Athena Swan Silver application form for departments

Name of institution	University of Bath
Name of department	School of Management
Date of current application	31 July 2025
Level of previous award	Bronze
Date of previous award	30 November 2018
Contact name	Stephen Brammer, Layla Branicki & Lucie Allott

Section	Words used
An overview of the department and its approach to gender equality	2,231
An evaluation of the department's progress and success	2,239
An assessment of the department's gender equality context	3,743
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	8,213

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

Please note that small numbers and sensitive data have been redacted.

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

1.1 Letter of endorsement from the head of the department

Professor Stephen Brammer
Dean of University of Bath School of Management
University of Bath
Bath BA2 7AY

Endorsement of Application for Departmental Athena Swan Silver Award

Dear Equality Charters Manager,

As Dean of the University of Bath School of Management and as an academic expert in corporate social responsibility, I am deeply committed to the Athena Swan principles. Since re-joining the School as Dean in 2020, I have strengthened the academic leadership of our EDI work through the appointment of a Director of EDI, extended our staff awards to provide recognition of community and inclusion work, initiated the introduction of a programme addressing the impact of career interruptions on progression, and mentored female colleagues through promotion. Engagement and involvement of the School's executive committee in EDI matters has strengthened, and our forward-looking plan is fully committed to and resourced by the School's leadership.

The School's Athena Swan activities are overseen by a representative and highly motivated EDI committee and a self-assessment team whose activities are closely linked with the School's Executive Board. I take an active part in the Athena Swan work and contribute to it through data analysis, creating our data appendices, reviewing, and reporting on our 2019 Action Plan (2019AP). This keeps me close to emerging issues and enables me to make appropriate responses.

Since our last submission the School has grown substantially, and our community of students and staff is larger and more diverse than in 2018. The Covid-19 pandemic has made us adapt our working practices in ways that have largely been retained. We also moved to new state-of-the-art premises in June 2022. Our new home is the most accessible building on the University campus, incorporating digital technologies to improve the experiences of disabled staff and students.

We embedded regular monitoring of the gender balance throughout the community. In many arenas, significant progress has been made in improving working practices.

- At all levels, the proportion of female students in the School population exceeded the HESA benchmarks for business and management.
- We observed an improvement in female representation among the academic staff across the career pipeline.
- Restructuring professional staff teams provides significantly greater opportunities for career progression.
- Culture surveys provide evidence of a strengthening sense of belonging, inclusion, and perceived equality in our community, and in many cases, substantially reduced gender gaps in perceptions over the last six years.

Although I am proud of the work outlined and evaluated in this submission, considerable work remains to be done. Our future action plan describes both new commitments built on those made since 2019 and some areas of continuing work.

Highlights include:

- To increase both the number and proportion of female professors as well as to improve the representation of women in governance and leadership roles.
- Strengthening support for career development and progression of professional service staff.
- To involve students more formally in the School's gender equity work.
- To address concerns regarding the incidence of incivility, bullying, and harassment and how they are tackled.

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

Yours sincerely,

Professor Steve Brammer

Dean, University of Bath School of Management

1.2 Description of the department

The University of Bath School of Management (henceforth, the School) is a diverse and vibrant community of students and staff, with an excellent record of teaching and research. We are home to 3,334 students (50.0% female[1]) and 310 staff (65% female).

Table 1 Snapshot of SoM numbers in 2023/24

	UG	PGT	PGR	PSS	PDR	L	SL/R	Prof.
Female								
Male								
Non-binary								
% Female	47	55	59	92	58	63	53	23
HESA Business and Mgmt. Cost Centre % Female	45	49	47	-	-	-	-	30

We are the largest department at the University of Bath (UoB), and many administrative functions exist at the School level. All staff are housed in a new state-of-the-art building (opened in June 2022). The building is designed to provide accessible and high-quality space for students and staff to support inclusion, connectivity, and community. Examples include a staffed reception, level access, gender-neutral toilets, shower facilities, quiet spaces, a wellbeing room, hotdesking, accessible lecture theatres, and a dedicated lounge for staff and PGR students.

Image 1 New School of Management building

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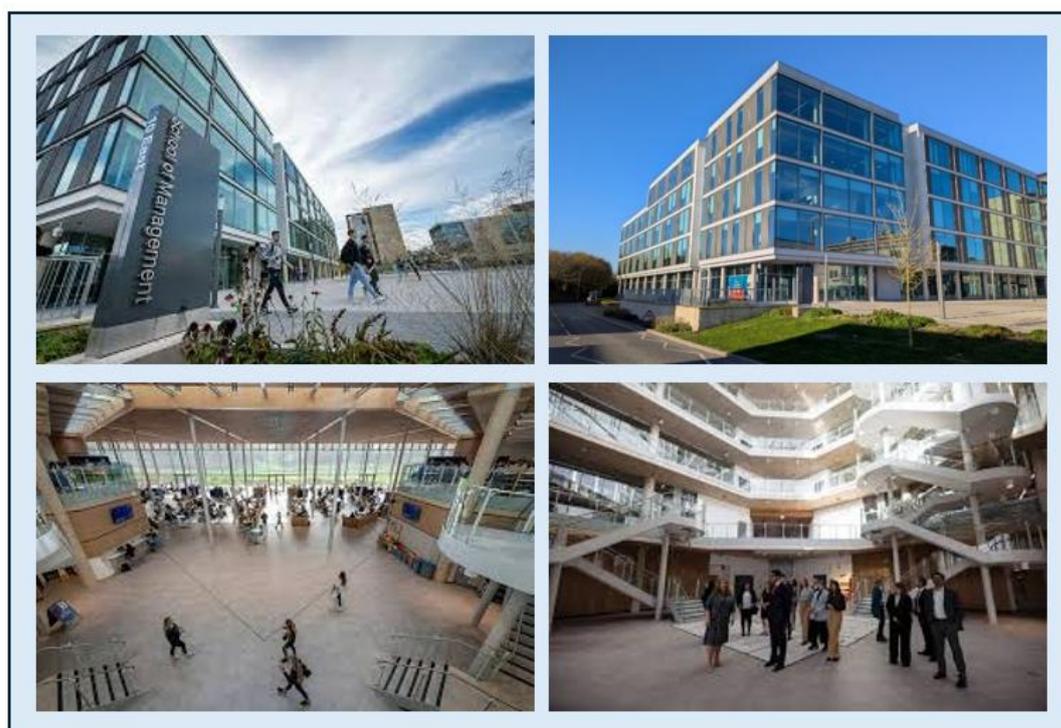
[1] Data on gender is extracted from University systems that distinguish between "male," "female," and "non-binary" members of our community. While we use those data and those terms throughout this submission, we remain active in supporting and championing diverse gender identities within our community.

1.2.1 Research

80.3% of academics are on research and teaching contracts (AR&T). 41.6% of AR&T staff are female compared to 32.7% in our last Athena Swan (AS) submission. We have a small number of postdoctoral researchers (PDRs).

Placed seventh in REF2021, we compete for staff against Asian, European, and North American schools, which typically enjoy greater financial freedom in relation to salary setting. Our inclusive, supportive, and developmental culture is at the heart of attracting and retaining talented staff and sustaining research performance.

1.2.2 Teaching

In the complete University Guide (2026), we ranked first in Marketing, second in Accounting and Finance, and third in Business and Management.

We recruit approximately 660 undergraduate (UG) students per year (47% female) across 12 programmes. UG programmes have grown by 19%. Most of our UG students (47% female and 53% male) spend a year working in industry. The number of international UG students has risen by 43% between 2020/21-2023/24.

We recruit approximately 890 postgraduate (PGT) students (55% female) per year across 19 master's courses, two online master's courses, and two MBA courses (both post-experience). PGT enrolment has grown from 745 in 2020/21 to 890 in 2024/25. International students in our PGT courses have risen from 465 in 2020/21 to 843 in 2024/25 (81% increase).

The School supports 197 Postgraduate Research Students (PGR) (59% female) undertaking one of two doctoral programmes: Doctorate in Business Administration in Higher Education Management (DBAHEM) and Integrated PhD.

We employ a cohort of academics on teaching specialist contracts (AT). 54% are female, an increase from 42% in 2019. AT staff follow the same career progression route and hold the same titles as AR&T staff.

1.3 School management and governance

The Executive Board (EB) is responsible for shaping the strategy and daily running of the School. EB is 25% female compared to 38% in 2018/19. School leadership reflects the gender composition of the professoriate.

Figure 1 School Leadership

Figure 1 School Leadership

School Executive Board

- Advisory Board (5F, 5M)
- Dean (M)
- Deputy Dean (M)

Reporting to School Executive Board:

- **Associate Dean International (M)**
- **Associate Dean Faculty (F)**
  - Director of EDI (F)
  - Director of Academic Resourcing (F)
- **Associate Dean Research (M)**
  - Director of REF (M)
  - Director of PGR (F)
- **Associate Dean Education (M)**
  - 3 Directors of UG, PG & Online (1F, 2M)
  - Director of Teaching for the MBA (F)
  - Director of Teaching for Online MSc Courses (F)
  - Director of Innovation in Pedagogy & Assessment (M)
  - Director of Student Engagement & Experience (F)
  - Director of Standards & Quality (M)
  - 23 Directors of Study (7F, 16M)
- **Head of Division Accounting, Finance & Law (M)**
  - Subject Group Lead Accounting & Finance (M)
  - Subject group Lead Law (F)
- **Head of Division Marketing, Business & Society (F)**
  - Subject Group Lead Marketing (M)
  - Subject Group Lead Business Economics (M)
  - Subject Group Lead Business & Society (M)
- **Head of Division Information, Decisions & Operations (M)**
  - Subject Group Leads Operations & Technology Management (F)
  - Subject Group Lead Management Science (M)
- **Head of Division Strategy & Organisation (F)**
  - Subject Group Lead Entrepreneurship & Innovation (M)
  - Subject Group Lead Organisation Studies/ HR (F)
  - Subject Group Lead Strategy, International Management & Higher Education (F)
- **Director of Operations (PSS, M)**
  - Lead for Engagement and Development (PSS, F)
  - 9 PSS Team Leads (7F, 2M)
- **Executive Director of In Career Learning (M)**

The EB is supported by an operational leadership team of 13 Directors (53% female) and 23 Directors of Study (30% female). Since 2018/19, five new Director roles (60% female) were introduced that include EDI in their job description. Governance is supported by an Advisory Board, which is 50% female compared to 29% in 2018/19.

Academic staff are organised into one of four divisions, and are line managed by a Head of Division (HoD). Each HoD (50% female) is a member of the EB and reports to the Dean. HoDs are supported by ten Subject Group Leads (40% female).

PSS are organised into nine teams, and are line managed by a Team Lead. Team Leads (77% female) report to the Director of Operations.

Table 2 School Committees

| | Female | | Male | | Total |
	N	%	N	%	N
School Executive Board (SEB	3	25%	9	75%	12
Research & Knowledge Exchange Committee (SRKEC)	8	44%	10	56%	18
Learning and Teaching Quality Committee (SLTQC)	9	47%	10	53%	19
Board of Studies (BOS)	12	44%	15	56%	27
School Equality, Diversity & Inclusion Committee (SEDIC)	14	70%	6	30%	20
Staff-Student Liaison Committee (UG)	44	59%	31	41%	75
Staff-Student Liaison Committee (MSc)	27	55%	22	45%	49
Staff-Student Liaison Committee (MBA)	1	17%	5	83%	6
All Committees	118	52%	108	48%	226

1.4 Governance and recognition of EDI work

EDI is co-led in the School by the Director of EDI (DirEDI) and Lead for Engagement and Development (LeadE&D) reporting to the Associate Dean Faculty (ADF).

Figure 2 Core EDI Team

Core EDI Team

Lucie Allott   Layla Branicki   Jess Skinner   Mairi Maclean   Steve Brammer
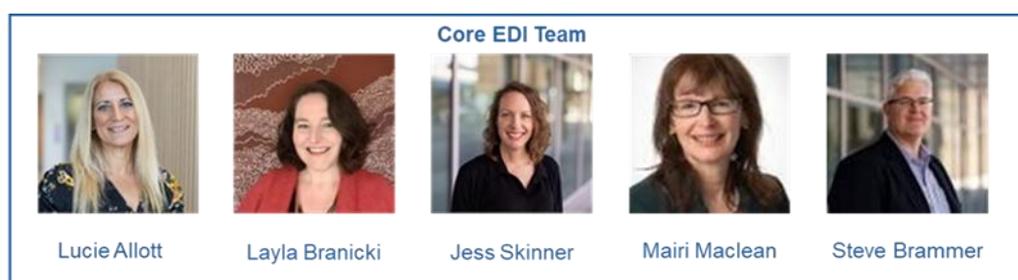
The Core EDI Team meets approximately monthly. This team benefits from working closely with the UoB Vice President (Community and Inclusion), the Equality Charter

Manager, and the Culture and Inclusion team, from membership in University-level groups, networks, and committees, and participation in the WBS Athena Swan Network.

Figure 3 School and University EDI structures
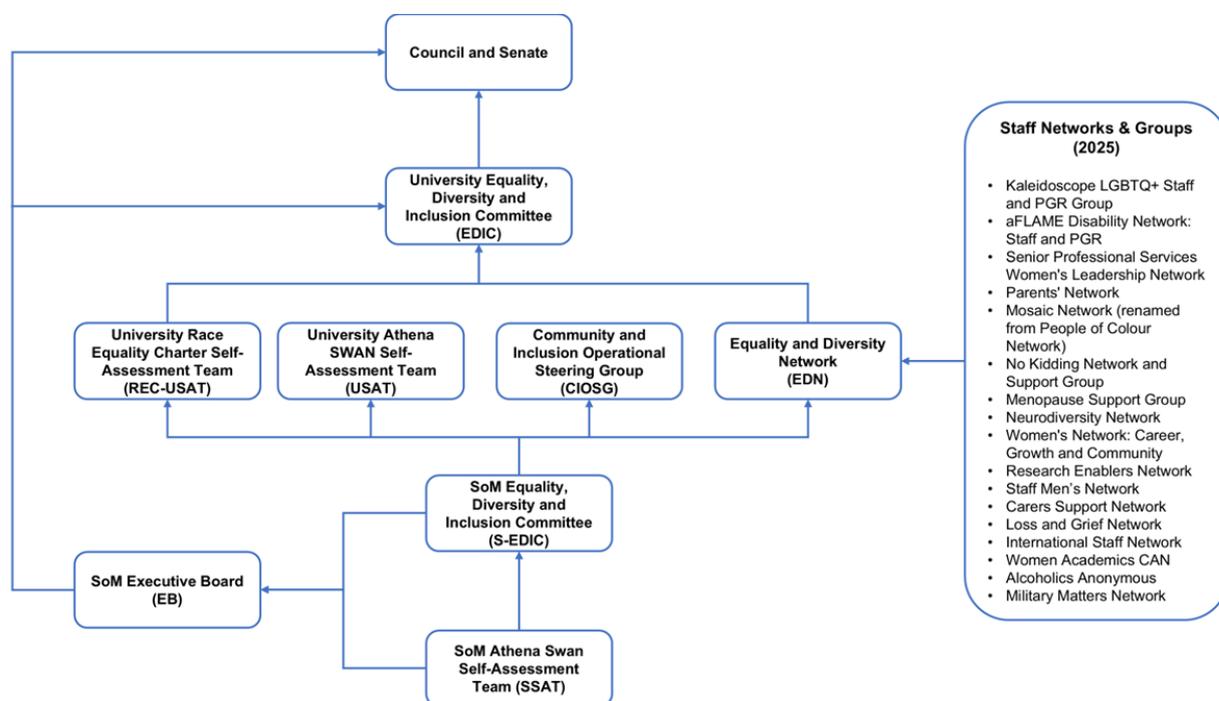
EDI is discussed in all School committees. The EDI Committee (SEDIC) was set up to integrate activities across the School, identify opportunities for organisational improvement, and provide advice to EB. The EB considers reports from the SEDIC and approves its priorities and actions. The School AS Self-Assessment Team (SSAT) reports to SEDIC.

SEDIC is co-chaired by the DirEDI (academic) and LeadE&D (PSS) and has 20 members (70% female, 65% academic). SEDIC members are drawn from across a wide range of grades (5 to Professor), job types (AR&T, and AT), working patterns (part-time/full-time), and caring responsibilities (parent, unpaid carer), and represent a range of protected characteristics. To improve coordination, two members of the EB sit on the SEDIC and four members of the SEDIC are members of the SSAT.

SEDIC members were recruited through an open call for expressions of interest for PSS, divisional representatives, and targeted recruitment.

Table 3 SEDIC Membership

EDI Area	Name		Job family	Role	Biography
Leadership & governance of EDI work	Lucie Allott		PSS	Co-Chair	• LeadE&D, Co-Chair SSAT • AS USAT & EDIN • Vice-Chair Carers Network

	Layla Branicki	Academic	Co-Chair	• DirEDI, Co-Chair SSAT • AS USAT, REC USAT & CIOSG • University EDI Champion
	Jess Skinner	PSS	Committee Secretary	• Executive Assistant to Dean • SSAT Secretary
School Executive Board	Mairi Maclean	Academic	Executive Representative	• Associate Dean (Faculty) • Member of EB • University EDIC
	Stefanie Gustafsson	Academic	Head of Division Representative	• Strategy & Organisation, Head of Division • Member of EB
Race Equality	Teslim Bukoye	Academic	Race Equality	• University Race Equality Lead • University EDIC & Senate
PSS Representative	Ashleigh Curl	PSS	PSS Representative	• Student Experience Officer • Leads Student neurodiversity Network
	Rachael McHugh	PSS	PSS Representative	• Academic Services Manager • SSAT member
	Viktoriia Korsun	PSS	PSS Representative	• Student Experience Officer
Divisional Representatives	Bukola Adetonwa	Academic	S&O Divisional Representative	• Lecturer, education specialist • Expertise in inclusive education
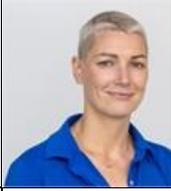
	Haiming Hang		Academic	MBS Divisional Representative	• Professor, expert on EDI
	Hanwen Sun		Academic	AFL Divisional Representative	• Senior Lecturer
	Ollie Thomasson		Academic	IDO Divisional Representative	• Lecturer
Inclusive Research	Amanda Willmott		PSS	Research specialist	• Member of SSAT • Head of Research Operations • University of Sanctuary SoM lead • PhD Candidate
	Fotios Petropoulos		Academic	Research specialist	• Director of REF, including People, Culture and Environment
	Monia Mtar		Academic	Inclusive Education	• Director of Student Engagement & Experience
	Igor Pyrko		Academic	PGR Inclusion	• Director of PhD Programme
People, Culture, & Environment	Melanie Torrance		PSS	Wellbeing	• Wellbeing Champion. • Projects and Facilities Officer
	Ludovic Highman		Academic	Part-time Staff	• Senior Lecturer, Expert in higher education

	Victoria Willis		Academic	Resourcing and workload	• Director of Resourcing • Education specialist

To note, where images are not included, this is based on individual preference.

EDI contributions are recognised through:

- DirEDI (300-hour workload allocation), and LeadE&D (salary supplement).

- SEDIC and SSAT members, academic (citizenship workload), and PSS (time for tasks, projects, and career development).

- EDI contributions recognised in staff annual review processes, academic probation, and promotion criteria (e.g., DirEDI promoted to Professor in 2025).

- Letter of recognition from the Dean at the end of their term.

- Two Community and Inclusion Awards introduced in 2024/2025.

Image 2. Inaugural Community and Inclusion Award Winners

1.5 Development, evaluation and effectiveness of policy

We actively contribute to University-level policy development and implementation and sometimes develop policies targeting the specific concerns of the School.

Consultation is at the heart of our approach to policy development and evaluation.

Principal mechanisms for consulting staff:

- Committees (including SEDIC) propose/provide feedback on UoB and School policies, leading to proposed amendments where required.
- Staff consulted through School, division, and PSS team meetings, and away days (<10 annually).
- School culture surveys and qualitative follow-up.

- Executive members have an open-door policy that encourages staff to email or approach them with comments, concerns, or suggestions.

Principal mechanisms for consulting students:

- Three Staff-Student Liaison committees (SSLC): UG (59% female), MSc (55% female), and MBA (17%).
- Student surveys coordinated by Director of Student Engagement and Experience.
- Student Experience Officers (SEOs).

Policy initiatives introduced since 2018/19, include expanded access to flexible working arrangements (e.g., hybrid working), and a scheme designed to support academic staff returning from parental and adoption leave.

Broad consultation has helped to ensure that policies contribute to an inclusive culture with the clear aim of reducing the likelihood of negative impact on staff (including those with protected characteristics). After implementation, the eligibility criteria for the parental return-to-work scheme were updated in response to staff feedback.

Staff frequently contribute to UoB policy development through direct input and consultation. The Deputy Dean contributed to the UoB task and finish group on changes to promotion criteria and led a series of School focus groups to evaluate the proposals (including with SEDIC to consider equality impact assessment).

1.6 Athena Swan self-assessment process

1.6.1 The Self-Assessment Team

Implementation of the 2019AP was initially led by the Athena Swan Implementation Committee (ASIC) managed by an ASIC Lead. In 2020, ASIC activities were interrupted by Covid-19. Like many management schools, attention in this period shifted to activities such as supporting the rapid transition to online teaching. This led to a pause in ASIC activities and churn in membership. In parallel, a new Dean joined the School (2020), and the ASIC Lead left (2022).

These shifts triggered a review of support in 2021/2022 by the EB, which identified the need for further dedicated AS resources to remedy Covid-related delays. This led to the creation of the new DirEDI and LeadE&D roles, a transition to an SSAT supported by SEDIC, and the introduction of a ring-fenced EDI budget.

Since 2022/23, the SSAT has been co-chaired by the DirEDI and LeadE&D. The SSAT reports at the School (SEDIC, EB) and University levels (USAT).

The SSAT has 12 members (11F, 1M) representing academic and professional staff (6 academics, 6 PSS), a range of career grades (from grades 5 to Professor), working patterns (part-time, flexible hours), caring responsibilities (parental care, unpaid care), and staff with protected characteristics. To ensure continuity, where possible, ASIC members (including the LeadE&D) joined the SSAT. The SSAT does

not have direct student representation. Student voice is channelled through members of programme teams, SEOs, and SSLCs.

Table 4 SSAT Biographies (members that joined in 2022/2023 signalled by asterisk)

Name		Job family	SSAT role	Biography
Layla Branicki*		Academic	Co-Chair	• DirEDI • AS USAT, REC USAT, EDIN, CIOSG • University EDI Champion • Professor, expertise in workplace inclusion
Lucie Allott		PSS	Co-Chair	• LeadE&D • Process Improvement & Project Office • AS USAT, EDIN, Vice-Chair Carers' Network
Jess Skinner*		PSS	SSAT Secretary	• Executive Assistant to the Dean • SEDIC member & Committee Secretary • Expert in recruitment processes
Amanda Willmott		PSS	Research lead	• Head of Research Operations. • SEDIC member • SoM University of Sanctuary Lead • PhD Candidate
Anouska Johnson*		PSS	Student voice	• Student Experience Officer for BSc Accounting and Finance • Experience of institutional AS Swan • Expertise in student voice
Rossella Salandra*		Academic	Quantitative data lead	• Director of Studies for the Innovation and Technology Management MSc. • Senior Lecturer, expert on how research is carried out and disseminated.
Varala Maraj*		Academic	Qualitative data lead	• Lecturer, expertise in qualitative methods, consumer culture. • Interest in gender and intersectionality.
Dan Davies		Academic	Inclusive Education co-lead	• Director of Higher Education Management Programmes. • Professor, expertise in higher education management.

Ting Qiu		Academic	Inclusive Education co-lead	• Director of Studies MSc Management Suite • Senior Lecturer, expertise in student employability and innovative teaching methods.
Rachael McHugh		PSS	Inclusive Careers	• Academic Services Manager. • SEDIC member. • Extensive experience of recruitment, retention, and promotion processes.
Fei Qin*		Academic	Inclusive Careers	• Co-Director Centre for Future of Work. • Senior Lecturer, expertise in global talent mobility and the impact of new technologies on the future of work.
Eden Day*		PSS		• DBA HEM Programme Officer. • University Neurodiversity Network Co-Chair.

1.6.2 SSAT approach

To aid the work of the ASIC, the actions in the 2019AP were divided into six workstreams. Each workstream was appointed a workstream lead who updated the ASIC and the EB on progress against the 2019AP.

Progress against the 2019AP was regularly evaluated by workstream leads, the core EDI team, and from 2022/23 the SSAT. Cross-School workshops were also conducted to enable outstanding objectives to be embedded into School policy and practice and to explore future priorities. Since 2024, the SSAT has been supported by a part-time research assistant.

Textbox 1 Example of cross-School working

Lego Serious Play Workshop

A Lego Serious Play workshop was held in 2024 to explore the School's priorities and aspirations in relation to EDI. The workshop was externally facilitated and attended by members of EB, SEDIC, SSAT, and PSS team leads. Lego Serious Play is an innovative process which is designed to enable all stakeholders to experience an enriched understanding of workshop objectives and often results in identifying innovative solutions to complex challenges. This approach is particularly valuable when considering nuanced topics such as gender equality as it creates a space to surface differing perspectives and offers equal opportunities for attendees to share opinions.

The workshop informed the review of the 2019AP, the development of our priorities (Section 3.2) and our proposed 2025AP (Section 5).

Image 2 Lego Serious Play workshop example
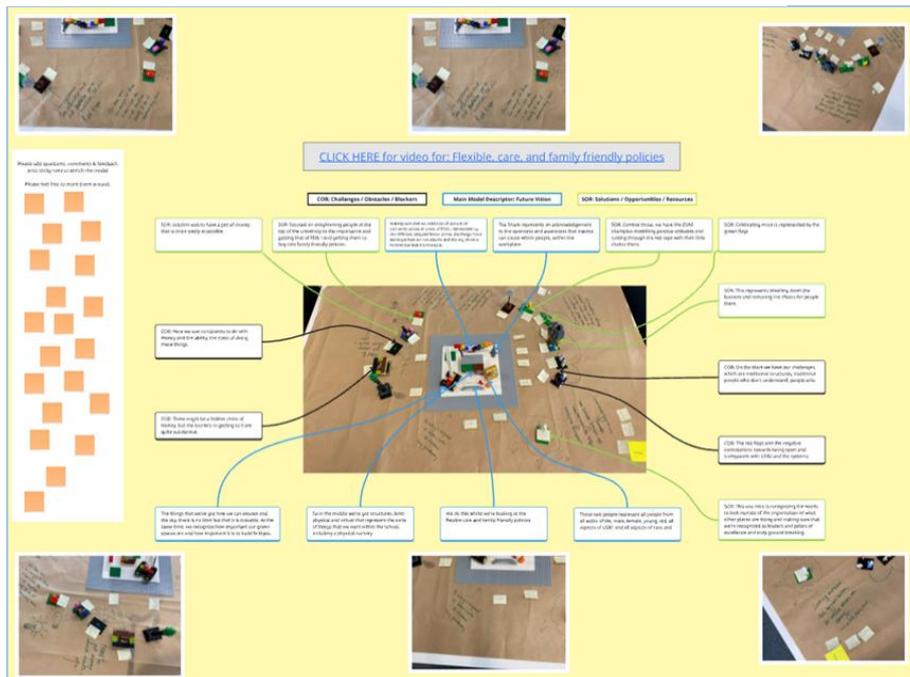
The Core EDI team (including the Dean), SEDIC, and SSAT contributed to the submission, in the following ways:

- Workstream subgroup meetings and evaluation of 2019AP progress.
- Collecting and analysing School culture survey (CS) data.
- Developing the submission and future action plan (AP) through a series of workshops.
- Writing and reviewing the submission.

The 2025AP was approved by the EB and the School has agreed to resource implementation.

While we only report simple statistics from the CS data, the surveys were subject to detailed analysis by three quantitative experts. The analysis revealed no significant differences from those identified using simple statistics. We collected qualitative data to explore key issues in greater depth [Tables 91-94][2].

Table 5 Survey response rates

	Number			Approx. response rate[3]	
	F	M	PNS	%F	%M
CS 2023 (academic)				36%	38%
CS 2023 (PSS)				57%	33%
CS 2025 (academic)				51%	45%
CS 2025 (PSS)				67%	42%
CS 2025 (PGR)				12%	14%
Wellbeing 2025 (all staff)				26%	18%

[2] To return to a previous place in this document you can use the keyboard shortcut Alt+Left Arrow.
[3] Response rates are only approximate, because (a) official headcounts are snapshots at a particular date not aligned with the date of the survey, (b) some respondents preferred not to specify their gender.

1.6.3 The Future of the SSAT

Reflecting on the lessons learned since the last AS submission, we plan to:

- Improve mechanisms for student EDI voice [2025AP3.5].
- Extend membership of the SSAT to include 2-3 EB members and improve gender balance [2025AP6.2.4].
- Develop an SSAT and SEDIC induction handbook [2025AP6.2.2].
- Joint annual review of the 2025AP (SSAT, SEDIC, and EB) [2025AP6.2.1].
- Produce an Annual AS report and infographic [2025AP6.1.3].
- Increase transparency by making the 2025AP, and subsequent versions, available on the Staff Experience Teams site [2025AP6.2.3].

The SSAT will meet quarterly and report progress to the SEDIC and EB annually.

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

2.1 Evaluating progress against the previous action plan

We have made significant progress across the 2019AP:

- We achieved 23 objectives (79% green-rated) and partially progressed a further 6 (21% amber-rated). We have no red-rated objectives. We achieved 77% of our high priority[4] objectives.

- We have achieved 65 outputs and milestones (81 green-rated), partially progressed 14 (19% amber-rated), and discontinued 2 (2% red rated).

Table 6 Progress on objectives in 2019AP

Original 2019 theme	High Priority	Medium Priority	Low Priority
Addressing gender balance on UG taught programmes	1.1		
Addressing gender balance on PGT	2.1		
PGR monitoring and performance	3.1		
Improving PDR career development		4.1	
Developing divisional (and PSS) strategies for recruitment and promotion	5.1		
Managing the career pipeline	6.5 6.7	6.1 6.2 6.3 6.4 6.6	
Reviewing the training portfolio and improving participation		7.1	

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[4] Priority rankings were determined in a review of the 2019AP involving SSAT and EB members in 2024.

Action area	Column 1	Column 2	Column 3
Addressing the limitations of staff development and support	8.1	8.2	
Improving student support for academic career progression		9.1	
Supporting those applying for research grant applications	10.1		10.2
Flexible working and managing career breaks	11.1 11.2 11.3		
Addressing gender balance of SoM committees		12.1 12.2	12.3
Improving the workload allocation process	13.1		13.2
Promoting female role models	14.2	14.1	14.3

2.1.1 Methodology of action implementation, evaluation and iteration

Reviewing the 2019AP is a standing item on the SSAT agenda. Workstream leads reported their progress, and other responsible persons (including members of EB) reported progress annually. We also worked with staff across the School to embed 2019AP actions into normal reporting lines.

In 2022/23, the SSAT introduced a RAG-rated live online spreadsheet, updated with interim data. A 2019AP workshop was conducted with EB members and PSS Team Leads. RAG ratings were completed separately for objectives, outputs (to indicate implementation), update and progress, success criteria (to indicate success), and evaluation and next steps. Where an action was superseded or no longer appropriate, changes were agreed on. Where this happened, it is clearly noted on the 2019AP.

Evidence of achievement was difficult to distinguish for some actions. Therefore, we were careful not to overclaim. For example, where:

- Success measures related to multiple impacts. For example, the gender balance across a broad range of UG and PGT teaching programmes [2019AP1.1] [2019AP2.1].

- Mapping the relationship between outputs and impacts was challenging. For example, how to evaluate whether messages about wider participation in recruitment are broadcast [2019AP6.3.1].

- Data shifted somewhat unexpectedly. For example, small numbers meant that the gender balance on committees improved or worsened with role changes (including the transition from a female to male Dean) [2019AP12.1].

There was occasional disagreement among the SSAT and EB members regarding progress. Objectives were rated green when there was broad agreement that good progress had been made; where there was disagreement, we rated the action amber.

2.1.2 Amber actions

Actions were amber rated for several reasons. In some cases, the outputs were completed, but the intended success factors did not follow, as anticipated. For example, investigation of how work cover provision is arranged [2019AP11.1.2] was superseded by University-level action supplemented by new School support for cover arrangements.

Other outputs were complicated by the School's rapid growth and the associated increase in activity. For example, the objective of ensuring increased female representation in seminars [2019AP14.1] is marked amber because while the number of female presenters increased, the proportion decreased due to increased seminar volume (484 between 2020-25).

Some actions were not sufficiently in the School's control. For example, the availability of Advisory Board members to act as student role models [2019AP12.2.2]. This led us to think more concretely about resourcing and implementation in the 2025AP.

In other cases, especially those concerned with the composition of the student population [2019AP1.1] [2019AP2.1], external shifts led to less progress than anticipated.

Finally, for a small number of actions, thinking evolved throughout the process and the objective was addressed differently than planned in the 2019 [2019AP6.7.2].

2.1.3 Adjustments and challenges

Intervening world and national events, including Covid-19 and changes to UK visa regulations, also impacted the implementation of the 2019AP.

Some objectives were simplified by changes in working practices triggered by Covid-19 [2019AP13.2.1]. Post-Covid, most staff now have the flexibility to work in a remote or hybrid pattern at least 40% of the time. Where possible, meetings are held between 10am and 4pm, often in an online or hybrid format, helping to facilitate meeting attendance for staff with childcare responsibilities.

Changes in international markets likely impacted the number of international female students joining our programmes. Applications from the Chinese market (historically predominantly female) slowed down, and applications from the Indian market (historically predominantly male) increased [2019AP1.1]. A small number of actions were superseded by UoB initiatives, which transformed an action into an implementation task. Examples include defining formal return to work processes [2019AP11.2.2].

Consultation with staff shifted how we approached some of our actions. In reviewing our Women in Leadership programme [2019AP6.7.4], staff highlighted duplication with other internal/external leadership offerings. In parallel, self-assessment suggested that while female representation had improved across academic grades 6-9, that the percentage of female professors still fell below aspirational levels. Therefore, we launched the Interrupted Career Acceleration Programme (ICAP).

Where adjustments were made, we noted this in the RAG-rated 2019AP.

Textbox 2 ICAP

Interrupted Career acceleration Pilot (ICAP)

ICAP was developed by the School to address the barriers to professional development and career progression associated with career interruptions. For example, those arising from parental leave, ill-health, disability, and caring responsibilities. We noted that interruptions were more likely to impact the career progression of female staff members. In management the individual nature of research activity contributes to especially slow progression upon return from interruption.

ICAP was introduced in 2023/4. Participants were selected via open nomination and applications were evaluated by a panel (60% female) against criteria relating to the scale and scope of the career interruptions experienced. Eleven academic staff members were included in the first cohort. Each member of the two-year programme is supported by dedicated promotion mentoring led by the Dean and Deputy Dean; 200 workload hours per year; and £3,000 per year additional budget to support research activity.

2.1.4 Summary and lessons learned

Broad consultation and the active involvement of EB and SEDIC members have been pivotal in achieving some of the more challenging aspects of 2019AP. We also found that initiatives were more impactful when embedded in everyday practice. For example, routinely evaluating gender balance in the work of the Research Office. Moving forward, we intend to strengthen these elements by holding a joint annual review of the 2025AP with SSAT, SEDIC, EB members, and student EDI representatives [2025AP6.2.1].

Table 7 2019 Action Plan with updates, progress, RAG rating, and evaluation

RAG ratings were completed separately for objectives, outputs, and milestones (to indicate implementation), update and progress, success criteria (to indicate success), and evaluation and next steps (to indicate the overall level of achievement against the objective).

2019AP1. Addressing gender balance on undergraduate taught programmes				
Original 2019 objectives	Original 2019 outputs	Update and progress	2019 success criteria	Evaluation and next steps
Objective 1.1: Improve gender balance on UG Programmes **Rationale:** • Female under-representation in A&F. • Decrease in female A&F applications. • Female over-representation in BMS, particularly on marketing courses. • Women applying to BMS appear more likely to receive an offer than men. **(Priority: High)**	**1.1.1** Investigate the application/offer/ acceptance pipeline for each UG programme in detail to identify significant gender-related issues and explore best practice with GW4 and comparison institutions.	Benchmarked UG analysis undertaken from 2019 onwards. Contextual factors (Covid-19, changes to UK Visa legislation) appeared to influence gender composition of applicant pools for some programmes.	Complete research and report on findings to ASIC highlighting issues from the application/ offer/ acceptance pipeline and identifying best practice examples from other institutions.	Redacted.
	1.1.2 Using information from the research, design gender inclusive promotion strategies (website videos, male/female ambassadors at open days) and targeted recruitment strategies and pilot the scheme. Note any issues that arise during the pilot and introduce new approach.	Gender inclusive marketing strategies developed by the central marketing team and implemented by the School. In March 2019 the School worked with an external consultancy on a new brand identity which	New approach designed, pilot carried out, adjustments made as required and new approach in place.	Gender inclusive marketing strategy implemented in School websites, recruitment collateral (prospectuses, leaflets, etc.). Representation (e.g. at open days) reviewed to ensure gender representation. Investment in further inclusive education marketing project funded in 2024/25. Findings to be implemented in 2025/26.

		addressed gender and EDI.		
	1.1.3 Make any adjustment to approach and fully implement. Assess effect on offer patterns and applications.	Launch of new Bachelor of Accounting and Management without A-level maths requirement to encourage female applicants. Growth of BSc International Management and Management with Marketing.	• Consistent offer patterns for women and men observed. • Female applications for A&F increased to 50%. • Male applications applying to 'Management with Marketing' increased to 40%.	Redacted.

2019AP2. Addressing gender balance on postgraduate taught programmes

Original 2019 objectives	Original 2019 outputs	Progress and update	2019 success factors	Evaluation and next steps
2.1: Improve gender balance on PGT programmes **Rationale:** • Significant under-representation of male students in A&F. • Under-representation of female students on Executive MBA. **(Priority: High)**	**2.1.1** Investigate the application/offer/acceptance pipeline to identify and explore best practice with GW4 and comparison institutions.	Benchmarked PGT analysis undertaken from 2019 onwards. Contextual factors (Covid-19, changes to UK Visa legislation) appeared to influence gender composition of applicant pools for some programmes.	Complete research and report on findings to ASIC highlighting issues from the pipeline and identifying best practice examples from other institutions.	Redacted.
	2.1.2 Design gender inclusive promotion strategies (website videos, male/female	Gender inclusive marketing strategies developed by the central marketing	New approach designed and pilot carried out.	Gender inclusive marketing strategy implemented in School websites, student recruitment collateral

	ambassadors at open days) and targeted recruitment strategies.	team and implemented by the School. In March 2019 the School worked with an external consultancy on a new brand identity which addressed gender and EDI.		(prospectuses, leaflets, etc.). Representation (e.g. at open days) reviewed to ensure gender representation. Investment in further inclusive education marketing project funded in 2024/25. Findings to be implemented in 2025/26.
	2.1.3 Make any adjustment to approach and implement. Assess effect on offer patterns and applications.	Following extensive market and competitor research, Executive MBA curriculum transformed in 2024 to permit greater flexibility in the student journey, and to include more cross-cutting topics.	• Consistent offer patterns (ITM) for women and men observed. • Male applications for A&F increased to 50%. • Female applications to Executive MBA increased to 40%.	Redacted.

2019AP3. Postgraduate researchers monitoring and performance

Original 2019 objectives	Original 2019 outputs	Update and progress	2019 success factors	Evaluation and next steps
Objective 3.1: Improving monitoring data and submission rates for PGR students **Rationale:** • Gaps or misalignments in the tracking data (e.g.	**3.1.1** Implement system to collect complete data on PGR students to enable tracking of individuals from application through to completion and close gaps and inconsistencies in data. Investigate if	Doctoral progression and completion data collected by Doctoral College, shared with relevant Directors of Studies, and evaluated annually.	• System implemented to collect end-to-end data set (application to submission) for PGR students. • Factors affecting non-completers	Redacted.

Original 2019 objectives	Original 2019 outputs	Profess and update	2019 success factors	Evaluation and next steps
application/ submission). • Significant numbers of students failing to submit (i.e. out of time.) **(Priority: High)**	there are any common factors affecting non-completers.		identified and solutions fed into Doctoral Plan.	
	3.1.2 Work closely with Doctoral College to implement Doctoral Plan to improve student experience and submission rates.	Directors of the Integrated PhD and the DBA have worked closely with the Doctoral College, for example by supporting the development and implementation of mandatory training for all PGR supervisors.	Submission rate improved to at least 75%.	School PGR cohorts are small, and therefore subject to significant cross-year variation. For the 2019/20 cohort (submitting in 2023/24), 75% of female PhD students submitted on time, compared to 45% of male PhD students. Covid-19 disruption has impacted the 2020/21 cohort, with 42% of female PhD students having submitted, compared to 56% of male PhD students. Analysis indicates that current submission rates for the latest cohort are likely supressed due to delayed completion rather than non-completion. Submission rates being carefully tracked.
2019AP 4. Improving PDR career development				
Original 2019 objectives	Original 2019 outputs	Profess and update	2019 success factors	Evaluation and next steps
Objective 4.1: Improve PDR support for Career Development **Rationale:** Few in number but women	**4.1.1** Work with grant holders to capture recruitment and support activity. Compare current activities with standards set out in the Concordat to Support the Career	Clear expectations established for Grant Holders in relation to PDR career support and SDPR, consistent with the requirements of	Audit of current support activities for PDRs carried out and gap analysis completed. Report with recommendations for improvement	Significant attention to PDR support and career development in the School. Several proposals have been implemented, including increasing PDR voice (e.g. PDR rep on RKEC), surveying

overrepresented in what are, typically, fixed-term lower-grade roles. **(Priority: Medium)**	Development of Researcher and carry out a gap analysis.	funders and as applied to the conditions of grants awarded, in line with University guidance as set out in the Concordat to Support the Career Development of Researchers.	passed to ASIC for action.	PDRs, introducing the role of Research Staff Coordinator (held by a former PDR now transitioned to a Senior Lectureship in the School).
	4.1.2 Align with Concordat to Support the Career Development of Researcher. Ensure that all PDRs have a career development plan, including training needs, which is discussed and updated as part of the SPDR process.	We have a small cohort of PDRs in the School (4 in 2023/24), reflecting the rapid career dynamics and low grant income associated with the field. This small number makes survey data potentially misleading.	All PDRs have a career development plan in place which checks show is discussed as part of the SPDR process. PDRs' training needs are discussed at SPDRs. Survey shows that at least 75% of PDRs agree or strongly agree that their career development is taken seriously.	Redacted.
	4.1.3 Ensure all PDRs are included in all SoM activities	On discussion among the SAT and core EDI team, the success measure was revised down to	Checks show that all PDRs are invited to all SoM activities. Survey shows that at least 80% of PDRs agree or strongly agree that	All support activities (for example, seminars, workshops, training events, social events, staff awards) provided for academic staff in the School are now available to PDRs.

			they are regularly invited to SoM events.	

2019AP5. Developing divisional (and PSS) strategies for recruitment and promotion				
Original 2019 objective	Original 2019 outputs and milestones	Progress and update	Original 2019 success factors	Evaluation and next steps
Objective 5.1: Develop Division Plans and Targets for Recruitment and Promotion **Rationale:** • Significant variation in gender balance across divisions. • PSS heavily skewed female. **(Priority: High)**	**5.1.1** Build on improved local pipeline data (A6), and with knowledge of the national pipelines, each Division to develop a plan to improve female representation at all levels including PSS. Plans to include targets for female representation.	School staffing strategy developed by the School Executive (including Heads of Division). Gender equality considered as a School-level priority rather than a divisional priority. Heads of Division, Dean, and Deputy Dean developed approaches to inclusive recruitment and promotion.	• Divisional plans in place, considering growth posts, churn data, etc., which include annual targets for female/male representation among academic and PS staff • Process in place to review plans annually. • Improved gender balance across divisions in line with Divisional targets. • A minimum of 20% female representation at all academic levels in each Division.	Annual divisional level targets deemed inconsistent with broader school strategy. Instead, gender balance is continuously analysed at School-level. Overall % of female academic staff risen from 41% in 2019/20 to 47% in 2023/24. PSS % female has remained relatively stable, rising from 89% in 2019/20 to 92% in 2023/24. Across divisions, all academic grades have greater than 20% female representation in 2023/24 with the exception of Finance professors. There are now 13 more female PSS staff at grades 7 and above than in 2019/20 (a 65% increase).
	5.1.2 Investigate option to use recruitment advisors where potentially beneficial to attract female applicants	The option to use external consultants was explored and discussed by the School Executive in	Report to Executive Team on potential use of recruitment advisors, and, if agreed, pilot run and	Due to the costs and lack of success of the pilot, the School Executive determined that developing in-house capability was a better

	particularly for senior positions.	2019 and was trialled on two professorial positions (unsuccessfully).	in the light of pilot, guidance produced for long-term use by Divisions.	approach. The School Marketing team have developed enhanced guidance in relation to inclusive recruitment, including revising all collateral. Blind shortlisting implemented for all academic and PSS roles.

2019AP6. Managing the career pipeline

Original 2019 objectives	Original 2019 outputs	Progress and update	2019 success factors	Evaluation and next steps
Objective 6.1: Capture Pipeline data in a consistent and actionable format (e.g. Applicants, Leaver's data, etc.) **Rationale:** • Despite improvements over the last 5 years, gender balance decreases with role seniority. • Data held in multiple places, some (e.g., leavers) inconsistent. • Limited insights re PSS. **(Priority: Medium)**	**6.1.1** Create SoM Athena SWAN data role	The diffuse nature of gender equality data (different stakeholders, qualitative/quantitative, privacy and data management and access rights) necessitated the creation of a data management team, rather than a single role.	New AS data role in place and included as member of ASIC	School-level data role in the Dean's office, and two new EDI roles introduced and recruited. The PSS Lead for Engagement and Development role includes data management and analysis and is the co-chair of SSAT. The SSAT also has a quantitative data lead, who is given workload (50 hours) to conduct data analyses. An Athena Swan research assistant was recruited to work part time over an 18-month period.
	6.1.2 Audit extant data sources – building on Bronze application and ensure that PSS are included.	PSS data remain somewhat aggregated institutionally, this is now being remedied	Audit completed and all data sets relating to staff, including PSS, complete.	Staff (academic and PSS) and student data is now collated from multiple sources (including School data collection). The data is indexed to the 2019AP and

		with the use of Power BI.		stored on a secure SSAT Teams site. Where SSAT becomes aware of data gaps through self-assessment, the Dean's office or Research office compile the data.
	6.1.3 Create usable and accessible reporting format - developing new fields as needed. Plans in place for annual updates and reporting. First data report published for internal use.	Annual data updates to SSAT, SEDIC, and EB. Currently working on how we share data more broadly while protecting anonymity, which can be an issue considering small teams.	Format agreed by ASIC and first annual report published. Plans agreed and in place for annual updates.	Annual presentation to SSAT, SEDIC, EB, divisional and PSS team lead meetings (supported by a comprehensive slide deck) agreed as the key mechanism for sharing of data, considering data access and privacy concerns.
Objective 6.2: Improve Diversity of Recruitment Panels by involving all staff in recruitment planning and process **Rationale:** Over-reliance for panels on small group of senior women, even in divisions with a larger percentage of female staff. **(Priority: Medium)**	**6.2.1** Include introduction to recruitment process in induction activity.	A multi-day induction programme was introduced by the AD (Faculty) in 2021. This includes discussion of citizenship activities. PSS induction processes typically held at team level.	Information about recruitment process routinely included in induction material.	Information on recruitment processes available on the School's staff Experience Teams site.
	6.2.2 AD Faculty leads two-way reflection (i.e., new staff feedback on their experience) and explore best practice with	AS research assistant undertook an analysis of comparison institutions' gender equality and Athena	• New staff consulted on their experiences of the recruitment process, and best practice explored	Experiences of recruitment processes are routinely discussed in academic induction, and surveys are undertaken by the Academic Services Manager. Changes

	GW4 and comparison institutions.	Swan initiatives to explore best practice. All new staff are surveyed through the culture survey, and an additional new starters survey run by the S-SAT for the first time in 2025.	with comparison institutions. • Findings fed back to ASIC together with any proposals for change. • Changes to recruitment process put forward to Executive Board. • Changes made to process.	to recruitment discussed at S-SAT and Executive Board. For example, all interviews for academic roles are undertaken on Teams to promote inclusion through flexibility (e.g. reduced travel requirements).
	6.2.3 Discuss recruitment plans at SoM and divisional meetings and identify more junior staff – in particular women – at an early stage for involvement in specific panels	Dean meets with Divisions and PSS team leads, to discuss recruitment plans. Dean's Office organises all recruitment panels, ensuring that all panels reflect the gender composition of the School, and that staff have undertaken mandatory training. Where possible, panels include a junior staff member, but field norms indicate this is not	• Recruitment plans discussed at divisional meetings and junior staff routinely included in panels. • All AR&T panels to include at least 25% women and at least one junior staff member.	All academic staff recruitment entails a divisional presentation to which all staff are invited, able to ask questions of candidates, and actively feed into recruitment decisions. All panels are >25% female; all panel members have completed mandatory training (e.g. in unconscious bias). Where appropriate, panels include a junior staff member.

		felt appropriate for senior roles.		
Objective 6.3: Recruitment Training **Rationale:** Few staff not already involved in recruitment engage in the mandatory training – creating a further barrier to participation. **(Priority: Medium)**	**6.3.1** Actively promote (meetings, website, other comms, etc.) the importance of wider participation in recruitment.	Recruitment is actively promoted and discussed across the School, and all academic staff are invited to participate in interview presentations for shortlisted staff. PSS recruitment processes differ from academic processes in that candidates aren't asked to make presentations.	Checks show that the message about wider participation in recruitment is broadcast.	2023CS and 2025CS show improvements in % staff that agree/strongly agree that "Decisions about appointments are made fairly" from 46% to 53%. But there remains a significant difference between male and female staff with 2025CS indicating 48% agree/strongly agree among female staff and 71% among male staff.
	6.3.2 Increase pool of those able to participate in recruitment by encouraging all staff to engage with recruitment training.	Encouragement to all staff to complete mandatory training given, supported by monthly line-manager audits of training completion.	At least 50% of all staff at lecturer level completed recruitment training. At least 45% of those to be female.	Training for selection panels is mandatory for all on faculty panels and chairs of PSS. 100% of academic recruitment panels chaired by trained staff.
Objective 6.4: Recruitment Process Improvements **Rationale:** Recruitment process varies across SoM and misaligned	**6.4.1** Roll-out a revised template text for advertisements which includes standard statement concerning EDI, e.g., opportunities	Gender inclusive marketing strategies developed by the central marketing team and implemented by the School. In March	Revised advert format produced and in use for all jobs.	From 2019, recruitment advertisements were revised to reflect the School's commitment to inclusion and diversity. Revised text in adverts for academic and PSS roles includes the following:

with University and sector best practice. **(Priority: Medium)**	for PT/flexible working, etc.	2019 the School worked with an external consultancy on a new brand identity which addressed gender and EDI. This entailed the introduction of new text for inclusion in all job advertisements.		"We consider ourselves to be a university where difference is celebrated, respected and encouraged. We have an excellent international reputation with staff from over 60 different nations and have made a positive commitment towards gender equality and intersectionality receiving a Silver Athena Swan award. We truly believe that diversity of experience, perspectives, and backgrounds will lead to a better environment for our employees and students and encourage applications from all genders, backgrounds, and communities, particularly from under-represented groups, and value the positive impact that will have on the University. We are committed to maintaining a safe and secure environment for our students, staff, and community by reinforcing our Safer Recruitment commitment."
	6.4.2 Implement system whereby all advertisements include male & female contacts	This is an aspiration for all roles, but when implementing the initiative, the size	Checks demonstrated that all advertisements do include male & female contacts and	Where appropriate, advertised roles have both male and female contacts. Routinely achieved for academic roles,

	for pre-application discussions.	and composition of some teams inhibited full implementation. For example, male professional staff may become overburdened by contacts.	that this requirement is included in the guideline for advertising posts.	partially achieved for professional roles.
	6.4.3 Produce an ED&I one-page briefing checklist for all panels covering issues of unconscious bias, recruitment best practice, etc.	Mandatory training for all recruitment panel members has been introduced. To some extent this superseded by the more frequent EDI information circulated in the EDI Matters newsletter.	One-page briefing sheet produced, piloted and refined. All recruitment panels using the briefing sheet. Use embedded into recruitment practice.	All members of recruitment panel undertake mandatory training which includes unconscious bias. Training reminders are circulated to panel members with recruitment packs for each role. EDI Matters newsletter highlights training opportunities to all staff.
	6.4.4 Ensure job opportunities are communicated across School & encourage staff to access informal networks to help identify appropriate female candidates.	Job opportunities are actively shared across the School and staff are encouraged to share these throughout their extended networks.	Checks show that for all job opportunities panel chairs have ensured that informal networks have been accessed to identify female candidates and that this	Jobs are widely advertised through national and international recruitment sites and informal networks (e.g. LinkedIn – a platform with 43.6% female users). Staff social media posts regarding employment opportunities generate significant attention and engagement. Roles are actively posted on the bulletin boards of scholarly societies.
	6.5.1 Design a more calendar-based induction	AD Faculty reviewed induction processes,	New induction process in place - Athena	A new multi-day calendar-based induction for academic

	process (i.e. not overloading at one point but repeated through year and relevant to upcoming activities – such as exams, etc.). Open participation to other staff (as refresher).	consulting with staff to explore support needs and preferences. New induction process developed and implemented.	Swan/EDI information more fully included.	staff was introduced in September 2021 and repeated twice annually since. PSS induction was also refreshed and occurs at the team level. In 2024 a joint academic and PSS induction session was introduced to induction processes. Induction materials are recorded where possible and made continuously available to staff via the Teams site. From 2024, induction has included an EDI session.
Objective 6.5: Review and improve the Induction Process **Rationale:** • Survey feedback – only 53% strongly/agreed induction was helpful in providing an orientation to the School. • Only 37% found it helpful in orientation to their Division. **(Priority: High)**	**6.5.2** Introduce/formalise divisional and PSS induction – including a 'buddy' scheme.	Analysis of induction by AD Faculty suggested that because recruitment numbers are relatively small (5-9 for the School) per 6-month period, rendering divisional inductions inefficient and ineffective. Divisional induction plans discontinued.	All divisions have a local induction in place. PSS induction in place Buddy Scheme piloted and introduced.	Induction is conducted at School level for all academic staff, and at team level for PSS. New members of staff are allocated a buddy when they join the School. Staff anecdotally report that this is a helpful initiative.
	6.5.3 Ensure on-line resources are fully up to date (i.e. Moodle site) and properly signposted	New Staff Teams site introduced by the Lead for	All resources up to date. Process in place to update resources in September each year.	New staff Teams site improves accessibility of resources. Resources updated for each iteration of induction.

	for both new and existing staff.	Engagement and Development.		
	6.5.4 Present Athena Swan/EDI information as a key part of the process.	EDI embedded in multiple elements of induction. Capacity constraints delayed the implementation of a dedicated EDI session from the Director of EDI.	Athena Swan routinely included in School induction.	EDI considerations are embedded throughout induction (e.g. introductions to widening participation, citizenship, & workload). Since 2024, EDI and Athena Swan have been included in School induction processes.
	6.5.5 New starters in 2019/20 surveyed to ascertain their opinions of the new induction schemes.	Induction participants routinely surveyed. From 2023 satisfaction with induction has been included in the culture survey.	At least 75% strongly/agreed induction was helpful in providing an orientation to the School and found it helpful in orientation to their Division.	The Culture Survey shows an increase in satisfaction with the induction process, rising from 89.65% in 2023 to 91% in 2025 of respondents who received an induction strongly / agreed that the induction was helpful.
Objective 6.6: Investigate 'as is' promotion process Rationale: • Career pipeline data. • Survey findings that show concerns regarding transparency and fairness (including divisional differences). • Limited PSS insight.	**6.6.1** After pipeline data ready, will run a series of targeted focus groups to identify and isolate specific concerns. Findings to be reported to EB with proposal for next steps. Ensure work aligns with University reviews on promotion process.	Academic promotion is a University process, overseen by an Academic Staff Committee on which two members of the School sit. Since the last submission, academic promotion has been under review. Professional staff input to academic promotion	• Focus groups run including at least one women-only group for academic staff and report for EB with next steps. • Ensure work aligns with University reviews of promotion.	"As is" promotion process investigated (e.g. through interviews and focus groups) and discussed by SSAT. Academic promotion actively discussed by the Executive Board (including Heads of Division). The School has actively contributed to University review of promotion processes over the period. New promotion criteria are in development to be launched in 2025.

(Priority: Medium)		process consultations.		
Objective 6.7: Improve Promotion Support Rationale: • Qualitative survey comments and focus group findings suggest there is variation in approach. • Some divisions not actively identifying all eligible staff who meet the criteria but rather waiting for candidates to put themselves forward. • In-house "Women in Leadership" programme received positive feedback but there is scope to improve it. **(Priority: High)**	**6.7.1** Ensure all current and future HoDs are fully trained in the promotion process and in the application of the promotion criteria. Dean to brief all HoDs annually and remind them of their role in proactively identifying and encouraging promotion candidates. Systems in place to ensure that HoDs are proactively identifying and supporting promotion candidates.	The Deputy Dean was until recently the longest serving member of the University Academic Staff Committee. In this role, the Deputy Dean has developed insight regarding the interpretation and implementation of promotion criteria that then inform advice to Heads of Division, members of the professorial evaluation committee, and staff seeking promotion.	• All current HoD have taken promotion training. Process in place to ensure that new HoDs take the training a part of their induction to the role. • Dean briefs all HoDs annually to remind them of their role in proactively identifying and encouraging promotion candidates.	The Deputy Dean and the School's ASC members actively support HoDs and promotion candidates to develop cases aligned with criteria. New HoDs receive support and guidance from the Deputy Dean. They also spend approximately 3-6 months shadowing their predecessor. Dean, Deputy Dean, and Heads of Division pro-actively identify and encourage promotion candidates, having evaluated staff performance through SDPRs.
	6.7.2 Promote leadership programmes such as Aurora and support SoM applications.	School actively supports and resources staff to undertake internal and external leadership development programmes, including the University's Strategic Leaders'	Increased number of women applying for and completing development courses: at least 50% of all those below the Professorial level.	Redacted due to small numbers.

		Programme, Aurora, the British Academy of Management's "Becoming an Education-Focussed Professor" Programme (EFP).		
	6.7.3 Establish a ring-fenced budget for continued support for development.	Staff Development budget established and operated by the School finance office with oversight from the Dean's office.	Budget in place. ASIC will check that this is included as an item each year.	Redacted.
	6.7.4 Using information generated by Action 6.6, review and revise in-house programmes Women in Leadership	Survey conducted to evaluate developmental needs among female academic staff. Whilst the previous iterations of the "Women in Leadership" programmes had been well received, they were costly and aimed at women who were already successful in their careers. As such an evidence-based alternative was	• Review completed and revised in-house "Women in Leadership" programme rolled out. • At least 75% of participants give positive feedback on revised programme.	Redacted.

		developed called the Interrupted Career Acceleration Programme (ICAP).		

2019AP7. Reviewing the training portfolio and improving participation

Original 2019 objectives	Original 2019 outputs	Progress and update	2019 success factors	Evaluation and next steps
Objective 7.1: Review the training portfolio, especially compulsory elements, and improve completion rates. **Rationale:** • Limited up-take, completion of training. • 49% of survey respondents had completed equality and diversity training in the last three years. • 39% had undertaken unconscious bias training • Perception of insufficient time to undertake training. **(Priority: Medium)**	**7.1.1** Review overall portfolio and mandatory training elements in particular – greater focus and prioritizing to help perception of time available. For more important courses (e.g. E&D and unconscious bias) investigate the provision of local face-to-face delivery as an alternative.	Training is heavily shaped by the University, and all mandatory training is developed and delivered (often online) by the University (e.g. Never OK training) to meet compliance and regulatory requirements. The School complements University training with synchronous in-person or online training. We have explored face-to-face delivery as an alternative to online delivery.	Clarified and publicized training requirements. Decisions made on whether to introduce local face-to-face delivery for some courses.	EDI related training requirements are widely publicised, including in the EDI matters newsletter and in the summaries of coffee and catch-up meetings. SSAT and SEDIC advise on where additional face-to-face training would be beneficial. For example, training has been offered on supporting neurodivergent students, unconscious bias, and inclusive language.
	7.1.2 Communicate these specific courses in a more directive and deliberate manner.	SDPR aims to be developmental, and there is a preference not to use checklists in SDPR. Instead	Include requirements in SDPR pro- forma checklist	Training and development requirements discussed in SDPRs, and training completion reports shared with monthly with line managers.

		appraisees are trained to use a developmental style in SDPR.		
	7.1.3 Monitor completion rates and report at part of annual divisional/PSS plans.	Currently, individuals are not informed when they have not completed mandatory training. We are working with the University to improve notification of mandatory training to individual staff.	At least 90% of staff complete compulsory training including E&D and unconscious bias training. All staff involved in recruitment of staff and/or students to have taken these courses.	Some training gaps persist, with overall mandatory training completion among academic staff at approximately 40%. PSS mandatory training improved to c. 65%. Participant evaluations of training suggest that it isn't fully fit for purpose, suggesting an ongoing need to improve the quality and accessibility of mandatory training.

2019AP8. Addressing the limitations of staff development and support

Original 2019 objectives	Original 2019 outputs	Progress and update	2019 success factors	Evaluation and next steps
Objective 8.1: Improve SDPR training completion rates for both appraisers and appraisees. **Rationale:** • OC survey results suggest variable and differentiate (gender) perception of effectiveness of SDPR.	**8.1.1** Ensure that everyone completes an SDPR by ensuring that reminders are sent out to non-completers before deadlines.	SDPRs routinely occurring. Divisional coordinators support HoDs in scheduling SDPRs, issuing reminders, and collating and uploading completed documentation. SDPR timing in the annual calendar changed from Autumn to Spring to ensure completion at	100% on-time completion of SDPR for all staff.	100% completion is an unattainable goal because staff churn, retirement, parental leave, etc. reduce mean staff are unavailable for SDPR in those cases. PSS completion rate is c. 95% and has remained stable over time. Among eligible academics, 85% completed an SDPR in 2020/21, rising to 98% in 2023/24.

• 5 respondents had not had a review in 2-5 years and 3 had never had one. **(Priority: High)**		a less pressured time of the academic year.	
	8.1.2 Actively ensure all reviewers (personal approach from AD Faculty) have completed appropriate training and, noting the challenge of not creating work overload, explore the option of gender-specific reviewers.	Investigation revealed that permitting staff to choose the gender of their SDPR reviewer would impose a burden on female academic staff. Because of staff composition, expertise fit, and the norm that SDPR reviewers be from the professoriate. 100% completion rates considered too ambitious.	100% completion of training for all those leading SDPR. Staff given the option of choosing the gender of reviewer.	2023CS and 2025CS show improvements in evaluations of SDPR usefulness. 50% staff agree/strongly agree that "I receive useful feedback on my career development through SDPR reviews" in 2023CS, rising to 67% in 2025CS. Among female staff rate of agree/strongly agree rose from 44% to 62%, and among PSS staff rise was from 32% to 57%.
	8.1.3 Encourage all appraisees to undertake training.	Appraisee training is available, and participation has been encouraged. Nonetheless, staff take-up has been low. Considering the priority of other training and limited staff time, review of the 2019AP agreed	Increased participation in SDPR training for all staff – at least 40% of staff to have undertaken appraisee training.	Discontinued.

			that this action be discontinued.		
Objective 8.2: Improve availability of mentoring **Rationale:** • Variable up-take and availability of mentoring post-probation. • Strong expression of interest to have/be mentors. **(Priority: Medium)**	**8.2.1** Investigate SoM best practice approaches to (small group) peer support and encourage similar activities across the School.			• Review of best practice completed and report to EB. • Best practice communicated to all Divisions. • Evidence collected of small group peer support activity in all Divisions.	AD Faculty reviewed mentoring activity, training, and support. Training for mentors and mentees introduced, and re-launch of mentoring scheme with support of Heads of Division. Mentoring provision positively evaluated in culture survey in 2023 and 2025.
	8.2.2 Develop and pilot 'buddy' scheme (cf. Action 6.5b) for all staff to complement the scheme for probationers.	Buddy scheme established and in operation.		• Buddy Scheme piloted and adjustments to scheme made • Scheme rolled out to whole School. • 50% of staff participating as mentors and/or mentees. • At least 80% of participants report that they agree/strongly agree that their mentoring needs are being met.	Buddy scheme established and open to all staff, although uptake among non-new starters is low. Awareness of mentoring opportunities is high, with 79.6% of staff agree/strongly agree that mentoring opportunities are available to support my career (awareness among PSS staff rose from 18% to 77% between 2023 and 2025). Proportion of staff with mentors has risen from 43.2% in 2023 to 53.1% in 2025. 67.5% of those without mentors, don't want a mentor.
2019AP9. Improving student support for academic career progression					
Original 2019 objectives	Original 2019 outputs	Progress and update	2019 success factors	Evaluation and next steps	

Objective 9.1: Improve support for women's careers in business and academia **Rationale:** Even with a wide range of existing activities however there are opportunities to enhance 'outreach' and better connect with alumni, schools and other external partners to promote careers for women. **(Priority: Medium)**	**9.1.1** Implement policy and practice to better connect with alumni and other external partners to promote careers for women to students.		• Approach identified for linking alumni with students. At least 25 female mentoring pairs established between students and alumni. • A Women in Business event held. • Plans in place for continuation of mentoring scheme and at least one women in business type event each year.	The School's outreach activities have grown hugely since 2019, aided by shifts towards online and hybrid formats and moving into a new building. For example, the total number of events grew from 24 in 2020/21 to 773 in 2024/25. These included many that showcase female alumni. E.g. "Travelling through turbulence – women in finance". A School podcast was launched in 2024 to showcase female alumni and academics. To date, 14 episodes have been published, featuring 22 alumni (11 F, 11 M) and 10 academic staff (6 F, 4M) contributing. The podcast has been listened to by 2,596 people in 75 countries. Topics include: Equality, Diversity and Inclusion, Company culture, Business for good, and Resilience. In March 2025, the School supported a student-led event for International Women's Day that included 11 speakers (9F, 2M; 5 EMG), attracted 110 attendees, and

			raised £1,800 for a local women's charity. Mentoring scheme in operation for MBA students with 35 active mentors (9 F, 26 M), of whom 9 are alumni (4 F, 5M).
9.1.2 Improve links between current students and schools and increase outreach and link to widening participation policy.	School outreach is coordinated with the University. Current students and alumni feature prominently in School and University Open and Applicant Visit Days.	Student outreach activity with schools increased and embedded (at least 6 events a year) and events include discussion of women in business. Link in place with the Widening Participation team.	School actively participates in University outreach programme. Examples of activities include: • Pathway to Bath - Free digital programme for Year 12 (UK) students who meet Widening Participation criteria, which culminates in a two-day long summer residential. • Discover Bath - Discover Bath is a fully subsidised residential summer school which aims to give prospective students (year 12) a taste of first-year life and study at the University of Bath. • Target Bath - Target Bath is a free programme for Year 12 students of Black African and Caribbean heritage to find out about life at the University of Bath. Students on this

				programme are allocated a mentor to support students through the application process and join the Discover Bath summer residentials.
2019AP10. Supporting those applying for research grant applications				
Original 2019 objectives	Original 2019 outputs	Progress and update	2019 success factors	Evaluation and next steps
Objective 10.1: Improve grant incentive scheme **Rationale:** Grant income is strongly encouraged and features in recruitment and promotion criteria - so must be considered as a factor in the overall leaky pipeline. **(Priority: High)**	**10.1.1** Revise Terms of reference for support schemes to include Gender as a factor and establish regular monitoring and reporting of gender balance.	Substantial work undertaken to improve support and incentives for grant applications for all academic staff. Regular monitoring and reporting of gender balance in grant application and awards. Gender balance is a key consideration in panels allocation of grant support via two support schemes.	• Quarterly reports on gender balance of applicants and awardees and career stage made to Research Committee. 12 month rolling average demonstrates that at least 40% of applicants are female. • Target to be revised upwards as female representation improves.	Redacted due to small numbers.
Objective 10.2: Identify Female Grant Champions **Rationale:**	**10.2.1** Identify and promote – via website, presentations at meetings, etc., female SoM grant champions (link to broader Action	Extensive work undertaken to showcase (internally and externally) female research leaders, especially	• Internal (at least 2) and external (at least 4) female grant champions identified and	Female research leaders, especially those with grant income, routinely profiled in internal and external publications, websites, social media, and podcasts. For

• SoM has relatively low levels of grant income. • Grant income important for career progression. **(Priority: Low; Preference for more inclusive approach)**	14). Also identify role models in more grant intensive faculties – will also encourage collaborations across University/Sector.	those with grant income. Staff supported to deepen collaborations with grant-intensive disciplines. For example, large female-led interdisciplinary grants in Engineering, Health, and Cyber security. This has led to follow-on grants in which female staff are principal investigators or co-investigators.	visible via research website. • Regular presentations at School and divisional meetings to show case successful grant applying.	example, latest issue of the School's "Research4Good" magazine featured four female staff on the cover, 50% of which have grants. Numbers exceed those committed to, although they are not formally labelled as grant champions as it was thought a broader, more inclusive, approach would be more effective. Grant activity and opportunities routinely discussed at divisional meetings, away days, and School coffee and catch ups.
	10.2.2 Embed Grant Champion activity and build on this to increase grant application rates for women.	Extensive resource committed to supporting greater grant intensity in the School. Appointment of a grant support officer in the School research office, leading to enhanced opportunity identification and matching of relevant grant calls to staff interests. Rather	40% female AR&T staff (inc. 100% probationary) in post Feb '21 to have submitted at least one grant application (PI or Co-I).	30 staff (16 F, 14 M) have been supported with time and mentorship to make grant applications through our support schemes. Since 2020, 112 academic staff (52 F, 60 M), 46% female have applied for external research income. This represents 83% of research-contracted academic staff. 93% of female staff made at least one application, compared with 80% of male staff).

		than introducing grant champions, the School introduced a broader approach of championing female research leaders, especially those with grant income.		

2019AP11. Flexible working and managing career breaks

Original 2019 objectives	Original 2019 outputs	Progress and update	2019 success factors	Evaluation and next steps
Objective 11.1: Clarify and better communicate Maternity, Paternity, Adoption and Flexible Working Policies **Rationale:** • OCS and follow on discussions with both AR&T and PSS (only 51% of PSS were aware of maternity policy) revealed important differences in awareness and implementation. • Variable processes of work cover for maternity leave.	**11.1.1** Clarify each policy area and investigate up-take, and policy implementation across School (cf. Action 11.2). Use focus groups to investigate.	Investigation of policies and patterns of take up across the School undertaken. Focus groups and interviews undertaken with staff.	Policy audit carried out and focus groups held. Report produced for EB/ASIC with recommendations as to best practice.	Review of implementation suggested that return to work support from parental/adoption leave was generally insufficient. A new School scheme – the Scholarship for Return from Maternity, Adoption/Surrogacy, and Shared Parental Leave – introduced to enhance support for academic staff, where it was found that a break was particularly impactful on career progression.
	11.1.2 Investigate of how work cover provision is arranged.	Introduction of Director of Academic Resourcing role and support in the Dean's office for PSS staff undertaken to improve capacity to address resource	Cover Policy was clarified. Consistent policy for the whole School in place.	Dean's office, Deputy Dean, and Director of Academic Resourcing ensure a consistent approach to cover is in place across the School.

• Low take-up of KIT days **(Priority: High)**		needs arising from leave commitments. Additional resourcing now supplied by the University to support cover needs.		
	11.1.3 Better communicate policy via website and include in induction materials. Based on findings of review, feedback into briefing information for HoD on policy implementation. Ensure that there are checklists in place for dealing with parental leave and flexible working requests.	These issues are covered by University level policies. The School plays a critical role in communicating and implementing these policies. We reviewed all EDI communication and introduced a new multi-channel approach to policy communication. Multi-day academic induction introduced, and PSS induction revised.	Policy signposts in place – website, induction, etc. HoD briefings updated, and checklists produced and implemented.	Communication of policy has been significantly improved through the introduction of a staff experience Teams site and the EDI Matters newsletter. In the same period, the University has improved communication of its policies, including by revising the website and introducing forms and checklists to support policy implementation.
	11.1.4 Survey of staff carried out to assess effectiveness of changes.	School culture surveys conducted in 2023 and 2025, followed up with interviews and focus groups.	75% of all staff groups report awareness of flexible working/parental leave policies.	In the 2023 survey 88.8% of staff agreed/strongly agreed that the School enables flexible working; in 2025 this has risen to 93.2%. Corresponding data for "The School values and promotes work-life balance" found a rise

				from 76.8% (agree/strongly agree) in 2023 to 85.3% in 2025.
Objective 11.2: Improve the consistency of reintegration/return to work support and communication of options **Rationale:** Interviews (AR&T) clarified that support process is inconsistently understood/applied. **(Priority: High)**	**11.2.1** Investigate current practice across School (cf. Action 11.1a) including practice of PSS.	Investigation of policies and patterns of take up across the School undertaken.	Research carried out and focus groups held. Report produced for EB/ASIC with recommendations as to best practice.	Support for return to work for academic staff centralised into Dean's office, coordinated by Management Academic Coordinator, to ensure consistency in support. Informal feedback from returners suggests that support is generally effective, and that keep-in-touch (KIT) days are encouraged.
	11.2.2 Define formal process for return to work. Produce checklist to guide manages and returnees.	The School follows University policy and guidance in relation to return-to-work.	Return to work policy formalised and checklist produced and HoDs training.	University have produced revised policy and guidance on supporting staff returning to work. For example, guidance has been developed for managers on what to do when an employee returns to work after a period of ill health which includes checklist-style pro-formas to structure return-to-work conversations and agree adjustments. University guidance and support is available to all managers (including Heads of Division). Heads of Division are supported by the Dean through monthly 1-to-1

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			conversations which provide opportunities to discuss return-to-work cases.
	11.2.3 Better communication policy options for return to work need fuller consideration. Website up to date; covered in induction. Ensure that staff preparing for a career break are briefed on return-to-work options and that options are also discussed in a meeting held before return to work.	The School implements University-level policy in this domain. This policy has been updated since the last submission. Enhanced guidance for staff and managers has been provided to support productive conversations and accommodations.	Policy signposts in place – website, induction, etc. HoDs briefings include need to discuss options before leave and prior to return to work.	Return to work policies and guidance are available on the University website. School staff are signposted to these resources by their manager and through the staff experience Teams site. Line managers, or where appropriate the Dean, discuss return to work options with staff before leave and prior to return to work.
	11.2.4 Carry out interviews with those who have had career break to assess application of return-to-work policies. Use feedback to further refine polices.	SSAT and EB members raised ethical concerns regarding contacting people with career interruptions, particularly given that return-to-work dialogues occur as part of University policy.	- Interviews held. Feedback confirms that there is a consistent approach to supporting return to work including early communication of options. - Any further issues identified and fed back.	From routine return-to-work conversations, issues were identified. For example, ensuring that sufficient resources were available to cover periods of leave, and therefore not putting undue pressure on staff to remain at work. Considering these resource needs, a Director of Academic Resourcing role was introduced to improve cover arrangements.

Objective 11.3: Investigate the experiences of PT staff	11.3.1 Current experience of PT working (focus groups for Teaching and Research only, T&R and PSS).	Explored through School culture survey and focus groups.	Research completed and reported to EB/ASIC.	Part-time staff experiences considered in annual reporting of SSAT Co-chairs to Executive Board. Part-time staff representatives on SEDIC and SSAT.
Rationale: • Limited agreement in OCS that "PT staff are offered the same opportunities as full-time staff". • Given limited data regarding PT staff but intent to clarify PT policy and promote more widely, important to understand PT specific issues. **(Priority: High)**	11.3.2 Identify any specific issues that require attention for PT work, and feed back into Athena Swan action plan.	Part-time staff data routinely reviewed for specific issues and concerns. Part-time staff represented on SEDIC and SSAT have also highlighted specific issues that require attention at University level.	Issue identified and fed into Athena Swan action plan.	Survey data, focus groups with part-time staff, and input from part-time staff members of SSAT and SEDIC have supported us in identifying a small number of issues. An example of an issue raised among part-time staff relates to the pro-rata allocation of bereavement leave in the University bereavement policy. SSAT co-chairs raised this at USAT and there is work ongoing with the bereavement network to better support part-time staff.
	11.3.3 Focus Groups carried out to ascertain whether issues identified have been tackled.	School culture survey, interviews with managers, and focus groups with part-time staff (2025) indicate improvements in experience for part-time staff.	Focus groups completed and evidence assessed to ascertain whether issues originally identified have been addressed. Results fed back to ASIC.	Redacted due to small numbers.
2019AP12. Addressing gender balance of SoM committees				

Original 2019 objectives	Original 2019 outputs	Progress and update	2019 success factors	Evaluation and next steps
Objective 12.1: Improve gender balance of SoM committees **Rationale:** • Key committees are gender imbalanced (EB, RC have a higher representation of men, SSLC more women). • Some senior staff have been in post for extended periods of time. **(Priority: Medium)**	**12.1.1** Review terms of reference, membership and tenure (e.g. 3+2) for all committees.	Review completed. Committee terms of reference are developed by the University. Including gender balance in committee terms of reference not practical. Committees are composed of a mix of ex officio (role holders), volunteers and elected members over which the School has limited influence. Mandating gender balance on committees' risks overburdening some staff (e.g. male representatives of PSS) and is at odds with the principle of volunteering/election to roles.	Terms of reference for all committees in place which define gender balance. (Discontinued)	Review of terms of reference, membership and tenure on committees completed. By statute, terms of reference for committees are common across the University and only amended by agreement by academic senate. Executive Board did not support inclusion of gender balance in committee terms of reference. There is a clear expectation that all committees must reflect staff composition.
	12.1.2 Explore options for wider range of staff (e.g. more junior) to participate.	Review of approaches to encouraging participation in	Move towards gender balance in all committees. All committees meeting	Post Covid-19, the move to online committee meetings has enabled broader participation particularly for

		committees undertaken. As part of business-as-usual activities, the School explores how to encourage a wide range of staff to participate in committees and leadership opportunities. For example, five new functional Director roles have been introduced (60% female) that sit on and or/chair committees.	their gender balance targets.	staff with caring responsibilities, who tend to be women. The School has 8 committees. In 2019, three were majority male (EB – 62% M, 38% F; EAB – 71% M, 29% F; RKEC – 67% M, 33% F); one was balanced (BOS – 50% M, 50% F); and four were majority female, including SLTQC (62% F, 38% M), and all three staff-student liaison committees (UG – 61% F, 39% M; PGT – 65% F, 35% M; PGR – 75% F, 25% M). In 2024/25, overall committee membership is approximately balanced (52% F, 48% M). Of the 8 committees we now have, two remain heavily male (EB – 75% M, 25% F; MBASSLC – 83% M, 17% F). Five are now balanced, with representation of each gender of at least 40% (RKEC, SLTQC, BOS, UGSSLC, PGTSSLC), and one has a higher ratio of female staff (SEDIC – 70% F, 30% M).
	12.1.3 Transparent application/appointment	Clearer processes and communication have been	Application/appointment process transparent	All committee membership opportunities are communicated to all staff via

	process for all post holders.	introduced since the last submission.	and official tenure enforced.	email and coffee and catch-up meetings. Appointment processes generally require a written expression of interest. All staff submitting an expression of interest are interviewed. Tenure is stipulated in Terms of Reference, and exceptions to tenure are only allowed when strategically required. For example, consistency of Chairing for the purpose of REF.
	12.1.4 Staff surveyed to check their review of the transparency of committee appointment processes.	Culture survey explores staff perception of encouragement for all staff to take up key roles.	At least 75% agree/strongly agree that committee appointment processes are transparent.	2023CS and 2025CS indicate improvements in staff evaluations of encouragement to take up key roles in the School and closing gender gap. In 2023CS, 63% staff agree/strongly agree that "All staff are encouraged to take up key roles within the School irrespective of their gender or other protected characteristics". Percent agree/strongly agree among women was 55% and 81% among men. In 2025CS, 72% staff agree/strongly agree that "All staff are encouraged to take up key roles within the

				School irrespective of their gender or other protected characteristics". Percent agree/strongly agree among women was 67% and 87% among men.
Objective 12.2: Improve gender balance of External Advisory Board

Rationale: Average of 30% female membership. Direct appointments.

(Priority: Medium) | **12.2.1** Address terms of reference of External Advisory Board to define required gender balance. Actively seek and appoint female members. | School has actively sought and appointed female of the External Advisory Board. Implementing change in the composition of the External Advisory Board is necessarily gradual as terms are completed and new members identified. | Terms of reference address gender balance. Progress towards 50% M/F balance: at least 40% of members female. | Terms of Reference updated in 2024/25. The External Advisory Board currently comprises five men and five women and is therefore 50% female. |
| | **12.2.2** Align with role model actions. Use external advisory board members as role models for students. | External Advisory Board members are typically leaders with extensive, and sometimes, international responsibilities. This limits their capacity to be involved with student activities. External Advisory Board members are invited to attend events held in the | (Female) Members of External Advisory Board routinely used as role models. | Advisory board members are invited to most School events that involve external engagement, and events such as student achievement celebrations. One member of the advisory board supervises MSc student projects annually. Two other members of the advisory board give guest sessions to postgraduate students in their areas of expertise. One advisory board member has acted as a |

		School. For example, student Awards Nights.		panellist in a "Dragon's Den"-type entrepreneurship pitch event.
Objective 12.3: Assess external committee participation **Rationale:** • Critical aspect of personal promotion, role modelling, institutional reputation, etc. yet ad-hoc data capture – some Pure data but not easily extracted/consistent. **(Priority: Low)**	**12.3.1** Capture participation on an ongoing basis.	Data is annually collected for staff contributions to external committees, boards etc. through an emailed request from the Research Office. Staff are also encouraged to maintain this information in their PURE profile which is used for SDPR and promotion. Committee participation recognised as a partial indicator of career-relevant external role holding.	Data capture implemented. Annual participation report to EB/ASIC.	A broader sense of external participation developed by research office to encompass service in conferences, academic journals and societies, as well as representational roles. Data is collected, maintained, and reviewed in the Research Office and the Dean's Office as part of the School's accreditation and rankings activity. Reported to SSAT.
	12.3.2 Investigate to establish of any gender or carer, etc. patterns to (non) participation. Investigate solutions to any issues identified.	Investigation undertaken, findings maintained and updated annually.	Research completed and any clear patterns of participation related to gender, carer responsibilities identified. Solutions put forward to address issues.	Redacted due to small numbers.

| | 12.3.3 Reassess participation data. | Data are now continuously monitored and reported to RKEC. Improvements to recognition of external roles through workload where significant responsibilities are taken. | Data show that differential participation rates have reduced or disappeared. | Good progress in female participation made (see above), but room for improvement in overall volume of this activity. |

2019AP13. Improving the workload allocation process

Original 2019 objectives	Original 2019 outputs	Progress and update	2019 success factors	Evaluation and next steps
Objective 13.1: Workload model and role allocation/ remissions **Rationale:** • OCS and interviews revealed concerns regarding fairness and transparency in allocation. • Perceived discrepancies in remissions of work for additional task. **(Priority: High)**	**13.1.1** Analyse each divisional workload (last 3 years) for gendered patterns in allocation (course types, sizes, etc.) and remissions.	Workload model was reviewed and redeveloped since the last submission.	Report to EB/ASIC highlighting any gendered patterns. Where there are any gendered patterns, introduce actions to address the issues.	Redacted.
	13.1.2 Continue to communicate workload model and remission rules.	Workload communication strategy developed and implemented by Deputy Dean.	Communication strategy in place.	Workload model clearly communicated in academic induction (Deputy Dean session) and the latest version is held on the Staff Teams site. Deputy Dean runs workshops with the Subject Group Leads to ensure that the workload model is consistently applied across the School.

	13.1.3 Ensure that the new University workload system is introduced and that staff are briefed on it works.	Two members of the staff in the School including a Subject Group Lead are members of the University's Workload Allocation Management System Committee.	New workload system in place.	Workload Allocation Management Systems (WAMS) introduced and used by all academic staff. Staff are given an opportunity to view and agree their workloads twice annually via the WAMS system, ensuring transparency.
	13.1.4 Survey staff to check view of workload model.	Culture survey 2023 and 2025.	At least 75% of staff agree/strongly agree that workload system is transparent, and workloads are distributed fairly.	2023CS indicates that 70% of academic staff agree/strongly agree that "Workloads / work patterns are allocated fairly". 2025CS indicates that 75% of academic staff "Workloads / work patterns are allocated fairly". 2023CS indicates that 79% of academic staff agree/strongly agree that "My current workload is manageable". 2025CS indicates that 80% of academic staff "My current workload is manageable".
Objective 13.2: Core Hours **Rationale:** • University has an extended	**13.2.1** Clarify 'core' hours (10:00-16:30) in all communications and policies. Only arrange events outside these	In response to the Covid-19 pandemic, all in-person University activities were suspended in March 2020,	Track calendar and report % compliance with core hours policy on a 6-monthly basis. At least 90% of	Principles to determine Future Modes of Working were developed by the University in conjunction with an external consultancy in 2021. Line managers in the School were

teaching/working day – with a process for carer exemption. • Limited attempt to adhere to more supportive hours for core meetings. • Social events sometimes held in the evening. **(Priority: Low; Superseded by post-Covid-19 changes to work practices)**	times if all affected staff are consulted.	resulting in online delivery of teaching, assessments and administration activities. This triggered a shift to more flexible working practices that have been largely sustained post-Covid-19.	committee meetings to be in core hours.	consulted about the flexible working principles through a survey. A trial of hybrid working practices for all staff began in 2022. Post trial the Executive Board agreed that professional staff (where job roles allowed) would work 60% on campus. Committee meetings (where possible) are scheduled after 10am and before 3pm and in many cases continue to happen online. School coffee and catch-ups are held online monthly between 10am and 3pm. In 2024/25, there were a total of 52 meetings of the School's 8 committees. Of these 34 (65%) were held wholly between 10am and 3pm. The remaining 17 were scheduled to begin in core hours (generally at 2pm), but sometimes the agenda extended beyond them. Their minutes don't show end times, so we discount these from our % within core hours.

	13.2.2 Seek to avoid repeating out of hour patterns for events.	Feedback and consultation led to a review of the timing of School social events. More now occur during work hours. Where out of hours events have been retained (e.g., quiz, summer awards) this is due to staff preference.	Assessment of social event timings shows evidence of greater consultation and changing patterns for social events.	Following feedback and consultation with staff the School Christmas celebration is now held in working day slot. Family members and children are now also invited. A weekly coffee and cake event is now held for all staff and PGR students. Following staff feedback we vary the day for this (Tues, Weds, Thurs) and hold it after 10:00. Culture survey data indicate rising staff recognition of efforts to avoid out of hours commitments. For example, in 2023CS 52% of staff agree/strongly agree that "The timing of School and School meetings and events takes into consideration those with caring responsibilities". In 2025CS, this had risen to 62%.
2019AP14. Promoting female role models				
Original 2019 objectives	Original 2019 outputs	Progress and update	2019 success factors	Evaluation and next steps
Objective 14.1: Ensure increased female representation in seminars	**14.1.1**Target more female speakers to the SoM – in particular senior role models.	There has been a significant increase in the frequency of seminars, events, and local	> 40% female seminar presenters. Report gender data for seminar and	Since moving into our new building, the intensity of research event hosting has risen considerably. For example, since 2020 we have

Rationale: Since 2014 there have been 191 'official' school research seminars, of which 70% were sole male presenters. **(Priority: Medium)**		conferences since we have moved into our new building (2022). The devolved model of inviting speakers has made data tracking challenging. The Research Office now tracks and reports on the gender composition of speakers for all events held in the School. All male panels have been prohibited.	allocations at Research Committee.	hosted 484 research seminars (2.5 times as many as in the prior 5 years). The overall % female speakers is 33% (161 of 484) but is 37% (31 of 83) in the current year. Among conference organising committees, 22 of the 51 staff involved in this activity since 2023 are female (43%). We plan develop to develop inclusive events guidance and supporting in-person training as part of the 2025AP.
	14.1.2 Division to set their own targets considering female representation in field and in consultation with each other to ensure overall 40% target is reached.	Consistency in gender representation is expected across the School, and this is clearly communicated to seminar leads and local conference organisers.	Divisional targets set and met.	Analysis indicates variation among divisions – and also research centres, institutes, and other entities – in the % of female speakers. For example, in Accounting and Finance 86 of 102 seminars (84%) had male speakers, while in Strategy and Organization 66% of speakers were male, and in Marketing, Business and Society 61% of speakers were male. In contrast, the Centre for Business Organizations and

				Society seminars were 51% male speakers, and the Future of Work centre had 55% male speakers.
Objective 14.2: Audit promotional/web material to insure a diversity of images **Rationale:** Publicity materials (website pages, videos, brochures, posters, etc.) include images of women and men but the extent to which they are balanced, present positive role models, etc., has never been examined. **(Priority: High)**	**14.2.1** Establish annual audit of presentational material for gender balance. If issues identified changes made to address them.	All publicity materials annual audited for gender balance. Where issues are identified actions are taken. For example, SEDIC has funded an inclusive marketing project in 2025.	Checks confirm that images in presentational materials contain a good representation of the diversity of staff and student in the SoM.	The School's Marketing team review presentational materials to ensure that they appropriately reflect our staff and students.
	14.2.2 Ensure Athena Swan principles are highlighted in the development of new marketing content, images, etc.	Athena Swan principles (greater inclusivity for people in all roles, of all gender identities, and those facing intersectional inequalities) are reflected in School values. The School's marketing team control all marketing content and images of the School and make sure this is consistent.	Checks confirm that Athena Swan principles are highlighted in marketing material.	Checks of marketing materials are consistent with Athena Swan principles. For example, female and international staff are prominently represented in the Research for Good, Alumni Podcast etc. Revised school branding showcases "threads" concept that emphasises value and importance of diversity in individual experiential and cultural journeys to future success. Being rolled out across our programme portfolio currently.

| Objective 14.3: Capture outreach participation data

Rationale: Female staff are active in various public engagement and outreach events but not captured in systematic way.

(Priority: Low) | **14.3.1** Establish system to capture staff and student participation on an ongoing basis. | Multiple systems are used to capture staff and PGR student public engagement and outreach activities (see evaluation column). Where student outreach is integrated with student programme learning outcomes data is readily available and monitored on an annual basis by the Projects and Placement Office who support interface with external organisations. | System for capturing participation in place. Annual report to EB/ASIC. | Data is collected annually for staff outreach activity through an emailed request from the Research Office. Staff are also encouraged to maintain this information in their PURE profile which is used for SDPR and promotion. For specific engagement opportunities, such as The Conversation and other media contributions, is monitored by the University Central Media Team and a quarterly engagement report is shared with the School. The School receives a monthly Altmetric report from the University Library Analytics Team. |
| | **14.3.2** Investigate any patterns of participation to establish of any trends in gender or carer. | Patterns of participation investigated by Research Office. | | The School Research Office monitor patterns of staff engagement with outreach, media, and research translation work. Overall female rates of contribution to media and outreach activities are strong, with over 60% of contributions from female staff in every year since 2022. Our |

				Research4Good magazines feature approximately 53% female academics (across issues 1 and 2, plus the EURAM special edition) – and all-female covers for issues 1 and 2 (gender neutral for the EURAM special edition). 61% of posts on the Business & Society blog since January 2024 have also been written by women.

We present two core areas of achievement in gender equality, which reflect two overarching key priorities that cut across 2019AP.

Key priority 1. Improve representation of female staff across the academic pipeline The School is committed to effectively monitoring staff gender profile, to ensure representation of female staff across the academic pipeline, and to target career development to support people that experience career interruptions.
Goals
• Set up structures and processes to enable the successful monitoring, assessment, and understanding of our academic gender profile. • Use this to inform the development of initiatives to combat gender inequality and reflect on their impacts. • Make positive changes in the gender profile of academic staff (level the pipeline), especially in terms of recruitment and promotion.
Key actions indexed to 2019AP
Improve monitoring of staff gender profile [6.1.1, 6.1.2, 6.13] • New roles to monitor gender equality data include DirEDI and LE&D, Director of Academic Resourcing, Data Manager, SSAT quantitative and qualitative data leads. • Core EDI team introduced (including the Dean and Associate Dean Faculty) to respond to emerging issues and ensure senior-level support. • SEDIC established with Terms of Reference and membership criteria that ensure representation. Provides oversight and integration of EDI actions. • SSAT, SEDIC, and EB examine imbalances in staff gender profiles in recruitment, promotion, and retention. • Bi-annual School staff and PGR culture surveys and qualitative follow-up. • Staff HR data collated from multiple sources and indexed to the live 2019AP. • Annual AS update to SEDIC and EB complemented by joint workshops for SSAT, SEDIC, and EB members to ensure cross-School working. **Recruitment Process Improvements** [6.4.1, 6.4.4] • Clear statements of inclusion and signposting to relevant EDI policy in all staff recruitment adverts, including flexible working policies. • Advertise more widely, targeting different professional networks and those supporting disadvantaged groups (e.g., Diversity job boards, jobs4dad, jobs4ethnicity, jobs4diability, jobs4socialmobility, jobs4genderneutral, jobs4LGBTQ+, jobs4neurodiversity, pink-jobs.com, ex-military job board). • Anonymous shortlisting introduced by UoB [unplanned action]. **Improved support for academic career development** [6.5.1-6.5.5, 4.1.1-4.1.3] • Multi-day academic induction introduced (2021). • Re-launched mentoring scheme, supported by training for mentors and mentees. • Increased PDR voice (e.g., representation on RKEC) and introduction of a Research Staff Coordinator role. **Improve Promotion Support** [6.6.1, 6.7.1, 6.7.2, 6.7.3, 6.7.4]

- Promotion applicants mentored by Dean, Deputy Dean, University Academic Staff Committee representatives, and relevant HoD.
- Promotion support schemes introduced including ICAP, ESRC New Investigator Grant cohort and Grant Teaching Relief Scheme.
- School has contributed to UoB review of promotion processes. New promotion criteria are in development to be launched in 2025.

Progress/appraisal

- Appropriate processes and structures are now in place to monitor, assess and appraise actions and impacts. However, data monitoring could be smarter. For example, holding a single annual formal review of the AP.
- Better understanding of recruitment and promotion data has enabled us to offer targeted supports for staff experiencing barriers to promotion such as meeting criteria (grant remission scheme) or career interruption (ICAP).
- Total **female faculty** has **increased from 40% to 48%**.
- In 2018/19, female academics were overrepresented at Grade 7 and below and underrepresented at grade 8, grade 9, and Professor. Staff in **grades 6 to 9 are now more likely to be female**. This data suggests that female staff are now better represented across the academic pipeline.
- However, only 23% of Professors are female, suggesting that there is more work to do to remedy the leaky pipeline.
- Changes to recruitment processes appear to have had a positive effect on the number of female new starters. In 2023/24, 48% of new starters were female, including 60% of new Professors.
- Changes to promotion supports appear to have had a positive effect on the number of female staff being promoted. Although notably female academics are still making fewer applications than their male counterparts, suggesting the need for further supports.
- Shifts in staff composition and the visibility of female academic leaders appear to have created further positive effects. 70% of female staff and 85% of male staff agree that School leadership "actively supports gender equality" (**up 11% from the 2023CS**). 60% of female staff agree that the School is "committed to achieving gender balance in leadership positions." This is a **27% improvement from 2023CS** but falls below our aspirations.

New Action Plan

- Increase the proportion of professors who are female to at least 30% by 2030 by enhancing support for education focussed senior lecturers [2025AP2.1.1], establishing a Promotion Ready Scheme [2025AP2.1.2], and introducing twice-annual female professors' networking events to support retention [2025AP2.1.3].
- Increase the visibility of female academic leaders by increasing the percentage of women sitting on School committees to at least 40% [2025AP2.2.1, 2.2.2].
- Increase the visibility of female academic staff in research-related events through the creation of Inclusive Event Guidance [2025AP4.1.1] and a mandatory training requirement for staff running events [2025AP4.1.2].

Key priority 2. Creating a flexible and family friendly workplace

The School sees a strong complementarity between being a high-performing and a highly supportive workplace, in which work-life balance is enabled by investment in state-of-the-art facilities, a clear staffing strategy in relation to flexible work, and improving data capabilities.

Goals

- Improve data availability to understand how caring responsibilities impact staff career development and progression.
- Initiate new approaches to support and advance the careers of those with parental caring responsibilities.
- Make positive changes in staff working conditions.

Key actions indexed to 2019AP

Clarify Parental and Adoption Policies [11.1.1, 11.1.2, 11.1.3,11.1.4]

- New School scheme – the Scholarship for Return from Maternity, Adoption/Surrogacy, and Shared Parental Leave – was introduced to enhance support for academic staff, where it was found that a break was particularly impactful on career progression.
- Director of Academic Resourcing role and support in the Dean's office for PSS introduced to improve capacity to address resource needs arising from leave commitments.
- Communication of policy improved through the introduction of a Staff Experience Teams site and a widely disseminated/ read EDI Matters newsletter.

Improvements to flexible and family friendly working [13.2.1, 13.2.2]

- Post-Covid-19, a trial of hybrid working practices for all staff began in 2022. Post trial EB agreed that PSS (where job roles allowed) would work 60% on campus.
- School meetings are normally scheduled between 10am-3.30pm in an online or hybrid format. The day is varied to allow for part-time staff participation.
- PSS have been supported to move to condensed or annualised working patterns[5].
- Responding to staff consultation, we now hold approximately half of staff social events within core hours (e.g., weekly in-person staff and PGR coffee and the Christmas Party).

Improving the workload allocation process [13.1.1, 13.1.2, 13.1.3, 13.1.4]

- Workload model has been revised and is widely disseminated (induction and Staff Experience Teams site).
- Workload data analysed for gender imbalance (finding no significant differences).
- Deputy Dean runs workshops with SGLs (who allocate workloads) to ensure consistency.
- Workload Allocation Management Systems (WAMS) introduced to ensure transparency. Used by all academic staff to view workloads at least twice annually.

New building supports flexible working [unplanned actions]

- New building is flexible and accessible by design. Significant investment in flexible, open plan, hot desking spaces, bookable meeting rooms, and collaborative spaces.

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[5] Figures not available due to the small numbers involved and potentially identifiable nature of the data.

• New Wellbeing Room accessible to staff and their families and a dedicated staff and PGR student lounge.

- In **2019AP, only 39% of staff** (32% of female staff, 41% of male staff) were aware of the University's flexible working policy; **in 2025CS, 73% of staff** "know where to find the information they need to request flexible working" (77% of female staff, 68% of male staff).
- Strengthened approach to Teaching Exemption Forms (which permit staff to make themselves unavailable for teaching in light of caring responsibilities, medical needs, etc.), led to **39 academic staff being given dedicated teaching exemptions**.
- 93.2% of staff now agree that the School "enables flexible working." (**an increase of 4% since 2023CS**)
- 85.3% of staff agree that the School "values and promotes work-life balance." (**an increase of 8% since 2023CS**)
- Rising staff recognition of efforts to avoid out of hours commitments. 62% of staff agree "the timing of School and department meetings and events takes into consideration those with caring responsibilities" (**an increase of 10% since 2023CS**). Suggesting both progress and more work to do.
- In 2024/25, there were a total of 52 meetings of the School's 8 committees. 34 (65%) were held wholly between 10am and 3.30pm. The remaining 17 were scheduled to begin at 2pm, but sometimes the agenda extended beyond 3.30pm.
- **75% of academic staff** agree that "workloads / work patterns are allocated fairly", **compared to 62% in 2018CS**; 80% agree that "my current workload is manageable."

New Action Plan

- Create a carer friendly workplace by working with our community to develop and communicate School specific guidance for working carers [2025AP5.2.1], appointing a Carers' Champion [2025AP5.2.2], and introducing Carer Meet-Ups to enable peer-to-peer support [2025AP5.2.3].
- Improve research inclusion for female staff by introducing an Inclusive Research Assistance Fund [2025AP4.2.1] and Impact Communities [2025AP4.2.2].

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

3.1 Culture, inclusion and belonging

3.1.1 Gender equality

The three principal communities of the School (students, PSS, and academic staff) have traditionally had distinct gender profiles, with PSS and students being skewed towards females, and a higher proportion of academic staff being male, especially at more senior levels.

3.1.1.1 Student numbers

Over a period of 11 years, the number of UG students has grown steadily. There was some variation in female representation, with the proportion of female UG students varying between 46% and 51%. 38% of UG students, 80% of PGT students, and 48% of PGR students belonged to an ethnic minority group[6] (EMG).

Figure 4 UG population 2013/14 to 2023/4

[Redacted.]

There were also gendered patterns at the programme level. Most notably, female students remain underrepresented in BSc Accounting and Finance and Executive MBA, and female students remain overrepresented in BSc Management with Marketing, BSc International Management, MSc Human Resource Management, and MSc Marketing [2025AP3.1].

The proportions of incoming UG cohorts that are internationally domiciled have remained relatively consistent at approximately 46% of the overall cohort, but the ratio of EMG students has risen significantly from 39% in 2019/20 to 49% in 2024/25. Together, these figures suggest that the composition of the School's international students has shifted towards a greater ratio of South and East Asian students [2025AP3.1].

Degree outcomes show gendered patterns, with females performing better than males. Since 2014/15, females have been more likely to gain 1st class degrees and are less likely to gain 2:2 than males. In 2023/24, 45% of females and 36% of males gained a 1st. Similar gaps in attainment were found in relation to EMG status. In 2023/24, the proportion of non-EMG UG students obtaining a first-class degree was 51%, compared with 29% for EMG UG students [2025AP3.2].

PGT numbers increased from 570 in 2013/14 to 1001 in 2023/24, although they fell back to 890 in 2024/25. Most PGT students were female, with representation varying between 68% and 54% (56% in 2024/25). Like the UG cohort, female representation varies by programme [2025AP3.1].

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[6] Based upon self-described ethnicity from HR and student data.

Female PGT students performed better than male students, with generally higher proportions of females gaining distinction (53% F) or merit (60% F), and a higher proportion of males gaining passes (68% M). Patterns of lower attainment seen for EMG UG students are even more pronounced at the PGT level, with 11% of EMG PGT students obtaining a distinction compared with 30% of non-EMG students in 2023/24 [2025AP3.3].

PGR student numbers have recently risen to 155 from a historic number between 90 and 100. Most PGR students are female, with representation varying between 50% and 64%. Considering the cohorts starting between 2016/17 and 2020/21, 28% of females and 47% of males submitted within four years. While these data involve small numbers and were likely impacted by Covid-19, it suggests that female PGR students are more likely to experience submission delays than male PGR students [2025AP4.3.1, 2025AP4.3.2].

3.1.1.2 Academic staff

Since our last AS submission, the total number of female faculty has increased from 40% to 48%. Grades 6–9 academics are now more likely to be female, while professors (despite significant progress) are still more likely to be male.

Table 8 Female academic staff by grade

	Grade 6		Grade 7		Grade 8		Grade 9		Professor		Other	
	%F	N	%F	N	%F	N	%F	N	%F	N	%F	N
2018/19	0		89		17		41		28		0	
2023/24	63		67		62		52		23		67	

Generally, female applicants are more likely to be shortlisted than male applicants. For example, in 2023/24, while females only made up 38% of the applicant pool, 11.5% were shortlisted compared with 8% of males. Of the shortlisted candidates, 41% of the females and 39% of the males were appointed.

Since 2019, three female senior lecturers have been promoted to professor, and four female professors have been externally recruited. There has also been some churn with four female professors leaving the School (approximately 40% of the group), compared to six male professorial leavers (approximately 15% of the group). This highlights the importance of retaining female professors [2025AP2.1.3].

While 54% of teaching specialist academics are female, only 25% of teaching specialist professors are female [2025AP2.1.1]. 70% of female staff and 85% of male staff agree that School leadership "actively supports gender equality." While the School has a strong pipeline of female talent, there is more work to do to increase female representation among the professoriate [2025AP2.1].

3.1.1.3 Professional Support staff

The School has a large PSS compliment, which has grown recently. Historically, about 90% of PSS have been female, but there is evidence of a leaky pipeline with 72% of grade 8+ staff being female. Of 10 PSS Team Leads 20% are male.

Females perform better in the PSS recruitment process. Between 2018/19 and 2023/24, 74% of applicants were female and 26% of female applicants were shortlisted compared to 18% of male applicants. In the interviews, 27% of females and 14% of males were appointed. Overall, 7% of female applicants were appointed, compared to 3% of male applicants.

PSS are generally less positive about the gender equality environment than academic staff. For example, only 53% of PSS agree that "all staff are encouraged to take up key roles within the School, irrespective of their gender or other protected characteristics" compared with 83% of academic staff.

The data show that more work is needed to increase male representation and perceptions of gender equality across PSS grades [2025AP1.1].

3.1.2 Career development

All staff participate in an annual Staff Development Performance Review (SDPR), which is an opportunity for a purposeful conversation away from day-to-day concerns, to focus on staff members and their well-being, performance, and development.

62% of female staff and 80% of male staff now agree that the SDPR is useful. For female staff, this is a substantial increase from our last AS submission (35% agreement).

3.1.2.1 Academic Career Development

Formal annual review processes exist for probationary staff, and the University sets criteria for academic career progression across three domains: Research, Teaching, Management and Leadership. Support for promotion has significantly increased since 2018/19. Potential applicants for academic promotion are proactively identified through SDPR conversations by the HoD and offered mentorship to advise on how to navigate the application process most effectively.

Applications are reviewed by the Professorial Promotions Board (comprising the Dean, Deputy Dean, Associate Deans Research and Faculty, HoDs, and the School's representatives on the University Academic Staff Committee (ASC), 4F, 6M). Applications are evaluated by ASC. Developmental discussions were held with all unsuccessful applicants, the output of which was a formal development plan.

Since 2019 there were 42 promotions. There is no cap on promotion numbers, and the School's overall success rate for promotions is 95%.

Figure 5 Academic promotions by gender and promotion grade, 2019/20 to 2023/24

[Redacted.]

While the picture has improved, female academics are still less likely to apply for promotion than their male counterparts are. For example, between 2016/7 and 2023/4, the rate of application for promotion among female staff was 4.9% compared to 8.5% for male staff. From 2020/21 onwards, 100% of female promotion

applications were successful, suggesting conservatism. There is more work to do in supporting staff to be promotion ready [2025AP2.1.2].

We implemented the following initiatives to support academic staff's career development:

- School of Management ESRC New Investigator Grant cohort 2023/24, which provides targeted grant writing support and workload remission for early career researchers per year.
- Teaching Relief Scheme for Research Grant Applications, which provides 200 hours of workload relief for grant writing activities to a cohort of up to ten participants per year.
- Teaching focussed staff can apply for workload remission and support for the International Teachers Programme and the British Academy of Management's 'Becoming an Education-Focused Professor' programme.

However, female academics in the School are less likely to:

- Win external research funding as a principal investigator or co-investigator (Co-I). Female success rates were 13% lower than for male applicants (19% vs. 32%), and female applicants applied for smaller grants than male applicants.
- Lead/co-lead a REF Impact case study. Less than 15% of the School's pool of impact case studies for REF 2029 are led by female academics.

Considering these data, we propose further support for grant capture and impact activities [2025AP4.2.1, 2025AP4.2.2, 2025AP4.2.3].

3.1.2.2 PSS Career Development

PSS (90% female) are impacted by a lack of career progression opportunities. Career progression for PSS arises either from regrading, the emergence of a new internal role, or the successful application of an internal vacancy. HR data suggest that only 8% of PSS staff have been re-graded within their current role or appointed internally to a higher grade. There is no PSS equivalent to the academic promotion structure.

Career development opportunities (e.g., training, committee membership) are important for PSS to build skills and experience to support career progression.

PSS are now more likely to agree that their career development is supported, with 69% of PSS agreeing that "my line manager supports my career development." However, this fell below the level of agreement among the academic staff (88%).

However, textual comments [2025WS, Table 93] suggest that actions are needed to further support PSS career development [2025AP1.2.1, 2025AP1.2.2, 2025AP1.2.3, 2025AP1.2.4].

3.1.3 Belonging and inclusion

We pride ourselves on being a collegiate and supportive School. 85% of female and 96% of male staff agree that "I feel like I belong in the School of Management" and 85% of female and 94% of male staff agree that "our School has a positive and inclusive working culture."

We proactively foster inclusion and belonging by:

- A dedicated staff/PGR student lounge.
- Well-being room with comfortable seating and privacy.
- Weekly coffee and cake events for staff and PGR students.
- Monthly online Dean's "coffee and catch-up" meetings.
- Social events (e.g., quizzes, Christmas Party).

Since 2018/19, we have run more than 100 EDI-related events in the School. For International Women's Day 2024, we ran a seminar, panel session, celebratory event, and poster exhibition (profiling the School's gender equality related research). The School also hosts international conferences, internal and external seminars, business breakfasts, career events, book launches, and celebratory days (more than 773 events in 2024/25).

In 2023, we launched an EDI Event and Activity Fund open to all staff and students, leading to a series of impactful community-led events, including the following:

- AMPLIFY - University of Bath student-led International Women's Day Summit led by a team of UG students (110 attendees, 14 local businesses involved, 1,800 GBP raised for Women's Aid).
- Sponsorship for the 93% Club who create peer support for state-educated students (>10 networking events).
- The inaugural annual feminist philosophy event celebrates the 50th anniversary of the passing of the Sex Discrimination Act 1975 (more than 30 gender equality academics from the UK and Europe).
- The Student Neurodiversity Network was led by a member of the PSS (31 students signed up, more than six per session).
- Lunar New Year Fair led by a team of PhD Students, including craft and games (more than 100 staff and student attendees).

We improved the community and inclusion communication by introducing the following:

- EDI Matters newsletters sent to all staff and PGR students.
- Staff Experience Teams site and PhD Teams site.
- Additional training (e.g., supporting neurodivergent staff and students).

76% of the female staff and 85% of the male staff now agree that School communication is clear and relevant.

Image 3 AMPLIFY Student-led International Women's Day Summit (2025)

Image 4 PGR-led Lunar New Year Fair (2025)
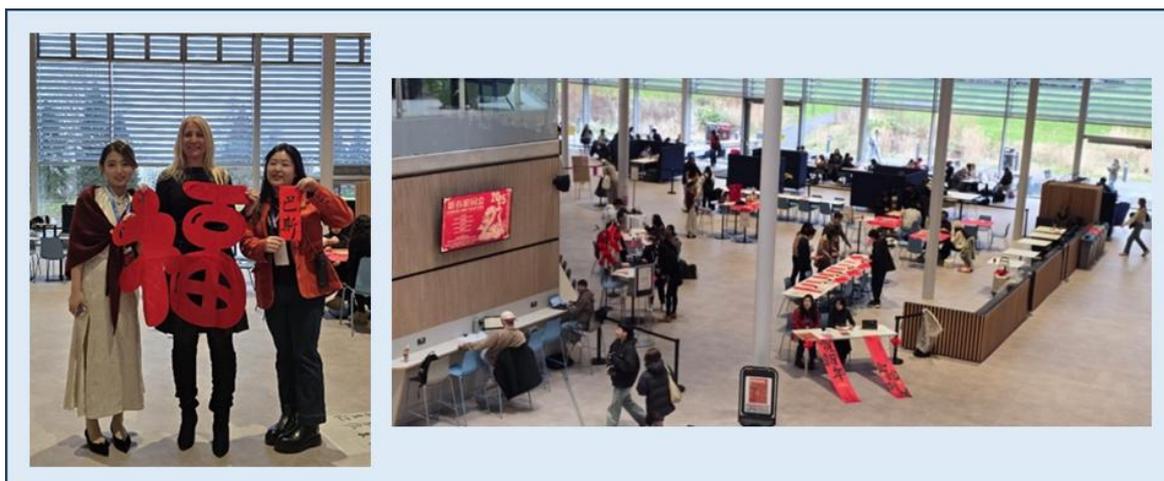
3.1.4 Work-life balance

The data suggest that the quality of the School's working environment and proactive management of workloads and resources are key elements of staff attraction and retention.

Actions taken to support flexible and family friendly work include the following.

- School scholarship for Return from Maternity, Adoption/Surrogacy, and Shared Parental Leave (available to academic staff).
- School meetings online/hybrid format and family friendly hours.
- Remote/hybrid patterns of working in which most staff can work at home 40% of the time.
- Flexible patterns of working (e.g., part-time (including temporary), condensed, or annualised working hours).

Staff perceptions of work-life balance have improved. 85% of staff - 88% of female staff and 83% of male staff - agree that the School values and promotes work-life balance.

3.1.5 Bullying and harassment

When staff join the School, they complete mandatory University-level Tackling Harassment training, which includes the "bring in the bystander" approach. Staff are encouraged to report experiences of bullying and harassment through the Support and Report Tool. Qualitative data suggests that increased attention to EDI and publicising the Support and Report tool has encouraged more people to report their experiences. For example, in the 2025CS, 64% of staff agreed that they knew how to report bullying and/or harassment, with no marked variation by gender. There is more work to do to support staff experiencing bullying or harassment [2025AP5.4.1, 2025AP5.4.2].

3.1.6 Wellbeing

3.1.6.1 Student wellbeing

The School has a team of dedicated course-specific Student Experience Officers (SEOs) (PSS, 100% female) that support students from pre-arrival to graduation. There are six SEOs at the UG level, four at the MSc level, and one to support MBA students. SEOs have a broad remit, which falls under two main categories: pastoral support and community building. Students also have access to a wide range of UoB welfare and support services.

Engagement monitoring further allows SEOs to identify students who may be disengaged from their studies and make personalised check-ins from a welfare perspective to check whether the students are struggling and require additional support. SEOs sit on the SEDIC and SSAT.

3.1.6.2 Staff wellbeing

The School Champions support staff well-being, and culture survey evidence suggests high and improving recognition of support for wellbeing. 78% of the staff agreed that their mental health and/or well-being were supported in the School - an improvement on the 66% overall agreement in 2023CS. The School is supported by three Well-being Champions, one of which sits on SEDIC.

The School successfully improved workload transparency and fairness. 81% of staff (84% of female staff, 81% of male staff), agreed that workloads are manageable. This is compared with 78% of staff (79% of female staff, 82% of male staff) in 2023.

We proactively managed the workloads and cover arrangements as follows:

- Ongoing review and revision of academic workload principles and data.
- Appointing a Director of Academic Resourcing
- Expanding capacity in the Dean's Office

These steps have helped us effectively anticipate resource needs associated with planned and unplanned events (e.g., parental leave or new programme launches).

3.1.7 Cross-cutting issues

3.1.7.1 Supporting non-binary and transgender staff and students

While the data are too small to discern analytical patterns for non-binary and transgender staff and students, we are conscious that this is a challenging time for LGBTQ+ staff and students in HEIs, and we believe that visible and vocal support is crucial.

The actions we took included the following:

- 500+ School Progress Pride flag lanyards (updated to the Intersex-Inclusive Progress Pride flag in 2025) and 200+ pronoun badges distributed by reception to staff and students. School lanyards include a card explaining the meaning of the Progress Pride flag and explaining that wearing the lanyard is a way for us to show that we are an open, non-judgemental, and inclusive place for people who identify as LGBTQ+ and that we are knowledgeable about LGBTQ+ issues. The card also included a QR code linked to LGBTQ+ support information.
- LGBTQ+ History Month events including drag performer, Le Fil, who discussed how drag has evolved from a niche queer art form to a cultural phenomenon and a mainstream market.
- Promoting Kaleidoscope (UoB LGBTQ+ Staff and PGR Group) through our EDI Matters newsletter, posters in the building, and a Kaleidoscope stand in our Pavillion space during LGBTQ+ History Month.
- LGBTQ+ events, updates, and statements of support for our transgender community are frequently included in our EDI Matters newsletter.
- Gender-neutral toilets are available on every level of the new building.

Image 5 Supporting our LGBTQI+ community

3.1.7.2 Exploring the intersection between gender and ethnicity

35% of female academics and 25% of male academics are from an EMG (ethnic minority group). 8% female PSS and 10% male PSS are from an EMG.

Female EMG staff are represented across all academic grades and comprise 56% of female staff at grades 7-8, but only 22% of female staff at grades 9-professor. Male EMG staff are less well represented at grades 7-8 being 36%, and slightly better represented at grades 9-professor (23%). Notably, while there were more female EMG staff overall, there were fewer female EMG professors than male EMG professors.

While there was a relatively high proportion of EMG staff, this concealed a lack of representation of some groups, especially among professorial staff. EMG staff are over-represented in teaching-specialist roles (54% female).

Data suggests the need for further action to support female EMG staff [2025AP2.1].

3.1.7.3 Caring responsibilities

The 2025CS explored the differences between staff with and without caring responsibilities. Overall, among those answering the caring responsibilities question, 41% being female, 32% being male.

We analysed the experiences and perceptions of carers, contrasting them with those of staff not having caring responsibilities, and distinguishing between gender differences and variation between academic and professional staff [Table 45]. The experiences of female staff with caring responsibilities appear to present specific challenges. For example, 69% of female staff with caring responsibilities agree that "School leadership actively supports gender equality" compared to 88% of male staff with caring responsibilities.

Career development appears to be challenging for female caregivers. Only 59% of female carers agree that they "receive useful feedback through SDPR reviews" and 76% agree that "my line manager supports my career development," compared to 82% and 100% respectively for male carers.

3.2 Key priorities for future action

We identified five key priorities to promote gender equality and inclusion over the next five years. These areas were directly informed by the analyses presented in Sections 2 and 3.1. They are mapped against the core sources of evidence that informed their selection.

Table 9 Key priorities for future action

Priority Area 1: PSS career development
Evidence Staff survey (Appendix 1; Table 35, Table 37, Table 38, Table 40) HR staff data (Appendix 2; Table 78, Table 84, Table 87, Figure 35)

SSAT/SEDIC analysis (Section 2 and Section 3.1)

Identification of problem/issue
PSS (90% female) are impacted by a lack of career progression opportunities. Career progression for PSS arises either from regrading, the emergence of a new internal role, or the successful application of an internal vacancy. For example, HR data suggest that only 8% of PSS staff have been re-graded within their current role or appointed internally to a higher grade. There is no PSS equivalent to the academic promotion structure. Career development opportunities (e.g., training, committee membership) are important for PSS to build skills and experience to support career progression. However, only 69% of PSS agree/strongly agree that "my line manager supports my career development" compared with 88% of academic staff. PSS are also underrepresented on School committees. For example, EB is currently 1PSS and 11 Academics and 25% female (3F, 9M). A lack of PSS representation on committees is impacting perceptions of School culture. For example, only 53% of PSS agree that "all staff are encouraged to take up key roles within the School, irrespective of their gender or other protected characteristics" compared with 83% of academic staff.

Proposed solutions
• Improve access to, and the provision of, PSS career development opportunities at all levels by establishing a new PSS training and development budget [2025AP 1.2.1], running at least 5 PSS skill sharing sessions per year [2025AP 1.2.2], design and introduce new PSS pilot career development programme for grades 5 and 6 [2025AP 1.2.3], and design and introduce new PSS pilot leadership development programme for grades 7+ [2025AP 1.2.4].
• Increase representation of PSS in School committees and decision-making bodies by increasing PSS representation on EB (minimum of 20% PSS) and other School committees when allowed by statute [2025AP1.3] and introduce 24-month Bridge Programme to support committee confidence [2025AP1.3.3].

Priority Area 2: Increase the visibility of female academic leadership

Evidence
Staff survey data - (Appendix 1; Table 17, Table 18, Table 19, Table 20, Table 21)
Core staff data - (Appendix 2; Table 75, Table 86, Figure 29, Figure 31, Figure 32)
SSAT/SEDIC analysis (Section 2 and Section 3.1)

Identification of problem/issue
Current ratio of female professors at 25% lies below aspirational level. Staff churn high (approximately 50% from 2020-2025) suggesting a possible retention challenge. 48% of academic staff are female, but only 38% of promotion applications come from female applicants. When female staff apply for promotion the success rate is 100% (compared to 95% for male staff). Anecdotal evidence suggests that some female staff are reluctant to put themselves forward for promotion. Female staff are less visible in leadership positions (e.g., EB is only 25% female) and in seminar presentations (37% in 2024/25).

Proposed solutions
• Increase the proportion of professors who are female to at least 30% by 2030 by enhancing support for education focussed senior lecturers [2025AP2.1.1], establishing a Promotion Ready Scheme [2025AP2.1.2], and introducing twice-annual female professors' networking events to support retention [2025AP2.1.3].
• Increase the visibility of female academic leaders by increasing the percentage of women sitting on School committees to at least 40% [2025AP2.2].

• Increase the visibility of female academic staff in research-related events through the creation of Inclusive Event Guidance [2025AP4.1.1] and a mandatory training requirement for staff running events [2025AP4.1.2].

Priority Area 3: Increase student EDI voice

Evidence
PGR 2025CS (Appendix 1; Table 54, Table 55)
SSAT/SEDIC analysis (Section 2 and Section 3.1)

Identification of problem/issue
While students are consulted in relation to EDI through surveys, SSLCs, and bespoke events, further work is required to improve communication between SSLCs, SEDIC, and EB. Particularly at UG and PGT level. This has been raised in cross-School EDI events.

Proposed solutions
• Identify how student voice currently informs School EDI [2025AP3.5.1].
• Pilot to explore introducing EDI as a standing SSLC item, Student EDI Representatives, and student SEDIC [2025AP3.5.2].

Priority Area 4: Creating a carer friendly workplace

Evidence
Staff survey data (Appendix 1; Table 28, Table 29, Table 45, Figure 21)
SSAT/SEDIC analysis (Section 2 and Section 3.1)

Identification of problem/issue
While the School has flexible and family friendly policies in place, the 2023CS and 2025CS suggest that a disproportionate number of female staff have unpaid carer responsibilities that impact work experience and outcomes. Currently, only 50% of staff feel confident discussing their role as a working carer with their manager (2025WS) and 55% agree that the School provides staff with support around all types of caring leave (2025CS).

Proposed solutions
• Appoint a Carers' Champion (academic or PSS) to bring voice from the carers community into School decision making (e.g., quarterly meetings with the core EDI team) [2025AP5.2.1].
• Work with the community and the University Carers' Network to develop and communicate School specific guidance for working carers [2025AP5.2.2].
• Introduce Carer meet-ups to enable peer community support and to introduce advice sessions [2025AP5.2.3].

Priority Area 5. Tackling bullying and harassment

Evidence
• Staff survey data - (Appendix 1; Table 30, Table 31, Table 32, Table 33, Table 34)
• SSAT/SEDIC analysis (Section 2 and Section 3.1)

Identification of problem/issue
Female staff were more likely to report experiencing bullying than male staff. PSS staff were more likely to report bullying than academic staff. Please note these results may, in part, reflect an increased focus on reporting bullying and harassment. Only 39% of staff agree that "the School is active in tackling bullying and harassment" suggesting the need for urgent action on this issue.

Proposed solutions
• Produce up to five anonymised case studies of experiences of bullying and harassment to support high-impact in-person training [2025AP5.4.1].
• Introduce bi-annual bullying and harassment training. Mandatory for line managers. Available to all staff [2025AP5.4.2].

Section 4: Athena Swan Future Action Plan (2025AP)

Theme 1: PSS composition and career development				
Objective and Rationale	**Actions**	**Timeframe**	**Responsible**	**Success Measures**
Objective 1.1: Improve gender balance of PSS across grades. **Rationale:** 92% of PSS are female. Females tend to be overrepresented in grades 3-7. In 2023/24: • For 13 roles, 74% of PSS applicants were female, 81% of candidates shortlisted were female, and 100% of appointments were female. • 92% of PSS in grade 7 and below are female, compared with 71% in grades 8+.	**1.1.1** Inclusive PSS recruitment project aimed at increasing the number of male applicants to PSS roles. Developing revised recruitment collateral and offering male and female contacts for roles. Contacts may be academic staff to prevent overburdening male PSS.	January 2026-July 2027.	Director of Operations (lead) Director of EDI (research) Marketing (implement)	Increase male applicants for PSS roles from 26% in 2023/24 to 35% by 2030.
	1.1.2 Monitor gender balance on PSS shortlisting and interview panels. Ensure that at least 25% of shortlisting and interview panels are male.	July 2026-March 2028.	Director of Operations (lead) Dean's Office (data and implement)	Increase shortlisted male applicants from 19% of candidates shortlisted for roles in 2023/24 to 35% by 2030. Increase male PSS in grades 3-7 from 8% in 2023/24 to 20% by 2030.
Objective 1.2: Improve access to, and the provision of, PSS career development opportunities at all levels.	**1.2.1** Establish a new PSS training and development budget. Review budget use and impact annually. Report to SSAT and EB.	March 2026-January 2027.	Dean (resource) Director of Operations (lead)	Improve % of PSS that agree/strongly agree that "my line manager supports my career development" from 69% in 2025CS to 75% by 2030.

Rationale: Data suggests PSS perception of lack of dedicated career development opportunities. • HR data suggest that only 8% of PSS staff have been re-graded within their current role or appointed internally to a higher grade. • 69% of PSS agree/strongly agree that "My line manager supports my career development" compared with 88% of academic staff (2025CS). • 72% of PSS agree/strongly agree that "I am aware of existing support and skills services available to support my professional development" compared with 78% of academic staff (2025CS).			Director of EDI (implement)	
	1.2.2 Run at least 5 PSS skill sharing sessions per year with internal or external facilitators. PSS to nominate topics. Review annually, revise as appropriate. Report to SSAT and EB.	April 2026-November 2028.	Dean (resource) Lead for Development & Engagement (implement)	Improve % of PSS that agree/strongly agree that "I am aware of existing support and skills services available to support my professional development" from 72% in 2025CS to 80% by 2030.
	1.2.3 Design and introduce new PSS pilot career development programme for grades 5 and 6. Recruit a cohort of 8-10 participants via an open call. Evaluate experience and impact. Report to SAT and EB.	October 2025-March 2028.	Dean (resource) Director of Operations and PSS Team Leads (co-lead) Core EDI team (implement)	Increase the % of PSS staff gaining internal or external career progression (e.g. been re-graded within their current role or appointed internally/externally to a higher grade) to 15% by 2030.
	1.2.4 Design and introduce new PSS pilot leadership development programme for grades 7-ALCS6. Recruit a cohort of 5 participants via an open call. Evaluate experience and impact. Report to SAT and EB.	October 2025-March 2028.	Dean (resource) Director of Operations and PSS Team Leads (co-lead)	

			Core EDI team (implement)	
Objective 1.3: Increase representation of female PSS in School committees and decision-making bodies. **Rationale:** Culture survey findings and focus group analysis suggest under- representation is de-motivating for PSS staff. • EB is currently 1PSS and 11 Academics and 25% female (3F, 9M) • 53% of PSS agree/strongly agree that "all staff are encouraged to take up key roles within the School, irrespective of their gender or other protected characteristics" compared with 83% of academic staff. • 64% of PSS agree/strongly agree that "senior staff that are women are visible within the School" compared with 81% of academic staff. • Only 37% of PSS agree/strongly agree that "the rate they progress in the School is not affected by their gender" compared to 62% of academic staff.	**1.3.1** Increase PSS representation on EB. Annually review and report to SSAT and EB.	January 2026-March 2027.	Dean (leadership) Dean's Office (data and implement)	Minimum of 20% PSS on EB. Improve % of PSS that agree/strongly agree that "all staff are encouraged to take up key roles within the School, irrespective of their gender or other protected characteristics" from 53% in 2025CS to 70% by 2030.
	1.3.2 Increase female/non-binary PSS representation on School committees. Annually review and report to SSAT and EB.	January 2026-March 2027.	Dean & Director of Operations (co-lead) Dean's Office (data and implement)	Where terms of reference allow, target a minimum of 20% PSS and 40% female/non-binary representation on School committees. Improve % of PSS that agree/strongly agree that "senior staff that are women are visible within the School" from 64% in 2025CS to 75% by 2030.
	1.3.3 Introduce 24-month Bridge programme to support committee confidence and skills through a	October 2026-	Dean (resource)	50% of participants express an interest in serving in committee

	combination of (1) training sessions, (2) mentoring by current committee member, and (3) committee observation. Recruit a cohort of 3 participants via an open call. Evaluate experience and impact. Report to SAT and EB.	October 2029.	Director of Operations and PSS Team Leads (co-lead) Lead for Development & Engagement (implement)	roles on completion of the Bridge programme. Improve % of PSS that agree/strongly agree that "the rate they progress in the School is not affected by their gender" from 37% in 2025CS to 60% by 2030.
Theme 2: Female Academic Leadership				
Objective and Rationale	**Actions and outputs**	**Timeframe**	**Responsible**	**Success measure(s)**
Objective 2.1: Increase the proportion of professors who are female, with a focus on EMG staff **Rationale:** Current ratio of female professors at 23% lies below aspirational level. In 2023/24: • 54% of teaching specialist academics are female, but only 25% (1 of 4) teaching specialist professors is female. • There are more female EMG staff than male EMG staff, but only 1 female EMG professor (compared with 6 EMG male professors). • 40% of applicants for professorial positions are female (45% of shortlisted candidates are female,	**2.1.1** Enhance promotion support for teaching specialist senior lecturers. For example, career gap analysis with Dean/ Deputy Dean.	October 2025-March 2028.	Dean (resource) Associate Dean Faculty (lead) Director of EDI (implement	Teaching specialist academics promoted at approximately the same rate as research & teaching academics.
	2.1.2 Establish Promotion Ready scheme available to all academic staff that, for example, draws together (1) workshops outlining promotion criteria, (2) one-stop shop for online promotion resources (e.g. videos explaining promotion processes), (3) promotion buddy scheme.	October 2025-March 2028.	Dean (resource) Associate Dean Faculty (lead)	Increase female promotion applications from 38% of promotion applications in 2023/24 to >=45% by 2030.

and 60% of those appointed are female. • 48% of academic staff female, but only 38% of promotion applications come from female staff. Where female academic staff apply for promotion, their success rate is 100%. • Staff churn high (approx. 40%) among female professors 2020-2025, suggesting retention issue in dynamic labour market.			Director of EDI (implement)	
	2.1.3 Introduce twice-annual female professors' networking event, hosted by the Dean or Deputy Dean. Network events offer opportunities for female professors to discuss pay/reward issues and explore leadership opportunities.	October 2025-April 2027.	Dean (resource) Associate Dean Faculty (lead) Director of EDI (implement)	Maintain at least 50% retention of female professors. >=30% of professors are female by 2030.
Objective 2.2: Increase the visibility of females in academic leadership roles. **Rationale:** • EB is currently 11 Academics and 25% female (3F, 9M) • Of the 44 non-EB leadership roles in the School, 14 role holders are female (32%). • In 2025CS, 74% of female academics agree/strongly agree that "my School is committed to achieving gender balance in leadership positions", compared with 75% among male academics	**2.2.1** Increase the % of women on EB to 35%.	October 2025-April 2027.	Dean, Associate Dean Faculty and Heads of Division (co-lead) Dean's Office (data and implement)	Increase % of female on EB from 25% in 2023/24 to 35% by 2030. Improve % of female staff that agree/strongly agree that "my School is committed to achieving gender balance in leadership positions" from 60% in 2025CS to 75% by 2030.
	2.2.2 Increase the % of women holding non-EB leadership roles (e.g. Directors of Study, Directors of Teaching) in the School to 40%.	October 2025-April 2027.	Dean, Associate Dean Faculty and Heads of	Increase % of women holding non-EB leadership roles from 32% in 2023/24 to 40% by 2030.

Objective and Rationale	Actions and outputs	Timeframe	Responsible	Success measure(s)
• In 2025CS, 72% of female academics agree/strongly agree that "senior staff who are women are visible within the School", compared with 92% among male academics.			Division (co-lead) Dean's Office (data and implement) Director of Academic Resourcing (support)	Improve % of female academic staff that agree/strongly agree that "the rate people progress in the School is not affected by their gender" from 49% in 2025CS to 65% by 2030.
Theme 3: Inclusive Education				
Objective and Rationale	**Actions and outputs**	**Timeframe**	**Responsible**	**Success measure(s)**
Objective 3.1: Increase the number and percentage of female students in our UG and PGT population through targeted recruitment strategies. **Rationale:** • >70% of applicants for BSc Accounting & Finance are male in 2023/24; 67% of applicants to BSc Management with Marketing are female • 81% of applicants for MSc Human Resource Management are female in 2023/24; 64% of applicants to MSc Finance are male in 2023/24	3.1.1 Increase visibility of female staff, students and alumni through "Women in…" campaigns for programmes with low total % female students.	November 2026-October 2029.	Dean (resource) Heads of AFL Division (lead) Marketing (implement)	Increased number and % of female applications on programmes with low total percentage female students. Increase in number and percentage of female students in our UG population.
	3.1.2 Letter campaign to female (male) offer holders targeted towards programmes with a low total percentage of female (male) students.	April 2027-October 2029.	Associate Dean Education (leadership) UG Programme Team & Admission Tutor (delivery)	Improved conversion rate of female offer holders on BSc Accounting and Finance and MSc Finance; improved conversion rate among male applicants for BSc Management with Marketing and MSc HRM.

Objective 3.2: Reduce gender gaps in UG educational attainment with attention to ethnic minority groups. **Rationale:** While there has been a substantial amount of analysis undertaken to better understand gaps in educational attainment by gender and ethnicity, there is still work to do in this space. For example, • Overall, 9% gap (female-male) in % of students achieving 1st or 2.1 degree at UG level (45% for female students, 36% for male students). • Male UG students attain 81% of 2.2-degree classifications. • In 2023/24, the proportion of non-EMG UG students obtaining a first-class degree was 51%, compared to 29% for EMG UG students.	**3.2.1** Work with SEOs to explore the introduction of UG Study Skills Labs. An optional lunchtime initiative to support students to develop improved study skills (e.g. teamworking, time management, assessment preparation).	April 2027-October 2029.	Dean (resource) Associate Dean Education and SEOs (expertise) Director of EDI (support)	Reductions in attainment gaps at UG level for both gender and EMG. Difference in % of female and male, and EMG-international, students obtaining 1st class and 2.1 degrees <5% points by 2030. Difference in % female and male, and EMG-non-EMG, students obtaining 2.2. and lower awards <5% by 2030.
Objective 3.3: Reduce gender gaps in PGT educational attainment with attention to ethnic minority groups. **Rationale:** While there has been a substantial amount of analysis undertaken to better understand gaps in educational attainment by gender and ethnicity, there is still work to do in this space. For example,	**3.3.1** Work with DOSs to explore the introduction of PGT Study Skills Labs. An optional lunchtime initiative to support students to develop improved study skills (e.g. teamworking, time management, assessment preparation).	April 2027-October 2029.	Dean (resource) Associate Dean Education and DoS (expertise) Director of EDI (support)	For PGT, overall difference in male and female % gaining distinctions <7.5% by 2030. For PGT, overall difference in non-EMG-EMG % gaining

- At PGT level, there is a 12%ppt gap in ratio of female and male students gaining merits (78% for female students, 66% for male students). 11% of EMG PGT students obtain a distinction, compared with 30% of non-EMG students in 2023/24.				distinctions <10% by 2030.
Objective 3.4: Improve female representation in teaching teams and materials on post-experience programmes. **Rationale:** While there is significant attention to the composition of teaching teams, there is anecdotal evidence from Student Staff Liaison Committees (SSLC) for post-experience programmes that (i) teaching teams do not sufficiently represent the gender composition of the School, and (ii) that teaching materials tend to focus on male business leaders from Europe or North America. Conversely, there is anecdotal evidence that large UG units are disproportionately taught by female academics. In 2024/25, the Staff-Student Liaison Committee (MBA) is only 17% female.	3.4.1 Improve female representation in teaching teams and materials on post-experience programmes.	April 2026-April 2028.	Dean (resource) Associate Dean Education and Subject Group Leads (lead) Directors of Study (implement)	Annual audit reported to EB.
	3.4.2 Improve female representation on the Staff-Student Liaison Committee (MBA).	October 2025-January 2027.	Associate Dean Education (lead) Director of MBA (implement)	Increase female representation on Staff-Student Liaison Committee (MBA) to at least 40%.

Objective and Rationale	Actions and outputs	Timeframe	Responsible	Success measure(s)
Objective 3.5: Increase student voice on EDI matters across all levels of study. **Rationale:** While students are consulted in relation to EDI through surveys, SSLCs and bespoke events at School and University level, further work is required to improve communication between SSLCs, SEDIC, SSAT, and EB. Particularly at UG and PGT level.	**3.5.1** Review and map student voice mechanisms and channels at School level to explore how student voice currently informs work in the EDI space. Interviews to explore how students would like to contribute to EDI.	September 2025-March 2026.	Dean (resource) Director of Student Experience & Engagement (lead) Director of EDI (support and evaluate)	Report produced and action plan developed. Communicated to LTQC and EB.
	3.5.2 Pilot to (i) add EDI as a standing item to two SSLC meetings per AY, (ii) explore introducing Student EDI Representatives and/ or in training SSLC Representatives in EDI, (iii) explore introducing a Student SEDIC.	March 2026-May 2028.	Dean (resource) Associate Dean Education (lead) Director of EDI (support and evaluate)	EDI is a standing item on a minimum of two SSLC meetings at the programme level per AY. Raised challenges and opportunities tracked by SEDIC and SSAT, discussed at LTQC, and shared with EB. Joint action plans developed to respond to emerging issues and to communicate these responses back to the student body.
Theme 4: Inclusive Research Environment				
Objective and Rationale	**Actions and outputs**	**Timeframe**	**Responsible**	**Success measure(s)**
Objective 4.1: Increase the visibility of female academic staff in research-related events.	**4.1.1** Work with the community to create and communicate Inclusive Event Guidance. For example, that local organising committees and panels ought to represent the	April 2026-October 2028.	AD Research & Head of Research	Inclusive Event Guidance created and widely disseminated with accompanying in-person discussion.

Rationale: A high proportion of research workshops, seminars and events involving external academics showcase the expertise of male researchers. As the School uses the new building to host conferences, there is also a risk that we need to more actively monitor and implement practices that improve the gender balance in the School's research events.	composition of our community unless there is a clear rationale for this not to be the case.		Operations (lead) Director of EDI (support)	In 2027CS, >70% of staff agree that the Inclusive Event Guidance is useful. >40% of research events held in the School to feature female speakers by 2027.
• 37% of research seminars held in the School feature female speakers in 2025, rising from 28% in 2024. • There is significant variation across divisions and research centres, with some series >80% male speakers.	**4.1.2** Create mandatory Inclusive Events Training for any academic or PSS staff member or student involved in organising internal or external events.	April 2026-May 2028.	Dean (resource) Head of Research Operations (lead) Lead for Development & Engagement (support)	All staff invited to attend training. Completion monitored. Only staff who have completed the Inclusive Events Training will be able to run a School event.
Objective 4.2: Improve research inclusion for female/non-binary staff. Rationale: • Female academic staff report out-of-hours activities as barriers to impact and external engagement. • Less than 15% of the School's pool of impact case studies for REF 2029 are led by female academics.	**4.2.1** Introduce an Inclusive Research Assistance Fund available to academic staff that experience barriers to participation in offsite or out-of-hours research-related activities.	April 2026-May 2028.	Dean (resource) Head of Research Operations and Heads of Division (co-lead)	>90% of those accessing inclusive research fund agree/strongly agree that the fund improved research inclusion.

			SEDIC (deliver)	
• 34% of the School's contributions to The Conversation since 2020 are authored by female scholars. • 29.1% of grants submitted since 2017 have female leads • Female-led grants are less likely to be successful than male-led grants (19% vs. 33%) and are likely to bid for lower levels of funding.	**4.2.2** Introduce Impact Communities (groups of 4-6 staff) to provide expert advice and peer support through 3-4 workshops and lunches per year. Ensure at least representative participation for female staff.	April 2027-May 2029.	Dean (resource) Head of Research Operations & Director of REF (co-lead) Director of EDI (support)	Increase in REF impact cases with a female lead/ co-lead from 15% in 2024/25, to 30% on the REF impact longlist by 2030. Increase in female academic staff contributions to The Conversation (or equivalent) from 34% to 45% by 2030.
	4.2.3 Introduce cross-School grant funding sandpits aligned with policy and funder priorities. Ensure at least representative participation for female staff. Consider inclusion. For example, held between 10am and 3pm and consider holding at least one sandpit per year in an online format.	April 2028-May 2029.	Dean (resource) Head of Research Operations and Associate Dean Research (co-lead) Director of EDI (support)	Increase in the numbers of grants submitted by female academics as PI/ Co-I from 44% in 2024/25 to 50% by 2030. Close success rate and funding sought gaps, such that differences (male-female) in success rate <5% and amount sought <10% by 2030.
Objective 4.3: Improve PGR completion rates and reduce gender gap in PGR completion rates and timing.	**4.3.1** Explore PGR experiences through focus groups. Pilot support for PGR interruptions (periods of suspense), including parental leave. For example, support such as keep-	January 2026-May 2028.	Dean (resource) Director of PGR (lead)	Improve overall ratio of students completing on time to >75% by 2030.

Objective and Rationale	Actions and outputs	Timeframe	Responsible	Success measure(s)
Rationale: PGR completion is an important University metric and is critical to PGR student career progression and success.	in-touch days with supervisors, director of PGR programmes.		Director of EDI (support)	
	4.3.2 Return to study support scheme. For example, return to study conversations and remission from contracted teaching/research responsibilities.	February 2027-May 2029.	Dean (resource) Director of PGR (lead) Director of EDI (support)	Reduce male-female gaps in overall completion and on-time completion to <7.5% by 2030.

Theme 5: Wellbeing and Belonging

Objective and Rationale	Actions and outputs	Timeframe	Responsible	Success measure(s)
Objective 5.1: Improve the coordination and provision of wellbeing support in the School. Rationale: • 62% of staff agree/strongly agree that "I feel confident asking for mental health and/or wellbeing support at work" (2025CS) which falls below aspirational levels. • Qualitative data suggested that "some managers are seen as disengaged from staff wellbeing" (2025WS).	**5.1.1** Introduce a Wellbeing Lead (with appropriate reward and recognition) to join SEDIC and SSAT.	January 2026-May 2028.	Dean (resource) Associate Dean Faculty (lead) SEDIC (support)	Wellbeing Lead recruited.
	5.1.2 Create a representative Wellbeing Working Group that reports quarterly to SEDIC. Ensure at least representative participation for female, disabled, and EMG staff.	April 2026-September 2028.	Dean (resource) Associate Dean Faculty (lead) SEDIC (support)	Wellbeing Working Group (or equivalent) created, and membership recruited. Improve % of staff that agree/strongly agree "I feel confident asking for mental health and/or wellbeing support at work" from 62% in

				0225CS to 75% by 2030.
Objective 5.2: Creating a carer friendly workplace. **Rationale:** While the University and School have well evaluated Family Friendly Policies in place, culture surveys suggest that caring responsibilities are less well recognised and supported. In 2025CS: • Overall, 37% of staff indicated that they had caring responsibilities. A higher ratio of female staff have caring responsibilities than male staff - 41% female staff, 32% of male staff. • 55% of staff agree/strongly agree that "the School provides staff with support around all types of caring leave". • 50% of staff agree/strongly agree that "I feel confident discussing my role as a carer with my manager".	**5.2.1** Appoint a Carers' Champion (academic or PSS) to bring voice from the careers community into School decision making (e.g., quarterly meetings with the core EDI team).	December 2025-May 2028.	Dean (resource) Lead for Development & Engagement (implement)	Improve % of staff that agree/strongly agree that "the School provides staff with support around all types of caring leave" from 55% in 2025CS to 70% by 2030.
	5.2.2 Work with the community and the University Carers' Network to develop and communicate School specific guidance for working carers.	December 2025-March 2028.	Dean (resource) Lead for Development & Engagement (lead) Director of EDI (support)	Improve % of staff that agree/strongly agree that "I feel confident discussing my role as a carer with my manager" from 50% in 2025WS to 65% by 2030.
	5.2.3 Introduce Carer meet-ups to enable peer community support and to introduce advice sessions.	June 2026-March 2028.	Dean (resource) Lead for Development & Engagement (implement) Director of EDI (support)	75% of staff attending Carer meets-ups agree/ strongly agree that they are valuable.

Objective 5.3: Support staff experiencing symptoms associated with menstruation or (peri)menopause. **Rationale:** Through our investment in becoming a Menopause Friendly Workplace 2025CS and 2025WS we have identified that staff require further support. • 50% of staff agree that they feel confident in discussing the symptoms they have experienced with their line manager 50% (2025WS) • 62% of staff agree that they feel confident asking for mental health and/or wellbeing support at work (2025CS).	**5.3.1** Appoint a Menopause Champion to bring voice from the community into School decision making.	July 2026-March 2028.	Dean (resource) Wellbeing Lead (lead) Director of EDI (support)	Improve % of staff that agree/strongly agree that "I feel confident asking for mental health and/or wellbeing support at work" from 62% in 2025CS to 75% by 2030.
	5.3.2 Introduce Menopause and Menstruation meet-ups to enable peer community support.	April 2027-March 2028.	Dean (resource) Wellbeing Lead (lead) Director of EDI (support)	75% of staff attending Menopause and Menstruation meet-ups agree/ strongly agree that they are valuable.
	5.3.3 Menstruation and menopause training provided to all line managers.	April 2027-March 2028.	Dean (resource) Wellbeing Lead (lead) Director of EDI (support)	>90% of line managers complete menstruation and menopause training. Improve % of staff that agree/strongly agree that "I feel confident in discussing my symptoms I have experienced with my line manager" from 50% in 2025WS to 65% by 2030.

Objective 5.4: Increase the percentage of staff that feel that the School is active in tackling bullying and harassment. **Rationale:** • 2025CS showed a slight increase in the reporting of bullying and harassment compared to 2023CS. • Female staff were more likely to experience bullying than male staff. • PSS staff are more likely experience bullying than academic staff. • N.b. these results may, in part, reflect an increased focus on reporting bullying and harassment.	**5.4.1** Produce up to five anonymised case studies of experiences of bullying and harassment to support effective in-person training.	January 2026-September 2028.	Dean (resource) Lead for Development & Engagement & Director of EDI (co-lead and implement)	Case studies produced ethically, ensuring anonymity.
	5.4.2 Introduce bi-annual bullying and harassment training. Mandatory for line managers. Available to all staff.	January 2026-May 2028.	Dean (resource) Lead for Development & Engagement & Director of EDI (co-lead and implement) Wellbeing Lead (support)	>90% of line managers complete in-person bullying and harassment training bi-annually. Improve % of staff that agree/strongly agree that "the School is active in tackling bullying and harassment" from 39% in 2025CS to 70% by 2030.
Objective 5.5: Bridge the gap between PSS and academic staff to build a shared culture of belonging **Objective:** While staff report high overall belonging (87% 2025CS), the 2025WS qualitative data suggested that PSS felt there was a	**5.5.1** Pilot Staff Community Event Fund to enable a programme of social events that are created by the community for the community.	July 2027-December 2029.	Dean (resource) SEDIC (lead) Director of EDI (support)	75% of staff attending Staff Community Event Fund events agree/ strongly agree that they are valuable.

"lack of respect or recognition for PSS contributions /involving PSS leads in decision-making."	**5.5.2** Pilot an optional PSS-academic buddy scheme allowing for mutual support and career conversations.	July 2027-March 2029.	Dean (resource) Director of Operations and PSS Team Leads (co-lead) Director of EDI (support)	>20 PSS-academic staff mentoring pairs. >75% of staff engaged in the mentoring scheme agree/strongly agree that it is valuable.

Theme 6: Improving AS communication and governance

Objective and Rationale	Actions and outputs	Timeframe	Responsible	Success measure(s)
Objective 6.1: Improve communication to the School about progress towards the AS Action Plan. **Rationale:** We have improved communication of EDI in the School through a dedicated newsletter and Staff Experience Teams site, but from anecdotal evidence there is more to do in communicating progress towards our AS Action plan specifically.	**6.1.1** Create an Athena Swan webpage that is publicly viewable. Including governance, events, activities, and updates.	April 2026-December 2027.	Dean (resource) SSAT Co-chairs (deliver)	Webpage created. Views and downloads monitored. Introduce a question in 2027CS to assess awareness of Athena Swan activities.
	6.1.2 Introduce Athena Swan training. Mandatory for EB members and line managers. Optional for all other staff.	April 2027-March 2029.	Dean (resource) SSAT Co-chairs (deliver)	>95% completion for EB members and line managers. Increase in female staff agreement that "School leadership actively supports gender equality" from 70% in 2025CS to 80% by 2030.

	6.1.3 Establish the production of an annual Athena Swan report and accompanying infographic poster that is widely disseminated/ displayed.	September 2026- then annually.	Dean (resource) SSAT Co-chairs (deliver)	Report and infographic created. Accompanying annual launch event delivered by Dean. Dissemination tracked and downloads monitored.
Objective 6.2: Improve governance of Athena Swan activities. **Rationale:** • While we are progressing well on gender equality, anecdotal evidence suggests low awareness of our Athena Swan commitments, priorities, and actions. • SSAT is disproportionately female. • SSAT would benefit from 2-3 EB members to create a direct link between SSAT and EB.	**6.2.1** Establish a formal annual review of the 2025AP with EB, SEDIC, and SSAT.	September 2026-February 2027 then annually.	Dean (resource) SSAT Co-chairs (deliver)	Formal annual review completed, and minutes created which are available to all staff via the Staff Teams Experience Site.
	6.2.2 Create an induction handbook for new SSAT and SEDIC members.	April 2026-December 2027.	Director of EDI and Lead for Development & Engagement (co-lead and implement) SSAT (support)	>75% of new members of SSAT or SEDIC agree/ strongly agree that the induction handbook is valuable in understanding their role.
	6.2.3 Increase transparency by making the 2025AP, and subsequent versions, available on the Staff Teams site.	November 2026-January 2027 then annually.	Dean (resource) SSAT Co-chairs (deliver)	2025AP, and subsequent versions, shared with all staff via Staff Teams site. Additional question added to 2027CS evaluating staff awareness of 2025AP.

	6.2.4 Extend membership of the SSAT to include 2-3 EB members, and to improve gender balance.	October 2025-September 2026.	Dean (resource) SSAT Co-chairs (deliver)	SSAT includes 2-3 members of EB and is at least 30% male.

Theme 7: Improve training provision

Objective and Rationale	Actions and outputs	Timeframe	Responsible	Success measure(s)
Objective 7.1: Continue to improve training provision in the School. Ongoing from 2019AP. Rationale: • Career development is a priority for many staff, and training plays a critical role in supporting development and progression. • Anecdotal evidence suggests that current training provision isn't meeting staff needs, and data on staff engagement with training suggests improvements are required. Current investment in training is relatively concentrated towards a small number of individuals annually.	**7.1.1** Development of new training and development strategy, with clear priority areas for training. Internal development of new training materials and courses where expertise is available, and active sourcing of external expertise otherwise.	April 2026-September 2027.	Director of Operations, Associate Dean (Faculty).	Improved take up of training in key areas of School strategy (including EDI), high levels of satisfaction among participants in training evaluations.
	7.1.2 Evaluation of effectiveness of new training strategy and report to EB.	October 2027-May 2028.	Director of Operations, Associate Dean (Faculty).	Improved satisfaction with training and career development support. Improved career progression, especially for PSS.

Appendix 1: Culture survey data

Appendix 1.1 - Culture, Inclusion & Belonging

Table 10 "I feel like I belong in the School of Management"

[Redacted.]

Table 11 "Our School has a positive and inclusive working culture"

[Redacted.]

Table 12 "Our School has a positive and inclusive working culture"

[Redacted.]

Table 13 "I feel that people really care about me in the School"

[Redacted.]

Table 14 "My contributions are valued in the School"

[Redacted.]

Table 15 "I feel comfortable speaking up and expressing my opinions"

[Redacted.]

Table 16 "School communications are clear and relevant to me and my role"

[Redacted.]

Appendix 1.2 - Gender Equality

Table 17 "School leadership actively supports gender equality"

[Redacted.]

Table 18 "My School is committed to achieving gender balance in leadership positions"

[Redacted.]

Table 19 "Senior staff who are women are visible within the School"

[Redacted.]

Table 20 "The rate people progress in the School is not affected by their gender"

[Redacted.]

Table 21 "All staff are encouraged to take up key roles within the School (appropriate to their level), irrespective of their gender or other protected characteristics"

[Redacted.]

Table 22 "The School takes positive actions to encourage people to apply for posts in areas where they are under-represented"

[Redacted.]

Table 23 "Staff and students in the School are treated equally, irrespective of their gender or other protected characteristics"

[Redacted.]

Appendix 1.3 - Work-life Balance

Table 24 "The School values and promotes work-life balance"

[Redacted.]

Table 25 "The School enables flexible working"

[Redacted.]

Table 26 "I know where to find the information I need to request flexible working"

[Redacted.]

Table 27 "Workloads / work patterns are allocated fairly"

[Redacted.]

Table 28 "The timing of School and department meetings and events takes into consideration those with caring responsibilities"

[Redacted.]

Table 29 "The School provides staff with support around all types of caring leave"

[Redacted.]

Appendix 1.4 - Bullying and Harassment

Table 30 "I have experienced harassment, bullying, offensive behaviour or abuse in the School in the past months"

[Redacted.]

Table 31 "I have witnessed bullying and/or harassment in the School in the past months"

[Redacted.]

Table 32 "I know how to report bullying and/or harassment"

[Redacted.]

Table 33 "The School is active in tackling bullying and harassment"

[Redacted.]

Table 34 "I am satisfied with how bullying and harassment are addressed in the School"

[Redacted.]

Appendix 1.5 - Career Development

Table 35 "My line manager supports my career development"

[Redacted.]

Table 36 "Decisions about appointments are made fairly"

[Redacted.]

Table 37 "Decisions about career progression are made fairly"

[Redacted.]

Table 38 "I receive useful feedback on my career development through SDPR reviews"

[Redacted.]

Table 39 "The School has made it clear to me what mentoring opportunities are available to support my career (as a mentor and/or mentee)"

[Redacted.]

Table 40 "I am aware of existing support and skills services available to support my professional development"

[Redacted.]

Appendix 1.6 - Wellbeing

Table 41 "My current workload is manageable"

[Redacted.]

Table 42 "My mental health and/or wellbeing are supported in the School"

[Redacted.]

Table 43 "I know where to seek support for mental health and/or wellbeing at work"

[Redacted.]

Table 44 "I feel confident asking for mental health and/or wellbeing support at work"

[Redacted.]

Appendix 1.7: Caring responsibilities

Table 45 Caring responsibilities - % of staff by category agree/strongly agree with each statement in 2025CS

[Redacted.]

Appendix 1.8: Intersectional analysis

Table 46 Intersectional analysis, % of staff by category agree/strongly agree with each statement in 2025CS

[Redacted.]

Appendix 1.9: PGR student culture survey

Table 47 Respondents to PGR student culture survey

[Redacted.]

Figure 6 Programme of Study by Gender

[Redacted.]

Table 48 Patterns of PGR student caring responsibilities

[Redacted.]

Figure 7 Do you have Caring Responsibilities for a child / child and or another adult/s?

[Redacted.]

Table 49 Health issues among PGR students

[Redacted.]

Figure 8 Do you have any physical or mental health conditions, illness, or impairments lasting or expected to last 12 months or more?

[Redacted.]

Table 50 PGR student belonging

[Redacted.]

Figure 9 I feel like I belong in the School of Management

[Redacted.]

Table 51 PGR student perceptions of being cared for

[Redacted.]

Figure 10 I feel that people really care about me in the School of Management

[Redacted.]

Table 52 PGR student perceptions of contributions valued

[Redacted.]

Figure 11 My contributions are valued in the School of Management

[Redacted.]

Table 53 PGR student perceptions of communication relevance

[Redacted.]

Figure 12 School communications are clear and relevant to me and my role

[Redacted.]

[Redacted.]

Appendix 1.10: School wellbeing survey results

Figure 18 Characteristics of wellbeing survey participants

[Redacted.]

Figure 19 Wellbeing survey findings – manager responsiveness

[Redacted.]

Figure 20 Wellbeing survey findings – hormonal health

[Redacted.]

Figure 21 Wellbeing survey findings – caring responsibilities

[Redacted.]

Appendix 2: Data

Appendix A2.1: Students at undergraduate (UG), postgraduate taught (PGT), and postgraduate research (PGR) levels

Table 59 Undergraduate student profile by gender and in comparison, with HESA subject benchmark for 13/14-23/24

Year	Gender	University of Bath, School of Management				All HEIs				
		Total	Full Time	Part Time	% Part time	Total	Full Time	Part Time		% Part Time
2013/14	Female				0.9%					6.3%
	Male				0.0%					5.5%
	Other									0.0%
	Total				0.9%					5.9%
	%Female	48%	48%	50%		47%	47%	51%		
	%Male	52%	52%	0%		53%	53%	49%		
2014/15	Female				0.8%					5.6%
	Male				0.0%					5.3%
	Other									0.0%
	Total				0.4%					5.4%
	%Female	48%	48%	100%		47%	47%	49%		
	%Male	52%	52%	0%		53%	53%	51%		
2015/16	Female				0.0%					5.2%
	Male				0.0%					5.0%
	Other									0.0%
	Total				0.0%					5.1%
	%Female	49%	49%			47%	47%	48%	0%	
	%Male	51%	51%			53%	53%	52%	100%	
2016/17	Female				0.0%					5.0%
	Male				0.0%					4.7%
	Other									0.0%
	Total				0.0%					4.8%
	%Female	50%	50%			47%	47%	48%		
	%Male	50%	50%			53%	53%	52%		
2017/18	Female				0.0%					5.1%
	Male				0.0%					4.6%
	Other									0.0%
	Total				0.0%					4.8%
	%Female	50%	50%			47%	47%	49%		
	%Male	50%	50%			53%	53%	51%		
2018/19	Female				0.0%					5.7%
	Male				0.0%					5.0%
	Other									0.0%
	Total				0.0%					5.3%
	%Male	51%	51%			46%	46%	50%		
	%Female	49%	49%			54%	54%	50%		
2019/20	Female				0.0%					5.8%
	Male				0.0%					5.0%
	Other									0.0%
	Total				0.0%					5.4%
	%Female	48%	48%			46%	46%	50%		

	%Male	52%	52%			54%	54%	50%		
2020/21	Female				0.0%					5.7%
	Male				0.0%					4.7%
	Other									3.3%
	Total				0.0%					5.2%
	%Female	48%	48%			46%	45%	50%		
	%Male	52%	52%			54%	54%	50%		
2021/22	Female				0.0%					8.7%
	Male				0.0%					7.3%
	Other									10.3%
	Total				0.0%					8.0%
	%Female	47%	47%			46%	46%	50%		
	%Male	53%	53%			54%	54%	50%		
2022/23	Female				0.0%					8.5%
	Male				0.0%					7.2%
	Other									6.5%
	Total				0.0%					7.8%
	%Female	46%	46%			45%	45%	50%		
	%Male	54%	54%			54%	55%	50%		
2023/24	Female				0.1%					
	Male				0.6%					
	Other									
	Total				0.4%					
	%Female	47%	47%	13%						
	%Male	53%	53%	88%						

[Redacted.]

Table 60 Undergraduate student enrolments by gender and fee status broken down by programme of study 19/20-24/25

Programme	Academic year	2019/0	2020/1	2021/2	2022/3	2023/4	2024/5
	Gender & fee status	Count	Count	Count	Count	Count	Count
BSc Accounting and Finance	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	36%	41%	32%	35%	29%	26%
BSc Accounting and Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female					34%	39%
BSc Business	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	40%	43%	40%	40%	47%	40%
BSc International Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	49%	44%	53%	55%	60%	61%
BSc Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	42%	40%	47%	45%	49%	44%
BSc Management with Marketing	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	63%	74%	70%	71%	69%	73%

% female enrolments by UG programme 2019/20-2024/25
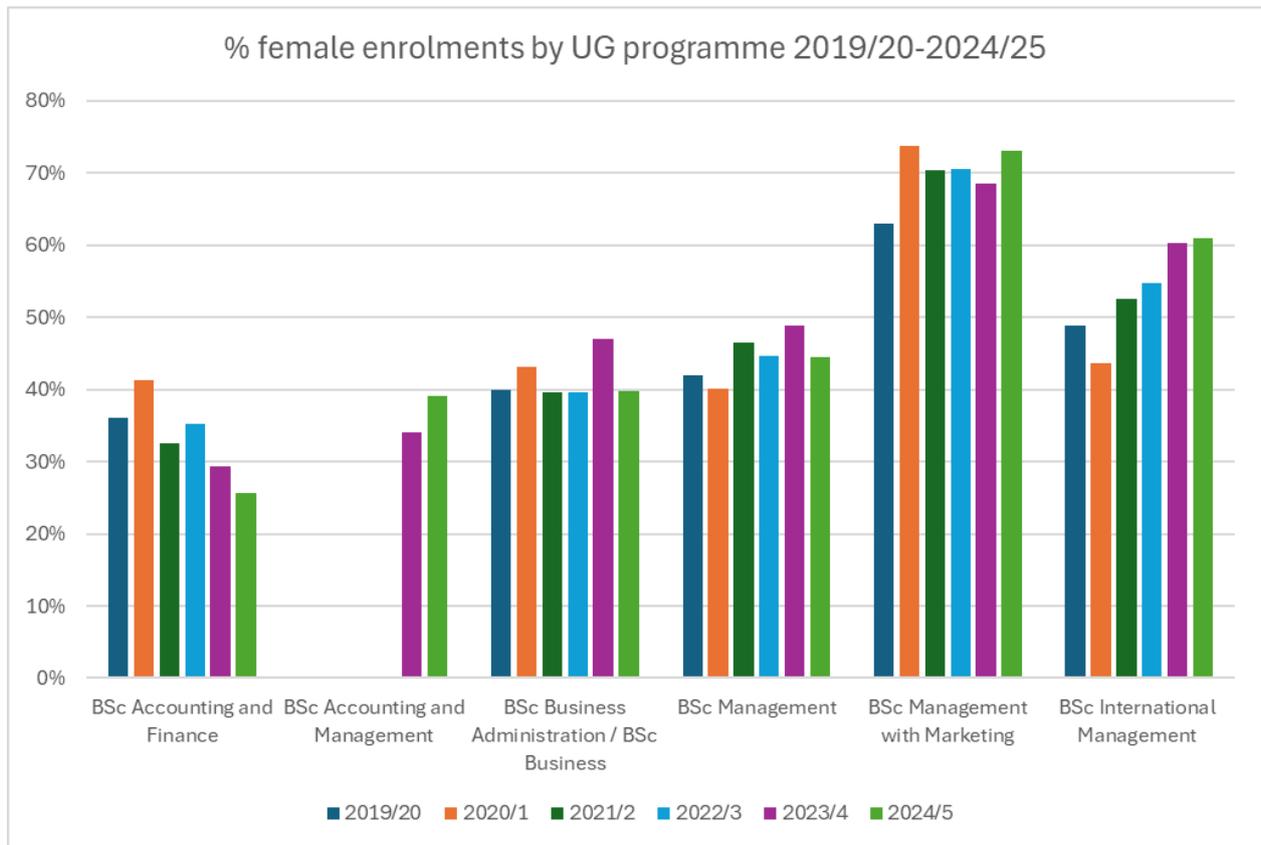
Table 61 Undergraduate student enrolments by gender, domicile, and ethnicity 19/20-24/25

	Academic Year					
	2019/20	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/24**
Total UG Enrolments						
of which….						
UK Domicile						
International						
% UK domicile	52%	54%	52%	52%	54%	57%
Male						
Female						
% Female	44%	47%	46%	46%	48%	44%
White						
EMG						
% EMG	39%	34%	38%	45%	44%	49%

Table 62 Undergraduate student applications, offers, firms, and acceptances by programme, year, and gender for 2021-2024.

[Redacted.]

Table 63 Student composition 2023/24 by study level and ethnicity

[Redacted.]

Table 64 Postgraduate taught student profile by gender and in comparison, with HESA subject benchmark for 13/14-24/25

HESA Cost Centre: Business and Management Studies		University of Bath School of Management				All HEIs			
		Total	Full time	Part time	Other	Total	Full time	Part time	Other
2013/14	Female								
	Male								
	Other								
	Total								
	% Female	63%	65%	29%	-	51%	52%	48%	49%
	% Male	37%	35%	71%	-	49%	48%	52%	51%
2014/15	Female								
	Male								
	Other								
	Total								
	% Female	63%	66%	25%	-	52%	53%	49%	49%
	% Male	38%	35%	75%	-	48%	47%	51%	51%
2015/16	Female								
	Male								
	Other								
	Total								
	% Female	67%	70%	17%	0%	54%	55%	49%	51%
	% Male	33%	30%	67%	0%	46%	45%	51%	49%
2016/17	Female								
	Male								
	Other								
	Total								
	% Female	67%	69%	25%	-	54%	56%	48%	56%
	% Male	33%	31%	75%	-	46%	44%	52%	44%
2017/18	Female								
	Male								
	Other								
	Total								
	% Female	68%	70%	25%	-	55%	56%	48%	58%
	% Male	32%	30%	75%	-	45%	44%	52%	42%
2018/19	Female								
	Male								

	Other								
	Total								
	% Female	66%	67%	25%	-	55%	56%	47%	60%
	% Male	35%	34%	75%	-	45%	44%	53%	41%
2019/20	Female								
	Male								
	Other								
	Total								
	% Female	62%	62%	33%	-	53%	54%	47%	59%
	% Male	38%	38%	67%	-	47%	46%	52%	40%
2020/21	Female								
	Male								
	Other								
	Total								
	% Female	54%	55%	33%	67%	50%	50%	47%	56%
	% Male	46%	45%	67%	33%	50%	50%	53%	44%
2021/22	Female								
	Male								
	Other								
	Total								
	% Female	55%	57%	43%	-	48%	48%	49%	-
	% Male	45%	43%	57%	-	51%	52%	51%	-
2022/23	Female								
	Male								
	Other								
	Total								
	% Female	54%	56%	39%	-	49%	49%	50%	-
	% Male	46%	44%	61%	-	50%	50%	49%	-
2023/24	Female								
	Male								
	Other								
	Total								
	% Female	55%	55%						
	% Male	45%	45%						
2024/25	Female								
	Male								
	Other								
	Total								
	% Female	56%	56%						
	% Male	44%	44%						

Figure 24 Postgraduate taught student profile by gender and in comparison, with HESA subject benchmark for 13/14-24/25

[Redacted.]

Table 65 Postgraduate taught student enrolments by gender and fee status for 19/20-24/25

Academic year		2019/0	2020/1	2021/2	2022/3	2023/4	2024/5
Programmes	Gender and fee status	Count	Count	Count	Count	Count	Count
MBA Business Administration	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	58%	46%	41%	47%	53%	48%
MSc Accounting and Finance	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	81%	64%	69%	58%	52%	53%
MSc Business Analytics	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	56%	45%	49%	25%	48%	61%
MSc Entrepreneurship and Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	55%	39%	51%	44%	54%	56%
MSc Finance	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	53%	34%	39%	31%	30%	36%
MSc Finance with Banking	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	40%	44%	31%	44%	31%	57%
MSc Finance with Risk Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	59%	58%	29%	40%	39%	27%

MSc Human Resource Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	89%	91%	68%	77%	81%	81%
MSc Innovation and Technology Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	47%	53%	40%	53%	55%	46%
MSc International Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	45%	54%	48%	59%	52%	58%
MSc Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	63%	54%	51%	55%	55%	58%
MSc Marketing	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	74%	77%	72%	68%	77%	79%
MSc Operations, Logistics and Supply Chain Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	44%	30%	59%	35%	73%	40%
MSc Strategic Retailing	Male home	-	-	-	-		
	Female home	-	-	-	-		
	Male overseas	-	-	-	-		
	Female overseas	-	-	-	-		
	% Female	-	-	-	-	59%	80%
MSc Sustainability and Management	Male home						
	Female home						
	Male overseas						
	Female overseas						
	% Female	72%	53%	76%	62%	64%	68%

% female enrolments for taught postgraduate programmes 2019/20 to 2024/25
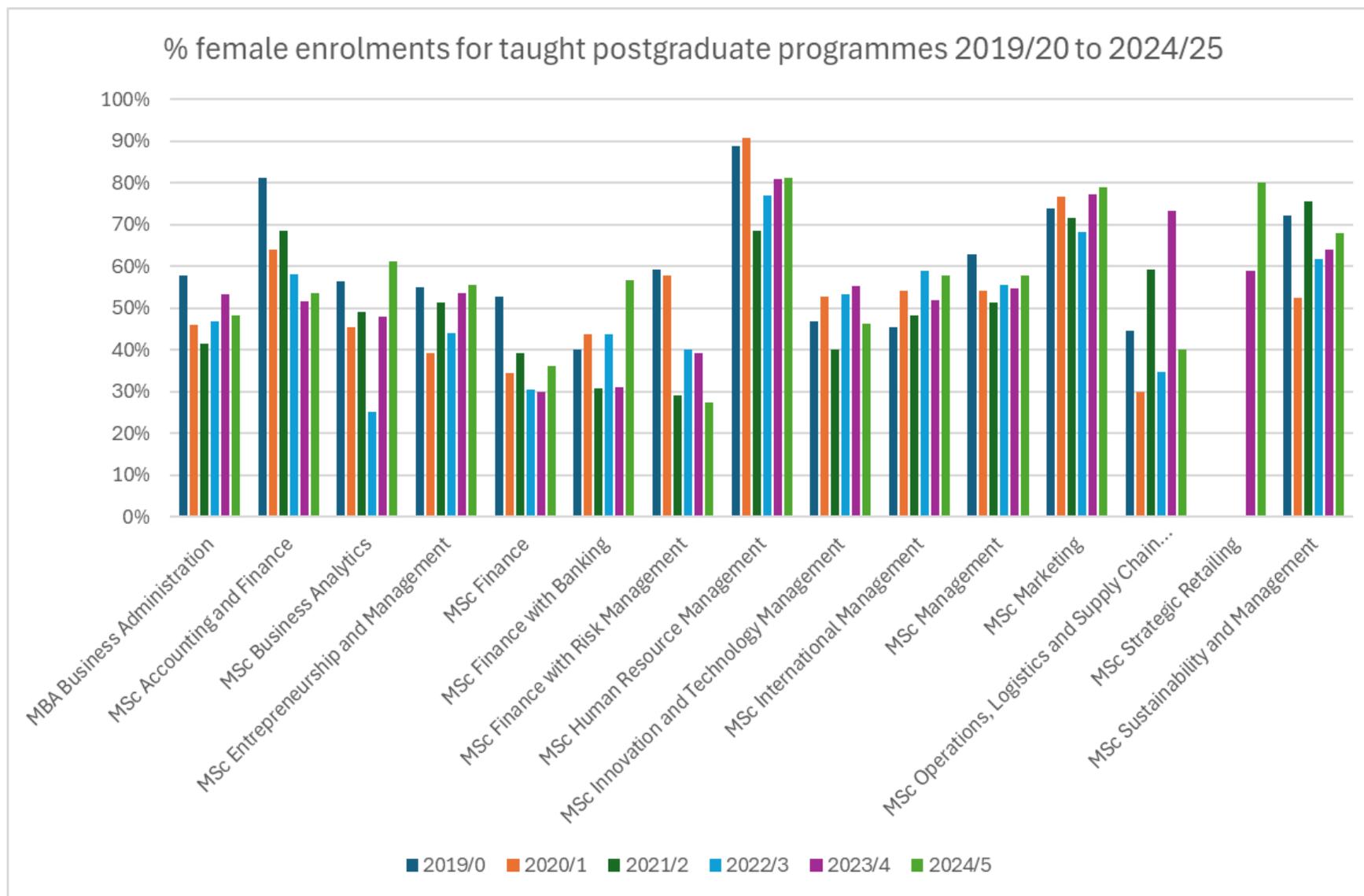
Table 66 MSc programme recruitment pipeline by programme and gender for 2020/21-23/24

[Redacted.]

Table 67 Postgraduate research student profile by gender and in comparison, with HESA subject benchmark for 13/14-22/23

HESA Cost Centre: Business and Management Studies		University of Bath School of Management				All HEIs			
		Total	Full time	Part time	Other	Total	Full time	Part time	Other
2013/14	Female								
	Male								
	Other								
	Total								
	% Female	50%	64%	42%	100%	43%	44%	42%	43%
	% Male	46%	45%	58%	0%	57%	56%	58%	57%
2014/15	Female								
	Male								
	Other								
	Total								
	% Female	57%	64%	45%	50%	45%	46%	44%	43%
	% Male	48%	36%	55%	50%	55%	54%	56%	57%
2015/16	Female								
	Male								
	Other								
	Total								
	% Female	59%	70%	45%	100%	46%	47%	44%	44%
	% Male	41%	30%	55%	100%	54%	53%	57%	56%
2016/17	Female								
	Male								
	Other								
	Total								
	% Female	62%	78%	40%	50%	46%	47%	44%	45%
	% Male	38%	22%	50%	50%	53%	52%	56%	55%
2017/18	Female								
	Male								
	Other								
	Total								
	% Female	64%	70%	50%	100%	47%	48%	44%	45%
	% Male	36%	30%	50%	0%	53%	52%	56%	55%
2018/19	Female								
	Male								
	Other								
	Total								
	% Female	62%	70%	50%	67%	47%	48%	42%	49%
	% Male	33%	20%	50%	33%	53%	52%	58%	51%

2019/20	Female								
	Male								
	Other								
	Total								
	% Female	56%	67%	43%	50%	48%	49%	42%	50%
	% Male	44%	33%	57%	50%	52%	51%	58%	50%
2020/21	Female								
	Male								
	Other								
	Total								
	% Female	58%	64%	50%	50%	49%	50%	43%	50%
	% Male	63%	55%	83%	50%	51%	50%	57%	50%
2021/22	Female								
	Male								
	Other								
	Total								
	% Female	54%	62%	47%	-	46%	49%	41%	-
	% Male	46%	38%	53%	-	54%	51%	59%	-
2022/23	Female								
	Male								
	Other								
	Total								
	% Female	55%	60%	50%	-	47%	50%	41%	-
	% Male	45%	40%	50%	-	53%	49%	59%	-

Figure 26 Postgraduate research student profile by gender and comparison with the HESA subject benchmark for 13/14-22/23.

[Redacted.]

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

Table 68 Undergraduate student attainment by gender 13/14-23/24

[Redacted.]

Figure 27 Undergraduate student attainment by gender 13/14-23/24

[Redacted.]

Table 69 Undergraduate student attainment by ethnicity 2023/24

[Redacted.]

Table 70 Postgraduate taught student attainment by gender 13/14-23/24

[Redacted.]

Figure 28 Postgraduate taught student attainment by gender 13/14-23/24

[Redacted.]

Table 71 PGT student attainment by ethnicity 2023/24

[Redacted.]

Table 72 Postgraduate research student submissions by gender for 10/11-20/21

[Redacted.]

Appendix A3: Academic staff profile by grade and contract function

Table 73 Academic staff profile by grade and contract function 17/18-23/24

Grade and contract function	2017/18				2018/19				2019/20				2020/21				2021/22				2022/23				2023/24			
	Female	Male	Grand Total	%F	Female	Male	Grand Total	%F	Female	Male	Grand Total	%F	Female	Male	Grand Total	%F	Female	Male	Grand Total	%F	Female	Male	Grand Total	%F	Female	Male	Grand Total	%F
5				-				-				-				-				-				-				-
Research				-				-				-				-				-				-				-
6				0%				-				100%				-				-				75%				63%
Research				0%				-				100%				-				-				75%				50%
Teaching								-								-				-				75%				75%
7				64%				89%				75%				50%				50%				63%				67%
Research				71%				88%				67%				33%				43%				57%				64%
Teaching				50%				100%				100%				100%				100%				100%				100%
8				44%				41%				53%				61%				67%				70%				62%
Lecturer				38%				36%				44%				54%				67%				76%				60%
Senior Lecturer				-				-				-				-				50%				50%				-
Research				33%				25%				50%				67%				100%				-				-
Teaching				71%				67%				71%				71%				67%				67%				63%
9				44%				41%				43%				44%				42%				46%				52%
Lecturer																								0%				0%
Reader				25%				25%				33%				33%				0%				0%				-
Senior Lecturer				50%				52%				53%				54%				49%				51%				56%
Teaching				33%				21%				24%				25%				32%				39%				46%
Professor				26%				28%				23%				23%				24%				20%				23%
Professor				26%				28%				23%				23%				23%				19%				22%
Teaching				-				-				-				-				50%				50%				50%
Other (KTP)				0%				0%				0%				0%				50%				100%				67%
Grand Total				40%				40%				41%				42%				43%				46%				47%

Figure 29 All academic staff by gender and proportion of staff who are female, 2013/14 to 2023/24

[Redacted.]

Figure 30 Counts of female academic staff by grade, 2019/20 to 2023/24

[Redacted.]

Figure 31 Research and teaching staff by gender and proportion of staff who are female, 2013/14 to 2025

[Redacted.]

Figure 32 Teaching academic staff by gender and proportion of staff who are female, 2013/14 to 2025

[Redacted.]

Table 74 Academic staff profile by grade, gender, and ethnicity (Snapshot July 2023/24)

[Redacted.]

Appendix A4: Academic staff profile by grade and contract type

Table 75 Academic staff profile by grade and contract type for 2017/18-2023/24

Grade and contract type	2017/18 Female	Male	Grand Total	%F	2018/19 Female	Male	Grand Total	%F	2019/20 Female	Male	Grand Total	%F	2020/21 Female	Male	Grand Total	%F	2021/22 Female	Male	Grand Total	%F	2022/23 Female	Male	Grand Total	%F	2023/24 Female	Male	Grand Total	%F
5			-	-							-	-			-				-				-				-	
Fixed term			-	-							-	-			-				-				-				-	
6				0%				-				100%				-				-				75%				63%
Fixed term				0%				-				100%				-				-				75%				63%
7				64%				89%				75%				50%				50%				63%				67%
Fixed term				67%				86%				67%				33%				43%				57%				64%
Open ended				50%				100%				100%				100%				100%				100%				100%
8				44%				41%				53%				61%				67%				70%				62%
Fixed term				67%				33%				67%				75%				67%				33%				60%
Open ended				39%				42%				50%				58%				67%				74%				62%
9				44%				41%				43%				44%				42%				46%				52%
Fixed term				0%				0%				25%				25%				33%				0%				-
Open ended				45%				43%				45%				45%				42%				47%				52%
Professor				26%				28%				23%				23%				24%				20%				23%
Fixed term				100%				0%				17%				10%				0%				9%				27%
Open ended				24%				29%				24%				26%				31%				24%				21%
Other (KTP, research non-scale)				0%				0%				0%				0%				50%				100%				67%
Fixed term				-				0%				0%				0%				67%				100%				100%
Open ended				0%				0%				-				0%				0%				-				0%
Grand Total				40%				40%				41%				42%				43%				46%				47%

Appendix A5: Professional, technical and operational (PTO) staff profile by job family (contract function)

Table 76 Professional, technical and operational (PTO) staff profile by job family (contract function) * and grade for 19/20-24/25

	G3			G4			G5			G6			G7			G8			ALC6			Total			
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	All	% Female
2019/20			100%			100%			86%			100%			86%			69%			0%				89%
2020/21			-			100%			88%			94%			87%			62%			-				87%
2021/22			0%			100%			91%			94%			87%			66%			0%				86%
2022/23			100%			100%			91%			91%			90%			69%			0%				88%
2023/24			100%			100%			91%			93%			92%			76%			0%				90%
2024/25			0%			100%			90%			94%			92%			72%			0%				89%

* Note that all the schools' professional staff are in the MSA (Management, Specialist, and Administrative) category.

Figure 33 Number of PTO staff by gender and proportion of staff who are female, 2019/20 to 2024/25

[Redacted.]

Figure 34 PTO staff pipeline – proportion of staff who are female by grade and year, 2019/20 to 2024/25

[Redacted.]

Table 77 PSS profile by grade, gender, and ethnicity (Snapshot July 2023/24)

[Redacted.]

Appendix A6: Professional, technical and operational (PTO) staff profile by contract type (FTC/Open)

Table 78 Professional, technical and operational (PTO) staff profile by contract type (FTC/Open)

[Redacted.]

Appendix A7: Applications, shortlist and appointments made in recruitment to academic posts

Table 79 Applicants, shortlisted candidates, and appointments to academic posts 2013/14 to 2023/24

[Redacted.]

Table 80 Overall recruitment data by gender and year, 2019/20 to 2023/24

[Redacted.]

*T*able 81 Recruitment data by contract function, gender and year, 2019/20 to 2023/24 combined

[Redacted.]

Table 82 Recruitment data for teaching and research roles by role/grade, gender and year, 2019/20 to 2023/24 combined

[Redacted.]

Appendix A8: Applications, shortlist and appointments made in recruitment to PTO posts

Table 83 Applicants, shortlisted candidates, and appointments to PTO posts 2018/19 to 2023/24

[Redacted.]

Table 84 PTO recruitment by gender and year

[Redacted.]

Figure 35 Applicants, shortlisted candidates, and appointments to PTO posts 2013/14 to 2023/24

[Redacted.]

Table 85 Applications and success rates for academic promotions, 2013/14 to 2023/24

School of Management (Academic and Research)	Applications				Promotions				Success rate		
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total
2013/14				0%				0%	-	100%	100%
2014/15				60%				50%	67%	100%	80%
2015/16				0%				0%	-	60%	60%
2016/17				50%				50%	100%	100%	100%
2017/18				25%				0%	0%	67%	50%
2018/19				40%				0%	0%	100%	60%
2019/20				22%				14%	50%	86%	78%
2020/21				22%				22%	100%	100%	100%
2021/22				60%				67%	100%	75%	90%
2022/23				36%				40%	100%	86%	91%
2023/24				38%				43%	100%	80%	88%

Note: [Redacted.]

The specific grades of the promoted staff are described in the table below.

[Redacted.]

Table 86 Applications and success rates for academic promotions, 2016/17 to 2023/24

[Redacted.]

Appendix A10: Applications and success rates for PTO progression

Table 87 Applications* and success rates for PTO career progression, 2019/20 to 2024/25

[Redacted.]

Table 88 Grant application and success data by gender and year, 2017-2025.

[Redacted.]

Table 89 Research seminars hosted in the school, broken down by gender of the speaker and year, 2014-2025.

[Redacted.]

Table 90 Contributions to media articles (press, online, broadcast) and interviews (radio and TV), broken down by gender of the contributor and year, 2019-2025.
[Redacted.]

Table 91 School leader/manager interviews (2025)

[Redacted.]

Table 92 Part-time staff focus group (2025)

[Redacted.]

Table 93 Supporting PSS career development short survey (2025)

[Redacted.]

Table 94 Women in Leadership review (2022)

[Redacted.]

Appendix 3: Glossary

2019AP	2019 Action Plan
2025AP	2025 Action Plan
2018CS	2018 Culture Survey
2023CS	2023 Culture Survey
2025CS	2025 Culture Survey
2025WS	2025 Wellbeing Survey
A&F	Accounting & Finance
ACCSB	Association to Advance Collegiate Schools of Business
AD	Associate Dean
ADE	Associate Dean Education
ADF	Associate Dean Faculty
ADR	Associate Dean Research
AFL	Accounting Finance & Law
AMBA	Association of MBAs
Amplify	Student-led International Women's Day Summit
AP	Action Plan
AR	Academic Research
AR&T	Academic Research & Teaching
AS	Athena Swan
ASC	Academic Staff Committee
ASIC	Athena Swan Implementation Committee
AT	Academic Teaching
AY	Academic Year
Cf.	Compare
Co-I	Co-investigator
CS	Culture Survey
DBA HEM	Doctor of Business Administration in Higher Education Management
DirEDI	Director of EDI
DoS	Director of Studies
DoT	Director of Teaching
EB	School Executive Board
ECR	Early Career Researcher
EDI	Equality Diversity & Inclusion
EDIC	Equality Diversity & Inclusion Committee
EFMD	European Foundation for Management Development
EMBA	Executive Master of Business Administration
EMG	Ethnic Minority Group
F	Female
FTE	Full-Time Equivalent
FTMBA	Full-time MBA
HEI	Higher Education Institutions
HESA	Higher Education Standards Agency
HoD	Head of Division
HR	Human Resources

ICAP	Interrupted Career Acceleration Programme
IDO	Information, Decisions & Operations
LeadE&D	Lead for Engagement and Development
M	Male
MBA	Master of Business Administration
MBS	Marketing, Business & Society
MPhil	Master of Philosophy
MRes	Master of Research
Non-EMG	Non-Ethnic Minority Group
PDR	Postdoctoral Researcher
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhD	Doctor of Philosophy
PI	Principle Investigator
PoP	Professor of Practice
PSS	Professional Services Staff
PT	Part-time
PTMBA	Part-time MBA
RAG	Red, Amber, Green
REC	Athena Swan Race Equality Charter
REC-USAT	Race Equality University Self-Assessment Team
REF	Research Excellence Framework
RKEC	Research & Knowledge Exchange Committee
S&O	Strategy & Organisation
SDPR	Staff Development Performance Review
SEDIC	School Equality, Diversity & Inclusion Committee
SEO	Student Experience Officer
SGL	Subject Group Lead
SLTQC	School Learning Teaching Quality Committee
SoM	School of Management
SSAT	School Self-Assessment Team
SSLC	Staff Student Liaison Committee
UG	Undergraduate
UoB	University of Bath
USAT	Athena Swan University Self-Assessment Team
WAMS	Workload Allocation Management Systems
WBS	Warwick Business School
WiL	Women in Leadership
WLM	Workload Model

Appendix 4. 2025AP Gantt Chart

Table 95 2025AP Gantt chart

Objectives and actions	2025-26	2026-27	2027-28	2028-29	2029-30
	O N D J F M A M J J A S	O N D J F M A M J J A S	O N D J F M A M J J A S	O N D J F M A M J J A S	O N D J F M A M J J A S
Theme 1: PSS composition and career development					
Objective 1.1: Improve gender balance of PSS across grades.					
1.1.1 Inclusive PSS recruitment project.					
1.1.2 Monitor gender balance on PSS shortlisting and interview panels.					
Objective 1.2: Improve access to, and the provision of, PSS career development opportunities.					
1.2.1 Establish a new PSS training and development budget. Evaluate.					
1.2.2 Run at least 5 PSS skill sharing sessions per year with internal or external facilitators.					
1.2.3 Design and introduce new PSS pilot career development programme for grades 5 and 6.					
1.2.4 Design and introduce new PSS pilot leadership development programme for grades 7-ALCS6.					
Objective 1.3: Increase representation of female PSS in School committees and decision-making bodies.					
1.3.1 Increase PSS representation on EB.					
1.3.2 Increase female/non-binary PSS representation on School committees.					
1.3.3 Introduce 24-month Bridge programme to support committee confidence and skills.					
Theme 2: Female Academic Leadership					
Objective 2.1: Increase the proportion of professors who are female, with a focus on EMG staff					
2.1.1 Enhance promotion support for teaching specialist senior lecturers.					
2.1.2 Establish Promotion Ready scheme.					
2.1.3 Introduce twice-annual female professors' networking event.					
Objective 2.2: Increase the visibility of females in academic leadership roles.					
2.2.1 Increase the % of women on EB to 35%.					
2.2.2 Increase the % of women holding non-EB leadership roles in the School to 40%.					
Theme 3: Inclusive Education					
Objective 3.1: Increase the number and percentage of female students in our UG and PGT population through targeted recruitment strategies.					
3.1.1 Increase visibility of female staff, students and alumni through "Women in…" campaigns.					
3.1.2 Letter campaign to female (male) offer holders.					
Objective 3.2: Reduce gender gaps in UG educational attainment with attention to EMG Students.					
3.2.1 Work with DOSs and SEOs to explore the introduction of PGT Study Skills Labs.					
Objective 3.3: Reduce gender gaps in UG educational attainment with attention to EMG.					
3.3.1 Work with DOSs and SEOs to explore the introduction of UG Study Skills Labs.					
Objective 3.4: Improve female representation in teaching teams and materials on post-experience programmes.					
3.4.1 Improve female representation in teaching teams and materials on post-experience					
3.4.2 Improve female representation on the Staff-Student Liaison Committee (MBA)					
Objective 3.5: Increase student voice on EDI matters across all levels of study.					
3.5.1 Review and map EDI student voice mechanisms.					
3.5.2 EDI Voice pilot.					
Theme 4: Inclusive Research Environment					
Objective 4.1: Increase the visibility of female academic staff in research-related events.					
4.1.1 Work with the community to create and communicate Inclusive Event Guidance.					
4.1.2 Create Inclusive Events Training.					
Objective 4.2: Improve research inclusion for female/non-binary staff.					
4.2.1 Introduce an Inclusive Research Assistance Fund					
4.2.2 Introduce Impact Communities (groups of 4-6 staff)					
4.2.3 Introduce cross-School grant funding sandpits aligned with funder priorities					
Objective 4.3: Improve PGR completion rates and reduce gender gap in PGR completion rates					
4.3.1 Explore PGR experiences through focus groups. Pilot support for PGR interruptions/					
4.3.2 Return to study support scheme.					

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Objectives and actions — Gantt chart (monthly columns: O N D J F M A M J J A S per year)

Objectives and actions	2025-26	2026-27	2027-28	2028-29	2029-30
Objective 5.1: Improve the coordination and provision of wellbeing support in the School.					
5.1.1 Introduce a Wellbeing Lead (with appropriate reward and recognition) to join SEDIC and SSAT.	Development → Implementation	Implementation → Evaluation			
5.1.2 Create a representative Wellbeing Working Group that reports quarterly to EDIC.	Development → Implementation	Implementation → Evaluation			
Objective 5.2: Creating a carer friendly workplace. (Priority)					
5.2.1 Appoint a Carers' Champion (academic or PSS)	Development → Implementation	Implementation → Evaluation			
5.2.2 Work with the community and the University Carers' Network to create support for carers'	Development → Implementation	Implementation → Evaluation			
5.2.3 Introduce Carer meet-ups to enable peer community support and to introduce advice sessions.	Development → Implementation	Implementation → Evaluation			
Objective 5.3: Support staff experiencing symptoms associated with menstruation or					
5.3.1 Appoint a Menopause Champion to bring voice from the community into school decision	Development → Implementation	Implementation → Evaluation			
5.3.2 Introduce Menopause and Menstruation meet-ups to enable peer community support.		Development → Implementation	Implementation → Evaluation		
5.3.3 Menstruation and menopause training provided to all line managers.		Development → Implementation	Implementation → Evaluation		
Objective 5.4: Increase the percentage of staff that feel that the School is active in tackling bullying and harassment. (Priority)					
5.4.1 Produce up to five anonymised case studies to support affective in-person training.	Development → Implementation	Implementation → Evaluation			
5.4.2 Introduce bi-annual bullying and harassment training. Mandatory for line managers. Available to	Development → Implementation	Implementation → Evaluation			
Objective 5.5: Bridge the gap between PSS and academic staff to build a shared culture of belonging					
5.5.1 Pilot Staff Community Event Fund.			Development → Implementation	Implementation → Evaluation	
5.5.2 Pilot an optional PSS-academic buddy scheme allowing for mutual support and career			Development → Implementation	Implementation → Evaluation	
Theme 6: Improving AS communication and governance					
Objective 6.1: Improve communication to the School about progress towards the AS Action Plan.					
6.1.1 Create an Athena Swan webpage that is publicly viewable.	Development → Implementation	Implementation → Evaluation			
6.1.2 Introduce Athena Swan training. Mandatory for EB members and line managers.	Development → Implementation	Implementation → Evaluation			
6.1.3 Establish the production of an annual Athena Swan report and infographic.	Dev/Impl/Eval	Dev/Impl/Eval	Dev/Impl/Eval		Dev/Impl/Eval
Objective 6.2: Improve governance of Athena Swan activities.					
6.2.1 Establish a formal annual review of the 2025AP with EB, EDIC, and SSAT.	Impl	Impl	Impl	Impl	Impl
6.2.2 Create an induction handbook for new SSAT and SEDIC members.	Development → Implementation	Implementation → Evaluation			
6.2.3 Create and share live tracker for 2025AP success measures.		Impl/Eval	Impl/Eval	Impl/Eval	Impl/Eval
6.2.4 Extend membership of the SSAT to include 2-3 EB members, and to improve gender balance.	Development → Implementation → Evaluation				
Theme 7: Improve training provision					
Objective 7.1: Continue to improve training provision in the School.					
7.1.1 Development of new training and development strategy.	Development → Implementation	Implementation → Evaluation			
7.1.2 Evaluation of effectiveness of new training strategy and report to SEC.			Evaluation		

Key:
- Priority
- Development
- Implementation
- Evaluation