

## Athena Swan Bronze application form for departments

### Applicant information

Name of institution	University of Bath
Name of department	Social and Policy Sciences
Date of current application	September 27, 2022
Level of previous award	n/a
Date of previous award	n/a
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Section	Words used
An overview of the department and its approach to gender equality	2312
An assessment of the department's gender equality context	3645
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	<b>5957</b>

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

**Overall word limit: 6000 words**

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

### 1. Letter of endorsement from the head of the department

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1<sup>st</sup> September, 2022

*RE: Application for Athena SWAN Bronze award*

For the attention of the Athena SWAN Review Panel,

I am delighted to support this application for an Athena SWAN Bronze award, and can confirm that the information provided in the application is an honest and accurate representation of the Department of Social and Policy Sciences at the University of Bath.

The Department incorporates academics from across the social sciences – originally social policy, sociology, and social work, and, in more recent years, international development and criminology. The Department is a vibrant, research-focussed community of staff and students, and our degrees and research reflect a shared, core focus on social justice and equality. As such, the principles of Athena SWAN are to some degree already embedded in our departmental culture. In other respects, there is much to do to ensure that our aspiration to produce an inclusive work environment that tackles inequalities and celebrates diversity is realised. The staff data assessment carried out for this application reveals, amongst other things, a gap between our female and male colleagues in terms of their understanding of workload allocation (particularly in relation to key management roles), their

experience of staff review, and gaps in department record-keeping and policy-making in relation to EDI-related matters.

I am personally committed to tackling these issues, and on becoming Head of Department in September 2021, made supporting the work of our Athena SWAN self-assessment team (SAT) towards submission of an application one of my primary goals. I have been fully involved in both the review and analysis of mandatory data and the creation of an Action Plan. I perceive several of the Action Points emerging from this work to be urgent, and for that reason have already made a start on the work that falls under the responsibility of the Head of Department, with the support and guidance of the Athena Swan SAT. Early changes include the reforming of staff induction, the reconstitution of our Department Executive Committee so that it includes a rolling membership for our Early Career colleagues, the launch of a new, regular workshop aimed at demystifying promotion processes and criteria, and a move towards new, more transparent workload allocation processes.

As identified in the Action Plan below, our priorities, as we move into the last quarter of 2022 and into early 2023, will be to transition the SAT into an EDI Committee, with clear, self-set terms of reference, a workplan, and – crucially -- lines of reporting that mean that it is able to mainstream EDI-related issues, such that they become, even more so than now, core to our work as a Department. A further challenge and primary priority-area is improving our Department-level data, to allow us to better monitor and track staff and student experiences related to gender equality.

These first steps will create the infrastructure and resources needed to move towards a second phase of work, detailed in the 17-point Action Plan below: the creation of a set of new Department-level policies to, amongst other things, bolster support for those returning from parental leave and those with responsibilities for elder-care. We will work closely with the Faculty and University to achieve these aims, with a view to sharing and promoting best practice and pushing for additional resource and support.

Yours sincerely,

A handwritten signature in black ink that reads "Sarah H Moore". The signature is written in a cursive style with a large initial 'S'.

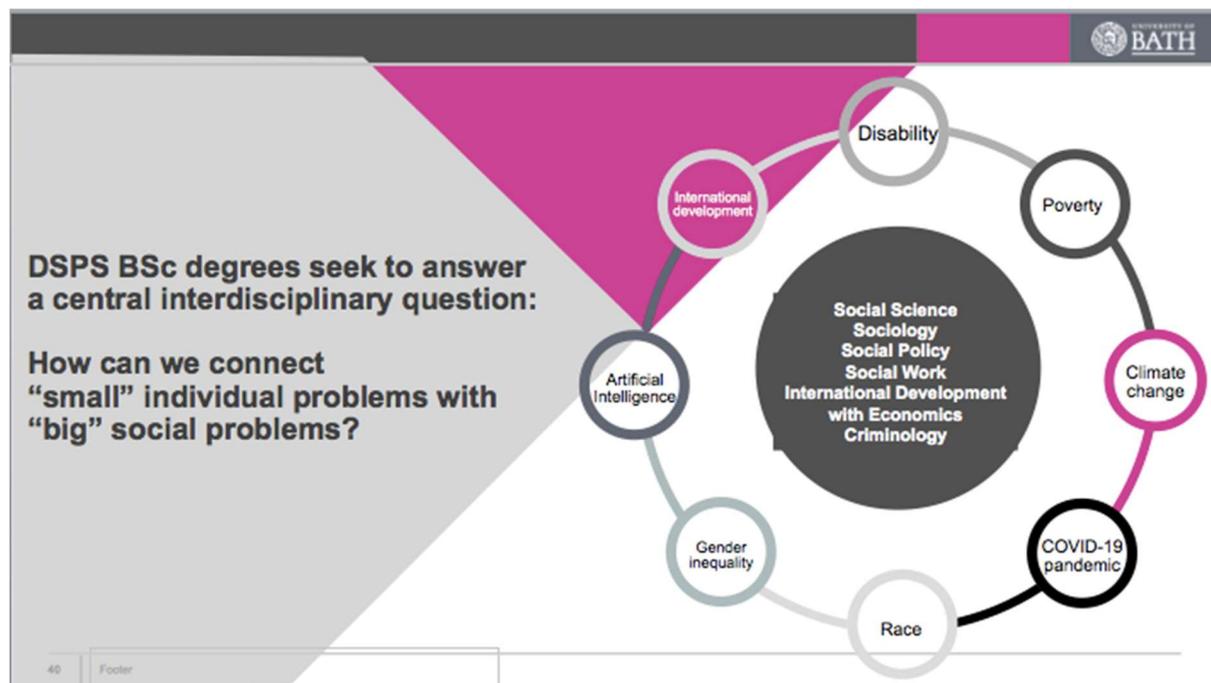
Dr Sarah Moore  
Head of Department  
Department of Social and Policy Sciences

## 2. Description of the Department

The Department of Social and Policy Sciences (DSPS) is one of six in the Faculty of Humanities and Social Sciences at the University of Bath. The University of Bath's School of Social Sciences was founded in 1966 and DSPS formed in 1997. The Department of SPS is located in the 3 East Building on the University of Bath campus, and the vast majority of colleagues are housed together there. The ratio of self-identified female to male academic staff in DSPS for the period covered in this application is 33:23 or 59% female.

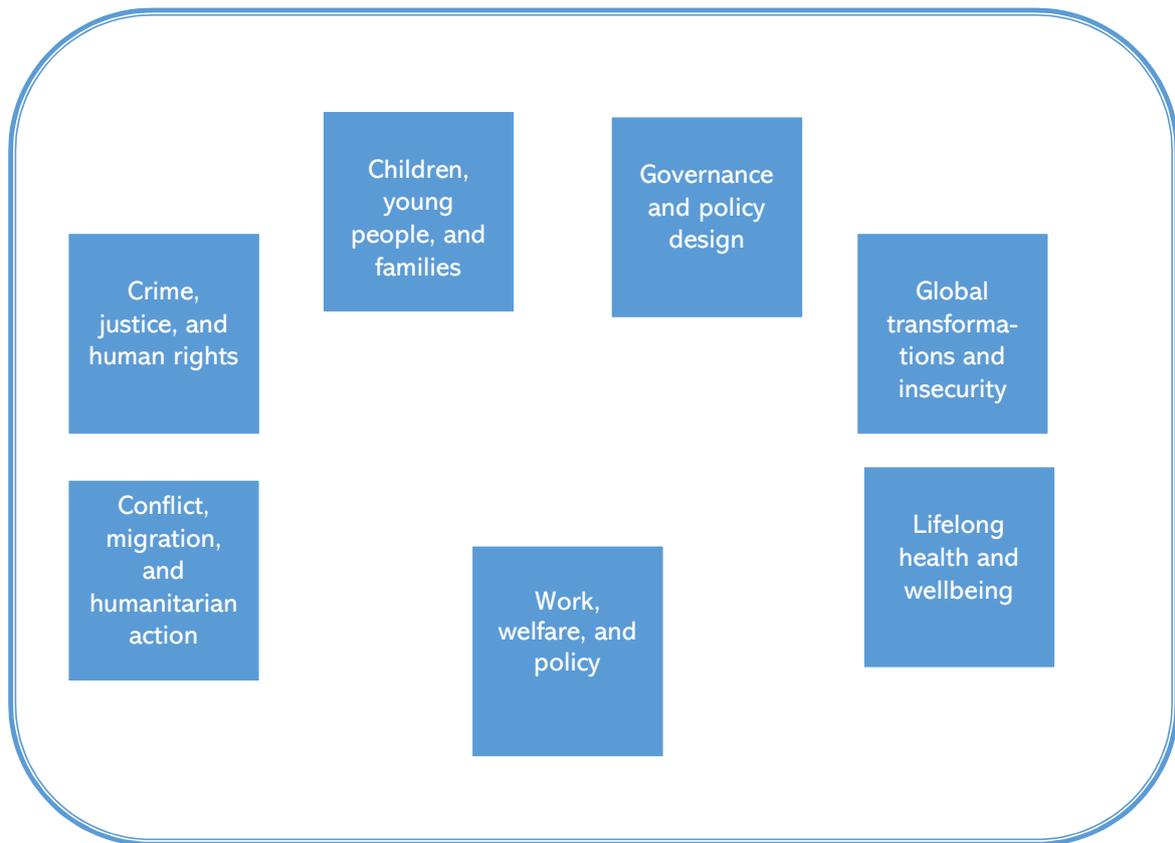
DSPS's current academic degree areas are Social Policy, Sociology, Social Work, Criminology, and International Development with Economics. Staff members are research active, which informs all levels of teaching. The degree programmes cover an interdisciplinary range of topics across all these disciplines and share a focus on connecting 'small' individual problems with 'big' social problems as seen in Figure 2.1. The ratio of self-identified female to male undergraduates in DSPS for the period covered in this application is 477:121 or 80% female, postgraduate taught (PGT) 115:53 or 68% female, and postgraduate research (PGR) 47:24 or 66% female. The ratio of all students in DSPS is 639:198 female to male or 76% female.

**Figure 2.1 DSPS BSc Degree Interdisciplinary Structure**

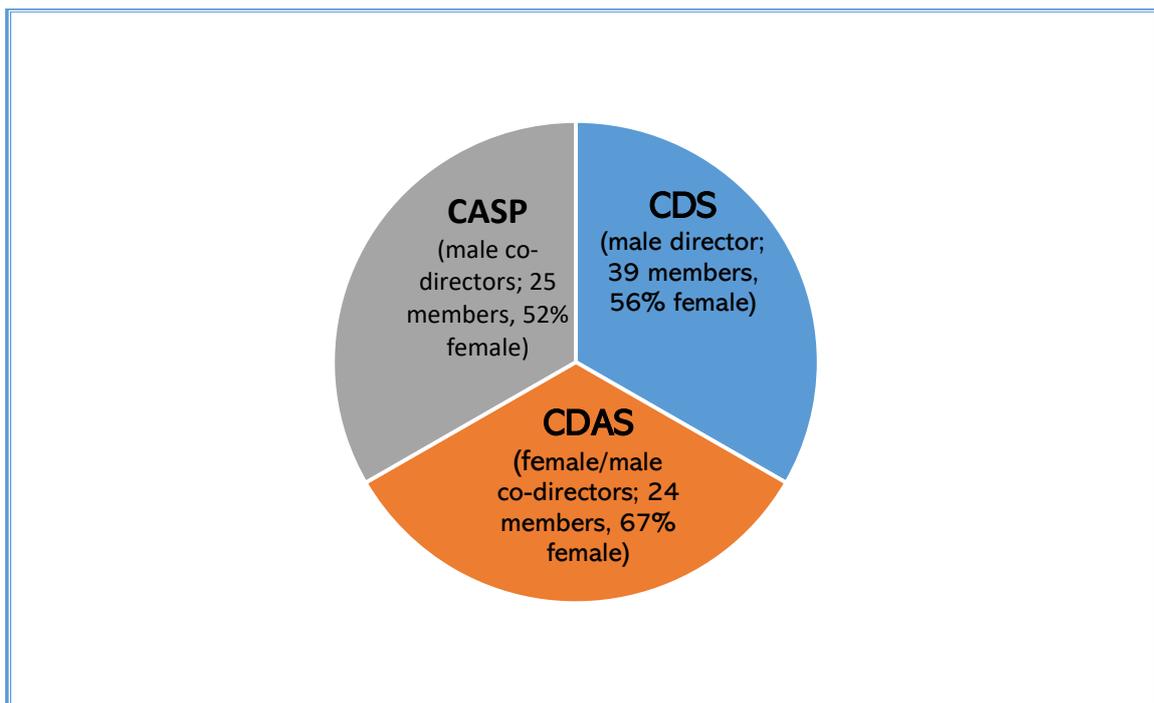


There are seven dynamic research themes in DSPS (see Figure 2.2). There are also three active interdisciplinary Departmental Research Centres that include postgraduate researchers and international associates: the Centre for the Analysis of Social Policy (CASP), the Centre for Development Studies (CDS), and the Centre for Death and Society (CDAS) (see Figure 2.3).

**Figure 2.2 DSPP Research Themes**



**Figure 2.3 DSPP Research Centres**



DSPS includes newer ‘pop-up’ research centres for exploring innovative avenues of research. The groups are committed to multiple, important DSPS/University EDI initiatives and include the Centre for Decolonising Research in Teaching, Research and Practice (DecKno), the Centre for Prisons Research, the Centre for Conflict, Migration, Humanitarian Action, and the Centre for Natural Resource Extraction, Sustainability and Social Justice. Of the four Directors for these pop-up research centres, three are female.

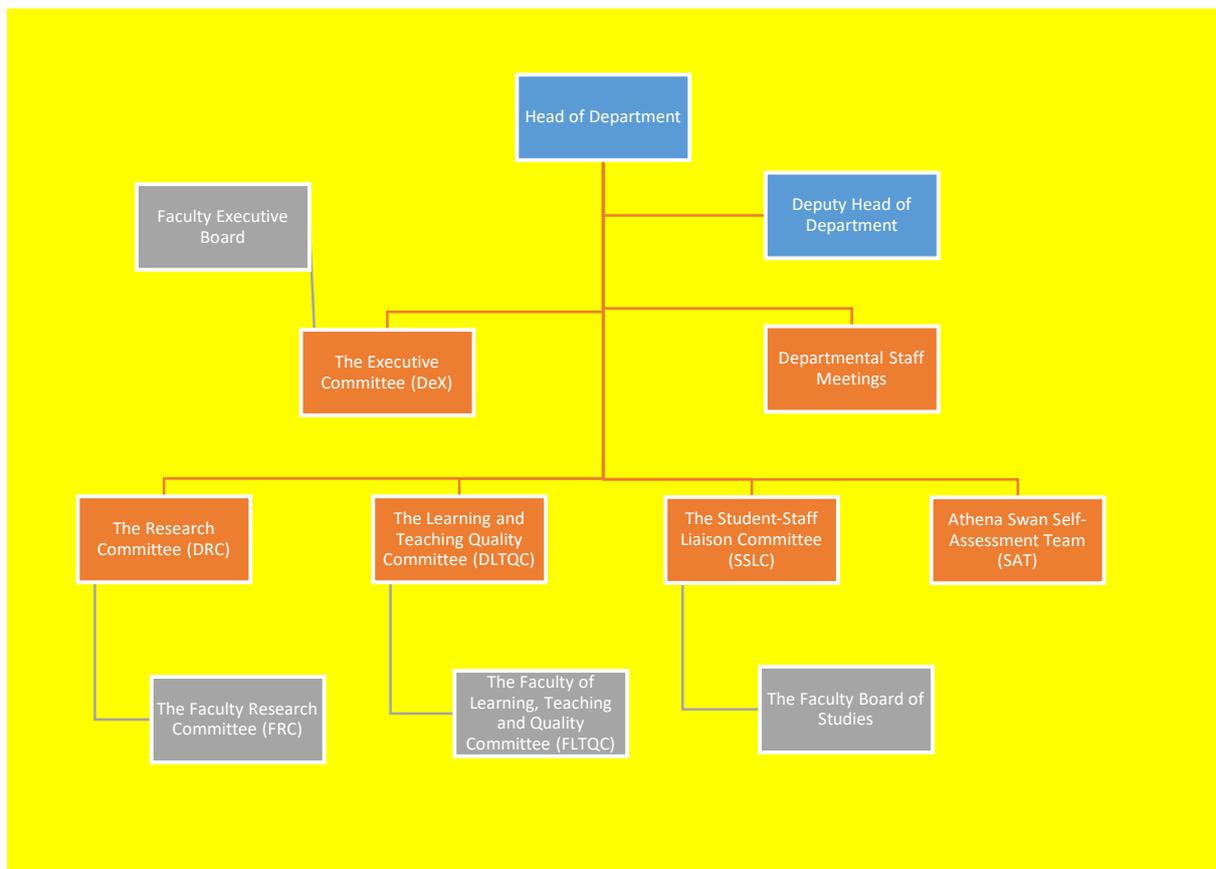
Actively pursuing equality and social justice is an integral part of departmental research and frames many of our activities as part of DSPS’s EDI commitment. A good example of this is DecKno’s ongoing work on ‘Decolonising the Curriculum’ at the University of Bath. DSPS colleagues also actively engage with the central University administration to create and implement new policies and institutional support mechanisms that enhance equality and inclusion. Examples and evidence include our DSPS Departmental Coordinator’s successful efforts to establish a University guidance document for domestic abuse victims. Most recently, colleagues in the Centre for Death and Society worked with the University to develop more inclusive grief and bereavement support for students.

DSPS is also continually working across EDI boundaries. For example, the BSc Criminology and BSc International Development with Economics (our most recent undergraduate degree programme additions) are fueling numeric growth in more diverse undergraduate groups, as highlighted in Appendix 2 Table A2.1. Postgraduate taught students have increased four-fold since 2017/18, whereas postgraduate research numbers have increased by 62% (see Appendix 2 Table A2.1). As detailed in later sections of this application, all DSPS courses have a higher proportion of female students.

### **3. Governance and recognition of equality, diversity and inclusion work**

The DSPS Athena Swan Committee was created in Autumn 2019 and significant workload hours were allocated to its two leads over the course of three-years. **REDACTED** (2019-2020 AS lead) received 283 hours and Dr. John Troyer (2021-2022 AS lead) received 200 hours (see Table 5.1). A full discussion around how our SAT operated is presented in Section 1.5 and an action going forward is to make sure all SAT members receive workload hours (AP1.1). In addition to the SAT, there are six core DSPS committees and more than 50 management roles to be shared among the 41 permanent members of the academic staff. As of September 2021, the two most senior management roles in the department – Head of Department (HoD) and Deputy Head of Department – have been held by female colleagues (see Figures 3.1 and 3.2).

#### **Figure 3.1 DSPS Committee Structure**



All committee Directors and other administrative leads provide regular updates to all members of staff in twice-semester Departmental Staff Meetings, with Athena Swan and Equality, Diversity and Inclusion as standing items in the meetings. The HoD chairs the Department’s Executive Committee (DeX) and the all-staff meetings. The other committees are each chaired by different members of staff. Chairs of the latter committees are all members of DeX, along with the Deputy Head of Department.

**Figure 3.2 DSPS Committee Members by Gender**

<b><i>The Executive Committee</i></b>	<p><b>Core membership:</b></p> <p>Head of Department (F)</p> <p>Director of Teaching (M)</p> <p>Director of Research (F)</p> <p>Deputy HoD (F)</p> <p>Social Work Director of Study (M)</p> <p><b>Rolling membership:</b></p> <p>A member of the professoriate (invited in alphabetical order)</p>
<b><i>The Research Committee (DRC)</i></b>	Director of Research (F)

	Research Centre Directors (4M and 1F) Postgraduate Research Director (F) Impact Director (M) Departmental research staff coordinator (M) Department Ethics officer (M)
<b>The Learning and Teaching Quality Committee (DLTQC)</b>	Director of Teaching (M) Head of Department (F) 2 Student Representatives (M and F) Directors of study for undergraduate and postgraduate taught programmes (5F, 2M) Senior academic tutor (M) Undergraduate dissertation coordinator (M)
<b>The Student-Staff Liaison Committee (SSLC)**</b>  <i>*Yet to be renewed for 2022/23</i>	Director of Teaching (M) Head of Department (F) Undergraduate Directors of study (3F, 1M) Two student reps from each year group of each undergraduate program (elections in November)

Other evidence of DSPS’s commitment to EDI includes its prominent inclusion in Departmental Away Days and seminars, as well as our teaching provision. Equality, Diversity and Inclusion work is, for example, regularly celebrated, recognised and embedded within DSPS across its dynamic research, undergraduate and postgraduate course offerings, e.g., units on Race and Racism, Death in the Criminal Justice System, and Gender, Sexuality, Science and Technology. Staff are also encouraged to showcase the EDI work they do in their promotion applications. Further EDI evidence is discussed in sections 1.4 and 1.5. We agreed that a DSPS action going forward (AP1.1) is determining what a DSPS EDI committee looks like and how it operates in the future within the Department. As things stand now, the SAT is the primary space where EDI issues are discussed and we send feedback to DeX and the Department to ensure robust communication regarding any EDI issues.

#### 4. Development, evaluation and effectiveness of policies

DSPS is fully committed to the formal EDI policies established by the University while it also exercises local-level evaluative oversight into how well policies and practices are implemented within our departmental community. For example, the Departmental EDI Champion (**REDACTED**) presents regular updates on University initiatives at the Departmental Staff meetings. Those initiatives are then discussed by colleagues and taken forward by the Department’s Executive Committee, DSPS research centres and the directors of undergraduate and postgraduate programmes.

DSPS runs regular audit exercises that tell us about how EDI policies are working, e.g., the HoD’s internal degree outcome review, which looks at data on student outcomes and then creates an action plan to tackle any emerging inequalities. The Departmental Research Committee (DRC) is another area where EDI policies encompassing DSPS research culture are evaluated in order to ensure EDI effectiveness. We also offer internal seminars on topics such as ‘Teaching Gender’

in order to help develop effective teaching strategies that are cognizant of EDI-related matters.

DSPS regularly arranges widely publicised seminars on research relating to the evaluation and effectiveness of EDI policies (especially in the HEI sector) such as the March 22, 2022 lecture given by University of Bath Global Chair Professor Heike Solga and her work on the impact of university policies on gender equality in German and Italian universities. In March 23, 2022 DSPS also ran an online community forum that discussed balancing parenting responsibilities with an academic career and featured both male and female speakers. This intra-Departmental series will follow-up with another new DSPS programme on colleagues balancing elder care with academic careers (AP2.2). This programme is part of a new campaign to create a University wide policy that offers long-term paid leave for elder care. Fully resourced and supported grief and bereavement support for all DSPS staff is also being championed with the inclusion of elder care.

In addition to this local-level EDI activity, DSPS staff regularly send written and verbal feedback on EDI policies to the University central administration so that it can create new and better policies that support equality, diversity, and inclusion. DSPS staff expertise and advice is welcomed and/or sought out at all levels of the organisation, from the Vice-Chancellor's Office, down. In addition to the domestic violence guidance and decolonizing the curriculum leadership noted above, DSPS colleagues worked directly with Human Resources (HR) over the past three-years to advise on potential direct and indirect biases that can arise in the new Professorial salary schedule. DSPS then worked with HR to pilot a Flexible Working Agreement and championed how a phased-in return to work for those with intense caring responsibilities better supports work-life balance.

DSPS colleagues regularly share commentaries and blogs that evaluate different policies addressing gender inequalities with members of HR and the wider University community. One ongoing project includes working with the HR Director to consider more effective support and encouragement for significantly increased carer leave amongst male colleagues while also reviewing the current parental leave employment criteria that excludes many fixed-term employees. We also lobbied and finally won stronger and more effective student support for victims of sexual violence on campus largely through DSPS colleague **REDACTED** advocacy. This achievement is in addition to championing greater wellbeing support for all students, since many mental health issues have their root in past sexual violence.

Finally, DSPS consistently works with University HR to promote opportunities for applicants from diverse backgrounds including new hiring procedures at the University level to ensure more equal chances for candidates. DSPS successfully piloted these procedures in 2020/21. As all of these policies are developed, DSPS continues to evaluate them using open ended discussions during Departmental meetings to make sure the policies are effective; stressing that all colleagues feel valued and included, regardless of their background.

## **5. Athena Swan self-assessment process**

Former Head of Department **REDACTED** established an Athena Swan self-assessment team (SAT) in Autumn 2019, chaired by **REDACTED** (Senior Lecturer in International Development – see Table 5.1 below). The committee membership reflected the Department’s diversity in roles and seniority levels. In recognition of the DSPS commitment to Athena Swan and the time demands the process creates, Johnson was allocated 283 workload hours in the workload for both that year and into 2020 (AP1.1). The SAT met eight times in 2019-2020, including virtually after the start of national lockdowns in March 2020.

The student and staff surveys were distributed in Spring 2020. The staff survey had a good response rate of 70.6% (41 out of 58 listed staff); 58.5% of respondents were female (just under the proportion of DSPS staff who are female), 34% of respondents were male, one colleague categorized themselves as ‘Other’ and two respondents ‘PNTS’ their gender.

The response rate for the student survey was lower, at a total of 89 across all teaching levels. Of this, 78.7% of the respondents were female and 20.2% were male (this ratio of 70:19 female-to-male students is in line with the overall Departmental gender teaching mix), and 21% were non-EU/UK nationals. Of all these respondents, 59 were on one of the DSPS undergraduate programmes (there was a response rate 6.5% for this group of students), 20 from postgraduate taught programmes (response rate 11.9%), and 10 from doctoral programmes (7 from the Professional Doctorate, giving a response rate of 21% for this group). The SAT discussed re-surveying the students to increase numbers but decided against it due to the additional pressure on our students at the time in navigating the new all-virtual learning environment and lockdown limitations. Lockdowns also made focus groups less feasible, as students were already spending a great deal of time on screens and DSPS staff were not initially as skilled in virtual engagement.

The pandemic also resulted in the University implementing a redundancy scheme, which AS lead Susan Johnson accepted in August 2020. Given a mixture of pandemic lockdowns, additional teaching demands, leavings, and other commitments by staff members, the SAT became less active for the 2020-21 academic year. In September 2021, a new SAT group was constituted to update and finish synthesizing the gathered data, write-up the application and develop action points (see bottom of Table 5.1). Bath University ED&I Officer Aiste Senulyte Zubiniene worked closely with the SAT and a comprehensive team effort enabled us to produce the full AS report.

The University provided DSPS with the mandatory data that is reported in this application (see Appendix 2) and the reconstituted SAT used/analysed the existing 2020 internal DSPS staff survey data to avoid further imposition on staff time (see Appendix 1). Departmental discussions with a range of staff members confirmed that the survey data remains valid. The 2020 survey data also supported some internal DSPS changes ahead of the AS submission, which are explained in Section 2. A separate University group that includes DSPS colleagues has been investigating the EDI implications of COVID, and it is clear that while COVID intensified the

importance of the issues raised by staff in 2020, it did not fundamentally change the challenges faced by the Department.

Consultation with the Student-Staff Liaison Committee also confirm that the student responses and issues remain valid but that the ongoing, multi-year impacts of COVID on DSPS undergraduates and postgraduates will continue to be evaluated and acted on by the SAT.

Moving forward over the next five-years, DSPS will transition the SAT to a full ED&I Departmental Committee upon submission of our application that will implement, manage, evaluate, and update the Action Plan outlined in Section Three. The ED&I Committee will meet three-times a year and in year one draft terms of reference, which will include how members are recruited, succession plans, and the length of service for the committee. Most importantly, all ED&I Committee members will be allocated workload hours (AP1.1).

**Table 5.1 Department of Social and Policy Sciences Athena Swan SAT**

**NAMES REDACTED**

<b>Name</b>	<b>Departmental Role</b>	<b>SAT role</b>	<b>Workload allocation (AP 1.1)</b>
<i>Original SAT (est. 2019)</i>			
REDACTED	Senior Lecturer, International Development	Chair	283 hours
REDACTED	Professor International Development, HoD,	Member	None
REDACTED	Senior Lecturer, Sociology	Member	None
REDACTED	Professor of Social Policy	Member	None
REDACTED	Practicum student	Member	n/a
REDACTED	Undergraduate student	Member	n/a
REDACTED	Lecturer, Social Policy	Member  Data	None

		Analysis	
REDACTED	Lecturer, International Development	Member	None
REDACTED	Postdoctoral researcher	Member	n/a
REDACTED	Teaching Fellow, Social Policy	Member	None
REDACTED	Doctoral student	Member	n/a
REDACTED	Widening Participation Officer	Member	None
<i>Reconstituted SAT Leadership Team, September 2021</i>			
REDACTED	Senior Lecturer, Sociology	Member Chair	200 hours
REDACTED	Professor of Social Policy	Member Data Analysis	50 hours
REDACTED	Senior Lecturer, Sociology, HoD	Member	None
REDACTED	Postdoctoral Researcher	Member	35 hours

## Section 2: An assessment of the Department's gender equality context

### 1. Culture, inclusion and belonging

Overall the feedback from surveys indicates that staff and students felt that DSPS offered a positive and inclusive culture. 80% of all staff **agreed/strongly agreed** with this statement. The 2020 staff survey also showed 82% of all staff agree that University of Bath and DSPS EDI policies are important for their job roles. As noted previously, the staff survey response rate was good: 41 out of 58 academic staff completed the survey (a 70.6% response rate). And within those responses we had:

- 58.5% female respondents (total of 24)

- 34.1% male respondents (total of 14)
- 2.4% marked gender as Other (total of 1)
- 4.9% PNTS (total of 2)
- 87.8% UK/EU national; 7.3% non-EU; 4.9% prefer not to say
- The modal age was 35-39 years, followed by 45 to 49 years of age, 9.8% 60+

### **Mandatory Data Sets – APPENDICES HAVE BEEN REDACTED**

A review of the 2019/2020 mandatory datasets in Appendix 2 provided to DSPS by the University show quantitatively that the majority of students (76% out of 839 total students) and academic staff (62% out of 52 academic staff) within the department are female and that the female students in particular have successful upper-level degree outcomes (80% for UGs and 76% for PGTs) in the areas in which they study (see Appendix 2 Table 2.2). We have a higher proportion of females studying with us at all levels – that is, foundation, UG, PGT and PGR levels – and this same pattern holds, too, for academic, professional, technical, and operational staffing (PTO). PTO staff is 100% female.

Female academic staff have gone from being a minority (33%) of Lecturers in 2015/2016, to comprising 62% of Lecturers in 2019/20 (see Appendix 2 Table 2.3). They are 64% of Senior Lecturers and 100% of Readers. Focussing specifically on the professoriate, the gender balance shifts again, so that more male colleagues, compared to female colleagues, hold this position (as of 2022/23, we have a 2:5 ratio of female-to-male Professors in DSPS).

The concern, here, is that there may be barriers to our female colleagues progressing to Professor. There are many factors at work here. In undertaking the analysis of mandatory data, we noted that female colleagues are more likely to be on part-time contracts (14% of our female academic staff are on fractional contracts, compared to 5% of our male academic staff). We are examining this trend in line with AP 2.1-2.4 to better understand if work-life balance is a factor that plays into female colleagues' career progression. There is also a historical trend of female colleagues in DSPS not going for promotion despite comprising the majority of the academic staff (see Appendix 2 Table 2.9), however the female colleagues who have pursued promotion over the last five years have been 100% successful. Supporting female colleagues as they plan for promotion is part of AP 4.1-4.3 and part of an ongoing support package in the Department. DSPS is also committed to furthering the diversity of our student body (see AP5.3) and we are aware that our student numbers could better reflect the wider UK population. This is part of a broader recruitment plan discussed in detail in Section 2.2.

### **Bullying and Harassment**

DSPS takes bullying and harassment very seriously and colleagues have confidence that they can raise any issues they need to with the HoD and Deputy HoD. The Department actively participates in the University-wide NeverOK campaign about sexual harassment and violence and we publicise HR tools such as 'Report and Support' for bullying and harassment incidents within the Department. We recently

added a section to the internal Departmental induction that covers how to report bullying and harassment and why the 'Report and Support' initiative is important. We will continue to expand that information in the DSPS induction (AP3.3). DSPS also actively supports undergraduate student participation in campus wide campaigns regarding bullying, harassment, and sexual violence.

### **University and DSPS EDI Principles**

DSPS fully supports the University of Bath's stated commitment to EDI: *We value, promote and celebrate inclusion, challenging discrimination and putting equality, diversity and belonging at the heart of everything we do. We aim to be an inclusive university, where difference is celebrated, respected and encouraged.* The Department also believes itself to be a place where gender equality and inclusivity is practiced, and this is reflected in the staff survey results (see Appendix 1 Table 1.1G). Nevertheless, surveys and interviews with staff highlighted areas where better innovative practice is possible – particularly in relation to intersectionality and the potential to embed more consistently proactive EDI engagement into our internal DSPS awareness, operations and procedures, e.g., examining EDI implications for all Departmental policies (AP1.1).

One step already taken in this regard by DSPS is that Equality, Diversity & Inclusion are standing items on the Departmental meeting agenda (as discussed in Section 1.3). In response to staff feedback about offering more opportunities to engage with EDI, we will use the 2023 Departmental Away Day to cover EDI and go through the ED&I Committee's activities and plans for the coming year (AP1.1).

We also agreed that we need to do more work on producing DSPS data that examines intersectional inequalities and we will commit to an action to further explore how having multiple intersections of inequalities could affect staff/students (AP1.1). This entire area needs further exploration for DSPS and we will do this work over the next five-years to better understand the intersectional experiences of the entire Department. DSPS has also experienced staff changes over the last two-years, so we believe it is important to re-survey the entire Department in 2022-23 to better understand gender differences and gather responses via a new staff survey. The new staff survey will use the Athena Swan culture survey questions and also help us fill in some existing intersectional data gaps regarding female, male, non-binary responses to questions (AP1.2).

Moving forward, we will:

- Embed diversity and intersectionality into **how we present** our teaching and research on the basis that DSPS's core academic concern lies with the impact of structural inequalities. By presenting the Department's scholarly diversity we also hope to attract a more diverse group of students and staff (AP5.1-5.4).
- Embed diversity and intersectionality into **what we teach** by making it foundational in DSPS programmes while also building and implementing a decolonising knowledge strategy within the DSPS curriculum (AP5.1-5.4).

- Seek to **address and rectify the structural inequalities** that create institutionalised discrimination and unequal opportunity within the practices and procedures, culture and organisation of our Department. We commit to taking an intersectional approach to address the different ways race and ethnicity, class, gender, sexuality and disability and other inequalities manifest themselves for both students and staff (AP5.1-5.4).
- Commit to addressing these **inequalities through an intersectional approach** recognising that identities are multiply constructed (AP5.1-5.4).

## **DSPS Culture, Inclusion and Belonging: Key Issues**

### **Multi-generational Caring Responsibilities**

A key set of issues were raised in the staff survey and during a staff forum concerning the impact of staff caring responsibilities for both children (largely under 18s) and elderly parents on career progression. In the 2020 staff survey, 67% of female colleagues and 57% of male colleagues reported having caring responsibilities across generations (see Appendix 1 Table 1.1C.1). Anecdotally, a female colleague explained to the SAT that it seemed that their caring responsibilities for their children began to recede just as it then became necessary to look after parents in need of elder care. In addition, female and male colleagues also reported caring responsibilities for children and adult siblings with disabilities, which often required significant time-commitments in addition to their DSPS duties. Understanding how these multiple, and sometimes complex caring responsibilities affect career progression is something that we will ask our newly-formed ED&I Committee to explore further.

In order to continue fostering a sense of inclusion and belonging for all DSPS colleagues, we agreed that an action plan based on this caring responsibilities data will be presented to the University with the following suggestions (AP2.1-2.5):

- Robust support for colleagues with childcare needs, especially early childhood and maternity and paternity leave.
- Robust and formalised processes for people returning from parental leave to help reorient them to the Department. This will help staff returning from care leave, on fractional contracts or otherwise, to take up management roles so that colleagues continue to access opportunities for career development.
- Robust support for colleagues caring for disabled family members across all age ranges, e.g., children, siblings, parents.
- Robust support for paid elder care leave. One proposal we discussed is for the University to offer comparable support and allowances for elder care leave as they currently do for maternity leave. The compensation would also include paid time off for grief and bereavement leave if and when the individual being cared for dies. This is a radical proposal for the HEI sector but one that we believe needs developing and bringing forward at an institutional level. This

support should be offered to all staff across all job categories and not only to academic colleagues.

### **Work-life Balance and Support Infrastructure**

The SAT identified and explored staff concerns around work-life balance. The staff survey found that 20% of respondents (six females, one male, and one PNTS) **disagreed or strongly disagreed** that DSPS encourages a healthy work-life balance (see Appendix 1 Table 1.1D.4). We noted this response since stressing a healthy work-life balance is important for DSPS and for a fifth of colleagues to report as much is concerning, especially since the largest number of respondents in that question (75%) are female colleagues.

Over the last two-years DSPS has begun exploring different ways to make colleagues' work-life balance more manageable, especially for colleagues with caring needs, and piloted different work schemes involving reduced workload hours and fractional contracts. This needs to be carefully managed, as we move forward, so that our colleagues on fractional contracts receive the support they need to progress in their careers. The University is in the process of reviewing many workload issues and we will continue to send feedback (see Section 1.4) to the central administration about workload innovations in DSPS.

Evaluation of survey data also suggested the need to improve how Departmental information is made accessible and to put a robust infrastructure in place to support colleagues, especially when newly arriving in DSPS (AP3.2). 24% of all colleagues taking the survey (6 total respondents) responded that the Departmental induction process **did not meet** their needs so this is an area DSPS will make a priority (AP3.1). A focus group, held with newly arrived staff in 2019-20, underscored that this is an area for improvement. Another infrastructure and support item is the improved use of the DSPS Wiki to upload helpful information and increase available options for staff by making all key materials available online. This was a point raised anecdotally during the DSPS SAT forum. We will regularly update and communicate where to find the information in order to improve the information flow and accessibility (AP3.3).

### **Workload Schedules and Support**

A persistent issue for many academic departments across all HEIs is how workload hours are allocated and schedules agreed. Our staff survey indicated a total of 10 staff (24% of respondents – eight female and two PNTS) **disagreed or strongly disagreed** that they understood the process of workload allocation (see Appendix 1 Table 1.1E.1). As a result of the review process created by the SAT, changes have been made in the last academic year, in the run-up to the Athena SWAN Bronze application, so that the workload-hours allocation process is fundamentally more transparent. One key change was the advertising well in advance of all DSPS management roles so that staff knew which Departmental posts were open. This new

process involves staff submitting an Expression of Interest (Eoi) for a given role, and – if there is more than one interested staff member – the HoD then forms a small review panel to assess the applications. All of those who are unsuccessful are contacted directly by the HoD, who offers to discuss the colleague’s aspirations to take-on a management role in the future. This new process is part of a broader move towards opening-up opportunity in the Department and ensuring that all colleagues have the possibility for meaningful career development and, with it, promotion.

Going forward, we will make sure that Departmental roles follow strong female/male gender equity guidelines (AP 4.1). We will also make sure that colleagues of all genders understand what taking on different DSPS administrative/leadership roles entails with mentoring (where possible) from colleagues who previously held the role (AP 4.2). In addition, some concerns around SDPR process were raised in the staff survey. 18% of respondents (five females, one male, and one PNTS) stated that they **disagreed** or **strongly disagreed** that the SDPR process helped identify professional career goals (see Appendix 1 Table 1.1A.1). We agreed that it was important to make sure the SDPR process was productive and DSPS will work with HR on sessions about being a supportive SDPR reviewer (AP4.3)

### **EDI Expansion and Intersectional Practices**

Based on the staff survey it is clear that EDI principles and practices are important to develop as DSPS continues to evolve. Within the staff survey 61% of females and 69% of males **agreed or strongly agreed** that DSPS takes active steps to support gender equality in recruitment (see Appendix 1 Table 1.1G.1). 51% of females and 60% of males **agreed or strongly agreed** that DSPS takes active steps to recruit a diverse staff cohort (see Appendix 1 Table 1.1G.2). And while those numbers are positive, they certainly suggest room for improvement with how we implement a dynamic EDI based strategy.

We will embed diversity and intersectionality in how we teach and what we teach (AP1.1). This is critical for us given the focus of our Department. DSPS’s degrees routinely discuss social inequality in intersectional forms (see Figure 2.1) and we will explore changes to course structure (such as looking at how we balance the number of female authors and authors of colour and LGBTQ+ authors and post-colonial authors), building on early scoping work we have already begun (AP5.1-5.4).

## **2. Key priorities for future action**

### **1. ED&I Committee Formation**

We agreed that the Athena Swan SAT would transition into a DSPS ED&I Committee that carries forward our action plan. The committee will allocate workload hours to colleagues serving on the committee and implement the action points across the five-years.

AP1.1 and AP1.2 outline the process the ED&I Committee formation will follow and we look forward to seeing the SAT transition into a full Equality, Diversity, and Inclusion group for DSPS. We are particularly committed to creating processes to generate and store data on DSPS recruitment, promotions, and flexible working. It will also chart any patterns related to gender and EDI related areas.

## **2. Expand and support institutional compensation and paid time off for staff caring responsibilities across generational lines**

As demonstrated in the analysis of the staff survey, many DSPS colleagues have caring responsibilities that require focused attention for children, siblings, and parents (see Appendix 1 Table 1.1C). These caring responsibilities include children and family members with additional needs, some of whom also require focussed, specialist care.

In order to support colleagues with caring responsibilities we will undertake five specific actions. First, we will develop and implement specific departmental policies for supporting colleagues returning from maternity and paternity leave (AP2.1). These policies will build on both University of Bath and Faculty level guidance so that DSPS can lead the University in establishing equitable parenting leave policies. DSPS will also build and implement an effective infrastructure to support colleagues when they are caring for older family members or family members with disabilities at any point during their career (AP2.2). As with the parenting policy, we will work with the University, Faculty, and HR to see the policy drawn up for implementation.

Secondly, the SAT will work with DSPS colleagues to create departmental policies and infrastructure that support career development for colleagues (especially women) when colleagues are on fractional contracts (AP2.3). The proportion of colleagues on fractional contracts has grown within DSPS as a result of caring needs for children, parents, and family members with disabilities and we believe it is important that these contracts do not limit career advancement. Contracting issues clearly involve HR but we think DSPS's Athena Swan SAT and ED&I Committee can make the case that these changes need to occur. We will also clearly document the Department's management of maternity/paternity/adoption/elder care/additional needs carer's leave to ensure continued effective implementation as senior staff changes so that there is continuity across the Departmental HoDs.

Thirdly, we will document and analyse the longer-term impact of COVID-19 to ensure it can be managed effectively for those with caring responsibilities (AP2.4). We will also collect and analyse shared parental leave requests to ensure lessons are learned and shared across DSPS (AP2.5). This will also guarantee Departmental histories are not lost or forgotten as DSPS leadership positions change in the coming years.

## **3. Improve Work-life Balance and Support Infrastructure(s) within DSPS so that colleagues feel valued**

A number of colleagues, especially female colleagues, struggle with work-life balance so DSPS has committed to the following actions to support a better work-life balance across the Department.

Firstly, the SAT, along with DSPS's senior leadership, will introduce and evaluate a systematic and satisfactory induction procedure for all new staff, including for fixed-term researchers, teaching fellows, and professional staff (AP3.1). This new approach to induction for the Department will help guide staff as they familiarise themselves with new processes, structures, and colleagues. We plan to borrow from Theme Two (above) for this action and also guarantee that Departmental policies and infrastructure around inductions support early-career development for new colleagues (especially women) when colleagues are on fractional contracts (AP2.3). From talking to staff we believe that introducing an induction schedule will: a) boost a sense of belonging and ensure that we produce an inclusive, welcoming work environment for all and b) help clarify key processes and personnel, thereby reducing as much as possible the hidden work involved in having to decode institutional structures and practices. Re-induction offerings for colleagues returning to work after time off for caring responsibilities will also be offered.

Finally, we plan on clearly informing staff of the Athena Swan Action Plan and related procedures through Department staff meetings and emails, alongside developing space on the staff wiki as a repository for this information (AP3.2). We will also ensure the ongoing inductions cover familiarity with the location of policies and procedures regarding bullying/harassment and ensure links to these policies are available via the staff wiki (AP3.3). This information will be clearly signposted, too, so colleagues know exactly where to turn if and when they have questions about bullying and harassment. We will also make sure and improve understanding of the workload model during the induction so that the workload process is transparent and easy to follow (AP3.1).

Finally, DSPS will continue to feed-into the institution's review of the workload allocation model, and ensure that our Department's experiences and needs are represented as part of those discussions.

#### **4. Continue to make workload models and opportunities to take on Departmental administrative/leadership roles open and transparent**

Female colleagues have raised concerns about not being able to apply for key Departmental roles that aid career advancement and wanting the process to be more transparent, so DSPS will take the following actions.

Firstly, the SAT review demonstrated the need to document best practices with the current promotion process in order to capture key elements that have historically led to successful applications in DSPS. We believe that in order to maximise everyone's potential for advancement and promotion, we need to document what makes a case effective particularly as senior staff change roles (AP4.1). This issue was raised in regards to changes in Head of Department and how colleagues discussed promotion

with different HoDs. Support for promotion cases will also help us develop strategies to improve take up of leadership training opportunities among women while also addressing some of the barriers to women from taking up these opportunities (AP4.2).

The career progression process also involves a self-assessment review (SDPR), which the staff survey suggests needs better support. These SDPR meetings are a key step towards both promotion and taking on leadership roles so we want to support this process across DSPS. We will also investigate why female staff are less likely to find the SDPR a supportive exercise and seek to address this issue (AP4.3). Again, the SDPR is required for career advancement and we want to make sure that female colleagues feel supported when using it.

We would like to flag up actions we are already taking related to this key issue, which we discovered as part of the SAT process. DSPS has significantly improved transparency around the allocation of administrative/leadership roles in the Department and the benefits and challenges of taking them on. We plan to continue to promote these roles and encourage colleagues to take them on. The Department has also developed far more effective communication methods so that all colleagues are able to register expressions of interest for key leadership roles. We will continue all these current practices, and analyse their effectiveness in ensuring an equitable gender balance in terms of management roles.

### **5. Work towards a more Diverse Staff and Student Group**

DSPS is committed to expanding EDI and intersectional practices towards a more diverse staff and student group, and we plan to take the following actions in pursuance of this aim.

We will review recruitment processes and promotion support with a view to achieving greater diversity amongst the senior academic staff group in relation to gender and other EDI areas (AP5.1). We will also continue to develop and deliver outreach in deprived areas that promotes interest from as diverse a student intake as possible. We will further ensure that this outreach receives inputs from diverse academics through videos and related contributions (e.g. short-films about their research) for the prospective students to view (AP5.2). We believe that we can expand the number of students with a widening participation profile in our degree programmes by taking these steps. We will also develop our monitoring of diversity and intersectionality through ongoing annual data review and investigation into any issues that arise. We will pay particular attention to how the long-term impacts of COVID-19 potentially exacerbate inequalities in recruitment, retention, and degree outcomes related to gender and other characteristics over the forthcoming year (AP5.3).

Finally, the SAT and ED&I Committee will engage in a discussion about the role of unconscious bias training in order to examine the issues raised by this review. We want to guarantee that our collective Departmental actions can address and support our moves towards greater diversity in staff and students (AP5.4). We think these ongoing actions will expand the materials we cover in our classes and help transform DSPS into a truly diverse academic space.



**Section 3: DSPS Athena Swan STA vision and future action plan:**

Ref	Action	Rationale	Milestones/Timeframes	Responsibility	Success criteria/outcomes
<b>Priorities/Theme</b>	<b>Creation of the DSPS ED&amp;I Committee</b>				
<b>AP1.1</b>	Transitioning of the SAT to a full DSPS ED&I Committee that meets three times a year and allocates workload hours to everyone involved.	The SAT identified a lack of structure for gender equality work internal to DSPS so the creation of a permanent EDI Committee will provide the structure, strategic vision, terms of reference, and impetus to deliver the action points set out below and in the DSPS application.	<p>November 2022: On receipt of the feedback on our application for an Athena SWAN Bronze Award, the SAT Chair and HoD will meet to a) review feedback and b) discuss the shape and composition of a permanent ED&amp;I Committee in the department, decide a timeframe for its composition and an approach to workload allocation.</p> <p>January-February 2023: New ED&amp;I Committee to have its first meeting, set terms of reference, and set-up reporting mechanisms to other dept. committees.</p> <p>October 2023: ED&amp;I Committee to review whether a separate EDI Committee, working in parallel to the department's committee circuit, is impactful and effective, and to consider other possibilities for mainstreaming ED&amp;I-related matters.</p>	Head of Department SAT Chair	The creation of a permanent EDI Committee.

<b>AP 1.2</b>	Set up processes to generate and store data on DSPS recruitment, promotions, and flexible working, to chart any patterns related to gender and other protected EDI characteristics.	A review of existing department-held data indicates that we currently have no mechanisms in place to generate, collect and analyse this data.	<p>February 2023: Newly formed ED&amp;I Committee to set up new processes for generating, storing and sharing data.</p> <p>March 2023: ED&amp;I Committee to run survey of staff and student experiences.</p> <p>By October 2023: Creation of a centralised departmental repository, storing data and ED&amp;I-related policies.</p>	ED&I Chair	<p>Creation of new datasets to chart and analyse inequalities.</p> <p>ED&amp;I Committee to review this data annually.</p> <p>ED&amp;I Committee to produce a progress report and share this with the Department's Executive Committee annually, and report key findings to the full staff group.</p>
<b>Priorities/Theme</b>	<b>Expand and support institutional compensation and paid time off for staff with caring responsibilities across generational lines</b>				
<b>AP2.1</b>	Develop departmental policies for those returning from maternity, paternity and parental leave and implement those policies to support colleagues.	<p>The review undertaken by the SAT showed that the Department has not yet formalised and promoted local-level policies to clarify the responsibilities of the Department for those returning from these forms of leave.</p> <p>These local-level policies will build on both University of Bath and Faculty level guidance so that DSPS can lead the University in establishing equitable parenting leave</p>	<p>March 2023: ED&amp;I Lead to re-survey full staff group, and as part of that exercise, include questions about support for those returning from maternity/paternity/parental leave.</p> <p>May-June 2023: ED&amp;I Lead and HoD to jointly draft a new Department policy, drawing upon feedback from staff group.</p> <p>July 2023: Department's Research Committee (DRC) and Executive Committee (DeX) to review draft policy</p>	ED&I Chair HoD	<p>Creation of Department-level policy.</p> <p>Post-implementation, staff survey shows over 80% (across all genders) of staff agree that Department supports those with caring responsibilities.</p> <p>Focus group feedback discussed and suggestions implemented.</p>

		<p>policies. We will also work with HR to develop this policy for implementation.</p>	<p>and provide feedback.</p> <p>September 2023: ED&amp;I Lead and HoD to redraft policy, based on feedback from DeX and DRC.</p> <p>October 2023: New policy to be circulated to full staff group. Policy becomes live. October 2024-October 2026 (as appropriate): ED&amp;I Committee to organise focus group with those who have returned from leave to analyse effectiveness of new policy.</p> <p>By end of AS review period: For the ED&amp;I Committee to have produced a report, drawing on focus group data, reviewing the effectiveness of the policy and suggesting any changes.</p>		
<b>AP2.2</b>	<p>Build and implement an effective infrastructure to support colleagues when they are caring for older family members (elder care) at any point during their career. This would complement the development of a policy to support those returning from maternity, paternity and parental leave.</p>	<p>The SAT found that colleagues with caring responsibilities would benefit from extra support and a dedicated DSPTS policy in this area, as currently there is varying practice on how carers are supported. We want to present a consistent approach so</p>	<p>March 2023: ED&amp;I Lead to re-survey full staff group and, as part of this exercise, include questions to ascertain how elder care affects the staff group and impacts upon their work and career progression.</p> <p>May-June 2023: ED&amp;I Lead and HoD to jointly draft a new departmental policy, drawing upon feedback from the staff</p>	<p>ED&amp;I Chair HoD</p>	<p>Creation of Department-level policy.</p> <p>Post-implementation, staff survey shows over 80% (across all genders) of staff agree that Department supports those with caring responsibilities.</p> <p>Focus group feedback discussed and suggestions</p>

		<p>as part of our commitment to care leave, DSPS will also build and implement an effective infrastructure to support colleagues when they are caring for older family members (elder care) at any point during their career. The elder care policy would complement parental leave and offer a robust leave policy for all DSPS colleagues. As with the parenting policy, we will work with the University, Faculty, and HR to see the policy drawn up for implementation.</p>	<p>group.</p> <p>July 2023: DRC and DeX to review new Departmental policy</p> <p>September 2023: ED&amp;I Lead and HoD to redraft policy, based on feedback from DeX and DRC</p> <p>October 2023: New policy to be circulated to full staff group. New policy to become live.</p> <p>October 2024-October 2026 (as appropriate): ED&amp;I Committee to organise focus group with those who have returned from leave to analyse effectiveness of new policy.</p> <p>By end of AS review period: For the ED&amp;I Committee to have produced a report, drawing on focus group data, reviewing the effectiveness of the policy and suggesting any changes.</p>		<p>implemented.</p>
<b>AP2.3</b>	<p>Clarify and boost departmental support and infrastructure for the career development of colleagues on fractional contracts.</p>	<p>Informal discussions across the Department have indicated that there is currently a lack of attention given to the</p>	<p>October 2023: ED&amp;I Lead to re-survey full staff group and as part of that exercise, include questions to capture the experiences of colleagues on</p>	<p>Head of Department EDI Chair</p>	<p>Focus group findings discussed by ED&amp;I Committee and changes implemented.</p>

		<p>professional/career development of colleagues on fractional contracts. There was only one promotion application from DSPS academic staff on part time contracts over the last three years.</p> <p>During the next five years, we will seek to chart these experiences, develop a strategy that responds to any related inequalities, and put in place a strategy that protects and promotes the career progression of our colleagues who work part-time.</p>	<p>fractional contracts.</p> <p>February 2023: ED&amp;I Committee to review data and start producing a plan to boost support for colleagues on fractional contracts.</p> <p>July 2023: DRC and DeX to discuss EDI Committee’s plan to boost support for colleagues on fractional contracts.</p> <p>September 2023: Staff Away Day to incorporate a session to share plan, and to get feedback from full staff group.</p> <p>October 2023-July 2024: ED&amp;I Committee to implement strategic plan.</p> <p>October 2024-October 2026 (as appropriate): ED&amp;I Committee to organise focus group with colleagues on fractional contracts to ascertain whether additional support has helped.</p> <p>By end of AS review period: For the ED&amp;I Committee to have produced a report, drawing on focus group data, reviewing the effectiveness of new forms of support and</p>		<p>Post-implementation of strategy, staff survey shows over 80% (across all genders) of staff who are on fractional contracts agreeing that Department supports their career development.</p> <p>All colleagues on fractional contracts (who are post-probation) to hold a management/administrative role within the department. As noted in the main body of this report, DSPS has over 50 management/administrative roles spread across 41 permanent academic staff. This means that, post-probation, all staff should hold a management/administrative role. During the course of producing this report, we have started to move towards this goal for our colleagues on fractional contracts. In 2021/22, we had six colleagues on fractional contracts, three of whom had management/administrative roles, In 2022/23, we have six colleagues on fractional contracts, five of whom</p>
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			suggesting any changes.		<p>have management/administrative roles.</p> <p>At least three applications for promotion over the reporting period to come from staff on fractional contracts.</p>
<b>AP2.4</b>	Consistently review the long-term impact of COVID-19 on those with caring responsibilities.	Informal discussions in DSPS have confirmed that COVID-19 created a huge, and largely hidden, increase in caring responsibilities, with parents of young children required to home-school for extended periods of time. Charting the impact of this on career progression is essential if we are to understand the long-term effects of COVID-19 on academic staff progression.	<p>From September 2022: To encourage staff to record the impact of COVID-19 in their SDPRs.</p> <p>March 2023: ED&amp;I Chair to re-survey full staff group and, as part of that exercise, to identify how the pandemic has affected those with caring responsibilities.</p> <p>October 2023: ED&amp;I Chair to report to Department committees, setting out the results of the staff survey on the long-term impacts of COVID-19 on academic staff.</p> <p>2024-2027: At regular intervals, re-survey the staff group to chart the long-term impact of COVID-19. Share and present this data with Faculty,</p>	Head of Department ED&I Chair	<p>The creation of data that charts the impact of COVID-19 on academic staff careers/progression. ED&amp;I Committee review the feedback and work with the Department Executive to determine appropriate interventions.</p> <p>Sharing of this data with the faculty Athena Swan Champion and University's ED&amp;I Committee in a bid to draw wider attention to the longer-term impact of COVID-19 on academic staff progression.</p>

			<p>University, and HR, and ask them to work with us to better chart and register the long-term impact of COVID-19 on staff progression.</p> <p>As relevant, for the ED&amp;I Committee to consider interventions that attend to the long-term impact of COVID-19 on staff progression.</p>		
<b>AP2.5</b>	Actively promote shared parental leave.	Shared parental responsibility and leave is a crucial lever for tackling gender-based inequalities, and so we will seek to improve staff awareness of and understanding of shared parental leave policies, and strengthen support where necessary.	<p>January 2023: ED&amp;I Committee to start to consider how it might best raise awareness amongst the staff group about shared parental, and to develop a work plan for these activities to span the full AS review period.</p> <p>From January 2023: To promote shared parental leave via University and Departmental channels.</p> <p>Summer 2023: At the point at which new policies on parental leave are drafted, ensure that shared parental leave is included, so as to clearly signal to staff that this is available, and how the university and department will support it.</p>	ED&I Chair	Staff survey shows over 80% (across all genders) of staff agreeing that they are aware of shared parental leave policy.
<b>Priorities/Theme</b>	<b>Improve Work-life Balance and Support Infrastructure(s) within DSPS</b>				

<p><b>AP3.1</b></p>	<p>Introduce a Departmental induction procedure for all new academic staff, including fixed-term researchers and teaching fellows. As part of this, seek to demystify the workload, ensure that colleagues have access to key forms of support for research and teaching, and attempt to reduce the additional/hidden workload burden involved in ‘settling in’.</p>	<p>The staff survey indicates that staff are especially dissatisfied with induction processes and a focus group with new starters reinforced the view that the current induction is not fit for purpose. Dissatisfaction was especially pronounced amongst female colleagues. Settling in to a new institution can involve significant hidden work, additional to a published workload. Induction can serve as a means of demystifying processes and structures, and ensuring that new starters know whom to turn to for support.</p>	<p>By September 2022: To have implemented a new induction process for all new academic staff. This will involve working with the Department Co-ordinator to deliver a more dynamic induction process, revamp the mentor system and review all existing documents/handbooks that are circulated as part of induction. We will also develop a post-induction questionnaire to capture feedback on the new process.</p>	<p>Head of Department Department Co-ordinator</p>	<p>Staff survey shows over 90% of new staff (across all genders) agreeing they found induction provision useful.</p>
<p><b>AP3.2</b></p>	<p>Ensure that staff are made aware of the work of the ED&amp;I Committee and any new policies introduced as part of its work-stream.</p>	<p>The new ED&amp;I policies that we will seek to introduce during the AS review period – which we hope will produce a more supportive infrastructure for colleagues with caring responsibilities -- must be easily accessible to staff, if they are to be effective.</p>	<p>November 2022: Announce the creation of a new Departmental ED&amp;I Committee, and ensure that staff have a clear sense of its aims over the AS review period.</p> <p>From November 2022 onwards: Ensure that the ED&amp;I Committee reports to the full staff group (via all-staff meetings), and sets up</p>	<p>Head of Department ED&amp;I Chair</p>	<p>Circulation of Athena Swan Action Plan. Application uploaded on University’s public website.</p> <p>Creation of a standing item at all-staff meetings, and all Departmental committee meetings, to report on progress against relevant AS action points.</p> <p>Staff survey shows over 90%</p>

			<p>reporting mechanisms for our other departmental committees.</p> <p>October 2023: Run a dedicated ED&amp;I session for the full department, to share and explain the new departmental policies, which go 'live' at this point.</p> <p>October 2023: Promote the centralised online repository of ED&amp;I-related documents and policies.</p>		<p>of staff (across all genders) are aware that new ED&amp;I related policies exist, and how to access them.</p>
<b>AP3.3</b>	<p>Review and guarantee that the revamped and expanded internal DSPS induction process covers familiarity with the location of policies and procedures regarding bullying and harassment. Include the revamped induction material on bullying and harassment in the DSPS Departmental meetings and Departmental Away Day as a refresher for all staff.</p>	<p>Informal discussions amongst colleagues in the Department have flagged that there is a general lack of understanding concerning University of Bath policies concerning bullying and harassment.</p>	<p>September 2022: Ensure that the Staff Handbook (used during staff induction) includes updated details on how staff report bullying and harassment.</p> <p>March 2023: Pilot a new workshop or information session from Student Services that gives staff an update on bullying and harassment guidelines and University expectations.</p>	<p>Departmental Co-ordinator HoD</p>	<p>Addition of policies on bullying to New Staff Handbook.</p> <p>Bullying and Harassment info session delivered annually at an all-staff meeting.</p>
<b>Priorities/Theme</b>	<b>Supporting Colleagues towards Promotion and Promoting Opportunities to take on DSPS Administrative/Leadership Roles in an Open and Transparent Way</b>				
<b>AP4.1</b>	<p>Improve staff understanding of promotion processes and criteria.</p>	<p>The Department has a good track-record of supporting colleagues</p>	<p>October 2022: HoD to pilot a new workshop that seeks to demystify the promotion</p>	<p>HoD ED&amp;I Chair</p>	<p>Staff survey shows over 80% of staff (across all genders) agreeing they understand</p>

		<p>through the promotion process, but the staff survey has indicated that there is an overall lack of knowledge and understanding concerning the criteria and process, and concern amongst female colleagues that not enough has been done to tackle gender-based inequalities in career progression.</p>	<p>process and offer 'top tips', open to all academic staff. Seek feedback from those who attend to develop the workshop going forward. ED&amp;I Lead and HoD to review the effectiveness of the workshop and decide whether to re-run it, and if so, how often.</p> <p>January 2023: Review and do an ED&amp;I audit on how first promotion process steps are progressing and being taken in the Department and Faculty, with a particular focus on the support offered to female colleagues to seek promotion.</p> <p>March 2023: ED&amp;I Committee to consider the results of the ED&amp;I audit, noted above, and develop a strategy and work plan to address any issues arising.</p> <p>July 2023: ED&amp;I Committee to share strategy and work plan noted above with DeX, and seek feedback.</p> <p>From October 2023: ED&amp;I Committee to routinely (as a standing item) consider work in this area.</p>		<p>the promotion process.</p> <p>Staff survey shows 80% of staff (across genders) agreeing that they have access to support to pursue promotion.</p>
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<p><b>AP4.2</b></p>	<p>Develop strategies to improve take up of leadership training opportunities among women, also addressing the practical obstacles that may impede this take up.</p>	<p>A review of existing data and records revealed that we have a lack of understanding concerning how many women in the Department take-up leadership training (as well as whether they find it useful and how they draw upon this training in their careers).</p>	<p>From September 2022, and then annually: record number of women in the Department taking-up leadership training.</p> <p>March 2023: Survey staff, and as part of that exercise ask which forms of leadership training they would like the University/Faculty/Department to offer. As part of the analysis of this data, ED&amp;I Committee to explore any gender-based differences in responses and share this information with HR, Faculty and the University.</p> <p>October 2023: Run a focus group with female colleagues who have taken leadership training to ascertain their aims in doing so, and whether the training met those aims. Share this information with HR, Faculty and the University.</p> <p>October 2023: Based on the data noted above, ED&amp;I Committee to set target for number of women taking leadership training.</p> <p>October 2024: Run a second focus group with female colleagues who have attended</p>	<p>HoD ED&amp;I Chair</p>	<p>Training take-up recorded internally.</p> <p>Data and focus group insights examined by ED&amp;I Committee and proposal put together for Exec team to approve. Take up targets set and met.</p> <p>Staff survey shows over 80% of female staff agreeing the Department provides support for career progression.</p>
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			leadership training since October 2023, to ascertain if experiences have improved.		
<b>AP4.3</b>	Investigate why female staff are less likely to find the SDPR a supportive exercise and seek to address this.	Only 63% of female colleagues who responded to the staff survey reported finding the SDPR helpful, compared to 83% of male colleagues.	<p>March 2023: Staff survey launched, and as part of this exercise to include questions that prompt staff to outline their dissatisfactions with the SDPR process.</p> <p>May 2023: ED&amp;I Committee to run a focus group with a broad range of academic staff, to get a range of views on the SDPR process and how it might be improved. As part of this, to explore gender-based differences in experiences.</p> <p>July 2023: ED&amp;I Committee to discuss the focus group findings and suggest changes to the SDPR process. Those recommendations to be discussed at DeX. Share insights with HR, the Faculty and University, and if relevant, work with them to produce a bespoke DSPS form for this important process.</p> <p>Summer 2023: At a Departmental Away Day/all-staff meeting, to run a session that sets out the recommended changes to the</p>	Head of Department EDI Chair	<p>Strategy in place.</p> <p>Review of focus group and survey data, and implementation of changes based on that review-work.</p> <p>Staff survey shows over 80% of female staff agreeing SDPR process is useful.</p>

			SDPR.  May 2024: Run a second focus group, to get a range of views from staff on the SDPR process, to ascertain if experiences have improved.		
<b>Priorities/Theme</b>	<b>Work towards a more diverse staff and student group</b>				
<b>AP5.1</b>	Review recruitment processes and promotion support with a view to examining barriers against achieving greater diversity amongst the senior academic staff group in relation to gender and other protected characteristics.	Our professoriate is predominantly male (we currently have 5 male professors and 2 female professors) and all white. The ratio of self-identified female to male academic staff in DSPS for the period covered in this application is 33:23 or 59% female.	October 2022: ED&I Committee to take stock of recruitment and promotion data for 2022/23 (see AP 1.2) and to have analysed data through an intersectional lens.  From October 2022: Request that the university HR team records data to compare job applicants-to-shortlisted candidates in terms of gender and ethnicity.  January 2023: Review mentoring arrangements in the Department and as part of this, seek to understand why female colleagues are less likely than male colleagues to have a mentor.  March 2023: Run a workshop for all mentors in the department, with a particular	Head of Department  ED&I Chair	Revised procedures for setting criteria, wording adverts, advertising roles, shortlisting and interviewing that seek to diversify the pool of applicants and new starters in terms of gender and other protected characteristics.  An even gender split within the professoriate.

			<p>focus on supporting colleagues through the promotion process. As part of this, explore the obstacles that women face in applying for promotion, to ensure that mentors understand that the women they mentor might need particular forms of support.</p> <p>Throughout 2022/23: Ask HR to advise us on best practices, from an ED&amp;I perspective, concerning setting criteria, writing job adverts, and interviewing candidates.</p> <p>December 2023/January 2024 onwards: Produce departmental guidelines for setting criteria, writing job adverts, and interviewing, based on insights gleaned from the activities listed above.</p>		
<b>AP5.2</b>	Work with the University outreach team to develop activities that promote interest from as diverse a potential student body as possible.	DSPS is committed to making sure that our students are broadly representative of the entire UK population and reflect a wide cultural diversity and background. Our student body is currently predominantly white.	<p>November 2022: For DLTQC to discuss and offer up suggestions on how to promote student interest from as diverse a student body as possible.</p> <p>January 2023: To meet with the University outreach team to review how potential</p>	<p>ED&amp;I Chair</p> <p>University outreach team</p> <p>Director of Teaching</p>	<p>50% Increase in applications from students with protected characteristics and in line with ED&amp;I goals for DSPS.</p> <p>Creation of a strategy to diversify pool of student applicants.</p>

			<p>student applicants are targeted and develop a strategy to reach a more diverse pool of applicants with particular attention on scholarships and funding support. We will pilot research-backed methods to gauge interest from more diverse applicants - from early recruitment stages (Open Days, web) to actual application process (offers, targeted letters, etc).</p> <p>For 2023/24 UG recruitment cycle onwards: Based on meetings with University outreach team and DLTQC discussions, to finalise and implement strategy to reach a more diverse pool of applicants.</p>		
<b>AP5.3</b>	Undertake and disseminate a yearly analysis of gaps in degree outcomes related to gender and other characteristics, reviewing any emerging inequalities.	The Department has produced an analysis of gaps in degree outcomes for 2019/20 and 2020/21, but this data/analysis is not scrutinised beyond the DLTQC and emerging inequalities over time are yet to be identified and tackled.	<p>From April 2023: the ED&amp;I committee to look annually at the Department's analysis of degree outcomes, and specifically explore whether there are longer-term action points to implement to tackle gaps in outcomes.</p> <p>July 2023: Once online, centralised repository of ED&amp;I data is created, to add degree outcome reviews to this</p>	Head of Department ED&I Chair	<p>A year-on-year reduction in gaps in undergraduate student degree outcomes. In particular, our analysis of 2020/21 degree outcomes indicates that there is a 5% gap in attainment between white and BAME students.* We would seek to reduce this gap to 2% or less by the end of the AS review period.</p> <p>*These are the University's</p>

			repository.		categories for analysis of degree outcome gaps.
<b>AP5.4</b>	Engage in a discussion with colleagues concerning the role of ED&I and unconscious bias training	Centralised unconscious bias training is generic and does not answer to the specific needs and composition of the Department (as noted above, the need for a more diverse professoriate, in terms of gender, and the aspiration to have a more socially diverse staff group overall).	<p>June 2023: ED&amp;I Committee to review the existing unconscious bias training and discuss its effectiveness.</p> <p>July 2023: Led by the ED&amp;I Committee's insights, DeX to discuss the existing unconscious bias training and its effectiveness.</p> <p>September 2023: To integrate a session at the all-staff away day or all-staff meeting that opens-up discussion about ED&amp;I and unconscious bias training.</p> <p>October 2023 onwards: EDI Committee to review feedback coming from the activities above and develop a strategy for improved unconscious bias training in SPS.</p>	Head of Department  ED&I Chair	Strategy created Over 80% of all DSPS staff have completed a specifically tailored SPS unconscious bias module.

## DATA APPENDICES HAVE BEEN REDACTED

### Appendix 3: Glossary

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

AP	Action Point
AS	Athena SWAN
SAT	Athena SWAN Self-Assessment Team
CASP	Centre for Analysis of Social Policy
CDAS	Centre for Death and Society
CDS	Centre for Development Studies
DEX	Department Executive Committee
DRC	Department Research Committee
DLTQC	Department Learning and Teaching Quality Committee
DSH	Department Staff Handbook
DSM	Department Staff Meeting
EDI (also ED&I)	Equality, Diversity, and Inclusivity Committee
Eoi	Expression of Interest
FTC	Fixed Term Contract
HEA	Higher Education Academy
HEI	Higher Education Institution
HoD	Head of Department
ID	International Development with Economics
IPR	Institute for Policy Research
KIT	Keeping in Touch
L	Lecturer
PDR	Post-Doctoral Researcher
PGT	Post Graduate Taught
PGR	Post Graduate Research

PL	Parental Leave
PNTS	Prefer Not to Say
RA	Research Assistant or Associate
RF	Research Fellow
RIS	Research and Innovation Services
SDPR	Staff Development and Performance Review
SL	Senior Lecturer
SSLC	Staff Student Liaison Committee
SPL	Shared Parental Leave
UG	Undergraduate
WLM	Workload Model
UoB	University of Bath
WP	Widening Participation