 3.1)

Identification of problem/issue
We need better representation of women in senior leadership roles. Our survey data and DSAT analysis indicates our sense of community, inclusion and representation has dropped over the past few years, possibly due to Covid-19, and that we need to build this back up. This may particularly have affected women.

Proposed solutions (cross-referenced with new Silver Action Plan; SAP)

- Find ways to give more voice to underrepresented groups e.g., women in senior leadership roles; gender diverse members of our department **(SAP1.5-1.6)**
- Find ways to improve perceptions and experiences around supporting gender equality, with a focus on those with caring responsibility **(SAP1.5)**
- Find ways to support staff and students, including raising awareness of existing support to combat job demands/work-related stress **(SAP1.6-1.7)**
- Establish a new working group to focus on staff and student inclusion and culture, overseeing new initiatives to help ensure people of all genders are socially connected and included within our department. **(SAP1.1)**

Priority Area 2: Supporting gender equality through career development and progression

Evidence

- Core staff data - promotion (Appendix 2; Tables 2.2.9 and 2.2.10)
- Staff survey data – careers items (Appendix 1; Tables 1.5 and 1.6)
- Student attainment data (Appendix 2; Tables 2.2.1-4)
- DSAT/EDC analysis (Section 2 and Section 3.1)

Identification of problem/issue

We need to develop how we support the academic careers of women across all stages and levels. We have identified specific groups to focus on, including ECR and PTO staff (who are more likely to be women), and staff/students from diverse backgrounds. We have identified potential gender-related obstacles to career progression, such as perceived inequality in workloads and support for those with caring responsibilities, alongside scope for CDAG to be more proactive in soliciting promotion applications. For undergraduate students, we need to understand why women may be performing better than men and if this impacts employability.

Proposed solutions (cross-referenced with new Action Plan)

- Explore and understand academic workloads, and workload concerns, for issues around gender equity **(SAP2.1)**
- Explore ways to extend CDAG and other processes to support staff e.g., actively identifying staff for promotion, providing additional support where required **(SAP2.2)**; working with faculty to support PTO staff; better support fixed-term and ECR staff **(SAP2.3-2.4)**
- Explore for possible gender-related barriers in staff career progression (e.g., duration to promotion, support between grades) and for student employability **(SAP2.5)**

Priority Area 3: Staff and student gender balance and diversity (Recruitment)

Evidence
- Core student profile data (Appendix 2; Tables 2.1.1-4)
- Core staff data profile (Appendix 2; Tables 2.3.1, 2.4.1, 2.5.1, 2.6.1-2)
- Core staff recruitment data (Appendix 2; Tables 2.7.1-3, 2.8.1-3)
- DSAT/EDC analysis (Section 2 and Section 3.1)
  BAP (Appendix 5; items 4.1.1 – 4.1.6)

Identification of problem/issue
There is a need to reduce the gender imbalance in both our UG and DClinPsy programmes, increasing the ratio of males to females. We are not a diverse department, including in senior academic roles. Neither our core nor survey data allows for meaningful exploration of different backgrounds, or intersectional aspects, to identify inequality. We need to find better ways to attract under-represented groups, and once here, ensure they feel supported and included.

Proposed solutions (cross-referenced with new Action Plan)
- Reduce the gender imbalance on UG and DClinPsy programmes
- Review and revise our staff recruitment practice to improve the diversity of our staff profile **(SAP3.1)**
- Develop with HR a new approach to better support the development of senior staff, with a focus on supporting women to assume leadership roles **(SAP3.1)**
- Build on the innovative student recruitment and mentoring strategies piloted within the DClinPsy programme to support students from diverse backgrounds across of our all programmes **(SAP3.1)**

Priority Area 4: Education, training and communication to enhance gender equality

Evidence
- Staff survey data (Appendix 1; Tables 1.1-2, 1.5-6)
- DSAT/EDC analysis (Section 2 and Section 3.1)
- BAP (Appendix 5; items 5.1.1, 5.3.1, 5.3.9, 5.6.2)

Identification of problem/issue
Better support is required for staff and students, especially in terms of mentoring for women. Communication about ED&I issues and initiatives need to be improved. There is a lack of awareness, and some confusion, over key ED&I polices (e.g., flexible working, promotable task). Core ED&I training needs to be

updated and made more relevant. We also need to ensure staff and students are more aware of the resources supporting ED&I to facilitate discussion and progress, and better calibrate the training and development opportunities for staff.

Proposed solutions (cross-referenced with new Action Plan)
- Revise our mentoring system and opportunities for staff and students **(SAP4.1)**
- Improve satisfaction with training by conducting a training needs analysis for staff and students **(SAP4.2)**
- Increase awareness and understanding of key ED&I polices e.g., expanding use of our Teams channel **(SAP4.4)**
- Improve methods of communication around ED&I issues, initiatives and innovations, while sharing good practice (successes and challenges) within the department **(SAP4.4)**
- Ensure that staff development and mentorship is linked to areas where we wish to improve e.g., training around innovative methods to improve diversity **(SAP3.1)**

Priority Area 5: Self-assessment and monitoring processes around gender equality

Evidence
- DSAT/EDC analysis (Section 2 and Section 3.1)
- BAP (Appendix 5; items 3.1 – 3.5)

Identification of problem/issue
Whist we have good structures and processes to monitor, support and assess our gender equality work, these are not well aligned. We collect a lot of data, over multiple years, and this has become burdensome for staff and students. Relevant data could be integrated (e.g., WAMS data), and there are gaps in some core data (e.g., PTO staff development, intersectionality). We need to develop a more focused approach to our ED&I work, targeting matters arising in a more strategic way.

Proposed solutions (cross-referenced with new Action Plan)
- Review and refine processes and structures to ensure they are aligned, relevant, and support us in achieving our strategic goals; **(SAP5.1)**
- Review the staff and student surveys to reduce burden, ensuring that items are relevant and useful; time surveys to align with receipt of core data, so both can be integrated **(SAP5.2)**
- Explore ways to better investigate/record, understand and respond to intersectional issues within our work **(SAP5.1 & SAP3.2)**

Section 4: Future action plan

Priority areas in order of staff-rated priority:

1. Advancing gender quality through culture, representation, and wellbeing

2. Supporting gender equality through career development and progression

3. Staff and student gender balance and diversity (Recruitment)

4. Education, training and communication to enhance gender equality

5. Self-assessment and monitoring processes around gender equality

Below, we present Priority 5 first, even though it was ranked the lowest in our staff consultation. It was nonetheless rated as highly important, and this priority underpins understanding of how each of the other four priority areas will be operationalised and assessed.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
5.0. *Self-assessment and monitoring processes around gender equality*						
5.1	Review and refine the structures and processes that support gender equality in the department	We have a range of ways to monitor, support and assess gender equality and inclusion. It has become apparent from both EDC and DSAT reviews that our work could be more focused, and integrated around our strategic priorities, with more explicit delegated functions and monitoring, while including work outside the committee which	Collate range of gender equality activities that occur within the department to ensure they are captured and reflected in the EDC for reporting, planning and dissemination of good practice. Review and refine operation and function of the EDC in terms this action plan, including Terms of Reference (ToR) operation, frequency of meetings, oversight of priority group work, oversight of data and analysis; strategic priority setting and integration of	01.23 - 04.24	Chair of EDC	*Outputs*: Identification of additional gender-based initiatives and activities that can report to and/or be located within the EDC; integrated within EDC priority groups. Revised ToR reported to DEC with highlights reported more widely to department, alongside greater

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
		should be co-located to ensure oversight and sharing of good practice.	activities, dissemination of actions and good practice through staff meetings and email announcements; to further develop our Teams ED&I channel, and web presence.			use of our Teams channel. *Outcome*: Establish baseline 'awareness of department's gender equality initiatives, as well as its broader ED&I work' with a survey target of 80% for both men and women.
			Review and refine operation and focus of priority groups, with focus on gender: goal setting, membership, progress checks, integration of core and survey data into priority groups for analysis, review and reporting, action planning, annual reviewing.	01.23 - 04.24	Chair of EDC Leads of each Priority Group	*Outputs*: Revised ways of working for priority groups added to ToR; report to DEC Annual report from each priority work group, to include focus on gender equality, with any

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
			Each priority group will produce an annual report on work/progress, which will directly draw on both core and survey data and include a specific focus on gender equality.			recommendations reported to DEC *Outcome*: Increased confidence in EDC to achieve SAP goals (80% of women and men report confidence).
5.2	Review and revise annual staff and student surveys to ensure the items are relevant and aligned with strategic goals of the AS SAP	Annual surveys have been shown to be an essential way of monitoring/ assessing the work in the EDC, while capturing emerging views of the department. Our DSAT review indicates that both surveys could be streamlined. The items also need to be aligned with the	Review and refine the content of staff and student surveys (questions, focus) and map them to our new SAP for assessment and appraisal. Align timing of surveys with delivery of annual core data to enable priority groups to use both in a joined up, strategic way, to review SAP progress and inform new actions.	03.23 - 09.27	Survey group Lead DoS for each programme of study	*Output*: Report of results to DEC and DSM, with recommendations. Amendments to AS SAP where necessary Revised staff and student survey is administered annually between 2023 and 2027. *Outcome*: For staff, we seek to

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
		SAP, and the new AS focus on culture. We also seek to improve the completion rates for both staff and student.	Proactively promote staff survey to ensure as high a completion as possible. We will extend the prize lottery that was successful used for student to staff also. Proactively promote student survey through targeted email and announcements, as well as through DoS, to ensure as high a completion as possible, enlisting help of student reps across each level of study i.e., UG, PGT, PGR.			increase completion rates from 40% to 80% for both men and women. For students, we aim to increase completion rates from 20% to at least 50% across each level of study for both men and women (Note: high student completion is more difficult to achieve, which why our target is lower).

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
1.0. Advancing gender quality through culture, representation, and wellbeing						
1.1	Increase a sense of gender equality through increased inclusion and belonging within the department in both staff and students	Our DSAT observed a decline in staff perception of inclusion within the department since Covid, and we need to reverse this trend, and increase the sense of belongness expressed by staff. Given we have had an increase in overall student numbers, we need to ensure that our student's sense of belonging is maintained and where possible enhanced.	Establish a new 'culture' priority group which aims to take a lead on developing the departments inclusive culture; Set up, recruit membership, produce ToR, meet at least three times a year to coincide with EDC (and more often in year 1 to setup); To produce a list of core issues (minimum of 3), which are rank ordered in terms of priority; present an initial report to DEC; Through our staff and student surveys, and focus groups, explore how widely this reduction in inclusion is felt in staff and students, whether it	03/23 - 12/27	Chair of EDC	*Outputs:* Present ToR to DEC, and an annual report with actions; *Outcomes:* Culture items on staff survey increase in felt inclusion within from a new baseline ascertained in 2023, with the goal; of at least 80% agreement in both women and men, in both staff and students.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
			is still felt (post-Covid), the reasons why, and identify / establish ways to combat this, and related set of actions; to monitor this for change on an ongoing basis; to pay particular attention to possible gender-related differences.			
1.2	To enable gender equality to be a shared responsibility across the department, rather than the interest of a smaller group	Organization and culture towards greater gender equality is more likely to occur when there is collective buy-in, and where ED&I becomes a part of how all we think and work. Anecdotal feedback, and attendance at some meetings, suggests ED&I work is seen as something	Through staff surveys and focus groups, explore ways to further enable staff and to engage with our SAP (gender equality) and broader ED&I issues and initiatives, to take collective ownership, and apply best practice to their own work.	04/23 – 02/24	Lead of Culture group Leads of EDC priority groups, and other relevant committee chairs (e.g., DoS)	*Output:* Action plan with initiatives to boost pan-Department engagement produced and shared with EDC and DEC *Outcome:* Surveys indicate at least 75% awareness of each initiative

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
		EDC does rather than shared responsibility. DSAT analysis of Bronze AP, indicates that students across all levels could be better involved in our EDC and AS work; there is mixed success to attendance and representation, and we seek to find ways to work together towards common goals.				and agreement that there is shared responsibility for ED&I by the end of 2027 in both women and men; for there to be an increase in agreement that the department promotes gender equality from ~65% to 80% in both women and men.
1.3	To develop students at all levels as co-creators / joint	Our DSAT analysis indicated that student could be more involved in the EDC and help further to	Integrate students (UG/PGT/PGR) more within EDC, and other relevant committees/groups, to	09/23 – 09/27	Lead of Culture group Leads of EDC priority groups, and other	*Outputs*: Where relevant, for at least 1 student representative to be included in

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
	partners in our ED&I work	shape the way in which ED&I is embedded in our work. We have a very active ED&I student subgroup in the DClinPsy, and we wish to broaden this good practice to the rest of the department.	enable input into initiatives and decision-making e.g., student survey development, relevant priority groups. Form committees to also support student-led ED&I initiatives e.g., explore mentoring initiatives conducted by Student Union, and DClinPsy for increasing diversity, supporting students, including intersectional themes. Partner with students in sharing ED&I resources, learning, and development of ED&I initiatives (e.g., decolonizing curriculum training).		relevant committee chairs (e.g., DoS)	each EDC priority group, including the student survey group. Ensure we have at least 1 rep per level (UG, PGT, PGR/DClinPsy) on EDC to enable student input into ED&I matters. That student-led initiatives are reported at DEC and staff meetings. *Outcomes*: There is an increase in view that the student body is more actively involved in ED&I work in the department

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
						in student survey (we aim for at least 75% agreement that student voice is present in ED&I initiatives). At least 75% awareness of each initiative and agreement that there is shared responsibility for ED&I by the end of 2027. Student survey responses indicate at least 75% are aware of resources in Teams channel, and that can see how students have contributed

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
						to co-generation. The above shows parity between both women and women.
1.4	Broaden our reach and links with diverse communities in our region	We seek to ensure our students can take their place in a diverse world and seek to develop a culture of inclusion that extends beyond the department, and into local communities. We had previous success in two fixed-term posts, which enabled	Develop a case to the University to reinstate an outreach officer, based on the success of our prior gold scholars. Increase our outreach engagement activities via activities such as young person participation scheme, STEM ambassador program, school visits.	03/23 – 12/24 03/23 – 12/27 (ongoing)	HoD Departmental placement officers	*Outcome:* New ED&I/outreach staff post with monitoring to show measured success in broader community engagement, including at least one annual community open event per year.

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
		outreach in local community and deprived regions beyond this area. We identified a need to continue this and provide opportunities for students to work within diverse communities.	Investigate the potential for community-based student placements in the local region and invite community members to the department.	03/23 – 02/24	Placement Team leads for each relevant programme	*Outcome:* Increase in number of opportunities for students in local community-based student placements (increase opportunities to at least 5 per year) for both women and men.
	Embed diversity further into our curriculum.	Our recent work on de-colonizing the curriculum indicates that what we teach needs to better reflect the diverse global world we work in. We seek to reflect such	Engage staff and students in ED&I initiatives through workshops and speakers e.g., decolonizing the curriculum.	03/23 – 02/27	Lead of Education group	*Outcome:* Set up at least 1 initiative per year; with at least 50% teaching staff attendance

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
		diversity more within our current teaching curriculum.	ED&I outcomes to be included in teaching program outcomes. Surveys to include items relating to the impact of our curriculum on awareness of issues regarding equality and diversity,	03/23 – 10/24	DoS Lead of Education group	*Output:* EDI related teaching program outcomes agreed by BoS and implemented. *Outcomes*: Staff and student agreement that their curriculum improves their awareness of issues regarding equality and diversity increases to at least 75%, and that this level is the same for both women and men

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
1.5	Reduce perceived and actual barriers to inclusion at work.	Qualitative reports amongst staff suggest some feel excluded from key decision-making processes, and/or unable to participate in activities. An inclusive culture requires that no groups are systematically excluded (e.g., because of timing, place, catering, behavior), and seek to improve perceptions of inclusion.	Identify what the key barriers to inclusion are within the department through survey, focus groups, and find ways to support staff actively experiencing barriers to work in both women and men (e.g., returning from extended leave). Use the results to develop a new set of actions to increase a sense of inclusion and involvement in decision making; to continue to monitor this for change on an ongoing basis; and to consider if different support is needed across gender groups.	03/23 – 02/06	Lead of Survey group Lead of Culture group	*Outputs*: Present an initial report to DEC identifying barriers, and including recommended actions/ solutions *Outcome*: At least of staff 75% report being able to contribute to decision making, and feeling satisfied with general level of inclusion
			Habituate the expectation that core meetings/activities are	01/23 – 12/27	Dept coordinator	*Output*: New monthly HoD open forums

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
			scheduled between 10am and 3pm, through more signposting (e.g., Induction). To consider alternative formats for different types of meeting (e.g., in person for large dynamic meetings, detail focused sessions could be online). Create new monthly HoD/Deputy HoD open forums, to help involvement with decision making, and add new item to survey.		HoD group	*Outcomes*: A decrease in core dept. meetings that fall outside 10-3pm (90% of meetings within this time frame) At least 50% of male and female staff find HoD open forums useful.
1.6	Provide all staff and students with the opportunity to make social connections in a safe and	The department has experienced considerable growth that has affected opportunities to get to know others and develop social connections; this can	Support a mix of on-line and off-line social events that meet the needs and preferences of diverse groups e.g., summer picnics involving families; coffee mornings and evening quizzes; student	03/23 – 02/24	Lead of Culture group	*Outcomes*: Increase in staff and student sense of belonging, social connection, and satisfaction

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Responsibility	Outputs and Outcomes
	positive environment.	be important to sense of belonging and inclusion.	and staff games events; book and film clubs. To encourage bottom-up involvement in what works e.g., staff-led online forum?			reported in survey (raising to 75% in both women and men)
1.7	Establish wellbeing at work into the EDC remit	Wellbeing can be an important indicator of a supportive and inclusive department; it is also a key indicator of issues associated with inequality. We do not currently directly monitor wellbeing and so this should be included in our survey	Add wellbeing items into staff and student survey; Establish awareness of wellbeing support, and where used, assess its effectiveness amongst users Monitor and explore for any patterns or issues, especially related to ED&I issues; and where trends are identified, develop actions to combat	03/23 – 02/26	Lead of Survey group Lead of Culture group	*Output*: Report presented to DEC around wellbeing issues, and recommendations *Outcomes*: An increase in awareness of wellbeing resources to at least 80% in both women and men

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
2.0 Supporting gender equality through career development and progression						
2.1	Explore and understand academic workloads, and workload concerns, for issues around gender equity; address any evidence of inequality to ensure parity between women and men	A concern raised in the staff survey was around workload equity, which was exacerbated during Covid, especially in those with caring responsibilities. There was a view that this may be particularly relevant for women. It is also less clear how workloads of PTO staff, who are mostly women, are aligned with roles. There were concerns about gender	Continuing working with HR to explore gender-related variation in WAMS data to address perceptions of fairness across job levels and roles; if differences are found, consider ways to address increase in future allocations.	02/23 – 06/23	Chair EDC and HoD Group with HR and the University Policy and Planning team	*Output*: Report submitted to EDC and DEC, any with recommendations *Outcome*: Achieve an equal balance in WAMS total allocations, and within each major category (Research, Teaching, Leadership) in each type of contracted role (e.g., Education and Research).
			Investigate what work-related activities do not currently feature within WAMS and explore them	03/23 – 06/25	Lead of Career Development Group	*Output*: Report submitted to EDC and DEC; key results and

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
		differences, and that some 'good citizen' tasks go unaccounted for and/or are not useful for career development. We started work on this within the Bronze review period, working with HR, which needs to be completed.	for gender disparities (e.g., submitted grants, event organization, technical assistance, mentorship, organizational citizenship and collegiality).		Lead of Survey group	implications presented at staff meeting for dissemination. *Outcome*: If gender differences are found then we move to achieve parity between men and women. We will increase reported satisfaction with perceived fairness with workload allocation - from 2021 baseline satisfaction levels of ~60% on the staff survey to at least 80% staff agreement of fairness in both men and women.

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
2.2	Develop further ways to support academic careers across all levels, with a specific focus on developing women's careers e.g., leadership roles.	Although our BAP made progress in promoting the academic careers of women (e.g., CDAG), staff survey responses (e.g., SDPR) suggest improvement could still be made, such as exploring and improving career progression opportunities for senior staff (e.g., see if there are gender differences in duration to promotion). There were gender differences in perceived use of SDPRs (women report greater use	Enhance the way SDPRs are used to support careers and develop individual career pathways in both men and women to ensure parity; Use SDPRs to better identify training needs that enable all genders to meet career goals; Explore ways the department can support staff training needs at each level. Enhance knowledge amongst staff about diversity in promotion applications by communicating key contributing factors that led to successful promoted (annual summary, reflecting on recent successes)	03/23 - 12/27	Lead of Career development group	*Outcome*: Increase percentage of men and women finding SDPR useful / productive in terms of career development i.e., from baseline of ~61% to 80% agreement. To ensure parity in perceived SDPR usefulness between men and women. Increase in awareness of different criteria that are used in successful promotion applications from ~63% to ~80% in both women and men.

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
		than men). There was also a view that women may be more likely to engage in 'good citizen' task, and that this were less useful for career progression. We wish to develop this work into gender differences in WAMS further by broadening it out to all levels and stages. Our data suggest that returning from a period of leave may continue to affect women more than men, and that we need to build the support we have available; we are	As career progression is collaborative, we will ensure staff are included in at least one of our research and/or teaching groups at a departmental level and explore ways to show how they can be used to support the careers of men and women; We will also highlight and use university level (e.g., ECR and doctoral college; RIS) groups to identify infrastructure needs and promote skill sharing.	02/23 – 09/23	Lead of Career development group	*Outcome*: All staff report feeling aligned to at least one research or teaching group at departmental level (i.e., no difference between men and women), An increased awareness of relevant university-level career stage development support i.e., to establish a baseline and target of at least 75% agreement.
			We will identify and better promote career development opportunities for all staff levels, across different routes (and where needed establish different development opportunities), especially in terms of leadership roles,	09/23 - 12/25	Lead of Career development group (with HoD group and Line Managers)	*Outcome*: Improved gender balance in departmental leadership roles to at least 50% Female:Male (e.g., HoD, Directors of Studies, Teaching, Research, Impact;

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
		also mindful of needing to support staff members taking paternity and adoption leave also; while supporting those with ongoing caring responsibilities.	where we do not have gender parity. We need to show the utility in this route for facilitating women's career progression. For example, in calls for expressions of interest in leadership roles, indicate how they are considered in the Promotion Framework.			Deputy Directors, Deputy HoDs, Year Tutors, Chair of Ethics).
			Proactively identify staff who may have a good case for promotion (e.g., SDPRs) and provide advice where needed; Identify and support staff who have not re-submitted a promotion application to CDAG or HoD following its prior advice that the application is not yet ready; Utilize SDPRs, training, and mentors to support these staff, and highlight potential progression /	03/23 - 12/27	Chair of CDAG Lead of Career development group (SDPR)	*Outcome*: To see an increased satisfaction across the full range of staff survey career items from ~64% to at least 80% across all genders, and career grades. To have proactively identified at least one female member of staff per year for promotion and

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
			pathways at SDPR to all staff. Following the introduction in 2022 of Professorial Bands at UoB, explore similar activities to support Professorial staff in moving between bands.			established a development plan to support (if desired); and to ensure no overall gender difference in these processes.
			Amend staff survey to capture common aspects not embedded in WAMS and perceptions of their relevance to the university's promotion framework. Ensure that 'good citizen' activities are promoted in the department (e.g., open days), and the contributions are appropriately reflected in supporting statements around promotion and career development.	03/23 - 12/25	Chair of CDAG HoD group	*Outcomes*: To see an increase from 61% to 80% that there is a fair division of 'desirable' and 'undesirable' tasks; and that this is viewed the same way by men and women. To establish a new baseline 'good citizen' figure in survey. To ensure that 80% of staff report awareness of

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
			To start we will circulate the "good citizen" activities considered in the Promotion Framework, and how this links to promotion criteria. We will also monitor the extent to which such activities are equally promoted within CDAG feedback and HoD supporting statements to male and female staff. As part of gender-monitoring, add a new survey item on "agreement that staff receive very good support in career progression from the Department" and explore for differences between men and women.			'good citizen' activities relevant for promotion, and how they map onto promotion criteria; To ensure 80% of both male and female staff believe such activities are rewarded. To ensure there is gender parity in "agreement that staff receive very good support in career progression from the Department", with at least 80% agreement for both men and women.
			We wish to continue the work started in the bronze award (not completed)	09/23 - 06/27	Lead of Career development group, ED&I	*Output*: Set up a work stream with HR's Culture and

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
			exploring views of staff returning from caring roles and/or career breaks, to assess support, and if more is required.		Officer from the central Culture & Inclusion team	Inclusion team to conduct the analysis and propose a policy/framework, with our department to trial. *Outcome*: to see at least 80% of returning female staff report they felt supported on their return (measured at 6 months following their return).
2.3	Develop specific ways to support PTO staff in department	The majority of our PTO staff are women, and our DSAT analysis indicates that PTO staff are somewhat disconnected from the department due to faculty structures.	Through focus groups we can identify barriers to career progression within PTO staff (e.g., progression ceiling, reassignment of skills, identify equivalence), and discuss ways to address this with the faculty.	03/23 - 12/27	HoD group Lead of Career development group HSS Faculty PTO Lead	*Output*: Initiate a cross-Departmental task and finish group to analyse focus group findings and propose recommendations to be implemented in the Faculty (e.g.,

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
		There is also a less well-developed career path and training scheme, which can limit professional progress, and career progression for people (mostly women) in these roles. To support women's career progression in PTO roles, we need to work in partnership with faculty and HR.	We will also use the criteria set by wider university to plan ways to better support the progression of our PTO staff e.g., department nominates PTO staff for promotion, identification of development into senior roles. We will continue to actively champion PTO staff to faculty line managers that go 'over and above', and nominate PTO staff for university 'recognising excellence' awards.			skills toolkit linked to PTO staff development needs). *Outcome*: after establishing a survey baseline level, for PTO staff associated with psychology to report greater confidence with career progression opportunities (to achieve at least 80% agreement) To see a 50% increase in female PTO staff applying for promotion across the review period.

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
			Ensuring that technical staff are appropriately acknowledged / recognised in academic outputs (e.g., journal articles, grant applications), and monitor contributions; Develop a team science approach, and use infrastructure such as the CREeDiT taxonomy.	03/23 - 12/27	Director of Research	*Outcome*: Through consultation with technical staff community, define a baseline, and seek a 20% increase in authorship / acknowledgement of contributions for both male and female technical staff within academic outputs.
2.4	Develop specific ways to support ECR staff in the department, who are more likely to be women, and on fixed-term contracts	We have more female than male ECR staff, and more women are on fixed-term and/or part time contracts. We need to support women's carers to ensure equal opportunities to	To increase mentoring support available for PDRAs and fixed-term staff (offered and accepted) e.g., draw on more established ECR staff who have recent experience, as well as more senior staff; to promote and support personal development where the University	03/23 - 12/27	HoD, Chair of EDC, Career priority group	*Outcomes*: To see an increase in ECR satisfaction and mentoring ratings in staff survey (for both female and male staff to increase from 60% to 80%; to ensure this level of satisfaction occurs

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
		develop, and secure permanent roles. Our staff surveys and DSAT review also indicated that although we have done well in supporting early career lecturers, more could be done for ECR, and/or those on fixed-term contracts. This is a recognised area of national concern, and we wish to find ways to support our ECR staff further to secure permanent positions.	contributes to costs. To ensure ECR focused workshops occur that are tailored to career stage needs and informed by training needs analysis survey. To routinely disaggregated staff survey data so that that peer support etc. can be monitored specifically within ECR staff, separate from mentoring. To also monitor career trajectories of male and female ECR staff who are on fixed-term contracts, by recorded next destinations (external) and/or promotion to new secure roles within the University.			specifically within ECR staff) To establish a survey baseline for perceived support for ECRs, and see an increase in reported informal support from peers and colleagues in the department to 80% in both men and women; To see a 50% increase in fixed-term ECR staff securing a permanent position within 6 months following the end of their contract,

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
			Moving beyond our informal lunchtime meetings, we will develop the department's ECR forum to include provision of expert advice regarding publications, teaching, and leadership, as well as guidance in fellowships and grant writing, increasing ECR forum frequency to 4 times a year in order to proactively explore and publicise what is on offer at university level (e.g., support for developing grants applications).	03/23 - 12/27	Chair of EDC, Career priority group	*Outcome*: ECR forum regularly attended by at least 50% of ECRs of all genders in the department, with majority agreement (80%) in both women and men, each year, that the meetings are useful.
			For the department to explore ways to open teaching and leadership opportunities to ECRs on fixed-term or part-time contracts e.g., smaller but significant roles, such as a unit convenor, deputy role. (These roles are already	03/23 - 12/27	Career priority group	*Outcome*: At least 4 ECRs on fixed-term or part-time contracts (of all genders) holding teaching and leadership roles such as unit

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
			routinely undertaken by permanent and FT ECRs for probation.) 100% of ECRs notified of opportunities through Departmental newsletter, all staff meetings, targeted mailings, and ECR forum.			convenor, deputy, and similar.
2.5	Enhance employability potential of PGR students.	As part of our goal to enhancing the careers of female ECRs, will enhance the research and teaching opportunities available to PGR students, to support future employability prospects.	Establish and maintain processes for training PGRs with relevant employable skills, while linking teaching opportunities with opportunities to gain accreditation for them, especially Associate Fellowship of HEA.	03/23 - 12/27	PGR DoS	*Outcome*: Enable at least two PGRs per year to achieve Associate Fellow HEA status, up from zero at present. At least one PGR per year will be female.
			Encourage supervisors to enable PGs to become research co-investigators on eligible research grant submissions.	03/23 - 12/27	PGR DoS	*Outcome*: To see an increase from ~0-1 to 2 per year in PGRs who are identified as named researchers or co-investigators on grants. At least

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
						one PGR per year will be female.
2.6	Develop ways to support improving attainment in under-represented student groups, especially men in UG and PGT programmes	Our attainment data suggest men may not be performing as well at higher levels (e.g., 1st, distinction) in taught UG (mean difference = 9.5%) and PGT (mean = 5%) programmes. This trend was seen in all, but the most recent years of the review. We need to monitor this and better understand the reasons for these gender differences, and then put into place actions increase attainment in place	Monitor and explore the reasons why there may be differences in attainment (e.g., gender-based patterns in performance). Consider ways to supporting male students e.g., enhance existing student mentor scheme; early targeting of student with lower grades, and refer to student support services.	03/23 - 09/24	Chair of DLTQC	*Output*: Report to DLTQC, with recommendations around improving male attainment at both UG and PGT levels. *Outcome*: To increase the ratio of men gaining 1st class/distinction awards to the same level as currently achieved by women i.e., ~35% 1st awarded for male UG, and ~20% distinctions awarded for male PGT).

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
		to support male students.				

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
3.0 Staff and student gender balance and diversity (Recruitment)						
3.1	To improve our student gender ratios, and generally diversify our staff and student profile through improved recruitment practice.	There remains a need to increase the ratio of men within our programmes, especially UG and DClinPsy. We also recognise more generally that we are not a diverse department in terms of staff and student background, which limits our ability to consider how gender intersects with other factors, such as ethnicity, social class. There is a need to diversify more, and view recruitment as being one way in which we achieve this.	Establish a new diversity working group to oversee staff and student recruitment and retention work. This group will implement recommended in reports and analysis to our recruitment and retention practice for male and female staff and students and monitor our departmental profile to assess the effectiveness of our interventions. We recognise that is not an overnight fix, and it will take time to see change.	03/23 - 06/23	Chair of EDC	_Outcome_: Set up, recruit membership, meet at least three times a year to coincide with EDC (and more often in year 1 to setup)
			Students: Seek institutional funding for a widening participation officer, who will focus on under-represented groups including men, applying to our programmes at Bath	03/23 - 12/27	UG and PG DoSs / Recruitment leads	_Output_: Changes to recruitment processes implemented; obtain ongoing institutional funds to support

			(e.g., men on UG and DClinPsy). Initiate changes to our recruitment approach to promote psychology to men e.g., ensure public facing information for students, such as department course information and open days, highlights transferable skills learned in psychology which our bronze level work suggests might increase applications from men. Start a mentorship scheme in schools, based on the DClinPsy successes, for under-represented groups.		Lead of EDC recruitment group	widening participation across programmes. *Outcomes*: Reach sector benchmarks for gender ratios in recruitment in UG and DClinPsy programmes (currently from ~87% women to ~81%). Show a 5% increase in intake from other underrepresented groups across all programmes For the new mentor scheme, 80% students report it helps or inspires them on to higher education in psychology or elsewhere.

			Staff: Increase the inclusion of men on DClinPsy recruitment panels and ensure all members have completed ED&I training. We will train additional academic staff to carry out recruitment, shortlisting and interviewing. Ensure all staff who are seeking to recruit PhD students have completed recruitment training (this is currently a core requirement for those on staff recruitment panels, but not for PhDs recruitment/interviewing)	03/23 - 09/24	Lead of EDC recruitment group	*Outcome*: Increase pool of eligible recruiters, so that all academic staff who do, or seek to, supervise PhDs or DClinPsy trainees will have completed recruitment and ED&I training. Currently 64% of academic staff have completed recruitment panel training, we increase this to a minimum of 85%.
			Staff: Increase the representation of staff in committee appointments, whilst maintaining equal workload considerations e.g., gender equity in number of women who chair/lead committees.	03/23 - 09/27	HoD	Outcome: Ensure a 50:50 balance of men and women in committee roles.

			Staff: We will consult with wider University groups in an assessment to identify additional good practice in recruitment. We will review staff recruitment methods to ensure they do not advantage specific groups, assess job descriptions for gendered language; and identify potential mechanisms of bias (such as in advertising). We will ask new staff for feedback on recruitment adverts as part of induction.	03/23 - 09/27	Lead of EDC recruitment group	*Output*: Changes to recruitment practice following consultation. *Outcome*: Increase recruitment from diverse backgrounds by 10%. At least 80% of new staff will agree that our recruitment materials are inclusive.
3.2	Increase our awareness issues around the way gender intersects with other inequalities, and implement measures to support staff	Our DSAT gender-based analysis of core data was restricted due to a lack of diversity, and small numbers. We recognise the need to take an intersectional approach to the way we explore gender equality, including	Work with the university's central staff and student data teams to find ways to analyse the intersectional aspects of our composition over the next five-year period. To explore ways to collect alternative types of data (where numbers are too small to analyse) e.g., use	03/23 - 09/27	Lead of EDC recruitment group	*Output*: Department has a strategy in place to collect data and address intersectional inequalities; Priority group reports to include appraisal of intersectional issues, with

	and student groups	how we monitor and support students and staff in the department. We aim to develop better ways understand how gender intersects with ethnicity, and disability. Our Covid-19 survey indicated that our department needs to also consider caring responsibilities, and how this intersects (or not) with gender.	qualitative approaches with small group, to explore ways to be more inclusive. Our priory group annual reports to include an appraisal of intersectional aspects, by disaggregating data where possible and/or use qualitative responses to provide a voice.			associated recommendations. *Outcome*: At least 85% of staff who identify as women and men and also either come from an ethnic minority background, and/or have caring responsibilities, and/or have a disability agree in the staff survey they feel supported by the Department.

Item	Objective	Rationale	Specific Actions & Implementation	Timescale	Responsibility	Outputs and Outcomes
4.0 Education, training and communication to enhance gender equality						
4.1	Increase the effectiveness of the staff mentoring program for both women and men	Whilst most academic staff at all levels have mentors, evaluations suggest some find this more useful than others, and that the use of mentoring varies widely across staff. This was particularly the case for women, who also reported a lack a women in leadership roles. Changes to our current profile mean that have more women in senior roles, and so we need to increase visibility.	Enhance the mentoring system by conducting focus groups with academic staff about mentoring experiences and consult with HR (staff development) to identify improvements, develop proposal for new/revised mentoring scheme so it better reflects needs of staff of all genders. We will increase visibility of women in mentoring roles, and link this to the way we develop women in leadership roles. Implement changes, annual evaluation and monitor of mentoring new scheme across remaining review period.	01/23 – 08/23	Chair of EDC Careers Group	*Output*: Report to EDC and DEC on enhancing mentoring; increased visibility of female mentors with leadership roles. *Outcome*: Improvement in use of staff experience of mentoring scheme, with a staff survey response of ~67% in 2019/20 to increase to at least 80% satisfaction in both women and men.

| 4.2 | Increase staff development opportunities and provision thereby enabling more opportunities for women's career development (including conference funding, research support, training, sabbatical uptake). | Currently there are very limited funds to support staff development.

We aim to understand how to use current funds most effectively to support women's careers. We have made a case to the University for further support and are expecting ring-fenced funding for staff development in our next five-year plan.

The University has recently reinstated the sabbatical scheme following suspension during the Covid-19 pandemic, and this is a good opportunity for staff to engage in a | Conduct a staff development needs analysis, based on SDPR training requests, staff surveys to identify individual and shared (group) needs; explore if there any gender differences in training needs; identify available funding and/or make additional funding requests.

Initiate a new staff development budget and negotiate increases to the extent that staff demand shows a need. | 09/23 – 09/24

10/24 – 12/27 | Lead of EDC Careers Group

HoD/HoD group | *Outputs*: Development needs analysis report presented to DEC; and a case for funding submitted to the University.

Outcome: A 20% increase in annual funding obtained to support staff development.

Survey shows annual high satisfaction with new staff development processes as suiting development needs in both women and men; we will see a year-on-year increase from ~61% to at least 80% in all genders. |

		period of self-development.	Promote/communicate the sabbatical scheme and process across the department; monitor take up and successes for any trends, including gender disparity.	10/23 – 09/27	Lead of CDAG	*Outcome*: An increase in sabbatical applications submitted per year (up from roughly one per year); to support on average at least 2 sabbaticals per year, of which, at least one will be from a female member of staff.

| 4.3 | Improve and extend the range of gender equality and general ED&I training offered within the department to both students and staff, with at least one event per year focused on gender equality. | We will continue to monitor and promote mandatory gender-based training and designated core training to staff; but also broaden what we offer, to both students and staff to develop a culture of continuous learning.

Feedback from training events suggested that whilst there was a desire to engage, at times the quality or relevance of training could be improved. In addition, our DSAT revealed gaps in monitoring of training for staff in CDAG and potential PhD supervisors. | Develop specific training/education events on core topics (including gender diversity) for staff and students based on training needs analysis, and where available in conjunction with central University (see 4.2 above) e.g., Supporting Transgender Staff and Students; Supporting Students with a Disability; Diversity in Learning and Teaching; Intersectionality.

To consult annually with staff and student on topics that are of particular interest and relevance (e.g., via student ED&I representatives).

To introduce a specific AS event, that highlights work across the year, and includes an external speaker to talk on a topic relevant to our SAP. | 09/23 – 12/27 | Lead of Education group | *Outcome*: To establish a baseline staff and student satisfaction scores for ED&I training (separate for gender, ethnicity, etc.), with a target of achieving 80% satisfaction by 2027.

To have at least one training event per year focused on gender equality offered to staff and students |

			Develop new focused monitoring of training for staff in key positions. Monitor to ensure that all CDAG members have relevant ED&I training, including gender equality.	06/23 – 06/24	Lead of Training group HoD (staff) PGR DoS	*Outcome*: All CDAG members to have completed core ED&I training and any optional gender-based training (100%); for this to be verified at the start of each academic year.
4.4	Improve communication about our Athena Swan and more general ED&I initiatives, and provision of both educational materials and key ED&I polices for use by staff and students.	Our staff survey indicated that there were often gaps in staff and students' knowledge about some Athena Swan initiatives, as well as key ED&I policies e.g., parental leave; teaching timetabling policy; flexible working. We could also improve the way we engage and communicate over	Expand our central ED&I Teams channel space for sharing information such as our SAP and related resources; note this space in the Staff and Student Handbooks and inductions, use the space for organizing activities for both staff and students; monitor its use (e.g., engage in discussion), and measure satisfaction levels with provision. To update and develop the inclusion section in staff and student handbooks to	02.23 - 08.23	Lead of Education group	*Outcome*: To establish a baseline score for staff and student awareness of our dedicated ED&I Teams space (target at least 90%), with an associated resource satisfaction target of 80% in both men and women by 2027.

		Athena Swan and related ED&I issues within the department. Whilst we have set up a Teams channel, this is still comparatively new and could be better publicised and utilised.	ensure ED&I initiatives and polices are signposted.			
			Develop ways to better communicate departmental and University ED&I initiatives (including our Athena Swan work) and information (1) within department (sharing of good practice) e.g., showcase good practice; external speaker ED&I event; good dissemination, and (2) broader audience including via public-facing media outlets (e.g., blogs, podcasts, forums, social media).	09.23 - 12.27)	Lead of Education group	*Output*: To hold at least one ED&I showcase per year, where we update and publicise on our good practice and achievements. For this to include direct reference to work and progress around our SAP and commitment to Athena Swan principles. *Outcome:* increase in staff and student views agreeing that the department actively promotes gender equality from agreement of ~70% up to 85% in both women and men.

Appendix 1: Culture Survey Data (REMOVED)

Table A1.1: AS Culture Questions mapped to Bath Psychology Staff Survey items

Table A1.2: Staff survey items mapped to AS Culture questions 1-6 (overall)

Table A1.3: Staff survey items mapped to AS Culture question 7 (overall)

Table A1.4: Staff survey – Additional Careers-related items (overall)

Table A1.5: Staff survey items mapped to AS Culture questions 1-6 by gender

Table A1.6: Staff survey items mapped to AS Culture question 7 by gender

Table A1.7: Staff survey – Additional Careers-related items by gender

Appendix 2: Core Data Tables (REMOVED)

AS2.1. Students at UG, PGT, and PGR level

Table A2.1.1: Undergraduate Student profile by gender

Table A2.1.2: Postgraduate Student Taught profile by gender

Table A2.1.3: Postgraduate Student doctoral profile by gender and PT/FT status

Table A2.1.4: Postgraduate Student doctoral profile by gender and programme type

Note: Foundation – N/A

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

Table A2.2.1: Undergraduate Student attainment by gender

Table A2.2.2: Postgraduate Student Taught attainment by gender

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

Table A2.2.4: Postgraduate DClinPsy Student completion rates by gender

Note: Foundation – N/A

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

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

A2.4 Academic Staff Profile by grade and contract type

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

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

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

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

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

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

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

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

Table A2.7.3: Appointments made in recruitment to academic posts by gender

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

Table A2.8.1: Applications made in recruitment to PTO posts by gender

Table A2.8.2: Shortlist made in recruitment to PTO posts by gender

Table A2.8.3: Appointments made in recruitment to PTO posts by gender

A2.9 Applications and success rates for academic promotion

Table A2.9.1: Academic promotion rates by gender

A2.10 Applications and success rates for PTO promotion

Table A2.10.1: PTO promotion rates by gender

Appendix 3: Additional Data (REMOVED)

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

A3.2: Intersectional profile of all staff in the Department of Psychology by gender with (a) ethnicity and (b) disability

Figure A3.1: Gender profile of academic staff (2013/14 to 2020/21)

Figure A3.2: Gender profile of students and academic staff in 2020/21

Figure A3.3: Gender profile of undergraduate students in the Department of Psychology compared to sector benchmark

Figure A3.4: Gender profile of postgraduate taught students in the Department of Psychology compared to sector benchmark

Figure A3.5: Gender profile of postgraduate research students in the Department of Psychology compared to sector benchmark

Figure A3.6: Gender profile of academic staff in the Department of Psychology compared to sector benchmark Staff benchmark

Appendix 4: Glossary

Abbreviation/ Acronym	Full Description
AFT	Association of Family Therapy
AS	Athena Swan
BABCP	British Association for Behavioural and Cognitive Psychotherapy
BPS	British Psychology Society
CDAG	Career Development Advisory Group
DClinPsy	Doctorate in Clinical Psychology
DEC	Departmental Executive Committee
DSAT	Departmental Self-Assessment Team
DSM	Department Staff Meetings
ECR	Early Career Researcher
ED&I	Equality, Diversity and Inclusion
EDC	Equality and Diversity Committee
EM	Ethnic Minority
EPSRC	Engineering and Physical Sciences Research Council
FT	Full-time
FTC	Fixed-Term Contract
FTE	Full-time equivalent
HCPS	Health and Care Professions Council
HEA	High Education Authority
HoD	Head of Department
HR	Human Resources
Open	Open Contract
PD	Post-doctoral
PG	Post-graduate
PGR	Post-graduate Research
PGT	Post-graduate Taught
ProfDoc	Professional Doctorate
Prof	Professor
PT	Part-time
PTO	Professional, Technical and Operational Staff
RAG	Red, Amber, Green
SDPR	Staff Development and Performance Review
SL	Senior Lecturer
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
SSLC	Staff-student Liaison Committee
UG	Undergraduate
WAMS	Workload Allocation Management System
WLM	Workload Model
WP	Widening Participation

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Status/ Updates	RAG
						internal Moodle page.		
3.2	The EDC will report to the Department Executive Committee (DEC) and be responsive to strategic and operational issues arising with the DEC	Equality and Diversity issues need to be embedded at highest level of Departmental discussion and decision making.	Chair of EDC will be on the Executive Committee	Commence December 2017 Executive Committee meeting	Chair of EDC and HoD	Checks show that agendas of EDC and DEC reflect the links between the committees; Progress in implementation of AS Action Plan indicated in the minutes of each EDC	**Completed**: **Implemented and ongoing**	
						Minutes of Executive Committee	**Completed**	
3.3	EDC issues will be routinely discussed at Departmental Staff meetings	Discussions in Departmental Staff Meetings have been extremely useful in shaping the application for an Athena Swan Bronze award. We need to ensure that these discussions can feed into implementation of the AP, while raising other equality and diversity issues as needed.	Equality and Diversity issues will be a standing item on Departmental Staff meeting agenda	Commencing March 2018 staff meeting and all subsequent DSM	Chair of EDC; Departmental Coordinator	Minutes of DSM discussions of E&D issues; Agenda of EDC will reflect discussions at DSM	**Implemented and ongoing** E	
			Discuss staff confidence in effectiveness of Athena SWAN implementation	Commence measurement in May 2018 then annually.	Athena SWAN survey lead	Baseline survey measure to be developed and deployed in 2018 aims at 65% staff	**Implemented and ongoing**	

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Status/ Updates	RAG
						being confident in implementation effectiveness and that AS is being taken seriously. Subsequent surveys aim to demonstrate increase to 90% by 2021.		
3.4	Conduct annual survey of staff and students to monitor and evaluate progress on relevant metrics in the Action Plan.	Annual survey is needed to have a role in (a) measuring success of existing action points and (b) assessing need for adjustment of actions/addition of new ones	Review previous survey to assess need for new measures	Commence in March 2018 and annually thereafter	Survey lead person in EDC From 2020: Survey group	2018 Staff and Student Surveys reviewed and includes new measures/items; 2019-2021 surveys include new measures relating to Action Plan, as required.	**Implemented and ongoing**	🟢
			Conduct student survey	Commence in April 2018; subsequent surveys in April each year	Survey lead person in EDC From 2020: Survey group	Survey held. Student survey response rate to be at least 50%. Report results to DEC and DSM.	**Implemented and ongoing**	🟡

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Status/ Updates	RAG
			Conduct staff survey	Commence in May 2018; subsequent surveys in May each year	Survey lead person in EDC From 2020: Survey priority group	Survey held. Staff survey response rate to be at least 80% each year. Report results to EC and DSM.	**Implemented and ongoing**	●
3.5	Conduct an annual review of the Action Plan and publish the revised Action Plan on the Athena SWAN website	Important to adapt AP to reflect 3 year cycle and identify new or changed E&D issues and to disseminate relevant information	November EDC to conduct review of implementation progress; Publish revised Action Plan on the Athena SWAN website	November 2018 and then annually	Chair of EDC	Regular view of action plan After 3 years, review and revised action plan Place revised Action Plan published on Athena SWAN website / Teams	**Alternative implemented /ongoing**	●

4.1 Picture of the Department - Student Data

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
4.1.1	To monitor gender imbalance among UG Psychology students and ways of redressing this imbalance via the Association of Heads of Psychology Departments	Low number of men applying to study psychology at UG level. Clear evidence of gender imbalance and representations of psychology as being a feminine subject.	HoD raised the issue at Association of Heads of Psychology Departments (AHPD) meeting Oct 2017; HoD to report back to DEC and DSM in Dec 2017 and EDC will discuss potential involvement in national work in the area.	Dec, 2017; Jan-Mar 2018	HoD, Chair of EDC From 2020: Recruitment priority Group	Discussion of gender balance in Psychology at Association of Heads of Psychology Departments meeting; Agreed actions to be taken forward by UoB Psychology	**Completed**	🟢
4.1.2	To monitor a possible differential between males taking BSc and MSci and, if differences persist when numbers on	In 2 years, the MSci has had a lower % of men on UG Psychology than on the MSci. If the % of males opting for the MSci turns out to be consistently higher than BSc, exploring the reasons for this may	Monitor and analyse male/female splits on BSc and MSci student intake numbers;	Jan 2018 and Jan 2019	Chair EDC & EDI committee (annual data) From 2020: Recruitment priority Group	Decision recorded in self-assessment data base as to whether image of MSci is more attractive to male students	**Completed**	🟢

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
	MSci increase, to explore the reasons for this difference with a view to informing recruitment of males to other UG courses	inform strategy to attract more males to the BSc.	If % of males on MSci remains higher than BSc, interview males to understand reason for choosing MSci rather than BSc	March 2019	Chair EDC and UG/MSci course directors From 2020: Recruitme nt priority Group	Analysis of interviews and conclusions reported to EDC and DEC.	**Completed**	🟢
4.1.3	Pilot an initiative to assess the impact of involving male staff and UG students on male school students' willingness to consider studying Psychology at University	Many fewer male applicants at UoB coupled with evidence that Psychology is a strongly female subject	Identify suitable schools; identify key male staff and male students in the Dept to visit schools; plan the nature of the UG student engagement and visit schools to conduct the 'male student' engagement intervention	May 2018	Director of Learning and Teaching From 2020: Recruitme nt priority Group	Pre-post evaluation shows 50% of male school students have a more positive image of psychology after the event than before.	**Alternative implemented/comp leted**	🟢

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
4.1.4	To ascertain the reasons that male UG offer holders are less likely than female applicants to accept Bath as their preferred destination	Our analysis of the data did not lead to a clear understanding of why, having been offered a place on the UG degree, men are less likely to accept the offer by putting Bath as first choice	Working with Admissions, analyse data held to establish why males with offers are less likely than females with offers to accept the offer as their first choice	Start May 18 Finish July 18	Departmental lead on UG Admissions From 2020: Recruitment priority Group	Report produced and presented to DEC and EDC setting out reasons for lower acceptance of offers by UG male applicants. Report set out recommendations for action to address the issues identified.	**Completed**	🟢
4.1.5	To ascertain the reasons why men are less likely to be offered a place on the PGT Health Psychology course	Our analysis of the data did not lead to a clear understanding of why men are less likely to be offered a place on the PGT Health Psychology course	Working with Admissions, analyse data held to establish why male applicants to Health Psychology course are less likely to be offered a place	Start Sept 2018 Finish Oct 2018	Departmental lead(s) on PGT Admissions. From 2020: Recruitment priority Group	Report produced and presented to DEC and EDC setting out reasons for lower offer rate for PGT male applicants. Report also to set out recommendations for action to address the issues identified.	**Completed**	🟢
4.1.6	Conduct research to ascertain the reasons for the lower percentage of men moving from application	Clear evidence of significant attrition of males from application through shortlisting	Design, conduct and analyse research project to explore male attrition across the DClinPsy application to shortlisting process	Commence March 2019 - finish August 2019	Admissions tutor for DClinPsy course From 2020: Recruitment priority Group	Report produced and presented to DEC and EDC setting out reasons for lower rates of shortlisting for men in DClin selection process.	**Alternative implemented and ongoing**	

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
	to shortlisting on the DClinPsy course							
4.1.7	Raise awareness of gendered patterns of application/ offer of PhD candidates and address this in relation to University good practice guidance on interviewing	Evidence shows that male PhD applications are less likely to be successful in moving application to offer. I.e. less successful at interview	Ensure all staff recruiting for PhD candidates are aware of the gendered patterns of application/offer of PhD candidates.	May 2018	Department PGR lead. From 2020: Recruitment priority Group	Review of annual data & analysis Summary data is reported at Departmental Staff Meetings Briefing paper produced and distributed setting out the data on PhD applications and highlighting the gendered patterns.	**Alternative implemented and ongoing**	●
			Liaise with Doctoral College to provide pre-interview guidance to all potential supervisors; establish process to ensure all those involved in selecting PhD candidates have completed on-line unconscious bias	May 2018	Department PGR lead. From 2020: Recruitment priority Group Also: career developme	Checks in place to establish that all those who are to carry out interviews of PhD candidates (all academic staff) have completed unconscious bias training and are aware of the desirability of gender	**Alternative implemented and ongoing**	●

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
			training and have completed online training.		nt group (training figures)	balanced interview panels.		
4.1.8	Encourage UG students at an early stage to consider post-graduate study in Psychology	There are excellent UG students that do not consider carrying on to do a PhD at Bath, although many aspire to a career in Psychology	Liaising with induction lecturers each year to arrange for current PhD students to talk to 2nd year students;	Commencing Oct 2018 – finish December 2018	UG DoS, Year 2 Tutor, PGR leads	Evaluation shows 50% of students have more positive views about doing post graduate studies after the second year lecture than before it.	**Alternative implemented and ongoing**	●
			Personal tutors talk about PG study in context of 2nd year projects	November 2018	Personal tutors	Information sheets about PG study produced and distributed/discussed with 2nd year project groups; establish base line in student survey of number of second years who indicate they discussed PG study with personal tutees and increase this by 10% in subsequent surveys.	**Not initiated**	●

4.2 Picture of the Department - Academic and Research Staff Data

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
4.2.1	We will examine a variety of options to capture views about Departmental processes from staff who are leaving	We do not have evidence regarding the reasons why recent leavers have chosen to move elsewhere. We consider this important information to consider, as it may help improve processes. We do not know how staff would like to be able to give this feedback. We would like to provide staff with ways of doing this that they would find most comfortable.	Find out staff preferences for sharing their reflections if they were to leave.	Commence in March 2018	Staff survey lead on EDC	80% of staff give feedback in staff survey about preferred options for feedback if leaving Bath Psychology	**Alternative implemented and ongoing**	🟢
			Provide options for staff who are leaving to provide feedback.	Commence in September 2018	HoD, HR Business Partner	All staff who leave provide feedback through one of the mechanisms of their choice.	**Alternative implemented and ongoing**	🟢

5.1 Supporting and advancing women's careers: Key career transition points for academic staff

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
5.1.1	For all Teaching & Research staff to compete training relevant to fair processes of recruitment: Unconscious Bias and Training for Interviewers.	Historically uptake of relevant training has been poor. This is a key marker of Departmental attention to equality and diversity issues	Email staff to explain rationale for requesting staff completion and provide links to courses and feedback about numbers completing	Commence Jan 2018 and annually thereafter	HoD From 2020: Career Development and Training priority Groups	100% completion of both courses, up from 35% in Unconscious Bias and 70% for recruitment.	**Implemented and ongoing**	● (yellow)
5.1.2	To introduce a systematic and satisfactory induction procedure for all new staff.	The induction procedure for new staff thus far has been piecemeal and attracts mixed feedback	Consolidate the developing procedures into a clear induction programme for all new staff including induction check list	Commence December 17 and subsequently implement for all for new staff.	HoD / Department Coordinator	100% of induction check lists completed and signed off by new starter and line manager and returned to Department coordinator. 100% of new starters reporting positivity toward the induction process in short survey 12 weeks post induction; Report of short end of year	**Alternative implemented and ongoing**	● (green)

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
						discussion group with new starters.		
5.1.3	To monitor and evaluate the success of the newly established Promotions Advisory Group – called 'Career Development Advisory Group (CDAG)	Feedback about promotions suggests a considerable lack of clarity about and confidence in the process. Previously HoD support (and only HoD support) was needed to progress an application and there was no process for identifying and supporting candidates that did not put themselves forward.	Publish promotions timetable and the activity of the CDAG review process within this. Communicate the remit of the PAG - in reviewing and giving feedback on CVs, promotion applications and sabbatical applications	Commence – Jan 2018	HoD as Chair of CDAG	Two-thirds of staff in current (below Professor) rank for 3 or more years seeking feedback on CV or promotion or sabbatical applications at least once over three year period.	**Alternative implemented and ongoing**	●
				March 2018	Staff survey lead on EDC	Develop and include new survey items to measure baseline perceptions of CDAG activity.	**Implemented and ongoing**	●
5.1.4	A representative of HR will attend the DSM each year to inform staff of the procedures.	Thus far there has been little systematic consideration of staff readiness for promotion; the onus for seeking support has been on the individual. Staff – particularly women - were not clear about promotion processes.	HR to provide a presentation of the promotion process and to answer staff questions	March 2018	Staff survey group for data But is lead either HoD or Careers group?	70% of staff to attend the meeting; % agreement with '*I have a clear understanding of how the promotion process works*' and '*I have a clear understanding of the criteria for promotion*' increases by at least 15% for	**Alternative implemented and ongoing**	●

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
						men and women across the department.		

5.3 Career Development: academic staff

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
5.3.1	Make detailed assessment of training needs, aspirations and barriers to training uptake in Athena SWAN survey	Uptake of training seems low and few training needs are identified through the SDPR process that specifically invites consideration of this. Alongside this self-reported awareness of training is high.	Use annual staff survey to understand staff perceptions of the value of training; barriers to applying for and attending training.	Commencing March 2018	Staff Development Coordinators /Survey lead in EDC HoD as linked to SDPR	Report to EDC detailing staff aspirations for training; preferences for content and timing of training and barriers to uptake of training.	**Alternative implemented and ongoing**	● (green)
5.3.2	Promote awareness of attracting external funding for staff training through a focus on capacity building in research grants and implement and distribute funds in a new staff development budget	Internal budgets for training are limited although we have allocated a new staff development budget. It remain vital though to make the most of potential availability of training budget when applying for research council funding	Provision of guidance of eligible training possibilities for staff; Staff reminded of potential to apply for training funding at grant review stage	March 2018	Chair of Department Research Committee	75% of eligible grant applications (i.e. where the funder permits and relevant posts are funded) request training support. (Funding caps in schemes may make 100% unfeasible.)	**Alternative implemented and ongoing**:	● (yellow)
				July 18 and annually thereafter.	HoD	In next 3 years 50% of staff take staff development training.	**Alternative implemented and ongoing:**	● (yellow)

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
5.3.3	Evaluate the impact of the new SDPR process	Uptake and recorded completion of SDPR projects has been poor yet SDPR is a vital mechanism for reviewing progress. Satisfaction with SDPR process has been mediocre	All staff are allocated to member of senior staff for SDPR process	Commence Jan – conclude April each year	Staff Development Coordinators From 2020: Career Development priority group	95% of SDPRs are conducted and recorded as completed.	**Implemented and ongoing**	🟡
			Additional set of questions developed to assess value of SDPR process	March 2018	EDC Survey lead	Set of SDPR questions in staff survey from 2018 onwards.	**Implemented and ongoing**:	🟢
			Assess value of SDPR to staff members through new questions and existing base line measure	Survey in May 2018 and in subsequent staff surveys; analysed and reported by July 2018. The same timings in 2019/20/21 surveys	Chair of EDC/Survey lead in EDC From 2020: Career Development priority group	Short report of result of survey SDPR questions prepared for HoD; Percentage agreement for *I found my most recent SDPR process helpful* increases to 60% (from 45%) for women in 2018 through to 80% in 2020; and for men to 80% in 2020 (from 71% in 2018).	**Implemented and ongoing**:	🟢

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
5.3.4	Provide encouragement and guidance for discussion of the promotion process in SDPR	Discussion of promotion is not primary aim of SDPR; however, it is potentially an important mechanism for staff to informally consider their promotion aspirations and the possible value of the PAG about advising on relevant actions	Assess value of SDPR in informal consideration of promotion aspirations and awareness and perceived value of PAG for supporting promotions aspirations	May 2018 survey onwards	Chair of EDC/Survey lead in EDC From 2020: Career Development priority group	Short report of results of survey SDPR questions prepared for HoD reporting baseline responses for new SDPR related questions.	**Implemented and ongoing**:.	●
5.3.5	Include and integrate Postdoctoral Researchers (PDRs) in the SDPR process	Provision of SDPRs for PDRs is piecemeal at best. Systematising this will give better consideration of career progression for PDRs	PDRs will be offered SDPR by their PI and given option of completing it with them or another staff member; timing options can be adjusted to fit with contract length	Commence Jan 2018 – conclude April each year	Staff Development Coordinators	Inclusion of PDR responses as a section of report in 5.3.4 above.	**Implemented:**	●
			Assess value of SDPR to PDRs through new questions and existing base line measure	Survey in May 2018 and in subsequent staff surveys; analysed and	Chair of EDC/Survey lead in EDC	Establish baselines on survey questions of at least 50% being positive about the process and its possibilities in 2018. Increase to 80% by 2021	**Implemented**:	●

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
				reported by July 2018				
5.3.6	To establish and evaluate a mentoring coordination system for all staff.	The staff survey showed some uncertainty about the possibilities of having a mentor. Not currently clear as to the numbers of post probation staff that have arranged mentor. No formal mentoring system within the Department	Set up mentoring system in the Department where all staff are allocated to a mentor.	January 2018	Staff Development Coordinators /Department coordinator	Staff support data base records evidence of formal allocation of staff as mentors/mentees.	**Implemented and ongoing**:	🟢
			Baseline survey measures show increase in uptake of mentoring and new measures establish base line measures of satisfaction with mentoring.	May 2018. Subsequent surveys in May, 19, 20.	AS Survey lead in EDC	Our next survey will ask whether staff met with their mentors, whether meeting was useful, and whether staff report more uptake or mentoring than previously. Increase uptake from 48% to 60% in 2018 to 75% in 2020	**Implemented and ongoing**:	🟢
			Promote mentoring training	March 2018	HoD	University training lead speaks to DSM; 70% of staff attend	**Not implemented.** N/A	N/A

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
5.3.7	To increase the number of applications for sabbaticals and the number of applications that are granted over the next three years, while exemplifying a good gender balance.	Only 3 sabbaticals have been awarded over 3 years and staff awareness of the process is low. Women are much less aware of the process and of eligibility than men. Staff development can be supported by increasing the number of sabbaticals that staff can take.	To ensure that male and female staff have increased and equal awareness of eligibility criteria for sabbaticals and of the process of applying for them.	May 2018. Subsequent surveys in May, 19, 20.	HoD as Chair of CDAG	Increase staff understanding of eligibility for sabbaticals (from 33% to 60% in 2018 and to 80% in 2020) and awareness of processes involved in applying for sabbaticals (from 29% to 60% in 2018 and to 80% in 2020). Within this our aim is that women are equally as aware as men.	**Implemented**	N/A
			To extend the staff development function of the Promotions Advisory Group to consider and review applications for sabbaticals.	By March 2018, 19, 20 (both annual rounds of applications are closed by March).	HoD as Chair of CDAG	The CDAG comment on at least 2 developing sabbatical applications from staff each year.	**Implemented**:	
5.3.8	To evaluate uptake of the 'thesis in the form of publications' and its impact on PGR	In theory doing a PhD 'thesis in the form of publications' can assist with career development of PGR students as it should make it more likely	Explore PGR student views about doing a PhD thesis in the form of publications with students that are and are not working with this model.	May 2018	Department PGR lead	Establish base line measure in 2018 student survey. Explore changes in subsequent years	**Alternative implemented and ongoing**:	

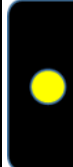| Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
	student perceptions of preparedness for post-doctoral progression	that the student is publishing from their PhD. The possibility of doing this was recently introduced at UoB	Compare publication records of students that have and have not done 'thesis in the form of publications'	September 2020	Department PGR lead	Report to DEC on quantity and quality of publications of students that have completed PhD through the two routes.	**Not implemented**	N/A
5.3.9	To provide PGR students with opportunities for teaching and mentoring	Teaching experience is important for obtaining academic jobs. In the student survey 11 out of 14 PGR students said they wanted more involvement with teaching.	Develop list of teaching and mentoring opportunities for PhD students	Commence Jan 2018	Director of Learning and Teaching	PGR teaching opportunities data base created	**Implemented:**	🟢
			Monitor student satisfaction with teaching opportunities	Commence April 2018; then subsequent years	Survey lead on EDC	Student survey shows 10% increase each year from 2018 in number of PGR students saying that they are satisfied with degree of involvement with teaching.	**Implemented**:	🟡
5.3.10	To encourage an increase in applications to the Department Research Support Fund from a broader range of staff	The Research Support fund is a potential source of help for developing pilot work and for research related travel (e.g. to conferences). The DRC will encourage	Increase breadth of staff being supported through Departmental Support Fund	Commence July 2018 and annually in July 2019, 2020 and 2021	Chair of Department Research Committee	Annual report to the DEC on numbers of bids and numbers of successful bids to the Department Research Support Fund; seeking year on year rise in both metrics	**Alternative implemented and ongoing**:	🟢

Item	Objective	Rationale	Specific Actions and Implementation	Timescale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
		applications from a broader range of staff				that exemplify a good gender balance		
5.3.11	Conduct full analysis of grant application and award data to inform research support actions	Thus far we have not considered the gender balance in grant getting activity. The AS process and an early look at the data suggested that further analysis might usefully inform research support actions.	Conduct an analysis across grades and gender of bids and successful bids taking into account number of bidders as a percentage of potential bidders	July 2018	Chair of Department Research Committee	Report to DEC of analysis of grant bidding activity in the Department; Report to include recommendations as to how best to further improve Department research support activity.	**In progress**	🟡
5.3.12	Gather views of all staff about research support in order to act as a baseline against which to evaluate future changes	In the 2017 staff survey we did not ask staff views about research support. We do currently understand the best way to provide support when bids are unsuccessful.	To seek staff views about the adequacy of research support that they experience and how this can be improved.	May 2018	Chair of Department Research Committee /Survey development lead in EDC	Report detailing staff perception and preferences for research support including recommendations as to how best to provide support when bids are unsuccessful.	**Implemented**: Departmental	🟢

5.5 Flexible working and managing career breaks

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
5.5.1	To include information about University and Department level maternity and paternity leave policies in the Staff Handbook	Discussions with staff that had recently taken maternity/ paternity leave revealed that early on (before they wished to inform others) staff were unclear as to what the process was and what maternity leave involved.	To provide a link to relevant sources of information in the Departmental Staff Handbook	Sept 2018	HoD / Departmental Coordinator	Staff handbook updated; Assessment of early awareness of staff of maternity and paternity leave process made at the point when HoD informed.	**Implemented:**	●
5.5.2	To set up an informal buddy system for staff that will be taking maternity/adoption or paternity leave	Staff discussions indicated the value of the option to have a 'buddy' to provide informed support during and after the process of maternity/adoption/paternity leave	Staff informing HoD they are taking maternity/adoption paternity leave will be informed of the option of having an informal maternity /paternity leave buddy	Commence Nov 2018	HoD /Department Coordinator	Record kept of uptake of buddy system in order to target evaluation of use	**Alternative implemented:**	●
			Annual discussion group will be conducted with those that have taken maternity/paternity/s	2019	EDC Chair	Report to DEC on satisfaction with experience of participation/non-	**Not implemented:** as N/A –	●

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
			hared parental leave in previous 2 years.			participation in buddy system		
5.5.3	To double the standard yearly research allocation following maternity/adoption and shared parental leave to support reinvigoration of research	Thus far there has been no extra resource available to support the research activity of those returning from maternity/adoption leave. Staff who have recently returned felt extra financial resource to this end would be useful.	Faculty research support will be informed of the names of those entitled to the increased research allocation monies	Commence July 2018	HoD	Departmental budget records indicate increased allowance for staff returning from maternity/paternity/shared parental leave	**Implemented:**	🟢
			Annual discussion group will be conducted with those that have taken maternity/paternity/shared parental leave in previous 2 years.	Commence July 2019	EDC Chair From 2020: Career Development priority group	Report to DEC on satisfaction with impact of increased research allocation amount	**Not yet implemented/ Pending:**	N/A
5.5.4	Increase staff awareness of the possibilities of paternity, shared parental and parental leave.	In the years we have reviewed no-one has taken parental/shared parental leave. We thus wish to ensure that ignorance of the possibility of doing so is not the explanation for this.	Convene a meeting for HR to provide a presentation of the parental leave options and to answer staff questions	Commence March 2018	Staff survey lead on EDC	Pre and post meeting evaluation will indicate a significant increase in staff confidence in being able to make informed decisions about whether and how to apply.	**Alternative implemented and ongoing**.	🟢

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/ Status	RAG
5.5.5	Increase staff awareness of Departmental support for flexible working	Although successful requests for flexible working have increased almost a third of men and women said they were unaware of the flexible working policy. Women were less confident than men that flexible working would not have a negative effect on career.	Identify female academics that have successfully engaged with the processes of flexible working and exemplify that it can work well without detrimental effects on career	Commence June 2018	Chair of EDC From 2020: Career Development priority group	Liaise with HR to identify list of potential candidates across the University that would be willing to discuss their experiences.	**Alternative implemented and ongoing** **Delayed, but now underway:**	🟡
			Invite one or two of these women to join us for discussion at DSM	March 2019	Chair of EDC From 2020: Career Development priority group	2019 Staff survey shows increase of 25% in women agreeing that there are no less opportunities for staff that are have flexible working arrangements (i.e. from 41% to 75%) and that 80% of women believe their line manager would be supportive of request for flexible working (i.e. from 65%). That 90% of both men and women are aware of flexible working policy (up from 63 and 64% respectively).	**Implemented and ongoing**	🟢

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
5.6.1	Inform all staff of new or changed commitments and procedures resulting from Athena SWAN analysis using Departmental Staff meetings, Departmental Newsletter and emails	Although staff are aware of the ongoing development of the Bronze application it is vital that we keep the commitments that the Department has made in clear view as we go forward to implement these.	Informing staff of updated actions via email; ensuring webpage reflects these updates; having updates in every Department newsletter; discussions at every DSM	Commence January 2018	Chair of EDC	DSM agendas and minutes reflect staff discussion; click through rate to AS webpages reflects updates.	**Implemented and ongoing:**	🟢
5.6.2	To achieve 100% uptake of Diversity in the Workplace Training	Diversity in the Workplace on line training had low (though increased) take up.	Promote and monitor take up of Diversity in the Workplace training and follow up with individuals where necessary	Commence June 2018; End July 18 Then annually	HoD From 2020: Career Development priority group	2018 - Increase to 80% in numbers of staff recorded by University as completing the course. 2019 Increase to 90% and 2020 Increase to 100%	**Implemented and ongoing:**	🟡
5.6.3	To initiate, maintain and promote a Departmental blog about	An initiative by the PhD students drew attention to the value of having a forum to stimulate discussion of	Launch Department Equality and Diversity blog	Commence Feb 2018 updated monthly	PhD reps on EDC	New material every month for first year; evidence of increasing number of blog followers and	**Implemented and ongoing:**	🟡

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
	diversity and equality issues	equality and diversity issues.				dissemination through social media.		
5.6.4	To develop clear terms of reference for the Committee Chair and Deputy Chair roles	To support plans for long term succession and the fair distribution of roles and their associated opportunities, it is necessary to more formally state the terms of reference for Chair and Deputy roles for all the Committees.	Develop terms of reference for Chair and Deputy Chair roles of key Dept committees (DEC, DRC, DLTQC, Outreach and Engagement Committee and E&D Committee.	Commence March 2018 and end May 2018	Current Chairs of each Committee	DEC will review all terms of reference. On agreement these will be available on the Department Wiki.	**Implemented:**	🟢
5.6.5	Conduct, report on and act on an analysis of disparities in the WLM, including gender differences	Until now we have not monitored the WLM for gender bias. Our early analysis suggested the value of doing so.	Obtain the WLM data and conduct fine-grained analyses (e.g., across teaching- and research-focused posts, high vs low responsibility tasks)	January 2019	Chair of EDC	Report presented to DEC of findings of WLM analysis. Response by HoD will indicate the way in which this will be inform WLM allocation.	**Being implemented**:	🟡
5.6.6	To pilot a scheme rotating the days for departmental research seminars.	The staff survey indicated some dissatisfaction with opportunities to attend Departmental seminars which are held on a set and single day	Seek to identify the days that suit most particularly bearing in mind those with more external responsibilities (e.g. clinical staff working in NHS)	March 2018	Departmental seminar organiser	80% of staff responding in day identification exercise	**Implemented and ongoing:**	🟢

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
			Pilot departmental seminar rotation over 2 days	Pilot from Oct 2018 – June 2019	Departmental seminar organiser	Assess success of pilot in May 2019 survey - Aim for 90% of staff being satisfied have the opportunity to attend some Departmental seminars	**Implemented, but discontinued**	🟢
5.6.7	To organise a lunchtime summer picnic for all family, friends of staff and PGR students/trainees	Although take up of evening events is high we are aware that these are less accessible to those with childcare responsibilities. There is currently no day time event where staff and their families can socialise.	Organise, promote and convene Department lunchtime summer picnic	Commence March 2018 – finish in July 2018. Then annually	Social events lead	60% of *all* staff (including teaching staff, professional support staff, PGR staff and PhD and trainees) to attend. Immediate post event survey to be conducted and aiming for 60% response rate and 80% indicating enjoyment and satisfaction	**Implemented and ongoing**	🟢

Item	Objective	Rationale	Specific Actions and Implementation	Time scale	Respons-ibility	Outputs/ Outcomes	Updates/Status	RAG
5.6.8	To capture information about all Departmental Outreach activities including the gender breakdown of participating staff and students and, where possible, event participants	Although the Department has actively been involved in outreach and engagement activities we have not systematically tracked this and are thus unaware of the balance of men and women in the Department that participate in these activities nor of the gender balance of external people who engage with them.	Develop a data base to track participation in outreach and engagement events	Commence in March 2018	Chair of Engagement and Outreach committee	Outreach and engagement data base set up	**Alternative implemented:**	🟡