



Department Application Bronze and Silver Award



| Department application | Bronze | Our Bronze application |
|---|---------------|------------------------|
| Word limit | 10,500 | 8609 |
| <i>Recommended word count</i> | | |
| 1. Description of the department | 500 | 498 |
| 2. Self-assessment process | 1,000 | 867 |
| 3. Picture of the department | 2,000 | 1312 |
| 4. Supporting and advancing women's careers | 6,000 | 5433 |
| 5. Case studies | n/a | n/a |
| 6. Further information | 500 | 48 |

| | | |
|---|---|----------------------|
| Name of institution | University of Bath | |
| Department | School of Management | |
| Focus of department | AHSSBL | |
| Date of application | 30 November 2018 | |
| Award Level | Bronze | |
| Institution Athena SWAN award | Date: Sept 2009 | Level: Bronze |
| Contact for application Must be based in the department | Rachel Lewis | |
| Email | academiccoord@management.bath.ac.uk | |
| Telephone | 01225 383902 | |
| Departmental website | http://www.bath.ac.uk/management/ | |

ACRONYMS

| | |
|-------|---|
| A&F | Accounting and Finance |
| AD | Associate Dean |
| AFD | Accounting and Finance Degree Pathways |
| AFL | Accounting, Finance and Law |
| AR&T | Academic, Research and Teaching |
| ASIC | Athena SWAN Implementation Committee |
| BMS | Business and Management Studies |
| BMSD | Business and Management Studies Degree Pathways |
| BoS | Board of Studies |
| CBOS | Centre for Business, Organisations and Society |
| CGRIS | Centre for Governance, Regulation and Industrial Strategy |
| CHI2 | Centre for Healthcare Innovation and Improvement |
| CREI | Centre for Research on Entrepreneurship and Innovation at Bath |
| CSCL | Centre for Strategic Change and Leadership |
| DD | Deputy Dean |
| DoT | Director of Teaching |
| DSAT | Departmental Self-Assessment Team |
| EAB | External Advisory Board |
| EB | Executive Board |
| ED&I | Equality, Diversity and Inclusion |
| EQUIS | European Foundation for Management Development's quality inspectorate |
| FoW | Future of Work |
| FT | Full-time |
| HEFCE | Higher Education Funding Council for England |
| HESA | Higher Education Statistics Agency |
| HoD | Head of Division |
| ICHEM | International Centre for Higher Education Management |
| IDO | Information, Decisions and Operations |
| IMML | International Management with Modern Languages |
| IMMLD | International Management with Modern Languages Degree Pathways |
| IoD | Institute of Directors |
| LTQC | Learning, Teaching and Quality Committee |
| MBS | Marketing, Business and Society |
| MFL | Modern Foreign Languages |
| MRes | Master of Research |
| NSS | National Student Survey |
| OCS | Organisational Culture Surveys |
| PDR | Post-Doctoral Researcher |
| PGR | Post graduate research |
| PGT | Post graduate taught |
| PSS | Professional Services Staff |
| PT | Part-time |
| RC | Research Committee |
| REF | Research Excellence Framework |
| RIS | Research Innovation Services |
| S&O | Strategy and Organisation |
| SDPR | Staff Development and Performance Review |
| SoM | School of Management |
| SSLC | Staff Student Liaison Committee |
| UG | Undergraduate |
| USAT | University Self-Assessment Team |

1. DESCRIPTION OF THE DEPARTMENT

Established in 1966, but with its roots in the Bristol Trade School (est. 1856), the University of Bath School of Management is one of the oldest in the UK. Programmes are consistently ranked amongst the top in the country (1st for Marketing, Complete University Guide 2019, 1st for Accounting and Finance, Guardian 2019, 3rd for Business Studies Times/Sunday Times 2019, etc.). Entry for all undergraduate programmes is highly competitive, typically AAA, A*AB. Postgraduate Research (PGR) and Postgraduate Taught (PGT) entry requirements are typically a first or upper second class degree, with MBA and part-time Executive MBA also requiring 3-5 years' management experience. EQUIS, the European Foundation for Management Development's quality inspectorate, have granted the school five-year accreditation. Only around 1% of business schools worldwide have successfully achieved this recognition.

Figures 2.1 and 2.2 illustrate how the School has grown over the last five years (with further growth plans in place) and maintained, but not substantially changed, the overall gender balance of either Academic, Research and Teaching (AR&T) staff or Professional Services Staff (PSS).

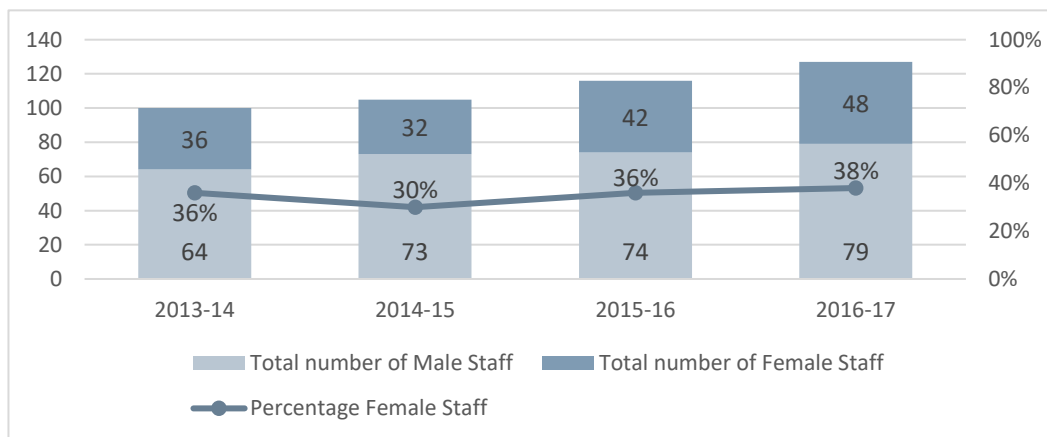


Figure 2.1 Proportion of AR&T staff who are female (2013-17)

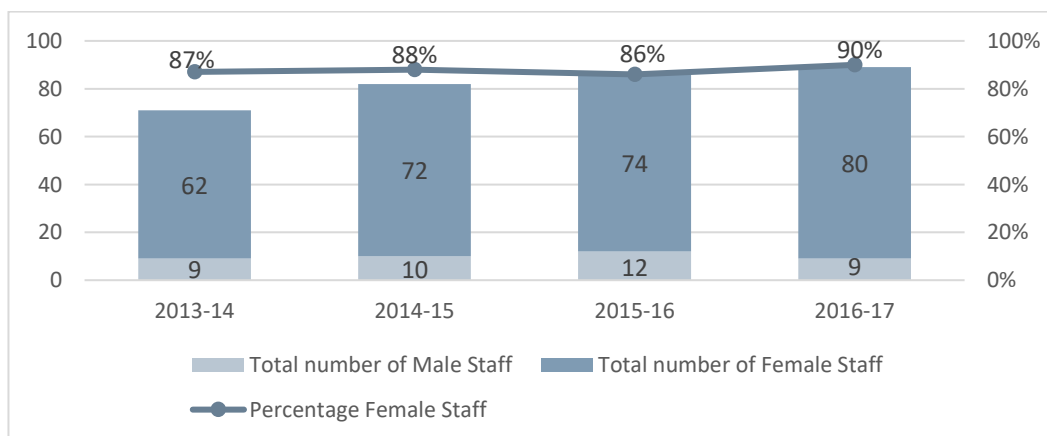


Figure 2.2 Proportion of PSS staff who are female (2013-17)

AR&T are mainly UK (45%) or EU nationals (27%), with others from Asia (18%), and North America (7%). PSS are predominantly UK (80%) or EU nationals (5%).

(also University Vice-President Corporate Engagement) is Dean and Head of the School of Management, supported by, Deputy Dean (DD) and an Executive Board (Figure 2.3). The Executive Board (EB) includes four Associate Deans (AD) (3 male, 1 female), the Director of Operations (male) and Head of Transformation (female) plus the Heads of the School's four Divisions (HoD) who are 50% male and 50% female.

The divisions are:

- Accounting Finance and Law (AFL);
- Information, Decisions and Operations (IDO);
- Marketing, Business and Society (MBS); and
- Strategy and Organisation (SO).

AR&T staff are line-managed through their respective HoDs and PSS are line-managed by the Director of Operations. HoDs and ADs are line-managed through the DD. Since September 2018, as part of the divisional structure, ten Subject Group Leads (7 male) assist HoDs with the workload allocation process. In addition to the Director of the MBA (female) there are 24 Directors of Study (14 male, 10 female) who lead the teaching portfolio at the programme level and report to the respective ADs.

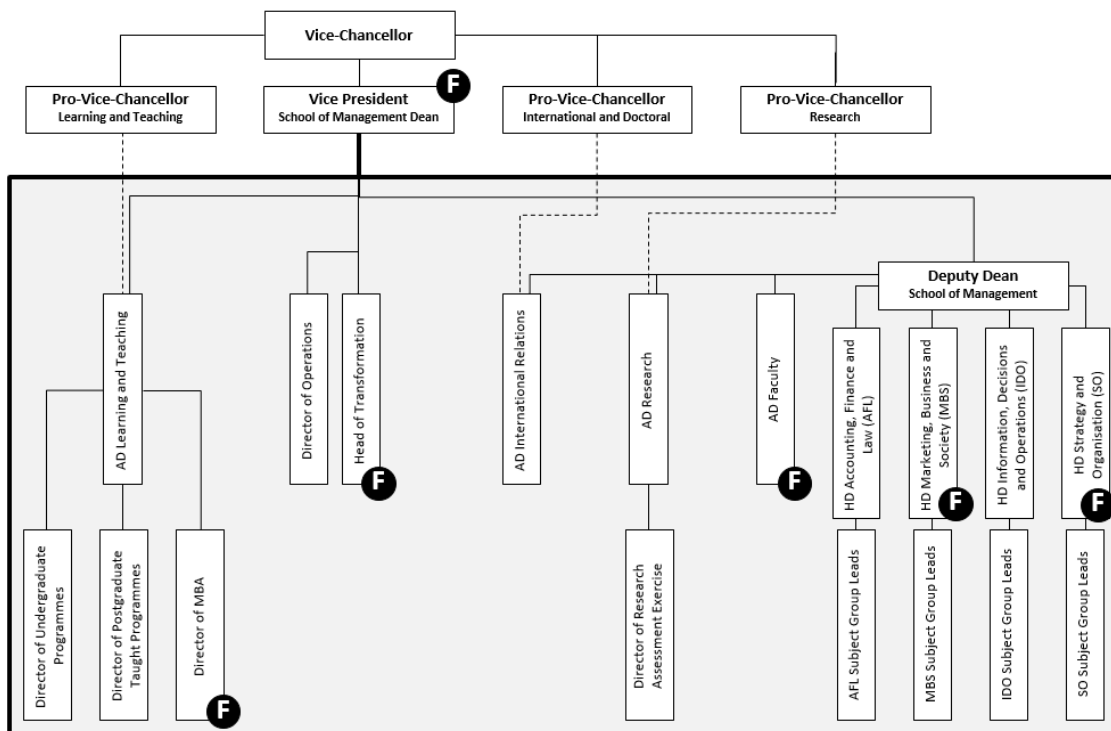


Figure 2.3 Management structure and alignment to the University of Bath



Figure 2.4 Architect representation of the new School of Management building

Currently, the School is located within two buildings on opposite sides of campus. A new School building will open in September 2020 with significant implications for improved organizational coherence and communications.

Tables 2.1, 2.2 and 2.3 summarise the student profile (October 2018):

| | Number | | | F% per Role | Notes |
|---|-------------|-------------|------------|-------------------|---|
| | T | F | M | | |
| Accounting and Finance Degree Pathways (AFD) | | | | | |
| Total BSc (Hons) Accounting and Finance | 408 | 167 | 241 | 41 | F% below HESA avg |
| Gender Balance as % proportion per pathway: | | 41 | 59 | | |
| Business and Management Studies Degree Pathways (BMSD) | | | | | |
| BSc (Hons) Business Administration | 556 | 256 | 300 | 46 | Female/Male balance on BSc w/Marketing |
| BSc (Hons) Management | 329 | 166 | 163 | 50 | |
| BSc (Hons) Management with Marketing | 215 | 160 | 55 | 74 | |
| BSc (Hons) International Management | 130 | 74 | 56 | 57 | |
| Total BMSD | 1230 | 656 | 574 | 53 | |
| Gender Balance as % proportion per pathway: | | 53 | 47 | | |
| International Management and Modern Language Degree Pathways (IMMLD) with Department of Politics, Languages and International Studies, Faculty of Humanities and Social Sciences | | | | | |
| BSc (Hons) International Management and Modern Languages (French) | 147 | 92 | 55 | 63 | Female/Male balance on all MFL programmes |
| BSc (Hons) International Management and Modern Languages (German) | 76 | 41 | 35 | 54 | |
| BSc (Hons) International Management and Modern Languages (Spanish) | 169 | 100 | 69 | 59 | |
| Total IMMLD | 392 | 233 | 159 | 59 | |
| Gender Balance as % proportion per pathway: | | 59 | 41 | | |
| TOTAL UG | 2030 | 1056 | 974 | 52 | F% above HESA avg |

Table 2.1 Undergraduate student population

| MSc Finance Suite | | | | | |
|--|------------|------------|------------|------------|--|
| MSc Accounting and Finance | 95 | 79 | 16 | 83 | Female/Male balance on all finance programmes |
| MSc Finance | 50 | 31 | 19 | 62 | |
| MSc Finance with Banking | 21 | 17 | 4 | 81 | |
| MSc Finance with Risk | 37 | 28 | 9 | 76 | |
| Total MSc Finance Suite | 203 | 155 | 48 | 76 | |
| Gender Balance as % proportion per pathway: | | 76 | 24 | | |
| MSc Other Programmes | | | | | |
| MSc Business Analytics | 42 | 27 | 15 | 64 | Female/Male balance on all MSc programmes |
| MSc Entrepreneurship and Management | 55 | 30 | 25 | 55 | |
| MSc Human Resource Management | 42 | 36 | 6 | 86 | |
| MSc International Management | 74 | 46 | 28 | 62 | |
| MSc Innovation Technology Management | 40 | 27 | 13 | 66 | |
| MSc Management | 106 | 60 | 46 | 57 | |
| MSc Marketing | 77 | 58 | 19 | 75 | |
| MSc Operations, Logistics and Supply Chain | 18 | 8 | 10 | 44 | |
| MSc Sustainability | 21 | 15 | 6 | 71 | |
| Total Other Programmes | 475 | 307 | 168 | 65 | |
| Gender Balance as % proportion per pathway: | | 65 | 35 | | |
| MBA Programmes | | | | | |
| MBA (Full-time) | 43 | 21 | 22 | 49 | Male/Female balance on Exec MBA |
| Executive MBA (Part-Time) | 56 | 14 | 42 | 25 | |
| Total MBA Programmes | 99 | 35 | 64 | 35 | |
| Gender Balance as % proportion per pathway: | | 35 | 65 | | |
| TOTAL PGT | 777 | 497 | 280 | 64 | F% > HESA avg |
| DBA Programme | | | | | |
| DBA | 181 | 101 | 80 | 56 | F% > HESA avg |
| Gender Balance as % proportion per pathway: | | 56 | 64 | | |
| PhD Programme | | | | | |
| PhD | 119 | 80 | 39 | 67 | F% > HESA avg |
| Gender Balance as % proportion per pathway: | | 67 | 33 | | |
| TOTAL PGR | 300 | 181 | 119 | 60% | F% > HESA avg |

Table 2.2 Postgraduate research student population

Academic staff within the School are grouped into four Divisions. Underlying these Divisions are seven core research themes which are linked to research centres (four led by women) that help shape and promote key areas of research undertaken within the School.

| Research Themes | Centres & Groups | |
|---------------------------------|---|--|
| Entrepreneurship and Innovation | Centre for Research on Entrepreneurship and Innovation at Bath (CREI) | |

| | | |
|-----------------------------------|---|--|
| Governance and Risk | Centre for Governance, Regulation and Industrial Strategy (CGRIS) | |
| Strategic Change and Leadership | Centre for Strategic Change and Leadership (CSSL) | |
| The Future of Work | Future of Work (FoW) | |
| Sustainability and Responsibility | Centre for Business, Organisations and Society (CBOS) | |
| Healthcare | Centre for Healthcare Innovation and Improvement (CHI2) | |
| Higher Education Management | International Centre for Higher Education Management (ICHEM) | |

Table 2.3 Research themes, centres

Description of the department = 498 words

2. THE SELF-ASSESSMENT PROCESS

(i) Description of the self-assessment team

In April 2017, the Dean and Associate Dean (Faculty) appointed the Departmental Self-Assessment Team (DSAT) Co-Chairs. To establish an inclusive forum, the Co-Chairs sought volunteers from all areas and levels of responsibility within the School (10 female, 5 male). Associate Members (female, 1 male), leads on equality, diversity, and anti-harassment programmes across the University, augment the DSAT. Strategic oversight rests with the Executive Board., DSAT Co-Chair (also Head of IDO Division) acts as the point of contact between DSAT and the Executive Board.

| Name | F/M | School Role and Division | DSAT Role |
|------|-----|---|---|
| | M | Professor, Head of IDO Division | Co-Chair—Editorial oversight and co-authorship of Bronze application |
| | F | Associate Professor, Organisation Studies (S&O) | Co-Chair—Data collection and analysis, design and development of the OCS, co-authorship of application. |
| | F | Head of Transformation | Transformation and Professional Services Staff Lead—Engagement, data validation, and action planning. |
| | F | Assistant Professor (IDO) | Theme Lead—Flexible working, managing career brakes, and co-authorship of application. |
| | | | |
| | F | Doctoral Candidate (S&O) | Theme Lead—Support for doctoral, and other students, for academic career progression, and co-authorship of the application. |
| | F | Associate Professor (MBS) | New Member Lead—Recruitment and induction, and action planning. |
| | M | Reader (S&O) | Theme Lead—Staff development and performance review (SDPR), organisational culture. |

| | | | |
|--|---|--|---|
| | F | Senior Teaching Fellow (AFL) | Teaching Fellow Lead—Key career transition points, career development and co-authorship of the application. |
| | F | Associate Professor, Management (SO) | Academic Staff Lead—Engagement, and action planning. |
| | M | Assistant Professor (AFL) | Academic Staff Lead—Statistical data validation and action planning. |
| | F | Professor, Associate Dean, Faculty (S&O) | Academic Career Development Lead—Career pipeline and action planning. |
| | F | Acting Head of Undergraduate Programmes and Assessment | Undergraduate Programmes Lead—Data validation and action planning. |
| | M | Head of Operations, Post-Experience | Postgraduate Taught Programmes Lead—Data validation and action planning. |

| Associate Members | | | |
|-------------------|---|--|--|
| | F | Equality and Diversity Manager, University of Bath | |
| | F | Equality and Diversity Officer, University of Bath | |
| | F | HEFCE Project Manager, Student Services (<i>Never OK Campaign and Bringing in the Bystander Programme</i>), University of Bath | |
| | M | Anti-Harassment Campaign Manager, University of Bath | |

Table 3.1 School of Management Athena SWAN DSAT

(ii) Account of the self-assessment process

Phase I: Building the Foundations for the School’s Athena SWAN Journey

From April 2017 to March 2018, the DSAT met quarterly to analyse and interpret quantitative data spanning four academic years (2013-14 to 2016-17). Our analysis informed the design and development of five Organisational Culture Surveys (OCS), tailored to examine issues identified within each student and staff group. Complementary activities undertaken by the DSAT Co-Chair, (lead for data collection and analysis), included:

- Participation in the University of Bath’s University Self-Assessment Team (USAT) and DSAT Network meetings to develop an understanding of local Athena SWAN best practices.
- Participation in an Athena SWAN Network event, University of Bristol, January 2017, to liaise with and gain insights from colleagues who have successfully led Bronze Award submissions.
- Participation in the Chartered Association of Business School’s Athena SWAN Diversity in Business Schools symposium, University of York, January 2018, to gain further best practice insight.

Phase II: Widening Engagement in the School's Athena SWAN Journey

From April 2018 to September 2018, the DSAT met on six occasions to finalise the OCS and then to analyse and interpret data. In April 2018, the OCSs were launched by the Dean at a School-wide meeting, with follow-up emails to each student and staff group. The OCSs ran for four months with the DSAT Co-Chair informing the EB of response rates and the Dean actively encouraging engagement through follow-up emails.

| | Distributed to | Responses to OCS: | | | | % Response Rate: |
|--------------------|----------------|-------------------|----|----|-----------------|------------------|
| | | T | F | M | G _{NI} | |
| AR&T-OCS | 127 | 76 | 31 | 34 | 11 | 60 |
| PSS-OCS | 89 | 59 | 49 | 10 | 0 | 66 |
| PGR-OCS (PhD only) | 144 | 35 | 22 | 11 | 2 | 24 |
| PGT-OCS | 1,359 | 80 | 59 | 20 | 1 | 6 |
| UG-OCS | 1,703 | 52 | 36 | 14 | 2 | 3 |

(G_{NI}) Gender not indicated

Table 3.2 School of Management OCS response rates

Key findings from the OCSs were presented to the EB and then, by the Dean and DSAT Co-Chair, at a School-wide meeting in September 2018. Although there were reasonable response rates from both AR&T (76/127=60%) and PSS (59/89=66%) further engagement - through interviews and focus groups - was undertaken. This was prompted by a need to deepen understanding of key issues revealed by the OCSs and to address data limitations (e.g., there were only very limited numbers of staff in total, for example, returning from maternity leave). These additional elements focused on (a) staff development and performance review, (b) flexible working and career breaks and (c) support given to doctoral, and other, students for academic career progression. To facilitate wider dissemination of the findings, and to archive collated data, a Moodle site accessible to all students and staff was created. This allows access to the final submission, action plan and a range of additional ED&I (Equality, Diversity and Inclusion) resources, reports, etc.

Phase III: Defining the School's Future Athena SWAN Journey

From October 2018 to November 2018, the DSAT met on four occasions to finalise the submission. The Dean/Deputy Dean and then EB reviewed the Action Plan and offered suggestions/amendments before approving the submission on 20th November. The submission was also shared with the School via email.

(iii) Plans for the future of the self-assessment team

The intention is for the DSAT to transition into the Athena SWAN Implementation Committee (ASIC) to oversee the Action Plan. The continued growth of the school and the new building, together with other recent initiatives such as the SoM PhD Action Plan, the Concordat to Support the Career Development of Researchers, Widening Participation, etc., create a unique opportunity for this gender equality work to deliver sustainable impact. We will continue with the Co-Chair structure – with an explicit recognition of this via teaching remissions in the workload model - to promote role models of women in leadership as well as male ‘champions of change’. To maintain continuity, Professor Lewis will initially Co-Chair the ASIC and some of the existing DSAT member will remain in place. Nominations for new members will be called for on an annual basis and senior male and female staff members will be invited to nominate themselves for the Co-Chair role. Quarterly meetings of the ASIC – highlighted in the School calendar - will be held and the staff survey and other consultation processes will continue to be employed to review our progress.

Athena SWAN will remain as a standing item on all Department committee agendas (student and staff) and an annual evaluation of progress against the Action Plan will be presented to the Executive Board. Minutes will be taken at all meetings, completed actions will be signed off, ongoing actions can be updated, and, as appropriate, new actions will be added. The latest version of the plan will be maintained on our webpage and an Athena SWAN blog will be started as a means of communicating with staff and students about Athena SWAN actions. The Co-Chairs will also ensure a two-way flow of information between the ASIC and the University Athena SWAN committee. The School’s ambition is to apply for a Silver award in four years.

The self-assessment process = 867 words

3. A PICTURE OF THE DEPARTMENT

3.1. Student data

(i) Numbers of men and women on access or foundation courses

N/A

(ii) Numbers of undergraduate students by gender

Undergraduate numbers have grown significantly, reaching 2,030 (52%) in 2018-19. UK nationals are the largest group (56% 2016-17) but it is an international cohort. Degree programmes are full-time. There is part-time enrolment but only in very small numbers.

| | 2013-14 | | | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|-------------------------------|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|
| | Number | | F % | Number | | F % | Number | | F % | Number | | F % |
| | F | M | | F | M | | F | M | | F | M | |
| Undergraduate Students | | | | | | | | | | | | |
| Full-Time (FT) | 659 | 616 | 52 | 711 | 684 | 51 | 777 | 740 | 51 | 875 | 825 | 51 |

| | | | | | | | | | | | | |
|----------------|-------|-----|-------|-----|-----|-------|-----|-----|-------|-----|-----|----|
| Part-Time (PT) | 0 | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 100 | 2 | 1 | 67 |
| Total | 659 | 618 | 52 | 711 | 685 | 51 | 778 | 740 | 51 | 877 | 826 | 51 |
| HESA F% FT | | | 47 | | | 47 | | | 47 | | | 47 |
| Total | 1,277 | | 1,396 | | | 1,518 | | | 1,703 | | | |

Table 4.1 Undergraduate student numbers, gender and full/part-time status

Patterns of female representation are broadly in line with comparative national data, although it varies considerably - IMML having the highest female representation and A&F the lowest (and decreasing). BMS is broadly gender balanced, though Management with Marketing skews heavily female. We will actively seek to improve gender balance (female in the A&F sector, male in marketing) by targeting female/male students through promotion and outreach in working towards gender representation (**Action 1**).

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|---------|---------|
| Undergraduate Students: Female % All Degree Pathways | | | | | |
| Accounting and Finance | 45 | 43 | 43 | 43 | 41 |
| Business Administration | 47 | 48 | 46 | 46 | 46 |
| Management | 51 | 49 | 51 | 51 | 50 |
| Management with Marketing | 84 | 82 | 80 | 80 | 74 |
| International Management | 21 | 39 | 45 | 44 | 57 |
| IMML French | 66 | 67 | 63 | 63 | 63 |
| IMML German | 54 | 47 | 52 | 52 | 54 |
| IMML Spanish | 61 | 60 | 58 | 58 | 59 |

Table 4.2. Undergraduate female percentages by degree pathway

There is variation in application/offer/acceptance pipeline. The proportion of female applications for A&F has decreased from 48% to 43%. Women applying to BMS appear more likely to receive an offer than men (χ^2 , $p=0.00053$). There are significantly more female applications to IMML and this will feature (noting post-16 level uptake of MFL is strongly female) in the analysis component of **Action 1**.

| | 2013-14 | | | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|--|---------|------|------|---------|------|------|---------|------|------|---------|------|------|
| | Number | | F % | Number | | F % | Number | | F % | Number | | F % |
| | F | M | | F | M | | F | M | | F | M | |
| Accounting and Finance Degree Programmes | | | | | | | | | | | | |
| App | 661 | 705 | 48.4 | 571 | 676 | 45.8 | 668 | 764 | 46.6 | 540 | 703 | 43.4 |
| Offers | 282 | 319 | 46.9 | 223 | 309 | 41.9 | 297 | 379 | 43.9 | 364 | 445 | 45.0 |
| Accept | 35 | 39 | 47.3 | 34 | 52 | 39.5 | 41 | 57 | 41.8 | 52 | 65 | 44.4 |
| Of/Ap % | 42.7 | 45.3 | | 39.1 | 45.7 | | 44.5 | 49.6 | | 67.4 | 63.3 | |
| Ac/Of % | 12.4 | 12.2 | | 15.3 | 16.8 | | 13.8 | 15.0 | | 14.3 | 14.6 | |
| Ac/Ap % | 5.3 | 5.5 | | 5.9 | 7.7 | | 6.1 | 7.5 | | 9.6 | 9.3 | |
| Business and Management Studies Degree Programmes | | | | | | | | | | | | |
| App | 549 | 653 | 45.7 | 1177 | 1160 | 50.4 | 1514 | 1567 | 49.1 | 1598 | 1679 | |
| Offers | 341 | 350 | 49.3 | 649 | 584 | 52.6 | 800 | 689 | 53.7 | 831 | 808 | |

| | | | | | | | | | | | | |
|--|------|------|-------------|------|------|-------------|------|------|-------------|------|------|-------------|
| Accept | 71 | 85 | 45.5 | 139 | 130 | 51.7 | 171 | 133 | 56.3 | 178 | 161 | |
| Of/Ap % | 62.1 | 53.6 | | 55.1 | 50.3 | | 52.8 | 43.9 | | 52.0 | 48.1 | |
| Ac/Of % | 20.8 | 24.3 | | 21.4 | 22.5 | | 21.3 | 19.3 | | 21.4 | 19.9 | |
| Ac/Ap % | 12.9 | 13.0 | | 11.8 | 11.2 | | 11.3 | 8.5 | | 11.1 | 9.6 | |
| International Management and Modern Languages Degree Programmes | | | | | | | | | | | | |
| App | 273 | 154 | 63.9 | 222 | 146 | 60.3 | 220 | 154 | 58.8 | 223 | 148 | 60.1 |
| Offers | 164 | 97 | 62.8 | 151 | 95 | 61.4 | 168 | 103 | 62.0 | 186 | 121 | 60.6 |
| Accept | 62 | 37 | 62.6 | 60 | 43 | 58.3 | 63 | 46 | 57.8 | 68 | 40 | 63.0 |
| Of/Ap % | 60.1 | 63.0 | | 68.0 | 65.0 | | 76.4 | 66.9 | | 83.4 | 81.8 | |
| Ac/Of % | 37.8 | 38.1 | | 39.7 | 45.3 | | 37.5 | 44.7 | | 36.6 | 33.1 | |
| Ac/Ap % | 22.7 | 24.0 | | 27.0 | 29.5 | | 28.6 | 29.9 | | 30.5 | 27.0 | |

Table 4.3 Applications, offers and acceptances by undergraduate programme

In line with our high entry criteria, the majority of our students achieve a 2:1 degree or higher. The data demonstrates that women perform well and female/male degree classifications show no significant ($\chi^2 = 0.0952$) difference.

| | | First Class | 2:1 | 2:2 | 3 | Unclassified | Total |
|----------------|------------|--------------------|------------|------------|----------|---------------------|--------------|
| 2013-14 | Female | 48 | 98 | 17 | 1 | 0 | 164 |
| | Male | 45 | 90 | 16 | 1 | 0 | 152 |
| | Total | 93 | 188 | 33 | 2 | 0 | 316 |
| | F % | 29 | 60 | 10 | 1 | 0 | - |
| | M % | 30 | 59 | 11 | 1 | 0 | - |
| 2014-15 | Female | 53 | 107 | 13 | 1 | 0 | 174 |
| | Male | 38 | 102 | 16 | 1 | 0 | 157 |
| | Total | 91 | 209 | 29 | 2 | 0 | 331 |
| | F % | 30 | 61 | 7 | 1 | 0 | - |
| | M % | 24 | 65 | 10 | 1 | 0 | - |
| 2015-16 | Female | 51 | 86 | 13 | 0 | 0 | 150 |
| | Male | 40 | 93 | 12 | 1 | 0 | 146 |
| | Total | 91 | 179 | 25 | 1 | 0 | 296 |
| | F % | 34 | 57 | 9 | 0 | 0 | - |
| | M % | 27 | 64 | 8 | 1 | 0 | - |
| 2016-17 | Female | 63 | 96 | 8 | 0 | 0 | 167 |
| | Male | 56 | 95 | 23 | 2 | 0 | 176 |
| | Total | 119 | 191 | 31 | 2 | 0 | 343 |
| | F % | 38 | 57 | 5 | 0 | 0 | - |
| | M % | 32 | 54 | 13 | 1 | 0 | - |

Table 4.4 Undergraduate degree attainment by gender

(iii) Numbers of men and women on postgraduate taught degrees

We have MSc and MBA (full-time and part-time) postgraduate taught degree pathways. With the exception of the Executive MBA (82% UK) these cohorts have a very international composition, with Chinese nationals the largest group across the various MSc programmes (27% 2016-17).

| | 2013-14 | | | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|-----------|----------------|-----|-----------|----------------|-----|-----------|----------------|-----|-----------|----------------|-----|-----------|
| | Number | | F % | Number | | F % | Number | | F % | Number | | F % |
| | F | M | | F | M | | F | M | | F | M | |
| Full Time | 450 | 224 | 67 | 445 | 208 | 68 | 511 | 193 | 73 | 522 | 217 | 71 |
| Part Time | 32 | 82 | 28 | 31 | 81 | 28 | 26 | 75 | 26 | 19 | 60 | 24 |

| | | | | | | | | | | | | |
|--------------|------------|------|------------|-----|------|------------|-----|------|------------|-----|------|----|
| % PT | 6.6 | 26.8 | | 6.5 | 28.0 | | 4.8 | 28.0 | | 3.5 | 21.7 | |
| Total | 482 | 306 | 63 | 476 | 289 | 63 | 537 | 268 | 67 | 541 | 277 | 67 |
| HESA F% | | | 51 | | | 52 | | | 54 | | | 54 |
| HESA F%(FT) | | | 52 | | | 53 | | | 55 | | | 56 |
| HESA F%(PT) | | | 48 | | | 49 | | | 49 | | | 48 |
| Total | 788 | | 765 | | | 805 | | | 818 | | | |

Table 4.5 Postgraduate taught student numbers by gender (full/part-time)

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|---------|---------|
| MSc Finance Suite | | | | | |
| Accounting and Finance | 89 | 89 | 89 | 82 | 83 |
| Finance | 70 | 72 | 68 | 61 | 62 |
| Finance with Banking | 70 | 46 | 25 | 78 | 81 |
| Finance with Risk | 60 | 65 | 67 | 64 | 76 |
| MSc Other programmes | | | | | |
| Business Analytics | - | - | 74 | 72 | 64 |
| Entrepreneurship and Management | 52 | 64 | 67 | 45 | 55 |
| Human Resource Management | 87 | 96 | 89 | 94 | 86 |
| International Management | 62 | 68 | 59 | 71 | 62 |
| Innovation Technology Management | 47 | 47 | 53 | 57 | 66 |
| Management | 60 | 72 | 60 | 66 | 57 |
| Marketing | 80 | 78 | 79 | 75 | 75 |
| Operations, Logistics and Supply Chain | 59 | 69 | 55 | 78 | 44 |
| Sustainability | 75 | 67 | 86 | 80 | 71 |
| MBA | | | | | |
| MBA (Full-time) | 45 | 44 | 45 | 51 | 49 |
| Executive MBA (Part-Time) | 28 | 26 | 24 | 24 | 25 |

Table 4.6 Postgraduate female percentages by degree pathway

The total population skews towards females on full-time programmes but towards male on part-time programmes, in part due to the Executive MBA. The pattern of female representation broadly follows that of the national comparators. We will take action to address the underrepresentation of men on A&F programmes and women on the Executive MBA (**Action 2**).

| Programme | Gender | No. of App | No. of Offers | No. of Accept | No. of Of/Ap | No. of Ac/Of | No. of Ac/Ap |
|---------------------------------------|------------|-------------|---------------|---------------|--------------|--------------|--------------|
| Business Administration | Female | 357 | 247 | 87 | 69.19 | 35.22 | 24.37 |
| | Male | 456 | 283 | 110 | 62.06 | 38.87 | 24.12 |
| | F % | 43.9 | 46.6 | 44.2 | | | |
| Accounting and Finance | Female | 3596 | 566 | 184 | 15.74 | 32.51 | 5.12 |
| | Male | 1075 | 126 | 33 | 11.72 | 26.19 | 3.07 |
| | F % | 77.0 | 81.8 | 84.8 | | | |
| Advanced Management Practice | Female | 373 | 82 | 37 | 21.98 | 45.12 | 9.92 |
| | Male | 166 | 50 | 28 | 30.12 | 56.00 | 16.87 |
| | F % | 69.2 | 62.1 | 56.9 | | | |
| Entrepreneurship and Management | Female | 306 | 185 | 58 | 60.46 | 31.35 | 18.95 |
| | Male | 272 | 144 | 36 | 52.94 | 25.00 | 13.24 |
| | F % | 52.9 | 56.2 | 61.7 | | | |
| Finance (Banking and Risk Management) | Female | 1492 | 216 | 52 | 14.48 | 24.07 | 3.49 |
| | Male | 865 | 112 | 26 | 12.95 | 23.21 | 3.01 |
| | F % | 63.3 | 65.9 | 66.7 | | | |
| Human Resource Management | Female | 1604 | 525 | 125 | 32.73 | 23.81 | 7.79 |
| | Male | 285 | 92 | 15 | 32.28 | 16.30 | 5.26 |
| | F % | 84.9 | 85.1 | 89.3 | | | |
| Innovation and Technology Management | Female | 439 | 247 | 53 | 56.26 | 21.46 | 12.07 |
| | Male | 500 | 277 | 78 | 55.40 | 28.16 | 15.60 |
| | F % | 46.8 | 47.1 | 40.5 | | | |
| International Management | Female | 1389 | 622 | 156 | 44.78 | 25.08 | 11.23 |
| | Male | 886 | 463 | 116 | 52.26 | 25.05 | 13.09 |
| | F % | 61.1 | 57.3 | 57.4 | | | |
| Management | Female | 1982 | 707 | 180 | 35.67 | 25.46 | 9.08 |
| | Male | 1070 | 388 | 138 | 36.26 | 35.57 | 12.90 |
| | F % | 64.9 | 64.6 | 56.6 | | | |
| Marketing | Female | 2311 | 646 | 151 | 27.95 | 23.37 | 6.53 |
| | Male | 828 | 221 | 55 | 26.69 | 24.89 | 6.64 |
| | F % | 73.6 | 74.5 | 73.3 | | | |
| Sustainability and Management | Female | 176 | 87 | 28 | 49.43 | 32.18 | 15.91 |
| | Male | 120 | 54 | 19 | 45.00 | 35.19 | 15.83 |
| | F % | 59.5 | 61.7 | 59.6 | | | |
| Overall | Female | 17146 | 5121 | 1697 | 29.87 | 33.14 | 9.90 |
| | Male | 8497 | 2697 | 920 | 31.74 | 34.11 | 10.83 |
| | F % | 66.9 | 65.5 | 64.8 | | | |

Table 4.7. Applications, offers and acceptances by postgraduate programme

Attrition rates are very low, with only one female PGT student withdrawing in 2015-16 and, with the exception of 2016-17, degree attainment shows no significant gender differences.

| | | Distinction | Merit | Pass | Not complete | Total |
|----------------|------------|-------------|-----------|-----------|--------------|----------|
| 2013-14 | Female | 35 | 192 | 125 | 0 | 352 |
| | Male | 20 | 95 | 64 | 0 | 179 |
| | Total | 55 | 287 | 189 | 0 | 531 |
| | F % | 10 | 55 | 36 | 0 | – |
| | M % | 11 | 53 | 36 | 0 | – |
| 2014-15 | Female | 45 | 171 | 118 | 0 | 334 |
| | Male | 23 | 86 | 56 | 0 | 165 |
| | Total | 68 | 257 | 174 | 0 | 499 |
| | F % | 13 | 51 | 35 | 0 | – |
| | M % | 14 | 52 | 34 | 0 | – |
| 2015-16 | Female | 48 | 223 | 125 | 1 | 397 |
| | Male | 17 | 90 | 46 | 0 | 153 |
| | Total | 65 | 313 | 171 | 1 | 550 |
| | F % | 12 | 56 | 31 | 0 | – |
| | M % | 11 | 59 | 30 | 0 | – |
| 2016-17 | Female | 43 | 227 | 73 | 0 | 343 |
| | Male | 27 | 87 | 39 | | 153 |
| | Total | 70 | 314 | 112 | 0 | 496 |
| | F % | 13 | 66 | 21 | 0 | – |
| | M % | 18 | 57 | 25 | 0 | – |

Table 4.8 Postgraduate taught degree attainment by gender

(iv) Numbers of men and women on postgraduate research degrees

We have three postgraduate research degree pathways:

- **Integrated PhD** - Offered on a full or part-time basis and undertaken over four years (full-time) with compulsory taught modules in the first year that result in the award of a Master of Research (MRes) Degree;
- **PhD** - Completed over three years with optional taught modules in the first year. Both the PhD pathways now include the option to submit either a traditional thesis (approximately 80k words) or the alternative multi-paper format. This recent development is intended to better reflect the demands of the academic (and in particular Business School) job market – where journal publications are critical.
- **DBA** - Doctor of Business Administration in Higher Education Management combines research with professional practice for mid-senior level managers working in higher education, leaders from governmental ministries, and other organizations with a HE brief. The first programme of its kind offered worldwide. It is part-time (minimum three years, maximum eight years).

Each cohort has an international composition. Based on aggregate data, the majority of PGR students are female. Compared to the HESA UK averages, females are over-represented on full-time programmes. Males are significantly more likely than females to study part-time.

| | 2013-14 | | | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|---------------------------------------|------------|----|-----|------------|----|-----|------------|----|-----|------------|----|-----|
| | Number | | F % | Number | | F % | Number | | F % | Number | | F % |
| | F | M | | F | M | | F | M | | F | M | |
| Postgraduate Research Students | | | | | | | | | | | | |
| Full Time | 36 | 25 | 59 | 40 | 23 | 63 | 40 | 14 | 74 | 38 | 14 | 73 |
| Part Time | 52 | 62 | 46 | 51 | 61 | 46 | 52 | 54 | 49 | 40 | 52 | 43 |
| Total | 88 | 87 | 50 | 91 | 84 | 52 | 92 | 68 | 58 | 78 | 66 | 54 |
| % Part Time | 59 | 71 | | 56 | 73 | | 57 | 79 | | 51 | 79 | |
| HESA F% | | | 43 | | | 46 | | | 46 | | | 46 |
| HESA F%(FT) | | | 44 | | | 44 | | | 47 | | | 47 |
| HESA F%(PT) | | | 42 | | | 43 | | | 44 | | | 44 |
| Total | 175 | | | 175 | | | 160 | | | 144 | | |

Table 4.9 Postgraduate research part-time/full-time percentages by gender

Gender also varies by individual programme. While these data indicate that the School is effective at encouraging females to undertake PGR study, through the OCS and specific consultation with PGR students we have identified several areas to improve upon, that will be addressed in specific actions and, more generally via the ongoing Doctoral review/plan (action 3b).

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|---------|---------|---------|
| Postgraduate Research Students: Female % All Degree Pathways | | | | | | |
| PhD | 60 | 67 | 79 | 40 | 63 | 91 |
| Integrated PhD | 75 | 50 | 100 | 63 | 70 | 50 |
| DBA | 45 | 45 | 52 | 54 | 54 | 57 |

Table 4.10 Postgraduate research pathway and gender – percentages of female students starting each year

There is variation in the application/offer/acceptance process but there are no obviously gendered patterns.

| | 2013-14 | | | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|---|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|
| | Number | | F % | Number | | F % | Number | | F % | Number | | F % |
| | F | M | | F | M | | F | M | | F | M | |
| Postgraduate applications, offers and acceptances: PhD | | | | | | | | | | | | |
| App | 148 | 261 | 36 | 119 | 180 | 40 | 90 | 134 | 40 | 77 | 115 | 40 |
| Offers | 14 | 13 | 52 | 15 | 11 | 58 | 13 | 5 | 72 | 7 | 9 | 44 |
| Accept | 10 | 9 | 53 | 13 | 8 | 62 | 10 | 4 | 71 | 4 | 6 | 40 |
| Of/Ap % | 9 | 5 | | 13 | 6 | | 14 | 4 | | 9 | 8 | |

| | | | | | | | | | | | | |
|--|----|-----|-----------|----|----|-----------|-----|----|-----------|----|-----|-----------|
| Ac/Of % | 71 | 69 | | 87 | 73 | | 77 | 80 | | 57 | 67 | |
| Ac/Ap % | 7 | 3 | | 11 | 4 | | 11 | 3 | | 5 | 5 | |
| Postgraduate applications, offers and acceptances: Integrated PhD | | | | | | | | | | | | |
| App | 11 | 26 | 30 | 7 | 14 | 33 | 14 | 37 | 27 | 25 | 38 | 40 |
| Offers | 6 | 3 | 67 | 3 | 3 | 50 | 5 | 6 | 45 | 13 | 9 | 59 |
| Accept | 4 | 3 | 57 | 1 | 2 | 33 | 4 | 1 | 80 | 8 | 3 | 73 |
| Of/Ap % | 55 | 12 | | 43 | 21 | | 36 | 16 | | 52 | 24 | |
| Ac/Of % | 67 | 100 | | 33 | 67 | | 80 | 17 | | 62 | 33 | |
| Ac/Ap % | 36 | 12 | | 14 | 14 | | 29 | 3 | | 32 | 8 | |
| Postgraduate applications, offers and acceptances: DBA | | | | | | | | | | | | |
| App | 1 | 3 | 25 | 23 | 28 | 45 | 14 | 23 | 38 | 18 | 20 | 47 |
| Offers | 0 | 1 | 0 | 13 | 11 | 54 | 14 | 13 | 52 | 14 | 11 | 56 |
| Accept | 0 | 0 | - | 12 | 9 | 57 | 11 | 12 | 48 | 11 | 11 | 50 |
| Of/Ap % | 0 | 33 | | 57 | 39 | | 100 | 57 | | 78 | 55 | |
| Ac/Of % | - | 0 | | 92 | 82 | | 79 | 92 | | 79 | 100 | |
| Ac/Ap % | 0 | 0 | | 52 | 32 | | 79 | 52 | | 61 | 55 | |

Table 4.11 Applications, offers and acceptances by postgraduate research programme

There are some important gaps in the end-to-end tracking (i.e. application to submission) and improving this is a priority (**Action 3**). Gender effects are difficult to interpret given the low numbers of submissions per year, but more generally high numbers of students fail to submit (i.e. out of time) (**Action 3**).

| | 2010-11 | | | 2011-12 | | | 2012-13 | | | 2013-14 | | |
|-----------------------------|---------|-----|------------|---------|----|-------------|---------|----|-------------|---------|----|------------|
| | Number | | F % | Number | | F % | Number | | F % | Number | | F % |
| | F | M | | F | M | | F | M | | F | M | |
| PhD Submission Rates | | | | | | | | | | | | |
| Submitted within 4 years | 6 | 3 | 67 | 5 | 1 | 83 | 2 | 2 | 50 | 0 | 1 | 0 |
| Submitted after 4 years | 4 | 3 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |
| * Not submitted (in time) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 100 |
| Not submitted (out of time) | 0 | 0 | 0 | 1 | 2 | 33 | 4 | 1 | 80 | 9 | 5 | 64 |
| Total | 10 | 6 | 63 | 6 | 3 | 67 | 6 | 3 | 67 | 10 | 6 | 63 |
| % Submitted | 100 | 100 | - | 83 | 33 | - | 33 | 67 | - | 0 | 17 | - |
| Integrated PhD | | | | | | | | | | | | |
| Submitted within 4 years | 0 | 0 | - | 2 | 1 | 67 | 0 | 0 | - | 0 | 0 | - |
| Submitted after 4 years | 0 | 0 | - | 0 | 0 | - | 0 | 0 | - | 0 | 0 | - |
| * Not submitted (in time) | 0 | 0 | - | 0 | 0 | - | 1 | 0 | 100 | 0 | 0 | - |
| Not submitted (out of time) | 0 | 0 | - | 2 | 1 | 67 | 2 | 3 | 40 | 3 | 1 | 75 |
| Total | 0 | 0 | - | 4 | 2 | 67 | 3 | 3 | 50 | 3 | 1 | 75 |
| % Submitted | - | - | - | 50 | 50 | - | 0 | 0 | - | 0 | 0 | - |
| DBA | | | | | | | | | | | | |
| Submitted within 8 years | 4 | 0 | 100 | 1 | 2 | 33.3 | 2 | 5 | 28.5 | 4 | 0 | 100 |
| Submitted after 8 years | 0 | 0 | - | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 100 |

| | | | | | | | | | | | |
|--|-----|---|---|---|---|--|--|--|--|--|--|
| * Not submitted (in time) | | | | | | | | | | | |
| Not submitted (out of time) | | | | | | | | | | | |
| Total | 4 | 0 | - | 1 | 2 | | | | | | |
| % Submitted | 100 | - | | | | | | | | | |
| <i>Not submitted (in time):</i> This relates to cases where the student has not yet submitted their thesis but, due to agreed periods of suspension, they still possess the potential to submit within the maximum period of registration. | | | | | | | | | | | |

Table 4.12 Postgraduate research submission data

(v) Progression pipeline between undergraduate and postgraduate student levels

The overall pipeline illustrates that female representation is higher at PGT level than at UG and PGR levels, where in general the student cohorts are close to gender parity. However, the nature of our UG and PGT programmes is such that there are limited direct transitions between student levels and, as such, no meaningful direct progression pipeline. Perhaps the key feature of the Bath ‘offer’ to our UG and PGT communities is employability. Teaching, and development more broadly, is strongly work focused, structured around placement schemes, transferable skills, team work, etc. Recruitment onto our PGT and PGR programmes is typically from people already in the workforce and/or from other UG programmes in the UK and overseas.

3.2. Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research, or teaching-only

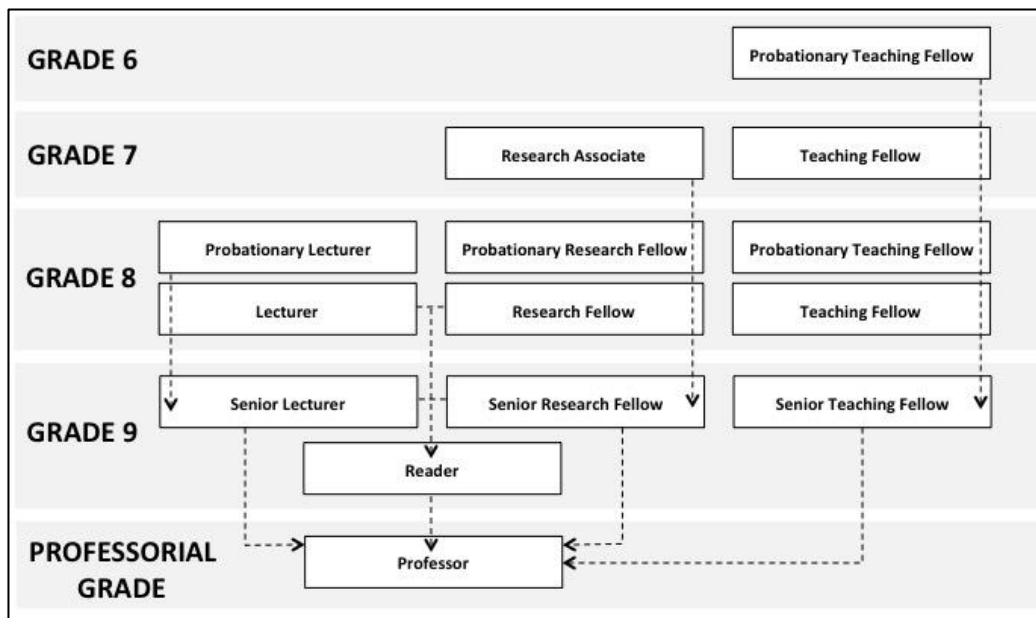


Figure 4.1 School of Management grade structure and contract function

| | 2013-14 | | | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|------------------------------|------------|----|-----|------------|----|-----|------------|----|-----|------------|----|-----|
| | Number | | F % | Number | | F % | Number | | F % | Number | | F % |
| | F | M | | F | M | | F | M | | F | M | |
| Research-Only | | | | | | | | | | | | |
| Research | 7 | 1 | 88 | 3 | 2 | 60 | 7 | 2 | 78 | 8 | 3 | 73 |
| Teaching-Only | | | | | | | | | | | | |
| Teaching | 6 | 5 | 55 | 4 | 7 | 36 | 6 | 7 | 46 | 8 | 7 | 53 |
| Research and Teaching | | | | | | | | | | | | |
| Lecturer | 12 | 14 | 46 | 12 | 17 | 41 | 12 | 17 | 41 | 11 | 19 | 37 |
| Senior Lecturer | 5 | 22 | 19 | 7 | 21 | 25 | 9 | 21 | 30 | 13 | 22 | 37 |
| Reader | 1 | 1 | 50 | 1 | 2 | 33 | 1 | 2 | 33 | 1 | 1 | 50 |
| Professor | 5 | 21 | 19 | 5 | 24 | 17 | 7 | 25 | 22 | 7 | 27 | 21 |
| All Teaching and Research | 23 | 58 | 28 | 25 | 64 | 28 | 29 | 65 | 31 | 32 | 69 | 32 |
| Full/Part-Time | | | | | | | | | | | | |
| Full Time | 34 | 58 | 37 | 32 | 67 | 32 | 42 | 67 | 39 | 44 | 74 | 37 |
| Part Time | 2 | 6 | 25 | 0 | 6 | 0 | 0 | 7 | 0 | 4 | 5 | 44 |
| % Part Time | 6 | 9 | | 0 | 8 | | 0 | 10 | | 8 | 6 | |
| Summary | | | | | | | | | | | | |
| Total | 36 | 64 | 36 | 32 | 73 | 30 | 42 | 74 | 36 | 48 | 79 | 38 |
| HESA F% | | | 42 | | | 42 | | | 42 | | | 43 |
| Total | 100 | | | 105 | | | 116 | | | 127 | | |

Table 4.13 Academic, research and teaching staff role (full or part-time) by gender

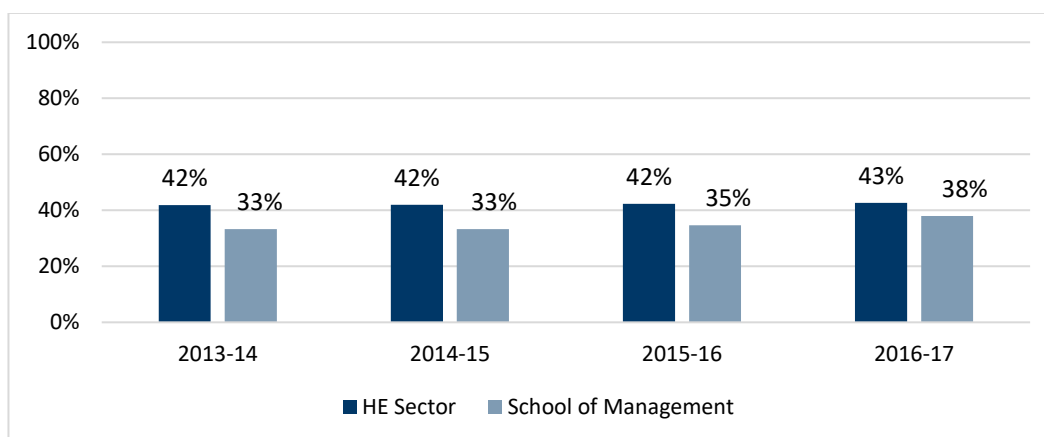
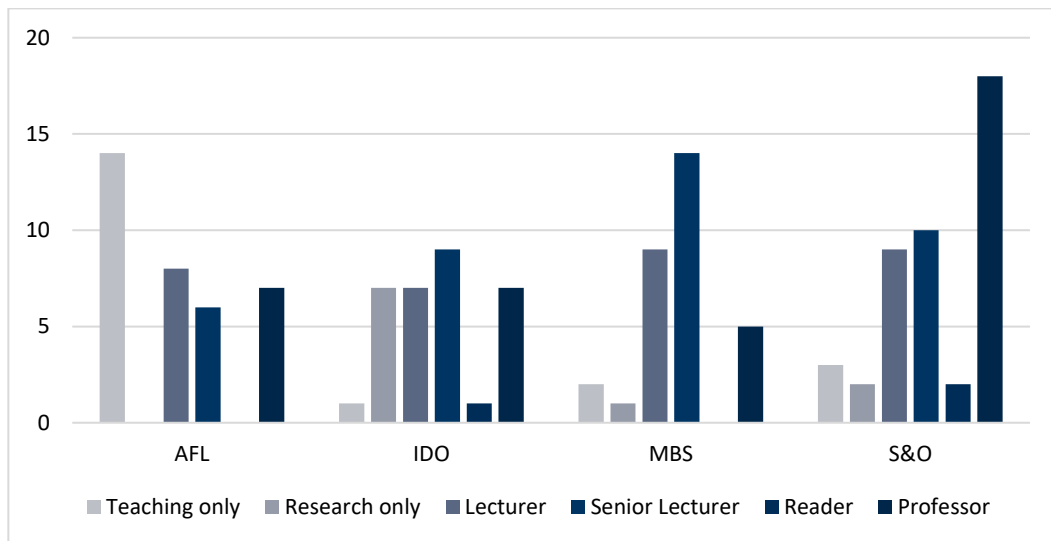


Figure 4.2 Percentage of female academic, research and teaching staff cf. HESA

In 2018-19, our overall AR&T profile approaches the HESA average (42% female) but this data highlights three areas where there is need for specific action planning.

- **Research-only** staff are few in number, reflecting the limited levels of grant activity in the School as a whole (and Business Schools more generally), but women are over represented in what are, typically, fixed-term lower-grade roles. A specific action plan needs to be developed, fully aligned with the Concordat to Support the Career Development of Researchers, to address all aspects of Post-Doctoral Research (PDR) recruitment and career development (**Action 4**).
- **Divisional variation.** Figure 4.3 highlights how grade, role and contract patterns vary significantly across the SoM; in part reflecting the characteristics of each divisions' research activities/focus (e.g., most of the SoM grant income is in the IDO division) and their wider communities. For example, some divisions draw heavily on male dominated STEM disciplines (e.g. IDO and Industrial Engineering). Consequently, there is a need to develop differentiated divisional plans (**Action 5**).



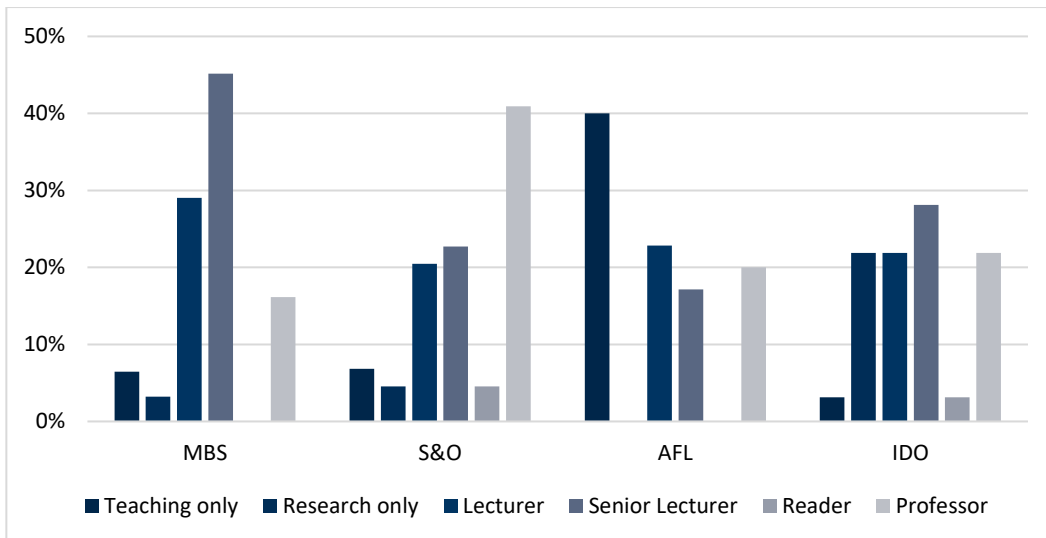


Figure 4.3 Staff profile in School of Management divisions (one is in percentages and the other is total numbers)

- Career Pipeline** - Although female representation at senior lecturer (19% female 2013-14, 53% female 2018-19) and professional level (17% female 2014-15, 29% female 2018-19) has improved over the last five years, female representation still decreases with role seniority together with a persistent loss of female academics across the career pipeline. Further data collection - building specifically on analysis of probationary, promotion and leaver information (especially career 'next steps') and extending this to consideration of PSS career data - is a critical first action. **(Action 6)**.

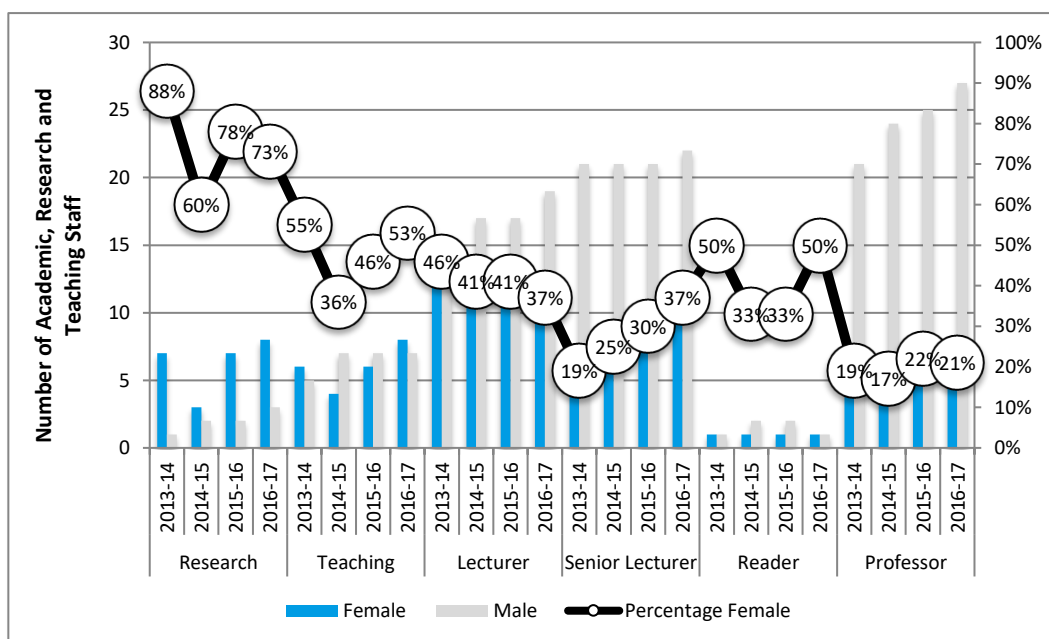


Figure 4.4 Academic career progression [2017-18 data set]

(ii) **Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender**

| | 2013-14 | | | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|----------------------------|---------|----|-----|---------|----|-----|---------|----|-----|---------|----|-----|
| | Number | | F % | Number | | F % | Number | | F % | Number | | F % |
| | F | M | | F | M | | F | M | | F | M | |
| All Academic Staff | | | | | | | | | | | | |
| Fixed-Term contract | 9 | 2 | 82 | 4 | 3 | 57 | 8 | 4 | 67 | 11 | 5 | 69 |
| Open-Ended contract | 27 | 62 | 30 | 28 | 70 | 29 | 34 | 70 | 33 | 37 | 74 | 33 |
| % Fixed-Term contracts | 25 | 3 | | 13 | 4 | | 19 | 5 | | 23 | 6 | |
| Research-Only Staff | | | | | | | | | | | | |
| Fixed-Term contract | 9 | 2 | 82 | 4 | 3 | 57 | 8 | 7 | 53 | 1 | 5 | 17 |
| Open-Ended contract | 27 | 62 | 30 | 28 | 70 | 29 | 34 | 70 | 33 | 31 | 74 | 30 |
| % Fixed-Term contracts | 25 | 3 | | 13 | 4 | | 19 | 5 | | 3 | 6 | |
| AR&T Staff | | | | | | | | | | | | |
| Fixed-Term contract | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 1 | 1 | 50 |
| Open-Ended contract | 23 | 56 | 29 | 25 | 63 | 28 | 29 | 63 | 32 | 31 | 68 | 31 |
| % Fixed-Term contracts | 0 | 2 | | 0 | 2 | | 0 | 3 | | 3 | 1 | |
| Teaching-Only Staff | | | | | | | | | | | | |
| Fixed-Term contract | 2 | 0 | 100 | 1 | 0 | 100 | 1 | 0 | 100 | 2 | 1 | 67 |
| Open-Ended contract | 4 | 5 | 44 | 3 | 7 | 30 | 5 | 7 | 42 | 6 | 6 | 50 |
| % Fixed-Term contracts | 33 | 0 | | 25 | 0 | | 17 | 0 | | 25 | 14 | |

Table 4.14 Academic, research and teaching staff on fixed-term and open-ended contracts

The proportion of AR&T staff on fixed-term contracts varies but has grown slightly (6.7% in 2013-14 to 12.6% in 2016-17). More specifically,

- **Fixed Term versus Open-Ended Contract** - Overall more female staff are employed on fixed-term contracts. This reflects the higher proportion of women in research-only roles. However, considering just the research-only population, women and men are equally likely to be employed on fixed-term contracts. We will improve career progression support for research staff through SDPRs (Staff Development & Performance Reviews) to address individual goals alongside research project objectives.
- **Zero-Hours Contracts** - AR&T staff are not employed on zero-hours contracts.
- **Redeployment Opportunities** - Staff who are approaching the end of their fixed-term contract automatically join the Redeployment Register which is centrally managed by HR.

(iii) **Academic leavers by grade and gender and full/part-time status**

| | 2013-14 | | | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|---|-----------|----|-----|-----------|----|-----|-----------|-----|-----|-----------|----|-----|
| | Number | | F % | Number | | F % | Number | | F % | Number | | F % |
| | F | M | | F | M | | F | M | | F | M | |
| Research-Only | | | | | | | | | | | | |
| Research | 4 | 2 | 67 | 3 | 1 | 75 | 2 | 2 | 50 | 3 | 2 | 60 |
| % Leavers | 67 | 33 | | 75 | 25 | | 50 | 50 | | 60 | 40 | |
| Teaching-Only | | | | | | | | | | | | |
| Teaching | 1 | 1 | 50 | 3 | 0 | 100 | 0 | 1 | 0 | 0 | 0 | - |
| % Leavers | 50 | 50 | | 100 | 0 | | 0 | 100 | | 0 | 0 | - |
| Research and Teaching | | | | | | | | | | | | |
| Lecturer | 1 | 1 | 50 | 3 | 5 | 38 | 2 | 1 | 67 | 2 | 0 | 100 |
| Senior Lecturer | 4 | 1 | 80 | 1 | 4 | 20 | 0 | 2 | 0 | 2 | 0 | 100 |
| Reader | 0 | 0 | - | 0 | 0 | - | 1 | 0 | 100 | 0 | 1 | 0 |
| Professor | 1 | 4 | 20 | 0 | 0 | - | 1 | 2 | 33 | 0 | 2 | 0 |
| % Leavers | 50 | 50 | | 31 | 69 | | 44 | 56 | | 57 | 43 | |
| Contract Type: Fixed-Term versus Open-Contract | | | | | | | | | | | | |
| Fixed-term contract | 6 | 4 | 60 | 5 | 0 | 100 | 4 | 6 | 40 | 3 | 3 | 50 |
| Open-ended contract | 5 | 5 | 50 | 5 | 10 | 33 | 2 | 2 | 50 | 4 | 2 | 67 |
| % Leavers | 55 | 45 | | 50 | 50 | | 43 | 57 | | 58 | 42 | |
| Contract Type: Full-Time versus Part-Time | | | | | | | | | | | | |
| Full-time contract | 9 | 7 | 56 | 9 | 9 | 50 | 6 | 7 | 46 | 7 | 2 | 78 |
| Part-time contract | 2 | 2 | 50 | 1 | 1 | 50 | 0 | 1 | 0 | 0 | 3 | 0 |
| % Leavers | 55 | 45 | | 50 | 50 | | 43 | 57 | | 58 | 42 | |
| Total | 20 | | | 20 | | | 14 | | | 12 | | |
| % Leavers | 20 | | | 19 | | | 12 | | | 9 | | |

Table 4.15 AR&T staff leavers by role, contract and gender

Identifying specific patterns is difficult given the relatively small numbers in each grade/role or contract-type category.

Although leaver interviews have been instituted this data is partial. Consequently, it cannot feature in any meaningful analysis. In some specific areas where there is high staff turnover (e.g. staff on fixed-term research-only contracts) the reasons for leaving (beyond grants ending) are not known or consistently recorded. Better information capture and reporting are key developments to support investigation and improvement **(Action 6.1)**.

A picture of the department = 1312 words

4. SUPPORTING AND ADVANCING WOMEN'S CAREERS

4.1. Key career transition points: academic staff

(i) Recruitment

Job opportunities and applications vary each year according to seniority and specialism but, as Tables 5.1 and 5.2 indicate, there are clearly enduring challenges, especially with respect to senior female appointments. To note, data from two databases (applicants/new starters and shortlisted/new starters data) was used in this analysis and the tables/data are thus not directly comparable (e.g. new starters could have applied in a previous year). This represents a data gap that needs closing **(Action 6.1)**.

| School of Management (ACADEMIC & RESEARCH) | | APPLICANTS (*) | | | | | | | SHORTLISTED | | | | | | | | |
|--|----------|----------------|----------|----------|----------|--------------|--------|-----------|-------------|-------|----------|----------|----------|--------------|--------|-----------|-------|
| | | Total | Research | Teaching | Lecturer | Snr Lecturer | Reader | Professor | Other | Total | Research | Teaching | Lecturer | Snr Lecturer | Reader | Professor | Other |
| 2013/14 | Female | 193 | 6 | 17 | 101 | 44 | 0 | 6 | 19 | 36 | 2 | 4 | 16 | 8 | 0 | 1 | 5 |
| | Male | 383 | 6 | 27 | 200 | 84 | 0 | 32 | 34 | 55 | 1 | 5 | 18 | 13 | 0 | 13 | 5 |
| | % Female | 34% | 50% | 39% | 34% | 34% | - | 16% | 36% | 40% | 67% | 44% | 47% | 38% | - | 7% | 50% |
| 2014/15 | Female | 145 | 24 | 21 | 83 | 14 | 0 | 3 | 0 | 20 | 4 | 4 | 10 | 2 | 0 | 0 | 0 |
| | Male | 288 | 72 | 36 | 172 | 6 | 0 | 2 | 0 | 37 | 15 | 5 | 16 | 1 | 0 | 0 | 0 |
| | % Female | 33% | 25% | 37% | 33% | 70% | - | 60% | - | 35% | 21% | 44% | 38% | 67% | - | - | - |
| 2015/16 | Female | 266 | 47 | 0 | 214 | 0 | 0 | 5 | 0 | 36 | 11 | 0 | 24 | 0 | 0 | 1 | 0 |
| | Male | 408 | 53 | 0 | 350 | 0 | 0 | 5 | 0 | 48 | 10 | 0 | 35 | 0 | 0 | 3 | 0 |
| | % Female | 39% | 47% | - | 38% | - | - | 50% | - | 43% | 52% | - | 41% | - | - | - | - |
| 2016/17 | Female | 175 | 25 | 44 | 93 | 3 | 0 | 10 | 0 | 29 | 7 | 6 | 12 | 1 | 0 | 3 | 0 |
| | Male | 347 | 38 | 73 | 195 | 12 | 0 | 29 | 0 | 50 | 9 | 11 | 20 | 2 | 0 | 8 | 0 |
| | % Female | 34% | 40% | 38% | 32% | 20% | - | 26% | - | 37% | 44% | 35% | 38% | 33% | - | 27% | - |

Table 5.1 Academic and research applicants/shortlisted (2013-2017)

The proportion of applicants who are female does vary from year to year, but the general pattern is for the proportion to fall with increasing seniority of the advertised role.

Overall, women who apply for roles are more likely to be shortlisted than men for all roles except professor, although none of the differences are significant.

There is female representation on all short-listing panels and panels are encouraged to consider gender representation in the candidate pool where possible, given job criteria. This policy has been tracked, with 100% compliance for the 60 panels convened since January 2017. This data also reveals over-reliance on a small group of senior women, even in divisions with a larger percentage of female staff. There is a need to increase the pool (and pool of women specifically) involved in recruitment (**Action 6.2**) and ensure wider take-up of recruitment relevant training, which panel members are required to take (**Action 6.3**).

| | | Total | Research | Teaching | Lecturer | Snr Lecturer | Reader | Professor | Other |
|---------|----------|-------|----------|----------|----------|--------------|--------|-----------|-------|
| 2013/14 | Female | 16 | 6 | 2 | 3 | 1 | 1 | 2 | 1 |
| | Male | 11 | 3 | 1 | 5 | 0 | 0 | 2 | 0 |
| | % Female | 59% | 67% | 67% | 38% | 100% | 100% | 50% | 100% |
| 2014/15 | Female | 5 | 0 | 0 | 3 | 2 | 0 | 0 | 0 |
| | Male | 20 | 3 | 1 | 9 | 2 | 1 | 4 | 0 |
| | % Female | 20% | 0% | 0% | 25% | 50% | 0% | 0% | - |
| 2015/16 | Female | 10 | 5 | 2 | 0 | 1 | 0 | 1 | 1 |
| | Male | 10 | 1 | 0 | 2 | 4 | 1 | 1 | 1 |
| | % Female | 50% | 83% | 100% | 0% | 20% | 0% | 50% | 50% |
| 2016/17 | Female | 15 | 5 | 3 | 2 | 5 | 0 | 0 | 0 |
| | Male | 12 | 4 | 1 | 2 | 3 | 0 | 2 | 0 |
| | % Female | 56% | 56% | 75% | 50% | 63% | - | 0% | - |

Table 5.2 New starters AR&T (2013-2017)

There is also scope to improve the recruitment process to be better aligned with best practice (**Action 6.4**).

(ii) Induction

In addition to University events, all new staff participate in a multi-stage School induction. The initial (October) event provides a full introduction to the School, including meetings with key senior AR&T and PSS staff, explanation of teaching expectations and exploration of career development and promotion. Given survey feedback, only 53% strongly/agreed induction was helpful in providing an orientation to the School and only 37% found it a helpful orientation to their Division - the details of this process need to be reviewed and the process better aligned with best practice (**Action 6.5**).

New staff are made aware that all HR policies and procedures are available on the University website. This includes information about the onsite nursery and the associated salary sacrifice scheme.

New lecturers are supported through a three-year probation period, with teaching fellows assigned a one-year probation. In both cases, there is a HoD meeting in the first month to discuss probationary arrangements, highlight support available, identify objectives, and assign a mentor (supported by a central co-ordinator). Individuals can

request a mentor from within or outside their Divisions to support career development. All probationary staff are assigned a lower teaching load in the workload model and use this time to engage in the Bath Course in Enhancing Academic Practice and focus on their research. The University offers numerous opportunities for professional development that span all job roles, from academic, management, administration and technical.

(iii) Promotion

The promotion process and criteria at the University are explicitly set-out within a ‘job families’ document and the process follows a published timetable. The Academic Staff Committee meets four times per year to deal with all issues relating to probation and promotion up to Reader level, in accordance with the principles and framework approved by Senate. Internal feedback is provided for all promotion applications and action plans are developed with unsuccessful applicants.

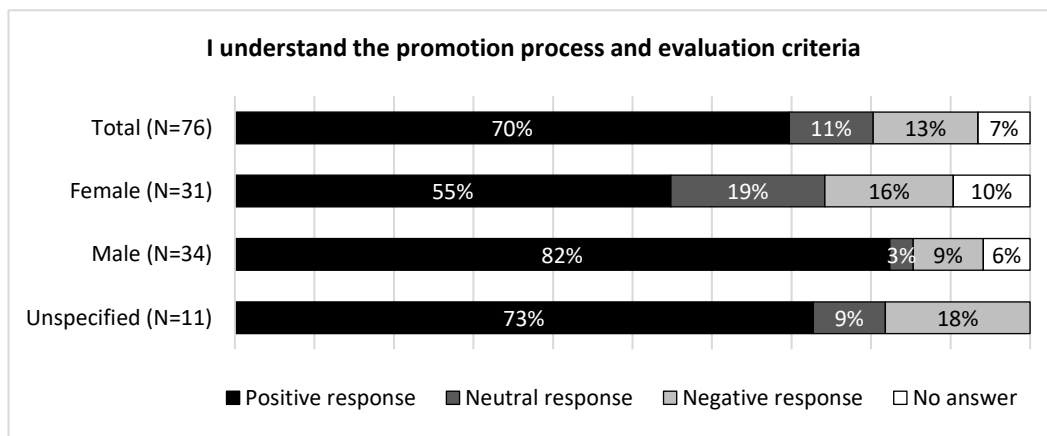


Figure 5.1 Understanding of University promotion process

Overall promotion application rates are low and too low to draw conclusions on gender. Of more concern were findings regarding transparency and fairness.

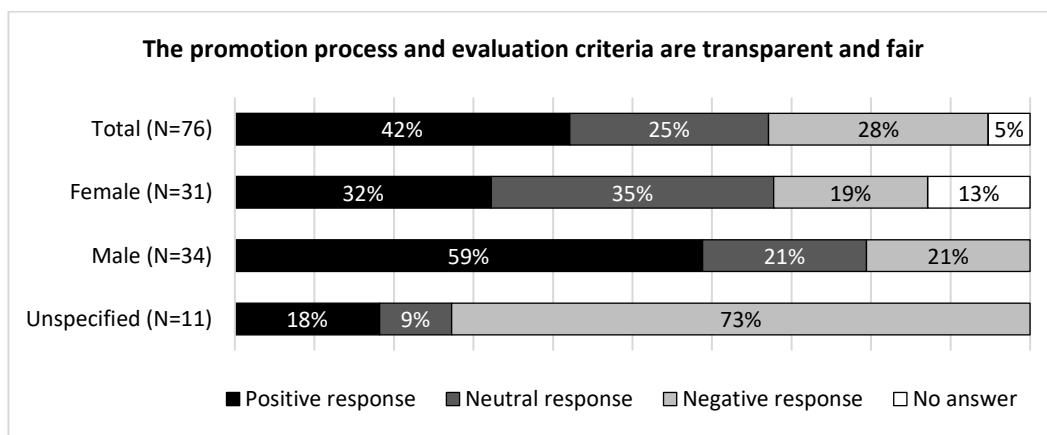


Figure 5.2 Perception of transparency and fairness of promotion process

These concerns led to further investigation in a series of interviews. Interviewees suggested that application criteria were explicit but that for Professorial cases in particular these remained rather general and vague. Another specific ‘fairness’ theme

was the potential for disparity in applying equivalent criteria to internal and external appointments. To build further insight, focus groups will remain in place in order to identify obstacles to applying for promotion (**Action 6.6**).

In line with University guidelines, the HoDs play an important role in identifying, encouraging and preparing (e.g. review of documentation) staff for promotion. Qualitative comments and focus group findings suggest there is variation in their approach, with some not actively identifying all eligible staff who meet the criteria but rather waiting for candidates to put themselves forward. That said, only 35% agreed/strongly agree that a HoD (or Dean's) invitation was necessary to be successful. Following the SDPR cycle there are also reviews, co-ordinated by the Deputy Dean, where all staff performance is reviewed and any high performing/potential individuals are identified for promotion. In addition to seeking a better gender balance in the critical HoD role, the school will ensure that all current and future HoDs are fully trained in the promotion process and in the application of the criteria (**Action 6.7**).

Some actions, including improved (ongoing) communication of process and timings have been implemented relatively recently. There are regular presentations on the promotion process and criteria from School representatives on the Academic Staff Committee and from the HR Director. It is likely that even more active intervention is required to support women through the process, especially for senior promotions. Here again there have been significant actions. The Bath Senior Women's Academic Network, an excellent advocate for improved female representation, regularly discusses the lack of females at senior levels and several proposals have been made, including mentoring and better communication strategies. We also will focus on leadership training for women (see Section 5.3(iii)).

(iv) Department submissions to the Research Excellence Framework (REF)

Research in the School was ranked joint 6th out of 101 submissions in Business and Management in the Research Excellence Framework (REF2014), with 84% of the return ranked internationally excellent. Overall 63 out of 90 eligible staff (70%) were submitted to the last REF with no significant gender differences (female 67%, male 72%). In REF 2021 all members of the AR&T job family will be submitted but we will undertake further gender analysis of research outputs and processes to inform our preparations for REF2021.

4.2. Career development: Academic staff

(i) Training

A wide range of training courses are promoted to all staff, easily accessible via Staff Development web pages. Topics include Mental Health, Recruitment Panels, Appraisals (SPDR for both appraisers and appraisees), and more general themes such as Project Management. The School holds a budget for external/post graduate courses – covering up to 75% of costs. Training enrolment and attendance is typically via the Employee Self-Service system and HoDs are provided with annual summaries of completion. As mentioned in 5.2 (ii), for all new AR&T staff lacking a teaching qualification, completion of the Bath Course is a requirement for passing probation. Discussion of training is a core part of the SDPR process.

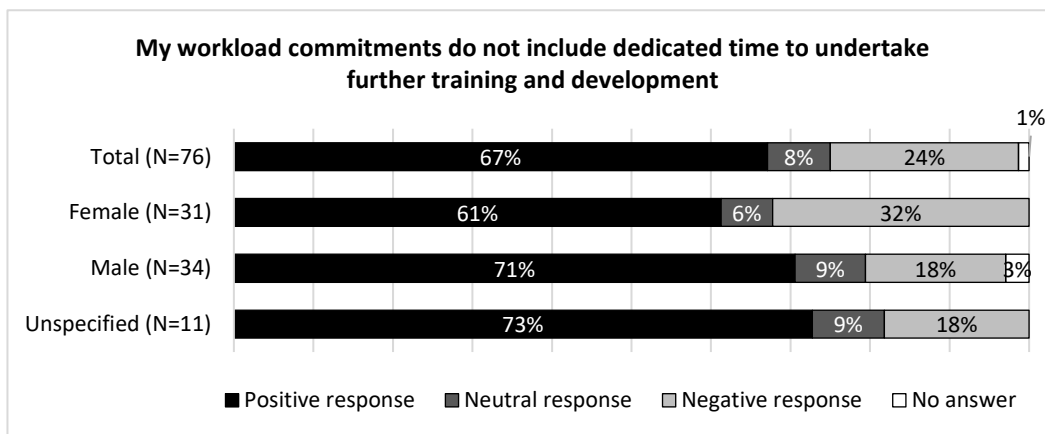
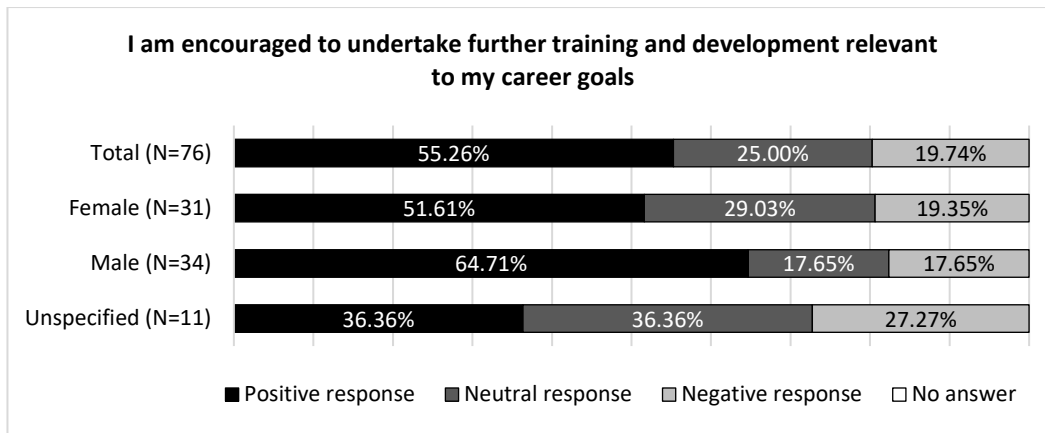


Figure 5.3 Perceptions of training

The more particular challenge identified is the perception of insufficient time to undertake training. Even where mandatory participation is self-managed, with variable results; only 49% of survey respondents reported having completed equality and diversity (E&D) training in the last three years and only 39% had undertaken unconscious bias training. While an 'opt-in' approach will be maintained for most training, we will reconsider which specific training elements are mandatory, including E&D and unconscious bias training. These specific courses will then be communicated in a more directive and deliberate manner (**Action 7**). The benefits of a more coherent and deliberate approach to training are evident in the current approach to *Bring in the Bystander* training. Strongly championed by the Dean, who has committed to 100% School of Management participation, 40 (26 PSS and 14 AR&T) people had completed or signed-up for the course within the first four weeks. PSS have been engaging in this training in teams and a specific training session has been arranged for the Executive Board.

(ii) Appraisal/development review

All staff have annual performance reviews (Probationary Reviews or SDPRs) to reflect on performance, past and future objectives and explore learning and career needs. HoDs, with support from the Academic Co-ordinator, ensure completion. There is an SDPR checklist which includes preparation and readiness for promotion.

Guidelines and training (face-to-face and online options) are available to help appraisers and appraisees. The graph below summarises the survey results obtained with reference to the appraisal process. The results offer a mixed picture of the effectiveness of SDPR; of particular note is the large proportion of women not expressing an opinion.

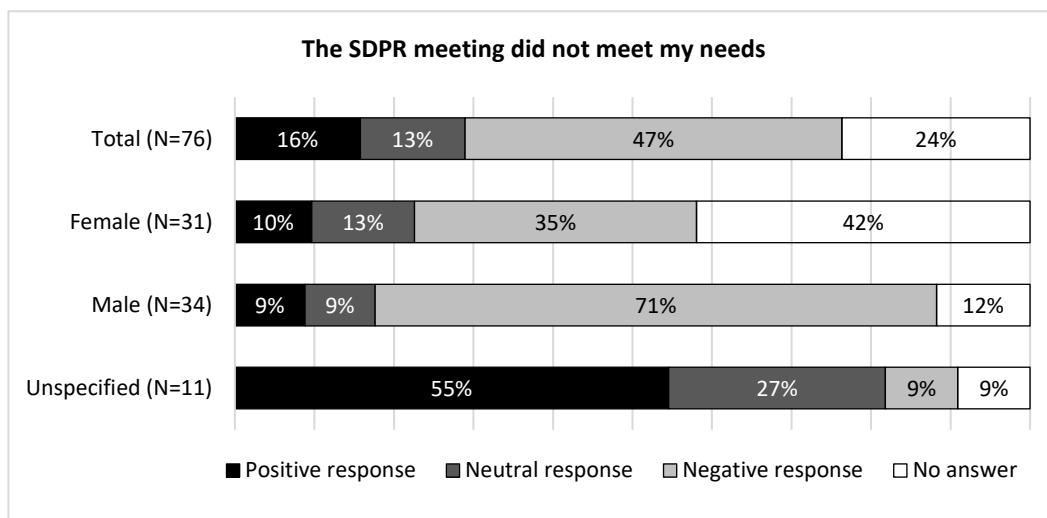
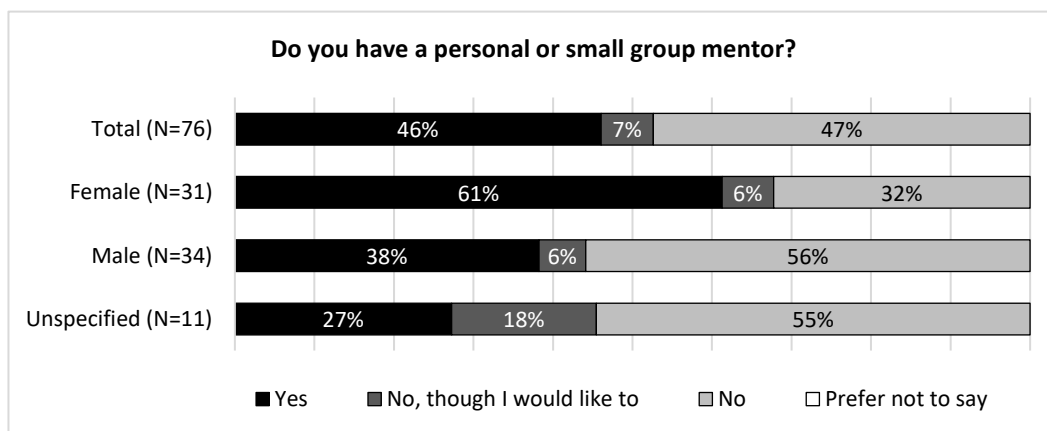


Figure 5.4 Perceptions of the benefits of SDPR

We will work to improve the process by ensuring that appraisers are trained, to ensure a high-quality and consistent approach (**Action 8.1**).

(iii) Support given to academic staff for career progression

As discussed in section 5.1 (ii), formal mentoring arrangements are only mandatory for probationary staff.



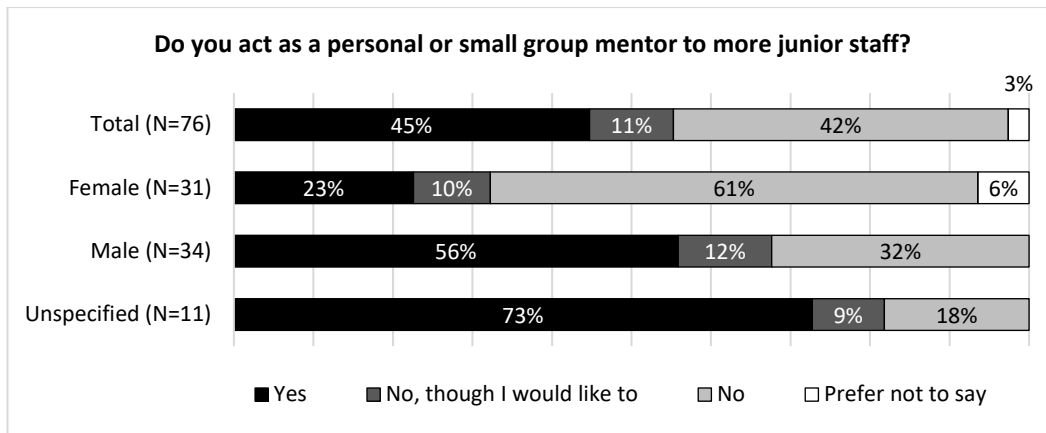


Figure 5.5 Participation in mentoring activity

Interestingly, there was a significant gender difference here, with more men stating that they act as mentors than women. This may again reflect the limited numbers of senior women and raises issues that we revisit in section 5.6 regarding culture and the need for role models while trying to balance the implications for senior female workload (especially with informal arrangements). There are also examples of best practice. For example, one Division has introduced mentoring circles to provide better communication and support. These are co-ordinated by a Professor but include all levels of staff. While not focused on careers, they are used to share and discuss issues such as promotion. We will capture information about this approach and encourage similar peer support activities across the School (**Action 8.2**).

The School encourages (with variable success rates) applications to the University Aurora programme based on workshop events, mentoring and self-directed learning. This is a five-year initiative, aimed at women up to Senior Lecturer level, or equivalent in professional services. It is led by the Leadership Foundation for Higher Education and is aimed at enabling more women to develop the leadership side of their careers. It aims to explicitly redress the deficit in women at senior level in the sector. There have been six SoM participants since 2013, although none in the last two years. In 2016/17, the Dean introduced an in-house 'Women in Leadership' programme. It received positive feedback but there is scope to improve it in line with other AS developments. Action will be taken to continue to promote such programmes, support SoM applications for programmes like Aurora, and ring-fence budget for continued support for such development activity (**Action 6.7**).

(iv) Support given to students (at any level) for academic career progression

Support is provided to all students through Directors of Studies (UG, PGT and PGR), experience officers, personal tutors (UG), personal development advisors (PGT), and supervisors (PGR). All students have access to the Careers Service. Directors of Studies and student representatives actively promote opportunities such as our well-established SPRINT development programme for undergraduate women (and those who identify as female) at early stages of their professional development and careers. Other recent activities include regional Institute of Directors (IoD) events aimed at bringing together

female students (UG, PGT, PGR) to discuss and develop careers in tech and leadership. Even with these existing activities, however, we have identified an opportunity to enhance our 'outreach' and better connect with alumni, schools and other external partners to promote careers for women (**Action 9**).

PGR students are encouraged to engage in divisional and school activities (doctoral conference, seminars, events, reading clubs, etc.) as well as being given opportunities to attend national and international conferences and gain teaching experience. While a lack of reliable data (cf. **Action 3.1**) prevents robust analysis of career progression, survey comments and follow-on interviews suggest that support must be strengthened to ensure women researchers have confidence in the academic institutions: *"...most professors and lecturers are men and most PhDs women, so while women start out ambitious, they don't seem to be able to make it to the top"*. The School recently developed an action plan to enhance engagement and inclusivity for a very heterogeneous PGR cohort. The plan covers a number of key areas:

- **Teaching support.** As one interviewee said: *"With teaching, I had a lot of questions, but it was here's your teaching load, off you go"*. With teaching skills key to career transition and progression, SoM began running a teacher training course in September 2018 and is working to encourage further support from unit convenors.
- **To develop research and scholarly skills.** The School now holds an annual Doctoral Conference organised by, and involving, both doctoral students and faculty, where everyone is encouraged to present. SoM has also formalised acceptance of the alternative papers-style thesis, to encourage early focus on job-market ready publications.

Since 2016 the University Doctoral College has focused on the provision of support and guidance to doctoral students and supervisors, aiming to improve: supervision; support guidance and regulations for PGR who teach; the doctoral environment; mental health support; and skills development. Career progression and planning has also been formalised as a supervisory responsibility. In addition, the College and Careers Service offer confidential 'Post-PhD' careers advice, interview training and CV workshops to facilitate job acquisition on completion. For example, there is a webinar on how to apply for jobs in academia (attended by 35 participants in February 2018). Low response numbers for the survey, together with difficulties in arranging follow-on focus groups suggest a need to create greater awareness amongst PGR students about Athena SWAN.

(v) Support offered to those applying for research grant applications

In line with its peer community, the SoM has relatively low levels of grant income. Table 5.3 shows that, despite the growth in research active FTE, income and activity remains fairly consistent in absolute and gender split terms. That said, it is strongly encouraged and features in recruitment and promotion criteria. There is support offered for those applying/intending to apply. The support is offered by the University's Research Innovation Services (RIS) and the SoM Research Office in the form of one-to-one surgeries, internal peer reviews, training, etc., as well as seminars focussed on specific

calls. Both RIS and the SoM provide newsletter updates on potential sources of funding and upcoming training.

There is SoM-specific grant training (which runs on different days and times to assist part-time attendance). The Bath Course unit entitled 'Research Management' also provides information on developing proposals, dissemination, impact of research, and key support staff who can assist with funding bids. Various small funds (seed corn funds) are available, on a competitive basis, to support grant writing and applications.

In common with many Business Schools, grant application activity is relatively low in SoM. The low number make conclusions on gendered patterns difficult but there is some evidence that women's application rates are lower than men's.

The School has identified the importance of supporting more grant activity to help staff gain promotion. Most recently (October 2018) they created a new incentive structure for faculty who apply for large research grants (£200K+) by offering them the opportunity to apply for a reduction in their other workload. A key feature of the implementation of this process will be to ensure gender is considered in the scheme terms of reference (**Action 10.1**). To specifically encourage more women to apply for research grants, we will also seek female grant champions/mentors (**Action 10.2**), including co-ordinating this activity with other more grant-intensive departments.

4.3. Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: Before leave

Mothers-to-be should notify HR and their line management at least 15 weeks before anticipated due date so that maternity leave and pay arrangements can be confirmed and meetings arranged to discuss queries regarding pay, annual leave and flexible working, etc. It is possible to request flexible working on return, although this is at the discretion of the School. There are no official guidelines on arranging cover for staff but HR is in the process of creating better (online) guidance for managers. There is a welfare room available in the SoM. Maternity advice is clearly displayed on the University webpage along with the appropriate contact details but, given that very few people identified as having taken maternity leave and many staff are outside parental age (and would not actively seek out this information), we do not feel that the levels of awareness raised in the survey are of concern.

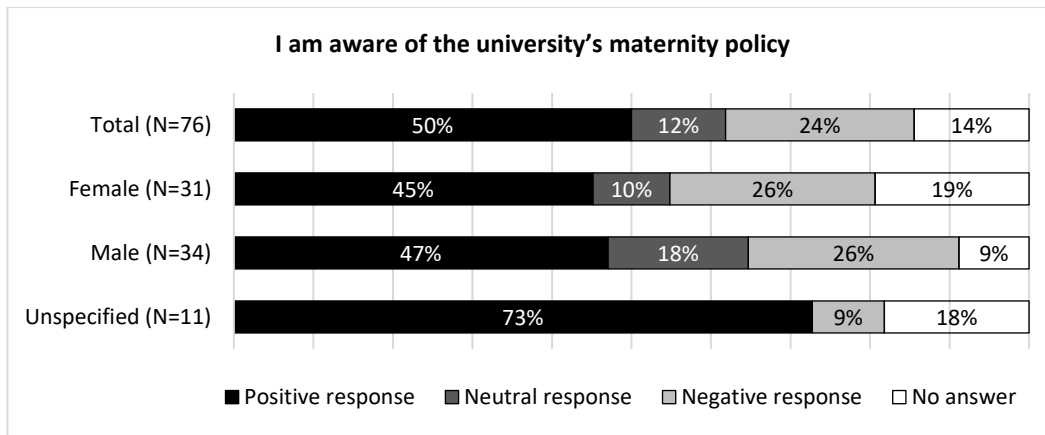


Figure 5.6 Awareness of University maternity policy

Discussions with both AR&T and PSS (51% of PSS were aware of maternity policy) revealed differences between Divisions and/or teams, suggesting that clearer understanding of policy uptake and implementation, along with better communication is necessary (**Action 11.1**).

(ii) Cover and support for maternity and adoption leave: During leave

Staff can have up to 10 KIT/SPLIT days, although again this is discretionary. Although formal data collection is limited (**Action 11.1a**), since 2011 only one lecturer and two research associates have used KIT days. Detailed discussions with faculty indicate that **some** have taken these informally but not claimed for them financially. Staff are largely left alone during maternity leave and typically are not included in School events. Usually a meeting is held before return to discuss practicalities, e.g. teaching responsibilities for AR&T. The survey showed that 100% women within the AR&T family who went on maternity leave (and who responded to the survey) felt supported during leave. Eighty three percent of PSS felt supported.

(iii) Cover and support for maternity and adoption leave: Returning to work

All AR&T and PSS staff (to date) have returned to the same post, irrespective of the length of maternity leave. Fixed term researchers whose contract is due to expire while on leave/within three months of returning are not guaranteed a job. Generally, work returns to normal as soon as the mother has returned to work, unless there has been a successful application for flexible working. At a University level, return and reintegration has been monitored for AR&T staff and is over 80%. Informal meetings might be held to ensure successful reintegration but this is up to the line manager/Head of Division.

The University's Campus Nursery (Ofsted 'outstanding') is available for all staff but places are not guaranteed and it is normally necessary to apply early in pregnancy. The University offers NurseryPlus, a salary exchange scheme allowing employees to exchange a deduction from their pre-tax/NI salary in return for nursery care on campus. Nursing mothers may use the provided welfare room when needed. This is a dedicated space containing a bed, chair and fridge for expressed milk. One hundred percent of AR&T

women who went on maternity leave (and completed the survey) felt supported on returning to work but only 83% for PSS. During follow-on interviews (with AR&T) it became clear that support options for return to work need fuller consideration (e.g., reduced workload/funds to cover some teaching) and that this needs to be consistently applied (**Action 11.2**).

(iv) Maternity return rate

Between 2013 and 2017, there have been seven AR&T and eight PSS staff who have taken maternity leave. Of the four faculty who took leave between 2013 and 2016, 100% returned to work. The data has not yet been collected for the three who took leave in 2016-17. For PSS, the return rate between 2013 and 2016 was 17%.

(v) Paternity, shared parental, adoption, and parental leave uptake

The School follows the University’s paternity, shared parental, adoption and parental leave policies.

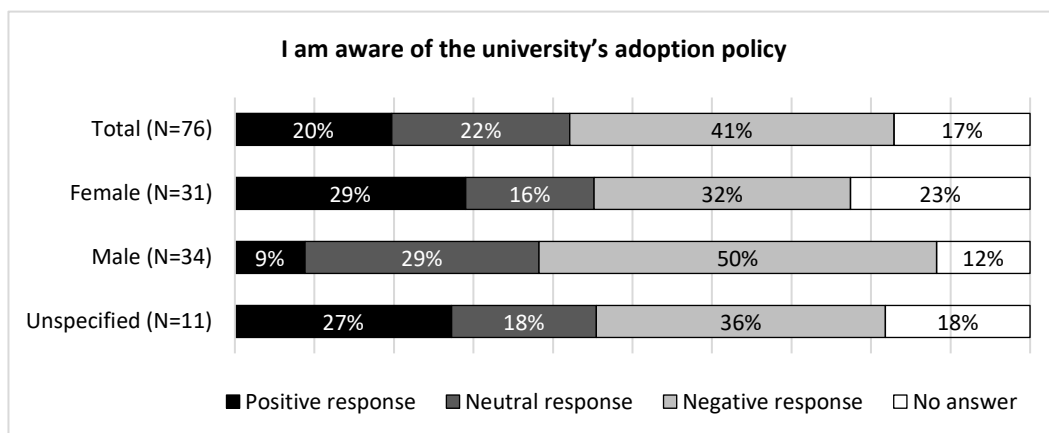
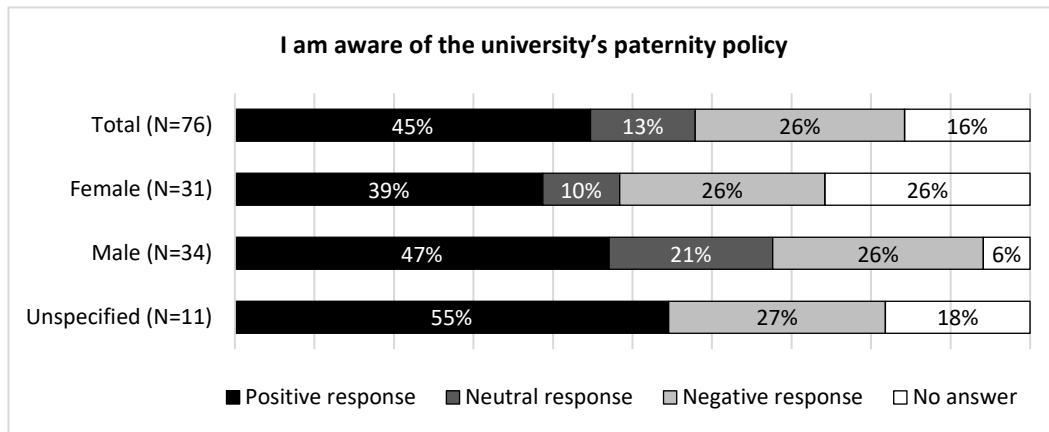


Figure 5.7 Awareness of University paternity and adoption policies

(vi) Flexible working

The nature of research in SoM also requires that staff travel widely, and consequently AR&T staff have informal flexibility, i.e. they can work at home, Skype is used for some supervisions, etc.

Although formal flexible working arrangements are not guaranteed, the University encourages line managers to be flexible where possible. Options include: Part-time working; term time only; annualised hours; flexible retirement; flexi-time; homeworking; and job sharing. University-wide training was offered in 2014 and, since then, line managers have been able to consult with HR on an ad-hoc basis. However, given the AR&T survey findings, additional communication would be beneficial.

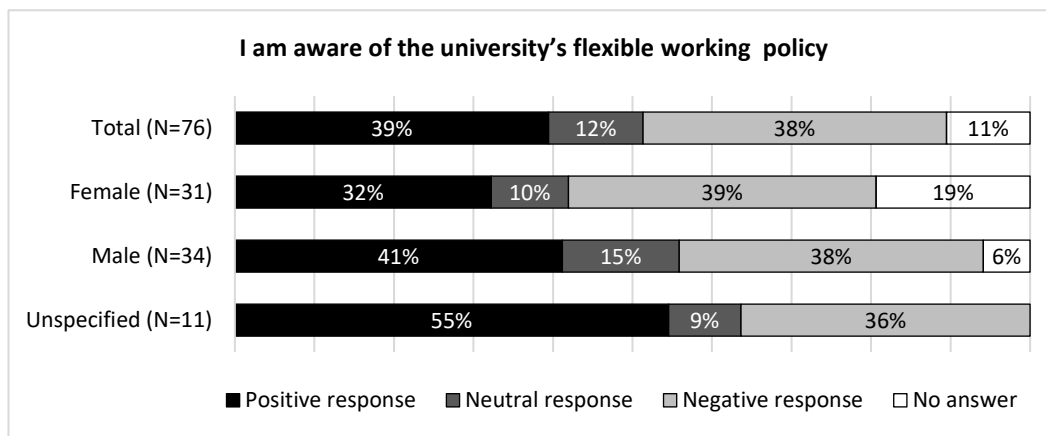


Figure 5.8. Awareness of University flexible working policy

However, there are discrepancies between HR records (e.g., HR are not informed of all successful requests but are informed of all rejections) and observations made during this analysis and interviews/focus groups suggest it is clear that a number of women have shifted from full-time to part-time working. There is, therefore, another data collection action here (**Action 11.1a**). For PSS, the survey showed much greater awareness of flexible working policies. Between 2013 and 2017, 12 female and two male PSS successfully requested flexible working.

(vii) Transition from part-time back to full-time work after career breaks

We are not aware of any SoM staff having made the transition from part-time back to full-time work. However, subject to a business case being made, the SoM would encourage staff currently working less than full-time to increase their hours up to full-time working. In these circumstances, there would be a flexible approach that allowed staff to phase the change, extending standard support for those returning from career breaks.

4.4. Organisation and culture

(i) Culture

Our Athena SWAN Bronze application is part of a broader process to increase a whole organization understanding of the challenges and actions necessary to promote gender equality. Equality and inclusion themes are a standing item on the School's bi-monthly Executive Board agenda (comprising academic and professional service staff) and are regularly discussed at various whole school meetings. A recently established School webpage highlights principles of equality and the value of being inclusive of diversity (gender, race, sexuality, disability, age, and religion) and acts as a repository for all the AS data collected including statistics, survey and focus group work.

Staff

The data generated by the staff survey and follow-on interviews/focus groups, suggest that the department is perceived by most to 'have a positive and inclusive culture'. It is a collegiate organization, with various data, including rankings, NSS and OCS results. These confirm that standards of behaviour are high, with clear expectations for students and staff made explicit during induction activities. Successes, internal and external, are recognised in a variety of ways, including SoM prize giving (across numerous categories, including citizenship, teaching, research, personal tutoring, etc.) and at summer and winter school celebrations.

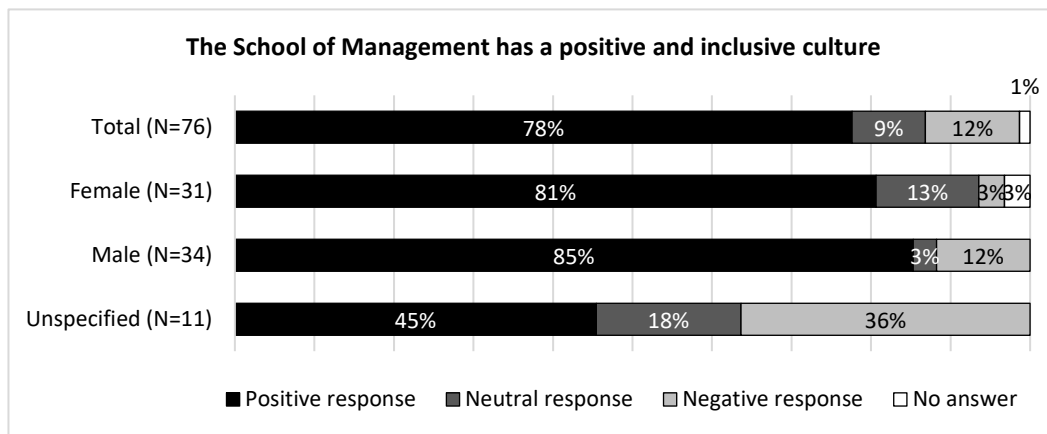


Figure 5.9. Perceptions of School culture

Of more concern, 18% of respondents described having experienced at least one situation in the last 12 months where they felt uncomfortable or were treated unfairly because of gender. The concerns of part-time staff also raise questions. Of those expressing a view, only 33% strongly/agreed that 'part-time staff are offered the same opportunities as full-time staff', with 15% strongly/disagreeing. We will further explore the experiences of part-time staff via a series of focus groups (**Action 11.3**).

Students¹

¹ To note the limited student response to the survey (in part because of timing over two academic years, including summer break).

Both UG and PGT taught students strongly/agreed that ‘the SoM is a great place for study because of its culture of gender equality’ and overwhelmingly (98% of UG and 95% of PGT) agreed/strongly agreed that students are given equal opportunities to contribute in lectures/seminars. There were also positive responses to questions regarding equality in group-based working, requests for assistance and wider activities, such as networking events students (e.g. choice of venues, not held at times that can exclude part-time students or those with caring responsibilities, etc.). This positive culture is reflected in the national ranking of the University’s Management programmes. Areas for action were identified however, as concerns were raised, for example, regarding student peer-to-peer interactions. As one respondent indicated, “*I feel as though there is no visible discrimination between staff/students, and opportunities related to gender are completely equal. Another important issue within the School, and possibly wider University, is discriminatory behaviour amongst students*”. In response we will actively seek fuller engagement of undergraduate and postgraduate students in creating both awareness of (e.g. via the website) and support for Athena SWAN principles (**Action 12.1**).

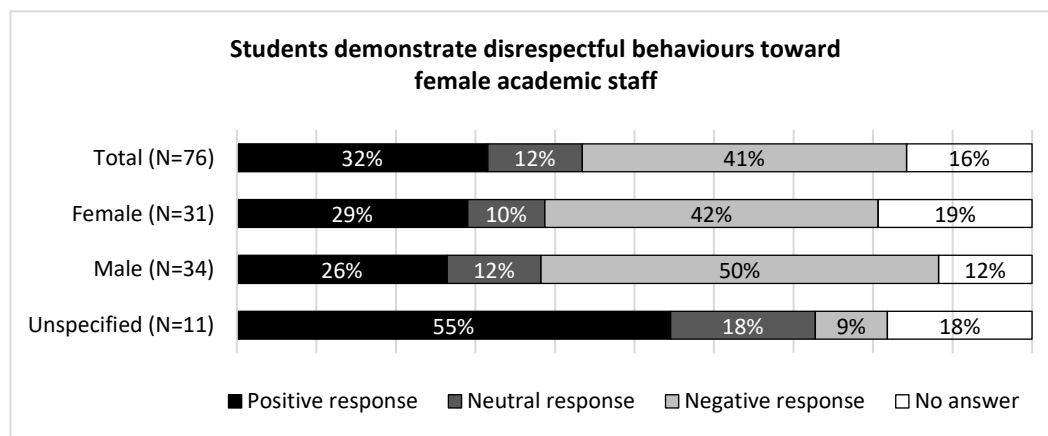


Figure 5.10 Perception of student behaviour towards female staff

(ii) HR policies

The SoM has a dedicated HR partner who works closely with the department via regular formal and informal meetings, invitations to speak at School and divisional meetings, etc. This helps to clarify current HR policy and communicate any policy changes to the School. There is mandatory training for new line managers although, as previously noted, the systems for monitoring and ensuring compliance are not as reliable as they could be. All HR policies are outlined on the University website and 80% of survey respondents considered the University's Equality, Diversity and Inclusivity policies important for their current job role. No additional actions emerge, except as they relate to others already discussed: Better communication and visibility of policies and a greater emphasis on communicating and monitoring take-up of training (**Actions 8 & 9**).

(iii) Representation of men and women on committees

Six key committees are, together with others such as Health and Safety, Rankings, Impact Advisory, etc., integral to School functioning:

1. **Executive Board (EB)**, made up of all leadership roles;
2. **Board of Studies (BoS)** - responsibilities include organisation of education, teaching and research, curricula and examinations;
3. **Learning, Teaching and Quality (LTQC)** responsible to BoS for standards and quality;
4. **Research (RC)** is a sub-committee of BoS dealing with all matters research;
5. **External Advisory Board (EAB)** has 16 members drawn from variety of industry and public backgrounds;
6. **Staff-Student Liaison (SSLC)** committees (x3: PGR, PGT, UG) helps communication between staff and the student cohort.

| Committee | Year | 2015-6 | | 2016-7 | | 2017-8 | | 2018-9 | |
|-----------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | | F % | M % | F % | M % | F % | M % | F % | M % |
| EB | AR&T | 24 | 65 | 13 | 69 | 13 | 63 | 19 | 56 |
| | PSS | 0 | 11 | 12 | 6 | 12 | 12 | 19 | 6 |
| | Total | 24 | 76 | 25 | 75 | 25 | 75 | 38 | 62 |
| BoS | AR&T | 22 | 53 | 22 | 52 | 27 | 50 | 25 | 50 |
| | PSS | 11 | 0 | 11 | 0 | 12 | 0 | 17 | 0 |
| | STU | 7 | 7 | 11 | 4 | 11 | 0 | 8 | 0 |
| | Total | 40 | 60 | 44 | 56 | 50 | 50 | 50 | 50 |
| LTQC | AR&T | 19 | 31 | 18 | 29 | 15 | 31 | 8 | 38 |
| | PSS | 25 | 0 | 29 | 0 | 23 | 0 | 31 | 0 |
| | STU | 13 | 13 | 18 | 6 | 23 | 8 | 23 | 0 |
| | Total | 57 | 43 | 65 | 35 | 61 | 39 | 62 | 38 |
| RC | AR&T | 0 | 80 | 9 | 64 | 9 | 64 | 0 | 67 |
| | PSS | 10 | 10 | 18 | 9 | 27 | 0 | 33 | 0 |
| | Total | 10 | 90 | 27 | 73 | 36 | 64 | 33 | 67 |
| EAB | Total | 31 | 69 | 23 | 77 | 27 | 73 | 29 | 71 |
| SSLC-PGR | AR&T | 6 | 20 | 6 | 20 | 25 | 13 | 25 | 13 |
| | PSS | 20 | 0 | 20 | 0 | 25 | 0 | 25 | 0 |
| | Student | 27 | 27 | 27 | 27 | 25 | 12 | 25 | 12 |
| | Total | 53 | 47 | 53 | 47 | 75 | 25 | 75 | 25 |
| SSLC-PGT | AR&T | 5 | 22 | 12 | 21 | 8 | 18 | 10 | 14 |
| | PSS | 18 | 3 | 14 | 2 | 16 | 2 | 14 | 5 |
| | Student | 40 | 12 | 30 | 21 | 34 | 22 | 41 | 16 |
| | Total | 63 | 37 | 56 | 44 | 58 | 42 | 65 | 35 |
| SSLC-UG | AR&T | 5 | 11 | 6 | 11 | 6 | 11 | 4 | 14 |
| | PSS | 11 | 3 | 10 | 2 | 9 | 2 | 13 | 0 |
| | Student | 43 | 27 | 40 | 31 | 55 | 17 | 44 | 25 |
| | Total | 59 | 41 | 56 | 44 | 70 | 30 | 61 | 39 |

Table 5.4 Male/Female ratio (% total member/type) on key committees, 2015-today

Nearly all committees have a higher representation of male academic staff. Male representation is particularly high in the Research committee, Executive Board and the External Advisory Board.

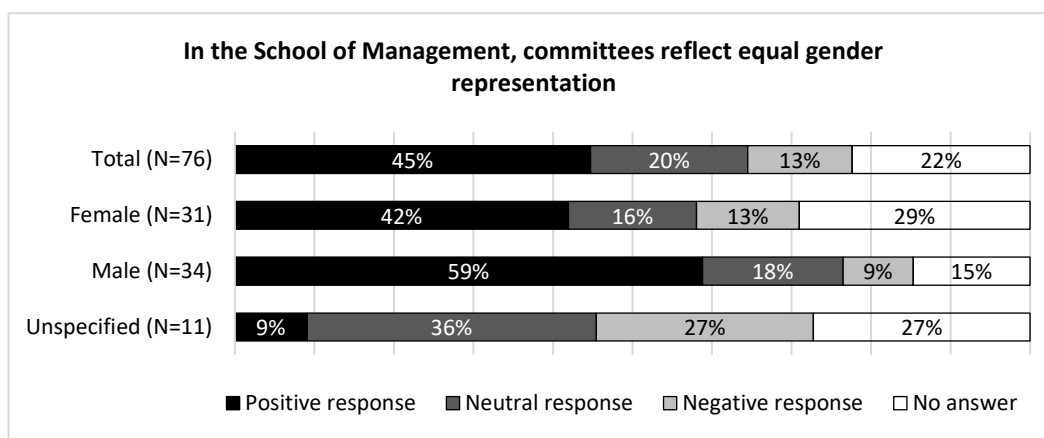


Figure 5.11 Perceptions of committee gender representation

Committee terms of reference will be reviewed to ensure gender representation is considered as a factor in membership composition (including terms of office and rotation of committee membership and major roles that lead to committee membership for each category of member (academic, PSS, student) **(Action 12.1)**. A critical consideration in any potential policy change will be to prevent overload on senior women. Committee membership is determined in many cases, under current terms of reference, by the need to include specific job roles (Directors of Research or Teaching, etc.) and reflects the lower representation of women in senior roles within the School. The review will also explore if more junior female staff can serve on committees **(Action 12.1b)**. We will increase female representation in the composition of the Advisory Board **(Action 12.2)**.

(iv) Participation on influential external committees

Specific indicators of personal and institutional esteem are critical elements of promotion and as such all staff are encouraged (including via the SDPR process) to pursue opportunities on external committees. Irrespective of career stage and responsibility, all academic staff have an allowance of £1500 per annum to cover expenses related to taking part in external activities and to support the take up of such positions. The School currently lacks comprehensive information on staff participation on external committees. A key action therefore will be to collect this information and subsequently check for any gendered patterns, and whether staff with caring responsibilities are compromised in their ability to participate **(Action 12.3)**.

(v) Workload model

For AR&T roles, 1,613 contracted hours per annum are used as a baseline guide for ensuring fair allocation of work across teaching and research (600+600) and other duties and activities (413). Research-active staff are allocated 600 to conduct research activities,

with corresponding expectations that this will lead to satisfactory outputs to underpin the School's performance in research assessments (e.g. REF 2021) and international rankings. The 600 teaching-related load translates, depending upon class size, into delivery of three courses. In addition, staff undertake a wide range of both internal and external citizenship and professional activities. These tasks are often difficult to quantify but include: Professional work such as external committees; peer work and editing; outreach tutoring; mentoring; personal development; and scholarship. The original work plan, currently accessed via the Google Docs platform (although a new University-wide system is being piloted), is developed by the HoD and Subject Leads in consultation with individuals for feedback, preferences and constraints. Once a draft plan is compiled it is made available to all staff in the Department. Although 83% of respondents strongly/agreed that they 'understand the process of workload allocation', there was a more mixed reaction with respect to the transparency and fairness of workload allocation.

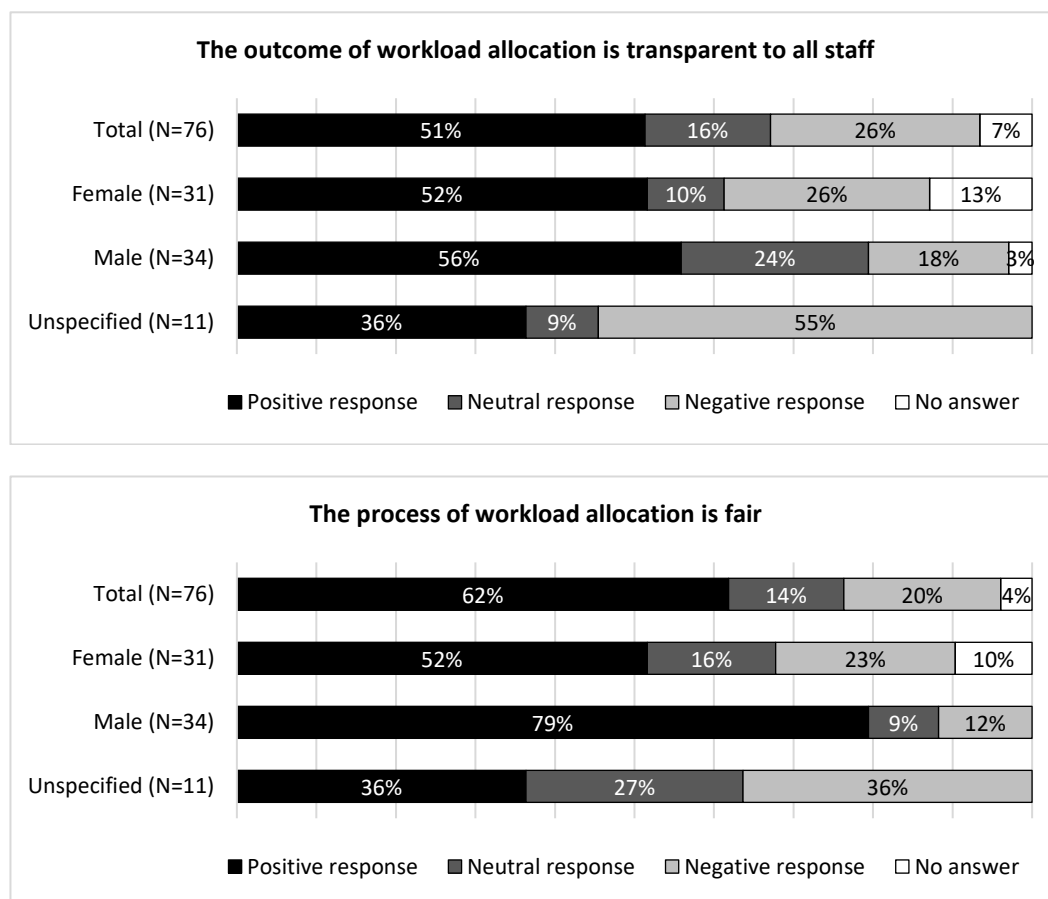


Figure 5.12 Perceptions of transparency and fairness of workload allocation

To explore this issue further, confidential in-depth interviews were conducted with four faculty members. One persistent issue (cf. discussion of committee memberships) was perceived discrepancies in remissions of work. To date, no formal consideration has been given to gender in the mix of how teaching hours, research responsibilities and senior roles are configured for individuals and the department as a whole. We will review the

overall workload model and subsequently check for any gendered patterns, paying particular attention to any outliers in respect of workload (**Action 13.1**).

(vi) Timing of departmental meetings and social gatherings

At present School and divisional meetings, boards and committees take place within a 0900-1700 working day. The University teaching day extends beyond this, starting at 0815 and ending at 1905, but there is a well-established process for people with caring responsibilities to be able to seek exemptions.

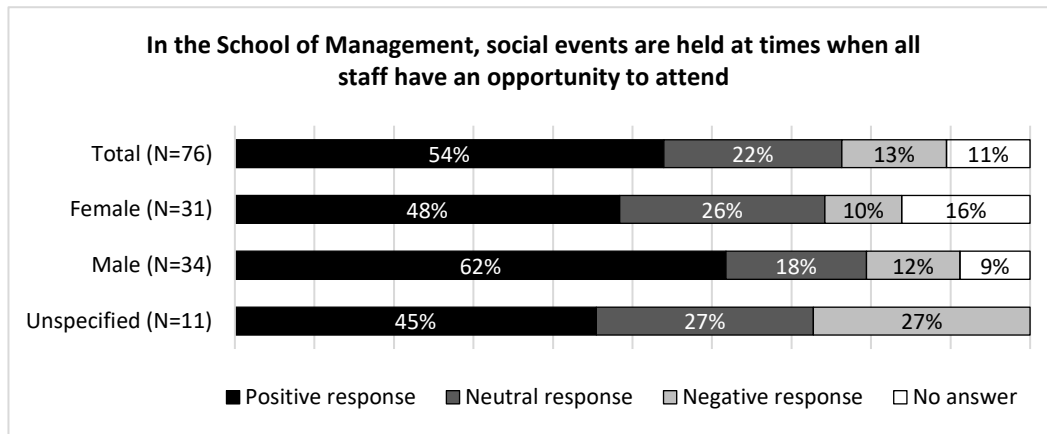


Figure 5.13 Perceptions of timing of School social events

There has been less adherence to these core timings for social gatherings. The School Summer party for example, typically takes place mid-late afternoon to enable those with children/other responsibilities to leave after or bring children to the event but (School and Divisional) Christmas parties are often evening events. The School will continue to be flexible in its timings for meetings, events, etc., but will move in most circumstances to holding official meetings, etc., in ‘core’ hours (1000-1630). This policy will be widely communicated and meetings (and social events, etc.) outside these times will only be arranged when affected staff are consulted and in agreement (**Action 13.2**).

(vii) Visibility of role models

For the last five years the school has had, a high-profile female leader but, as discussed, fewer other women in senior roles. We also discussed in section 5.3 (iii and iv) the importance of these role models in supporting staff and students. Consequently, we need to increase the number and, critically, improve the visibility of female role models. One survey respondent said, *“I would appreciate more women of colour. These role models are missing for me”*.

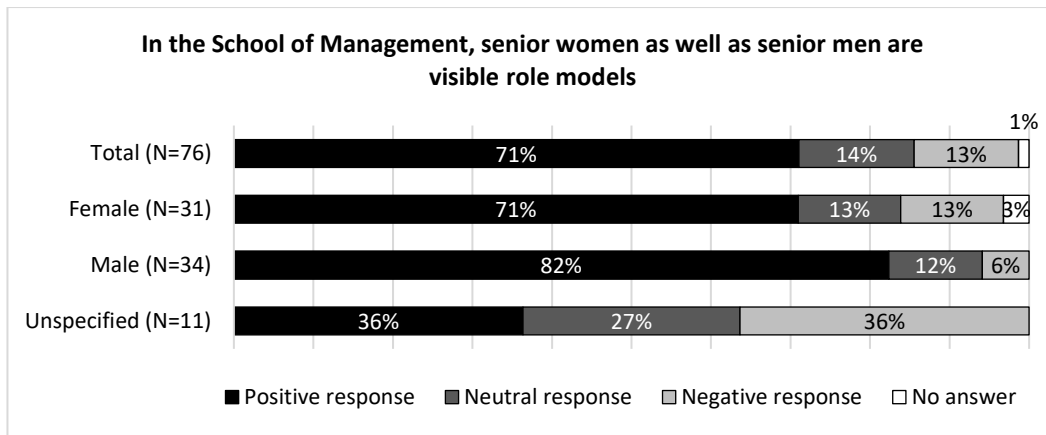


Figure 5.14 Perceptions of visibility of role models

Since 2014 there have been 191 ‘official’ school research seminars, of which 70% were solely male presenters. To address these concerns, we plan to target **(Action 14.1)** a higher proportion of female seminar speakers (noting the broader gender profile of specific fields). In the last year, the Research4Good initiative has actively promoted a range of female scholars and their work using various media (including videos, etc.). More generally, the School’s publicity materials (website pages, videos, brochures, posters, etc.) comprise images of women and men but a simple audit of current content will be a critical first step in ensuring a consistently inclusive approach regarding the production of future content **(Action 14.2)**.

(viii) Outreach activities

There is increasing recognition of the value of public engagement and outreach activities. This is both directly related to enhancing research impact, and for the development of positive relationships between the University and local and national educational organizations. From the Advisory Board to the research centres to impact cases to student placements, the School is continuously engaged with a wide range of industry stakeholders but staff are also active in various public engagement events (e.g. ESRC Festival of Science, Research for Good, ERC Futures Night, Pint of Science public events, etc.). The School’s ‘Women in Leadership’ programme was introduced earlier. It received very positive feedback, in addition to being run twice internally, it has also been made available as an Executive Education offer (in Bath and London). Although not recorded as a distinct work category, outreach is seen as a key part of the research/service elements in the workload model. We recognise that we need to systematically co-ordinate, capture and evaluate School outreach activities and then reflect on the data for staff and student involvement, and participant uptake whilst highlighting the gender balance **(Action 14.3)**.

Supporting and advancing women’s careers = 5433 words

5. CASE STUDIES

N/A

6. FURTHER INFORMATION

In this section we would like to highlight the relationship between the various Athena SWAN actions and the broader range of School and University initiatives in Equality, Diversity and Inclusion, etc. For example, the focus on School mentoring practices proposed here will be a crucial part of enacting the Mental Health First Aid training currently being rolled out across the school. Similarly, the doctoral Action Plan, developed in response to other drivers, contains key elements that will underpin our Athena SWAN approach. By developing a more coherent approach to these varied challenges we also create the opportunity to prevent fragmentation of funding/support and avoid undermining such fundamental issues with initiative overload.

Further information = 48 words

ACTION PLAN

| <i>Planned action /objective</i> | <i>Rationale (evidence supporting action)</i> | <i>Key outputs and milestones</i> | <i>Timeframes</i> | <i>Responsible</i> | <i>Success criteria and outcome</i> |
|---|--|---|--|---|---|
| Action 1. Addressing gender balance on undergraduate taught programmes | | | | | |
| Improve gender balance on UG Programmes | <ul style="list-style-type: none"> ○ 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. | a) 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. | Data: Jan '19 - July '19 | <ul style="list-style-type: none"> ○ DoT (UG) ○ TLQ Committee | Complete research and report on findings to ASIC highlighting issues from the application/offer/acceptance pipeline and identifying best practice examples from other institutions. |
| | | b) 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. | Design: July '19 – July '20 (recruit cycle) Pilot: Jul -Dec '20 | | New approach designed, pilot carried out, adjustments made as required and new approach in place. |
| | | c) Make any adjustment to approach and fully implement. Assess effect on offer patterns and applications. | Implement: Jan '21 -July '24 | | Consistent offer patterns for women and men observed. Female applications for A&F increased to 50% and male applications applying to 'Management with Marketing' increased to 40%. |
| Action 2. Addressing gender balance on postgraduate taught programmes | | | | | |
| Improve gender balance on PGT programmes | <ul style="list-style-type: none"> ○ Significant under-representation of male students in A&F. | a) Investigate the application/offer/acceptance pipeline to identify and explore best practice with GW4 and comparison institutions. | Data: Jan '19 - July '19 | <ul style="list-style-type: none"> ○ DoT (PG) ○ TLQ Committee | Complete research and report on findings to ASIC highlighting issues from the pipeline and identifying best practice examples from other institutions. |

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| | <ul style="list-style-type: none"> Under-representation of female students on Executive MBA. | <p>b) Design gender inclusive promotion strategies (website videos, male/female ambassadors at open days) and targeted recruitment strategies.</p> | <p>Design: July '19 – July '20</p> <p>Pilot: July '20 – Dec '20</p> | | <p>New approach designed and pilot carried out.</p> |
| | | <p>c) Explore best practice with GW4 and comparison institutions.</p> | <p>Implement: Jan '21</p> | | <p>Consistent offer patterns (ITM) for women and men observed.</p> <p>Male applications for A&F increased to 50% and female applications to Executive MBA increased to 40%.</p> |
| Action 3. Postgraduate researchers monitoring and performance | | | | | |
| Improving monitoring data and submission rates for PGR students | <ul style="list-style-type: none"> Gaps or misalignments in the tracking data (e.g. application/ submission). Significant numbers of students failing to submit (i.e. out of time.) | <p>a) 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 there are any common factors affecting non-completers.</p> | <p>Data: Jan '19 - July '19</p> | <ul style="list-style-type: none"> DoS PGR DOS DBA DoS MRes | <p>System implemented to collect end-to-end data set (application to submission) for PGR students. Factors affecting non-completers identified and solutions fed into Doctoral Plan (see b)).</p> |
| | | <p>b) Work closely with Doctoral College to implement Doctoral Plan to improve student experience and submission rates.</p> | <p>Implement: July '19 -Sept'24</p> | | |
| Action 4. Improving PDR career development | | | | | |
| Improve PDR support for Career Development | <ul style="list-style-type: none"> Few in number but women over represented in what are, typically, fixed-term lower-grade roles. | <p>a) Work with grant holders to capture recruitment and support activity. Compare current activities with standards set out in the Concordat to Support the Career Development of Researcher and carry out a gap analysis.</p> | <p>Audit: Jan '19 - July '19</p> | <ul style="list-style-type: none"> AD (Research) Grant Holders | <p>Audit of current support activities for PDRs carried out and gap analysis completed. Report with recommendations for improvement passed to ASIC for action.</p> |
| | | <p>b) Align with Concordat to Support the Career Development of Researcher. Ensure that all PDRs have a career development plan, including training.</p> | <p>Implement: July '19 -July '21</p> | | |

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| | | needs, which is discussed and updated as part of the SPDR process. | | | needs are discussed at SPDRs. Survey shows that at least 75% of PDRs agree or strongly agree that their career development is taken seriously. |
| | | c) Ensure all PDRs are included in all SoM activities | Jan '19-Jan'20 | | Checks show that all PDRs are invited to all SoM activities. Survey shows that at least 80% of PDRs agree or strongly agree that they are regularly invited to SoM events. |
| Action 5. Developing divisional (and PSS) strategies for recruitment and promotion | | | | | |
| Develop Division Plans and Targets for Recruitment and Promotion | <ul style="list-style-type: none"> o Significant variation in gender balance across divisions. o PSS heavily skewed female. | a) Build on improved local pipeline data (action 6), 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. | Design: Jan '19 – July '19 Implement: July '19 -Oct '23 | <ul style="list-style-type: none"> o AD Faculty (AR&T) o HoDs o Director of Operations (PSS) | <ul style="list-style-type: none"> o Divisional plans in place, taking into account growth posts, churn data, etc., which include annual targets for female/male representation among academic and PS staff (Action 7) o Process in place to review plans annually. o Improved gender balance across divisions in line with Divisional targets. A minimum of 20% female representation at all academic levels in each Division. |
| | | b) Investigate option to use recruitment advisors where potentially beneficial in order to attract female applicants particularly for senior positions. | Investigation: Jan '19 - July '19 Pilot: Aug '19 – July '20 Implementation: Aug '20-July '21 | | |
| Action 6. Managing the career pipeline | | | | | |

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| 6.1. Capture Pipeline data in a consistent and actionable format (e.g. Applicants, Leavers data, etc.) | <ul style="list-style-type: none"> ○ 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. | a) Create SoM Athena SWAN data role | Data: Jan '19 - Jul '19 | <ul style="list-style-type: none"> ○ ASIC Co-chair (AR&T data) ○ Director of Operations (PSS data). | New AS data role in place and included as member of ASIC. |
| | | b) Audit extant data sources – building on Bronze application and ensure that PSS are included. | Format: Jul '19 – Sep '19 | | Audit completed and all data sets relating to staff, including PSS, complete. |
| | | c) 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. | Publish: Oct '19-Dec '19 | | Format agreed by ASIC and first annual report published. Plans agreed and in place for annual updates. |
| 6.2. Improve Diversity of Recruitment Panels by involving all staff in recruitment planning and process | <ul style="list-style-type: none"> ○ Over-reliance for panels on small group of senior women, even in divisions with a larger percentage of female staff. | a) Include introduction to recruitment process in induction activity. | Jan '19 – Jul '19 | <ul style="list-style-type: none"> ○ ASIC Co-chair (Benchmarking, induction and feedback) ○ Deputy Dean (SoM Annual Recruitment plan) ○ AD Faculty (training) | Information about recruitment process routinely included in induction material. |
| | | b) AD Faculty leads two-way reflection (i.e., new staff feedback on their experience) and explore best practice with GW4 and comparison institutions. | Research: Jan '19 – Dec '19 Implementation: Jan'20 – Dec '20 | | <ul style="list-style-type: none"> ○ New staff consulted on their experiences of the recruitment process, and best practice explored 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. |
| | | c) 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 | Pilot feedback: Jun-Dec '19 | | <ul style="list-style-type: none"> ○ 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. |

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| 6.3. Recruitment Training | <ul style="list-style-type: none"> Few staff not already involved in recruitment engage in the mandatory training – creating a further barrier to participation. | <ul style="list-style-type: none"> Actively promote (meetings, website, other comms, etc.) the importance of wider participation in recruitment (cf. Action 7). | Jan '19 – Dec'19 | <ul style="list-style-type: none"> Dean (messaging) AD Faculty (training) | Checks show that the message about wider participation in recruitment is broadcast. |
| | | <ul style="list-style-type: none"> Increase pool of those able to participate in recruitment by encouraging all staff to engage with recruitment training. | Jan'19 - July '20 | | At least 50% of all staff at lecturer level completed recruitment training. At least 45% of those to be female. |
| 6.4. Recruitment Process Improvements | <ul style="list-style-type: none"> Recruitment process varies across SoM and misaligned with University and sector best practice. | <ul style="list-style-type: none"> Roll-out a revised template text for advertisements which includes standard statement concerning ED&I, e.g., opportunities for PT/flexible working, etc. | Jan '19 - Jan '20 | <ul style="list-style-type: none"> ASIC Co-chair (process review) AD Faculty (cross school sharing) HoDs (identifying contacts) | Revised advert format produced and in use for all jobs. |
| | | <ul style="list-style-type: none"> Implement system whereby all advertisements include male & female contacts for pre-application discussions. | Jan '19 - Jan '20 | | Checks demonstrated that all advertisements do include male & female contacts and that this requirement is included in the guideline for advertising posts. |
| | | <ul style="list-style-type: none"> Produce an ED&I one-page briefing checklist for all panels covering issues of unconscious bias, recruitment best practice, etc. | Jan '19 - Jan '20 | | One-page briefing sheet produced, piloted and refined. All recruitment panels using the briefing sheet. Use embedded into recruitment practice. |
| | | <ul style="list-style-type: none"> Ensure job opportunities are communicated across School & encourage staff to access informal networks to help identify appropriate female candidates. | Jan '19 - Jan '20 | | Checks show that for all job opportunities panel chairs have ensured that informal networks have been accessed to identify female candidates and that this approach is embedded. |
| 6.5. Review and improve the Induction Process | <ul style="list-style-type: none"> Survey feedback – only 53% strongly/agreed induction was helpful in providing an orientation to the School. | <ul style="list-style-type: none"> Design a more calendar-based induction process (i.e. not overloading at one point but repeated through year and relevant to upcoming activities – such as exams, etc.). Open | Updated info and wider invite: Jan '19 - Sept '19 | <ul style="list-style-type: none"> ASIC Co-chair (AR&T) AD Faculty and HoDs (Buddy Scheme) Director of Operations (PSS) | New induction process in place - Athena SWAN/ED&I information more fully included. |

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| | <ul style="list-style-type: none"> ○ Only 37% found it helpful in orientation to their Division. | <ul style="list-style-type: none"> up participation to other staff (as refresher). | | <ul style="list-style-type: none"> ○ AS data role ○ (on-line resources) | |
| | | <ul style="list-style-type: none"> b) Introduce/formalise divisional and PSS induction – including a ‘buddy’ scheme (cf. Action 8.2) | <ul style="list-style-type: none"> Design revised process: Sept- ‘19 – Dec’ 19 Pilot Buddy Scheme: Sept ‘19 to July ‘20 Implement: Aug ‘20 - July ‘21 | | <ul style="list-style-type: none"> ○ All divisions have a local induction in place. ○ PSS induction in place ○ Buddy Scheme piloted and introduced. |
| | | <ul style="list-style-type: none"> c) Ensure on-line resources are fully up-to-date (i.e. Moodle site) and properly signposted for both new and existing staff. | <ul style="list-style-type: none"> Jan ‘19 - Sept ‘19 | | <ul style="list-style-type: none"> All resources up-to-date. Process in place to update resources in September each year. |
| | | <ul style="list-style-type: none"> d) Present Athena SWAN/ED&I information as a key part of the process. | <ul style="list-style-type: none"> Jan ‘19 -Sept ‘19 | | <ul style="list-style-type: none"> Athena SWAN routinely included in School induction. |
| | | <ul style="list-style-type: none"> e) New starters in 2019/20 surveyed to ascertain their opinions of the new induction schemes. | <ul style="list-style-type: none"> Oct ‘20 | | <ul style="list-style-type: none"> At least 75% strongly/agreed induction was helpful in providing an orientation to the School and found it helpful in orientation to their Division. |
| <p>6.6. Investigate ‘as is’ promotion process</p> | <ul style="list-style-type: none"> ○ Career pipeline data. ○ Survey findings that show concerns regarding transparency and fairness (including divisional differences). ○ Limited PSS insight. | <ul style="list-style-type: none"> a) 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. | <ul style="list-style-type: none"> Focus groups: Jul-Dec ‘19 Report: April ‘20 | <ul style="list-style-type: none"> ○ AD Faculty and HoDs (AR&T) ○ Director of Transformation (PSS) | <ul style="list-style-type: none"> ○ 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. ○ Feed into action 6.7. |

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| 6.7. Improve Promotion Support | <ul style="list-style-type: none"> ○ 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. | a) 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. | Promote training: Jan '19 – Jan'20 | <ul style="list-style-type: none"> ○ Dean (messaging) ○ AD Faculty (training) ○ Director of Transformation (promotion) ○ ASIC Co-chair (focus groups) ○ Deputy Dean (budget) | <ul style="list-style-type: none"> ○ 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 and remind them of their role in proactively identifying and encouraging promotion candidates. |
| | | b) Promote leadership programmes such as Aurora and support SoM applications. | Promote training: Jan '19 – Jan'20 | | Increased number of women applying for and completing development courses: at least 50% of all those below the Professorial level. |
| | | c) Establish a ring-fenced budget for continued support for development. | By Jan '19 | | Budget in place. ASIC will check that this is included as an item each year. |
| | | d) Using information generated by Action 6.6, review and revise in-house programmes Women in Leadership” | Review in-house prog: Jan '20 – July '20 Roll out revised prog: Sept '20 Assess: Sept '21 | | <ul style="list-style-type: none"> ○ Review completed and revised in-house “Women in Leadership” programme rolled out. ○ At least 75% of participants give positive feedback on revised programme. |
| Action 7. Reviewing the training portfolio and improving participation | | | | | |
| Review the training portfolio, especially compulsory elements, and improve completion rates. | <ul style="list-style-type: none"> ○ 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 | a) 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. | Review: 'Jul 19 – Dec '19 | <ul style="list-style-type: none"> ○ Dean (messaging) ○ AD Faculty (training review) ○ HoDs with AS data officer ○ (completion rates) | <ul style="list-style-type: none"> ○ Clarified and publicized training requirements. ○ Decisions made on whether to introduce local face-to-face delivery for some courses. |

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| | <ul style="list-style-type: none"> ○ Perception of insufficient time to undertake training. | <p>b) Communicate these specific courses in a more directive and deliberate manner.</p> <p>c) Monitor completion rates and report at part of annual divisional/PSS plans (Action 5).</p> | <p>Jan '20 – July '20</p> <p>Aug '20 – July '21</p> | | <p>Include requirements in SDPR pro-forma checklist</p> <p>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.</p> |
| Action 8. Addressing the limitations of staff development and support | | | | | |
| 8.1. Improve SDPR training completion rates for both appraisers and appraisees. | <ul style="list-style-type: none"> ○ OC survey results suggest variable and differentiated (gender) perception of effectiveness of SDPR. ○ 5 respondents had not had a review in 2-5 years and 3 had never had one. | a) Ensure that everyone completes an SDPR by ensuring that reminders are sent out to non-completers before deadlines. | Compliance: By Jan '19 | ○ AD Faculty with AS data officer (completion rates) | 100% on-time completion of SDPR for all staff. |
| | | b) 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. | Training: Jan '19 – Jan '20 | | 100% completion of training for all those leading SDPR. Staff given the option of choosing the gender of reviewer. |
| | | c) Encourage all appraisees to undertake training. | Training: Jan '19 – Jan '20 | | Increased participation in SDPR training for all staff – at least 40% of staff to have undertaken appraisee training. |
| 8.2. Improve availability of mentoring | <ul style="list-style-type: none"> ○ Variable up-take and availability of mentoring post-probation. ○ Strong expression of interest to have/be mentors. | a) Investigate SoM best practice approaches to (small group) peer support and encourage similar activities across the School. | <p>Review: Sept '19 - Dec '19</p> <p>Implementation: Jan '20 – Dec '20</p> | <ul style="list-style-type: none"> ○ ASIC Co-chair (identify and share best practice). ○ AD Faculty, Dir. of Transform., HoDs (Small group/Buddy Scheme). | <ul style="list-style-type: none"> ○ 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. |

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| | | b) Develop and pilot 'buddy' scheme (cf. Action 6.5b) for all staff to complement the scheme for probationers. | Pilot Buddy Scheme: Sept '19 to July '20 Implement full scheme: Aug '20 – Aug '22 | | <ul style="list-style-type: none"> ○ 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. |
| Action 9. Improving student support for academic career progression | | | | | |
| Improve support for women's careers in business and academia | <ul style="list-style-type: none"> ○ 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. | a) Implement policy and practice to better connect with alumni and other external partners to promote careers for women to students. | Policy: July '19 – Dec '19 Implementation: Jan '19 – Dec '19 | <ul style="list-style-type: none"> ○ DoT (UG, PGT) ○ DoS PGR ○ DOS DBA ○ DoS MRes | <ul style="list-style-type: none"> ○ 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. |
| | | b) Improve links between current students and schools and increase outreach and link to widening participation policy. | Oct '19 – Sept '21 | | |
| Action 10. Supporting those applying for research grant applications | | | | | |
| 10.1. Improve grant incentive scheme | <ul style="list-style-type: none"> ○ Grant income is strongly encouraged and features in recruitment and | <ul style="list-style-type: none"> ○ Revise Terms of reference for support schemes to include Gender as a factor | Jan '19 – Dec '20 | <ul style="list-style-type: none"> ○ AD(Research) | <ul style="list-style-type: none"> ○ Quarterly reports on gender balance of applicants and awardees and career stage made |

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| | promotion criteria -so must be considered as a factor in the overall leaky pipeline. | and establish regular monitoring and reporting of gender balance. | | | to Research Committee. 12 month rolling average demonstrates that at least 40% of applicants are female. o Target to be revised upwards as female representation improves. |
| 10.2. Identify Female Grant Champions | o SoM has relatively low levels of grant income. o Grant income important for career progression. | a) Identify and promote – via website, presentations at meetings, etc., female SoM grant champions (link to broader Action 14). Also identify role models in more grant intensive faculties – will also encourage collaborations across University/Sector. | Identify and promote Grant Champions: Jan '20 – Jan 21' | o ASIC Co-chair o AD(Research) o HoDs | o Internal (at least 2) and external (at least 4) female grant champions identified and visible via research website. o Regular presentations at School and divisional meetings to show case successful grant applying. o 40% female AR&T staff (inc. 100% probationary) in post Feb '21 to have submitted at least one grant application (PI or Co-I). |
| | | b) Embed Grant Champion activity and build on this to increase grant application rates for women. | Embed: Feb '21 – July '23 | | |
| Action 11. Flexible working and managing career breaks | | | | | |
| 11.1. Clarify and better communicate Maternity, Paternity, Adoption and Flexible Working Policies | o 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. o Variable processes of work cover for maternity leave. o Low take up of KIT days. | a) Clarify each policy area and investigate up-take, and policy implementation across School (cf. Action 11.2). Use focus groups to investigate. | Research: Jan '20 – July '20 | o AD Faculty (AR&T) o Director of Ops (PSS) o Deputy Dean (resourcing) | Policy audit carried out and focus groups held. Report produced for EB/ASIC with recommendations as to best practice. |
| | | b) Investigate of how work cover provision is arranged. | Research: Jan '20 – Dec '20 | | Cover Policy with clarified with issues identified. Consistent policy for the whole School in place. |
| | | c) 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. | Aug '20 – Dec '20 | | o Policy signposts in place – website, induction, etc. o HoD briefings updated and checklists produced and implemented. |

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| | | d) Survey of staff carried out to assess effectiveness of changes. | Oct '21 | | 75% of all staff groups report awareness of flexible working/parental leave policies. |
| 11.2. Improve the consistency of reintegration/return to work support and communication of options | <ul style="list-style-type: none"> ○ Interviews (AR&T) clarified that support process is inconsistently understood/applied. | a) Investigate current practice across School (cf. Action 11.1a) including practice of PSS. | Research: Jan '20 – July '20 | <ul style="list-style-type: none"> ○ AD Faculty (AR&T) ○ Director of Ops (PSS) | Research carried out and focus groups held. Report produced for EB/ASIC with recommendations as to best practice. |
| | | b) Define formal process for return to work. Produce checklist to guide managers and returnees. | Aug '20 – Oct '20 | | Return to work policy formalised and checklist produced and HoDs training. |
| | | c) 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. | Nov '20 – Mar '21 | | <ul style="list-style-type: none"> ○ Policy signposts in place – website, induction, etc. ○ HoDs briefings include need to discuss options before leave and prior to return to work. |
| | | d) Carry out interviews with those who have had career break to assess application of return to work policies. Use feedback to further refine policies. | Mar '23 – Jun '23 | | <ul style="list-style-type: none"> ○ 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. |
| 11.3. Investigate the experiences of PT staff | <ul style="list-style-type: none"> ○ 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 | a) Current experience of PT working (focus groups for Teaching and Research only, T&R and PSS). | Jan'19- Mar '19 | <ul style="list-style-type: none"> ○ AD Faculty (AR&T). ○ Director of Ops (PSS). | Research completed and reported to EB/ASIC. |
| | | b) Identify any specific issues that require attention for PT work, and feed back into Athena SWAN action plan. | Apr '19 – May '19 | | Issue identified and fed into Athena SWAN action plan. |

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| | and promote more widely, important to understand PT specific issues. | c) Focus Groups carried out to ascertain whether issues identified have been tackled. | Jan '22 – Mar '22 | | Focus groups completed and evidence assessed to ascertain whether issues originally identified have been addressed. Results fed back to ASIC. |
| 12. Addressing gender balance of SoM committees | | | | | |
| 12.1. Improve gender balance of SoM committees | <ul style="list-style-type: none"> ○ 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. | a) Review terms of reference, membership and tenure (e.g. 3+2) for all committees. | Jan'19 - Dec '20 | <ul style="list-style-type: none"> ○ ASIC Co-chair ○ Cttee Chairs ○ Deputy School registrar | Terms of reference for all committees in place which define gender balance. |
| | | b) Explore options for wider range of staff (e.g. more junior) to participate. | Jan'21 – Jan '23 | | Move towards gender balance in all committees. All committees meeting their gender balance targets. |
| | | c) Transparent application/appointment process for all post holders. | Jan'19 - Dec '20 | | Application/appointment process transparent and official tenure enforced. |
| | | d) Staff surveyed to check their review of the transparency of committee appointment processes. | Oct' 22 | | At least 75% agree/strongly agree that committee appointment processes are transparent. |
| 12.2. Improve gender balance of External Advisory Board | <ul style="list-style-type: none"> ○ Average of 30% female membership. ○ Direct appointments. | a) Address terms of reference of External Advisory Board to define required gender balance. Actively seek and appoint female members. | Jan'19- Dec '21 | <ul style="list-style-type: none"> ○ Dean ○ DD | <ul style="list-style-type: none"> ○ Terms of reference address gender balance. ○ Progress towards 50% M/F balance: at least 40% of members female. |
| | | b) Align with role model actions (9b and 15). Use external advisory board members as role models for students. | | | (Female) Members of External Advisory Board routinely used as role models. |
| | <ul style="list-style-type: none"> ○ Critical aspect of personal promotion, role modelling, institutional reputation, | a) Capture participation on an ongoing basis. | Jan '19 -Dec '19 | <ul style="list-style-type: none"> ○ AD Faculty ○ AS data officer (data set) | Data capture implemented. Annual participation report to EB/ASIC. |

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| 12.3. Assess external committee participation | etc. yet ad-hoc data capture – some Pure data but not easily extracted/consistent. | b) Investigate to establish of any gender or carer, etc. patterns to (non) participation. Investigate solutions to any issues identified. | Jan '20-Jun '20 | | Research completed and any clear patterns of participation related to gender, carer responsibilities identified. Solutions put forward to address issues. |
| | | c) Reassess participation data. | Jan '22 – Mar '22 | | Data show that differential participation rates have reduced or disappeared. |
| Action 13. Improving the workload allocation process | | | | | |
| 13.1. Workload model and role allocation/remissions | <ul style="list-style-type: none"> ○ OCS and interviews revealed concerns regarding fairness and transparency in allocation. ○ Perceived discrepancies in remissions of work for additional task. | a) Analyse each divisional workload (last 3 years) for gendered patterns in allocation (course types, sizes, etc.) and remissions. | Jan'19- Dec '19 | <ul style="list-style-type: none"> ○ Deputy Dean ○ AS data officer | Report to EB/ASIC highlighting any gendered patterns. Where there are any gendered patterns, introduce actions to address the issues. |
| | | b) Continue to communicate workload model and remission rules. | Jan '19 – Dec '19 | | Communication strategy in place. |
| | | c) Ensure that the new university workload system is introduced and that staff are briefed on it works. | Jan '19 – Dec '19 | | New workload system in place. |
| | | d) Survey staff to check view of workload model. | Oct'21 | | At least 75% of staff agree/strongly agree that workload system is transparent, and workloads are distributed fairly. |
| 13.2. Core Hours | <ul style="list-style-type: none"> ○ University has an extended 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. | a) Clarify 'core' hours (1000-1630) in all communications and policies. Only arrange events outside these times if all affected staff are consulted. | Jan'19- Jan '20 | <ul style="list-style-type: none"> ○ Dean ○ EB | Track calendar and report % compliance with core hours policy on a 6-monthly basis. At least 90% of committee meetings to be in core hours. |
| | | b) Seek to avoid repeating out of hour patterns for events. | Jan'19- Jan '20 | | ○ Assessment of social event timings shows evidence of greater consultation and changing patterns for social events. |

| Action 14. Promoting female role models | | | | | |
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| 14.1. Ensure increased female representation in seminars | <ul style="list-style-type: none"> Since 2014 there have been 191 'official' school research seminars, of which 70% were sole male presenters. | a) Target more female speakers to the SoM – in particular senior role models. | Jan '19- Jan '21 | <ul style="list-style-type: none"> AD Research Divisional Seminar Co-ordinators | <ul style="list-style-type: none"> > 40% female seminar presenters. Report gender data for seminar and allocations at Research Committee. |
| | | b) Division to set their own targets in light of female representation in field and in consultation with each other to ensure overall 40% target is reached. | Jan '19- Jan '21 | | <ul style="list-style-type: none"> Divisional targets set and met. |
| 14.2. Audit promotional/web material to insure a diversity of images | <ul style="list-style-type: none"> 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. | a) Establish annual audit of presentational material for gender balance. If issues identified changes made to address them. | Jan '19- Jan '21 | <ul style="list-style-type: none"> ASIC Co-chair Deputy Dean | <ul style="list-style-type: none"> Checks confirm that images in presentational materials contain a good representation of the diversity of staff and student in the SoM. |
| | | b) Ensure Athena SWAN principles are highlighted in the development of new marketing content, images, etc. | | | <ul style="list-style-type: none"> Checks confirm that Athena SWAN principles are highlighted in marketing material. |
| 14.3. Capture outreach participation data | <ul style="list-style-type: none"> Female staff are active in various public engagement and outreach events but not captured in systematic way. | a) Establish system to capture staff and student participation on an ongoing basis. | Jan '19- Jan '21 | <ul style="list-style-type: none"> AD Faculty AS data officer (data set) | <ul style="list-style-type: none"> System for capturing participation in place. Annual report to EB/ASIC. |
| | | b) Investigate any patterns of participation in order to establish of any trends in gender or carer. | | | |